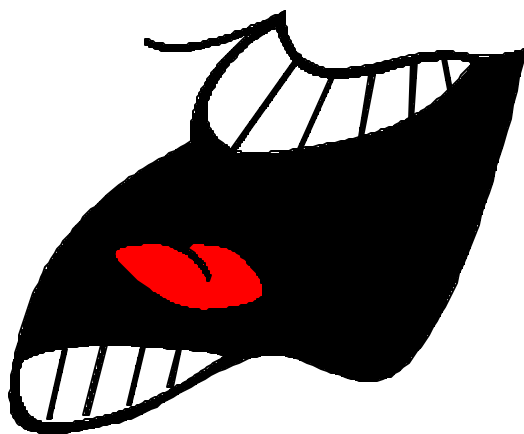


# WHOSE FUTURE IS IT *ANYWAY?*

A STUDENT-DIRECTED TRANSITION PLANNING PROCESS



## SECTION 4

(Sessions 19-24)

**goals, objectives and the future**



## Session 19

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

**WHOSE FUTURE GOAL 14:** You will identify goals and objectives on your IEP.



See if you agree with this sentence:

“Before I **set goals** for transition and my IEP meeting, I should know what goals are.”

Agree? I thought so! The word “goals” keeps coming up all through *Whose Future Is It Anyway?* I mean, you learned way back that **IDEA** says that after you are 16 your IEP goals must be based on your plans for your adult life. You also saw that at IEP meetings people set goals for your school program. Plus, you decided that to be able to set goals, you needed to learn how to make decisions. All this is well and good, but...

#### WHAT’S A GOAL?

I’m glad you asked!

A **goal** is something that you aim for or something that you set out to do.



**Goals** can be long-term or short-term. Long-term means a long way away, so long-term **goals** are **goals** that you will

reach a long time from now. Short-term **goals** are **goals** you want to reach in a shorter time.

I’ll give you an example. Maybe you’ve had a problem staying awake in class lately.



You may have a short-term **goal** to stay awake for the whole class period today. That’s a short-term **goal** because you will know at the end of the class whether you reached that **goal**. Probably as you are startled awake by the



class bell and you lift your head off of the desk where you slobbered all over your notebook.

You may also have a **goal** to finish high






school. That is a longer time off. You won’t know if you have reached that **goal** until after you are supposed to graduate. And if you keep falling asleep like that you might not reach that **goal**!

**Objectives** are the steps you take to reach



your **goal**. So, for example, if your **goal** is to stay awake in

class,  the objectives you set might be to go to bed  on time the night before, drink a soda  before class to get the caffeine and pinch yourself each time you feel your head starts to bob and weave like a prize fighter's.

**Objectives** for reaching the **goal** of graduating from high school might be passing each class you take, studying at least 10 hours per week and staying awake in class.

You probably have set **goals** for yourself. Think back to **Session 3**. You thought about what you wanted to do on June 1 the year you graduate.



Remember? Where you wanted to live, work, go to school or play? What outcomes did you want to reach?

Let's think this through. Since you've been working on *Whose Future Is It Anyway* ? you've learned that you need to get involved in the meeting that plans your school program. Why? Well, one reason is that the meeting is held to:

- see if you can get services that you need to learn better;
- make plans for your adult life;
- talk about how you are doing at school;
- change your class schedule;
- talk about graduation or school changes.

Those are all things you need to be a part of planning, right?

OK. Now, the reason you even bother to have a school program where you have meetings to plan is because...?

No, not because if you don't **they** will come and get you out of bed and drag you to school anyway.

It's because you have things you need to learn to be more independent when you are an adult. Oh yeah! Everyone has to learn these things.

So the purpose of your school program is to get you ready to do better as an adult and be more independent. Don't forget....

school work = more fun things to buy!

&

school work = having more fun!

What? What do you mean you don't believe me? I mean, I proved both of these to you before by using a complicated deductive reasoning process. (Deductive reasoning is what detectives use to solve a crime...you know, like finding out facts and using those facts to come to a solution or answer.)

Anyway, you at least should believe that what is most important to earn more money as an adult is how much education you have. I mean, I didn't use some sneaky way of figuring that out. I just read it and told you about it.

Where were we? Oh yeah... school planning meetings, like IEP meetings, decide your school program. Your school program is what you need to learn to live

more independently as an adult. At your IEP meeting they write **goals** to help you reach the outcomes you (or **Other People**) choose. Outcomes are what you expect to do after you graduate.



After you learned all that, you spent some time learning a good decision-making process.

You used the DO IT! process to learn to make decisions about what adult outcomes you would like to achieve. Like where you want to live, work, go to school or play.

Outcomes are what you expect to happen. Like you expect to live in a one-bedroom



apartment with a roommate



or you expect to work at **Burger Beast** as an assistant manager.

You learned a good way to make decisions about what adult outcomes you would like. The problem is, now you have to do something about it.

I mean, expecting something to happen doesn't make it happen, does it?

Here you did all this work to make a decision about something, like where to live or work. You figured out your problem, used community resources to outline your options, identified the outcomes of each option and then took action and made a decision.

Good job. Now you have this decision you have made. That part is over. Whew! What a lot of work.

Now what? That decision just sits there if you don't do something with it. So you decided to live in that apartment or get that job. These are the outcomes you want...what you expect to happen. How are you going to make them happen? Somebody somewhere once said that success doesn't come to those who wait, and it doesn't wait for anyone to come to it.

So, what are you going to do? Go ahead, make a guess! What's next?

**HELPFUL HINT:** Look in the box at the beginning of this session that lists the **WHOSE FUTURE GOAL** for Session 19.

Right! Nothing is ever simple. There is more work. You have to set some **goals** to reach those outcomes. Outcomes are what you expect to happen. **Goals** are what you aim to do to make those

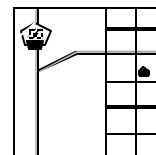


outcomes a reality.


Think of it this way.




Go find a map or atlas.





Any map, it doesn't matter. I'll wait.


Now, put your finger on where you are right now.  That's OK, you can get some assistance if you need.

Got it? Good. Now, take your other hand and point to another place on the map.  It doesn't matter where, but point to a place you would like to go.

Got it? All right. Now, that finger that's pointing to where you are right now? It's just that....where you are now, at this minute. The finger that's pointing at the other place? That's where you've decided you want to be. That's like an outcome. On one hand (or finger) is where you are now, on the other hand (or finger) is where you expect to be later.

How do you get from one finger  to the other  ?



Right...the roads.  You could use one finger to trace roads that lead you from where you are to where you want to be, right?

**Goals** are like the roads. They are how you get from now to the **future**!

You are going to learn how to set **goals** to reach the outcomes you have identified.

But first...wait a minute. Don't lift your fingers from those spots on the map. Still there? Good.

Now, you've got one finger on where you are now and one on where you want to be later. Without lifting either finger, trace the road that could lead you between the two.

Go ahead, give it a try. I'll wait.

Having problems? Can't do it? Of course not. Unless you used your nose



or your feet . You need some support, some help to trace that route. Guess what, everyone needs some help to reach their goals. That is what school is about!

School programs use **goals** to get to the outcomes students (or *Other People*) choose. You are going to learn to think about **goals** and **objectives**, how to write them and how to keep up with them.

But **goals** are important for more than just school. You can use **goals** all through your life to help you be more independent.

**Goals** give you something to work on, something to do to get what you want.

Here is one example of **goals** being important in all parts of our lives:

Dan Winchester has a Ph.D. in psychology. He is a psychologist and is known as "Doctor Dan". But, Dan Winchester is also



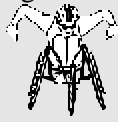
a runner. He runs a lot. He got to where he wanted to run a marathon. So, he signed up for the New York marathon. Dan set two **goals**. One was to finish.



The other was to run the marathon in less than ten hours. A marathon is a 26 mile race. Now if you know anything about marathon races you will know that most


people set **goals** to finish in a lot less time than ten hours.

Dan set his **goals** at ten hours because he had a good understanding of his abilities. Dan has cerebral palsy. He uses many types of supports to do all the things he does.



He uses a wheelchair to race, a computer and mouth stick to write and many friends to assist him with activities like changing his clothes.

Dan enjoyed the help and encouragement from his friends as he raced in the New York marathon. He got frustrated when he realized he would not finish in ten hours like he wanted. But, he didn't give up and quit. It took him eleven hours and twenty minutes to finish. He did accomplish his **goals** of

finishing the marathon.  He wouldn't have gotten that far without a **goal**!

His **goal** for the next marathon is to break the 10 hour mark.

I think he will probably do it.

In IEP meetings, the **goals** are written down. Then someone writes **objectives** to reach these **goals**.

Remember, **objectives** are the steps you



use to reach the **goal**. It's probably a good idea to take a look at some **goals**, then you can learn more about how to write **goals**.



Get the copy of your transition plan or IEP or whatever has the latest **goals** you are working on in your school program. Take a few minutes to find the **goals** and **objectives** written for you to work on. If you need some



assistance, your coach can lend a hand.

Take a minute to do this. I'll wait.

OK. You've seen some real live, honest to goodness, dyed in the wool **goals** and **objectives**. Yeah, yeah, yeah, I know. You've had more exciting times. I didn't say these things were as exciting as the last day of school. On the other hand, they are important for your **future**.

For the rest of this lesson, you are going to look at some **goals** and also learn how to write them.

In the next few lessons you will look at **goals** in the four adult outcomes you have been working on and will come up with some ideas for your own **goals**. In the last session in this section you will learn how to track **goals** so you can figure out how you are doing.

Ready? Well, ready or not.... here we go! For the next few minutes you are going to

**WIGOUT!**

What's that mean?

Easy. It means:

Writing  
Instructional  
Goals and  
Objectives for  
Use in  
Transition!

Here are the **WIGOUT!** rules.

**WIGOUT!**  
**WIGOUT!**  
**WIGOUT!**  
**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.

This shouldn't come as a surprise. I mean, it's what we've been talking about all along! Before you write any **goals**, you need to think about your interests and abilities. You need to look at your limitations and the supports you could use to learn best. You need to make decisions about the types of outcomes you want as an adult.

Then you're ready to write **goals**.



**WIGOUT!**  
**WIGOUT!**  
**WIGOUT!**  
**RULE 2:** You have to write

**goals** that you can reach and that you have some control over achieving.

This seems silly, but it's important to remember that you need to write **goals** that you can really reach and that you can make happen. Let's look at some examples.

I could write a **goal** to move into a mansion



with six game rooms, 14 bathrooms, an inside bowling alley and a movie theater, just like I saw on Lifestyles of the Ridiculously Rich and Famous. I mean, that's something I want to happen...sure! Who wouldn't?

Then I go out to work at my computer job. I get my first paycheck and my second. Even after my 100th paycheck I'm still living at home.

My **goal** didn't help much. Why? Because I can't reach it. It was too much, too soon. Maybe someday, when I'm Rich and Famous myself, then I can buy that mansion. Until then, maybe I should write a **goal** about something I like that I can reach...like moving into an apartment.




You can also end up writing **goals** that you don't have any control over. Like, if I write a **goal** about my favorite baseball team winning the World Series. I probably won't reach that **goal** because I don't have any control over how well the team plays, even if I go out to cheer for them every day.



**WIGOUT!**

**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.

**Goals and objectives** are measurable. Does that mean you take out a ruler  and see how long they are? Of course not. It means that you have to figure out some way to tell when you reach your **goal**. Otherwise, you might just keep working on it and working on it. Like the Energizer Bunny® ...your **goals** just keep going and going and going and going.

In the last lesson in this session, you will look at some ways that you can measure your progress on **goals**. But for now, let's look at two **goals** and you tell me which one is measurable. Check ✓ the one that is measurable:

- ☐ Fake **Goal A**: Bryan Adams will do really, really good in math.
- ☐ Fake **Goal B**: Bryan Adams will get at least a “B” on all his math papers.

Right!

- ☒ Fake **Goal B**: Bryan Adams will get at least a “B” on all his math papers.

I mean, what in the world is “really, really good”? Usually, a written **goal** tells how to measure it. In this example, if Bryan gets a “B” on all his math papers, he will have reached his **goal**.


OK. Try another one. Check ✓ the one that is measurable:

- ☐ Fake **Goal A**: Amanda will swim three laps of the pool without drowning.
- ☐ Fake **Goal B**: Amanda will learn to swim better.

Right!

- ☒ Fake **Goal A**: Amanda will swim three laps of the pool without drowning.

See? This stuff is a breeze. Be careful though. Sometimes you can end up writing silly **goals** to try to be measurable. Look at this and tell me why you think this is not a good way to write a **goal**.

Amanda will swim three of four laps of the  pool without drowning.

OK. Well. It's reachable....three laps isn't that bad. And it's measurable, she just has to swim three of every four laps without drowning.

What's the problem?

Well, if she swims four laps and doesn't drown on three of them, what in the world did she do on the other one? Drowned, probably! That's not what was meant, of course, but it makes the goal look silly!

**WIGOUT!**

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

Usually when you set a **goal**, you also set a



time that you will reach that **goal**. This is to help you keep track of how you are doing on the **goal**.

It's also to get you to work on it instead of always saying that you will get to it tomorrow! You should have a time when you start and a time when you want to finish. The time you start is usually easy.

For example, if you are writing a **goal** for the next school year, you will begin working on it in the first semester of that school year.

The finishing date is the tricky bit. You don't want to set the date so that you can't reach the **goal**, because then you will just have to set a new date. On the other hand, you don't want to set it too far away either.

Let me give you an example, then you can look at some other examples and figure out whether they are too short, too long, or just right.

One **goal** I have is to learn to type on a



computer keyboard so I can get a job as a computer programmer and move out from my parents' house because they are getting **tired** of me and are about to boot me out.

If I decide that I will set that **goal** to be finished in one week, I will probably not reach that **goal**. I can't learn to type in only one week. Even as clever as I am. If I set the **goal** for five years, it will be too

long. In five years I probably won't even remember I set the **goal**!

So, I set the **goal** to learn to type in one semester.

OK. Look at these **goals**. Put an "S" in the box if you think the **goal** is too short. Put an "L" if it is too long. Put an "R" if it seems about right.

- ☐ learn the Cotton-Eyed Joe (a dance) in three years
- ☐ move into a mansion by the age of 22
- ☐ learn to roller-blade in six weeks
- ☐ learn to repair a car in one-month
- ☐ move into an apartment one-year after graduation
- ☐ learn to ride the bus in one year

Well, what do you think? Take a look at what I put and compare your answers. We might have different answers but, depending on the person, each might be right. But, this gives you an idea about what might be too long and too short.

- L learn the Cotton-Eyed Joe (a dance) in three years
- S move into a mansion by the age of 22
- R learn to roller-blade in six weeks
- S learn to repair a car in one-month
- R move into an apartment one-year after graduation
- L learn to ride the bus in one year

OK. If a person is really, really clumsy, it might take them three years to learn the Cotton-Eyed Joe or it might take longer to learn to roller-blade. You don't have to be exactly right on when you reach the **goal**. But the finishing date should be how long

you think it will really take to reach the **goal.**

**WIGOUT!**

**WIGOUT!**

**WIGOUT!**

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

This kind of sounds like

**WIGOUT!** **RULE 1** which said that **goals** and **objectives** should be written to reach outcomes based on your interests and preferences.

But the point of that rule was that **you** need to be involved in writing the **goals**.

The point to this rule is that a written goal should talk about outcomes, not processes.

Remember, outcomes are what you expect to happen. Like getting a job as a computer programmer or as an assistant manager at Burger Beast. Like living in an apartment or with a roommate.

We talked about processes earlier when we talked about decision-making. A process means that there are a lot of steps that have to happen before everything is finished. We talked about a process one other time, remember?

## THE TRANSITION PLANNING PROCESS



...is a bridge to your future.

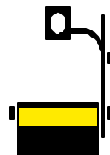
Transition skills are things you need to know to get from one point in your life to another. It is like walking across a bridge from school to the adult world. Transition planning is building that bridge.



Transition planning means making decisions about what you need to learn to be successful as an adult.

Of course you remember! I mean, I've mentioned this four times now. Gosh...only three more times to go!


OK. Back to the **future**. Or, back to learning about setting **goals** for the **future**. **Goals** should talk about outcomes, not processes. So a **goal** that says that you will “work on 15 math papers” doesn’t do much good. It should say you will “get at least a B on 15 math papers” or “complete 15 math papers”.



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



- ☒ You learned a goal is something you aim for or something you set out to do.




- ☑ You saw that there are l\_\_\_\_-term and s\_\_\_\_-term goals. Long-term goals are goals that you will reach a long time from now. Short-term goals are goals you want to reach in a shorter time.
- ☑ You learned that o\_\_\_\_\_ are  
 steps you take to reach your goal.
- ☑ You saw that the t\_\_\_\_\_ planning process uses goals to reach the o\_\_\_\_\_ chosen at the planning meeting.
- ☑ You learned that five r\_\_\_\_\_ for writing good goals are:
  1. They work on o\_\_\_\_\_ you have helped decide on based on your interests and abilities.
  2. You can reach them and have c\_\_\_\_\_ over working on them.
  3. They are m\_\_\_\_\_.
  4. They have a s\_\_\_\_\_ and ending point.
  5. They are written in terms of o\_\_\_\_\_.



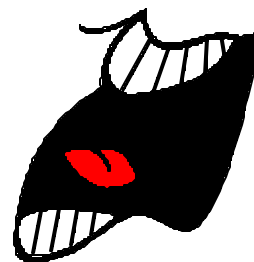
Before the next session, you should have:

-  Proven to yourself that there are real live goals written in your IEP.
-  Talked with your teacher about writing goals if you're not sure about the rules in this lesson or want some extra support.

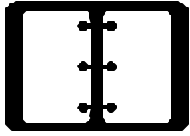
**WIGOUT!**

-  Used the review to look at some of your current goals to see how they measure up with the **WIGOUT!** rules.

Okay. So that's it for now.



Later.



## **Session 19 Summary Sheet - Identifying goals in your plan**

**WHOSE FUTURE GOAL 14:** You will identify goals and objectives on your IEP.

- ☒ You learned a goal is something you aim for or something you set out to do.
- ☒ You saw that there are long-term and short-term goals. Long-term goals are goals that you will reach a long time from now. Short-term goals are goals you want to reach in a shorter time.
- ☒ You learned that objectives are steps you take to reach your goal.
- ☒ You saw that the transition planning process uses goals to reach the outcomes chosen at the planning meeting.
- ☒ You learned that five rules for writing good goals are:
  1. They work on outcomes you have helped decide on based on your interests and abilities.
  2. You can reach them and have control over working on them.
  3. They are measurable.
  4. They have a starting and ending point.
  5. They are written in terms of outcomes.

## WIGOUT! Review Sheet



Goals



Objectives

### WIGOUT!

**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.

- ☐ I helped decide on the outcomes for my school program.
- ☐ I did not help decide on the outcomes for my school program.
- ☐ My school program is based on my unique interests and abilities.
- ☐ My school program is not based on my unique interests and abilities.

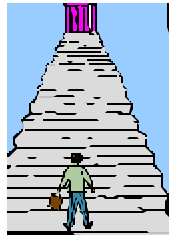


Goals

### WIGOUT!

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

- ☐ I can reach my goals on my school plan.
- ☐ There is no way I can reach the goals on my school plan.
- ☐ I have some control over achieving my goals.
- ☐ I don't have any control over achieving my goals.



Goals



Objectives

**WIGOUT!**

**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.

- ☐ My goals are measurable.
- ☐ My goals are not measurable.
- ☐ I can tell how I am doing on my goals on my school plan.
- ☐ I can't tell how I am doing on my goals on my school plan.

**WIGOUT!**

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

- ☐ My goals and objectives have a time to start.
- ☐ My goals and objectives do not have a time to start.
- ☐ My goals and objectives have a time to end.
- ☐ My goals and objectives do not have a time to end.

**WIGOUT!**

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

- ☐ My goals and objectives have an expected outcome.
- ☐ My goals and objectives do not have an expected outcome.

