

Effective Goal Setting

— Awareness and Goal Setting Activities —

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"Before students can set appropriate goals, they need to develop an awareness of how personal strengths and weaknesses influence goal setting."

The inability of students to set realistic goals may contribute to failure in school, work, or social settings. Likewise, failure to discuss or set goals prior to and during learning strategy instruction hinders the acquisition, implementation, and generalization process. Students must be taught skills for setting and attaining realistic goals that can be extended into strategy instruction. Throughout the year, these goal setting skills, like strategies, need to be monitored in all school environments.

Introducing awareness and goal-setting activities provides students with an opportunity to explore their own strengths and weaknesses and to understand how those relate to goal setting. Specific plans for writing and implementing realistic goals are contained in strategy instruction.

Phase 1: Goal Setting Awareness Activities

Before students can set appropriate goals, they need to develop an awareness of how personal strengths and weaknesses influence goal setting. For example, a student who is 5'2" would find it difficult to reach the goal of becoming a professional basketball player. Therefore during the awareness phase, the teacher should provide awareness activities that enable students to: (a) list past personal and motivational factors involved in achieving their accomplishments; and (b) list individual characteristics which are considered strengths (i.e. honesty, kindness, etc.) and determine those personally seen as most significant. The *Educational Planning Strategy* provides an Inventory Sheet for students to analyze their

strengths and weaknesses in the following skill areas: reading, writing, math, study, social, and vocational. The Inventory Sheet also provides a section for listing academic, social, vocational, extra-curricular and future goals. Choices for learning are listed in the following categories: helpful activities, helpful materials, learning and testing preferences. Awareness activities lead students to a knowledge of their own resources and a readiness to activate a specific plan. These activities should be provided prior to the introduction of a specific intervention, be part of continuing instruction, and be reviewed after goals have been attained.

Phase 2: Organizing A General Approach to Goal Setting

Organizing a general approach to goal setting is important in helping students set goals and implement plans related to goal attainment. In goal setting, students should be taught to: (a) identify types of goals (i.e. long term, short term, weekly, and daily); (b) understand that high, medium, and low levels of risks are involved in determining whether goals are achieved; (c) recognize realistic goals and decide whether goals are specific enough to be measurable; and (d) define and give examples of resources and obstacles, realize how resources may help in achieving a goal, and how obstacles may hinder.

Students should develop specific plans for attaining academic, occupational or social goals. Teachers can help the students by developing forms to facilitate these activities. The "goal plan" should include: (a) clearly stated, measurable and realistic goals; (b)

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resources and obstacles related to attainment of the goals; and (c) start and completion dates.

Phase 3: Implementing Goal - Related Instruction Within Strategy Instruction

Embedded in the Strategies Intervention Model is the application of goal setting. While each stage in strategy instruction provides an opportunity for self evaluation and goal setting, the following stages provide specific opportunities for directing student attention to the goal attainment process.

Pretest Stage

In the Pretest Stage, the student is presented with the challenge of learning a particular strategy to achieve a specific goal. The student must be shown how the demands of school, home, community and work settings can affect the attainment of goals. Students must begin to understand how their strengths and weaknesses affect performance. The results from the awareness phase of goal setting can be compared to the Pretest performance to set the stage for a goal to learn a strategy.

Describe Stage

In the Describe Stage, the teacher should provide rationales to show how strategies will help students to achieve their goals. Exploration of this topic should include examples of where the strategies can be used and advantages of using them as compared to old habits. Teachers and students can weigh the costs and benefits that they may expect. Specifically, in the Describe Stage, students and teachers learn to define the amount of classroom time necessary for completion of each strategy stage. Well-defined goal dates serve to hold the teacher accountable for the pace of implementation and to increase the intensity of instruction if necessary.

Controlled Practice and Advanced Practice Stages

In these stages of strategy instruction, teachers should remind the students that the completion of the practice stages represents a short-term goal necessary to the attain the long term goal of generalization of the strategy. During instruction, students should be asked to generate reasons why goal dates were met (i.e., "I tried my hardest to use the strategy," "Mrs. Bates taught PENS every day," etc.), as well as why goal dates were NOT met (i.e., "I didn't understand what I was doing wrong," "I couldn't see how this strategy would help me," "I've been absent 3 days this week!"). In addition, students should be reminded to evaluate the scores indicated on the progress sheets to determine if they are reaching their goals.

Posttest Stage

During the Posttest Stage, the awareness and goal setting activities used in the Pretest Stage are evaluated. Students should make self-evaluations regarding whether or not the goals were met. If the students have made satisfactory progress, a new goal directed toward generalization is written. If the student didn't reach mastery, additional practice or re-teaching should be done.

Generalization Stage

In order for a skill to be of maximum benefit to students, the strategies mastered in special education settings must be transferred to other settings. In the Orientation Phase, the students become aware of situations in which they can use their newly-acquired strategy to achieve their goals. In the Activation Phase, the students set goals related to use of the strategy in other settings. During maintenance and adaptation phases, students should set goals for continued use and refinement of the strategies

whenever and wherever its use would be beneficial.

Phase 4: Extending Goal-Related Instruction

The following are suggestions which may be used to generalize the skill of goal setting: (a) set up and maintain student goal setting folders for each student; (b) create bulletin boards, collages, posters, and mobiles which give students opportunities to personalize goal setting; (c) utilize charts and graphs to provide visual representation of progress in meeting goals (these may be kept in student goal setting folders or displayed in room); (d) meet with students on an individual basis regarding their personal progress in setting and meeting goals (note information and dates in student folders); (e) discuss with parents specific ideas which they may use at home to support goal setting; (f) collaborate with teachers in the mainstream to arrange for goal setting in content area classes;

"Goal setting is an integral part of strategy instruction and should be developed as a critical component of the entire instructional environment."

(g) consider giving bonus points for goals met in the mainstream classrooms; and (h) encourage cooperative goal setting by challenging members of the class to improve their performance on a math test or science vocabulary quiz.

Goal setting is an integral part of strategy instruction and should be developed as a critical component of the entire instructional environment. We cannot assume that students will instinctively set goals and work toward attaining them. Once goal setting skills

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Award Winning District

The **Blue Valley School District** of Overland Park, Kansas began implementation of strategy instruction in 1983 with a state level grant. The success of strategy instruction led to a district commitment to finance implementation of the model. Because of this building and district level support approximately 275 students are receiving strategy instruction.

According to Bruce Passman, Director of Special Services, the following elements are important in establishing effective SIM programs:

- * **Start small and expand slowly.**
- * **Telling and selling.** Teachers, trainers, parents and students spread the results of SIM.
- * **Don't steal time from the teachers.** In Blue Valley, extended teacher contracts are provided to trainers; teachers may accrue professional development points for SIM training.
- * **Provide sufficient materials at district expense.**

Blue Valley's award winning staff is largely responsible for their success. For example, Bruce Passman was named the KACLD Special Education Director of the year in 1988. Both Deb Sylvara and Vicki Cotsworth were awarded the Excellence in Education Award from President Bush in 1989. In addition, Vicki received the International Innovations in Education Award in 1987. Innovations developed by the Blue Valley staff include:

- * "**Ima Mess**" techniques for introducing the *Error Monitoring Strategy* was developed by Deb Sylvara (*Strategram*, Vol. 1, No. 1).

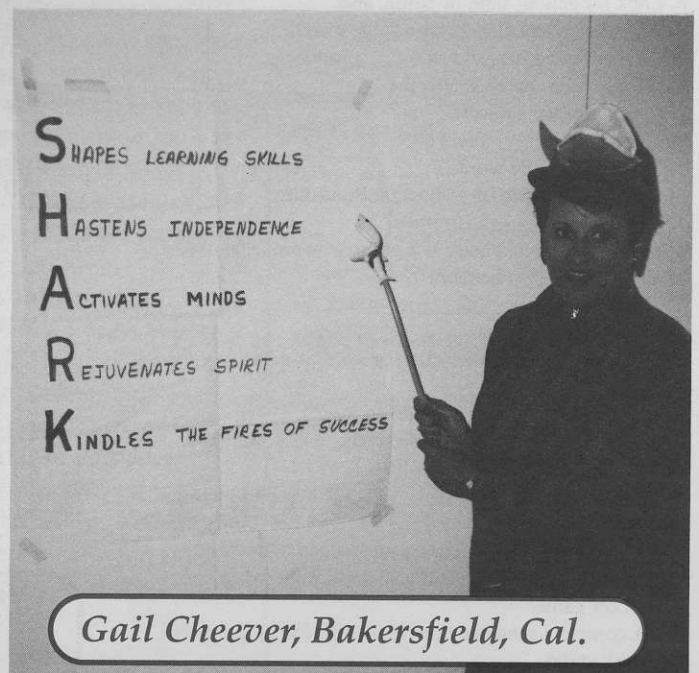
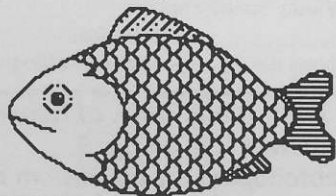


Blue Valley Staff

- * **Cue cards** for use with the *Test Taking Strategy* are developed by Deb Sylvara, Vicki Cotsworth and Nancy Meyer of Blue Valley along with George Poore of El Camino Jr. High School in California (*Strategram*, Vol. 1, No. 5).
- * **Student SIM folders** were introduced by Marsha Brown and Joe Licausi of Valley Park Elementary to assist students in personalizing their SIM folders. Fourth grade students decorate their folders with designs and their goals for learning a strategy.
Congratulations to the Blue Valley School District for their innovative SIM program and their commitment to student learning.

"JAWS!"

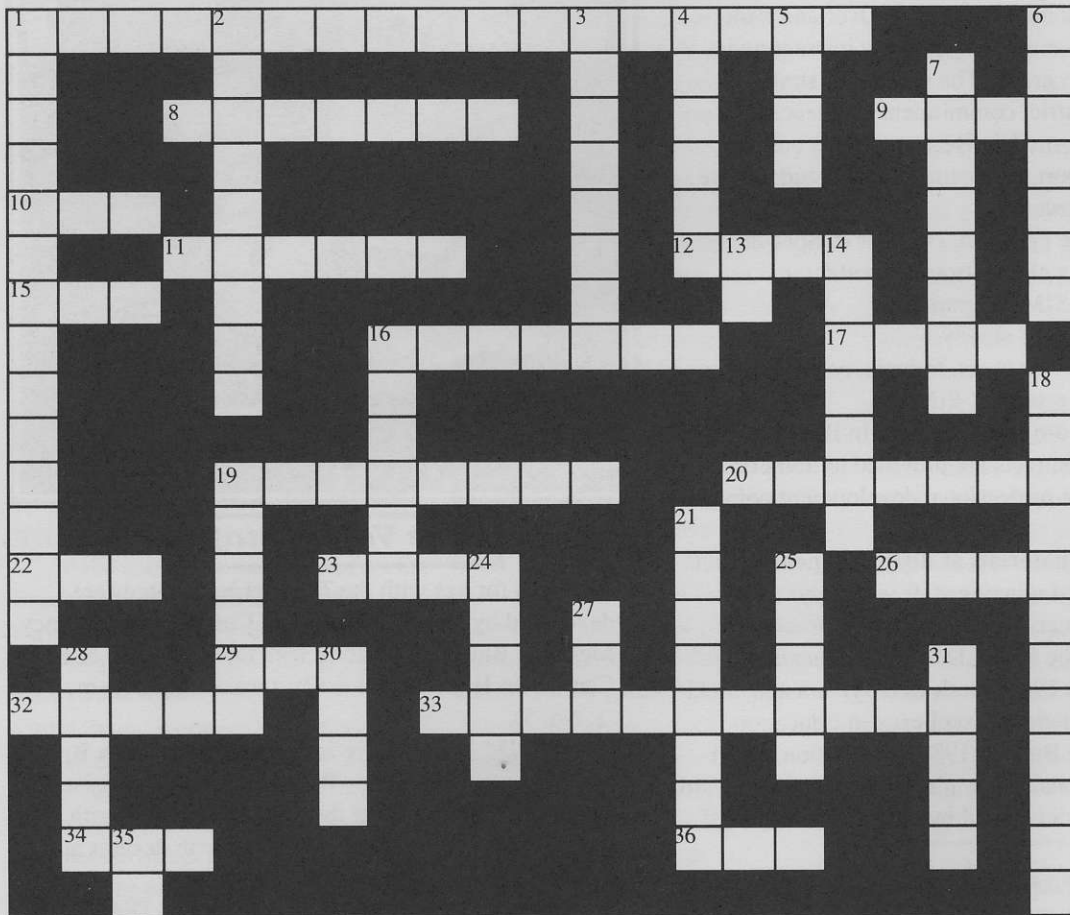
When Gail Cheever, Bakersfield, CA trains teachers, she tries to convey to them that they need to be assertive to be effective strategic teachers and that strategic instruction needs to be aggressively pursued. To communicate this with humor and in a memorable way, Gail uses a shark as the image and the mnemonic: An effective strategic teacher **S** = shapes learning skills, **H** = hastens independence, **A** = activates minds, **R** = rejuvenates spirit, and **K** = kindles the fires of success. The picture at right shows how Gail uses a shark hat and wand to reinforce the image and the message.



Gail Cheever, Bakersfield, Cal.

FOR THE CLASSROOM

Sentence Writing Strategy



Word List

Note: Some words may be used more than once.

action
being
clause
complete
end
explore
fit
formula
helping
identification
independent
independent clause
note
of
one
pick
predicate
sentence
simple
SSV
SSVV
state
state-of-being
steps
subject
SV
SVV
two
verb
words

ACROSS

1. A simple sentence has one _____.
8. Look for action, state-of-being, and _____ verbs.
9. An independent clause has a subject and a _____.
10. A compound subject has _____ subjects.
11. A verb of a sentence tells the _____ or state of being of the subject.
12. Step 3: _____ the words.
15. Step 2: Explore words to _____ the formula.
16. _____-verb Identification Procedure.
17. Step 1: _____ a formula.
19. An independent clause is a group of words that make a _____ statement.
20. Step 1: Pick a _____.
22. An SV sentence has _____ subject.
23. The part that tells the action or state-of-being is called the _____.
26. The word that means "write" in Step 3.
29. What is the formula for this sentence: Sue watched TV and ate a snack.
32. A verb tells action or _____-of-being of the subject.
33. An _____ clause has a subject and a predicate.
34. What is the formula: Bill and Keith went to the soccer game.
36. A complete sentence must have a period or question mark at the _____.

DOWN

1. Subject-verb _____ procedure.
2. An independent clause has a subject and a _____.
3. An independent clause makes a _____ statement.
4. The predicate shows the state-of-being or _____ verbs of the subject of the sentence.
5. What is the formula: Danny and Adam ran onto the field and kicked the ball.
6. Every sentence has a _____ and a verb.
7. If a sentence has a subject and a verb, it is a complete _____.
13. State- _____-being verb.
14. Step 2: _____ words to fit the formula.
16. A _____ sentence has one independent clause.
18. Kinds of verbs: action, helping, and _____.
19. An _____ clause has a subject and a verb.
21. The subject tells what the _____ is about.
24. State-of- _____ verb.
25. Step 3: Note the _____.
27. An SVV sentence has _____ subject and two verbs.
28. The Sentence Writing Strategy has four _____.
30. Step 4: Subject- _____ Identification.
31. The predicate shows the _____-of-being or action verbs.

Developed by Fran Clark, Univ. of Kansas IRLD
Answer Key on pg. 8
May be photocopied for classroom use

BITING THE BULLET: INVESTING IN GOOD TRAINING

by

Gail Cheever, SIM Trainer
Bakersfield, California

"Why should I spend the time and money for SIM training to learn how to teach strategies?" you ask. "I can read the manuals and learn on my own." Sure you can, but will you? Is learning on your own the most effective and efficient approach? Is it the best way to prepare for putting strategies into practice in your classroom? Without training you might never absorb the philosophies and theories that are the foundation for the *Strategies Intervention Model*. You may learn the practical aspects of a particular strategy. You may try out a couple with your students, but over the long term the growth in your skills as a strategic teacher may remain static, and the development of your students as strategic learners may be negligible. The worst that can happen when you go solo and learn on your own is that you can get easily discouraged, put the manuals on the shelf to collect chalk dust, and never realize the power of the learning strategies or the impact they can have on the learning of your students.

Rationales for Training

An experienced trainer can show you things the manuals simply can't. More importantly, you learn much easier and faster when someone is teaching you than when you are reading a manual and working things out by trial and error. This is even true for experienced strategy teachers getting newly published materials (i.e. *The Social Skills for Daily Living Curriculum*).

Where Do I Start?

The ultimate way for you to get started with learning strategies is to get an introduction to the foundations of the model and training for a specific learning strategy. This formal training is best followed up with frequent support group meetings of teachers who are implementing strategy instruction in your district.

This combination is ideal. The training provides the structure necessary to make sure you learn the basics of the learning strategy you'll be teaching without overlooking some of the important and critical elements of strategic instruction. The follow-up provided in your support group meetings prevents the inevitable challenges of implementation you will encounter from becoming roadblocks, accelerates your learning, and maximizes the rate of return on the investment of your time, money, and energy (See article pg. 6).

Not all training programs offer you equal value. An effective training program will involve you in a series of well planned, interactive training sessions in which an experienced trainer provides you with a variety of experiential activities that enable you to demonstrate that you understand the material, help you to develop competence, and instill an enthusiastic desire to begin strategy instruction in the classroom. This kind of interactive, building block approach to training results in the immediate implementation of specific learning strategies in your classroom so that your students become strategic learners. More importantly, it leads to the proficient application and the mastery of the strategies instructional approach making you a more strategic teacher.

Benefits of Training

A key factor in how much benefit can come from SIM training is having an experienced, articulate, and knowledgeable trainer. A trainer's job involves more than imparting information. The trainer's job is to plant the seeds of effective strategic instruction that will enable you to put those skills to good use. If not properly planted, the skills will die before they get a chance to grow.

Effective trainers will share their expertise so that your knowledge can blossom and lead to long term benefits for you and your students. Ultimately the best trainer is the one who leaves you with a sense of competence and autonomy. If you don't feel this way you may: (a) talk with the trainer about your feelings and/or confusion about a strategy; (b) contact the University of Kansas IRLD for clarification on strategy information; or (c) seek supportive help from other teachers in your district who have been trained in SIM.

There is always more than one way of doing anything, but experience shows us which is the most effective and efficient way for you to learn to implement the *Strategies Intervention Model*. A well planned training program with an effective trainer can set you on the right path, leapfrogging all the trial and error frustration you'd experience alone. So weigh the costs versus the benefits of investing in good training, and you'll find that it is worth "biting the bullet"!

Editor's Note: Please refer to the article on pg. 6 for information on techniques for establishing teacher support groups.

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The current volume is Volume 2, and the publication period is from September 1989 to August, 1990.

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Using Teacher Support Teams to Implement the *Strategies Intervention Model*

by Fran Clark

KU-IRLD

Purpose

As educators implement the *Strategies Intervention Model (SIM)*, one specific support system which has potential for increasing both the probability of implementation as well as the level of implementation is the Teacher Support Team. Teacher Support Teams formed in conjunction with SIM training have several purposes. First, these teams are comprised of members with a common background (i.e., knowledge of the SIM) who provide an audience for sharing successes and challenges related to implementation of the *Strategies Intervention Model*. Second, the team members provide support to each other through: identification of successful approaches, development of potential solutions and discussion of challenges, concerns and problems. Another supportive function of the team is professional development, enhancing team members' knowledge and skills in relation to the *Strategies Intervention Model*. Third, support teams can elicit specific commitments to implement the SIM and try potential solutions. Personal encouragement from fellow team members should accompany these commitments.

Procedures for Formation of Teacher Support Teams

Teacher support teams should be formed at the training session when the first learning strategy is presented. Optimal group size is usually 6-9 persons. Determination of the membership of each specific team may be based on any of several factors: (a) specific strategy(ies) selected for implementation; (b) already existing grouping within a school district or agency; (c) natural groupings of teachers from a senior high school and the middle/junior high feeder schools; (d) geographic proximity; and (e) time schedules and/or preferences.

Establishing Operating Procedures and Guidelines

At the initial meeting of each Teacher Support Team, three decisions essential for the operation of the team should be made. First, the team should

select a chairperson and a recorder. The chairperson functions not as a director but as a facilitator to ensure that: (a) all members have an opportunity to participate in the development of the agenda and in the discussions; (b) contributions of members are non-judgmental; and (c) meetings begin on time, follow the agreed upon agenda, and end on time. The recorder will maintain a record of the discussion and suggestions from each meeting so that actions from previous meetings may be reviewed as necessary.

Second, a standard agenda should be set. This agenda will be expanded and modified at the beginning of each meeting, but it will provide a structure for discussions. The agenda should include: (a) sharing of successes, progress from the last meeting, challenges, concerns, and problems; (b) identifying issues to be discussed; (c) prioritizing issues; (d) identifying how much time will be spent on each issue; (e) clarifying issues; (f) developing potential solutions; (g) making commitments or setting goals for future implementation; (h) reviewing and summarizing decisions; and (i) establishing the next meeting date, time, and

"Teacher support teams should be formed at the training session when the first learning strategy is presented."

location.

Third, the members of the Teacher Support Team should decide how often, where, and when they will meet. The length of a session should also be decided. At a minimum, Support Teams should meet once a month. Preliminary data available on the implementation of Support Teams within SIM training indicate that meeting twice a month was considered most beneficial by participating teachers. Within individual Support Team sessions, the following guidelines should be followed:

- a. The specific agenda should be developed by group consensus.
- b. Every team member should have an opportunity to contribute to the agenda and to the discussions.
- c. Participants should state problems behaviorally (i.e., observable behaviors).
- d. The individual bringing a problem or concern before the group should be asked to clarify the problem, the situation(s) in

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- which it occurs, and the conditions present when the problem occurs.
- d. No judgments should be made or advice given unless specifically requested.
 - e. Teachers should be asked to describe techniques which worked successfully for them in similar situations rather than giving advice or asking, "Why didn't you do . . . ?"
 - f. The person who brought the concern or problem to the group should select one (or more) potential solution(s) (from those which have been successfully implemented by others), make a commitment to implement that solution, and agree to share the results of the implementation at the next meeting.

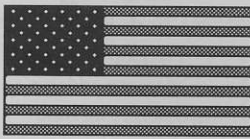
Teacher Support Teams provide an excellent avenue for sharing ideas, assessing training needs and providing professional encouragement.

Please Share

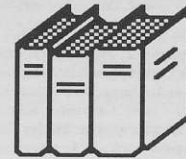
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The Word Identification Strategy In The Content Areas



Some content teachers teach their students the remembering system of the *Word Identification Strategy*, then begin every lesson with a vocabulary review as part of the advance organizer for the lesson. As part of the review, the class and the teacher "DISSECT" the words together using the **rules of twos and threes**. Students write the vocabulary words in their notebooks, divide the words using "DISSECT" guidelines, and after discussion they write the meaning of the word. Therefore, the students are taught to recognize and understand the use of words in the context of the specific content area. Students are encouraged to refer to their notebooks if they are unsure of a word. The following is an example of three worksheets constructed using words from American History and English content areas.

Examine The Stem

American History

constitution
peninsula
transportation
swamp
investment
immigration

English

education
elegantly
communicate
fiendish
animated

Isolate The Prefix

American History

president
immigrant
official
colonize
republican
telegraph

English

regarded
prefer
uneasy
increased
antiseptic

Separate The Suffix

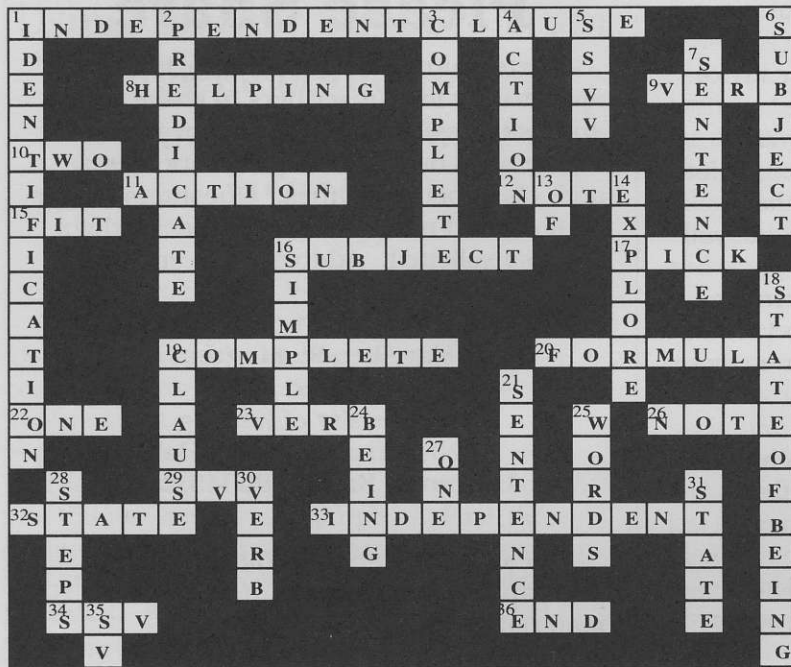
American History

monarchy
socialism
parliament
declaration
independent
assembly

English

suffer
brilliance
shadows
voyage
relative

The Sentence Writing Strategy Crossword Answer Key



(continued from pg. 2)

are taught, we must continue to monitor their use. Goal related instruction is not a "one shot unit," but one which should be addressed prior to, during, and after acquisition of a strategy, allowing students to accept responsibility for and increase control over academic achievement. When built into the curriculum, goal setting provides a framework for student learning, generalization and student success.

A Strategem Thanks!

Thank you for sharing your ideas with us. Unfortunately, we cannot return, acknowledge or print all of the items received.

Strategem

Vol. 2: Issue number 2. Published six times per year by The University of Kansas Institute for Research in Learning Disabilities, 223 Carruth-O'Leary Hall, Lawrence, Kansas, 66045-2342. Subscription rate: \$10 per year. No part of this publication may be reproduced without written permission from the publisher, unless otherwise stated.

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