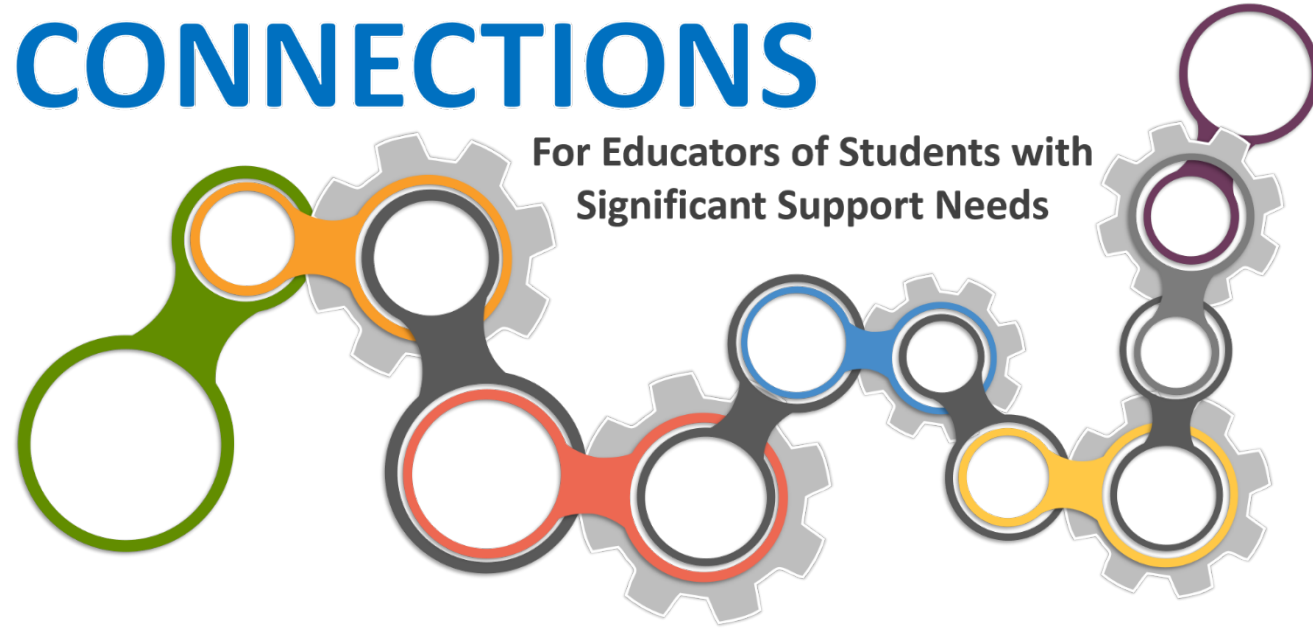


CONNECTIONS

For Educators of Students with
Significant Support Needs



Progress Monitoring Module 2

DEFINE THE TARGET

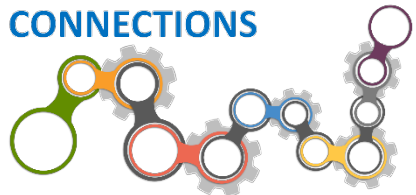
The Art of Writing Measurable Goals and Objectives



COLORADO
Department of Education

Module Objectives

- Participants will learn how to identify a target behavior/skill.
- Additionally, participants will learn how to develop measurable goals and objectives to address the target behavior and/or skill.



Quality Indicators for Assessing Individualized Services for Students (K-12) With Significant Support Need: Progress Monitoring

PROGRESS MONITORING: involves keeping track of students' progress on goals to enable teachers to better plan for instruction, through assessment and collection of data (Roach, Elliott, 2006; Stecker, Lembke, & Fogen, 2008).

1. Assessment data is collected on a regular basis.

a) Research based, scientifically validated instruction and interventions are used for the targeted skills or behavior.

b) Frequent and on-going quantitative data are collected.

c) Frequent and on-going qualitative data are collected.

d) A balance of both summative and formative assessment strategies are used.

e) Meaningful data are collected, analyzed and discussed on an on-going basis (e.g., IEP goals, learner outcomes, behavior).

https://www.cde.state.co.us/cdesped/ssn_qi



Quality Indicators for Assessing Individualized Services for Students (K-12) With Significant Support Need: Progress Monitoring (continued)

PROGRESS MONITORING: involves keeping track of students' progress on goals to enable teachers to better plan for instruction, through assessment and collection of data (Roach, Elliott, 2006; Stecker, Lembke, & Fogen, 2008).

2. Data driven decisions are based on assessment data.

a) A collaborative decision-making process is used by the IEP team to inform instruction and program decisions

b) Data are used to analyze individual student's response to the intervention.

c) Interventions are developed and implemented based on data.

d) Decisions are made in a timely manner if a student is not making progress with the intervention.

https://www.cde.state.co.us/cdesped/ssn_qi



5 Steps to Data Collection

1. Define Target

Select and operationally define the target behavior or skill. Formulate the specific question you want answered

2. Select Method

Determine type of data you need to answer your questions. Develop a data form and who, when where data are collected

3. Implement Data Collection

Take and analyze baseline. Determine the intervention goal and timeline. Implement and take data.

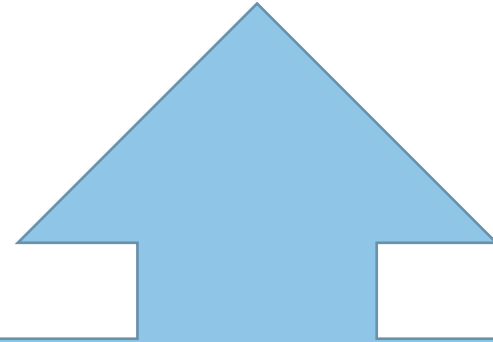
4. Analyze and Graph

Compare and summarize data in a visual graph examining for trends. Compare intervention data to baseline

5. Make Decisions

Is progress or regression noted? Examine the data to determine if intervention is working. Continue intervention and data collection until intervention goal is reached. Set follow-up timeline

Define the Target



- Select and operationally define the target behavior.
- Determine if the concern is due to an excess behavior or lack of an academic skill
- Ensure all members of the educational team have a common vocabulary and the target behavior is described using specific terms
- Develop a meaningful goal. Make sure all staff have a consistent understanding of the replacement behavior and/or academic goals.



Deadman Test:

If a dead man can do it, it ain't behavior, and if a dead man can't do it, then it is behavior

Ogden Lindsley (1991).

- The target behavior being observed must be an action by a living person that others can witness and describe (Golden, 2017, pg 14).
 - **Non-example:** Sally will not scream during class; Johnny will comply with teacher directions 100% of the time (Compliance goals also don't demonstrate what a student has learned).
 - **Example:** Sally will verbally ask the teacher for permission to leave her desk (e.g., break please; drink) and wait for permission before leaving her desk. Johnny will use his communication device to independently initiate asking a question or commenting at least four times during the day across five days.



How to Operationally Define the Target Behavior

- Step One: Identify Concerns and Collect Baseline data
 - Collect data and use the data to identify interests and performance acquisition strengths and needs.
- Step Two: Operationally Define the Target Behavior
 - Ensure that the target behavior is *observable and measurable*, *has* a beginning and an end and is stated in precise terms
- Step Three: Plan Instruction or Intervention (replacement behaviors or academic goals)
 - Establish the instructional or intervention goal with the desired outcome.



Considerations ...

- Use the target behavior to develop your goals and objectives.
- All IEP goals and objectives should be developed first by identifying the Colorado Academic Standards that the student's instruction will be based.
- When goals are written keep in mind how you will collect data to monitor progress.



Understanding Target Behaviors

- In order to effectively define the target behavior, all members of the education team must:
 - have a common vocabulary
 - identify the target behavior and express it using descriptive terms
- The target behavior is the specific behavior or skill that is to be observed and measured, (stated in precise terms). It is the behavior you want to change:
 - Non-example: inappropriate behavior, tantrums, inattention
 - Example: running out of classroom, kicks others in classroom, completes only 1-2 minutes of written assignments in class.



Activity One

- Which one of the statements below operationally defines the target behavior:
 - John struggles in reading and even with support, his performance shows he is far behind the other students.
 - When given a text to read orally at his current instructional level, Johnny can orally read 60% of the words correctly. When John reads the text without support, he answers few comprehension questions correctly. When the material is read orally to John, he can answer knowledge-based comprehension questions with 90-100% accuracy.
 - Jenny will always throw a tantrum when she is given a written assignment, no matter how nice I ask her.

Stop the video here



Activity One (Continued)

- Operationally Defined Behaviors (worksheet):
 - Circle the words that are examples of observable, measurable behaviors.
 - When you have completed this task, choose two words that you did NOT circle and rewrite these as operationally defined terms (e.g., *violent* might be operationally defined as “hits others with both fists”).
 - Share with your partner

Stop the video here

Developing Goals

Start with identifying the target behavior/skill. Then develop a meaningful goal to replace the behavior or teach the skill. For meaningful strategies to be determined, implemented, and evaluated for effectiveness, a meaningful goal must guide the process.

Some of the most common errors in developing goals include:

- lack of clarity
- poor match between goal and the individual's needs, interests and abilities
- conflict between intention and goal
- Inappropriate or unclear criteria



Goal Considerations

SMART GOALS

Specific

Measurable

Attainable

Relevant

Time Limit

Goal components to consider when developing SMART GOALS

Audience

Behavior

Conditions

Degree

Evaluation



The Degree . . .

- Determining the degree of mastery necessary to determine if the student has completed the goal is critical.
 - Even professional athletes don't hit a home run 100 percent of the time he steps up to bat!
 - Suzy will hit the ball with the bat 50% of the times when she is at bat
 - However, crossing the street successfully in heavy traffic is a different matter!
 - John will cross the street waiting for the crosswalk light to say “walk” and looking both ways to make sure no cars are entering the crosswalk 100% of the time for 5 consecutive attempts.



The Evaluation

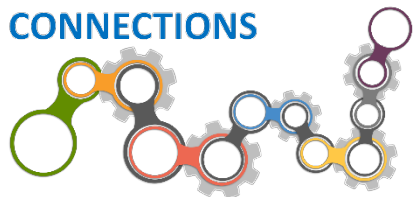
- How will we know if the degree was met and the student mastered the skill?
- Will the student complete the skill or engage in the behavior three consecutive days? Across the school day three different times?



Baseline

Because the skill may be new to the student, it is important to understand the student's current skill level.

- Collect **BASELINE DATA**, that is the student's proficiency level before the implementation of the goal.
- We then know where to start working with the student and how to measure student growth



Examples of Smart Goals

Condition	Name (Audience)	Behavior	Criteria (Degree)	Evaluation	Baseline (beginning of goal)
Given a fiction book at her instructional level	Kyla	Will orally read a 150–200-word passage	with 90% accuracy	Across three opportunities	Can read at 50% accuracy
During ELA and math classes	Kyle	will keep his hands on his desk or in his lap and his feet on the floor while silently sitting at his desk	for up to 15 minutes with visual prompts	for 5 consecutive days	Grabs other students and will yell out up to 5 times in 15 minutes



Activity 2 - Sample Goals: Can you find all the components in these SMART Goals?

(**A**udience, **B**ehavior, **C**onditions, **D**egree, and **E**valuation)

- Stop the video and examine both goals on the next slide.
- Identify all the needed components (listed above) found in the goals. If there is something missing, add it to the goal.

Stop the video here

Activity 2 - Find all the components (Audience, Behavior, Conditions, Degree, and Evaluation)

1. When given a task to complete with up to 5 steps, using picture cues, the student will independently follow and complete the sequence of steps with 95% accuracy across three attempts.
2. Using a head or hand activated switch during ELA instruction, Sarah, with a modelled prompt, will respond to a question by the teacher or peer, by activating a switch to accurately respond to 80% of the opportunities for three consecutive days.

Resume the video when you are finished with this activity.



Writing Goals **AND** Objectives

IDEAiA states that the IEPs for students who take the Alternate Assessment and whose instruction is based on Alternate Academic Achievement Standards must include not only **goals** but the **objectives** that support the attainment of the goals.

- There are multiple ways to write the objectives:
 - One way is by the passage of time:
 - Example:
 1. By the end of the quarter the student will be able to independently read 70% of the words on the sight word reading list at the 3rd grade level across three consecutive days.
 2. By the end of the second quarter the student will be able to independently read 85% of the words on the sight word reading list at the 3rd grade level across three consecutive days.



Another Way to Write Goals **AND** Objectives

- Another way is to do a Task Analysis of the Goal:
 - Each part of the goal is measured by an objective. Each objective is (usually) implemented individually, and the next objective is usually not implemented until the previous objective is mastered.
 - Example:
 1. When given 20 double digit addition and subtraction problems without regrouping, the student will complete the problems with 95% accuracy for 3 consecutive days.
 2. When given 20 double digit addition and subtraction problems with regrouping, the student will complete the problems with 95% accuracy for 3 consecutive days.



Developing Meaningful and Measurable Goals for Students with Significant Support Needs

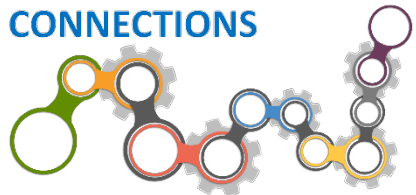
- Because our students are unique learners their progress cannot always be measured by conventional assessments.
- We may collect data on skill/behavior frequency, duration, latency, etc.
- When collecting data, it is very important that all team members have a clear understanding of the new behavior/skill and the steps that the student is mastering.



Activity 3

Stop the video and complete activity

- As a team, choose a student with an academic skill or behavioral issue you would like to address.
- Operationally define the Target skill or behavior.
- Develop an IEP GOAL with two objectives to teach the replacement behavior or academic goal.
- After your teams has finished, share with other participants.



Resources

- Golden, C (2018). *The data collection toolkit*. Baltimore, MD: Brookes Publishing Co.
- Jung, L. A. (2018). *From goals to growth: Intervention & support in every classroom*. Alexandria, VA: ASCD Publishing.
- Leon-Guerrero, R, Matsumoto, C., & Martin, J. (2011). *Show me the data*. Shawnee Mission, KS: AAPC Publishing Co.
- Reeve, D. & Kabot, S. (2015) *Taming the data monster*. Shawnee Mission, KS: AAPC Publishing Co.

Wrap UP

- This completes Module Two of our series on Progress Monitoring.
- Our next module will cover Implementing Data Collection.
- Please complete the Post Assessment Quiz and the Evaluation of this module and return them to the facilitator before leaving.

