

MASTER CHEAT SHEET FOR ALL THINGS GOALS & OBJECTIVES

While this resource outlines the expectations for goals and objectives, be sure to utilize the [Responsibilities by Service Category](#) resource to determine the expectations for each service.

Goal Specific Information: Guidelines for AAW



GOAL PHRASE, Category (Service)

Goal Phrase:

- Identify a word or short phrase that aligns with the skill
- Differentiate from any other Goal Phrase

Category:

- Choose one category that best fits the intent of the skill
- Enter after the Goal Phrase

Service:

- Enter the service (linked to the goal) after the category

Is it unique enough from the other Goal Phrases? e.g., "Attend Scheduled Events" and "Social Skills" (**acceptable**) vs. "Socialization 1" and "Socialization 2" (**not acceptable**)

"Goal Phrase" example

Initiating Conversation,
Social/Communication (SSB, CS)



GOAL STATEMENT

- Match to the behavior component of the objective
- Write in clear, observable, and measurable terms

Does it match the behavior listed?

e.g., Goal Statement and Behavior:
"he will leave for and attend the scheduled event" (**acceptable**) vs.
Goal Statement: "he will not cancel a social activity" and Behavior: "he will leave for and attend the scheduled event" (**not acceptable**)

"Goal Statement" example

Goal Statement: John will start one conversation with the store employee (using rehearsed conversation starters.)

Behavior: John will start one conversation with the store employee (using rehearsed conversation starters.)



CONCERNS RELATED TO GOAL (BASELINE)

- Include both qualitative and quantitative data
- Be sure quantitative data is reporting on the baseline, as it relates to the objective criteria (i.e., if the objective criteria says % completed with # of prompts, this section needs to include the current % and # of prompts it takes to complete a task)

NOTE: Did you develop and use a data tool with the intention to determine the baseline and ongoing data collection?

"Concerns" example

Criteria: "...within 5 gesture prompts in 100% of opportunities for 12 consecutive weeks."

Baseline: Currently, John will only begin a conversation with at least 5 verbal prompts from staff, 80% of opportunities. Without someone to prompt him, John will not attempt a conversation.

Goal Categories:



Social/ Communication

Expressive and receptive language and any type of interaction or correspondence.

May include: organizing, attending and participating in activities, specific interactions, utilizing personal space, effective and appropriate communication needs, etc.



Behavior

**All BSS objectives are assigned this category*

**Information identified in the PRE, need to be considered*

Internalized or externalized problematic behavior, often identified through an assessment process. Categorized as destructive, disruptive or disturbing.

May include: safety skills, aggressive behaviors towards self or others, anxiety or other mental health conditions, sexual issues, etc.



Employment/ Education

Competitive employment, volunteer and/or education.

May include: obtaining employment or volunteer placements, obtaining specialized certifications, attending degree and non degree education or ongoing interest or hobby classes, etc.



ADL

Activities of Daily Living in any setting.

May include: household chores and tasks, scheduling/ attending appointments, financial/ budgeting, fitness, diet, healthy lifestyle, transportation, etc.

Please submit questions regarding this Info Sheet to BSASP at RA-basprovidersupprt@pa.gov

This resource was developed for the Department of Human Services, Bureau of Supports for Autism and Special

Populations by the ASERT Collaborative.

4/23/25 Page 1

MASTER CHEAT SHEET FOR ALL THINGS GOALS & OBJECTIVES

While this resource outlines the expectations for goals and objectives, be sure to utilize the [Responsibilities by Service Category](#) resource to determine the expectations for each service.

Objective Specific Information: Guidelines for AAW



OBJECTIVE

- Include the full condition, behavior and criteria written as one fluid statement/sentence
- Every goal must only have one objective linked to it

"Objective" example

(Condition) When John walks into the bookstore and sees a store employee,

(Behavior) John will start one conversation with the store employee (using rehearsed conversation starters)

(Criteria) with less than 3 prompts, in 80% of opportunities for 12 consecutive weeks.



CONDITION

- Describe the natural environment or situation where the participant is expected to perform the behavior/skill
- Include the cue that triggers the skill/ behavior to occur when applicable

Does the condition naturally prompt the skill/ behavior to occur?

e.g., "When with staff, one hour prior to start of a scheduled event..." (acceptable) vs. "When with staff..." (not acceptable)

"Condition" example

When John walks into the bookstore and sees a store employee...



BEHAVIOR

- Write in clear, observable terms, describing what the participant will do

Does the behavior leave room for interpretation?

e.g., "...he will leave for and attend the scheduled event..." (acceptable) vs. "...he will participate..." (not acceptable)

"Behavior" example

...John will start one conversation with the store employee (using rehearsed conversation starters)...



CRITERIA

- Include the level of independence or prompts needed, how much/ how often, and for how long
- Clearly define the expectations for mastery

Does it make sense for the skill being taught?

e.g., "in 80% of opportunities, with 3 prompts or less for 12 consecutive weeks" (acceptable) vs. "6 times for the quarter" (not acceptable)

"Criteria" example

... with less than 3 prompts, in 80% of opportunities for 12 consecutive weeks.

DID YOU REMEMBER TO...



Individualize and prioritize the goal(s)?



Confirm it is meaningful to the participant?



Consider the [Stages of Learning resource?](#)



[Develop your data sheet](#) and collect the baseline?



[Train the team](#) and customize the data sheet per the staff's needs?

Please submit questions regarding this Info Sheet to BSASP at RA-basprovidersupprt@pa.gov

This resource was developed for the Department of Human Services, Bureau of Supports for Autism and Special

Populations by the ASERT Collaborative.








4/23/25 Page 2

SC TIPS

Tips for AAW SCs

What is the SC Role for Goal and Objective Submissions?
ODP-BSASP does not expect SCs to review and approve the goals and objectives submitted by the provider. However, the following TIPS can be used by the SC and/or provider if additional clarity is needed to meet ODP-BSASP expectations.

When reviewing goals and objectives, consider:

-  Do they fall within the scope of the service and service definition
-  Do they follow the Goals and Objectives layout and the expectation set by ODP?
-  Do the BSS objectives match the Desired Behavioral Outcomes in the BSP?
-  If SSB and CS are both on the plan, are they linked to the same goals and objectives?
-  Is the goal phrase in the correct format: *Goal Phrase-category (linked service)?*
-  Does the “Concerns related to goal” section in HCSIS capture baseline or current performance information using the same variables in the objective criteria?
-  Is the goal linked to the service that will be responsible for reporting on it?*

**For goals that are for anticipated services not yet on the plan, they must be linked to an active service. In these circumstances, you can link the anticipated goal to the SC Ongoing service*

Services requiring Goals and Objectives

- Day Habilitation
- Nutritional Consultation
- Small Group Employment
- SSD/ Behavioral Specialist
- SSD/ Systematic Skill Building
- SSD/ Community Support (*without SSB*)
- Systematic Skill Building (**develops goals and objectives for the service it is linked to*)
- Supported Employment (*without SSB*)
- Therapy: Counseling and Speech/ Language
- Residential Habilitation: Community & Family Living (*without SSB*)

Services requiring Goals Only

- American Sign Language Interpreter
- Career Planning/ Job Finding
- Career Planning/ Vocational Assessment
- Family Support
- Remote Supports
- Respite
- SSD/ Behavioral Specialist: *Plan Development*
- SSD/ Systematic Skill Building: *Plan Development*
- Temporary Supplemental Services

Revisiting Goals & Objectives

They can be revised when needed throughout the plan year.

But, when first created, the intention should be to work on them until the end of the current plan year.

Then they should be reviewed and updated to plan for the next full plan year.

This will ensure progress is measured accurately.


Please submit questions regarding this Info Sheet to BSASP at RA-basprovidersupprt@pa.gov

This resource was developed for the Department of Human Services, Bureau of Supports for Autism and Special

Populations by the ASERT Collaborative.

HCSIS ENTRY

Guidelines for AAW SC :
www.hcsis.state.pa.us

		The Home and Community Services Information System	
Home M4Q Individual Plan SC Provider Financial Admin. Tools			
Manage Plan			
View			
Goal Information			
Goal Phrase:	* Complete Daily Chores- ADLs (SSB, CS)		
Goal Statement:	Sarah will follow her daily checklist (complete personal hygiene, pack lunch, etc.) as well as complete additional chore(s) for the assigned day.		
Goal Start Date(MM/DD/YYYY):	* 02/23/2018		
Goal Completion Date(MM/DD/YYYY):			
Concern(s) Related To Goal:			
Objectives:	<u>After Sarah awakens for the day Sarah will follow her daily checklist (complete personal hygiene, pack lunch, etc.) as well as complete additional chore(s) for the assigned day with 1 prompt or less 60% of the time for 1 quarter</u>		

KEY GUIDELINES



- Objectives must be submitted within three weeks of the service or goal start date (except for SSB and BSS Plan Development)
- All *active* goals must have a blank completion date and must be linked to an active service.
- All *inactive* goals must have a completion date listed and must be unlinked from all services.
- The goal start and end dates in HCSIS should match the actual dates that a goal is addressed.
 - When new goals are discussed at the ARP meeting, the team must discuss whether the goal start date should be effective immediately (less common) or with the new plan year (more common).
 - For immediate goals, the SC should perform a critical revision and enter the goal immediately. For new plan year goals, the SC should enter the new goal start date as the new plan effective date.
- Except for goals linked to SSB, each goal must be linked to only one service.
- If a service exception has been submitted for Intensive Job Coaching, there must be at least one goal/objective addressing the need warranting the exception.

Please submit questions regarding this Info Sheet to BSASP at RA-basprovidersupprt@pa.gov

This resource was developed for the Department of Human Services, Bureau of Supports for Autism and Special Populations by the ASERT Collaborative.

4/23/25 Page 4