

Evidence-based International
Early Intervention Office

Child's Name:

Date of Current IFSP:

Child ID:

Early Interventionist:

| | |
|-----------|-------|
| Goal No.: | Goal: |
|-----------|-------|

| Criterion | Routine(s) |
|-----------|------------|
| 5 | |
| 4 | |
| 3 | |
| 2 | |
| 1 | |

| Date | Score | Notes |
|------|-------|-------|
| | | |
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| | | |

(Directions on reverse)

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10/1/19



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Directions

1. Use one Goal Attainment Scale form for each goal/outcome.
2. Write the goal in the box provided. For participation-based child goals, as used in the Routines-Based Model, the criterion (i.e., "We will know he/she can do this when...") can be omitted here.
3. In the box marked 5, write the criterion for attainment of this goal, whether it's a child goal (e.g., "Walks 6 meters 3 times in 1 day, for 5 days") or a family goal (e.g., "by August 1").
4. In the Routines box for the Level 5 criterion, write the routines stated in the child goal (e.g., "outside time, play time, going out time"). These are the routines targeted as criteria in the goal. They are not all the routines in which the child can practice the skill. The Routines box is typically not needed for a family goal.
5. In the box marked 1, write the child's current level of performance or a much lower level of performance than the Level 5 criterion (e.g., "Walks 0 meters" or "Walks 6 meters 1 time a day"). For a family goal also, write the current situation (i.e., baseline) or a much lower level of the criterion (e.g., instead of "by August 1," write "by December 1").
6. The routines for Level 1 can remain the same as Level 5 or can be reduced (e.g., only "play time"). One much-lower criterion can therefore be the number of routines in which the skill is displayed.
7. In the box marked Level 2, write a level of performance a little higher than Level 1 (e.g., "Walks 1 meter 3 times in 1 day").
8. The routines for Level 2 can remain the same as Level 5 or can be reduced (e.g., "outside time"). One progress criterion can therefore be the number of routines in which the skill is displayed.
9. In the box marked 3, write a level of performance greater than the Level 2 criterion (e.g., "Walks 3 meters 3 times in 1 day") or add a routine, if appropriate (see the Level 5 routines).
10. In the box marked 4, write a level of performance greater than the Level 2 criterion (e.g., "Walks 4 meters 3 times in 1 day") but slightly less than the Level 5 criterion, or add a routine, if appropriate (see the Level 5 routines).
11. Measurement: The early interventionist asks a caregiver to estimate the child's level of performance, as in "How far has he been walking? Has he walked that far at outside time? What about play time? And going out time? Has he walked that far at all three of these times in one day?" The caregiver knows the early interventionist is monitoring progress with these questions. Another option is for the early interventionist to show the caregiver this form and ask him or her to choose the rating that best corresponds with the child's performance.
12. Write the date, the rating/score, and any relevant notes (e.g., "Steadier gait" or "None of these routines but yes at bedtime"). See example below:



| | |
|------------------|---|
| Goal No.: | Goal: Sarah will participate in meals by eating without prompts |
|------------------|---|

| | Criterion | Routine(s) |
|----------|---|--------------|
| 5 | for 10 minutes during 3 meals in 1 day for 5 consecutive days | 3 meal times |
| 4 | for 8 minutes during 3 meals in 1 day for 4 days | 3 meal times |
| 3 | for 6 minutes during 2 meals in 1 day for 4 days | 2 meal times |
| 2 | for 4 minutes during 2 meals in 1 day for 3 days | 2 meal times |
| 1 | Current level: for 2 minutes during 1 meal a day | 1 meal time |
| Date | Score | Notes |
| | | |



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