



GOAL DIRECTED BEHAVIOR



Core Message



TEACHER NOTES

Helping students identify and understand specific ways they can develop effective Goal-Directed Behavior skills supports their growth and confidence. When students need to relax, refocus or recoup a steady emotional state, listening to the “Core Messages: Goal-Directed Behavior” recording can provide that opportunity.

Once students are confident about using the recording independently, they can be encouraged to help visitors and new classmates become familiar with it.



DURATION: 5 minutes (individual use)

[Teacher/Student Goals](#)


MATERIALS:

- Core Messages: Goal-Directed Behavior (GB) Recording 1 or Recording 2
- Optional: Paper copy of [student script](#)
- Optional: Blank paper with crayons and/or colored pencils

PRE-TEACHING

This is a beneficial exercise for the class as a whole, so first experiencing this all together or in small groups can make this activity even more accessible when individual students go to a quiet area, put on headphones, and listen to the recording.

MAIN POINTS: Introduce Core Messages: Goal-Directed Behavior recordings (3 minutes)

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- Introduce the purpose of this activity. Include both the process (highlighting the benefits of a short, relaxing focusing activity) and the content (pointing out that the text of the recording is based on the DESSA Goal-Directed Behavior skills).
 - Choose (or invite students to choose) whether to listen “to the girl or to the man this time.”



GOAL DIRECTED BEHAVIOR

GUIDING LANGUAGE

When we are upset or excited and want to calm ourselves, or when we are tired and want to rejuvenate, it can be helpful to take a few minutes to sit quietly and listen to a relaxing recording. It's also helpful to have a peaceful way to remind ourselves about the Goal-Directed Behavior skills that we're all working to strengthen.

We're going to listen this first time together as a group. Then we'll add this recording to (explain location and procedure for student use in your setting).

Sit in a way that's comfortable and also that helps you feel grounded. You may want to be in a chair with your feet on the ground or sitting with your back against a wall. You may wish to close your eyes to help you listen more fully, or you might want to rest your eyes on a spot on the floor or a wall, to help you focus. There's no particular way you need to sit, as long as you are comfortable and can relax and concentrate on the words you'll be hearing. If you want, you can draw while you're listening.

MAIN POINT: Experiencing Core Messages: Goal-Directed Behavior (5 minutes)

GUIDING LANGUAGE

[Goal-Directed Behavior Recording Script](#)

REFLECTION AND CLOSURE: For group experience

MAIN POINT (2 minutes)

When the recording ends, invite a short, private reflection, followed by sharing from the group using Quick Pick. (Strategy Guide_Read More_Quick Pick_v3_6.6.14)

GUIDING LANGUAGE

Take a moment to think about what we just listened to. What ideas really stood out for you? What was important for you, that you want to remember? Give students a moment to think and then invite students to share.



GOAL DIRECTED BEHAVIOR



EXTENSIONS

INDIVIDUAL STUDENTS

This activity works well as a stand-alone experience. If you are debriefing privately with a student who listened on their own, consider having a printed copy of the script as a basis for the conversation. Invite the student to point out skills within the text that they would like to pay attention to growing. Make an action plan for how you can support their interest.

TEAM BUILDING

1. Once your group members have become very familiar with the content of the recordings through personal use, vary the ways in which they hear and/or participate in sharing the Core Messages.
2. Provide copies of the Core Message text to partners, who take turns reading to each other, with a check-in at the end related to content or goals.
3. Have students highlight sections of the Core messages text that are especially meaningful to them, and then share with you or a partner.
4. Project the Core Messages text on an interactive board or screen, and use as a choral reading.



GOAL DIRECTED BEHAVIOR

Teacher / Student Goals

Goal-Directed Behavior: A child's initiation of, and persistence in completing, tasks of varying difficulty.

My students are able to:

- Reflect on their own abilities to begin and stick with completing tasks of varying difficulties
- Reflect on positively stated goals related to Goal-Directed Behavior

I am aware of my individual students' abilities to:

- Receive encouraging first-person statements related to Goal-Directed Behavior
- Connect the Core Messages language to their own actions and intentions

The environment I create supports my students' growth related to:

- Developing their abilities to notice and act on times when they feel the need for a settling or refocusing activity
- Developing increased confidence in demonstrating thoughtful, effective Goal-Directed Behavior

Student: Goal-Directed Behavior goals and demonstrated behaviors

Students will:

- Become increasingly aware of specific factors that impact Goal-Directed Behavior
- Become increasingly independent in making healthy, thoughtful decisions
- Become increasingly effective in being able to relax and rejuvenate in order to be better prepared to learn (self-management)

DESSA GOAL DIRECTED BEHAVIOR INDICATORS

(Highlighted indicators are directly addressed in this lesson.)

I can:

Keep trying when unsuccessful
Take steps to achieve goals
Try to do her/his best
Seek out additional knowledge or information
Take an active role in learning
Do things independently
Ask to take on additional work or responsibilities
Show creativity in completing a task
Seek out challenging tasks
Work hard on projects



GOAL DIRECTED BEHAVIOR

Goal-Directed Behavior

I am an active learner and I work to accomplish my goals.

I can imagine myself in the future, looking back at how hard I'm working now. I will be glad that I gave my best effort today.

As I get ready to work, I take time to settle myself.
 I breathe deeply into my self
 allowing my belly to relax and expand
 and then slowly release the breath
 I breathe deeply into my core,
 The strong, calm part of me that is always within me,

I think about what I truly want to accomplish,
 and then I set up a system to help me achieve my goals.
 I know that accomplishing my goals takes time, planning, effort, and persistence.

I think of exactly what goal I'm going to accomplish,
 And then I make specific plans to work on it.
 I plan out the action steps that I'll take to do it.
 And schedule when and where I'll work on these steps.

I check in regularly with myself to see how I'm doing.

When I'm learning something new,
 I think about it as making steady progress,
 rather than trying to be good at it right away.
 I know it's natural to make mistakes and that's okay,
 because I learn from my mistakes
 and eventually, when I keep trying,
 when I keep working at it,
 I can truly master it.

When I make a plan for change, I think about what I WILL do, rather than focusing on what I won't do.

I believe in myself, that I can get better at anything I work on.
 I can learn more, be more creative, have better self-control...
 I can develop any of my abilities over time
 through my goal planning, effort, and persistence.
 I believe in myself.



GOAL DIRECTED BEHAVIOR

I want to do everything that's asked of me and more; to help me pursue my dreams and interests.

When I have a big task, I break it into steps so that I can focus my attention on each part. I make a plan each day, when I start, so I will have time to do good quality work.

I enjoy using my own creativity—expressing myself in new ways.

I follow my curiosity, to learn more about things that interest me. An interesting idea often leads me to the next thing I want to learn about.

I take on challenges, knowing that's the way I will learn and grow. I enjoy the sense of accomplishment I feel when I meet those challenges.

Every day I work at building my skills, the best I can. I know that it's worth the time to practice and to give my best effort to my work.

When I work independently, I am proud to be taking more responsibility for my own learning.

I take time every day to ask myself,
'Am I doing better today than I did yesterday?'
When I make progress, even just a little bit each day, it really helps.

I can picture myself in the future, looking back at how hard I'm working now, and feeling capable and confident, and so glad that I gave my best effort today.

I am an active learner and I work to accomplish my goals.