

Writing Goals and Objectives

Do the objectives or benchmarks...	YES	NO
<ul style="list-style-type: none"> represent meaningful intermediate and measurable steps between current abilities and the outcome? 		
<ul style="list-style-type: none"> represent functional skills (i.e., skills children need to function independently)? 		
<ul style="list-style-type: none"> allow skills to be taught and practiced in developmentally appropriate contexts (i.e., during classroom or home activities and routines)? 		
<ul style="list-style-type: none"> support learning across multiple materials and contexts (i.e., with different people, materials, environments, etc.)? 		
<ul style="list-style-type: none"> address both the acquisition of new skills and the generalization of these skills? 		
<ul style="list-style-type: none"> allow for a <u>sustainable</u> and <u>feasible</u> method of monitoring progress? 		
<ul style="list-style-type: none"> pass the stranger test (i.e., could a stranger read the objective and know whether they have seen the behavior)? 		
<ul style="list-style-type: none"> describe the desired behavior without the use of jargon or professional terms? 		
<ul style="list-style-type: none"> address the concerns of the family and professional staff? 		

Number of Goals and Objectives

1. What are the student's most critical needs?
2. What skills require specially designed instruction?
3. Will the achievement of objectives demonstrate progress toward goals?
4. Will the existing goals allow us to focus on both instruction and data collection in the classroom?
5. What skills will the child most likely learn by participating in regular classroom activities?
6. What skills represent classroom goals rather than IEP goals?