

## Goal Writing SMART Goals Transcript

### Slide 1: Goal Writing: SMART Goals

Hello, and welcome to the goal writing webinar on SMART goals.

### Slide 2: Individuals with Disabilities Act

Let's begin by reviewing what the Individuals with Disabilities Education Act (IDEA) says about goals. IDEA requires a student's Individualized Education Program (IEP) to include a statement of measurable annual goals. Including academic and functional goals designed to meet the child's needs that result from the child's disability, to enable the child to be involved in and make progress in the general education curriculum.

### Slide 3: About SMART Goals

The term SMART IEPs describes IEPs that are specific, measurable, use action words, are realistic and relevant, and time limited. Let's examine each of these concepts. As a bonus, this is the same format for the annual transition goals. For more information around post-secondary goals and transition goals, please see the special education website for more resources.

### Slide 4: Specific

SMART IEPs have specific goals and objectives. Specific goals target areas of academic achievement and functional performance. They include clear descriptions of the knowledge and skills that will be taught and how the child's progress will be measured, so anyone reading the goals can understand them. Ensure that no acronyms are used so that it is easily read by parents. Look at these two goals. Which one is specific? Student will increase study skills for academic success. Or Student will demonstrate the following study skills: skimming written material and use reference materials in social studies class.

### Slide 5: Measurable

SMART IEPs have measurable goals and objectives. Measurable means you can count or observe it. Measurable goals allow parents and teachers to know how much progress the child has made since the performance was last measured. With measurable goals, you will know when the child reaches the goal. Which of these two goals is measurable and observable? Student will improve his reading skills. Or Given second grade material, Student will read a passage of text orally at 110- 130 words per minute with random errors.

### Contact Information:

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## **Slide 6: Measurable Terms**

SMART IEP goals include three components that must be stated in measurable terms: (a) direction of behavior (increase, decrease, maintain, etc.) (b) area of need (i.e., reading, writing, social skills, transition, communication, etc.) and (c) level of attainment (i.e., to age level, without assistance, etc.)

## **Slide 7: Actionable**

SMART IEPs use action words like: “The child will be able to . . .” Which of these goals is specific, measurable and includes action words? Student will decrease her anger and violation of school rules. Or Provided with anger management training and adult support, Student will be able to remove herself from environments that cause her to lose control of her behavior so that she has no disciplinary notices.

## **Slide 8: Realistic and Relevant**

SMART IEPs have realistic, relevant goals and objectives that address the child’s unique needs that result from the disability. Which of these goals is specific, measurable and realistic? Student will demonstrate improved writing skills. Or Student will improve her writing and spelling skills so she can write a clear, cohesive, and readable paragraph consisting of at least 3 sentences, including compound and complex sentences that are clearly related.

## **Slide 9: Time Limited**

SMART IEP goals and objectives are time limited. What does the child need to know and be able to do after one year of special education? What is the starting point for each of the child’s needs? Consider the present levels of academic achievement and functional performance? Time-limited goals and objectives enable you to monitor progress at regular intervals. Assume your child is in the fifth grade. Alex’s reading skills are at the early third grade level. Here is a specific, measurable, time-limited goal that tells you what the student can do now and what he will be able to do after one year of special education. The Present Level of Performance states, Given third grade material, student reads 50-70 wpm with 4-6 errors. The annual goal states, Given fifth grade material, Alex will read 120 wpm with only 1-2 errors. To ensure that student meets their goal, we will measure his progress at nine-week intervals (4 times during the school year). After 9 weeks, given third grade material, Student will read 110 to 120 wpm with 1-3 errors. After 18 weeks, given fourth grade material, Student will read 70-100 wpm with 1-3 errors. After 27 weeks, given fifth grade material, Student will read 70-100 wpm with 1-3 errors. At the end of the year, Student will read 120 wpm with only 1-2 errors.

## **Slide 10: Review**

Let’s review our SMART goals. SMART goals are specific, the skill or subject area and the targeted result is clear, avoid jargon or undefined acronyms. Materials, assessments, assistance and directions or instructions are provided during assessment of goal are listed. SMART goals

are measurable, progress can be measured. Use data, charts, graphs, standardized tests, curriculum or screening. SMART goals are actionable, action verb corresponds with observable behavior, tell what the student will do. Use support details for words like understands, comprehends, identifies. SMART goals are realistic. Mastery is the expected level of performance; retention criteria gives the number of times or how often student must achieve a mastery level to demonstrate skill acquisition. Mastery and retention are appropriate and obtainable within the given time-limit. Finally, SMART goals are Time-limited, Time, meaning specific dates, when the child will achieve mastery of the goal. Goals are usually one year from the creation of the IEP. Objectives and progress monitoring dates may be distributed across the year or align with academic periods such as a quarter.

### **Slide 11: Contact Information**

Thank you for watching this recorded webinar, for further information please reach out to Ana Kolbach and [Ana.Kolbach@vermont.gov](mailto:Ana.Kolbach@vermont.gov).