

Session 22

goals, objectives and the future – Identifying goals for living

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!

WIGOUT!

Use your **WIGOUT!** 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



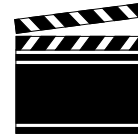
use the



WIGOUT! Checklist to learn



more about each **goal**.



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.

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?* _____

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.

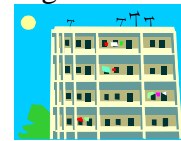
- ☒ You identified the residential and living goals in this year's IEP.



- ☒ You used a set of residential and living goals to look at them more completely.

WIGOUT!

- ☒ 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.



living goal.

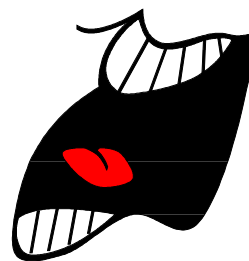


Before the next session, you should have:

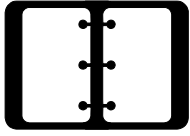
-  Finished evaluating your current residential and living goals.

✎ Written another residential and living goal.

Okay. So that's it for now.



Later.



Session 22 - Identifying goals for living

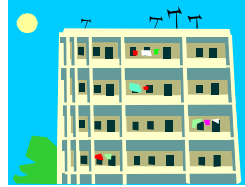
WHOSE FUTURE GOAL 17: You will identify goals for residential and living outcomes.

- ☒ 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.

WIGOUT!

WIGOUT! Checklist

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? _____
