

WRITING SKILL BASED MEASURABLE ANNUAL GOALS: Skills v. 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)
 - 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?

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