

Find the Errors	What should you think about	Modified
<p><b>Goal:</b> <i>Lindsey will follow verbal directions and give accurate directions to peers</i></p>		<p><b>Goal:</b> <i>Lindsey will follow verbal directions and give accurate directions to peers</i></p>
<p><b>Objective 1:</b> When provided with directions (including street names, turns and mileage), Lindsey will independently follow the directions and arrive at the destination</p> <ul style="list-style-type: none"> <li>a. written support with some peer support along the way (one phone call)</li> <li>b. written support only</li> <li>c. verbal directions with some peer support along the way (one phone call)</li> <li>d. verbal directions only</li> </ul> <p><b>Condition:</b> within 5 minutes of the estimated drive time</p> <p><b>Criteria:</b> 100% on 5 different destinations</p>	<p>-Prioritize the most important skill</p> <p>-Provide a separate task analysis and/or an instructional plan instead of including all the steps or prompt levels toward the ultimate goal in the IEP</p>	<p><b>Objective 1:</b> When provided with verbal directions (including street names, turns and mileage), Lindsey will independently follow the directions and arrive at the destination within 5 minutes of estimated drive time.</p> <p><b>Condition:</b> across 5 different destinations</p> <p><b>Criteria:</b> 9/10 opportunities within one week</p>
<p><b>Objective 2:</b> When asked, Lindsey will receptively identify directions/locations.</p> <ul style="list-style-type: none"> <li>a. Downtown Seattle, Husky Stadium and Bellevue</li> <li>b. North, South, East and West</li> <li>c. 520 Bridge, 1-90 Bridge, West Seattle Bridge, Ship Canal Bridge</li> </ul> <p><b>Condition:</b> across 3 different locations (i.e. playcourt, the cafeteria and CHDD)</p> <p><b>Criteria:</b> 5/5 opportunities within one week</p>	<p>-Make realistic goals and objectives</p> <p>-Select appropriate timelines based on feasible and sustainable instruction, data collection</p>	<p><b>Objective 2:</b> When asked, Lindsey will receptively identify North, South, East and West</p> <p><b>Condition:</b> across 3 different locations (i.e. playcourt, the cafeteria and CHDD)</p> <p><b>Criteria:</b> 5/5 opportunities within one week</p>
<p><b>Objective 3:</b> When asked, Lindsey will correctly give driving/walking directions to peers</p> <p><b>Condition:</b> across 3 different destinations, across 3 peers, across both walking and driving</p> <p><b>Criteria:</b> 4/5 times in one week</p>	<p>-Select the most important or appropriate condition</p>	<p><b>Objective 3:</b> When asked, Lindsey will correctly give driving/walking directions to peers</p> <p><b>Condition:</b> across 3 different destinations</p> <p><b>Criteria:</b> 4/5 times in one week</p>

Find the Errors	What should you think about	Modified
<b>Goal:</b> <i>Jennifer will participate in conversations with peers</i>		<b>Goal:</b> <i>Jennifer will participate in conversations with peers</i>
<p><b>Objective 1:</b> Jennifer will decrease the number of times she answers her cell phone during conversations with peers</p> <p><b>Condition:</b> across 3 peers</p> <p><b>Criteria:</b> Fewer than 4 cell phone interruptions within 4 consecutive conversations</p>	<p>-Make realistic goals and objectives</p> <p>-Consider previous student progress rate</p> <p>-Consider the present level or performance</p>	<p><b>Objective 1:</b> Jennifer will decrease the number of times she answers her cell phone during conversations with peers</p> <p><b>Condition:</b> across 3 peers</p> <p><b>Criteria:</b> Fewer than 6 cell phone interruptions within 6 consecutive conversations</p>
<p><b>Objective 2:</b> Jennifer will decrease the number of times she answers her cell phone during conversations with peers</p> <p><b>Condition:</b> across 3 peers</p> <p><b>Criteria:</b> Fewer than 2 cell phone interruptions within 8 consecutive conversations</p>		<p><b>Objective 2:</b> Jennifer will decrease the number of times she answers her cell phone during conversations with peers</p> <p><b>Condition:</b> across 3 peers</p> <p><b>Criteria:</b> Fewer than 4 cell phone interruptions within 6 consecutive conversations</p>
<p><b>Objective 3:</b> Jennifer will decrease the number of times she answers her cell phone during conversations with peers</p> <p><b>Condition:</b> across 3 peers</p> <p><b>Criteria:</b> Zero cell phone interruptions for one month</p>		<p><b>Objective 3:</b> Jennifer will decrease the number of times she answers her cell phone during conversations with peers</p> <p><b>Condition:</b> across 3 peers</p> <p><b>Criteria:</b> Fewer than 2 cell phone interruptions within 6 consecutive conversations</p>

Find the Errors	What should you think about	Modified
<b>Goal:</b> <i>Chris will increase coordination in team sports</i>		<b>Goal:</b> <i>Lindsey will follow verbal directions and give accurate directions to peers</i>
<b>Objective 1:</b> Chris use bilateral coordination in order manipulate a sphere in order to move around an object or person in space so that he can propel a tool toward an open target  <b>Condition:</b> When guarded by a shorter teacher from Project DATA  <b>Criteria:</b> 3 out of 5 opportunities per sporting event	-Describe the observable behavior in a clear and concise manner  -Avoid the use of professional terms or jargon  -Make sure the objective passes the stranger test (i.e., could a stranger read the objective and know whether they have seen the behavior)	<b>Objective 1:</b> Chris will use his left and right hand in order to make a basket using an average size basketball and hoop  <b>Condition:</b> When guarded by a shorter teacher from Project DATA  <b>Criteria:</b> 3 out of 5 opportunities
<b>Objective 2:</b> Chris will pass the ball to a team mate during the context of a game  <b>Condition:</b> at least three feet from the teammate using both hands  <b>Criteria:</b> 3 times	-Develop criteria that provides the best measure of progress and performance  -Base the criteria on the skill  -Individualize the criteria based on the student's need	<b>Objective 2:</b> Chris will pass the ball to a team mate during the context of a game  <b>Condition:</b> at least three feet from the teammate using both hands  <b>Criteria:</b> 80% on 10 consecutive pass attempts
<b>Objective 3:</b> Chris will spin a basketball on his finger for at least 15 seconds  <b>Condition:</b>  <b>Criteria:</b> 5 times within one data collection period	-Match the criteria to the frequency or way in which the skill is used typically in the classroom environment	<b>Objective 3:</b> Chris will dribble the ball with his left and right hand for at least 15 seconds  <b>Condition:</b>  <b>Criteria:</b> 5 times within one week