Step 3: Develop Goals and Objectives

Annual Goals

* A statement of the long-term outcomes of instruction
* Should be specific and can be accomplished within a “12 month period”
* Goals should focus on producing meaningful outcomes for the student in home, school, and community settings.
* Can be measured

Short-term Objectives

* A series of “measurable” intermediate behaviors that the student must master to meet the goal.
* Milestones in measuring progress

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| **Conditions** | **Response** | **Criterion** |
| Describes the “context” of performance.* Materials available
* Assistance provided
* Where performance will occur
 | Describes the behaviors to be mastered by the student.* Observable
* Measurable
 | Describes the standards that the student must meet to demonstrate mastery.Provides a basis for determining the effectiveness of the instructional program.1. Level of Performance: Accuracy, independence, how long, etc.
2. Replication: Number of trials, sessions, or observations.
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**Examples**

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| *Avoid* | Use Clear and Detailed Statements |
| *Bob will increase math skills.* | When given a pocket calculator and a work sheet, Bob will add double-digit addition problems with 90% accuracy on two consecutive sessions. |
| *Bob will dress down for PE with 80% accuracy.* | When in the boys locker room, Bob will dress down for PE without teacher assistance on five consecutive sessions. |

Structuring Goals and Objectives

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| Choice | Description | Example | Result |
| 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. | * Enter the locker room.
* Unlock padlock.
* Open locker.
* Take off shoes.
* Put shoes in locker.
* Take off socks.
* Put socks in locker.
* Take off shirt.
* Put shirt in locker.
* Remove gym shirt from locker.
* Put on gym shirt.

…..and so on | 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. 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.  | 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.
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| 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.” | 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.

BENCHMARK:Annual Goal: *Given a fourth grade reading passage, Martin will read the passage at a rate of 125 words per minute with 97% accuracy on 3 consecutive weekly passage timings.** Benchmarks:
1. Given a beginning of second grade reading passage, Martin will read the passage at a rate of 125 words per minute on 3 consecutive weekly passage timings.
2. Given an end of second grade reading passage, Martin will read the passage at a rate of 125 words per minute on 3 consecutive weekly passage timings.
3. Given a beginning of third grade reading passage, Martin will read the passage at a rate of 125 words per minute on 3 consecutive weekly passage timings.
4. Given an end of third grade reading passage, Martin will read the passage at a rate of 125 words per minute on 3 consecutive weekly passage timings.
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