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## Revised IEP/IFSP Goals and Objectives Rating Instrument (R-GORI)

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### FUNCTIONALITY

- 1. Will the skill increase the child's ability to interact with people and objects within the daily environment?**
  - Does the child need to demonstrate the skill in all/most situations?
  - Does the child need the skill for interacting with others?
  - Is the skill crucial (increases independence) for participation in most daily routines (e.g., playing, dressing, eating, participating in family activities such as shopping, eating at restaurants, participating in classroom activities such as snack, centers, circle time), OR is it a necessary or precursor component of a skill that is crucial?
- 2. Will the skill have to be performed by someone else if the child cannot do it?**
  - Is the skill crucial for the completion of most daily routines?
  - Is the skill considered a precursor, building block, or necessary element to the acquisition of another skill?

### GENERALITY

- 3. Does the skill represent a general concept or class of responses?**
  - Does the goal represent a generic process?
  - Does the goal represent a group of related behaviors?
  - Is the objective a precursor or building block to the goal (i.e., a milestone)
  - Is the objective a component or aspect of the goal?
- 4. Can the skill be generalized across a variety of settings, materials, and/or people?**
  - Can the child use the skill across settings, materials, and/or people?
  - Can everyday items be used by the child when performing/demonstrating the skill?

### INSTRUCTIONAL CONTEXT

- 5. Can the skill be taught in a way that reflects the manner in which the skill will be used in daily environments?**
  - Can others provide opportunities or teach the skill in common, everyday situations?
- 6. Can the skill be elicited easily by the teacher/parent/therapist/caregiver within classroom/home activities?**
  - Is the goal/objective written in clear, jargon free language that can be elicited by any member of the team?
  - Is the skill written in a way that is not confusing, too clinical, or requires specific knowledge that is not readily available to all team members?

### MEASURABILITY

- 7. Can the skill be seen and/or heard?**
  - Can multiple people agree that the same skill has occurred?
  - Is a specific definition of the skill provided – is it operationally defined?
- 8. Can the skill be directly counted or measured?**
  - Is the dimension of the skill provided (e.g., frequency, duration, latency, endurance, intensity, accuracy)?
  - Is the length of time the skill is to be consistently performed indicated (e.g., for 5 days, two weeks)?
- 9. Does the skill contain performance criteria?**
  - Are the conditions or circumstances under which the skill is to be performed/demonstrated provided (e.g., when given, during, at)?
  - Is the level of performance stated (e.g., with assistance, independently) or implied in the target behavior (e.g. copies, initiates)?

Adapted from Notari-Syverson, A. R., & Shuster, S. L. (1995). Putting real life skills into IEP/IFSPs for infants and young children. *Teaching Exceptional Children*, 27(2), 29-32.

**Early Childhood Outcome and IEP Review Summary Form**

Child's Name \_\_\_\_\_ IEP Review Date \_\_\_\_\_

Outcome 1: To what extent does the child show age appropriate functioning , across a variety of settings and situations, in the area of social interaction?		
	<i>Strengths</i>	<i>Areas for growth</i>
<b>Involves:</b> <ul style="list-style-type: none"> <li>• Relating with adults</li> <li>• Relating with other children</li> <li>• For older children, following rules related to groups or interacting with others</li> </ul> <b>Includes areas like:</b> <ul style="list-style-type: none"> <li>• Attachment/separation/autonomy</li> <li>• Expressing emotions and feelings</li> <li>• Learning rules and expectations</li> <li>• Social interactions and play</li> </ul>		
Outcome 2: To what extent does the child show age appropriate functioning , across a variety of settings and situations, related to the acquisition and use of knowledge and skills?		
	<i>Strengths</i>	<i>Areas for growth</i>
<b>Involves:</b> <ul style="list-style-type: none"> <li>• Thinking</li> <li>• Reasoning</li> <li>• Remembering</li> <li>• Problem solving</li> <li>• Using symbols and language</li> <li>• Understanding physical and social worlds</li> </ul> <b>Includes:</b> <ul style="list-style-type: none"> <li>• Early concepts – symbols, pictures, numbers, classification, spatial relationships</li> <li>• Imitation</li> <li>• Object permanence</li> <li>• Expressive language and communication</li> <li>• Early literacy</li> </ul>		
Outcome 3: To what extent does the child take action to meet his/her own needs as appropriate to his/her age across a variety of settings and situations?		
	<i>Strengths</i>	<i>Areas for growth</i>
<b>Involves:</b> <ul style="list-style-type: none"> <li>• Taking care of basic needs</li> <li>• Getting from place to place</li> <li>• Using tools (e.g. fork, toothbrush, crayon)</li> <li>• In older children, contributing to their own health and safety</li> </ul> <b>Includes:</b> <ul style="list-style-type: none"> <li>• Integrating motor skills to complete tasks</li> <li>• Self-help skills (e.g. dressing, feeding, grooming, toileting, household responsibility)</li> <li>• Acting on the world to get what one wants</li> </ul>		

Adapted from Nylander, D. (2010). *Nylander Annual Report ECO Worksheet*. Paper presented at the 2010 OSPE Leadership Mega Conference. Retrieved from [http://leadershipmega-conf-reg.tadnet.org/uploads/file\\_assets/attachments/228/original\\_Nylander\\_Annual\\_Report\\_w-ECO\\_worksheet.pdf?128016000](http://leadershipmega-conf-reg.tadnet.org/uploads/file_assets/attachments/228/original_Nylander_Annual_Report_w-ECO_worksheet.pdf?128016000)