

TEACHER SLG GOAL SETTING EXAMPLE – INDEPENDENT LIVING SKILLS - ATTENDING

Grade Level: Elementary Middle School High School
 Goal Type: Individual Goal Team Goal

| SLG GOAL 1 | |
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| Goal-Setting Conference | <p>Content Standards/Skills</p> <p>1.SL.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> |
| | <p>Assessments</p> <p>Category 2 District-wide observation tool</p> |
| | <p>Context/Students</p> <p>I have five students participating in this goal from my Independent Living Skills classroom. All five students receive their academic instruction in this classroom.</p> <ul style="list-style-type: none"> ● 2 Kindergarteners, 1 first grader, 1 second grader, 1 fourth grader ● Eligibility for special education services <ul style="list-style-type: none"> ○ 2 students under Intellectual Disability ○ 2 student under Other Health Impairment ○ 1 students under Communication Disorder <p>All students have functional academic goals. The ability to attend and listen during a lesson is key to academic success.</p> |
| | <p>Baseline Data</p> <p>When observed for 15 minutes students were able to attend for increments of 15 seconds or less.</p> <ul style="list-style-type: none"> ● Two students demonstrated the ability to attend for less than 10 seconds. ● Three demonstrated the ability to attend for increments of 10-15 seconds. <p>Attending is defined as: hands are still, ears are listening, eyes are watching, take turns in speaking.</p> <p>(Interfering behaviors included: Speaking out of turn, making noises, not looking at the teacher, and general off task behaviors.)</p> |
| | <p>Student Growth Goal (Targets)</p> <p>Provided individualized and small group instruction students will increase their attentive behaviors during small group instruction by the end of the 2014/2015 school year by demonstrating:</p> <p>Tier 1 – increase attending/listening skills from less than 10 seconds to 25 or more seconds</p> <p>Tier 2 – increase attending/listening skills from 10-15 seconds to 40 or more seconds</p> |

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| <p>Rationale</p> | <p>Attending is the foundation for all learning. Without the skills of attending students cannot learn new information. Display of appropriate attention is integral to being able to access instruction in a regular education classroom. Increase in these skills will allow for greater mainstreaming of students.</p> |
| <p>Strategies</p> | <ul style="list-style-type: none"> ● Small group instruction ● Differentiated instruction based on the use of classroom-based measurements ● Provide ways for non-verbal, or limited verbal skilled students with methods to communicate in taking turns speaking ● Direct instruction of attending skills and expectations ● Increase student motivation for attending through classroom and individual reinforcement strategies (color spots, verbal praise, tangible rewards) |
| <p>Professional Learning and Support</p> | <p>Time to:</p> <ul style="list-style-type: none"> ● collaborate with other teachers ● teach Instructional Assistants strategies to increase attentive behaviors ● teach instructional assistants data-taking skills to encourage an environment of consistency <p>Observations from admin or peers focused on teacher implementation of motivation strategies and teacher response to demonstration of interfering behaviors.</p> <p>Protected time for research and study of instructional methodologies for teaching attending skills</p> |