# G.O.A.L.S. FOR STUDENT PARTICIPATION

## GOAL DEVELOPMENT TOOL

Use the following considerations to guide you in developing goals that address the student’s meaningful participation in school activities and routines.

### GET TO KNOW THE STUDENT

| Consideration                                                                 | 
|------------------------------------------------------------------------------|---|
| Student name                                                                 |   |
| Age                                                                          |   |
| Diagnosis                                                                    |   |
| Teacher/class/grade                                                          |   |
| Specific activities, routines, and tasks during which to observe the student |   |
| Settings in which to observe the student                                    |   |
| School environment considerations                                            |   |
| Tools to assess the student (e.g. SFA, PEDI-CAT, objective measures)         |   |
| Student’s likes/dislikes                                                     |   |
| Student’s strengths                                                          |   |
| Student’s needs                                                              |   |

### ORGANIZE THE TEAM

<table>
<thead>
<tr>
<th>Consideration</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Members of the educational team (e.g. student, parents, teachers, related service providers, etc.)</td>
<td></td>
</tr>
<tr>
<td>Each member’s specialized knowledge, skills, and experience</td>
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<tr>
<td>Preferred communication (e.g. electronic communication preferences, best times to consult in person, best times for team meetings)</td>
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<tr>
<td>The school’s and team’s philosophy of development and support of student goals</td>
<td></td>
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<tr>
<td>Opportunities to strengthen the school’s and team’s philosophy of collaborative development and support of student goals</td>
<td></td>
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</tbody>
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### ADDRESS WHAT IS RELEVANT FOR THE STUDENT’S DAY

<table>
<thead>
<tr>
<th>Team-identified needs that are relevant to the student’s day</th>
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</thead>
<tbody>
<tr>
<td>Natural opportunities for the student’s meaningful participation in school</td>
</tr>
<tr>
<td>Peer-related participation</td>
</tr>
<tr>
<td>Education-related participation</td>
</tr>
<tr>
<td>Accessibility-related participation</td>
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<tr>
<td>Daily routine-related participation</td>
</tr>
<tr>
<td>Transition-related participation (e.g., the student’s future needs in higher grade levels and post-school)</td>
</tr>
<tr>
<td>Opportunities for daily practice of the goal</td>
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<tr>
<td>Student’s priority needs that require goals</td>
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</tbody>
</table>

### LEARN AND ADOPT BEST PRACTICES

<table>
<thead>
<tr>
<th>Recommendations from federal, state, and local guidelines</th>
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<tbody>
<tr>
<td>Opportunities for professional development</td>
</tr>
<tr>
<td>Key mentors who utilize best practices</td>
</tr>
</tbody>
</table>

### STRUCTURE THE GOAL TO INCLUDE PARTICIPATION

<table>
<thead>
<tr>
<th>Goal #1</th>
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<tbody>
<tr>
<td>Goal #2</td>
</tr>
<tr>
<td>Goal #3</td>
</tr>
</tbody>
</table>

- Each goal is specific, measurable, achievable, relevant, and time-bound
- Each goal specifies and will be addressed through and measured within a school activity or routine