

How to set goals and monitor progress

Co-design goals and monitor progress with the student.

Involve whānau in this process if applicable.

Goals

Include short-term and long-term behavioural objectives. Make sure all goals are S.M.A.R.T:

- Specific and in ordinary language
- Measurable
- Achievable for the child
- Relevant and meaningful for the child
- Time-related and can be accomplished within a short timeframe

Monitoring progress

- Monitor the plan and make regular adjustments when you need to.
- Document both what the student is doing and differences in behaviour, learning and wellbeing.
- Record two weeks of data: 1 being a bad day, 4 being a great day.
- Enhance with one or more of the following: informal observations, structured observations (for example, time spent on task), anecdotal records, checklists, interviews, standardised tests, curriculum-based assessment, task analysis, review of records, portfolios.

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