

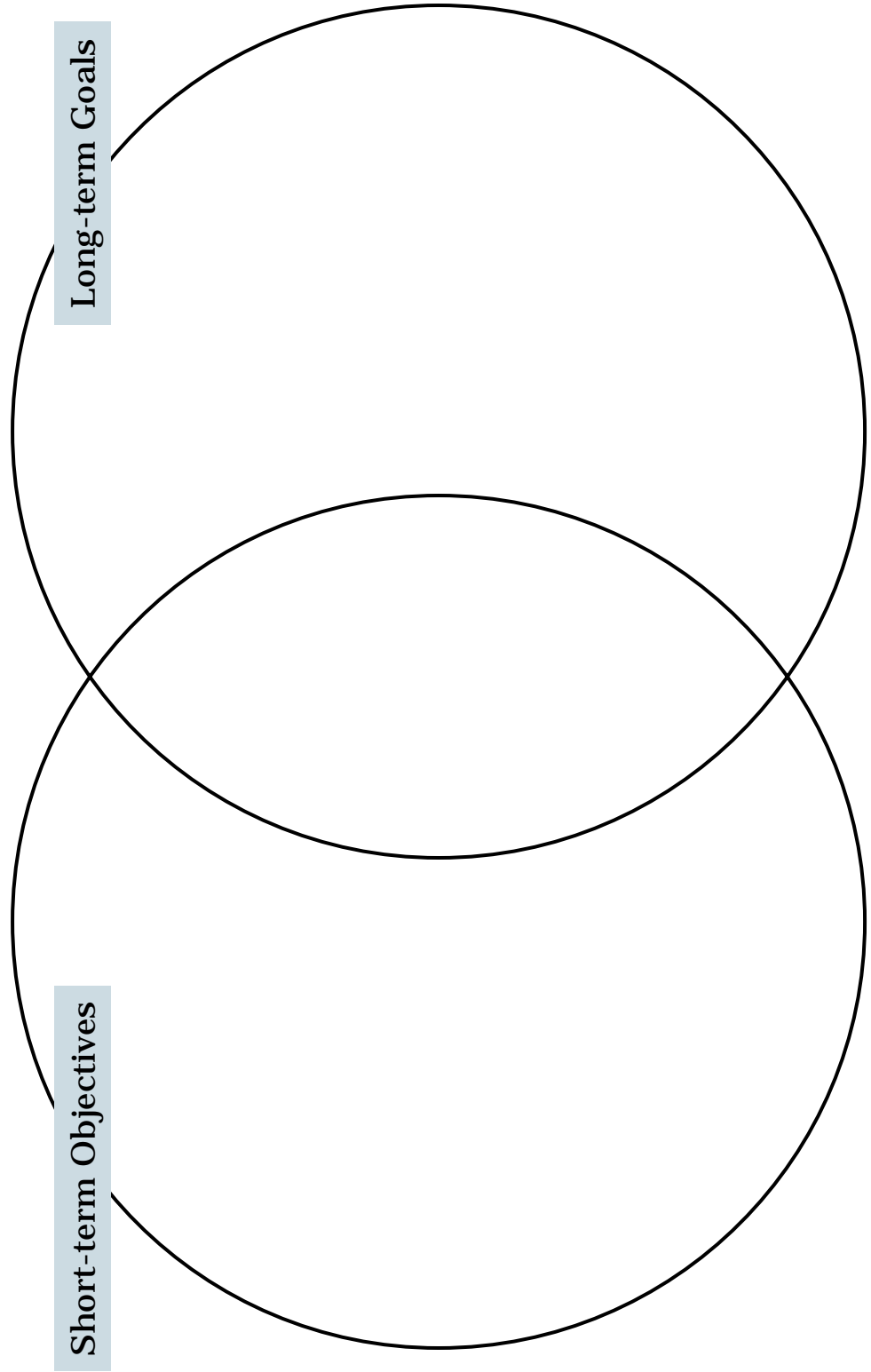
Individualized Program Planning (IPP) Workshops

Workshop #4: Meaningful and Measurable Goals

Time	Approximately three hours
Purpose	To explore different elements of developing meaningful and measurable goals in the IPP process.
Reference	Chapter 7: Making Goals Meaningful, Measurable and Manageable in <i>Individualized Program Planning</i> (2006)
Grouping	Partners or small groups
Resources	Blackline masters for Activities 1 through 9 (attached)
Process	<ol style="list-style-type: none">1. Introduce yourself and complete an introductory activity such as “Introducing Your Neighbour” or “Four Questions.”2. Organize the group into partners or small groups to complete the following activities:<ul style="list-style-type: none">• What’s the Difference?• Making Goals Meaningful• A-B-C List of Measurable Terms3. After a brief break, complete the following activities:<ul style="list-style-type: none">• What’s the Observable Behaviour?• Making Goals Manageable• How Can Expected Changes Best Be Seen?4. After a brief break, complete the following activities:<ul style="list-style-type: none">• Fair–Pair Rule• Four-square Organizer• IPP Storyboard Planner
Wrap-up	Complete a culminating activity such as “5-3-1” in which participants reflect on writing meaningful and measurable goals.

Workshop #4: Meaningful and Measurable Goals
Activity 1: What's the Difference?

Working with a partner or in small groups, complete a Venn diagram that lists the distinct and shared attributes of short-term objectives and long-term goals. (For more information on short- and long-term goals, see Chapter 7: Making Goals Meaningful, Measurable and Manageable, pages 1–2, in *Individualized Program Planning*.)



Workshop #4: Meaningful and Measurable Goals

Activity 2: Making Goals Meaningful

Look over the following list of skills or concepts that might be listed as goals for students. What would it take to make each goal more meaningful and educationally relevant? Rewrite each goal from the first column in more student-friendly language that better reflects authentic and meaningful learning in a classroom context. (For more ideas and information on writing meaningful goals, see Chapter 7: Making Goals Meaningful, Measurable and Manageable, pages 5–6, in *Individualized Program Planning*.)

Goals	More Meaningful Goals
Walk 5 steps on a balance beam	Walk independently from circle to reading corner.
Identify five colours	
Articulate the “K” sound	
Segment words	
Identify facial expressions	
Use directional words	
Distinguish between right and left	
Modulate volume of voice	

Add two more examples:

Further questions for discussion:

- How do functional goals fit into classroom programming?
- How can we use what all students in the classroom are expected to learn or do as a starting point for an IPP goal?

Workshop #4: Meaningful and Measurable Goals
Activity 3: A-B-C List of Measurable Terms

1. Working with a partner or in small groups, brainstorm one or more measurable terms for each letter of the alphabet. The letter A has been done for you. You have six minutes to do this activity. Earn bonus points for letters B, H, J, K, Q, X and Y. (For more information on measurable terms, see Chapter 7: Making Goals Meaningful, Measurable and Manageable, pages 5–6, 20 (Appendix 7-A), in *Individualized Program Planning*.)

A	able to, analyses, applies, arranges	N	
B		O	
C		P	
D		Q	
E		R	
F		S	
G		T	
H		U	
I		V	
J		W	
K		X	
L		Y	
M		Z	

2. Using a measurable term that begins with the first letter of your name, brainstorm three examples of typical skills or concepts that could appropriately be described by this term. For example:

- Arranges**
1. Arranges number cards 1–10 in numerical order.
 2. Arranges containers in order from largest to smallest.
 3. Arranges vocabulary words according to type.

Measurable Term:	1.
	2.
	3.

Workshop #4: Meaningful and Measurable Goals
Activity 4: What's the Observable Behaviour?

1. Look over the goal areas and the examples of general behaviours for that area. Rewrite the general behaviour as a more observable behaviour—the first example is done for you. Then add three examples from your own classroom experience.

Goal Area: Self-help skills	
General behaviour	More observable behaviour
<ul style="list-style-type: none"> • Shows more independence 	<i>When presented with three choices, chooses preferred learning centre.</i>
<ul style="list-style-type: none"> • Takes care of belongings 	
<ul style="list-style-type: none"> • Attends to personal hygiene 	

Add three more examples for self-help skills:

Goal Area: Prosocial skills	
General behaviour	More observable behaviour
<ul style="list-style-type: none"> • Gets along with others 	
<ul style="list-style-type: none"> • Shows impulse control 	
<ul style="list-style-type: none"> • Controls temper tantrums 	
<ul style="list-style-type: none"> • Manages anxiety 	

Add three more examples for prosocial skills:

Goal Area: Communication	
General behaviour	More observable behaviour
<ul style="list-style-type: none"> Asks for help 	
<ul style="list-style-type: none"> Interacts with others 	

Add three more examples for communication:

Goal Area: Literacy	
General behaviour	More observable behaviour
<ul style="list-style-type: none"> • Letter recognition 	
<ul style="list-style-type: none"> • Word recognition 	
<ul style="list-style-type: none"> • Reading recognition 	
<ul style="list-style-type: none"> • Reading comprehension 	
<ul style="list-style-type: none"> • Printing 	
<ul style="list-style-type: none"> • Writing paragraphs 	
<ul style="list-style-type: none"> • Research skills 	

Add three more examples for literacy:

Goal Area: Numeracy	
General behaviour	More observable behaviour
<ul style="list-style-type: none"> Integer recognition 	
<ul style="list-style-type: none"> Addition of numbers up to three digits 	

Add three more examples for numeracy:

Goal Area: Study skills and work habits	
General behaviour	More observable behaviour
<ul style="list-style-type: none"> • Completing work 	
<ul style="list-style-type: none"> • Following teachers' directions 	

Add three more examples for study skills and work habits:

2. Fill in the following based on the example below. Choose an observable behaviour from the previous activity and brainstorm three conditions in which this behaviour might occur and three potential ways to monitor and measure this behaviour.

Example:

Observable behaviour:

Independently chooses learning centre

Three potential conditions in which this behaviour might occur:

- *When presented with three picture cards ...*
- *Using the centre sign-up board ...*
- *When asked by the teacher ...*

Three potential ways to measure this behaviour:

- *Once a day for one week*
- *Three times a week*
- *Five consecutive times*

Observable behaviour:

Three potential **conditions** in which this behaviour might occur:

- _____
- _____
- _____

Three potential ways to **measure** this behaviour:

- _____
- _____
- _____

Workshop #4: Meaningful and Measurable Goals
Activity 5: Making Goals Manageable

Divide into groups of four or six and brainstorm to generate examples under the following headings. After five minutes, have half the group move to join the group on the right and the other half stay in their seats. Continuing brainstorming with your new group. (For more information on manageable goals, see Chapter 7: Making Goals Meaningful, Measurable and Manageable, pages 8–13, in *Individualized Program Planning*.)

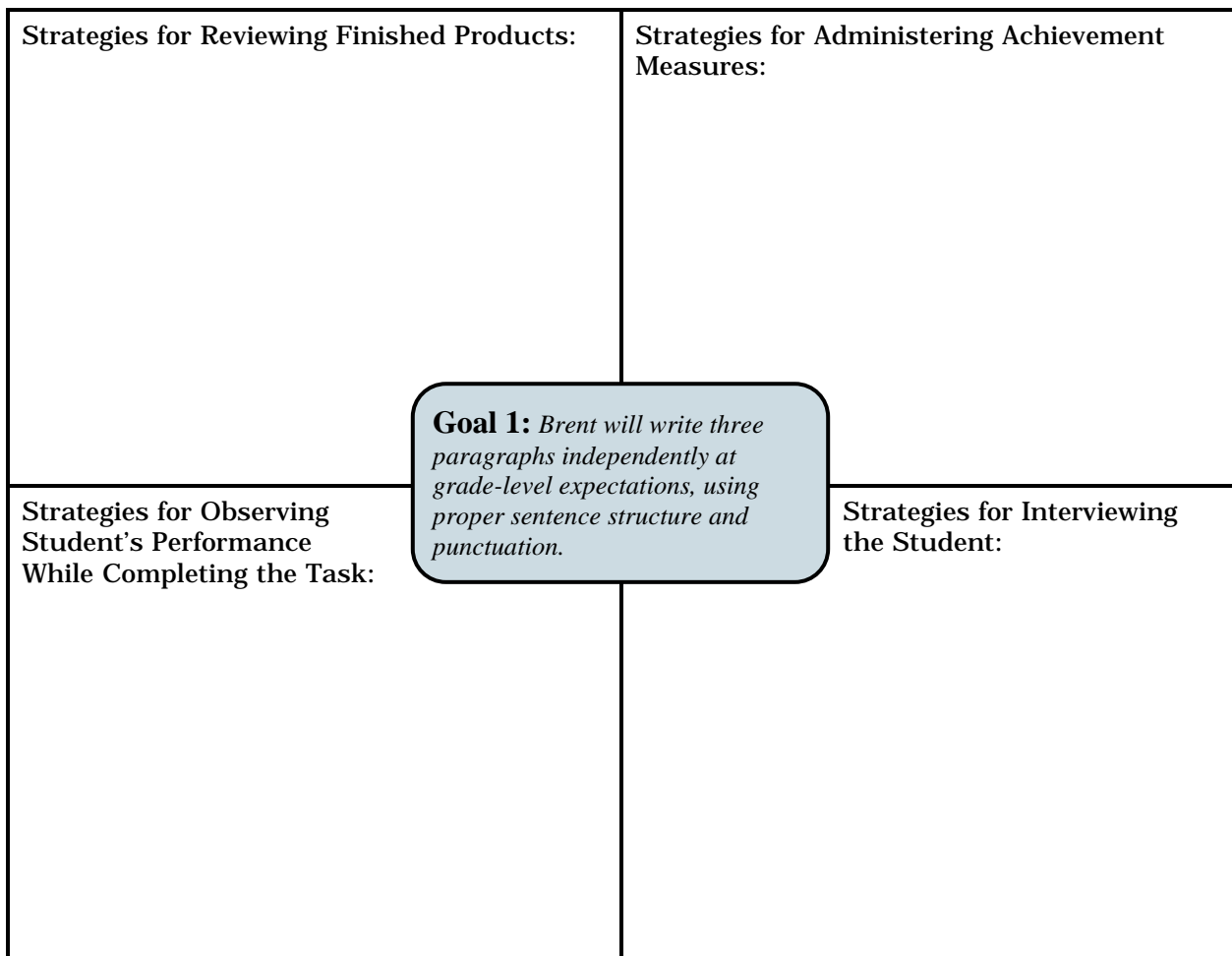
Natural learning settings within regular classroom routine in which measurement might take place	Units of measurement that are meaningful to students, parents and other teachers	Strategies for involving students in gathering and analysis of data

Workshop #4: Meaningful and Measurable Goals
Activity 6: How Can Expected Changes Best Be Seen?

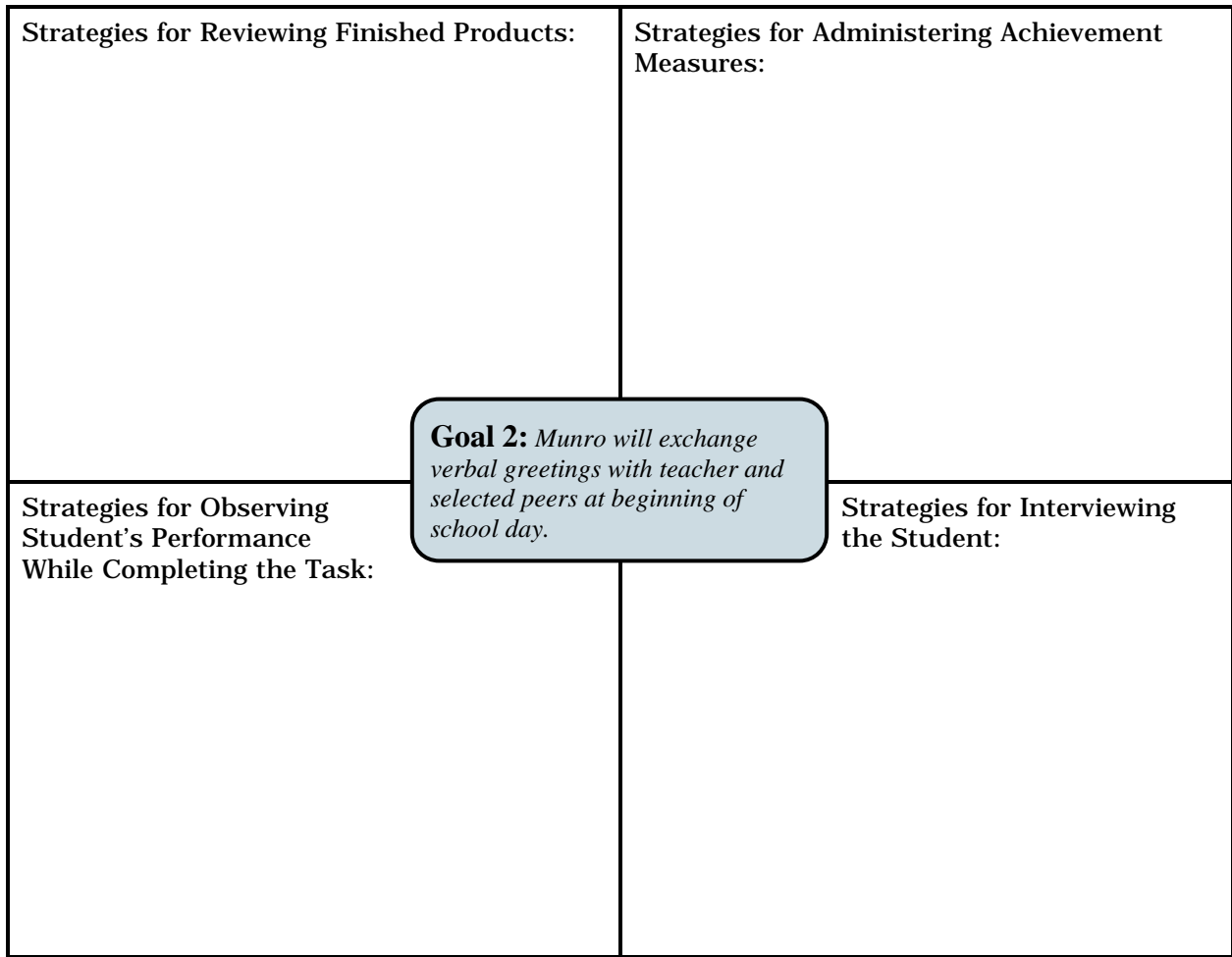
Consider the following examples of typical student goals:

- *Brent will write three paragraphs independently at grade-level expectations, using proper sentence structure and punctuation.*
- *Munro will exchange verbal greetings with teacher and selected peers at beginning of school day.*
- *Suzy will use self-talk and other self-calming strategies to help herself successfully complete in-class tests independently and within time limits.*

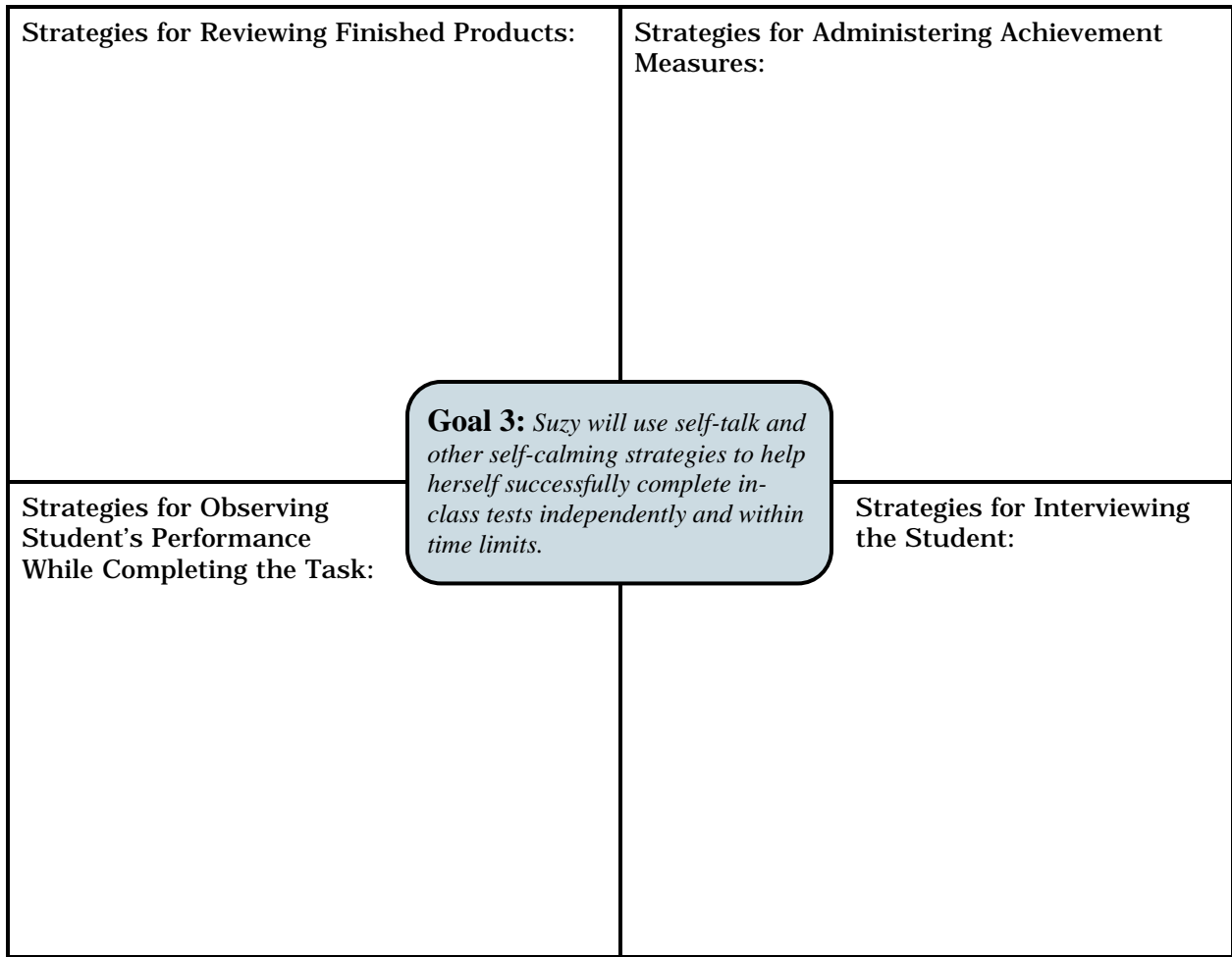
Use the following organizer for brainstorming strategies for measuring each of the goals. (For more information on strategies for measuring goals, see Chapter 7: Making Goals Meaningful, Measurable and Manageable, pages 8–13, in *Individualized Program Planning*.)



Which strategy would provide the most manageable and meaningful data?



Which strategy would provide the most manageable and meaningful data?



Which strategy would provide the most manageable and meaningful data?

Workshop #4: Meaningful and Measurable Goals
Activity 7: Fair-Pair Rule

The fair-pair rule suggests that for every behaviour that is targeted for reduction or elimination, a corresponding positive or prosocial behaviour to teach or increase in frequency should be paired with it. Use the following organizer to brainstorm sample replacement behaviours for typical behaviours targeted for reduction or elimination.

Typical behaviours targeted for reduction or elimination	Replacement behaviours
thumb-sucking	<i>playing quietly with squeezey toy</i>
tantruming	
hitting people to get their attention	
chewing pencils	
high-pitched squealing	
saying “I can’t, I can’t.”	
pushing other in line up	
tattling	
throwing toys	
doodling on desk, clothes and body	
swearing	
call-outs	

Add five more examples:

Workshop #4: Meaningful and Measurable Goals

Activity 8: Four-square Organizer

Consider the following examples of long-term goals:

- *Callie will complete written assignments independently.*
- *Marcus will come in from recess willingly and on time.*
- *Loren will participate in classroom discussion*

1. Choose an **expected observable behaviour** for one of these goals (or a goal you would like to develop for a student you are working with) and record this behaviour on single sticky note.
2. Next, identify the **conditions** under which the student will perform the task and record this information on a second sticky note.
3. Next, determine how that behaviour will be measured and record these **criteria** for measurement on a third sticky note.
4. Finally, decide on an **achievement date** for this objective and record this date on a fourth sticky note.
5. Arrange all four sticky notes on the corresponding squares of the Four-square Organizer for IPPs on the following page.
6. Use the information recorded on the organizer to write a short-term objective in the space at the bottom of the organizer.
7. Post the organizer for the group to discuss.

Four-square Organizer for IPPs

Long-term goal: _____

Objective: _____

<p>ACHIEVEMENT DATE</p>

<p>EXPECTED BEHAVIOUR</p>

<p>CONDITIONS under which the student will perform the task</p>
--

<p>CRITERIA for measurement</p>
--

Short-term objective: _____

This form adapted with permission from Edmonton Public Schools, *Individualized Program Plan Guidebook* (Edmonton, AB: Edmonton Public Schools, 2005), p. 43.

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Activity 9: IPP Storyboard Planner

Review the IPP Storyboard Planner tool on the following page. Choose one of the sample **current levels of performance** below to begin this activity and record it in the planner. Feel free to revise the description of performance to align with a student you know.

Sample current levels of performance:

- *Munro is a Grade 3 student who is reading at an early Grade 1 level. He has a limited sight vocabulary and has difficulty sounding out words.*
- *Rakesh has at least three emotional outbursts a day in this Kindergarten classroom. They tend to happen during transitions from centre activities to circle time.*

Working with a partner, complete the following tasks.

1. Consider what assessment tools and strategies might be used to ascertain this current level of performance. Write at least two ideas in the **Assessment tools/strategies** sidebar.
2. Working in partners, use this information to develop an **Annual goal**. Describe what this new behaviour or skill would look like.
3. Develop three short-term **Objectives** that would support or lead to this goal.
4. Make the **Review dates** approximately three months apart, over the course of a school year.
5. Identify **Supporting instructional strategies and accommodations** that would support the student achieving these objectives. Record in appropriate sidebar.

IPP Storyboard Planner

Current level of performance

Assessment tools/strategies

Objectives

1.

Review date _____ Mastered Not yet

2.

Review date _____ Mastered Not yet

3.

Review date _____ Mastered Not yet



Supporting instructional strategies and accommodations

Annual goal

Final review date _____

Mastered Not yet

Comments
