Writing Measurable and Meaningful Behavioral Goals for IEPS

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Objectives

- Demonstrate how to create behavioral goals for IEPs that can be measured in objective ways

- Discern between needs, services & goals

- Emphasize goals that have relevance in everyday life for students

- Allow for group discussion

Acknowledgments

- Illinois PBIS Network

- NYS-PBIS Initiative

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- Capital District/North Country RSE-TASC (Regional Special Education-Technical Assistance Support Center)

Agenda

- Definitions for today

- Goal selection

- Goal measurement

- Goal writing

- Closing

For today, the following concepts may be used interchangeably…

- Behavioral

- Mental Health

- Social Skills

Present Levels of Performance (PLP)

The IEP Shall Report…

…Present levels of academic achievement and functional performance and indicate the individual needs of the student, including:

- how the student's disability affects involvement and progress in the general education curriculum; or

- for preschool students…how the disability affects participation in appropriate activities

200.4(d)(2)(i)

Components of PLP

#2:   **SOCIAL DEVELOPMENT**

- Relationships with peers and adults

- Feelings about self

- Adjustment to school and community

- Strengths

- Impact of disability on participation in General Education

- Student needs that are of concern to the parent

Needs – Areas for student improvement to increase social development

- **Examples**
  - To get and keep some friends
  - To be on task and engaged in instruction
  - To function in ways that let others learn
- **Non-Examples**
  - Counseling
  - 8:1:1 Placement or 1:1 Aide
  - Improve social skills
  - Increase coping skills

Services – Mechanisms to provide supports, tangible items, etc.

- Examples (A way to help meet a need)
  - Social skills training via counseling
  - Magnifying glass to assist with reading
  - Assistance in obtaining Medicaid
- Non-Examples
  - Out of School Suspension
  - Least restrictive environment
  - Moving student to more positive environment

Goals – Observable manifestation of when services successfully meet needs

- **Examples**
  - Increase in time on task during direct instruction
  - Increase in positive, peaceful interactions with peers
  - Arriving for class on time and prepared (with appropriate class materials)

- **Non-Examples**
  - Attain social skills
  - Receive a service (undergoes counseling)
  - Increase ability to cope with stress

Should it be an IEP goal or not?

1. How many students in General Education & Special Education exhibit the problem behavior?

2. Is the problem behavior related to the disability?

3. Does PLP indicate that it is a reachable goal and a priority?

How many students in General Education & Special Education do the problem behavior?

- Is this problem behavior a phenomenon across the class, grade, school, etc?
  - Is homework completion a school-wide issue?

  - How many students, on any given day via random sample, do not have their shoes tied?

  - Is their hallway misbehavior markedly worse than other students?

Is the problem behavior related to the disability?

- Is the student only off task in classes where engagement is a classroom-wide issue?

- Do peers with the same diagnosis exhibit the same behaviors?

- Is the problem behavior more effective than using other behavior to address a situation?

  - Is verbal aggression used to deal with teasing peers because more "appropriate" behavior is less effective ("I feel" statements)?

Does PLP indicate that is a reachable goal and a priority?

- If the student is not able to complete within school transitions between classes effectively, are we ready to tackle home-to-school transitions?

- If the student cannot do the work assigned, what is the point of behavioral compliance?

Addressing Behavior on the IEP

- The Committee must consider strategies, including positive behavioral interventions and supports.

- The IEP must indicate:

  - If a particular device or service is needed to address behavior

  - Need for a behavioral intervention plan (BIP)

  - Use of time out rooms, if appropriate

Annual Goal: Section 200.4(d)(2)(iii)(a-c)

A statement that identifies what knowledge, skills or behaviors a student is expected to be able to demonstrate by the end of the year

- Focus on knowledge, skills, behaviors and strategies to address the student's needs **as identified in the PLP**

- Not a restatement of the code of conduct or a profile or restatement of a service

Annual Goals: Section 200.4(d)(2)(iii)(a-c)

- **Should be reasonable in number**

  - based on student's present abilities and rate of progress, what is it reasonable to address within one year?

  - address priority needs

- **Goals must be written in observable and measurable terms**

What Makes Goals Measurable?

2. Evaluation plan for goal is identified

- ❑ **criteria**: what behavior must the student perform, how often, and over what period of time to demonstrate mastery of the goal?

- ❑ **method for evaluation**: how will progress be measured?

- ❑ **schedule for evaluation**: when, how often, on what dates or intervals of time will progress be measured?

What's Wrong With This Goal?

"Joe will demonstrate improved social skills in mainstream classes 4 out of 5 days per week, teacher observation, daily."

Annual Goal Template

What the STUDENT does		What the ADULTS do	

Annual Goal	Criteria	Method	Schedule
Given what Student will… do what to what extent…	1. How well? 2. Over what period of time? To demonstrate goal attainment	How will you progress monitor? Tangible method to monitor progress	How often you will monitor progress?

Notes:

Making Social Goals Measurable

"will improve peer relationships" becomes…

Annual Goal	Criteria	Method	Schedule
Given 10 minutes of free play time, Joe will engage in 3 verbal interactions with peers using 4-word positive or neutral sentences	14 out of 20 occasions over a 4 week period	Frequency and duration reporting from direct observations using rubric during free play sessions	*1x weekly*

Short term objectives or benchmarks

These are required with:

- Students who are eligible for New York State Alternative Assessment
- Preschool students

Short Term Objectives

The intermediate knowledge, skills and/or behaviors that must be learned in order for the student to reach the annual goal

Objectives break down the skills into discrete components or sub-skills (Task analysis)

- ❑ Joe will restate directions…
- ❑ Joe will calmly approach...
- ❑ Joe will keep hands and feet to…
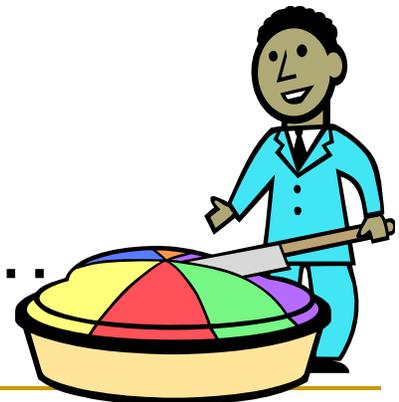
Benchmarks

Indicate those <u>measurable</u>, <u>intermediate</u> <u>steps</u> between the student's present level of performance and the measurable annual goal

1. By November, Joe will stand near peers during recess for…

2. By February, Joe will make one word positive or neutral…

3. By April, Joe will engage in verbal interactions with…

Key ?s for Prioritizing Goals:

- What is preventing this student from participating in a less restrictive environment and/or from progressing in the general education curriculum?

- What foundation skill needs cross multiple content areas and settings? (e.g., reading, self management)

- How many goals are reasonable given the student's abilities and rate of progress?

Goal/Objective/Benchmark Quality Indicators

- Address priority needs described in the PLP

- Enhance the student's ability to progress in the general ed. curriculum

- Seek to support access & participation in the general ed. environment

- Focus on foundational skills and strategies, not curriculum

- Incrementally prepare the student to achieve their measurable post secondary goals

- Achievable within year

- Objectives/Benchmarks lead from PLP to goal

- Use clear wording that all can understand

- State what the child will DO (observable and positive)

- Include conditions under which performance will occur

- Include evaluation criteria, method and schedule for monitoring progress

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