Writing Goals & Objectives

Cathy Haarstad
2018
Succeed

- Independence
- Initiative
- Choice and control
- Personal Outcomes
- Learning
- Social Roles
- Self-Determination
- Milestones
Goals

Have a Life Worth Living
Benefit from Active Support
A goal is a result or a broad outcome that we try to achieve within a fixed time-period.

A goal suggests steps that, if taken, could lead to its completion.

An objective describes one behavioral step we take to achieve the goal.
## Different Purposes

A Goal Describes Results | Outcome
---|---
Objectives Describe Behavior | Performance
Global vs Specific

- Meaningful
- Measurable
- Individualized
- Commitment
Deficits to Strengths to Outcomes

Does not feed self with a spoon
Feeds self with a spoon
Leaves the living room a mess
Tidies up a living room
Does not initiate social activities
Invites a friend over for a movie
Does not print photos from a disc
Prints photos from a disc

Treat a friend to any of 3 favorite soups that he/she has helped to make.
Prove trustworthy by managing the clutter in an apartment as part of a roommate agreement.
Maintains a friendship with Jack by doing leisure activities together twice a week.
Get a job at Wal-Mart in the Photo Department working up to 20 hours per week.
If We Don’t Know . . . .

Pull Ideas Out of Our Hat

Pull Ideas Out of A Book
# Build a Goal

**Condition**: Tell us about the circumstances surrounding the goal.

**Outcome**: Clarify what it is we want to achieve or accomplish.

**Criteria 1**: Help us recognize when the goal has been met

**Criteria 2**: Let us work backwards to plan for success.
Important
To & For

Meaningful Outcomes

Pivotal Life Skills
Practice

• Name someone you know
• Work with a partner to explain
• Name 1-5 things important **TO** that Person
• Name 1-5 things important **FOR** that Person
By the end of this year, I will eat meals in the community with mentors and friends without total assistance from a personal care attendant.

This year, I want to eat with a spoon independently so I can eat with my friend Zak at a picnic after the marathon.

Work from First Efforts
This year, my goal is to eat meals in the community with mentors and friends without total assistance from a personal care attendant.
Next Steps in Practice
Know How to Improve a goal

Decide if the goal is clear to an unfamiliar reader . . .

- Will any supports be available?
- What specific measurable result will be achieved?
- How will we know if the goal has been met?
- When must the goal be met?

I want to eat with a spoon independently.
Global Goals are Incomplete.

1. Paula will obtain a job where she gets to work with young children.

2. Tom will attain and maintain a healthy weight.

3. Paula will join a club that gives her opportunities to enjoy arts and crafts.

How Are These Goals Related to Life Skill Needs?
<table>
<thead>
<tr>
<th>Obtain</th>
<th>Paula will obtain a job where she gets to work with young children.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attain and maintain</td>
<td>Tom will attain and maintain a healthy weight.</td>
</tr>
<tr>
<td>Join</td>
<td>Paula will join a club that gives her opportunities to enjoy arts and crafts</td>
</tr>
</tbody>
</table>
Important To & For

Meaningful Outcomes

Pivotal Life Skills
The More Ability a Person Has to Participate on their Own

The Less Support They Need from Others
Developmental Model

A person develops skills and competence through a series of stages that take place in a rigid order. A person has to learn everything at one level before moving to the next level.

- Adults not children
- Progression is not rigid
- Mental age is not accurate
- Life happens now
- Readiness never arrives
Functional Progression Method

Using information about what is important for and to a person we consider their core support needs and follow a functional progression to decide what to teach.

- Structured to Unstructured
- Specific to General
- Simple to Complex
- Unaware to Self-Determined
- Dependent to Independent
Important To

Important For

Age
Gender
Culture
Needs
Abilities
What is the primary target for this person at this point in his or her life?
It’s Important To/For this Person to . . .

Move & Interact

Learning to act on objects, use intentional communication at a pre-symbolic level, use movements to express choice and control and becoming aware of cause and effect. Gaining sensory-motor skills.

Important To and For
It’s Important To/For this Person to . . .

Engage in Activities

Learning to complete a variety of activities at home, work and in the community. Needs structure and individual cues to participate successfully. Uses symbolic communication and needs to build vocabulary. Needs support to interact with peers and community helpers in un-structured situations.
It’s Important To/For this Person to . . .
Self-Manage Routines

Needs coaching to initiate daily routines or meet responsibilities. Uses words, or symbols to communicate but need support to expand conversational skills and build social relationships. Expresses simple goals but doesn’t always act to achieve them. Needs to become less dependent on others, increase confidence and gain experience.
It’s Important To/For this Person to . . . Live a Self-Determined Life

Depends on self-initiation, family, mentoring and peer support to navigate a variety of complex routines in multiple settings. Is learning self-advocacy and problem-solving and is adding to valued social roles. Works and lives in a community setting with less supervision or is seeking to transition to such a setting in the near future. Contributes to the community.
### Move & Interact
- Be Aware of Objects & Others
- Exercise Choice & Control in Activities
- Take Turns & Communicate Intentionally

### Engage in Activities
- Be Aware of & Take Part in Activities
- Choose & Control Activities
- Communicate to Meet Needs & Socialize
Self-Manage Routines

Be Aware of Responsibilities

Choose & Control Outcomes

Communicate to Develop Relationships & Help Others

Self-Determination

Be Aware of Personal & Community Needs

Self-Advocates to Meet Complex Goals

Communicates to Manage Relationships & Make Life Better
By this time next year, Jack will . . .

Show awareness of others by intentionally communicating that he wants to start, continue or change activities within his daily routine.

Exercise choice and control by activating at least five different objects to complete tasks at meals, in the bathroom and in a leisure space within his home.
By the end of the year, Mary will . . .

**Show awareness of activities** she might enjoy doing by using eye gaze to **choose and engage in** a variety of leisure items in her bedroom, living room and back yard.

**Communicate her needs** by using six picture menu’s to tell people what she wants while eating out, purchasing supplies and visiting the park.
Use a Goal Builder

- Consider what MIGHT be important to and for a person

- Individualize the goal to meet that person’s unique needs.
Develop a measurable objective.

1. Select a behavior
2. Decide how well
3. Decide how long
4. Decide under what conditions
5. Flip into a readable order
By the end of the year, Jack will show awareness of objects and other people by intentionally communicating his preferences during 3 or more activities at home and work.

1. When placed in a mini-trampoline/sling, Jack will repeat whole-body movements after movement has stopped to indicate a desire to continue the activity, within 10 seconds for 8 of 10 opportunities.

2. When placed in his wheel-chair, Jack will call others to him by activating a switch attached to his chair, without prompts, on 8/10 opportunities over a week’s time period.

3. When assisted to eat a meal, Jack will make eye contact for two seconds with a support worker to indicate his desire for another bite of a preferred food item, on 9/10 opportunities per meal for five consecutive days.
Use the Objective Builder

### Build a Learning Objective Step By Step

<table>
<thead>
<tr>
<th>1. Choose a Starting Phrase</th>
<th>Category</th>
<th>Type</th>
<th>Type the Specific Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Given</td>
<td></td>
<td>Given</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Describe the condition</th>
<th>Category</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Device or Tool</td>
<td>a utensil</td>
<td>an adapted spoon and one verbal prompt per food item</td>
</tr>
<tr>
<td>Situation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prompts</td>
<td>a verbal prompt</td>
<td></td>
</tr>
<tr>
<td>Visual cues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Locations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Choose a will</th>
<th>Category</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type in Persons name</td>
<td>Mary</td>
<td>Mary</td>
</tr>
<tr>
<td>will</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Choose a behavior</th>
<th>Category</th>
<th>Type</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Move</td>
<td></td>
<td>bring</td>
<td></td>
</tr>
<tr>
<td>Act On</td>
<td></td>
<td>bring the spoon to her mouth</td>
<td></td>
</tr>
<tr>
<td>Learn</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interact</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Add to the verb</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negative actions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Describe how well the person must perform the behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category</td>
</tr>
<tr>
<td>Frequency - how often</td>
</tr>
<tr>
<td>Quality - how well</td>
</tr>
<tr>
<td>Self-Reliance - how independently</td>
</tr>
<tr>
<td>Quantity - how many</td>
</tr>
<tr>
<td>Accuracy - how precisely</td>
</tr>
<tr>
<td>Speed/Timing - how quickly</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Describe how long the person needs to perform at that level for the team to conclude that the skill has been mastered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category</td>
</tr>
<tr>
<td>Movement</td>
</tr>
<tr>
<td>Number</td>
</tr>
<tr>
<td>Variable</td>
</tr>
<tr>
<td>Time</td>
</tr>
</tbody>
</table>
Strengths Based Method of Goal Development
Starts with Strengths

Mary frequently sips coffee in the morning and has learned to operate the dryer at her house.

- Can she lift a cup and drink?
- Has she ever tasted coffee?
- Does she like coffee?
- Can she name or point to the coffee-maker?
- Can she imitate the actions of others?
We use Person-Centered Thinking As a **Starting Point** to . . .

1. Build on **Strengths**
2. Address **Needs**
William

- Soda-pop lover
- Morning-Person
- Loves rock and roll music
- Best buds with Frank
- Encouragement to get out of the van
- Uses objects to communicate
- Great smile

- Likes Scooby-Doo
- More functional way to communicate
- Helps to carry his laundry hamper
- Peanut-butter sandwich guy
- Big brother
- Enjoys van rides
Who Is William & Why Does He Matter?

William is 57 and has lived most of his life in a state institution and group homes. He sees his only brother about once a year. He initiates very few actions on his own but does feed himself with a spoon. He recently started to bring his shoes to staff when he wants to go for a ride. William vocalizes but does not use words. He does not point at objects. He smiles and cooperates when he is interested. William is starting to show more interest in his world. He has a lot to offer and is ready to enjoy a more purposeful life.
William is willing to carry light objects.

Select possible goal-related activities based on a **strength, preference or interest** the person has shown.
Use **Power Questions** to Identify a Related Outcome

- What else could he or she try like that . . . ?
- What if . . . . ?
- I wonder if he or she could . . . ?
- Would he or she like to . . . ?
- Would she be willing to . . . ?
- Is there a different form of this . . . ?
- I could see him or her . . . ?
- What could he or she do with that?
- Where else could he use similar skills?

If William learned to carry a loaf of bread he could:
- Help get groceries
- Work at a food pantry
Identify Possible Outcomes to Build Capacity

**Strengths:**
Carries light objects, shoes and hamper – likes food, rides
Just starting to communicate with objects

**Possibilities:**
- Bring in groceries
- Help out at a food pantry
- Recycle cans
- Help out at a fund raider
- Play games
- Help prepare food

Basic Needs He also needs to . . .
- Respond when his name is called
- Brush teeth
- Comb his hair
- Use objects to communicate
- Help to cook food he gets
Meaningful Goals

Given a ride to the food pantry W. will volunteer to help out twice a week, by meeting all helping criteria over six consecutive visits before the end of the year.

Helps out = Carries one or more items into the food pantry and puts three or more items on the shelves as requested.
# About Goals and Objectives

<table>
<thead>
<tr>
<th>DO</th>
<th>DON’T</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Consider what’s next for the person</td>
<td>• Write the same kind of goal for everyone in the program</td>
</tr>
<tr>
<td>• Consider what’s meaningful for the person</td>
<td>• Pick skills at random that don’t lead anywhere</td>
</tr>
<tr>
<td>• Decide how we’ll know if a goal was met</td>
<td>• Work on the same goals year after year</td>
</tr>
<tr>
<td>• Help the person understand and buy-into the plan</td>
<td>• Write goals with little meaning</td>
</tr>
<tr>
<td></td>
<td>• Write a goal we have no intention of meeting</td>
</tr>
<tr>
<td>Personal</td>
<td>Life Skills</td>
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<tr>
<td>-------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Build Capacity</td>
<td>Self-Care</td>
</tr>
<tr>
<td>Help out at a food Pantry</td>
<td>Work Tasks</td>
</tr>
<tr>
<td>Help out at a fund raiser</td>
<td>Sensory-Motor</td>
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<tr>
<td>Enjoy games with friends</td>
<td>Social</td>
</tr>
<tr>
<td></td>
<td>Community</td>
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<tr>
<td>Personal</td>
<td>Life Skills</td>
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<td><strong>Build Capacity</strong></td>
<td><strong>Self-Care</strong></td>
</tr>
<tr>
<td>Help out at a food Pantry</td>
<td><strong>Household Tasks</strong></td>
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<td><strong>Sensory-Motor</strong></td>
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<td><strong>Social</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Community</strong></td>
</tr>
<tr>
<td>• Brush Teeth</td>
<td>• Put away groceries</td>
</tr>
<tr>
<td>• Dress</td>
<td>• Use objects to communicate</td>
</tr>
<tr>
<td></td>
<td>• Take turns</td>
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<tr>
<td></td>
<td>• Greet others</td>
</tr>
<tr>
<td></td>
<td>• Be part of a group</td>
</tr>
<tr>
<td></td>
<td>• Carry items</td>
</tr>
<tr>
<td>• Pick out clothes</td>
<td>• Empty trash</td>
</tr>
<tr>
<td>• Comb hair</td>
<td>• Set out supplies</td>
</tr>
<tr>
<td></td>
<td>• Use objects to communicate</td>
</tr>
<tr>
<td></td>
<td>• Take turns</td>
</tr>
<tr>
<td></td>
<td>• Exchange objects</td>
</tr>
<tr>
<td></td>
<td>• Pass out supplies</td>
</tr>
<tr>
<td></td>
<td>• Thank others</td>
</tr>
<tr>
<td></td>
<td>• Pass out supplies</td>
</tr>
<tr>
<td></td>
<td>• Thank others</td>
</tr>
<tr>
<td>• Wash hands</td>
<td>• Chose a game</td>
</tr>
<tr>
<td>• Eat a snack</td>
<td>• Put it away</td>
</tr>
<tr>
<td></td>
<td>• Wipe table</td>
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<tr>
<td></td>
<td>• Use objects to communicate</td>
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<td></td>
<td>• Take turns</td>
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<td></td>
<td>• Look at others</td>
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<td></td>
<td>• Respond to name</td>
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<tr>
<td></td>
<td>• Choose</td>
</tr>
<tr>
<td></td>
<td>• Pass</td>
</tr>
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<td></td>
<td>• Wait</td>
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</tbody>
</table>
Support Considerations

**Awareness** – Become aware of the goal

**Meaning** – Link the goal activity to interests

**Choice** – Assure the ability to opt in or opt out

**Effort** – Determine willingness to pursue the goal
Support to Adopt the Goal

**Awareness** – William will be supported to become aware of this goal through repeated trips to the store and food pantry. Becoming aware is the first step.

**Meaning** - William has shown preferences for riding in vehicles, food and carrying light objects in his home. This goal is clearly related to his strengths. William’s path to this goal will be strengthened by trying similar activities in other areas of his life.

**Choice** – William can refuse to participate. William clearly signals preference by smiling and doing or attempting. William will be supported to choose alternatives if he decides not to participate. Options (Set the table, make coffee and visit with brother/others)

**Effort** – William is persistent in using objects to get what he wants (Hand his shoes to staff if he wants to go for a ride). William will demonstrate his intent to remain engaged with this goal by expanding what he is willing to do at the Food Pantry.
Questions and Answers

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• 701.858.3048

Thank you for learning with me!
Lessons Learned

**Do it tomorrow**
You've made enough mistakes for today

**Quick!**
Someone hit the slow motion button we need to extend Saturday as long as possible! HURRY!

**Sometimes, being silly with a friend is the best therapy!**

**Don't judge me. I was born to be awesome not perfect.**

The biggest lie I tell myself is: I don't need to write it down, I'll remember it!

Some days are better, some days are worse. Look for the blessing instead of the curse. Be positive, stay strong, and get enough rest, you can't do it all, but you can do your best.

Chocolate comes from cocoa, which is a tree. That makes it a plant. Chocolate is salad.
Thank You