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- Email customerservice@OccupationalTherapy.com

Writing IEP Goals

Presented by Kim Wiggins, OTR/L

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Kim's Other Webinars

- A Collaboration Sensation
- Chromebooks in Special Education
- New Ideas and Techniques for Posture, Upper Extremity Stability, Pressure, Wrist Extension, and Grip!
- Sloppy Handwriting? Tips and techniques to improve common handwriting problems
- iPad Apps in Occupational Therapy: Apps for organization, behavior, sensory, fine motor, and visual perception!
- iPad Apps for Handwriting Skills and Compensation Techniques to Enhance Therapy: Apps for Organization, Behavior, Sensory, Fine Motor, and Vision
- Primitive Reflexes: Screening, compensation, and treatment
- Writing IEP Goals
- Visual Perception and Its Impact on Learning
- FOCUS! Skills and Strategies to Improve Attention (6 hours)

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Kim Wiggins' Contact Info



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Learning Outcomes

- After this course, participants will be able to define 5 components to writing goals.
- After this course, participants will be able to write measurable and attainable goals using the SMART format.
- After this course, participants will be able to differentiate if a goal is specific, measurable, and attainable.

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Controversy

- OT Goals VS Educational Goals that OT addresses

“Active participation with the IEP team process also helps ensure that service providers understand how to promote student access, participation, and progress within the curriculum in the least restrictive environment.” (Thorne, 2011)

“Moderation tests revealed that progress monitoring had larger effects on goal attainment when the outcomes were reported or made public, and when the information was physically recorded.” (Thorne, 2011)

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Tips for Developing Goals

1. Write down statements about what you want the child to know and be able to do
2. Turn them into goals by being realistic and specific
3. Break down each goal into small steps
4. How will you know if they are achieving the goals? Make them measurable!

From Chapter 12: SMART IEPs in [*Wrightslaw: From Emotions to Advocacy—The Special Edition Survivor's Guide \(2nd ed.\)*](#) by Pam Wright and Pete Wright (2006, Hartfield, VA: Harbor House Law Press). Download a free copy of the [SMART IEPs chapter](#) from Wrightslaw for your personal use.

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Various Strategies

- SMART: Specific, Measurable, Attainable, Relevant, Time
- RHUMBA: Relevant, How long, Understandable, Measurable, Behavioral, Achievable
- ABCD: Audience, Behavior, Condition, Degree
- FEAST: Function, Expectation, Action, Specific conditions, Timeline

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Ineffective goals ☹️

1. Child will increase his/her fine motor coordination scores on the BOT-2 at least one descriptive category.
2. Student will improve ability to work in presence of visual stimulation in the classroom with verbal cues 2 out of 3 times by 05/01/2014
3. Student will complete 3 different fine motor activities (art & crafts, puzzles, manipulatives, etc.) independently 2/3 opportunities by 05/30/2014
4. Student will independently demonstrate a mature pincer grasp 75% of the time during a therapeutic fine motor activity.

Clark, G. F. (2005). Developing appropriate student IEP goals. OT Practice 10(14), 12–15.

SMART: Specific, Measurable, Attainable, Relevant, Time

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CONTINUED

S = Specific (scarlet) (related to Relevant)

- Related to function
- What are you going to do?
- Will you be able to monitor it?

Cut a complex shape, independently 80% of the time.

Vs.

Independently using bilateral coordination, cut on the line of a 5 inch star shape, with no more than 2 deviations from the line in 4/5 trials.

SMART: Specific, Measurable, Attainable, Relevant, Time

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Example

- During all school work tasks, the child will display age appropriate crossing midline skills in the classroom as reported by the teacher/aide.
- How could we reword this?
 - To improve crossing midline skills, student will tap a switch with his dominant hand when the switch is placed on his non dominant side of his body, using 1 verbal cue, in 4 out of 5 consecutive trials.

SMART: Specific, Measurable, Attainable, Relevant, Time

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M = Measurable (mint)

- Evidence that the goal will be achieved in order to use data collection and progress monitoring
- Considerations in Developing a Measurable Goal
 - # of Repetitions (10 reps x 3 sets)
 - Timed Tests (supine to stand in 45 secs.)
 - # Trials/Opportunities (2/5, 3/5, 2/3)
- AVOID percentages
 - 3/5 = 60%
 - 2/3 = 67%
 - 3/4 = 75%
 - 4/5 = 80%
 - 9/10 = 90%

SMART: Specific, Measurable, Attainable, Relevant, Time

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A=Attainable (aqua)

- Goal needs to be challenging but reachable

LEVEL OF ASSISTANCE included here

- Independently
- With verbal cues (how many?)
- With visual or physical prompts (how many?)
- Minimal/moderate/maximal assistance (this can be subjective)

SMART: Specific, Measurable, Attainable, Relevant, Time

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Typing Speeds from copy

- K-2 have specific goals but no time requirements are expected.
- 3rd: at least 5-10 WORDS per minute
- 4th: at least 10-15 WORDS per minute
- 5th: at least 15-20 WORDS per minute
- 6th: at least 20-25 WORDS per minute
- 7th: at least 25 WORDS per minute from copy trying to look at the copy or screen (not keys)
- 8th: at least 30 WORDS per minute from copy mostly looking at the copy or screen (not keys)

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Typing Speed

- Written Language Production Standards for Handwriting & Keyboarding (Grades PreK-8)

www.hw21summit.com/

(scroll down to the bottom of the page)

Or,

- Handwriting & Keyboarding: Standards for the Production & Presentation of Writing

www.handwritingstandards.com

Or,

- <http://goo.gl/A97RmJ>

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Relevant (related to Specific)

Ask yourself when writing the goal....

- Is the goal worthwhile?
- What is the big picture?
- Why is the student doing this goal?
- Why is it necessary for life?
- CCSS.ELA – Literacy .W.1.2 Write Informative/explanatory texts in which they name a topic, supply some facts about a topic, and provide some sense of closure
- OT Goal: Student will write a 3-4 word original sentence with dictation assistance for spelling and with 90% of the letters placed within 1/16" of the bottom line, in 3/3 trials by June 2019

SMART: Specific, Measurable, Attainable, Relevant, Time

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Relevant example

- To improve crossing midline skills, student will tap a switch with his dominant hand when the switch is placed on his non dominant side of his body, using 1 verbal cue, in 4 out of 5 consecutive trials.

Vs.

- Student will tap a switch with his dominant hand when the switch is placed on his non dominant side of his body, using 1 verbal cue, in 4 out of 5 consecutive trials.

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Time

- T – TIME BOUND: deadline that the goal needs to be achieved by
- IEPs are usually written annually. Within 1 year?
- Using the www.typing.com program (or any other similar software), student will independently type copied words with 95% accuracy in all settings at a rate of 50 characters per minute (c.p.m) or 5 words per minute (w.p.m.) by June 2016.
- **Objectives**
 - 20 characters per minute (c.p.m.) by November
 - 30 characters per minute (c.p.m.) by February
 - 40 characters per minute (c.p.m.) by March

SMART: Specific, Measurable, Attainable, Relevant, Time

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Online Resources

1. "OT Goal Examples for Pediatrics" FREE
http://www.ideasforot.com/?page_id=230 Or: <http://goo.gl/sC3XBy>
2. "IEP Goals for Writing, Keyboarding, and Copying" FREE
http://learningabledkids.com/iep_training/example_iep_goals_for_copying.htm
Or: <http://goo.gl/EgpbEp>
3. Title: IEP Goals Related to the Common Core for OT/PT
Grades K-2 \$19.95
<http://yourtherapysource.com/commoncorek2.html>
4. Title: IEP Goals Related to the Common Core for OT/PT
Grades 3-5 \$19.95
<http://yourtherapysource.com/commoncore35.html>
OR: <http://goo.gl/3203Pl>

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Sample Visual Perception Goals

1. Visually scan a written document to locate 3 specific words to complete a classroom task with no more than 2 prompts in 3/3 trials.
2. Visually scan the keyboard to accurately locate letters when completing written work in the computer lab with less than 3 prompts on 3 consecutive days.
3. Student will independently sort 3 objects into the appropriate categories of size, shape, and color $\frac{3}{4}$ times with up to 2 errors.
4. Identify his/her name on a cubby in 2/3 days with 1 verbal prompt.
5. Independently insert 2-3 form board puzzle pieces in the correct spot in 3/5 trials.

SMART: Specific, Measurable, Attainable, Relevant, Time

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Sample VMI Goals

1. Independently cut a 4 inch circle (approximately 1/8" thickened line), with 3 or less deviations from the line, in 4/5 trials.
2. Color in a 3 inch shape with no more than 3 deviations from the line in 3/4 trials independently.
3. Copy a sentence from a vertical surface at least 3 feet away without missing any letters or words, within 4 minutes or less, with no more than 1 verbal prompt in $\frac{3}{4}$ consecutive opportunities.
4. Copy a math problem from far point allowing no more than 1 number omission with no more than 2 cues, in 4/ 5 consecutive trials.
5. Hold scissors and paper independently and cut a 5 inch star shape with a thickened line, with no more than 2 deviations from the line in 4/5 trials.

SMART: Specific, Measurable, Attainable, Relevant, Time

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Sample Motor Goals

1. Functionally negotiate obstacles on the playground without tripping or bumping into objects or peers within a 5 minute period in 2/3 consecutive opportunities, independently.
2. Sit upright to participate in a classroom activity for 10 minutes, with adaptive equipment such as an inclined move-n-sit cushion if necessary in 2/3 trials with at least 5 minutes of rest breaks in between each trial.

SMART: Specific, Measurable, Attainable, Relevant, Time

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Sample Motor Goals

3. Maintain weight bearing posture on open hands for at least 10 seconds without collapsing, independently, in 2/3 trials within a 30 second rest break in between each trial.
4. Follow movement routine to classroom song of at least 3 minutes with no more than 2 errors in 2/3 occasions with 2-3 verbal prompts.
5. Carry a lunch tray from cafeteria to table without dropping any items independently in 4/5 attempts.

SMART: Specific, Measurable, Attainable, Relevant, Time

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Sample Sensory Goals

1. Sit and attend to a teacher-directed activity for 10 minutes with no more than 3 verbal prompts in 2/3 trials with a 5 minute rest break in between trials, following appropriate sensory strategies.
2. Attend for 10 minutes of circle time without behavioral overreactions with no more than 2 physical prompts in 3/5 days.
3. Tolerate activities that involve glue, without yelling or running away, for up to 5 minutes with no more than 1 verbal redirection in 2/3 opportunities.
4. Tolerate a toilet flushing without screaming, in 2/3 opportunities, with no more than 1 verbal, using sensory strategies as needed.

SMART: Specific, Measurable, Attainable, Relevant, Time

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Sample Sensory goals

1. Maintain appropriate physical/personal boundaries between herself and others by not touching other students while standing in line from one location to another for 3 minutes with no more than 2 verbal prompts, in 2/3 opportunities.
2. Ask for a sensory strategy in the classroom to help calm his body when participating in non-preferred activities (i.e. transitions or assemblies), with 3-4 verbal in 4/5 trials within one month, monitored by teacher report and checklist.
3. Independently keep hands to self during group activities of 2-3 peers for 30 seconds in 2/3 trials.
4. Select and utilize one self-organizing activity from a field of 3 choices, with 1 verbal prompt in 4/5 trials. monitored by teacher report and checklist.

SMART: Specific, Measurable, Attainable, Relevant, Time

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Sample AT goals

1. **Independently** type the complete alphabet using an isolated finger to depress keys (and using a key guard) in 60 seconds, with no more than 2 errors, in 2/3 trials.
2. Copy a 5 word sentence from near point by typing it with 2 or more fingers, with at least 15 words per minute, **independently** in 2/3 trials.

SMART: Specific, Measurable, Attainable, Relevant, Time

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Sample AT goals

3. **Independently** using a word processor with word prediction software, Carol will select a grammatically accurate word after identifying and typing the initial letter of the word to construct a paragraph with no more than 2 errors, 4 out of 5 trials,
4. Jon will use an electronic graphic organizer to write an opening topic, a closing, and three supporting detail sentences to construct a five-sentence paragraph, in 2/3 trials, with 3 or less verbal cues.

SMART: Specific, Measurable, Attainable, Relevant, Time

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Data Collection

- iData with the iPad---a tutorial for therapists and educators”

<http://chapelhillsnippets.blogspot.com/2011/06/ida-with-ipad-tutorial-for-therapists.html>

Or,

<http://goo.gl/DSTJ6>

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The screenshot shows a software interface for data collection. At the top, there is a purple header with icons for a user, eye, settings, and a 'SEND' button. Below the header, there are two tabs: 'QUESTIONS' and 'RESPONSES' with a count of '4'. The main content area is titled 'Jon' and contains a 'Form description' field with the text: 'Jon will Use both hands to type his name and simple words with 5 words per minute, independently in 2/3 trials.' Below the description is a list of eight radio button options, numbered 1 through 8. On the right side of the interface, there is a vertical toolbar with icons for adding a question, text, image, video, and a list icon.

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QUESTIONS RESPONSES **4**

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Other...

...

cut out a 5-6 inch star, independently using bilateral coordination, with 2 or less deviations from the line, in $\frac{3}{4}$ trials,

2 or less

3-4 deviations

4-5 deviations

⋮ 5 or more

Other...

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QUESTIONS RESPONSES **4** SEND

4 responses

SUMMARY INDIVIDUAL

Accepting responses

Jon will Use both hands to type his name and simple words with 5 words per minute, independently in $\frac{2}{3}$ trials.
(4 responses)

25% 25%

50%

1
2
3
4
5
6
7
8

▲ 1/2 ▼

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QUESTIONS RESPONSES 4

Jon will Use both hands to type his name and simple words with 5 words per minute, independently in 2/3 trials.
(4 responses)

Response	Percentage
3	50%
4	25%
5	25%

cut out a 5-6 inch star, independently using bilateral coordination, with 2 or less deviations from the line, in ¾ trials,
(4 responses)

Response	Percentage
2 or less	50%
3-4 deviations	25%
4-5 deviations	25%

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continued

Jon (Responses) ☆

File Edit View Insert Format Data Tools Form Add-ons Help All changes saved in Drive

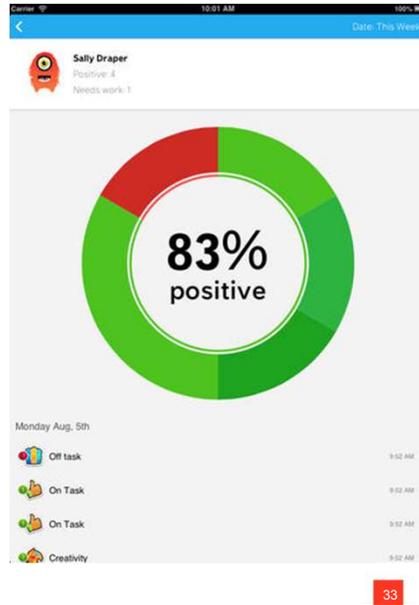
	A	B	C	D	E	F
1	Timestamp	Jayden will maintain his	Jon will Use both hands	cut out a 5-6 inch star, independently using bilateral coordinat		
2	6/9/2016 14:54:53		3	4-5 deviations		
3	6/9/2016 14:55:00		3	3-4 deviations		
4	6/9/2016 14:55:09		5	3-4 deviations		
5	6/9/2016 14:55:20		4	2 or less		
6	6/9/2016 15:05:51	Jayden is having outburs	2	4		
7	6/9/2016 15:06:05	he can attend for 5 minut	5	2 or less		
8						
9						
10						
11						
12						
13						
...						

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continued

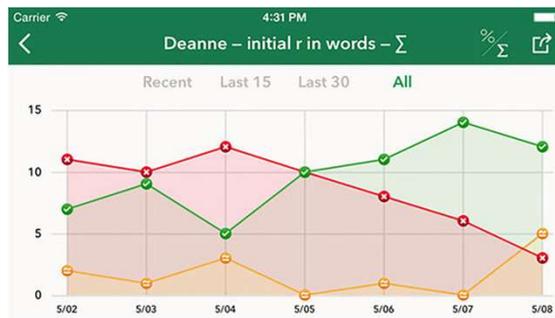
ClassDojo

- By Class Twist Inc.
- IOS
- Lite is Free
- <http://www.classdojo.com/>



continued

- **Super Duper Data Tracker Pro**
- (\$9.99)
- android and IOS



continued

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IEP PAL

- By Perceptum Solutions LLC
- \$29.99/year, 15 day free trial
- IOS iPad only
- <http://bit.ly/2AjhEa6>
REVIEW



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CONTINUED

Example

- Student will ask to use (or utilize) independently a sensory strategy to help calm her body when participating in the classroom, at least 1 time per day in 4/5 days using progress monitoring classroom checklist and teacher/aide observation.

SMART: Specific, Measurable, Attainable, Relevant, Time

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MARK EACH time she requests sensory strategy

Monday	Tuesday	Wednesday	Thursday	Friday
3:30 4:14 4:15 4:16 4:17 4:18 4:19 4:20 4:21 4:22 4:23 4:24 4:25 4:26 4:27 4:28 4:29 4:30 4:31 4:32 4:33 4:34 4:35 4:36 4:37 4:38 4:39 4:40 4:41 4:42 4:43 4:44 4:45 4:46 4:47 4:48 4:49 4:50 4:51 4:52 4:53 4:54 4:55 4:56 4:57 4:58 4:59 5:00				
Handwritten notes and times for Monday	Handwritten notes and times for Tuesday	Handwritten notes and times for Wednesday	Handwritten notes and times for Thursday	Handwritten notes and times for Friday

continued

Books/Resources

- http://learningabledkids.com/iep_training/example_iep_goals_for_copying.htm
- 800+ Measurable IEP Goals and Objectives for use in K – 12 and in Home School Settings Executive Functioning IEP Goals
- 101+ Measurable IEP Goals and Objectives for Smart but Scattered Students Executive Functioning IEP Goals
- Aligning IEPs to the Common Core State Standards
- 200+ Measurable Academic IEP SMART Goals & Objectives. Executive Functioning IEP Goals

- Harkin, B., Webb, T. L., Chang, B. P. I., Prestwich, A., Conner, M., Kellar, I., . . . Sheeran, P. (2016). Does monitoring goal progress promote goal attainment? A meta-analysis of the experimental evidence. *Psychological Bulletin*, 142(2), 198-229. doi:<http://dx.doi.org/10.1037/bul0000025>
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- Orentlicher, M.L., Handley-More, D., Ehrenberg, R., Frenkel, M., & Markowitz, L. (2014). Interprofessional collaboration in schools: A review of current evidence. *Early Intervention & School: American Occupational Therapy Association, Inc.*, Volume 21, Number 2
- Spencer, K. C., Turkett, A., Vaughn, R., & Koenig, S. (2006). School-based practice patterns: A survey of occupational therapists in Colorado. *American Journal of Occupational Therapy*, 60, 81–91.
- Thorne, D., Smith, M., Sarracino, T., & Nicholson, B. (2011, June). Writing team-based IEP goals to promote participation in school-based settings. *Early Intervention & School Special Interest Section Quarterly*, 18(2), 1–3.

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Questions?

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