


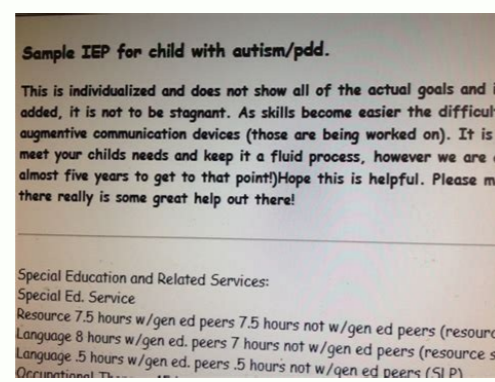
I'm not robot  reCAPTCHA

I am not robot!

Examples of smart goals for students with autism

Examples of smart goals in school. What are some examples of smart goals for students. What are some goals for autism.

Most parents have specific goals for their children—and even more specific ones for their autistic children. Often, those goals start with "I want my child to be happy." But a neurotypical adult's version of happiness may not have much to do with an autistic child's interests, abilities, or desires. Many parents of autistic children set short and long-term goals for their child without spending much time discussing the subject with their child. This makes sense to a degree: autistic children may have a tough time envisioning or articulating specific ideas about what they want from life. Even teens or adults diagnosed with an autism spectrum disorder (ASD) may have a hard time coming up with a clear vision of the future. And goal-making requires a degree of abstract thinking and executive planning that may be unreasonable to expect. Problems arise, however, when parents fill in any blanks with their own visions of what is desirable, interesting, comfortable, or preferable. That's because the hopes and dreams of the adult are rarely the same as those of an autistic child, teen, or young adult. In fact, parental goals are often created, not with their actual autistic child in mind, but with the hope (sometimes subconscious) that their autistic child will somehow morph into a neurotypical adult. Many parents, in fact, hope and dream that their autistic child will change to the degree that they will fit into society's norms and expectations. Many parents with autistic children express the desire to see their children happy. Their definition of happiness may look something like this: "I want my child to have a nice group of friends." "I want my child to live independently." "I want my child to get married and have a family." "I want my child to behave and think normally." "I want my child to hold down a good job and advance in her career." As you may have noticed, every one of the goals above—all of which are commonly expressed by parents of autistic children—are built around preferences and abilities that require strong social communication skills, solid executive planning skills, a preference for spending time in social groups, and quite a bit of personal ambition. They also assume a desire to find a permanent romantic partner and (ideally) produce offspring. Autistic people have many strengths, skills, interests, and desires. But because they are autistic, their strengths, skills, interests, or desires are not likely to revolve around social prestige or the desire to impress others.



In fact, parental goals are often created, not with their actual autistic child in mind, but with the hope (sometimes subconscious) that their autistic child will somehow morph into a neurotypical adult. Many parents, in fact, hope and dream that their autistic child will change to the degree that they will fit into society's norms and expectations.



Most parents have specific goals for their children—and even more specific ones for their autistic children. Often, those goals start with "I want my child to be happy." But a neurotypical adult's version of happiness may not have much to do with an autistic child's interests, abilities, or desires. Many parents of autistic children set short and long-term goals for their child without spending much time discussing the subject with their child. This makes sense to a degree: autistic children may have a tough time envisioning or articulating specific ideas about what they want from life. Even teens or adults diagnosed with an autism spectrum disorder (ASD) may have a hard time coming up with a clear vision of the future. And goal-making requires a degree of abstract thinking and executive planning that may be unreasonable to expect. Problems arise, however, when parents fill in any blanks with their own visions of what is desirable, interesting, comfortable, or preferable. That's because the hopes and dreams of the adult are rarely the same as those of an autistic child, teen, or young adult. In fact, parental goals are often created, not with their actual autistic child in mind, but with the hope (sometimes subconscious) that their autistic child will somehow morph into a neurotypical adult.

S	M	A	R	T
Specific	Measurable	Attainable	Relevant	Time-Bound
Make sure your goals are focused and identify a tangible outcome. Without the specifics, your goal runs the risk of being too vague to achieve. Being more specific helps you identify what you want to achieve. You should also identify what resources you are going to leverage to achieve success.	You should have some clear definition of success. This will help you to evaluate achievement and also progress. This component often answers how much or how many and highlights how you'll know you achieved your goal.	Your goal should be challenging, but still reasonable to achieve. Reflecting on this component can reveal any potential barriers that you may need to overcome to realize success. Outline the steps you're planning to take to achieve your goal.	This is about getting real with yourself and ensuring what you're trying to achieve is worthwhile to you. Determining if this is aligned to your values and if it is a priority focus for you. This helps you answer the why.	Every goal needs a target date, something that motivates you to really apply the focus and discipline necessary to achieve it. This answers when. It's important to set a realistic time frame to achieve your goal to ensure you don't get discouraged.

In fact, parental goals are often created, not with their actual autistic child in mind, but with the hope (sometimes subconscious) that their autistic child will somehow morph into a neurotypical adult. Many parents, in fact, hope and dream that their autistic child will change to the degree that they will fit into society's norms and expectations. Many parents with autistic children express the desire to see their children happy. Their definition of happiness may look something like this: "I want my child to have a nice group of friends." "I want my child to live independently." "I want my child to get married and have a family." "I want my child to behave and think normally." "I want my child to hold down a good job and advance in her career." As you may have noticed, every one of the goals above—all of which are commonly expressed by parents of autistic children—are built around preferences and abilities that require strong social communication skills, solid executive planning skills, a preference for spending time in social groups, and quite a bit of personal ambition.

SMART Goals

S pecific	Know exactly what you are wanting to accomplish.
M easurable	How will you know you met your goal?
A chievable	Make sure your goal is not too far to reach, but far enough to be challenging.
R elevant	Link the goal to something important to you, something that inspires you.
T imely	When do you want your goal to be met?

© 2013 Insieme Family, Inc. All rights reserved.

Often, those goals start with "I want my child to be happy." But a neurotypical adult's version of happiness may not have much to do with an autistic child's interests, abilities, or desires. Many parents of autistic children set short and long-term goals for their child without spending much time discussing the subject with their child. This makes sense to a degree: autistic children may have a tough time envisioning or articulating specific ideas about what they want from life. Even teens or adults diagnosed with an autism spectrum disorder (ASD) may have a hard time coming up with a clear vision of the future. And goal-making requires a degree of abstract thinking and executive planning that may be unreasonable to expect. Problems arise, however, when parents fill in any blanks with their own visions of what is desirable, interesting, comfortable, or preferable. That's because the hopes and dreams of the adult are rarely the same as those of an autistic child, teen, or young adult. In fact, parental goals are often created, not with their actual autistic child in mind, but with the hope (sometimes subconscious) that their autistic child will somehow morph into a neurotypical adult. Many parents, in fact, hope and dream that their autistic child will change to the degree that they will fit into society's norms and expectations. Many parents with autistic children express the desire to see their children happy. Their definition of happiness may look something like this: "I want my child to have a nice group of friends." "I want my child to live independently." "I want my child to get married and have a family." "I want my child to behave and think normally." "I want my child to hold down a good job and advance in her career." As you may have noticed, every one of the goals above—all of which are commonly expressed by parents of autistic children—are built around preferences and abilities that require strong social communication skills, solid executive planning skills, a preference for spending time in social groups, and quite a bit of personal ambition. They also assume a desire to find a permanent romantic partner and (ideally) produce offspring. Autistic people have many strengths, skills, interests, and desires. But because they are autistic, their strengths, skills, interests, or desires are not likely to revolve around social prestige or the desire to impress others. In fact, many autistic people prefer solitude to groups. Some autistic people pair up, but many find intense intimacy overwhelming. What's more, it's a rare autistic person who is ambitious in the usual sense of wanting to impress and outdo his peers or parents. So, what are the appropriate goals for an autistic child? As with everything else related to ASD, the answers will vary and depend upon your individual child's strengths, interests, and desires. Here are some tips for getting started: Complex social goals like finding a romantic partner may not be particularly important to your child. In reality, relatively few autistic people marry, though many develop solid friendships. Few autistic people have strong executive functioning skills. That means that it may never be possible for them to live independently. Of course, your child can improve their adaptive living skills, but it's likely they'll need at least some support for planning, time management, bill paying, and other important tasks. Many autistic people have passionate interests that can become the foundation for hobbies or even careers. It's a good idea to consider your child's interests when thinking about goals.

S	Specific Clearly State your Goal
M	Measurable Ensure you can Measure Success
A	Attainable Set Goals you know you can Achieve
R	Relevant Set Goals Relevant to your Career or Education
T	Time-Based Set a Deadline for Completion

Even teens or adults diagnosed with an autism spectrum disorder (ASD) may have a hard time coming up with a clear vision of the future. And goal-making requires a degree of abstract thinking and executive planning that may be unreasonable to expect. Problems arise, however, when parents fill in any blanks with their own visions of what is desirable, interesting, comfortable, or preferable. That's because the hopes and dreams of the adult are rarely the same as those of an autistic child, teen, or young adult.

In fact, parental goals are often created, not with their actual autistic child in mind, but with the hope (sometimes subconscious) that their autistic child will somehow morph into a neurotypical adult. Many parents, in fact, hope and dream that their autistic child will change to the degree that they will fit into society's norms and expectations. Many parents with autistic children express the desire to see their children happy. Their definition of happiness may look something like this: "I want my child to have a nice group of friends." "I want my child to live independently." "I want my child to behave and think normally." "I want my child to hold down a good job and advance in her career." As you may have noticed, every one of the goals above—all of which are commonly expressed by parents of autistic children—are built around preferences and abilities that require strong social communication skills, solid executive planning skills, a preference for spending time in social groups, and quite a bit of personal ambition. They also assume a desire to find a permanent romantic partner and (ideally) produce offspring. Autistic people have many strengths, skills, interests, and desires. But because they are autistic, their strengths, skills, interests, or desires are not likely to revolve around social prestige or the desire to impress others. In fact, many autistic people prefer solitude to groups. Some autistic people pair up, but many find intense intimacy overwhelming. What's more, it's a rare autistic person who is ambitious in the usual sense of wanting to impress and outdo his peers or parents. So, what are the appropriate goals for an autistic child? As with everything else related to ASD, the answers will vary and depend upon your individual child's strengths, interests, and desires. Here are some tips for getting started: Complex social goals like finding a romantic partner may not be particularly important to your child.

In reality, relatively few autistic people marry, though many develop solid friendships. Few autistic people have strong executive functioning skills. That means that it may never be possible for them to live independently. Of course, your child can improve their adaptive living skills, but it's likely they'll need at least some support for planning, time management, bill paying, and other important tasks. Many autistic people have passionate interests that can become the foundation for hobbies or even careers. It's a good idea to consider your child's interests when thinking about goals. While it's natural for parents to want their children to overcome or outgrow their autism, the reality is that autism is a lifelong diagnosis. Many autistic people develop strong skills in different areas, but they will still be autistic and will have at least some of the traits associated with the ASD diagnosis. Autistic people are often happy in settings and situations that would be unpleasant for neurotypical people. Many autistic people, for example, value routine and sameness, while many neurotypical people enjoy novelty. They are content with basic jobs, while their neurotypical peers long for greater challenges. These preferences are reasonable and should be considered when setting goals. Perhaps most importantly, as a parent, you probably spend a great deal of time advocating for and thinking on behalf of your child. When it comes to setting goals, though, it's your child's strengths, interests, abilities, and preferences that should count the most. When it comes to creating goals for kids with autism, it can be overwhelming where to start. What goal do you pick? When should they meet their goal?

How can everyone work on it together? Rest assured, creating effective goals is as simple as making sure it is a SMART goal: specific, measurable, attainable, relevant, and time-bound. Following these simple guidelines will help your child achieve the goals you set in place. Specific It is easy to have a general goal in mind for kids with autism, such as increasing their language or self-help skills.

However, general goals are hard to work on since they do not have specific behaviors that you are looking to increase.

Being as specific as possible with your goal is the most effective way to ensure your child will meet their goal. Measurable Before we create a goal, we have to make sure we can measure a child's success. If our goal isn't measurable, we cannot accurately determine if the goal was met. The two most common ways to make goals measurable are frequency (e.g. 3 times per day, etc.) and accuracy (e.g. with 80% success, in 4 out of 5 opportunities, etc.). Attainable Before we start working on a goal, we have to make sure it is something the child can attain (i.e. a goal they can achieve). We need to look at prerequisite skills (i.e. skills the child needs in order to achieve the current goal). We also need to look at how realistic our goal is. We cannot expect a child to get dressed by themselves each morning if their underwear drawer is too high for them to reach. Relevant Relevant goals are goals that will make a difference in the child's life. If the goal isn't relevant to the child, the child will not be motivated to achieve it.

If a goal is determined to not be relevant to the child or the one helping teach the goal, it will need to be adjusted to become relevant. Time-bound If all goals had an eternity to be achieved, there would not be a desire to teach and attain the goal in the near future. Making goals time-bound ensure that the goal is mastered in a realistic time-frame. Determining the time-frame of your goal should be dependent on the goal. The more challenging the goal, the longer the time-frame should be. Example of a SMART Goal Your goal is to work on your child asking you for help when you are in another room. At this time, your child does not ask you for help when you are in the same room consistently. Let's go through each criterion to make our SMART goal. Specific: Child will say "help me" while handing the object they need help with to the adult Measurable: 4 out of 5 opportunities Attainable: We will first work on when an adult is in the same room Relevant: Your child frequently needs help when playing with new toys or opening and sealing food Time-bound: 2 weeks Now that you know how to write SMART goals, start making some and see your child blossom! NSPT offers services in Bucktown, Evanston, Highland Park, Lincolnwood, Glenview, Lake Bluff, Des Plaines, Hinsdale and Milwaukee! If you have questions or concerns about your child, we would love to help! Give us a call at (877) 486-4140 and speak to one of our Family Child Advocates! This issue of NASET's Educating Children with Severe Disabilities series will cover the following topic: Examples of IEP Goals and Objectives Suggestions for Students with Autism INTRODUCTION When writing goals for children with Autism it is crucial to be as specific as possible. IEP's need to be individualized but do not always show all of the actual goals and interventions that are being done. As a skill is acquired - new objectives are to be added, it is not to be stagnant.

As skills become easier the difficulty is increased. Teachers of students with Autism Spectrum Disorders hope that a fluid process from year to year is maintained. This will require a great deal of communication and collaboration between staff and parents. The following lists are offered as examples of IEP goals that can be used for children with Autism Spectrum Disorders. Comprehensive Overview of Intellectual Disability NASET Members may access this issue of the NASET's Educating Children with Severe Disabilities Series by Logging in (see Login area to the right). To learn about NASET membership and membership benefits - Click here To return to the main page for NASET's Educating Children with Severe Disabilities Series - Click Here