

# Quality of Life Program: Goal Sheet Instruction Manual

The Quality of Life Program Goal Sheet documents our teaching of the individual's goals. Let's go through each section of the sheet to find out what parts you as a caregiver are responsible for filling out and what parts give you guidelines and support.

## The Parts of the Form:

At the top of the page, write the individual's name, the month, and the year. *Example: "Tom Smith" "January 2009"*

The goal that the individual is working on is listed at the top left corner. Each goal has a separate sheet per month.

This section is where you write how the goal was addressed each week. Fill out only one row per week of the month, regardless of how many days of service the individual used during the week. Fill out the "Refocus Our Direction" row at the end of the month.

The "Formats" row gives you reminders about how to address the goal in the formal, natural, and leisure settings. The "Codes" row identifies the codes to write in the "Support Code" and "Reciprocation Code" columns above. The codes document how you supported the individual and how he/she reciprocated during the teaching.

## Documenting your Teaching

On the last day of services for the week, record how the goal was addressed during the week, where a week counts as Sunday to Saturday. If the teaching experience was particularly notable on one day, then document the teaching that occurred on that day. Otherwise, summarize the teaching experience from the whole week.

In the far left column, write the code or codes that describe how you taught the goal using the **format codes** found at the bottom of the form. We will review each of these formats later in this manual. In the second column, write **what you used to teach** this goal. This includes both tangible and intangible things that were present in the teaching moment, such as board games, songs, sandwich makings, and flashcards. In the third column, write the code or codes that describe the **support** you gave the individual. We will define each of the support codes later in this manual. A short description of the support goes in the fourth column. In the fifth column, write the code that describes the individual's **reciprocation** during the teaching. A description of the individual's response or learning and growth goes in column six. Lastly, write your initials in the far right column.

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Individual Tom Smith

Month January Year 2009

GOAL: To increase value of social participation with meaningful activities

	Teaching Moment		Support Needed		Learning and Growth		
	Format	What used to teach	Support Code	Describe	Recip Code	Describe	
Week 1	SSD	Daytimer, Karaoke machine, favorite CD	PH/V T/F	Helped Tom to organize his material for the karaoke party this month	4	Tom is learning the steps to organize his material to ensure that he has everything he needs	LJ
Week 2	ASD	Guidelines from his mentoring plan for social interactions	V/G S/A	Used his social story DVD to help Tom be aware of his personal space with others	3	Tom is becoming more aware of his personal space with me	LJ
Week 3	ASD	Guidelines from his mentoring plan and his mentor, Chris	PH/V V/G S/A	Role-played with his mentor to show Tom the importance social space	3	Tom is becoming more aware of his personal space with others	LJ
Week 4	RED	Karaoke party and peers	G P	Reviewed with Tom his social interaction guidelines	1	Tom was excited to see all his friends at the karaoke party that he struggled with keeping his distance and hands to himself - yet he did identify with me once he did what he needed to do.	LJ
Week 5	ASD	Memories and pictures of the karaoke party	V/G P	Discussed and role-played on ways we could have interacted with others by using the pictures and our memories from the karaoke party	4	Although Tom did identify with me his guidelines - he added something new to this step and that was to watch others as he interacted with them	LJ
<b>Refocus Our Direction:</b> How will the goal be addressed next month? <i>Creating more opportunities for Tom to give him the experience of his social interaction guidelines</i>							
<b>Formats</b> SSD - Structured Skill Development is teaching in a formal setting, such as at a table in a room with few distractions. We break the skill down into manageable chunks through a task analysis and repeatedly practice each step. ASD - Applied Skill Development is teaching in the natural setting for the goal. Examples include practicing social skills at the park where there are peers, teaching self-care skills during the individual's daily hygiene routine, and incorporating numbers, colors, temperatures, and sizes into mealtime. RED - Relationship and Emotional Development is teaching in an activity that gives meaning to the individual. The emphasis is on building a relationship with the person, teaching the person to initiate, and incorporating skills into games or creative activities.		<b>Support Codes</b> PH) Physical - hand-over-hand help or physical contact to assist with the activity V) Verbal - oral instructions or cues about the activity C) Gestural - modeling the goal or the individual steps of the activity T) Temporal - schedules or supports that show time passing or completion guidelines PR) Procedural - supports that show steps of the activity, such as picture sequence or written instructions S) Spatial - supports that give information about the environment, such as where things are located A) Assertion - supports that help the individual make choices or express needs and wants I) Independent - the individual needed little or no support					
<b>Codes</b> 1) Difficulty with activity 2) Maintained same ability 3) Improved old step 4) Learned new step 5) Sequenced steps 6) Generalized a concept							

Below the rows for each week is the row labeled “**Refocus Our Direction.**” At the end of the month, write a sentence identifying what the primary focus for the goal will be next month, taking into account the progress and struggles that the individual has experienced. Your mentor can help you determine this direction.

**Tip: Giving Support**

Remember that the support we give should be as least restrictive as possible. This means finding a balance between giving the individual time to try the activity on his/her own and helping the person to experience success and to maintain interest in the activity.

**Example**

On the sample goal sheet on page 1, the goal is to “improve fine motor skills.” Let’s look at an example of a goal sheet that is filled out and then we’ll define the different codes and categories.

	Teaching Moment		Support Needed		Learning and Growth		Init.
	Format	What used to teach	Support Code	Describe	Recip. Code	Describe	
Week 1	SSD	pipe cleaner, large beads	G Ph	modeled how to string beads onto pipe cleaner and guided Sarah’s hand to	2	Sarah struggled to rotate the beads to match the opening to the pipe cleaner	AB
Week 2	RED	clothes pins, different colored cotton balls, colored plastic cups	Ph S	guided Sarah’s hand to pick up ball with clothes pin and drop in cup of matching	3	Sarah enjoyed matching game and showed more control of pinching	AB
Week 3	ASD	zippers and buttons on winter coat before going out to play	Pr	Sarah followed picture sequence of putting on and fastening her coat	4	Sarah fit the button through the button hole	AB
<p><b>Refocus Our Direction:</b> How will the goal be addressed next month?  <i>Continue to practice twisting and manipulating small items such as beads and buttons</i></p>							

**The Teaching Formats**

As in the example above, we document our teaching in the “Teaching Moment” section. Our teaching can occur in a **formal** setting, a **natural** setting, or a **meaningful activity**. Let’s look at each of these formats.

Teaching Format	Examples
<p><b>SSD</b> - <u>Structured Skill Development</u> is teaching in a <b>formal</b> setting, such as at a table in a room with few distractions. We break the skill down into manageable chunks through a task analysis and repeatedly practice each step.</p>	<ul style="list-style-type: none"> <li>•Practicing vocabulary words with flashcards</li> <li>•Counting with blocks</li> <li>•Sorting items by similar features</li> </ul>
<p><b>ASD</b> - <u>Applied Skill Development</u> is teaching in the <b>natural</b> setting for the goal. Examples include practicing social skills at the park where there are peers, teaching self-care skills during the individual’s daily hygiene routine, and incorporating numbers, colors, temperatures, and sizes into mealtime.</p>	<ul style="list-style-type: none"> <li>•Practicing hand-washing in preparation for mealtime</li> <li>•Practicing social skills while interacting with peers at the park</li> <li>•Practicing gross motor skills when climbing stairs, jumping on a trampoline, and riding a bike</li> </ul>

Teaching Format	Examples
<b>RED</b> - <u>R</u> elationship and <u>E</u> motional <u>D</u> evelopment is teaching in an activity that gives meaning to the individual. The emphasis is on <b>building a relationship</b> with the person, teaching the person to initiate, and incorporating skills into games or creative activities.	<ul style="list-style-type: none"> <li>•Acting out turn-taking with puppets</li> <li>•Counting trains and cars as you plays with these</li> <li>•Making a game out of picking up cotton balls with clothespins to practice fine motor skills</li> </ul>

### The Support Codes

Recall that in The Framework of Teaching, we learned how to value, teach, and protect someone physically, verbally, and gesturally. On this goal sheet, we document **physical, verbal, and gestural** support. Let's review each of these.

Type of Support	Examples
<b>Physical</b> support is using touch or hand-over-hand help to teach the person. Physical contact is used to encourage the person's participation and to give help during an activity.	<ul style="list-style-type: none"> <li>•Guiding the person's hands through the steps of an activity</li> <li>•Holding the person's hand to lead him/her over to an activity</li> </ul>
<b>Verbal</b> support is words or cues that give clear instructions during an activity or encourage the person's participation.	<ul style="list-style-type: none"> <li>•Giving concrete instructions about the activity</li> <li>•Telling the person that you value his/her participation</li> </ul>
<b>Gestural</b> is modeling an activity or each step of a skill, as well as motions that encourage the person's participation.	<ul style="list-style-type: none"> <li>•Demonstrating how to match and insert a wooden puzzle piece</li> <li>•Waving your hand warmly to encourage the person to participate in an activity with you</li> </ul>
<b>Independent</b> - We mark this last support code if the individual needs little support or seems to have met the goal. This may be a sign that it is time to change to another goal or to expand on the current goal.	<ul style="list-style-type: none"> <li>•The individual has been working on learning the alphabet and can now name all the letters and the sounds they make</li> <li>•The individual has been working on self-regulation and now seeks out music when he/she is feeling frustrated</li> </ul>

The next four supports in the Support Code list are **environmental** supports. Environmental supports help the individual to understand and participate in his/her environment. Environmental supports identify what to do in different situations, offer guidelines that govern the environment, and help the child to communicate. There are four environmental supports: **Temporal, Procedural, Spatial, and Assertion**. Let's look at each of these.

Environmental Support	Examples
<b>Temporal</b> - "Temporal supports are used to organize sequences of time for the child. There are a variety of temporal supports, including schedules, completion guidelines, waiting supports, and strategies for accepting changes" (p249). Temporal supports communication information about <b>time</b> .	<ul style="list-style-type: none"> <li>•Picture sequence of daily activities</li> <li>•Timer that visually shows time passing</li> <li>•Specifying <i>amount</i> to be done instead of time, such as needing to wash 4 more dishes</li> <li>•Setting cues for finishing an activity, such as a song that signifies it's time to clean up</li> <li>•Using people-counting cards while waiting in line</li> <li>•Monthly calendar that shows changes in the schedule, such as marking the day of a field trip or a doctor appointment</li> </ul>
<b>Procedural</b> - "Procedural supports are used to clarify the relationship between steps of an activity or relationships between objects and people. Procedural supports can include clarification about routines, personal possessions, or privacy" (p253). Procedural supports communication information about <b>procedures</b> .	<ul style="list-style-type: none"> <li>•Picture sequence for how to make a sandwich or how to wash one's hands</li> <li>•Pictures that show what is shared property (such as toys) versus what is personal property (such as a toothbrush)</li> </ul>

Environmental Support	Examples
<p><b>Spatial</b> - “Spatial supports are used to provide specific information regarding the organization of the environment. Spatial supports include information about the location of objects, can assist the child in becoming comfortable with a situation that is overstimulating, can clarify places for keeping personal belongings and help the child understand his or her spatial relationship to others” (p254). Spatial supports communication information about <b>space</b>.</p>	<ul style="list-style-type: none"> <li>• Pictures or labels on the outside of drawers to show what is stored in each one</li> <li>• Pictures or labels that identify where to store personal belongings, such as a picture of a coat near the coat hook or labels in the bathroom identifying each family member’s toothbrush</li> <li>• Cues that identify personal space during a conversation, such as standing arm’s length apart</li> <li>• Cues that identify personal space such as whom it is okay to hug and when</li> </ul>
<p><b>Assertion</b> - “Assertion supports are used to help the child initiate and exert control. Assertion supports assist the child in making choices and maintaining self-control” (p255). Assertion supports help the child to <b>assert</b> his needs and wants.</p>	<ul style="list-style-type: none"> <li>• Holding out two different food items to offer a choice of snacks</li> <li>• Using pictures of activities, such as bowling, shopping, and the playing at the park, to offer a choice of activities</li> <li>• Creating a list of choices of calming activities for when the individual needs to self-regulate</li> </ul>

### The Reciprocation Codes

These codes help identify the individual’s learning and growth. Select the code that best matches your view of the individual’s experience.

Reciprocation Code	Examples
<p><b>1) Difficulty with activity</b> - The individual struggled with the activity, either because he/she would benefit from learning an easier skill first or because he/she struggled with areas of difficulty during the teaching experience</p>	<ul style="list-style-type: none"> <li>• The individual is working on a puzzle with pieces that are too small for him/her to grab</li> <li>• The individual was frustrated after his/her sibling took a desired toy and struggled to focus on the activity calmly</li> </ul>
<p><b>2) Maintained same ability</b> - The individual worked on the skill and demonstrated the same ease, accuracy, and engagement as in the past</p>	<ul style="list-style-type: none"> <li>• The individual continues to practice putting together a puzzle</li> <li>• The individual continues to practice washing his/her hands</li> </ul>
<p><b>3) Improved old step</b> - The individual did the skill with more ease or more accuracy or more engagement than previously</p>	<ul style="list-style-type: none"> <li>• The individual put a puzzle together and struggled less with rotating the pieces than previously</li> <li>• The individual remembered more quickly the next step of his/her hand-washing sequence</li> </ul>
<p><b>4) Learned new step</b> - The individual demonstrated a new part of the activity that he/she had not done previously</p>	<ul style="list-style-type: none"> <li>• The individual has been working on making a sandwich and initiated getting out the sandwich makings on his/her own</li> <li>• The individual has been working on counting and identified numbers that he/she has not used before</li> </ul>
<p><b>5) Sequenced steps</b> - The individual paired together two or more things that he/she knew how to do separately but had not yet done together</p>	<ul style="list-style-type: none"> <li>• The individual has been working on tooth-brushing and sequenced turning on the water and putting the toothpaste on the toothbrush</li> <li>• The individual has been working on social skills and paired together “My name is Pat” with “What is your name?”</li> </ul>
<p><b>6) Generalized a concept</b> - The individual demonstrated something in a new environment or situation compared to where he/she had been working on the skill</p>	<ul style="list-style-type: none"> <li>• The individual identified the color of a food after learning color names by using crayons</li> <li>• The individual introduced himself/herself to a peer at the park after role-playing this at home</li> </ul>

The environmental supports are from Chapter 10: “Environmental Supports to Develop Flexibility and Independence” by Nancy J. Dalrymple (p243-264) of *Teaching Children with Autism* edited by Kathleen Ann Quill.