

## Beckman Certificate Course Information by CREST (2017.03)Goal Writing

### Components of a Goal

Goals must be:

- Measurable
- Time limited
- Meaningful to client and caregivers

### Writing the Goal

- Define the behavior to be measured
- Explain the conditions under which the behavior occurs
- State the criterion for mastery

### Examples of SI Goals

Goal area: Joshua will participate in all aspects of his preschool program

- Baseline: By assessment and observation, Joshua displays tactile sensitivities that cause him to refuse to participate in wet classroom art.
- Measurable goal: When given preparatory activities (see plan) and asked to participate in classroom brush painting activities, Joshua will hold the brush and engage with paper for a minimum of 2 minutes across 5 opportunities.

### Components

Behavior: Joshua will hold the brush and engage with paper

Conditions: When given preparatory activities (see plan) and asked to participate in classroom brush painting activities

Criteria: a minimum of 2 minutes across 5 opportunities

Goal Area: Gross Motor/Postural control for sitting

- Baseline: Bobby lies down or leans on peers during circle time, cannot hold prone extension, switches hands often during fine motor tasks, has shortened PRN.
- Measurable Goal: When allowed a movement break just prior to and alternative seating\*, B. will maintain an upright sitting posture during 15 min circle time 8/10 observations across a 2 week period.

### Components

Behavior: B. will maintain an upright sitting posture during 15 min circle time

Conditions: When allowed a movement break just prior to and alternative seating (chair, carpet square, ball, Sit Fit cushion)

Criteria: 8/10 observations across 2 weeks

## **Sample Goals:**

By DATE, given frequent movement breaks and improved self-regulation of her attention Eric will respond correctly to a one-step verbal or gestural instruction the first time it is given 5 times per day, 4/5 days per week.

Nick will demonstrate improved vestibular-spatial perception and balance as indicated by his ability to independently walk down 10 stairs while holding the rail without stumbling on 4/5 opps.

Tom will demonstrate improved vestibular-postural control as indicated by his ability to sustain an upright and comfortable sitting posture with his head in midline for 15 minutes on 4/5 opportunities.

Child will demonstrate improved sensory regulation as indicated by his ability to sleep through the night for 8-10 hours for 6/7 nights two weeks in a row.

With improved body awareness and somatosensory processing, Child will be able to increase independence in dressing, specifically buttoning his school shirt without assistance on 4/5 consecutive days.

In a 3 month time period, Germari will show increased comfort in sustained sitting posture during fine motor activities as demonstrated by sustaining vertical head alignment without propping her head with her hand, and good trunk control, aligning her position to the table for at least 10 minutes on 4/5 opps.

By DATE, Name will demonstrate improved postural and fine motor control as indicated by his ability to colour a picture within the lines with 80% accuracy on 2/3 worksheets within the week.

Demonstrating improved vestibular-postural and ocular motor control, Child will participate in table-top activities without getting out of his chair or interrupting the teacher for a 5 minute period on 4/5 opportunities.

Liam will demonstrate improved vestibular-proprioceptive processing for sustained postural control in static sitting positions as indicated by her ability to sit correctly (90, 90, 90) at a table for 10 minutes, without falling off, within ¾ opportunities.

With improved motor planning and organizational abilities, Radwaon will demonstrate improved time and material management as indicated by his ability to initiate, execute and complete his written tasks, with no more than one prompt per step, given 3/5 opportunities.

When asked to participate in a 5 minute fine motor tabletop activity Jon will demonstrate improved postural control as demonstrated by his ability to sit comfortably on a supported or adapted chair for a period of 3 min with his head in midline and his knees, ankles hips at 90 degrees on 4/5 opportunities.

Name will demonstrate improved body awareness and sequencing abilities as indicated by his ability to independently tie his shoes 8/10 times over a period of two weeks, when given stiffer shoelaces and a visual guide for the necessary sequential steps.

Name will be able to shift his gaze from near to far point in order to copy two sentences, each with 6-7 words, from the blackboard at approximately a 3 foot distance with no letter omissions, and only two attempts at fixing the letters, on 4/5 opportunities.

Name will exhibit adequate dynamic balance and postural control as indicated by his ability to sustain an upright posture on a playground swing without losing his balance or falling off for at least 5 minutes during 4/5 opportunities.

Given increased opportunities for enjoyable water play and other sensory regulatory strategies, Marge will demonstrate improved sensory regulation as observed by her willingness to participate in necessary hygiene activities such as bathing and hand washing without protest or negative responses 4/5 opportunities.

Given a visual chart and no more than 1 verbal cue, M will independently follow a 3-step familiar task such as getting her belongings, putting them into her backpack and having her lunch ready by the front door within a 10 minute time period during the AM routine ¾ opps.

Given sensory regulatory strategies during daily activities, MJ will accept her caregiver's affection (hugs, kind touch, and soft kisses to the cheek) showing increased pleasure and decreased negative responses by 50% as measured by her caregivers 4/5 opportunities.

Baseline: A currently scratches, pinches and hits children who are noisy when she is agitated and when other children are in her personal space, 15-20 times per day. Given environmental accommodations, sensory regulatory strategies, social skills training with peers (as above) and 1:1 adult supervision, A will demonstrate reduced protective/aggressive behaviors to no incidents per day with adult guidance as needed.

Given OT hand strengthening activities (zip line), Child will tolerate handwriting activities for a period of 5 minutes without showing signs of fatigue (e.g. putting down the pencil, rubbing her hands, stretching...)  $\frac{3}{4}$  opps.

Given vestibular-proprioceptive activities prior to waiting in line or a sedentary task, child will stand or sit upright without leaning on others or objects, at least 10 minutes on  $\frac{3}{4}$  opps.

Child will demonstrate ability to translate four items into and out of hand without visual monitoring to indicate improved tactile discrimination on 4/5 attempts.

Given increased opportunities for stereognosis tasks, Child will demonstrate in-hand manipulation skills by negotiating objects such as cheerios or legos, with one hand without dropping any objects on 4/5 opps.

Given opportunities for therapeutic intervention and sensory strategies and a set of objects or pictures of activities, one or more strategy, Mike will transition between tasks without upset or protest  $\frac{3}{4}$  times seen across  $\frac{3}{5}$  sessions.

When provided sensory regulatory strategies, Mike will engage in a pretend activity without use of violent themes 4/5 of trials seen across 3 sessions.

Given increased opportunities for the use of sensory regulatory strategies and modeling, Mike will demonstrate a more regulated emotional state and a broader repertoire of play themes during interactions with other children as observed by decreasing his use of violent play themes by 75% on 4/5 opportunities.

After initial instruction and when provided visual structure and alternative seating, B will complete 1 worksheet (10-15 min task) with no more than 1 prompt 4/5 days/week in 9 week period.

B will independently navigate lunch line (pick up tray, load tray, and carry tray to table) 4/5 days/week consistently in a 9 week period.

Following 5 minutes of sensory preparatory activities Allie will show increased attention to and participation in fine motor activities without resistance with no more than one cue during a 10 minute session on 4/5 opps.

Given multisensory 3-step instructions including visual lists, verbal directions and practice in the task, Damon will independently complete a familiar 3-step routine with no more than 1 adult prompt to set up, begin, and complete the task on 4/5 opps.

Given an after school schedule that includes sensory and motor breaks, snack, and homework, Damon will independently complete his homework in a 30 minute period with adult supervision but with no more than 1 adult prompt on 4/5 opportunities.

Given preparatory activities Kat will demonstrate improved self-regulation as indicated by her ability to participate in or near a classroom activity with messy, wet materials without upset, anxiety or refusal for a minimum of 3 min on  $\frac{3}{4}$  opportunities.