

Adaptive & Life Skills IEP Goals — 3rd – 5th Grade

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

Money and time goals here are functional as much as academic — a student who can count exact change or read a clock for their own schedule is using math for independence, not just for a test.

PERSONAL HYGIENE & SELF-MANAGEMENT

1. [student] will independently complete a full personal hygiene routine using a checklist, with 80% accuracy across 4 of 5 trials.
2. [student] will select weather- and activity-appropriate clothing independently, with 80% accuracy across 4 of 5 trials.
3. [student] will manage personal materials (organize a backpack, locate needed items) with no more than 1 reminder, across 4 of 5 observed checks.

MEAL PREPARATION & FOOD SAFETY

4. [student] will prepare a simple no-cook snack or meal following a visual recipe, with 80% accuracy across 4 of 5 trials.
5. [student] will follow basic kitchen safety rules (washing hands, using utensils safely) during a food prep task, in 4 of 5 observed opportunities.
6. [student] will identify and select healthy food choices when planning a meal or snack, with 80% accuracy across 4 of 5 trials.

MONEY MANAGEMENT

7. [student] will count a set of coins and small bills to a stated amount, with 80% accuracy across 4 of 5 trials.
8. [student] will make a simple purchase and verify correct change, with 80% accuracy across 4 of 5 simulated or real trials.
9. [student] will identify needs versus wants when given a shopping scenario, with 75% accuracy across 4 of 5 trials.

TIME MANAGEMENT & ORGANIZATION

10. [student] will use a checklist or planner to complete a multi-step routine independently, across 4 of 5 days.
11. [student] will read an analog and digital clock to manage a personal schedule, with 90% accuracy across 4 of 5 trials.

COMMUNITY & SAFETY SKILLS

12. [student] will identify and follow safety rules in a community setting (crosswalk, parking lot), in 4 of 5 observed opportunities.
13. [student] will state their home address and a caregiver's phone number from memory, with 90% accuracy across 4 of 5 trials.
14. [student] will identify what to do in an unsafe or emergency situation (getting lost, a stranger approaching), with 80% accuracy across 4 of 5 trials.
15. [student] will use a basic communication device or method to call for help in an emergency, in 4 of 5 simulated trials.

HOUSEHOLD RESPONSIBILITY

16. [student] will complete a multi-step household or classroom chore (making a bed, tidying a space) independently, in 4 of 5 observed opportunities.
17. [student] will care for a personal item or classroom material, returning it in good condition, with 1 or fewer reminders, across 4 of 5 observed checks.

Using These Life Skills Goals at 3rd – 5th Grade

No-cook food prep still counts as meal preparation

A sandwich or cereal bowl made independently, following a visual recipe, is a legitimate first step toward cooking.

Verify the change, not just the purchase

A student who hands over money without checking what comes back hasn't yet learned the harder half of the skill.

Needs versus wants is a teachable distinction

Budgeting starts with this distinction — test it directly instead of assuming it's understood.

Practice calling for help before it's needed

A simulated emergency call is safer to practice than waiting for a real one to be the first attempt.

Money and safety numbers — exact change amounts, phone numbers — should be this student's real information, not generic examples. Swap in the real numbers before printing.

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