Understanding Goals & Objectives

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A Webinar for The Arc of Philadelphia
October 5, 2021

The Arc
of Philadelphia

Identifying Strengths & Needs

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

Team input

Evaluation Results

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

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

Baseline

Routines

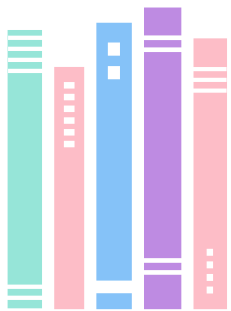**What are the student's routines at school and at home? What do they need to do?**

What setting are you writing goals for?

Setting

All goals should be…

01 In simple, concrete terms.

02 Measurable.

03 Meaningful & functional.

04 Age appropriate.

05 Targeting independence.

Making Goals Measurable

Cleary 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

☺

… <u>independently</u> 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.

Good Example

…brush teeth with 100% accuracy…

Non-Example

… brush teeth with 90% accuracy…

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.

Good Example

… catch a tennis ball across 60% of trials…

… deviate from the lines no more than 2 times…

Non-Example

… catch a tennis ball across 100% of trials…

… color between the lines with 0 errors…

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)

Good Example

- Goal 1 = coloring

- Goal 2 = cutting

- Goal 3 = writing name

Non-Example

Goal 1 = coloring + cutting + writing name

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** siting

Sample Measurable Goal

"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

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

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

Latency
How quickly the response occurred (typically recorded in seconds)

Cold Probe Data

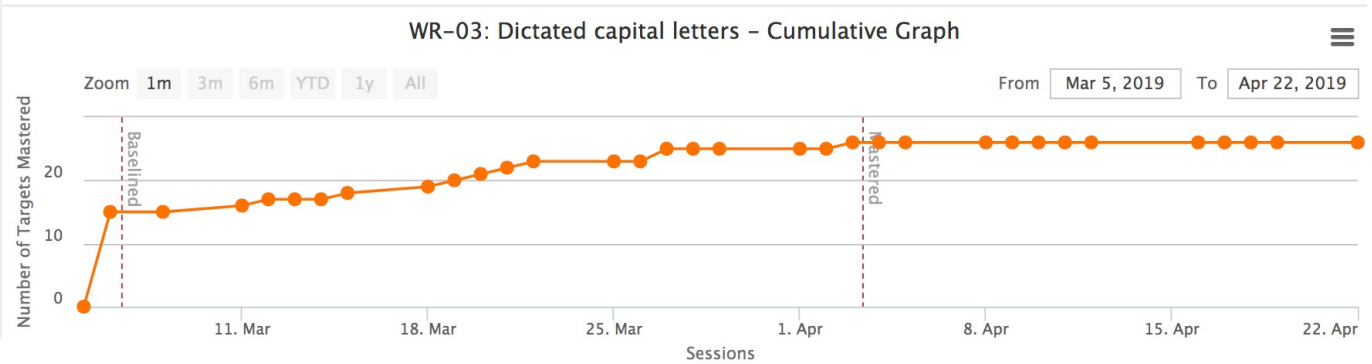**Use cold probes for discrete 1-step skills within a category:**
- Writing
- Drawing
- Cutting

Weekly Cumulative Acquisition Graph (total number of skills mastered within an area by the end of each week)

A u
Probe

OT-12 - Dictated lowercase letters
Writing

Sd: "Write lowercase __"

❓ Teaching Instructions

Last Response: ✔ Yes   ✘ No

WR–03: Dictated capital letters – Cumulative Graph

Zoom 1m 3m 6m YTD 1y All   From Mar 5, 2019 To Apr 22, 2019

Number of Targets Mastered

20

0

Baselined

Mastered

11. Mar   18. Mar   25. Mar   1. Apr   8. Apr   15. Apr   22. Apr

Sessions

Cold Probe Data Goal Example 1

MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria (Refer to Annotated IEP for description of these components)	Describe HOW the student's progress toward meeting this goal will be measured	Describe WHEN periodic reports on progress will be provided to parents	Report of Progress
Sam will independently print his name legibly enough to be recognized by an unfamiliar reader across 3 consecutive days. **Baseline:** Sam traces letters with his finger. He traces and imitates drawing lines and shapes.	Daily cold probe data Cumulative acquisition graph	Quarterly	

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

MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria (Refer to Annotated IEP for description of these components)	Describe HOW the student's progress toward meeting this goal will be measured	Describe WHEN periodic reports on progress will be provided to parents	Report of Progress
Jane will independently count with 1:1 correspondence from 1-10. **Baseline:** Jane does not yet count or identify numbers.	Daily cold probe data Cumulative acquisition graph	Quarterly	

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
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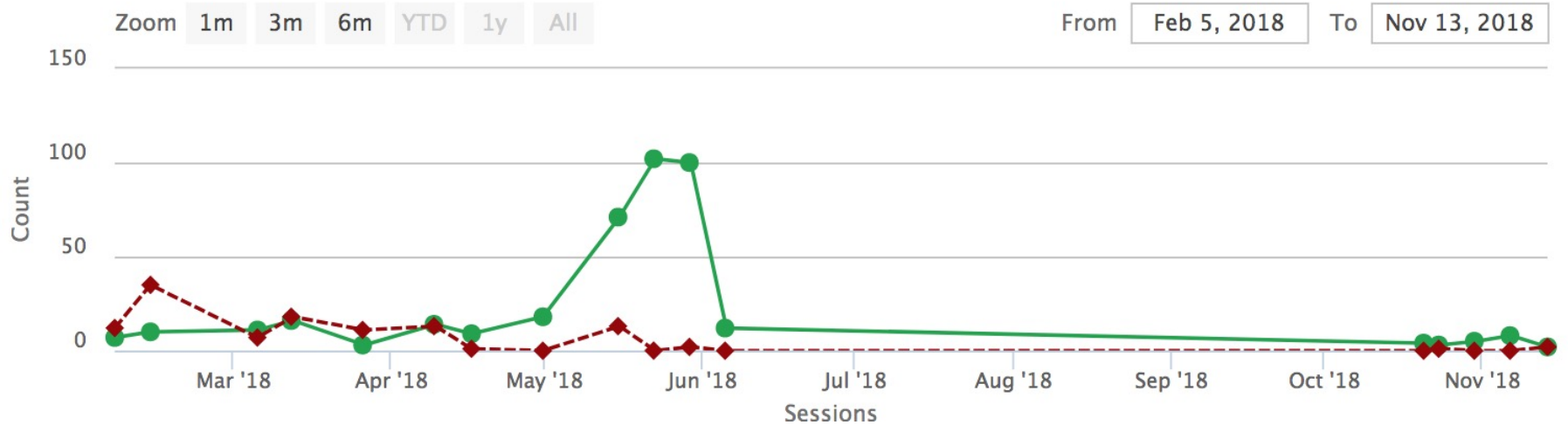| |
|---|
| Jane will independently count with 1:1 correspondence from 1-3. |
| Jane will independently count with 1:1 correspondence from 4-7. |

Frequency Data

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

Graphing Frequency Data

Grasp – Functional Grasp Count

Frequency Data Goal Example 1

MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria (Refer to Annotated IEP for description of these components)	Describe HOW the student's progress toward meeting this goal will be measured	Describe WHEN periodic reports on progress will be provided to parents	Report of Progress
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. **Baseline:** 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.	Daily frequency of unprompted and prompted responses Daily percent correct graph	Quarterly	
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			

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
- Contrive 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 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: 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

TASK ANALYSIS – PUTTING ON SOCKS

SD: "Put on your socks"	Date	Date	Date
Sit on floor			
Pick up first sock			
Hold sock with 2 hands			
Stretch sock open wide			
Hold sock open wide			
Insert all toes in sock			
Pull sock up, over heel			
Pick up second sock			
Hold sock with 2 hands			
Stretch sock open wide			
Hold sock open wide			
Insert all toes in sock			
Pull sock up, over heel			
% correct			

Task Analysis:
Teach via chaining OR total-task presentation
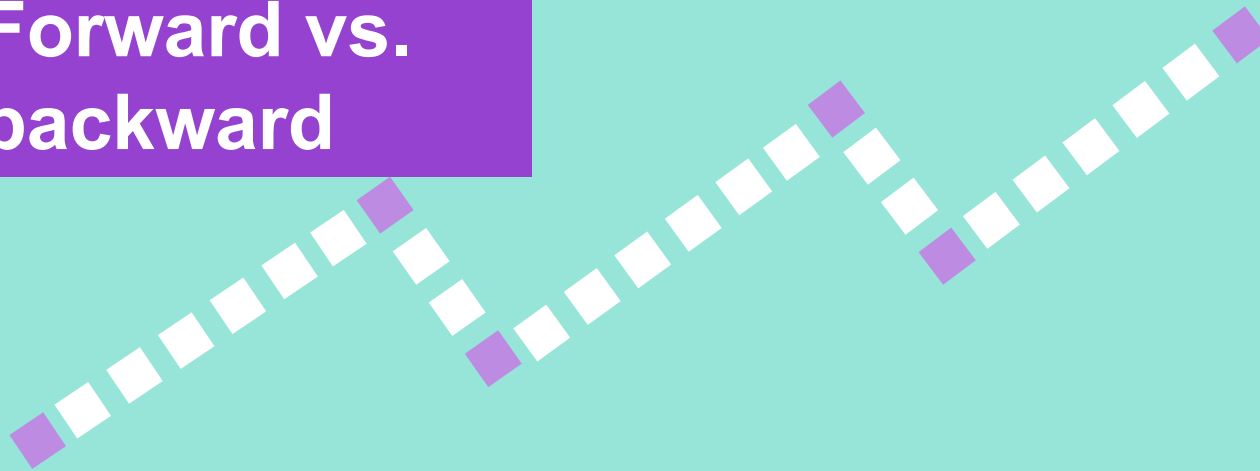
Chaining
- Forward vs. backward

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

MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria (Refer to Annotated IEP for description of these components)	Describe HOW the student's progress toward meeting this goal will be measured	Describe WHEN periodic reports on progress will be provided to parents	Report of Progress
When a familiar adult tells Lily to take a shower at home, Lily will independently complete 100% of her task analysis for showering without adult assistance or problem behavior across 5 consecutive days. **Baseline:** Lily is dependent upon adult assistance and protests during the showering routine.	Task analysis cold probe sheet Daily percent correct graph	Quarterly	

Goal Specific SDI:
- Visual supports in shower
- Practice components of showering while dry / fully clothed to promote fluency in the motor sequence, using a mirror
- Teach using total task presentation with graduated guidance
- Differentially reinforce compliance and independence
- Competency-based training for staff implementing this goal
- Parent/caregiver training

Short term objectives / Benchmarks

1. When a familiar adult tells Lily to take a shower at home, Lily will independently complete 60% of her task analysis for showering without adult assistance or problem behavior across 5 consecutive days.

2. When a familiar adult tells Lily to take a shower at home, Lily will independently complete 80% of her task analysis for showering without adult assistance or problem behavior across 5 consecutive days.

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 activities 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 <u>what</u> is going to be measured, <u>how</u> it will be measure, <u>when</u> it will be measured and by <u>whom</u>. 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

How much time passed before the response?

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

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 <mark>within 10 seconds</mark> 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 <u>what</u> is going to be measured, <u>how</u> it will be measure, <u>when</u> it will be measured and by <u>whom</u>. 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

Specially Designed Instruction

- 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): Quantitative

# Independent	# Prompted

Times of Day	Followed Directions	Listened to Directions	Raised Hand before Talking	Did not Argue with Adults
Morning				
Afternoon				
Specials				

Great = 🙂　　Fair = 😐　　Unacceptable = 🙁　　Subjective