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***Watson Takes a Close Look At….***

# Writing Annual Goals

Do you know where you are going? Specifically when writing an IEP? Remember that what you write in the Present Levels of Academic Achievement and Functional Performance (PLAAFP) needs to be the road map to the rest of the IEP. The Present Levels statement tells, “*You are Here*” on the map. The team then decides where to go from “here” to the Annual Goal. An easy way to travel when writing Annual Goals is to write the goal in a “from-to” statement. Look at the following statement from the Present Levels section of the IEP for a young student.

 **Suzy prefers to play alone. She will interact with peers given structure and maximum prompts.**

In this example the team knows that Suzy can interact in a structured situation but needs a high level of prompting. The next step is to increase independence with interaction in situations that remain structured. Using a “from-to” format the Annual Goal might read:

 Annual Goal: **Increase peer interaction *from* playing alone or with maximum prompting; *to* interacting in a structured setting with gestural prompts only, for 5 of 7 opportunities.**

A second example is for a high school student. The Present Levels states:

 **Thomas writes one paragraph per given topic in writing class. He is able to write a topic sentence, supports, and transitions within the paragraph. Thomas does not include a summary or concluding statement in the paragraph.**

Using the “from-to” format, the Annual Goal might read:

 Annual Goal: **Increase writing skills *from* writing one-paragraph “essays” without concluding statements; *to* 3 paragraphs with topic sentence, supports, transitions, and conclusion for 5 writing assignments.**

Carefully looking at a student’s Present Levels (PFAAFP) and determining where he/she is coming *from*, writing it down, then determining where the student is going *to*, and adding that information, can help teams write succinct and measurable Annual Goals.

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