

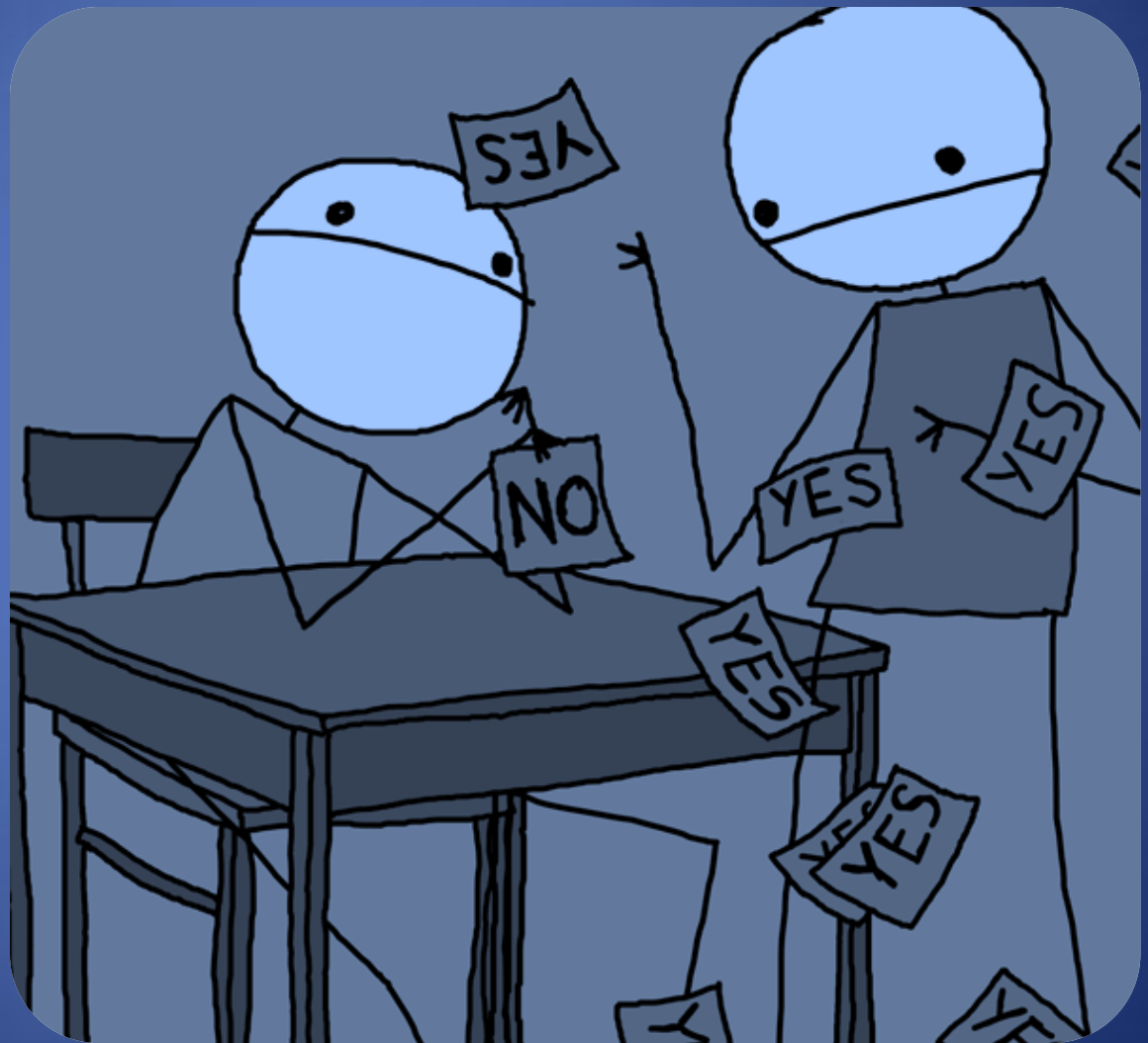
# WRITING GOALS AND OBJECTIVES

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**PATHFINDER** PARENT CENTER

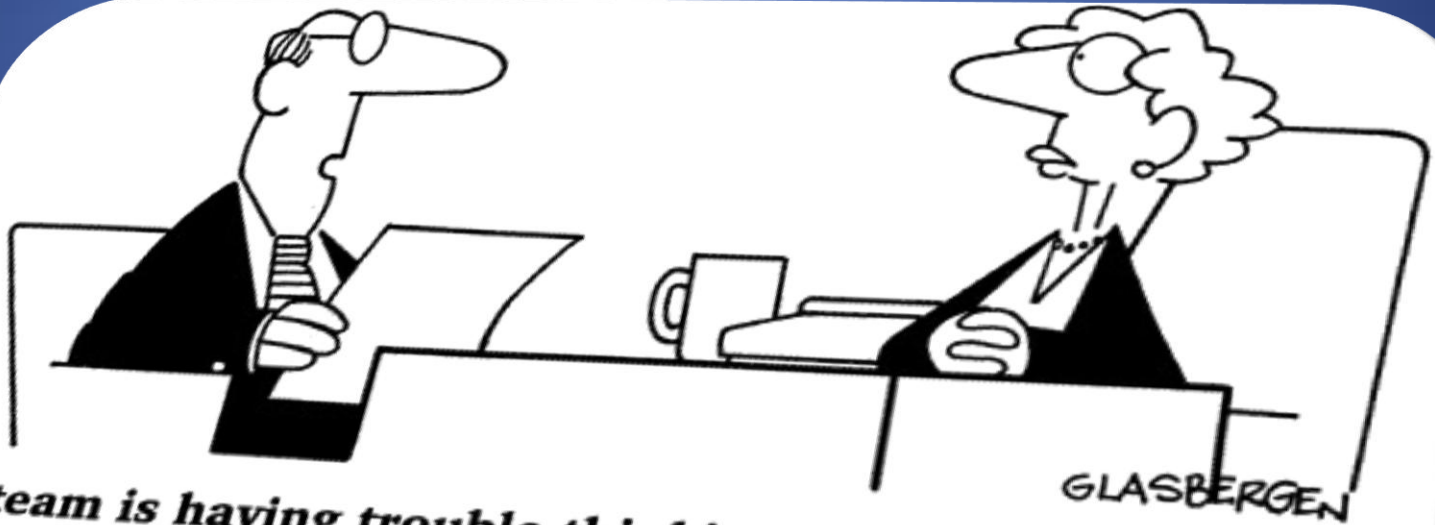
# COMPLICATED



# ELUSIVE



# GOBBLDYGOOK



***"My team is having trouble thinking outside the box. We can't agree on the size of the box, what materials the box should be constructed from, a reasonable budget for the box, or our first choice of box vendors."***



# Annual Goals

- Annual goals must relate specifically to the needs identified in the Present Levels of the IEP.
- Statements are observable and measurable based on a targeted standard linked to the grade level standard.
- Describe what the student can reasonably accomplish within a twelve month period.



# WHERE TO START?

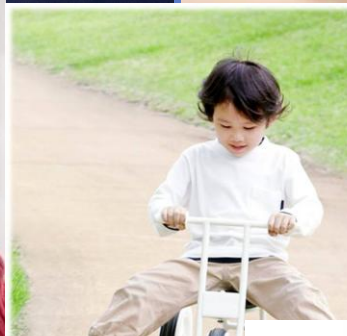
**WHO?**

**WHAT?**

**HOW?**



# WHO





# PRESENT LEVELS

- Under IDEA 2004, the IEP must include "a statement of the child's present levels of **academic achievement and functional performance ...**"

Present levels of academic achievement and functional performance require objective data from assessments.



# PLOP or PLAAFP

- Make sure the Present Level of Performance does not just rehash developmental information from the Evaluation.
- Instead it should clearly indicates how the student is performing related to the standards for the student's enrolled grade and what the student needs to learn next.



# STRENGTHS BASED

- To develop friendships with classmates which carry over to neighborhood activities
- To improve reading skills so that he can continue to grow as a reader and use reading throughout his life in home, work and recreation.



# MORE EXAMPLES

- To know what will happen during the day so that she will feel calm
- To use the computer to help with writing skills
- To meet grade level academic standards for science to build a broad base of knowledge





# EXAMPLES OF WHAT NOT TO DO

- NEEDS TO SIT STILL
- NEEDS TO KEEP HANDS TO HIMSELF
- NEEDS TO READ BETTER
- NEEDS TO LISTEN BETTER
- NEEDS TO DO MATH HOMEWORK
- NEEDS 1-1 SPEECH THERAPY



# MORE EXAMPLES

- To improve speech in order to talk with peers and family
- To learn when and how to ask for help so that people can assist when he is in need
- Extended school year services so she does not lose academic and or social skills.



# HIGHLIGHT NEEDS

- ACCESS
- PARTICIPATE
- BENEFIT



# GET CREATIVE

- FLYER
- POWER POINT
- CHECKLIST
- PHOTOS
- TIE-NET







# WHAT

- Set goals that are **developmentally appropriate** for your child.
- That means that your child is ready to learn the goals that have been set.





# BUILDING AN IEP GOAL

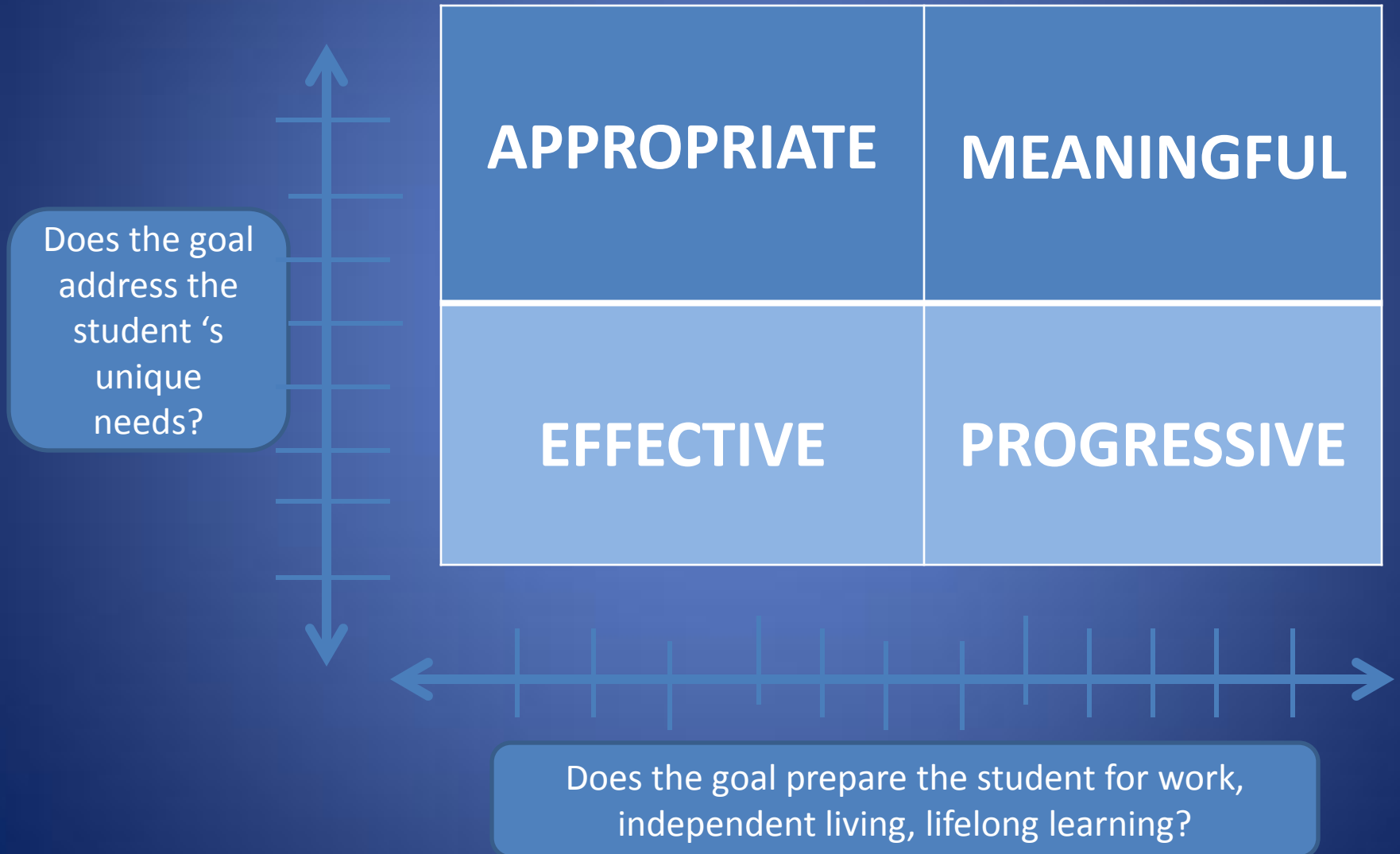
Timeframe	Condition	Behavior	Evaluation Criteria with Procedure
Determine a <b>reasonable</b> amount of learning time	Incorporate an evidence-based strategy in the condition (that is provided or coordinated by the special educator. <b>This is the specially designed instruction.</b>	State a measurable <b>student</b> behavior - not a teacher behavior!	Identify a specific procedure for evaluating the behavior <u><b>AND</b></u> set a mastery level.
			



# WHAT DOES THAT MEAN?

1. The Timeframe must be no more than a year.
2. The Condition includes an evidence-based strategy, which addresses **Process**.
3. The Behavior states what the student will do in specific terms.
4. The Criteria identifies states the expected level of performance.

# EVALUATION



# APPROPRIATE

- Indicate what your child can presently do in any given domain.
- Set goals based on what your child can do presently and what would logically be the next steps or the part of the next step that would benefit your child most.





# MEANINGFUL

- Does it tap into or build on student strengths or interests?
- How will my child's life will be improved by learning the specific skill or behavior.
- Or what are the different settings and situations in which my child will use the specific skill or behavior.



# EFFECTIVE

- Is the special education described evidence-based?
- Does it incorporate principles of Universal Design for Learning?





# PROGRESSIVE

Does it set high-standards and advance student learning?

Does it state what my child can reasonably learn in a year?

Will it close the gap between my child's performance and that of other children in the same grade?



# BUILDING BLOCKS

1. Time Frame
2. Conditions
3. Behavior
4. How Well & How Long



# Universal Design for Learning Guidelines

## I. Representation

Use multiple means of representation

### 1. Provide options for perception

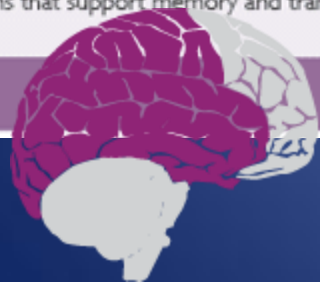
- Options that customize the display of information
- Options that provide alternatives for auditory information
- Options that provide alternatives for visual information

### 2. Provide options for language and symbols

- Options that define vocabulary and symbols
- Options that clarify syntax and structure
- Options for decoding text or mathematical notation
- Options that promote cross-linguistic understanding
- Options that illustrate key concepts non-linguistically

### 3. Provide options for comprehension

- Options that provide or activate background knowledge
- Options that highlight critical features, big ideas, and relationships
- Options that guide information processing
- Options that support memory and transfer



## II. Expression

Use multiple means of expression

### 4. Provide options for physical action

- Options in the mode of physical response
- Options in the means of navigation
- Options for accessing tools and assistive technologies

### 5. Provide options for expressive skills and fluency

- Options in the media for communication
- Options in the tools for composition and problem solving
- Options in the scaffolds for practice and performance

### 6. Provide options for executive functions

- Options that guide effective goal-setting
- Options that support planning and strategy development
- Options that facilitate managing information and resources
- Options that enhance capacity for monitoring progress



## III. Engagement

Use multiple means of engagement

### 7. Provide options for recruiting interest

- Options that increase individual choice and autonomy
- Options that enhance relevance, value, and authenticity
- Options that reduce threats and distractions

### 8. Provide options for sustaining effort and persistence

- Options that heighten salience of goals and objectives
- Options that vary levels of challenge and support
- Options that foster collaboration and communication
- Options that increase mastery-oriented feedback

### 9. Provide options for self-regulation

- Options that guide personal goal-setting and expectations
- Options that scaffold coping skills and strategies
- Options that develop self-assessment and reflection





# PROGRESS

If the child is making progress on his IEP goals, but is receiving failing grades or is not making adequate progress in academic areas, this may be evidence that the child is not receiving a free appropriate public education.



# PROGRESS

To meet FAPE, the school must ensure that the child with a disability makes adequate progress in academic achievement and functional performance, and on the IEP goals.

If academic achievement and functional performance are not commensurate with the child's progress on IEP goals, the child's IEP needs to be revised.



# ACADEMIC GAPS



# DECISIONS

- If the gap cannot be completely closed during the upcoming year, what would meaningful progress look like? What will the impact be?
- Is this a student for whom alternate achievement standards makes sense in this area?





# BREAKING IT DOWN

- Select an area of need determined by multiple assessment measures
- Identify the content area and grade level standard
- Identify the concepts and prerequisite skills necessary to meet the standard
- Identify critical attributes that will address the standard
- Identify options for measuring the targeted standard

# QUESTIONS

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