

Goal Component	Definition	Tips	Example
A= Audience	The learner or the student	Audience is the name of the student.	John
B= Behavior	The specific actions the learner is to perform, demonstrate or exhibit <i>What behavior are we watching?</i>	Behavior should pass the “stranger” test-anyone would be able to observe the behavior from the description in the goal.	<i>*Will look at the speaker when greeting the person...</i> <i>*Will write a paragraph containing 100 words or more...</i>
C= Condition/ Circumstance	Context in which the student is expected to perform the skill or decrease the problem behavior <i>Where will this happen?</i> <i>What is needed for it to happen?</i>	Condition can include both the supports or materials needed <i>and</i> the setting in which the measurable behavior will occur. There should always be at least one setting in each goal.	<i>*Given a model...</i> <i>*After reading an assigned story...</i> <i>*During independent work time, with two verbal reminders...</i>
D= Degree	The criteria for the defined level of performance of the behavior <i>How will we know the student is being successful or meeting the goal?</i>	Percentages work when the behavior can be clearly counted, observed, or measured. If the behavior cannot be counted then a percentage cannot be calculated. Adding “consecutive” may help to clearly determine mastery of a skill.	<i>*15 out of 20 correct responses...</i> <i>*Within a five-minute period...</i> <i>*Label 10 items correctly...</i> <i>*On five consecutive trials over two consecutive weeks...</i>
E= Evaluation (Method of Measurement)	The method used to measure student progress towards goal <i>What tool(s), resource, assessment will be used?</i>	As the goal is written the method of measurement is developed. Then document the method of measurement on the IEP (CBM, Direct, Indirect, and Authentic).	<i>*Scoring Rubric</i> <i>*Checklist</i> <i>*Oral Reading Fluency Probes</i> <i>*Frequency count</i>
F= Frequency	How often data will be collected on the measurable annual goal <i>How frequently will the goal be monitored?</i>	Daily, weekly, twice a month, monthly	<i>*As measured twice weekly</i> <i>*As measured weekly</i> <i>*As measured daily</i>

Examples of measurable goals using the ABCDEF method: Given these CONDITIONS/CIRCUMSTANCES (C) the STUDENT (A) will perform this BEHAVIOR (B) to this DEGREE (D) as measured by this FREQUENCY (F) and METHOD OF MEASUREMENT (E).

Elementary ex.: When given 20 content related vocabulary words (C), Mary (A) will orally define (B) 18/20 words correctly for 4 consecutive probes (D) as measured by weekly (F) checklist (E).

High school ex.: When given an eighth-grade reading passage (100 to 150 words) (C), John (A) will orally read the passage (B) with no more than 3 errors for 3 consecutive reading passages (D) as measured by monthly (F) fluency probes (E).

Adapted from Data Without Tears by Terri Clara Johnston, 2010 and <http://k12engagement.unl.edu>

Audience	Behavior	Condition/ Circumstance	Degree/Criterion	Evaluation/Method of Measurement	Frequency of data collection