



The Use of Goal Attainment Scaling to Measure the Impact of Advocacy and Policy Change Efforts



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pepnet 2

- pepnet 2 (pn2) – Postsecondary Education Programs Network
- Federally funded Technical Assistance and Dissemination (TA&D) Center
- **Vision:** A post-secondary environment that enables all individuals, regardless of their communication modes, to achieve their education, employment and life goals

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- **Mission:** To increase the educational, career and lifetime choices available to individuals who are deaf or hard of hearing (D/HH)
- National Summit on Transition for D/HH Individuals

Evaluation Challenge

- Given that each individual state is developing an individualized plan to implement a new transition policy, how do we as the evaluators efficiently measure pn2's impact on implementing policy change?

What is Goal Attainment Scaling?

- Goal Attainment Scaling (GAS):
 - Technique to quantify the achievement (or lack of achievement) of goals set by an intervention or program
 - Allows for the standardization of individual goals

Brief History of GAS

- Developed by Kiresuk and Sherman (1968) to evaluate comprehensive community mental health programs
- Used to evaluate:
 - Effectiveness of individual interventions
 - Physical/occupational therapy and rehabilitation settings, Individuals with learning disabilities, cognitive disabilities, autism
 - Effectiveness of program interventions
 - Early childhood intervention projects, special education programs

GAS, cont'd

- Methodology includes:
 - Establish a desired goal
 - Choose an objective outcome measure
 - Specify levels of the probable outcome

GAS, cont'd

- Scale has 5 points, ranges from -2 to +2

	Behavior/Performance Rating
+2	Much more than expected
+1	Somewhat more than expected
0	No change or expected outcome
-1	Somewhat less than expected
-2	Much less than expected

GAS Example

- Summer camp – Hygiene policy

	Boy 1- Behavior/Performance Rating
+2	Brushes teeth 3x a day
+1	Brushes teeth 2x a day
0	Brushes teeth 1x day (baseline/no change)
-1	Brushes teeth every other day
-2	Brushes teeth

GAS Example

	Boy 2- Behavior/Performance Rating
+2	Takes a shower twice a day
+1	Takes a shower once a day
0	Takes a shower every other day (baseline/no change)
-1	Takes a shower twice a week
-2	Takes a shower once a week

GAS cont'd

- Collecting GAS data
 - Self-reported
 - Outside observer
 - Single measure, multiple measures
- Analyzing GAS data
 - Descriptive
 - Weight for importance and/or difficulty of the goal

Adapting GAS

- States become the individual/unit of analysis
- As a team, with pn2 assistance:
 - determine goal,
 - describe desired outcome,
 - construct the scale

State Example

Deaf and Hard of Hearing children in 6th, 7th and 8th grade will increase their knowledge and skills to have a better understanding of transition skills needed as a result of the guide being explained to them as part of the IEP in 6th, 7th and 8th grade.

+2	76 - 100% of students demonstrate increased knowledge of transition options, services, and supports
+1	60 - 75% of students demonstrate increased knowledge of transition options, services, and supports
0	50 - 59% of students demonstrate increased knowledge of transition options, services, and supports
-1	35 - 49% of students demonstrate increased knowledge of transition options, services, and supports
-2	0 - 34% of students demonstrate increased knowledge of transition options, services, and supports

State Example

Parents of D/HH children in 6th, 7th and 8th grade will have access to and know how to use the transition guide.

+2	90 - 100% of parent/families indicate on a survey that they have a better understanding of their child's transitional needs and how to find resources to help their child
+1	80 - 89% of parent/families indicate on a survey that they have a better understanding of their child's transitional needs and how to find resources to help their child
0	70 - 79% of parent/families indicate on a survey that they have a better understanding of their child's transitional needs and how to find resources to help their child
-1	50 - 69% of parent/families indicate on a survey that they have a better understanding of their child's transitional needs and how to find resources to help their child
-2	0 - 49% of parent/families indicate on a survey that they have a better understanding of their child's transitional needs and how to find resources to help their child

Lessons Learned

- Benefits
 - Individualized, yet provides common scale to talk about larger change
 - Data interpretation not difficult

Lessons Learned

- Challenges:
 - Difficult to develop good goals
 - Difficult to define 0
 - Time-consuming to set up
 - State teams need to be ready to be evaluated
 - Might not have the capacity to measure outcome

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