Appendix 3: The SMARTAR Goal and SMART Intervention Toolkit : To Support the Process of Goal Setting

A SMARTAR goal is a *structured* one line statement that identifies the progress a child/student makes in a specific area of learning from a baseline skill level to a projected achievement level.

Goal setting can be a challenging process that involves:

⇒ breaking goals down into achievable parts

⇒ using specific language so that you are clear about what you want the child/student to achieve

⇒ ensuring that the child/student is capable of achieving the goal and that it is functional and realistic for them

⇒ Involving the child/student and family in the process and adhering to time constraints for the purpose of measurement and re-porting

Goal setting is a 'work in process', and can be accomplished using the SMARTAR goal structure.

The SMARTAR Goal and SMART Intervention Toolkit extends the SMARTAR goal format to support you with goal setting. It takes you through the process of setting the initial goal to determining appropriate interventions to help the student progress from the implementation to achievement phase.   It provides examples for each of the SMARTAR indicators and gives you a place to record your information. With time and practise, the process will become easier and you will become more likely to use it as a quick visual reference.

The SMARTAR Goal and SMART Intervention Toolkit is one example you may wish to use to help you with goal settings. There are other similar templates available online.

Good luck with your goal setting!

SMARTAR GOALS & Interventions Summary

Student's Name:	D.O.B.	Teacher:	Parents/Guardians:	Contact Numbers:	
				Caregiver 1:	*Caregiver 2:*
				NAME:	NAME:
				Relationship to child:	Relationship to child:
				Home:	Home:
				Work:	Work:
				Mobile:	Mobile:

SMARTAR GOAL STATEMENT:

SMART INTERVENTION STATEMENT:

Relevant Dates:	N.E.P. Date:	Review Date:		

Support Roster:

	Monday	Tuesday	Wednesday	Thursday	Friday
TIME					
Person					

Adjustments

Method (including prompts/ Visual Supports/Scaffolds):	**Affect** (including Engagement and Reinforcement)	**Resources** (Including EYLF, Australian Curriculum, Engagement scales, assistive technology, SETT framework)	**Time Considerations** (including time for monitoring, assessment and sharing)

What will Success Look like:	Baseline Level Skills:		Skills at Review Date:		Date Achieved:
Opportunities to generalise:	1.	2.	3.	4.	5.

S
Specific

State the name student, and the *specific* goal you want them to accomplish.

EXAMPLE:

Michael will write his name.

M
Measurable

State how you will know when you have accomplished the goal. You must write the goal in a way that can be measured. For example, could a TRT observe and possibly take data on the goal? AVOID vague statements such as 'know', 'understand'. Use statements that are concrete and observable.
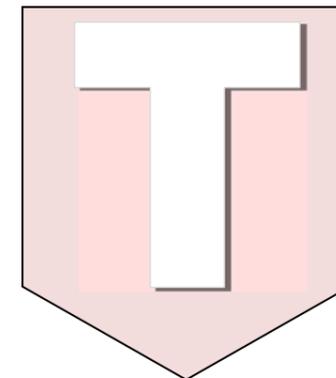
EXAMPLE:

He will write his name independently (specifically; WITHOUT *any* support) on 2 consecutive occasions.

A
Attainable

State how will this goal be Accomplished.

State what supports you will put in place to assist the student to achieve the goal (for example, will you use prompt levels or scaffolds?

EXAMPLE:

Michael will be given the verbal prompt, 'Michael, write your name'. He will also be given hand over hand support until he is competent at this task. Supports will then be faded.

R
Realistic

Is this a realistic goal for the student? Is it functional, practical and worth putting in the time and effort to accomplish?

Is this the 'next step' in the student's learning? Have you done baseline data or scope and sequences to support this?

EXAMPLE:

Given that Michael can form the letters to his name using his finger on an iPad app, and can trace his name on a worksheet indicates that he is ready for writing his name; thus, it is a realistic goal.

T
Time Considerations

State when during the day the student will work on the goal.

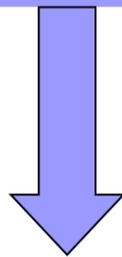State a proposed interval of time to work on the goal before it should be reviewed.

EXAMPLE:

Daily during morning journal activities.

Reviewed in 3 months time.

By the end of term 2.

A
Agreed Upon

State what involvement the parent and student had in the process of developing and reviewing the goal.

EXAMPLE:

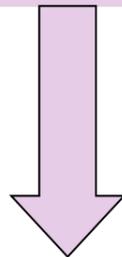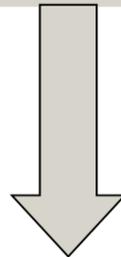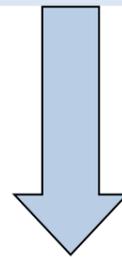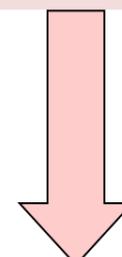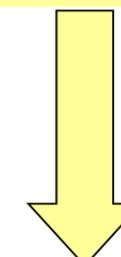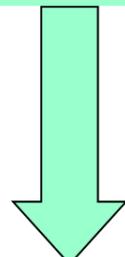Parent and student will be invited into initial meeting and review dates.
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R
Reviewed

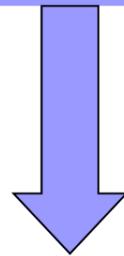State your review date and time line.

EXAMPLE:

Reviewed in 3 months time (May 22nd, 2013).

Goal Statement: *By the end of term 2, Michael will write his name* independently on 2 consecutive occasions *during daily morning journal* activities. He will be given a verbal prompt and physical support.
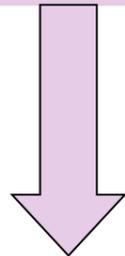

S M A R T A R

Specific	Measurable	Attainable	Realistic	Time Considerations	Agreed Upon	Reviewed
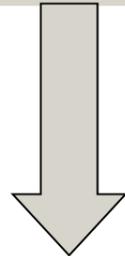| State the name student, and the *specific* goal you want them to accomplish. | State how you will know when you have accomplished the goal. You must write the goal in a way that can be measured. For example, could a TRT observe and possibly take data on the goal? AVOID vague statements such as 'know', 'understand'. Use statements that are concrete and observable. | State how will this goal be Accomplished.
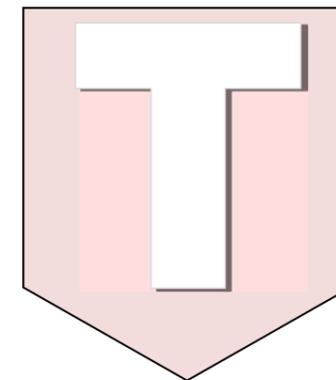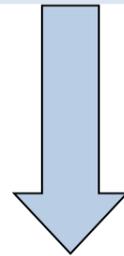
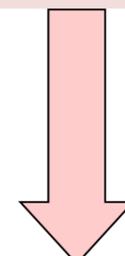State what supports you will put in place to assist the student to achieve the goal (for example, will you use prompt levels or scaffolds? | Is this a realistic goal for the student? Is it functional, practical and worth putting in the time and effort to accomplish?

Is this the 'next step' in the student's learning? Have you done baseline data or scope and sequences to support this? | State when during the day the student will work on the goal.
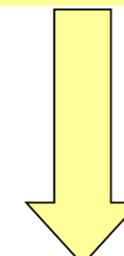
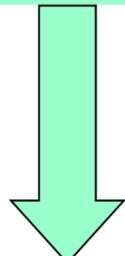State a proposed interval of time to work on the goal before it should be reviewed. | State what involvement the parent and student had in the process of developing and reviewing the goal. | State your review date and time line. |
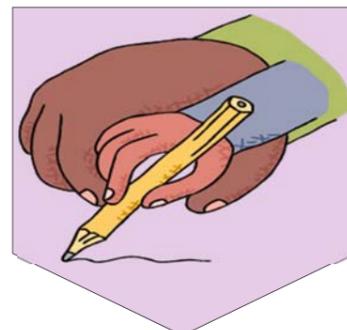| | | | | | | |

SMARTAR GOAL STATEMENT:
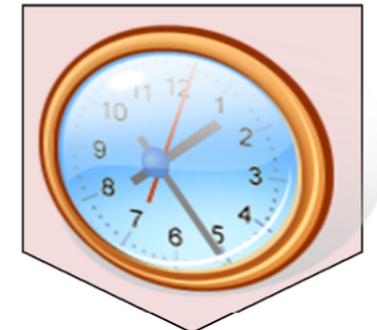
SMART Interventions example

Support

Method

Affect

Resources

Time Considerations

State the person/persons responsible for conducting the intervention sessions for this SMARTAR goal?

Outline the Method used for the intervention sessions. Include pedagogy, prompt levels, scaffolding.

State how you will set up a positive, *engaging* learning environment to build self esteem and foster risk taking.

(example: Build a positive rapport with support person — active listening, respective feedback — use appropriate wait time to help the child process auditory information, giving opportunities to practise and generalise skill and reinforcement)

State the resources you will use to support the student in achieving the goal.

(example: curriculum outcomes, hands on resources, Engagement Scales, assistive technology, SETT Framework)

Time Considerations

State allotted times for program sessions and ways to generalization/transfer skills. State time considerations in monitoring and sharing progress.

An adult in the classroom will provide support to Michael during journal time. Here are people rostered to support Michael:

Monday: Classroom Volunteer

Tuesday: Literacy Teacher

Wednesday: Classroom SSO

Thursday: Teacher

Friday: Classroom SSO

The following procedure will be used:

- SSO/Teacher will sit with Michael in a quiet area of the room.
- Educator will allow Michael to practise what he has demonstrated during the baseline as his initial skill (using his finger to form the letter) by doing the 'Write my Name' App.
- He will then pick up the pencil and place himself in a comfortable position to write. The educator will place her hand over his to steady his grip.
- He will move the pencil to form the letters.

Michael will earn penmanship awards as he achieves these goals:

- Sticker for fist time he attempts the goal
- Sticker for the first time he can approximate a letter without the educator steadying his hand
- Sticker for completing his name with 50% accuracy
- Penmanship certificate when he has achieved 80% accuracy

- Special pencil with wide grip and extra strong lead (Office Works).
- Lined paper ('wide' according to the website 'Handwriting Wizard')
- iPad Write My Name demonstration app
- Stickers
- Penmanship Certificate
- Australian Curriculum printing/fine motor outcome:

Monitoring & Data Collection:
I will collect data of how Michal progresses along the way by observing him regularly. Anecdotal notes will be gathered and progress between meetings will be shared through individual diaries and formal reports.

Journal Activity Times and Other Opportunities:
- Daily
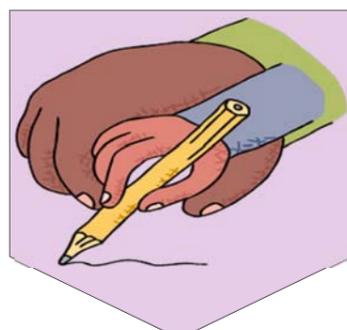- Opportunities during maths and science
- Personal Journal

SUMMARY:

Support workers: Michael will receive support daily from the following workers: the classroom volunteer on Monday; SSO on Wednesday and Friday; literacy teacher on Tuesday and the classroom teacher on Thursday.

Procedure: while sitting in a quiet area with support worker, Michael will prepare himself for the activity by making himself comfortable. He will do the 'write my name' app first, then using his special pencil and wide line template, he will form letters with the educators physical support.

Materials: iPad and 'Write my Name' app, special pencil, wide lined paper, stickers, penmanship ward, Australian Curriculum (outcome).

Reinforcement: stickers for reaching the following goals: first time doing task, first time approximating letter formation independently, first time completing name. Penmanship award when he has reached 80% Accuracy.

Monitoring & Reporting: anecdotal notes, observation, sharing through daily communication diary and formal reporting.

SMARTAR GOAL STATEMENT:
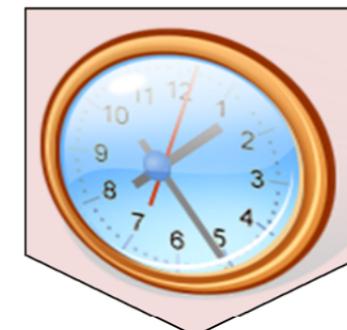
SMART Interventions

Support

Method

Affect

Resources

Time Considerations

Support	Method	Affect	Resources	Time Considerations
State the person/persons responsible for conducting the intervention sessions for this SMARTAR goal?	Outline the Method used for the intervention sessions. Include pedagogy, prompt levels, scaffolding.	State how you will set up a positive, *engaging* learning environment to build self esteem and foster risk taking. (example: Build a positive rapport with support person — active listening, respective feedback — use appropriate wait time to help the child process auditory information, giving opportunities to practise and generalise skill and reinforcement)	State the resources you will use to support the student in achieving the goal. (example: curriculum outcomes, hands on resources, Engagement Scales, assistive technology, SETT Framework)	Time Considerations State allotted times for program sessions and ways to generalization/transfer skills. State time considerations in monitoring and sharing progress.

SUMMARY:

Support workers:

Procedure:

Materials:

Reinforcement:

Monitoring: