LEGALLY DEFENSIBLE IEP GOALS

Sixth Annual Conference on Best Practices for Nonpublic Special Education Programs
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ARE WE ALL HERE?
WHERE DO MY GOALS GO?
ARE WE READY TO STAPLE OUR PARTS TOGETHER?
WHO'S GOING TO TELL THE PARENTS WHAT WE DECIDED?

EXTREME TEAM

ARE WE AGREED ON THESE COMMON GOALS?
LET'S WRAP IT UP BY REVIEWING ACCOMPLISHMENTS AND PROCESSING.
I'LL SHARE THIS WITH THE REST OF MY FAMILY:

AT OUR NEXT MEETING, LET'S CONTINUE WITH OUR ADAPTATION PLANNING.
JOAN, THANKS FOR BRINGING SNACKS!

DREAM TEAM
GOALS AND OBJECTIVES

IEP means a written statement for a child with a disability that must include, among other things:

1. A statement of the child’s present levels of academic achievement and functional performance;

2. A statement of measurable annual goals, including academic and functional goals designed to:
   a. enable the child to make progress in general education curriculum; and
   b. meet each of the child’s other educational needs that result from the child’s disability.
GOALS AND OBJECTIVES (cont.)

The IEP must include:

3. A description of benchmarks or short-term objectives;
4. A description of how the child’s progress toward meeting the annual goals will be measured;
5. When periodic progress reports on the annual goals will be provided.

34 CFR 300.320(a)
GOALS AND OBJECTIVES (cont.)

Beginning not later than the first IEP to be in effect when the student turns 14.5, the IEP must include appropriate, postsecondary measurable goals, based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills.

34 CFR 300.320(b)
GENERAL CONSIDERATIONS FOR GOALS AND OBJECTIVES:

1) Goals should be specifically directed to identified skill deficits/needs stemming from a student’s disability and should be objectively measurable.

- Short-term objectives are developed based on a logical breakdown of the major components of the annual goals, and they can serve as milestones for measuring progress toward meeting the goals. The objectives should be written in a sequential order that reflects a progression through the various skills needed to meet the annual goals and permit monitoring of progress throughout the year. Appendix A to 34 CFR Part 300.
GENERAL CONSIDERATIONS FOR GOALS AND OBJECTIVES:

2) Present Levels of Performance should provide information that specifically relates to the goals and objectives and should allow for direct comparison of progress.

- The goal of this requirement is to permit the IEP team to determine whether the pupil is making progress in an area of need. Los Angeles Unified Sch. Dist., 110 LRP 34448 (SEA CA 2010).
- The failure to monitor a student’s progress toward IEP goals can amount to a denial of FAPE. See, Pueblo Sch. Dist. 60, 110 LRP 7284 (SEA CO 10/16/09).
GENERAL CONSIDERATIONS FOR GOALS AND OBJECTIVES:

3) A goal should be written for what the team expects the student to achieve within a year, so that the same goal is not repeated year to year.

- Annual goals are statements that describe what a child with a disability can reasonably be expected to accomplish within a 12-month period, in the child’s special education program. Letter to Butler, 213 IDELR 118 (OSERS 1988); Notice of Interpretation, Appendix A to 34 CFR Part 300, Question 4 (1999 regulations).
GENERAL CONSIDERATIONS FOR GOALS AND OBJECTIVES:

3) (continued):

• A student’s failure to make measurable progress towards goals, and the team’s repeating IEP goals the student has still not mastered, can be evidence that the district’s IEP is flawed. County Sch. Bd. Of Henrico County v. R.T., 45 IDELR 274 (E.D. Va. 2006).
GENERAL CONSIDERATIONS FOR GOALS AND OBJECTIVES:

4) The parent should know what skill acquisition/improvement is expected from the student at the end of the IEP year.

• Because the goals in the child’s IEP were expressed in subjective and inexact terms such as “to increase participation,” and “to increase compliance,” the team could not make an objective analysis of whether the child was making progress toward his goals and objectives. Anchorage Sch. Dist., 51 IDELR 230 (SEA AK 2008).
4) (continued):

- A child’s annual goals were not measurable because they contained phrases such as “will spontaneously,” “with little prompting,” “with some attention/supervision,” “easy/familiar task,” “difficult/novel task,” and other undefined terms. Pueblo Sch. Dist. 60, 110 LRP 7284 (SEA CO 10/16/09).
GENERAL CONSIDERATIONS FOR GOALS AND OBJECTIVES:

5) The staff member should know how to implement it from the face of the goal.
   • Under that test, an IEP goal is appropriate if a person unfamiliar with the IEP would be able to implement the goal, implement the assessment of the student’s progress on the goal, and determine whether the student’s progress was satisfactory. Mason City Cmty. Sch. Dist., 46 IDELR 148 (SEA IA 2006).
GENERAL CONSIDERATIONS FOR GOALS AND OBJECTIVES:

6) Each IEP goal should correspond with services or identified instruction. Conversely, there should not be direct service minutes without a corresponding goal.
7) The FAPE standard is satisfied when the IEP was reasonably calculated to provide educational benefit, determined prospectively.
ILLUSTRATIVE CASES

T.G. v. Midland Sch. Dist. 7 (C.D. Ill. 2012):

- Reading comprehension goal was not properly written because it did not require student to actually read, but merely to listen to a story and answer questions about it.

- Writing goal in which teacher evaluated student progress on a numerical scale was acceptable. Writing is measured qualitatively and teacher may subjectively evaluate progress.

- Parents’ “active and influential” involvement in developing IEP is an important factor in determining its appropriateness.
ILLUSTRATIVE CASES


• Goal to identify upper and lower case alphabet letters, measured by percentage correctly identified, failed to provide measurable standard where there was no indication of how many letters student could identify at beginning of school year.

• Goal to respond to questions when read a story did not help student learn to read, contained no baseline percentage, goal percentage or criteria for the questions and answers.

• Objectives to (a) add and subtract numbers to 10 with 40% accuracy first trimester, (b) up to 15 with 60% accuracy second trimester and (c) up to 20 with 80% accuracy third trimester did not link success or failure in previous trimesters.
ILLUSTRATIVE CASES


• Student with IQ of 142 had LD in written language and reading and failed writing portion of state test repeatedly. When student could not complete a college application, parents unilaterally placed him in specialized school.

• Goals were not individualized, but were the same goals for all non-special education student who wanted to attend college: take general ed coursework; pass courses at 70%; pass state tests.

• Same goals year after year contributed to insufficient transition plan.

• IEP team did not consider functional skills for written language LD such as preparing lists, writing messages.
Mrs. Snippet had long thought I.E.P. stood for "incredibly excessive paperwork."

No, it’s "individual education program."

You’re kidding!
ILLUSTRATIVE CASES

Strongsville City Sch. Dist., 59 IDELR 176 (SEA OH 2012):

• Education and training goal is not stated in measurable terms—"would like to" is not a measurable term.

• Employment goal does not mention type of employment.

• Transition assessment data is minimal.

• "The student will understand that the use of time is one way to communicate to others and that people often have a negative perception of those who are not able to judge time and its use by turning in 90% of all assignments quarterly."
ILLUSTRATIVE CASES

Bridges v. Spartanburg County Sch. Dist. Two, 57 IDELR 128 (D.S.C. 2011):

• Despite that goals were not written in optimal manner, student made dramatic improvement. He therefore received a FAPE and parents were denied reimbursement for private reading programs.

• Inclusion of teacher observation does not, in and of itself, make for an ineffective IEP.

• Goal percentages were generally tied to discrete tasks, such as completing a specific math task and this was sufficiently measurable to gauge progress.

• “Student to master certain math tasks with 70% accuracy at a seventh grade level.”
ILLUSTRATIVE CASES


• Slow progress does not necessarily mean a student did not receive FAPE, especially when the student is severely disabled.

• IEP appropriate where majority of goals were clearly revised or at least expanded after student achieved the previous year’s expectations.

• Appropriate progress does not equate to achievement of each and every IEP goal.

• Reasonableness of IEP is not assessed in hindsight, but according to information available to team at the time the IEP was drafted.
ILLUSTRATIVE CASES

In re: Student with a Disability, 50 IDELR 236 (SEA NY 2008):

- Present level that student has “delays in fine motor coordination” is insufficient because it fails to provide his current level of ability and how his impairment affects his ability to complete school-based fine motor activities.

- Likewise, stating that student’s “weak” expressive language skills affect his ability to interact appropriately in class does not describe how he functionally communicates, his level of difficulty, or the level of assistance he needs.

- Stating that math skills are at a Pre-K level does not provide specific information about what math skills student possesses.

- IEP goals were not specific and were not measureable without evaluation criteria and procedures.

- Goals were presented at meeting as what the District would offer, not as drafts.
ILLUSTRATIVE CASES

M. H. v. N.Y. City Dep’t of Ed., 2012 WL 2477649 (2nd Cir. 2012):

• Short-term goals were unattainable. Student would not be able to distinguish fact and fiction and predict outcomes when currently reading one word at a time.

• Goals insufficiently individualized; taken from grade level goals.

• Vast majority of objectives lacked evaluation procedures. “Teacher observation” insufficient.
WHAT ARE YOU DOING WITH OUR STUDENT DATA?

WHEN I STARTED, IT WAS RAW DATA. IT'S STILL NOT DONE.

STUDENT DATA IS EXTREMELY VALUABLE—BUT NOT IF IT'S HALF-BAKED.
ILLUSTRATIVE CASES


• Mere fact that IEP goals are continued or IEP does not change significantly does not mean IEP not reasonably calculated to confer benefit, but if student makes no progress under the IEP the propriety of an identical IEP the next year is questionable.
ILLUSTRATIVE CASES

James D. v. Board of Educ. Of Aptakisic-Tripp CCSD No. 102 (cont.):

• Court held objectives to be specific and capable of measurement:

  Goal: Student will improve reading skills and read with understanding from her current level by completing the following objectives:

  Objective: a) when reading independently student will decode a variety of reading materials at her current instructional level 8 of 10 times she is assessed.
SAMPLE GOAL 1

Present Level of Academic Achievement and Functional Performance Data:
Jane’s reading skills are at the 2.0 grade level.

Annual Goal: Improve reading comprehension, fluency and decoding skills.

<table>
<thead>
<tr>
<th>Short-Term Instructional Objectives</th>
<th>Evaluation Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Increase vocabulary word knowledge with 100% accuracy.</td>
<td>Data charts</td>
</tr>
<tr>
<td>2. Improve word per minute (fluency) using trials.</td>
<td>Data charts</td>
</tr>
<tr>
<td>3. Improve sight word vocabulary using trials.</td>
<td>Data charts</td>
</tr>
</tbody>
</table>
SAMPLE GOAL 1

COMMENTS:
• The present level does not give substantive information that relates to the objectives. We have no idea of the present level for any objective and cannot measure progress.
• Need a present level and a rate of improvement for each skill. How many vocabulary words does student know? How many more will she learn? How many words per minute does Jane read now? What is appropriate improvement in a year?
SAMPLE GOAL 2

Present Level of Academic Achievement and Functional Performance Data:

Elizabeth’s receptive language skills are delayed for her age. Difficulties are noted with following novel 2+ step directions and answering questions. As the level of complexity of language presented increases, Elizabeth shows difficulty with comprehension.

Annual Goal: Elizabeth will increase ability to listen effectively in a variety of school settings.

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<thead>
<tr>
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<tbody>
<tr>
<td>1. Elizabeth will demonstrate understanding of basic concepts (spatial, temporal, qualitative, quantitative) during structured language activities given minimal cues with 80% accuracy.</td>
<td>Data charts</td>
</tr>
<tr>
<td>2. Elizabeth will understand and correctly respond to a variety of wh- questions (who, what, when, where, why) in structured and unstructured environments given moderate cues with 80% accuracy.</td>
<td>Data charts</td>
</tr>
<tr>
<td>3. Elizabeth will correctly follow 2-3 step routine and non-routine directions in structured and unstructured environments given moderate cues with 80% accuracy.</td>
<td>Data charts</td>
</tr>
</tbody>
</table>
SAMPLE GOAL 2

- Present level provides no substantive information about language skills, other than they are delayed.
- Objectives combine literal and inferential questions, structured and unstructured, routine and non-routine, rather than breaking these out.
- What are minimal and moderate cues?
- Should same level of accuracy be expected for all skills?
- Data charts will be extensive.
SAMPLE GOAL 2

Suggested Present Level of Academic Achievement and Functional Performance Data:
Elizabeth can answer literal who, what, when, and where questions with 60% accuracy in a structured therapy session with 3 or less cues. She can answer why questions correctly 40% of the time. She can follow one step directions, but only follows the last instruction when given two or more step directions. She knows the preposition under, but no other spatial concepts.
**Suggested Annual Goal:**

Elizabeth will answer literal Wh questions with 85% accuracy and inferential why questions at 60% by the end of the IEP year.

**Objective 1:** Given a paragraph length story, Elizabeth will answer literal who, what, when, and where questions at 75% with 2 or less cues.

**Objective 2:** Given a paragraph length story, Elizabeth will answer literal who, what, when, and where questions at 85% accuracy.

**Objective 3:** Given a paragraph length story, Elizabeth will answer why questions at 60% with 3 or less cues.

**Objective 4:** Given a paragraph length story, Elizabeth will answer why questions at 60% without cues.
SAMPLE GOAL 2

Suggested Annual Goal:

Elizabeth will demonstrate understanding of prepositions “on top”, “beside”, “in between”, “inside” and “outside” as measured by the following objectives:

Objective 1: Elizabeth will choose the picture that illustrates the position “on top”, “beside”, “in between”, “inside” and “outside” with 70% accuracy.

Objective 2: Elizabeth will choose the picture that illustrates the position “on top”, “beside”, “in between”, “inside” and “outside” with 80% accuracy.

Objective 3: Elizabeth will place one object, on top of, beside, in between, inside and outside other objects as directed with 70% accuracy.

Objective 4: Elizabeth will place one object, on top of, beside, in between, inside and outside other objects as directed with 80% accuracy.
SAMPLE GOAL 2

Suggested Annual Goal:

Elizabeth will follow two step related directions with 90% accuracy.

Objective 1: Elizabeth will repeat the first part of a two step direction with 70% accuracy.

Objective 2: Elizabeth will follow 2 step directions that are related with 70% accuracy with 2 or less prompts.

Objective 3: Elizabeth will follow 2 step directions that are related with 80% accuracy.

Objective 4: Elizabeth will follow 2 step directions that are related with 90% accuracy.
**SAMPLE GOAL 3**

**Present Level of Academic Achievement and Functional Performance Data:**
Bob is entering his sophomore year. He would like to attend college after high school. He may be interested in a career involving computers.

**Annual Goal:** Bob will improve his knowledge of post-secondary educational and/or career opportunities.

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<tbody>
<tr>
<td>1. Bob will identify areas of interest and determine his strengths and weaknesses.</td>
<td>Interest inventory</td>
</tr>
<tr>
<td>2. Bob will take appropriate coursework and utilize high school resources.</td>
<td>Student report of use of resources</td>
</tr>
<tr>
<td>3. Bob will participate in PLAN testing, utilizing accommodations when appropriate.</td>
<td>Participate in testing</td>
</tr>
</tbody>
</table>
SAMPLE GOAL 3

COMMENTS:

• These appear to be generic transition goals that could apply to every student, regardless of the student’s post-secondary interests.

• The Present Level indicates that the student is interested in a career involving computers, but the transition goal provides nothing specific to computers.
CONGRATULATIONS LARRY! AGAIN THIS YEAR, YOU HAVE ACHIEVED ALL YOUR IEP GOALS!

THANK YOU!

I'M SORRY, YOU'RE NOT PREPARED FOR A REAL JOB.

HOW CAN THAT BE? I'VE ACHIEVED ALL OF MY IEP GOALS!

EMPLOYMENT

LARRY LEARNES THE HARD WAY THAT SCHOOL AND THE REAL WORLD DON'T ALWAYS SEE SUCCESS THE SAME WAY.
SAMPLE GOAL 3

Suggested Present Level of Academic Achievement and Functional Performance Data:

Bob is interested in attending college after high school and is interested in a career involving computers.
SAMPLE GOAL 3

Suggested Annual Goal:

Bob will learn what computer career options are available and the education and skills required for these careers.

Objective 1: Using the internet and other career resources, Bob will investigate careers involving computers.

Objective 2: Using the internet and other career resources, Bob will determine what education and skills are required for careers involving computers.

Objective 3: Using the internet and other career resources, Bob will investigate what post-secondary programs offer the education and skills necessary for computer careers in which Bob is interested.

Objective 4: Bob will determine the prerequisites to attend these post-secondary computer education and training programs.
SAMPLE GOAL 4

Present Level of Academic Achievement and Functional Performance

Data:
Julie is a pleasant child who is interested in learning. She has not been in a structured setting and may need support to adjust to a new and formal environment. When she is expected to engage in a non-preferred task and to cooperate with group structure, she may have difficulty. She sometimes begins to tantrum and hit when she needs to end a preferred activity. Julie may need physical, visual, and verbal redirection to transition and stay on task.

Annual Goal: Julie will begin to understand and follow classroom rules and structure.

<table>
<thead>
<tr>
<th>Short-Term Instructional Objectives</th>
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<tbody>
<tr>
<td>1. Julie will follow the classroom rules and structure with maximum to moderate adult assistance.</td>
<td>4 out of 5 trials</td>
</tr>
<tr>
<td>2. Julie will follow the classroom rules and structure with moderate to minimal adult assistance.</td>
<td>4 out of 5 trials</td>
</tr>
<tr>
<td>3. Julie will follow the classroom rules and structure independently.</td>
<td>2 out of 5 trials</td>
</tr>
</tbody>
</table>
SAMPLE GOAL 4

COMMENTS:

- Is Julie a new student? Using language such as she “may” have difficulty makes it seem like we are not sure of Julie’s present level. If Julie doesn’t act a certain way all of the time, we could put in a percentage of time.
- Sometimes it is difficult for a parent to understand the difference between maximum, moderate and minimal assistance. I suggest changing these to a number of prompts. So, for example, Julie will transition from one classroom activity to the next with 4 or less prompts. This is easier to measure/quantify than “maximum assistance.”
- The objectives would be more measurable if instead of broadly addressing “classroom rules and structure,” we picked out certain rules, structures or activities to target and measure.
- 2 of 5 trials is failure rate.
SAMPLE GOAL 4

Suggested Present Level of Academic Achievement and Functional Performance Data:

Julie is new to the structures and formal setting of a classroom. She has difficulty staying on task in a group. Approximately 50% of the time, she refuses to perform non-preferred activities. She requires physical, visual and verbal redirection to transition between activities and stay on task.
SAMPLE GOAL 4

Suggested Annual Goal:

GOAL: Julie will follow classroom routines with three or less prompts.

Objective 1: With three or less prompts and with a visual schedule, Julie will transition from one classroom activity to the next.

Objective 2: With three or less prompts, Julie will identify the date when requested during calendar time.

Objective 3: With three or less prompts, Julie will get her lunch, line up with her peers, and walk to the cafeteria.
SAMPLE GOAL 5

Present Level of Academic Achievement and Functional Performance Data:
At the commencement of the academic year, unedited samples of John’s writing drawn from all academic classes and including, if possible, narrative, informative and persuasive, if possible, writing will be evaluated by an experienced teacher in the ARC, one unfamiliar with John, his prior evaluations or the opinions of prior teachers. That evaluation will be used to describe John’s present level of performance and may suggest the need for revision of the short-term instructional objectives in the area of writing.

Annual Goal: John will consistently produce grammatically correct written work in narrative, informative and persuasive writing that exhibits clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.
**SAMPLE GOAL 5**

<table>
<thead>
<tr>
<th>Short-Term Instructional Objectives:</th>
<th>Evaluation Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. John will consistently utilize pre-writing strategies (webs, outlines, etc.) when assigned out of class writing assignments.</td>
<td>Articulate or show strategy to case manager</td>
</tr>
<tr>
<td>2. John will expand his skills in the areas of topic development by writing multi paragraph essays which include a main idea formulated into a topic sentence with 3 supporting details, followed by a paragraph elaborating on each of the three details and ending with a concluding paragraph.</td>
<td>Written product follows teacher’s rubric and paragraphs include at least 5 sentences; writing grade of B or higher.</td>
</tr>
<tr>
<td>3. John will consistently write detailed sentences which include compound and/or complex sentences, and a variety of adjectives and adverbs.</td>
<td>Written product includes at least 50% compound and/or complex sentences, each with a minimum of 2 adjectives and/or adverbs per sentence.</td>
</tr>
<tr>
<td>4. John will consistently edit his written work using a strategy of his choice with the expectation that he have his written work reviewed by his teacher or a writing specialist in the ARC at least once per quarter.</td>
<td>1 writing assignment per quarter reviewed by his teacher or a writing specialist in the ARC. 2 unedited writing assignments per quarter reviewed by his teacher or a writing specialist in the ARC.</td>
</tr>
</tbody>
</table>
SAMPLE GOAL 5

COMMENTS:

• The data necessary to determine the student’s present level of performance in written expression should already have been collected in time to write the goal.

• The present level should not indicate that data will be collected if possible. The annual goal is concerned with narrative, informative and persuasive writing, so there needs to be present level data with regard to each of these types of writing. The goals are required to be based on the present levels; this data must be collected.

• The evaluation criteria is subjective. How do the evaluator and parent know what level of work achieves a writing grade of “B”? 
SAMPLE GOAL 5

COMMENTS (cont.):

• The goals and objectives indicate that the student will demonstrate certain skills consistently. The student’s expected progress would be more clearly indicated with a percentage, i.e., he will utilize pre-writing strategies 80% of the time.

• The objectives do not cover all the areas described in the annual goal. For example, there is no objective corresponding to the goal that his written work will be grammatically correct. It may be helpful to break this annual goal into a number of goals.
SAMPLE GOAL 5

COMMENTS (cont.):
• With regard to the first objective, it is unclear whether the student uses strategies when completing in-class writing assignments. If so, this should be stated in the present levels and is important to know in determining the percentage of consistency we should expect from the student. Additionally, how will school staff collect data on the student’s use of pre-writing strategies outside school?
• It will be easier to collect meaningful data on the second objective if it is broken into smaller objectives – can the student write a main idea sentence? Can he write 3 supporting details? If we collect data only on the paragraph as a whole, we may miss a need to focus on a particular weakness in his writing.
SAMPLE GOAL 5

COMMENTS (cont.):
• If the student has difficulty demonstrating these skills in certain types of writing, i.e., the student’s narrative writing is stronger than his persuasive writing, the objectives could also be separated out by the type of writing style expected.
• The last objective could be broken into two. Should there be a separate objective that the student will go to the ARC to receive writing assistance once per quarter?
• Given that the objectives state that the student will perform the skill consistently, the evaluation criteria should indicate a percentage of time that the skill is demonstrated.
SAMPLE GOAL 5

SUGGESTED REVISIONS FOR GOAL 5:

Suggested Present Level of Academic Achievement and Functional Performance:

John’s paragraphs lack focus. He can support his main idea with details only 50% of the time in persuasive writing and 65% of the time in narrative writing. He uses complex sentences, adverbs and adjectives in his sentences only 30% of the time. He uses pre-writing strategies in school with 5-6 teacher prompts. Outside of school, John reports that he does not use pre-writing strategies. John knows editing strategies, but he independently edits his work only 50% of the time. He refuses to utilize the writing resources available in ARC. He fails to use appropriate subject-verb agreement 40% of the time.
SAMPLE GOAL 5

**Suggested Annual Goal:**

John will use the correct subject-verb agreement 80% of the time in written assignments.

Objective 1: When given sample sentences, John will identify correct subject-verb agreement 60% of the time.

Objective 2: When given sample sentences, John will identify correct subject-verb agreement 70% of the time.

Objective 3: When given sample sentences, John will identify subject-verb agreement 80% of the time.

Objective 4: John will write sentences utilizing the correct subject-verb agreement 80% of the time in his written assignments.
SAMPLE GOAL 5

**Suggested Annual Goal:**

John will write a sentence using a minimum of two adjectives or adverbs.

**Objective 1:** John will describe the purpose of an adjective in 10 of 10 opportunities.

**Objective 2:** John will describe the purpose of an adverb in 10 of 10 opportunities.

**Objective 3:** John will select appropriate adjectives to describe a given noun in 9 of 10 opportunities.

**Objective 4:** John will select appropriate adverbs to describe a given verb in 9 of 10 opportunities.

**Objective 5:** John will write a sentence using a minimum of two adjectives or adverbs in 8 of 10 opportunities.
SAMPLE GOAL 5

Suggested Annual Goal:

John will write a focused, five sentence paragraph that includes a topic sentence, supporting details and a conclusion in 9 out of 10 opportunities.

Objective 1: Given a paragraph, John will identify the topic sentence, supporting details and the concluding sentence.

Objective 2: Using a graphic organizer, John will compose a narrative paragraph that contains a topic sentence, three supporting details and a conclusion in 9 of 10 opportunities.

Objective 3: Using a graphic organizer, John will compose a persuasive paragraph that contains a topic sentence, three supporting details and a conclusion in 9 of 10 opportunities.
SAMPLE GOAL 5

Suggested Annual Goal:

John will utilize pre-writing strategies at school independently.

Objective 1: John will utilize pre-writing strategies (webs, outlines, etc.) on in-class writing assignments with three or less prompts in 9 of 10 opportunities.

Objective 2: John will utilize pre-writing strategies (webs, outlines, etc.) on in-class writing assignments with one or less prompts in 9 of 10 opportunities.

Objective 3: John will utilize pre-writing strategies (webs, outlines, etc.) on in-class writing assignments independently in 8 out of 10 opportunities.
SAMPLE GOAL 5

Suggested Annual Goal:

John will edit his writing independently 80% of the time, and will utilize writing resources at school.

Objective 1: John will go to the ARC once per quarter to receive writing assistance.

Objective 2: John will edit his written work with a strategy of his choice, with no more than three teacher prompts, in 7 out of 10 opportunities.

Objective 3: John will edit his written work with a strategy of his choice, with no more than one teacher prompt, in 8 of 10 opportunities.

Objective 4: John will edit his written work independently, with a strategy of his choice, in 8 of 10 opportunities.
**SAMPLE GOAL 6**

**Present Level of Academic Achievement and Functional Performance Data:**
Charlie has demonstrated difficulty with self-regulation skills. This impacts his ability to do well in school, because, when he demonstrates these behaviors, he misses class time. Charlie has received 55 discipline referrals as of May 25: 38 discipline referrals during second quarter, 21 discipline referrals during 3rd quarter, and 3 discipline referrals so far during 4th quarter. A typical student receives one write up per semester.

**Annual Goal:** Charlie will use positive coping strategies to manage anxiety and reduce disciplinary referrals.

<table>
<thead>
<tr>
<th>Short-Term Instructional Objectives</th>
<th>Evaluation Criteria</th>
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</thead>
<tbody>
<tr>
<td>1. By the end of the first quarter, Charlie will receive no more than 9 discipline referrals to the entire quarter.</td>
<td>Data charts</td>
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<tr>
<td>2. By the end of the second quarter, Charlie will receive no more than 6 discipline referrals for the entire quarter.</td>
<td>Data charts</td>
</tr>
<tr>
<td>3. By the end of the third quarter, Charlie will receive no more than 3 discipline referrals for the entire quarter.</td>
<td>Data charts</td>
</tr>
<tr>
<td>4. By the end of the fourth quarter, staff will give Charlie no more than 1 discipline referral for the entire quarter.</td>
<td>Data charts</td>
</tr>
</tbody>
</table>
SAMPLE GOAL 6

COMMENTS:

• The Present Level indicates that Charlie has difficulties with self-regulation skills, and these difficulties result in discipline referrals. The goal however, states that Charlie will utilize positive coping strategies to manage anxiety and thereby reduce discipline referrals. Are self-regulation and anxiety synonymous?
• Given that Charlie has significant referrals per quarter, is it realistic that he will achieve the objective to have no more than one discipline referral for an entire quarter?
• Be prepared to produce data charts.
• Goals and objectives are for students to achieve, not staff.
SAMPLE GOAL 6

SUGGESTED REVISIONS FOR GOAL 6:

**Suggested Present Level of Academic Achievement and Functional Performance Data:**

Charlie demonstrates difficulty with self-regulation skills. He can identify his sense of disregulation only 50% of the time. He can identify strategies to assist with self-regulation 80% of the time, but does not apply these strategies.
SAMPLE GOAL 6

**Suggested Annual Goal:**
Charlie will learn and use strategies to self-regulate.

Objective 1: Charlie will identify when he is feeling disregulated in 7 out of 10 opportunities.

Objective 2: Charlie will describe two or more strategies (e.g., ask for a break; take deep breaths) to use when he is feeling disregulated.

Objective 3: Charlie will apply learned self-regulation strategies when he feels disregulated 70% of the time.
SAMPLE GOAL 6

Suggested Annual Goal (cont.):

Charlie will learn and use strategies to self-regulate.

Objective 4: Charlie will apply learned self-regulation strategies when he feels dysregulated 75% of the time.

Objective 5: Charlie will apply learned self-regulation strategies when he feels dysregulated 85% of the time.
Suggested Annual Goal:
Charlie will decrease his discipline referrals from 28 discipline referrals per quarter to no more than 5 referrals per quarter.

Objective 1: Charlie will have no more than 20 discipline referrals in the first quarter.

Objective 2: Charlie will have no more than 15 referrals the second quarter.

Objective 3: Charlie will have no more than 10 referrals the third quarter.

Objective 4: Charlie will have no more than 5 referrals the fourth quarter.
MRS. WALKER LEARNS THE HARD WAY THAT SOMETIMES 80% CORRECT JUST ISN'T GOOD ENOUGH.
**SAMPLE GOAL 7**

**Present Level of Academic Achievement and Functional Performance Data:**

Suzie has a history of attention issues, and takes medicine to assist with them. She continues to have focus issues in the classroom which negatively impact her ability to get and stay organized. Suzie’s academic progress is also negatively impacted without cuing and/or adult supervision.

**Annual Goal:** Suzie will improve her learner behaviors, as measured by the objectives below.

<table>
<thead>
<tr>
<th>Short-Term Instructional Objectives</th>
<th>Evaluation Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Suzie will maintain an assignment notebook and a record of assignments with an itemized plan for completion.</td>
<td>Observations</td>
</tr>
<tr>
<td>2. Suzie will complete and hand in homework in a timely manner.</td>
<td>Observations</td>
</tr>
<tr>
<td>3. Suzie will initiate tasks with 2 or fewer prompts.</td>
<td>Observations</td>
</tr>
</tbody>
</table>
SAMPLE GOAL 7

COMMENTS:

• The present level does not indicate the percentage of time that Suzie currently maintains her assignment notebook, completes and turns in homework and initiates tasks, so we do not have a baseline from which to determine Suzie’s progress.

• Given that we are concerned with assignments recorded and turned in, we can keep data other than observational data to measure progress. For example, the teacher’s grade book will indicate if work has been turned in.

• The goal statement is vague.

• Will parents know what “learner behaviors” are?
SAMPLE GOAL 7

SUGGESTED REVISIONS FOR GOAL 6:

Present Level of Academic Achievement and Functional Performance:

Suzie has focus issues that negatively impact her ability to get and stay organized. She records assignments in her assignment notebook 70% of the time. She turns in completed homework 75% of the time. She requires up to five teacher prompts in each class to initiate her work.
SAMPLE GOAL 7

Suggested Annual Goal:

Suzie will record, complete and turn in her assignments 90% of the time.

Objective 1: Suzie will record her assignments in her assignment notebook 80% of the time.

Objective 2: Suzie will record her assignments in her assignment notebook 90% of the time.

Objective 3: Suzie will turn in completed homework 80% of the time.

Objective 4: Suzie will turn in completed homework 90% of the time.
SAMPLE GOAL 7

Suggested Annual Goal:

Suzie will initiate tasks with 2 or fewer prompts 90% of the time.

Objective 1: Suzie will initiate classroom tasks with 4 or fewer prompts 90% of the time.

Objective 2: Suzie will initiate classroom tasks with 3 or fewer prompts 90% of the time.

Objective 3: Suzie will initiate classroom tasks with 2 or fewer prompts 90% of the time.

All cartoons by Michael F. Giangreco.
Carl changes the "conditions" in his objective: "Given a sidewalk route without an open manhole cover, Jim will safely walk from home to work..."