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. |

**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. | |
| 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. | |