

Choosing Personal Goals

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ChoiceMaker Curriculum Objectives

Choosing Personal Goals enables students to attain three ChoiceMaker Curriculum objectives:

Objective A3. Express personal interests.

Objective B3. Express personal skills and limits.

Objective C3. Express options and choose personal goals.

Description of Choosing Personal Goals

The *Choosing Personal Goals* lesson activities, which take place in the community and the classroom, are designed to help students reflect on their experiences, draw conclusions about themselves, and learn about community opportunities. Students collect and assimilate this information over time in order to make informed career decisions. In the *Choosing Personal Goals* lessons, students complete the following activities designed to help them develop healthy, happy personal lives:

- Consider how they interact with other people;
- Evaluate the interactions of the groups in which they are involved;
- Identify the activities they do in their free time to further relationships, hobbies, talents, recreation, or health & wellness;
- Decide if there are changes they would like to make in the way they interact with people or in activities they do and identify ways to make those changes;
- Investigate activities, events and services that are available in the community or school that help them make those changes (e.g., classes, clubs, teams, art groups, or activities, sports, counseling, community events);
- Consider their interests, skills, and limits in relation to the opportunities and choose personal goals of activities they want to try;
- Try their chosen activity and evaluate the results.

Choosing general goals lessons. This methodology enables students to quickly determine their goals across transition areas. If they do not know their goals, then the lack of that knowledge converts into a goal. For instance, if a person does not know their postschool employment goal, then the choosing goals process produces a goal for the student to learn their postschool employment interests. A student video, entitled *Choosing Goals to Plan Your Life* (Martin, Huber Marshall, Maxson, & Hallahan, 1997) introduces the choosing goals process by showing actual high school students who have disabilities learning and

using the choosing goals process. This video serves as a model to demonstrate how students use the choosing general goals process. The accompanying lessons incorporate the video into instructional plans.

After watching the video and completing the choosing goals lessons, students complete a choosing general goals worksheet. For instance, if a student wants to work as a plumber but does not know the job requirements, his goal becomes to find out the job requirements to become a plumber. After the student knows how to complete the form, he simply reads each question and writes an answer. If he does not know the answer, then the stem of the question becomes his goal. Once completed, students may use the results for discussions in their transition class, with their parents, and at their IEP meetings.