



# Goal Attainment Scaling



# Whakatauki

Nau te rourou

Naku te Rou Rou

Ka Kite kete



# Who we are

- Dave Speden
- Jess Hall
- Kimi Ora School

# Kimi Ora School





# Turn to person next to you

1/What energises you about being a leader?

2/ What challenges do you have measuring student achievement?



# Our Challenges with measurement.

Used to have a really subjective measure with punitive outcomes for staff if student not progressing.

Our IEP process used to end up with four goals per profession per student. Goals were not written well and difficult to clearly measure.



# Researched two outcome measure tools.

Canadian Occupational Performance Measure

Goal Attainment Scaling



# What is Goal Attainment Scaling

- Provides a framework to discuss goals with the student and significant others as well as the school team.
- A way to write a goal around an individual's needs the provides a clear framework for assessment.
- 'method of scoring the extent to which a patients individual goals are achieved in the course of intervention' (Turner-Stokes, 2009, p.363).





# Steps involved

## In the IEP

Goal Development: Goals are developed in conjunction with student/family/whanau

## After the IEP

Define expected outcome: This will become level 0 in your GAS Sheet.

Construct Scaling System: work out the steps between current level and expected level and then what it would look like if you over achieved.

Evaluation and Scoring: At the end of the IEP cycle evaluate and grade where the student is at.



# SMART GOALS

- Specific
- Measureable
- Achievable
- Realistic/Relevant
- Time bound



# A SMART Method

- Specify the target activity (Behaviour)
- Specify the support needed
- Quantifying the performance
- Specifying the time period to achieve the desired state



# Specify the target activity

- Really think about where the student is going to work on the goal. Have it clear in your mind how you will ensure the goal is built into the student's week.
- The target activity needs to be able to occur naturally in the school day rather than relying on outside environments or agencies.



# Identify Specific Support

- Support given by people: Hands on (practical or physical assistance). Emotional and standby support to increase self confidence. Cognitive or structural support such as prompting and reminding.
- Specific objects in the environment: Specific items that can be moved around (pacer, wheelchair, hoist, shopping trolley). Adaptation to items (eg cutlery). Adapted fixed environment (eg a ramp or safe play area).
- Set up of environment: How can we support within the environment? For example visual schedules, sign posts, tactile communication.

# Quantify performance

- **Duration Factor:** Any activity that has a reasonably clear start and finish can be timed. Examples of this are: time to walk to the supermarket, time taken to eat lunch
- **Competency Factor:** The client's ability to further develop knowledge or a concept. Scaling goal involves increasing expected levels of ability. An example of this is: 'a student will use a Clicker 6 Grid to complete a sentence'.
- **Frequency Factor.** If it is a desired activity then an increase will be specified. If undesirable then a decrease. An example of this is: 'a student will engage in a desktop activity x number of times per day.'
- **Support Factor:** How much assistance the client needs to perform the task. Scaling the goal would involve decreasing the support given between each level. An example of this is: 'with verbal instruction a student will unpack their bag'.



# Time Period

- Goals set in term one and two are for a year. We review in terms three and four.



# Handy Sheets

- These might be helpful when considering setting a SMART goal

[https://drive.google.com/file/d/0B5eY2R2K\\_R12b3BpZFBtOFR6MTBwRnBDa1owM1ZCdWNKNUJz/view?usp=sharing](https://drive.google.com/file/d/0B5eY2R2K_R12b3BpZFBtOFR6MTBwRnBDa1owM1ZCdWNKNUJz/view?usp=sharing)

<https://drive.google.com/a/kimiora.school.nz/file/d/1oP9piqzIGn4HnYE vjuTnWC4Y8-5ldrMf/view?usp=sharing>





# Moderation of goals

- Get together as a teaching and therapy team twice a year to moderate any goals that people have been struggling with.



# Example 1

+2 X will consistently (100%) choose between two visuals 10 times a day.

+1 X will consistently (100%) choose between two visuals 7 times a day.

0 X will consistently (100%) choose between two visuals 5 times a day.

-1 X will consistently (80%) choose between two visuals 5 times a day.

-2 X will consistently (60%) choose between two visuals 5 times a day.



# Example 2


+2 X will walk in his pacer to two classrooms and deliver a message using his communication device.

+1 X will walk in his pacer to one classroom and deliver a message on his communication device

0 X will walk in his pacer in the corridor and deliver a message to a passer by on his communication device

-1 X will be pushed in a wheelchair to deliver a message to a classroom on his switch

-2 X will deliver a message to his classroom on a switch



# Using GAS as an outcome measure for leadership



Allows us to analyse data around student achievement.

Most of our students achieve their level 0 result over the year. The Education Review office has identified that reaching a -1 is some progress towards a goal and would be accepted as student progress.



## Allows for identification of students who are struggling and next steps

As a leadership team we review student progress in six month intervals after IEP's. At this time we review all students who are scoring -2 or +2 consistently.



**Allows for identification of areas that are going well and those that need support**

**We have identified through reviewing the data that we need to focus PD and resources on behaviour - especially transition of students and communication strategies.**



## Allows for ways to track inquiry across our student body

All of our professional staff are appraised using the spiral of inquiry and all of our inquiry is linked to student achievement. Goal Attainment Scales have allowed staff to gather and analyse data related to student achievement around their inquiry.





# Developing next steps in our use of Goal Attainment Scale data

We now have so much data from using Goal Attainment Scales that we need effective systems to interpret it. Our current database management system is a bit clumsy and is requiring a bit of manual work by the leadership team to extract analysis. We are working on getting our data to “talk” more efficiently.

A stylized illustration of a bright yellow sun with a blue circle in the center, partially obscured by blue and white clouds. The background is a solid blue color with a subtle pattern of lighter blue squares.

Is it having an impact?



# Students

Showing clear achievement, is really a positive feeling in IEP's that we are clearly showing progress. Also we use storypark to show videos of progress so the student, their families and their carers are all aware of progress through the year.



# Staff

Staff are finding it much easier now we have a more streamlined process for goal writing. Moderation has helped with sharpening goals even more.



# Ministry of Education



# Feedback from Education Review Office

Trustees, leaders, specialists and staff have an unrelenting focus on supporting the progress and achievement of all students. Their highly collaborative approach guides teaching and learning through each child's individual education plan (IEP). The IEP goals are responsive, realistic and build on each student's current learning interests and needs. A wide range of planning holistically supports learner success. Useful systems and processes are in place to track and monitor student progress and achievement against their goals.



# Feedback from Specialist Standards Review

The school has a robust monitoring and review process around the objective measurement of student outcomes. The Goal Attainment Scale framework is used to monitor individual student progress. The data is moderated, analysed and collated and presented to staff. Management actively respond on a regular basis to any trends identified in the data and support all staff to continually improve outcomes for students.



Any Questions?





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# References

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