Standards and Measuring and Goals, Oh My!

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

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.
“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.”

From IEP Annual Goal Development, 2013
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...

“This says that under certain conditions cows become combustible... I'd hate to be one of those.”
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

<table>
<thead>
<tr>
<th>Action</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguish</td>
<td>Conclude</td>
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<tr>
<td>Think critically</td>
<td>Recognize</td>
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<tr>
<td>Discriminate</td>
<td>Infer</td>
</tr>
<tr>
<td>Solve</td>
<td>Think</td>
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<tr>
<td>Test</td>
<td>Deduce</td>
</tr>
<tr>
<td>Learn</td>
<td>Discover</td>
</tr>
<tr>
<td>Like</td>
<td>Understand</td>
</tr>
</tbody>
</table>

To...

- Develop
- Be aware
- Analyze
- Appreciate
- Perceive
- Know
- Feel

Alberto & Troutman, 2013
# Observability Classification of Verbs

» Ambiguous Action Verbs

<table>
<thead>
<tr>
<th>Action Verb</th>
<th>To...</th>
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<tbody>
<tr>
<td>identify</td>
<td>measure</td>
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<tr>
<td>play</td>
<td>demonstrate</td>
</tr>
<tr>
<td>see</td>
<td>add/subtract</td>
</tr>
<tr>
<td>utilize</td>
<td>construct</td>
</tr>
<tr>
<td>read</td>
<td>perform</td>
</tr>
</tbody>
</table>

Alberto & Troutman, 2013
# Observability classification of verbs

Action verbs that ARE DIRECTLY OBSERVABLE

<table>
<thead>
<tr>
<th>verb</th>
<th>action</th>
<th>action</th>
</tr>
</thead>
<tbody>
<tr>
<td>mark</td>
<td>underline</td>
<td>cover with a card</td>
</tr>
<tr>
<td>write</td>
<td>fill in</td>
<td>repeat orally</td>
</tr>
<tr>
<td>remove</td>
<td>draw</td>
<td>press a lever</td>
</tr>
<tr>
<td>point to</td>
<td>walk</td>
<td>count orally</td>
</tr>
<tr>
<td>put on</td>
<td>label</td>
<td>cross out</td>
</tr>
<tr>
<td>place</td>
<td>circle</td>
<td>read orally</td>
</tr>
<tr>
<td>say</td>
<td>name</td>
<td>tell what</td>
</tr>
</tbody>
</table>

Alberto & Troutman, 2013
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)

Measureable 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)

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

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.
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.
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).
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.
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
# Sample Data Sheet

<table>
<thead>
<tr>
<th>IEP Dates</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Criteria</th>
<th>Obj. Status</th>
<th>This Week</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic/Key word here</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Objective here</strong></td>
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</tr>
<tr>
<td><strong>Objective here</strong></td>
<td>5) 10) 15)</td>
<td>5) 10) 15)</td>
<td>5) 10) 15)</td>
<td>5) 10) 15)</td>
<td></td>
<td>Art</td>
<td>4/5 Days</td>
<td></td>
</tr>
</tbody>
</table>
Practice

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

