

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

TECHNOLOGY

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, 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 technology-related goals and objectives. Wherever possible, the goals and objectives were tied to CDE content standards and access skills. Goals and objectives specific to the education of a learner with visual impairment should be created with the guidance of a teacher certified in the area of visual impairment.

Kindergarten – 12th Grade

CDE Technology Access Skill Essential Learning #9

Goal 1: The student will develop adaptive technology skills.

Objectives:

1. The student will demonstrate proficiency in the use of a (select from the choices below):
 - a. software magnification program
 - b. cursor magnification program
 - c. screen reading program
 - d. braille note taker
2. The student will independently activate the disability options/high contrast feature on a portable computer.
3. The student will demonstrate efficient keyboarding skills.
4. The student will demonstrate efficient hunt and peck technique with the use of keyboard that has high-contrast labels.
5. The students will identify and access specific icons on the desktop.
6. The student will recognize and access all the letters on the keyboard.
7. The student will access a screen reading program to complete classroom activities.

8. The student will be able to _____ (select from the choices below) while using a word processing program.
 - a. create a document
 - b. save a document
 - c. edit a document
 - d. spellcheck a document
 - e. print a document
9. The student will complete ___ lessons in the _____ keyboarding program.
10. The student will be able to search for and gather information on a topic while using the internet.
11. The student will scan a document, translate it to Braille, and print it in Braille.
12. The student will scan a document, change the font (style and enlarge) and print out the document.
13. While using the computer, the student will produce a list of agencies, organizations, and other resources in primary literacy mode (large print or Braille).
14. The student will use her monocular in order to access materials that are presented on the board and/or overhead projector.
15. The student will use a Closed Circuit Television (CCTV) to access materials with small print.
16. The student will use a magnifier in order to access brief pieces of materials.
17. The student will demonstrate proficiency in the use of a recorder in order to efficiently record notes in class.
18. The student will develop efficient scanning skills using a four track tape player.
19. The student will be able to find a specific page on a taped textbook.
20. The student will demonstrate the ability to use “keyboard shortcut” commands.
21. The student will demonstrate appropriate care and use of his laptop computer.
22. The student will use a software program to balance a checkbook and write checks.
23. The student will complete a written assignment while using a laptop computer.
24. The student will use a talking calculator to check mathematical computations.
25. The student will select and use appropriate technology for the situation and/or assignment.
26. The student will seek appropriate resources in order to receive support for computer problem solving techniques.

Baseline: Insert individual student level on this skill.

Criteria: Refer to Criteria Format Sheet.

*Note to the variability of technology skills within grade levels, all objectives have been grouped under K-12 grades.

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: