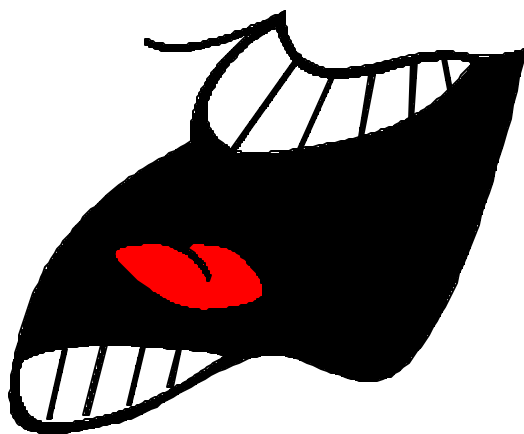


# WHOSE FUTURE IS IT *ANYWAY?*

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

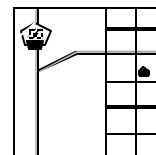


outcomes a reality.


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



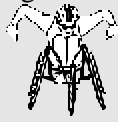
a runner. He runs a lot. He got to where he wanted to run a marathon. So, he signed up for the New York marathon. Dan set two **goals**. One was to finish.



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:

W riting  
I nstructional  
G oals and  
O bjectives for  
U se in  
T ransition!

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.

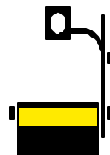
Transition skills are things you need to know to get from one point in your life to another. It is like walking across a bridge from school to the adult world. Transition planning is building that bridge.



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\_\_\_\_\_.



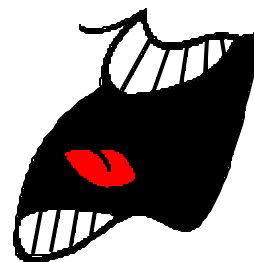
Before the next session, you should have:

-  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.

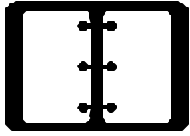
**WIGOUT!**

-  Used the **WIGOUT!** 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.

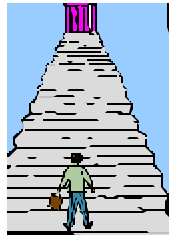


Goals

**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.





## Session 20

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

**WHOSE FUTURE GOAL 15:** You will identify goals for vocational and employment outcomes.



Here I am again. Kind of like the Energizer Bunny ©...I just keep coming back and coming back and coming back and coming back.

We were looking at **goals**, remember? Sure you do. A **goal** is something that you aim for or something that you set



out to do. It is something you work at to make happen. Like staying awake in class.

One really important thing about **goals** is that they are what school districts use to make sure that you get the educational program you need to succeed as an adult. You probably remember that one of the reasons to have IEP meetings is to write **goals** and **objectives** to help you reach outcomes the team identifies.



Last **Session** you checked your IEP form from last year to make sure that there were some real live **goals** written on them. For the next few sessions you are going to look at these **goals** and identify other **goals** that you might want to include in future plans.

We are going to start with vocational and employment outcomes.



Get out that IEP form and pick out the



**goals** that are related to this outcome.



Your coach can assist you to find out which **goals** might be vocational and employment **goals**.

Those **goals** are probably going to be related to the vocational and employment outcomes that were written on the IEP form.

Remember those?

We looked at them back in **Session 5**. It would probably be a good idea to look at the School Record Survey Sheet from **Session 5**. You can use that to remember what outcomes were listed on your IEP.

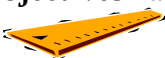
Once you have found the **goals** related to vocational and employment outcomes,

use the **WIGOUT!** rules to look at them more closely.

Remember the five rules?

**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.

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

**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.

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



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

When you look at the **goals** you identified from your IEP that relate to vocational and employment outcomes,

**WIGOUT!** **Checklist**  
use the **WIGOUT!** Checklist at the end of the session to learn more about each **goal**.

Go ahead, take a look at those **goals**.



I'll wait.

Finished?

Good! Now you have a better idea of the **goals** on your IEP that are related to vocational or employment outcomes. But these are **goals** that are on this year's IEP.

We need to look into the **future**.



To begin to think about some goals that you would like to see included in your educational program for next year. To do this, you need to think back about the types of outcomes you want to achieve.

It's decision-making time again! Back in **Sessions 7** through **12** you learned how to make decisions using the **DO IT!** process. In fact, you spent some of those sessions learning how to use the **DO IT!** process to make

decisions about what outcomes you would like to happen about where you live after you graduate.

You have looked at the goals on your IEP from last year that relate to vocational and employment outcomes.

An **employment outcome** is what you expect to do about work.



You might agree that those are good **goals**. You might think that those are all the **goals** you need. Or, you might think that you want some other **goals**. For the rest of this session you are going to work on writing at least one additional **goal** related to employment or vocational outcomes. You could write another **goal** that would help you reach the outcomes already written on your current IEP. Or, you could write a **goal** that helps you reach a different outcome.

First, you need to decide what outcome you want. That's where the **DO IT!** process comes in again.

Remember that **DO IT!** stands for:

Define your problem

Outline your options

Identify the outcome of each option

Take action

! Get excited



Use the **DO IT!** process to come up with an employment or vocational outcome you would like to work toward.



Don't worry, this doesn't mean that what you decide now is the only thing you will be able to work toward for the rest of your school career.

Once you have an idea about the outcome you would like to achieve,



write a **goal** that assists you to reach that outcome. The

**WIGOUT!** Workup provides some suggestions for writing the 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)

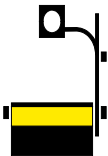
### Example

1. **Outcome identified in the DO IT! process:** Computer programmer.
2. **Skills that I need to work on to achieve this outcome:** typing, basic and advanced math, business skills, basic electronics.
3. **Which skill seems most important?** typing (at the moment)
4. **What would show I had learned this skill?** I was able to type a letter at 50 words per minute with 3 or fewer mistakes.
5. **How long would it take me to learn this skill?** one semester

**GOAL - I will** type a letter at 50 w.p.m. with 3 or fewer mistakes

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

**by** the end of this semester (semester ends May 16).



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

- ☒ You identified the e\_\_\_\_\_ and vocational goals in this year's IEP.



- ☒ You used a set of r\_\_\_\_\_ to look at them more completely.

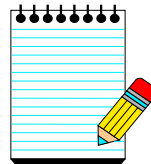
**WIGOUT!**

- ☒ You used a d\_\_\_\_\_ -m\_\_\_\_\_ process to identify the employment and vocational outcome you might want to work on.



- ☒ You wrote another e\_\_\_\_\_



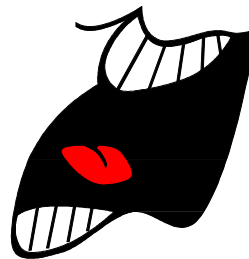
or vocational goal.



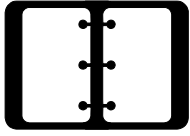
Before the next session, you should have:

-  Finished evaluating your current employment and vocational goals.
-  Written another employment and vocational goal.

Okay. So that's it for now.



Later.



### **Session 20 Summary Sheet - Identifying goals for work**

**WHOSE FUTURE GOAL 15:** You will identify goals for vocational and employment outcomes.

- ☒ You identified the employment and vocational 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 employment and vocational outcome you might want to work on.
- ☒ You wrote another employment or vocational goal.

# WIGOUT! Checklist

## Vocational and Employment 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? \_\_\_\_\_

\_\_\_\_\_

## Session 21

### goals, objectives and the future – Identifying goals for more school

**WHOSE FUTURE GOAL 16:** You will identify goals for post-secondary education outcomes.



Hi! Glad you came back. Did you write the **goal** for the employment or vocational outcome you preferred? Hang on to your work because you can use that information when you actually go to your meeting.



This session you are going to do the same thing for your post-secondary education outcomes.



Remember?

A **post-secondary outcome** is what you expect to do about more school after you graduate. Like going to college or vocational school, or just taking classes to learn something you want to know more about.



You learned a lot more about options for post-secondary outcomes when you looked at **community resources** to provide support for this outcome.



Time to look at **goals**



related to the post-secondary education outcomes that were written on your current IEP. Take a look at that School Record Survey Sheet from **Session 5** to see if it gives you any ideas about what post-secondary education outcomes were selected for you.

If there was one of the outcomes listed, (see **Session 15**) there should be a **goal** written about that outcome. If the outcome selected was “none” there might not be any **goals** related to that outcome.

If there aren't any post-secondary education **goals** on your IEP, you won't be able to look at them! Makes sense, right? So you could skip the next part. But, if you have found a post-secondary education goal, use your

**WIGOUT!** rules to look at it more closely.

Don't remember them? Check back in **Session 19**... they are listed there.

When you look at the **goals** you identified from your IEP that relate to post-secondary education outcomes, use

**WIGOUT!** Checklist at the end of the session to learn more about each **goal**.

Go ahead, take a look at those **goals**.



I'll wait. Finished?

Good. Now you have a better idea of the **goals** on your IEP that are related to post-secondary education outcomes.

But that was then and this is now. Back




to the **future!** Time to come up with at least one goal that you might like to see included.

If there were no post-secondary education goals written on your IEP and you still think that post-secondary education is not an outcome you will be involved with, go back and read **Session 15** again. Education is for everyone. It's called life-long learning.

Surely you can come up with something you want to learn after you leave high school. Like how to ride a horse,



or draw,  or speak a different language or do taxes or...well, you need to figure it out.



Use the **DO IT!** process to come up with a post-secondary education outcome



you might like to work toward. Use the

**WIGOUT!** Workup to come



up with a **goal**. Once you have an idea about the outcome you would like to achieve, write a **goal** that assists you in reaching that outcome.

**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)

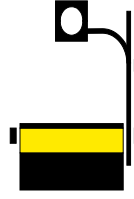
### Example

1. **Outcome identified in the DO IT! process:** Go to Community College to get Associates Degree in Computers.
2. **Skills that I need to work on to achieve this outcome:** Meet admission requirements, pass courses in high school that I will need, pass entrance exam.
3. **Which skill seems most important?** Pass entrance exam.
4. **What would show I had learned this skill?** Passing the exam.
5. **How long would it take me to learn this skill?** Three months of studying for the exam.

**GOAL - I will** pass the community college entrance exam \_\_\_\_\_

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

**by** June 1 (due date for admission form).



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

- ☒ You identified the p\_\_\_\_ - s\_\_\_\_\_ education goals



in this year's IEP.

- ☒ You used a set of r\_\_\_\_\_ to look at them more completely.

**WIGOUT!**

- ☒ You used a decision-making process to identify the post-secondary education o\_\_\_\_\_ you might want to work on.


- ☒ You wrote another post-secondary




education g\_\_\_\_\_.

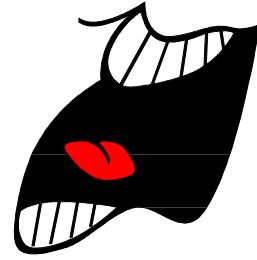


Before the next session, you should have:

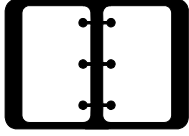
-  Finished evaluating your current post-secondary education goals.

 Written another post-secondary education goal.

Okay. So that's it for now.



Later.



### **Session 21 Summary Sheet - Identifying goals for more school**

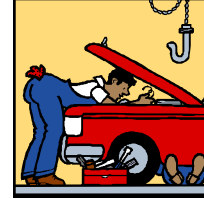
**WHOSE FUTURE GOAL 16:** You will identify goals for post-secondary education outcomes.

- ☒ You identified the post-secondary education 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 post-secondary education outcome you might want to work on.
- ☒ You wrote another post-secondary education goal.

# WIGOUT!

## WIGOUT! Checklist

### Post-Secondary Education 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? \_\_\_\_\_  
\_\_\_\_\_

## 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.

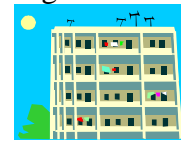
- ☒ You identified the residential and living goals in this year's IEP.



- ☒ 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.

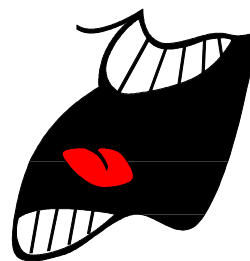


Before the next session, you should have:

-  Finished evaluating your current residential and living goals.

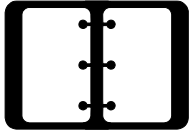
✎ Written another residential and living goal.

Okay. So that's it for now.



Later.





## Session 22 - Identifying goals for living

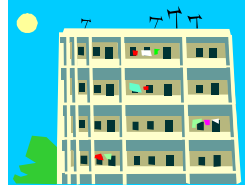
**WHOSE FUTURE GOAL 17:** You will identify goals for residential and living outcomes.

- ☒ 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? \_\_\_\_\_

\_\_\_\_\_

## Session 23

### goals, objectives and the future – Identifying goals for fun

**WHOSE FUTURE GOAL 18:** You will identify goals for recreational and leisure time outcomes.



It's that time once again!  
Time to look at those **goals** that were written for you at your last IEP meeting. Time to write some new **goals**. Time to stay awake in class.

Let's see...you've done employment and vocational outcomes,



post-secondary education outcomes



and residential and living outcomes.



What's next?

Work, learn, live and.....

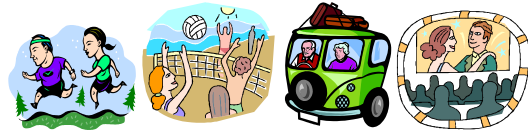


**PLAY!**

The most important outcome, of course!

A **recreation or leisure outcome** is what you expect to do with your spare time (and money!). Like exercising,

doing sports, traveling or going to movies.



After all, all work and no play makes for a pretty dull life!

Of course, if your job is to play golf on professional golf tour all the time,



then all work and no play means playing all the time. But, unless you're a great golfer, maybe it's a good idea to go ahead and take a look at the recreational and leisure **goals** that have been included on your transition plan.



Time to look at **goals** related to the recreation and leisure time outcomes



that were written on your current IEP. Take one more look at that School Record Survey Sheet from **Session 5** to see if it gives you any ideas about what recreational and leisure time outcomes were selected for you.

If there was one of the outcomes listed, like those discussed in **Session 17**,

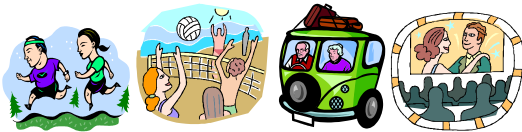


there should be a **goal** written about that outcome.

Once you find the right **goal**, use your

**WIGOUT!** rules **Session 19** to look at them more closely.

When you look at the **goals** you identified from your IEP that relate to recreational and leisure outcomes,



use the **WIGOUT!** Checklist



to learn more about each **goal**.

Done? Finished? That's it? Good!

Now you know what **goals** on your IEP are about recreational and leisure outcomes.



None there? Well, I think I'd protest. You have to do all the **work** for those other outcomes that aren't nearly as fun. The **least** you can get in return is one **lousy** recreation and leisure **goal**,



right?

But that was then and this is now. Back



to the **future!** Time to come up with one recreation and leisure **goal** that you want to see in next year's IEP.



Use the **DO IT!** process to come up with a recreation and leisure outcome you might like to work toward. That should be easy...all you have to do is choose between the 800,000 things you like to do with your spare time and money! When you narrow those 800,000 outcomes to one preferred outcome (remember prioritizing?), use

**WIGOUT!** Workup to the



come up with a **goal** to reach that outcome.

## 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)

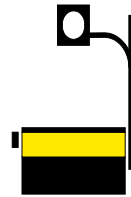
### Example

1. *Outcome identified in the DO IT! process:* Paint using water colors.
2. *Skills that I need to work on to achieve this outcome:* Using the brush, mixing color, brush strokes.
3. *Which skill seems most important?* All of them!

4. *What would show I had learned this skill?* Paint a water color picture.
5. *How long would it take me to learn this skill?* Six months if I take classes at the recreation center in town.

**GOAL - I will** paint a water color picture  
(Write in the skill you will learn as an outcome, like in question 4)

**by** six months from when I start taking classes.  
(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 r\_\_\_\_\_ and

l\_\_\_\_\_



goals in this year's IEP.

☒ You used a set of r\_\_\_\_\_ to look at them more completely.



☒ You used a decision-making process to identify the recreational and leisure o\_\_\_\_\_ you might want to work on.





☒ You wrote another recreational and

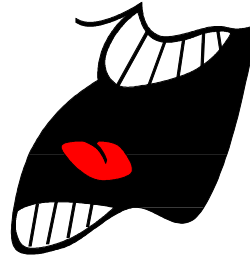
leisure g\_\_\_\_\_.



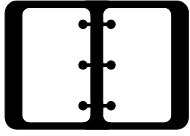
Before the next session, you should have:

-  Finished evaluating your current recreational and leisure goals.
-  Written another recreational and leisure goal.

Okay. So that's it for now.



Later.



### **Session 23 Summary Sheet - Identifying goals for fun**

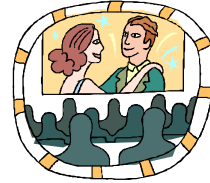
**WHOSE FUTURE GOAL 18:** You will identify goals for recreational and leisure time outcomes.

- ☒ You identified the recreational and leisure 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 recreational and leisure outcome you might want to work on.
- ☒ You wrote another recreational and leisure goal.

# WIGOUT!

## WIGOUT! Checklist

### Recreational and Leisure Time 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? \_\_\_\_\_  
\_\_\_\_\_



## Session 24

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

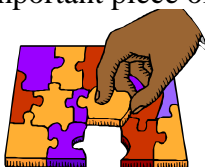
WHOSE FUTURE GOAL 19: You will learn to keep track of goals and objectives.



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

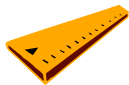


the **goal** writing puzzle to put in before you get your

**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.

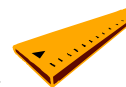
What do you do?

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

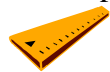
ride your bike to the store or walk to a store a lot closer.

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"/>

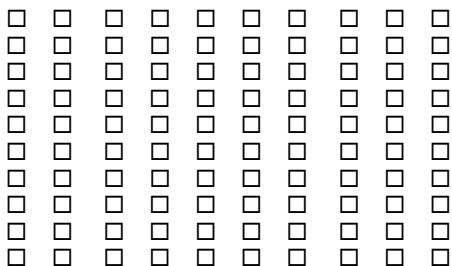
We are going to call this method the **Check-a-Row** method. You check how many you got right in a row.

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.

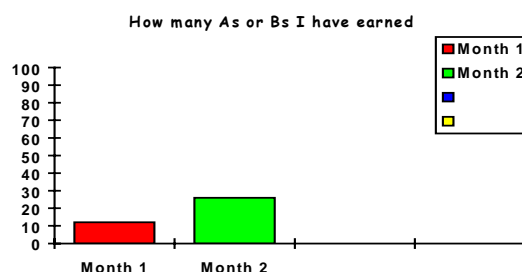
OK. So poor overworked Bart takes a test every day. Let's say that he gets a B or better on 12 of the first 20 tests (for the first month). One way to track this is to use a Bar Chart. A Bar Chart is just what it sounds like...a chart using a Bar. Tricky, eh?

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.

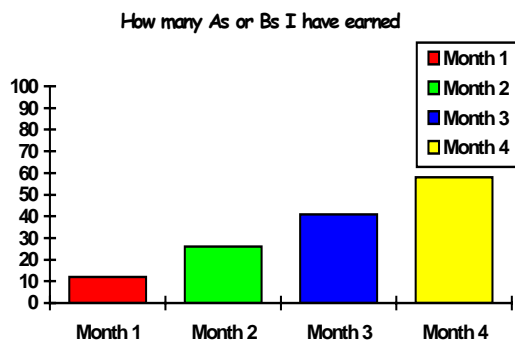


Believe me, this gets easier to see as we go along. By the way, you can buy graph paper that makes charting easy...you don't have to draw all these numbers and lines.

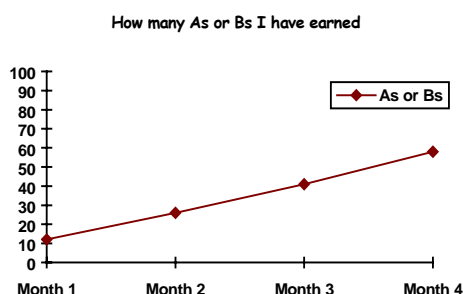
OK. Now, in the second month Bart gets 14 grades of B or better. His chart now looks like this:



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!

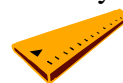
**Goal:** Homer Simpson will watch ten hours of television a day for 7 days in a row.

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



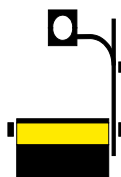
That's pretty much it for now. Take the last part of this session and look at the **goals** in your IEP or the **goals** you wrote in the last few sessions

and think about how you might measure



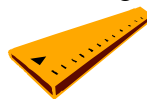
each of them.

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.

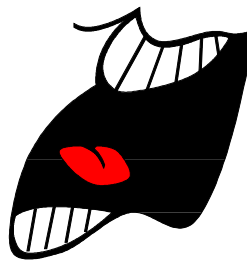
- ☒ You saw that your t\_\_\_\_\_ is a good resource to help you learn to track your own goals.



Before the next session, you should have:

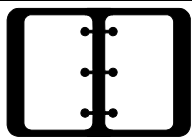
-  Looked at the goals in your IEP and the goals you have written to figure out how you might track them.
-  Talked with your teacher about tracking goals.

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.

