Professional Goals Assignment- Part Two

Weight: 10% of final grade

Part Two – Worth 32 Marks

Reflection

Follow-up on the four goals that you wrote at the beginning of your placement. Describe how the goal has been met, or if it was not met, how you are going to achieve this in the future.

Complete this for **EACH** of the four goals.

For one employability goal AND one behavioural goal, you must include a graph of your performance over the duration of your placement. Your graph should include all of the components of an ABA graph (title, labelled x and y axis, black and white, phase lines, phases labeled, no horizontal/vertical lines etc)

Then, write 2 additional goals that you would like to achieve for your second field placement. Write one goal for essential employability skills and one goal for behavioural skills. Complete a statement for each goal on how you will measure both goals. Each goal should include a statement explaining why it is a meaningful goal for your own professional development.

Essential Employability Skills are common workplace skills (i.e., communication, timeliness, dealing with conflict, etc.) that are transferable across fields and professions.

Behavioural skills are skills that are specific to our field and specifically ABA (i.e., reinforcement, error correction, etc.).

Goals should be written in the format of a behavioural objective, and must incorporate the **four components** of a behavioural objective. Goals must include precise language that specifically identifies the behaviours being targeted during field placement.

1. Person: The goal can be written in either first or third person
2. Target behaviour: The target behaviour should be written in terms that are observable, measurable and repeatable, using precise language
3. Conditions/Context: The goal must include information about where, with what, when and/or how the target behaviour will occur
4. Criteria for acceptable performance: The goal must include a standard and/or an acceptable level of performance that will be used to determine if the goal has been reached

*For **EACH** goal, describe precisely how you will measure and graph the goal.*

Please create these in collaboration with your on-site supervisor to solicit feedback for areas of growth. Hand this in to your seminar faculty by the due date.

Professional Goals- Part 2 Marking Rubric

	Limited 1	Developing 2	Proficient 3	Exemplary 4
Reflection Employability Goals	Limited reflection on employability goals created at the beginning of placement. Reflection infrequently includes whether initial goals were met and if not, a plan to achieve these goals on placement 2	Adequate reflection on employability goals created at the beginning of placement. Reflection somewhat includes whether initial goals were met and if not, a plan to achieve these goals on placement 2	Excellent reflection on employability goals created at the beginning of placement. Reflection includes whether initial goals were met and if not, a plan to achieve these goals on placement 2	Outstanding reflection on employability goals created at the beginning of placement. Reflection includes whether initial goals were met and if not, an innovative plan to achieve these goals on placement 2 is presented.
Graph Employability Goal	Graph is not computer generated Graph contains very few of the essential components of an ABA graph	Graph is computer generated Graph contains some of the essential components of an ABA graph	Graph is computer generated Graph contains many of the essential components of an ABA graph	Graph is computer generated Graph contains all of the essential components of an ABA graph
Reflection Behavioural Goals	Limited reflection on behavioural goals created at the beginning of placement. Reflection infrequently includes whether initial goals were met and if not, a plan to achieve these goals on placement 2	Adequate reflection on behavioural goals created at the beginning of placement. Reflection somewhat includes whether initial goals were met and if not, a plan to achieve these goals on placement 2	Excellent reflection on behavioural goals created at the beginning of placement. Reflection includes whether initial goals were met and if not, a plan to achieve these goals on placement 2	Outstanding reflection on behavioural goals created at the beginning of placement. Reflection includes whether initial goals were met and if not, an innovative plan to achieve these goals on placement 2 is presented.

Graph Behavioural Goal	Graph is not computer generated Graph contains very few of the essential components of an ABA graph	Graph is computer generated Graph contains some of the essential components of an ABA graph	Graph is computer generated Graph contains many of the essential components of an ABA graph	Graph is computer generated Graph contains all of the essential components of an ABA graph
Content Future Goals	Limited reflection on personal areas for development of common workplace skills and within the field of ABA Only one goal submitted Weak justification for the inclusion of the goal	Adequate reflection on personal areas for development of common workplace skills and within the field of Applied Behaviour Analysis. Two goals submitted Adequate justification provided for only one of the two goals	Thoughtful reflection on personal areas for development of common workplace skills and within the field of Applied Behaviour Analysis. Two goals submitted Excellent justification provided for the inclusion of both goals	Exceptionally thoughtful reflection on personal areas for development of common workplace skills and within the field of Applied Behaviour Analysis. Two goals submitted Outstanding justification provided for the inclusion of both goals
Behavioural Objective Future Goals	Goals include 1 of the 4 components of a behavioural objective	Goals include 2 of the 4 components of a behavioural objective	Goals include 3 of the 4 components of a behavioural objective	Goals include all four components of a behavioural objective
Measurement Future Goals	Inadequate discussion of how student will measure goal.	Method of measurement selected not a good match for the goal.	Method of measurement selected matches the goal.	Outstanding discussion of how student will measure goal achievement.

Style	Overall ideas expressed in a simplistic way with written communication permitting a basic understanding of a few articulated concepts.	Overall ideas expressed in a satisfactory way with written communication permitting a somewhat accurate understanding of many articulated concepts.	Overall ideas expressed clearly with skilled written communication permitting a fairly clear understanding of most articulated concepts	Overall ideas expressed clearly with exemplary written communication permitting a clear understanding of all articulated concepts.
	Limited flow, organization, punctuation, grammar, and spelling with more than 5 errors per page	Adequate flow, organization, punctuation, grammar, and spelling with 3-5 errors on most pages.	Excellent flow, organization, punctuation, grammar, and spelling with no more than 2 errors.	Outstanding flow, organization, punctuation, grammar, and spelling with no evident errors.