**Writing SMART Goals**

Writing good goals that meet the specific child's need are critical achieving positive outcomes. The CoP (2014) recommends that these should be SMART

* Specific
* Measurable
* Achievable
* Relevant
* Time Limited

Well written goals will describe what the child will do, when and how he'll do it and what the time frame will be for achieving it.

When writing goals, keep the following tips in mind:

Be very specific about the **action**. For instance: *raise his/her hand for attention, use a classroom voice, complete homework, keep hands to him/herself, point to what I want, use augmentative symbols.*

Then you need to provide a **time frame** or location/context for the goal. For instance: *during silent reading time, while in the gym, at recess time, by the end of 2nd term, point to 3 picture symbols when something is needed.*

Then decide what **determines the success of the goal**. For instance: *how many consecutive periods will the child remain on task? How many gym periods? How fluent will the child read the words - without hesitation and prompting? What percentage of accuracy? How often?*

**What to Avoid**

A vague, broad or general goal is unacceptable. Goals that state *will improve reading ability, will improve his/her behaviour, will do better in numeracy* should be stated much more specifically with reading levels or benchmarks, or frequency or level of improvement to attain and a time frame for when the improvement will occur.

If you can remember the meaning behind the acronym SMART, you will be prompted to write better goals that will lead to pupil improvement. It's also a good practice to include the child in setting goals if appropriate. This will ensure that the pupil takes ownership over reaching his/her goals. Make sure you review goals regularly. Goals will need to be reviewed to ensure that the goal is 'achievable'. Setting a goal too high is almost as bad as not having a goal at all.

**Some Final Tips:**

* Include any curricular modifications. If the curriculum states that the goal is to count to 50 and you state count to 10, this is a modification.
* Include any curricular accommodations. This will include things like: scribing, a quiet setting to take tests, assistive technology etc.
* Provide any support staff that will be involved in the individual education plan
* Indicate materials and or resources to be used
* Most importantly, make sure the IEP is based on priorities and aspirational outcomes

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|  | **Not SMART** | **SMART** |
| **Specific** | I will work on word endings (Not specific; which word endings?) | I will be able to add -ful/-til/-all and grammar correctly to a list of given words. |
| **Measurable** | To improve my punctuation(Not measurable; what does improve mean?) | I will be able to insert ownership apostrophes into a given text. |
| **Achievable** | To feel more confident about my reading (It is important to set objectives that a learner can achieve in the period available.) | I will have read two books the resources shelf and be able to discuss these with X. |
| **Relevant** | To write personal letters (Is this the learner needs to do? Some learners want to write personal letters, but others may never do so.) | I will have written and sent and email to my friend Y without help. |
| **Time-related/Timely** | To read out loud in class | I will have confidence to read out loud in class by Easter 2015 |