

# The Art of Writing Effective Goals



Presenter

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# Disclaimer

- This training is a broad overview of Goal Writing.
- This will be a hands on experience.
- There is representation of many programs in this room.  
**Which means you all have different requirements for your paperwork.**
- Absorb the information contained here, and tailor it to fit your program needs.

# What is a **goal**?

According to Webster Dictionary a goal is:

**something that you are trying to do or achieve**

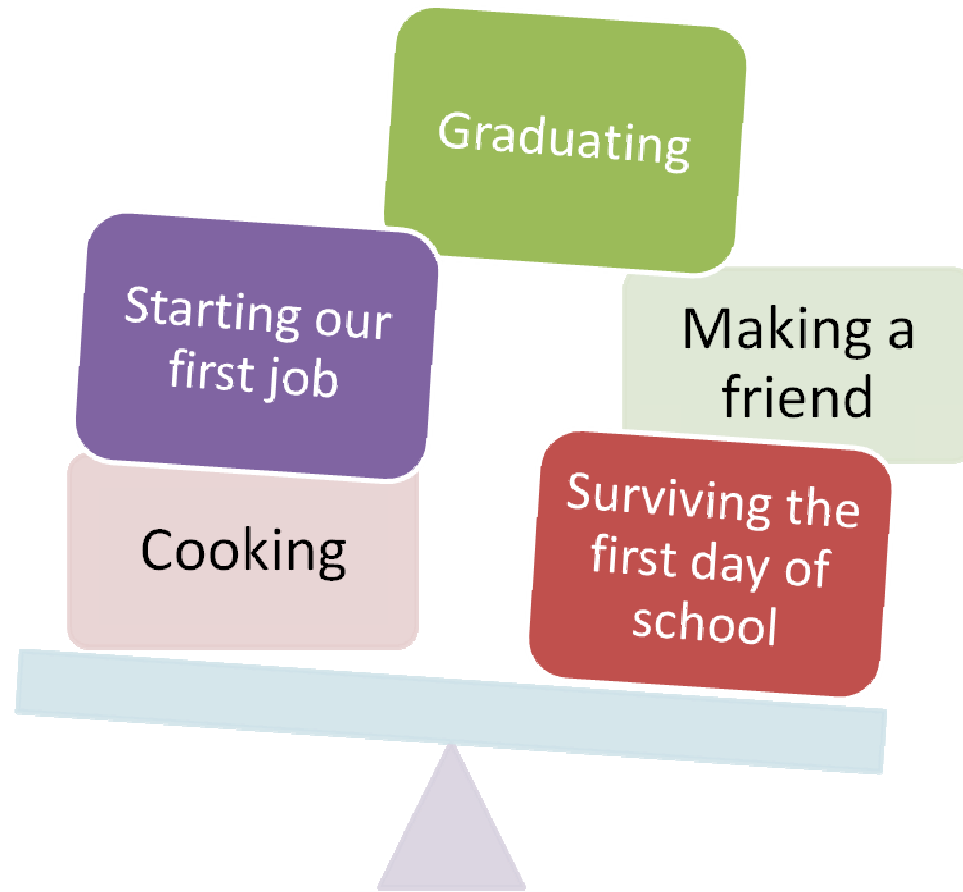
What goals are our youth, adults and families trying to achieve?

- **Stability**
  - **Returning Home**
  - **Reduced impatient services**
- **Coping skills**
- **Parenting Skills**
  - **Behavior Management**
- **Money Management**
- **Resource Availability**

# **Goals are important for our families because it:**

- Creates new experiences full of opportunities
- Families become self-sufficient and full of resources.
- New skills are acquired
- It boosts self-esteem

We've all reached goals over our  
lifetime



It's all in the STEPS



# Individualizing Goals

- All of our youth and families may have unique needs to reaching an overarching goal.
  - With their help we can create action steps to bigger goals.
  - We celebrate the achievement of those steps to success to bigger goals.
  - Families are learning new skills through each step.

- Each of those steps include the **What, How** and **Why** to each accomplishment.
- Think about it.... There was a reason to each goal you worked to accomplish and how you worked on it was individualized to fit your own needs.....



# The What

- In order for us to reach our how we must **ENGAGE** with our families and our youth to know *what* we are working on.
  - Asking your families what do you want to work on?
    - What are the presenting issues and concerns?
    - What do they look like? (describe them to me)
    - How will we reach these goals TOGETHER?
    - Which ones are most important?

**The more our families are engaged in the creation of the plan the more they are apt to participate in reaching the goals on the plan!**



# The How

- How did you know you need to work towards a certain goal?
  - Education attainment
  - Becoming Self-Sufficient
  - Managing our behaviors
  - Professionalism

**What drove you to attain your many goals?**

## **Group Activity:**

*Think back to all the goals you've accomplished overtime.*

**In your groups you will be given a picture. Each group will answer the following about each picture:**

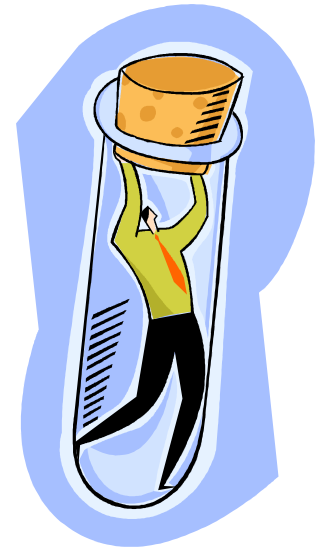
1. What is the goal being accomplished?
2. In order to achieve this goal what activities (or steps) are required to be completed?
3. What competencies have been reached as a result of achieving this goal?

# Report Out



# Purpose

- Goals are not created in a vacuum....
  - Our families must be apart of the goals.
  - They must know the goals.
  - We must celebrate their successes!



# The Why



- In order for treatment and goal accomplishment to be driven we must know the purpose behind it.
  - Why does this child need assistance with coping skills?
  - Why does this family need community resources.
- We must have supportive information that demonstrates the need for services.

# CANS-NY

The **CANS-NY** informs us of our purpose and treatment planning.

1. It defines the needs for the family as it relates to functioning and diagnosis.
2. It highlights the strengths that our families have that could be applied to future activities.
3. CANS-NY gives us a “**snapshot**” of our purpose.





# CANS-NY Domains

- The CANS has several domains that can assist us in justifying our goals surrounding the child's diagnosis.
- The CANS keeps us focused on our goals!

# CANS-NY Rating Domains

- Child Youth Strengths Domains
- Caregiver Strengths and Needs Domains
- Child/Youth Life Functioning Domains
- Child/Youth Risk Behaviors Domain
- Child/Youth Developmental Domain
- Child/Youth Behavioral Health Domain
- Child/Youth Medical Domain
- Child/Youth Adjustment to Trauma Domain
- Child/Youth Substance Abuse Domain

# Reflect back....

*What domain areas could the goal achievement activity tie to?*

**Problem Solving**

**Optimism**

**Community Life**

**Talents and Interests**

**Vocational**

**Resiliency**

**Social Functioning**

**Recreational**

**Job Functioning**

**Decision Making**

When writing goals we must incorporate **two** things:

1. Families vision of what will be worked on, with an understanding of the purpose behind each goal.
2. How it will be **measured**.

# Measurable

When writing goals you want to ask your families how will **WE** know we've accomplished their goals.

**This will be your ongoing “assessment tool”.**

# In order to recognize goal attainment

- We must be able to:
  - See it
  - Hear It
  - Touch it
  - Feel it
  - Reflect it

**Just like our five senses**

# CANS and Measurement of Goals

- The CANS-NY also helps us understand how we are progressing with our goals.
  - It is important to obtain feedback from all involved when reassessing or updating the CANS domains.
    - Include child, caregiver, and service providers if applicable.
  - If scores started at a 3 and are now at a 2 that demonstrates progress.

# Is this goal **Measurable**?

- The Johnsons will understand Bobby's diagnosis as it relates to his behaviors?

1. Is this goal measurable?

2. How will you know this goal is attained?

**The Johnson's will receive new information as it relates to Bobby's childhood development and presenting diagnostic behaviors.**



# Is this goal **Measurable**?

- Bobby will learn 2 new coping skills to use in his academic setting when feeling anxious.

1. Is this goal measurable?

2. How will you know it's attained?

# Is this goal **Measurable**?

- Tanya will gain independent living skills as it relates to housing.

1. Is this goal measurable?

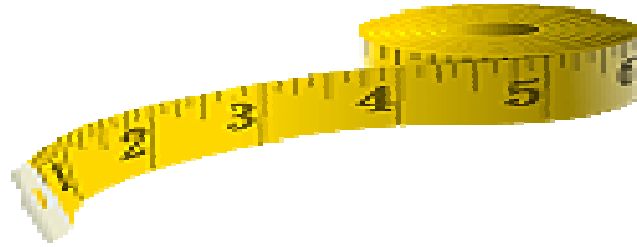
2. How will you know this goal is attained?

# Is this goal **Measurable**?

- Tanya's caregivers will become aware of 2 community resources that can provide support to Tanya's mental health needs.

1. Is this goal measurable?

2. How will you know this goal is attained?



- Measurable goals should be **specific**, and **describe** the frequency of this occurrence.
- If you are leading a team of providers to work towards goals, you will assist them in understanding the purpose behind the goals, but also how they will know the goals is attained.

# **Words to stay away from .....**

- Avoid
- Will stop
- Understand

# Intervention Strategies/ Objectives

- When writing out goals it's important to begin brainstorming activities that will be carried out to fulfill this goal.
  - Include the family in the discovery of activities.
- All activities should be individualized to fit this families particular needs.
- One way to accomplish this is through the CANS-NY.

# CANS-NY and Objectives

- **CANS-NY** can assist you in creating activities to bring up “need” areas that correlate with your goals.
- **CANS-NY** recognizes the families strengths.
- We can use both of these areas to help us create intervention strategies or objectives by incorporating “Center piece strengths” into treatment planning.

# Examples of CANS-NY Centerpiece Strengths

- Tamika scores a 3 in School Behavior.
- Tamika scores a 0 in Talents/Interests
  - Tamika truly enjoys writing poetry to express herself.

**How can we pull this centerpiece strength into building positive school behaviors?**



# CAUTION



- Be careful applying Centerpiece Strengths:
  - Sometimes our youth and families may not want to incorporate their centerpiece strengths into the service delivery.
  - Sometimes the Centerpiece Strength may not be appropriate for a particular setting.
  - Make sure the families voice is in your treatment planning activities.

# CANS-NY and Treatment Planning

- CANS-NY informs our service delivery.
  - It's important to recognize the CANS as a tool that can assist us in having a common language.
  - It's important to recognize that we can use this tool as a way to measure our outcomes.
    - Did we truly assist this family in moving scores from 3s to 2s in a year, or 6 months.
    - Where do we prioritize first?

# CANS-NY also **instructs**

- CANS-NY along with supportive documentation also assists us in understanding how to **meet our families where they're at.**
- Certain areas of the CANS-NY could indicate potential barriers to treatment.
  - We need to ask our families and other providers surrounding the child how to build skills based on particular needs the child and family may have.

# Domains to consider....

- **Caregiver Domains**
  - Care Involvement
  - Knowledge
  - Organization
  - Supervision
- **Youth Domains**
  - Behavioral Health
  - Developmental Health
  - Risk Behaviors
  - Adjustment to Trauma
  - Substance Abuse

# Questions?



Thank you for attending this  
workshop!



Continue providing great services to  
our youth and families across the  
state!!

# **Sidney Albert Training Institute**

## **SATRI**

is based out of Parsons Child and Family Center in Albany, NY. If you are looking for professional development needs for your staff please consider us.

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