

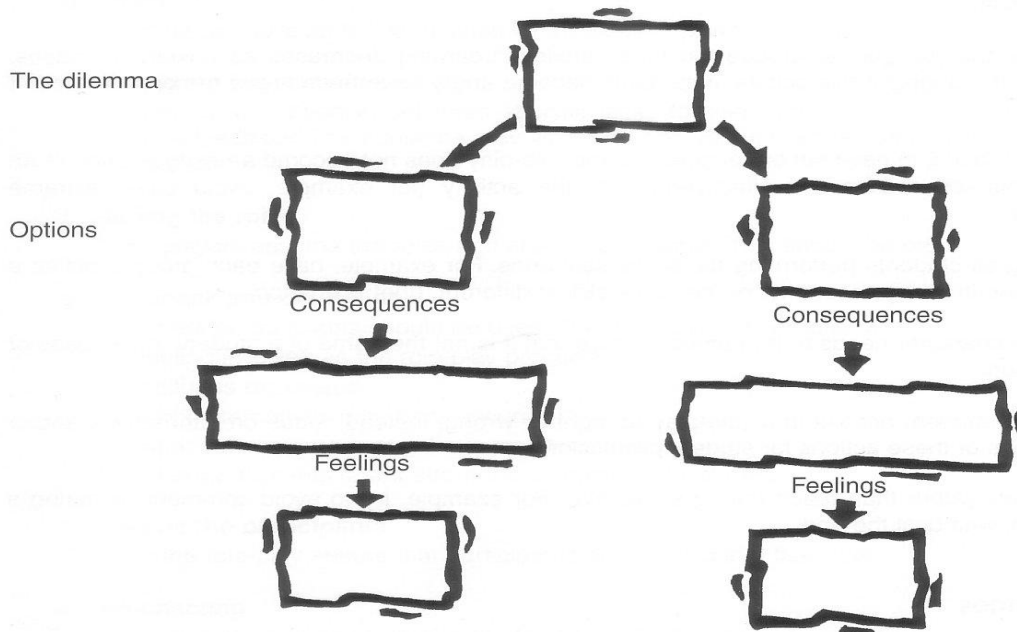
The use of a decision-making model can be useful in assisting students to examine alternatives and to determine the most appropriate decision.

**Decision-making process model:**

- State the problem
- Gather information
- Examine the choices
- Consider the consequences
- Decide and evaluate



**Alternate decision-making model**



**6. Goal setting skills**

Setting goals involves thinking about both long-term aims and the more immediate or short-term goals.

Long-term goals should be:

- positive;
- have a clear time frame; and
- involve the person setting the goal.

Visualisation, or imagining, can help to achieve a desired goal or behaviour.

Short-term goals should be Specific, Achievable, Measurable (SAM goals):

- Specific: they should indicate exactly what is to be attempted.
- Achievable: realistic, they can be done.
- Measurable: they can be assessed.

The process of goal setting gives students an opportunity to think about whether their goal is consistent with their values, and whether they wish to change their own established behaviour patterns and embark on a different course of action.