



## GOAL SETTING

*Step-by-Step Summary*

Following is a summary of the steps involved in Intervention C. It is important to use professional judgment, adjusting procedures to meet the needs of the situation and the individual. See the chapter “Intervention C: Goal Setting” for a detailed description of this intervention.

**STEP 1** Develop a plan.

- A. Review the problem and overall goals for the student.
  - 1. Identify the student’s strengths.
  - 2. Determine the outcome you hope to achieve.
  - 3. Review information gathered from previous interventions.
  - 4. Decide whether to focus on short-range or long-range goals.
  - 5. Consider whether corrective consequences should be part of the plan.
  - 6. Decide whether rewards should be part of the plan.
  - 7. Decide whether you will be directive (unilateral) or collaborative in negotiating goals with the student.
- B. Select a goal-setting format.
- C. Determine who will meet with the student.
- D. Set up a goal-setting conference.

**STEP 2** Meet with the student.

- A. Help the student establish long-range goals (optional).
  - 1. Encourage the student to think about the kind of life he or she would like to have in the future.
  - 2. Help the student determine qualifications for the types of jobs that are of most interest.
  - 3. Identify immediate actions the student can take to move toward this goal.
- B. Brainstorm actions to avoid and actions to take—what the student can do to find greater success in the school setting.
- C. Help the student establish short-range goals.



- D. Help the student identify specific actions he is willing to take to reach his short-range goals.
- E. Identify ways that adults can help the student reach his goals.
- F. If using rewards, a structured reinforcement system, or corrective consequences, make sure the student understands all of the contingencies.
- G. Set regular times to follow up and discuss progress.
- H. Review responsibilities and sign the Goal Setting form.
- I. Conclude the Goal Setting conference with words of encouragement.

## **STEP 3** Provide ongoing support and encouragement.

- A. Provide ongoing support and frequent positive feedback when the goal behaviors are exhibited, linking them to the broad label or trait.
- B. When the student is not successful, correct calmly; avoid sounding disappointed or reproachful.
- C. Evaluate the impact of the intervention, making revisions and adjustments as necessary.
- D. Encourage the student to keep striving toward his goals.