

Role/Goal Chart

Role	Performance	Goal	Confidence	Satisfaction

Goal Domains

Family: What is the relationship to the present family and how does it coincide with desires for a future family. Is it likely, hoped, expected that the child will marry and have children, and if so, how will that family relate to the present family of parents and siblings? What supports would be necessary to make this work? If the child is unlikely to marry and/or have children, what is the potential for continuing relationships to siblings. What are the goals regarding the family and family life that make sense.

Social: What is the present personal support network [unrelated adult, best friend, peer group, etc.] and how might it expand? The assurance of a personal support group is an important aspect of adult life particularly for people who need cognitive, emotional and or behavioral support. While it is possible to be a loner, this requires a very strong personality and personal self sufficiency.

An important social concern is the emerging adult's right to intimacy, dating and sexuality. For the child who is presently displaying emotional and behavioral disorders, intimacy is a significant issue for discussion.

Educational: What are the educational goals of the child. Will there be academic or technical learning beyond high school? What special preparation will be needed to make this involvement have satisfactory outcome?

Employment: What is the likelihood of work and what type of work is preferred? What training is necessary? Has a full vocational evaluation been done or is it planned. Has the adolescent had the opportunity to use computer programming to help identify areas of work interest? What technical training is necessary to assure that the child is prepared for employment within the area of preferred choice.

Health: Are there medical issues that can be predicted? How can these best be addressed? Is the child capable of learning health, nutrition and hygiene adequately enough to be self sufficient?

Psychology: What emotional supports are necessary for the emerging adult as s/he and the family age? If the child is reliant on his/her family for emotional support, what happens when the family is no longer capable of such support? How can s/he plan to provide such support in the future?

Legal: Are there legal issues that need to be addressed? Does the child display or demonstrate the potential of criminal behavior? What supports can be built in to help the child take responsibility for these issues? Are there other kinds of legal issues to be addressed [trusts, suits, etc]?

Safety: If the child has medical, physical or emotional limitations which place them in potential danger, what supports are necessary to ameliorate such hazard?

Home: Are there physical requirements to future living arrangements? Who would the child prefer to live with now and in the future? What kinds of locations, homes are preferred [urban, suburban, rural]? Does the child choose to learn how to care for a home and be self sufficient that their own personal environment?

Mobility: Many of the above domains demand the ability to get to and from places. What requirements need to be fulfilled to assure that the child will be able to be adequately mobile to participate in the community, work, worship and play?

Personal: The ability to care for oneself, handle financial matters, schedule and use time effectively, relate interpersonally, use time alone effectively, etc. are significant contributors to a quality life style. What are the child's strengths and weakness and how should s/he plan to adequately deal with these issues as an adult. What is the child's spiritual identification?

Community: Independent people use community resources such as libraries, shopping centers, recreational facilities, voting areas and the like as everyday events. Emerging adults need to learn how to use the community resources effectively.

Goal Analysis Chart

Goal	MUST	WANT	Weight

Goal Setting Chart

Life Goals	Career Goals	Long Term Goals	Short Term Goals	Implementation Strategies