### SDLM Instructional Script

<table>
<thead>
<tr>
<th>Step</th>
<th>Lesson 1: Identify Strengths and Needs</th>
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</table>
| 1    | Are you ready to Learn how to Set Goals for School Success?  
      | Let’s Begin.  
| 2    | Goal setting lessons have three parts: Part 1 – set a goal, part 2 – make a plan, part 3 – adjust your goal  
      | What are the 3 parts of the Goal Setting Lessons?  
      | The 3 parts of the Goal Setting Lessons are: Part 1 – Set a GOAL, Part 2 – Make a PLAN, Part 3 – Adjust your GOAL (model-lead)  
| 3    | For the next couple of days, we are going to focus on Goal Setting lesson part 1 – set a goal  
| 4    | The question I ask myself to set a goal is “What is my GOAL?”  
      | Let’s Practice: The question I ask myself to set a goal is “What is my GOAL?” (model-lead)  
| 5    | What question do you need to ask yourself to set a goal?  
      | Choose a or b:  
      | a. “what is my goal?”  
      | b. “what is my name?”  
      | **Prompt/Feedback:**  
      | Based on student response if:  
      | a. is chosen - great job a is the correct answer, the question I ask myself to set a goal is “what is my goal?”  
      | b. is chosen – oops wrong answer, nice try, but try again  
| 6    | Let’s define goal:  
      | A goal is something I want to achieve. When I set a goal, I set out to do something.  
      | Let’s Practice:  
      | A GOAL is something I want to achieve. When I set a goal, I set out to do something. (model-lead-test)  
| 7    | At school, I am expected to achieve behavior goals like:  
      | • Following Teacher Directions  
      | • Completing My Assignments  
      | • Raising My Hand to Answer  
      | • Staying in My Seat During Instruction  
      | • Keeping My Hands to Myself  
      | • Being Prepared & Focusing on My Work  
| 8    | Now it’s time to start setting your behavior goals by identifying your strengths and needs  
| 9    | What are strengths?  
      | Strengths are things I am good at  
      | Cartoon 1: one of my strengths is keeping my hands to myself  
      | Cartoon 2: one of my strengths is listening to the teacher and raising my hand to answer  
      | Cartoon 3: Sara’s strength is completing assignments on time  

| 10 | What are needs?  
Needs are things I need to do better  
Cartoon 1: I need to follow teacher directions  
Cartoon 2: I need to stay in my seat during instruction  
Cartoon 3: I need to not play with objects or make sounds during class |
| 11 | Now It’s Your Turn to Identify 2 of your Strengths at school and 2 of your Needs for improving your behavior  
Remember:  
Strengths are things you are good at and needs are things you need to do better |
| 12 | Strengths are things I am good at.  
Some of your strengths might be:  
• Following directions  
• Reading  
• Being a good friend  
• Doing your homework  
I want you to tell me what 2 of your strengths are.  
Go ahead and say 2 of your strengths |
| 13 | Needs are things you need to do better.  
Some of your needs might be:  
• To not talk out in class  
• To follow teacher directions  
• To not talk to others  
I want you to tell me 2 of your needs for improving your behavior.  
Go ahead and say 2 of your needs |
| 14 | To Work on My Needs, I can…  
Change my behavior  
For example:  
If I am not doing my homework, then I need to do it  
Change my surroundings  
For example:  
If I don’t understand my assignment, then I need to ask the teacher for help |
| 15 | Great Job!  
You are getting to think about what you are good at and what you might need to improve.  
Being able to explain these things about yourself can help you make better decisions.  
Let’s review:  
1. The 3 parts of the Goal Setting Lessons are:  
Set a GOAL, Make a PLAN, Adjust your GOAL  
2. The question I ask myself to set a goal is  
“What is my GOAL?” (model-lead) |
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<tr>
<th>Step</th>
<th>Lesson 2: Expected Behavior</th>
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<tbody>
<tr>
<td>1</td>
<td>Are you ready to figure out how to work on getting better at your needs?</td>
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</table>
| 2    | Welcome back to your Goal Setting Lessons  
Goal setting lessons have three parts: Part 1 – set a goal, part 2 – make a plan, part 3 – adjust your goal. Let’s Practice:  
The 3 parts of the Goal Setting Lessons are: Part 1 – Set a GOAL, Part 2 – Make a PLAN, Part 3 – Adjust your GOAL (model-lead) |
| 3    | For the next couple of days, we are going to focus on the Goal Setting Lessons Part 1 – set a goal |
| 4    | The question I ask myself to set a goal is “What is my GOAL?”  
Let’s Practice: The question I ask myself to set a goal is “What is my GOAL?” (model-lead) |
| 5    | What question do you need to ask yourself to set a goal? Choose a or b:  
a. “what is my goal?”  
b. “what is my name?”  
Based on student response if:  
a. is chosen - great job a is the correct answer, the question I ask myself to set a goal is “what is my goal?”  
b. is chosen – oops wrong answer, nice try, but try again  
Let’s define goal: A goal is something I want to achieve. When I set a goal, I set out to do something. Let’s Practice:  
A GOAL is something I want to achieve. When I set a goal, I set out to do something. (model-lead-test) |
| 6    | Last time, you identified …  
2 Strengths - things I am good at  
2 Needs - things I need to do better  
Today, you will figure out how to get “better” at your needs.  
When we talk about getting “better” at something, it could mean:  
“I want to be the best”  
“I want to do as well as my friends do”  
“I want to do better than I did last time”  
When we talk about getting “better” at something, it could also mean:  
Completing all my assignments  
Turning in my homework everyday  
Not talking to others when I should be doing my work  
Raising my hand to answer a question  
Knowing exactly what to do about your needs helps you get better at your “needs”  
In order to get better at your “needs” you need to know what the classroom expectations are for behavior and compare them to your strengths and needs.  
Let’s compare your “strengths” to the class expectations. Remember: strengths are things you are good at. Your class expectations, which are the same as class rules are:  
1. Following teacher directions  
2. Completing assignments |

3. Staying in seat during instruction
4. Focusing on school work
5. Being prepared for class
6. Raising hand to answer
7. Respecting others

Now, let’s compare your strengths to the class expectations.

Yesterday, you identified 2 strengths.
You said …

Let’s compare your “needs” to the class expectations

Remember: needs are things you need to do better

Your class expectations, which are the same as class rules are:
1. Following teacher directions
2. Completing assignments
3. Staying in seat during instruction
4. Focusing on school work
5. Being prepared for class
6. Raising hand to answer
7. Respecting others

Now, let’s compare your needs to the class expectations. Yesterday, you identified needs.
You said …

To improve your needs: Changes need to happen

For example - to change your behavior so that you complete your assignments, you need to change what you do by having materials ready and focusing on your work.
Or if you don’t understand you assignment, you could raise your hand and ask the teacher for help.

Remember: To Work on My Needs, I can…

Change my behavior, For example: If I am not doing my homework, then I need to do it

Change my surroundings, For example:
If I don’t understand my assignment, then I need to ask the teacher for help

Listen and practice:

To improve my behavior, I ask myself 2 questions:
1. Do I need to change something that I do?
   2. Do I need to have something change AROUND me? (model-lead)

You might answer the question:
1. Do I need to change something that I do?
   • To change my behavior to complete my assignments, I need to change what I do by having my materials ready and focusing on my work.
2. Do I need to have something change AROUND me?
   • To improve my behavior to complete my assignment and listen more, I need to raise my hand and ask the teacher for help with focusing (examples will be provided based on student needs)

Now, it is your turn to practice

I want you to identify two ways that you can change your behavior (two more examples will be provided based on student needs)

This was hard. It’s never easy to look at what we’re not doing very well.

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<tr>
<th></th>
<th>Now, we can start thinking about what you need to do to improve your behavior. Don’t forget about things you do well and like to do.</th>
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<tbody>
<tr>
<td>19</td>
<td>Next time, we are going to set goals based on the needs you identified. Great Job! That is all for today!</td>
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<table>
<thead>
<tr>
<th>Step</th>
<th>Lesson 3: Setting a Behavior Goal</th>
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</table>
| 1 | Are you ready to set a behavior goal?  
Let’s Begin. |
| 2 | Welcome back to your Goal Setting Lessons  
Goal setting lessons have three parts: Part 1 – set a goal, part 2 – make a plan, part 3 – adjust your goal  
Let’s Practice:  
The 3 parts of the Goal Setting Lessons are: Part 1 – Set a GOAL, Part 2 – Make a PLAN, Part 3 – Adjust your GOAL (model-lead)  
Great job! |
| 3 | For the next couple of days, we are going to focus on Goal Setting Lessons part 1 – set a goal |
| 4 | The question I ask myself to set a goal is “What is my GOAL?”  
Let’s Practice: The question I ask myself to set a goal is “What is my GOAL?” (model-lead) |
| 5 | What question do you need to ask yourself to set a goal?  
Choose a or b:  
a. “what is my goal?” or  
b. “what is my name?”  
Based on student response if:  
a. is chosen - great job a is the correct answer, the question I ask myself to set a goal is “what is my goal?”  
b. is chosen – oops wrong answer, nice try, but try again |
| 6 | Let’s define goal:  
A goal is something I want to achieve. When I set a goal, I set out to do something.  
Let’s Practice:  
A GOAL is something I want to achieve. When I set a goal, I set out to do something. (model-lead-test) |
| 7 | Now it’s your turn:  
What is the definition of goal?  
Choose a or b:  
a. - Something I want to achieve  
b. - something I did yesterday  
Based on student response if:  
a. is chosen - great job a is the correct answer, a goal is something I want to achieve  
b. is chosen – oops wrong answer, nice try, but try again |
| 8 | Over the last couple of days, you identified 2 Strengths  
things I am good at  
(list student strengths) – my strengths are… |
| 9 | You also identified 2 Needs things I need to do better  
(list student needs) – my needs are… |

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<td>10</td>
<td>You also found out that your behavior does not meet class expectations based on your “needs” - (comparison of needs to class expectations)</td>
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</table>
| 11 | You also identified changes that need to happen, so you can meet class expectations  
1. I need to change my behavior by _________ and _________ (insert student responses from lesson 2)  
2. I need to change my surroundings by _________, so I can _______. (insert student responses from lesson 2) |
| 12 | Today, you are going to use your strengths, needs, and changes you need to make to set your behavior goal (includes strengths, needs, and changes) |
| 13 | Now, you are going to answer some questions to help you set your behavior goal.  
Question 1 is What do you want to do to improve your behavior?  
(provide examples to student)  
Now, I want you to say what you want to do to improve your behavior. |
| 14 | Question 2 is What do you know about your behavior now?  
(provide examples to student)  
Now, I want you to say what you know about your behavior now. |
| 15 | Question 3 is What needs to change for you to improve your behavior?  
(provide examples to student)  
Now, I want you to say what needs to change for you to improve your behavior. |
| 16 | Question 4 is What can you do to make the changes happen?  
(provide examples to student)  
Now, I want you to say you can do to make the changes happen. |
| 17 | Setting your Goal  
Remember:  
A Goal is Something You Want to Achieve  
What goal do you want to set to improve your behavior?  
(provide examples to student)  
Now, I want you to set you behavior goal. What goal do you want to set to improve your behavior? |
| 18 | Let’s Review  
Listen:  
What are the 3 parts of the goal setting lessons?  
The 3 parts of the goal setting lessons are part 1 – set a goal, part 2 – make a plan, part 3 – adjust your goal (model-lead) |
| 19 | Let’s Review  
Listen:  
What is the question you ask yourself to set a goal?  
The question I ask myself to set a goal is “What is my Goal?” (model-lead) |

What Goal did you set for yourself? Say your Goal  
(student will say goal)

20 □ You did great today!!!  
You should feel proud because you set your behavior goal!  
Next time, we are going to make a plan for you so you can meet your goal.

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<thead>
<tr>
<th>Step</th>
<th>Lesson 4: Barriers and Solutions</th>
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</table>
| 1    | Are you ready to learn how to make a plan to reach your behavior goal?  
Let’s begin. |
| 2    | Let’s review  
Goal setting lessons have three parts: Part 1 – set a goal, part 2 – make a plan, part 3 – adjust your goal  
Let’s Practice:  
The 3 parts of the Goal Setting Lessons are: Part 1 – Set a GOAL, Part 2 – Make a PLAN, Part 3 – Adjust your GOAL (model-lead)  
Great job! |
| 3    | The question I ask myself to set a goal is “What is my GOAL?”  
Let’s Practice: The question I ask myself to set a goal is “What is my GOAL?” (model-lead) |
| 4    | You just finished part 1 of your goal setting lessons. For the next couple of days, we are going to focus on Goal Setting Lessons part 2 – make a plan |
| 5    | The question I ask myself to make a plan is “What is my PLAN?”  
Let’s Practice: The question I ask myself to make a plan is “What is my PLAN?” (model-lead) |
| 6    | What question do you need to ask yourself to make a plan?  
Choose a or b:  
a. “what is my job?”  
b. “what is my plan?”  
Based on student response if:  
a. is chosen – oops wrong answer, nice try, but try again  
b. is chosen - great job a is the correct answer, the question I ask myself to make a plan is “what is my plan?” |
| 7    | A GOAL is something you want to achieve.  
Last time, You set your behavior goal: |

(include student behavior goal; model-lead-test)
Sometimes things get in the way of reaching your goal – those things are called barriers

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| **8** | Let’s Define Barriers:  
A barrier is something that gets in the way of reaching my goal.  
Let’s Practice:  
A barrier is something that gets in the way of reaching my goal. (model-lead) |
| **9** | Barriers that might get in the way of you reaching your behavior goal might be:  
(provide examples of barriers based on student goal) |
| **10** | Let’s talk about ways to remove BARRIERS  
List barrier  
What can I do about it (provide example of way to remove barrier) |
| **11** | Let’s talk about another way to remove BARRIERS  
List barrier  
What can I do about it (provide example of way to remove barrier) |
| **12** | Now It’s Your Turn to Practice  
Let’s think about the goal you’ve been working on since last time we met.  
Your goal is: (list student behavior goal)  
Now, I want you to think about:  
Barriers that might keep you from reaching your goal and what you could do to move those barriers out of your way. |
| **13** | I want you to answer two questions:  
1. What is going to get in the way of my behavior goal?  
Say your answer  
2. What am I going to do about it?  
Say your answer |
| **14** | Today, you told me about barriers that you will need to remove or get out of your way to meet your behavior goal.  
Before our next lesson, I want you to think about steps you can take to meet your goal. Now, say your goal one more time.  
(student repeats behavior goal) |
| **15** | Great Job! That is all for Today! |

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<thead>
<tr>
<th>Step</th>
<th>Lesson 5: Identifying Supports to Achieve Goals</th>
</tr>
</thead>
</table>
| 1    | Are you ready to learn about tools to help you achieve your goal?  
      | Let’s Begin. |
| 2    | Let’s review  
      | Goal setting lessons have three parts: Part 1 – set a goal, part 2 – make a plan, part 3 – adjust your goal  
      | Let’s Practice:  
      | The 3 parts of the Goal Setting Lessons are: Part 1 – Set a GOAL, Part 2 – Make a PLAN, Part 3 – Adjust your GOAL (model-lead)  
      | Great job! |
| 3    | The question I ask myself to set a goal is “What is my GOAL?”  
      | Let’s Practice: The question I ask myself to set a goal is “What is my GOAL?” (model-lead) |
| 4    | You just finished part 1 of your goal setting lessons. For the next couple of days, we are going to focus on Goal Setting Lessons part 2 – make a plan |
| 5    | The question I ask myself to make a plan is “What is my PLAN?”  
      | Let’s Practice: The question I ask myself to make a plan is “What is my PLAN?” (model-lead) |
| 6    | What question do you need to ask yourself to make a plan?  
      | Choose a or b:  
      | a. “what is my job?”  
      | b. “what is my plan?”  
      | Based on student response if:  
      | a. is chosen – oops wrong answer, nice try, but try again  
      | b. is chosen - great job a is the correct answer, the question I ask myself to make a plan is “what is my plan?” |
| 7    | Today, we are going to:  
      | Make a plan, so you can achieve your goal  
      | Let’s review your behavior goal:  
      | (include student behavior goal; model-lead-test) |
| 8    | Yesterday, you identified 2 barriers – things that get in the way of your goal  
      | The 2 barriers you identified were:  
      | (include student barriers; model-lead-test) |
| 9    | Yesterday, you also identified 2 ways to remove barriers, so you can achieve your goal |

The 2 ways to remove barriers were:
(include student response; model-lead-test)

Today, we are going to identify STEPS you can take so you can achieve your goal

Some steps you might take to achieve your goal are:
(provide examples based on student goal)
I want you to think about the steps you can take to achieve your goal and when you might start working on those steps.

Let’s create a timeline for your goal. A timeline let’s you know when you want to start working on your goal and when you might reach your goal.
For example, you might decide to start working on your goal today, or maybe you have already been working on your goal. So you would say something like “I will start working on my goal today and I want to reach my goal in 2 weeks.
(Calendar of month provided, so student can identify dates to start and dates to reach goal)
Say the day you want to start or did start working on your goal. Say the day you think you might want to reach your goal.

Now that you have identified a timeline to achieve your goal, we are going to review some TOOLS to help you achieve your goal.
Tool #1 is a cue card reminder. Provide explanation of tool and example

Another TOOL you could use is a self-directed contract
Provide explanation of tool and example

Another TOOL you could use is a self-monitoring checklist
Provide explanation of tool and example

Now It’s Your Turn to Choose a Tool
I want you to choose at least one of these tools to use to help you improve your behavior to work toward your goal.
Do you want to use a cue card reminder, a self-directed contract, or a self-monitoring checklist to help you improve your behavior to work toward your goal?
Choose your answer by pointing to the picture of the tool you want to use.

You have done a great job today!!!
You are on your way to meeting your goal!!!
You are going to be able to use these tools to reach your goal:
Now, say your goal
(student says behavior goal)

Great Job! That is all for Today!

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<tr>
<th>Step</th>
<th>Lesson 6: Finalize Plan</th>
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</table>
| 1    | Are you ready to finalize your plan to achieve your goal?  
      | Let’s begin. Click to move to the Next Slide |
| 2    | Let’s review  
      | Goal setting lessons have three parts: Part 1 – set a goal, part 2 – make a plan, part 3 – adjust your goal  
      | Now, click on the blue box to practice  
      | Let’s Practice:  
      | The 3 parts of the Goal Setting Lessons are: Part 1 – Set a GOAL, Part 2 – Make a PLAN, Part 3 – Adjust your GOAL (model-lead)  
      | Great job! |
| 3    | The question I ask myself to set a goal is “What is my GOAL?”  
      | Let’s Practice: The question I ask myself to set a goal is “What is my GOAL?” (model-lead) |
| 4    | You just finished part 1 of your goal setting lessons. For the next couple of days, we are going to focus on Goal Setting Lessons part 2 – make a plan  
      | Go ahead and move to the next slide |
| 5    | The question I ask myself to make a plan is “What is my PLAN?”  
      | Let’s Practice: The question I ask myself to make a plan is “What is my PLAN?” (model-lead) |
| 6    | What question do you need to ask yourself to make a plan?  
      | Choose a or b:  
      | a. “what is my job?” or  
      | b. “what is my plan?”  
      | Based on student response if:  
      | a. is chosen – oops wrong answer, nice try, but try again  
      | b. is chosen - great job a is the correct answer, the question I ask myself to make a plan is “what is my plan?” |
| 7    | Today, we are going to:  
      | Finalize your plan, so you can achieve your goal  
      | Let’s review your behavior goal :  
      | (include student behavior goal; model-lead-test) |

Over the last couple of days you have identified:

- your goal (list goal)
- barriers to reaching your goal (list barriers)
- ways to overcome those barriers (list)
- your timeline for reaching your goal (list)
- and you have chosen the tool that is going to help you reach your goal

You are going to use all of those things to help you answer 4 questions and finalize your plan to overcome barriers and begin reaching your behavior goal (students will be provided with list of the above plus goal setting worksheet)

**Question 1:**
What can you do to improve your behavior?

You might say something like:
Use my tool to ______ or use my tool to ______ (provide examples)

Now, I want you to answer the question “what can you do to improve your behavior?”
Say your answer

**Question 2:**
What barriers could keep you from improving your behavior?

You might say something like:
(provide examples; remind students to refer to list)

Now, I want you to answer the question “What barriers could keep you from improving your behavior?”
Say your answer

**Question 3:**
What can you do to remove these barriers?

You might say something like:
(provide examples; remind students to refer to list)

Now, I want you to answer the question “What can you do to remove these barriers?”
Say your answer

**Question 4:**
When will you begin?

Say when you will begin working on your plan (remind student about timeline)

You have done a great job today!!!
You now have a plan to achieve your goal
And I know you can meet the goal in about another few weeks.
Next time, we will take a look at how to record your progress towards your goal and we will review your plan.

Great Job! That is all for Today!

Step | Lesson 7: Progress Monitoring
---|---
1  | Are you ready to track your progress toward your goal?
2  | Let’s review
   Goal setting lessons have three parts: Part 1 – set a goal, part 2 – make a plan, part 3 – adjust your goal
   Let’s Practice:
   The 3 parts of the Goal Setting Lessons are: Part 1 – Set a GOAL, Part 2 – Make a PLAN, Part 3 – Adjust your GOAL (model-lead)
   Great job!
3  | The question I ask myself to set a goal is “What is my GOAL?”
   Let’s Practice: The question I ask myself to set a goal is “What is my GOAL?” (model-lead)
4  | The question I ask myself to make a plan is “What is my PLAN?”
   Let’s Practice: The question I ask myself to make a plan is “What is my PLAN?” (model-lead)
5  | You just finished part 1 and part 2 of your goal setting lessons. For the next couple of days, we are going to focus on Goal Setting Lessons part 3 – adjust your goal
6  | The question I ask myself to adjust my goal is “What have I learned?”
   Let’s Practice: The question I ask myself to make a plan is “What have I learned?” (model-lead)
7  | What question do you need to ask yourself to adjust your goal?
   Choose a or b:
   a. “What game do I play?”
   b. “What have I learned?”
   Based on student response if:
   a. is chosen – oops wrong answer, nice try, but try again
   b. is chosen - great job a is the correct answer, the question I ask myself to adjust my goal is “what have I learned?”
8  | For this last part,
   You’ll be thinking about:
   how you’re doing toward meeting your goal and how well your plan is working
   Let’s review your behavior goal and timeline for reaching your goal:
   (include student behavior goal plus timeline; model-lead-test)

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| 10 | Today, you are going to learn how to graph your behavior as it improves, so you can reach your goal  
   *This is a graph of your behavior since I have been working with you*  
   *This helps me see how you’re doing with learning how to set and meet your behavior goal and how you are doing in class* |
| 11 | This is a graph of your behavior since I have been working with you  
   *This is where you started*  
   *The dots have gotten lower on the graph.*  
   *This means your behavior has improved since you started working on the computer and using your tool to monitor your behavior* |
| 12 | Now you are going to get to graph your own behavior using your self-monitoring checklist and a graph.  
   *You are going to record your information every day. We will review your performance every day, and I will give you feedback and help you with monitoring your behavior (interactive graph for student to record behavior; instruction will be provided)* |
| 13 | You have done a great job today!!!  
   *You now know how to graph your progress toward your behavior goal and I know you can meet the goal in about another week.*  
   *Next time, we will take a look at your progress towards your goal and see what you have done to improve your behavior.* |
| 14 | Great Job! That is all for Today! |

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<tr>
<th>Step</th>
<th>Lesson 8: Adjusting the Goal</th>
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<tbody>
<tr>
<td>1</td>
<td>Are you ready to think about adjusting your goal? Let’s begin.</td>
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</table>
| 2 | Let’s review Goal setting lessons have three parts: Part 1 – set a goal, part 2 – make a plan, part 3 – adjust your goal  
Let’s Practice: The 3 parts of the Goal Setting Lessons are: Part 1 – Set a GOAL, Part 2 – Make a PLAN, Part 3 – Adjust your GOAL (model-lead) |
| 3 | The question I ask myself to set a goal is “What is my GOAL?”  
Let’s Practice: The question I ask myself to set a goal is “What is my GOAL?” (model-lead) |
| 4 | The question I ask myself to make a plan is “What is my PLAN?”  
Let’s Practice: The question I ask myself to make a plan is “What is my PLAN?” (model-lead) |
| 5 | You just finished part 1 and part 2 of your goal setting lessons. For the next couple of days, we are going to focus on Goal Setting Lessons part 3 – adjust your goal  
Go ahead and move to the next slide |
| 6 | The question I ask myself to adjust my goal is “What have I learned?”  
Let’s Practice: The question I ask myself to make a plan is “What have I learned?” (model-lead) |
| 7 | What question do you need to ask yourself to adjust your goal? Choose a or b:  
a. “What game do I play?”  
b. “what have I learned?”  
Based on student response if:  
a. is chosen – oops wrong answer, nice try, but try again  
b. is chosen - great job b is the correct answer, the question I ask myself to adjust my goal is “what have I learned?” |
| 8 | Today, we are going to review what you’ve been working on for the past few weeks. You’re going to be able to make some decisions about what you need to do differently to reach the goal you set – Let’s review your goal. (include student behavior goal plus timeline; model-lead-test) |
| 9 | This is a graph of your behavior since I have been working with you  
This is where you started  
The dots have gotten lower on the graph.  
This means your behavior has improved since you started working on the computer and using your tool to monitor your behavior |
| 10 | Now let’s graph your behavior using your self-monitoring checklist and the graph you started yesterday. I want you to think about whether or not your tool is helping you reach your goal |
| 11 | This is your goal setting worksheet. During part 1 of your goal setting lessons – set a goal, |

<table>
<thead>
<tr>
<th>Step</th>
<th>Question/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Now, we are going to answer 2 questions:</td>
</tr>
<tr>
<td></td>
<td>1. What have you done to improve your behavior? Your answer might be something like: (provide examples based on student goal and plan)</td>
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<td></td>
<td>Now, I want you to answer the question “what have you done to improve your behavior?” Say your answer</td>
</tr>
<tr>
<td>14</td>
<td>Question #2</td>
</tr>
<tr>
<td></td>
<td>2. Which barriers have been moved out of the way? Your answer might be something like: (provide examples based on student goal and plan)</td>
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<tr>
<td></td>
<td>Now, I want you to answer the question “which barriers have been moved out of the way?” Say your answer</td>
</tr>
<tr>
<td>15</td>
<td>Let’s compare your behavior before you started your goal setting lessons To your behavior now</td>
</tr>
<tr>
<td></td>
<td>As you can see, your behavior improved since you started your goal setting lessons (this slide may change based on whether student has improved behavior to include how and why changes may need to be made to goal)</td>
</tr>
<tr>
<td>16</td>
<td>Now, Let’s answer another question</td>
</tr>
<tr>
<td></td>
<td>3. What has changed about your behavior? Your answer might be something like: (provide examples based on student goal and plan)</td>
</tr>
<tr>
<td></td>
<td>Now, I want you to answer the question “what has changed about your behavior?” Say your answer</td>
</tr>
<tr>
<td>17</td>
<td>Now, let’s answer one more question</td>
</tr>
<tr>
<td></td>
<td>4. Have you reached your behavior goal? Say your answer</td>
</tr>
<tr>
<td></td>
<td>Maybe you haven’t reached your goal yet, so you will need to continue to work hard to achieve your goal</td>
</tr>
<tr>
<td>18</td>
<td>You have done a great job today!!!</td>
</tr>
<tr>
<td></td>
<td>Today was the last day of our Goal Setting Lessons, but you will still have to work on your behavior goal.</td>
</tr>
<tr>
<td></td>
<td>You will keep working on your behavior by using your self-monitoring checklist and graphing your behavior each day over the next couple of weeks.</td>
</tr>
<tr>
<td></td>
<td>So, even though we won’t talk about it as much, you should keep working toward your goal and track your progress.</td>
</tr>
</tbody>
</table>