

Session 24

goals, objectives and the future – Keeping track of your goals

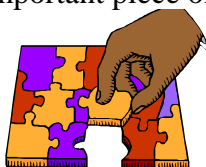
WHOSE FUTURE GOAL 19: You will learn to keep track of goals and objectives.



Hey! By now you ought to be a pretty good **goal** writer. A regular

WIGOUT! Wonder!

But you want to know something?
You've got one more important piece of

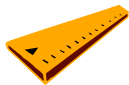


the **goal** writing puzzle to put in before you get your

WIGOUT! Wizard's Hat.

Look back to these

WIGOUT! rules that I kept bringing up over the last few sessions. One of those rules said that **goals** and **objectives** needed to be measurable,



right? Why make them measurable?

Sure...so that you can tell how well you are doing in reaching that **goal** or **objective**. So you know when to stop

working on the **goal** or how much more work you need to do. Remember the Energizer Bunny®? So the **goal** doesn't go on and on and on and on and on and on and on....

And the only way you'll know is to track your progress on reaching the **goal**.



Guess who usually keeps track of how you're doing on your IEP **goals**?

Correct... your teacher! It's part of her or his job, right? So why should you do that job? I mean, your teacher makes a lot more money being a teacher than you make being a student.

HELPFUL HINT: Never bring up the topic of how much money teachers earn with your teacher. Why? Well, let's just say that teachers don't make near the amount of money they should make for putting up with you and your friends and grading all those papers and coming to all those meetings and...well, you get it. No one ever became a teacher to get rich.

Which makes you wonder...why would anyone become a teacher? Well, believe it or not, almost everyone who becomes

a teacher does it for one basic reason...well, two really...they like kids and they want to help them learn the things they need to know.

Makes you think maybe your teacher is someone you should say thanks to sometime, doesn't it?

One reason that you should take more responsibility tracking your own **goals** is that it helps you figure out how much more work you have to do. Keeping track of how you're doing can make you work harder at reaching your **goals**.

Why? Well, let's look at it this way. Say you wanted to go to a store that was five miles from your home. That was your **goal**...to walk five miles to a store.

I know you don't really want to...just pretend, OK?

OK. You begin walking. It's hot outside. There is not a breeze to be found and you are only wearing sandals that have very thin soles. Your feet are hurting. You're thirsty. You are thinking of turning around and going home.

Now, suppose that you had some way to measure how far you had walked. Say you are wearing a **PEDOMETER**, one of those things you strap to your belt when you are walking to track how far you have walked. Like the odometer in a car.

Well, I know you would never wear one of those nerdy looking things, but we're just pretending, remember?

OK. You are thinking of turning around and going home. You look at your **PEDOMETER** and discover that you

have already walked 4.2 miles. You had five miles to walk, so that means you have less than a mile left to walk.

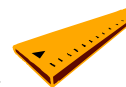
What do you do?

Well, you probably go on to the store, since you know it's close. You can get something to drink there.

But if you didn't know how far you had walked, what would you have done? Probably guessed. You might have guessed that you had a lot farther left to walk and decided to turn around. You wouldn't have reached your **goal**



of going to the store and you would have to walk another 4.2 miles to get home. By then you would be very hot, very tired and very thirsty.



So, by measuring how you are doing, you are more likely to reach your **goal**.

It works this way most of the time on other **goals**, too.

But, let's look at a different outcome. Say that when you looked at your **PEDOMETER** it showed that you had only walked 1.5 miles. There you were, hot, tired and thirsty and you still had 3.5 miles left to walk. You would probably have turned around and walked back home, right?

What does that tell you about reaching your **goal**? Well, it probably means that setting a **goal** to walk 5 miles to the store was not a good idea and that maybe you should rewrite the **goal** to

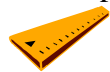
ride your bike to the store or walk to a store a lot closer.

So in this case, by measuring your **goal** you were able to tell that you were not going to reach that **goal** and that you needed to think of a different



goal.

Fine. I believe you, you say. But, how am I supposed to actually measure



my **goals**?

Good question! I'm glad you asked!

Remember from your

WIGOUT! rules that you write **goals** to be measurable. So, each **goal** might be measured differently.

Luckily for you, there are several ways you can keep track of **goals**. For one, measurable usually means countable.

All right...how about some examples? Here's one. The **goal** says that:

Bart Simpson will make a B or better on six math tests by the end of the semester.

How can Bart track how well he's doing?

Well, first he knows he has to get at least six B's on math tests. Let's say that Bart takes one math test a week, on Fridays. Bart's hard working teacher grades the tests over the weekend and Bart has his grade on Monday. When he gets his

paper back, he can look at the grade and if it is a B or an A he can make a check mark in a box that shows he got a B or better.

His tracking sheet might look like this:

Times I have earned a B or better

1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

So, the first time Bart earned a B, he would turn to his tracking sheet and mark it, like this.

Times I have earned a B or better

1	2	3	4	5	6
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The next week, Bart earned a C, so his tracking sheet still looked like this:

Times I have earned a B or better

1	2	3	4	5	6
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

But, for the next two weeks, Bart got a B and an A! So he marked his sheet like this:

Times I have earned a B or better

1	2	3	4	5	6
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

He could look and see that he only had three more tests to go before he reached his goal. After seven more weeks, Bart's tracking sheet looked like this:

Times I have earned a B or better

1	2	3	4	5	6
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

When Bart checked that last box, he knew he had reached his goal.

So, one way to track your goals is what we might call the **Check-it-each-time-you-get-one-right** method. That's a

pretty long and boring thing to call that method.

Instead, I'll call it the **Check-a-Box** method, 'cause every time you do it, you check a box. OK. That's good. But, what if the **goal** read like this:

Bart Simpson will make a B or better on six math tests in a row by the end of the semester.

What's different about this, you ask? Well, three little words that make all the difference in the world. On the last **goal**, all Bart had to do was get a B or better on six tests. It didn't matter when he did that. But on this **goal**, he has to get six in a row. That's a lot harder. Plus, you can't just use the **Check-a-Box** method.

Instead, Bart will have to use a tracking sheet that uses a lot of boxes to track, like this:

Times in a row I have earned a B or better

	1	2	3	4	5	6
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OK. So Bart starts working on this the first week of school, and lo and behold he gets an A right off. His sheet will look like this:

Times in a row I have earned a B or better

	1	2	3	4	5	6
1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Now, say that the next two weeks Bart got at least a B.

His tracking sheet would look like this:

Times in a row I have earned a B or better

	1	2	3	4	5	6
1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Gosh, he's half way there. Three times in a row he got a B or better. But, suppose the fourth week Bart gets a C.

Bummer. He had three in a row, but that ended.

On the fifth week he got another C. But on the sixth week, he got an A. Now his sheet looks like this:

Times in a row I have earned a B or better

	1	2	3	4	5	6
1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This means he's starting to count the times in a row he gets a B or better again.

You see how this works? It may take a few tries but eventually Bart will get six in a row.

Bart got it on the fourth try. His final tracking sheet looked like this:

Times in a row I have earned a B or better

	1	2	3	4	5	6
1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

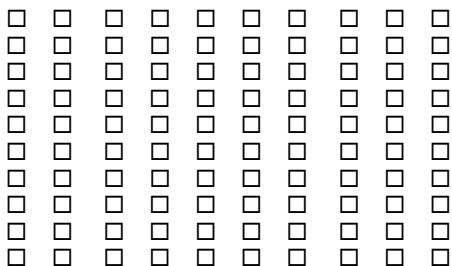
We are going to call this method the **Check-a-Row** method. You check how many you got right in a row.

One more type of tracking and then you can work on figuring out the best way to track some of your **goals**.

Let's say that Bart is a real lucky guy and he takes a math quiz every day at school. Imagine the fun! Anyway, in that case his goal might read like this:

Bart Simpson will make a B or better on 100 math tests by the end of the year.

OK. Now, you might think that you could just use the old **Check-a-Box** method to track this, right? I mean, it's just counting. The problem is that your sheet would have to look something like this:



I mean, it's possible, but who wants to mess with it? You'd surely spill coke or drool on it when you fell asleep during class or your dog would eat it or something would happen to it. Plus, you'd end up counting all these boxes every time just to figure out how many you had left and you'd probably skip one or so and have to start over every time and....well, you get the point, right? Not very useful.

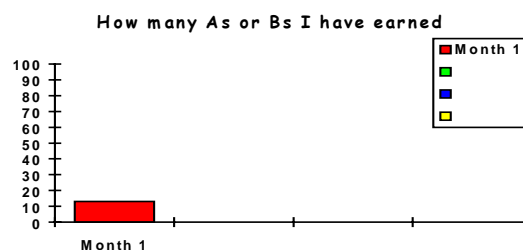
So, how do we deal with this problem?

Charting. We'll call it the **Chart-a-Point** method. Instead of checking boxes every time you get something right, you use a chart to tell how things

are going. Let's go back to Bart's new goal...the 100 times one.

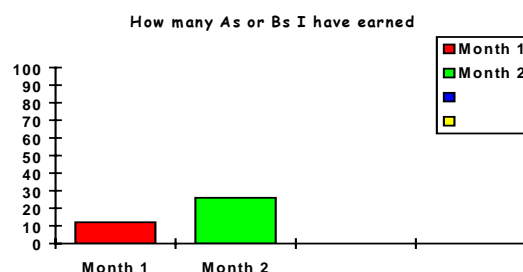
OK. So poor overworked Bart takes a test every day. Let's say that he gets a B or better on 12 of the first 20 tests (for the first month). One way to track this is to use a Bar Chart. A Bar Chart is just what it sounds like...a chart using a Bar. Tricky, eh?

OK. So Bart is using a Bar Chart and he is going to track his Bs and As. At the end of the first month, his chart might look like this.

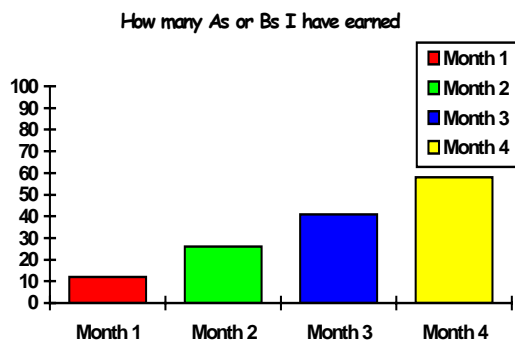


Believe me, this gets easier to see as we go along. By the way, you can buy graph paper that makes charting easy...you don't have to draw all these numbers and lines.

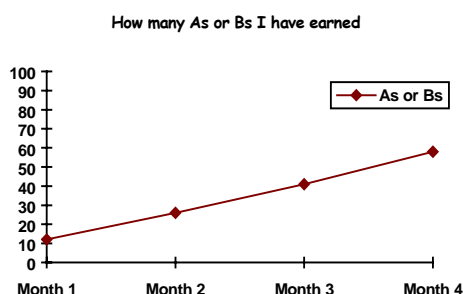
OK. Now, in the second month Bart gets 14 grades of B or better. His chart now looks like this:



The bar on month two tells how many B or better grades he has earned in the last two months. Let's jump ahead two months and see how he's doing.



At the end of four months, Bart was halfway to reaching his **goal**. You get the picture so we won't take that example any further. However, there are other types of charts than Bar Charts that might be used. One is called a line chart. Instead of little bars, the chart uses...you guessed it...a line. Here is what Bart's chart would look like after four months if he was using a line chart:



You see that instead of bars, there are points on the graph that are connected by lines. In fact, there are a lot of types of charts that you could use. If you are using any of the **Chart-a-Point** methods you will probably need to start by getting some assistance from someone to help you set it up and teach you how to track all those things. Check with your teacher, it's one of the things they do for a living.



Take a look at these **goals** and choose which method you would use to track the goal.

Work on that and then check the cheat sheet that follows it to see whether you agreed or not.

Goal: Bart Simpson will skateboard at least four laps around the track for five days in a row by the end of the month.

- ☐ Check-a-Box
- ☐ Check-a-Row
- ☐ Chart-a-Point
- ☐ Check-out!

Goal: Lisa Simpson will practice her saxophone 300 days this year.

- ☐ Check-a-Box
- ☐ Check-a-Row
- ☐ Chart-a-Point
- ☐ Check-out!

Goal: Marge Simpson will go to the library six times this month.

- ☐ Check-a-Box
- ☐ Check-a-Row
- ☐ Chart-a-Point
- ☐ Check-out!

Goal: Homer Simpson will watch ten hours of television a day for 7 days in a row.

- ☐ Check-a-Box
- ☐ Check-a-Row
- ☐ Chart-a-Point
- ☐ Check-out!

What do you think?

Here's what I checked on these, but first...if you checked **Check-out!** on any of them go back and read the lesson again... you obviously were sleeping and drooling on the page again!

Goal: Bart Simpson will skateboard at least four laps around the track for five days in a row by the end of the month.

- ☐ Check-a-Box
- ☒ Check-a-Row
- ☐ Chart-a-Point
- ☐ Check-out!

Goal: Lisa Simpson will practice her saxophone 300 days this year.

- ☐ Check-a-Box
- ☐ Check-a-Row
- ☒ Chart-a-Point
- ☐ Check-out!

Goal: Marge Simpson will go to the library six times this month.

- ☒ Check-a-Box
- ☐ Check-a-Row
- ☐ Chart-a-Point
- ☐ Check-out!

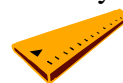
Goal: Homer Simpson will watch ten hours of television a day for 7 days in a row.

- ☐ Check-a-Box
- ☒ Check-a-Row
- ☐ Chart-a-Point
- ☐ Check-out!



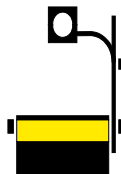
That's pretty much it for now. Take the last part of this session and look at the **goals** in your IEP or the **goals** you wrote in the last few sessions

and think about how you might measure



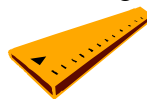
each of them.

Don't forget...no one expects you to be able to come up with the perfect way of measuring every **goal**. Use the best **resource** you have for that...your teacher!



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

- ☒ You recognized that by m_____



a goal you can track your progress on reaching that goal.

- ☒ You saw that it would be worth your time and effort to t_____ your own goals.

- ☒ You learned t_____ different ways of tracking goals.

- ☐ Check-a-Box
- ☐ Check-a-Row
- ☐ Chart-a-Point





- ☒ You looked at g_____ that are in your IEP and goals you have written to see how you could track them.

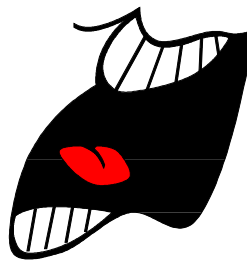
- ☒ You saw that your t_____ is a good resource to help you learn to track your own goals.



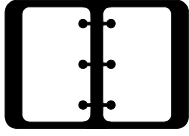
Before the next session, you should have:

-  Looked at the goals in your IEP and the goals you have written to figure out how you might track them.
-  Talked with your teacher about tracking goals.

Okay. So that's it for now.



Later.



Session 24 Summary Sheet - Keeping track of your goals

WHOSE FUTURE GOAL 19: You will learn to keep track of goals and objectives.

- ☒ You recognized that by measuring a goal you can track your progress on reaching that goal.
- ☒ You saw that it would be worth your time and effort to track your own goals.
- ☒ You learned three different ways of tracking goals.
- ☒ You looked at goals that are in your IEP and goals you have written to see how you could track them.
- ☒ You saw that your teacher is a good resource to help you learn to track your own goals.

