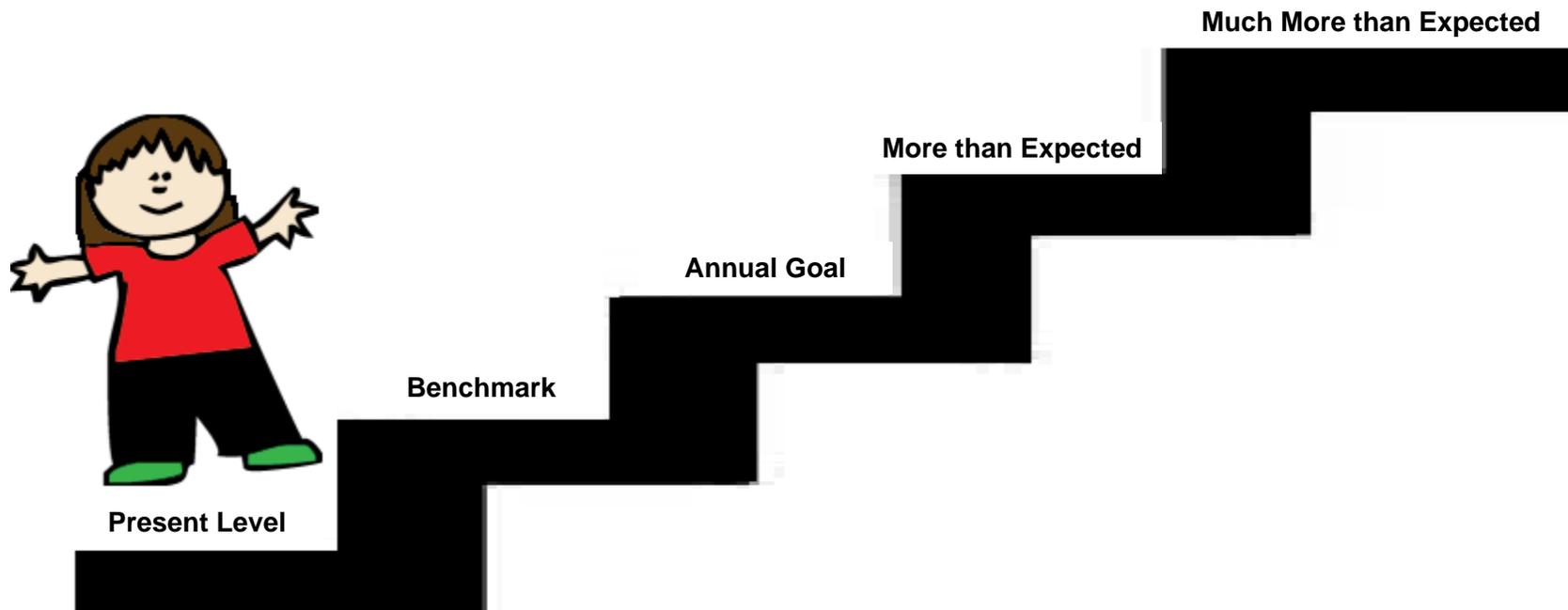


The NPDC Model:

Goal Attainment Scaling



THE NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON
AUTISM SPECTRUM DISORDERS

Examining Children's IEP Goals: Goal Attainment Scale (GAS)

- Goal Attainment Scale (GAS) is designed to document progress on IEP goals, objective, and benchmark.
- Provides a summative rating to evaluate outcomes for students



Prior to Developing GAS

1. Review student's IEP Goals with teacher/parents
2. Identify 3 priority goals for each target student
 - must be area of focus for entire school year
 - must be observable and measurable
 - must be agreed on by family and team
3. Make modifications to IEP goals as needed
 - case conference or making an addendum
4. Collect data on present level of performance



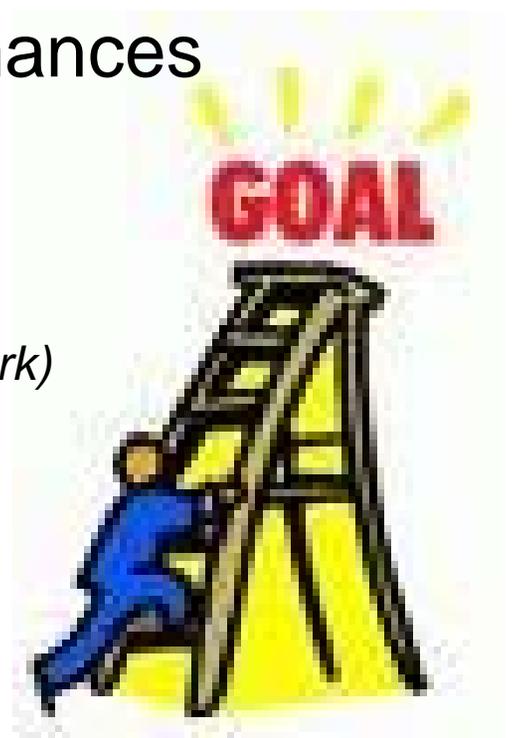
Preparing

- Have parents as part of the GAS process as much as is possible
- The GAS planning team should include at least:
 - Teacher(s)
 - Clinicians
 - Paraprofessionals
- Other team members involved might include:
 - Vocational specialist
 - Guidance counselor
 - School administrator
 - Technical assistance provider



Description of Scaling

- Consists of a five point range of performances for students:
 - Much less than expected (*present level*)
 - Somewhat less than expected (*benchmark*)
 - Expected level of outcome (*annual goal*)
 - Somewhat more than expected
 - Much more than expected



Developing GAS

1. Write the annual goal (expected level of outcome) on GAS form
2. Write the present level of performance (much less than expected) on GAS form
3. Determine the benchmark (somewhat less than expected) on GAS form
4. Determine the somewhat more than expected level on GAS form
5. Determine the much more than expected level on GAS form



Examples



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Jon

- Jon is a preschool student with autism
- Jon's mom is concerned that he does not engage with his 10 yr old sister.
- Jon's teacher is concerned because Jon has a lot of trouble interacting with his peers. Currently, a teaching assistant intervenes in order to communicate for Jon with his peers
- Jon's mom, teacher, paraprofessional, and therapists met and chose the following annual goal as a priority for the year.



Jon

- Jon's annual goal reads, "When entering the classroom in the morning and with a visual prompt Jon will greet at least one peer by saying "hi" or waving for 4/5 mornings for 2 consecutive weeks."
- The classroom team took data prior to the meeting for everyday for two weeks and determined that Jon never greets peers or professionals



<p>Much less than expected <i>(Present Level of Performance)</i></p>	<p>When he enters classroom Jon does not greet his peers or professionals</p>
<p>Somewhat less than expected <i>(Benchmark)</i></p>	<p>When entering the classroom in the morning and with a verbal prompt and picture cue , Jon will greet at least one peer by saying “hi” or waving for 4/5 mornings for a week</p>
<p>Expected level of outcome <i>(Annual Goal)</i></p>	<p>When entering the classroom in the morning and with a visual prompt, Jon will greet at least one peer by saying “hi” or waving for 4/5 mornings for 2 consecutive weeks.</p>
<p>Somewhat more than expected <i>(Exceeds annual goal)</i></p>	<p>When entering the classroom in the morning without a prompt, Jon will greet at least one peer by saying “hi” or waving for 4/5 mornings for 2 consecutive weeks.</p>
<p>Much more than expected <i>(Far exceeds annual goal)</i></p>	<p>When entering school in the morning and without a prompt, Jon will greet at least one peer and one non-classroom professional by saying “hi” or waving for 4/5 mornings for 2 consecutive weeks.</p>



Erik

- Erik is a high school student with autism, who is included in the general education curriculum
- Erik's general education teachers are somewhat frustrated with Erik, because he asks an excessive number of off-topic yes/no questions during class. This disrupts class, and is annoying to both teachers and peers.
- Questions include:
 - Do you still like me—yes or no?
 - Do you like my shirt today—yes or no?
 - Are you mad a me—yes or no?



Erik

- Erik senses that he may be irritating those around him, but doesn't know what to do. Erik talks about this with his parents, who see Erik's excessive yes/no questions as an impediment to Erik's successful inclusion.
- Erik's parents, teacher, paraprofessional, and therapists met and chose the following annual goal as a priority for the year.



Erik

- Erik's annual goal reads, "Erik will ask teachers no more than 5 questions (on or off topic) with a visual prompt during a class period."
- The classroom team took data prior to the meeting for five consecutive days in Erik's biology class and determined that on average, Erik asks 41 off-topic yes/no questions every class period.



<p>Much less than expected <i>(Present Level of Performance)</i></p>	<p>Erik will ask teacher 41 questions off topic during a class period.</p>
<p>Somewhat less than expected <i>(Benchmark)</i></p>	<p>Erik will ask teachers no more than 20 questions (on or off topic) with visual and/or verbal prompts during a class period.</p>
<p>Expected level of outcome <i>(Annual Goal)</i></p>	<p>Erik will ask teachers no more than 5 questions (on or off topic) with a visual prompt during a class period.</p>
<p>Somewhat more than expected <i>(Exceeds annual goal)</i></p>	<p>Erik will ask teachers specific questions related to topic with visual prompts for 50% of the class period.</p>
<p>Much more than expected <i>(Far exceeds annual goal)</i></p>	<p>Erik will ask teachers specific questions related to the topic with no prompting for 90% of the class period.</p>



Dan

- Dan is a middle school student with autism
- Dan's mother really wants Dan to be successful and independent in completing some simple vocational tasks.
- Dan's teacher agrees that this is important, but reports that currently Dan needs a lot of support to complete a task.
- Dan's mom, teacher, paraprofessional, and therapists met and chose the following annual goal as a priority for the year.



Dan

- Dan's annual goal reads, "Given 3 different 5-step vocational tasks and visual supports, Dan will complete 4/5 steps independently over 3 consecutive probe days."
- The classroom team took data prior to the meeting for three days a week for two weeks and determined that Dan is inconsistently performing job tasks. He never completes steps to tasks independently, needing frequent verbal, gesture and visual prompting.



<p>Much less than expected <i>(Present Level of Performance)</i></p>	<p>Dan is inconsistently performing job tasks. He needs verbal, gesture and visual prompting to complete a task.</p>
<p>Somewhat less than expected <i>(Benchmark)</i></p>	<p>Given 3 different 4-step vocational tasks and visual supports, Dan will complete 3/4 steps independently over 3 consecutive probe days.</p>
<p>Expected level of outcome <i>(Annual Goal)</i></p>	<p>Given 3 different 5-step vocational tasks and visual supports, Dan will complete 4/5 steps independently over 3 consecutive probe days.</p>
<p>Somewhat more than expected <i>(Exceeds annual goal)</i></p>	<p>Dan will complete 3 different and familiar multistep (no more than 5 steps) vocational tasks using visual supports with 5/5 steps completed independently over 3 consecutive probe days.</p>
<p>Much more than expected <i>(Far exceeds annual goal)</i></p>	<p>Dan will complete 4 different and familiar multistep (no more than 5 steps) vocational tasks using visual supports with 5/5 steps completed independently over 3 consecutive probe days.</p>



Sam

- Sam is an 5th grade student with autism who is included in a general education classroom for most of the day.
- Sam's mom tells his teacher that she is worried because even though he spends most of his time in the general education classroom, his only real friends are other students with autism in the special education resource room.
- Sam's teacher says that lots of Sam's typical peers try to interact with him, but Sam doesn't know how to respond.



Sam

- Sam's mom, teacher, paraprofessional, and therapists met and chose the following annual goal as a priority for the year:
“When presented with a conversational attempt from a peer, Sam will respond and then continue the conversation by asking a follow-up question for 80% of opportunities over 3 consecutive days.”
- A paraprofessional in the general education classroom took data for 5 days prior to the meeting. Peers initiated with Sam over 30 times, but Sam would just smile or laugh instead of responding verbally.



<p>Much less than expected <i>(Present Level of Performance)</i></p>	<p>When presented with a conversational attempt from a peer, Sam will respond and then continue the conversation by asking a follow-up question for 0% of opportunities over 3 consecutive days across 3 different peers.</p>
<p>Somewhat less than expected <i>(Benchmark)</i></p>	<p>When presented with a conversational attempt from a peer, Sam will respond and then continue the conversation by asking a follow-up question for 40% of opportunities over 3 consecutive days.</p>
<p>Expected level of outcome <i>(Annual Goal)</i></p>	<p>When presented with a conversational attempt from a peer, Sam will respond and then continue the conversation by asking a follow-up question for 80% of opportunities over 3 consecutive days.</p>
<p>Somewhat more than expected <i>(Exceeds annual goal)</i></p>	<p>When presented with a conversational attempt from a peer, Sam will respond and then continue the conversation by asking a follow-up question for 80% of opportunities over 3 consecutive days across 3 different peers.</p>
<p>Much more than expected <i>(Far exceeds annual goal)</i></p>	<p>When presented with a conversational attempt from a peer, Sam will respond and then continue the conversation by asking a follow-up question for 80% of opportunities over 3 consecutive days across 3 different peers in 3 different classes.</p>



Jack

- Jack is a high school student with autism
- Most mornings when Jack arrives to school on the bus, he drops to the ground and refuses to get up. Jack's teacher and a paraprofessional have to pick up Jack and put him in a wheelchair and wheel him into the school and to the classroom.
- Because of this behavior, Jack's teacher does not plan any opportunities for Jack outside of the classroom. Jack weighs over 200 pounds, and having to pick him up and move him is a safety concern for staff.



Jack

- Jack's father really wants Jack to get some experiences in the community. He is frustrated that Jack is not getting any opportunities to go outside the classroom.
- Jack's teacher and father agree it is important to focus on getting Jack's dropping behavior under control so that he can start attending community outings.



Jack

- Jack's annual goal reads, "When arriving at school, Jack will walk to the classroom with verbal and visual prompts 4 out of 5 days for 3 consecutive weeks."
- The classroom team took data prior to the meeting for everyday for two weeks and determined that Jack dropped, refused to get up, and had to be lifted into a wheelchair and wheeled to the classroom 9 out of the 10 days.



<p>Much less than expected <i>(Present Level of Performance)</i></p>	<p>Jack drops to the ground upon arrival and during various times throughout the day. When arriving at school, Jack has to be lifted into a wheelchair and wheeled to the classroom 9/10 days.</p>
<p>Somewhat less than expected <i>(Benchmark)</i></p>	<p>When arriving at school, Jack will walk to the classroom with verbal, visual and physical prompts 3 out of 5 days for 3 consecutive weeks.</p>
<p>Expected level of outcome <i>(Annual Goal)</i></p>	<p>When arriving at school, Jack will walk to the classroom with verbal and visual prompts 4 out of 5 days for 3 consecutive weeks.</p>
<p>Somewhat more than expected <i>(Exceeds annual goal)</i></p>	<p>When arriving at school, Jack will walk to the classroom with a visual prompt 4 out of 5 days for 3 consecutive weeks.</p>
<p>Much more than expected <i>(Far exceeds annual goal)</i></p>	<p>When arriving at school, Jack will walk to the classroom independently.</p>



Mary

- Mary is a third-grader with autism who spends the majority of her day in self-contained classroom.
- Mary's mother is nervous about allowing Mary to spend more time in the general education classroom, because she is afraid that Mary will not be successful.
- Mary's teacher suggests that they think about what kind of skills Mary will need to be successful in the general education classroom and target these skills.



Mary

- Currently, Mary does not follow a simple written directions to complete a written task. Although she has good reading skills, she skips the directions and invents her own rules when completing a written assignment unless someone verbally explains the directions to her.
- Even when prompted to read the directions, Mary does not consistently follow the directions.



Mary

- Mary's mother and teacher agree the following is a good priority goal for Mary: "Mary will follow a 1-step written direction during a written academic task with no more than a gesture prompt, for 8/10 opportunities during the week."
- The classroom team took data prior to the meeting for everyday for two weeks and determined that Mary will follow a 1-step written direction during a written academic task given a verbal and gesture prompts for 6/10 opportunities during the week



<p>Much less than expected <i>(Present Level of Performance)</i></p>	<p>Mary will follow a 1-step written direction during a written academic task given a verbal and gesture prompts for 6/10 opportunities during the week.</p>
<p>Somewhat less than expected <i>(Benchmark)</i></p>	<p>Mary will follow a 1-step written direction during a written academic task with no more than a gesture prompt, for 7/10 opportunities during the week.</p>
<p>Expected level of outcome <i>(Annual Goal)</i></p>	<p>Mary will follow a 1-step written direction during a written academic task with no more than a gesture prompt, for 8/10 opportunities during the week.</p>
<p>Somewhat more than expected <i>(Exceeds annual goal)</i></p>	<p>Mary will follow a 1-step written direction during a written academic task with no additional prompts for 8/10 opportunities during the week.</p>
<p>Much more than expected <i>(Far exceeds annual goal)</i></p>	<p>Mary will follow a 1-step written direction during a written academic task with no additional prompts for 10/10 opportunities during the week.</p>



Assessment → Implementation → Outcomes

