



Goal Setting Tip Sheet

Reframing Goals for Students with FASD

Things to remember when setting goals:

S	<ul style="list-style-type: none">• Specific – Clearly define and identify• Answer – Who, What, Where, When, Which, Why?• Example – “better behaviour” is too broad, but a specific goal would be “to not be removed from math class”
M	<ul style="list-style-type: none">• Measurable – Establish concrete criteria for measurement• Answer – How will I know when the goal is accomplished?• Example – Stay in math class for the whole class, 4 of 5 times a week (without being sent to the hall or office)
A	<ul style="list-style-type: none">• Attainable – Find ways to make goals achievable, experience success first• Answer – What are achievable steps that foster the goal?• Example – Start with a baseline (how many times are they being removed now); if a good week means that they make it through 2 classes a week – set that as the first goal
R	<ul style="list-style-type: none">• Relevant or Realistic – All those involved must be both <i>willing</i> and <i>able</i> to work towards the goal• Answer – How helpful, relevant, and/or realistic is this goal?• Example – It is relevant to learn new coping strategies, and realistic to expect attendance, also translatable to the workforce
T	<ul style="list-style-type: none">• Time-bound or Tangible – Grounded within a specific timeframe, and can be experienced definitively• Answer – When will the goal be met, how will it be experienced?• Example – Set a specific date, also review gains, setbacks, and the overall experience (see INVEST model, may need tweaking)