

MASTER CHEAT SHEET FOR ALL THINGS GOALS & OBJECTIVES

Goal Specific Information: Guidelines for ACAP



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 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**)



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?

"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" 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 Phrase" example

Initiating Conversation, Social/Communication (SSB, CS)

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.

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Objective Specific Information: Guidelines for ACAP



OBJECTIVE

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



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)**.



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)**.



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)**.

“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” example

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

“Behavior” example

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

“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)?



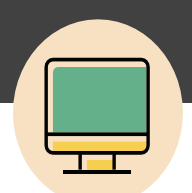
Confirm it is meaningful to the participant?



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?

TIPS: *How to check for accuracy*

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*

Important

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

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

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