

Goal Attainment Scaling Form

Student _____ Teacher _____ Date _____

Goal: **I want to learn how to make cupcakes by myself**

Measure One: **The student will independently complete 5 of the 20 steps in a task analysis of baking cupcakes, beginning with going to the store to buy the cupcake mix and ending with sharing the cupcakes with classmates (attach task analysis)**

(Start this form by filling in the goal and measures when a goal has been set)

(Circle the level of attainment and include date when a goal has been attained or at the end of the project period)

Goal Attainment

LEVEL OF ATTAINMENT	MEASURE	OTHER INFORMATION
Much less than expected	Completes 2 of the steps independently	
Somewhat less than expected	Completes 5 steps but with many prompting supports	
Expected Level of outcome	Independently completed 5 of the 10 steps of the task analysis for baking cupcakes	
Somewhat more than expected	Is able to complete 5 steps independently and 5 steps with minimal supports	
Much more than expected	Completes all 10 steps independently	Only able to get to the store once but bought multiple packages. Next goal could be to increase independence

Goal Attainment Scaling Form

Student _____ Teacher _____ Date _____

Goal: **I want to learn about the day cares I can work at.**

Measure One: **The student will research 3-5 day cares centers that could be possible employment opportunities**

(Start this form by filling in the goal and measures when a goal has been set)

(Circle the level of attainment and include date when a goal has been attained or at the end of the project period)

Goal Attainment

LEVEL OF ATTAINMENT	MEASURE 1	OTHER INFORMATION
Much less than expected	Has not researched any local day care centers	
Somewhat less than expected	Researched 1-2 day care centers	
Expected Level of outcome	Researched 3-5 local day care centers	With support, the student researched 4 day cares that were local to her area
Somewhat more than expected	Researched 3-5 day cares and visited 1-2	
Much more than expected	Researched 3-5 day cares, visited 1-2 day cares, and completed an application for employment at one of the day cares centers	

Goal Attainment Scaling Form

Student _____ Teacher _____ Date _____

Goal: **I want to learn how to make pizza (a favorite food)**

Measure One: **The student will make a cheese pizza using a recipe that is written in a task analysis format and that has picture supports (visual recipe) and with gestural prompting from his teacher.**

(Start this form by filling in the goal and measures when a goal has been set)

(Circle the level of attainment and include date when a goal has been attained or at the end of the project period)

Goal Attainment

LEVEL OF ATTAINMENT	MEASURE 1	OTHER INFORMATION
Much less than expected	Student will make a pizza using a visual recipe and with full physical prompting	
Somewhat less than expected	Student will make pizza by following a visual recipe and with light physical prompting	
Expected Level of outcome	Student will make a pizza using a visual recipe and with gestural prompting	
Somewhat more than expected	Student will make a pizza using only a visual recipe	
Much more than expected	Student makes a pizza independently	

Goal Attainment Scaling Form

Student _____ Teacher _____ Date _____

Goal: **I want to learn how to shave by myself**

Measure One: **The student will independently complete 5 out of 10 steps in a task analysis of shaving his face**

(Start this form by filling in the goal and measures when a goal has been set)

(Circle the level of attainment and include date when a goal has been attained or at the end of the project period)

Goal Attainment

LEVEL OF ATTAINMENT	MEASURE 1	OTHER INFORMATION
Much less than expected	Completes 1 step independently	
Somewhat less than expected	Completes 3-5 steps but with maximum prompting supports	
Expected Level of outcome	Independently completes 5 of the 10 steps of the task analysis for shaving	Student will research safety razors in order to increase level of participation
Somewhat more than expected	Is able to complete 5 steps independently and a few more steps with minimal prompting	
Much more than expected	Completes all 10 steps independently	
Comments		

Goal Attainment Scaling Form

Student _____ Teacher _____ Date _____

Goal: I want to learn how to obtain my driver’s license.

Measure One: The student will identify one method to obtain driver’s license based on research of the DMV procedures.

(Start this form by filling in the goal and measures when a goal has been set)

(Circle the level of attainment and include date when a goal has been attained or at the end of the project period)

Goal Attainment

LEVEL OF ATTAINMENT	MEASURE 1	OTHER INFORMATION
Much less than expected	The student does not do any research of the procedures	
Somewhat less than expected	The student begins to explore the DMV website but does not identify method	
Expected Level of outcome	The student will identify one method based on research of the DMV procedures	
Somewhat more than expected	The student identifies 2 methods	
Much more than expected	The student completes first step in procedure to obtain driver’s license	

Goal Attainment Scaling Form

Student _____ Teacher _____ Date _____

Goal: **I want to become more independent when I vacuum the main office**

Measure One: **The student will identify the 5 steps in a task analysis of vacuuming and will complete all 5 steps needing 3 or less verbal prompts**

(Start this form by filling in the goal and measures when a goal has been set)

(Circle the level of attainment and include date when a goal has been attained or at the end of the project period)

Goal Attainment

LEVEL OF ATTAINMENT	MEASURE 1	OTHER INFORMATION
Much less than expected	Completes 1-2 steps needing 3 verbal prompts	
Somewhat less than expected	Completes 3 steps needing 4 or more verbal prompts	
Expected Level of outcome	The student will identify the 5 steps in a task analysis of vacuuming and will complete all 5 steps needing 3 or less verbal prompts	Student focused on steps in TA to decrease reminders/prompts of what step is next
Somewhat more than expected	Completes 3-4 steps needing 2 or less verbal prompts	
Much more than expected	Completes all 5 steps with 3 or less verbal prompts	

Goal Attainment Scaling Form

Student _____ Teacher _____ Date _____

Goal: **To identify 5 businesses in the neighborhood that could be employment prospects**

Measure One: **The student will independently use 2 out of 4 strategies to locate businesses**
1. Call 2. Reading “want ads” 3. Locating “Help wanted” signs
4. Researching online

(Start this form by filling in the goal and measures when a goal has been set)

(Circle the level of attainment and include date when a goal has been attained or at the end of the project period)

Goal Attainment

LEVEL OF ATTAINMENT	MEASURE 1	OTHER INFORMATION
Much less than expected	Needed assistance/prompting to use 1 out of 4 strategies	
Somewhat less than expected	Independently used 1 out of 4 strategies	Phone calls
Expected Level of outcome	Independently used 2 out of 4 strategies	Phone calls and “help wanted” ads
Somewhat more than expected	Independently used 3 out of 4 strategies	Phone calls, want ads, and help wanted signs at 1 store
Much more than expected	Independently used 4 out of 4 strategies	Phone calls, “help wanted” ads, store signs, and online

Goal Attainment Scaling Form

Student _____ Teacher _____ Date _____

Goal: **To help others by assisting my friends who use wheelchairs to “specials” (art, music, gym, bus dismissal)**

Measure One: **With a verbal prompt “Please help (friend) to class” student will go to student and push wheelchair to class**

(Start this form by filling in the goal and measures when a goal has been set)

(Circle the level of attainment and include date when a goal has been attained or at the end of the project period)

Goal Attainment

LEVEL OF ATTAINMENT	MEASURE 1	OTHER INFORMATION
Much less than expected	Does not initiate when teacher gives verbal prompt to go to assist friend	
Somewhat less than expected	Requires several verbal and gestural prompts to go to assist friend	
Expected Level of outcome	With a verbal prompt “Please help (friend) to class” student will go to friend and push wheelchair to class	
Somewhat more than expected	Independently initiates going towards friend and pushing wheelchair towards class after cue “time to go”	
Much more than expected	Independently initiates to move towards friend and communicates to them (ask if they want help) and then pushes them to class	

Goal Attainment Scaling Form

Student _____ Teacher _____ Date _____

Goal: **I want to learn the road signs in preparation to take driver's ed**

Measure One: **Independently identifies 8 out of 10 road signs**

(Start this form by filling in the goal and measures when a goal has been set)

(Circle the level of attainment and include date when a goal has been attained or at the end of the project period)

Goal Attainment

LEVEL OF ATTAINMENT	MEASURE 1	OTHER INFORMATION
Much less than expected	Identifies 5 out of 10 signs with 2 verbal prompts	
Somewhat less than expected	Identifies 8 out of 10 signs with 1 verbal prompt	
Expected Level of outcome	Independently identifies 8 out of 10 road signs	
Somewhat more than expected	Identifies 9 signs independently	
Much more than expected	Identifies 10 road signs independently	
Comments		

Goal Attainment Scaling Form

Student _____ Teacher _____ Date _____

Goal: **I want to become more involved in student activities and meet new friends**

Measure One: **Student will review the list of available clubs and extra- curricular activities and will meet with the leader of two activities of interest**

(Start this form by filling in the goal and measures when a goal has been set)

(Circle the level of attainment and include date when a goal has been attained or at the end of the project period)

Goal Attainment

LEVEL OF ATTAINMENT	MEASURE 1	OTHER INFORMATION
Much less than expected	Located the list of student activities but did not meet with any leader	
Somewhat less than expected	Located the list of student activities and interviewed one group leader	
Expected Level of outcome	Student will review the list of available clubs and extra- curricular activities and will meet with the leader of two activities of interest	Student can use the student handbook to locate activities
Somewhat more than expected	Meet with 2 group leaders and chose one group to join	
Much more than expected	Meet with 2 group leaders and join 2 student groups	

Goal Attainment Scaling Form

Student _____ Teacher _____ Date _____

Goal: **I want to learn how to play a new game**

Measure One: **The student can set up the game, and understand the basic rules to start playing**

(Start this form by filling in the goal and measures when a goal has been set)

(Circle the level of attainment and include date when a goal has been attained or at the end of the project period)

Goal Attainment

LEVEL OF ATTAINMENT	MEASURE 1	OTHER INFORMATION
Much less than expected	Can take the materials out of the box	
Somewhat less than expected	Can set up some of the pieces	
Expected Level of outcome	The student can set up the game, and understand the basic rules to start playing	
Somewhat more than expected	Can set up the game, understand the basic rules, and explain the information to others	
Much more than expected	Can set up the game, direct others on how to play when needed, and complete the game with problem solving when necessary	

Goal Attainment Scaling Form

Student _____ Teacher _____ Date _____

Goal: I want to be able to independently write a check

Measure One: The student will independently complete 3 out of 5 steps of writing a check

(Start this form by filling in the goal and measures when a goal has been set)

(Circle the level of attainment and include date when a goal has been attained or at the end of the project period)

Goal Attainment

LEVEL OF ATTAINMENT	MEASURE 1	OTHER INFORMATION
Much less than expected	Can write 1 part of the check	
Somewhat less than expected	Can write 2 parts of the check	
Expected Level of outcome	Can write 3 parts of the check	
Somewhat more than expected	Can write 4 parts of the check	
Much more than expected	Can write 5 parts of the check	