Supplemental Digital Content 1

 Individuals with Disabilities Education Act (IDEA) to GOALS checklist

1. IDEA completed as part of Evaluation

1. Identify: reason for referral/targeted skill(s) to be addressed

 1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Is it relevant? (necessary for functional performance within school environment?)
* Is it realistic? (age, diagnosis, personal/ environmental factors)
* Team members have provided feedback on performance needs (child, aide, teacher etc)

2. Define: using the ICF, outline barriers to performance of the targeted skills:

* *Body Functions and Structures* – list impairments that may impact targeted skills.

\_\_ Strength: \_\_ Range of Motion (ROM):

\_\_Joint/Skeletal integrity: \_\_Posture:

\_\_Endurance: \_\_Balance:

 \_\_Gait/Mobility:

* *Personal Factors* – describe personal factors that may impact targeted skills

\_\_age: \_\_coping styles: \_\_education level:

* *Environmental Factors* –list environmental influences impacting performance

\_\_products/technology:

\_\_Natural environment (school, bus, playground, fields):

* *Participation* – describe child’s ability to participate throughout the day

\_\_Full (without support):

\_\_Limited (with support):

3. Expand: observe, report and measure child’s abilities within context of the daily routine

* Observation of identified skill/activity within context of daily routine
* Obtain objective baseline measurement(s) of performance:

\_\_time:

\_\_distance:

\_\_# trials to task completion:

\_\_# trials to require/request assistance:

\_\_gait parameters (step/stride, cadence, velocity):

\*\* If unable to directly measure performance, list team members who are able:

* opportunities for carryover of skill acquisition: skill/context/TM \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Assess: how will you objectively achieve the identified plan

* Standardized Assessment(s) (Review of age, diagnosis, performance, skill-based needs):
* Recommendations – (equipment, environmental/classroom suggestions, TM carryover)
* Goal areas- identified skills for improved functional performance within the school setting
1. GOALS – checklist for creating optimal school-based goals
2. Generate (Relevance)– the goal(s)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Input from team members (TM): child, parent, teacher, staff
* Addresses identified (IDEA)skill-based needs
* Addresses school-based function/performance/participation
* Identifies context in which the targeted skill will be occurring
* Provides consistent measurement criteria
1. Observe (Collaboration)– performance of projected goal
* Observed within natural context(s) of routine
* Objective data collected within routine
* Unable to observe, data is reported/collected by TM: \_\_\_\_\_\_\_\_\_\_\_\_

1. Align (Context)– cannot be done in isolation, must be aligned with school routine.
* Goal is aligned with school-based routine (context)
* Goal is required for performance/participation (relevant)
* Goal is defined within expected parameters of success (realistic)
* Goal is NOT a treatment intervention or an impairment-based remediation.
1. Link (Measurement Criteria)– objective findings to measurement criteria. Imperative for goal-mastery.
* at least 2 components of skill acquisition are represented:

\_\_\_\_\_\_consistency (# of trials)

\_\_\_\_\_\_flexibility (variety of contexts)

\_\_\_\_\_\_efficiency (time)

* Normative values/baseline data utilized as parameters
1. Set (Overall impression) – goal is reviewed and finalized to ensure clarity for TM.
* Goal will be regularly assessed within specific context/routine
* Service Provider will be assessing goal performance
* Service Provider unable, Team member will be observing/recording: \_\_\_\_\_\_\_\_\_\_
* Reviewed for required components: school-based function/participation, context specific, measurement criteria.
* Intervention roadmap established: your plan to achieve goal-mastery

\_\_\_\_\_2-3 treatment frameworks per goal

\_\_\_\_\_evidence or practice based

\_\_\_\_\_ Goal Attainment Scaling is matched to interventions(s)