

Behavior Goals for IDLP Quick Guide: COVID-19

This worksheet is a tool to assist teams in planning and preparing to support students in continuing progress toward goals across different learning models.

Learning Model	Traditional: In school with all necessary supports and services available.	Hybrid: Differences/Changes (if any) from traditional	Full Distance: Differences/Changes (if any) from traditional
Goal #1:	Given a picture schedule, timer, token board and an independent task, (Student) will remain on task for 5 minutes in 4 out of 5 opportunities across 3 consecutive days.		
Teaching Define how the goal will be taught.	Who: SPED teacher Frequency: Daily Setting: SPED room Procedure: Teacher will initially prompt (student) to check his schedule, get the correct activity, and set the timer for 5 minutes. 1 token will be given every minute for remaining on task.	Who: SPED teacher Frequency: Daily Setting: <i>(will depend based on district specific plan)</i> Procedure: same procedure	Who: SPED teacher Frequency: Daily Setting: combo Zoom & home work space Procedure: same procedure
Environment Describe any modifications.		Web-based token system	Web-based token system
Staff Support Is specific staff support (e.g., paraprofessional, teacher, BI, etc.) required?	Staff type: Paraprofessional, professional How: give token, if earned	Staff type: Paraprofessional, professional/caregiver How: give token, if earned	Staff type: Paraprofessional, professional/caregiver How: give token, if earned
Data Collection	Which data sheet: Frequency +/- for each minute Who: Paraprofessional Frequency: daily	Which data sheet: Frequency +/- for each minute Who: Paraprofessional Frequency: daily	Which data sheet: Frequency +/- for each minute Who: Paraprofessional Frequency: daily
Goal #2:	Given an instructional task and silent timer, (student) will self-report active attending on data sheet. Student will actively attend for at least 8 of 10 intervals for 3 consecutive days.		
Teaching Define how the goal will be taught.	Who: SPED teacher Frequency: daily Setting: Gen. ed class Procedure: A silent timer (timer on smart phone set to vibrate in pocket or timer on desk) marks two-minute intervals. When the timer goes off, student marks +or 0 for being or not being focused on teacher.	Who: SPED teacher Frequency: daily Setting: Gen. ed class Procedure: same procedure	Who: SPED teacher or caregiver Frequency: daily Setting: Gen. ed class Procedure: same procedure



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<p><u>Environment</u> Describe any modifications.</p>	<p>Allow phone or provide desk timer with vibrate</p>	<p>Allow phone or provide desk timer with vibrate</p>	<p>Allow phone or provide desk timer with vibrate</p>
<p><u>Staff Support</u> Is specific staff support (e.g., paraprofessional, teacher, BI, etc.) required?</p>	<p>Staff type: Paraprofessional/ teacher How: Check in at beginning of instruction and every other interval until 2 minutes is mastered and 3 minutes shows integrity. Allow/award reinforcer if earned; Teacher receives student’s self-report at end of instruction and ensures access to chosen reinforcer, if earned</p>	<p>Staff type: Paraprofessional/ teacher/ caregiver How: same – teacher receives the student’s self-report virtually (e.g., zoom) if not in school building</p>	<p>Staff type: Paraprofessional/ teacher/ caregiver How: same – teacher receives the student’s self-report virtually (e.g., zoom)</p>
<p><u>Data Collection</u></p>	<p>Which data sheet: Self-monitoring interval sheet with goal and self-reinforce menu. Begin with 12 intervals of 2 minutes each. When goal is reached, lengthen interval by one minute. Who: (student) Frequency: daily_____</p>	<p>Which data sheet: same Who: (student) Frequency: daily</p>	<p>Which data sheet: same Who: (student) Frequency: daily</p>