

Writing Measurable Goals & Objectives

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Objectives

** Learn how to write a measurable goal/objective

** Understand how your intent behind a goal/objective can be lost if it is not well written

** Know and understand what vocabulary to use and not use within a goal/objective

Alternative Thinking

S	Specific	Simple	Sensible	Significant	Sustainable
M	Measureable	Meaningful	Motivating	Manageable	
A	Achievable	Attainable	Agreed	Action-Oriented	
R	Realistic	Reasonable	Relevant	Results Based	Rewarding
T	Time-bound	Tangible	Timely	Time Limited	Trackable

3

Truth Bomb



** Not every single thing you are going to work on has to be outlined in an objective.

** Your objectives are meant to be steps toward meeting your overall goal.

** Other skills that link to the goal can be worked on as well.

** Our objectives are meant to show/measure progress on the overall goal.

4

Let's break it down.....

Given appropriate activities, Nicol will demonstrate improved syntax by producing, expanding and rearranging complete simple, compound, and complex sentences with 80% accuracy over three consecutive sessions.

Is this written in traditional SMART Goal format? Yes

How many things could you measure with this objective? 9

What would you put here?

Date	Progress	Status

5

Trackable

- What are you tracking?
- What will you use to see progress?
- When do you want this to be mastered by?
- How will you know when the goal has been met?

6

Reasonable

- What is reasonable for THIS child?
- Is it relevant to their life at school?
- Is this a realistic goal for the IEP year?
- Does it follow a developmental progression?

7

Attainable

- Can the student meet the goal or objective?
- Does the team agree?
- Will meeting this objective be visible to others? How?
- Can you see this as a step toward the overall goal?

8

Manageable

- How are you going to track the data?
- Can you actually keep data on this?
- Is someone else read it would they know how to track it?

9

Simple & Specific

- Would 2 other therapists read the goal/obj and understand what you are tracking?
- Does it make sense?
- Is this significant or matter in the child's life?

10

Given auditory and/or visual stimuli during structured activities, Nicol will produce 3-4 word sentences with 80% accuracy in 3 consecutive sessions.

(baseline: student current uses 1-2 word phrases with 80% accuracy)

11

When given scenarios of social conflicts, Trey will demonstrate problem solving skills by identifying the problem and generating two solutions appropriate to the situation in 4/5 trials.

(Baseline: Trey currently throws tantrums when social situations don't go his way and has difficulty seeing any solution.)

12

The VERBS in our objectives point us in the direction of WHAT we are expecting the student to do.

-Clear expectations are easier for parents to understand.

-To the point objectives are less likely to be measured differently by different clinicians.

-Don't make it harder and confusing by adding words for fluff.

Comprehension



- Describe
- Restate
- Identify
- Classify
- Compare
- Contrast



- Explain
- Report
- Discuss
- Tell
- Express

14

Knowledge



- List
- Name
- State
- Recall
- Describe
- Identify



- Show
- Recognize
- Relate
- Memorize

15

Evaluation



- Describe
- Select
- Summarize
- Predict



- Judge
- Interpret
- Support

16

Just say no.....

- Better
- Will learn
- Know
- Understand
- Think
- Accept
- Feel

17

Nope, just nope.

When given instruction, Jenny will **show improved** receptive language skills by 80% accuracy by the end of the IEP year.

18

Okay-ish

When given instruction, Jenny will **show improved** receptive language skills **by repeating a 5 word sentence** with 80% accuracy by the end of the IEP year.

19

YEAAASSS

When given instruction, Jenny will repeat a 5 word sentence with 80% accuracy by the end of the IEP year.

20

Judgement

Is your judgement the same as the clinician across town? Or another city or state?

If you are using clinician judgement you need to provide a rubric or key to how you are judging the skill.

21

Appropriate

If you MUST use appropriate make sure you indicate what you think is appropriate.

22

Appropriate

Given materials, Vanessa will use appropriate social norms (i.e. turn taking, not always winning, and sharing) while playing a game with peers with 80% accuracy over 3 consecutive sessions.

23

Contact me.....

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24