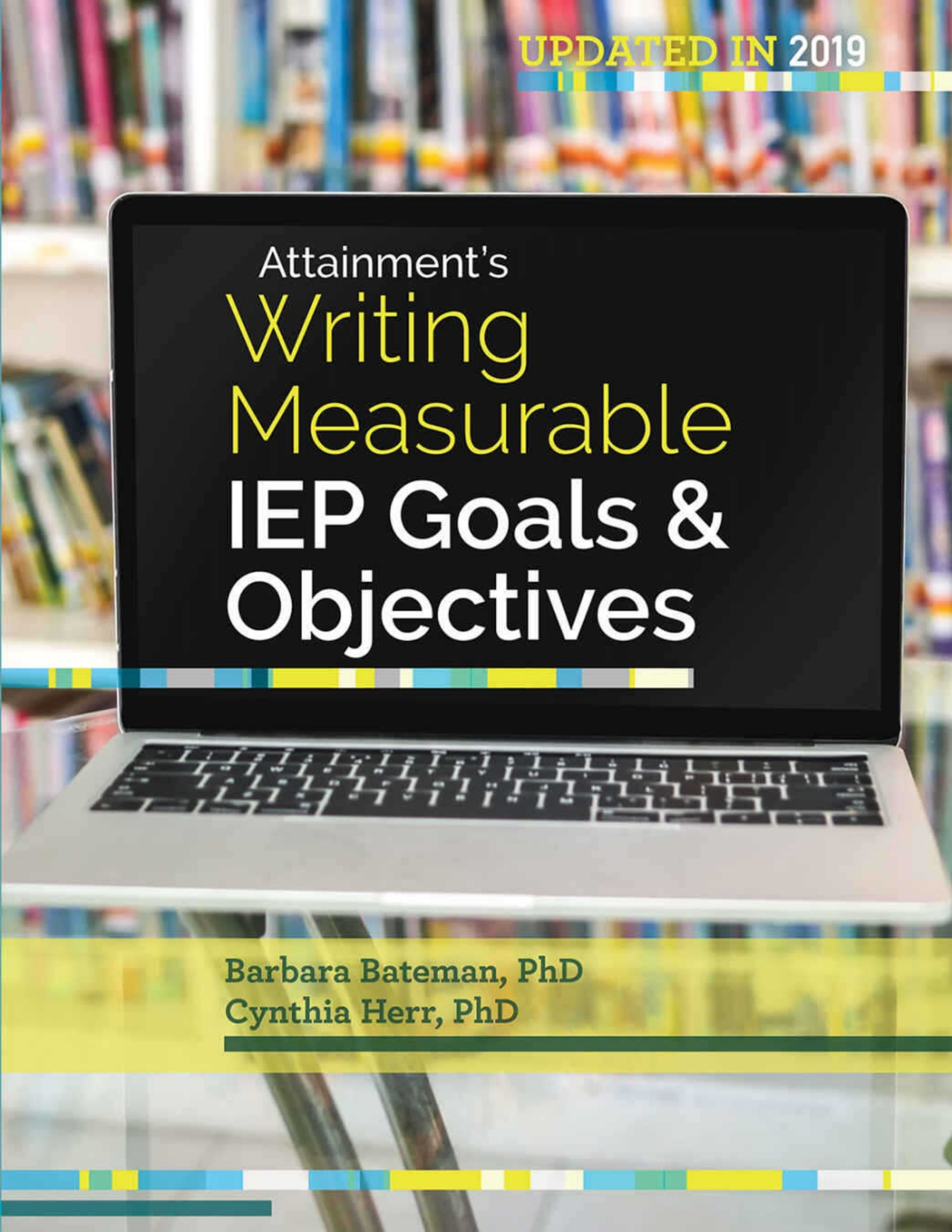
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Attainment's
Writing
Measurable
IEP Goals &
Objectives
Barbara Bateman, PhD
Cynthia Herr, PhD

Writing Measurable IEP Goals and Objectives

by Barbara D. Bateman, PhD and Cynthia M. Herr, PhD

Edited by Tom Kinney

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Barbara Bateman, PhD, JD is a nationally recognized expert in special education and in special education law. She has taught special education students in public schools and institutions, conducted research in learning disabilities, assessment, visual impairments, mental retardation, attitudes toward people with disabilities, and effective instruction for children with disabilities. She joined the faculty of the special education department at the University of Oregon in 1966 and while there also held visiting or summer appointments at several universities including the University of Virginia, the University of Maine and the University of Wisconsin.

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Throughout her career, Dr. Herr specialized in the areas of teaching students with learning disabilities, training secondary special education teachers and autism specialists, and in the impact of the law on special education. Dr. Herr taught adults with learning disabilities for seven years at the community college level before beginning her career at the University of Oregon in 1985. As a consultant, she conducted numerous workshops and made many presentations for the Oregon Association for Children and Citizens with Learning Disabilities (ACLD), the Western College Reading Association and other professional groups. She was also a certified trainer in the University of Kansas Strategies Intervention Model and conducted in-service training for local school districts in learning strategies developed at the University of Kansas. Dr. Herr was one of the few specialists in Oregon in the area of learning disabilities assessment with adults.

In her leisure time, Dr. Herr is an avid reader of mysteries and science fiction/fantasy books and spends time with her family: A Bernese Mountain dog and an African Grey Parrot.

Preface

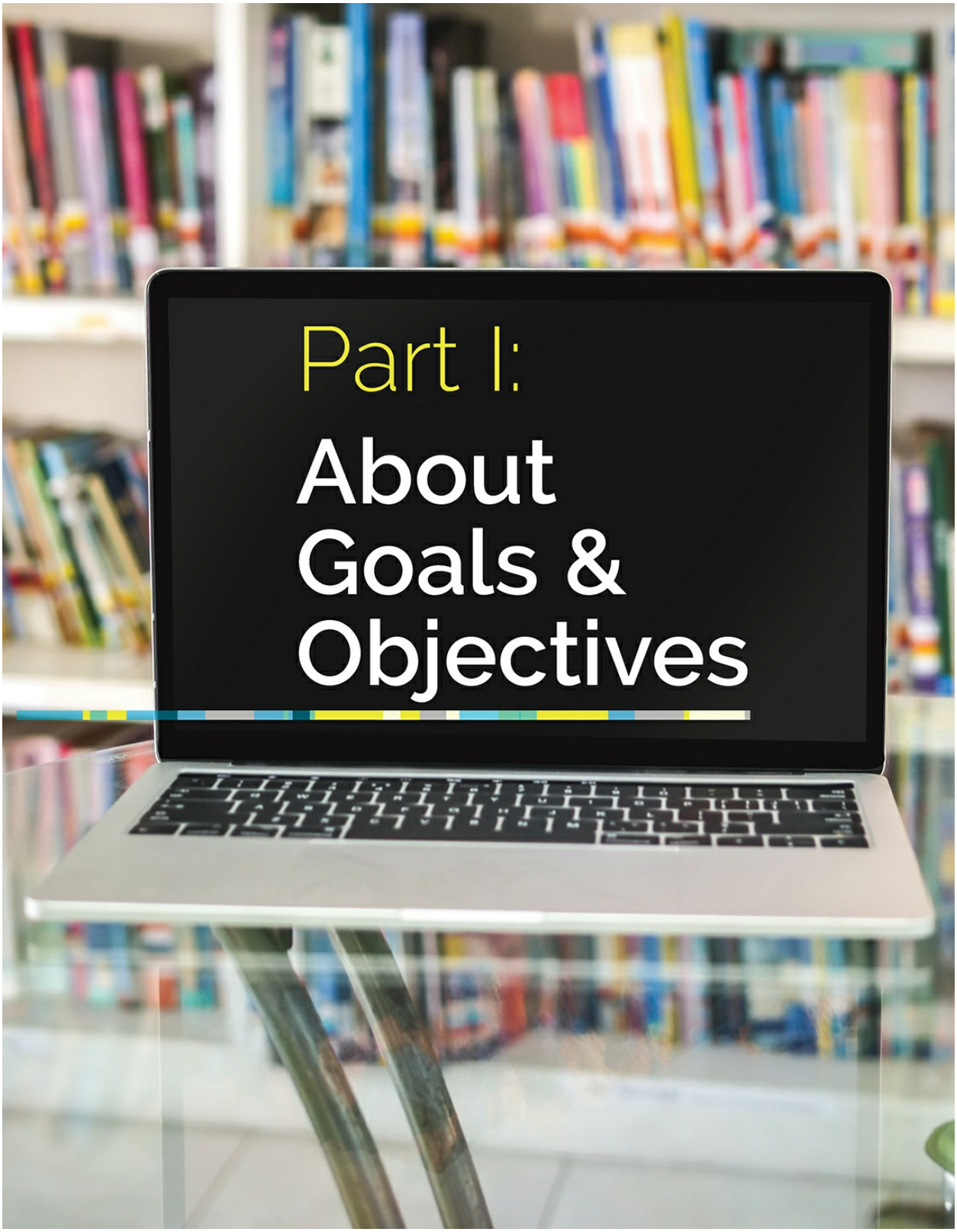
This book proposes a way to prepare the heart and soul, the nitty-gritty, the critical parts of the IEP in a way that is SIMPLE, CLEAR, USEFUL, ECONOMICAL, WORTHWHILE, COMMON 'SENSICAL,' LEGALLY CORRECT and REVOLUTIONARY. It is different from the way almost all of us have been writing **Individualized Education Program (IEP)** present levels of performance, goals, and statements of service.

Sadly, many professional people who work with Individualized Education Programs (IEPs) would vote, given the chance, to abolish them. IEPs have taken up several hundred million hours (a conservative estimate) of special education personnel time that most teachers would far rather have spent in direct teaching with students. This has to change. Society cannot, nor should it, continue to invest this much time and money with little benefit to show for it.

In 1997 and again in 2004 when Congress revisited special education law (IDEA, the Individuals with Disabilities Education Act), it detailed the need for increased emphasis on measurable and measured goals, on students making genuine and measured progress, and on that student progress being regularly and meaningfully reported to parents.

This book will help every IEP team member respond effectively and without undue effort to this Congressional mandate.

However, be alerted — this is not IEP business as usual. It's much more than that. Please join us …


Part I:
About
Goals &
Objectives

Introduction: IDEA

For decades one federal law has guided every aspect of special education services in the United States. The Individuals with Disabilities Education Act, commonly called IDEA, provides many benefits and protections to every eligible child who has a disability, and to his or her parents. The detailed framework of IDEA provides for full and individual evaluations, independent evaluations, the provision of special education and related services, individualized placement decisions within a continuum of placement options, protections in disciplinary actions, and much more.

FAPE

The major purpose of IDEA is to make a free, appropriate public education (FAPE) available to every child who has a disability. But how do we know when an education program is "appropriate" and so constitutes FAPE?

The U.S. Supreme Court has answered this twice. First, in 1982 in *Rowley*, the court said that an appropriate program was on that was "reasonably calculated to allow the student to receive educational benefits." However, the amount of benefit required to reach the level of appropriate was not spelled out.

Some lower courts said *Rowley* merely required an education program that offered more than *de minimus* benefit to be sufficient for FAPE. Thirty-five years later, the Supreme Court ruled again on the standard for evaluating the sufficiency of an education program and the Court held that the progress contemplated by the IEP must be "appropriate for the student's unique circumstances."

More will be said later about specifics related to program appropriateness. Now what is important to keep in mind is that the purpose of IDEA and all that it requires is to provide an appropriate program for every child with a disability.

As we develop IEPs and select and write goals, we must always remember to focus on the goal of providing an appropriate, individualized program for every IDEA-eligible student. If an appropriate program is not evident on the IEP, the school district may be required to fund private schooling or services for that student.

IEPs

The heart of IDEA is a written document called an Individual Education Program (IEP). While all benefits and protections are important, it's the IEP process, with parents as full and equal participants with the school personnel, that determines what services the child will actually receive. These services, as spelled out in the IEP, constitute FAPE. Thus the IEP determines what happens in the child's education. The IEP is the "make or break" component in FAPE for every IDEA child.

The IEP document must include certain elements for all children plus two additional for students fourteen years and older. The first three components of the IEP are key, and they are what this book is about:

1. The child's present levels of academic and functional performance (PLAAFPs).
2. Measurable annual goals and, for some children, measurable objectives.
3. A statement of needed special education and other services.

Just as the IEP is the heart of IDEA, these three items are the heart of the IEP. Together, they are the key pieces of the whole law and of the child's education.

A three-fold inquiry determines these key pieces of the IEP:

1. What are the child's unique needs?
2. What services will the school employ to address each need?
3. What will the child be able to accomplish as a result of the services?

This three-fold inquiry translates directly into three critical elements of the IEP: The present levels of performance, the goals and objectives, and a statement of the special education services which will move the child from the PLAAFPs to the goals. This book is about the heart within the heart, shown in Figure 1.

Figure 1. The IEP is the heart of the Individuals with Disabilities Education Act (IDEA), and measurable goals and objectives are the heart of each IEP.

Goals and Objectives

Early on, IDEA distinguished objectives from benchmarks. It said short term objectives "break the skills described in the annual goal down into discrete components," while benchmarks described "the amount of progress the child is expected to make within specified segments of the year." This distinction seems to make very little difference, if any. Now most educators use the term objectives to include both, and that is what we do.

IDEA originally required objectives for all goals and IEPs.

Since 2005, short-term objectives have been required only on the IEPs of those students who are assessed using alternate standards rather than grade level standards. For other IEPs, short-term objectives are no longer mandated. However, we believe that prudent IEP teams will continue to use them for compelling educational and legal reasons.

With the new emphasis on accountability, effectiveness of the services provided, and objective progress assessment and reporting, it would be foolhardy for a school district to allow a student to fail to make progress for an entire year without objective assessment. Furthermore, progress must still be reported to parents at least as often as it is reported to parents of non-disabled children. Even a casual reading of hearing and court decisions in IDEA cases over recent years shows that hearing officers and judges recognize the critical role of objectively measured progress in the education of children who have disabilities.

In addition to the huge legal risks in not objectively measuring progress at least every grading period, it is also courting educational disaster. When a child with a disability is not making adequate or appropriate progress, time is of the essence. It is unconscionable to allow a child to remain month after month in a less-than-effective program. In fact, with careful data collection, it is usually possible to determine whether a program is effective for a particular child within a few weeks. As schools move rapidly toward research-based and proven interventions, we can be certain the legal and educational focus on results and outcomes, objectively measured and shown, will only increase.

The rationale of some who urged eliminating the IDEA requirement for short-term objectives was the need for more instructional and preparation time for professional staff. Without in any way disputing the value of and the need for the best possible use of professionals' time, our view is that a failure to include short-term objectives in every IEP is short-sighted, legally risky and very poor practice. In recent years many, perhaps most, professionals involved in writing IEPs have become increasingly proficient in writing useful and measurable objectives. The time required to do this is a mere fraction of the value received, once a minimal level of proficiency is reached. Far more time could be saved in IEP preparation by a judicious prioritization and a limiting of goals, and by eliminating unnecessary general education curriculum and standards from all IEPs while focusing on those aspects of the child's education that must be **individualized** and on those special education services necessary to enable the child to **access** the general curriculum. From the beginning of IDEA the federal intent has been that most IEPs be 3-5 pages long. If IEP teams examine afresh what an IEP is "supposed to be" and proceed accordingly, including objectives on all IEPs, far more time can be saved, with far better results than by omitting vital objectives.

The purpose of objectives is to assess progress. IDEA has not eliminated the requirement that progress must be measured and reported. If an IEP team chooses not to include objectives, it must still determine how progress will be

assessed at least as often as every grading period. Hearing officers and judges are more and more frequently cautioning against reliance on subjective measures such as teacher judgment. Vague, global terms such as "emerging" or "progressing" are also rapidly becoming as unacceptable legally as they are educationally. We know of no easier, better or more efficient way to access progress than by using short-term objectives. The use of measurable objectives is both best educational practice and safe legal practice. To write IEPs without them is to risk a great deal for no valid reason.

To try to get by without measurable and measured short-term objectives is to court educational, legal and perhaps financial disaster. Without measured progress, a child may be found to have been denied FAPE. A finding that a child has not been given FAPE may be the beginning of a district having to pay for private schooling or provide compensatory education. However, the most important consideration is that every child should always be receiving effective services. Time is a precious commodity, never more so than for a child who needs successful intervention as soon as possible. Short-term objectives allow prompt action when it is needed, provided they are actually measured, i.e., the child's progress is assessed.

Throughout the discussion that follows we will occasionally use the term "progress markers" to refer to objectives to remind us all that the function, the purpose of objectives is to allow us to mark progress. Progress markers, objectives, and benchmarks are the same thing. A goal is just a one-year progress marker. All objectives, goals, benchmarks, or progress markers must be **measurable.** The all important relationship among the annual goals, objectives, and progress assessment is a focus of much that follows.

When Congress most recently amended IDEA, new importance and emphases were placed on:

1. Special education students making more progress.
2. Special educators accurately and objectively measuring student progress.
3. That progress being accurately and meaningfully reported to parents.

Many special educators, teachers and other professionals experience IEPs as burdensome legal documents, laboriously completed and quickly filed — with the hope they are never monitored and with no intention of ever using them. At the same time, many parents experience the IEP development process as intimidating, frustrating and pointless. Too often hours are spent laboring over IEP goals and objectives, and even then the results are frequently unsatisfactory, non-measurable and never-to-be-measured. However, measurable goals and objectives can be surprisingly fast, easy to write, and helpful — once the skill has been learned.

A Bit of History

Before writing measurable goals, a bit of historical perspective may be helpful. Educational practice around IEP goals has evolved further and faster than has the law. Standards-based goals, grade-level content, robust academic instructions, and similar concepts are frequently heard in today's discussion of IEPs, even though they do not appear in IDEA.

The advocacy movement, urging full inclusion of student with disabilities with disabilities in regular classes, gained momentum in the early 1980s when the federal Office of Special Education staunchly advocated "mainstreaming" as it was called then. If students were to be included in regular classes, it stood to reason their possible involvement in the general curriculum world be newly emphasized, and it was.

In 1982, the U.S. Supreme Court held (*Rowley*) that children who have disabilities and who are placed in regular education classes are entitled to a program which enables them to "achieve passing marks and advance grade to grade" as do children who do not have disabilities. This *Rowley* holding is all but totally unknown and/or disregarded by schools and parents. Few IEPs offer the service that would be required for children with disabilities to make true grade-level progress on a par with students who do not have a disability. Many courts simply do not know that educators place millions of children in regular classes even though they cannot possibly meet grade level standards with the services offered.

Some lower courts said *Rowley* required only "some" benefit, "any" benefit or more than *de minimus* benefit to be sufficient for FAPE. In 2017, The Supreme Court ruled again (in *Endrew*) on the standard for evaluating the sufficiency of an education program. The Court held that the progress contemplated by the IEP goals must be "appropriate for the student's unique circumstances." If a child cannot reasonably be expected to move smoothly through the regular curriculum, then "the IEP need not aim for grade-level achievement," according to the Supreme Court.

In other words, goals need not be derived from the general curriculum nor need they reflect grade-level performance. Rather, they must address the child's needs and take into account that child's unique circumstances.

The debate between those who favor goals based on the general curriculum and those who focus on an

individual's needs for special education continues. More will be said later about this issue.

Important Guidelines for IEP Development

Our ideas about IEPs, IEP meetings, and goals are formed largely from our own experiences and are often limited to how one school district or building staff handles these matters. However, how an IEP is developed can be as important as the finished document itself. The IDEA regulations are detailed and occasional minor errors are inevitable. However, several major issues continue to be seen frequently. Understanding and following the vital principles below will go a long way toward insuring an IEP that complies with IDEA and provides a FAPE:

1. Parents are full and equal partners with district personnel as IEP team members. Parent participation in IEP development is vital and a denial or limitation of it can deny FAPE.
2. School staff may come to an IEP meeting prepared with evaluation findings and proposed recommendations regarding IEP content, but they must make it clear to the parents at the outset of the meeting that the services proposed by the school are only recommendations for review and discussion with the parents. Parents have the right to bring questions, concerns, and recommendations to an IEP meeting as part of a full discussion of the child's needs and the services to be provided to meet those needs.
3. IDEA mandates that the IEP team must include a representative of the public agency who: (a) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities; (b) is knowledgeable about the general curriculum; (c) is knowledgeable about the availability of resources of the public agency, and must have authority to commit agency resources, i.e., to approve expenditures.
4. Every statement of a present level of academic and functional performance (PLAAFP) must give rise to a goal and to services to enable the child to reach the goal. PLAAFPs must be written in objective, measurable terms
5. Goals are required in all areas of the child's unique needs and are not restricted to a category of eligibility nor to the general curriculum. Once a child is found to be IDEA eligible, *all* his or her unique needs need to be addressed, not just those in the area or category of eligibility. District IEP team members are often heard to mistakenly say, e.g. “He is learning disabled in reading, so we can only have goals in that area, not in writing or math.” Another common erroneous belief is that if the child is not identified as emotionally or behaviorally disturbed, then a behavior plan or therapy is not necessary or appropriate for inclusion on the IEP.
6. Goals are *not* required in areas of the general curriculum where only accommodations and modifications are needed. The necessary accommodations and modifications must, however, be included on the IEP.
7. Administrative personnel may not override IEP team decisions concerning the IEP and the services to be provided. The IEP team as a team (not any one member) has full authority and responsibility to determine what services are necessary to provide a FAPE.

Other questions and issues still arise and are often dealt with by relying on district practice and habit, i.e., “We've always done it that way” rather than on legal guidance from IDEA itself, from federal education agencies, or from hearing decisions and cases. Two of these practices have been clarified by legal guidance:

1. Related services personnel need not attend IEP meetings, but their written or other input can be very helpful and may be essential.
2. Scheduling an IEP meeting so all critical team members may attend is essential, even though it may be difficult. A federal appeals court has ruled that the parents' reasonable scheduling needs take priority over district personnel scheduling and over IEP timelines such as the required annual review[1]. It is hard to overestimate the legal importance of full and equal parent participation in the IEP development.

Measurability

"Measurability" is an important ingredient in IDEA. Before going any further, let us look at what IDEA says about measurable goals and progress reporting. The IEP must contain:

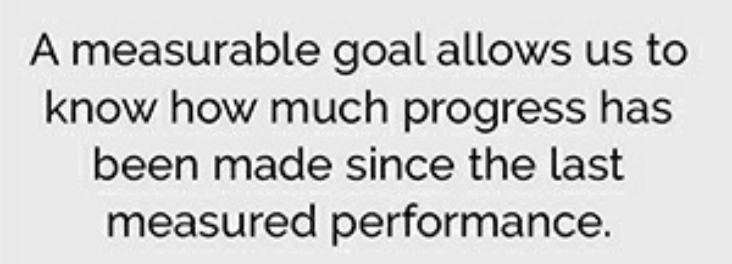
> A statement of measurable annual goals, including academic and functional goals … [and] a description of how the child's progress toward meeting the annual goals … will be measured and when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided. (20 U.S.1414 (d)(1)(A)(i)(I, II).

The importance of this requirement for measurable annual goals and progress reporting was addressed in the 1999 Regulations. While IDEA 2004 changed the requirement somewhat, we believe the rationale is still compelling. To wit:

Once the IEP team has developed measurable annual goals for a child, the team must:
(1) Develop strategies that will be effective in realizing those goals, and
(2) For some students, develop measurable, intermediate steps (short-term objectives) that will enable parents, students, and educators to monitor progress during the year, and, if appropriate, to revise the IEP consistent with student instructional needs.

IDEA leaves no doubt that measurability is both mandated and absolutely essential. Without measurability, progress cannot be monitored. However, measurability alone is not sufficient. Goals and objectives must be both *measurable* and *measured* in order to determine progress and to make necessary revisions to the IEP.

What exactly does measurable mean? Unfortunately, IDEA doesn't define it for us. So, we will examine measurability and non-measurability, as well as look closely at other important terms.



Measurable

"Measurable" is the essential characteristic of an IEP goal or objective. When a goal isn't measurable, it cannot be measured. If it cannot be measured, it violates IDEA and may result in a denial of FAPE to the child.

To measure something is to perform a particular operation, **to do** something. To measure one's weight, stand on a scale. To measure temperature, look at a thermometer. To measure tire pressure, put a gauge on the valve stem. And so on. To measure is to perform an action of some type. An important question to keep in mind when writing measurable goals and objectives is, "What would one do to see if the child has accomplished this goal or objective?"

Another key consideration is whether, if several people evaluated the student's performance, they would come to the same conclusion about accomplishment of the goal or objective.

If the goal were that Rocky would learn "to cope appropriately with being teased," evaluators could easily disagree whether certain responses demonstrated appropriate coping. If the goal were, "When teased, Rocky would make no verbal response and would walk away," observers would be likely to agree.

A third issue is that when the goal or objective is measured, we must be able to say **how much** progress has been made since the present level of performance or previous goal or objective was measured. "How much" requires some degree or level of quantification. This is not to say we must insert 80% (or any other %) into every goal and objective! Doing that routinely, as many people do, has some sad and some absurd results, as we'll see later.

One further characteristic of a measurable goal or objective is that it can be measured as it is written, without having to refer to additional, external information. Whether a student can "count to 10 without error" can be readily determined as it is stated. But "will improve counting skill" cannot be assessed without additional information about the previous counting skill level. It also fails to indicate how much improvement (i.e., to what level), will satisfy the goal. In sum, a measurable goal or objective:

1. Reveals what to do to measure whether the goal or objective has been accomplished.

2. Yields the same conclusion if measured by several people.
3. Allows a calculation of how much progress it represents.
4. Can be measured without additional information.

These four characteristics describe measurability. In addition, a measurable goal or objective contains (1) an observable learner performance (what the learner will be doing, such as counting, writing, pointing, describing, etc.), (2) any important conditions such as "given software," or "given access to a dictionary," and (3) measurable criteria which specify the level at which the student's performance will be acceptable (e.g., speed, accuracy, frequency, quality).

If a goal or objective contains a given or condition, the given is usually stated first. The learner's performance is stated next, and the desired level of performance or criteria is stated last. Notice that in these four examples, two contain givens and two don't:

1. Given 2nd grade material, Jerry will read orally at 60 wpm with no more than 2 errors.
2. Jeremy will tantrum less than 5 minutes per week.
3. Given a 15 minute recess period, Jason will initiate a positive interaction with at least one peer.
4. Jonathan will copy 20 letters per minute legibly.

Before going any further, we suggest you examine these goals and objectives to see if each satisfies our four indicators of measurability and if you can identify the given (if present), the learner performance, and the criterion or level of expected performance. Now we need to look more closely at each element of a measurable goal or objective —the given, the performance and the criterion.

Givens

Goals sometimes require a statement of a given and sometimes don't. Common sense is the guide, as shown in these examples:

*A **given** is needed:*

Given access to the Internet, student will locate ten sources of information on topic X. (Without the Internet, it would be a different goal.)

*A **given** is not needed:*

The student will bounce to a height of one foot, five consecutive times without falling off a trampoline. (The 'given' trampoline is embedded).

*A **given** is needed:*

Given a calculator, the student will correctly solve ten 3-digit x 2-digit multiplication problems in one minute. (Without the given, it becomes a different, but also completely legitimate task.)

*A **given** is not needed:*

The student will swim 200 yards in X time without stopping, using two strokes of her choice. (We can assume the presence of water.)

Common sense is the best guide for when a given needs to be stated explicitly. If the goal is that Joe zips his trousers on 10 consecutive trials, we can assume he has trousers that zip. Don't put conditions that aren't needed and never use "instruction" as a given. It is always an assumed given – if the student could already perform the goal without instruction, it wouldn't be a legitimate or appropriate goal.

Learner's Performance/Behavior

Often, the most problematic element of measurable goals for many of us to acquire or grasp is the **observable, visible** or **countable** behavior. Here are some examples of observable, and not observable behaviors:

Observable

- matching author to book title
- reading orally
- constructing a time line
- dressing one's self
- speaking to adults without vulgarities
- pointing, drawing, identifying, writing, etc.

Not Observable

- appreciating art
- enjoying literature
- understanding history
- becoming independent
- respecting authority
- improving, feeling, knowing

Of course, we hope our students will appreciate, enjoy, understand, respect and more. Of that there is no doubt. But for purposes of measurable progress markers, we must ask ourselves what we hope to see, the visible behavior, that we'll accept as indicating that our student is appreciating nature, enjoying literature, or being respectful to adults.

Criterion or Level of Performance

The criterion is simply how well the learner must do—the level of performance required—to meet the goal. To say we want Becky "to identify (name) colors" is not sufficient. If she named only red and blue, would that satisfy the goal? Does she need to name puce and mauve?

The criterion is the height to which the performance must rise, or the depth to which it must fall (if digging a 3′ deep post hole) to be successful. Frequently used criteria include 4 of 5 trials, 3 consecutive days, once a day, etc. The most abused criterion, beyond a doubt, is percentage. For example, Benny will "use three anger management skills with 80% accuracy," or Kenny will "maintain appropriate eye contact with 90% accuracy." What good will it do Benny to use three anger management skills partially correctly? How will you measure whether Kenny maintains eye contact with 90% accuracy (what is accuracy when it comes to eye contact)? The history of how this strange use of percentage began appears to be lost, but we now must bury the custom. It makes good sense to say Katy will perform 2 digit by 1 digit multiplication problems with 98% accuracy, or she will correctly spell 95% of the 6th grade spelling words dictated to her. However, the use of percentage needs to be carefully limited to a narrow range of goals. Never again should Don be requested to "improve his behavior with 75% accuracy," nor Annabel be required to "improve her behavior 80% of the time." And most especially, we should not aspire to have Josh "cross the street safely 80% of the time."

Non-Measurable

Just as measurability is so essential that it must be achieved in every useful, legally correct goal or objective, so non-measurability must be diligently avoided. Unfortunately, many IEPs offer abundant examples of non-measurable goals and objectives. Some examples, all from real IEPs, follow.

"Rebecca will increase her active listening skills."

This goal has no criterion to indicate the level at which Rebecca must perform to reach the goal, nor does it specify the behavior of "active listening." If two or more people tried to see if Rebecca had accomplished this, they might well disagree with each other. Even if we knew what this goal writer meant by "active listening skills," we could not tell if Rebecca had "improved" without knowing the previous level of her skills. Thousands and thousands of goals use this "student will improve X" format. It is not measurable, not acceptable and not useful. To improve this goal, we must ask what the writer meant. What might Rebecca do that would make us think she is "actively listening?" Perhaps "following oral directions" would be an acceptable, visible learner performance. This measurable version is probably closer to what was intended: "Given 5 simple, two-step oral directions such as, 'Fold your paper and hand it in,' Rebecca will correctly complete 4 of the 5 two-step directions."

"Tammy will increase basic and other life skills."

This goal suffers exactly as did Rebecca's, i.e., "increase," like "improve," requires additional information about previous levels of performance. "Basic and other life skills" is even broader and more vague than "active listening skills." This goal, in short, has no visible learner performance and no criterion for performance. Thus it, like Rebecca's, is not measurable, useful nor compliant with IDEA's mandate. What might this goal writer have intended? Literally, hundreds of behaviors could have been meant by "basic and other life skills," ranging from independent toileting or teeth brushing, to dressing, using the Internet, shopping, or budgeting. Any effort to translate Tammy's goal into a measurable one would be a guessing game. This goal writer didn't give us even one helpful clue.

"Kevin will decrease his inappropriate remarks to other children 90% of the time."

"Decrease his inappropriate remarks" is indeed a visible learner performance, but what in the world is "90% of the time?" This is gibberish. Suppose Kevin makes an average of 10 inappropriate remarks daily. Presumably this gibberish writer intended to reduce that by 90 percent, i.e., to have Kevin make no more than one inappropriate remark daily. If so, that is exactly what should have been said: Kevin will make no more than one inappropriate remark to other children daily. If a school day is 5 hours long, 90% of that period of time would be 4.5 hours. Perhaps we are to understand that for 4.5 hours Kevin will be decreasing his inappropriate remarks. This problem of trying to quantify or specify a performance criterion by inserting a "percentage of time" is serious and pervasive. If one is tempted to use that ploy, it is helpful to ask "What period of time am I really talking about?"

Granted, "inappropriate remark" in our proposed goal is a wee bit vague and could lead to an occasional difference of opinion among evaluators. Nevertheless, it is well within the boundaries we're comfortable with in our real world.

"Max will be 75% successful in his regular education classes."

In this goal we see the common and utterly false belief that including a percentage (typically between 70 and 85) somehow makes a goal measurable. Nothing could be further from the truth. Think about exactly **how** you would **measure** it. What would you **count** to know if Max had been successful in a given class or week or other? If it can't be **objectively assessed,** it isn't measurable! What did the writer mean? Perhaps that Max would pass three of four regular education classes. If so, that is what should be said: "Max will pass three of the four regular education classes he takes." Or, perhaps the writer meant, "Max would be sent to the office for disciplinary reasons no more than one day in four." If so, that is what should have been said.

"Sara will make wise choices in her use of leisure time."

Sara may, indeed, "make wise choices," but we really can't see her doing this. There is no visible learner performance here, nor is there a criterion. Perhaps the writer meant something like: "Sara will attend a supervised, school-sponsored extra-curricular activity at least once a week."

"Beth will show an appropriate level of upper body strength."

This goal is easily fixed. The goal writer may well have meant, "Beth will pass the XYZ test of upper body strength at her age level."

"Anthony will work within a group setting without demonstrating overt behaviors directed at others in the group unless these behaviors are mandated by the group session."

Surely we don't think this way, do we? Perhaps the truth is that our IEP writer was browsing a computer program's objectives, hoping to find something that might fit Anthony. Better to start with Anthony, as we know him. He bothers other children verbally and physically when they're working. How often does he do this? At least 20–25 times a day. Does this suggest a goal? It should. How about "Anthony will not bother other children inappropriately, verbally or physically, when they are working?" Why 'inappropriately?' Because he might need information or assistance and ask for it very appropriately—a behavior we don't want to discourage. And when we say he will not do it, that is the criterion—zero "bothers."

"J.B. will use at least two strategies to take responsibility for his anger management with 80% accuracy."

What in the world did the writer really have in mind? Possibly something like, "J.B. will have no inappropriate displays of anger." Why not say it just like that? The writer might object saying, "I don't expect J.B. to be perfect." OK. How often should J.B. have an inappropriate display of anger by the end of a full year of reteaching? Perhaps all IEP team members agree they would be pleased if he had no more than 1 a month, since he now has 2 or 3 every day. Remember, the goal is saying the IEP team would be pleased with this result by this time.

Vagueness/Specificity

Fairly frequently, a non-measurable, vague and general annual goal will have some objectives which, while not measurable, are far more specific. Alex's IEP illustrates this. Alex is a highly intelligent, 16-year old non-reader who has severe dyslexia and a predictably high level of anger and confusion about why he can't read, write or spell.

The three objectives discussed below appeared on Alex's IEP under the totally non-measurable goal "develop functional academics." To bring order to chaos, we first try to understand what the writer might have intended and then express it in objective, measurable terms. The fact that there is much room for different ideas about what was

intended is itself a problem. Let's look at Alex's first objective:

"Given ten words, Alex shall group letters and pronounce letter sounds in words with 80% accuracy."

Suppose we were to determine whether Alex has met this progress marker. How do we proceed? Clearly, we give ten words to Alex (perhaps a list) and ask him to do something, but what? Is it possibly as simple as "Alex, would you read these aloud?" That's a good guess, but now there is another problem. Does the list look like "sit, bun, log, cat," or it does it look like "exegesis, ophthalmology, entrepreneur?" Does it make a difference? Of course it does.

What is 80% accuracy in reading the list? If the word "palace" were read as "place" or "tentative" as "tantative" or "when" as "where," what percentage of accuracy do we assign to each effort? Or did the writer really mean that Alex should read 80% of the words accurately? How long a time frame is Alex to be allowed to read the words correctly? One minute, ten minutes, an hour? Perhaps the objective writer meant something like this:

"Given ten unfamiliar, regular CVC words, Alex will decode nine of ten correctly in 20 seconds."

"Alex will research the history and culture of the given country with 80% accuracy."

Remembering that Alex apparently reads at a mid-first grade level and is presently working on letter sounds and decoding, what are we to make of this objective? If Alex comes into school tomorrow morning and says, "I researched the history and culture of China without any mistakes last night," are we to check off the objective as completed? Is that what the writer intended? If not, could the objective be rewritten to fit both Alex and the writer's intent? What about something like this:

"Given a one-hour PBS video on the history and culture of China and a tape recorder, after viewing the tape, Alex will dictate and record ten things he learned about China, with no more than one factual error."

"Through various community service projects Alex will develop a compassionate understanding for those less fortunate and from various cultural/ethnic backgrounds with 80% accuracy."

The third is even more of a challenge. Where in the world does an objective like this come from? (Perhaps it could be returned.) One thing is clear. Alex is to participate in three or more "various" activities which serve clients who are "less fortunate" and who have cultural/ethnic backgrounds different from Alex's. But how are we to know whether this participation has resulted in "compassionate understanding?"

At some level we all know what compassionate understanding is, but what is acceptable as **evidence** of it would vary widely from one of us to the next. This is one reason there is usually more than one appropriate way to write a given goal or objective.

Ideally, we could look into Alex's heart, soul, or mind to see if compassionate understanding is there. Since that is not possible, we must instead ask what behaviors are reasonable, acceptable indicators of compassionate understanding. Here we must remember that Alex is a bright adolescent who is frustrated and confused about why he can't read. This may well be why his teacher selected this arcane objective.

The question is "What behaviors of a 16-year-old could indicate compassionate understanding of the 'less fortunate'?" Clearly, Alex will need guidance and assistance in choosing community service projects in which to get involved. Perhaps Alex's school has a service learning requirement for graduation. One approach to writing a measurable goal here would be to involve the service learning coordinator at Alex's school in his IEP meeting. Once the service learning coordinator understands what we want Alex to accomplish (i.e, compassionate understanding of those less fortunate), the coordinator could suggest several existing community service projects where Alex could interact with individuals who differ from him culturally and economically. How about this for a measurable objective:

"Alex will volunteer with the local Habitat for Humanity organization five hours a week for the next three months. In addition to participating in the current house building project, Alex will interview 3 other volunteers and find out why they chose to be involved in Habitat for Humanity. With the volunteers' permission, Alex will tape record these interviews. Alex will also learn about the family for whom the house is being built, either by talking directly with the family or by interviewing the director of the local Habitat for Humanity project. Alex will either record these interviews or record what he remembers of the interviews as soon as possible afterward. Each month, Alex will meet with his social studies teacher to report on his interviews and share his feelings about the Habitat project."

Admittedly, this is a very complex and lengthy objective. But then, so is developing compassion for others. The purpose of having Alex volunteer with an agency such as Habitat for Humanity is that it provides Alex with a

structured situation in which to participate and to observe and learn from other participants who probably already demonstrate "compassion for others" or they would be unlikely to have become involved in such a project. A value such as "compassion" is best learned from others who demonstrate that value in their everyday lives. Having Alex interview and tape the interviews, first with other volunteers, and then with the family who will eventually live in the house Alex is helping to build, will allow Alex to later listen to and reflect on those interviews. Tape recording the interviews means Alex won't have to try to write down the answers to his questions, since his writing skills are probably no stronger than his reading skills. Requiring Alex to meet with his social studies teacher to discuss his volunteer work and his interviews, will give the teacher the opportunity to monitor Alex's participation in the project and ask questions about what Alex is learning from his volunteerism.

Additional progress markers could be written that designate other community service projects in which Alex will volunteer for 3 months at a time. Alex could complete three such volunteer projects in one school year to meet an annual goal related to providing service to others in the community. Alex would also meet part or all of his service learning requirements for graduation.

The original goal of developing a compassionate understanding with 80% accuracy represents perfectly the absurdity of inserting a percentage with no thought of what it could possibly mean or how it could be assessed.

Almost Measurable

The above examples of goals have all been quite obviously and blatantly not measurable. However, not all goals have such transparent problems. Some goals appear, at first glance, to be more easily measured than they really are. One good way to check the appropriateness of a goal or objective is to imagine the moment of measuring has come. Exactly how will one proceed? Would someone else proceed the same way? These goals and objectives, like the others, are all from real IEPs. They are, however, much closer to measurable than the previous examples.

"Steve will participate appropriately in a conversation in four of five opportunities."

To assess whether Steve can do this, we could stage five situations with peers and adults where Steve would be approached and engaged in conversation. But an element is missing. How well does he have to do this? What if Steve appropriately responds "Hi" to a peer's greeting, but then walks away? Is that sufficient? What if he engages appropriately and he and the conversation partner each offer four appropriate exchanges before Steve suddenly goes on an inappropriate conversational tangent? Is that success?

It is often easy or tempting to think that putting numbers in a goal, such as 4 of 5 trials or with 90% accuracy, automatically makes the goal or objective measurable. Not so. It takes meaningful quantification, not just random numbers.

"Terry will read a paragraph and state the main idea with 95% accuracy."

Think of checking Terry on this goal. What does it mean to state an idea with 95% accuracy? Some people might have a notion of how to do that, but would they all have the same notion? What level of textual material will Terry be reading? Possibly what the writer meant was that if Terry read 100 paragraphs at a 4th–5th grade level, he could correctly state the main idea in at least 95 of them. However, why would the goal be to comprehend less than all of the paragraphs?

"Given vertical and horizontal straight lines, Natalie will trace them without deviating more than 1" from the line 80% of the time."

This could be easy for Natalie. If we give her lines less than one inch long, then she can't fail to meet the goal, regardless of whether she made any improvement at all. What this writer failed to specify is the length of the lines to be traced. The 80% could be made less ambiguous in this goal by simply saying "deviate less than one inch on eight of ten lines, each 6 inches long."

"J.T. will fill out a timecard with his hours worked each week with 80% accuracy."

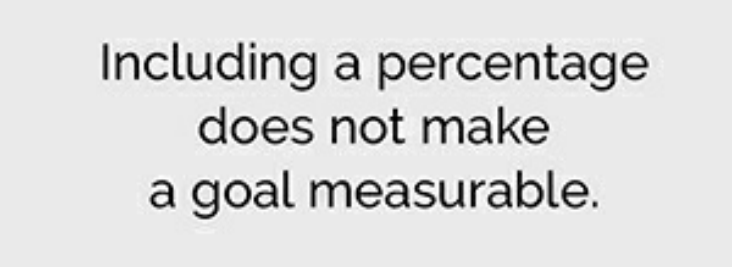
Wouldn't it be better to find a way to enable J.T. to do this with 100% accuracy? Neither the supervisor nor the payroll clerk would be pleased if J.T. performed this goal as written. There is no magic in 80% or in any other percent. The goal that "Johnny will cross the street safely 80% of the time" truly makes an important, if humorous, point.

Some districts have actually gone so far as to give their teachers pre-packaged, pre-written goals and objectives, each with one blank for the child's name and another for percentage, e.g., "_____ will do single-digit addition problems with ___% correct." The instruction to the teacher suggests something like "Individualize by inserting 70%, 75% or 80% as appropriate." This preposterous procedure is at best 15% sensible, 1% legal, and 0% best practice. Computer generated objectives are even less sensible or legal and are even further from best practices.

Myths of Measurability

While examining these less-than-OK goals, we have encountered several false beliefs that interfere with writing measurable progress markers.

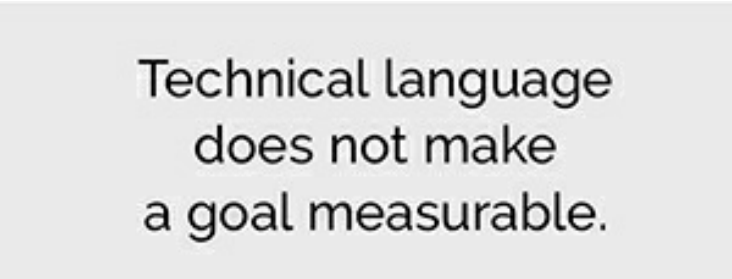
Myth 1: If a goal or objective contains a percentage, it's measurable.



These examples illustrate the myth:

- Luther will control his behavior 80% of the time.
- Eugene will write a paragraph with 75% accuracy.
- Jason will read an expository passage of 500 words and tell the main idea with 90% accuracy 70% of the time.
- Anthony will name 2 ways to control a self-destructive attitude with 75% accuracy.

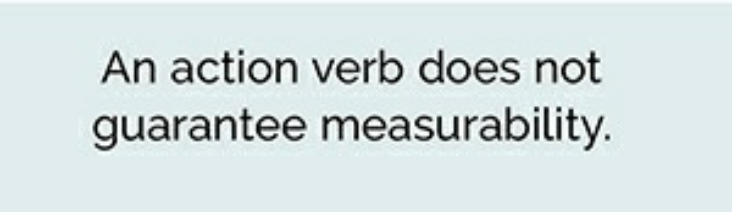
Myth 2: If a goal or objective contains technical language or 'words of art,' it must be valid.



These examples illustrate the myth:

- Kevin will improve his central auditory processing.
- Spencer will demonstrate appropriate interpersonal and communication skills.
- Matti will improve visual-motor perceptual skills.
- Kim will internalize values of democracy.
- Gerry will use strategies within the listening process to construct meaning.
- Brandon will be able to answer questions that critically investigate a written passage. (Brandon reads at a beginning second grade level).
- Keenan will explain a procedure concisely, accurately and logically without models or prompts with 90% accuracy.

Myth 3: If a goal or objective contains an "action" verb, it is measurable.



These examples illustrate the myth:

- Determine high risk behavior.
- Demonstrate an understanding of dating.
- Demonstrate an understanding of the physical component in emotional and social well-being.
- Ask questions to clarify issues.
- Develop a web to aid passage comprehension.

Selecting Goals

Before a measurable goal can be written, it must be selected from the universe of possible goals for a particular child. What considerations govern goal selection?

FAPE

First, the purpose of IDEA is to make available a free, appropriate public education (FAPE) to every child who has a disability. Disputes often arise over whether an education program is "appropriate." Judges and hearing officers do not go into classrooms to examine a child's actual program. Instead the IEP is accepted as the program and evaluated as to its appropriateness. But how do we know when an IEP is appropriate?

According to IDEA, IEP goals must:

1. Be measurable.
2. Address the child's academic and functional needs.
3. Meet the child's needs to enable involvement and progress in the general curriculum.
4. Meet each of the child's other educational needs.

Clearly, how well the IEP goals address the child's unique needs is a major factor in the provision of FAPE. Other factors related to FAPE include whether the amount of progress projected in the goals is appropriate, taking into account the child's unique circumstances, including intellectual ability.

Another factor in FAPE is what action, if any, is seen in the IEPs when a student has failed to reach a goal. Is the same goal merely repeated in the next IEP? Many cases have occurred when essentially the same unsuccessful IEP is offered year after year. This is a clear denial of FAPE.

General Curriculum or Unique Needs?

We have alluded to the differences between using the general curriculum verses the child's individualized, unique needs as the starting point for IEP goal selection. The general curriculum or standards-based approach to IEP goal selection may have certain disadvantages:

Parents. Parents may be misled by a stands-based, grade-level, academic focus to have unrealistically high expectations for their child. Suppose nine-year old Corey's parents have been asked to think about possible goals for Corey, and they developed a list of things they'd like Corey to learn to do by the end of the year:

- Put on his own coat, take it off, and hang it up.
- Share toys and materials without crying or hitting.
- Speak in longer phrases or sentences.
- Learn to count by rote to 100 and count up to 10 objects.
- Print his name without a model and copy the alphabet legibly.
- Color within the lines and cut on the lines.
- Use a larger vocabulary.

Some of Corey's needs arguably relate to the general curriculum but are not at or close to typical grade level for a nine-year-old (e.g. number concepts, printing letters, etc.) Many court judges, including those in the U. S. Supreme Court, speak of children with disabilities as being placed in a chronologically-age appropriate regular classroom and believe that, therefore, it is that grade-level regular curriculum that is relevant. Does that mean that 9-year-old Corey should be expected to perform at a 4th grade level even though he functions at a kindergarten or pre-kindergarten level in most ways?

If a child's unique need and part of the general curriculum align well, that general curriculum item need not appear as a goal. However, if modifications or accommodations are needed to enable the child to reach the goal, those must be included on the IEP.

The standards-based IEP process may lead parents to believe or feel that striving toward grade level academic standards is mandated by federal law, and that, therefore, truly individualized, appropriate goals (even if far from grade or age level) are not to be pursued. If this happens, the parents have inadvertently compromised their own ability to advocate for services that actually address their child's unique needs. The focus on academic standards and goals may detract not only from the student's unique needs but also from the specialized, individualized interventions to which he or she is entitled.

Teachers and other IEP team members are properly concerned about making the best possible use of their time. Finding a standard under which a goal might have been, but was not, written does not qualify as best use.

Another concern of IEP teams is that standards-based IEPs are portable only to the extent the standards are the same in the new district (or state) as in the old, even though the student's needs have not changed.

Many, perhaps most, IDEA-eligible students' needs are primarily in the areas of functional skills, basic skills, modifications and accommodations.

Millions of IDEA students have needs related to their disabilities which are not part of the general curriculum. These are the needs most likely to be overlooked or downplayed in the development of a standards-based IEP.

These functional skills include caring for one's body and clothing, daily living skills such as simple meal preparation, washing dishes, recycling, laundry, housecleaning, using public transportation, pedestrian skills, shopping, eating in restaurants, money management, sex education, job skills, and more.

Advocates of standards-based IEPs recommend that these functional skills be practiced within the context of general education academic routines. The wisdom, practicality and benefit of this approach may be questioned. The importance of direct instruction in vital functional skills is well established.

These functional daily living skills, plus many not enumerated, should be given priority over other goals/objectives except the most basic pre-academic and academic skills related to the daily living skills. For students who have moderate and more severe disabilities, our responsibility is to provide the skills and knowledge they need to live, work, and play as independently as possible. The functional skills that are essential for them must be taught most carefully, using sequential small steps, often derived from task analyses and precise pedagogical techniques. Then these skills must be generalized across settings, persons and situations. They must be practiced to mastery and incorporated into regular routines. This kind of instruction requires an intense, skilled teaching focus, and it cannot be fragmented or subordinated to academic goals designed for other children.

IDEA students who have standards-based IEPs based on the general curriculum are at risk of receiving only nonsequential fragments and tidbits from a watered down version of a curriculum designed for children who do not have disabilities.

Special educators and parents must beware of standards-based IEPs or anything else that threatens the right of a child who has a disability to a free appropriate public education. A huge part of "appropriate" means that the services are focused on meeting the unique educational needs of that child, and this is not the case with standards-based IEPs.

References

Doug C. v. State of Hawaii Department of Education, 720 F. 3d 1038 (9th Cir. 2013).

Endrew F. v. Douglas County School District Re-1, 137 S. Ct. 988 (2017).

Individuals with Disabilities Education Improvement Act, 20 U.S.C. §1400 et seq. (2006).

Board of Education of Hendrick Hudson School District v. Rowley, 458 U.S. 176 (1982).

Practice Exercises

Following are ten exercises. Each exercise presents a **goal** that is either *measurable* or *not measurable.* Read the goal and decide whether it is measurable or not measurable, and explain why. Use the answer key links to check your responses.

Exercise #1: Measurable or Not Measurable?

GOAL: When given word cards with printed words that have recognizable word endings (e.g., -s, -es, -ed, -'s, -s'), Adrianne will correctly identify each word ending with 80% accuracy on 4 out of 5 trials.

Is this goal measurable? Why or why not?

SEE ANSWER

Exercise #2: Measurable or Not Measurable?

GOAL: Given a 4th grade narrative story passage that is at least 200 words in length, Jamal will orally read the story passage at a rate of 95 wpm with no more than 2 errors.

Is this goal measurable? Why or why not?

SEE ANSWER

Exercise #3: Measurable or Not Measurable?

GOAL: Given visual and verbal prompts, Isabelle will participate in small group tasks/activities with appropriate behaviors 75% of the time.

Is this goal measurable? Why or why not?

SEE ANSWER

Exercise #4: Measurable or Not Measurable?

GOAL: Using paper and pencil and given a set of fraction problems, Casey will correctly multiply and divide with no more than 5 errors on 5 consecutive trials.

Is this goal measurable? Why or why not?

SEE ANSWER

Exercise #5: Measurable or Not Measurable?

GOAL: When given oral information, Rui will ask appropriate questions to determine the meaning and purpose of the speaker's message on 4 of 5 trials.

Is this goal measurable? Why or why not?

SEE ANSWER

Exercise #6: Measurable or Not Measurable?

GOAL: Given 10 data sets each with 10 values, Kinnisha will depict the data sets both as line graphs and bar graphs with total accuracy on 9 of 10 trials.

Is this goal measurable? Why or why not?

SEE ANSWER

Exercise #7: Measurable or Not Measurable?

GOAL: When given a writing prompt and an oral direction to begin writing, Wilson will initiate his writing as evidenced by beginning to write words on his paper within 1 minute of the oral direction being given in 8 of 10 provided opportunities during a 2-week period.

Is this goal measurable? Why or why not?

SEE ANSWER

Exercise #8: Measurable or Not Measurable?

GOAL: Within the current school term, Janice will acquire two new social skills, such as initiating conversation with a peer, participating in turn taking during structured activities, and recognizing positive social interactions, to a level of 80% accuracy.

Is this goal measurable? Why or why not?

SEE ANSWER

Exercise #9: Measurable or Not Measurable?

GOAL: Given a topic, Stephan will write a creative short story with 80% accuracy in 4 of 5 trials.

Is this goal measurable? Why or why not?

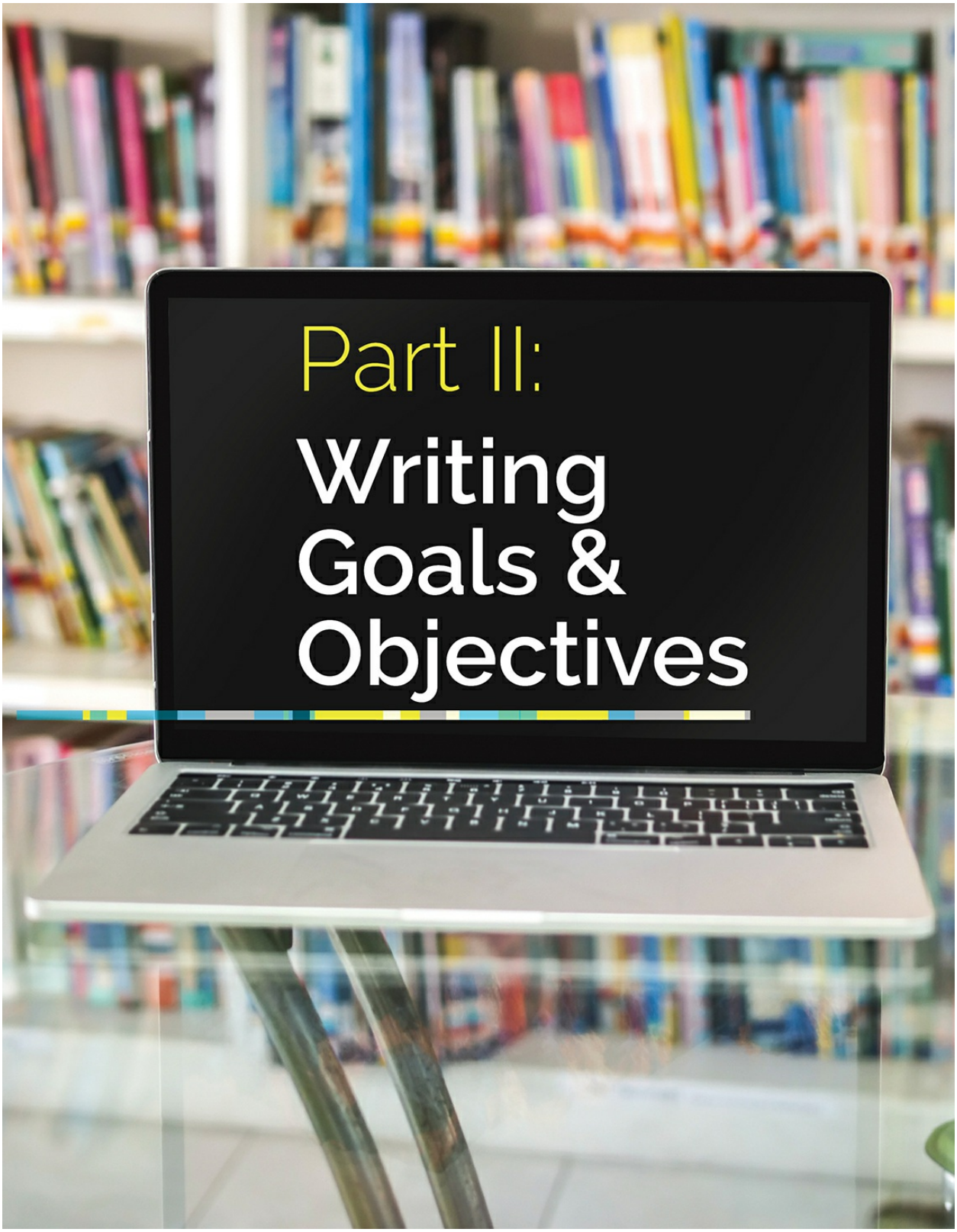
SEE ANSWER

Exercise #10: Measurable or Not Measurable?

GOAL: When given a topic, Stephanie will write 10 complete sentences which each have a subject, verb, an adjective, and an adverb without any errors in spelling or punctuation.

Is this goal measurable? Why or why not?

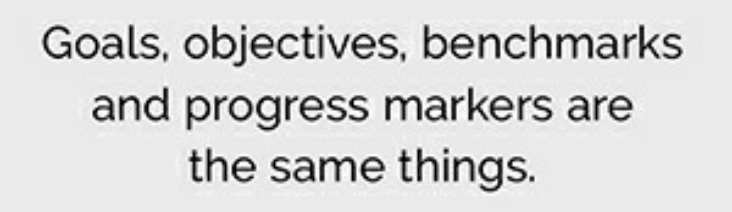
SEE ANSWER


Part II:
Writing
Goals &
Objectives

Introduction

As we launch into writing goals and objectives, it is reassuring to first recall that no teacher is liable for a child's failure to reach a goal or objective when:

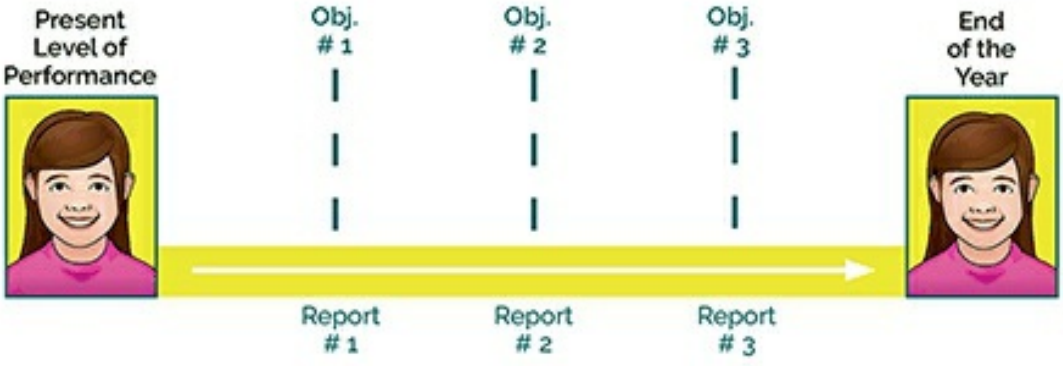
1. The goal is reasonable in light of what was (or should have been) known about the student, her or his present levels of performance and the effectiveness of the service to be provided.
2. A good-faith effort was made to help the student accomplish the goal. A "good-faith" effort means that each goal or objective was measurable and measured, and progress was reported at the appropriate report period. Additionally, if and when it became evident that a goal would not be reached at the present rate of achievement, something was changed immediately, e.g., the intensity of the service was increased, a different methodology was employed, or further task analysis or perhaps diagnostic assessment was undertaken.



A useful process for writing goals and objectives makes the measuring and reporting of student progress as simple, efficient and economical as possible. And consistent with that simplicity and efficiency, recall that **goals** and **objectives** are **exactly the same** except for the amount of time required to reach an annual goal.

Annual goals are required by IDEA, and they are simply the objectives to be reached in 12 months. Short-term objectives are also required for some children,[2] and progress toward them must be reported to parents at least as often as every reporting (grading) period for children without disabilities. Almost all school districts in the nation use either a 9-week or a 6-week reporting period. For a 9-week reporting schedule, there will be a minimum of three objectives (1st nine weeks), (2nd nine weeks), (3rd nine weeks) and the annual goal (4th and last nine weeks). For a 6-week schedule, there would be at least five objectives and the goal.

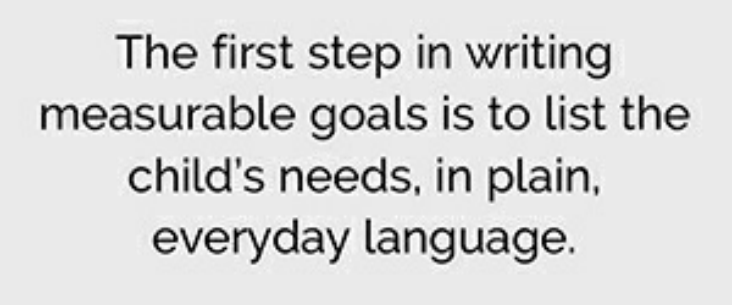
The present level of performance is the starting point in the goal level development process. This level is linked to the annual goal by the objectives. The third element is the service to be provided to move the child's performance from the present level to the accomplishment of the goal. The IEP team, parents and professionals together, should never lose focus on what the child needs, how the child's need will be addressed (service) and what the child will accomplish as a result of the services.



The fundamental purpose of the IEP is to specify the unique educational needs of the student, the services the school district will provide to address those needs, and the expected results of the services.

In some districts IEP team members are allowed, encouraged or even required to use either the child's placement or the curriculum, rather than the child's needs, as the starting point for the IEP. This practice is a blatant and serious violation of IDEA. If the IEPs for all the resource room language arts students are highly similar, it shows that the ongoing resource room program, rather than the students' needs, was driving the IEP content. Another version of the wrong starting place is the "standards" or general curriculum-driven approach where the team tries to write an appropriate goal for the student in each major curriculum area. This erroneous practice comes from failing to recognize that the IEP is to address skills necessary for the student to access the general curriculum, such

as following directions, completing assignments independently, working cooperatively in small groups or reading grade level material. The general curriculum itself need not appear routinely in IEPs. We should remind ourselves as often as necessary that the IEP is a special education document and that the "I" stands for Individualized.



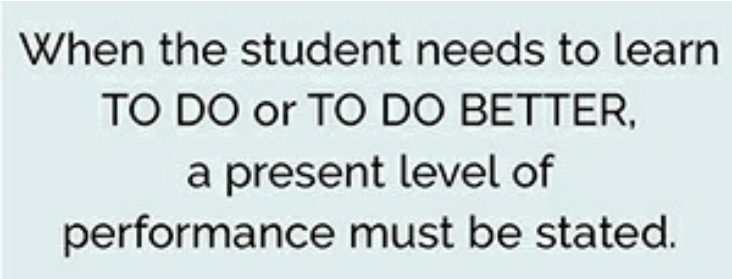
The unique needs of the child are those that are to be addressed by special education or other special services. The IEP is a **special education document,** and the goals should be limited to special education and to that which is individualized within the child's total education program. After all, an IEP is an "individualized" education program, is it not? And what is special education? It is legally defined as "specially **designed instruction** to meet the unique needs of the child." Specially designed instruction includes **adapted content, methodology,** and **delivery of service.**

The Writing Process

Every significant need of the student that requires adapted content (*e.g.*, modified or different curriculum), adapted methodology (*e.g.*, sign language or multi-sensory, synthetic phonics) or adapted delivery of services (*e.g.*, 1:1 teaching or a minimally distracting environment) should be identified by the IEP team and addressed by the IEP. Needs will be of two types—(1) what the child needs to learn to do, or to do better, and (2) conditions the child needs (requires) in order to learn efficiently and effectively. The first requires a **present level of performance** from which the learning can be measured by the goals and objectives. The second, the conditions the child needs, e.g., 1:1 teaching, a highly structured class, a quiet environment, are just as important. They do not require a present level of performance, and instead are to be addressed in the mandated **statement of services** to be provided or sometimes in a special section of the IEP for modification and accommodation.

Unique Needs

Conceptually, the process of writing appropriate, measurable goals and objectives begins with getting a clear picture of the child's unique needs. This is done in two ways—by examining all the assessment information about the student for performance deficits or weaknesses, and by asking parents, teachers and others who know the student well.



One question that can be very helpful in identifying areas of need is "What three or four things that she doesn't do now would we most like for Patricia to be able **to do** or **to do better** by the end of the year?" Similarly, there are times when we also ask, "What three or four things that Jeff does now would we like for him **not to do** by the end of the year?"

In preparation for the IEP meeting, when the team will identify and agree upon the student's needs, both parents and teachers can take some initial steps. Imagine that the IEP meeting has been scheduled and his general education first grade teacher has been asked to give some thought ahead of time to consider possible goals for Braden. She suggests she'd like Braden to:

- Name his favorite toys and foods.
- Enjoy playing with a peer instead of always alone.
- Follow directions such as stay in your area, get in line, come to the table.
- Use his "inside" and "outside" voices appropriately.

These first ideas are specific and in perfectly ordinary, everyday language. They need to stay that way! Specific and plain. The last thing that should be done is to fancy them up. The first example above could be stated "to improve his functional vocabulary" while the second could become "transition from parallel to interactive, cooperative play with peers." These changes would be steps in exactly the wrong direction. One doesn't have to ask what is meant by naming toys or playing with a peer. The clearer the language, the better.

If the next step is not to convert the language into counterproductive jargon, what is it? It may be to think about whether a desired performance is a full year goal itself, or part of a larger group of tasks to be taught. "Use a larger vocabulary" can well be worked on all year, while "putting on and removing a coat and hanging it up" could be part of a larger cluster of skills including shoe tying, buttoning, coloring and cutting and more that would comprise an annual goal.

Another bit of preparation is to give thought to prioritizing goals for the next year. If a goal is met early, another can be added, if appropriate. While there is no legal guideline, experience shows that approximately 2–5 goals can address many children's most important unique needs. Now suppose the IEP team has met and agreed upon this list of Jamie's most important needs:

- Better self-control.

- More legible handwriting.
- To read better.
- A highly structured classroom.
- Direct instruction and frequent review.
- Access to a ‘cool down’ area.

If the IEP team is aware of other needs and goals which they have decided to postpone until a later time, they should make a note of that to guard against a claim that needs were ignored or undetected.

The individual, unique needs that are agreed upon must be dealt with on the IEP. However, not all of a child’s unique needs must be treated similarly. As we said earlier, some needs require a goal and, therefore, a present level of performance. Others do not. Jamie’s first three needs are “to learn to do or do better;” therefore, each requires a present level.

Jamie's Needs

- Better self-control
- Legible handwriting (or printing)
- Functional reading skills

Jamie's PLOP

- Averages 2–5 inappropriate outbursts daily
- Copies 12 letters legibly per minute
- A slight vocabulary of 14 words; no decoding skills

If the need is for a particular condition or accommodation, it does not require a present level. It is to be included on the IEP in the required “statement of special education” or perhaps in the Modifications and Accommodations section. Where on the IEP the need is addressed is not important. What is essential is that it is addressed.

Jamie's Needs

- Highly structured class
- Direct instruction
- Access to a “cool down” area

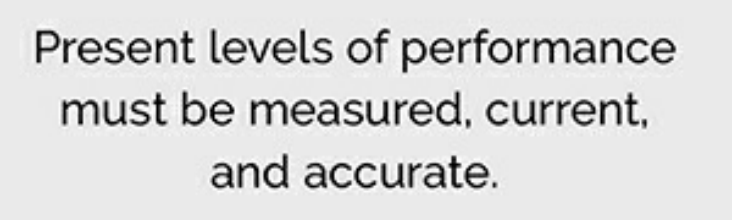
Condition (No PLOP required)

- Highly structured class
- Direct instruction
- A “cool down” area

After all the major needs of the student have been identified and perhaps prioritized, the next step, as shown above, is to determine which require a stated, objective, measurable present level of performance and which do not.

Present Levels of Performance

Most IEP forms contain a section called “Present Levels of Performance” or “Educational Status.” Typically this is completed by a lengthy narrative about the student, often including information on the family, the disability, school history and more, plus all the assessment data from speech and language evaluations, psychological and psychoeducational evaluations and more.



At least three major problems can be seen in this practice. First, it is a colossal and unnecessary waste of time to copy information from one document to another, e.g., from evaluation reports to the IEP. Second, the information is almost always one to three years outdated and lacks the precision and currency essential for its most important purpose, i.e., as the **starting point from which the year's progress is to be measured.** If one wants to know how much weight Joe lost (i.e., how much progress has been made), one obviously must know Joe's beginning weight. To know whether Jezebel's attendance has improved, we must know what it was before. How one performs now—i.e., what the starting point is—is crucial in setting an appropriate goal for any given period of time. Whether the house under construction can be completed by next Friday depends on how far along it is today. Whether reading 8th grade material at a rate of 150 wpm with only random error is a reasonable annual goal depends on that student's present reading level, as well as on his or her intellectual ability, and most of all on the quality and intensity of the instruction.

In the previous section we moved from three of Jamie's needs to "starting point" present levels. The first need was for "better self-control" and the present level was that Jamie presently averages 2–5 inappropriate outbursts daily. The key fact here is that we have a point from which we can determine whether Jamie is making progress. If we just knew that Jamie needs better self-control (or anger management), we would be hard-pressed to say whether 1–3 outbursts daily was progression, regression or no change. We must have an actual measured point from which progress can be evaluated.

Jamie's second present level was "copies 12 letters legibly per minute." Again, without that information, we'd have no way to know whether his next-month rate of 20 letters per minute is an improvement. The last present level for Jamie—a 14 sight word vocabulary and no decoding skills—provides a starting point for measurement, and a direction for instruction, *e.g.,* teach decoding from the beginning.

Once we have a specific, measured present level, we can begin to write an appropriate goal. When we say "measured," we recognize that many perfectly useful present levels are based on best remembered "guesstimates," such as how frequently Johnny hits other children ("at least 3 times every day, sometimes as many as 6 or 7"). The point is that we have a known starting level from which progress can be measured. An observation that he never hangs up his coat is a perfectly useful beginning level.

Writing Goals and Objectives

As we begin the actual process of writing goals and objectives, we look to ladders and pies. First, however, is the Grand Rule—there is more than one right way to write any measurable goal or objective. For almost every example of a good goal or objective, there are additional appropriate ways it could have been written.The vital element in a goal or objective is always **objective measurability.** Each reader will think of other ways objectives or goals could have been stated. As long as they're **measurable,** they're fine!

Ladders

Goals and their objectives come in two styles—"ladders" and "pies." First, ladders: The bottom (or top) rung in the ladder is the present level and the top (or bottom) rung is the annual goal. The in-between rungs are the objectives, one for each grading/reporting period. The annual goal is simply the objective for the last grading/reporting period. All the rungs, including the present level and the annual goal, use the same unit of measurement. Some of us are more comfortable thinking and writing from 'up' to 'down' (see Figure 2a). Others like the idea of building 'up' (see Figure 2b). Either way works.

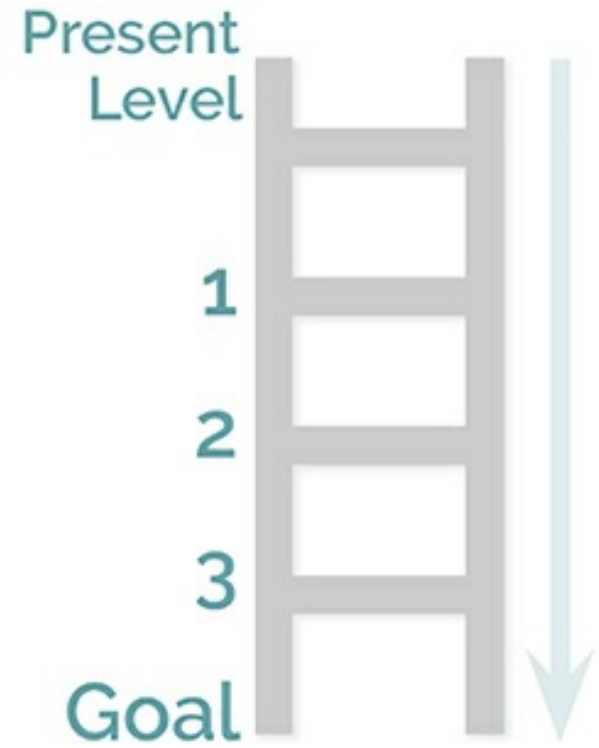


Figure 2a. Goals written with "up" to "down" objectives

Perhaps building 'up' (Figure 2b) works best conceptually, but climbing down the ladder (Figure 2a) may be a more comfortable progression. We'll use climbing down from present level to goal (safe on the ground).

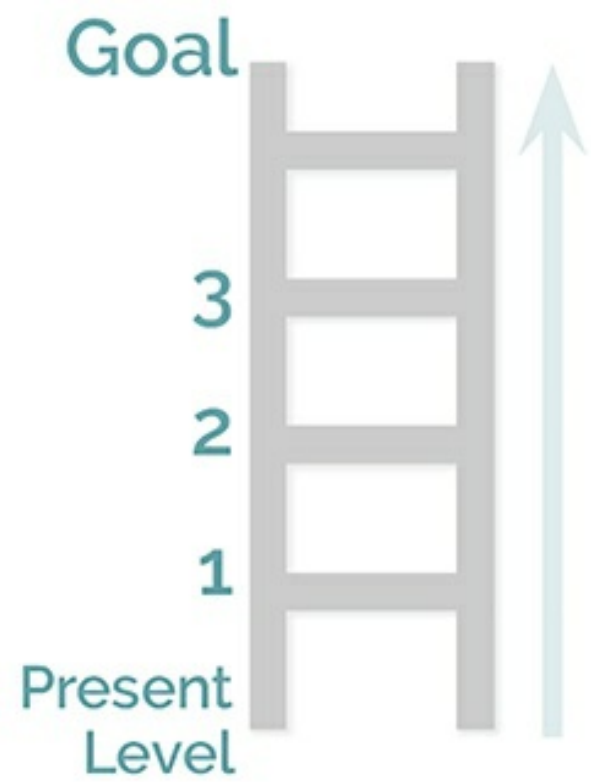


Figure 2b. "Building up" style for ladder-type goals

For ladder-type goals, all the rungs from present level to annual goal must use the **same units of measurement.** Below are examples of abbreviated and "lying-on-their-side" ladders. These have only one objective instead of the usual three or more, to illustrate the necessity of keeping the same units of measurement throughout the sequence.

Present Level:	Unexcused absences and tardies average 5 a week.
Illustrative Objective:	Unexcused absences and tardies average 2 a week.
Annual Goal:	Unexcused absences and tardies average less than one a week.

Present Level:	Orally reads 3rd grade text at 25 wpm with 5–10 errors.
Illustrative Objective:	Orally reads 3rd grade text at 50 wpm with 0–2 errors.
Annual Goal:	Orally reads 3rd grade text at 90 wpm with 0–2 errors.

Present Level:	Spells 30 words dictated from 7th grade list with 50% correct.
Illustrative Objective:	Spells 30 words dictated from 7th grade list with 75% correct.
Annual Goal:	Spells 30 words dictated from 7th grade list with 95% correct.

Present Level:	Given a page of 20 clock faces, writes correct time at a rate of 6 per minute with 2–3 errors.
Illustrative Objective:	Given a page of 20 clock faces, writes correct time at a rate of 15 per minute with no more than 1 error.
Annual Goal:	Given a page of 20 clock faces, writes correct time at a rate of 20 per minute with 0 errors.

Present Level:	Tantrums an average of 50 minutes per week.
Illustrative Objective:	Tantrums an average of less than 5 minutes per week.
Annual Goal:	Tantrums an average of 0/zero minutes per week.

Present Level:	When approached by a peer, J. always runs away.
Illustrative Objective:	When approached by a peer, J. runs away less than half the time.
Annual Goal:	When approached by a peer, J. never runs away.

Present Level:	Instantly and correctly recognizes 20 of the ABC Sight Words List.
Illustrative Objective:	Instantly and correctly recognizes 90 of the ABC Sight Words List.
Annual Goal:	Instantly and correctly recognizes 120 of the ABC Sight Words List.

Present Level:	Independently walks about 4 steps before falling.
Illustrative Objective:	Independently walks across the room without falling.
Annual Goal:	Independently walks on even surfaces without falling.

Present Level:	Assists in dressing self by pulling pants up and shirt down.
Illustrative Objective:	Assists in dressing self by putting on underwear, t-shirt, and pants.
Annual Goal:	Dresses self except for buttoning and shoe tying.

Pies

Pies are different from ladders in that in a pie the order of completing each piece or subpart of the learning task is unimportant. Sometimes all the pieces or parts of the task may be worked on simultaneously. The order of completion matters little or not at all. Progress in each subtask may be assessed separately and in different units. In the following example, Bethany will have reached the goal (outer rim of the pie), when all three subtasks are mastered.

A learning objective with subtasks:

Present Level: Bethany looks down at the ground when an individual starts talking to her, moves 4 or more feet away, turns her back on the person talking to her, and doesn't respond when asked her name.

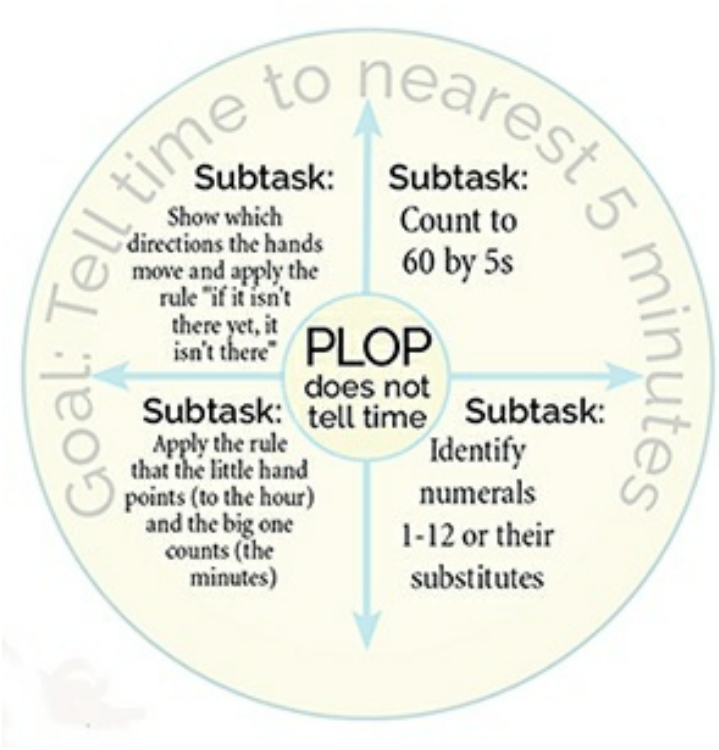
GOAL: Bethany will stay or move to within 2 feet of a person who initiates verbal interaction, will maintain eye

contact as long as that person is talking to her, and will respond to introductions by looking the person in the eye and saying, “Hi, my name is Bethany.”

SUBTASKS:

- Bethany will stay or move to within 2 feet of a person who initiates a verbal interaction with her.
- Bethany will maintain eye contact with another individual as long as that person is talking to her.
- Bethany will continue to face the person talking to her.
- When someone introduces himself/herself to Bethany by saying, “Hi, my name is _____,” Bethany will look the person in the eye and respond by saying, “Hi, my name is Bethany.”

Time telling subtasks:



The second pie shows a goal with subtasks for learning to tell time. Unless one uses only digital time pieces, learning to tell time requires that the student be able to (a) count to 60, at least by 5s, (b) show which direction the hands move (to know whether a hand has passed or not reached a numeral), (c) identify the numerals or their substitutes (e.g., dots on a watch face), and (d) apply the rule that “the little hand points (to the hour) and the big hand counts (the minutes).” All of these pie pieces need to be mastered but the order matters little. If all slices of a pie are worked on together, it’s possible that none would be mastered by the end of a grading period. Special care is then required to report progress accurately and meaningfully.

A Quick Review and Preview

In writing measurable goals and objectives, the first step is to **identify the child's unique needs.** Next, for the major needs that require a goal (i.e., it is something the student **needs to learn to do**), the **present level must be specific, objective,** and **measurable.** The present level must be current, accurate and specific because it is the point from which future progress will be measured. The unit in which it is measured will be the measurable unit for the goal and any objectives.

Once we have the present level, we can begin to write the goal. To be measurable, a goal must contain an **observable learner performance,** specify the **criterion or level** of satisfactory performance and include any essential **givens or conditions,** *e.g.*, *Given* a 10-second-long recorded song of each of 50 North American birds, Jay will promptly and correctly *name* 48 of the 50 birds.

Writing Measurable Goals and Objectives

The moment has come to put it all together. Let us suppose that the IEP meeting reveals that before Danny can be successful in the general curriculum in a regular class, he must learn to raise his hand and wait until he is called on rather than loudly blurting out whatever is on his mind at any time.

Will it take a whole year to teach him this? Probably not. Nevertheless, this behavior is important to the regular teacher on the IEP team and it will become a goal. Perhaps it can be reached in a few weeks and then replaced by a different goal. The teacher tells us Danny currently has 20–30 "blurts" a day and no hand raises. We now have a current and accurate present level of performance.

But another question presents itself. Is it better to state our goal in terms of decreasing blurts or increasing hand raises? Or both? The blurts are the problem according to the concerned teacher. Of course, the overall plan will be to replace blurts with hand raises, so both are involved. We can track both. Since our initial "service" will include ignoring blurts and positively reinforcing hand raises, tracking both seems reasonable.

Sometimes it is easier or more efficient to think first of writing the annual goal. Other times, it might work better to begin with writing the first objective and move toward the goal. Here it seems very clear that we want Danny to have zero blurts. Most children have no blurts. There is no reason Danny has to blurt. The goal is straightforward: Danny will have zero blurt-outs.

Now, how quickly do we expect how much progress? Recall that Danny's present level is 20–30 blurts a day. Let's assume we come up with an effective intervention (service) such as a potent reinforcer for every hand raise with no blurt. If our plan is working, shouldn't we see a fairly rapid drop in blurts? Sometimes we project more than "proportional" or "even rate" progress. If we are on the right track, perhaps we can project that by the end of the first grading period, Danny will have almost no blurts and then the remainder of the grading period our progress markers can be focused on maintaining a near-zero rate.

Having thought aloud, let's see where we are:

Present Level: Danny has 20–30 blurt-outs a day. We want him to raise his hand instead.

Objective 1: Danny will raise his hand 7 out of 10 times when he wants to say something.

Objective 2: Danny will raise his hand 8 out of 10 times.

Objective 3: Danny will raise his hand 9 out of 10 times.

Annual Goal: Danny will always raise his hand.

Is it really that simple? Yes, it can be. Once we have a measured present level and a reasonable, measurable goal in the same units (in Danny's case the unit was **number of hand raises**), we use our best judgment, write reasonable objectives, and specify the service needed.

A Quick Review—Goals

First, we must have a specific, measured present level. Next, we ask what is a reasonable annual goal? Then we examine how much progress per grading period seems to make sense. There are no magical or mathematical formulas. We use the best combination of experience, professional judgment, common sense and goodwill among the team members. To quibble over projections of how much progress is reasonable in each grading period is preposterous. If our projection is found to be wrong (at the end of a grading period), we adjust accordingly.

Factors in Projecting Progress and the Annual Goal

Courts unanimously agree that in judging whether a child's progress has been sufficient, we must make an **individualized determination, taking into account the child's intellectual ability and unique circumstances.** Other things being equal, we would obviously project greater gains for a gifted student than for one who has an intellectual disability. In a case that eventually went to the U.S. Supreme Court, the school personnel were chastised for setting goals of only 4 months gain per year in both reading and math when the student involved had average or above average intelligence.[3] This kind of goal setting error occurs when goals are based solely on past rate of progress. A closely related error is that of wrongly using a disability as the reason for low goal setting. For instance, some say "Joe has a learning disability in math. Therefore, we should project an annual goal of only a few months in math," even though Joe may have above average intelligence. Or, "Jose has dyslexia, so he will make only a half year of progress in reading during the coming year." It is better to assume we will find and use the appropriate methodologies that will be effective for Joe and Jose and will enable them to make more rapid progress. The IEP team is more likely to be faulted for projecting insufficient progress than for being overly optimistic.

Another factor that can enter into goal setting is what is known about the effectiveness of the teacher and the program to be used. For example, daily 1:1 Orton-Gillingham tutoring or small group Direct Instruction with a qualified, experienced teacher would be expected to provide far greater gains than would result from a resource room placement for 45 minutes three times a week with 18 other students and a new teacher not certified in special education or remedial reading.

Another factor in goal setting is the importance we attach to the goal and the quality of focus on it. Suppose that Kassie is a 5th grader struggling to read between 2nd and 3rd grade material. Next year she will enter middle school where she'll be lost if she cannot read independently. We need to make a real push this year to get her to a solid fourth or even fifth grade level. We are willing to sacrifice something else to get her to an independent level in reading, and we believe it can be done. With the IEP team's agreement, Kassie's approval, and everyone's recognition of the importance of reading, we set a goal for the year: "Given 5th grade reading material, Kassie will read orally at 120 cwpm and will correctly answer 9 of 10 literal comprehension questions over that material." It's a high expectation which all parties support. The service, in turn, must be geared to producing this desired outcome.

Jim, on the other hand, is 17 years old and has a moderate intellectual disability. Over the last ten years he has gradually achieved a sight vocabulary of a few functional words such as "men," "women," "caution," "poison." The IEP team believes that other abilities such as simple meal preparation and job skills are at least as important for him now as reading. We might select a modest goal of a dozen additional functional sight words.

In sum, goal setting is based on experience, common sense, team input and professional judgment. It takes into account the abilities of the student and the importance of the goal area to the student at the time.

Services to Move the Child's Performance to the Goal

IDEA requires that every IEP include a statement of the special education and related services and supplementary aids and services based on peer-reviewed research to the extent practicable, to be provided to the child … (and) … the program modifications or supports for school personnel that will be provided for the child … (20 USC §1414).

Even though this book is about goals, the services to enable the child to reach his or her goals are so important they can't be ignored.

Common practice on IEPs is to write, e.g., "special education" in one box and "299 minutes a week" in an adjoining box, "speech therapy" next to "20 min. a week," and so on. Arguably, that practice does not fulfill the intent of the requirement for a "statement." Regardless of its legal sufficiency, this practice is not educationally helpful, nor does it communicate well to parents. Many IEPs contain notations such as "1730 minutes a quarter" of a related service. The district typically claims their software requires such a statement even if it is difficult to understand.

What is a parent to understand about the actual services being delivered to the child when all the IEP says is 2 hours of special education daily? Does that mean 1:1, small group, resource room with 20 students present, a combination or none of the above? Is it with an aide, a regular education teacher, a special education teacher, an "emergency" certified teacher, or other? Is it discovery-based learning, direct instruction, cooperative learning, or other? The range of teaching activities subsumed under "special education" is nearly unlimited. It is safe to say that many parents would be shocked to see the service their child is actually receiving in contrast to their perhaps naive and optimistic belief about the service being provided.

Specificity in describing the services to be provided is as desirable as it is in writing goals and objectives. For this reason some of the examples provided later include a specification of the service planned to address each particular goal.

The IEP Form and the Performance Level-Service-Goal Sequence

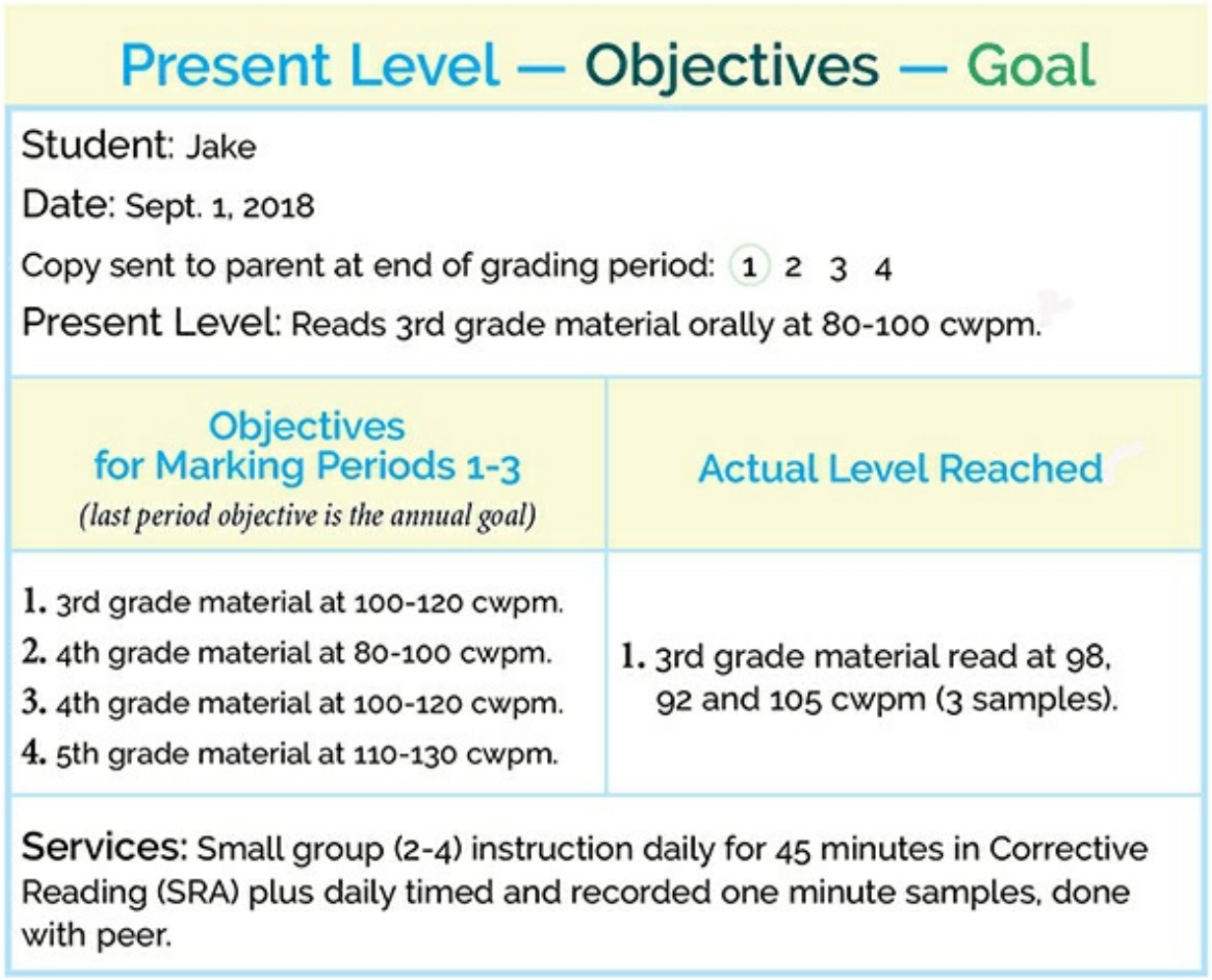
As was mentioned earlier, many IEP forms have an initial large space (page or more) for the student's Present Levels of Performance. These present levels are often outdated and embedded in a lengthy narrative. Once in a while this portion of the IEP becomes contentious, because parents see it as a "portrait" of their child and want it to show the child in the most positive light possible. Often they want it to have far more and different detail than IDEA requires. Having this section of the IEP lengthy, far-ranging and physically removed from the goals makes it difficult, but not impossible, to focus on a present level as the one essential beginning point for its corresponding goal.

Once a handful of goal areas has been selected, we should pull from the present levels of performance section any pertinent data that may be there. Frequently there won't be much because the evaluation data is often far more global, general and old than is useful for a goal starting point. To illustrate the problem, let's use the common area of reading. Suppose our student is a 6th grader (end of year) and the present level (actually measured one full year ago when he had his 3-year re-evaluation) says the XYZ (or W-J III, etc.) Reading Test scores were: Broad reading —3.1 grade level, Comprehension—3.4 grade level, and Word Reading—2.7 grade level. The first problem is that the scores are a full year old. Second, which of the 3 scores should we use? Third, how are we going to report progress every grading period? Surely no one would propose giving the same, lengthy, individual standardized reading test four times in one year … or would one?

Now compare that to the useful information the teacher obtained for the IEP team yesterday when he had Jake read aloud from his instructional level text material for 3 one-minute periods. The teacher learned that Jake reads 3rd grade material at 80–100 correct words per minute (cwpm). That is a present level we can work with! Some IEP forms now have a page for each goal and its objectives. However, if there isn't space on the goal page designated for the present level for that goal, jot it at the top or bottom of the page or in the margin as close as possible to the objectives for the first grading period. A few IEP forms have also not yet linked the progress markers to grading periods. If yours has not, just number them to correspond to the end of each grading period, with the goal as the final period.

A useful, simple and legally correct form will, (1) display the **sequence** from the present level thru objectives to the goal, (2) link each objective and goal to the actual measurement and reporting of it, and (3) show the **service** to be provided to allow accomplishment of the goal.

Two such sample forms are shown here. Each of the samples in the next section, as well as any other measurable present level/objective/goal sequences can readily be shown on either of these forms.



Present Level — Objectives — Goal

Student: Jake

Date: Sept. 1, 2018

Copy sent to parent at end of grading period: (1) 2 3 4

Present Level: Reads 3rd grade material orally at 80-100 cwpm.

Objectives for Marking Periods 1-3 *(last period objective is the annual goal)*	Actual Level Reached
1. 3rd grade material at 100-120 cwpm. 2. 4th grade material at 80-100 cwpm. 3. 4th grade material at 100-120 cwpm. 4. 5th grade material at 110-130 cwpm.	1. 3rd grade material read at 98, 92 and 105 cwpm (3 samples).

Services: Small group (2-4) instruction daily for 45 minutes in Corrective Reading (SRA) plus daily timed and recorded one minute samples, done with peer.

IEP Sample Form 1. Many reading experts prefer to designate correct words per minute (cwm) and not specify number of errors. If objectives are significiantly exceeded or missed, revise remaining objectives appropriately. Actual level reached for last marking period is the present level for next year's IEP, if needed. Notice how the IDEA-mandated progress reporting is simply built into this form. No further effort is needed.

Present Level	Service to be Provided	Objectives	Level Reached Each Grading Period
Has never used a communication board	Direct instruction and positive reinforcement 15 minutes daily instruction plus use throughout the day	1. Consistently use 5 symbols 2. 10 symbols 3. 15 symbols 4. 40 symbols (Goal)	1. 2. 3. 4.
Never indicates need to use the bathroom	Modeling to Use sign for toilet plus positive reinforcement for approximation and success	1. Use sign for toilet when requested/ prompted. 2. Use sign for toilet appropriately 3. Maintain 4. Maintain	1. 2. 3. 4.

IEP Sample Form 2. The last column for *Level Reached Each Grading Period* fulfills the progress assessment/reporting requirement of IDEA.

Note how simple these forms make it to do the mandatory progress reporting to parents. On form 1, our 1st report period objective was for Jake to read his 3rd grade text material at 100–120 cwpm. We spend 3 minutes listening to him read aloud, noting his rate and errors, obtain the one minute rate, jot the result on the form under "Actual level achieved," have the aide copy the form for the parent, and we're done. And we did it in a way that was simple, honest, timely, legally correct and educationally useful. It doesn't get much better than that.

Practice Exercises

Each of the following five exercises shows a **Present Level of Performance.** For each exercise, identify two unique **needs.** For each of the needs, create a **measurable annual goal,** and three **short-term objectives.**

Exercise #1: Identifying unique needs, writing annual goals, and creating short-term objectives

Present level of performance:

Katie is a four-year old preschooler who enjoys being read to, swinging on a playground swing, and building with blocks. She has limited verbal language. Even when Katie does talk, usually only her mother can tell what Katie is saying. Katie gets frustrated when people don't understand her words or her gestures and often will begin screaming. That screaming often escalates to Katie throwing herself on the floor and banging her head, or she hits her mother. This happens several times a day. In her preschool class, Katie is contented with playing by herself, but she will begin hitting other children and screaming if they attempt to interact with her. This happens several times a day at preschool.

Need #1: _____

Annual Goal: _____

Short-Term Objectives:

1. _____
2. _____
3. _____

Need #2: _____

*Annual Goal:*_____

Short-Term Objectives:

1. _____
2. _____
3. _____

 **SEE SAMPLE ANSWERS**

Exercise #2: Identifying unique needs, writing annual goals, and creating short-term objectives

Present level of performance:

Isaiah is a friendly, engaging 4th grader who loves to read. He plays soccer in a local children's league and gets along well with other team members. Although he reads well, Isaiah has significant difficulty writing. He can print the letters of the alphabet in order, both capitals and lower case, but he often reverses letters or writes them upside down. He has not yet learned to write with cursive letters. On a curriculum-based measure of writing in which Isaiah was given a story starter and directed to write a story, Isaiah wrote 8 words in three minutes. Of those 8 words, 5 were misspelled. During daily writing time in his class, Isaiah often puts his head down on his desk and refuses to work on writing assignments. He does this an average of twice a week.

Need #1: _____

*Annual Goal:*_____

Short-Term Objectives:

1. _____
2. _____
3. _____

Need #2: _____

*Annual Goal:*_____

Short-Term Objectives:

1. _____
2. _____
3. _____

SEE SAMPLE ANSWERS

Exercise #3: Identifying unique needs, writing annual goals, and creating short-term objectives

Present level of performance:

Leilani Leilani is a 7th grader who attends her local public middle school. Leilani is verbal and friendly with other students and staff. She cheerfully follows directions and attempts to do all work she is assigned. Leilani can decode (correctly pronounce) any materials written at her grade level. She answers simple recall questions about the material she reads with 80% accuracy, on average. However, she has significant difficulty (averages 10% correct answers) answering any comprehension questions that require making inferences or using abstract reasoning. Leilani's comprehension of material does not improve even when materials are read out loud to her. Leilani is frequently unable to explain what vocabulary words mean even though she can pronounce the words correctly. Because of these comprehension difficulties, Leilani has earned D's and F's in her regular education content classes such as science and social studies.

Need #1:_____

Annual Goal: _____

Short-Term Objectives:

1. _____
2. _____
3. _____

Need #2: _____

*Annual Goal:*_____

Short-Term Objectives:

1. _____
2. _____
3. _____

SEE SAMPLE ANSWERS

Exercise #4: Identifying unique needs, writing annual goals, and creating short-term objectives

Present level of performance:

Theo is a 10th grader with average intelligence who reads and comprehends at grade level. He is good at math and seems to enjoy science classes. However, Theo rarely turns in written assignments (fails to turn in about 75% of assignments) and is failing most of his regular education classes because of missing homework assignments. Also, Theo often engages in disruptive behaviors in his regular education classes such as refusing to work in small groups, talking while a teacher is trying to lecture, and taunting his classmates when they provide incorrect answers in class.

Need #1: _____

*Annual Goal:*_____

Short-Term Objectives:

1. _____
2. _____
3. _____

Need #2: _____

*Annual Goal:*_____

Short-Term Objectives:

1. _____
2. _____
3. _____

SEE SAMPLE ANSWERS

Exercise #5: Identifying unique needs, writing annual goals, and creating short-term objectives

Present level of performance:

Danica is 18 years old and has a moderate intellectual disability. She attends public school and has a mix of regular education classes (language arts, science, and social studies) and special education classes (math, personal finance, and job skills). Danica receives accommodations (extra time on assignments and tests, a one-to-one aide who accompanies her to her regular education classes, and text-to-speech software that enables Danica to listen to her textbooks). Danica is earning passing grades in all her classes. Danica is expected to graduate with a modified diploma when she is 21 years old. She would like to get a job as a library aide and live independently. However, Danica's parents are concerned that she does not know how to use the city's public transportation system to get to a job. Another concern is that Danica is very friendly and readily talks with strangers. Her parents are concerned about Danica's personal safety if she learns to take the bus independently.

Need #1: _____

*Annual Goal:*_____

Short-Term Objectives:

1. _____
2. _____
3. _____

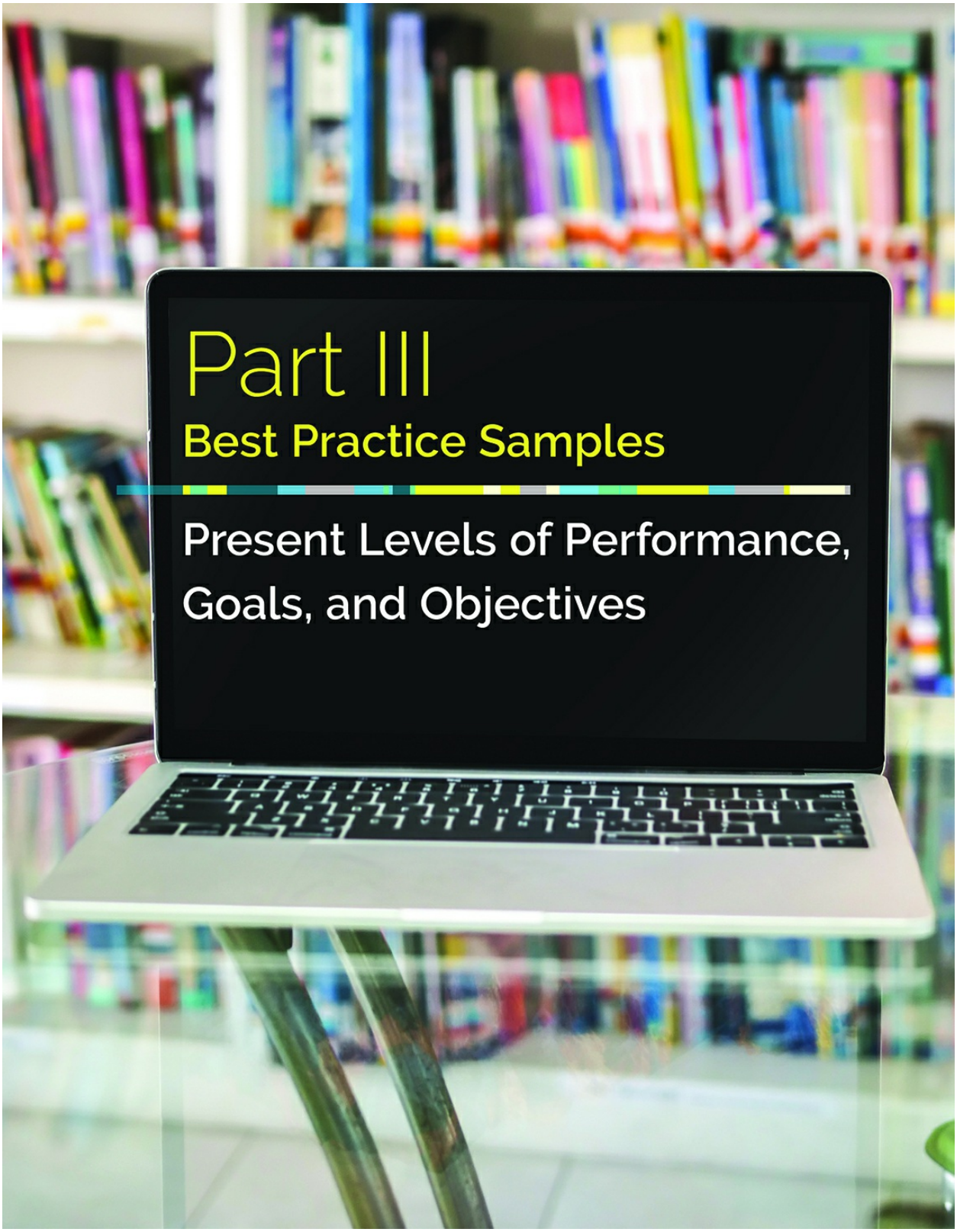
Need #2: _____

*Annual Goal:*_____

Short-Term Objectives:

1. _____
2. _____
3. _____

SEE SAMPLE ANSWERS


Part III
Best Practice Samples
Present Levels of Performance,
Goals, and Objectives

75 Best Practice Samples

The following samples illustrate Present Levels/Goal/Objectives sequences for different age groups and learning areas. Some samples fit the ladder model, others the pie model. Effective IEP forms should have a format that easily incorporates the material provided by these samples.

The target age groups and related subjects are identified for each sample.

Age groups:

Early Childhood/Preschool Developmental, Ages 0–5
Primary/Elementary Developmental, Ages 6–11
Middle School/High School/Post School Developmental, Ages 12–18

Related subjects:

Access to General Curriculum
Reading *(decoding, fluency, comprehension)*
Mathematics
Written Language
Behavioral/Social
Expressive/Receptive Oral/Aural Language
Physical *(fine, gross motor)*
Vocational & Pre-vocational
Special Education Curriculum *(including self-help and functional academics)*

SAMPLE #1

Related subject: Reading
Age group: Primary/Elementary Developmental, ages 6–11

Present Levels of Performance
Jay is a non-reader who knows no sound-symbol relationships. In print, he recognizes his name and the words “Coca Cola” and “Nike.”

Goal
Given first grade material, Jay will read a passage orally at 110–130 wpm with only random errors.

Objectives

1. Given vowels, consonants, diagraphs, and 5 common diphthongs, Jay will say the correct sounds at 30 sounds per minute with no more than 2 errors.
2. Given the 200 most common sight vocabulary words, Jay will read them aloud at 110 wpm with only random error.
3. Given first grade material, Jay will read a passage orally at 50–80 wpm with no more than 5 errors.

SAMPLE #2

Related subject: Reading
Age group: Primary/Elementary Developmental, Ages 6–11

Present Levels of Performance
Given third grade material, Walter reads 50–70 wpm with 4–6 errors.

Goal
Given fifth grade material, Walter will read 120 wpm with only random error.

Objectives

1. Given third grade material, Walter will read 110 120 wpm with 1–3 errors.
2. Given fourth grade material, Walter will read 70–100 wpm with 1–3 errors.
3. Given fifth grade material, Walter will read 70–100 wpm with 1–3 errors.

SAMPLE #3

Related subject: Reading
Age group: Middle School/High School/Post School Developmental, Ages 12–18

Present Levels of Performance
Given 3 paragraphs of expository reading material, Emily can decode fluently and accurately (at least 100 wpm with random error) but is unable to state or write the main idea and two supporting details for each paragraph.

Goal
Given 3 paragraphs of expository reading material which Emily can decode fluently and accurately (at least 100 wpm with random error), she will state or write the main idea and two supporting details for each paragraph.

Comment: Students should not be expected to comprehend written material unless they can decode the material easily and accurately.

Objectives

1. Given 3 paragraphs of expository reading material which Emily can decode fluently and accurately (at least 100 wpm with random error), she will state or write the topic sentence of each paragraph.
2. Given 3 paragraphs of expository reading material which Emily can decode fluently and accurately (at least 100 wpm with random error), she will state or write the main idea of each paragraph.
3. Given 3 paragraphs of expository reading material which Emily can decode fluently and accurately (at least 100 wpm with random error), she will state or write the main idea of the paragraph and one detail for each paragraph.

SAMPLE #4

Related subject: Mathematics; Special Education Curriculum
Age group: Primary/Elementary Developmental, Ages 6–11

Present Levels of Performance
Carol does not tell time.

Goal
Given pictures of clock faces with the hands in any position, Carol will state the correct time in "minutes after the hour," accurate to the nearest 5 minutes, 9 of 10 trials.

Objectives

1. Given pictures of clock faces with the short hand pointing to an hour, Carol will state the hour and also demonstrate that she can count to 60 by 5s, 9 out of 10 trials.
2. Given pictures of clock faces with the long hand pointing to the half hour, Carol will state the time by saying the hour and the word thirty (e.g., seven-thirty) and demonstrate, by showing the direction on the clock, the rule that the clock hands always move in a "clockwise" direction, 9 out of 10 trials.
3. Given pictures of clock faces with the long hand pointing to the quarter hour, Carol will state the time by saying the hour and the words "fifteen" or "forty-five" (e.g., two-fifteen or eight forty-five) and state the rule "Short hand points, long hand counts."

SAMPLE #5

Related subject: Expressive/Receptive Language
Age group: Early Childhood/Preschool Developmental, Ages 0–5

Present Levels of Performance
Emil promptly follows simple, one-step directions such as “Touch the block” or “sit down” fewer than 1 of 5 times.

Goal
Give a three-step direction, Emil will promptly follow all three steps, in the correct order, 9 out of 10 times.

Objectives

1. Given a one-step direction, Emil will promptly follow the direction 9 out of 10 times.
2. Given a two-step direction, Emil will promptly follow at least the first of the two steps 9 out of 10 times.
3. Given a two-step direction, Emil will promptly follow both directions 9 out of 10 times.

SAMPLE #6

Related subject: Access to General Curriculum; Behavioral/Social
Age group: Primary/Elementary Developmental, Ages 6–11

Present Levels of Performance
Gerry completes and submits fewer than half of his homework assignments.

Goal
Given homework assignments within his academic capabilities, Gerry will continue to complete and submit each assignment at a level judged as satisfactory by his teacher

Objectives

1. Gerry will submit at least 6 of 10 assignments.
2. Gerry will submit at least 8 of 10 assignments.
3. Gerry will submit 10 of 10 assignments.

SAMPLE #7

Related subject: Reading
Age group: Primary/Elementary Developmental, Ages 6–11

Present Levels of Performance
Given unlimited time and the Dolch 110 easy sight words, Hatsuko reads 20–30 correctly. She has particular difficulty with certain words: when, where, they, there, then, who, what.

Goal
Hatsuko will read all 110 Dolch sight words in 1 minute with no more than random error.

Objectives

1. Hatsuko will read 50 Dolch words correctly.
2. Hatsuko will read 70 Dolch words correctly.
3. Hatsuko will read 90 Dolch words correctly.

SAMPLE #8

Related subject: Behavioral/Social
Age group: Primary/Elementary Developmental, Ages 6–11

Present Levels of Performance
During free time such as lunch or recess, Ivy always runs away when approached by a peer.

Goal
During free time such as lunch or recess, Ivy will interact appropriately with peers who approach her or will initiate an interaction with at least one other peer and say, “hi” every day.

Objectives

1. During free time such as lunch or recess, Ivy will stand still and look at peers who approach her 3 out of 5 days.
2. During free time such as lunch or recess, Ivy will stand still, look at peers who approach her, and say, “hi” 3 out of 5 days.
3. During free time such as lunch or recess, Ivy will approach at least one other peer and say, “Hi” 3 out of 5 days.

SAMPLE #9

Related subject: Expressive/Receptive Language
Age group: Early Childhood/Preschool Developmental, Ages 0–5

Present Levels of Performance
When given common objects or pictures, Abel correctly points only to “dog,” “kitty,” and “truck.”

Goal
When given common objects or pictures, Abel will correctly point to 100 of them.

Objectives

1. When given common objects or pictures, Abel will correctly point to 15 of them.
2. When given 30 common objects or pictures, Abel will correctly point to 30 of them.
3. When given common objects or pictures, Abel will correctly point to 60 of them.

SAMPLE #10

Related subject: Expressive/Receptive Language
Age group: Early Childhood/Preschool Developmental, Ages 0–5

Present Levels of Performance
Bonnie does not imitate simple gestures or sounds.

Goal
When prompted verbally, Bonnie will correctly imitate any simple gesture or sound that is modeled for her.

Objectives

1. When prompted verbally with the words, “Do this” followed by a gesture, Bonnie will correctly imitate at least 5 different gestures.
2. When prompted verbally with the words, “Say this” followed by a sound, Bonnie will correctly imitate at least 5 different sounds.
3. When prompted verbally with the words, “Do this” followed by a gesture, Bonnie will correctly imitate any modeled gesture.
4. When prompted verbally with the words, “Say this” followed by a sound, Bonnie will correctly imitate any modeled sound.

SAMPLE #11

Related subject: Physical; Special Education Curriculum
Age group: Early Childhood/Preschool Developmental, Ages 0–5

Present Levels of Performance
Carly passively cooperates when being dressed but does not dress herself or take any initiative in assisting getting herself dressed.

Goal
Without prompting, Carly will dress herself in underwear, shirt, pants, socks, and shoes when an outfit has been laid out for her ahead of time.

Objectives

1. When prompted verbally, Carly will put her arms in the sleeves of a shirt so that someone else can pull her shirt on and will lift one foot at a time and put it in the correct leg of her pants when someone holds them for her.
2. When prompted verbally, Carly will put her arms in the sleeves and her head through the neck hole of a shirt and pull the shirt down when someone holds the shirt for her and will lift one foot at a time and put it in the correct leg of her pants and pull the pants up when someone holds them for her.
3. When prompted verbally and handed her clothes one item at a time, Carly will pull on underwear, a pullover shirt, and elastic waist pants on her own.

SAMPLE #12

Related subject: Access to General Curriculum; Behavioral/Social
Age group: Primary/Elementary Developmental, Ages 6–11

Present Levels of Performance
Dani averaged 20 unexcused absences and 12 tardies per grading period last year.

Goal
Dani will attend school every day and be on time for all of her classes during the final 9-week grading period.

Objectives

1. Dani will attend school at least 30 days and be on time to all of her classes on at least 25 of those days during the first 9-week grading period.
2. Dani will attend school at least 35 days and be on time to all of her classes on at least 32 of those days during the second 9-week grading period.
3. Dani will attend school at least 40 days and be on time to all of her classes on at least 38 of those days during the third 9-week grading period.

SAMPLE #13

Related subject: Expressive/Receptive Language
Age group: Primary/Elementary Developmental, Ages 6–11

Present Levels of Performance
Edie has had no exposure to a "picture activity schedule" and has never responded to one.

Goal
Given a four-picture task, Edie will look at each picture, get any necessary items, perform each depicted tasks, and put the items away with no assistance and no more than one re-direction.

Objectives

1. Given a single picture task, Edie will look at the picture, get any necessary items, perform the depicted task, and put the items away with no assistance and no more than one re-direction.
2. Given a two-picture task, Edie will look at each picture, get any necessary items, perform each depicted task, and put the items away with no assistance and no more than one re-direction.
3. Given a three-picture task, Edie will look at each picture, get any necessary items, perform each depicted task, and put the items away with no assistance and no more than one re-direction.

SAMPLE #14

Related subject: Access to General Curriculum
Age group: Middle School/High School/Post School Developmental, Ages 12–18

Present Levels of Performance
Each of Frances's teachers reports that she "almost never" (less than once a week) comes to class with her homework ready to turn in, the right book, pen, and notebook.

Goal
Frances will come to classes fully prepared every day.

Objectives

1. Frances will come to classes prepared (with homework, book, pen, and notebook) 4 out of 5 days 3 consecutive weeks.
2. Frances will come to classes prepared (with homework, book, pen, and notebook) 9 out of 10 days for 3 consecutive two-week periods.
3. Frances will come to classes prepared (with homework, book, pen, and notebook) 19 out of 20 days for two consecutive months.

SAMPLE #15

Related subject: Reading
Age group: Primary/Elementary Developmental, Ages 6–11

Present Levels of Performance
Given unfamiliar material from a 4th grade level text, Joan orally reads 40–50 wpm with 4–7 errors.

Goal
Given unfamiliar material from a 6th grade level text, Joan orally reads 150–180 wpm with 0–2 errors.

Objectives

1. Given unfamiliar material from a 4th grade level text, Joan orally reads 80–100 wpm with 0–3 errors.
2. Given unfamiliar material from a 5th grade level text, Joan orally reads 100–120 wpm with 0–2 errors.
3. Given unfamiliar material from a 6th grade level text, Joan orally reads 120–140 wpm with 0–2 errors.

SAMPLE #16

Related subject: Expressive/Receptive Language
Age group: Early Childhood/Preschool Developmental, Ages 0–5

Present Levels of Performance
When asked his name, address, and telephone number, Danny does not answer.

Goal
When asked his name, address, and telephone number, Danny will answer all three correctly every time.

Objectives

1. When asked his name, Danny will always respond correctly.
2. When asked his address, Danny will always respond correctly.
3. When asked his telephone number, Danny will always respond correctly.

SAMPLE #17

Related subject: Reading; Expressive/Receptive Language
Age group: Early Childhood/Preschool Developmental, Ages 0–5

Present Levels of Performance
Heather does not rhyme, blend sounds or segment words.

Goal
Given stimulus words/sounds, Heather will rhyme, blend sounds, and segment words correctly on 9 of 10 trials.

Objectives

1. Given any one syllable word (real or nonsense), Heather will immediately respond with two or more rhyming words (real or nonsense) on 9 of 10 trials.
2. Given three phonemes (sounds) in a CVC order, one sound at a time at a rate of one second per sound, Heather will blend them into the correct word and say it at normal speed, 9 of 10 trials.
3. Given a one syllable word (CVC), Heather will say the phonemes (sounds) separately, in correct order in 9 of 10 trials.

SAMPLE #18

Related subject: Expressive/Receptive Language; Special Education Curriculum
Age group: Early Childhood/Preschool Developmental, Ages 0–5

Present Levels of Performance
Angela can say her first name when prompted but does not state her last name, her address, or her phone number when prompted.

Goal
When prompted verbally, Angela will state both her first and last name, her address, and her phone number on 5 out of 5 trials on 3 consecutive days.

Objectives

1. When prompted verbally, Angela will state both her first and last name on 5 out of 5 trials on 3 consecutive days.
2. When prompted verbally, Angela will state her complete address on 5 out of 5 trials on 3 consecutive days.
3. When prompted verbally, Angela will recite her phone number on 5 out of 5 trials on 3 consecutive days.

SAMPLE #19

Related subject: Behavioral/Social
Age group: Primary/Elementary Developmental, Ages 6–11

Present Levels of Performance
Bethany looks down at the ground when an individual approaches her and starts talking to her, moves 2 feet or more away from the person, and doesn't respond when the person introduces himself/herself.

Goal
Bethany will stay or move to within one foot of a person who initiates a verbal interaction with her, will maintain eye contact as long as that person is talking to her, and will respond to introductions by looking the person in the eye and saying, "Hi, my name is Bethany."

Objectives

1. Bethany will stay or move to within one foot of a person who initiates a verbal interaction with her.
2. Bethany will maintain eye contact with another individual as long as that person is talking to her.
3. When someone introduces himself or herself to Bethany by saying, "Hi, my name is _____," Bethany will look the person in the eye and respond by saying, "Hi, my name is Bethany."

SAMPLE #20

Related subject: Vocational & Pre-vocational
Age group: Middle School/High School/Post School Developmental, Ages 12–18

Present Levels of Performance
Donna is a 10th grader who has no idea what she wants to do after high school. She says she wants to get a job, but she doesn't know what kind of work she would enjoy doing.

Goal
Donna will investigate three jobs which interest her and find out what kind of education and training is required for each job and also find out what demand there is in her community and her state for each job.

Objectives

1. Donna will attend the job fair that is held every November in her high school and gather brochures from each of the venders. After the fair, Donna will read each brochure and choose the 3 jobs that most appeal to her.
2. With the assistance of her school counselor or the school vocational coordinator, Donna will contact a community representative for each of the 3 jobs that caught her interest at the job fair and will arrange to visit each person's place of work for a day. While visiting each site, Donna will find out and record (tape or in writing) what kind of education and training a person needs in order to be eligible for an entry-level position in that particular job.
3. With the assistance of a school counselor, Donna will use resources such as the Dictionary of Occupational Titles and the computerized Career Information System to look up each of these three jobs she observed and find out what the demand is for each job in her local community and in her state.

SAMPLE #21

Related subject: Vocational & Pre-vocational
Age group: Middle School/High School/Post School Developmental, Ages 12–18

Present Levels of Performance
Albert has no paid work experience and has had little responsibility for chores at home. Although willing to comply with requests for help at home, Albert shows little initiative to find or complete tasks independently.

Goal
Albert will demonstrate good work habits by initiating and completing 2 daily and 3 weekly chores at home, reshelving books at the school library for 3 hours a week without reminders to stay on task, and restock shelves and clear and clean tables according to the "Worker Checklist" in the student area at school 21/2 hours a week.

Objectives

1. Albert will initiate and complete two daily chores (making his bed and putting away the dinner dishes) and two weekly chores (taking out the garbage and cleaning his room) at home. Daily chores will be completed 5 out of 7 days, and weekly chores 3 out of 4 weeks.
2. While continuing to maintain his chores at home, Albert will also work in the school library, reshelving books, for three hours a week. Albert will report to the librarian every Monday, Wednesday, and Friday between 2 and 3 pm, will locate the cart with books that need to be reshelved, and will work at reshelving the books with no reminders to stay on task for 2 of the 3 days each week.
3. While continuing to maintain his chores at home, Albert will work in the student-run coffee cart business at school for 2 _ hours a week (30 minutes each day before classes begin). He will be responsible for stocking the supply shelves and clearing and cleaning the tables in the student area. The coffee cart supervisor will check Albert's work daily and complete the "worker checklist" that is used with all student workers. Albert will earn 100% on 4 out of 5 days.

SAMPLE #22

Related subject: Mathematics; Special Education Curriculum
Age group: Primary/Elementary Developmental, Ages 6–11

Present Levels of Performance
Cheri does not know how to count change consisting of a mixture of quarters, dimes, nickels, and pennies. She can identify individual coins by name and can count by 1s, 5s, and 10s to 100.

Goal
Cheri will count various amounts of money, all less than $1.00, created with quarters, nickels, dimes and pennies.

Objectives

1. Cheri will count quarters (by 25s) to $1.00 on 9 out of 10 trials for 5 consecutive days.
2. Cheri will count nickels (by 5s) to $1.00 beginning at any number than ends with 0 or 5 on 9 out of 10 trials for 5 consecutive days.
3. Cheri will count various amounts of money < $1.00 created with quarters and nickels on 9 out of 10 trials for 5 consecutive days.
4. Cheri will count dimes (by 10s) to $1.00 beginning at any number than ends with 0 or 5 up to 100 on 9 out of 10 trials for 5 consecutive days.
5. Cheri will count various amounts of money < $1.00 created with quarters, nickels, and dimes on 9 out of 10 trials for 5 consecutive days.
6. Cheri will count pennies (by 1s) to $1.00 beginning with any number that ends with 0 or 5 on 9 out of 10 trials for 5 consecutive days.

SAMPLE #23

Related subject: Mathematics; Special Education Curriculum
Age group: Primary/Elementary Developmental, Ages 6–11

Present Levels of Performance
Daniel doesn't know how to use a calendar.

Goal
Daniel will correctly locate any date on a current year calendar which has one page for each month, as well as be able to locate today's date, yesterday's date, and tomorrow's date on the calendar and tell the day of the week on which the requested date falls on 8 out of 10 trials.

Objectives

1. Given a specific month of the year, either verbally or in writing, Daniel will turn to that month using a current year calendar which has one page for each month on 8 out of 10 trials.
2. Given a specific month of the year and a specific date of the month (e.g., March 23), either verbally or in writing, Daniel will turn to the correct month using a current year calendar which has one page for each month and point to the correct date on 8 out of 10 trials.
3. Using a current year calendar which has one page for each month, Daniel will correctly identify the current date, yesterday's date, and tomorrow's date and tell the day of the week on which each falls on 8 out of 10 trials.

SAMPLE #24

Related subject: Physical
Age group: Early Childhood/Preschool Developmental, Ages 0–5

Present Levels of Performance
Andra, who is two years, 10 months old, was raised in a crib in an Eastern European orphanage and never learned to walk or crawl, but he does stand holding onto the crib railing.

Goal
Andra will walk and run freely and independently.

Objectives

1. When placed on the floor, Andra will crawl to reach a toy that is 3 feet away from him.
2. When someone holds his hands and walks behind him, Andra will walk across a room that is 10 feet wide.
3. Andra will walk without assistance with only occasional falls.

SAMPLE #25

Related subject: Physical
Age group: Early Childhood/Preschool Developmental, Ages 0–5

Present Levels of Performance
Shandra completes a three piece (circle, square, triangle) form board with assistance.

Goal
Given any child's jigsaw puzzle with 10-20 puzzle pieces, Shandra will construct the puzzle without assistance on 9 out of 10 trials.

Objectives

1. Given a wooden puzzle board with shape cutouts (animals, people, or common objects), with each cutout separated from the others, and given the appropriate puzzle pieces, Shandra will put the puzzle pieces in the correct cutouts without assistance on 9 out of 10 trials.
2. Given any of several child's jigsaw puzzles that each have just 5 large puzzle pieces, Shandra will construct the puzzle without assistance on 9 out of 10 trials.
3. Given any child's jigsaw puzzle with up to 10 puzzle pieces, Shandra will construct the puzzle without assistance on 9 out of 10 trials.

SAMPLE #26

Related subject: Reading; Expressive/Receptive Language
Age group: Primary/Elementary Developmental, Ages 6–11

Present Levels of Performance
Matti substitutes the /p/ sound for the letter /f/ and the /d/ sound for the letter /j/ when these letters appear in the beginning, medial and final positions in words.

Goal
Matti will correctly and without prompting say the /f/ and /j/ sounds whenever they appear in words Matti is asked to read.

Objectives

1. Matti will correctly say the /f/ sound, with prompting, whenever it appears in words Matti is asked to read.
2. Matti will correctly say the /j/ sound, with prompting, whenever it appears in words Matti is asked to read.
3. Matti will correctly say both the /f/ and /j/ sounds, with prompting, whenever they appear in words Matti is asked to read.

SAMPLE #27

Related subject: Expressive/Receptive Language
Age group: Middle School/High School/Post School Developmental, Ages 12–18

Present Levels of Performance
Buddy has difficulty remembering/retrieving what he has studied, heard, or seen. For example, when shown a magazine cover with 24 objects depicted, he was able to recall only two objects five minutes later. After studying a map showing ten major U.S. rivers, he could label only one correctly. He has no "system" to help him recall specifics.

Goal
Given 15 minutes to study, Buddy will recall 8 of 10 names, labels, or objects a day after learning them, using at least 2 different mnemonic association methods.

Objectives

1. Given lists of words which can be arranged so that the first letter of each word makes a common word (i.e., the mnemonic word), Buddy will write the mnemonic word on paper, arrange the words on the list in the mnemonic order, and study the words until he can recite the word list with 90% accuracy.
2. Given a page of common objects which can be categorized by use (e.g., tools, foods, clothing), Buddy will write down the categories and list the objects that fit each category. He will then study each category until he can list all of the objects from memory with 90% accuracy.
3. Given a list of 10 names, labels, or objects, Buddy will use a mnemonic system to memorize the information. He will study the information for 15 minutes at a time until he can recall the information with 80% accuracy after time periods of 1 hour, 3 hours and 6 hours.

SAMPLE #28

Related subject: Physical
Age group: Early Childhood/Preschool Developmental, Ages 0–5

Present Levels of Performance
On the ABC Fine Motor Development Subtest given in September, 6-year-old Annie scored at the 4½ year old level.

Goal
When given the ABC Fine Motor Development Subtest in December, Annie will score at the 5½ year old level.

Objectives

1. Given tracing paper, a pattern (simply drawn objects, letters or numbers), and a pencil, Annie will trace the pattern without deviating from the pattern by more than ⅛ inch at any point in her tracing.
2. Given a design (simply drawn objects, letters or numbers), paper and a pencil, Annie will accurately copy the design on her paper.
3. Given a simple line drawing or picture, Annie will use safety scissors to cut out the drawing/picture without deviating from the lines by more than ⅛ inch at any point.

SAMPLE #29

Related subject: Mathematics
Age group: Early Childhood/Preschool Developmental, Ages 0–5

Present Levels of Performance
Madison does not count objects, count by rote, recognize numerals, or match numbers and objects.

Goal
Madison will count by ones, twos, and fives from 0 to 100, name numerals and match number and objects to 20.

Objectives

1. Madison will count by rote from 1 to 100 without prompting and with 100% accuracy.
2. Madison will correctly identify the numerals 0–20 with 100% accuracy.
3. Madison will count up to 20 objects using one-to-one correspondence with 100% accuracy.
4. Madison will count by twos and fives from 0 to 100 with 100% accuracy.

SAMPLE #30

Related subject: Access to General Curriculum; Written Language
Age group: Middle School/High School/Post School Developmental, Ages 12–18

Present Levels of Performance
Mark's best written report to date consists of two paragraphs copied almost verbatim from an encyclopedia. Mark knows how to search the internet for information on topics he is given.

Goal
Given a topic and internet access, Mark will prepare a report of at least 500 words using at least 5 sources.

Objectives

1. Given a specific topic and question to answer, Mark will search the internet for information that addresses the topic and the question. Mark will print one article about the topic from each of 5 different websites.
2. Given the articles from a web search, Mark will read each article and take written notes of the information that pertains to his topic and topic question, putting the information in his own words in each case.
3. Given his written notes from 5 internet articles, Mark will compare and contrast the information and create an outline or graphic map of the information he wants to include in a written report.

SAMPLE #31

Related subject: Written Language; Vocational & Pre-vocational; Special Education Curriculum
Age group: Middle School/High School/Post School Developmental, Ages 12–18

Present Levels of Performance
Jodi is completely unfamiliar with computers, including keyboards.

Goal
Using word processing software on a computer, Jodi will compose a 5 paragraph essay, save the essay, retrieve the essay and revise it, checking for spelling and grammar errors, save the revised essay and print it.

Objectives

1. Using a computer typing program such as "Maevis Beacon Teaches Typing" (TLC Multimedia, Inc.) or "Type to Learn" (Sunburst Technology Corp.) to learn keyboarding skills, Jodi will type at a rate of at least 35 wpm with 4 or fewer errors.
2. Using a widely available word processing program such as Microsoft Word or Corel WordPerfect, Jodi will demonstrate that she can type an already prepared essay on the computer, name the file, and save it to a floppy disk or the hard disk of the computer.
3. Using the same word processing program, Jodi will demonstrate that she can open a file which she has previously saved, edit the file, save her changes and print the file.

SAMPLE #32

Related subject: Written Language
Age group: Early Childhood/Preschool Developmental, Ages 0–5; Primary/Elementary Developmental, Ages 6–11

Present Levels of Performance
Nicholas does not generate or legibly copy any letters or numbers.

Goal
Without models, Nicholas will legibly print his name, all letters of the alphabet, and the numerals 0–9 in less than 2 minutes.

Objectives

1. Given a pencil and lined paper with partial images of letters (in manuscript form) and numbers and correct models, Nicholas will accurately trace the letters and numbers.
2. Given a model of the letters of the alphabet and the numerals 0–9, a pencil, and lined paper, Nicholas will accurately copy all of the letters and numerals without assistance.
3. Given a model of his printed name, Nicholas will accurately copy his name without assistance.

SAMPLE #33

Related subject: Access to General Curriculum; Behavioral/Social
Age group: Middle School/High School/Post School Developmental, Ages 12–18

Present Levels of Performance
Jason is blind and has just entered a large, urban (2000 students) middle school. He is completely unfamiliar with the campus.

Goal
Jason will get off the school bus in the morning and independently walk from that area to the school office and then to any of the four buildings of the middle school complex. He will navigate independently between his classes whether he is going to lunch, P.E. or any one of his other classes and board the correct bus at the end of the day.

Objectives

1. With a peer as a verbal guide, Jason will get off the school bus and walk to the office and from there to any of the four buildings on campus.
2. With a peer as a verbal guide, Jason will navigate between his classes throughout his daily schedule of courses and board the bus at the end of the day.
3. Without peer support, Jason will get off the school bus and walk to his first period class. With a peer to offer verbal assistance only if Jason becomes confused, he will navigate between classes to his next classroom.

SAMPLE #34

Related subject: Special Education Curriculum
Age group: Middle School/High School/Post School Developmental, Ages 12–18

Present Levels of Performance
Zachary is 16 years old. He can read simple menus, write basic sight words and copy any word he reads. He uses the next-dollar strategy to pay for things he buys. Zachary can follow simple recipes to prepare dinner foods.

Goal
Given a menu of simple dinners for the week, Zachary will make a list of the food items he will need to purchase, examine the grocery store ads from the local newspaper, and determine which store has the best prices for most of the items he needs. He will record the store price next to each food item on his list, use a calculator to find the total cost, and determine how much money he needs to take to the grocery store.

Objectives

1. Given a menu of dinners for one week, Zachary will identify and make a list of the foods he would need to purchase in order to prepare those menus.
2. Given grocery store ads from several different stores and a list of foods he needs to purchase, Zachary will compare the prices of foods on the list that are on sale at each grocery store, and write the name of the store that has the best price for each item.
3. Given all of the above information, Zachary will make a list of foods to purchase from each store according to which store has the best price for a particular food item, and determine which store has the most food items on the list for the best price.

SAMPLE #35

Related subject: Expressive/Receptive Language
Age group: Early Childhood/Preschool Developmental, Ages 0–5; Primary/Elementary Developmental, Ages 6–11

Present Levels of Performance
Vera is non-verbal and has never used a language board or other assistive technology device to communicate her needs, preferences, or to give or respond to simple greetings.

Goal
Vera will use the chosen assistive technology device to express her needs, preferences, and to initiate or respond to verbal interactions from her teachers, aides, and classmates.

Objectives

1. With the assistance of the assistive technology specialist, Vera will try out different communication systems which vary in ease of use (e.g., simple language boards with just a few pictures to which Vera can point; switch-driven computerized communication devices on which Vera can choose from a successive variety of screens of pictures and/or words) to determine the highest level of communication board which Vera can use successfully and with maximum independence.
2. With initial instruction from an assistive technology specialist and assistance when needed from an instructional aide, Vera will use the chosen communication system to indicate a variety of needs (e.g., use the bathroom, drink or eat, go outside, take a short break from work) and her preferences for classroom activities.
3. With limited assistance from an instructional aide, Vera will use the chosen communication system to initiate or respond to verbal interactions from her teachers, aides, and classmates.

SAMPLE #36

Related subject: Written Language
Age group: Primary/Elementary Developmental, Ages 6–11

Present Levels of Performance
Given a story starter, Bart writes one sentence or less (usually 3–8 words) and makes approximately twice as many errors (spacing, spelling, letter formations) as he has words.

Goal
Given a story starter, Bart will write a story that contains at least 10 sentences with no more than 10 errors of spelling, punctuation or grammar.

Objectives

1. Bart will successfully complete (according to the program criteria) lessons 1–40 of the Expressive Writing program (SRA Publishers).
2. Bart will successfully complete (according to the program criteria) lessons 41–80 of the Expressive Writing program (SRA Publishers).
3. Bart will successfully complete (according to the program criteria) lessons 81–120 of the Expressive Writing program (SRA Publishers).

SAMPLE #37

Related subject: Access to General Curriculum; Behavioral/Social
Age group: Primary/Elementary Developmental, Ages 6–11

Present Levels of Performance
Jessica does not participate appropriately in small group (2–5 students) projects. She always disrupts and then leaves the group, usually with highly inappropriate comments (e.g., "You idiots," "Why can't you do it right?") to other group members.

Goal
In 9 of 10 opportunities, Jessica will participate appropriately and cooperatively and will remain with the group and contribute to the project.

Objectives

1. When prompted, Jessica will make positive statements about other students in her class on at least 9 of 10 trials.
2. When assigned to a small group to work on a project, Jessica will remain with the group for the entire time and will make only positive statements to the other group members on 9 of 10 trials.
3. When assigned to a small group to work on a project, Jessica will make positive comments to the other members of the group, will make positive suggestions to contribute to the project work, and will remain with the group on 9 of 10 trials.

SAMPLE #38

Related subject: Physical
Age group: Early Childhood/Preschool Developmental, Ages 0–5

Present Levels of Performance
At the age of 10, Danny goes up and down stairs by putting both feet on each step before moving on to the next step, does not catch a large (8″ diameter) ball tossed to him gently from 10 feet away, and cannot insert a key into his front door lock to unlock the door.

Goal
Danny will use a normal gait to walk up or down stairs, will catch a large ball, and will be able to unlock his front door.

Objectives

1. Danny will walk up and down stairs by alternating feet on alternate steps without assistance on 10 of 10 trials.
2. Danny will use both hands to catch a large ball tossed to him from 10 feet away on 8 of 10 trials.
3. When Danny gets home from school each day, he will use his house key, which he carries on a lanyard, to unlock his front door on the first trial each day.

SAMPLE #39

Related subject: Mathematics
Age group: Early Childhood/Preschool Developmental, Ages 0–5; Primary/Elementary Developmental, Ages 6–11

Present Levels of Performance
Rhonda does not count objects, present or not present. She does not count by rote.

Goal
When asked to count 0–5 events or objects not present (e.g., How many visitors came to our room yesterday? How many times did I clap my hands? How many words did I just say?) Rhonda will do so with only random error.

Objectives

1. Rhonda will accurately count up to 10 by rote and will be able to accurately count up to 10 objects which are present and which she can touch (e.g., blocks, books, pencils).
2. Rhonda will accurately count up to 20 by rote and will be able to accurately count up to 10 objects which are present but which she does not touch (e.g., number of people in her reading group, number of coins on the table).
3. Rhonda will accurately count up to five objects which were present and then report the number of objects after they are removed (e.g, students in line who then leave the classroom; blocks on a table that are then put away in a cupboard).

SAMPLE #40

Related subject: Expressive/Receptive Language
Age group: Primary/Elementary Developmental, Ages 6–11

Present Levels of Performance
Abby rarely sequences the telling of stories, giving directions, or making explanations so that they are clear to the listener. When she gave a report to her 25 classmates on how to bathe a dog, only 2 students believed the steps had been presented in a logical sequence.

Goal
Given an unfamiliar short story or video drama or a familiar task, Abby will be able to tell the sequence well enough that 20 of the 25 classmates will agree that the order made sense.

Objectives

1. After listening to a story in which there were three sequential events, Abby will state, when prompted, what happened first, what happened second and what happened third. She will correctly identify the order on 8 out of 10 trials.
2. Given 5 sentence strips, in mixed order, which create a story with a beginning, middle and end when the sentences are put in the correct order, Abby will put the sentence strips in an order that makes sense on 8 of 10 trials. She will then read the story out loud.
3. When given a task to describe, such as bathing the dog, making a peanut butter and jelly sandwich, Abby will identify what step should be completed first, second, third, etc., until the task is complete. She will suggest a feasible sequence of steps on 8 of 10 trials.

SAMPLE #41

Related subject: Behavioral/Social
Age group: Primary/Elementary Developmental, Ages 6–11; Middle School/High School/Post School Developmental, Ages 12–18

Present Levels of Performance
Bruce responds to teasing from his classmates by loud name calling, yelling, and making somewhat bizarre movements intended to be threatening but which have the effect of eliciting more teasing. The teasing-response sequence occurs several times daily.

Goal
When Bruce is teased by classmates, he will walk away and ignore the teasing every time without having to report his success in handling the situation to anyone.

Objectives

1. In a role playing situation, Bruce will demonstrate walking away quietly when an instructional assistant models teasing him by saying something like, “Show me what you would do if I said your shirt was ugly.” Bruce will walk away 9 times out of 10.
2. On the playground, Bruce will always walk away without saying anything when a classmate teases him. He will walk to the instructional assistant on duty and say, “I walked away when I was teased.”
3. On the playground, Bruce will always walk away without saying anything and will keep his hands at his sides or in his pants pockets when a classmate teases him. He will walk to the instructional assistant on duty and say, “I walked away when I was teased and I kept my hands in my pockets/at my side.”

SAMPLE #42

Related subject: Physical
Age group: Primary/Elementary Developmental, Ages 6–11

Present Levels of Performance
Jane cuts paper awkwardly using scissors.

Goal
Given scissors and a paper marked with two straight lines 1/4 inch apart, Jane will cut the paper between two straight lines on 4 of 5 trials.

Objectives

1. Given scissors and a paper marked with two straight lines 3 inches apart, Jane will cut the paper between two straight lines on 4 of 5 trials.
2. Given scissors and a paper marked with two straight lines 1 inch apart, Jane will cut the paper between two straight lines on 4 of 5 trials.
3. Given scissors and a paper marked with two straight lines 1/2 inch apart, Jane will cut the paper between two straight lines on 4 of 5 trials.

SAMPLE #43

Related subject: Access to General Curriculum; Behavioral/Social
Age group: Early Childhood/Preschool Developmental, Ages 0–5

Present Levels of Performance
Jen does not share toys with her classmates in free play time at preschool.

Goal
Jen always shares toys with her classmates in free play time.

Objectives

1. Given a teacher's physical and verbal reinforcement, Jen shares toys with her classmates in free play time on 3 of 5 consecutive play periods.
2. Given a teacher's verbal reinforcement, Jen shares toys with her classmates in free play time on 4 of 5 consecutive play periods.
3. Without any prompting, Jen shares toys with her classmates in free play time on 4 of 5 consecutive play periods.

SAMPLE #44

Related subject: Written Language
Age group: Primary/Elementary Developmental, Ages 6–11

Present Levels of Performance
When prompted, David can write all letters of the alphabet with an average of six errors in alphabetical order.

Goal
When prompted, David will write the letters of the alphabet in the correct order with no errors.

Objectives

1. When prompted David will write all letters of the alphabet in the correct order with less than five errors.
2. When prompted, David will write all letters of the alphabet in the correct order with less than four errors.
3. When prompted, David will write all letters of the alphabet in the correct order with less than two errors.

SAMPLE #45

Related subject: Physical; Special Education Curriculum
Age group: Primary/Elementary Developmental, Ages 6–11

Present Levels of Performance
Amy always requires reminding when her shoes need to be tied and always requires assistance tying her shoes.

Goal
Amy always ties her shoes without prompting and without assistance any time her shoes come untied.

Objectives

1. When prompted, Amy will tie her shoes with minimal assistance.
2. When prompted, Amy will tie her shoes without assistance.
3. Amy will tie her shoes without assistance and without prompting 3 of every 4 mornings.

SAMPLE #46

Related subject: Mathematics
Age group: Primary/Elementary Developmental, Ages 6–11

Present Levels of Performance
Juan needs to use a multiplication chart or a calculator when multiplying one digit numbers.

Goal
Juan will never use a multiplication chart or calculator when multiplying single digit numbers.

Objectives

1. Juan will use a calculator or a multiplication chart only when multiplying single digit numbers greater than three.
2. Juan will use a calculator or a multiplication chart only when multiplying single digit numbers greater than six.
3. Juan will use a calculator or a multiplication chart only when multiplying single digit numbers greater than nine.

SAMPLE #47

Related subject: Physical
Age group: Early Childhood/Preschool Developmental, Ages 0–5

Present Levels of Performance
Carl is a 5th grade student who has CP, and just had surgery over the summer to help him with his ability to walk. At this point he can walk approximately 5 steps independently before falling.

Goal
By June 1st, Carl will be able to walk independently across a level surface for 50 yards without falling.

Objectives

1. At the end of the first nine weeks, Carl will be able to walk 15 yards independently without falling.
2. At the end of the second nine weeks, Carl will be able to walk 25 yards independently without falling.
3. At the end of the third nine weeks, Carl will be able to walk 40 yards independently without falling.

SAMPLE #48

Related subject: Reading
Age group: Primary/Elementary Developmental, Ages 6–11

Present Levels of Performance
Jane is a 4th grade student who reads 3rd grade material aloud at a rate of 50–60 wpm with 7–12 mistakes.

Goal
By the end of the school year Jane will be able to read 4th grade text at a rate of 70–90 wpm with no more than 2 errors.

Objectives

1. At the end of the first nine weeks Jane will read 3rd grade text at a rate of 70–80 wpm with no more than 5 errors.
2. At the end of the second nine weeks, Jane will read 3rd grade text at a rate of 100–110 wpm with no more than 2 errors.
3. At the end of the third nine weeks Jane will read 4th grade text at a rate of 50–60 wpm with no more than 2 errors.

SAMPLE #49

Related subject: Access to General Curriculum; Written Language; Vocational & Pre-vocational
Age group: Middle School/High School/Post School Developmental, Ages 12–18

Present Levels of Performance
Billy is an 11th grader who wants to attend college after graduation. He currently has limited keyboarding skills. He types approximately 20 wpm with 8–12 errors.

Goal
By the end of the school year, Billy will type at least 65 wpm with no more than 3 errors.

Objectives

1. Billy will practice his keyboarding skills using Mavis Beacon computer typing program and will type at least 35 wpm with no more than 3 errors by the end of the first nine week period.
2. Billy will practice his keyboarding skills using Mavis Beacon computer typing program and will type at least 45 wpm with no more than 3 errors by the end of the second nine week period.
3. Billy will practice his keyboarding skills using Mavis Beacon computer typing program and will type at least 55 wpm with no more than 3 errors by the end of the third nine week period.

SAMPLE #50

Related subject: Mathematics
Age group: Primary/Elementary Developmental, Ages 6–11

Present Levels of Performance
Tanika can recognize and add single digit numbers but cannot subtract or multiply them.

Goal
When given a page of 30 single digit mixed addition, subtraction and multiplication problems, Tanika will complete the page in one minute with no more than 2 errors.

Objectives

1. When given a page of 30 single digit subtraction problems, Tanika will complete the page in one minute with no more than 2 errors.
2. When given a page of 30 mixed single digit addition and subtraction problems, Tanika will complete the page in one minute with no more than 2 errors.
3. When given a page of 30 single digit multiplication problems, Tanika will complete the page in one minute with no more than 2 errors.

SAMPLE #51

Related subject: Reading
Age group: Primary/Elementary Developmental, Ages 6–11

Present Levels of Performance
Hannah is currently in second grade. She can read from a first grade basal passage at an average rate of 34 correct words per minute (CWPM) with five errors and from a second grade basal passage at a rate of 30 CWPM with 6 errors.

Goal
Hannah will orally read from a third grade basal passage at an average rate of at least 70 CWPM with 4 or fewer errors. Hannah's progress will be monitored and measured through weekly timed readings.

Objectives

1. Given a first grade basal, Hannah will orally read at least 50 CWPM with 4 or fewer errors on three consecutive timed readings and when given a second grade basal, Hannah will orally read at least 45 CWPM with 4 or fewer errors on three consecutive timed readings.
2. Given a first grade basal, Hannah will orally read at least 75 CWPM with 4 or fewer errors on three consecutive timed readings and when given a second grade basal, Hannah will orally read at least 60 CWPM with 4 or fewer errors on three consecutive timed readings.
3. Given a second grade basal, Hannah will orally read at least 70 CWPM with 3 or fewer errors on three consecutive timed readings and when given a third grade basal, Hannah will orally read at least 50 CWPM with 5 or fewer errors on three consecutive timed readings.

SAMPLE #52

Related subject: Mathematics
Age group: Primary/Elementary Developmental, Ages 6–11

Present Levels of Performance
Treshawn is currently learning to skip count (count by some number to a sum 10 times greater than that number). He can skip count by 2s, 5s, and 10s without error.

Goal
Given numerals 1–10, Treshawn will skip count up to the x 10 position for each numeral in 20 seconds or less.

Objectives

1. Treshawn will skip count by 3s and 9s without errors.
2. Treshawn will skip count by 4s and 8s without errors.
3. Treshawn will skip count by 6s and 7s without errors.

SAMPLE #53

Related subject: Written Language
Age group: Primary/Elementary Developmental, Ages 6–11

Present Levels of Performance
When writing, Jamie has many great ideas but he does not correctly use capitals at the beginning of each sentence and appropriate end punctuation for each sentence.

Goal
Whenever Jamie completes written assignments, he will begin each sentence with a capital letter and end each sentence with appropriate punctuation.

Objectives

1. Jamie will write 5 sentences that begin with a capital letter and end with a period or question mark every day for five consecutive days.
2. When asked to write a paragraph of 3–5 sentences, Jamie will begin each sentence with a capital letter and end each sentence with appropriate punctuation.
3. When asked to write an essay with at least 3 paragraphs, Jamie will begin each sentence with a capital letter and end each sentence with appropriate punctuation.

SAMPLE #54

Related subject: Access to General Curriculum
Age group: Middle School/High School/Post School Developmental, Ages 12–18

Present Levels of Performance
Tracy is an 8th grader who is unable to identify and/or locate most of the 50 states on a map of the United States. She is able to correctly locate California and Oregon.

Goal
Given a map of the United States with the states outlined but not named, Tracy will correctly write in the names of all 50 states.

Objectives

1. Given a map of the United States with the states outlined but not named, Tracy will correctly write in the names of the Pacific coast states (California, Washington, Oregon), the Rocky Mountain states (Colorado, Idaho, Montana, Nevada, Utah, Wyoming) plus Alaska and Hawaii.
2. Given a map of the United States with the states outlined but not named, Tracy will correctly write in the names of the Southwestern states (Arizona, New Mexico, Oklahoma, Texas), the New England states (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont) and the Middle Atlantic states (New Jersey, New York, and Pennsylvania).
3. Given a map of the United States with the states outlined but not named, Tracy will correctly write in the names of the Southern states (Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia).
4. Given a map of the United States with the states outlined but not named, Tracy will correctly write in the names of the Midwestern states (Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin).

SAMPLE #55

Related subject: Physical
Age group: Early Childhood/Preschool Developmental, Ages 0–5

Present Levels of Performance
Susan is a 5 year old Kindergartner. She is able to balance and stand on her right foot for 8 seconds at a time. She is not able to balance and stand on her left foot without falling.

Goal
Susan will independently be able to stand on her left foot for 8 seconds and retain her balance without falling.

Objectives

1. Susan will use a balance bar to hold onto while she balances on her left foot for 3 seconds.
2. Susan will independently balance on her left foot for 3 seconds without falling.
3. Susan will independently balance on her left foot for 5 seconds without falling.

SAMPLE #56

Related subject: Physical; Special Education Curriculum
Age group: Primary/Elementary Developmental, Ages 6–11

Present Levels of Performance
Leticia can use a spoon to feed herself independently. She needs assistance to use a fork and knife to cut large pieces of food, such as meat, that cannot be cut with a spoon.

Goal
Given a fork and a knife, and food on a dish, Leticia will be able use fork and knife successfully to cut large pieces of food into smaller pieces and place food into her mouth without dropping the food. She will do this independently.

Objectives

1. Given a fork, a plate and a piece of meat already precut, Leticia will grasp the fork with her dominant hand, spear the food with the fork and put the food in her mouth without assistance.
2. Given a fork, knife, a dish and food, Leticia will grasp the fork with her non-dominant hand, spear the food with the fork, grasp the knife with her dominant hand, place the knife on food and cut through food without assistance.
3. Given a fork, a knife, a dish and food, Leticia will grasp the fork with her non-dominant hand and spear the food with the fork, grasp the knife with her dominant hand, place the knife on food, cut through food, put the knife on the side of the plate, grasp fork with her dominant hand and transfer the food to her mouth without assistance.

SAMPLE #57

Related subject: Written Language; Vocational & Pre-vocational
Age group: Middle School/High School/Post School Developmental, Ages 12–18

Present Levels of Performance
Jeffery is a high school senior who has difficulty recognizing and correcting spelling and grammar errors in his writing. As part of his transition plan, he is working on completing job applications, his resume and cover/thank you letters. He typically has 5 or more errors present in each such written document after he has completed multiple drafts and proofreading.

Goal
Jeffery will accurately complete job applications, his resume, and cover letters or thank you letters with correct spelling and grammar.

Objectives

1. Given a blank job application to complete, Jeffery will use a cue card which contains his personal information, list of references, and previous experience to complete the application without errors.
2. Given a job application scenario, Jeffery will use a computer and its spell checking and grammar checking features to compose a cover letter and a thank you letter with two or fewer errors.
3. Jeffery will use his job application cue card and a computer and its spell checking and grammar checking features to create a resume with no errors.

SAMPLE #58

Related subject: Written Language
Age group: Primary/Elementary Developmental, Ages 6–11

Present Levels of Performance
Michael can identify all 26 letters of the alphabet when shown a single letter randomly. He can write 7 letters correctly which are the letters in his name. Michael cannot produce the other 19 letters of the alphabet correctly.

Goal
Given each letter of the alphabet randomly, Michael will write the letter with correct line placement in 4 out of 5 consecutive trials on 3 occasions.

Objectives

1. Given the letters B, D, F, G, and J, Michael will write each letter with correct line placement in 4 out of 5 consecutive trials.
2. Given the letters K, N, O, P and Q, Michael will write each letter with correct line placement in 4 out of 5 consecutive trials.
3. Given the letters R, S, T, U, and V, Michael will write each letter with correct line placement in 4 out of 5 consecutive trials.
4. Given the letters W, X, Y, and Z, Michael will write each letter with correct line placement in 4 out of 5 consecutive trials.

SAMPLE #59

Related subject: Special Education Curriculum
Age group: Primary/Elementary Developmental, Ages 6–11

Present Levels of Performance
Jessica comes to school without brushing her teeth, washing her face and brushing her hair because she is left alone to get ready in the morning for school. She can physically perform the tasks after they are modeled for her and with practice.

Goal
Jessica will come to school with her teeth brushed, her face washed and her hair brushed daily.

Objectives

1. At school, Jessica will demonstrate that she can brush her teeth without assistance or a model on 5 out of 5 trials.
2. At school, Jessica will demonstrate that she can wash her face and brush her hair without assistance or a model on 5 out of 5 trials.
3. At school, Jessica will demonstrate that she can brush her teeth, wash her face and brush her hair without assistance or a model on 5 out of 5 trials.

SAMPLE #60

Related subject: Special Education Curriculum
Age group: Middle School/High School/Post School Developmental, Ages 12–18

Present Levels of Performance
Barry is unable to independently use his electric razor to shave. Barry does know what the electric razor looks like and can retrieve it on verbal request.

Goal
Barry will independently locate his electric razor, plug it in, turn it on, and shave his chin and cheeks with no more than one verbal prompt.

Objectives

1. Barry will practice plugging in his razor to the wall outlet upon verbal request. Next Barry will turn on his razor upon verbal request. Finally, Barry will practice shaving his cheeks and chin with physical assistance. Barry will complete the plug-in and turning on razor with two or fewer verbal prompts.
2. Barry will independently plug in and turn on his electric razor when verbally prompted to shave. Barry will independently shave his cheeks and chin. Staff will provide physical assistance in showing Barry where he missed with the razor and help shave missed spots. Barry will complete this routine with no more than two prompts.
3. Barry will independently plug in and turn on his razor and shave his cheeks and chin. Barry will re-shave spots he missed with no more than one verbal prompt.

SAMPLE #61

Related subject: Vocational & Pre-vocational; Special Education Curriculum
Age group: Middle School/High School/Post School Developmental, Ages 12–18

Present Levels of Performance
Frank is unable to ride the city bus to work independently. Frank has been riding the bus to work with his roommate.

Goal
Frank will independently transport himself from home to work via city buses.

Objectives

1. Frank's job coach will make sure that Frank gets on bus 43 heading to the main station. Frank will complete this step with no more than one verbal reminder to check the bus number.
2. Frank will get on bus 43 without prompting and get off at the main bus station. He will then locate where to go to catch bus 38, the bus that will take Frank to his job. Frank will check the number on the bus to be sure that he is getting on bus 38. Frank will complete this routine with no more than one verbal reminder from his job coach.
3. Frank will get on bus 43 and transfer to bus 38 without error. Frank will be observed unobtrusively at the main station to make sure he is successful with the bus transfer.

SAMPLE #62

Related subject: Access to General Curriculum; Behavioral/Social
Age group: Middle School/High School/Post School Developmental, Ages 12–18

Present Levels of Performance
Maurice forgets classroom assignments and fails to complete his homework half of the time.

Goal
Maurice will complete all of his homework assignments, at least 3 out of 4 weeks each month.

Objectives

1. Maurice will write down all of his class assignments in his memory book immediately after they are assigned. He will do this without error every day for a week.
2. Maurice will carry his memory book with him from home to school and home again every day for a week.
3. Maurice will use his memory book to remind him of his assignments so that he completes 75% of his homework assignments 4 out of 5 days.

SAMPLE #63

Related subject: Physical
Age group: Primary/Elementary Developmental, Ages 6–11

Present Levels of Performance
Ray is unable to open a combination lock without assistance. He understands the concept of lock, but he does not have the fine motor skills to turn the dial correctly. He recognizes two-digit numbers thru 100, and knows how to close a combination lock.

Goal
When given a combination lock with a combination number, Ray will be able to dial all three numbers of his lock combination correctly and open the lock independently on 4 out of 5 trials.

Objectives

1. When given a combination lock, Ray will be able to grasp the spindle with his right hand on 4 out of 5 trials.
2. When given a combination lock, Ray will turn spindle to the correct digit of the first combination on 4 out of 5 trials.
3. When given a combination lock, Ray will be able to turn to the first and second digits of the combination correctly on 4 out of 5 trials.

SAMPLE #64

Related subject: Written Language
Age group: Middle School/High School/Post School Developmental, Ages 12–18

Present Levels of Performance
In writing a persuasive paper, Ray's writing contains 1 of the 4 critical features for persuasive writing. He correctly uses indentation, capitalization, but not punctuation.

Goal
When writing persuasive essays, Ray's writing will contain all four of the critical features for persuasive writing as well as correct indentation, capitalization and punctuation on 3 out of 3 consecutive essays.

Objectives

1. When writing a persuasive paper, Ray will begin with an opinion statement and use correct indentation, capitalization and punctuation.
2. When writing a persuasive paper, Ray will support his opinion statement with at least 3 facts and use correct indentation, capitalization and punctuation.
3. When writing a persuasive paper, Ray will finish the paper by reinstating opinion and use correct indentation, capitalization and punctuation.

SAMPLE #65

Related subject: Vocational & Pre-vocational
Age group: Middle School/High School/Post School Developmental, Ages 12–18

Present Levels of Performance
Mike is a fifteen-year-old student who is training to work in his school library for class credit.

Goal
When reminded of the above 3 daily tasks in the library, Mike will be able to work independently for the entire forty-five minute class period.

Objectives

1. Given instructions on re-shelving books, Mike will be able to work independently on this task for the first fifteen minutes of each class session.
2. Given instructions on filing papers and cards, Mike will be able to work independently on this task for the second fifteen minutes of each class session.
3. Given instructions on garbage disposal and recycling techniques, Mike will be able to work independently on this task for the final fifteen minutes of the class session.

SAMPLE #66

Related subject: Physical; Special Education Curriculum
Age group: Primary/Elementary Developmental, Ages 6–11

Present Levels of Performance
Rick enjoys playing kick ball during P.E., but he will not run the bases after he kicks the ball (the coach allows students to run all the bases instead of stopping at each one, if the students are not developmentally ready for the typical rules of kick ball). He kicks the ball and then stands there. The coach tells him to run, but when he does not move, the coach asks him to step aside for the next player to kick.

Goal
During a kick ball game, Rick will run the bases after he kicks the ball.

Objectives

1. During a kick ball game, after he kicks the ball, Rick will run the bases while holding the hand of a teammate, for 3 consecutive kick ball games.
2. During a kick ball game, after he kicks the ball, Rick will run the bases with a teammate running beside him without holding his hand, for 3 consecutive kick ball games.
3. During a kick ball game, after he kicks the ball, Rick will run the bases with a teammate running just to first base with him, for 3 consecutive kick ball games.

SAMPLE #67

Related subject: Vocational & Pre-vocational
Age group: Middle School/High School/Post School Developmental, Ages 12–18

Present Levels of Performance
Paco is a high school junior who does not know how to initiate and implement a job search.

Goal
Paco will identify 10 currently open jobs (with 100% accuracy), complete and submit an application for each (with 100% accuracy) and will participate in at least one interview.

Objectives

1. Paco will identify a list of 10 current job openings in the newspaper and 10 online that meet his interests and for which he is qualified.
2. Paco will legibly complete a sample job application with 100% accuracy.
3. Paco will participate in a mock interview with an 85% success rating in interviewer evaluation.

SAMPLE #68

Related subject: Special Education Curriculum
Age group: Middle School/High School/Post School Developmental, Ages 12–18

Present Levels of Performance
Mary is an 18-year-old student who would like to live in her own apartment after leaving the public school system at age 21. Mary can currently put a cup of water into a microwave. Given a prompt, Mary knows how to open the microwave door and set the timer for 10, 30, 60 or 90 seconds in order to heat water to the necessary temperature.

Goal
Mary will independently make hot cereal in a microwave for 4 out of 5 probes.

Objectives

1. Given a prompt, Mary will open the cupboard and take out a packet of cereal from an open box within 60 seconds for 4 out of 5 trials.
2. Having accessed a packet of cereal, Mary will independently tear open the top of the packet of cereal within 30 seconds for 4 out of 5 trials.
3. With an open packet of cereal, Mary will independently put it into a cup, add water to a marked line and microwave the cereal for 60 seconds.

SAMPLE #69

Related subject: Vocational & Pre-vocational
Age group: Middle School/High School/Post School Developmental, Ages 12–18

Present Levels of Performance
Bob is a 10th grade student who is interested in the culinary arts and would like to become a chef when he graduates from high school in two years. A well-respected chef in town has told Bob that he needs to have a food handler's card in order to gain initial work experience in a restaurant.

Goal
Bob will pass the food handler's test and earn his card by the end of the school year.

Objectives

1. Given a food handler's book and study guide, Bob will use the book to answer 18 out of 20 questions accurately.
2. Given visual cues in the school's kitchen, Bob will accurately answer questions about personal hygiene, food temperature and food storage.
3. Given a sample food handler's test, Bob will answer 18 out of 20 questions accurately.

SAMPLE #70

Related subject: Special Education Curriculum
Age group: Middle School/High School/Post School Developmental, Ages 12–18

Present Levels of Performance
Cassidy is a junior in high school who would like to attend the local community college when she graduates. Cassidy is a shy student who expresses concern at going to a new campus, meeting new people, and being able to find the buildings and the rooms that she will need to go to on campus.

Goal
Cassidy will independently visit the community college campus by the end of the year.

Objectives

1. Given an opportunity from her family or a high school field trip, Cassidy will attend a campus tour of the local community college.
2. Given a map of the community college campus, Cassidy will identify the main services (e.g., registrar, cafeteria, student services office, financial aid office, career counseling office, etc.) and main buildings that she would most likely use.
3. With a family member or friend, Cassidy will go to the campus and walk to the offices and buildings that she has identified on the campus map.

SAMPLE #71

Related subject: Behavioral/Social; Special Education Curriculum
Age group: Primary/Elementary Developmental, Ages 6–11

Present Levels of Performance
Sam is a 15 year old. Sam does not know any activities he can engage in during free time in school or in the community. Currently, his interests are to eat and to sleep.

Goal
Sam will initiate leisure activities at school and in the community on a weekly basis.

Objectives

1. Sam will be taught at least one new leisure activity in his classroom each week for ten weeks.
2. With his class, Sam will participate in leisure activities in the community twice a month for 3 months.
3. Independently, Sam will choose at least one leisure activity in the community each week and one leisure activity at school each day for 3 months.

SAMPLE #72

Related subject: Written Language; Vocational & Pre-vocational; Special Education Curriculum
Age group: Primary/Elementary Developmental, Ages 6–11; Middle School/High School/Post School Developmental, Ages 12–18

Present Levels of Performance
Hank does not write down phone messages that are left at his place of employment. Often Hank hangs up the phone without listening to a call from a stranger because he is confused about how to take a message. Hank writes all his letters and numbers when his teacher dictates them, but he has not learned to spell.

Goal
Hank will record brief messages limited to name and phone number with no errors at his place of employment.

Objectives

1. Hank will locate writing materials both at school and at his job to use in recording a message.
2. In his classroom at school and using practice phones, Hank will ask the caller to spell out his/her name and ask for a phone number. Hank will record the name with two or fewer recorded letter errors and record the number with no errors.
3. At his job site, Hank will record the name and phone number of the caller during prearranged calls from his teacher with no more than one letter error and no number errors.

SAMPLE #73

Related subject: Written Language
Age group: Middle School/High School/Post School Developmental, Ages 12–18

Present Levels of Performance
Karen is a senior in high school. Karen types words dictated from an 8th grade list with 90% accuracy. Keyboarding is very time consuming and laborious for her. Karen has not been able to write letters of inquiry or correspond in writing with employers. Karen has excellent diction and uses well constructed sentences when she speaks. Karen uses a computer and spell checks regularly.

Goal
Karen will write a letter of inquiry to an employer using a speech-to-print assistive technology program.

Objectives

1. Karen will copy a twenty item handwritten grocery list using speech to print assistive technology (Dragon Naturally Speaking) and a spell check with no spelling errors.
2. Karen will read nine out of ten printed sentences into a new printed document using speech-to-print assistive technology without error. Sentences will begin with a capital letter and end with the proper punctuation mark and be spaced one line apart in her document.
3. Karen will construct a paragraph on a subject of her choosing which contains at least five sentences. The paragraph will be indented. Sentences will begin with a capital letter and end with the proper punctuation. The paragraphs will be checked by spell check and contain no spelling errors.

SAMPLE #74

Related subject: Access to General Curriculum; Reading
Age group: Primary/Elementary Developmental, Ages 6–11; Middle School/High School/Post School Developmental, Ages 12–18

Present Levels of Performance
Jason currently completes the reading assignments in his science textbook and answers chapter questions independently 25% of the time, with 50% accuracy on written portions.

Goal
Given a full chapter from his science textbook, Jason will read the chapter at home and answer all of the chapter questions with 90% accuracy.

Objectives

1. Given a 250 word passage taken from his science textbook, Jason will read the passage in class and answer the even numbered chapter questions with 75% accuracy.
2. Given a full chapter from his science textbook, Jason will read the chapter in class and answer the even numbered chapter questions with 80% accuracy.
3. Given a full chapter from his science textbook, Jason will read the chapter at home and answer the even numbered chapter questions with 80% accuracy.

SAMPLE #75

Related subject: Access to General Curriculum
Age group: Primary/Elementary Developmental, Ages 6–11

Present Levels of Performance
Erika is observed singing with peers in music class less than 10% of the time. She either sits in the corner or lies on the floor, and has been observed crying and/or pinching herself in 13 of 17 music classes this year. The two days these behaviors were not observed, the music teacher had allowed Erica to put cotton balls in her ears to muffle the volume of noise in the room.

Goal
Given the opportunity to keep cotton balls in her ears to decrease the volume of the group, Erika will participate in music class 75% of the time.

Objectives

1. Given the opportunity to keep cotton balls in her ears, Erika will sit in music class while her peers are singing, within 2 feet of the group.
2. Given the opportunity to keep cotton balls in her ears, Erika will sit in music class, within 2 feet of the group, participating in either singing or tapping the beat on a drum 50% of the time.
3. Given the opportunity to keep cotton balls in her ears, Erika will sit in music class, within 2 feet of the group, participating in the same activity as the group 75% of the time.

Note:

[1] *Doug C. v. State of Hawaii Department of Education*, 720 F. 3d 1038 (9th Cir. 2013).

GO BACK

Note:

[2] As said earlier, short-term objectives are still required for those students who are assessed against alternate rather than grade-level standards. Those students constitute roughly 10% of the students who have IEPs.

GO BACK

Note:
[3] *Florence Co. Sch.Dist. Four v. Carter*, 510 U.S. 7 (1993)

GO BACK

This goal is NOT MEASURABLE.

Why? Goal does not specify how Adrianne will identify the word endings (circle, underline, read orally). The word "identify" is vague.

BACK TO EXERCISES

This goal is MEASURABLE.

Why? The goal of reading a 200 word passage at 95 wpm with no more than 2 errors is clear and specific. The measuring components (story length, reading rate, number of errors) are objective observations.

BACK TO EXERCISES

This goal is NOT MEASURABLE.

Why? Appropriate behaviors are not defined. How does one measure 75% of the time?

BACK TO EXERCISES

This goal is NOT MEASURABLE.

Why? Is Casey expected to multiply AND divide each fraction problem? What kind of fraction problems (simple fractions, improper fractions, mixed fractions) will Casey be given?

BACK TO EXERCISES

This goal is NOT MEASURABLE.

Why? What are appropriate questions?

BACK TO EXERCISES

This goal is MEASURABLE.

Why? The goal objectives are clearly stated (depict 10 data sets as two graph types) and can be objectively observed for a 9 out of 10 success rate.

BACK TO EXERCISES

This goal is MEASURABLE.

Why? The goal is specific; Wilson will write words on paper within 1 minute of oral direction. The goal can be observed and objectively measured; Wilson will accomplish the goal 8 out of 10 times in a two week period.

BACK TO EXERCISES

This goal is NOT MEASURABLE.

Why? The skill is not specified, there is no measurable action, and it is not possible to measure 80% accuracy of skills such as initiating a conversation, participating in turn taking, and recognizing positive social interactions.

BACK TO EXERCISES

This goal is NOT MEASURABLE.

Why? What aspects of writing a creative story will be measured for accuracy?

BACK TO EXERCISES

This goal is MEASURABLE.

Why? The goal is specific; writing sentences with subject, verb, adjective, adverb on a given topic. The goal of writing 10 complete sentences when given a topic can be observed and objectively measured.

BACK TO EXERCISES

Exercise #1: Sample Answers

Katie

NEED #1: Katie needs to learn a nonverbal communication system, such as a Picture Communication System (PECS), to use until her own verbal language becomes intelligible.

Annual Goal:
Given access to and instruction in using a Picture Communication System, Katie will always use the system independently to request items that she wants.

Short-Term Objectives:

1. When one person physically prompts Katie to pick up a PECS card of a preferred snack and a second person holds out the preferred snack, Katie will pick up the PECS card and offer to exchange the card for the snack in 4 out of 5 trials.
2. Without physical prompting, Katie will pick up a PECS card of a preferred snack or toy from the table and hand it to an adult who will then hand Katie the corresponding item. Katie will do this without hesitation on 4 out of 5 trials.
3. When verbally prompted by the words "What do you want?", Katie will pick up a PECS card of an item she wants and hand it to an adult who will then hand Katie the corresponding item. Katie will do this without hesitation on 4 out of 5 trials.

NEED #2: Katie needs to learn to play with other children.

Annual Goal:
When approached by another child who wants to play with her, Katie will always either engage in play with that child without hitting or screaming or will quietly move away from the child.

Short-Term Objectives:

1. When another person (adult or child) enters Katie's play space at her level (e.g., sitting on the floor with Katie) and plays with toys similar to Katie's (not the ones Katie is playing with), Katie will never hit or scream.
2. When another person (adult or child) enters Katie's play space at her level (e.g., sitting on the floor with Katie) and plays with any toy in the area other than the one Katie is currently playing with, Katie will never hit or scream.
3. When another person (adult or child) enters Katie's play space and asks to play with her, Katie will never hit or scream. She will either nod "yes" and allow the person to play with her, or she will shake her head "no" and quietly leave the play space.

BACK TO EXERCISES

Exercise #2: Sample Answers

Isaiah

NEED #1: Isaiah needs to learn an efficient method of writing.

Annual Goal:
Given a writing assignment, Isaiah will use a computer with word processing software to complete the assignment on the computer. Isaiah will correctly follow the directions for the assignment (e.g., length of assignment, topic, etc.) and will print out the assignment when it is completed.

Short-Term Objectives:

1. Isaiah will demonstrate keyboarding skills by typing on a computer keyboard at a rate of 20 words per minute with no more than 2 errors.
2. Isaiah will correctly use a word processing program to format written assignments, enter text, cut and paste text, save text, and print text.
3. Isaiah will use the spell-checking feature of a word processing program to check and correct all spelling errors in his typed assignments.

NEED #2: Isaiah needs to learn to spell.

Annual Goal:
Isaiah will spell one-syllable words that are phonetically regular and the 50 most common sight words with 90% accuracy on any written assignment.

Short-Term Objectives:

1. Isaiah will spell cvc (e.g., hop) and cvce (e.g., hope) with 90% accuracy on any written assignment.
2. Isaiah will spell phonetically regular words that begin and/or end with blends and/or digraphs (e.g., stump, stretch) with 90% accuracy on any written assignment.
3. Isaiah will spell any randomly chosen 10 sight words from a list of the 50 most common sight words with 90% accuracy on 4 of 5 trials.

BACK TO EXERCISES

Exercise #3: Sample Answers

Leilani

NEED #1: Leilani needs to learn the meanings of vocabulary words used in her science and social studies textbooks.

Annual Goal:
When given a list of 20 vocabulary words from either her science or her social studies textbook, Leilani will provide a brief, written definition for each word and use each word in a sentence with no more than 2 errors on 4 of 5 trials.

Short-Term Objectives:

1. When given a list of 10 vocabulary words from her science textbook and 10 vocabulary words from her social studies textbook, Leilani will look up each word in the textbook's glossary and write the word and its definition on lined paper with 100% accuracy on 4 of 5 trials.
2. When given a list of 10 vocabulary words from either her science textbook or her social studies textbook and the definitions of the words in mixed order, Leilani will match each word with its definition with 100% accuracy on 4 of 5 trials.
3. When given a list of 10 vocabulary words from either her science textbook or her social studies textbook and access to the definitions of the words, Leilani will write a sentence for each word which correctly demonstrates the meaning of the word in 4 of 5 trials.

NEED #2: Leilani needs to learn to answer inferential questions.

Annual Goal:
Given 5 inferential questions related to a reading assignment in science or social studies, Leilani will correctly answer each question and verbally explain the reasoning behind her answers based on the information provided in the reading assignment on 4 of 5 trials.

Short-Term Objectives:

1. Given a mix of literal and inferential questions based on a reading assignment in science or social studies, Leilani will correctly identify each question as either literal (the information is right there in the text) or inferential (the information is not right there in the text and Leilani must think and search for information on which to base an inferential answer.)
2. Given a printed copy of a reading assignment in science or social studies and 5 numbered inferential questions, Leilani will highlight the information in the text which supports her answers to each question, number the highlighted information to match the question number. and answer each question verbally with 80% accuracy on 4 of 5 trials.
3. Given a reading assignment in science or social studies and a mix of 10 literal and inferential questions, Leilani will answer each question in writing with 80% accuracy and verbally support her answers with information from the text if asked on 4 of 5 trials.

BACK TO EXERCISES

Exercise #4: Sample Answers

Theo

NEED #1: Theo needs to complete and turn in all homework assignments.

Annual Goal:
Given a written list of his weekly assignments in each of his classes, Theo will always complete and turn in all assignments by the end of each week.

Short-Term Objectives:

1. Given a written list of his weekly assignments in each of his classes, Theo will complete and turn in at least 50% of his assignments by the end of each week for 8 out of 10 weeks.
2. Given a written list of his weekly assignments in each of his classes, Theo will complete and turn in at least 75% of his assignments by the end of each week for 8 out of 10 weeks.
3. Given a written list of his weekly assignments in each of his classes, Theo will complete and turn in at least 90% of his assignments by the end of each week for 8 out of 10 weeks.

NEED #2: Theo needs to behave in a way that does not disrupt his teachers and other students in his classes.

Annual Goal:
In all his classes, Theo will participate in all small group activities without arguing, will listen quietly during lectures, and will make no taunting comments to his peers.

Short-Term Objectives:

1. Given an assignment to complete with a small group of his peers, Theo will work with the group without arguing 9 out of 10 times.
2. When any teacher is lecturing in any of his classes, Theo will listen to the lecture without talking 9 out of 10 times.
3. Regardless of what answers his peers give to questions in his classes, Theo will never taunt his peers for their answers.

BACK TO EXERCISES

Exercise #5: Sample Answers

Danica

NEED #1: Danica needs to learn to use the public transportation system in her city.

Annual Goal:
Given bus tokens and a known destination in her city (her home, school, the public library, etc.), Danica will use the printed bus guide to determine which bus or buses she needs to take to reach the destination, and she will determine what time she needs to meet each bus to arrive at her destination at a specified time. She will successfully get on the first bus, make any needed transfers, and arrive at her destination at the proscribed time.

Short-Term Objectives:

1. When accompanied by an adult, Danica will get on a city bus, hand her bus token to the driver, and find a seat on the bus. When prompted to signal that she needs to depart the bus, Danica will pull the cord to let the driver know she wants to get off the bus, and she will wait until the bus stops to stand up and walk to the rear door of the bus and get off the bus.
2. Danica will demonstrate that she can use the printed bus guide by locating the street she wants to travel to, find the bus route that will take her there, note the bus number, and indicate the nearest time (to whenever this objective is measured) that she could get that particular bus.
3. When given a starting and an ending location for a bus route, Danica will use the printed bus guide to find the correctly numbered bus she would ride, and she will determine how long it would take her to reach the ending location.

NEED #2: Danica needs to learn about "stranger danger."

Annual Goal:
In any public situation, Danica will discriminate between "safe people" and "strangers" and will avoid beginning or engaging in conversations with strangers. If the stranger initiates the conversation, Danica will use one of the strategies she has learned to avoid talking with the stranger.

Short-Term Objectives:

1. a. Given a list of types of people (e.g., police officer, adult she knows, a stranger, a familiar teacher), Danica will name which of these people would be safe for her to talk with.
2. When various scenarios are described to Danica (such as a stranger sitting next to her on the bus and trying to talk with her), Danica will verbally explain what she would do in the situation to discourage the stranger from talking with her (such as put on headphones or turn her head and stare out the bus window).
3. When approached by a confederate (an adult unknown to Danica who has been asked to walk up to Danica and try to engage her in conversation), Danica will turn away from the confederate when approached and will walk away.

BACK TO EXERCISES