

GOALS AND OBJECTIVES ACTIVITY
TRIPSCY FEBUARY 2007
Ginny Iverson

Work individually or with a partner(s) to complete this activity.

Choose one of the annual goals and corresponding short-term objectives you brought with you. Pass them to another person(s) in your site.

You will now have a goal and objectives written by someone else.

Read them over, answer the following questions, and offer suggestions for making them better.

ANNUAL GOAL:

1. Is the goal observable and measurable? Do you know exactly what it is that the student is expected to be able to do after a year of instruction? Is it jargon free? Would anyone (parents, paras, general ed. teachers) be able to understand the intent of this goal?
2. Does the annual goal specify a context in which the behavior is to occur to make it functional? Do you know where the student is expected to be able to use this new skill after a year of instruction?
3. Does the annual goal seem to represent learning that holds the student to high, yet reasonable, expectations?
4. If the student masters this goal, in what ways might his/her life be better?

SHORT TERM OBJECTIVES:

5. Does each short term objective include conditions, behaviors, and criteria?
6. Do the **CONDITIONS** define under what circumstances the behavior is to occur? For example, do they include any of the following?
 - What materials are available
 - The cue to perform the behavior
 - Where the behavior is performed
 - With whom the behavior is performed
 - When the behavior is performed
7. Is the **BEHAVIOR** to be learned directly observable? Can you see or hear when the student has accomplished it?
8. Does the CRITERION state a clear standard for evaluating if the behavior is performed at an appropriate level.

9. What type of criterion is stated?

- Level of independence- such as independently
- Level of Accuracy - such as with 100% accuracy
- Rate - such as reads 40 words a minute or completes recipe within a reasonable period of time
- Over time - such as on 3 out of 4 occasions

10. Do the objectives build upon one another and seem to delineate the steps to achieving the annual goal?

11. As you look over the short-term objectives, what changes from one to the next - the conditions, behavior, or criteria? Do the changes represent adequate student progress given the time allotment specified?

12. If you received this goal and objectives for a new student along with info on his/her PLOP, would you have enough information to be able to design instruction?

Inclusive Instruction Activity Directions

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Work alone or in small groups of 3-4

1. For each instructional time on your student's schedule, indicate how instruction is provided: 10 min.

1. Away and alone
2. Away and with others with disabilities
3. In class, but alone
4. In class with others

2. Compute the % of time instruction is provided in each situation. 5 min.

% Away and alone =

% Away and with others with disabilities =

% In class but alone =

% In class with others =

3. Select instructional times to enhance inclusion. 5 min.

4. Select one time from #3 and brainstorm IWWMW enable the student to be included in this activity. List all ideas. 10 min.

SPECIALIZED INSTRUCTION ACTIVITY

Use the Annual Goal and Short Term Objectives you have been working on and begin designing a Specialized Instructional Plan. Answer the questions in Part 1, then begin drafting the Instructional Plan in Part 2.

Part 1: Consider how you might begin designing specialized instruction for your student.

1. Who should be involved in designing instruction for this goal and objectives?
2. Who will be actually teaching the student? Is there a system for ensuring that all who provide instruction to the student are familiar and skilled at implementing the specialized instructional plan?
3. How will collaborative instructional plans be developed? Does the instructional planning team have regular meetings? How often?
4. Is instructional planning and problem solving on every agenda?
5. Other questions that can help the process?

Part 2: Begin drafting your ideas for each component of the instructional plan.

1. Learning Sequences (stages of learning)

2. Response Definitions

3. Teaching Methods

4. Procedures and Supports

5. Settings and Materials

6. Plan for Measuring Student Progress and Evaluating Instruction

7. Plan for Infusing Specialized Instruction into General Education Lessons/Activities