

# 19 Write an Independent-Living Growth Goal

## TRANSITION OBJECTIVE

Students will identify, write and monitor an independent living growth goal for the next six weeks.

## RELEVANCE TO SUCCESSFUL TRANSITION

Research shows that the most effective way to reach a goal is to write it down, post it in a familiar place and evaluate your progress regularly. In this lesson, students have the opportunity to write a growth goal specifically related to living independently in the future.

## INSTRUCTIONAL SEQUENCE

### ❑ STEP 1: Update Journal

I am ready to live independently because. . .

### ❑ STEP 2: Convene Roundtable

"When I think about living on my own, I feel \_\_\_\_."

### ❑ STEP 3: Advanced Organizer

"Today you will learn about and write your **Independent-Living Growth Goal** using the information you now know about careers."

### ❑ STEP 4: Activity - 15 Minutes

Explain again how important it is to set goals for yourself. Research shows that if people set a goal, write it down, read over it or think about it often, they will reach that goal. Read through the **Independent-Living Growth Goal Contract**. On a screen image, share your **Independent-Living Growth Goal Contract** with the class. Talk about how and why you came to your goal decision.

Students share their results from the **Leisure-Time Growth Goal Contract** from Unit 2. Using their completed **Daily Goals Chart** students share their progress with a partner. On the **Graph the Results** handout compare the number of days with "yes" responses vs. days with "no" responses. Have students figure their percentage of success by dividing the number of "total" days into the number of

"yes" days. Analyze the results and share the conclusions, discussing the various findings with the class.

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LIFE MANAGEMENT: Unit 3

LESSON 19

### Graph Your Results

Circle the number that represents your total number of "yes" answers for each of the six weeks. Connect the numbers with a line to show your progress over the next six weeks.

|        |        |        |        |        |        |
|--------|--------|--------|--------|--------|--------|
| 7      | 7      | 7      | 7      | 7      | 7      |
| 6      | 6      | 6      | 6      | 6      | 6      |
| 5      | 5      | 5      | 5      | 5      | 5      |
| 4      | 4      | 4      | 4      | 4      | 4      |
| 3      | 3      | 3      | 3      | 3      | 3      |
| 2      | 2      | 2      | 2      | 2      | 2      |
| 1      | 1      | 1      | 1      | 1      | 1      |
| 0      | 0      | 0      | 0      | 0      | 0      |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |

**Directions:**  
 Circle the number that represents your total number of "yes" days in each week.  
 Write the total number of days possible: \_\_\_\_\_  
 Write the total number of "yes" days: \_\_\_\_\_  
 To find your percentage of success, divide:  
 total "yes" days \_\_\_\_\_ by the total days: \_\_\_\_\_ = \_\_\_\_\_ %

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LIFE MANAGEMENT: Unit 3 LESSON 19

**INDEPENDENT LIVING GROWTH GOAL CONTRACT**

An area I will work on to learn to live independently is: \_\_\_\_\_

I will work on this goal for this amount of time:  
From: \_\_\_\_\_ To: \_\_\_\_\_

I will evaluate and record my progress on the chart below.

I am committed to this independent living growth goal.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**Daily Goals Chart**

|        | Mon | Tues | Wed | Thurs | Fri | Sat | Sun |
|--------|-----|------|-----|-------|-----|-----|-----|
| WEEK 1 |     |      |     |       |     |     |     |
| WEEK 2 |     |      |     |       |     |     |     |
| WEEK 3 |     |      |     |       |     |     |     |
| WEEK 4 |     |      |     |       |     |     |     |
| WEEK 5 |     |      |     |       |     |     |     |

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lessons in the unit to determine their growth goal. Help students select an appropriate goal and provide assistance with spelling and vocabulary to complete the contract. Assure students that this goal is personal and will not be shared with others. After students have completed their growth goals, have them record their progress daily.

Go over the **Daily Goals Chart** with students. Tell students that they should mark a “yes” or “no,” relating to their progress, daily at the beginning of class.

#### ☐ STEP 6: Evaluate Outcomes

Checking my progress on my growth goal each day is important because “\_\_\_\_\_.”

#### ☐ STEP 5: Activity - 30 Minutes

Give students time to complete the handout **Independent-Living Growth Goal Contract**. Remind them that they may refer to other

#### ☐ STEP 7: Connecting Activity

Students select a person they feel is successful, asking about the goals that person has set throughout his/her life.

## KEY WORDS

growth

goal

contract

decision

personal

## MATERIALS AND PREPARATION

- Student Handouts: **Graph Your Results**, page 133; **Growth Goals Contract** and **Daily Goals Chart**, page 134.
- Make a screen image of the handout and prepare your own example to share with the class.
- Prepare a sample of the **Growth Goals Contract** and **Daily Goals Chart**.

## SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Writing, Listening, Speaking
- Thinking Skills: Decision Making
- Personal Qualities: Responsibility, Self Management, Integrity/Honesty