

GUIDING STUDENTS TO CREATE AND MANAGE MEANINGFUL GOALS FOR ACADEMICS & MORE

Presented By:

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OVERHEARD IN THE HALLS, IN THEIR HOMES, AND INSIDE THEIR HEADS

- “I’m going to get all A’s this year.”
- “I’m going to make the baseball team.”
- “I’m going to make new friends.”
- “I’m not going to get in fights this year.”
- “I won’t let myself be bullied this year.”



Without a well thought out, detailed plan it's nothing more than a Dream, Bravado, or Magical Thinking.



Research shows that when people set goals and work toward them, not only do they ***perform better***, but the experience ***less stress and anxiety*** and they are ***happier*** and ***more satisfied*** with their lives.

THE BENEFITS OF SETTING GOALS

- Helps you prioritize what is really important
- Helps you think positively about the possibilities in your life
- Helps you design a pathway toward success
- Help you push yourself toward your true desires

Grownups, too!



LEARNING FROM THE PAST

Memory is used to recall situations and experiences from the past and compare them to similar situations in the present.

Magical Moments on the Mountain are positive past memories that can be used as ***catalysts*** for goal setting now.

These moments remind us of the ***possibilities*** that became ***realities***.

MAGICAL MOMENTS ON THE MOUNTAIN

Think of a time when you felt on Top of the World - when you felt a sense of accomplishment, fulfillment, and/or acknowledgment

Magical Moment:

- Learning to ride a bicycle
- Doing well on a challenging test
- Entering a place where you don't know anyone yet



MAGICAL MOMENTS LESSONS

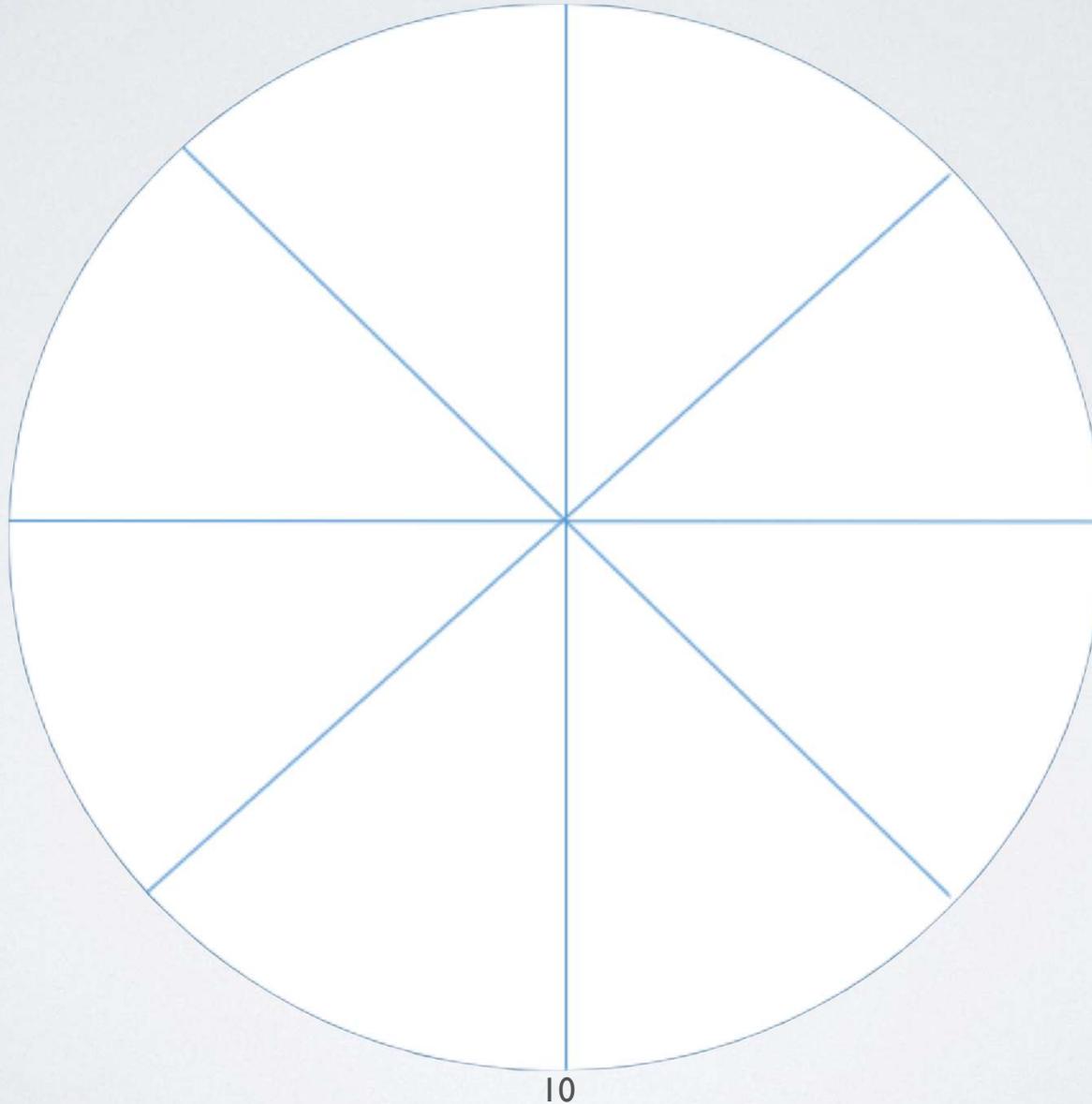
- Why was this goal important to you?
- How did you feel when you accomplished this goal?
- What talents and strengths did you call upon in your **Magical Moments**?
- How are can you use these strengths when you are faced with other challenges in your life?
- Is there an image, word or symbol that instantaneously reminds you of any of your **Magical Moments on the Mountain? If not... why not create on!**

TWO TYPES OF GOALS

PERFORMANCE GOALS

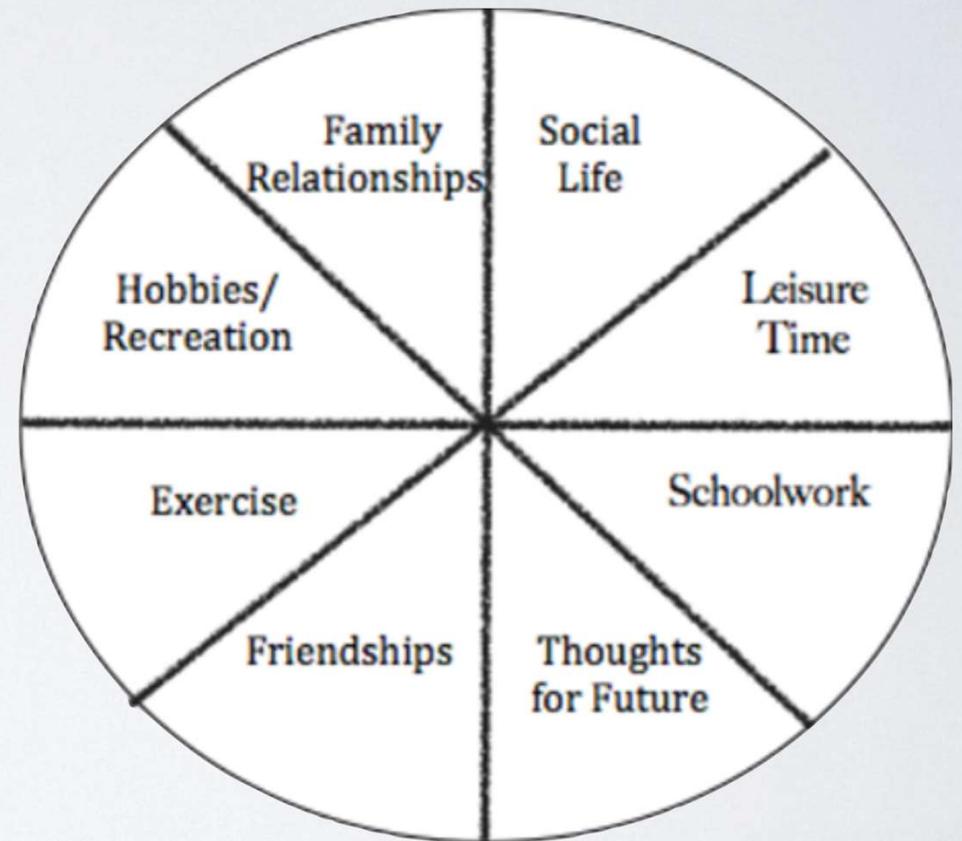
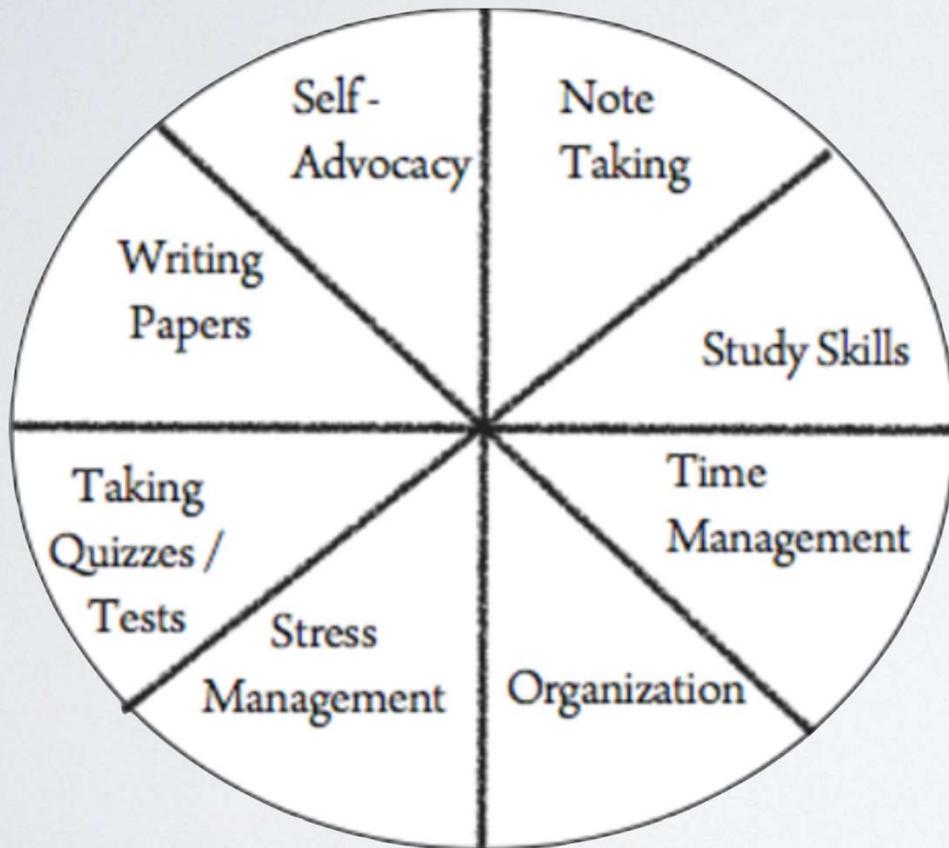
PERSONAL
DEVELOPMENT GOALS

TAKING STOCK OF WHERE YOU ARE NOW



SAMPLE WHEELS FOR STUDENTS

The Wheel can hold anything that is important to them.



The total value may not add up to more than 40 points, and may not have less than 15 points

CHOOSING EFFECTIVE GOALS

Looking over each of your wheels, choose

ONE Performance Goal and ONE Personal Development Goal

The goal must be important to you personally

The goal must be within your ability and control to achieve

- Why is this goal important to you?
- What are some of the benefits for you in reaching this goal?
- What do you want to be different about your life?
- How will you know that you achieved your goal?
- What will be different?
- How will you feel once you have achieved this goal?

HOW DO WE BEST ACHIEVE OUR GOALS?

WRITE IT DOWN!

“When I write a goal down—and I truly write them down—it becomes a part of me. That’s a contract that I sign with myself to say, ‘I don’t care what happens—I’m going to stay on this path. I’m going to try and see this through;

I’m going to give it my best shot, my best effort.”

— Gail Devers

Track and Field Olympian

LOOK TOWARD ROLE MODELS

Below is a list of famous people who have achieved significant accomplishments in their lives:

Nelson Mandela

Michael Jordan

Chris Gardner

Jim Carrey

Oprah Winfrey

Steven Spielberg

Richard Branson

Nick Vujicic

Michael Phelps

Frederick Douglass

Helen Keller

Tony Robbins

Ludwig van Beethoven

Victor Frankl

Albert Einstein

Bethany Hamilton

What obstacles did they face?

How did they overcome those obstacles?

HOW TO SET EFFECTIVE GOALS: MAKE THEM “SMART”

For a goal to be more than a dream or a wish, we want to make sure that it qualifies as a “SMART” goal.

Specific

- Define the Goal as much as possible with Positive, Powerful language
- **Who** is involved, **what** do I want to accomplish, **where** will it be done, **why** am I doing this

Measurable

- How will I know when my goal is accomplished?

Attainable/ Achievable

- Is the goal reasonable enough to be accomplished by me?
- Is this goal going to stretch me enough to grow?

Realistic/ Relevant:

- Is the goal worth my efforts?
- Is it consistent with other goals that I have and my long-term goals?
- Is the goal reachable, even though it might be difficult or challenging?

Time Bound

- When do I plan to accomplish this goal?

EXAMPLE OF SMART GOALS

Specific

I will turn on my homework on time every day

Measurable

I will score an 85 or better on my science quizzes and tests

Attainable/ Achievable

I will read 8 chapter books by the end of the school year

Realistic/ Relevant:

I will eat a fruit or vegetable every day

Time Bound

I will learn how to ten-finger type by December

WHAT IS THE PLAN?

- Once they have their goals written, then they will need to write 3 to 4 Action Steps for achieving each goal
- These Action Steps should be written own in an easy, attractive, and accessible manner: ex. Dedicated Binder, Computer Folder
- These should be monitored either by the Teacher or a Goal Buddy
- They should choose a regular time each day to review (ex. upon waking up, before bed, during dinner)
- Each Month, evaluate overall progress and see if it's time for new goals

Poorly Defined Goal: “Get good grades”

SMART Goal: During the first marking period, I will complete my homework during the hours of 6 to 7 p.m. on school nights at my desk in my bedroom. After completing my homework, I will put my homework in a homework folder and put it in my backpack. At school the next day I will turn in my homework to my teacher. I will revise this goal after receiving my first marking period report card.

- **Specific:** The goal addresses what you want to accomplish.
- **Measurable:** The goal specifies when and how often the behavior will occur, it is easy to measure whether you did it.
- **Attainable:** This goal is realistic because it specifies “school nights” and not every night of the week. It is also attainable because it is only one hour a night. It’s not asking that you change your lifestyle or get straight A’s. (The amount of time may need to be increased for older students and decreased for younger students.)
- **Relevant:** For a student whose incomplete homework was resulting in lower grades, this goal is relevant because it leads to completed homework.
- **Time-bound:** The goal names specific times when the student will study and how often. It also specifies the marking period so that the goal can be revisited and adjusted depending on the results of the student’s report card.

Poorly Defined Goal: “Get organized”

SMART Goal: After school on the first day of school, I will organize my backpack by creating a folder or binder for each of my classes with places to keep my assignments, notes, and homework. After my backpack is organized, I will spend 10 minutes each day when I get home (during the school year when school is in session) to go through the items in my backpack to make sure they are in the proper location. I will then dispose of any items I do not need or that do not belong in my backpack.

- **Specific:** The goal addresses what you want to accomplish.
- **Measurable:** The goal specifies a specific time of day to do the task, how often you will do the task, and how long you will take to do the task. All these are measurable.
- **Attainable:** This goal is realistic because it is focusing on one area, not every area that needs to be organized. It also does not require a large amount of time.
- **Relevant:** The goal is relevant to the life of a student who needs to become more organized.
- **Time-bound:** The goal is time-bound because it sets parameters of when the goal will take place and the duration of the task.

TEACHING SMART GOALS

- Teach Goal Setting using the SMART Goal terminology.
- Using the Wheel, design a plan to help students choose a SMART Goal for different aspects of their lives
- Include the following:
 - Choosing Actionable steps for each goal
 - Why is this goal important NOW? Is it realistic and a reach?
 - How they will keep track of their goals: Student Portfolio
 - What else can go in their Student Portfolio?
 - When and how they monitor at their Actionable steps
 - What role will the teacher and/or a parent will play in Accountability

YOUR ROLE

CONNECTION:

Don't underestimate the value of your presence

INVESTMENT:

Don't become overly invested in *their* goals

ENCOURAGE FLEXIBILITY AND ADJUSTMENT:

Help them stay intentional to why they are achieving this goal

CELEBRATE PROGRESS:

Each step in achievement matters

JOIN ME FOR THESE HIGHLY ACCLAIMED WORKSHOPS AND GET THE SUPPORT YOU DESERVE

CALM AND CONNECTED: PARENTING CHILDREN WITH ADHD/EXECUTIVE FUNCTION CHALLENGES©

7-Session Parent Workshop

Do you need help setting boundaries and motivating your child?
Are you wondering about how to bring some calm and joy back?

Learn tips and tools for...

Session 1 – The Social & Emotional Impact of ADHD/ Executive Function on Learning, Motivation, Behavior, & the Family System©

Session 2 - Remaining Calm & Connected

Session 3 - Improving Communication

Session 4 - Encouraging Collaboration

Session 5 - Achieving Clarity & Consistency

Session 6 - Establishing Effective Consequences

Session 7 - Making Better Choices

THE SOCIAL & EMOTIONAL IMPACT of ADHD/EXECUTIVE FUNCTION ON LEARNING, MOTIVATION, BEHAVIOR, & THE FAMILY SYSTEM©

2-Hour Workshop (Session 1 of *Calm and Connected* © that may be taken alone)

This workshop will help you make sense of:

- Why it is so hard for your child to behave as expected
- What makes following directions and consistency of behavior so challenging
- Why concepts like organization and time management seem to be learned, but not followed
- How using rewards and punishments often create more problems than they solve

You are never alone in this journey!

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REGISTER HERE:

<http://bit.ly/PTSworkshop>

