



Writing Precise, Useful (!)
Behavioral Objectives
SPCD 519
Applied Behavior Analysis

NOTE: Behavioral objectives are not the same as operational definitions.

Both require precise language, but an operational definition does not specify criteria – it simply describes a behavior in concrete, observable, measurable terms.

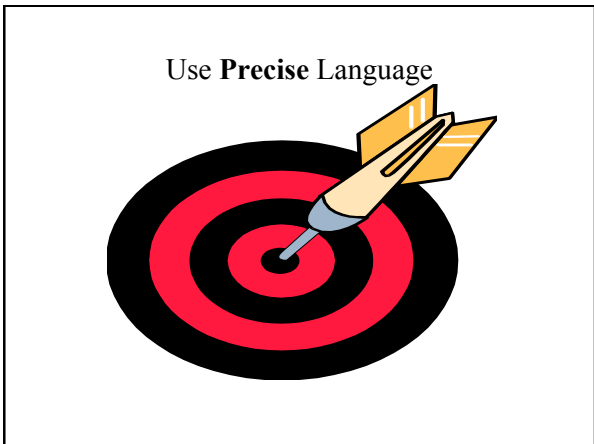
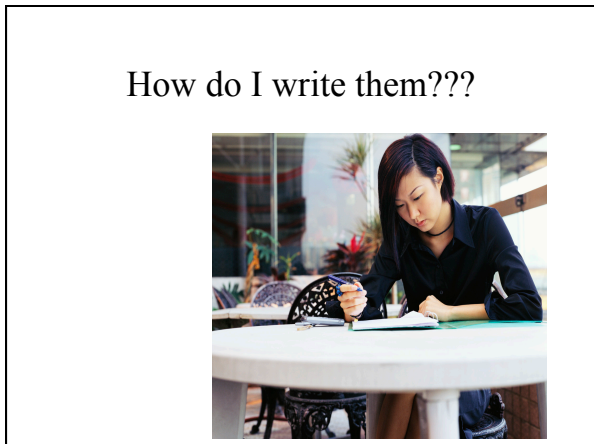
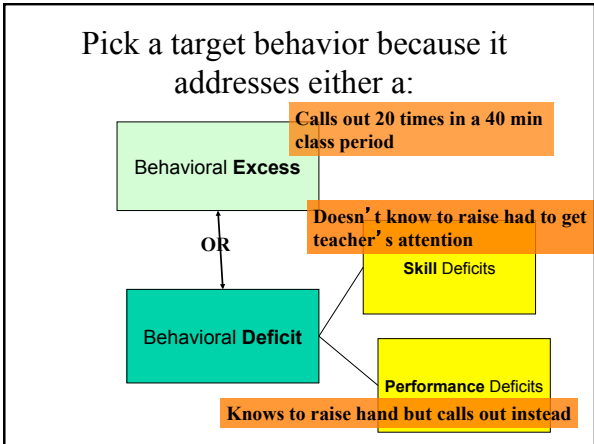
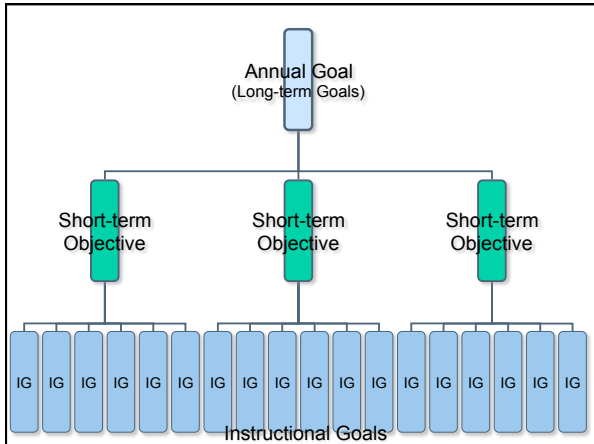
Behavioral Objectives: Why Write Them??

- Behavioral objectives are the precise outcomes desired for an individual
 - i.e., what you want the student to know/be able to do, stated in precise terms so you, the student, and others can evaluate the student's progress
 - In other words, they clarify for students and others what the target of instruction is.
 - Describe a level of performance
 - Serve as a basis for evaluation



IDEA 2004 § 1415 (d),(1),(A),(i),(2)-(3)

- “Individual Educational Program... includes...a statement of measurable annual goal, including academic and functional goals designed to meet the child's needs... in the general educational curriculum; and meet each of the child's other educational needs that result from the child's disability [and] a description of how the...progress... will be measured”



Be sure the behavioral objectives you write specify the:

1. Student
2. Target Behavior
3. Conditions
4. Criterion

Four Components of Behavioral Objectives: **STCC**:

- Student (learner)



Behavioral Objectives should specify STCC:

Specify **T**arget Behavior written in terms that are:

- Observable
- Measurable (can be reliably measured)
- Repeatable



Accurately divides 3-digit numbers by 3-digit numbers

Behavioral Objectives should specify STCC:

Conditions or **C**ontext of the intervention/instruction

- Where, with what, when, or how the response is to occur
- Identify needed age-appropriate materials
- Specify type and amount of assistance

Given 3-digit division problems

Given one verbal prompt,



Behavioral Objectives should specify STCC: :

Specify **C**riterion for Acceptable Performance
With 90% accuracy on 4 of 5 opportunities

- Standard used to determine if the objective has been reached
- An acceptable level of performance that a person is to achieve

When selecting the standard, consider:

- Level needed to move to next skill
- Level needed in everyday settings
- Level needed for enjoyment & maintenance



Hierarchy of Learning (response competence)

Generalization



Maintenance



Fluency



Acquisition

Consider student's level of response competence when selecting the criterion.

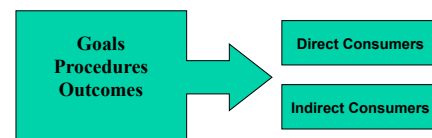
Give your BO the "Stranger Test"

- Can a stranger walk into a room and observe the behavior accurately?
- Does it have a movement cycle?

• Example:

"Tom will reduce his cursing to no more than one occurrence during PE"

Give Your BO the "So-What Test"



• Example

"Lacey will sit upright in her desk with both feet firmly on the ground."

Does meeting this BO result in learning? Or anything that is meaningful??

Give Your BO the “Fair Pair Test”

Inappropriate Behaviors	Appropriate Alternatives
Bill calls out answers	Bill raises his hand
Ann takes objects that do not belong to her	Ann requests permission to borrow items by using the owner’s name, making her request, and saying “please.”
Peter expresses his anger with peers by throwing breakable items	Peter counts to ten, and then asks a peer to discuss a problem
Mary cries each time she is given a teacher directive	Mary asks her teacher for clarification of the instructions.

Give your BO the “Potato Test”

- Do you have to have a pulse to meet this objective?? If that is all it takes, think again!

- Example:
“Jillian will attend music class.”

