Setting Health Goals

Moving from Pediatric to Adult Health

Lesson Plan

healthy transitions

HealthyTransitionsNY.org
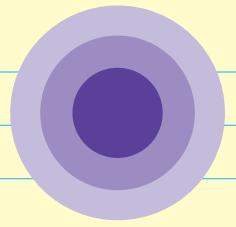
Learning Objectives:

- **Define "health goals" and discuss why these are important**

- **Define "self determination" and discuss strategies that foster this**

- **Discuss how you came up with the "Valued Outcomes" that are listed in your Individualized Service Plan (if applicable)**

- **Utilize the Goal Setter form to list steps for achieving a health goal**

- **Utilize the Goal Setter form to identify the people who can help you to accomplish your health goal**

- **Develop a time line or other progress measure to track accomplishments**

- **Practice using the Goal Setter form with your service coordinator**
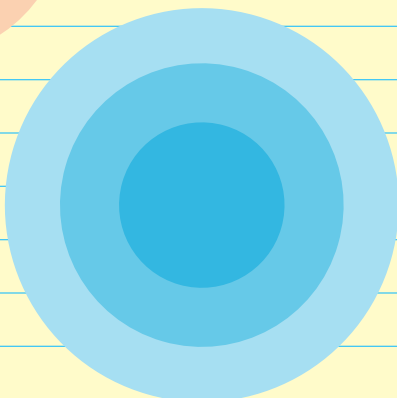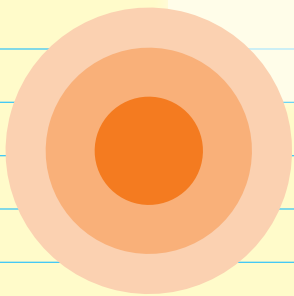
You Will Need:

- ❑ **Pen or pencil**
- ❑ **Blank goal setting form** (print the blank form at end of this unit)
- ❑ **White board, blackboard, or poster for KWL chart & mind map**
- ❑ **Computer or DVD Player and Videos** (download videos from **www.HealthyTransitionsNY.org**)

About the Healthy Transitions Lesson Plans

The Healthy Transitions lesson plans are designed for group sessions with an instructor and 5-15 young adults with developmental disabilities. Each module can be completed during an hour-long session that includes time for breaks and informal discussion. Units can be presented as a stand-alone activity, or as a 6-part curriculum. The goal is to foster self- determination and the active involvement of young adults with developmental disabilities in their own health care.

The lesson plans are organized around modeling and role-play for 6 key interactions relevant to successful navigation of the health care system:

Office Secretary	**>**	**Scheduling an Appointment**
Transportation Provider	**>**	**Scheduling Transportation**
Office Receptionist	**>**	**Paperwork at the Sign in Desk**
Physician or Nurse	**>**	**Speaking up at the Doctor's Office**
Pharmacist	**>**	**Calling in a Prescription Refill**
Service Coordinator	**>**	**Setting Health Goals**

The lesson plans focus on encounters with ***people*** in the health care system. This format was developed with input from young adults with developmental disabilities. Our focus groups revealed that young adults with developmental disabilities experience health care in terms of buildings (hospital, offices) and episodes (emergencies), rather than relationships and interactions. The Healthy Transitions lesson plans build skills that youths can use to partner more effectively with their health care team.

Modeling, role-play, and active participation are key components of each lesson plan. Lesson plans also include chant, rap and cheers to foster a positive learning environment. Each module begins with an informal assessment of the participants' strengths, knowledge, experiences, and learning styles. Skills can be developed across a wide range of individual ability levels by mixing and matching activities as appropriate for each group.

The suggested sequence of skill building activities is:

1. **KWL chart:** This chart is used at the beginning and at the end of each session. It summarizes current knowledge about a topic—what participants want to know—and, at the end of each session—what was learned.

2. **Video:** The group views several brief 2-3 minute video vignettes. These videos feature actors who are young adults with developmental disabilities demonstrating etiquette and skills relevant to various health related skills. The videos can be viewed and downloaded from www. HealthyTransitionsNY.org.

3. **Mind Map:** After viewing each video, a mind map is generated as a group activity to summarize concepts and ideas learned.

4. **Confidence meter:** This is an individual self-rating measure to create awareness about the participant's comfort, attitude, and familiarity with a specific health care interaction. The confidence meter is used before and after the role-play activity to track progress.

5. **Role-play:** Participants break into small groups for role-play practice. A sample form can be used as a script. Each participant can also customize a blank role-play template.

6. **KWL chart:** This chart is used at the end of each session, to summarize what was learned. Items listed in the "What I Learned" column can be used on the certificate to document achievement at a wide range of individual ability levels.

7. **Rap, Chant, Group Energizer:** These activities are "group energizers" that can be used to engage participants at anytime during the lesson plan. These may be particularly relevant to auditory or tactile learners or participants who are unable to engage in structured role-play

8. **Certificate:** Items listed in the "What I Learned" column can be used on the certificate to document achievement at a wide range of individual ability levels. Self-score on the confidence meter is used to embellish the "seal" on the certificate of achievement for each module.

Note from Pat: *Please contact us at www.HealthyTransitionsNY.org if you have any questions or suggestions for improving the curriculum.*
We welcome feedback!

Sincerely,
Pat Slaski

KWL Chart

Topic: Setting Health Goals

What I Know	What I Want to Know	What I Learned
A goal is something that you try to do	What is a health goal?	Examples of health goals are losing weight and remembering to take my medications
		It's important not just to think about it but also to talk about it!
		Ask your circle of support to help figure out the steps to reach your goal
		It is important to check back to see if you are making progress

How to use the KWL Chart: The first two columns are filled in at the beginning of a unit to find out what learners already know about a topic, and what they want to know. The last column is filled in at the end of a unit. It can be used to identify mastery of a topic at a wide range of individual skill and ability levels.

Video Guide:
Setting Health Goals

lets me drive the ship.

In this vignette four key elements of self determination are highlighted: (a) Choosing a goal, (b) Expressing that goal, (c) Identifying the steps that are needed to accomplish the goal, and (d) Follow-up to monitor progress. Two young adults demonstrate how they set health goals with the help of their service coordinators.

1. "Self determination is . . . "
The vignette begins with an explanation of the four key elements of self determination: (a) Choosing a goal, (b) Expressing that goal, (c) Identifying the steps that are needed to accomplish that goal, and (d) Follow-up to monitor progress.

2. "My service coordinator lets me steer the ship."
A young man with cerebral palsy explains how his service coordinator promotes self determination.

3. "Here is an example . . . "
A young woman and her aide have set weight loss as a health goal. The aide provides a food pyramid for making food choices. The young woman expresses her choices by making a grocery list. Together they monitor progress by tracking her weight.

Questions for Group Discussion

▶ **What is self determination?**

▶ **How can your service coordinator help you to set health goals?**

▶ **What are some health goals that you would like to set for yourself?**

Download this video by selecting the "VIDEOS" tab on our home page at www.HealthyTransitionsNY.org
To download a moderator guide for all of the videos, click the "SKILLS" tab.

Can help me monitor my weight

Check progress

Talk with doctor about my health

Nutritionist can give me advice

Join exercise group

Doctor

OMRDD

Setting Health Goals

Supporters

My circle of support helps me with my goals and dreams

Me

Service Coordinator

Individualized Service Plan

Helps with steps to achieving goal

Valued Outcomes

How to use the Mind Map

This chart can be used in individual or group settings to break down the information that was presented in the video vignette. Enter the video title in the center area and related topics in the surrounding boxes. Draw lines to make connections between related topics. Additional ideas may be added by drawing separate lines outward. Color and pictures may be used to enhance information. "Post-it" notes can also be used. These can be arranged by the group on a table or a white board.

Confidence Meter

I'm Ready to Speak Up for Myself!

I Make Eye Contact
I Shake Hands
I Introduce the Persons with Me
I Talk Directly to Person
I Speak Clearly Using a Moderate Voice Tone
(not too loud or too soft)

I Now Know What I Want to Say

I Am Unsure of Myself

How to use the Confidence Meter: Participants are asked to rate how confident they are about interacting with various health care professionals. The confidence meter focuses attention on their socials skills and language pragmatics. It can be used to generate discussion about the importance of active participation in one's own health care.

Role Play Example: Setting Health Goals

1. Take some time to think about yourself and the health goals that are important to you.

2. Express yourself. Practice talking about your goal with a partner who plays the role of your service coordinator.

3. Discuss the steps you will take to accomplish your goal and how you will track your progress. Reverse roles and repeat.

You Will Need:

☐ Goal Setter form or the list of Valued Outcomes on your Individual Service Plan

YOU
I would like to talk about health goals: (Example: getting regular exercise and losing weight)

Service Coordinator
Tell me more about why this goal is important to you.

What are some steps you can take to achieve this goal?

YOU
My goal is important because: (I want to be in good shape)

The steps I can take to reach my goal are: (eat right and exercise)

People who can help me reach my goal are: (my friends at the YMCA)

Service Coordinator
How about if we ask a nutritionist to give us advice. You can make a grocery list of healthy foods with the information that she gives you. How will we know if you are making progress? We could check your weight. Do you have a scale?
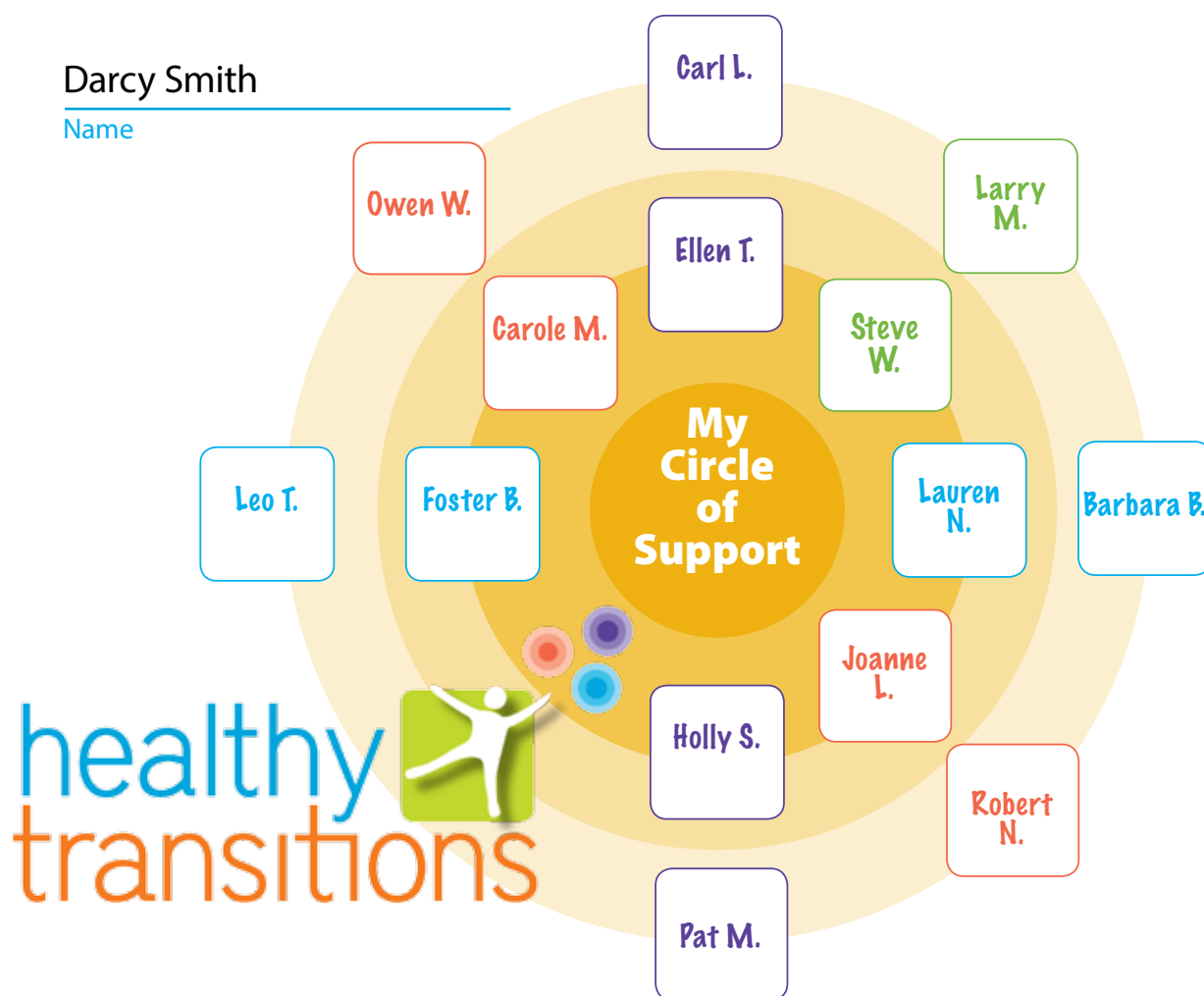
YOU
I will know when I reach my goal when I am at the weight that my doctor tells me is healthiest for me.

How to use the Role-Play Template: Use this template as a script with 2 or more individuals. A blank goal setter form or an actual Individualized Service Plan can be used as props. Individuals may use the blank template to customize scenarios. Use the "confidence meter" before and after each role-play session to track progress with goal setting.

Goal Setter

Darcy Smith
_____
Name

Carl L.

Owen W.

Larry M.

Ellen T.

Carole M.

Steve W.

My Circle of Support

Leo T.

Foster B.

Lauren N.

Barbara B.

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Joanne L.

Holly S.

Robert N.

Pat M.

Goal:	Weight loss (BMI goal: 25)	
Steps:	1. get script for diet and set BMI goal with doctor	Click When Done
	2. evaluation by Jean UCP nutritionist	Click When Done
	3. Inservice at IRA with Jean and Pat	Click When Done
	4. Monthly weight checks by Kelly (nurse at IRA)	Click When Done
	5. PT (Cary) & horseback riding (Nora)	Click When Done

How to use the Goal Setter DECIDE on a goal that is meaningful to you. Talk about it with your service coordinator, your doctor, or someone in your circle of support. EXPRESS yourself! Working together, come up with specific STEPS YOU WILL TAKE to accomplish your goal. Be sure to FOLLOW-UP in order to track your progress. Celebrate your accomplishments!

RAP

Self determination is what it's about
So express yourself and say it loud!
With attitude and a real world take
Create some choices, allow for some mistakes

Make a plan with steps to see you through
Don't forget your support people too

Take charge, be strong, and never forget
With empowerment you will be all set
To see a dream come true
Start with goals that are meaningful to you

Now I'm the Master
Using my Skills as a Rapper!

How to Use Rap
Rapping helps auditory learners to become familiar with new vocabulary. Rapping is just a matter of matching the beat with the rhythm of the words. Each beat accents a different syllable. Participants may pick a favorite song or use the sample and create their own beat. After listening to the words, participants clap along to the beat, and start "rapping" with the song.

Chant

Hands up // (silent beats)
For **Health** // (silent beats)
Gonna' name (clap, clap)
Some **SCHEDULING SKILLS** (clap, clap)
One apiece (clap, clap)
No repeats (clap, clap)
No hesitation (clap, clap)
No duplication (clap, clap)
Starting with (clap, clap)

Named participant responds with a word or idea about the topic.
It's okay for a participant to pass if they so choose.

How to Use the Chant
Participants are seated in a circle. The instructor names a skill topic and demonstrates singing and clapping of the chant. Participants are encouraged to join in with the singing and clapping. As their name is called participants state words or ideas that fit with the topic. Naming moves one-by-one around the circle. Participants may "pass" if they prefer. Process continues until everyone has had an opportunity.

Group Energizers

Standing Ovation
(make an O with arms)

Sitting Ovation

Clam Clap

2 Finger Clap – Opera Applause

Clap and a Half

Micro-wave

High Five

High Five & Ankle Shake

Raise the Roof

Drum Roll

Round of Applause

Pat on the Back

Give Yourself a Hug

Awesome Cheer

Seal of Approval

YES, YES, Y - E - S Cheer

Excellent – Air-Guitar

Two Thumbs Up

WOW (W - 3 fingers, O - open mouth, W - 3 fingers)

Knuckle Knock

Knuckle Knock with Attitude

How to use the Group Energizers
For a job well done, participants select a cheer to celebrate hard work and success! Group energizers can be used at the end of a unit, when discussing the "What I Learned" list on the KWL chart, or at any time throughout the session to promote active participation.

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KWL Chart

Topic:

What I Know	What I Want to Know	What I Learned

How to use the KWL Chart: The first two columns are filled in at the beginning of a unit to find out what learners already know about a topic, and what they want to know. The last column is filled in at the end of a unit. It can be used to identify mastery of a topic at a wide range of individual skill and ability levels.

Role Play — Now You Try!
Setting Health Goals

1. Take some time to think about yourself and the health goals that are important to you.

2. Express yourself. Practice talking about your goal with a partner who plays the role of your service coordinator.

3. Discuss the steps you will take to accomplish your goal and how you will track your progress. Reverse roles and repeat.

You Will Need:
☐ Goal Setter form or the list of Valued Outcomes on your Individual Service Plan

YOU

_____
_____
_____

Service Coordinator

_____
_____
_____
_____

YOU

_____
_____
_____
_____

Service Coordinator

_____
_____
_____
_____

YOU

_____
_____
_____
_____

Make sure to talk about how you will track your progress

Goal Setter

_____
Name

My Circle of Support

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Moving from Pediatric to Adult Health Care

Goal:		
Steps:	**1.**	Click When Done
	2.	Click When Done
	3.	Click When Done
	4.	Click When Done
	5.	Click When Done

How to use the Goal Setter DECIDE on a goal that is meaningful to you. Talk about it with yout service coordinator, your doctor, or someone in your circle of support. EXPRESS yourself!   Working together, come up with specific STEPS YOU WILL TAKE to accomplish your goal. Be sure to FOLLOW-UP in order to track your progress. Celebrate your accomplishments!

Mind Map - Now You Try
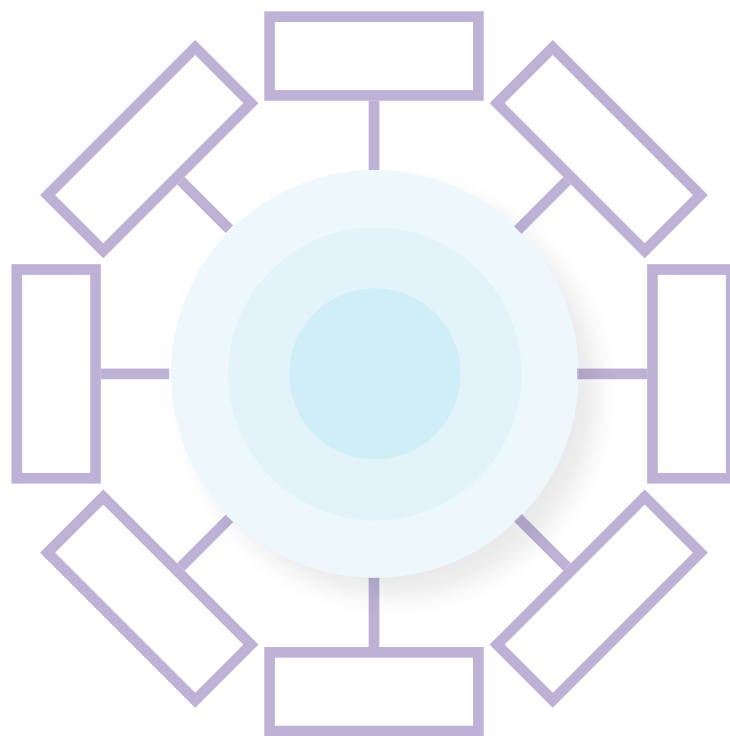
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CONGRATULATIONS!

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Has Successfully Learned Skills for Setting Health Goals

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