Our Family Goals

Calm goal sheets for parents of autistic children, ages 3 to 10



How to use these sheets

1. **Pick 1 to 3 goals only.**
   One goal is plenty. Fewer goals keep things calm for everyone.
2. **Choose them with your child where you can.**
   Ask what they want to get better at. Watch what they reach for and enjoy.
3. **Go small.**
   Start with a step your child can almost do already. Use the Small steps ladder.
4. **Review once a week.**
   Use the Weekly check-in. If something isn't working, change the plan, not the child.
5. **Celebrate effort.**
   Notice the trying, not only the finishing. Say what you saw: "You showed me your break card."

Inside: Our family goals · Small steps ladder · Weekly check-in · All about me (to share with teachers and therapists) · Before the IEP or therapy meeting · Goal ideas by area

These sheets support planning at home. They don't replace goals set with your child's doctor, therapist or school.
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Our family goals

Up to 3 goals. One is plenty. Use words your child would use.

1 Goal 1

Goal _____

_____

Why it matters to my child _____

What “done” looks like _____

Support we will give _____

Date we start _____

2 Goal 2

Goal _____

_____

Why it matters to my child _____

What “done” looks like _____

Support we will give _____

Date we start _____

3 Goal 3

Goal _____

_____

Why it matters to my child _____

What “done” looks like _____

Support we will give _____

Date we start _____

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Small steps ladder

One goal, broken into 5 small steps. Start at the bottom.

Our goal

_____

We did it! Goal reached on _____

☐ **Step 5** _____ **Date** _____

☐ **Step 4** _____ **Date** _____

☐ **Step 3** _____ **Date** _____

☐ **Step 2** _____ **Date** _____

☐ **Step 1** _____ **Date** _____

Check the box when your child can do the step on most days. Write the date next to it.

> **Stay on a step as long as your child needs.** Going back a step on a hard week is fine. It is still progress.

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Weekly check-in

Five quiet minutes, once a week. No scores, just noticing.

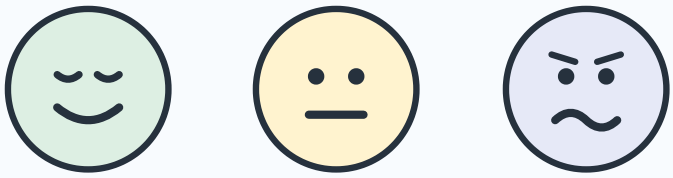
Week of _____ **Goal** _____

What went well

What was hard

How my child seemed this week

Circle one. It is not a score. Over a few weeks it helps you spot patterns.



Calm OK Stressed

What I noticed _____

What we'll change next week

> If the week was hard, make the next step smaller. That is a good plan, not giving up.

All about me

My strengths and interests, to share with my teachers and therapists

Draw me here, or stick on a picture I chose

My name is _____

I am _____ **years old**

Filled in with me by _____

I'm good at

Like: puzzles, numbers, remembering the way home

I love

Like: trains, water play, a favorite song or show

Things that help me feel calm

Like: headphones, a quiet corner, rocking, a tight hug

Things that are hard for me

Like: loud rooms, sudden changes, waiting in line

How I tell you I need a break

Like: I cover my ears, show a card, walk away, say "stop"

Best way to talk to me

Like: short words, show me a picture, give me time to answer

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Before the IEP or therapy meeting

Fill this in a few days before. Bring it with you.

Meeting date _____ **With** _____

What's working

What's still hard

Goals we'd like to suggest

1. _____
2. _____
3. _____

Questions to ask

? _____

? _____

? _____

Who to follow up with, and when

Who	About what	By when

> Bring the **All about me** page too. It is OK to ask for time to think before you agree to anything.

Goal ideas by area

Ideas to get you started. Change the words to fit your child.



Daily routines

- Follows a 3-step picture routine for getting dressed
- Checks a visual schedule to see what comes next
- Moves from play to dinner after a 5-minute warning and a timer
- Helps pack the school bag using a picture checklist



Communication (any form counts: speech, signs, pictures, AAC)

- Uses a picture card or words to ask for a break
- Asks for a favorite snack by speech, sign, picture or AAC
- Shows “all done” when finished, in any form
- Asks for help when stuck, in their own way



Self-care

- Washes hands with a picture guide by the sink
- Brushes teeth with a 2-minute visual timer
- Chooses clothes from two options laid out the night before
- Puts on shoes alone (slip-on shoes count)



Play and friends

- Takes turns in a simple game with one family member
- Shares a favorite interest with a friend, in their own way
- Joins a small group for 5 minutes, with a quiet place to go after
- Asks to join play, or says “no thanks” in any form



Sensory comfort

- Tells us when a noise is too loud, and uses headphones
- Picks a calm-down tool from a choice board
- Asks for a quiet space when a room feels too busy
- Tells us when clothes feel scratchy, and picks a comfy option

Goals we leave out: stopping harmless stimming, forcing eye contact, or trying to “look normal.” These can help a child feel calm and pay attention. Good goals build skills, comfort and independence.