

New-11/99

Special Education and Due Process Procedures Manual

DEVELOPING IEP GOALS**ANNUAL GOALS**

An annual goal is a statement(s) of what a student with a disability can reasonably be expected to accomplish in a year's time or the duration of the IEP.

Criteria for Developing Appropriate Goals

1. Review the student's past achievement.
2. Consider the student's present level of educational performance when estimating what can be expected in a year's time or the duration of the IEP.
3. Identify the category of instruction for each deficit area. These may include the following:
 - A. Social Skills
 - B. Communication
 - C. Leisure/Recreations Skills
 - D. Vocational Skills
 - E. Personal Management
 - F. Academics
 - G. Perceptual Skills
 - H. Behavioral Skills
 - I. Physical Skills
4. Assess the practicality of the chosen goals in terms of final outcomes, age appropriateness, relevancy, etc.
5. List the goals in order of their priority.

**ANNUAL GOAL CHECKLIST
QUESTIONS**

1. Is the goal clear and understandable?
 - A. not vague?
 - B. avoids educational jargon?
 - C. not too specific?
2. Is the goal positively stated?
3. Is there at least one goal for each area of need stated in the Present Level of Educational Performance (PLEP)?
4. Can the goal be justified on the basis of the information in the PLEP?
5. Is the goal practical and relevant to the student's academic, social, and vocational needs?
6. Is the goal practical and relevant when the student's age and remaining years in school are considered?
7. Does the goal reflect appropriate growth within the instructional area?
8. Can the goal be accomplished within one year?

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THE STRANGER TEST & THE DEAD MAN'S TEST**THE STRANGER TEST**

The Stranger Test refers to goals and objectives for students that are described in a fashion that a person unfamiliar with the student could read the description and understand it. Because various persons involved in the implementation of a student's educational plan may interpret a construct such as "hostility" differently, it is necessary to describe student behavior in terms that would pass the Stranger Test. For example, if a student's goal was to decrease "hostility," a stranger might interpret it as hits, kicks, bites others while the student's team may have meant verbal threats or profanity directed toward peers. On the other hand, the stranger might interpret "hostility" as any instance of hitting, whether or not it was provoked, while the teacher might have meant only unprovoked hits. If the teacher had defined "hostility" for the stranger as "each instance of an unprovoked hit," where "unprovoked" means that it was not in retaliation for a physical or verbal attack from a peer, both the stranger and the teacher would be likely to obtain the same results, since they would both be looking for the same thing.

THE DEAD MAN'S TEST

The question posed by the dead man's test is this: Can a dead man do it? If the answer is yes, it doesn't pass the dead man's test and it isn't a fair pair; if the answer is no, you have a fair pair. For example, suppose that you wanted a fair pair target behavior for "swears at peers." Let's say that you came up with the target behavior "does not swear at peers." Does this pass the dead man's test? No. A dead man could refrain from swearing at peers. What would be better? How about "speaks to peers without swearing"? This passes the dead man's test because a dead man does not have the power to speak.

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ANNUAL GOALS HELP SHEET

Annual goals are expectations based on assessed special education needs. Annual goals are reasonably achievable within one calendar year.

Goals have five components. The five are:

- 1. direction of change;**
- 2. deficit or excess;**
- 3. present level of performance;**
- 4. the expected annual ending level of performance; and**
- 5. resources needed to accomplish the expected level of performance.**

1. **Direction of change** can be stated as:

- increase (reading comprehension, math computation, written expression, speech fluency, etc.)
- decrease (math errors, temper tantrums, verbal aggression, etc.)
- maintain (motor control, a skill learned, etc.)

2. **Deficit or excess** could be stated as:

<u>Areas of deficit behavior:</u>	<u>Areas of excess behavior:</u>
reading comprehension	physical aggressiveness
math computation	head banging
gross motor control	touching, pushing or hitting other children
expressive language	blurting out
independent self care	getting up, falling out of the chair
	activity level

3. **Present level of performance** (from _____) is a description of what the child now does in the area of deficit or excess and can be stated as:

- *reading at the primer level*
- *naming numbers to 20*
- *walking with aid of crutches*
- *speaking in one word responses*
- *inability to grip small objects*

4. **Expected annual ending level of performance** (to _____) and can be stated as:

- reading a first grade passage
- naming numbers to 100
- walking without aid of crutches
- speaking in complete simple sentences
- being able to grip 5 small objects

5. **The resources needed to accomplish the expected level of performance** can be stated as:

- speech therapy
- one-to-one instruction
- computer assisted instruction
- small group instruction
- consultation to regular education teacher
- parent training
- assistive device

The five components are reflected in the following examples of annual goals:

direction

Susan will increase/

deficit/excess

reading readiness/

from present level

from pre-primer

to ending level

to primer level

Resource

using individual and small group instruction

direction

Susan will increase/

deficit/excess

math computation skills/

from present levelfrom recognition of numbers one through 9/
digit**to ending level**

to write/say correct answer to single

subtraction problems

Resource

using cooperative group instruction

direction

Susan will increase/

deficit/excess

toileting independence/

From present level

from no toileting skills/

to ending level

to ability to toilet independently

Resource

using the Arzin and Fox toileting training program

direction

Susan will decrease/

deficit/excess

self stimulation behavior/

From present level

50% of school time spent in self-stimulation

to ending level

25% of time spent in self-stimulation

Resource

of using positive reinforcement of interfering behaviors

direction

Susan will increase/

behavior

rope jumping skills/

from present level

from inability to jump rope/

to ending level

to completing a sequence of 10 rope jumps

Resource

using modeling and group play

direction

Joe will decrease/

behavior

shouting out/

from present level

from 5 or more times a class period/

to ending level

to 0 times a class period

Resource

using a point sheet with rewards and response cost

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SHORT-TERM INSTRUCTIONAL OBJECTIVES

Short-term instructional objectives, including attainment criteria for each objective, provide a basis for determining the student's progress. The outcome must be student-based, which means the learning is measured by observable behavioral changes of educational skills over a period of time.

Objectives are degrees of educational skills that must be learned in order to attain the goal. There are usually four components to an objective:

1. performance of a specific behavior;
2. conditions or circumstances under which the behavior is performed;
3. criteria for attainment or level of performance;
4. evaluation procedures.

The first component is the specific behavior (what the child is to do):

- unties and ties shoes
- says numbers to 20
- identifies vowel sounds
- orders letters of the alphabet
- washes dishes
- walks 20 feet
- charts own progress
- completes a job application
- accepts not doing perfectly

The second component is the condition or the circumstance surrounding the performance:

- given 50 addition facts
- without the aid of cane or crutches
- using a standard typewriter
- given 10 color cards
- given standard household cleaning tools

The third component is criteria for attainment or the standard for performance:

- at 90% accuracy
- 0 times a day
- 2 times a class period
- 8/10 responses
- with no pauses or redundancies
- for at least 5 minutes

The fourth component is the evaluation procedure:

- as measured on end of unit tests/quizzes
- as charted by teacher
- as recorded by teacher
- as charted by pupil support assistant
- as measured by permanent products
- as measured by checklists

Four elements or components must be included in short-term instructional objectives. The following examples reflect these four components:

conditions

Given a list of ten words and a list of meanings selected from science units/

specific behavior

James will match the word to its meaning/

criteria

with 90% accuracy/

evaluation procedure

as measured on end of unit tests.

conditions

Given 5 word problems during each daily math class/

specific behavior

Susan will select one correct answer of four options/

criteria

with 80% accuracy/

evaluation procedure

as charted by the teacher.

conditions

Given a written language passage at the 4.0 grade level/

specific behavior

James will write the correct answer to 10 literal questions/

criteria

with 80% accuracy/

evaluation procedure

as recorded by the teacher.

