**Writing Meaningful and Measurable**

**Social and Behavioral Goals**

*written by members of SCRED*

**Meaningful Goals**

* Meaningful goals address what the student WILL DO as opposed to what the student WILL NOT DO. Sometimes problem behaviors occur infrequently, making progress difficult to measure. At times, monitoring a decrease in problem behaviors is meaningful, such as monitoring a decrease in error rates.
* Meaningful goals consider what you will SEE the student do at the end of the IEP year. Remember to focus on the outcome.
	+ Poor Example: By June 2013, in math, Travis will decrease the number of instances he overreacts to making a mistake from 6 times per week to 0 times per week as measured daily.
	+ Better Example: By June 2013, during math class, Travis will complete his math assignments while remaining in control of his emotions (e.g., does not verbally escalate through whining, yelling, making noise to self) from a current level of 1 out of 10 days to 10 out of 10 days as measured by bi-weekly frequency counts.
* Meaningful goals can be monitored through direct observation, Direct Behavior Ratings (DBRs), data collection during instruction, or through a building-wide data collection system. When directly observing a student, such as through DBRs, it is important to measure the behavior frequently enough to have valid data (i.e., weekly). Furthermore, it is necessary to record data using a DBR *immediately* following the observation to allow for meaningful and accurate data collection.
* Meaningful goals focus on skills, not curriculum. It’s not about what you teach, it’s what you measure.
* Meaningful goals measure student behavior, not adult behavior. For example, measuring the number of adult prompts given to a student is not a meaningful measure of student behavior.

**Measurable Goals**

* Measurable goals monitor the behavior *frequently enough* to be able to make decisions about student’s progress with specific skills.
	+ Poor Example: Sally will demonstrate on-task behaviors 90% of the time or greater during academic classes, as measured 2 times per semester using a 20-minute momentary-time-sampling observation.
	+ Better Example: By June 2013, during academic instruction, Sally will demonstrate on-task behaviors from a current rate of 50% to a rate of 90% of the observed time/intervals or greater as measured 2 times per month by special education staff using a 20-minute momentary-time-sampling observation.
* Measurable goals allow *enough time between each data collection* to most accurately measure student’s growth. Depending on the specific goal, it may be appropriate to monitor the skills at various frequencies (e.g., daily, weekly, 2 times per month) based on each individual student’s baseline data.
	+ Poor Example: John will complete 80% of homework assignments, as measured daily using teacher report of homework completion.
	+ Better Example: By October 2013, during core academic courses (e.g., English, Math, Science), John will independently turn in 80% of his in-class assignments to the correct location, as measured by daily check-ins by special education staff. His current rate of independently turning in in-class assignments is 35%. Progress will be graphed weekly.

* Measurable goals use *specific tools* to objectively measure the skill area to ensure appropriate data collection. Having objective data allows for IEP team members to make decisions on the progress, or lack of, on each goal as well as assists decision-making about appropriate interventions for the student to continue making adequate progress.
	+ See following pages for examples of specific measurement tools based on goal areas.
* Measurable goals define a specific skill and/or behavior that is *objective* and can be observed. Often, the description of the behavior or skill should be written in the PLAAFP.
	+ Many teachers default to using a goal based on ODRs (office discipline referrals) to measure a student’s behavioral progress. However, using a measurement such as ODR, although providing objective data, does not focus on the specific skill and/or behavior that an individual student is continuing to develop. It would be more beneficial to look at why the student is earning referrals (i.e., off-task behaviors, defiance, inappropriate behaviors in the lunchroom) and target a goal, as well as services, to address the specific concern.
	+ Poor Example: Mary will decrease feeling frustrated during science, from 10 times per week, to 1 time per week, as measured by a daily frequency count. graphed every two weeks
	+ Better Example: By June 2013, when in science class, Mary will increase the number of days she remains in control of her emotions (e.g., does not verbally escalate through whining, yelling, making a defiant statement towards a peer or teacher) from a current level of 2 days within a two week period to 10 days within a two week period, as measured by daily frequency counts, graphed every two weeks.

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| **CIMP Goal Areas:** |
| **Time Frame****Condition****Behavior****Criterion for Acceptable Performance** |

Examples of meaningful and measurable goals are provided in the following tables. They are organized by goals related to **classroom engagement (pgs. 3-5), social interactions (pg. 6), and behavior regulation (pg. 7).** Please consult with your school psychologist with questions about writing meaningful and measurable social/behavior goals.

**Examples of Meaningful and Measurable Goals**

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|  **Specific Skill** | **Monitoring Tools** | **Example Goals** |
| **Classroom Engagement** |
| 1. Following Instructions | * MTS
* Frequency Count
* Latency
* DBR
* Rubric
* Building-wide data collection system (e.g. ODR)
 | Rubric for Following Instructions: By September 2013, when given an instruction, Kyle will perform steps 1-5 from an average score of 5/15 to 15/15 over 4 consecutive sessions as measured 2 times per month by special education staff using the scoring rubric. Frequency: By November 2013, when in group time and given an explicit verbal direction to the group or to Julia, Julia will increase the percentage of time she follows directions from a current level of 67% to 90%, as measured by weekly frequency counts by special education staff.DBR: By September 2013, when in core academic classes, Allen will independently follow large group directions 80% of observed time for 3 consecutive weeks as measured by weekly direct behavior ratings. Allen’s current rate of independently following large group direction is 40% of observed time. |
| 2. Asking for Help\*The specific skill of ”asking for help” may be difficult to measure as you are only able to observe the behavior during occurrences of “asking for help” (e.g., it is difficult to measure each instance the student should ask for help but may not engage in the behavior of asking). Therefore, it may be more beneficial to measure the desired outcome of asking for help. Is it completing work on time, starting work on time, working accurately, having needed materials? | * Frequency Count
* DBR
* Rubric
 | DBR: By June 2013, during independent work, Bryce will increase the percentage of time he accurately completes work in a timely manner from 55% to 90%. This will be measured by a weekly direct behavior rating average of Bryce’s work completion skills. |

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|  **Specific Skill** | **Monitoring Tools** | **Example Goals** |
| **Classroom Engagement Continued…** |
| 3. Listening | * DBR
* Rubric
* MTS
 | Rubric for Listening: By September 2013, during academic instruction, Kyle will perform steps 1-3 from an average score of 2/9 to 9/9 over 4 consecutive sessions as measured 2 times per month by special education staff using the scoring rubric.MTS: By September 2013, during academic instruction, Kelly will demonstrate on-task behaviors 90% of the time or greater, as measured 2 times per month using a 20-minute momentary-time-sampling observation. Kelly’s current rate of on-task behaviors is 60%. |
| 4. Arriving Promptly and Prepared | * Frequency Count
* DBR
* Rubric
* Latency
 | Frequency (point sheet): By September 2013, during a 6-period school day, Jackie will increase the number of class periods she arrives to on time and with needed materials from 0 class periods per day to 6 class periods per day measured by a daily point sheet.Latency: By June 2013, during a 6-period school day, Nick will decrease the number of minutes he arrives late to reading class from an average of 6 minutes tardy to class to 0 minutes tardy over 10 consecutive days. This will be measured by daily latency counts. |
| 5. Completing Work Accurately the First Time | * DBR
 | DBR: By June 2013, across core academic courses (e.g., English, Math, Science), Alexis will increase the percentage of assignments she completes accurately the first time she turns an assignment in to her teacher from 40% to 85% as measured by weekly direct behavior ratings. |
| 6. Staying Focused on Academic Work | * MTS
* DBR
* Rubric
 | MTS: By October 2013, during academic instruction, Sally will demonstrate on-task behaviors 90% of the time or greater, as measured 2 times per month using a 20-minute momentary-time-sampling observation. Currently, Sally demonstrates on-task behaviors during instruction 65% of the time. |
| 7. Initiating a Task | * Latency
* DBR
 | Latency: By June 2013, when given a teacher direction to start a task, Tim will begin the task within 1 minute of the direction. Currently, Tim begins tasks 8 minutes after the direction. This will be measured by weekly latency counts. |

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|  **Specific Skill** | **Monitoring Tools** | **Example Goals** |
| **Classroom Engagement Continued…** |
| 8. Work Completion\*The goal of ”work completion” should be further defined into specific skills the student is having difficulty with. For example, is the student’s work completion not adequate because the student is not: a) bringing materials home b) staying on-task c) completing assignments in class vs. at home d) independently turning in homework on time e) accuracy of work completed? Specifying the problem will help to identify a meaningful, measurable goal. | * Percentage
* Frequency
* DBR
 | Percentage: By October 2013, during core academic courses (e.g., English, Math, Science), John will independently turn in 80% of his in-class assignments to the correct location, as measured by daily check-ins by special education staff. His current rate of independently turning in in-class assignments is 35%. Progress will be graphed weekly.Percentage: By September 2013, at the end of each school day check-out, Sam will have 100% of homework materials in his backpack, as measured daily on an individual point sheet. Sam’s current rate of daily homework materials prepared for home is 40% of materials. |
| 9. Using a Planner | Rubric | Rubric for Using a Planner: By September 2013, during a daily check-out, Sue will increase the number of points she earns on her planner by completing steps 1-3 (1-homework assignment, 2-due date, 3-plan for completion) for each class period from a score of 5/18 to a score of 18/18 over 5 consecutive days as measured daily by special education staff. |
| 10. Answering Questions when Called On | Frequency Count | Frequency: By December 2013, when asked a question by a teacher, Hallie will independently make a verbal response from a current rate of 20% of opportunities to a rate of 100% of opportunities as measured by a weekly 20-minute frequency observation. |

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|  **Specific Skill** | **Monitoring Tools** | **Example Goals** |
| **Social Interactions** |
| 1. Appropriate Voice Tone | * DBR
* Rubric
 | DBR: By June 2013, during social interactions, Amy will increase her use of appropriate tone of voice (volume, rate) from 20% of the time to 70% of the time as measured by weekly direct behavior ratings. |
| 2. Working with Others | * DBR
* Rubric
 | DBR: By June 2013, when working with a partner/group, Tiffany will demonstrate the following skills 85% of the time: 1. Accepted who I worked with, 2.Shared ideas, 3. Used a calm and quiet voice as measured by direct behavior ratings. Currently, Tiffany demonstrates these skills 47% of the time. |
| 3. Having a Conversation | * Rubric
 | Rubric for Having a Conversation: By September 2013, during conversation with a peer, Tara will complete steps 1-4 following a rubric for Having a Conversation from an average score of 3/12 to 12/12 over 4 consecutive sessions as measured 2 times per month by special education staff using the scoring rubric. |
| 4. Interacting in a Friendly Manner with Peers | * DBR
* Rubric
 | Rubric for Interacting in a Friendly Manner with Peers: By October 2013, when interacting with peers, Gary will perform steps 1-5 from an average score of 5/15 to 15/15 over 4 consecutive sessions as measured 2 times per month by special education staff using the scoring rubric. |
| 5. Being Trustworthy and Honest | * Frequency Count
* Latency
* DBR
* Rubric
* Building-wide data collection system (e.g. ODR)
 | ODR: By May 2013, when in the school setting, Shawn will meet school expectations by decreasing the number of discipline referrals earned for lying from a current rate of 3 earned per month to 0 earned per month as monitored monthly by special education staff using discipline referral data. |

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|  **Specific Skill** | **Monitoring Tools** | **Example Goals** |
| **Behavior Regulation** |
| 1. Accepting “No” for a Consequence | * Rubric
* Frequency Count
 | Rubric for Accepting “No”: By June 2013, during classroom instruction, Andre will use the social skill of accepting corrective feedback by looking at the person, saying, "Okay" and not arguing on 100% of opportunities as recorded weekly by special education staff on his daily behavior sheet. Currently, Andre uses this skill on 40% of opportunities per week. |
| 2. Disagreeing Appropriately | * DBR
* Rubric
* Building-wide data collection system (e.g., ODR)
 | Rubric for Disagreeing Appropriately: By May 2013, when engaged in a disagreement with a peer, Suzi will perform steps 1-5 from an average score of 4/15 to 15/15 over 4 consecutive sessions as measured two times per month by special education staff using the scoring rubric. |
| 3. Being in Control of Emotions | * Frequency Count
* Latency
* DBR
* Building-wide data collection system (e.g. ODR)
 | Frequency: By June 2013, when in math class, Sandy will increase the number of days she remains in control of her emotions (e.g., does not verbally escalate through whining, yelling, making a defiant statement towards a peer or teacher) from a current level of 1 day per week to 5 days per week as measured by classroom teachers using daily frequency counts, graphed weekly. |
| 4. Talking out/Blurting | * Frequency Count
* MTS
 | Frequency: By June 2013, when in math class, Jo will increase the number of days she refrains from blurting (e.g., 0 times per class) from a current level of 1 day per week to 5 days per week. |
| 5. Using Appropriate Language | * Frequency Count
 | Frequency (point sheet): By June 2013, during an 8-period school day, Joey will increase the number of class periods he uses appropriate language from 0 class periods per day to 8 class periods per day measured by a daily point sheet. |
| 6. Reducing Aggressive and Noncompliant Behaviors | * Frequency Count
* DBR
 | Frequency: By June 2013, during the school day, Percy will decrease the number of times he is sent to the resource room for engaging in physically aggressive behavior from 7 times per week to 1 time per week as measured by a frequency count.DBR: By June 2013, when asked to complete an assignment, Avery will increase the percentage of assignments she starts without verbal refusal from 50% of assignments to 90% of assignments, as measured by a weekly direct behavior rating. |
| 7. Teasing Others | * Building-wide data collection system (e.g., ODR)
 | ODR: By June 2013, when in the school setting, Jacob will improve his skill of meeting school expectations as indicated by decreasing the number of discipline referrals for teasing peers earned from a current rate of 4 per month to 0 per month as monitored monthly by special education staff using discipline referral data. |