

Your Literally Ausome NDIS Goal Template/Menu

Sample Short Term Goals

Goal: For <child's name> to express his/her emotions and communicate their needs appropriately when required to avoid unnecessary distress.

- **Current challenge:** <child's name>'s emotions and anxiety are constantly heightened when in social situations, resulting in him/her making poor decisions that impact his/her social interactions. <Child's name>'s inability to see the perspectives of others impacts his/her social interactions as he's/she's unable to be flexible in his/her thinking and this rigidity repels peer-to-peer interactions. <Child's name> also often overreacts to minor situations and grievances i.e. when things don't go his/her way or as planned, well beyond what's usual for other children his/her age.
- **Repercussions:** Difficulty establishing and maintaining friendships and relationships which leaves <child's name> feeling lonely, socially isolated and excluded and being very much aware that his advances for peer-to-peer interactions are being rejected.
- **What is required to reach this goal:** For <child's name> to continue with his/her weekly Social Skills Group, Speech Therapy and Psychology sessions.

Goal: For <child's name> to be able to independently self-regulate his/her emotions so that he's/she's able to have positive relationships both at home and in the community.

- **Current challenge:** <Child's name> continues to experience ongoing difficulties, particularly in relation to managing difficult emotions, expressing his/her feelings, thinking flexibly and social functioning (e.g. reading and navigating challenging social situations) which results in him/her becoming overwhelmed and anxious and very reactive becoming very emotional and/or very defiant resulting and will often lash out at others around him/her in an aggressive manner. This occurs both at home and in community settings.
- **Repercussions:** <Child's name> often feels lonely, socially isolated and excluded and is very aware that as a result of his/her heightened responses to issues, his/her approaches to his/her peers for future play is being rejected, while in the family home, impacts the family's overall functioning and either stops all family outings from occurring or having to split up the family for any outings to occur.
- **What is required to reach this goal:** For <child's name> to continue with his/her weekly Social Skills Group, Speech Therapy and Psychology sessions.

Goal: For <child's name> to develop and improve his/her social awareness and communication skills so he/she is able to establish and maintain friendships.

- **Current challenge:** <Child's name> struggles with interpreting body language, facial expressions and tone of voice of others, as a result of his/her Autism, which impacts his/her ability to establish or maintain friendships and relationships often misreading social cues and reacting to them inappropriately.

Goal: To be supported in his/her social interactions in both familiar and new social situations.

- **Current challenge:** <Child's name> needs to learn and understand social cues and non-verbal communication and learn how to maintain friendships, especially as social interactions become more complex.
- **Repercussions:** <Child's name> likes to control play with his/her peers and they often don't want to play with him/her. Relationships also fracture due to <child's name> unable to come to terms with not winning a game. He/she often alienates his/her friends during social interactions, talking at length on topics that don't interest his/her friends and not realising this as he/she can't interpret their disinterest in their facial expressions or body language. In most social interactions and at home, <child's name> talks over and/or interrupts people which affects his/her daily social interactions with both adults and his peers which is having a negative impact on his/her friendships and resulting in social exclusion and/or isolation.
- **What is required to reach this goal:** For <child's name> to continue with his/her weekly Social Skills Group, Speech Therapy and Psychology sessions.

Goal: For <child's name> to manage himself/herself better and be provided support and strategies in the area of executive functioning (as this will be more challenging as he/she grows up).

- **Current challenge:** <Child's name> relies heavily on others to assist him/her with tasks relating to him being organised i.e. reminding him/her what to pack daily, ensuring he has his/her snacks and water, homework and anything else he/she requires for the day.
- **Repercussions:** Without consistent reminders, <child's name> will struggle with his/her daily living tasks.
- **What is required to reach this goal:** For <child's name> to commence weekly OT sessions to learn to be more organised and independent with strategies and supports that will allow him/her to have a good day (not being distressed over forgetting or misplacing tasks and/or items) and being less reliant on others to manage his/her day-to-day tasks. For <child's name> to use his/her consumables funding in his/her core budget to purchase books, resources, visuals and timers to assist with his/her self and time management.

Goal: For <child's name> to learn to manage his/her morning and evening routines in a constructive way, reducing his/her impulsivity to improve cooperation and compliance.

- **Current challenge:** <Child's name> relies heavily on others to assist him/her with daily tasks relating to him/her being organised to be able to commence and perform his/her daily requirements i.e. getting ready for the day ahead as well as being able to follow his/her evening routines. Without consistent reminders, together with oppositional behaviour, <child's name> struggles to get through his/her morning and evening routines without considerable distress from him/her which impacts the whole family.
- **How will I achieve this goal:** Assistance to improve <child's name>'s executive functioning, including managing and following routines (step by step), increasing my attention span and focus. In addition, for <child's name> to be less impulsive and think before acting, be able to anticipate both the positive and negative outcomes of my choices.
- **What is required to reach this goal:** For <child's name> to commence weekly OT sessions and continue with his/her weekly Psychology sessions.

Goal: For <child's name> to manage and organise himself/herself better providing him/her with effective strategies to support his/her executive functioning challenges (which will further impact him/her as he/she grows up).

- This will include learning to manage his/her morning and evening routines in a productive way, reducing his/her impulsivity and improving his/her overall cooperation and compliance.

Goal: For <child's name> to gain a good understanding of his/her Autism and how his/her ASD affects him/her in terms of his/her cognitive development (being inflexible, rigid and fixated thoughts, actions, decisions, reactions and behaviours, his/her inability to recognise or accept the perspectives of others) and challenging behaviours (such as impulsivity, hyperactivity and inability to manage his/her impatience) as a result of his/her social communication deficits and repetitive and restrictive behaviours.

- <Child's name> will need to be supported in his/her acceptance and understanding of his ASD (while managing his/her awareness of being different to his/her peers), as well as supporting him/her in accepting that his/her challenges will continue to impact him for the rest of his/her life.

Goal: For <child's name> to become more flexible with his/her thinking and be able to see others' perspectives, to accept that he's/she's not always right and to move on with the uncomfortable feelings when things don't go his/her way or as planned.

- Whilst <child's name> is learning to manage his/her emotions, he/she still finds it difficult to access these techniques and strategies when distressed.

Goal: For <child's name> to seek help, express his/her emotions and communicate his/her needs effectively and appropriately to avoid unnecessary distress in social conflicts.

- <Child's name> reluctance to seek help is to avoid attention being drawn to him/her, avoids highlighting he's/she's misunderstood what's taken place and exposes his/her portrayal of being socially intelligent, of being false. <Child's name> gets very angry at himself/herself following these events, not knowing how to process or manage feelings of being embarrassed, and expresses that he/she feels like a failure which is difficult to move on from. These incidents will continue to negatively impact his/her ability to establish and maintain friendships and lead to social isolation and exclusion.

Goal: For <child's name> to appropriately communicate when he's/she's feeling uncomfortable or distressed in order to effectively manage his/her disproportional responses and behaviours to these emotions.

- <Child's name>'s heightened emotional dysregulation in group settings impacts his/her capacity to access suitable and effective social and communication strategies which negatively impacts his/her ability to establish and maintain friendships resulting in social isolation and exclusion.

Goal: For <child's name> to be able to independently self-regulate his/her emotions and reactions so that he's/she's able to have positive relationships at home, in the community and engage in activities of his/her choice (such as school holiday program, We Rock The Spectrum etc).

Goal: For <child's name> to be able to independently self-regulate their emotions without relying on external stimuli (headphone, chew necklace, fidget toys, soft toys etc) as these are going to make him/her stand out and a target to ridicule etc in my peer group, especially as he/she approaches Secondary school.

- The strategies used now will very soon become socially inappropriate for his/her age and will attract negative attraction in the community.
- <Child's name>'s will engage in therapy and be provided techniques and strategies to calm himself/herself down, such as deep breathing, calm corner, 2-minute breaks, communicating their needs and emotions to others.

Goal: For <child's name> to be able to form and maintain meaningful relationships in his/her life with peers and adults in their life.

- **Current challenge:** <Child's name> often say things out of context, unrelated to the topic, or use the wrong tone of voice or body language which makes him/her stand out in social settings. When he/she doesn't agree with a point of view or opinion, his/her comments can also be direct and offensive. This makes his/her peers and others around him/her uncomfortable and awkward and also impacts his/her friendships as he/she comes across sometimes as rude, insensitive or dismissive resulting in them often withdrawing, removing themselves from the interaction completely or noticing their friends spending time with each other without them.
- **Repercussions:** <Child's name> doesn't have a lot of friends, often very lonely, but would really like to (and try really hard) to make and maintain friendships with their peers especially since starting secondary school.
- **What is required to reach this goal:** <Child's name> would benefit greatly from being guided on social interactions, be supported with social scripts/prompts so he/she can engage in back and forth conversations, learn appropriate social gestures, tone of voice, body language and how to behave across various social settings while maintaining a friendly manner.

Goal: As important as this is for his/her relationships with their peers, it's equally important for supporting their relationships with adults in his/her life as he/she often misreads the non-verbal communication just as much as they do with their peers and are finding this increasingly challenging as he/she gets older and as the expectations of the adults in their life are higher given their age and being in secondary school.

- What is required to reach this goal: <Child's name> to continue engaging with their Psychologist and Speech Pathologist. He/she would like to also engage with a support worker/mentor to assist them further in this area.

Goal: For <child's name> to become more flexible in his/her thinking and be able to move on when he/she gets distressed over something occurring without their prior knowledge or when things don't go as planned or expected. Although <child's name> is getting better at regulating their emotions in the community and at school (not at home), when in real distress, is still unable to access these techniques and strategies.

- **Current challenge:** <Child's name>'s social and communication deficits often result in him/her misreading a situation or not understanding a request or task by an adult and this can often result in a power struggle and often punishment which leaves him/her extremely distressed not understanding or knowing what they've done wrong. <Child's name> distress is further exacerbated by his/her rigidity, my inflexible thinking about the person/people involved or the situation itself and his/her perceived injustice over it, which adds a layer of emotional complexity and a behavioural response being either non-compliance, oppositional or defiant behaviour or results in him/her shutting/melting down.
- **Repercussions:** As he/she gets older, allowances are diminishing and expectations are increasing by the peers and adults in his/her life under the assumption that these life skills have been mastered in line with other children their age.
- In addition to these expectations, having an invisible disability, and the extent to which he/she masks his/her Autism means that he/she works really hard each day to understand the world around him/her and endures sensory overload which usually results in him/her melting down or shutting after extended periods of socialisation or being in the community.

Sample Medium-Long Term Goals

Goal: For <child's name> to be supported in gaining an understanding of his/her challenges and how this will impact him/her now, and in their future.

- **Current Challenge:** <Child's name> is acutely aware that he/she is different from his/her peers.
- **Repercussions:** This comparison can often cause <child's name> to be frustrated and angry, which affects his/her happiness, confidence, willingness to try something new, fear he/she will be judged/talked about and impacts his/her daily functioning.
- **What is required to reach this goal:** For <child's name> to be given a clear understanding of his/her daily challenges and be provided resources to overcome his/her anxiety related to socialisation and how to manage social exclusion.
 - Resources to assist <child's name> with understanding his/her differences and appropriately managing his/her emotions using calming and sensory tools and equipment.
 - Category: Social and Community Participation so that <child's name> can attend specific sports clubs, weekend and holiday programs that will engage him/her socially and support his/her needs. e.g. All Abilities sports, Minecraft Coding and We Rock the Spectrum.

Goal: For <child's name> to become more flexible with his/her thinking and be able to move on with the uncomfortable feelings of not getting his/her own way or things not going as planned. Whilst <child's name> is learning to regulate his/her emotions, he/she is unable to access these techniques and strategies when in distress.

- **What is required to reach this goal:** For <child's name> to continue with his/her weekly Social Skills Group, Speech Therapy and Psychology sessions.

Goal: For <child's name> to express his/her emotions and communicate his/her needs when required to avoid unnecessary distress.

- **Current challenge:** <Child's name> doesn't ask for help when he/she has misunderstood something or has missed instructions as he/she doesn't like to draw attention to himself/herself in a group setting, and when this happens at home, he/she gets very angry at himself/herself and often feels like a failure. It's hard for him/her to move on from this feeling.
- **What is required to reach this goal:** For <child's name> to continue with his/her weekly Social Skills Group, Speech Therapy and Psychology sessions.

Goal: For <child's name> to have a good understanding of his/her Autism and what this means to him/her in terms of his/her thoughts, decision making, behaviour and social challenges.

- **What is required to reach this goal:** For <child's name> to use his/her consumables funding in his/her core budget to purchase books/resources to educate himself/herself on Autism and to assist with this self-regulation and social/communication challenges.

Goal: For <child's name> to be able to manage himself/herself better and be provided support and strategies in the area of executive functioning as this will be more challenging as he/she gets older.

- **What is required to reach this goal:** For <child's name> to continue to engage with his/her Psychologist to commence weekly OT sessions to learn to be more organised and independent and to use his/her consumable funding in his core budget to purchase books, resources, visuals and timers to assist with his self and time management.

Goal: For <child's name> to be actively included in school holiday programs and activities of his/her choice so he's/she's able to participate in community-based activities of interest and to develop, build and maintain positive friendships outside of school.

- **What is required to reach this goal:** Using funds in his/her core funding to access these supports.

Goal: For <child's name> to have a good understanding of his/her Autism and what this means to him/her in terms of his/her thoughts, decision making, behaviour and social challenges. <Child's name> also needs to learn about his/her body especially as he/she is reaching puberty and already adding new steps to his/her daily routine like wearing deodorant daily and washing his/her face.

Female:

- **Current challenge:** <Child's name> needs to be aware that her mood is going to be erratic as her body prepares and commences her menstrual cycle and that she will need to try to alleviate her emotional highs and lows.
- <Child's name> will also need to track and monitor her menstrual cycle and need to hone in on her executive functioning skills to ensure she is organised each month, as her period approaches, that she has all of her sanitary items ready and available.
- **What is required to reach this goal:** Engaging with an Occupational Therapist for support with the organisation and planning associated with her menstrual cycle as well as assistance with her other self-care needs associated with puberty including frequent washes, applying deodorant daily, washing her face daily and ensuring frequent changing of sanitary items.

- <Child's name> can use his/her consumables funding to purchase menstrual underwear (i.e. ModiBodi underwear) which will assist her to manage her menstrual cycle.

Male:

- **Current challenge:** <Child's name> needs to be aware that his mood is going to be erratic as his body goes through puberty. He will also require guidance and support around his self-care needs including frequent washing, applying deodorant daily, washing his face daily and preparation for grooming when he grows facial hair.
- **What is required to reach this goal:** Engaging with an Occupational Therapist for support with the organisation and planning associated with his self-care needs associated with puberty including frequent washes, applying deodorant daily and washing his face daily.

Goal: <Child's name> often says things out of context, not on topic, or uses the wrong tone of voice which makes him/her stand out socially and also impacts his/her friendships. <Child's name> doesn't have a lot of friends and is often very lonely. <Child's name> would benefit from learning appropriate social gestures, tone of voice, body language and how to behave across various social settings ensuring he/she maintains a friendly manner.

- **What is required to reach this goal:** For <child's name> to continue with his/her weekly Social Skills Group, Speech Therapy and Psychology sessions.

Goal: For <child's name> to have a smooth transition from primary school to secondary school. This significant life change is already creating substantial anxiety from both a social, executive functioning perspective (routine changes and needing to be organised for each class) as well as how the learning environment will impact his/her sensory sensitivities.

- **What is required to reach this goal:** I will continue engaging with my Psychologist and Speech Pathologist to assist <child's name> with their social and emotional challenges and engage an Occupational Therapist to support the organisation and planning difficulties and sensory sensitivities.

Goal: For <Child's name> to be able to independently manage his/her self-care needs as well as gain a better connection with his/her body so that they can be proactive in looking after themselves.

- **Current challenge:** <Child's name> needs to reduce their distractibility and increase his/her cooperation and compliance when it comes to following schedules and routines pertaining to his/her self-care needs and to ensure he/she maintains appropriate and necessary levels of hygiene, especially as he/she goes through puberty.
- <Child's name> needs to also learn the importance of hygiene standards when it comes to being around his/her peers and others in the community as well as learn the methods and tools he/she can use to look after himself/herself.
- <Child's name> needs to also to gain a better understanding of his/her body so he/she doesn't overheat as this affects his/her participation in the community, as he/she feel unwell and not sure why. <Child's name> can also sweat a lot without noticing which

should be a sign that they need to drink water to avoid feeling dizzy as well as the impact sweating has on his/her body odour.

- **What is required to reach this goal:** <Child's name> will continue to engage with his/her Psychologist. <Child's name> to also engage with an Occupational Therapist for additional support in this area as well as work on his/her issues with his/her ability to connect his/her body feelings with his/her brain (interoception).

Goal: For <Child's name> to improve his/her executive functioning skills so that he/she can better manage himself/herself and his/her daily activities.

- **Current challenge:** <Child's name> is able to start most functional tasks, including dressing, cleaning up, homework, work at school and other life tasks, however, he/she needs continual support and reminders in order to complete these tasks. As <child's name> is getting older, he's/she's finding this more challenging as there are more duties that need his/her attention, more things that need to be managed and completed in a timely manner and to a satisfactory standard.
- <Child's name> is also finding it increasingly difficult to switch between tasks which can result in power struggles and/or emotionally and/or physically withdrawing. This also affects the way in which <child's name> looks after himself/herself in terms of his/her self-care needs as he/she goes through puberty.
- **What is required to reach this goal:** <Child's name> to continue to engage with his/her Psychologist and Speech Pathologist. We would like <child's name> to also engage with a support worker/mentor to assist him/her in this area and engage with an Occupational Therapist for additional support in this area.