My Goal Book

Using the Self-Determined Learning Model of Instruction and Support

Based on: Agran, Blanchard, & Wehmeyer, 2000

Worksheet Packet

Kentucky Youth Advocacy Project

This is a Summary of Goal Planning for

_____

Completed by _____

With the Help of _____

Date _____

High School Version

My Goal Book
Using the Self-Determined Learning Model of Instruction and Support
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Dear Student:

Congratulations! You have taken the first step in being more involved in your own learning. And that is a big deal. Research has shown that students who have some say in choosing what they will work on either in, or out of school, tend to be more motivated to work hard!

This booklet provides you with a process for selecting and working toward a goal of your own choosing. Sometimes this is called "self-advocating".

This booklet is designed to help you as you think about what your interests are, what you want to learn, and how to get there.

Most of us need some help figuring these things out. Therefore, the booklet also contains information that we hope will be helpful to your teachers, parents, and other supporters.

Good luck on your journey to becoming a self-advocate!

Sincerely:

The Kentucky Youth Advocacy Project

Thinking About Who I Am

Before you can make a decision about what you would like to work on (your goal), you really have to think about who you are. This means thinking about the kinds of things you like to do, the kinds of things you don't like to do, what you're good at, and what you might need help with. It also means thinking about the people in your life who may be able to help you as you work toward your goal! Remember, we all get by with a little help from our friends!

The next few pages are designed to help you think through the above questions.

Things I like to Do	Things I Don't Like to Do

Things I'm Good At	Things I Need Help With

People That Might Help Me Achieve My Goal

Family	People at School	People Outside of School

PHASE ONE:
PICKING A GOAL

O.K. So, you've thought about the things you like to do the things you're good at, the things you need help with, and the people you can depend upon to help you.
Now you are ready to decide upon a goal.

So what is a goal, anyway? A goal is something you decide you want. A goal is something you don't have now. It is something you work toward and usually involves learning new skills. Setting, or picking, a goal also involves figuring out how to solve problems, or barriers, you may run into on your way to your goal.

A goal can be just about anything. For example, your goal might be to enter and complete a 5k race; get a summer job; graduate from high school, get your drivers' license, and so on.

Don't worry, at this point, about whether or not your goal is realistic. The idea is to pick something that you really think you want to work toward. The steps in this book will guide you as you think through how to go about achieving and/or modifying your goal.

STEP 1: WHAT DO I WANT TO LEARN OR WHAT IS MY GOAL?

STEP 2: WHAT DO I KNOW ABOUT MY GOAL?

What Do I know About My Goal Right Now?	What Don't I Know About My Goal?

STEP 3. WHAT MUST CHANGE FOR ME TO LEARN WHAT I DON'T KNOW?

This is where the problem solving part of goal setting comes in! You know what you want, but there may be things YOU need to change (barriers) and/or things that need to change AROUND you (your environment) in order for you to get to your goal.

Barriers for Me: Things I Don't Know	I Already Can	Barriers in the Environment: Things That Need to Change Around Me

STEP 4. WHAT CAN I DO TO MAKE THIS GOAL HAPPEN?
I need to make a step by step plan!
Go To Next Page

PHASE TWO:
MAKING A PLAN TO
ACHIEVE MY GOAL

There are 4 Steps to Making up an Action Plan to reach your goal:

1) "Goal Actions" - Thinking about small steps you will do to reach your goal

2) "Barrier" - Thinking about what could keep you from taking action (fill these in from page 8)

3) "Barrier Action" - Thinking about how to REMOVE the barriers you've identified

4) "When" - Figuring out when you will begin each step of the plan

1) Goal Actions	2) Barriers	3) Barrier Actions	4) When

(more space on next page)

1) Goal Actions	2) Barriers	3) Barrier Actions	4) When

PHASE THREE:
HOW ARE YOU DOING?
Evaluate your progress weekly

An important part of choosing and working toward a goal is to keep track of your progress toward the goal. Think about the following questions to see how you are doing:

Question #1: What Actions Have I Taken So Far?	Question #2: What Barriers Have Been Removed?	Question #3: What Has Changed About What I Don't Know? (Can I Really Achieve This Goal?)		Question #4: Do I Know What I Want to Know? (Have I Achieved My Goal?)
		Do I Need to Change My Plan?	Do I Need to Change My Goal?	

(more space on next page)

Question #1: What Actions Have I Taken So Far?	Question #2: What Barriers Have Been Removed?	Question #3: What Has Changed About What I Don't Know? (Can I Really Achieve This Goal?)		Question #4: Do I Know What I Want to Know? (Have I Achieved My Goal?)
		Do I Need to Change My Plan?	Do I Need to Change My Goal?	

Dear Teacher and/or Speech-Language Pathologist:

Congratulations! You have taken the first step toward helping your student(s) be more involved in deciding what they wish to learn and do in and/or outside of school. Helping students learn how to self-advocate is perhaps one of the most important roles of an educator.

The following pages include:
- **Instructions for documenting and sending student work for the Kentucky Youth Advocacy Project**
- **Kentucky Youth Advocacy Data Collection Sheet**
- **Additional, optional worksheets you may use to help guide your student(s) through the Self-Directed Learning Model of Instruction**

Please feel free to contact either of us at any time if you have questions about the model and/or documenting student progress!

Sincerely,

Jane Kleinert & Beth Harrison
The Kentucky Youth Advocacy Project

Data Collection Instructions
Kentucky Youth Advocacy Project

We will collect **at least weekly** data on each student's progress.

In order to keep record keeping simple and quick, for the purposes of the project, we will just record an 'X' next to the question the student is working on and also enter the date.

If you see that the student is not progressing over time, that is, he remains in one phase or on one question for too long, then the goal may need revision or, you may want to contact someone for technical assistance.

These are the steps for data collection:

1. At the top of the Data Collection Form, list the student's name, the date he begins the SDLMI, and write out his goal.
2. Record his CURRENT ability to complete the goal activity at this point. This will be his "baseline" functioning. So, if his goal is to be part of the church choir, and he has not done this at all, his baseline would be 0.
   3. If his goal is to make choices, and he does this only occasionally, take data on the frequency of this behavior in a specific setting for a day or two. Count how many times he makes a choice at lunch time and during a specific class. It might be that he does not get a chance to make choice, but that is OK, because changing that "environmental" barrier will be part of his plan. We just need to know how often he, currently makes choices in certain settings. So you might record that during lunch, Bobby made one choice and during library he made no choices. That will be his baseline for the beginning of the program.
4. **At the end of each week, record the question on which the student is working by placing an 'X' next to the appropriate question.** Don't forget to add the date in the corresponding box.
5. **Once per month, fax or email us your data sheet so we can keep track of each student program.**
6. If you feel that there should be a revision in the students program, there is a need for a new goal, or you would like technical assistance, please let us know so that we can offer you assistance.
7. We will want to take pictures or tapes of each student during the project. We will make arrangements with you for this.
8. Some students may require assistive technology or augmentative communication in order to complete their project. Please let us know as soon as possible if you will need assistance with developing or researching ways to meet a students needs. We have consultants available who will be ready to work with you.
9. Please keep copies of students' work, products etc. to be used on the website or in future trainings.
10. Think about how students will present their accomplishments at the "I DID IT" day at the end of the school year.

If you have any questions, please contact:
      Jane Kleinert   Fax: 859-323-8957 E-mail: Jklei2@uky.edu

Kentucky Youth Advocacy Project - Data Collection Sheet

Student Name: __Jane Doe_
Student Goal: to become a equipment manager for the volleyball team
School Year: 2007/2008

Baseline: no experience with any sport team or equip. mngr

	WEEK																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Insert Date ➜	10.05.07	10.12.07	10.19	10.26	11.02	11.09	11.16	11.23	11.30	12.08	12.15						
PHASE 1																	
#1- What do I want to learn?	X																
#2- What do I know about this goal now?	X																
#3- What must I change for me to learn what I don't know?		X															
#4- What can I do to make this goal happen?		X															
PHASE 2																	
#1- Beginning a Plan (What can I do to learn what I don't know?)			X														
#2- Identify Barriers (What could stop me from taking action?)				X													
#3- My Plan (What can I do to remove these barriers?)					X												
#4- Time Table (When will I take action?)					X												
PHASE 3																	
#1- I have Begun My Plan (What actions have I taken?)						X											
#2- Assess My Progress (What barriers have been removed?)							X										
#3- Do I need to revise? (What has changed about what I don't know?)							No										
#4- I am still working hard at achieving My Goal!								X	X	X	X						
#5- I have Reached My Goal (Do I know what I want to know?)																	

Based on: Argan, M., King-Sears, M.D., Wehneyer, M.L., & Copeland, S. (2003). Student-directed learning: Teachers' guides to inclusive practices. Baltimore: Paul H. Brookes Publishing.

Of course, we would like you to collect data weekly, but due to the life's craziness, we understand if it is not possible to collect data on some weeks. If this shall occur, we would like you to continue keeping data, just make sure it corresponds to the correct week of the project. For instance, if you work hard for two weeks, take a week off, and then start up again, your most recent data will go under the 4th week, not the 3rd. An example is provided below.

Kentucky Youth Advocacy Project - Data Collection Sheet

Student Name: JANE DOE EXAMPLE | Student Goal: To complete the 'Speak in a Week' Spanish course | School Year: 2007/2008

	WEEK																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Insert Date ➔	05.14.07	05.21.07	5.28	6.04	6.11	6.18	6.25	07.02.07	07.09.	07.16.07	07.23.	07.30.07					
PHASE 1																	
#1- What do I want to learn?	X																
#2- What do I know about this goal now?	X																
#3- What must I change for me to learn what I don't know?	X																
#4- What can I do to make this goal happen?	X																
PHASE 2																	
#1- Beginning a Plan (What can I do to learn what I don't know?)		X															
#2- Identify Barriers (What could stop me from taking action?)		X															
#3- My Plan (What can I do to remove these barriers?)		X															
#4- Time Table (When will I take action?)		X															
PHASE 3																	
#1- I have Begun My Plan (What actions have I taken?)					X												
#2- Assess My Progress (What barriers have been removed?)					X												
#3- Do I need to revise? (What has changed about what I don't know?)						NO				YES							
#4- I am still working hard at achieving My Goal!							X		X		X	X					
#5- I have Reached My Goal (Do I know what I want to know?)																	

If your student has more than one goal, you are still going to use one data sheet to monitor their progress. Please number their goals in the "Student Goal" area. Once you assign a number to each goal, you can use that to enter data. Since each goal may be achieved at various times and different steps will be accomplished on different dates for each goal, using a number system will hopefully keep everything organized.

Kentucky Youth Advocacy Project - Data Collection Sheet																	
Student Name: Jane Doe				Student Goal: 1) Learn to dance 2) Research Hardin Co. Playhouse									School Year: 2007/2008				
		WEEK															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Insert Date ➔		2/4	2/11	2/18	2/25	3/3	2/10	3/17	3/24	3/31	4/14	4/21	4/28	5/5	5/12			
PHASE 1																		
#1- What do I want to learn?		1, 2																
#2- What do I know about this goal now?		1, 2																
#3- What must I change for me to learn what I don't know?		1, 2																
#4- What can I do to make this goal happen?		1, 2																
PHASE 2																		
#1- Beginning a Plan (What can I do to learn what I don't know?)			1, 2															
#2- Identify Barriers (What could stop me from taking action?)			1, 2															
#3- My Plan (What can I do to remove these barriers?)					1, 2													
#4- Time Table (When will I take action?)					1, 2													
PHASE 3																		
#1- I have Begun My Plan (What actions have I taken?)							1	2										
#2- Assess My Progress (What barriers have been removed?)									1, 2									
#3- Do I need to revise? (What has changed about what I don't know?)									No									
#4- I am still working hard at achieving My Goal!											1, 2		1	1				
#5- I have Reached My Goal (Do I know what I want to know?)												2			1			

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Kentucky Youth Advocacy Project - Data Collection Sheet

Student Name: _____	Student Goal: _____	School Year: 2007/2008

	WEEK																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Insert Date →																	
PHASE 1																	
#1- What do I want to learn?																	
#2- What do I know about this goal now?																	
#3- What must I change for me to learn what I don't know?																	
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Based on: Argan, M., King-Sears, M.D., Wehneyer, M.L., & Copeland, S. (2003). Student-directed learning: Teachers' guides to inclusive practices. Baltimore: Paul H. Brookes Publishing.

GOAL ATTAINMENT SCALING

When selecting a goal and keeping track of a student's progress, it is a good idea to think about how we can judge success if the student does not actually reach his/her target OR exceeds the target.

One way to do this is the process of "goal attainment scaling." In this process the student selects his target or goal and then thinks about two steps above his target (exceeding expectations) and two steps below the target (not quite meeting the goal, but working toward it.)

This allows us to: keep track of the student's progress, give credit for working toward a goal, even if the student is not able to achieve the exact target, give student credit for EXCEEDING the target or goal.

Here are the steps you can use for this process

1. Student selects his/her goal (phases 1 and 2 of the SDLMI).
2. Teacher and student discuss what would happen if the student goes beyond the target.
3. Teacher and student define what would happen if the student does not quite reach the target (two steps below the target.)

+ 2 _____

+1 _____

MY GOAL _____

- 1 _____

- 2 _____

Here is an example:

Let's say our student wants to lose 10 pounds. This is how the goal attainment form would look:

+2   Lose 20 pounds.

+ 1 Lose 15 pounds

Goal: Lose 10 pounds

- 1 Lose 5 pounds

-2 Lose less than 5 pounds

Here is another example:

Suppose a student wants to get a summer job.

+ 2 Keeps the job during the school year

+1 Is offered the job again for next summer

GOAL: Gets a summer job

-1 Applies for a job

-2 Looks through want ads

★YOUR★
GOAL ATTAINMENT SCALING

+ 2 _____

+1 _____

My Goal _____

-1 _____

-2 _____

WHAT IS MY GOAL- ALL ABOUT ME

My Name: _____
Who will help me to answer these questions?

_____

_____

A. What can I do all by myself (independently)?
B. What things do I really like?
C. What things do I really dislike?
D. What things do I need help with?
E. What is working well for me?
F. What is NOT working for me?
G. What would I (and my family, friends and school) like to change? (This will become "My Goal")

Response Grid for Questions A-G

A). Do Alone	B). Really Like	C). Dislike	D). Need Help	E). Working Well	F). What is NOT Working for Me?	G). What Would I Like to Change?

QUESTION 1. WHAT DO I WANT TO LEARN?

After looking at all the things I can do and what I wish I could do, what is the goal I (and my supporters)would like to accomplish?

My Goal Is: _____

QUESTION 2. WHAT DO I KNOW ABOUT THIS GOAL NOW?

2 (a) I can already: _____

_____

2 (b) I could have opportunities to work on this goal at these times: _____

_____

QUESTION 3. WHAT MUST CHANGE FOR ME TO LEARN WHAT I DON'T KNOW?

3 (a) What do *I* need to work on so I can complete this goal? (My barriers) _____

_____

3 (b) What needs to change around me so I can complete this goal? (Environmental Barriers)

_____

_____

QUESTION 4. WHAT CAN I DO TO MAKE THIS GOAL HAPPEN?

By(insert date) _____, **I want to be able to (insert goal)** _____

_____

What needs to happen to attain my goal? The first steps will be to: _____

_____

PHASE 2 ~ MAKING A PLAN TO ACHIEVE MY GOAL

WORKSHEET

My Name: _____   **Date:** _____

Response Grid for QUESTIONS 1-4

Skills needed to complete my goal (Task Analysis)	Question 1: What Can I do to Learn What I Don't Know?			Question 2: What Could Keep Me From Taking Action?		Question 3: What Can I Do to Remove These Barriers?		Question 4: When Will I Take Action?
	Consider:			**Consider:**		**Consider:**		**Consider:**
	A). What can I already do?	B). What do I need to learn?	C). Who can teach me?	A). Barriers FOR ME	B). Barriers in the ENVIRONMENT	A). Removing Barriers FOR ME	B). Removing Barriers in the ENVIRONMENT	When I do this/what are the steps in my plan?
								1).
								2).
								3).
								4).
								5).
								6).
								7).

My Plan of Action

Step Number	Date Begun	Do I need to revise my plan?	Date I learned to do this step in a "teaching" situation, e.g. with my SLP's or teacher's help	Date Transferred to a new setting: e.g. with SLP; Homeroom; Library; Art class; Recess; Home	Date Completed: I can do this in a variety of places?	What can I do at the end of the School year?
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						

PHASE 3 ~ EVALUATING WHAT I'VE LEARNED WORKSHEET

My Name: _____   **Date:** _____

SKILLS NEEDED TO COMPLETE MY GOAL	QUESTION 1: What Actions Have I Taken?		QUESTION 2: What Barriers Have Been Removed?		QUESTION 3: What Has Changed About What I Don't Know?	QUESTION 4. Do I Know What I Want to Know?
	Consider:		**Consider:**		**Consider:**	**Consider:**
	A. What Have I Done So Far?	B. What do I Need to Learn?	A. What Barriers Have Been Removed for **Me**?	B. What Barriers in **Environment** Have Been Removed?	Can I Really Do This?	Do I Need To Change/Revise My Goal?

Do I want to set a different goal? Yes/No _____

Do I want to revise this goal? Yes/No _____

How should I revise my goal?

1. _____

2. _____

3. _____

4. _____

5. _____