

22 Write a Growth Goal to Build Self-Determination

TRANSITION OBJECTIVE

Students will identify, write and monitor a self-esteem growth goal for the next six weeks.

RELEVANCE TO SUCCESSFUL TRANSITION

Research supports the importance of setting goals. To ensure a successful outcome, it is important to write and monitor goals by assessing progress, planning next steps and appreciating each small success along the way to reaching the goal.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

One goal I have is . . .

❑ STEP 2: Convene Roundtable

"Accomplishing a goal makes me feel ____."

❑ STEP 3: Advance Organizer

"Today you will select and write a **Self-Advocacy Growth Goal** using the information you now know about self-advocacy."

reading it over and thinking about it often, increases your chances of reaching that goal. Explain that each student will select and write a personal growth goal to work on for the next four to six weeks. To understand the concept, have students take turns reading through the story **Eddy Takes Control**. Discuss the questions in small groups or as a class, emphasizing the importance of goal setting. After a brief discussion about the story, show your own sample **Self-Determination Growth Goals Contract** with the class and share how and why you chose this goal.

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PERSONAL MANAGEMENT: Unit 4 LESSON 22

Eddy Takes Control


Eddy was not happy with himself. Wherever he went, he looked at what other guys his age were doing. It seemed like other guys his age knew what they wanted. They all seemed to know what they were going to do after high school.

Eddy had some interests. He was a good hitter on the baseball team. But baseball was not the answer to his future. Eddy needed a direction. He was going to graduate in a year and he didn't know what he wanted to do. He didn't know where to start. His parents told him they would help him if they could. They didn't push college. Eddy really didn't know if he wanted to go to college. Lots of kids talked about it. He was tired of school and just wanted to get on with his life.

He asked his career teacher for advice. Mr. Brown told him to come back after school and they would talk about his plans. Eddy thought to himself that he didn't have any plans. That was the problem. After school, he went to see Mr. Brown. Mr. Brown had his file of career tests and other papers from class. He talked with Eddy about his strengths. He talked about a few careers Eddy may like. Eddy knew that it was time to make decisions about the future. No one could do this for him. To get where he wanted to go he needed to decide what he wanted.

Mr. Brown told him he needed to set goals. No one was going to do this for him. Eddy was the only person who could make his future what he wanted it to be. Eddy started to get excited. It was making sense to him. He saw that he needed take control of his life and advocate for himself.

He had to start looking at his interests and find out what was best for him. Mr. Brown told him that his transition IEP meeting was coming up. Eddy wrote a goal to "get ready for his meeting." To meet his goal, he would figure out what career he wanted. Then he would find out what he needed to do for that career. Lastly, he would practice talking about his career plans.



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Eddy Takes Control

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After Eddy wrote his goal, he began to feel better about his future. He knew he just needed to set his goals and then go for it. Now he felt in control of his life.

He started by going to the career center. He took a career test on the computer. It gave him a few ideas about careers. He liked to work with his hands. His hobby was making wooden models. One of the jobs he saw was making cabinets. It sounded good because he liked working with wood.

Eddy called a cabinetmaker in town and went to see the shop. He knew as soon as he walked in that he loved it. Just the smell of the wood and paint was great. He found out about the training he could get at a local center. The training program would take one year. Eddy needed to pay for the training. He would need some help getting a job. His next step was to tell everyone what he needed at his IEP meeting. Eddy felt in control. His goals helped him learn to advocate for himself.

Directions: Discuss the following questions:

1. What was Eddy's problem?
2. How did Mr. Brown help Eddy?
3. What did Eddy do to get control of his life?
4. How did Eddy's life change after he started working on his goal?
5. Why was it important for Eddy to take control of his future?

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❑ STEP 4: Activity - 30 Minutes

Tell students that people with high self-esteem and personal power are usually looking for ways to improve and grow. In fact, research shows that setting a goal, writing it down,

□ STEP 5: Activity - 15 Minutes

Give students time to complete their **Self-Determination Growth Goals Contract**. Remind them that they may refer to the Transition **Assessment handouts** (Lesson 4) to determine their growth goal. Help students identify an appropriate goal and provide assistance with spelling and vocabulary to complete the contract. Assure students that this goal is personal and confidential. After students have written their growth goals, explain that the next step is to keep track of their progress on a daily basis. Go over the **Daily Goals Chart** and tell students that they will mark a yes or no to show their progress each day before class starts.

□ STEP 6: Evaluate Outcomes

Personal growth goals are important because "_____."

□ STEP 7: Connecting Activity

Students will select a person they feel is successful and ask them to talk about the goals they have set throughout their life.

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**SELF-DETERMINATION
GROWTH GOAL CONTRACT**

To build my self-advocacy skills, I will:

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 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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KEY WORDS

growth

contract

personal
confidential

goals

decision

MATERIALS AND PREPARATION

- Student Handouts: **Eddy Takes Control**, page 204-205; **Self-Determination Growth Goals Contract**, page 206.
- Plan to discuss the story.
- Prepare a sample growth goals contract screen image.

SCANS FOUNDATION SKILLS

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