

## **Lesson Plan**

**Objective:** To teach adolescent students with mild to moderate mental disabilities to **attain their daily IEP goals.**

**Setting and materials:** Teach in classroom setting. Instructional material is Take Action: Making Goals Happen (Huber Marshall, Martin, Maxson, Hughes, Miller, McGill, & Jerman, 1999, available from Sopris West).

### **Content taught**

Use the daily goal attainment format from Taking Action: Making Goals Happen.

- A. The students answer three questions to accomplish their daily plan:  
Strategy: What methods will I use?  
Support: What help do I need?  
Schedule: When will I do it?  
Students learn to evaluate and adjust their plans daily instead of weekly.
- B. Depending upon the student's acquisition speed, teaching requires six to ten hours of instruction across a week or two. With the daily goal format students don't break long-term goals into short-term objectives, but rather use goals that can be accomplished daily.
- C. Based on student IEPs, the classroom teacher makes thirty daily goal cards for each student representing a broad range of tasks that each could perform, but have not yet mastered at a fluent or maintenance level. Each goal is printed on a 3'x5' white note card. Example daily goals include:
- having a bus pass in a pocket or backpack
  - taking a recipe box to home economics cooking class
  - locating five items on a grocery list at the supermarket
  - finding the want ad section in the daily newspaper
  - not interrupting a conversation
  - making scrambled eggs
  - finding the movie section in the newspaper
  - doing five tasks in a row without a prompt

### **Teaching procedure**

- In a three week period, the Take Action lessons are used to teach daily goal attainment. Students are taught the Take Action lessons during four 90-minute classes.
  - Class 1: Students complete a series of activities to learn the four steps of the Take Action process: plan, act, evaluate, and adjust.
  - Class 2: Students watch the Take Action video. The teacher also teaches the three plan components: strategy; scheduling, and support.
  - Class 3: Students interactively review sample plans, write practice plans, and develop plans to accomplish their own goals.
  - Class 4: Students learn evaluation strategies to determine if their strategy, support, and schedule achieved their goal. If not, students learn to adjust their plan parts to attain their goal.
- Throughout instruction, at the start of each school day, the students choose three goals from their individualized stack of 30 goal cards. They read them, and if needed, the teacher helps them read. The students have one full school day to attain these goals.
- Following instruction, students practice using the Take Action process to attain their daily goals for up to six days. Students complete their Take Action plans with teacher prompts and feedback, then work on attaining their goals while receiving teacher prompts and feedback. At the end of the day, the students complete the evaluation and adjustment sections with teacher support, instruction, and feedback.

### **Method of evaluation**

Record the number of daily goals attained out of three daily goals chosen by the student.

**Lesson Plan based on:** German, S. L., Martin, J. E., Marshall, L. H., & Sale, P. R. (2000). Promoting self-determination: Using *Take Action* to teach goal attainment. Career Development for Exceptional Individuals, 23, 27-38.