Sample Functional Goals

**Jenna’s Functional goals: (referencing Illinois Social / Emotional Learning Standards)**

**Goal 7:**
During instruction in the general education classroom setting which requires written work, with general prompting to the entire class by her teacher, (“If anyone has a question, now is a good time to ask.”), Jenna will independently use her “assistance checklist and card” to indicate she needs assistance, as evidenced by her completed checklist and flip of the card to demonstrate she needs help if it is needed in three out of five observations over one week *(ISELS 3B.3a. Analyze how decision-making skills improve study habits and academic performance.)*

**Objectives:**
1) During instruction in the resource classroom setting which requires written work, with general prompting to the entire class by her teacher, (“If anyone has a question, now is a good time to ask.”), Jenna will use her self-monitoring “assistance checklist and card” with the help of her resource teacher to indicate she needs assistance, as evidenced by her completed checklist and flip of the card to demonstrate she needs help 100% of the time for a one week period by 12/06/09.
2) During instruction in the resource classroom setting which requires written work, with general prompting to the entire class by her teacher, (“If anyone has a question, now is a good time to ask.”), Jenna will independently use her “assistance checklist and card” to indicate she needs assistance, as evidenced by her completed checklist and flip of the card to demonstrate she needs help 100% of the time for a one week period by 02/06/10.

**Goal 8:**
During instruction in a classroom setting which requires written work, with general prompting to the entire class by her teacher, (“If anyone has a question, now is a good time to ask.”), Jenna will indicate to the teacher or other students that she needs assistance, as evidenced by her verbal response at the time of the teacher request and work that is completed at the end of class according to its directions, for a minimum of four out of five days a week. *(ISELS 3B.3a. Analyze how decision-making skills improve study habits and academic performance.)*

**Objective:**
1) During instruction in a resource classroom setting which requires written work, with general prompting to the entire class by her teacher, (“If anyone has a question, now is a good time to ask.”), Jenna will indicate to the teacher or other students that she needs assistance, as evidenced by her verbal response at the time of the teacher request and work that is completed at the end of class according to its directions, for a minimum of four out of five days a week by 06/02/10.

**Goal 9:**
When in a social situation with other peers in the general education setting, Jenna will ask topic-appropriate questions to engage her peers in conversation in two out of four observations. *(ISELS 2C: Use communication and social skills to interact effectively with others.)*

**Objectives:**
1) When role-playing using a social-skills curriculum in the speech/language pathologist’s office, Jenna will ask topic-appropriate questions to engage peers in conversation in two consecutive sessions by 03/12/10.
2) While in a social situation with other peers within the resource room, Jenna will ask topic-appropriate questions to engage her peers in conversation in two out of four observations by 06/02/10.

**Curits’ Functional goals (referencing Illinois Social/Emotional Learning Standards)**

**Goal 5:**
In any classroom setting where notes are being given, Curtis will take complete notes from the board in his class notebook in three out of four opportunities as evidenced by weekly collection and review of his notebooks in resource class. (ISELS 3B.3a. Analyze how decision-making skills improve study habits and academic performance.)

Objectives:
1) In any classroom setting where notes are being taken, Curtis will complete a set of cloze notes provided by his teacher in three out of three opportunities as judged by daily collection and review of these notes in resource class by 04/14/10.
2) In any classroom setting where notes are being given, Curtis will take complete notes from the board in his class notebook in two out of four opportunities as judged by weekly collection and review of his notebooks in resource class. By 10/25/10.

Diego Functional goals (referencing Illinois Social/Emotional Learning Standards)

Goal 6:
When given a challenging academic task, Diego will use a 3-question self-monitoring tool to determine if he needs help and ask for that help by raising his hand or going up to the teacher’s desk without incident across all general education classes for a 2-week period. (ISELS1A.3b. Apply strategies to manage stress and to motivate successful performance.)

Objectives:
1) By December 15, given a 3-question self-monitoring tool during instruction in the resource room setting, Diego will use the tool to determine if he needs help and ask the teacher for help at least 1 time per instructional period and without incident for a period of 2 weeks.
2) By March 15, given academic tasks in Science and Math classes, Diego will use a 3-question self-monitoring tool to determine if he needs help and ask for that help by raising his hand or going up to the teacher’s desk without incident for a 2-week period.

Goal 7:
In classroom settings when a teacher asks Diego if he needs assistance or redirects him back on task, Diego will use appropriate language (e.g., “Yes, Ma’am, Okay, Where do you want me to start?”) to respond to the teacher for 80% of any observed class period. ISELS 2C: Use communication and social skills to interact effectively with others.

Objectives:
1) By December 15, given a question or redirection from a teacher, Diego will use a menu of possible responses (e.g., “Yes, I need help. – No thank you.”) to respond appropriately for 80% of any observed class period.
2) By April 30, given a question or redirection from a teacher, and using the STAR Strategy (Stop, Think, Act, Reward) Diego will respond appropriately (e.g., “Yes, please help me. – Okay”) for 80% of any observed class period.