



# SDI Power Tools

By IDE Corp.

## Goal-Setting

From the book *Building Executive Function: The Missing Link to Student Achievement* (page 30)

This goal-setting tool is designed to help students take ownership of their learning and build skills that transfer beyond the classroom. By setting clear goals, breaking them into manageable steps, tracking progress, and reflecting on outcomes, students practice key executive function skills such as planning, self-monitoring, and accountability. These routines reinforce that success results from intentional actions and support students as they prepare for real-world expectations in school, work, and community settings.



### Executive Function Goals:

- Attending to an activity
- Focusing
- Remembering details
- Thinking before acting
- Following multiple steps
- Identifying cause-and-effect relationships
- Setting goals
- Monitoring performance
- Reflecting on goals

### Directions:

1. Print out or project the SDI Goal-Setting tool so it is visible to the student.
2. Tell the student, “We are going to choose one goal to work on this week. This goal can help you at school, at work, or in the community.”
3. Read the options in **Step 1: What Am I Working On?** aloud. If needed, give examples for each option (schoolwork, job skills, life skills).
4. Have the student select one goal area. Support the choice by narrowing options if the student becomes unsure or overwhelmed.

5. Help the student complete the sentence, “I want to \_\_\_\_.” If the goal is unclear or too broad, restate it together using clear, observable language.
6. Move to **Step 2: Where Will I Use This Skill?** Read each setting aloud and ask the student to choose where the goal will be practiced.
7. Prompt the student to explain how the skill helps them in that setting. Use sentence starters, choices, or verbal responses as needed.
8. At the end of the day or week, review **My Goal Tracker** with the student. Ask them to choose whether they are on track, almost there, or off track.
9. Support the student in completing the reflection by asking guiding questions about what went well, what was difficult, and what they might try next.
10. Review **My Next Goal Move** with the student. Help them decide whether to keep the same goal, adjust it, or change it.
11. Update the goal or next step together and restate it aloud so the student hears the plan.
12. Use this tool regularly to build executive function skills such as planning, self-monitoring, and reflection.
13. Monitor the student’s progress in:
  - a. Choosing realistic goals
  - b. Staying focused on a goal over time
  - c. Recognizing when support is needed
  - d. Reflecting on effort and outcomes
14. As the student demonstrates increased independence, introduce new goals or apply the same process in different settings to check for skill transfer.

## Make Your SDI Move! — Goals Based on Curricular Standards

Goal-setting doesn’t stop with life and work skills. This tool can also support goals aligned with curricular standards by helping students focus on one specific academic skill at a time. When goals are tied to standards, students begin to see learning as something they can practice, track, and improve rather than something that just “happens” to them. By translating standards into clear, student-friendly goals, teachers support skill development while still building executive function skills such as planning, monitoring progress, and reflecting on learning.

### Directions:

1. Identify a curricular standard or skill the student is currently working toward (e.g., reading comprehension, math problem solving, written response).
2. Translate the standard into a simple, student-friendly goal that focuses on one observable skill.
3. Present the SDI Goal-Setting tool to the student and explain that this goal is connected to their class learning.

4. Have the student complete **Step 1: What Am I Working On?** by selecting “a class assignment” or “a skill I need to improve.”
5. Support the student in completing the goal statement using clear and concrete language.
6. In **Step 2: Where Will I Use This Skill?**, guide the student to identify when and where the academic skill will be practiced during the school day.
7. Use the **Goal Tracker** during lessons, work periods, or check-ins to monitor progress toward the standard.
8. Review reflections with the student and adjust the goal as needed to increase independence and mastery over time.

# Goal-Setting

## STEP 1: What Am I Working On?

*(Mark one. This goal should help you at school or at work.)*

- A class assignment
- A skill I need to improve
- A behavior I want to change
- A life skill for work or the community
- Something else: \_\_\_\_\_

### If this is a life or work skill, check one or more:

- Being on time
- Following directions
- Staying on task
- Communicating with others
- Asking for help
- Managing my emotions
- Accepting feedback
- Problem solving

### In one sentence, my goal is:

I want to \_\_\_\_\_

## STEP 2: Where Will I Use This Skill?

### I will use this goal at:

- My job site
- School
- Home
- Multiple places

This skill helps me at work because \_\_\_\_\_.

# My Goal Tracker

My goal: \_\_\_\_\_

## Right now, I am:

- On track — My goal is working
- Almost there — I need a small change
- Off track — I need help or a new plan

## Reflection

- One thing I did well: \_\_\_\_\_
- One thing that was hard: \_\_\_\_\_
- One thing I will try next time: \_\_\_\_\_

## My Next Goal Move

Next week, I will:

- Keep the same goal
- Make my goal easier
- Make my goal harder
- Change my goal

My updated goal or next step: \_\_\_\_\_