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 reporting

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!
**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.

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

**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.

**Attainable**
State how this goal will be accomplished.

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

**Time Considerations**
State when during the day the student will work on the goal.

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

**Reviewed**
State your review date and time line.
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<tr>
<th>Specific</th>
<th>Measurable</th>
<th>Attainable</th>
<th>Realistic</th>
<th>Time Considerations</th>
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<td>State the name student, and the specific goal you want them to accomplish.</td>
<td>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.</td>
<td>State how 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?)</td>
<td>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?</td>
<td>State when during the day the student will work on the goal.</td>
<td>State what involvement the parent and student had in the process of developing and reviewing the goal.</td>
<td>State your review date and time line.</td>
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SMARTAR GOAL STATEMENT:

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<th>Government of South Australia</th>
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<td>Department for Education and Child Development</td>
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The National Partnership Agreement for More Support for Students with Disabilities is an initiative of the Commonwealth of Australia through the Department of Education, Employment and Workplace Relations.
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.

**SMART Interventions example**

**Support**

- 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.

**Method**

- 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.

**Affect**

- Michael will earn penmanship awards as he achieves these goals:
  - Sticker for first 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

**Resources**

- 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:

**Time Considerations**

- 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

**Monitoring & Data Collection:**

- I will collect data of how Michael 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.

**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.
**SMART Interventions**

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

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

**Affect**
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)

**Resources**
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.

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**SUMMARY:**
Support workers:
Procedure:
Materials:
Reinforcement:
Monitoring: