Session 20

goals, objectives and the future – Identifying goals in your plan

WHOSE FUTURE GOAL 15: You will identify goals for vocational and employment outcomes.

Here I am again. Kind of like the Energizer Bunny ©...I just keep coming back and coming back and coming back and coming back.

We were looking at goals, remember? Sure you do. A goal is something that you aim for or something that you set out to do. It is something you work at to make happen. Like staying awake in class.

One really important thing about goals is that they are what school districts use to make sure that you get the educational program you need to succeed as an adult. You probably remember that one of the reasons to have IEP meetings is to write goals and objectives to help you reach outcomes the team identifies.

Last Session you checked your IEP form from last year to make sure that there were some real live goals written on them. For the next few sessions you are going to look at these goals and identify other goals that you might want to include in future plans.

We are going to start with vocational and employment outcomes.

Get out that IEP form and pick out the goals that are related to this outcome.

Your coach can assist you to find out which goals might be vocational and employment goals.

Those goals are probably going to be related to the vocational and employment outcomes that were written on the IEP form.

Remember those?

We looked at them back in Session 5. It would probably be a good idea to look at the School Record Survey Sheet from Session 5. You can use that to remember what outcomes were listed on your IEP.

Once you have found the goals related to vocational and employment outcomes,
use the rules to look at them more closely.

Remember the five rules?

RULE 1:
Goals and objectives for your school program should be written to reach outcomes you have helped decide on and that are based on your unique interests and abilities.

RULE 2:
You have to write goals that you can reach and that you have some control over achieving.

RULE 3:
Goals and objectives have to be measurable. That means that you have to be able to tell how you are doing on them.

RULE 4:
Goals and objectives should have a time to start and a time to end.

RULE 5:
Goals and objectives should be written in terms of expected outcomes.

When you look at the goals you identified from your IEP that relate to vocational and employment outcomes, use the Checklist at the end of the session to learn more about each goal.

Go ahead, take a look at those goals.

I’ll wait.

Finished?

Good! Now you have a better idea of the goals on your IEP that are related to vocational or employment outcomes. But these are goals that are on this year’s IEP.

We need to look into the future.

To begin to think about some goals that you would like to see included in your educational program for next year. To do this, you need to think back about the types of outcomes you want to achieve.

It’s decision-making time again! Back in Sessions 7 through 12 you learned how to make decisions using the DO IT! process. In fact, you spent some of those sessions learning how to use the DO IT! process to make
decisions about what outcomes you would like to happen about where you live after you graduate.

You have looked at the goals on your IEP from last year that relate to vocational and employment outcomes.

An employment outcome is what you expect to do about work.

You might agree that those are good goals. You might think that those are all the goals you need. Or, you might think that you want some other goals. For the rest of this session you are going to work on writing at least one additional goal related to employment or vocational outcomes. You could write another goal that would help you reach the outcomes already written on your current IEP. Or, you could write a goal that helps you reach a different outcome.

First, you need to decide what outcome you want. That’s where the DO IT! process comes in again.

Remember that DO IT! stands for:
- Define your problem
- Outline your options
- Identify the outcome of each option
- Take action
- ! Get excited

Don’t worry, this doesn’t mean that what you decide now is the only thing you will be able to work toward for the rest of your school career.

Once you have an idea about the outcome you would like to achieve,

write a goal that assists you to reach that outcome. The

WIGOUT! Workup provides some suggestions for writing the goal.

WIGOUT! Workup

1. Outcome identified in the DO IT! process:________________________
   ____________________________
   __________________________________________________________

2. Skills that I need to work on to achieve this outcome ______________
   ____________________________
   ____________________________
   __________________________________________________________

3. Which skill seems most important? ______________
   ____________________________
   ____________________________
   __________________________________________________________

4. What would show I had learned this skill? ______________________
   ____________________________
   ____________________________
   __________________________________________________________
Session 20 – Identifying goals in your plan

5. **How long would it take me to learn this skill?**

   GOAL - I will ________________________________

   (Write in the skill you will learn as an outcome, like in question 4)

   by ________________________________

   (Write in the date when you will be finished or how long it will take you to learn that skill, as in question 5)

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### Example

1. **Outcome identified in the DO IT! process:** Computer programmer.

2. **Skills that I need to work on to achieve this outcome:** typing, basic and advanced math, business skills, basic electronics.

3. **Which skill seems most important?** typing (at the moment)

4. **What would show I had learned this skill?** I was able to type a letter at 50 words per minute with 3 or fewer mistakes.

5. **How long would it take me to learn this skill?** one semester

   GOAL - I will type a letter at 50 w.p.m. with 3 or fewer mistakes

   (Write in the skill you will learn as an outcome, like in question 4)

   by the end of this semester (semester ends May 16).

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☑ You identified the employment and vocational goals in this year’s IEP.

☑ You used a set of tools to look at them more completely.

☑ You used a data-management process to identify the employment and vocational outcome you might want to work on.

☑ You wrote another employment or vocational goal.

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Before the next session, you should have:

- Finished evaluating your current employment and vocational goals.
- Written another employment and vocational goal.

Okay. So that’s it for now.

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Okay. Let’s look at what you’ve covered this session.

Later.
WHOSE FUTURE GOAL 15: You will identify goals for vocational and employment outcomes.

- You identified the employment and vocational goals in this year’s IEP.
- You used a set of rules to look at them more completely.
- You used a decision-making process to identify the employment and vocational outcome you might want to work on.
- You wrote another employment or vocational goal.
WIGOUT! Checklist

Vocational and Employment Outcomes

Goal: _________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

(write the goal in the lines above)

Did you help write this goal? □ Yes □ No

Is this goal based on your unique interests and abilities? □ Yes □ No

If so, what interest or ability does the goal reflect? _________________________________
_______________________________________________________________________

Is this goal something that can be reached? □ Yes □ No

Is this goal one that you can control reaching? □ Yes □ No

Is this goal measurable? □ Yes □ No

If so, write how it can be measured. ____________________________________________
________________________________________________________________________

Does it have a starting time and an ending time? □ Yes □ No

If so, when does (did) it start? ______________________________________________

When does (did) it end? _____________________________________________________

Is it based on an outcome? □ Yes □ No

If so, what is that outcome? __________________________________________________