



The Center for Literacy and Disability Studies

Department of Allied Health Sciences, University of North Carolina at Chapel Hill

Campus Box 7335, Chapel Hill, NC 27599-7335

(919) 966-8566 tel (919) 843-3250 fax

Under Contract With the State Department of Public Instruction, Division of Exceptional Children

Sample Writing Goals

(From Erickson & Hanser, updated 2009)

Given daily opportunities to write about self-selected, personally meaningful topics using the appropriate assistive technologies, student will choose a topic from his home/school log, photo journal, or other source, with <insert level of support>, 4 out of 5 days.

Given daily opportunities to write about self-selected, personally meaningful topics using the appropriate assistive technologies, the student will demonstrate increased complexity in writing as indicated by changes in letter combinations and spaces, 2 out of 5 days.

Given daily opportunities to write about self-selected, personally meaningful topics using the appropriate assistive technologies, the student will demonstrate increased complexity in writing as indicated by X or more word-like groupings, 2 out of 5 days.

During writing with the full alphabet, student will activate a single message device programmed with “that’s it,” with <insert level of support>, X or more times, on 3 out of 5 days.

During writing with the full alphabet, student will independently activate two single message devices with “that’s it,” and “not that one,” with <insert level of support>, on X or more times, on 3 out of 5 days.

Given daily opportunities to write about self-selected, personally meaningful topics, the student will demonstrate increased engagement with the Braille as demonstrated by participating with hand under hand facilitator support for 50% of the letter entries <insert level of support>, 2 out of 5 days.

Given daily opportunities to write about self-selected, personally meaningful topics, the student will demonstrate increased engagement with the visual print as demonstrated by visual attention to 50% of the letter entries with <insert level of support>, 2 out of 5 days.

Given daily opportunities to write about self-selected, personally meaningful topics, the student will visually attend to print four times, with each gaze for at least 5 seconds with <insert level of support>, on 2 out of 5 days.



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Signing In:

For students who aren't attending to print and are random:

Given daily opportunities to sign in, after the student's writing attempt, the student will visually attend to the teacher model, for at least 3-5 seconds with <insert level of support>, on 2 out of 5 days.

For students who aren't attending to print and are random:

Given daily opportunities to sign in, before the teacher model is provided, the student will visually attend to letter choices four times, with each gaze for at least 3-5 seconds with <insert level of support>, on 2 out of 5 days.

For students who are not as random and have some sense of what to do, but don't know enough about letters in their name:

Given daily opportunities to sign in, before the teacher model is provided, the student will independently write/select one letter from his/her name on 2 out of 5 days.

Given daily opportunities to write about self-selected, personally meaningful topics using the appropriate assistive technologies, the student will independently use both core vocabulary (word banks) and letter-by-letter spelling to generate text, 2 out of 5 days.