*Common Organization for Short-term Objectives*

Choices include:

1. Mastery of the **sub-skills and/or activities** necessary to perform the annual goal

* Based on a task analysis of the routine or activity.
* Break down the routine or activity into its component parts and identify the components that the student can not complete correctly and independently.
* Short-term objectives are written to teach the student the specific components of the routine or activity that the student can not complete.

***Example:***

Annual Goal: When in the boys locker room, Bob will dress down for PE without teacher assistance on five consecutive sessions.

Short-Term Objectives:

* 1. When in the boy’s locker room with his key, Bob will lock and unlock his padlock without teacher assistance on 3 consecutive sessions.
  2. When in the boy’s locker room, Bob will tie his gym shoes without teacher assistance on 3 consecutive sessions.

1. **Successive approximations** of the behavior defined in the goal

* Sequential steps that describe how much progress a student should make at different points in the school year.
* When these sequential steps are linked to grade-level standards they are often referred to as “benchmarks.”

***Example:***

Annual Goal: *When given a pocket calculator and a work sheet, Bob will add double digit addition problems with 90% accuracy on two consecutive sessions.*

Short-Term Objectives:

* 1. When given a pocket calculator and worksheet, Bob will add double digit addition problems with 50% accuracy on 2 consecutive sessions.
  2. When given a pocket calculator and worksheet, Bob will add double digit addition problems with 70% accuracy on 2 consecutive sessions.

1. **Reduction in the amount of assistance** provided by staff

* Short-term objectives are successive steps that describe the amount of assistance that the teacher will provide the student.
* Each objective identifies the specific prompt to be provided to the student.

***Example:***

Annual Goal: *When at controlled and uncontrolled intersections, Bob will cross streets without teacher assistance on ten consecutive weekly probes.*

Short-Term Objectives:

* 1. When at controlled and uncontrolled intersections, Bob will cross the street with *verbal and gestural prompts* from the teacher on 5 consecutive sessions.
  2. When at controlled and uncontrolled intersections, Bob will cross the street with *verbal prompts* from the teacher on 5 consecutive sessions.