

Adaptive & Life Skills IEP Goals — Kindergarten – 2nd Grade

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

A full routine — handwashing, toileting, dressing — is really a chain of small steps. Track it as a checklist, not a single pass/fail, so you can see exactly which step in the chain is still the barrier.

PERSONAL HYGIENE & DRESSING

1. [student] will complete a full handwashing routine (wet, soap, scrub 20 seconds, rinse, dry) independently, with 90% accuracy across 4 of 5 trials.
2. [student] will independently manage clothing fasteners (buttons, zippers, velcro) needed for the school day, with 80% accuracy across 4 of 5 trials.
3. [student] will complete an independent toileting routine start to finish, in 4 of 5 observed opportunities.
4. [student] will brush their teeth following a visual or verbal sequence, with 80% accuracy across 4 of 5 trials.

MEALTIME & FOOD SKILLS

5. [student] will independently open food packaging and containers common to their lunch or snack, in 4 of 5 observed opportunities.
6. [student] will use appropriate table manners (napkin use, closed-mouth chewing, asking to be excused) with 1 or fewer reminders, across 4 of 5 observed meals.
7. [student] will identify healthy versus less healthy food choices, with 75% accuracy across 4 of 5 trials.

MONEY & TIME AWARENESS

8. [student] will identify the value of coins (penny, nickel, dime, quarter) with 80% accuracy across 4 of 5 trials.
9. [student] will tell time to the hour and half-hour and relate it to their daily schedule, with 80% accuracy across 4 of 5 trials.
10. [student] will use a visual schedule or checklist to complete a morning or after-school routine with no more than 1 reminder, across 4 of 5 days.

HOUSEHOLD & CLASSROOM RESPONSIBILITY

11. [student] will complete an assigned classroom job or chore independently, in 4 of 5 observed opportunities.
12. [student] will organize personal belongings (desk, cubby, backpack) with 1 or fewer reminders, across 4 of 5 observed checks.
13. [student] will put away materials after an activity without being asked individually, in 4 of 5 observed opportunities.

SAFETY & COMMUNITY AWARENESS

14. [student] will state their own name and a caregiver's name and phone number, with 80% accuracy across 4 of 5 trials.
15. [student] will follow basic pedestrian safety rules (stop, look both ways, hold a hand or rail) during a supervised walk, in 4 of 5 observed opportunities.
16. [student] will identify a safe adult to ask for help in the school building, with 80% accuracy across 4 of 5 trials.
17. [student] will follow the routine for a basic emergency drill (fire, lockdown), in 4 of 5 observed opportunities.

Using These Life Skills Goals at Kindergarten – 2nd Grade

A checklist turns a routine into measurable steps

Rating each step of a routine separately shows exactly where independence is and isn't happening yet.

Money and time goals double as math and life skills

A goal about telling time or counting coins serves both purposes at once — write it so it's usable outside the math block too.

Classroom jobs are real practice, not just a reward

A consistent classroom responsibility builds the same skill as a home chore, with lower stakes.

Safety goals need a real caregiver name and number

A goal that has the student memorize this specific, real information is more useful than a generic “knows safety rules” target.

Swap in this student's real caregiver name, phone number, and home information before printing — a generic placeholder defeats the purpose of a safety goal.

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