


Writing Goals and Objectives



Thursday, June 7, 2012 2:00-4:00

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Agenda

- Goals and Objectives Defined
- Choosing Goals
- Writing Goals
- Writing Behavioral Objectives
- Amending Goals
- Documentation

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Goal Development

Personal goals include person centered supports to enhance opportunities for individuals to make *real* choices that result in personal quality of life outcomes.



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Why are developing Goals and Objectives important?

- They create an environment where the person's needs, wants, and desires are identified
- They are required by regulatory agencies which provide funding
- They are required by federal statute
- They provide the most systematic way possible to measure success

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Are Goals and Objectives the same thing?

No

Objectives are very concrete; goals are less structured

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Goals

- Should reflect personal desires
- Are based on a team dialogue that includes the person with a disability
- State the big picture
- Are long-term aims that you want to accomplish
- Are less structured than objectives
- Are driven by assessments (both formal and informal interview)



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Goals

Long-term goals often are our most meaningful and important goals. One problem, however, is that the achievement of these goals is usually far in the future. As a result, we often have trouble staying focused and maintaining a positive attitude toward reaching these goals. This is why it is sometimes helpful to set up what we call enabling or short-term goals.

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Goals

- **Short-term goals** - ones that the person will achieve in the near future (e.g., less than 12 months)
- **Long-term goals** are ones that the person will achieve over a longer period of time (e.g., 2-3 years)

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For example: John's *long-term* goal is :

"I want a job in the community that pays at least minimum wage".

Team discussion found that John needs support to identify jobs that match his skills and needs assistance in finding transportation.

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Short term goals may include:

“John will apply for at least 10 community jobs.”

“ John will learn to use public transportation.”

Objectives will then be developed to address barriers towards reaching these short-term goals.

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Objectives



- Are measurable
- Are focused on outcomes rather than process
- Are meaningful to the person with a disability
- Are achievable
- Are related to the goal
- Can be fun and interesting
- Can be improved with technology and creative accommodations if need be

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In Review

- Goals and objectives are both tools for achieving the desired outcomes
- Goals are longer term and objectives are accomplished in the shorter term
- Goals are hard to quantify whereas an objective can easily be measured

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Choosing Goals

Goals should be considered for the following areas:

- Person's areas of interest
- Communication
- Challenging behaviors
- Mobility/ambulation
- Basic self-care
- Educational/self-sufficiency



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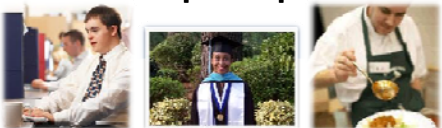
Choosing Goals

- Preferences of participant and/or family are addressed
- Strengths, needs and preferences are identified through assessments and personal interview with the participant
- Individual assessment information (ICAP; SIB; Risk Assessments; interview) should identify relevant strengths, needs and barriers to **full** community participation.
- Remember, along with personal preferences, assessments drive the ISP and selection of goals

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Choosing Goals

Goals should be functional and based on principles of community inclusion and self-determination that focus on outcomes important to the participant



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Choosing Goals



Example:
 Assessments have found that the individual is non-verbal with little to no functional communication and enjoys going out to eat.

Goal area:
 "... will increase independence in the community by using alternative strategies."

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Choosing Goals

Risk Assessments

- Risk Assessments identify dangers to the health, safety and welfare of the person receiving services.
- For each risk identified, the ISP should contain strategies to address these.
- It is acceptable for the team to prioritize risks and not address all risks simultaneously.
- BUT, the ISP should document team discussion regarding major risks identified.

<http://www.dhs.state.il.us/page.aspx?item=58999>

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Risk Assessments

If there are no risks identified, there must be documentation that there are none.

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Areas of Risk

- Health/Medical
- Safety
 - Home
 - Community
 - School/Workplace
- Financial
- Behavioral
- Supports



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Choosing Goals

- The ISP team uses the assessment information to help the person with disabilities develop goals, which are then contained in the written plan.
- This results in outcomes that reflect what is most important to and most important for the individual in his/her daily life.

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Choosing Goals

How many?

- ✓ There may be a correlation between the individual's strengths, needs, and desires and the number of goals developed
- ✓ The person with disabilities should be supported by the team to prioritize goals
- ✓ Team discussion and reasons for selection of goals should be documented in the ISP

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Remember. . .

Goals = Desired Outcomes

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Writing Goals

There are four basic steps to writing goals



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Writing Goals

1. At every step in the planning, keep the desires, interests and needs of the person in mind.
2. Think about who will be responsible for monitoring the goal achievement
3. Determine what steps will be needed to achieve the goal
4. Establish a deadline

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Writing Goals

When writing goals ask:

- **What am I measuring?**
- **How will I measure it?**
- **How do I know when the goal has been accomplished?**

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Some Considerations when Writing Goals

- Ask the team: "Will this goal help the person to be successful?"
- Use your knowledge of human growth and development to know where the person falls in his/her attainment of developmental milestones.
- Goals should be reviewed at least annually, based upon fact-based assessment and readjusted as needed.

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Goal Writing FAQ's

- **Do you have to have a certain number of goals?**
No. The number of goals depends on the individual's needs and desires.
- **Do you have to have goals on each area of need?**
No, but each area must be discussed by the team and goals should be prioritized. THIS DISCUSSION SHOULD BE DOCUMENTED IN THE ISP.

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Writing Behavioral Objectives

- A behavioral objective is an attempt to clearly define successful completion of a behavioral change.
- Objectives are measurable steps toward goal achievement.



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Qualities of Well-Written Objectives are:

- Sequential
- Relate directly to a goal
- Measureable
- Stated so that the behavior changed is observable
- Are singularly stated- that is, no compound objectives

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Compound Objectives

“. . . Jan will walk to the store and purchase groceries. . .”

What are we measuring here?



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How to Write Good Behavioral Objectives

A behavioral objective is composed of five parts:

1. **Conditions** under which the objective is performed
2. **Person** who will perform the task
3. **Behavior** that will be performed
4. **Performance** that the person must demonstrate
5. **Timeline** to reach the goal

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Conditions

- Describe the things that have happened or are required to happen during the program;
- Or the things the person will be given to carry out the program

Example:

"When Mark is presented with his checkbook. . ."

"When given the instruction; "John, it's laundry time. . ."

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Person

- Use the person's name, not a nickname or "he" or "she"
- The *person* generally immediately follows the condition.

Example:

"Given the instruction, "John, it's laundry time, John will. . ."

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Behavior

- Specify the **one** behavior that the individual will perform
- Use concrete behaviors that are *measurable* and *observable*. These behaviors are called *overt* behaviors.
- The behavior must be an *overt* behavior in order to be measured consistently

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AN OVERT BEHAVIOR IS ONE THAT CAN BE DETECTED USING ONE OF THE FIVE SENSES

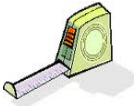
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Behavior

- Avoid using behavioral terms that are general, non-specific and open to interpretation
- These types of behaviors are called *covert* behaviors

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- **Covert behaviors are not observable**
- **Covert behaviors are not measurable**




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<i>Covert</i> Behaviors	<i>Overt</i> Behaviors
✓ Think	✓ Draw
✓ Feel	✓ Walk
✓ Understand	✓ Pick up
✓ Be able	✓ Push
✓ Be aware	✓ Name
✓ Know /learn	✓ Write
✓ Like	✓ Describe
✓ Appreciate	✓ Repeat

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Performance

- Performance describes the degree to which the person will perform the task satisfactorily.
- This can be done by various methodologies:
 - How many?
 - How long?
 - How often?
 - How well?



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Performance

How many? - number of responses

Example: "...will walk to the mailbox 15 times. . ."

How long? - time related; what length of time

Example: "...will assemble widgets for 20 minutes. . ."

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Performance

How often? - number of responses that are time related

Example: "...will make her bed four out of seven times in one week"



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Performance

How well? – to what degree or level of accuracy

Example: "...write down the sums of addition problems with at least 80% correct score or higher"



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Performance

- Some of the best performance criteria combine criteria together.
- For example: “. . .write down the sums of addition problems with at least 80% correct score on 4 out of 5 addition assignments within a two week period.”

How well?, How many?, How long?

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Timeline

- The timeline is the date which is set by which the performance criteria should be achieved.
- The timeline must always include a month, date and year.



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Examples of Poorly Written Objectives

- Thomas will take out the trash.
- Dalton will try to sit quietly.
- Isaiah will cross the street safely.

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Examples of Well-written Objectives

- After eating dinner, Thomas will take the trash to the dumpster 5 of 7 times for 4 consecutive weeks by June 5, 2013.
- After story time, Dalton will stay seated for 3 minutes, 7 out of 10 trials for 3 consecutive months by June 15, 2012.
- After activating the "walk" signal, Isaiah will cross the street 18 of 20 trials by June 30, 2012.

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Remember . . .

- Without well written objectives, there is no basis for making any judgment as to whether or not the program has achieved the desired result.
- Without well-written objectives, you will have confusion and disagreement about what is expected for the person served.
- An objective is well-written if it succeeds in communicating your intent. It should describe the desired behavior to eliminate misunderstanding.

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Amending Goals and Objectives

- The QIDP, with input from the rest of the support team and the person served, updates the ISP goals and objectives, as needed, to promote progress toward desired outcomes.
- In general, a 'revision' of an objective is needed if no progress is noted in 4 months.
- "Revision" may include revision of instructional methods, schedule, etc.

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Amending Goals and Objectives

- If a goal is met prior to the next scheduled ISP, consider the length of time until the next ISP is held.
- To avoid having this problem, you may want to have the team develop and prioritize a number of goals, all of which are not implemented immediately.

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Documentation

- **Keep documentation methods simple!!**
- Use methods that untrained staff can easily complete

For example, use a calendar to document progress

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Documentation

Use 😊 or ✓ for successful completion of the objective

Or an 😞 or ✗ for unsuccessful completion

Simply have the person implementing the program mark the calendar

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			😊	😊	😊	😊
			😊	😊	😊	😊
			😊	😊	😊	😊
			😊	😊	😊	😊
			😊	😊	😊	😊

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When it comes to planning goals and objectives. . .

"You've got to be careful if you don't know where you're going because you might not get there."

Yogi Berra

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