

IEP Goal Wording

Asking for Help

Data source

Progress is recorded on the Asking for Help Tracker, which is part of this unit.

Adjust the numbers to match the student. The wording is a starting point, not a template to file as-is.

1. Know When You Need Help

PROMPTED

Given a verbal prompt, the student will know when you need help in the classroom in 4 out of 5 opportunities across 3 consecutive weeks.

INDEPENDENT

Without a prompt, the student will know when you need help in the classroom in 4 out of 5 opportunities across 3 consecutive weeks.

GENERALISATION

The student will know when you need help in at least two different settings on 3 separate occasions, as recorded by staff.

2. Choose Who to Ask

PROMPTED

Given a verbal prompt, the student will choose who to ask in the classroom in 4 out of 5 opportunities across 3 consecutive weeks.

INDEPENDENT

Without a prompt, the student will choose who to ask in the classroom in 4 out of 5 opportunities across 3 consecutive weeks.

GENERALISATION

The student will choose who to ask in at least two different settings on 3 separate occasions, as recorded by staff.

3. Ask Clearly

PROMPTED

Given a verbal prompt, the student will ask clearly in the classroom in 4 out of 5 opportunities across 3 consecutive weeks.

INDEPENDENT

Without a prompt, the student will ask clearly in the classroom in 4 out of 5 opportunities across 3 consecutive weeks.

GENERALISATION

The student will ask clearly in at least two different settings on 3 separate occasions, as recorded by staff.



IEP Goal Wording

Asking for Help (continued)

4. Wait for Help

PROMPTED

Given a verbal prompt, the student will wait for help in the classroom in 4 out of 5 opportunities across 3 consecutive weeks.

INDEPENDENT

Without a prompt, the student will wait for help in the classroom in 4 out of 5 opportunities across 3 consecutive weeks.

GENERALISATION

The student will wait for help in at least two different settings on 3 separate occasions, as recorded by staff.

5. Handle a No

PROMPTED

Given a verbal prompt, the student will handle a no in the classroom in 4 out of 5 opportunities across 3 consecutive weeks.

INDEPENDENT

Without a prompt, the student will handle a no in the classroom in 4 out of 5 opportunities across 3 consecutive weeks.

GENERALISATION

The student will handle a no in at least two different settings on 3 separate occasions, as recorded by staff.

