



Standards and Measuring and Goals, Oh My!

Writing Measurable
Standards based (Academic) &
Non-standards based (Functional)
Goals and Objectives



experience the **Power** of **10**

It is the policy of Region 10 Education Service Center not to discriminate on the basis of race, color, national origin, gender or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 503 and 504 of the Rehabilitation Act of 1973, as amended. Region 10 Education Service Center will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational programs and services.

What does the law say?

“The Individuals with Disabilities Education Act (IDEA) 2004 requires that all students who receive special education services have measurable annual goal(s) included in their Individualized Education Programs (IEPs). This may include academic (standards-based) and/or functional (non-standards-based) goals, based on the individual student’s needs, as documented in their Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements. The purpose of these goals, as is the purpose of all special education services, is to assist the student in accessing the general curriculum. Academic (standards-based) goals are goals directly linked to progressing toward enrolled grade-level content standards; functional (non-standards-based) goals are goals which assist the student in accessing the enrolled grade-level content standards.”

Boiling it down

» Measurable

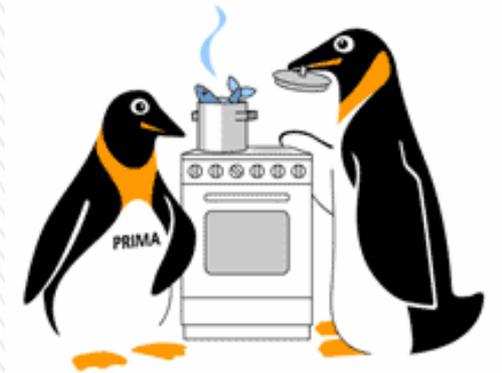
- > Annual
- > Based on the PLAAFP/data
- > Purpose to assist in accessing general curriculum

» Academic (standards-based)

- > Linked to progressing toward enrolled grade-level curriculum

» Functional (non-standards-based)

- > Assist student in accessing enrolled grade-level content standards



Writing good goals

» Elements

- > Timeframe
- > Condition
- > Behavior
- > Criteria



Timeframe



- » In 36 instructional weeks
- » By the end of _____ school year
- » By _____ (specific date)

Discussion point:

Can you have goals that are less than 1 year in duration?



Condition

- » Given...
- » Using...
- » When provided...
- » While...
- » When...
- » In the context of...



Behavior

- » Identify the student by name
 - > Christian will...
 - > Josie will...
 - > Bob will...
- » Identify the **OBSERVABLE** or **MEASURABLE** behavior you want from the student



Observability Classification of Verbs

» NOT directly observable

To...

Distinguish

Conclude

Develop

Think critically

Recognize

Be aware

Discriminate

Infer

Analyze

Solve

Think

Appreciate

Test

Deduce

Perceive

Learn

Discover

Know

Like

Understand

Feel



Observability Classification of Verbs

» Ambiguous Action Verbs

To...

identify	match	give	measure
play	choose	use	demonstrate
see	locate	reject	add/subtract
utilize	find	make	construct
read	connect	select	perform



Observability classification of verbs

Action verbs that ARE DIRECTLY OBSERVABLE

mark	underline	cover with a card
write	fill in	repeat orally
remove	draw	press a lever
point to	walk	count orally
put on	label	cross out
place	circle	read orally
say	name	tell what



Criteria

- » How will you know if the goal or objective is mastered?
 - > 70 words correct per minute
 - > percentage (80% of opportunities)
 - > number of correct responses (4 of 5 ...)
 - > By (doing something specific...)



State Level of Assistance if Any

Functional Independence Measurements

» No helper required

- > Complete independence
- > Modified independence (student requires use of a device but no physical assistance)

<http://www.rehabmeasures.org/Lists/RehabMeasures/DispForm.aspx?ID=889>



Measurable Levels of Assistance

» Helper (Modified Dependence)

- > Supervision or setup (no hands on)
- > Minimal Contact Assistance (student can perform 75% or more of task)
- > Moderate Assistance (student can perform 50% to 74% of the task)

<http://www.rehabmeasures.org/Lists/RehabMeasures/DispForm.aspx?ID=889>



Measurable Levels of Assistance

» Helper (Complete Dependence)

- > Maximal assistance (student can perform 25% to 49% of task)
- > Total assistance (student can perform less than 25% of the task or requires more than one person to assist)
- > Activity does not occur

<http://www.rehabmeasures.org/Lists/RehabMeasures/DispForm.aspx?ID=889>



Break

<http://www.online-stopwatch.com/countdown-clock/full-screen/>



Example

- » In 52 instructional weeks, given a diet, Hillary will lose weight.
- » In 52 instructional weeks, given a diet rich in lean meats and high fiber, non-processed fruits and vegetables, Hillary will lose 20% of her beginning body weight.



PLAAFP

Christian is a 9 year old 3rd grader with a significant intellectual and physical disabilities who also is non-verbal. He understands object permanence and sometimes appears to have an emerging understanding of cause/effect. Christian enjoys activities involving the computer and a classroom tablet device. He attends to these activities with fewer cues and prompts than with other less preferred activities.



Example

- » By May of 2016, given access to a computer with cause/effect software and an adapted switch, Christian will independently press the switch to activate the software program with no more than 2 verbal cues during a 5 minute session.



PLAAFP

Josie is a 15 year old 10th grade student with multiple impairments including intellectual disability who primarily uses a wheelchair with the assistance of others to move around her environment. She reaches for objects primarily using her left hand and, while she can use her right hand, she usually requires a tactile cue as a reminder. She is non-verbal but uses 3 object symbols with consistency (more, stop, favorite activity). Her favorite activity is swinging in the motor lab, and other preferred activities are listed in her portfolio under Preferences/Aversions.



Example

- » In 36 instructional weeks, given an appropriate exploration environment (e.g., Little Room, Resonance Board, SPG Boards) Josie will independently explore using hands, fingers, feet, head, mouth, lips and tongue an increasing variety of objects (from 10 to 20) for longer periods of time (from 20 seconds to 2 minutes) using a greater variety of fine and gross motor actions (from 5 to 15).



Example

- » Objective: Given access to an appropriate exploration environment, Josie will independently explore using hands, fingers, feet, head, mouth, lips and tongue.
- » Objective: ...increase the variety of objects with which she interacts from 10 to 20.
- » Objective: ...increase the duration of interactions with objects from 20 seconds to 2 minutes.
- » Objective: ... increase the variety of fine and gross motor actions from 5 - 15.



PLAAFP

- » Bob is a 6th grade student with severe physical disabilities and a moderate intellectual disability. He uses a voice output device (VOD) successfully but in limited situations. He also is very slow in responding using his VOD. Bob will be transitioning to middle school, and he would benefit from more frequent opportunities to use his VOD and expanding use of his communication system to a wider variety of settings.



Expanding the Scope of the Behavioral Objective

- » Fluency
- » Generalization



Alberto & Troutman, 2013



Example

- » By the end of the 2015-2016 school year, given a customized multilevel voice output device (VOD), Bob will increase fluency and generalization in group or individual activities by finding and pressing the correct recorded message for the context (e.g. circle time, music therapy, reading a repetitive book, social opportunities, etc.) 80% of opportunities.



Objectives

- » By the end of the first 9 weeks grading period, Bob will successfully utilize the VOD 30% of opportunities.
- » By the end of the second 9 weeks grading period, Bob will successfully utilize the VOD 50% of opportunities.
- » By the end of the third 9 weeks grading period, Bob will successfully utilize the VOD 70% of opportunities.



What's missing from this picture?

- » Zoe will travel will cross a busy intersection safely 70% of opportunities.
- » In 36 instructional weeks, Ziggy will stop hitting, biting, scratching peers with no more than 10 prompts.
- » By the end of the annual IEP period, given physical prompts, Zane will participate in his inclusion class 70% of the time.



Data

- » Advantages of specified trials v. percentages
- » Data sheet options/recording form samples

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"So things are good, stuff is OK, and I reiterate my request for more specific data."



Sample Data Sheet

IEP Dates	Monday	Tuesday	Wednesday	Thursday	Friday	Criteria	Obj. Status	This Week
Topic/Key word here								
Objective here	$\frac{_}{_} / \frac{_}{_}$ $_ \%$	80% for 3 Cumulative Weeks		This Wk $_ \%$ New Ave $_ \%$				
Objective here	5) 10) 15)	5) 10) 15)	5) 10) 15)	5) 10) 15)	Art	4/5 Days		$_ / _$ days



Practice

In small groups, use your baggie to create some practice IEP goals and pick 1 to share with all.



Practice

» Write an IEP goal and some objectives for a student you may have on your caseload (without personally identifying information, of course). Share with the class ...if you would like to.



References

Alberto, P. A., & Troutman, A. C. (2013). *Applied behavior analysis for teachers* (9th ed.). Columbus, OH: Pearson Merrill Prentice Hall. ISBN: 978-0132655972

Functional Independence Measure (FIM) Summary. (2013). *Rehab Measures: Functional Independence Measure*. Retrieved from <http://www.rehabmeasures.org/Lists/RehabMeasures/DispForm.aspx?ID=889>

Texas Education Agency. (2013). *Individualized Education Program (IEP) Annual Goal Development: Question & Answer Document*. Retrieved from: http://www.esc11.net/cms/lib3/TX21000259/Centricity/Domain/522/IEP_QA_March-26-2013.pdf

