ECE Goal Writing Strategies

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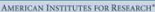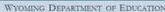
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Wyoming Instructional Network
Improving Outcomes for Students with Disabilities
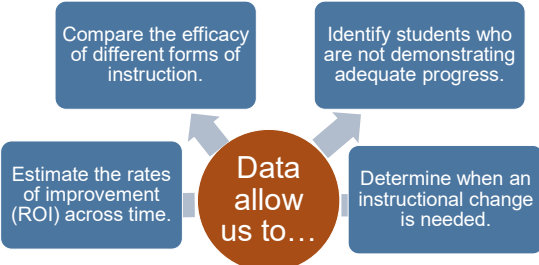
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Session Outcomes

By the end of this session, participants will be able to:

- Select or design valid progress monitoring tools.
- Describe three validated goal setting strategies.
- Identify the key components of a progress monitoring plan.
- Describe approaches to analyzing progress monitoring data.

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Why Use Progress Monitoring?

Compare the efficacy of different forms of instruction.

Identify students who are not demonstrating adequate progress.

Estimate the rates of improvement (ROI) across time.

Data allow us to…

Determine when an instructional change is needed.

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Did you know…

Monitoring progress is not the same as **progress monitoring**.

Monitoring Progress	Progress Monitoring
• Can occur daily • Occurs during instruction • Provides data for immediate, real-time instructional decisions • Aligns with HLPs (, e.g., interpreting student thinking) • Often informal, unstandardized • Used for ALL students • Uses formative assessments, questioning, providing feedback, and similar strategies.	• Standardized delivery • Requires valid and reliable tools • Frequency depends on intensity of instruction • Requires ongoing data (i.e., 4-6 data points) for valid interpretation • Used for entitlement decisions • Requires graphed data • Used for students verified as at-risk (~20-25%)

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Critical Features of Progress Monitoring

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Critical Features of Progress Monitoring

Progress monitoring is repeated measurement of student performance over the course of intervention to index/quantify responsiveness to intervention and to thus determine, on an ongoing basis, when adjustments to the program are needed to improve responsiveness.
    (National Center on Intervention Interventions, 2017)

Progress Monitoring Tools	Progress Monitoring Process

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Critical Feature 1: Progress Monitoring Tools

CRITERIA 1. have sufficient number of **alternate forms** of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level;

- Tier II: At least 9 alternate forms
- Tier III: At least 20 alternate forms

CRITERIA 2. specify minimum acceptable **growth**;

CRITERIA 3. provide **benchmarks** for minimum acceptable end-of-year performance; and

CRITERIA 4. have available **reliability and validity** information for the performance-level score and staff is able to articulate the supporting evidence.

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Critical Feature 2: Progress Monitoring Process

CRITERIA 1. progress monitoring occurs **at least monthly** for students receiving Tier II and **at least weekly** for students receiving Tier III.

CRITERIA 2: **procedures** are in place to ensure implementation accuracy.

- Identifying students
- Goal settings
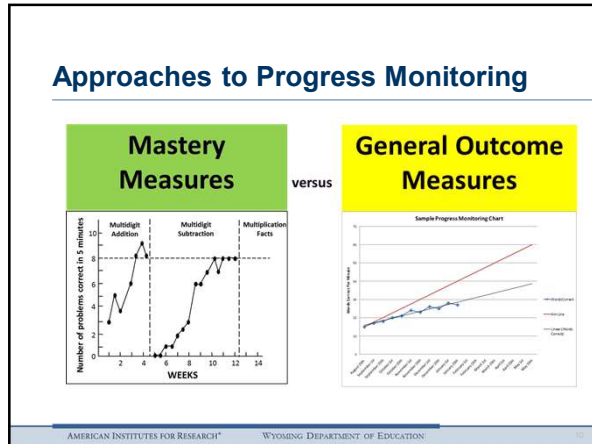- Data collection and entry
- Data decision making

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DEC Recommendations for Curriculum, Assessment and Program Evaluation (2007)

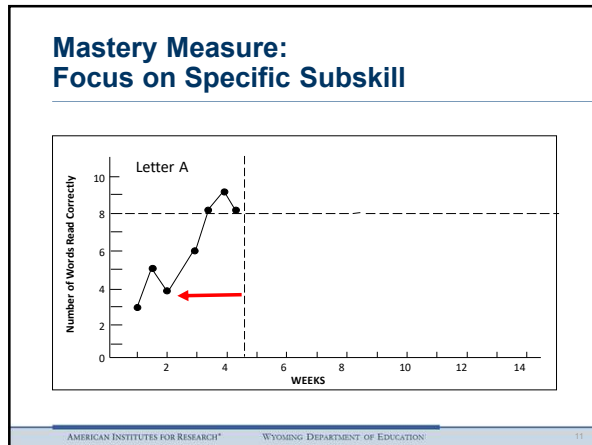EC Assessment Teams have 2 assessments for monitoring progress:

Critical Skills Mastery Approach (e.g., Curriculum Based Assessment [not the same as CBM]) --mastery of individual skills at single points in time of individual skills.

General Outcome Measurement Approach—(e.g, IGDIs — Individual Growth and Development Individual Growth and Development Indicators)—vocabulary growth trajectory based on many points in time many points in time.

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Approaches to Progress Monitoring

Mastery Measures versus **General Outcome Measures**

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Mastery Measure: Focus on Specific Subskill

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Mastery Measure: Focus on Series of Short-term Instructional Objectives

1. Letter A
2. Letter S
3. Letter T
4. Letter M
5. Letter B
6. Letter O
7. Letter N
8. Letter P
9. Letter D
10. Letter E

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Mastery Measure: Monitor Progress of Each Objective
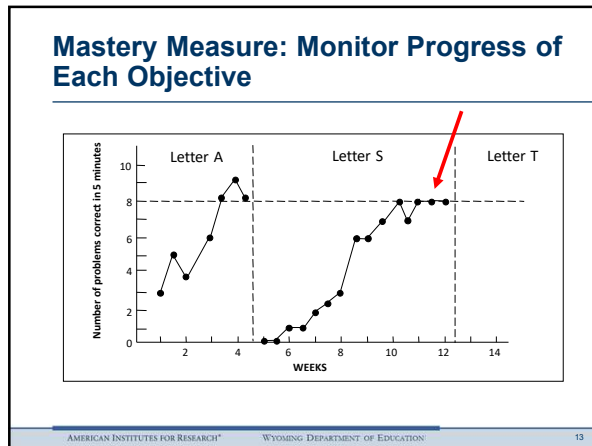
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THINK-PAIR-SHARE
Advantages of Mastery Measures

What do you see as advantages of data from mastery measures?

Reported Advantages

- Skill and program specific

- Data can assist in making changes to target skill instruction

- Provide data about IF a child can learn a skill

Helps assess IF a student CAN learn a skill at proficient rate.

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THINK-PAIR-SHARE
Limitations of Mastery Measures

What do you see as potential limitations of data from mastery measures?

Reported Limitations

- Data do not reflect skill maintenance or generalization.

- Number of objectives mastered does not relate well to performance on criterion measures.

- Measurement methods are often designed by teachers, with unknown reliability and validity.

- Scores cannot be compared longitudinally.

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General Outcome Measure (GOM)

Reflects overall competence in the yearlong curriculum

Describes individual children's growth and development over time (both "current status" and "rate of development")

Provides a decision making model for designing and evaluating interventions

Is used for individual children and for groups of children

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Interpreting Data from GOMs

Conner – PreK Sound Identification

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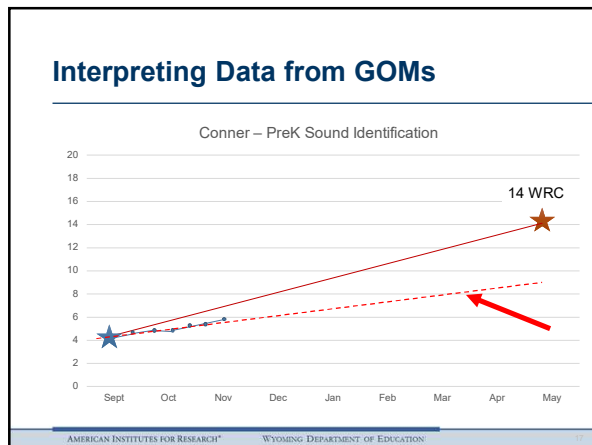
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Advantages of GOMs

1. Focus is on repeated measures of performance
2. Makes no assumptions about instructional hierarchy for determining measurement
3. Curriculum independent
4. Incorporates automatic tests of retention and generalization
5. Often aligns with screener tool

Helps assess IF a student APPLY a learned skill.

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Progress Monitoring Tools

- How do you select a progress monitoring tool?
- Are some tools better than others?
- What tools are best for different grades/ages/domains?
- Do you have to use published tools?
- Others?

*Wyoming Department of Education and NCII do not endorse products. Tools Chart reviews are informational, not recommendations, and any measures mentioned in this presentation are for illustrative purposes only.

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Common Early Literacy Measures

Measures	Age/Grades
• Picture Naming (Oral Language) • Rhyming (Phonological Awareness) • Sound Identification (Alphabet Knowledge) • 'Which One Doesn't Belong?' (Comprehension) • Alliteration (Phonological Awareness)	PreK
• Letter Naming Fluency (LNF; rapid naming, early ready exposure) • Letter Sound Fluency (LSF; phonics) • Phoneme Segmentation Fluency (PSF; phonological awareness)	K

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Resources for Preschool Behavior Progress Monitoring Tools

Free:

- Behavior Assessment: Conduct an A-B-C Analysis
- Behavior Assessment: Duration and Latency Recording
- Behavior Assessment: Frequency and Interval Recording

Purchase:

- Social Skills Improvement System (SSIS)
- BASC™–2 Progress Monitor (BASC™–2)
- IGDIs

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Scoring Pre-Literacy Measures

- If the student fails to say the correct response after 3 seconds, place/mark it as incorrect and move on.

- Put a slash (/) through letters named incorrectly. Scoring is correct or incorrect.

> Focus is on proficiency not just mastery.

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Why Does Fluency with Connected Text Matter?

A student at the 10th percentile reads about 60,000 words a year in 5th grade

A student at the 50th percentile reads about 900,000 words a year in 5th grade

Average students receive about 15 times as much practice in a year

Percentile Rank	Minutes Per Day		Words Read Per Year	
	Books	Text	Books	Text
98	65.0	67.3	4,358,000	4,733,000
90	21.2	33.4	1,823,000	2,357,000
80	14.2	24.6	1,146,000	1,697,000
70	9.6	16.9	622,000	1,168,000
60	6.5	13.1	432,000	722,000
50	4.6	9.2	282,000	601,000
40	3.2	6.2	200,000	421,000
30	1.8	4.3	106,000	251,000
20	0.7	2.4	21,000	134,000
10	0.1	1.0	8,000	51,000
2	0	0	0	8,000

(Anderson, R. C., 1992)

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Considerations When Selecting or Evaluating a Tool

- Skills to be measured—age and grade appropriate

- Cost and training requirements

- Administration and scoring time

- Data management

- *Technical rigor (consider population)*

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Progress Monitoring Process

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Critical Feature 2: Progress Monitoring Process

CRITERIA 1. progress monitoring occurs **at least monthly** for students receiving Tier II and **at least weekly** for students receiving Tier III.

What does the research say?

- As the number of data points increases, the effects of measurement error on the trend line decreases.

- Christ & Silberglitt (2007) recommended six to nine data points.

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Critical Feature 2: Progress Monitoring Process

CRITERIA 2: procedures are in place to ensure implementation accuracy.

Identifying Appropriate Students	Goal Setting
Data Collection and Entry	Data Decision Making

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Setting Goals Based on Logical Practices

Team members must know…

- **How** the goal was set
- **Why** the goal was set that way
- The **intensity** of the intervention provided to meet the goal

> Knowing the goal helps educators chose an intervention that will help them reach the goal.

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Step 1: Establish Baseline Score

Set using same tool that will be used for progress monitoring

Approaches:

- Use benchmark score (preferred)
- Use the median scores of three probes or mean of three consecutive probes if between benchmarks

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Quick Mathematics Review: Mean and Median

Mean

- Arithmetic average
- Sum of all scores divided by number of scores

Median

- Middle number in an ordered list
- If you have an even number of scores, take the average of the two middle scores.

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Example: Finding the Baseline Score Using the Median

Time 1	Time 2	Time 3
13	8	11

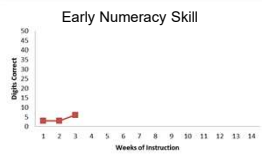AMERICAN INSTITUTES FOR RESEARCH®   WYOMING DEPARTMENT OF EDUCATION

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Example: Finding the Baseline Score Using Means

When baseline assessments are conducted on different days (e.g., three data points over three weeks), we use the mean of the most recent three scores (we will use this method in today's examples).

Early Numeracy Skill

Baseline Mean = (3 + 3 + 6)/3 = 4

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Step 2: Set Goal

Three options for goal setting:

1. End or middle-of-year benchmarks
2. National norms for weekly rate of improvement (ROI)
3. Intra-individual framework (SROI)

Handout

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Option 1: Using Benchmarks

End or middle-of-year benchmarking

- Identify appropriate grade-level benchmark
- Mark benchmark on student graph with an X
- Draw goal line from baseline score to X

Note: Electronic data systems will draw the goal line once the goal is selected

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Where do you find benchmarks?

Most published data systems provide the benchmarks within the system.

Local benchmarks can also be created using local norms.

TIER	Fall			Winter			Spring		
	II/III	Cut	I	II/III	Cut	I	II/III	Cut	I
Picture Naming	1-5	6-10	11-15	1-5	6-10	11-15	1-5	6-10	11-15
Rhyming	1-6	7-11	12-15	1-5	6-10	11-15	1-7	8-12	13-15
Alliteration	n/a	n/a	n/a	1-5	6-10	11-15	1-5	6-10	11-15
Sound ID	1-6	7-11	12-15	1-5	6-10	11-15	1-9	10-13	14-15

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Option 1: Setting Goals With End-of-Year Benchmark

SAMPLE – PreK 4 Literacy Skill

Spring Benchmark: 15 Responses

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Option 1: Setting Goals With Winter Benchmark

SAMPLE – PreK 4 Picture Naming

Winter Benchmark: 10 Responses
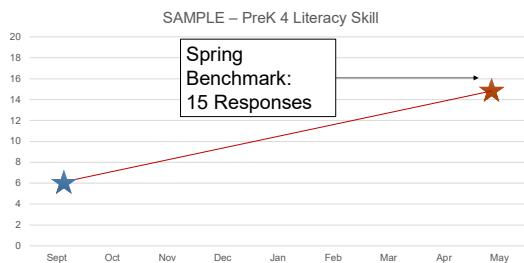
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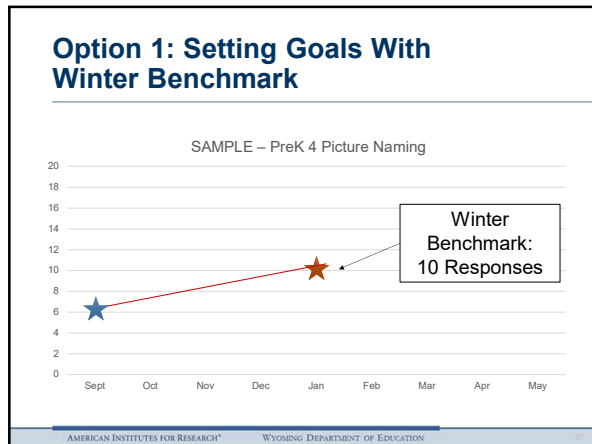
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Goals for Advanced Students: DIBELS 6th Edition Benchmarks

CTL Center on Teaching & Learning — UO DIBELS Data System

DIBELS 6th Edition Benchmark Goals

		ISF	LNF	PSF	NWF-CLS	NWF-WRC*	WUF*
Kinder-garten	Beginning	Optional, Not Endorsed	11* / 6	n/a	n/a	n/a	Optional, Endorsed
	Middle	Optional, Not Endorsed	34 / 27	33 / 28	19* / 15	Optional, Endorsed	19 / 1
	End	n/a	47 / 42	Optional, Not Endorsed	39* / 35	3 / 1	37 / 24

		LNF	PSF	NWF-CLS	NWF-WRC*	ORF-WC	ORF-A*	RTF	WUF*
First Grade	Beginning	38 / 33	Optional, Not Endorsed	25* / 19	2 / 1	n/a	n/a		25 / 14
	Middle	n/a	Optional, Not Endorsed	54 / 48	10 / 3	19* / 13	78 / 64	Optional, Not Endorsed	45 / 35
	End	n/a	Optional, Not Endorsed	71 / 62	13 / 5	47* / 31	91 / 81		47 / 38

		NWF-CLS	NWF-WRC*	ORF-WC	ORF-A*	RTF	WUF*
Second Grade	Beginning	62 / 52	13 / 5	41* / 28	91 / 81		37 / 28
	Middle	n/a	n/a	76* / 55	97 / 92	Optional, Not Endorsed	46 / 36
	End	n/a	n/a	96* / 75	98 / 95		50 / 40

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When should I set goals using the benchmarks?

Pros

Easy to use

Expects ambitious growth

Aimed at putting students on track to close achievement gap

Cons

Age/grade level benchmark may be unrealistic if student is too far below grade level

Recommendation: Use age/grade level benchmarks if a student is close to age/grade level. For students in 2nd grade and below, benchmarks are preferred.

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Option 2: Using Weekly Rates of Improvement (ROI)

Standard Formula for Calculating Goal Using Rate of Improvement (ROI):

ROI x # Weeks + Baseline Score = GOAL

ROI = 2 Digits/ Week	X	10 Weeks	+	Baseline = 30 Digits	=	GOAL = 50 Digits

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Where do you find ROI?

Most published data systems provide the ROI within the system.

ROI can be calculated by subtracting the fall benchmark from the end-of-year benchmark and dividing by the number of weeks minus one.

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When should I set goals using ROI?

Pros	Cons
Provides option for reasonable or ambitious goals when benchmark is inappropriate.	Maintains achievement gaps if not ambitious ROI (may need higher than normal ROI to reach next benchmark)
May be reasonable for children who can learn at the typical rate	Requires calculation (tools are available)
Valuable for SLD Identification	

Recommendation: Use ROI if a student can learn at a typical rate but the grade benchmark is too high.

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SPED Alternative Goal Setting – Using Intra-Individual Framework

Often used for students performing far below grade level or with very low skills, where typical growth rates are not appropriate.

Use three most recent data points to calculate baseline score.

Calculate student's ROI (SROI) based on at least eight data points.

SROI × 1.5 × # Weeks

+   Student's Baseline Score (mean of 3 most recent scores)

GOAL

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SPED Alternative Goal Setting – Using Intra-Individual Framework

SAMPLE – Behavior A

SROI = 1.0 per minute

GOAL = 34 Per Minute

Baseline = 19 per minute
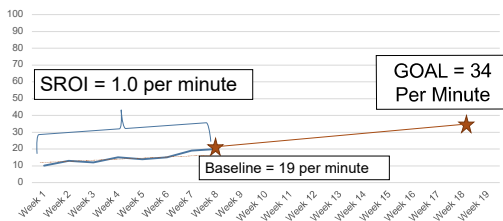
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SPED Alternative Goal Setting – Using Intra-Individual Framework

Why 1.5?

- We know the current SROI is not sufficient to close the achievement gap; we want to increase growth at least by half (x 1.5).

- A more ambitious goal may be set if appropriate (e.g., if after several weeks of progress monitoring, the current SROI exceeds the goal SROI).

- **Never lower the goal! Change the intervention!**

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When should I use intra-individual goals?

Pros	Cons
Provides individualized goals for students (e.g., cognitive disabilities) where ROIs are not appropriate	Provides least ambitious goal
	Requires calculation
Based on student's previous performance	Maintains or increases achievement gap with peers

Recommendation: Use when data or prior experience suggest other approaches unlikely to be appropriate or realistic. Revisit data frequently, increasing goal if possible.

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Write measurable progress monitoring goals

Component	May include…	Examples
Condition	Material/Tool Difficulty level Setting Timing Level of prompt	When given 30 pictures in one minute…. When provided a verbal prompt..
Target Behavior	Observable behavior Target goal	Student will *name* 15 pictures … Student will *match* 10 letters…
Level of Proficiency/ Timeline	Accuracy Timeline Number of trials	correctly within 3 seconds of presentation. 100% accuracy on three consecutive probes.

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Behavioral Progress Monitoring and Goal Setting

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**Similarities and Differences:
Academic and Behavioral Progress
Monitoring**

Similarities:
- Answering the same question—is what we're doing working?
- Need to have baseline data

Differences:
- There aren't benchmarks or specified rates of improvement in behavior

Recommendation: Collect data first so you know where to focus.

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Planning Progress Monitoring

Selecting target behaviors is part of planning for behavioral progress monitoring.

Plan for data collection
- Select target behavior(s) to monitor
- Choose method for monitoring that behavior
- Create plan for collecting data (e.g., schedule, who will collect)

Collect data

Evaluate data to make decisions

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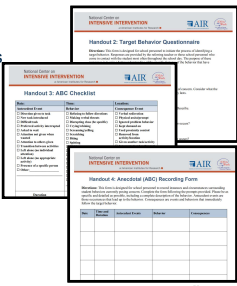
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Steps for Selecting Target Behaviors

1. Identify the target behavior(s) of concern

2. Prioritize the target behavior(s)

3. Define the target behavior(s)

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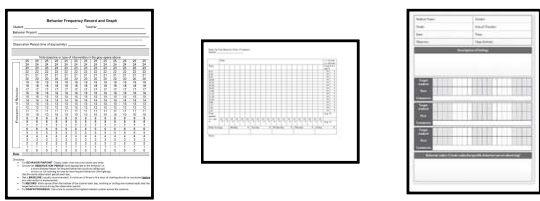
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Target Behavior-Information-Gathering Methods

A. Questionnaires and interviews

B. Checklists/Point Sheets

C. Anecdotal reports

D. Direct observation

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D. Direct Observation

Provides information about: frequency, rate, duration, latency, and/or intensity

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Behavior Progress Monitor Approaches

Systematic Direct Observation

Direct Behavior Rating (DBR)

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Why Direct Behavior Rating?

- Valid and reliable
- Feasible
- Provides:
  - A teacher's perception of student behavior, and
  - A proxy of the child's actual behavior.

Source: https://intensiveintervention.org/resource/direct-behavior-rating-overview

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DBR Standard Behaviors

Academically Engaged

School Success

Respectful

Non-Disruptive

(Chafouleas, Riley-Tillman, Christ, & Sugai, 2009). Permission for using DBR form as part of this module granted by authors for educational purposes only. www.directbehaviorratings.org

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Where should we focus?

Multiple behavioral concerns:
- Shouting out / not remaining in seat — Disruptive
- Doesn't consistently raise hand
- Disengaged when working with peers — Academic Engagement
- Difficulty understanding social cues

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Definition: Academic engagement

Active or passive participation in the classroom activity

Examples include pre-writing, raising hand, answering a question, talking about a lesson, listening to the teacher, appropriate play, and looking at instructional material.

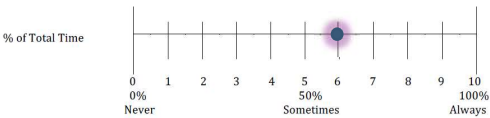(Chafouleas, Riley-Tillman, Christ, & Sugai, 2009)

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Academic Engagement Example

Academically Engaged
Place a mark along the line that best reflects the percentage of total time the student was academically engaged during math today.

% of Total Time

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

0%   50%   100%
Never   Sometimes   Always

Interpretation: The teacher estimated that the student displayed *academically engaged* behavior during 60 percent of the time in general education setting (or small group).

Slide adapted from Chafouleas (2011) with permission.

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Definition: Disruptive behavior

A student action that interrupts regular school or classroom activity

Examples include out of seat, playing with objects, acting aggressively, and talking/yelling about things that are unrelated to classroom instruction.

(Chafouleas, Riley-Tillman, Christ, & Sugai, 2009)

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Disruptive Example

Disruptive
Place a mark along the line that best reflects the percentage of total time the student was disruptive during small-group science today.

% of Total Time

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

0%
Never

50%
Sometimes

100%
Always

Interpretation: The teacher estimated that the student displayed *disruptive* behavior during 30 percent of small-group science instruction today.

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Definition: Respectful

Respectful behavior is defined as compliant and polite behavior in response to adult directions and/or peer interactions.

- *Examples* include following teacher directions, prosocial interactions with peers, positive response to adult requests, and verbal or physical disruption without a negative tone or connotation.

- *Non-examples* include refusing to follow teacher directions, talking back, ignoring, inappropriate gestures, inappropriate language and/or social interactions with adults or peers, and disruption with a negative tone/connotation.

(Chafouleas, Riley-Tillman, Christ, & Sugai, 2009)

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Respectful Example

Respectful
Place a mark along the line that best reflects the percentage of total time the student was respectful during language arts today.

% of Total Time

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

0%
Never

50%
Sometimes

100%
Always

Interpretation: The teacher estimated that the student displayed respectful behavior for 80 percent of whole-class language arts today.

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DBR-Single-Item Scales (DBR-SIS)

Direct Behavior Rating (DBR) Form – Fill-in Behaviors

Date:	Student:	Activity Description:
M T W Th F	Rater:	
Observation Time:	Behavior Descriptions:	
Start:_____		
End: _____		
☐ Check if no observation today		

<u>Directions:</u> Place a mark along the line that best reflects the <u>percentage of total time</u> the student exhibited each target behavior. Note that the percentages do not need to total 100% across behaviors because some behaviors may co-vary. If desired, an additional behavior may be defined and rated.

Behavior: _____

% of Total Time

```
0    1    2    3    4    5    6    7    8    9    10
0%                     50%                      100%
Never              Sometimes                  Always
```

(Chafouleas, Riley-Tillman, & Christ, 2010). Permission for use granted by authors for educational purposes only.
www.directbehaviorratings.org

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Integrating Target Behavior Into DBR Form

- Target behavior information is used to develop clear anchors for ratings.

- Anchors are used to gauge whether the behavior was occurring at low, medium, or high levels.

Low					Medium			High		
0	1	2	3	4	5	6	7	8	9	10
0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

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Begin Data Collection *Before* Intervention

- Five or more data points recommended to:
  - Pilot test the tool.
  - Capture current performance level as measured by this tool.
- Revisit tool and anchors if:
  - Data do not seem accurate (inconsistent with other data on the target behavior).
  - Tool seems unlikely to be sensitive to change in the target behavior.

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Managing Data for Evaluation

▪ Graphing data will allow for visual analysis to support evaluation.

▪ The DBR Graphing Template will automatically create a graph of the DBR data you enter.

▪ Questions to consider include

• Who will be responsible for inputting / graphing the data?

• How often will the data be reviewed?

• By whom will the data be reviewed?

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Developing Intervention Goals

The piloting of the DBR tool will provide information that can be useful for establishing evaluation rules.
– The school team and teacher must define responsiveness up front to assist with evaluation.
– Because the process is individualized, it is difficult to give firm rules on what constitutes responsiveness—this will vary based on the target behavior and current levels of performance.
– Make goals ambitious, but feasible to obtain.

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Guidelines for Developing Intervention Goals

▪ Link intervention goals to DBR anchors.

▪ Specify an amount of time during which the intervention must be in place before reviewing progress.

▪ Goals should not be static—they can change and evolve over time depending on student responsiveness.

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Implementing DBR

Three steps for increasing the likelihood that the form will be applied consistently:

1. Review the definitions and anchors to ensure consistent application.

2. Have the form ready to be completed.

3. Complete ratings immediately after a prespecified time period.

Slide adapted from Chafouleas (2011) with permission.
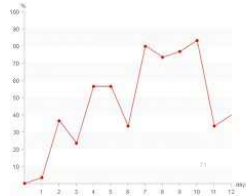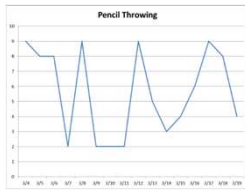
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Monitoring and Evaluating Progress

Requires examining the DBR or other progress monitoring data to determine if the student is responding to the intervention.

Requires managing and organizing data to support summary and analysis.

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Goal Setting: Summary

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Writing a measurable IEP and progress monitoring goal.

Component	May include…	Examples
Condition	Material/Tool Grade level Setting Timing	When given 30 pictures and 1 minute…. When given verbal prompts…
Target Behavior	Observable behavior Target goal	Student will name the pictures… Student will ask for help within one minute…
Level of Proficiency/ Timeline	Accuracy Timeline Number of trials	95% accuracy With at least 80% accuracy (as measured by DBR academic engagement rating)

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Making the IEP Feasible

With a Valid and Reliable Progress Monitoring Tool:

• Can set a measurable goal that is comparable to baseline performance.

• Data are collected frequently, allowing educators to determine student responsiveness more readily.

• Data are graphed, allowing educators and/or related service providers to provide visual data (evidence) for quarterly progress updates and annual goals.

• Allows flexibility if the needs change over time.

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Should We Ever Set Goals Off-Level…? Consider the Purpose of the Assessment

Progress monitoring should be done at age/grade level when possible, but the following is also applicable:

It must also match a student's instructional level and expected outcome of intervention.

If a student's performance is well below expectations, age/grade-level probes are unlikely to be sensitive to growth.

Off-level assessment may be warranted in these cases.

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Your Turn! Write a PM Goal for a Student

Be prepared to share in the chat.

Sample structure:

When given **[grade level and tool],** the student will **[observable behavior and goal] [level of proficiency and timeframe].**

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What Can I Do If I Don't Have a Progress Monitoring Graphing Tool?

http://www.intensiveintervention.org/resource/student-progress-monitoring-tool-data-collection-and-graphing

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Closing

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Importance of Validated Goal Setting

Conner – PreK Rhyming

13 WRC

Importance of Validated Goal Setting

Conner – PreK Picture Naming

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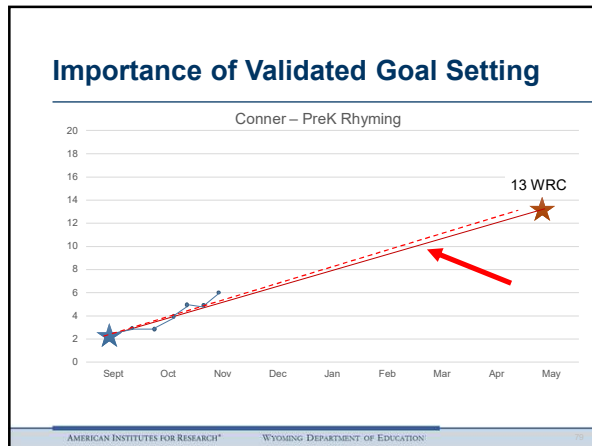
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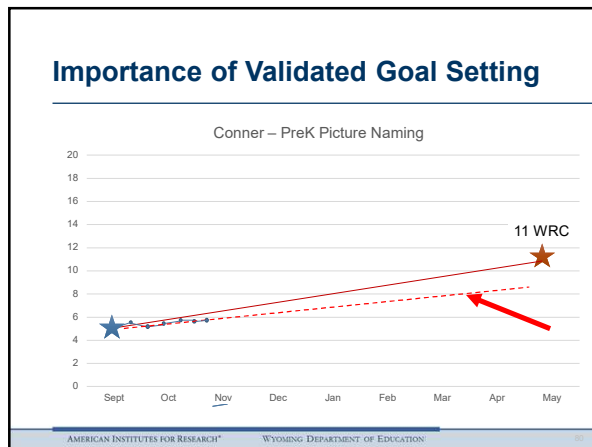
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Next Steps

What will you do as a result of what you learned today?

Recommendation:
1. Review the appropriateness of your current goals.
2. Practice, practice, practice!

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References

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References

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