

Observation for the Backwards Design of IEP Goals (Start with the End in Mind)

Take a moment to observe and provide a brief description of the typical requirements in your learner's educational setting/s. Make a note of the expectations required of your learner that may need to be considered as part of your learner's IEP goals.

Expectations for Reinforcement

- How much learner-led time is feasible in the classroom context? Does the learner have sufficient tolerance for this amount of learner-led time?
- Consider your synthesized reinforcement context. Are there types of reinforcers that will continue to be available in the classroom? Are there reinforcers that may be restricted? Can the learner tolerate the necessary thinning of types and synthesis of reinforcement?
- Consider your learner's control over reinforcers. Are there changes in the types or amount of control available to the learner in the classroom environment? Do they have sufficient tolerance for shared control?
- Consider the quality/immediacy of reinforcement required for your learner. Are there changes in the quality/immediacy of reinforcement that need to be considered?
- Can the learner relinquish reinforcers with the sufficiency of time, politeness, and shared control that is required by the classroom environment?

Expectations for Transitions

- Can the learner transition under the environmental conditions required? Consider proximity to others, in response to unanticipated requests, to unfamiliar settings? Are any of these conditions important for your learner?

Expectations for Engagement

- Can the learner tolerate the variety of task demands that may be presented in the classroom context?
- Can the learner tolerate the duration of task demands that may be required in the classroom context?

Expectations for Student-Teacher/Peer Interactions

- How much teacher/peer attention is available in the classroom context? From Whom? For how long? Does the learner have sufficient tolerance for these levels of attention?
- How do teachers / peers in the classroom environment deny requests? How often?
- How do teachers / peers in the classroom environment present EOs to the learner? Can the learner demonstrate an FCR in response to the necessary range of relevant classroom EO signals?
- What sort of ratio of learner-led to teacher-led time is supportable?

Other

- Are there novel / unplanned EOs that will be encountered in the classroom environment that have not currently been addressed in SBT?

Observation for the Backwards Design of IEP Goals: Expanded Version

Based on the observation, make a note of any classroom expectations that may need to be incorporated into your IEP goals.

Describe the **Expectations for Reinforcement** that may be important to consider in the IEP goals for your learner:

How much learner-led time is feasible in the classroom context? Does your learner have sufficient tolerance for this amount of learner-led time?

Consider your synthesized reinforcement context:

Are there types of reinforcers that will continue to be available in the classroom?

Are there reinforcers that may be restricted?

Can the learner tolerate the necessary thinning of types and synthesis of reinforcement?

Notes:



Describe the **Expectations for Transitions** that may be important to consider in the IEP goals for your learner:

Can the learner transition under the environmental conditions required? (Consider proximity to others, in response to unanticipated requests, to unfamiliar settings)

Which of these conditions are important for your learner?

Notes:

Describe the **Expectations for Engagement** that may be important to consider in the IEP goals for your learner:

Can the learner tolerate the variety of task demands that may be presented in the classroom context? What are the relevant task demands?

Can the learner tolerate the duration of task demands that may be required in the classroom context? What are the relevant durations of tasks?

Notes:



Describe the **Expectations for Student – Teacher / Peer Interactions** that may be important to consider in the IEP goals for your learner:

How much teacher/peer attention is available in the classroom context? From Whom? For how long? Does the learner have sufficient tolerance for these levels of attention?

What sort of ratio of learner-led to teacher-led time is supportable?

How do teachers / peers in the classroom environment deny requests? How often?

How do teachers / peers in the classroom environment present EOs to the learner?

Can the learner demonstrate an FCR in response to the necessary range of relevant classroom EO signals?

What sort of ratio of learner-led to teacher-led time is supportable?



Are there novel / unplanned EOs that will be encountered in the classroom environment that have not currently been addressed in SBT?

Notes:
