

Session 9:

Goal-Setting and Wrap Up

Parent Summary: Topic

Session Overview

- ◆ Homework review
- ◆ Goal Setting
- ◆ Wrap Up
- ◆ Homework assignment

Key Information

- ◆ SMART goals:
 - ◆ Specific (concrete and narrow).
 - ◆ Measurable (success is defined in a way that can be tracked and measured).
 - ◆ Attainable (reasonable, realistic).
 - ◆ Relevant (meaningful to your **and** your child).
 - ◆ Timebound (has realistic deadline).
- ◆ Continue to support self-regulation
 - ◆ Watch for new stress indicators.
 - ◆ Know what increases/decreases your child's stress, as well as your own.
 - ◆ Build your child's self-awareness.
 - ◆ Keep trying new strategies to reduce stress. Note what works.
 - ◆ Respond in ways that decrease limbic responses (fight, flight, freeze) during episodes of dysregulation.
 - ◆ Use PCPS rather than punishment to teach skills, solve problems, and decrease episodes of dysregulation
- ◆ Keep working on PCPS
 - ◆ Keeps you and your child on the same team.
 - ◆ Allows you and your child to share in successful outcomes.
 - ◆ Teaches critical skills, including:
 - ◆ Problem-solving
 - ◆ Healthy communication
 - ◆ How to consider others' needs
 - ◆ How to identify problems and obstacles
 - ◆ How to brainstorm and evaluate solutions
 - ◆ How to predict outcomes
- ◆ Keep scaffolding skills, because scaffolding:
 - ◆ Breaks skills into manageable pieces.
 - ◆ Increases child's opportunities for success.
 - ◆ Reduces failure; decreases stress.
 - ◆ Requires high parent support in short-term, but reduces support needed in the long-term.
 - ◆ Respects that your child has a disability and that they are capable of growth and success.

Homework Checklist

- Finish "Goal Setting" worksheet.
- Finish "Developing a Plan" worksheet.
- Work on your plan over the next few weeks.
- Before the Booster Session, complete the "Progress Reflection" worksheet.

Handout: Activities

Activity 2 – Turning Not-So-SMART Goals into SMART Goals

Instructions: Rewrite the following goals so that they meet the criteria for SMART goals.

Specific
Measurable
Attainable
Relevant
Timebound

Goal 1: Jack will get all of his homework done on time for the rest of the year.

Goal 2: Jill will stop antagonizing her little brother.

Goal 3: Hansel will stop wasting his entire day playing videogames.

Goal 4: Gretel will learn to organize her schoolwork.

Worksheet: Goal Setting

1. Decide on a goal to work on with your child, **or** a goal for yourself as a parent to better support your child in developing their EF skills. Make sure your goal meets the SMART criteria.
2. Complete the table below.

Goal:	
Steps Required	
Key EF Skills Required	
Potential Obstacles	

3. Rate your **or** your child's current level of success in meeting the goal you have set:



4. If your goal is child-centred, review your worksheets from the sessions dealing with primary the EF skills required to meet this goal. Don't forget to look at Session 1 worksheets for general strategies.
5. Make a note of strategies that can help support you and/or your child in working towards this goal.

Worksheet: Developing a Plan

A. Child-Centred Goal (if your goal is parent-centred, skip to page 7)

1. Use the information from activity 1 to create a scaffolding plan. Copy the steps required to meet the goal into your scaffolding plan. Check off any that your child has mastered. Remember that you do not need to teach these steps in order when scaffolding. Then, list any strategies, tools, and resources you and/or your child can use to help your child successfully master each step (e.g., goal-related trackers on pages 27-36 of Session 8 workbook).

SCAFFOLDING PLAN

Goal:

Steps/Skills	Strategy to Support Development of Skills Required for the Step
<input type="checkbox"/> Step 1:	
<input type="checkbox"/> Step 2:	
<input type="checkbox"/> Step 3:	
<input type="checkbox"/> Step 4:	
<input type="checkbox"/> Step 5:	
<input type="checkbox"/> Step 6:	
<input type="checkbox"/> Step 7:	
<input type="checkbox"/> Step 8:	
<input type="checkbox"/> Step 9:	
<input type="checkbox"/> Step 10:	

2. Create a plan to overcome potential obstacles. Use strategies, tools, and resources your child has used successfully before, or new ones your child can try (e.g., those you listed during Activity 1). If some of the obstacles are related to issues you face as a parent, also list tools and resources you can draw on for support.

Potential Obstacles	Strategies and Tools to Address Obstacles
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

B. Parent-Centred Goal (if your goal was child-centred, skip this page)

1. Copy the steps you listed in Activity 1 into your plan, below. Then, list any strategies, tools, and resources you can use for each step (e.g., goal trackers on pages 27-36 of Session 8 workbook).

PLAN TO MEET PARENTING GOAL

Goal:

Steps	Strategies/Tools/Resources
Step 1:	
Step 2:	
Step 3:	
Step 4:	
Step 5:	

2. Create a plan to overcome potential obstacles. List any strategies, tools, and resources you can use, if appropriate (including any you have used successfully before and any new ones you can try).

Potential Obstacles	Strategies and Tools to Address Obstacles
1.	
2.	
3.	
4.	
5.	

Worksheet: Progress Reflection

Prior to the booster session, please complete the following reflection questions.

1. What goal did you set?

2. How would you rate your or your child's **current** ability to meet the goal you set?



3. How did you rate your or your child's ability to meet this goal, **initially** (see page 4)?



4. How would you rate your original plan, overall (e.g., was it useful, detailed enough, etc.)?



5. What strategies, tools, and resources did you use that were helpful?

6. Were there any strategies, tools, or resources you tried that were not helpful?

Appendix A: Sample Responses for Activity 1

Goal 1: Jack will get all of his homework done on time for the rest of the year.

This week, Jack will get his reading homework (20 minutes of reading) done by 4:30 p.m., at least 3/5 days, with no more than two reminders.

Next week, Jack will get his reading homework done each day by 4:30 p.m., with no more than one reminder.

Goal 2: Jill will stop antagonizing her little brother.

We will do PCPS with Jill once a week to help us start to understand what is contributing to this pattern of behaviour.

For the next month we will observe Jill playing with her brother for 30 minutes every Saturday morning to see if we notice any patterns we haven't noticed before.

Goal 3: Hansel will stop wasting his entire day playing videogames.

For the next week, we will track how much time Hansel spends off videogames daily.

On Sunday, we will do PCPS with Hansel. After he tells us his concerns, we will let him know ours. At a minimum we feel we need to increase offline time by at least an hour a day, each week, until he is off electronics at least 2-3 hours a day during COVID.

Goal 4: Gretel will learn to organize her schoolwork.

By Saturday, I will write down each step I take to organize Gretel's schoolwork for her everyday. I will let Greta choose one step to take over, with my support, starting next Monday. Each Saturday I will ask how she feels about her part, and once she feels ready I will let her try to take over independently for one week. If she is successful, she can choose the next step she would like to take over.

Appendix B: Sample Goal-Setting Response

Goal: Sam will put laundry in basket each evening with 1 reminder within 1 month.

Steps Required	Me: remember to ask him to do it at the same time each day.
	Him: shift away from what he's doing.
	Him: stay calm (Me: help him re-regulate, if he needs it).
	Him: find all of his clothes, including socks and underwear.
	Him: get items into the basket.
	Me: keep an eye on him until he's starting to get the hang of it.
	Me: keep his brother away from the room so Sam isn't distracted.
Key EF Skills Required	Emotion regulation
	Shifting
	Organization
	Motivation
Potential Obstacles	-Sam's brother and general distractions (e.g., toys, thoughts).
	-Being too tired to regulate his emotions and cope w/ frustration.
	-Difficulty shifting from previous activity.
	-Me forgetting to supervise/remind.

Strategies that can help support you and/or your child in working towards this goal.

- Timer to remind me.

- App or visual schedule with this task built into bedtime routine.

- Timer to have him check in if he's doing what he's supposed to be doing?

- Trackers (e.g., frustration before, during, and after).

- Make it a game/engaging (e.g., wide hoop over basket so it's basketball laundry).

- Make it a game/engaging (e.g., game involving brother, too?).

- Validation.

- Use PCPS, if plan doesn't go well during the first week.

- Sensory/environmental soothing (e.g., cheerful/calming music, low lights, calm tone).

- Emotion regulation (me: moment of regulated breathing before I ask).

- Accepting mindset (me – remember it will take patience and time).

Appendix C: Sample Plan

C. Child-Centred Goal

SCAFFOLDING PLAN

Goal: Sam will put laundry in basket each evening with 1 reminder within 1 month.

Steps/Skills	Strategy to Support Development of Skills Required for the Step
<input type="checkbox"/> Step 1: Remember to remind him each evening.	-I will set two daily alarms the day we start (Monday). -I will create a visual schedule on Sunday. -Start early if signs he may become overtired.
<input type="checkbox"/> Step 2: Sam needs to shift from what he's doing.	-I will build this into his bedtime routine, just before his bath, since he's already used to that transition/shift.
<input type="checkbox"/> Step 3: Help him stay calm/re-regulate.	-Continue to use song/dance to help keep him regulated. -On tough days, take a moment to validate and hug-squeeze.
<input type="checkbox"/> Step 4: Help him stay calm.	-If he struggles with high frustration about task, use frustration tracker with him, so he can see if it's as bad as he expects. If it IS bad, work with him to make it more fun (e.g., basketball).
<input type="checkbox"/> Step 5: Find all of his clothing items.	-Make it an eye-spy game if he has taken socks off elsewhere. -Help him make a list of places to look for his socks. -Create a clothing item checklist so he knows when done.
<input type="checkbox"/> Step 6: Keep an eye on him to help prevent distraction.	-Leave my phone elsewhere, so I don't get distracted.
<input type="checkbox"/> Step 7: Get items into basket.	-Make it a game (e.g., throwing). -Use visual – check off only once actually IN basket. -Check for completion when he says he's done.
<input type="checkbox"/> Step 8: keep Jack away until Sam is done.	- Tuck Jack in with Fido on the couch, with an audiobook.
<input type="checkbox"/> Step 9:	
<input type="checkbox"/> Step 10:	

Potential Obstacles	Strategies and Tools to Address Obstacles
1. I forget to remind him.	-I will set two alarms. -I will include it in his visual bedtime routine.
2. Sam's brother distracts or upsets him.	- Let Jack watch a 5-minute "cute puppies" video on YouTube. - Let Sam do something short/fun while Jack does a task so he doesn't feel jealous or resistant.
3. He gets distracted.	-Monitor what is distracting him and prevent those distractions proactively whenever possible. -Give a gently reminder of what he should be doing.
4. Too tired to cope with task.	-Start routine early if see signs of fatigue earlier in evening. -If he's already obviously over-tired, skip (non-essential) – put a sticky note over that item on schedule so he isn't overwhelmed.
5. Difficulty shifting	-If regularly struggling, move this task to after bath time. -Make it more fun/engaging (turn into game), to help him want to do it more.
6.	
7.	
8.	
9.	
10.	

D. Parent-Centred Goal

PLAN TO MEET PARENTING GOAL

To stay on top of one Sam-goal each week until top 5 stressors are dealt with.

Goal: ~~To be more on top of what Sam is working on.~~

Steps	Strategies/Tools/Resources
Step 1: Choose top 5 stressors.	-Look over EF questionnaire for ideas on Sunday. -Or track Sam-related stressors for one week, then choose.
Step 2: Choose one that feels doable and useful.	-Write it down on a Sunday – make it SMART. -If not sure, choose with Sam.
Step 3: Choose a schedule and cuing system.	-Decide when, if not clear from goal itself. -Work into natural routine as much as possible.
Step 4: Decide how to measure/track.	-Choose a tracker that will help track the goal. -Print off tracker on Sunday (or find and set up an App).
Step 5: Evaluate success.	-Choose a convenient day/time to evaluate progress. -Adapt/troubleshoot if not successful, yet.

Potential Obstacles	Strategies and Tools to Address Obstacles
1. Fatigue	-Take a few minutes to myself to get grounded and focussed before I start supporting Sam's goal. -Try to avoid later evening goals, at first.
2. Motivation	-Visualize how I will feel afterwards during my few minutes. -Treat myself to an extra 15 minutes of TV before bed. -Treat myself to a fancy chocolate before and after task.
3. Work	-Choose a goal that is less likely to require my assistance at times when I might be in meetings.
4. Jack	-Plan fun activities to occupy Jack at the times Sam will need me to be monitoring or supporting him.
5. Forgetting	-Set two alarms (earlier and slightly after). -Work into routine as much as possible. -Sticky notes where I am likely to be at the time I am needed.