

# **Writing Measurable Goals and Avoiding Outcome Based Goals**

**Maine DOE**

**Office of Special Services and Inclusive Education  
Supervision, Monitoring and Support Team**

Updated 2/6/2024



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- 1. Introductions**
- 2. What are Outcome Based Goals?**
- 3. Examples**
- 4. Review**

# Meet The Team



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**Remember!**

**ALL students are General Education students first and we want all students to demonstrate –**

- Reading skills commensurate with peers
- Math skills commensurate with peers
- Writing skills commensurate with peers
- Behaviors commensurate with peers
- Work skills commensurate with peers
- Attendance commensurate with peers



**IMPORTANT**

**Outcomes =**  
**Age-Appropriate Expectations**

We want **all** students to meet  
these expectations.

If a student is unable to demonstrate activities and/or skills that are commensurate with peers, your goal(s) should focus on the reason(s) **Why** or those very **Specific Skill Deficit(s)** that interfere with their ability to reach that outcome.



***Think about it this way...***



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# Academic



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- Reading
- Writing
- Listening
- Speaking
- Mathematical Problem Solving



# Academic Outcome Based Goals = Academic Age-Appropriate Expectations

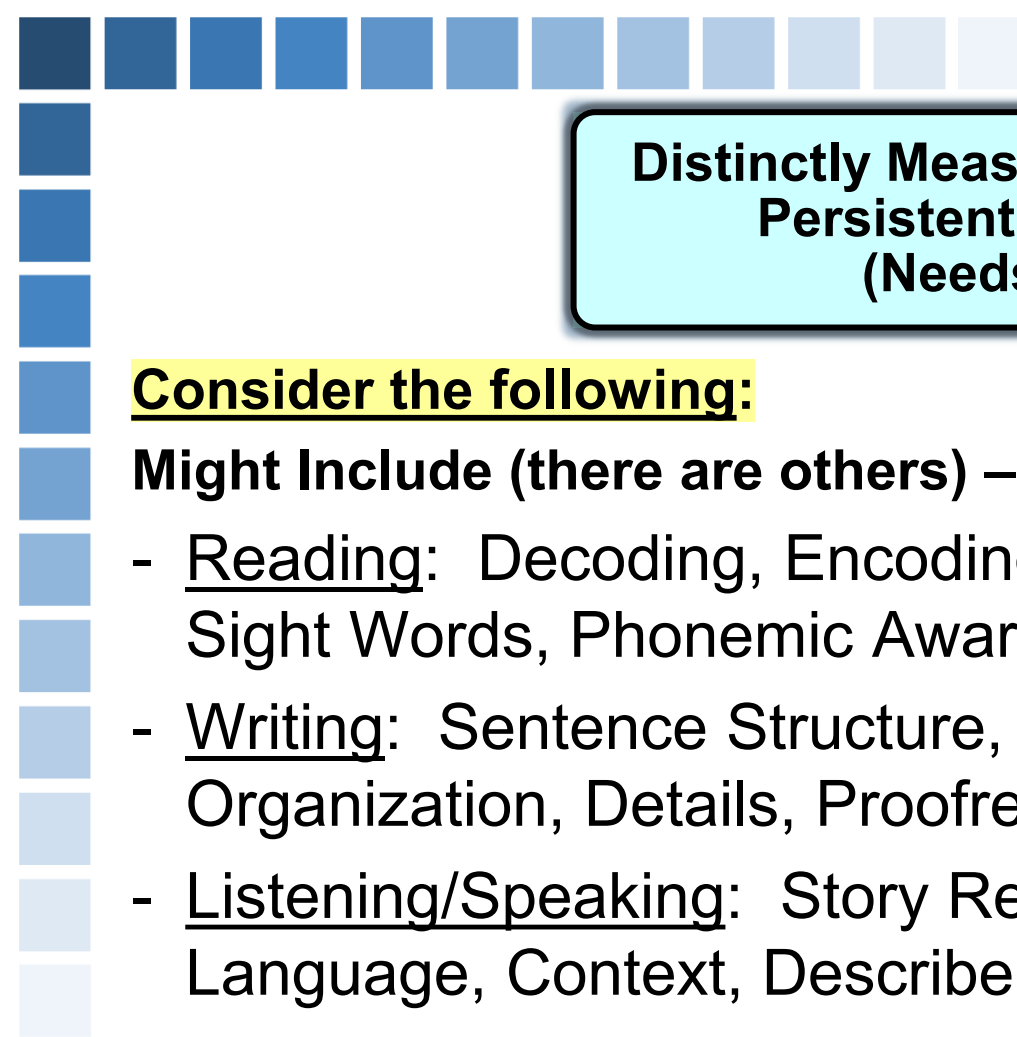
*What do we expect and/or want for ALL students?*

## We want ALL students to Demonstrate:

- Reading skills on Grade Level
- Math skills on Grade Level
- Writing skills on Grade Level



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## Distinctly Measurable and Persistent Gaps (Needs)

### **Consider the following:**

#### **Might Include (there are others) –**

- Reading: Decoding, Encoding, Fluency, Comprehension, Sight Words, Phonemic Awareness, Vocabulary, etc.
- Writing: Sentence Structure, Paragraph Development, Organization, Details, Proofreading, etc.
- Listening/Speaking: Story Retell, Collaboration, Language, Context, Describe, Summarizing, etc.
- Mathematical Problem Solving: Addition/Subtraction, Multiplication/Division, Word Problems, Fluency, Measurement, etc.



# Bill

## Example –

Bill is in 7<sup>th</sup> grade

Bill is reading at the 1<sup>st</sup> grade level

- You would not write a Reading goal that states “Bill will read at the 7<sup>th</sup> grade level.”
- This is an outcome that we want for all 7<sup>th</sup> graders
- Focus on the Why or the Skill Deficits



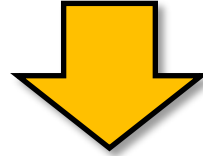
# Bill

## Example –

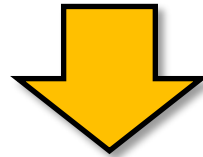
- Bill has very weak decoding skills
- Bill can decode words with a CVC word pattern with 100% accuracy
- Bill can decode words with CVC-e word patterns with 23% accuracy
- Bill will increase his ability to decode words with CVC-e word patterns up to 75%



**Bill**



**Specially Designed Instruction in Decoding =  
Increased Decoding Skills**



**Increased Decoding Skills =  
Increased Reading Ability**



**Increased Reading Ability =**

**Movement towards Outcome of Reading Skills  
commensurate to Peers**

# Meet Bill.



- Bill is in seventh grade and has been identified with an SLD in Reading.
- There are evaluations to support this, and they are documented in Section 4A.
- His IEP team identified the following specific skill deficit/How in Section 4C –

C. Based on evaluative information in **4A**, what are the child's distinctly measurable and persistent gaps in **academic performance**, and **how** do they affect the child's involvement and progress in the general education curriculum?

- **Decoding**

**Skill gaps in this area impact Bill's ability to participate in literacy activities with same age peers.**

- Because he has this very specific skill deficit, he has been unable to reach the age-appropriate expectation of reading at the seventh grade level.
- Therefore, we will write a goal around Decoding in Section 5 –

**Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(i) & (ii)):**

**Bill can decode words with CVC word pattern with 100% accuracy.**

**Bill can decode words with CVC-e word patterns with 23% accuracy.**

**Measurable Goal (MUSER IX.3.A.(1)(b) & (c))**

By date, given service, child's name will skill as measured by evidence.

**By 9/17/2024, given specially designed instruction, Bill will increase his ability to decode words with CVC-e word pattern to 75% accuracy, as measured by work samples, data collection, teacher observation or similar. CITATION HERE**



Skill to Teach

We will teach  
Bill Decoding  
Skills

OUTCOME:

We want Bill to read at the  
7<sup>th</sup> grade level.



Other examples *might* include:

**Fluency**

**Spelling**

**Phonemic  
Awareness**

**Read on Grade Level**





***How about this?***

# Functional

- Cognitive
- Communicative
- Motor
- Adaptive
- Social/Emotional
- Sensory



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# Functional Outcome Based Goals = Functional Age-Appropriate Expectations



*What do we expect and/or want for ALL students?*

## We want ALL students to Demonstrate:

- Appropriate Attendance
- Work Completion
- No Aggression/Biting/Bolting etc.
- Safety
- Attention to Task



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## Distinctly Measurable and Persistent Gaps (Needs)

### **Consider the following:**

#### **Might Include (there are others) –**

- Cognitive: Problem Solving, Self Awareness, Peer Interaction, Self Initiation, etc.
- Communicative: Articulation, Following Directions, Answering WH questions, Turn-Taking, Grammar, etc.
- Motor: Fine Motor, Gross Motor, Coloring, Cutting, Walking, Stairs, etc.
- Adaptive: Toileting, Handwashing, Cooking, Eating, Dressing, etc.
- Sensory: Processing, Attention to Task, Self Regulation, Self Advocacy, etc.



# Nina

## Example –

Nina is in 1<sup>st</sup> grade

Nina demonstrates aggressive behavior

- You would not write a Behavior goal that states “Nina will decrease aggressive behaviors.”
- This is an outcome that we want for all students
- Focus on the Why or the Skill Deficits



# Nina



## Example –

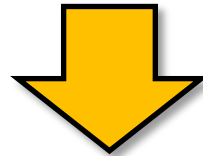
- Nina can not independently use a visual to request Help
- Nina will increase her ability to independently use the visual card to request Help with 40% accuracy



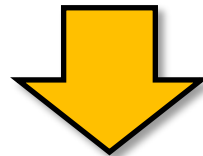
**Nina**



**Specially Designed Instruction in Requesting Help =  
Increased Ability to Request Help**



**Increased Ability to Request Help =  
Improved Behaviors**



**Improved Behavior Skills =  
Movement towards Outcome of Behaviors  
commensurate to Peers**

# Meet Nina



- Nina is in first grade and has been identified with Autism.
- There are evaluations to support this, and they are documented in Section 4A.
- Her IEP team identified the following specific skill deficit/How in Section 4D –

D. Based on evaluative information in **4A**, what are the child’s distinctly measurable and persistent gaps in **functional performance**, and **how** do they affect the child’s involvement and progress in the general education curriculum?

**Nina has skill deficits in her ability to request HELP in situations that are challenging for her.**

**This impacts her ability to engage socially with peers in ways that are not aggressive.**

- Because she has this very specific skill deficit, she has been unable to reach the age-appropriate expectation of a day without aggressions.
- Therefore, we will write a goal around Requesting HELP in Section 5 –

**Present Levels of Functional/Developmental Performance** (MUSER IX.3.A.(1)(a)(i) & (ii):

**When prompted by an adult, Nina can independently pick up a HELP card, reach and release to a communicative partner, in 0% of opportunities.**

**Measurable Goal** (MUSER IX.3.A.(1)(b) & (c)

By date, given service, child’s name will skill as measured by evidence.

**By 10/9/2024, given SDI, Nina will independently pick up a HELP card, reach and release to a communicative partner, when presented with situations that require her to do so, in 40% of opportunities, as measured by staff observation and data collection.**



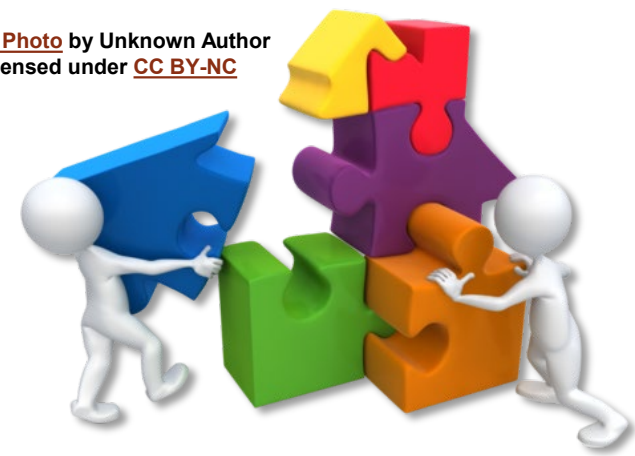


**Skill to Teach**

**We will teach  
Nina to  
request Help.**

**OUTCOME:**

**We want Nina to decrease the  
number of aggressions she  
exhibits across a day.**



# But, how do I know what to focus on?

When considering Skill Deficits versus Outcomes and Age-Appropriate Expectations, it is very important to work with your team to review evaluations, data collection, observations, and similar info to figure this out.

Use your Team to determine those skills that *might* facilitate a change in any outcome.



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# Behavior

When thinking about Functional Goals, focus on Behavior.  
Remember – A behavior is anything a person DOES.

Behavior is movement of an organism through space and time.

It must pass the “dead man’s test” which is to say, “if a dead man can do it, it isn’t behavior.”

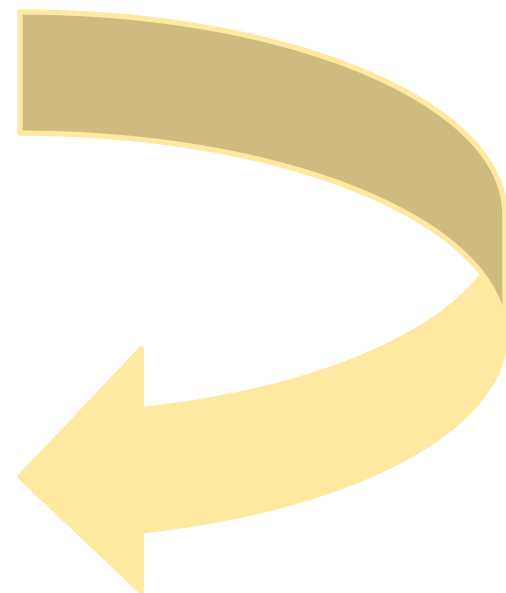
<https://www.abconnect.com/aba-terms/behavior/>



**Therefore, if it meets the “dead man’s test”, it is NOT behavior.**

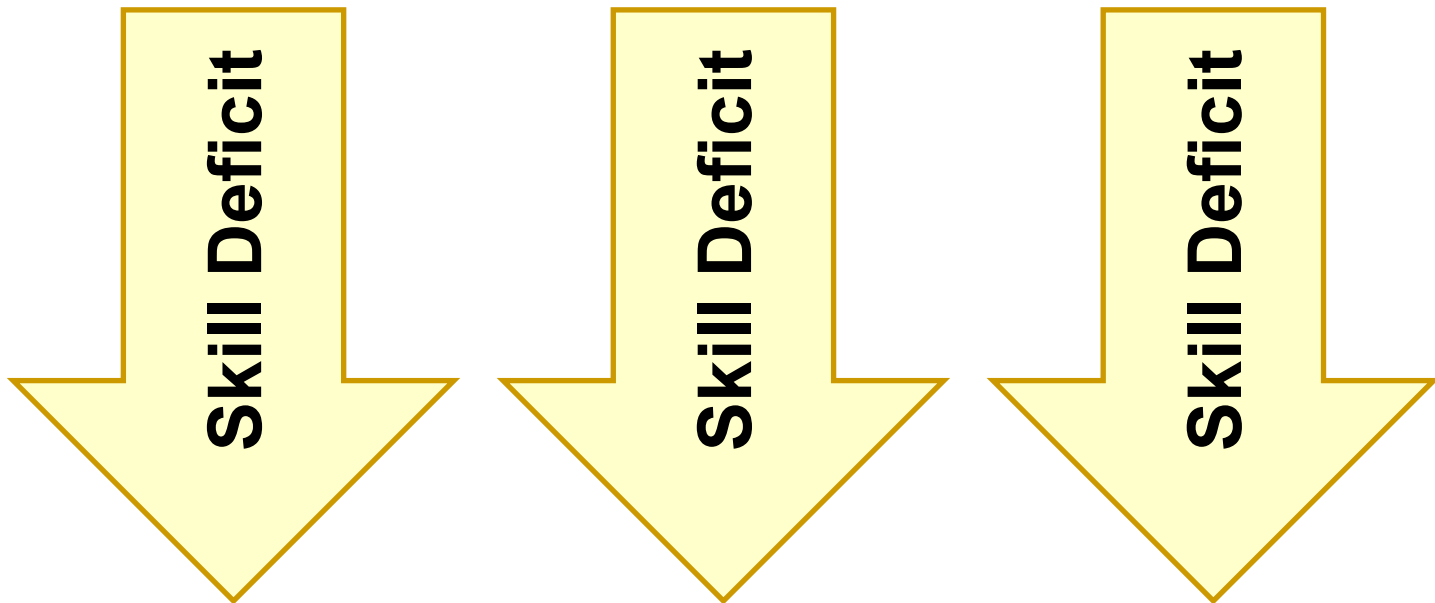
**Some goals we typically see on IEPs that are NOT behavior**

staying in assigned seat
being quiet
laying down
listening without interrupting
hands down
no aggressions



What are the outcomes/age-appropriate expectations we have for the student?  
What are the skill deficits that interfere with their ability to get there?

**Then... what will we teach them?**



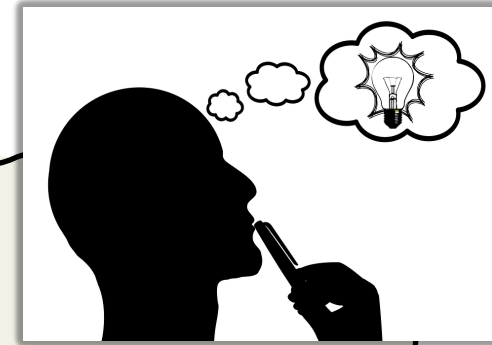
**Outcome/  
Age-Appropriate Expectation**

# Consider Possible Skill Deficits:



<b>Instead of “Child will...”</b>	<b>Write the Goal around to state the Behavior, “Child will...”</b>
stay in assigned seat	use a visual schedule to identify all activities in their day
be quiet	raise their hand when sharing information
lay down	utilize a visual timer to identify when rest time is over
not run inside	follow visual cues to hold hands and walk beside staff when inside
keep hands down	access a fidget toy in situations where they need one
stop aggressions	request HELP in situations which require them to do so

# Are you teaching a student to...



**stop biting ??**  
**attend school ??**  
**stop tantrum behaviors ??**  
**decrease aggressions ??**



# Procedural Manual

## Pg. 26

Functional/Developmental present levels and annual goals should address gaps in the child's functional/developmental performance, not intended and hopeful outcomes (attendance, work completion, passing classes/grades).

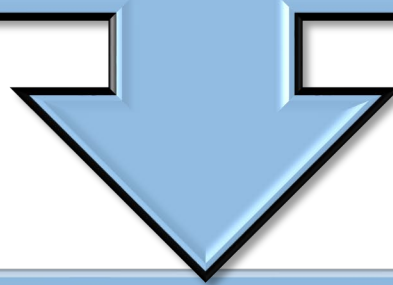
*Example:*

If a child is not attending school, the child's IEP should not include a goal related to the child attending school 75% of the time. The functional/developmental needs, present levels, and goals should identify and address the gaps that are manifesting in the child not attending school (such as a need for instruction in the utilization of coping skills).

# Remember

**Teach the skill that helps the student reach the Outcome/  
Age-Appropriate Expectation.**

**\* Write the goal around that skill \***



**Outcome =  
Age-Appropriate Expectation**



- You will have to maintain data on the Goal for Progress Monitoring.
- You will also have to maintain data on the outcome to ensure that providing SDI on the Goal is effective.
- If the outcome data does not change, or decrease, then SDI around the Goal is not working.
- You might need to teach another skill.

# If you are teaching supports that help a student to be successful, make sure those tools are added to Section 6 of the IEP.

## 6. SUPPLEMENTARY AIDS, SERVICES, MODIFICATIONS, AND/OR SUPPORTS (MUSER IX.3.A.(1)(d) & (g))

In addition to ongoing classroom supports and services, supplemental aids, and modifications, include a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district-wide and classroom assessments (MUSER IX.3.A.(1)(f)(i)).

A. Supplementary aids, modifications, accommodations, services, and/or supports for SAU personnel	Location	Frequency	Duration Beginning/End Date	
<b>Sensory Tool Kit</b> <b>Help Card</b> <b>Break Card</b> <b>Squishy</b> <b>First/Then Board</b>	<input checked="" type="checkbox"/> Classroom Instruction <input checked="" type="checkbox"/> Classroom Assessment <input type="checkbox"/> District-wide Assessment <input type="checkbox"/> State Assessment	<b>Special Education and Regular Education</b>	<b>As needed</b>	<b>12/13/2020-12/12/2021</b>
<b>Visual Aids and Supplements</b>  <b>Daily Check In</b>  <b>Reduce number of problems to demonstrate proficiency</b>	<input checked="" type="checkbox"/> Classroom Instruction <input checked="" type="checkbox"/> Classroom Assessment <input type="checkbox"/> District-wide Assessment <input type="checkbox"/> State Assessment	<b>Special Education and Regular Education</b>	<b>As needed</b>	<b>12/13/2020-12/12/2021</b>
	<input type="checkbox"/> Other			

We get this question a lot –

**What about Related Services?**

**Outcome versus Skill**



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**Example:** We want all children to have appropriate communication skills. The child has skill deficits in articulation, vocabulary and answering WH questions. These deficits result in decreased ability to communicate appropriately. Therefore, we will work to teach them skills that = Improve Communication.

**Articulation**

(including specific  
sound patterns etc.)

**Vocabulary**

**Answering  
WHY Questions**

**Improved Communication**



**Remember!**

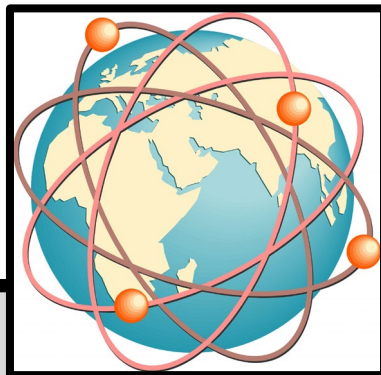
You would NOT want to write goals around Outcomes or Age-Appropriate Expectations

**Instead...**

Use your **Data Collection** to help you identify **skills** that *might* facilitate a change in any outcome.

**Work with your team to review evaluations and other info to determine**

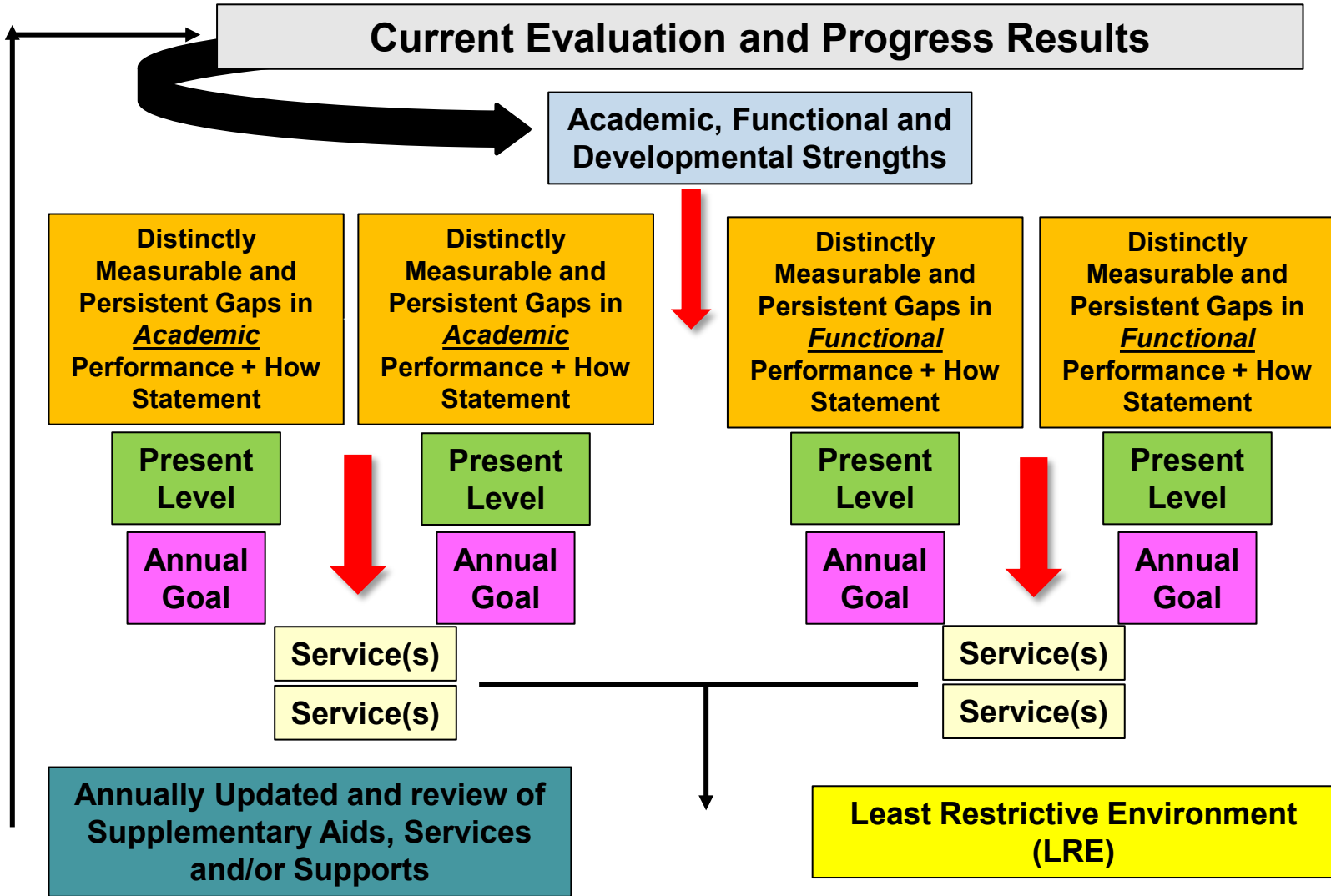
**Skill Deficits.**



# Resources



# Individualized Education Plan IEP Alignment



# Procedural Manual



## Special Education Required Forms Procedural Manual



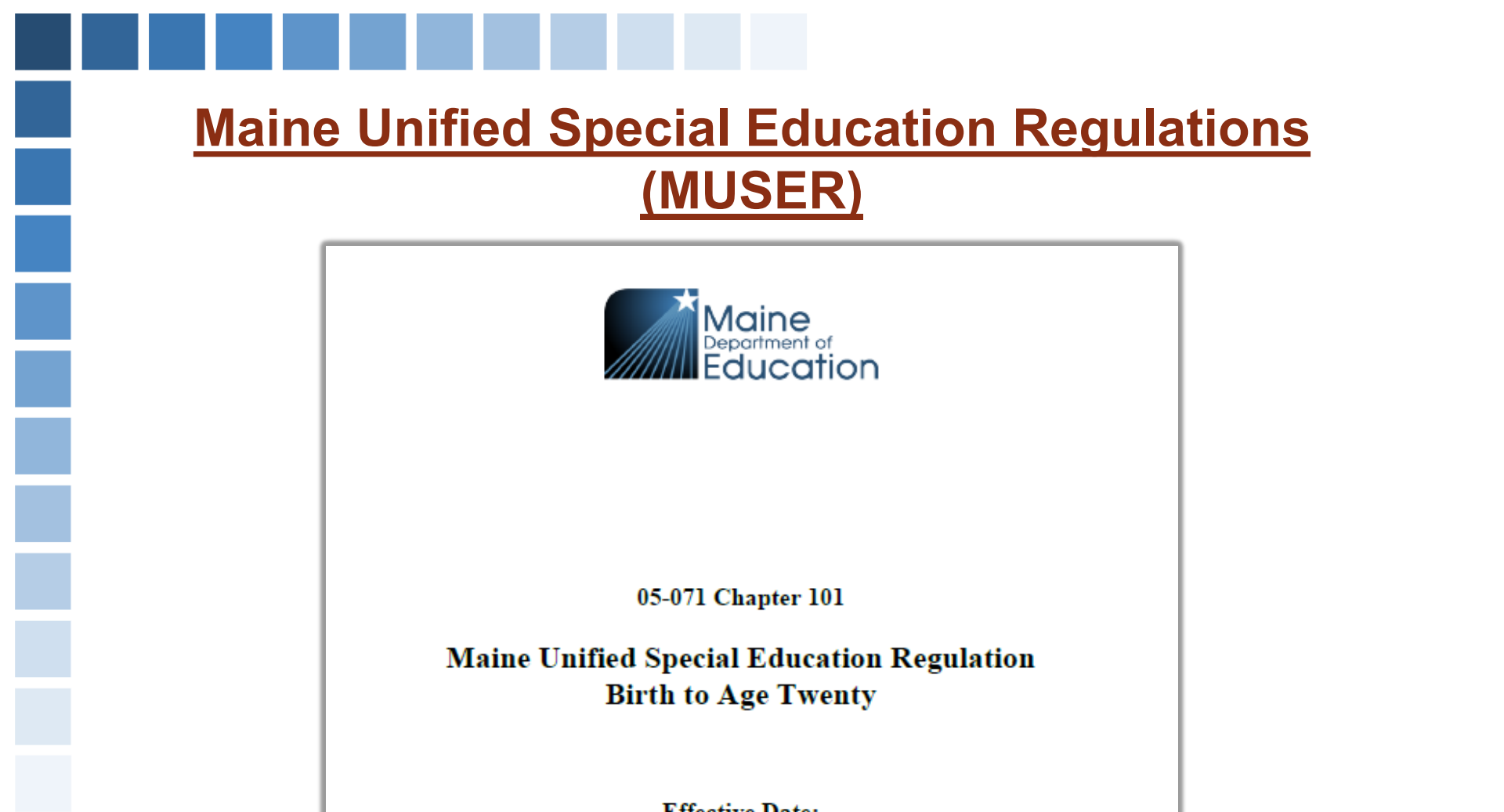
Updated 8/1/2020

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#### The IEP Committee:

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# Maine Unified Special Education Regulations (MUSER)



05-071 Chapter 101

## **Maine Unified Special Education Regulation Birth to Age Twenty**

**Effective Date:**

**August 25, 2017**

# The IEP Quick Reference Document



## **2023-2024 Cohort – SAU Tips and Tricks for Writing a Compliant IEP**

[For more information, click here for the Special Education Required Forms Procedural Manual](#)

<b><u>Finding</u></b>	<b><u>Location</u></b>	<b><u>MUSER Citation</u></b>	<b><u>Criteria</u></b>
<b>RAE1</b>	<b>Section 4A</b>	Results of initial or most recent evaluations of the child.  <b>34 CFR 300.324(a)(1)(iii)</b> <b>MUSER IX.3.C(1)(c)</b>	<ul style="list-style-type: none"> <li>- Include evaluations that support the eligibility discussion</li> <li>- Include evaluation name</li> <li>- All evaluations must be dated</li> </ul>
<b>AFS1</b>	<b>Section 4B</b>	Academic, Functional, and/or Developmental strengths of the child  <b>34 CFR 300.324(a)(1)(i)</b> <b>MUSER IX.3.C(1)(a)</b>	<ul style="list-style-type: none"> <li>- Based on observations</li> <li>- Include areas of strength and relative strengths</li> <li>- NOT a restatement of evaluations</li> </ul>
<b>APG2</b>	<b>Section 4C</b>	Academic needs (distinctly measurable and persistent skill gap) of the child.  <b>34 CFR 300.324(a)(1)(iv)</b> <b>MUSER IX.3.C(1)(d)</b>	<ul style="list-style-type: none"> <li>- Academic</li> <li>- Distinctly Measurable and Persistent Skill Gaps</li> <li>- Best documented in a bulleted list</li> <li>- Make sure to include specific skill deficits                             <ul style="list-style-type: none"> <li>- Fluency, Comprehension, etc. instead of Reading</li> </ul> </li> </ul>

# Resources



[Professional Development Calendar](#)



[Link for Recordings and Power Points](#)



[Special Education Resources](#)



[Special Education Laws and Regulations](#)



[Special Education Forms and Reporting](#)

## 2023-24 Professional Development

<u>DATE</u>	<u>TOPIC/DESCRIPTION</u>
Wednesday 9/13/23	<u>Resources</u>
Wednesday 9/27/23	<u>Transition from CDS to Public School</u>
Friday 9/29/23	<u>Q&amp;A Session</u>
Wednesday 10/11/23	<u>Abbreviated Day</u>
Tuesday 10/24/23	<u>Fall All District IEP Training</u>
Tuesday 10/24/23	<u>Fall All District B-13 Training</u>
Wednesday 10/25/23	<u>Discipline &amp; Manifestation Determination</u>
Friday 10/27/23	<u>Q&amp;A Session</u>
<i>*Wednesday 11/8/23*</i>	<u><i>*Alignment and DIB1 (Disability Alignment)*</i></u>
Wednesday 12/13/23	<u>Orientation and Mobility</u>
Wednesday 12/20/23	Compliant Transition Plans
Tuesday 1/9/24	Winter All District B-13 Training
Tuesday 1/9/24	Winter All District IEP Training
Wednesday 1/10/24	Advanced Written Notice & Written Notice

## 2023-24 Professional Development Schedule (cont.)

<u>DATE</u>	<u>TOPIC/DESCRIPTION</u>	<u>REGISTRATION LINK</u>
Wednesday 1/24/24	Present Level of Performance	
Friday 1/26/24	<u>Q&amp;A Session</u>	
Wednesday 2/14/24	Writing Measurable Functional Goals and Avoiding Outcomes	
Wednesday 2/28/24	Transition from CDS to Public School	<a href="#"><u>Transition from CDS to Public School Registration Link</u></a>
<i>*Wednesday 3/13/24*</i>	<i>*Least Restrictive Environment*</i>	<a href="#"><u>Least Restrictive Environment Registration Link</u></a>
Wednesday 3/27/24	Forms – (AE attached to WN)	<a href="#"><u>Forms (AE attached to WN) Registration Link</u></a>
Friday 3/29/24	<u>Q&amp;A Session</u>	<a href="#"><u>Q &amp; A Registration Link</u></a>
Wednesday 4/10/24	Special Education Law for General Education Teachers	<a href="#"><u>Special Education Law for General Education Teachers Registration Link</u></a>
Wednesday 4/24/24	IEP Essentials	<a href="#"><u>IEP Essentials Registration Link</u></a>
Friday 4/26/24	<u>Q&amp;A Session</u>	<a href="#"><u>Q &amp; A Registration Link</u></a>
Thursday 5/2/24	Spring All District IEP Training	<a href="#"><u>IEP Training Registration Link (5/2/24)</u></a>
Thursday 5/2/24	Spring All District B-13 Training	<a href="#"><u>B-13 Training Registration Link (5/2/24)</u></a>
Wednesday 5/8/24	Consultation/Related Service Goals	<a href="#"><u>Consultation/Related Service Goals Registration Link</u></a>
Wednesday 5/22/24	Data Collection	<a href="#"><u>Data Collection Registration Link</u></a>
Friday 5/24/24	<u>Q&amp;A Session</u>	<a href="#"><u>Q &amp; A Registration Link</u></a>

Please consider sharing the links to these PD opportunities with general education teachers:

Wednesday 10/25/23 - **Discipline & Manifestation Determination**

Wednesday 4/10/24 - **Special Education Law for General Education Teachers**

Please consider sharing the links to these PD opportunities with related service providers:

Wednesday 2/14/24 - **Writing Measurable Functional Goals and Avoiding Outcomes**

Wednesday 5/8/24 - **Consultation/Related Service Goals**





# Professional Learning Feedback and Contact Hour Form.

Use the link to complete the form  
on your computer

**OR**

Use the QR code to complete the  
form on your mobile device



## Feedback and Contact Hours

Complete this form to provide us with feedback and receive your contact hour certificate. Your feedback matters to us!

\* Required

1

Did the training content meet your expectations? \*

Yes

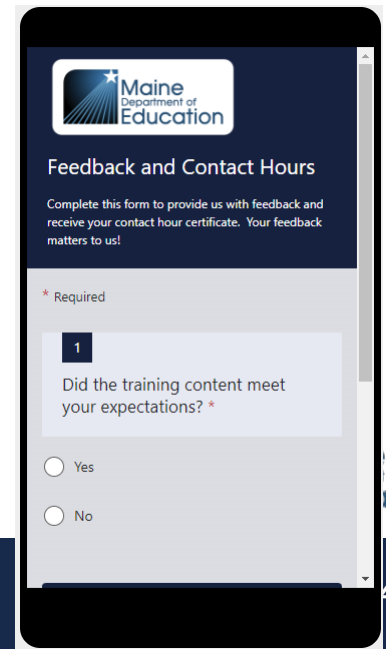
No

Next

<https://forms.office.com/g/by472QQLDJ>

**YOUR  
VOICE  
MATTERS.**

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Maine Department of Education

## Feedback and Contact Hours

Complete this form to provide us with feedback and receive your contact hour certificate. Your feedback matters to us!

\* Required

1

Did the training content meet your expectations? \*

Yes

No



Stay Connected!

## Find Us Online!



[www.maine.gov/doe](http://www.maine.gov/doe)



@MaineDOEComm



@mainedepted



@mdoenews



@MaineDepartmentofEducation1

**THANK YOU!**

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