

SAMPLE GOALS AND OBJECTIVES FOR LEARNERS WHO ARE BLIND/VISUALLY IMPAIRED

BRaille

The goals and objectives listed on this document are the result of the work of a CDE Work Committee comprised of: Tanni Anthony, Suzan Barlow, Nancy Cozart, Valeria Foreman, Ann Marie Jansen, Shelley Moats, Marci Reid, Sarah Sonnier, Teresa Szymanowski, and Jan Wood.

The listed items are meant to offer guidance to Individual Education Program teams. This is not an exhaustive listing of goals and objectives; rather it includes suggested content and a format for meaningful IEP goals and objectives. Content in objectives may not reflect the exact grade level when a certain braille skill or piece of braille equipment may be taught. Wherever possible, the goals and objectives were tied to Colorado Department of Education (CDE) content standards and access skills. Goals specific to braille instruction should be under the jurisdiction of a teacher certified in the area of visual impairment.

Preschool

Standard 1: The student will read and understand a variety of material.

Goal: The student will develop braille reading skills as supported by the following objectives:

Objective:

1. The student will demonstrate efficient pre-braille reading readiness skills by _____ (insert one from choices below).
 - a. positioning fingers and hands correctly for tracking.
 - b. tracking tactile symbols with two hands from left to right
 - c. tracking along Braille symbols from left to right.
 - d. finding Braille symbols that are the same/different on a line.
 - b. using both hands to find consecutive lines
 - c. determining format
 - d. turning pages in book
 - e. using pictures (tactile) to predict text in braille

Baseline: insert individual student level on this skill

Criteria: refer to criteria format sheet

Kindergarten – 4th Grade

Standard 1: The student will read and understand a variety of material.

Goal: The student will develop braille reading skills as supported by the following objectives:

Objective:

1. The student will recognize, and understand the use of _____ (insert from choices below).
 - a. the alphabet
 - b. punctuation
 - c. composition signs
 - d. single letter whole word contractions
 - e. lower cell whole word signs
 - f. whole and part word one-cell contractions
 - g. part word contractions
 - h. initial letter contractions
 - i. short form words
 - j. Dolch words or equivalent
 - k. literary numbers and number sign

Baseline: Example: Student can recognize 10 of the 26 letters of the alphabet in Braille. Insert individual student level on this skill.

Criteria: refer to criteria format sheet

Grades 5 - 8

Standard 1: The student will read and understand a variety of material.

Goal: The student will develop braille reading skills as supported by the following objectives:

Objectives:

1. The student will increase braille reading speed, fluency, and competency.
2. Student will efficiently utilize reference sections of his/her textbooks and additional classroom resources upon teacher request by _____ (insert from the following choices below)
 - a. accessing table of contents
 - b. accessing chapter headings

- c. scanning text for headings
- d. accessing italicized and special formats
- e. accessing the index
- f. accessing the glossary
- g. accessing appendices
- h. accessing additional material (transcriber notes page, special symbols)

Baseline: insert individual student level on these skills

Criteria: refer to criteria format sheet for the above two objectives.

Grades 9 - 12

Standard 1: The student will read and understand a variety of material.

Goal: The student will develop braille reading skills as supported by the following objectives:

Objective:

1. Demonstrate competency in Braille reading skills to independently access curricular materials.

Baseline: insert individual student level on this skill

Criteria: refer to criteria format sheet

Transition Age

Standard 1: The student will read and understand a variety of material.

Goal: The student will develop braille reading skills as supported by the following objectives:

Objective:

1. Demonstrate understanding of a variety of written materials pertaining to post-high school outcomes, such as college materials, job descriptions, military opportunities, community access signs, other

Baseline: insert individual student level on this skill

Criteria: refer to criteria format sheet

Preschool

Standard 2: The student will write and speak for a variety of purposes

Goal: The student will develop Braille writing skills.

Objective:

1. The student will demonstrate efficient pre-braille writing skills by _____ (insert from choices below)
 - a. becoming familiar with the parts of the Braille writer
 - b. building hand and finger strength
 - c. scribbling with brailewriter
 - d. demonstrating correct hand positioning with the Braille writer
 - e. demonstrating correct body posture while using the Braille writer
 - f. exploring letter formation with the use of the Braille writer
 - g. producing same/different Braille symbols with the Braille writer
 - h. demonstrating beginning Braille alphabet writing skills
 - i. writing his or her first/last name using the Braille writer
 - j. writing his or her first/last name using a pencil

Baseline: insert individual student level on this skill

Criteria: refer to criteria format sheet

Kindergarten – 4th Grade

Standard 2: The student will write and speak for a variety of purposes.

Goal: The student will develop Braille writing skills.

Objectives:

1. The student will improve beginning braille writing skills by _____ (insert from choices below)
 - a. inserting and removing Braille paper from the Braille writer.
 - b. Moving margin stops to account for various paper sizes.
 - c. Moving page margin stops to set up columns.
 - b. forming upper/lower case letters of the alphabet using the braille writer.
 - c. forming numbers 1 through 100 while using the braille writer.
 - d. demonstrating proficiency in writing first and last name.
 - e. demonstrating proficiency in writing _____ sight words in uncontracted/contracted braille.

- f. demonstrating basic writing format including composition signs and punctuation based on classroom curriculum.
 - g. recognizing braille writing mistakes
 - h. depressing with braille eraser incorrect dots of embossed braille
 - i. using the appropriate keys/fingers to write the alphabet, numbers, and punctuation using the braille writer.
 - j. Backspacing/positioning embossing head over the erased character, form new character and relocate original position
 - k. Writing grade-level readable documents using braille/word processing.
2. The student will continue to develop uncontracted/contracted braille writing skills by brailleing _____ (insert from choices below)
- a. punctuation
 - b. composition signs
 - c. single letter whole word contractions
 - d. lower cell whole word signs
 - e. whole and part word one-cell contractions
 - f. part word contractions
 - g. initial letter contractions
 - h. short form words
 - i. Dolch words or equivalent

Baseline: insert individual student level on these skills

Criteria: refer to criteria format sheet on the above two objectives

Grades 5- 8

Standard 2: The student will write and speak for a variety of purposes.

Goal: The student will develop Braille writing skills.

Objective:

- 1. Student will demonstrate proficient Braille writing skills by completing a rough and final draft of a classroom writing assignment by _____(insert from choices below)
 - a. editing
 - b. spelling
 - c. demonstrating proper use of contractions
 - d. demonstrating proper braille format
 - e. drafting
 - f. proof-reading
 - g. demonstrated appropriate sentence structure
 - h. planning writing

Baseline: insert individual student level on this skill

Criteria: refer to criteria format sheet

Transition

Standard 1: The student will read and understand a variety of material

Objective:

1. The student will demonstrate accurate completion of a variety of written materials pertaining to post-high school outcomes, such as college materials, job descriptions, military opportunities, community access signs, etc.

Baseline: insert individual student level on this skill

Criteria: refer to criteria format sheet

Criteria Formats

Select an appropriate evaluation criteria for each objective listed on the IEP request sheet. Blanks in the criteria formats are to be filled in at the IEP meeting. Criteria formats are listed below.

- A. At least _____ of _____ trials for _____ session(s).
- B. With no more than _____ errors for _____ sessions.
- C. At least _____ of _____ trials across _____ settings.
- D. At least _____ times in a _____ minute session.
- E. At least _____ of _____ minutes
- F. For _____ sessions.
- G. At least _____% accuracy.
- H. In _____ age-appropriate settings.
- I. At least _____% accuracy.
- J. At least _____% of the time.
- K. With _____% consistency
- L. For _____ weeks
- M. As measured by: