**Systematic Instruction 4**

**Objectives for Instructional Planning**

**Identify:**

**What we teach:**

Goals

 a.

 b.

 c.

 Objectives

 a.

 b.

Both goals and objectives must be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**How do we decide?**

Annual Goals & Objectives for:

 1.

 2.

IEPGoals related to each \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that affect \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or the individual’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Core deficits of students with Autism:

 1.

 2.

Notes:

 **Information for goals and objectives should be**:

a.

b.

c.

d.

e.

**Levels of Learning**

1.

 2.

 3.

 4.

Notes:

Skill Deficits

 1.

 2.

 3.

Performance Deficits

 1.

**Making goals make sense**:

 1.

 2.

 3.

 4.

 5.

Notes from examples:

**IEP goals & objectives and the Common Core Standards**

**Writing objectives:**

Contain:

 a.

 b.

 c.

 d.

Notes from examples:

**Data collection**:

 How often?

 Who?

**Quality goals & objectives**

AC

C

O

M

P

L

I

S

H

* **Reflection**
* Things I learned from this module:
* Questions I have:
* Things I would like to learn more about:
* **Putting it into Practice**
* 1. For at least one student, review the IEP Goals and Objectives. You may want to refer to your notes on Lesson 1 – Priorities
	+ a. Choose three objectives and write them here
		- 1.
		- 2.
		- 3.
	+ b. Are they
		- 1. Attainable within one year? How do you know?
		- 2. Specific? (Do you know exactly what behavior is described?)
		- 3. Does the goal address a) acquisition b) fluency building c) maintenance d) generalization?
		- 4. Does it address student needs? (“socially valid/meaningful” needs - remember “what the student needs to learn for independence in age appropriate environments”)

5. Do you know how the objective will be measured?

2. Based on what you know about your student and student needs; write a goal (attainable within one year) and three objectives related to that goal. Use this format:

 a) Conditions: (What will support the student?)

 b) Behavior: (What the student will do?)

 c) Criterion: (How will it be measured?)

Does it meet this rubric?

|  |  |
| --- | --- |
|  | **Antecedent Condition** |
|  | Criterion |
|  | Observable |
|  | Measurable |
|  | Positive |
|  | Linked to standards/ IEP/ assessment |
|  | Individualized |
|  | Socially valid/ meaningful |
|  | High expectations/ challenging  |

* **For questions regarding content and practice, contact:**
* School Services
* Autism and Other Developmental Disabilities Program
* Center for Development and Disability
* University of New Mexico
* *CDD-SchoolServices*@salud.unm.edu
* 505.272.1852 or 1.800.270.1861