



WORKSHEET FOR DETERMINATION OF CRITICAL SKILLS FROM IEP GOALS/OBJECTIVES

Alpena-Montmorency-Alcona
Educational Service District
2118 US 23 South
Alpena, MI 49707
(989) 354-3010

Utilize this form as a guide in determining which objectives are critical skills for this student. A rating of “1” on any question indicates an area of questionable value to the student. A rating of “5” indicates an area of high value. Skills that receive the highest numerical rating should be considered when targeting critical skills for ESY data collection.

REMEMBER: when targeting objectives for ESY data collection:

- The objectives should be the most critical to the student in reaching his or her long-range education goals; and
- The questions for consideration are not necessarily listed in order of priority; therefore, the critical skills for the **individual** student.

| | None | | Few | | Many |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 1. Is the skill required across a number of current environments? | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 2. Is the skill required across a number of future environments? | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 3. If the student does not perform the skill, will someone else have to do it for him/her? | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 4. Will acquisition of the skill facilitate the student’s movement to a less restrictive environment or help prevent movement to a more restrictive environment? | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 5. Will the acquisition of the skill allow the student to function more independently and enhance success in the integrated environments (i.e., general education, community, employment?) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 6. Will acquisition of the skill enhance the student’s participation in activities deemed important by family members, care givers or peers? | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 7. Will acquisition of the skill enhance the student’s participation in activities deemed important by other service providers? | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 8. Is the skill important to the student’s integration with peers who are not disabled? | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |