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

<table>
<thead>
<tr>
<th>Goal Attainment Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much less than expected</td>
<td></td>
</tr>
<tr>
<td>Somewhat less than expected</td>
<td></td>
</tr>
<tr>
<td>Expected</td>
<td></td>
</tr>
<tr>
<td>Somewhat more than expected</td>
<td></td>
</tr>
<tr>
<td>Much more than expected</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Description of the outcome</th>
<th>Goal attainment level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much less than expected</td>
<td>Write 1 note from the board and 1 note said out loud.</td>
</tr>
<tr>
<td>Somewhat less than expected</td>
<td>Write 2 notes from the board and 1 note said out loud.</td>
</tr>
<tr>
<td>Expected level of Outcome</td>
<td>Write 2 notes from the board and 2 notes said out loud.</td>
</tr>
<tr>
<td>Somewhat more than expected</td>
<td>Write 3 notes from the board and 2 notes said out loud.</td>
</tr>
<tr>
<td>Much more than expected</td>
<td>Write 3 notes from the board and 3 notes said out loud.</td>
</tr>
</tbody>
</table>
**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.*

<table>
<thead>
<tr>
<th>Level of Outcome</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Much less</strong> than expected</td>
<td>Not looking up bus schedule at all.</td>
</tr>
<tr>
<td><strong>Somewhat less</strong> than expected</td>
<td>Look up bus schedule but don’t practice.</td>
</tr>
<tr>
<td><strong>Expected</strong> level of Outcome</td>
<td>Look up bus schedule and practice with mom and support personnel until I get to work on time every day for 1 week.</td>
</tr>
<tr>
<td><strong>Somewhat more</strong> than expected</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Much more</strong> than expected</td>
<td>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.</td>
</tr>
</tbody>
</table>
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

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

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/4/17</td>
<td>12/5/17</td>
<td>12/6/17</td>
<td>12/7/17</td>
<td>12/8/17</td>
</tr>
</tbody>
</table>

**YES**
I met my goal today!

**NO**
I did not meet my goal today.
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?
• 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

---

**PHASE 3 STUDENT QUESTIONS**

<table>
<thead>
<tr>
<th>Phase 1 Student Questions</th>
<th>Alternate Phrasing</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do I want to learn?</td>
<td>What do I want to do?</td>
</tr>
<tr>
<td>What do I want to know?</td>
<td>What goal do I want to work on?</td>
</tr>
<tr>
<td>What do I know about it now?</td>
<td>What can I tell someone about it?</td>
</tr>
<tr>
<td>What must change for me to learn what I don't know?</td>
<td>Do I need to change?</td>
</tr>
<tr>
<td>What can I do to make this happen?</td>
<td>Should I try to change something else?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase 2 Student Questions</th>
<th>Alternate Phrasing</th>
</tr>
</thead>
<tbody>
<tr>
<td>What can I do to learn what I don't know?</td>
<td>Where do I start?</td>
</tr>
<tr>
<td>What is the first step?</td>
<td>What is stopping me?</td>
</tr>
<tr>
<td>What can I do to remove these barriers?</td>
<td>How can I get these things out of my way?</td>
</tr>
<tr>
<td>What can I do to remove these problems?</td>
<td>How can I fix it?</td>
</tr>
<tr>
<td>When will I take action?</td>
<td>When do I start?</td>
</tr>
<tr>
<td>When will I begin?</td>
<td>When will I begin?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase 3 Student Questions</th>
<th>Alternate Phrasing</th>
</tr>
</thead>
<tbody>
<tr>
<td>What actions have I taken?</td>
<td>What have I done?</td>
</tr>
<tr>
<td>What is the result?</td>
<td>Is my plan working?</td>
</tr>
<tr>
<td>What barriers have been removed?</td>
<td>What problem has been removed?</td>
</tr>
<tr>
<td>What problem have I solved?</td>
<td>What problem have I solved?</td>
</tr>
<tr>
<td>What has changed about what I don't know?</td>
<td>What have I learned?</td>
</tr>
<tr>
<td>What progress have I made?</td>
<td>What progress have I made?</td>
</tr>
<tr>
<td>What has changed about my situation?</td>
<td>What has changed about my situation?</td>
</tr>
<tr>
<td>Do I know what I want to know?</td>
<td>Did I learn what I wanted to learn?</td>
</tr>
<tr>
<td>Did I reach my goal?</td>
<td>Did I reach my goal?</td>
</tr>
</tbody>
</table>
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.
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.”
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?

<table>
<thead>
<tr>
<th>What did I know?</th>
<th>What did I want to know?</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ I don’t feel comfortable learning to drive</td>
<td>✓ I want to learn to follow a bus schedule on my own.</td>
</tr>
<tr>
<td>❑ There is a bus stop 2 blocks from my house.</td>
<td>❑ I want to ride the bus by myself without being scared I will get lost.</td>
</tr>
<tr>
<td>❑ I ride the bus a lot with my mom.</td>
<td></td>
</tr>
<tr>
<td>❑ I know how to use an app on my phone to look up the bus schedule and plan my route.</td>
<td></td>
</tr>
<tr>
<td>❑ I want to learn to follow a bus schedule on my own.</td>
<td></td>
</tr>
</tbody>
</table>
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?
Did I reach my goal?

Yes

How do I feel about the results?

Go back to Phase 1 and set a new goal

No

Look back at phases

Revise my plan

OR

Rewrite or change goal
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
- **Unsure**: I still need to work on it to decide
- **Adequate**: I met my goal!

• What didn’t work?  
• Do I still want to work on this goal?  
• Is my plan working?  
• How much more time do I need to achieve this goal?  
• What’s my next goal going to be?
Self-determination

Providing supports and accommodations as necessary

Teaching the skills associated with self-determination

Providing opportunities to use and practice these skills

✓ Choice making
✓ Decision making
✓ Problem solving
✓ Goal setting
✓ Planning
✓ Goal attainment
✓ Self-management
✓ Self-advocacy
✓ Self-awareness
✓ Self-knowledge
Jordan
SDLMI Transition Planning Case Study
STUDENT QUESTION 1: What do I want to learn?

Goal area “bucket”
Music

Goal area “bucket”
Technology

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

Music
  - Piano
  - Teaching music
  - Working in music store
  - Fixing instruments
<table>
<thead>
<tr>
<th>My music strengths</th>
<th>What I need to know about music and employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>I love music.</td>
<td>What would my job be?</td>
</tr>
<tr>
<td>I wish I could go to Band every day.</td>
<td>How to find out about these jobs</td>
</tr>
</tbody>
</table>
**STUDENT QUESTION 4:**

What can I do to make this happen?

<table>
<thead>
<tr>
<th>Goal Attainment Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much less than expected</td>
<td></td>
</tr>
<tr>
<td>Somewhat less than expected</td>
<td>Find out action needed to become 2 of the 3</td>
</tr>
<tr>
<td>Expected level of outcome</td>
<td>Find out action needed to become all 3 (music teacher, music store employee, instrument technician)</td>
</tr>
<tr>
<td>Somewhat more than expected</td>
<td></td>
</tr>
<tr>
<td>Much more than expected</td>
<td></td>
</tr>
</tbody>
</table>

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?

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

“Keeping myself on track.”
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 the computer lab is opened.”
STUDENT QUESTION 9: What actions have I taken?

"Ms. Miller helped me come up with the list of actions I would need to have a career in music."

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.
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 don’t know what I want to do when I leave high school!”

“I know the skills and experience I need to become a music teacher, music-store employee, and instrument technician.”
STUDENT QUESTION 12: Do I know what I want to know?

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

Jordan’s Goal: I will explore steps to either being a music teacher, a music store employee, or an instrument technician.
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
Mr. Murphy:
• Supported Amy to complete a visual assessment to express and identify her interests

- Working on a group project
- Doing a presentation
- Reading for class
- Researching report
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
<table>
<thead>
<tr>
<th>What do I know about it now?</th>
<th>What must change for me to learn what I don’t know?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know I will need to identify facts about my topic for the presentation</td>
<td>I know I will need to talk to the class</td>
</tr>
</tbody>
</table>

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?

Goal Area: Doing a presentation in Social Studies class

<table>
<thead>
<tr>
<th>What do I know about it now?</th>
<th>What must change for me to learn what I don’t know?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know I will need to share facts about my topic for the presentation</td>
<td>I will need to learn facts about my topic for the presentation</td>
</tr>
<tr>
<td>I know I will need to talk to the class</td>
<td>I already know how to do this!</td>
</tr>
</tbody>
</table>
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?
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

**Steps & Ratings:**
1. Sitting at computer and focusing
   - 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

<table>
<thead>
<tr>
<th>YES</th>
<th>I met my goal today</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>I did not meet my goal today</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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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?

<table>
<thead>
<tr>
<th>Implemented Plan</th>
<th>Did Not Implement Plan</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>✗</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Goal Progress: 11 days implemented, 3 days did not implement.
STUDENT QUESTION 10: What barriers have been removed?
STUDENT QUESTION 11: What has changed about what I don’t know?

Steps

1. Sitting at computer and focusing
   - Did I complete this step? Yes No

2. Logging into computer
   - Did I complete this step? Yes No

3. Using search engine
   - Did I complete this step? Yes No

4. Identifying 3 facts for presentation
   - Did I complete this step? 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.

<table>
<thead>
<tr>
<th>If</th>
<th>Then</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I met my goal!</td>
<td>I am ready to go back to Phase 1 and set a new goal!</td>
</tr>
<tr>
<td>No, I did not meet my goal</td>
<td></td>
</tr>
</tbody>
</table>

- How do I feel about my progress?
  - Thumbs up
  - Thumbs down

- What do I want to do next?
  - Revise my goal
  - Revise my action plan
  - Set a new goal