**Skills versus hopeful outcomes**

We often write annual goals that are ‘hopeful outcomes’ – Turn in all your work, pass your

classes, come to school, raise your reading level…

What we need to think about INSTEAD is what skill or process does the student need (specially

designed instruction) to increase the chances of meeting that ‘hopeful outcome’.

EXAMPLE:

Instead of: Sabrina will complete 80% of her assignments in all of her classes (yes, it is

measurable – but there is no skill attached)

o Think about what process Sabrina needs to put into place (and skill we need to

teach) to increase the potential of that ‘hopeful outcome’. Some possibilities

include:

 Checking the assignment she wrote down in her book or on her iphone

with the teacher before she leaves class

Keep all of her work in one place in the room

Turn in what she has completed in class before she leaves the room

Create a calendar reminder on her ipad or iphone for assignment due dates

All of this is determined by the present levels of performance we have collected

about what Sabrina currently does.

Specially designed instruction makes us step back and think about what are ‘we’

going to do to support students in developing or fine tuning skills that increase our

hopeful outcomes (these do transfer into adult skills)

What the homework goal started as: Sabrina will turn in 80% of assignments in all of her classes

weekly.

What it could look like: Using the calendar on her Iphone, Sabrina will set reminders and due dates for all major assignments at least one week in advance on 3 out of 4 weeks per month.

How else could it look?

\*Special thanks to Pam Bell, Director of the Exceptional Children’s Coop for our shared conversations, information, and processing!

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