

Goal Attainment Scaling Checklist

	Date				
Did the early intervention professional					
1. Use a list of functional goals derived from a routines-based assessment such as the Routines-Based Interview?					
2. Use child-level goals specifying the routines in which the child would participate by having the skill (i.e., generalization criterion, if > 1 routine)?					
3. Use goals with an acquisition criterion (e.g., frequency, distance, volume, duration)?					
4. Use goals with a maintenance criterion (e.g., "in 1 day for 5 consecutive days")?					
5. Put the criteria in the 0 space on the Goal Attainment Scale?					
6. Put the current or baseline criteria in the -2 space?					
7. Put an intermediate step between baseline and target in the -1 space?					
8. Put an increase in at least one criterion, reflecting better than targeted performance, in the +1 space?					
9. Put an even greater increase in at least one criterion in the +2 space?					
10. Every time a goal was discussed with a caregiver, ascertain from that caregiver the child's current performance on the goal?					
11. Document on the GAS the estimated score, from -2 to +2, reflecting the caregiver's report?					
12. If criterion for the goal (i.e., score of 0) was reached, discuss with the family whether to continue with goal as written, to stop working on the goal, or to continue with the goal but with different criteria?					
13. If the family chose to continue with the goal but with different criteria, follow Steps 2-9 to create a new GAS for the goal?					

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