

# GOAL ATTAINMENT SCALING

After Phase 1, set their goal using  
**Goal Attainment Scaling (GAS):**

➤ Student-selected **goal description**

➤ Student-selected **criteria**

**descriptions** for different levels of  
goal attainment:

- Much less than expected
- Somewhat less than expected
- Expected
- Somewhat more than expected
- Much more than expected



## Goal Attainment Scaling Form

Student name (first/last): \_\_\_\_\_

Teacher name (first/last): \_\_\_\_\_

Today's date: \_\_\_\_\_

Description of goal: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Goal Attainment Level	Description
Much less than expected	
Somewhat less than expected	
Expected level of outcome	
Somewhat more than expected	
Much more than expected	

Circle the goal attainment level and when a goal has been achieved at the end of the semester

## HOW DO TEACHERS SUPPORT STUDENTS IN USING THE GAS?

Teachers' support students in setting a goal using GAS by:

- Providing explicit instruction on how to set a goal that is **observable, measurable, specific, and related to the class**
- Prompting students to consider if their goal can be **achieved by the end of the semester**
- Writing goal attainment levels that are **equidistant**

**Description of the goal:** Improve my Science grade by writing down what is written on the board and some of what is said out loud

<b>Much less</b> than expected	Write 1 note from the board and 1 note said out loud.
<b>Somewhat less</b> than expected	Write 2 notes from the board and 1 note said out loud.
<b>Expected</b> level of Outcome	Write 2 notes from the board and 2 notes said out loud.
<b>Somewhat more</b> than expected	Write 3 notes from the board and 2 notes said out loud.
<b>Much more</b> than expected	Write 3 note from the board and 3 notes said out loud.

# Goal Attainment Sheet Example – Transportation

Student: Shaun

Date: **11/1/19**

Description of Goal: **I will learn to look up and follow the bus schedule, so I can plan to ride the bus by myself and arrive to work on time.**

<b>Much less</b> than expected	Not looking up bus schedule at all.
<b>Somewhat less</b> than expected	Look up bus schedule but don't practice.
<b>Expected</b> level of Outcome	Look up bus schedule and practice with mom and support personnel until I get to work on time every day for 1 week.
<b>Somewhat more</b> than expected	Look up bus schedule and practice with mom and support personnel until I get to work on time every day for 2 weeks in a row.
<b>Much more</b> than expected	Look up bus schedule and practice with mom and support personnel until I get to work on time every day for 3 weeks in a row.



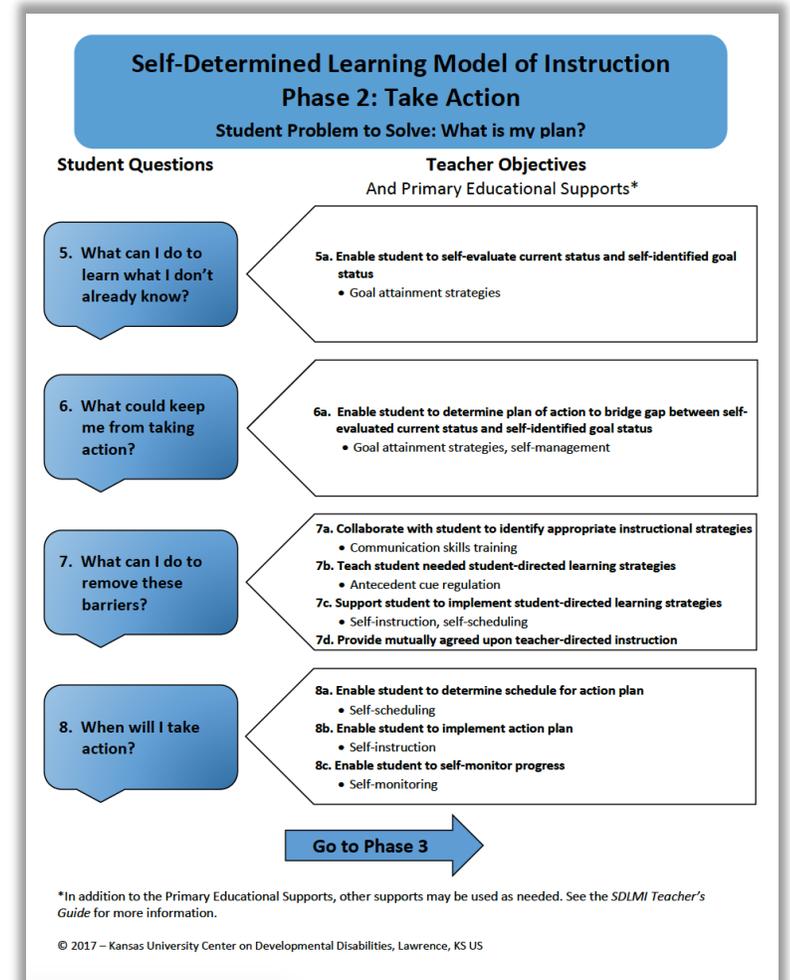
**Self-Determined Learning  
Model of Instruction**

---

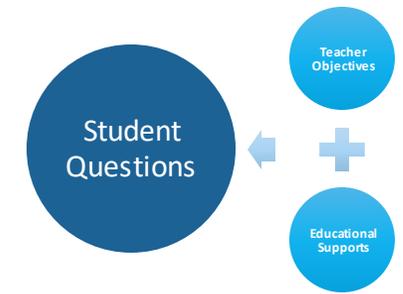
## **Phase 2: Take Action**

# PHASE 2 OVERVIEW

- Student problem to solve: **What is my plan?**
- 4 Student Questions
- 9 Teacher Objectives
- Embedded Educational Supports



# PHASE 2 STUDENT QUESTIONS



- Phrased in “first-person voice”
- Follow a sequence so that students **create an action plan** by the end of Phase 2
- Variability in the amount of time it might take to answer each question because it is an individualized process

## Phase 2 Student Questions

5. What can I do to learn what I don't already know?

6. What could keep me from taking action?

7. What can I do to remove these barriers?

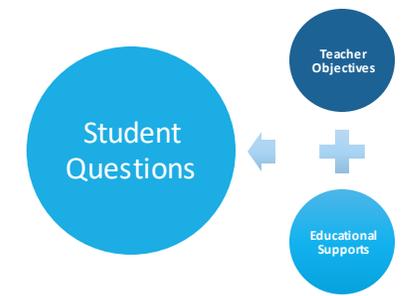
8. When will I take action?

# PHASE 2 STUDENT QUESTIONS

- Some students might understand a Student Question better if it is phrased differently
- Alternate-phrased Students Questions are provided to teachers to enable the students they support in answering the questions

Alternate Phrasing for Student Questions	
<b>Phase 1 Student Questions</b>	<b>Alternate Phrasing</b>
What do I want to learn?	What do I want to do? What do I want to know about? What goal do I want to work on?
What do I know about it now?	What can I tell someone about it?
What must change for me to learn what I don't know?	Do I need to change? Should I try to change something else?
What can I do to make this happen?	What can I do to make these changes?
<b>Phase 2 Student Questions</b>	<b>Alternate Phrasing</b>
What can I do to learn what I don't know?	Where do I start? What is the first step?
What could keep me from taking action?	What is in my way? What is stopping me?
What can I do to remove these barriers?	How can I get these things out of my way? How can I fix the problem? What can I do to remove these problems? How can I fix it?
When will I take action?	When do I start? When will I begin?
<b>Phase 3 Student Questions</b>	<b>Alternate Phrasing</b>
What actions have I taken?	What have I done? What is the result? Is my plan working?
What barriers have been removed?	What problem has been removed? What problem have I solved?
What has changed about what I don't know?	What have I learned? What progress have I made? What has changed about my situation?
Do I know what I want to know?	Did I learn what I wanted to learn? Did I reach my goal?

# PHASE 2 TEACHER OBJECTIVES

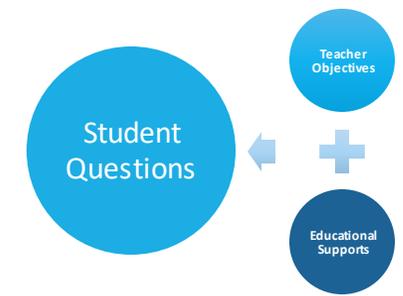


- Specific Teacher Objectives are linked to each Student Question
- Serve as a “Road Map” for teacher to enable student to answer Student Questions to ultimately make a plan by the end of the Phase
- Teachers should meet each objective before the student starts the next Student Question

**Student Question 5:**  
What can I do to learn  
what I don't already  
know?

Enable student to  
self-evaluate current  
status and self-  
identified goal status

# PHASE 2 EDUCATIONAL SUPPORTS



- Provide a means for educators to use **individualized supports** to enable students to begin to **teach themselves**.
- Enable students to:
  - Successfully **self-direct** their learning
  - Modify and **regulate** their own behavior

5. What can I do to learn what I don't already know?

5a. Enable student to self-evaluate current status and self-identified goal status

- Goal attainment strategies

# PHASE 2 EDUCATIONAL SUPPORTS

- Definitions, examples, and teaching tips for each Educational Support in Phase 2.
- Take a minute to look them over and decide which support you think would be most useful in Phase 2.

Educational Supports	
<b>Antecedent Cue Regulation Instruction</b>	
What is antecedent cue regulation instruction?	The teacher supporting the student to use cues to initiate a desired action(s)
What does teaching antecedent cue regulation look like?	The teacher instructing the student on how to use visual, object/tactile, or auditory cues as a prompt to engage in a particular action(s)
How can teachers use antecedent cue regulation instruction to meet SDLMI Teacher Objectives?	To meet Teacher Objective 7b, the teacher can support the student to use self-prompts to engage in actions to meet their goal, such as visual prompts (using an advanced organizer to access content), object/tactile prompts (using a vibrating watch for reminders), or auditory prompts (app that beeps for reminders)
<b>Awareness Instruction</b>	
What is awareness instruction?	The teacher supporting the student to identify their support needs, interests, abilities, and how their actions affect others
What does teaching awareness look like?	The teacher instructing the student on how to engage in conversations that build positive self-image and gain self-confidence
How can teachers use awareness instruction to meet SDLMI Teacher Objectives?	To meet Teacher Objective 2b, the teacher can support the student to gather information about their environment(s), like classes and extracurricular activities, and reflect on how they relate to their needs, interests, and abilities

# PHASE 2 TRANSITION GOAL EXAMPLE

## Transition Domain

Community Living & Participation

## Goal area "bucket"

Transportation



## Student's Goal:

I will learn to look up and follow the bus schedule, so I can plan to ride the bus by myself and arrive to work on time.

# PHASE 2 TRANSITION GOAL EXAMPLE

**Student Question 5:** What can I do to learn what I don't already know?

"I can learn to follow a bus schedule."

"I can practice planning and leading trips to the grocery store with my mom."

**Student Question 6:** What could keep me from taking action?



"It's sometimes easier to let my mom plan and lead."

# PHASE 2 TRANSITION GOAL EXAMPLE

**Student Question 7:** What can I do to remove these barriers?

I don't know where to start:  
"I can ask my teacher to help me identify the steps I need to take, including where to start."

Fear:  
"I can talk to a guidance counselor, my mom, or my teacher about my feelings."

Easier to let my mom do the planning/leading:  
"I can reward myself for learning how to plan my bus route and riding by myself to work."

**Student Question 8:** When will I take action?



"I should start next Monday because I need to make sure I get to work on time."



# Potential Challenge for the Teacher

---

- Student needs support to understand how to self-monitor progress toward their goal
- What are some strategies that the teacher could use to support the student in self-monitoring?
  - ✓ The teacher could use an Educational Support and teach a mini-lesson on **self-monitoring instruction** to support students in creating a system to monitor their progress toward their goal.
  - ✓ The teacher could also provide multiple examples of how students could self-monitor.

What might this look like?

Name: Rafael

Date: 12-4-17

## SELF-MONITORING

**Goal:** I will set my alarm every night and go to bed by 10PM.

Monday

12/4/17

Tuesday

12/5/17

Wednesday

12/6/17

Thursday

12/7/17

Friday

12/8/17

**YES**

I met my  
goal today!

**NO**

I did not  
meet my  
goal today.



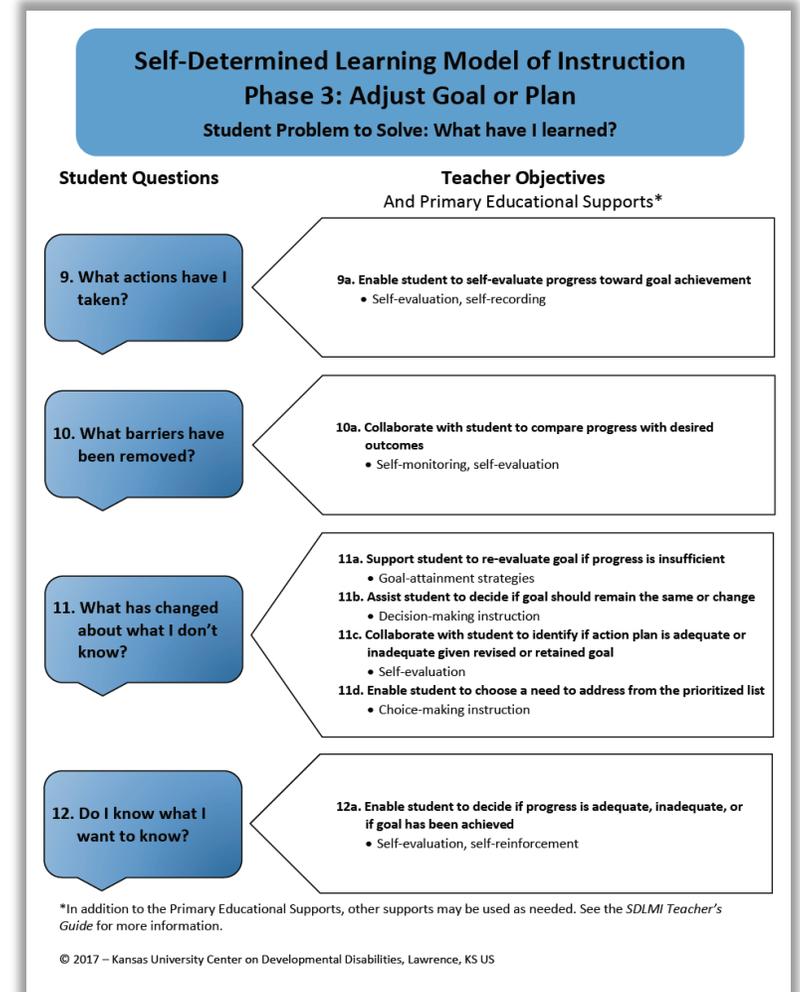
**Self-Determined Learning  
Model of Instruction**

---

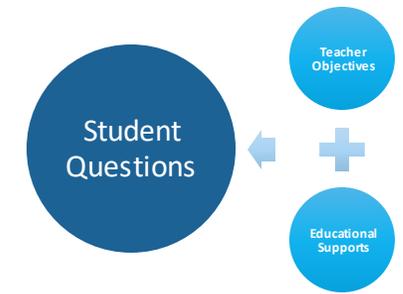
## **Phase 3: Adjust Goal or Plan**

# PHASE 3 OVERVIEW

- Student problem to solve: **What have I learned?**
- 4 Student Questions
- 7 Teacher Objectives
- Embedded Educational Supports



# PHASE 3 STUDENT QUESTIONS



- Phrased in “first-person voice”
- Follow a sequence so that the student makes a **decision to adjust their goal or plan** by the end of Phase 3
- Variability in the amount of time it might take to answer each question because it is an individualized process

## Phase 3 Student Questions

9. What actions have I taken?

10. What barriers have been removed?

11. What has changed about what I don't know?

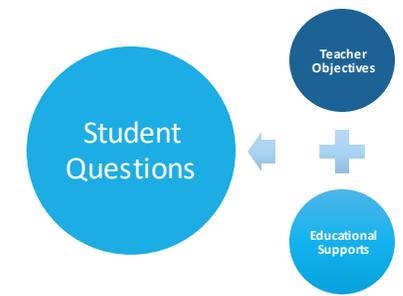
12. Do I know what I want to know?

# PHASE 3 STUDENT QUESTIONS

- Some students might understand a Student Question better if it is phrased differently
- Alternate-phrased Students Questions are provided to teachers to enable the students they support in answering the questions

Alternate Phrasing for Student Questions	
<b>Phase 1 Student Questions</b>	<b>Alternate Phrasing</b>
What do I want to learn?	What do I want to do? What do I want to know about? What goal do I want to work on?
What do I know about it now?	What can I tell someone about it?
What must change for me to learn what I don't know?	Do I need to change? Should I try to change something else?
What can I do to make this happen?	What can I do to make these changes?
<b>Phase 2 Student Questions</b>	<b>Alternate Phrasing</b>
What can I do to learn what I don't know?	Where do I start? What is the first step?
What could keep me from taking action?	What is in my way? What is stopping me?
What can I do to remove these barriers?	How can I get these things out of my way? How can I fix the problem? What can I do to remove these problems? How can I fix it?
When will I take action?	When do I start? When will I begin?
<b>Phase 3 Student Questions</b>	<b>Alternate Phrasing</b>
What actions have I taken?	What have I done? What is the result? Is my plan working?
What barriers have been removed?	What problem has been removed? What problem have I solved?
What has changed about what I don't know?	What have I learned? What progress have I made? What has changed about my situation?
Do I know what I want to know?	Did I learn what I wanted to learn? Did I reach my goal?

# PHASE 3 TEACHER OBJECTIVES

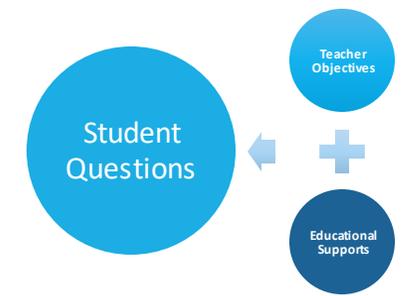


- Specific Teacher Objectives are linked to each Student Question
- Serve as a “Road Map” for teacher to enable student to answer Student Questions to ultimately decide what they have learned by the end of the Phase
- Teachers should meet each objective before the student starts the next Student Question

**Student Question 9:**  
What actions have I taken?

Enable student to self-evaluate  
progress toward goal  
achievement

# PHASE 3 EDUCATIONAL SUPPORTS



- **Remember:** Teachers should prompt students to review their self-monitoring system regularly.

For example: The teacher could ask students to share their progress at the end class with a peer regularly.

**9. What actions have I taken?**

**9a. Enable student to self-evaluate progress toward goal achievement**

- Self-evaluation, self-recording

# PHASE 3 EDUCATIONAL SUPPORTS

- Definitions, examples, and teaching tips for each Educational Support in Phase 3.
- Take a minute to look them over and decide which support you think would be most useful in Phase 3.

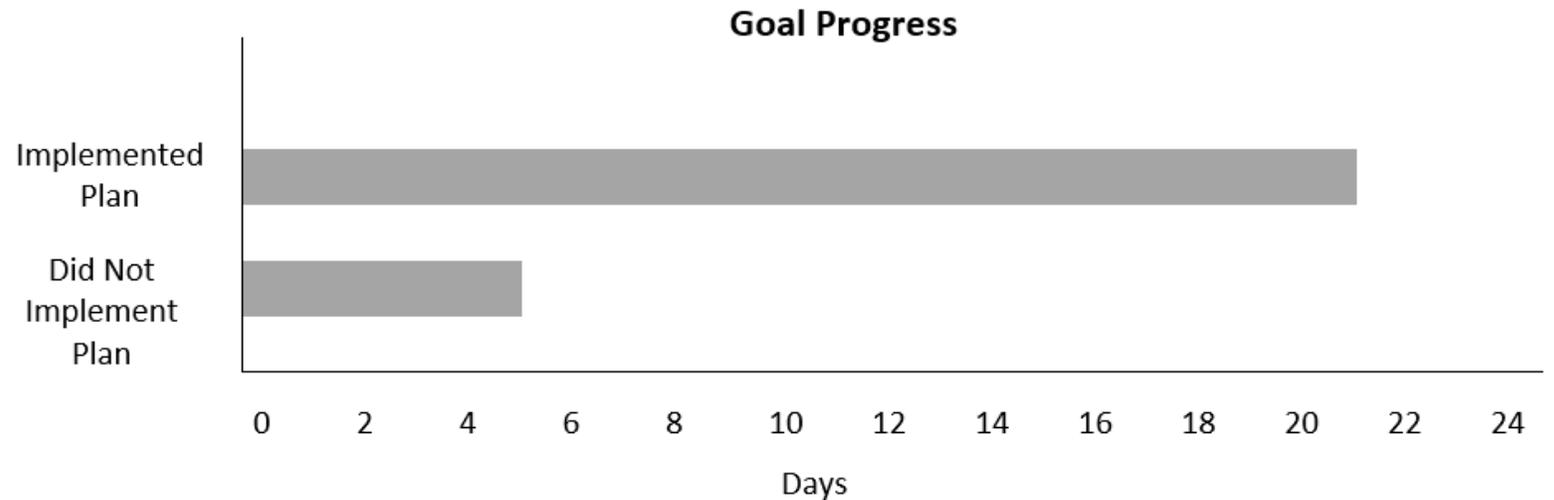
Educational Supports	
<b>Antecedent Cue Regulation Instruction</b>	
What is antecedent cue regulation instruction?	The teacher supporting the student to use cues to initiate a desired action(s)
What does teaching antecedent cue regulation look like?	The teacher instructing the student on how to use visual, object/tactile, or auditory cues as a prompt to engage in a particular action(s)
How can teachers use antecedent cue regulation instruction to meet SDLMI Teacher Objectives?	To meet Teacher Objective 7b, the teacher can support the student to use self-prompts to engage in actions to meet their goal, such as visual prompts (using an advanced organizer to access content), object/tactile prompts (using a vibrating watch for reminders), or auditory prompts (app that beeps for reminders)
<b>Awareness Instruction</b>	
What is awareness instruction?	The teacher supporting the student to identify their support needs, interests, abilities, and how their actions affect others
What does teaching awareness look like?	The teacher instructing the student on how to engage in conversations that build positive self-image and gain self-confidence
How can teachers use awareness instruction to meet SDLMI Teacher Objectives?	To meet Teacher Objective 2b, the teacher can support the student to gather information about their environment(s), like classes and extracurricular activities, and reflect on how they relate to their needs, interests, and abilities

# PHASE 3 TRANSITION GOAL EXAMPLE

## Student Question 9: What actions have I taken?

“My teacher has helped me learn how to use an app to look up the bus schedule.”

“I have not talked to anyone about my fear of riding the bus by myself.”



# PHASE 3 TRANSITION GOAL EXAMPLE

---

**Student Question 10:** What barriers have been removed?

“I know all the steps to follow to look up and follow the online bus schedule”

“I’ve been practicing planning and leading trips on the bus with my mom.”

- Not sure where to start
- Fear of riding the bus by myself
- Easier to let mom plan and lead when riding the bus

# PHASE 3 TRANSITION GOAL EXAMPLE

**Student Question 11:** What has changed about what I don't know?

What did I know?	What did I want to know?
<ul style="list-style-type: none"><li><input type="checkbox"/> I don't feel comfortable learning to drive</li><li><input type="checkbox"/> There is a bus stop 2 blocks from my house.</li><li><input type="checkbox"/> I ride the bus a lot with my mom.</li><li><input type="checkbox"/> I know how to use an app on my phone to look up the bus schedule and plan my route.</li><li><input type="checkbox"/> I want to learn to follow a bus schedule on my own.</li></ul>	<ul style="list-style-type: none"><li><input checked="" type="checkbox"/> <b>I want to learn to follow a bus schedule on my own.</b></li><li><input type="checkbox"/> I want to ride the bus by myself without being scared I will get lost.</li></ul>

# PHASE 3 TRANSITION GOAL EXAMPLE

---

**Student Question 12:** Do I know what I want to know?

**Student's Goal:**

I will learn to look up and follow the bus schedule, so I can plan to ride the bus by myself and arrive to work on time.

I can use an app on my phone to look up the bus schedule.

I can plan when I need to catch the bus to get to work on time.



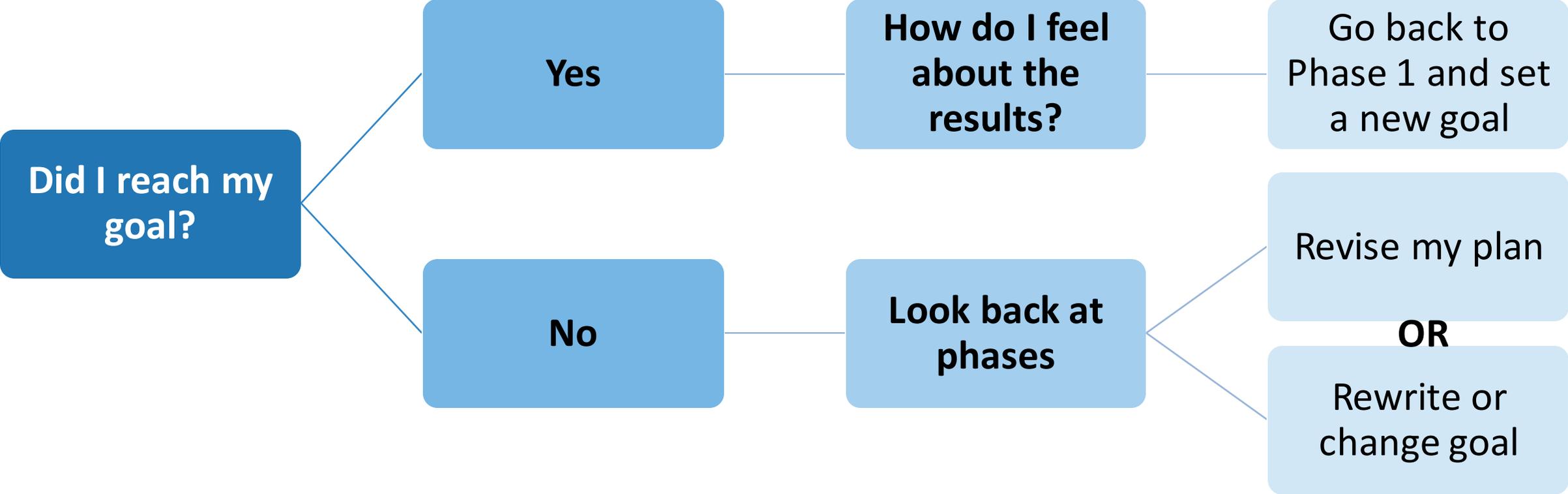
# Potential Challenge for the Teacher

---

- Student needs support to understand if the goal should remain the same or change
- What are some strategies that the teacher could use to support the student in deciding next steps?
  - ✓ The teacher could use an Educational Support and teach a mini-lesson on **decision-making instruction** to support students in deciding what their next step should be after they have worked on their goal

What might this look like?

# DECISION-MAKING EXAMPLE





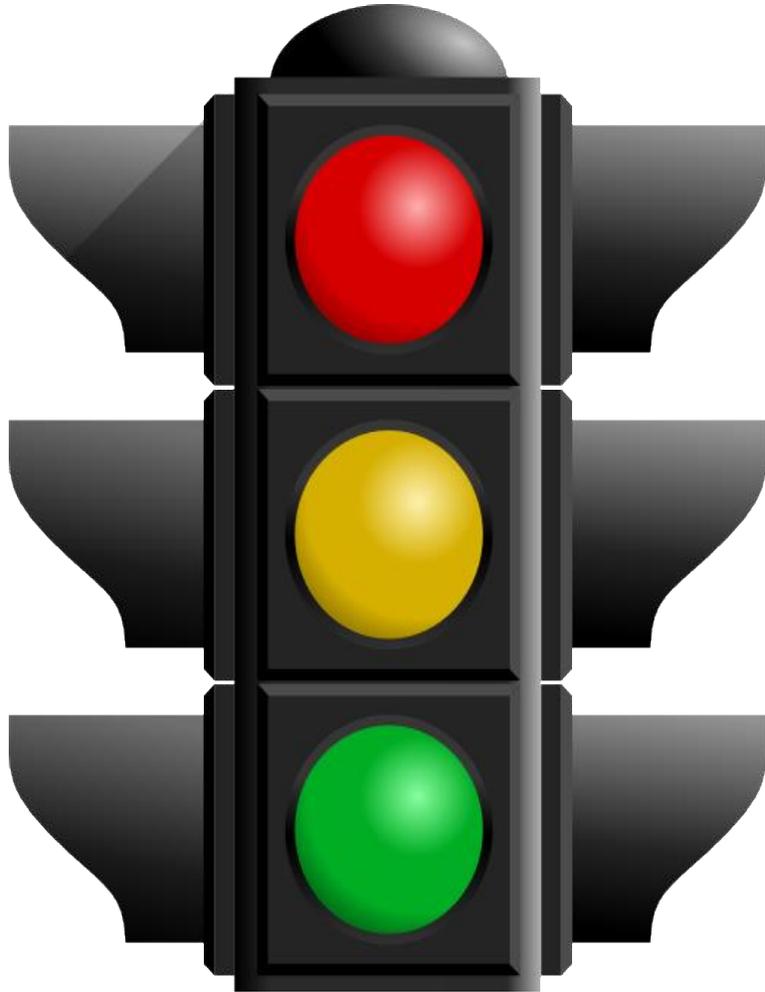
# Potential Challenge for the Teacher

---

- Student needs support to communicate if they have made adequate or inadequate progress or if their goal has been achieved
- What are some strategies that the teacher could use to support the student in communicating their progress?
  - ✓ The teacher could use an Educational Support and teach a mini-lesson on **self-evaluation instruction** to support students in evaluating their progress toward their goal

What might this look like?

# SELF-EVALUATION EXAMPLE



**Not adequate**  
I didn't reach my goal

- What didn't work?
- Do I still want to work on this goal?

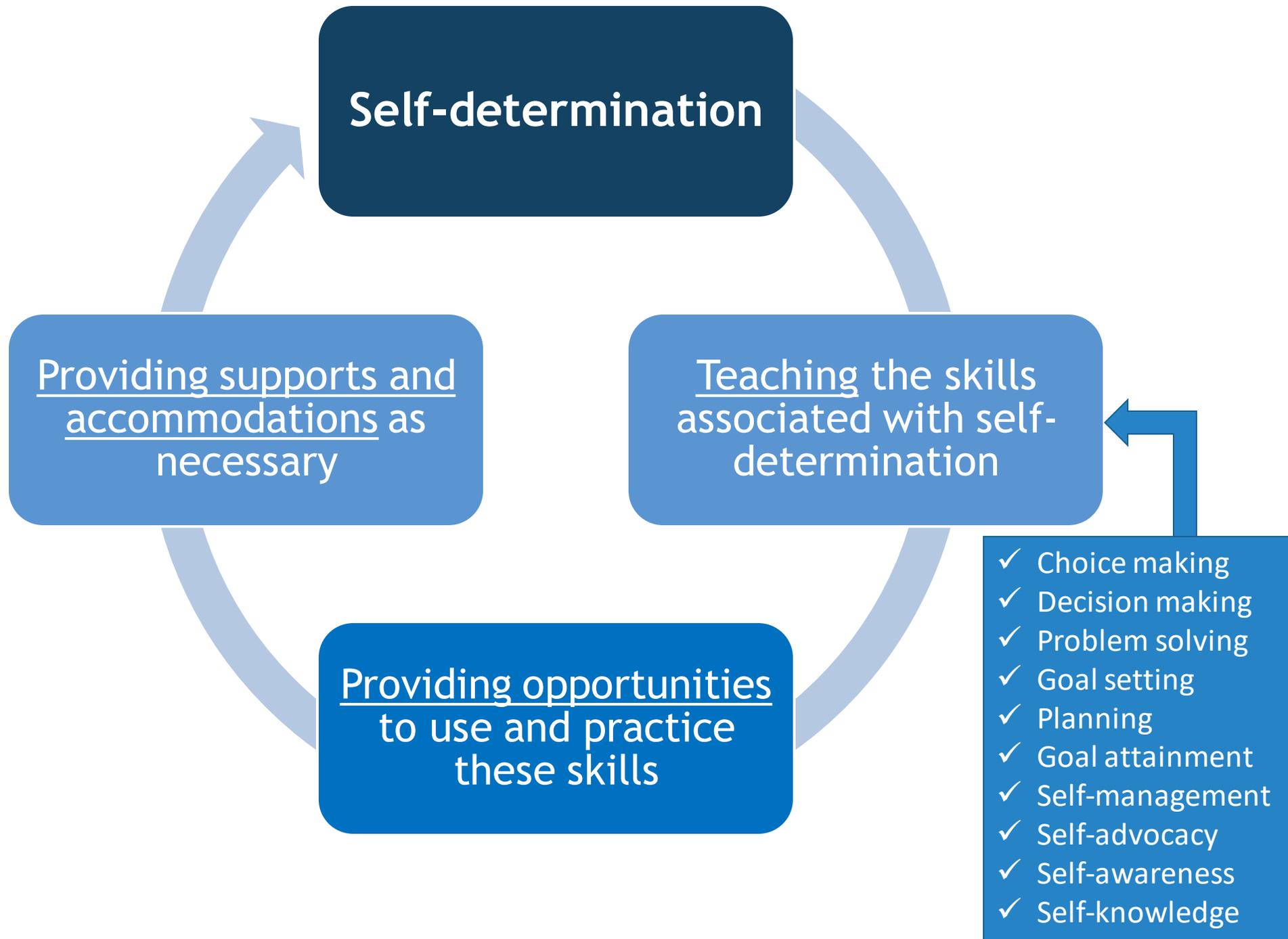
**Unsure**  
I still need to work on it to decide

- Is my plan working?
- How much more time do I need to achieve this goal?

**Adequate**  
I met my goal!

- What's my next goal going to be?

# ITERATIVE PROCESS





# Jordan

SDLMI Transition Planning Case Study

STUDENT QUESTION 1:  
What do I want to  
learn?

Employment

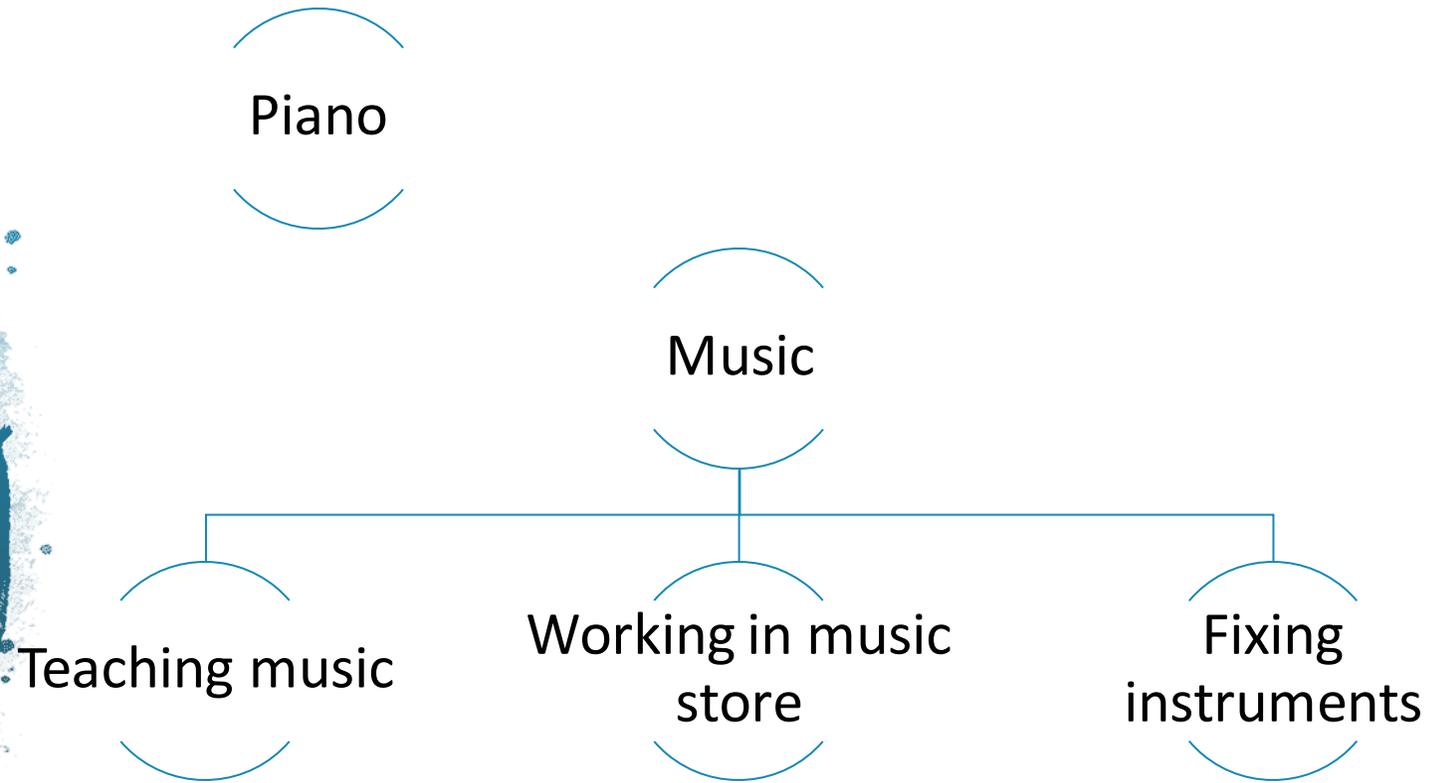
Goal area "bucket"

Music

Goal area "bucket"

Technology

STUDENT QUESTION 2:  
What do I know about  
it now?



# STUDENT QUESTION 3: What must change for me to learn what I don't know?

---

## My music strengths

I love music.

I wish I could go to Band every day.

## What I need to know about music and employment

What would my job be?

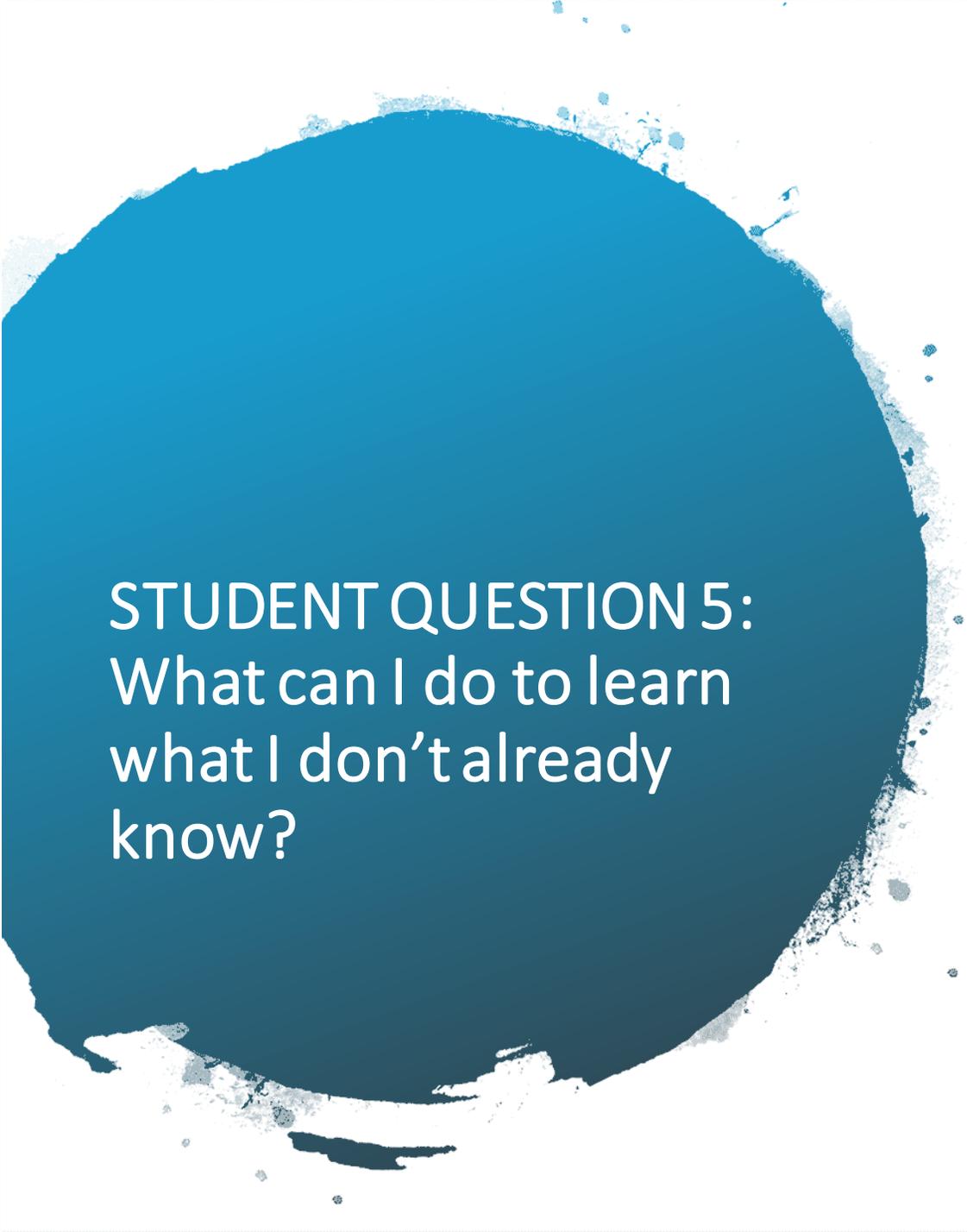
How to find out about these jobs

## STUDENT QUESTION 4:

What can I do to  
make this happen?

Goal Attainment Level	Description
Much less than expected	
Somewhat less than expected	Find out action needed to become 2 of the 3
Expected level of outcome	Find out action needed to become all 3 (music teacher, music store employee, instrument technician)
Somewhat more than expected	
Much more than expected	

**Jordan's Goal: I will explore steps to either being a music teacher, a music store employee, or an instrument technician.**



STUDENT QUESTION 5:  
What can I do to learn  
what I don't already  
know?

“I can meet with Ms.  
Miller about the job  
options.”

“I can research the jobs  
on the computer.”

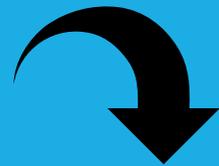
**STUDENT QUESTION 6:**  
What could keep me  
from taking action?

**“Keeping myself on  
track.”**

**“I don’t know how to set  
up meetings with Ms.  
Miller.”**

STUDENT QUESTION 7:  
What can I do to remove  
these barriers?

## Ways to get in touch with Ms. Miller



Email

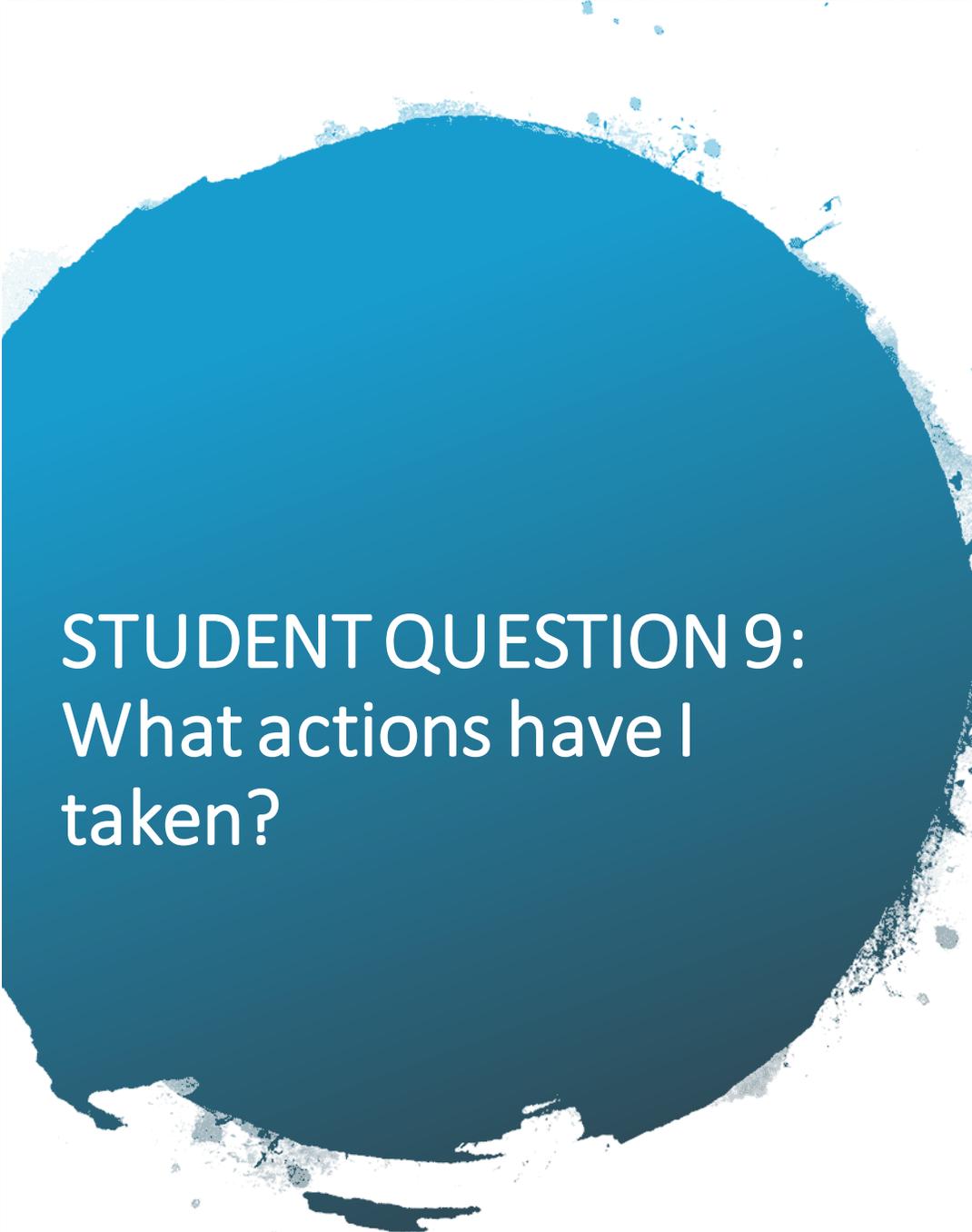
In person

Phone call

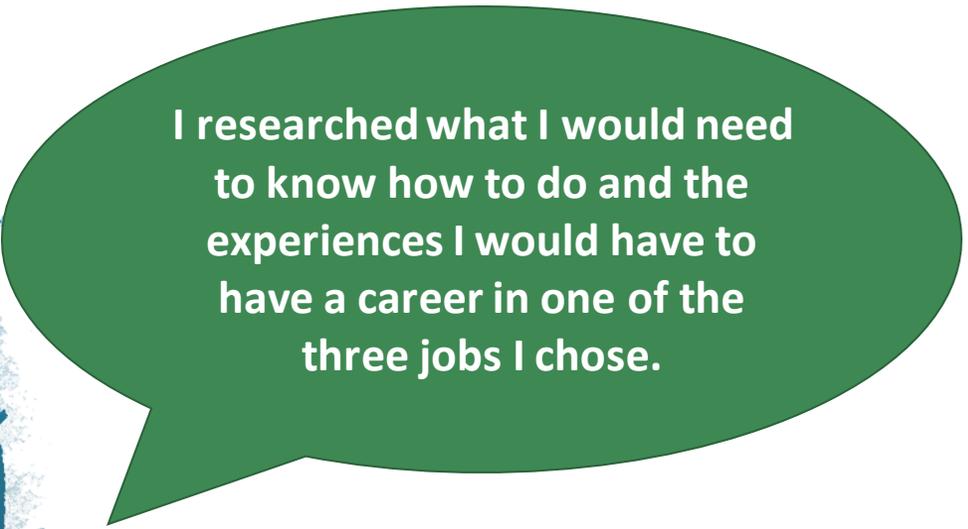
STUDENT QUESTION 8:  
When will I take  
action?



“I will start next Monday  
during transition planning  
when th computer lab is  
opened.”



**STUDENT QUESTION 9:**  
What actions have I  
taken?



I researched what I would need to know how to do and the experiences I would have to have a career in one of the three jobs I chose.



“Ms. Miller helped me come up with the list of actions I would need to build skills and experiences to have a career in music.”



**STUDENT QUESTION  
10: What barriers have  
been removed?**

**“I have a list of actions I would need to go after a career in one of my three music-related jobs.”**

**“There are a lot of steps I would need to take!”**

**STUDENT QUESTION 11:**  
What has changed about  
what I don't know?

I know the skills and experience  
I need to become a music  
teacher, music-store employee,  
and instrument technician.”

“I don't know what I want to  
do when I leave high school!”

**STUDENT QUESTION 12:**  
Do I know what I want  
to know?

**Jordan's Goal: I will explore steps to either being a music teacher, a music store employee, or an instrument technician.**

“Yes! I know more  
about 3 jobs related  
to music!”



**Implementing the  
SDLMI with a student  
with complex  
communication needs**

**Amy**

- 16 years old
- Receives special education under the category of multiple disabilities
- Spends about 80% of her day in general education settings
- Enjoys reading, listening to music, sharing with classmates during small group discussion
- One IEP goal = working to enhance her communication through eye gaze using assistive technology



## Implementing the SDLMI with a student with complex communication needs

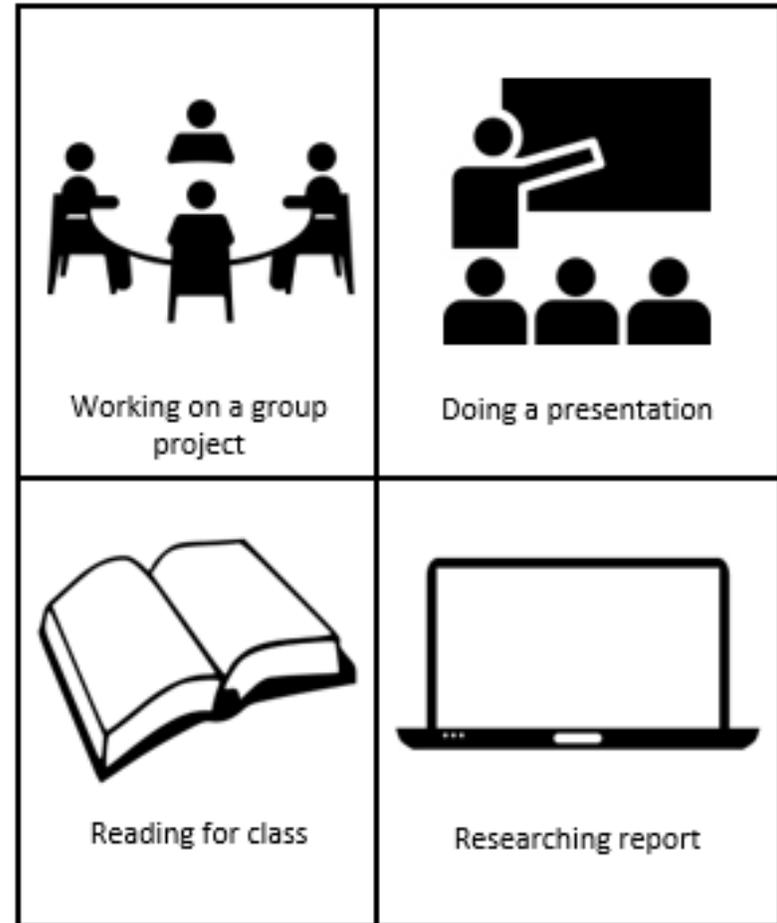
### Mr. Murphy, Amy's special education teacher, :

- Wanted to identify supports Amy would need to:
  - become more engaged in communicating her thoughts/interests/needs with her device, and
  - learn to use the SDLMI across environments, including in the general education classroom
- Problem-solved how to meet SDLMI Teacher Objectives and enable Amy to engage with the 12 Student Questions
- Individualized symbols to communicate ideas in the Student Questions with Amy ... *important so Amy could express her thoughts, interests, and preferences*

# PRELIMINARY CONVERSATIONS

## Mr. Murphy:

- Supported Amy to complete a visual assessment to express and identify her interests

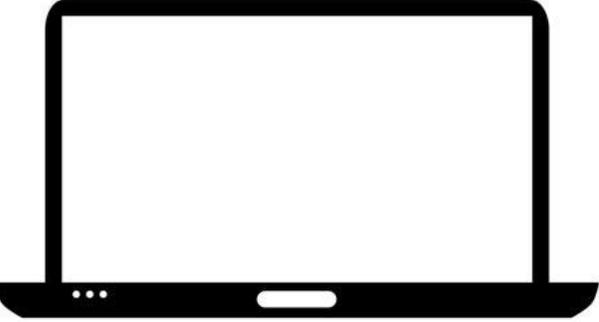


# PRELIMINARY CONVERSATIONS

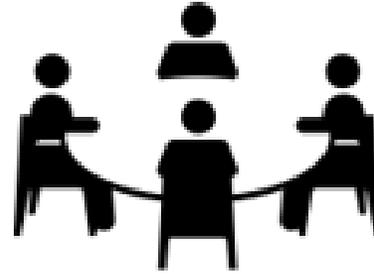
- Introduced several SDLMI key terms using symbols and words (*goal, problem, plan, evaluate*)
- Discussed with Amy how she already uses skills associated with self-determination during the school day... AND

... the purpose of the SDLMI is to create even more opportunities so she can achieve what she wants!

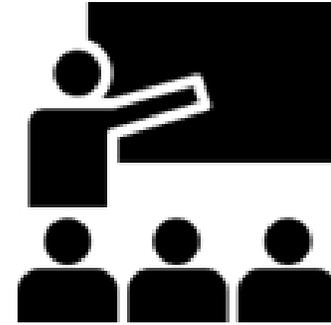




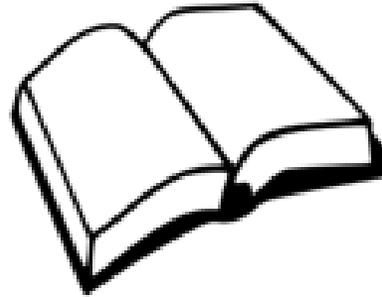
**STUDENT QUESTION 1:  
What do I want to learn?**



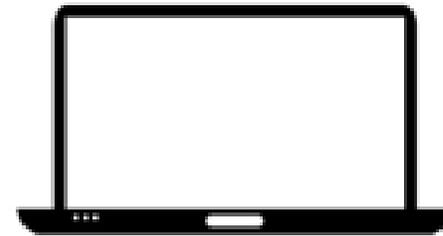
Working on a group project



Doing a presentation



Reading for class



Researching report

# STUDENT QUESTION 2: What do I know about it now?

## Goal Area: Doing a presentation in Social Studies class



What do I know about it now?



I know I will need to identify facts about my topic for the presentation



I know I will need to talk to the class

What must change for me to learn what I don't know?

Goal Area: Doing a presentation in Social Studies class



STUDENT QUESTION 3:  
What must change for  
me to learn what I  
don't know?

What do I know about it now?



I know I will need to share facts about  
my topic for the presentation



I know I will need to talk to the class

What must change for me to  
learn what I don't know?

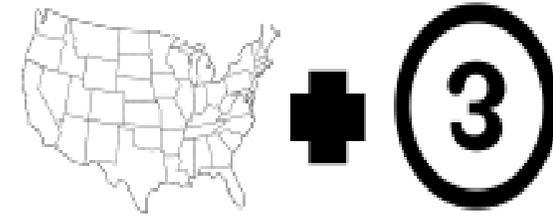


I will need to learn facts about my  
topic for the presentation

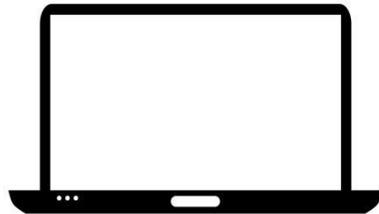


I already know how to do this!

**STUDENT QUESTION 4:  
What can I do to make  
this happen?**



**Goal:** I will learn 3 facts about my topic to give a presentation during Social Studies class.



# STUDENT QUESTION 5: What can I do to learn what I don't already know?

## Steps



Identifying information for presentation



Logging into computer



Using search engine



Sitting at computer and focusing

Step 1	Step 2	Step 3	Step 4

# STUDENT QUESTION 6: What could keep me from taking action?

**Action:** Researching topic on computer during study hall to learn 3 facts about my topic to give a presentation during Social Studies class

**Step**



1. Sitting at computer and focusing

**Rating**



Easy



Hard



2. Logging into computer



Easy



Hard



3. Using search engine



Easy



Hard



4. Identifying information for presentation



Easy



Hard

# STUDENT QUESTION 7: What can I do to remove these barriers?

**Barrier:** Sitting at computer and focusing



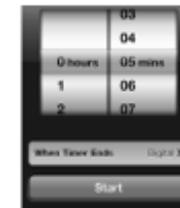
## Potential Solutions



Ask classmates not to interrupt



Wear headphones to avoid distractions



Use a timer to schedule breaks

# STUDENT QUESTION 8: When will I take action?

## Example Self-Monitoring Structure



**Goal:** I will learn 3 facts about my topic to give a presentation during Social Studies class.



**Barrier:** Sitting at computer and focusing

### Potential Solutions (Student circles one to focus on)



Ask classmates not to interrupt



Wear headphones to avoid distractions



Use a timer to schedule breaks

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>YES</b> I met my goal today 					
<b>NO</b> I did not meet my goal today 					

# STUDENT QUESTION 9: What actions have I taken?



**Action:** Researching topic on computer during study hall to learn 3 facts about my topic to give a presentation during Social Studies class



**Solution to Barrier:** Wearing headphones to avoid distractions

**In one month, how many days did I sit at the computer and focus on my work to accomplish my goal?**

Implemented Plan



Did Not Implement Plan



**STUDENT QUESTION 10:  
What barriers have been  
removed?**



Wear headphones to avoid distractions



Helpful



Not helpful

Do I want to use this in the future?



Yes!



No, probably not

# STUDENT QUESTION 11: What has changed about what I don't know?

## Steps



1. Sitting at computer and focusing



2. Logging into computer



3. Using search engine



4. Identifying 3 facts for presentation

## Did I complete this step?



Yes



No



Yes



No



Yes



No



Yes



No

# STUDENT QUESTION 12: Do I know what I want to know?



**Goal:** I will learn 3 facts about my topic to give a presentation during Social Studies class.



Yes, I met my goal!



No, I did not meet my goal

**If**

**Then**

	<p>I am ready to go back to Phase 1 and set a new goal!</p>
	<p>How do I feel about my progress?</p> <p>What do I want to do next?</p> <ul style="list-style-type: none"> <li>• Revise my goal</li> </ul> <ul style="list-style-type: none"> <li>• Revise my action plan</li> </ul> <ul style="list-style-type: none"> <li>• Set a new goal</li> </ul>