

REVISED IFSP/IEP GOALS AND OBJECTIVES RATING  
INSTRUMENT  
(R-GORI)



# Team Guide

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## Revised IFSP/IEP Goals and Objectives Rating Instrument (R-GORI) Team Guide

This Team Guide is designed to assist educators in understanding and using the R-GORI, which is found at the end of the Guide in Appendix A.

The Revised IFSP/IEP Goals and Objectives Rating Instrument (R-GORI) is designed to provide guidelines for educators in writing quality IFSP/IEP goals and objectives. The R-GORI was adapted from Notari-Syverson, A. R., & Shuster, S. L. (1995). Putting real life skills into IEP/IFSPs for infants and young children. *Teaching Exceptional Children*, 27(2), 29-32.

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## MEASURABILITY

To serve as a guide, individually selected behaviors should be observable and measurable. Observable behaviors are those that can be seen and/or heard and which multiple people can agree has occurred (i.e., the behavior is an action which has a beginning and end). Measurable behaviors ensure that a criterion is used to determine the success of the intervention (i.e., a criterion or level of acceptable performance is noted for each behavior).

### Examples and Non-Examples of Observable and Measurable Child Behaviors

| Examples of Observable and Measurable<br>Child Behaviors   | Examples of Non-Observable and Non-Measurable<br>Child Behaviors |
|--|--|
| Spontaneously or on request, child names at least 20 letters of the alphabet.  | Child knows letters of the alphabet.                             |
| Child prints any 3 upper- or lowercase letters without model. Errors are permissible; however individual letters should be recognizable.         | Child tries to write first name.                                 |
| Child will follow directions; answer questions; or identify objects, people, or events using at least eight different terms that describe color. | Child demonstrates understanding of colors.                      |
| Child responds with verbal or motor action to group direction provided by an adult.  | Child participates during group activities.                      |
| Child manipulates at least three different objects/toys/materials with both hands, each hand performing a different action.                      | Child improves fine motor skills.                                |
| Child greets peers by vocalizing, verbalizing, hugging, patting, touching, or smiling.   | Child gets along with peers.                                     |

Examples of observable and measurable behaviors were taken directly from the AEPS (Bricker, 2002)

Other examples of observable and measurable behaviors include:

- Answers
- Classifies
- Defines
- Imitates
- Labels
- Names
- Prints
- Reaches
- Remains
- Requests

List of target behaviors to avoid:

- Appreciates
- Considers
- Decodes
- Explores
- Examines
- Improves
- Increases
- Integrates
- Realizes
- Knows
- Make sense
- Tries
- Visualizes
- Take turns
- Counting

Teams should also avoid writing target behaviors using discipline specific jargon. For example, avoid the following terms when writing target behaviors unless they are well-defined:

- Articulation
  - Bilateral motor coordination
  - Cooperative play
  - Intelligibility
  - Picture exchange system
  - Pincer grasp
  - Simple turn taking
  - Tripod grasp
  - Manipulate
-

At times target behaviors will include observable actions that have a beginning and an end but need to be defined so that two observers can agree that the same behavior has been performed/occurred. For example:

- Requests – Need to describe/define how the child is expected to make requests (e.g., verbally, by pointing, by signing)
- Uses - Need to describe/define how something is used (e.g., uses words to inform and greet, uses hands to grasp). Need to have a verb (action word) accompanying the word “use” to describe the target behavior in order to be coded a one.
- Predicts – Need to include the rule or principle that would be used “to predict an outcome or to infer some consequence” (Kizlik, 2004)
- Manipulates – Need to describe/define how objects/materials are manipulated (e.g., with both hands at the same time each performing a different movement)
- Participates/Engages – Need to describe/define how a child would participate (e.g., by listening, by answering questions, by following directions)
- Demonstrates – “The student performs the operations necessary for the application of an instrument, model, device, or implement.” For example “Given a model of the earth, sun, and moon so devised that it may be manipulated to show the orbits of the earth and moon, the student could be asked to demonstrate the cause of various phases of the moon as viewed from earth” (Kizlik, 2004).
- Solves problems– Need to define/describe the strategies or actions the child uses to solve problems (e.g., asks for adult help, moves objects/materials, negotiates with a peer).

Kizlik, B. (2003). Examples of behavioral verbs and student activities. Retrieved from <http://www.adprima.com/examples.htm#Examples%20of%20Activities:%20Mathematic>

When additional information is needed to make decisions about whether or not a behavior is an observable action, consider the following:

- Rate target behaviors that require additional information about the environment (e.g., materials, classroom set up, other peers, etc.) a one. For example, if the child is to follow a classroom rule – that is observable and measurable if one knows the classroom rules.
- Rate target behaviors that require additional information about the child (e.g., means of communication, level of assistance needed, adaptations) a zero. For example, if the child uses an augmentative communication device such as PECS, or uses adaptive equipment such as a switch or a wheelchair.

Progress must be monitored on all IEP goals, therefore, teams need to consider how they will know when a child/student is moving toward the targeted criterion. Teams should consider:

| Dimension | Definitions  | Examples   |
|-----------|--|--|
| Accuracy  | Extent to which a child's target behavior is performed correctly or how well a child demonstrates a behavior. At times, the amount of assistance required (e.g., independently, without support, with hand-over-hand), or whether the child needs reminders or contextual cues can be noted. | Is understood by others<br>Spells first name in correct order<br>Locates own name on card without assistance<br>Matches/imitates a pattern (numbers, letters, colors, shapes, hand movements)<br>Gives letter name and letter sound when presented letter shapes out of sequence<br>Points to elements on page of text: letters, word, sentence<br>Hangs coat up without reminders<br>Categorize materials based on a common attribute<br>Follows written directions |

| Dimension | Definitions  | Examples   |
|-----------|--|--|
| Frequency | The number of times a child demonstrates a target behavior within a specified period of time. The period of time can be an interval (e.g., 5 minutes) or an entire activity/event (e.g., circle, snack).<br>How long it takes a child to initiate or | Signs "more" 3 times a day<br>Answers questions 6 times during circle/class meeting<br>Initiates interaction with peer 2 times within a 5-minute observation<br>Uses more than 40 different utterances across 3 daily activities   |
| Latency   | demonstrate the target behavior (i.e., response) once a cue has occurred (i.e., a prompt or stimulus is presented).  | The time between a teacher asking the child to put his shoes on and the child responding by putting on their shoes.<br>The time between a teacher asking, "What do you want?" and a student answering the question.<br>The time between the materials being provided and the student demonstrating the target behavior with the materials.<br>The time it takes a child to regain composure from a high emotional response to a more relaxed or low emotional self-expression.     |
| Intensity | The amount of force with which the child demonstrates the target behavior (i.e., increased force or softening).  | Amount of force applied to grip when holding a spoon<br>Amount of force applied to writing implement<br>Volume of vocalizations or verbalization when talking to others or making a request<br>Volume of crying/yelling<br>Amount of force in touching peers or toys (e.g., when hugging, patting, holding hands)  |
| Duration  | The amount of time a target behavior lasts (i.e., the length from beginning to end).   | Amount of time the child remains in solitary play (e.g., during the allotted period of time)<br>Amount of time child maintains proximity, attention, participation, or involvement (e.g., majority of an activity)<br>Length of time a child looks at a noise-producing object (e.g., for 5 seconds)<br>Length of time a student stands unsupported (e.g., 30 seconds)<br>Length of time a student maintains interaction with familiar adult for two or more consecutive exchanges |
| Endurance | The number or length of time a child can repeatedly perform or demonstrate the target behavior.  | Child walks 15 feet<br>Child pedals forward and steers bicycle at least 20 feet<br>Child performs the target behavior for two weeks<br>Child performs the target behavior each day for three days<br>Maintains a communicative exchanges with adult/peer (an exchange consists of a response from the child and from the peer/adult)"  |



# Functionality

Functionality is a term related to skills that will increase independence and the ability to adapt to one's environment.



| Examples of Functional<br>Child Behaviors  | Examples of Non-Functional<br>Child Behaviors                        |
|--|--|
| Student will manipulate objects with two hands, each hand performing a different movement. | Student will stack three one-inch cubes.                             |
| Student will demonstrate a one to one correspondence.                                      | Student will rote count to ten.                                      |
| Student will walk 15 steps independently.  | Student will walk on a balance beam for five steps alternating feet. |
| Student holds objects with one hand while the other hand manipulates.                      | Student will cut with scissors.                                      |
| Student will remain with the activity for the duration of the activity.                    | Student will sit at circle for 15 minutes.                           |
| Student will use words, phrases, and sentences to inform.                                  | Student will produce t/b/p sounds in isolation.                      |

*Examples of functional behaviors were taken directly from Bricker, D. D., Capt, B., Pretti-Frontczak, K., Johnson, J., Slentz, K., Straka, E., & Waddell, M. (2002). The Assessment, Evaluation and Programming System for Infants and Young Children: Vol.2 AEPS Items for Birth to Three Years and Three to Six Years (2nd ed.). Baltimore, MD: Paul H. Brookes Publishing Co.*

When statements are written specifically/narrowly, consider the underlying intent of the target behavior when coding functionality #3. For example, if a statement reads, "follows 1-2 step directions given by the teacher", consider that this target behavior addresses or leads to the underlying constructs of following routines and directions that are needed for accessing many settings. If written statements serve as precursor, building block, or elements of broader constructs that lead to access, responding or interacting they are coded one.

When statements are written broadly (e.g., following routines, communicates with others), while not written as observable actions or defined for a particular child, are defined in the literature or have shared meaning. For example, communication (regardless of form or function) is a construct that most would understand and agree that is needed to participate in all/most daily activities. Other examples of broad constructs include manipulation of materials, cooperation, and mobility and are coded one.

If the target behavior is a precursor, building block, or element/component of a behavior that is crucial for the completion of most daily activities, then the behavior that is crucial must be a known/believed to result from learning the precursor/building block or element skills. Examples include:

- Performing behaviors in a specific setting is known/believed to lead to generalization and use of skills in multiple settings
- Increasing vocabulary (e.g., using single words, using nouns to label) is known/believed to lead to effective communication/reading
- Imitation is known/believed to be a precursor to independent demonstration of various behaviors



# Generality

Generality is when a goal or objective represents a general concept or class of behaviors that is not specific to a particular item or setting (i.e., the skill is generic).

| Examples of Generality in<br>Child Behaviors   | Examples of Generality in Child Behaviors                                   |
|--|---|
| Student will manipulate objects with two hands, each hand performing a different movement. | Student will improve fine motor skills by meeting grade level standards.    |
| Student will communicate personal likes and dislikes through writing.                      | Student will write paragraphs at a first grade level.                       |
| Student will use sentences to express anticipated outcomes.                                | Student will meet 60-month communication milestones.                        |
| Student will negotiate to resolve conflicts.   | Student will improve social skills.   |
| Student will demonstrate understanding of 10 different qualitative concepts.               | Student will understand Kindergarten science concepts.                      |
| Child prepares and serves food.  | Child will show measurable progress toward age appropriate adaptive skills. |

*Examples of generality in behaviors were taken directly from the AEPS (Bricker, 2002).*

Generic processes do not include developmental domains (e.g., fine motor, adaptive), age levels (e.g., Kindergarten readiness, 4 year old level), or content areas or subject areas (e.g., nutrition, science, literacy).

If the target behavior is a precursor or building block to the goal, then the goal must be composed of an observable action to determine if the behavior written in the objective/benchmark serves as precursor or component.

Do not consider the antecedents (e.g., during group activities, in the housekeeping area), criteria (e.g., within a quarter inch), or other contextual variables. The focus is on the target behavior(s) only.



## Instructional Context

Instructional context refers to whether or not the goal and objective can be frequently targeted across daily routines and activities.

| Examples of Instructional Context   | Examples of Non-Instructional Context   |
|---|---|
| Child Behaviors   | Child Behaviors   |
| Student will use three-finger grasp and write his name.   | Student will visually follow a lighted object in a darkened room.   |
| Student will hold his writing utensil in a three-fingered grasp.  | Student will take small bites of food, chew and swallow Independently   |
| Student will demonstrate one to one correspondence during classroom games, activities (given no verbal prompts) in 8 out of 10 observed trials. | During large group instructional activities the student will give a visual regard to speaker or object of focus       |
| Student will perform a familiar daily job in the classroom.   | Student will use a name tag on their desk to recognize and write his name.  |
| Student will name up to 8 colors.   | Student will make successful transitions from one part of the school building to another part of the school building. |
| Student will demonstrate understanding of oral directions.  | Student will hang up own belongings (coat, book bag) upon arrival at school.  |

When statements specify a single setting (e.g., during circle time) and/or particular materials (e.g., 2-25 piece inset/interlocking puzzles) code zero.

If the broad statement is unclear, poorly defined, or too confusing to understand what behaviors are being addressed (e.g., develop age appropriate goals, improve readiness, carries out all toileting functions, communicates with others, follows rules, improves fine motor functioning), code zero.

If an additional information from a person, resource, or environment (PECS, Classroom rules, Therapist) is needed code zero.

When statements are written broadly using observable actions (e.g., requests objects/people) and can be addressed with a variety of materials across everyday situations, code one.

If you need environmental information to know the child has performed the target behavior, you would code #8 a zero. In other words if you don't know the class rules, or you don't know the class routine, it would be more difficult to teach the target behavior.

# Appendix A

## R-GORI

### Scoring Directions

The R-GORI is composed of 8 quality indicators (i.e., numbered statements 1 through 8). Read each bolded statement and determine if you can answer “Yes” in relation to the target behavior you are rating (i.e., a goal or an objective/benchmark). The bullets under each statement assist in defining or clarifying how to answer a given statement regarding the target behavior. If more than a single bullet is listed, only one must be true of the target behavior to answer “Yes” to the bolded statement.

- Score all quality indicators first for the annual goal and then repeat the process for each associated short-term objective/benchmark. For each “Yes” response, score a “1.” The higher the total score, the higher the quality of the written goal or objective/benchmark. An annual goal or short-term objective/benchmark is considered “IEP worthy” if you can score it a 7 or 8.

### MEASURABILITY

(NOTE: This quality indicator is required by IDEA)

1. Does the target behavior have a beginning and an end and can it be seen and/or heard (i.e., is it observable – is it an action)?
  - Two or more people can agree that the same target behavior has occurred or was observed.
  - A specific definition of the observable action (i.e., target behavior) is provided.
2. Can you measure the child’s performance over time either qualitatively or quantitatively (i.e., determine mastery level)?
  - The criterion or expected level of performance is stated (e.g., with assistance, independently) or implied in the target behavior itself (e.g. copies, initiates). Expectations for performance (i.e., how a behavior is to be demonstrated) or mastery (i.e., when a behavior is accomplished) are determined by target behaviors containing at least one of the following dimensions of behavior:
    - How well/how correctly a child can perform a behavior (accuracy)
    - How often the child can perform a behavior (frequency)
    - How long it takes the child to start performing a behavior (latency)
    - How much force the child uses to perform a behavior (intensity)
    - How long the child can perform a behavior (duration)
    - How many times the child can repeat performance of a behavior (endurance)

## FUNCTIONALITY

(NOTE: This quality indicator is required by IDEA 2004)

3. Does the child need the target behavior to participate in all/most daily activities?
  - The target behavior allows the child to have access to the activity. For example, the child can go places with their family (e.g., the mall, restaurants, park) and can join in community events such as attending swimming lessons, childcare, or preschool.
  - The child needs the target behavior for responding with verbal or motor actions to directions, questions, comments, greetings, or affect/emotion from others or is a precursor, building block, or element/component of a behavior needed for responding. For example, the child can respond to peers when playing or working with them.
  - The child needs the target behavior for interacting with materials or people (e.g., using/playing with materials in the manner in which they were designed, communicating information/wants/needs/ideas, playing/sharing with others) or is a precursor, building block, or element/component of a behavior needed for interacting. For example, the child is able to express wants or needs at home while playing at school and within the community.
4. Does the child need the target behavior to complete all/most daily activities?
  - The target behavior will have to be performed by someone else if the child cannot do it.
  - The target behavior is a necessary precursor, building block, or element/component of a behavior that is crucial for the completion of most daily activities. For example, fine motor control is a precursor to writing.

## GENERALITY

5. Does the target behavior represent a general concept or class of responses?
  - Goals
    - The behavior(s) targeted in the goal represent generic processes (e.g., manipulating objects, using words/signs to communicate, participating in groups, feeding self) versus specific or discrete skills (e.g., cuts with scissors, says more, follows directions at circle, uses a spoon to eat soup).
    - The behavior(s) targeted in the goal represent a group of related behaviors (e.g., informing, greeting, and directing are all related to verbal expression; staying with a group, looking at the person talking, answering questions or following group directions are all related to participation in group activities).
  - Objectives/Benchmarks
    - The behavior(s) targeted serve as components or aspects of the goal (e.g., greets would be a component of goal that includes greeting, informing, and directing). For example, if the child has an overall goal of greeting, informing, and directing, one of the objectives toward the goal would focus on greeting. The other two objectives would focus on informing, and directing.
    - The behavior(s) targeted serve as precursors or building blocks to the goal (i.e., a milestone in terms of development or time). For example, if a child needs to work on cutting out shapes with curved lines (i.e., bilateral coordination), the first benchmark would be cutting a piece of paper in two, and the second benchmark would be cutting out shapes with curved lines.

6. Can the target behavior be generalized across a variety of settings, materials, and/or people?
  - The child can use the target behavior across settings, materials, and/or people. NOTE: The target behavior should be used with at least two (e.g., settings and people, materials and people, or settings and materials).
  - The target behavior will assist the child in being able to adapt to changes in materials, environments, and expectations.

#### INSTRUCTIONAL CONTEXT

7. Can the target behavior be taught across daily activities?
  - Others can provide multiple and varied learning opportunities to teach the target behavior during common or everyday situations.
  - Everyday items can be used by the child when performing/demonstrating the target behavior.
8. Can the target behavior be taught/addressed by various team members (e.g., teachers, therapist, caregivers)?
  - The behavior is written in clear, jargon free language that can be addressed by any team member.
  - The behavior is written in a way that is not confusing, too clinical, or requires specific knowledge that is not readily available to all team members.