Writing Goals and Objectives

Questions to Ask Yourself….. Are my goals…..

- **Written in <u>SMART GOAL</u> Fashion (is the goal specific, measurable, attainable, results oriented and time-bound)?**
- **Written to include the following…..**
  - ***A "direction" of change (i.e., increase, decrease, maintain)***
  - ***A "skill"….. "Deficit behavior"….. or an "excess behavior"***
  - ***Present Level of Functioning (From…..)***
  - ***Attainment number (To…..)***
- **Achievable/realistic in <u>one year's time</u> frame (annual goals)?**
  Related to the identified "need" which is a result of the student's disability?

Components of SMART Goals

	Component	Description	Questions to Answer
S	Specific	Specific goals are clear and unambiguous; they explain exactly what is expected.	Who? What? Where? What are the requirements?
M	Measurable	Measurable goals require you to establish concrete criteria for measuring progress toward attainment of each goal you set.	How much? How many? How will we know it is accomplished?
A	Attainable	Attainable goals are realistic and attainable in the current environment. They best goals require that you stretch a bit to achieve them.	Can the objectives of this goal be carried out? If so, in what manner will they be carried out?
R	Results-based	Results-based goals represent an objective toward which you are willing and able to work.	What is the result you are trying to achieve (this should relate to the measurements)?
T	Time-bound	Time-bound goals have starting points, ending points and fixed durations. There is a clear target date.	When will the goal be completed?

Example Goals

1. Rebecca will increase(direction) her math computation skills (deficit/excess behavior) from recognition of numbers one through nine (present level) to write/say correct answer to
   Single digit subtraction problems (ending level) using cooperative group instruction.

2. Carl will increase (direction) his toileting independence skills (deficit/excess behavior) from no toileting skills (present level) to the ability to toilet independently using the XXXXX toileting training program.

3. Joey will decrease (direction) his self-stimulation behavior (deficit/excess behavior) from 50% of school time spent in self-stimulation (present level) to 25% of time spent in self-stimulation (ending level) by using positive reinforcement of interfering behaviors.

4. Joe will decrease (direction) shouting out (deficit/excess behavior) from 5 or more times a class period (present level) to 0 times a class period (ending level).

5. Brittany will increase her task assignment completion rate in Math and English from her current level of 60% to 90% .

6. Michael will increase his written language skills from his current level of writing 6-7 words per sentence and 60% correct mechanics to writing with an average of 10-12 words per sentence with 85% accuracy of mechanics by the next annual review.

7. Kristina will increase her ability to manage her emotions and behavior when upset/frustrated from her current level of shutting down, becoming verbally aggressive, and destroying property to being able to remain calm and handle the situation 100% of the time by September 2019.

8. Sara will increase her task initiation from currently when given a direction taking 3 minutes to begin, to engaging in the task within the expected time (e.g. 30 seconds) for 60% of situations observed.

9. Taylor will increase his perspective taking skills from currently acknowledging that there is a perspective of others when adults point out to him others feelings to being able to self reflect on others perspectives when asked by staff with at least 50% accuracy without adults supporting the process.

10. Bobby will increase his problem solving behaviors from currently demonstrating learned helplessness behaviors (e.g. impulsivity asking for help before trying on his own, or sitting passively) to trying at least 1-2 problems on his own 50% of time on random observations as observed by staff.

11. James will increase his fluency rate FROM 62 words per minute TO 120 words per minute with 97% accuracy from a book in the 225-325 Lexile based on the Common Core Text Complexity Band .

12. Given a passage with a Lexile range from 225-300 based on Common Core Text Complexity Band , Sara will increase comprehension skills of determining the main idea and providing supporting details from 60% correct to 80% correct.

13. Michelle will increase his multiplication skills from her current level of not knowing her multiplication facts 0-10 (0% accuracy) to knowing her multiplication facts 0-10 with 80% accuracy by January 2018.

14. Bobby will increase his fluency and comprehension from currently reading ____ WPM and demonstrating _____% correct comprehension questions with a mid 6 grade reading passage to_____ WPM and _____% correct comprehension questions using a beginning 7th grade reading passage.

15. Sara will increase her skills with division of multi-digit numbers (divisor 2 or less, dividend 4 or less) with or without remainders from currently _____ to _____ % correct.

16. Bobby will increase his ability to follow directions from his current level of 62% on his daily point card to 80% on his daily point card by January 2018.

Example Objectives

Short-term instructional objectives, including attainment criteria for each objective, provide a basis for determining the student's progress. The outcome must be student-based, which means the learning is measured by observable behavioral changes of educational skills over a period of time.

Objectives are degrees of educational skills that must be learned in order to attain the goal. There are usually **four components** to an objective:

1. Performance of a specific behavior (what the student is to do)	**2. Conditions or circumstances under which the behavior is performed**	**3. Criteria for attainment or level of performance**	**4. Evaluation procedures**
o unties and ties shoes o says numbers to 20 o identifies vowel sounds o orders letters of the alphabet o washes dishes o walks 20 feet o charts own progress o completes a job application o accepts not doing perfectly	o given 50 addition facts o without the aid of cane or crutches o using a standard typewriter o given 10 color cards o given standard household cleaning tools	o at 90% accuracy on 4 of 5 trials o 0 times a day for 5 consecutive days o 2 times a class period on 4 of 5 classes o 8/10 responses o with no pauses or redundancies o for at least 5 minutes	o as measured on end of unit tests/quizzes o as charted by teacher o as recorded by teacher o as charted by student support assistant (paraprofessional) o as measured by permanent products o as measured by checklist

Example Objectives

Given_____, Student will improve _____skill to _____ as measured by _____.

1. Given a list of ten words and a list of meanings selected from science units (**conditions**) James will match the word to its meaning (**specific behavior**) with 90% accuracy on 3 units(**criteria**) as measured on end of unit tests (**evaluation procedure**).

2. Given 5 word problems (**condition**) Susan will select one correct answer of four options (**specific behavior**) with 80% accuracy on 4 of 5 assignments (**criteria**) as charted by the teacher (**evaluation procedure**).

3. Given a written language passage at the 4.0 grade level (**condition)** James will write the correct answer to 10 literal questions (**specific behavior**) with 80% accuracy on 2 trials **(criteria**) as recorded by the teacher (**evaluation procedure).**

4. When given verbal or written direction, Johnny will follow the directions with 70% accuracy for 16 out of 20 consecutive days by May 2017 based on his daily point card**.**

5. Given his morning routine, Sam will complete the provided checklist with no more than four prompts for 16 out of 20 days by May 2017 based on his check in sheet.

6. Within a resource room setting, when transitioning from a reward time to the next activity, Tyler will stop reward time activity when the timer goes off and transition within one minute to the next activity with two or less prompts as measured by earning 70% of his daily points for 16 out of 20 days by May 2017**.**

7. When given 10 story problems involving change up to $10.00 Bobby will get 80% correct on 4 out of 5 attempts by January 2018**.**

8. When offered assistance with an assigned task during independent work time in the classroom, Sara will accept the assistance without arguing or negative comments on 35% of randomly observed situations during a 9 week period as documented by staff observational data sheets.

9. Given hypothetical situations presented to Bobby that are clearly unfair/hurtful to the fictitious character involved, Bobby will describe why the action is unfair and the likely negative outcome the character may experience, on ⅘ situations, as documented by a tracking sheet.

10. Given a writing prompt, Mike will write a complete sentence with proper capitalization and punctuation with 80% accuracy on 8 out of 10 trials.

11. Given a book with a Lexile Range of 225-300, Darwin will read the book at 90 words per minute with 95% accuracy on 4 of 5 attempts by May 2017.