

# GOAL WRITING FOR GENERAL POSITIVE BEHAVIOR INCREASE OR PROBLEM BEHAVIOR REDUCTION OR ELIMINATION

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1. By When	2. Who	3. Will Do X	4. Under What Conditions	5. At What Level of Proficiency	6. Measured By Whom & Measurement Method & Materials
<p><b>By when will criteria be reached</b> (<i>This is the final date to determine if the goal/objective has been met</i>)</p>	<p>The student</p>	<p><b>Specify what the student will do that is observable and measurable.</b> To be observable &amp; measurable, the description should clearly state what the behavior looks like with no ambiguity as to what is to be measured. <i>Describe as though you were taking a picture of the behavior.</i></p> <p><i>(Do not describe how the student feels or thinks; this is not readily measurable.)</i></p>	<p><b>Under what conditions</b> (<i>What variables are present?</i> <i>Examples: in what location, during what activity, with what staff</i>)</p>	<p><b>At what level of proficiency,</b> (<i>Examples: number of times, % of observations, number of specific behaviors in a behavior chain shown</i>)</p> <p>What level of competence are you striving for?</p>	<p><b>Who will measure mastery?</b> <i>Specify specifically who will observe and record.</i></p> <p>How will s/he measure the goal attainment? <i>Specify an objective measurement system that would not likely vary between observers.</i></p> <p>What materials are necessary? <i>Specify all materials necessary</i></p>
<p>By 6/03</p>	<p>Billy</p>	<p>Will request a break using the technique taught in speech therapy and practiced in class</p>	<p>During reading and math seatwork</p>	<p>With 100% accuracy on 3 out 5 days in a 2-week period</p>	<p><b>As</b> observed and rated by math and reading teachers <i>Using the "4 Key Behaviors Record Sheet" developed by the Speech Pathologist</i></p>

## GOAL ACTIVITY- INCREASE POSITIVE, DECREASE NEGATIVE

	1. By When	2. Who	3. Will Do X	4. Under What Conditions	5. At What Level of Proficiency	6. Measured By Whom & Measurement Method & Materials
+ Complete Work						
- Stop hitting						
+ Follow schedule						
- Stop swearing						

## GOAL WRITING- FOR REPLACEMENT BEHAVIOR

1. By When	2. Instead of X behavior	3. To achieve what (purpose or function Y)	4. Who	5. Will Do Z behavior	6. To achieve what (purpose or function Y)	7. Under What Conditions	8. At What Level of Proficiency	9. Measured By Whom & Measurement Method & Materials
<p><b>By when will criteria be reached</b> (<i>This is the final date to determine if the goal/ objective has been met</i>)</p>	<p>Describe the problem behavior in measurable and observable terms,</p>	<p>State the function of the behavior in terms of:  <b>PULL IN</b>            1) what student gets by the problem behavior (e.g., attention, social status, money, etc.) or  <b>PUSH AWAY</b>            2) what student is protesting (e.g., past actions of a peer, difficult work, etc.) or escaping (difficult work, undesired interactions, etc.)</p>	<p>The student</p>	<p><b>Specify what the student will do that is observable and measurable.</b>            To be observable &amp; measurable, the description should clearly state what the behavior looks like with no ambiguity as to what is to be measured.  <i>Describe as though you were taking a picture of the behavior.</i>   <i>(Do not describe how the student feels or thinks; this is not readily measurable.)</i></p>	<p>Repeat the function of the behavior again.</p>	<p><b>Under what conditions</b>  <i>(What variables are present? Examples: in what location, during what activity, with what staff)</i></p>	<p><b>At what level of proficiency,</b>  <i>(Examples: number of times, % of observations, number of specific behaviors in a behavior chain shown)</i>             What level of competence are you striving for?</p>	<p><b>Who will measure mastery?</b>  <i>Specify specifically who will observe and record.</i>             How will s/he measure the goal attainment?  <i>Specify an objective measurement system that would not likely vary between observers.</i>             What materials are necessary?  <i>Specify all materials necessary</i></p>
<p>By 6/03</p>	<p>Instead of running out of the room</p>	<p>To escape a lengthy or difficult assignment</p>	<p>Billy</p>	<p>Will request a break using the technique taught in speech therapy and practiced in class</p>	<p>To escape a lengthy or difficult assignment</p>	<p>During reading and math seatwork</p>	<p>With 100% accuracy on 3 out 5 days in a 2-week period</p>	<p><b>As</b> observed and rated by math and reading teachers  <i>Using the "4 Key Behaviors Record Sheet" developed by the Speech Pathologist</i></p>

## WRITING BEHAVIORAL GOALS REPLACEMENT BEHAVIORS

1. By When	2. Instead of X behavior	3. To achieve what (purpose or function Y)	4. Who	5. Will Do Z behavior	6. To achieve what (purpose or function Y)	7. Under What Conditions	8. At What Level of Proficiency	9. Measured By Whom & Measurement Method & Materials
		To escape difficult work			To escape difficult work			
		To get social attention from peers			To get social attention from peers			
		To initiate a social interaction			To initiate a social interaction			
		To protest past actions of a peer			To protest past actions of a peer			

