WHOSE FUTURE GOAL 17: You will identify goals for residential and living outcomes.

Here we go again! I’m back, you’re back, we’re all back! Back to the future.

We were looking at writing goals for your transition planning meeting. So far you’ve looked at employment and vocational goals and post-secondary education goals.

Today we “move on” to residential and living goals.

Get it? Move on?

Like, when you move into a new place to live? Residential and living goals and moving on?

You’re obviously not amused. What’s the matter, didn’t you get enough sleep last night? Well, don’t be falling asleep during class just to make up for your late night activities!

Anyway...moving on you might say...where were we?

Oh yeah...residential and living outcomes.

A residential or living outcome is where you expect to live. At home, with a roommate, in a house or an apartment.

This should be easy! Why? Well, for one thing you’ve already written goals in the other two outcome areas. The more goals you write, the better you get at it! But, the other reason this should be easier is that you’ve already done all the decision-making work!

Turn back to Session 8. In that session you started working through the DO IT! process to make a decision about where you might like to live when you graduate. You worked on this in Session 9, too. So, all the first part is already done. You should already have an outcome you can write a goal about.
Ah... but we get ahead of ourselves! Just because that work is done doesn’t mean you don’t have anything to do!

Time to look at goals related to the residential and living outcomes that were written on your current IEP. Pull out that old School Record Survey Sheet from Session 5 to see if it gives you any ideas about what residential and living outcomes were selected for you. You could also turn back to Sessions 8 and 9 to see what existing goals you identified then. If you need some assistance remembering what the different options for outcomes mean on your IEP, you can turn to Session 16.

I’ll wait while you do that.

Found ‘em? Good. Now, guess what you should do next?

Right!

Use your rules to look at them more closely. Can't remember those rules? They are in Session 9.

When you look at the goals you identified from your IEP that relate to residential and living outcomes, use the

You have already used the DO IT! process to come up with a residential and living outcome you might like to work toward. Go back to Session 9 and get that outcome, unless you really want to go through the DO IT! process again!

No? I didn’t think so. Then, go ahead and come up with a goal.

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?  

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)

Example
1. Outcome identified in the DO IT! process: Move into an apartment with a roommate.

2. Skills that I need to work on to achieve this outcome: paying bills, vacuuming, cooking, budgeting.

3. Which skill seems most important? Budgeting.

4. What would show I had learned this skill? Keeping a budget of my current expenses for three months.

5. How long would it take me to learn this skill? At least one semester, maybe two.

GOAL - I will keep a budget of my expenses for three months in a row.

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

by the end of the second semester.

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

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

☑ You identified the residential and living goals in this year’s IEP.

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

☑ You used a decision-making process to identify the residential and living outcome you might want to work on.

☑ You wrote another residential and living goal.

Before the next session, you should have:

☑ Finished evaluating your current residential and living goals.
Written another residential and living goal.

Okay. So that’s it for now.

Later.
Session 22 – Identifying goals for living

WHOSE FUTURE GOAL 17: You will identify goals for residential and living outcomes.

☑ You identified the residential and living 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 residential and living outcome you might want to work on.

☑ You wrote another residential and living goal.
Residential and Living 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? _____________________________________________