

Executive Function IEP Goals — High School

16 measurable goals written to IDEA standards. Replace [student] and [date]; adjust criteria to the student's baseline.

Executive function goals at this age should fade adult support toward real independence — the planner a staff member checked in 9th grade should be a system the student runs themselves by 12th.

INDEPENDENT PLANNING & TIME MANAGEMENT

1. [student] will independently manage a personal calendar or planner across academic, work, and personal commitments, with adult support fading, across 4 of 5 weeks.
2. [student] will prioritize competing tasks and deadlines and create a realistic plan to complete them, with 80% accuracy across 4 of 5 trials.
3. [student] will independently begin and complete a long-term project (a research paper, an application) on a self-created timeline, across 4 of 5 projects.

SELF-REGULATED LEARNING

4. [student] will identify which study or learning strategy works best for a given task and use it without prompting, with 80% accuracy across 4 of 5 trials.
5. [student] will self-monitor understanding during independent work or a lecture and seek clarification when needed, in 4 of 5 observed opportunities.
6. [student] will evaluate their own performance on an assignment or test and identify at least 1 specific change for next time, across 4 of 5 reflections.

ORGANIZATION & INDEPENDENCE ACROSS SETTINGS

7. [student] will maintain an organization system that works across academic, work, and personal settings, locating a needed item within [X] minutes, across 4 of 5 checks.
8. [student] will independently use assistive technology or an executive function tool (a reminder app, a task manager) to manage responsibilities, across 4 of 5 weeks.

FLEXIBILITY & PROBLEM-SOLVING

9. [student] will adjust a plan independently when an unexpected obstacle arises (a schedule change, a setback), without significant distress, in 4 of 5 documented opportunities.
10. [student] will generate and evaluate at least 2 possible solutions before choosing how to solve a real problem, with 80% accuracy across 4 of 5 trials.

SELF-ADVOCACY & WORKPLACE READINESS

11. [student] will self-advocate for an executive function accommodation (extra time, written instructions, a checklist) in a new academic or work setting, in 4 of 5 observed opportunities.
12. [student] will manage multiple simultaneous responsibilities (a job, classes, an application deadline) without missing a commitment, across 4 of 5 weeks.
13. [student] will demonstrate punctuality and preparedness for a class, job, or appointment as a result of independent planning, with no more than 1 lapse per month.

TRANSITION-READY EXECUTIVE FUNCTION

14. [student] will independently set up and use at least 1 executive function support required for their postsecondary plan (a college's accommodation office, a workplace system), with adult support decreasing across 3 consecutive attempts.
15. [student] will complete a self-assessment of their own executive function strengths and needs and identify at least 2 strategies or accommodations that help, once per semester.
16. [student] will manage an unstructured block of time (a study hall, a break, a free period) productively and independently, in 4 of 5 observed opportunities.

Using These Executive Function Goals at 9th – 12th Grade

Fade the adult, not the expectation

The planner a staff member checked daily in 9th grade should become a system the student runs themselves by 12th grade.

Real deadlines beat simulated ones

Practice planning around this student's actual assignments, job shifts, or application deadlines instead of a hypothetical scenario.

Self-assessment is the executive function skill that outlasts the IEP

A student who can name their own EF strengths and needed accommodations can advocate for themselves long after special education ends.

Unstructured time is where executive function gets tested

A study hall or free period with no adult structure is a more honest test of independence than a fully scheduled class period.

Whenever possible, tie executive function goals to this student's real postsecondary plan — a college accommodation system and a workplace system require different supports.

Tired of rebuilding these forms every year?

IEP Goal Writer also drafts your PLAAFP and progress notes from the same student profile — free to try at iepgoalwriter.pro