



WAYNE RESA

**Measurable Goals
and Objectives
Guidance**

September 2019

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The Wayne RESA Measurable Goals Guidance document is for educational and informational purposes only. Information contained in this document can and may change without notice as The Michigan Department of Education updates the measurable goal and objective criteria. Every effort is made to ensure that the most accurate and current information is available to Wayne County school districts and PSAs.

Wayne RESA

How to Write Measurable IEP Goals and Objectives

The purpose of this document is to provide general guidance on how to write measurable goals and objectives in the development of the Individualized Education Program (IEP) that assures the provision of a Free and Appropriate Public education (FAPE) and is compliant with Federal (IDEA) and State (MARSE) regulations.



Federal and State Law requires:

Individual with Disabilities Education Act (IDEA) Section 300.320

- (2) *(i) A statement of measurable annual goals, including academic and functional goals designed to—
(A) Meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general education curriculum; and
(B) Meet each of the child’s other educational needs that result from the child’s disability;
(ii) For children with disabilities who take alternate assessments aligned to alternate academic achievement standards, a description of benchmarks or short-term objectives;*
- (3) *A description of—
(i) How the child’s progress toward meeting the annual goals described in paragraph (2) of this section will be measured; and
(ii) When periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided*

Michigan Administrative Rules for Special Education, (MARSE) R 340.1721e

- (1) *An individualized education program shall be developed in accordance with 34 CFR part 300 and shall include all of the following in writing:
(a) A statement of measurable annual goals, including measurable short-term objectives.*



IEPT Goal Requirements:

Michigan Department of Education (MDE) requires that annual goals and objectives must be measurable. In order to determine whether an annual goal or objective is measurable, the

following components must be identified through a complete review of the Individualized Education Program (IEP).

A. *Current Level of Performance:* The student's current level of functioning and the student's starting point for academic and functional performance. This starting point may include descriptive and/or quantifiable information that is measurable.

- When writing goals, the student's current level of functioning is represented in the baseline data that describes the student's starting point for academic and functional performance
- Baseline data must include descriptive and/or quantifiable information that is measurable and should be exactly the same information presented in the PLAAFP and have the same form of measurement as indicated in the PLAAFP
- If the PLAAFP's current level of functioning is measured in grade level equivalency (GE), then the goals and objectives should use the same form of measurement (GE)
- You must measure the student's growth in the PLAAFP and goals and objectives with the exact same form of measurement
- Choose a specific skill you will be measuring during the IEP year
- Detail how they are doing on a specific skill right now within the PLAAFP. Even if the student has not made progress toward the goal, you should still note this lack of progress in the PLAAFP
- Then develop a direct connection of current level of function to the goal

B. *Specific Skill to be Measured:* The skill is the observable academic or functional behavior to be measured.

What exactly is the student to do that you will be able to observe and measure? If three staff members were to measure this skill, would they get the same consistent results?

See Appendix: [MEASURABLE/OBSERVABLE TARGET SKILLS](#)

C. *Target or Outcome:* The target or outcome is the level of achievement or mastery that is expected for the specific skill being measured.

See Appendix: [SPECIFIC CRITERIA THAT INDICATES THE DEGREE OF LEVEL TO WHICH THE STUDENT WILL MAKE PROGRESS ON GOALS AND OBJECTIVES](#)

D. *Method of Measurement:* The method of measurement is a description of how the student's progress toward meeting the goal or objective will be shown. The measurement needs to be one that can be used multiple times a year.

See Appendix: [ASSESSMENT/EVALUATION METHODS FOR GOALS/OBJECTIVES](#)



Consider...

What tool will you use to establish the student's current level of performance **AND** throughout the year to progress monitor and determine if the student met the target or outcome?

See Appendix: [METHOD OF MEASUREMENT FOR GOALS AND OBJECTIVES](#)



Important note: Same measurement and same skill

If the PLAAFP indicates the student's current functioning in terms of a percentage, then the evaluation measurement in the goals and objectives should be a percentage, as well. You would not want to have the student's current level of functioning in the PLAAFP listed as grade level equivalency and the goals and objectives evaluation measurement in percentage. In other words, you want the current functioning and goal and objective measurement to use the same method of the same measurement.

E. Evaluation Schedule: The timeframe determined to effectively evaluate the student's progress on goals and objectives, as applicable, will be at a minimum **concurrent** with the report card periods provided to general education students.

See Appendix: [EVALUATION SCHEDULE FOR GOALS AND OBJECTIVES](#)



DO NOT:

Use assessments that are administered too infrequently for progress reporting purposes, like the Woodcock-Johnson IV or STAT-R.



Prioritizing Individualized Education Program (IEP) Goals:

The IEP as it relates to writing measurable goals should:

- Meet the child's academic, development, and functional needs that result from the disability and include research validated instructional methods
- Identify how the school will meet these needs
- Identify how the school will measure the child's progress
- Identify how the child will be involved in and progress in the general curriculum
- Meet each of the child's other educational needs that result from the child's disability (Source: 20 USC §1414(d))

IEP goals:

- **Cannot** be broad statements about what a child will accomplish in a year
- **Must** address the child's academic achievement and functional performance
- Relate directly to the needs from the Present Level of Academic Achievement and Functional Performance (PLAAFP).
- Identify a learning gain that is *reasonable* for the student to achieve in one year given the instruction and services he/she will receive.

Goals focus on Academic Skills:

- *PLAAFP: How is the student learning and progressing in the general education curriculum?*
 - Test scores
 - State and District Assessment
 - Curriculum Assessments
 - Standardized Achievement Test Scores
- *GOAL: What does the student need to learn or do academically?*
 - Learn to identify sight words
 - Learn to write more proficiently
 - Learn basic number facts
 - Solve more complicated word problems

Goals focus on Functional Skills:

- *PLAAFP: How is the student accessing the general education curriculum?*
 - Participating in lessons
 - Turning in assignments
 - Navigating parts of a textbook
 - Moving independently around the classroom
 - Using an Assistive Technology device
 - Demonstrating self-care skills

- *GOAL: What daily living skills does the student need to learn to access the general education curriculum?*
 - Self-advocating by asking for help
 - Eating independently
 - Communicating with an augmentative communication device
 - Learning impulse control or anger management
 - Learning turn-taking in conversations
 - Using public transportation
 - Learning to read Braille

Goals are Standards-Based:

- Goals must be based on the grade level standards for the grade in which the student is enrolled.
- IEP teams must individualize annual goals for the student
- If the student is performing significantly below the grade level of enrollment, annual goals need not necessarily result in the child’s goal reaching grade level within the year covered by the IEP, but the goals should be sufficiently ambitious to help close the gap.

Goals are Meaningful:

- Goals are functional, usable, observable, and measurable
- Not likely to develop without intervention
- Match the child’s developmental level
- Address multiple areas of learning
- Enhance participation in the LRE and appropriate activities
- Realistic and achievable
- Culturally sensitive

Ask yourself: “What will the student gain by achieving this goal?”

DO NOT USE:



- “As measured by passing all classes”
- “As measured by report card”
- “Will improve by ___%” (is too general)
- Use an activity as a skill “will research college”

These are examples of goal components that can lead to goals that are not compliant



Tips for Transition Goals and Objectives:

- Any annual goal and objective that will support the student’s transition services needs is considered an annual “transition” goal.
- Annual goals and objectives to support transition needs can be written in the general curriculum (for example, a math goal, or a reading goal, and so on).
- Annual goals can also be written outside of the general curriculum in functional needs areas, such as behavioral, prevocational, life skills training, etc.

Caution: Be sure you are addressing a skill, not an activity (for example, “research careers” is an activity). Annual goals require ongoing specialized instruction of the target skill. Transition activities (such a completing a job application or visiting a military recruiter), typically do not require ongoing specialized instruction to complete.

Remember: Transition needs can also be addressed in other areas of the IEP (for example, the Transition Services section), and may be more appropriate in these areas.



Short-Term Objectives:

Short-term objectives should be general indicators of progress, not detailed instructional plans and provide the basis to determine how well the student is progressing toward the student’s annual goal and which serve as the basis for reporting to parents.

Short-term objectives are sequential steps that are smaller, manageable and meaningful tasks/skills that a student must demonstrate or master in order to achieve the annual goal

Short-term objectives describe how far the child is expected to progress toward the annual goal and by when.

The purpose of short-term objectives (sequential steps) and benchmarks is to enable families, children, and teachers to monitor progress during the year and, if appropriate, revise the IEP consistent with the child's instructional needs.



Short-Term Objectives Components:

Short-term objectives must include the same components found in a goal.

The appendix links below will assist the IEP team in writing compliant short-term objectives.

1. **Current Level of Performance**

2. **Specific Skill to be Measured**

See Appendix: [MEASURABLE/OBSERVABLE TARGET SKILLS](#)

3. Target or Outcome

See Appendix: [SPECIFIC CRITERIA THAT INDICATES THE DEGREE OF LEVEL TO WHICH THE STUDENT WILL MAKE PROGRESS ON GOALS AND OBJECTIVES](#)

4. Method of Measurement: is a required component for a goal, but is not required for a short –term objective; however, this component is highly recommended.

See Appendix: [METHOD OF MEASUREMENT FOR GOALS AND OBJECTIVES](#)
[ASSESSMENT/EVALUATION METHODS FOR GOALS AND OBJECTIVES](#)
[EVALUATION SCHEDULE FOR GOALS AND OBJECTIVES](#)



Reporting Progress:

A report of student progress **must** be provided to the parent **concurrent** with the report card periods provided to general education students and consist of a narrative description of the student’s progress.

Progress Report must include:

- The date of the progress report
- The progress toward the annual goal linked to the short-term objective/benchmark
- The measurement schedule used in the report
- The staff member(s) responsible for reporting progress on goal(s) is identified



Wayne RESA MISTAR Goals and Objectives:

To write measurable Goals and Objectives in the MISTAR program:

1. For students instructed in the **Common Core State Standards and taking the general statewide assessment**, there is a bank of Common Core-aligned goal starters that includes a framework to assist with the components of a compliant measurable goal. In order to write a compliant measurable goal you must use the framework along with the goal starter.
2. For students instructed in the **alternate achievement standards Essential Elements (EE) and taking an alternate statewide assessment**, there is a bank of goals aligned with the Essential Elements. In order to write a compliant measurable goal, you must use the goal framework along with the EE starter

3. For **custom goals and objectives**, a framework will populate in the goal and objective boxes.

The MISTAR framework is:

Currently, [the student's name] is at [provide student's current level of functioning]. By [date/timeline for completion], the student will [demonstrate measureable/observable target skill] when/at [detailed condition that needs to be present/specific criteria that indicates the degree or level to which they will perform] on assessment [identify how the progress will be monitored, measured and documented], which will occur [provide the schedule when the evaluation will occur]

The narrative within the brackets or in red is a guide. You will need to erase what is written within the brackets or in red and replace it with detailed information that is specific to the goal being written for the student.



For non-MISTAR users:

After choosing the standard you want to address in your goal, plug the standard into the framework above, and complete the framework as indicated. This will support you in writing measurable goals and objectives.



Resources: Example Goals and Objectives

Math	
Baseline Data:	Currently, Sam is able to sequence count by 1s, 5s, 10s and 25s to 50 with 100% accuracy on 3 out of 4 trials. Also, Sam is able to name pennies, nickels, dimes, and quarters with 100% accuracy on 3 out of 4 trials, but is unable to identify their corresponding values (0% accuracy). This past school year, Sam's class participated in a community-based activity that required them to earn money which they used to make purchases from their school store. Sam is unable to independently make purchases from the school store because he doesn't know coin values.
Impact:	Sam is unable to recall the value of each coin, which limits his ability to independently participate in classroom store purchase activities.
Resulting Needs:	Sam will need to practice associating each coin to its corresponding value through hands-on teacher-led activities.

Goal: Currently, Sam is able to name pennies, nickels, dimes, and quarters with 100% accuracy on 3 out of 4 trials, but is unable to identify their corresponding values (0% accuracy). By June 11, 2020, Sam will be able to identify the value of a given coin and independently make a purchase from the school store, up to \$0.50, in 3 out of 4 trials as measured on weekly assessments and documented in teacher log.

Objectives:

- By November 10, 2019, Sam will be able to identify the value of a penny and independently make a purchase from the school store, up to \$0.10, in 3 out of 4 trials as measured on weekly assessments and documented in teacher log.
- By February 1, 2020, Sam will be able to identify the value of a penny and nickel, and independently make a purchase from the school store, up to \$0.25, in 3 out of 4 trials as measured on weekly assessments and documented in teacher log
- By April 30, 2020, Sam will be able to identify the value of a penny, nickel, and dime, and independently make a purchase from the school store, up to \$0.50, in 3 out of 4 trials as measured on weekly assessments and documented in teacher log.
- By June 11, 2020, Sam will be able to identify the value of a given coin (pennies, nickels, dimes, and quarters) and independently make a purchase from the school store, up to \$0.50, in 3 out of 4 trials as measured on weekly assessments and documented in teacher log.



Resources: Example Goals and Objectives

ELA	
Baseline Data:	According to the most recent Fountas and Pinnell Reading Assessment on June 3, 2019, Sam is independently reading at a Level L (approximate 2.5 grade level equivalent) with an Instructional Reading Level of Level M. The most recent Developmental Reading Assessment on May 25, 2019 placed Sam at an independent reading Level 24 (an approximate 2.6 grade level). He is answering the main idea and character detail questions with 75% accuracy but answers DRA questions related to problem, solution, and setting with 0% accuracy.
Impact:	Sam has a disability in the area of reading comprehension that limits his ability to independently participate in grade level instruction. He is unable to provide a complete summary of a passage or story because he is unable to identify essential story elements. This impacts his ability to participate in grade level curriculum assignments.
Resulting Needs:	Sam will need to practice reading and answering problem, solution, and setting questions when reading second grade level passages.

Goal:

Currently, Sam is answering main idea and character detail questions with 75% accuracy but answers reading comprehension questions related to problem, solution, and setting with 0% accuracy, when reading second grade level passages. By June 11, 2020, Sam will answer reading comprehension questions related to problem, solution, and setting, increasing from his current level of 0% to 75% accuracy using second grade level passages as measured by monthly teacher-made assessments and documented in teacher log.

Objectives:

- By November 11, 2019, Sam will answer reading comprehension questions related to problem, solution, and setting, with 25% accuracy using second grade level passages as measured by monthly teacher-made assessments and documented in teacher log.
- By March 11, 2020, Sam will answer reading comprehension questions related to problem, solution, and setting, with 50% accuracy using second grade level passages as measured by monthly teacher-made assessments and documented in teacher log.



Resources: Example Goals and Objectives

Social-Emotional/Behavioral	
Baseline Data:	During the 2018-2019 school year, Sam earned 65% of his weekly classroom behavior points for being safe, respectful, and responsible, as defined by the school’s PBIS behavior matrix, as evidenced by the weekly Check In/Check Out data summaries. Since the start of this school year, Sam has earned at least 70% of his weekly classroom behavioral points for being safe, respectful, and responsible each week, which is an increase from last school year. Episodes of elopement from his classroom during the first 5 weeks of school in Fall 2019 have averaged 3 times per week based on scatterplot data recorded on the Individual Data Summary. During the 2018-2019 school year, Sam averaged 4 episodes of elopement from his classroom. Currently, Sam requests breaks 2 5 minute breaks times a day during subjects he finds difficult. These breaks can impact his time in the classroom. Sam needs to learn how to ask for help in addition to taking breaks, so that he may remain in the classroom and potentially take fewer breaks. Currently, Sam does not ask for help independently in the classroom during a subject he finds difficult. He will ask for help at least once when verbally prompted during weekly social work groups in 3 of out 4 sessions. Scatterplot data and interviews with Sam’s teacher and the classroom aide show that Sam is most likely to elope during a subject he finds difficult.
Impact:	Sam’s agitation, episodes of elopement, and his difficulty asking for help in the classroom impact his ability to remain in his classroom with his peers and progress within his curriculum. His problematic behaviors appear to be motivated by a function of escape/avoidance from difficult or undesirable tasks.
Resulting Needs:	Sam’s problematic behaviors have decreased since 2018-2019, largely due to his successful participation in the Check In/Check Out intervention as well as his success learning the replacement behavior of requesting a break. Sam continues to need the Check In/Check Out intervention, regular reviews of his behavioral data by his team, and weekly social skills instruction that teaches and reinforces the skill of requesting help.

Goal #1: Currently, Sam is earning at least 70% of his weekly Check In/Check Out points each week. By October 2020, Sam will earn 85% of his weekly Check In/Check Out points for demonstrating safe, respectful, and responsible behavior as evidenced by the CICO weekly summaries.

Objectives:

- By January 2020, Sam will earn 75% of his weekly Check In/Check Out points for demonstrating safe, respectful, and responsible behavior as evidenced by the CICO weekly summaries.

- By May 2020, Sam will earn 80% of his weekly Check In/Check Out points for demonstrating safe, respectful, and responsible behavior as evidenced by the CICO weekly summaries.

Goal#2:Currently, Sam elopes from his classroom 3 times per week. By October 2020, Sam's episodes of elopement will decrease from 3 times per week to an average of less than 1 per week as evidenced by scatterplot data collected daily and graphed on the Individual Data Summary Form weekly.

Objectives:

- By January 2020, Sam's episodes of elopement will decrease from 3 times per week to an average of 2 per week as evidenced by scatterplot data collected daily and graphed on the Individual Data Summary Form weekly.
- By May 2020, Sam's episodes of elopement will decrease from 3 times per week to an average of 1 per week as evidenced by scatterplot data collected daily and graphed on the Individual Data Summary Form weekly.

Goal#3: Currently, Sam does not ask for help independently in the classroom during a subject he finds difficult. He will ask for help at least once when verbally prompted during weekly social work groups in 3 of out 4 sessions. By October 2020, Sam will ask for help independently in the classroom once a day during a subject he finds difficult as evidenced by scatterplot data collected daily and graphed on the Individual Data Summary Form weekly.

Objectives:

- By January 2020, Sam will ask for help at least once independently during weekly social work groups in 3 of out 4 sessions as evidenced by scatterplot data collected daily and graphed on the Individual Data Summary Form weekly.
- By May 2020, Sam will ask for help when verbally prompted in the classroom once a day during a subject he finds difficult as evidenced by scatterplot data collected daily and graphed on the Individual Data Summary Form weekly.



Resources: Example Goals and Objectives

Communication	
Baseline Data:	Sam has been doing well using PECS (Picture Exchange Communication System) cards to make requests and choices during non-academic activities. He chooses a PECS card and gives it to appropriate classroom staff to request a snack or lunch item with 2 or less gestural prompts in 4 of 5 opportunities. Currently, he does not use PECS cards to communicate activities he would like to do during non-academic/break time such as taking a walk, using the computer, or drawing, even with a minimum of 4 gestural prompts.
Impact:	Using PECS and seeking out a person to make his wants and needs known is important for Sam's independence in choosing his leisure activities. However, his requests center on food and he is unable to make an independent choice about his non-academic/break time activities.
Resulting Needs:	Sam needs to learn how to use the PECS system to request leisure activities during non-academic/break time in addition to making requests for food.

Goal (PECS):

Currently, Sam uses PECS cards to choose snack and lunch items but he does not use PECS cards to communicate activities he would like to do during non-academic/break time, even with a minimum of 4 gestural prompts. By September 30, 2020, Sam will use PECS to choose a leisure activity (such as taking a walk, using the computer, or drawing) with 2 gestural prompts in 4 out of 5 opportunities as measured by weekly documented observation by the special education teacher.

Objectives:

- By December 30, 2019, Sam will use PECS to choose a leisure activity (such as taking a walk, using the computer, or drawing) with 4 gestural prompts in 4 out of 5 opportunities as measured by weekly documented observation by the special education teacher.
- By April 30, 2020, Sam will use PECS to choose a leisure activity (such as taking a walk, using the computer, or drawing) with 3 gestural prompts in 4 out of 5 opportunities as measured by weekly documented observation by the special education teacher.



Resources: Example Goals and Objectives

Perception/Motor/Mobility	
Baseline Data:	Sam continues to have hypersensitivity to loud noises. He works on tasks when he is able, but requires frequent sensory breaks. Sam uses coping strategies, (i.e. swinging, taking walks, and other movement activities) throughout the day to address his sensory integration needs. In the classroom setting, playing calming music and using sensory tools (i.e., stress balls and sensory bottles) helps with self-regulation. Sam has headphones available to him to use when the environment is too loud (typically on the bus). Currently, Sam takes 4 sensory breaks each hour, lasting five to 10 minutes 5 out of 5 days.
Impact:	Sam's academic work time and work production/output is decreased due to the frequency and duration of his sensory needs. (Added together, his breaks range from 20-40 minutes per hour outside of the classroom).
Resulting Needs:	Sam's sensory breaks will need to be adjusted and embedded within the classroom setting to increase work time, improve work output, and increase his time spent in the classroom.

Goal:

Currently, Sam requires 4 sensory breaks per hour from the classroom setting, with each break lasting five to ten minutes 5 out of 5 days. By June 11, 2020, Sam will decrease hourly sensory breaks from the classroom from 4 to 1 (each break lasting 5-10 minutes), on 5 out of 5 days as observed and documented by teacher on daily log, and reported on quarterly.

Objectives:

- By December 18, 2019, Sam will decrease hourly sensory breaks from the classroom from 4 to 3 (each break lasting 5-10 minutes), on 5 out of 5 days as observed and documented by teacher on daily log, and reported on quarterly.
- By March 11, 2020, Sam will decrease hourly sensory breaks from the classroom from 4 to 2 (each break lasting 5-10 minutes), on 5 out of 5 days as observed and documented by teacher on daily log, and reported on quarterly.



Resources: Example Goals and Objectives

Transition: The following goal examples include select information from the student’s Transition Assessment, Postsecondary Goal, and PLAAFP to demonstrate the relationship among them.



Annual goals that support transition services needs may be based on any area of the PLAAFP where the student has a demonstrated need, not just the Secondary Transition Assessments section.



Statements such as “In order to meet his post-secondary employment goal to work as a _____.” are good practice to include in the Resulting Needs section of the PLAAFP and/or Annual Goal but are not required at this time.

Transition Education and Training

Transition Assessment Information (Education and Training):

On September 4, 2019, Sam completed the STAT-R transition assessment. Sam scored 88% in Postsecondary Education/Training. He indicated he wants to work with cars or engines. He does not want to go to college. Sam needs help finding more information about training options. He might want to go into the military.

Postsecondary Goal (Education and Training):

After graduation from high school, Sam will complete coursework for diesel mechanics in the military or at Kirkland Community College.

Transition Services Need: Math

Baseline Data:

Currently, Sam is able to apply the order of operations to simplify and solve one-step mathematical expressions with 84% accuracy. Sam can also substitute numbers for variables in one-step equations (87% accuracy). However, Sam is unable to solve two-step algebraic equations when substituting numbers for variables and simplifying expressions by using the order of operations.

Impact:	Sam is learning strategies to prepare him to solve multi-step algebraic equations but is not yet solving them at a proficient level. This reduces his ability to complete grade level assignments independently without frequent adult guidance, accommodations and reminders to use tools (i.e. models, formulas...)
Resulting Needs:	In order to meet his post-secondary employment goal to work as diesel mechanic, Sam needs to increase his mathematical problem solving skills by using tools and strategies to solve equations accurately.

Goal: Currently, Sam completes multi-step algebraic equations substituting numbers for variables and simplifying expressions by using the order of operations with 0% accuracy on 3 out of 4 trials. By September 9, 2020, Sam will solve multi-step algebraic equations substituting numbers for variables and simplifying expressions by using the order of operations with 75% accuracy on 3 out of 4 trials as documented on quizzes and/or benchmark assessments, which will occur weekly.

Objectives:

- By December 2019, Sam will solve multi-step algebraic equations substituting numbers for variables and simplifying expressions by using the order of operations with 25% accuracy on 3 out of 4 trials as documented on quizzes and/or benchmark assessments, which will occur weekly.
- By April 2020, Sam will solve multi-step algebraic equations substituting numbers for variables and simplifying expressions by using the order of operations with 50% accuracy on 3 out of 4 trials as documented on quizzes and/or benchmark assessments, which will occur weekly.



Resources: Example Goals and Objectives

Transition Employment

Transition Assessment Information (Employment):

On June 7, 2019, Sam completed the ESTR-J transition assessment with visual supports (he touched a picture card from a choice of five to answer questions about his preferences and interests). Sam scored a 23% in the area of employment (good attendance, punctual, responds appropriately to authority figures). He indicated he would like to work with children as his job. His mom completed a transition interview on June 11, 2019 and agreed Sam would do well working with children.

Postsecondary Goal (Employment):

After exiting school, Sam will work as an assistant in a church nursery or library to support children’s activities (i.e. turning on music, turning pages in an electronic book) when using an environmental control device and/or adaptive switch.

Transition Services Need: Employment	
Baseline Data:	Sam uses an adaptive switch that can control multiple electronic devices in his environment (e.g., lights, fan, and music player). Currently, in 4 out of 5 opportunities, Sam requires at least two verbal prompts before using his adaptive switch and a minimum 20 second wait time before responding
Impact:	Sam uses his switch to control electronic devices in his environment but is unable to do so independently at this time. This reduces his ability to have control over his immediate surroundings. There may be a long wait time between him indicating he wants to change something in his environment and the switch being used. He also requires multiple prompts.
Resulting Needs:	In order to meet his post-secondary employment goal to work as an assistant in a church nursery or library, Sam needs to increase his independence by reducing prompts and decreasing response time to activate the switch.








































Goal: Currently, Sam requires at least two verbal prompts before using/activating his adaptive switch and a minimum 20 second wait time before responding, in 4 out of 5 opportunities. By September, 9, 2020, Sam will activate his adaptive switch within 10 ten seconds when given one verbal prompt in 4 out of 5 opportunities as measured by documented observation in classroom and/or community settings, weekly.



















Objectives:


- By December 2019, Sam will activate his adaptive switch within 20 seconds when given one verbal prompt in 4 out of 5 opportunities as measured by documented observation in classroom and/or community settings, weekly.
- By April 2020, Sam will activate his adaptive switch within 15 seconds when given one verbal prompt in 4 out of 5 opportunities as measured by documented observation in classroom and/or community settings, weekly.

 **Appendix:**






These are suggestions and are not an exhaustive list.

 MEASURABLE/OBSERVABLE TARGET SKILLS:	
 Alphabetize	 Identify
 Answer	 Include
 Arrange	 Initiate
 Ask	 Imitate
 Bring	 Label
 Chart	 List
 Choose	 Maintain
 Compare	 Make
 Compile	 Match
 Complete	 Name
 Compose	 Organize
 Contrast	 Outline
 Contribute	 Paraphrase
 Correctly count	 Point
 Create	 Pronounce
 Decode	 Provide
 Define	 Read
 Describe	 Record
 Determine	 Retell

	Differentiate		Say
	Discriminate		Select
	Does not		Self-correct
	Edit		Share
	Explain		Speak
	Follow		Spell
	Generate		Summarize
	Give		Type
	Greet		Volunteer

 **TIPS FOR WRITING EARLY CHILDHOOD GOALS AND OBJECTIVES:**

- Goals for birth to preschool children will focus on meaningful routines and activities that will help the child have positive relationships with other children and adults, increase independence in daily routines, and increase participation in home, preschool, and/or community settings.
- Goals will focus on age-appropriate activities that will ultimately prepare the child to successfully access the Kindergarten curriculum. Example skills for these students including crawling, imitating, naming objects, using scissors, coloring, grouping items, learning letters, playing turn-taking games, etc.

 SPECIFIC CRITERIA THAT INDICATES THE DEGREE OF LEVEL TO WHICH THE STUDENT WILL MAKE PROGRESS ON GOALS AND OBJECTIVES:	
	<p><i>Duration</i></p> <ul style="list-style-type: none"> • For ___ minutes • For ___ repetitions in ___ (<i>amount of time</i>)
	<p><i>Accuracy</i></p> <ul style="list-style-type: none"> • ___ % of the time • Out of ___ trials • No more than ___ errors • With ___ errors • No more than ___ random error (<i>define</i>)
	<p><i>Latency/Speed</i></p> <ul style="list-style-type: none"> • ___ words per minute • ___ per minute • In less than ___ minute/seconds or less • Within ___ minutes of a verbal prompt • Complete work in ___ minutes
	<p><i>Intensity</i></p> <ul style="list-style-type: none"> • With ___ pounds of pressure/force



Quality (Conditions)

- Independently
- With prompting
 - Verbal
 - Visual
 - Physical
 - Gestural
- Instantly and correctly
- In the correct order
- On the first attempt
- With correct capitalization
- With correct punctuation of periods, questions marks, commas...
- With a main idea and (#) of supporting details
- With no more than ___ redirection
- With a score of ___ from the grade writing rubric
- Without assistance



ASSESSMENT/EVALUATION METHODS FOR GOALS AND OBJECTIVES:

- Teacher Made Tests
- End of Unit Test
- End of Chapter Test
- Graphing Data
- Homework Assignment
- In class work
- Student Assignment
- Documented Observation
- Observation & Charting on Predetermined Checklist of Expected Behaviors
- Observation & Charting on Predetermined Checklist of Targeted Responses
- Education Achievement Test
- Portfolio of work completed (related to specific objective)
- Student's daily work
- Rating Scale
- Standardized Test
- Review of Clinical Logs



When selecting a METHOD OF MEASUREMENT FOR GOALS AND OBJECTIVES, there are certain features or qualities to look for in a tool:

- Reliable - provides consistent results
- Valid - measures what is was designed to measure
- Repeatable has sufficient alternate forms for repeated assessments of progress
- Sensitive - Can detect even small changes in performance
- Time Sensitive - is brief and easy administer, score, and analyze



EVALUATION SCHEDULE FOR GOALS AND OBJECTIVES:

- Daily
- Weekly
- Monthly
- Immediately following instruction
- Following summative assessment
- Every six weeks

Must be as least as often as general education reporting periods



**AVOID SLIPPERY “BANANA PEEL” WORDS:
OR GIVE CLARIFYING CONTEXT, WHEN USING THESE WORDS**

- | | |
|---------------|---------------|
| • Apply | • Manipulate |
| • Appreciate | • Participate |
| • Believe | • Pass |
| • Communicate | • Realize |
| • Complete | • Recognize |
| • Comprehend | • Research |
| • Decrease | • Solve |
| • Demonstrate | • Start |
| • Enjoy | • Stop |
| • Improve | • Tolerate |
| • Increase | • Try |
| • Know | • Understand |
| • Learn | • Use |
| | • Value |



Access Wayne RESA’s PLAAFP guidance on RESA’s website:

This document is titled

Present Level of Academic Achievement and Functional Performance (PLAAFP) Establishing Appropriate and Meaningful Present-Level Narratives That Guide Teaching and Learning

Or find at this link:

https://www.resa.net/downloads/special_education/plaafp_guidance_11-2015_20151123_130951_18.pdf



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