Writing goals to ensure student progress

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Goals

- Must be student centered
- Aligned to gen-ed curriculum
- Based on information available
- Written in clear concise words
IDEA-CIVIL RIGHTS

- Latest reauthorization of IDEA specifically addresses PLOP, measurable goals, accommodations, and emphasizes that services provided are based on peer reviewed research to the extent practicable.
Let’s get this done...

- Training is critical
- follow through/coaching
- observation of implementation and data collection
Present Level - PLOP Performance

- Solid present level for each goal.
- Clear descriptions of student current functioning level.
- Measurable terminology
- How does this student achieve success?
- What supports are in place, or needed?
Examples

- Mary can complete math problems, but struggles with reading comprehension, she likes school.
- Joseph can identify all 26 letters of the alphabet utilizing eye gaze, and provided with a visual representation in a field of two.
Present Level

- Crucial for writing the goal; the reason
- The starting point
- What the student CAN do
- Based on documentation, observation, probing, current achievement
Ready, set, go...

- Now you can write the goal!
- **Employ** **SMART** principles:
  - **S**-specific, **M**-measurable, **A**-achievable and/or **attainable**, **R**-realistic, **T**-timely; **transferable**
S-Specific

- THIS student
- Focusses on what is important
- Directly related to the present level of performance
M-Measurable

- Just because there is a number- % does not mean the goal is measurable.
- “Susie will write a paragraph with 80% accuracy” (oh my!)
- Frequency, trials, duration, time, distance, accuracy, number
A-achievable, attainable

- Represents the next logical step for this student
- Takes into account this student’s level and ability
- Supports/conditions are clearly stated
- High expectations
R-Realistic

- Based on PLOP this is a meaningful goal
- This goal can be implemented based on the construction
- Focusses on acquisition of meaningful skill
T-timely, transferability

- Should be able to be accomplished during IEP year
- Fluid
- Can this be replicated in another setting?
Hint:

- **Format:** Condition, Action, Measure
- **Example:** Given a visual symbol and an object, and provided with verbal cueing, Tori will match the symbol to the object by reaching for the correct object 8 of 10 opportunities.
Objectives: logical breakdown, skills learned to achieve goals, STEPS, discrete components.

Benchmarks: numerical increases, amount of progress within specific time segments.
Work

- The best goal means nothing without the proper implementation, data collection, assessing/evaluating the data, adjusting the process.
- An IEP is suppose to be a fluid document.
Stakeholders

- Not only the teacher....
- Collaborative process
- This process represents a child’s access to their education, it should be a grave concern of all involved to do it right!