



Goal Setting Tip Sheet

Reframing Goals for Students with FASD

Things to remember when setting goals:

S

- **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

- **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

- **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

- **Relevant or Realistic** – All those involved must be both *willing* and *able* 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

- **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)