Identifying Strengths & Needs

What have team members observed regarding strengths and areas of need?

What are the student’s greatest areas of need, based upon evaluation results?

What is the student’s current baseline level of independence / accuracy?

What are the student’s routines at school and at home? What do they need to do?

What setting are you writing goals for?
All goals should be...

1. In simple, concrete terms.
2. Measurable.
4. Age appropriate.
5. Targeting independence.
Making Goals Measurable

- Clearly define behavior
- Describe dimensions of behavior (frequency, latency, duration)
- Specify materials / context
- Level of independence & consistent performance
Goals should be relevant to educational demands.

- Relevant
  - Imitating ASL signs that will be used in functional communication
  - Imitating hand movements to songs in circle time

- Non-Example
  - Imitating touching index finger to thumb of opposite hand
Goals should take into consideration applicable settings.

**Good Example**
- Wiping mouth with napkin during meals and snacks **across settings**
- Wiping mouth with napkin during meals and snacks **in the classroom and cafeteria**

**Non-Example**
- Wiping mouth with napkin during 1:1 OT sessions
Goals should be written to independence, not a level of prompt dependency. Prompts can be noted in SDI / teaching procedures, or in short-term objectives.

**Good Example**

... independently open the door to the bathroom...

**Non-Example**

... open door to bathroom with minimal assistance...

... open door to bathroom with verbal and gestural prompts...
Self care / task analysis goals should generally be written to 100% accuracy. Lower percentages of accuracy can be used in short-term objectives.
For some goals, less than 100% accuracy *may* be appropriate, based upon developmental norms and functionality.

Examples: catching a ball, coloring between lines, initiating greetings, etc.
Goals should expect consistent performance for mastery.

**Good Example**
- ... across 3 consecutive days....
- ... across 10 consecutive days....
- ... across 5 consecutive sessions....

**Non-Example**
- ... across 3 out of 5 sessions...
- ... across 2 out of 5 opportunities....
Separate different skills into different goals.

A possible exception might be skills that are interrelated (e.g. pulling down pants, using toilet, pulling pants up, washing & drying hands)
Describe what the child will do.

Avoid passive language.

**Good Example**

...will raise hand...

...will sit in her chair...

**Non-Example**

...will be able to raise hand

...will tolerate sitting
“Ian will independently cut a half-inch thick vertical line on a piece of construction paper or computer paper, deviating no more than ¼ inch from the line across 3 consecutive opportunities.”

- Independence
- Materials
- Accuracy
- Measurement / mastery
Importance of Data Collection

• Data allow you to make objective decisions regarding progress
• Data give you something tangible to review and maintain.
• Data facilitate graphing and visual inspection of progress so that you can conduct a “mini study” of the student.
Avoid

• Anecdotal data
• Subjective rubrics
• Discontinuous data, such as momentary time samples or intervals
  • Be especially cautious of long intervals
Objective Data

**Cold Probe**
Score only the 1st opportunity to respond as independent & correct or prompted & incorrect

**Frequency**
Can count both prompted and unprompted responses
Can convert prompted and unprompted responses to % correct, if desired

**Cold Probe of Task Analysis**
Score all of the steps of a task (activity) analysis during the 1st opportunity to respond that day

**Duration**
Record how long the behavior lasted (typically in seconds or minutes)

**Latency**
How quickly the response occurred (typically recorded in seconds)
Cold Probe Data

Use cold probes for discrete 1-step skills within a category:
- Writing
- Drawing
- Cutting

Weekly Cumulative Acquisition Graph
(total number of skills mastered within an area by the end of each week)
### Cold Probe Data Goal Example 1

<table>
<thead>
<tr>
<th>MEASURABLE ANNUAL GOAL</th>
<th>Describe HOW the student’s progress toward meeting this goal will be measured</th>
<th>Describe WHEN periodic reports on progress will be provided to parents</th>
<th>Report of Progress</th>
</tr>
</thead>
</table>
| Sam will independently print his name legibly enough to be recognized by an unfamiliar reader across 3 consecutive days. | Daily cold probe data  
Cumulative acquisition graph | Quarterly | |

**Baseline:** Sam traces letters with his finger. He traces and imitates drawing lines and shapes.

What teaching strategies are needed to reach the outcome/goal? Include specifically designed instruction

- Forward chaining
- Differentially reinforce independent responding, initially under an FR1 schedule of reinforcement, later thinned to a VR schedule of reinforcement
- Use a systematic, progressive handwriting curriculum
- Within-stimulus-prompts
- Hand-over-hand physical prompting
- Errorless teaching, using most-to-least prompting, and immediate transfer trials to prevent prompt dependency
- Intersperse other tasks/stimuli to promote discrimination
- Use a systematic error correction procedure, by re-issuing the question, prompting within 3 seconds, and conducting an immediate transfer trial
- Record any errors on mastered responses, and re-teach any previously mastered response that is incorrect across 2 consecutive sessions
- Competency-based training for all staff at least once per month

### SHORT TERM OBJECTIVES – Required for students with disabilities who take alternate assessments aligned to alternate achievement standards (PASA).

- Sam will independently print one letter of his name legibly enough to be recognized by an unfamiliar reader across 3 consecutive days.
- Sam will independently print two letters of his name legibly enough to be recognized by an unfamiliar reader across 3 consecutive days.
## Cold Probe Data Goal Example 2

<table>
<thead>
<tr>
<th>MEASURABLE ANNUAL GOAL</th>
<th>Describe HOW the student's progress toward meeting this goal will be measured</th>
<th>Describe WHEN periodic reports on progress will be provided to parents</th>
<th>Report of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane will independently count with 1:1 correspondence from 1-10.</td>
<td>Daily cold probe data</td>
<td>Quarterly</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline:</strong> Jane does not yet count or identify numbers.</td>
<td>Cumulative acquisition graph</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**What teaching strategies are needed to reach the outcome/goal?** Include specifically designed instruction

- Hand-over-hand physical prompting
- Differentially reinforce independent responses
- Errorless teaching, using most-to-least prompting, and immediate transfer trials to prevent prompt dependency
- Intersperse other tasks/stimuli to promote discrimination
- Use a systematic error correction procedure, by re-issuing the question, prompting within 3 seconds, and conducting an immediate transfer trial
- Record any errors on mastered responses, and re-teach any previously mastered response that is incorrect across 2 consecutive sessions
- Competency-based training for all staff at least once per month

**SHORT TERM OBJECTIVES** – Required for students with disabilities who take alternate assessments aligned to alternate achievement standards (PASA).

| Jane will independently count with 1:1 correspondence from 1-3. | |
| Jane will independently count with 1:1 correspondence from 4-7. | |
Use frequency data for skills where the number of times the skill is demonstrated is relevant.
- Can convert correct vs. incorrect into a percent correct.
# Frequency Data Goal Example 1

**MEASURABLE ANNUAL GOAL**

Include: Condition, Name, Behavior, and Criteria (Refer to Annotated IEP for description of these components)

<table>
<thead>
<tr>
<th>Sam will respond to his name by turning and looking at the speaker across 90% of opportunities across staff and family members for 3 consecutive days.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baseline:</strong> Sam looks when his name is called by a staff member with a range of 0 to 67% percent accuracy, with variability noted from day to day.</td>
</tr>
</tbody>
</table>

**Describe HOW the student’s progress toward meeting this goal will be measured**

| Daily frequency of unprompted and prompted responses |
| Daily percent correct graph |

**Describe WHEN periodic reports on progress will be provided to parents**

| Quarterly |

**Report of Progress**

**What teaching strategies are needed to reach the outcome/goal? Include specifically designed instruction**

- Pair with reinforcement
- Shape independent responding
- Probe for generalization with family members
- Competency-based training for all staff at least once per month

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**SHORT TERM OBJECTIVES** – Required for students with disabilities who take alternate assessments aligned to alternate achievement standards (PASA).

| Sam will respond to his name by turning and looking at the speaker across 90% of opportunities across staff members for 3 consecutive days. |
| Sam will respond to his name by turning and looking at the speaker across 90% of opportunities across family members for 3 consecutive days. |
**Frequency Data Goal Example 2**

**Outcome/Goal:** During loosely structured times such as free play at home, waiting in the community, or transitioning from one location to another, Olivia will engage in zero episodes of unsafe behavior including eloping, letting go of an adult's hand while walking in the community, or climbing across 15 consecutive days.

**What is happening now?** What is the child’s current level of performance related to this outcome/goal?
Olivia engages in daily episodes of unsafe behavior at home and in the community.

**What teaching strategies are needed to reach the outcome/goal?** Include specially designed instruction, supplementary aids and program personnel supports, home or program modifications and training and materials needed by the family or team. Also include location and how all team members, including the family/caregivers/early childhood educators, will work on this.
- Provide frequent visual and spoken reminders of expectations
- Enrich the environment during times of low-stimulation (e.g. give Olivia a book to look at or toy to play with while waiting in the community)
- Deliver high-rates of attention to siblings/peers when they are modeling appropriate behaviors during free time, waiting, and transitions
- Frequently praise Olivia and give her attention when she is engaging in safe behaviors
- Contribute opportunities for Olivia to practice responding when an adult calls her name or issues safety commands such as “stop”, “wait”, or “come here” in environments with visual and auditory distractions
- Monthly parent/caregiver training from BCBA
- Monthly BCBA / OT consultation

**How will we as a team measure progress and collect data for this outcome/goal?**
Include what is going to be measured, how it will be measured, when it will be measured and by whom. Describe when periodic reports on progress will be provided to the parent.

**Expected Level of Achievement:** Zero episodes of unsafe behavior across 15 consecutive days

**Evaluation Schedule:** Daily

**Method of Evaluation:** Frequency of unsafe behavior, daily frequency graph
Cold Probe of Task Analysis

Use a cold probe of a task analysis for skills such as ADLs that have multiple steps

• Shoe tying
• Brushing teeth
• Dressing
• Cooking
• Toileting
• Washing hands

<table>
<thead>
<tr>
<th>TASK ANALYSIS – PUTTING ON SOCKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SD: “Put on your socks”</td>
</tr>
<tr>
<td>Sit on floor</td>
</tr>
<tr>
<td>Pick up first sock</td>
</tr>
<tr>
<td>Hold sock with 2 hands</td>
</tr>
<tr>
<td>Stretch sock open wide</td>
</tr>
<tr>
<td>Hold sock open wide</td>
</tr>
<tr>
<td>Insert all toes in sock</td>
</tr>
<tr>
<td>Pull sock up, over heel</td>
</tr>
<tr>
<td>Pick up second sock</td>
</tr>
<tr>
<td>Hold sock with 2 hands</td>
</tr>
<tr>
<td>Stretch sock open wide</td>
</tr>
<tr>
<td>Hold sock open wide</td>
</tr>
<tr>
<td>Insert all toes in sock</td>
</tr>
<tr>
<td>Pull sock up, over heel</td>
</tr>
<tr>
<td>% correct</td>
</tr>
</tbody>
</table>
Task Analysis:
Teach via chaining OR total-task presentation

Chaining
- Forward vs. backward

Total-task presentation
- Teach with graduated guidance

Use cumulative acquisition graphs for chained task analyses (graph total number of mastered steps)

Use percent-correct graph for total-task presentation
This task analysis goal is measurable and well written.
Use duration data for skills related to endurance / sustained performance of a skill:

- Play with peers for # minutes
- Balance on one foot for # seconds
- Work independently for # minutes

Duration Data

Graphing Duration

- Duration of episode
  AND / OR
- Cumulative duration
Duration Data Goal Example

**Outcome/Goal:**
Will will independently engage in one new leisure activity for 2 minutes across 3 consecutive sessions.

**What is happening now?** What is the student’s current level of performance related to this outcome/goal?
Will currently listens to music for 10 minutes, look at books or magazines for 10 minutes, and watches preferred television programs for 30 minutes.

**What teaching strategies are needed to reach the outcome/goal?** Include specially designed instruction, supplementary aids and program personnel supports, home or program modifications and training and materials needed by the family or team. Also include location and how all team members, including the family/caregivers/early childhood educators, will work on this.
- Use a simultaneous prompting procedure (prompt the cue and controlling prompt concurrently)
- Use Most-to-least prompting
- Systematically increase duration
- Begin with a dense schedule of reinforcement (VI 5 seconds), gradually thin the schedule of reinforcement

**How will we as a team measure progress and collect data for this outcome/goal?** Include what is going to be measured, how it will be measured, when it will be measured and by whom. Describe when periodic reports on progress will be provided to the parent.
Expected Level of Achievement: Independently engage in 1 new leisure skill for 2 minutes across 3 consecutive sessions
Evaluation Schedule: Daily
Method of Evaluation: Record the number or prompts and duration; Graph the frequency of prompts and the duration per activity; Record ABC data for any sessions with problem behavior.
Latency Data

Latency may be combined in a goal with other aspects of data collection.

Example: frequency of prompted vs. unprompted responses to copy from the board within 5 seconds of teacher presenting a model.

How much time passed before the response?

Latency may be relevant for goals involving processing speed or executive functions.
**Example of Goal that Includes Latency**

| Outcome/Goal: | When presented with a non-preferred food, Asher will place the food in his mouth within 10 seconds of the bite being presented, and independently consume 8 consecutive bites of 2 new proteins, 2 new vegetables or fruits, and 2 new starches within 10 seconds of a bite being presented, without engaging in problem behavior across 5 consecutive days that the food is presented. |
| **What is happening now?** | What is the student’s current level of performance related to this outcome/goal? Asher reliably eats peanut butter sandwiches without protest, so long as his mother uses his preferred brand of peanut butter. He eats apples when cut into small pieces, cantaloupe, watermelon, banana, and occasionally red grapes. He eats processed carbohydrates such as pretzels, crackers, and a specific brand of bread, but refuses starches such as pasta and rice. |
| **What teaching strategies are needed to reach the outcome/goal?** | Include specially designed instruction, supplementary aids and program personnel supports, home or program modifications and training and materials needed by the family or team. Also include location and how all team members, including the family/caregivers/early childhood educators, will work on this. |
| • Utilize evidence-based procedures for expanding variety of foods consumed |
| • Consultation between occupational therapist, speech language pathologist, and behavior analyst whom all have experience with feeding programs |
| • Competency-based training for PCA, OT, and SLP in any behavioral feeding programs developed and monitored by the consulting BCBA |
| • Demand fading (start with tiny amounts of non-preferred foods and gradually increase the difficulty of the demand and the amount of food consumed) |
| • Isolate high-value items for consumption of non-preferred foods |
| • Premack principle (first __, then ___) |
| • Utilize escape extinction in response to problem behavior |
| • Differentially reinforce the absence of problem behavior |
| • Transfer stimulus control from therapists to parents and caregivers |
| • Parent / caregiver training |
| **How will we as a team measure progress and collect data for this outcome/goal?** | Include what is going to be measured, how it will be measure, when it will be measured and by whom. Describe when periodic reports on progress will be provided to the parent. |
| Expected Level of Achievement: Independently placing a bite of non-preferred food in his mouth within 10 seconds of the bite being presented, and consuming the bite 8 times consecutively per session, without problem behavior |
| Evaluation Schedule: Daily |
| Method of Evaluation: Frequency of successful versus unsuccessful trials; ABC data collection for any trials where problem behavior occurred, Daily percent correct graph |
While general SDI are generally listed at the end of the IEP, the team can also choose to list goal-specific SDI.

- SDI are how to teach a goal; not the goal itself.
- Research based / Research validated
Progress Monitoring

• Progress monitoring should match the data collection outlined within each goal
• Reports of progress should be objective (e.g. # of skills mastered, % of accuracy, etc.)
• Daily communication reports should also contain quantitative information and correspond with goals (e.g. not red / yellow / green or 😊 ☹️)
Progress Monitoring

Following 4-step instructions (tally):

<table>
<thead>
<tr>
<th># Independent</th>
<th># Prompted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Quantitative

<table>
<thead>
<tr>
<th>Times of Day</th>
<th>Followed Directions</th>
<th>Listened to Directions</th>
<th>Raised Hand before Talking</th>
<th>Did not Argue with Adults</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afternoon</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Great = ☑️☑️ Fair = ☑️☐ Unacceptable = ☐☐ Subjective