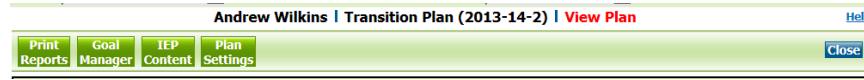


## Steps to Using the Goal Manager to write Quality Annual Goals

1. After the Transition Needs have been identified as “Annual Goals” for the student in the Transition Plan, either click on the green Goal Manager button at the top of the Transition Plan **OR** the link under Goal Manager for the student.



**OR**

Student	Add	IEP	Surveys	Plans	Goal Manager	IEP Content
Andrew A. Wilkins		IEP	2013-14-2 (1 of 5)	2013-14-2	2013-14-2	2013-14-2

### The Goal Manger Dashboard/ Annual Goal list Screen

2. Click on the green button under Define Goal Behavior for a goal (Advocate for Self)

#	Goal Name	Edit Rubrics	Define Goal Behavior	Annual Goal	Goal IEP Content	Data Collection
<b>Transition Plan (2013-14-2)</b>						
1	Advocate for self					
2	Be in control of emotions					
3	Solve problems using math skills					
	Add Goals					

3. Choose the goal, objectives/ benchmarks, and/or measurements by clicking in the gray box on the left side of the behavior. G= Goal, D= Objective/Benchmark, M= Measurement . When finished click submit.

Add Goal	Rubric	Behaviors
<small>G = Use Rubric as Goal D = Use Rubric as Detail Objective M = Use Rubric as Measurement</small>		
<b>advocate for self</b>		
<input type="radio"/> have a realistic view of self <input type="checkbox"/> be aware of capabilities and limitations <input type="checkbox"/> be aware own strengths and weaknesses		<b>advocate for self</b> have a realistic view of self describe what is important to self recognize situations that require self-advocacy be aware of legal and civil rights advocate for self when appropriate evaluate situations and decide whether self advocating is worthwhile make a plan for successfully advocating for self
<input type="checkbox"/> describe what is important to self <input type="radio"/> recognize situations that require self-advocacy		
<input type="checkbox"/> be aware of legal and civil rights <input type="checkbox"/> recognize that maintaining personal safety often requires self-advocacy <input type="checkbox"/> recognize that obtaining services often requires self-advocacy		
<input type="radio"/> advocate for self when appropriate <input type="checkbox"/> evaluate situations and decide whether self advocating is worthwhile <input type="checkbox"/> make a plan for successfully advocating for self		
<input type="checkbox"/> recognize fears associated with self advocating and have methods of overcoming them <input type="checkbox"/> carry out plan and advocate for self <input type="checkbox"/> evaluate success in advocating for self <input type="checkbox"/> decide on how to better advocate for self next time		
<input type="button" value="Submit"/> <input type="button" value="Cancel"/>		

4. On the Generate Annual Goal Screen, Choose a Goal Style from the dropdown or a Template and a scale in each section. Many things will automatically fill in. Make any additions or edits in the green box on the right, *after completing all the dropdowns in the section*. Click **Save** after completing each section and **Submit** when finished with the entire page.

## Example

**Present Level**

**Present Level Template:** Basic (assessment/need/present level/impact)  
 **Present Level Scale:** Setting and cueing scale (6-Point)

**Work Area:** ?

Based on the  
 assessment.withdate  
 No Assessments Exist

Andrew has a need to improve his ability to

**Goal Behavior**  
 advocate for self  
 have a realistic view of self  
   describe what is important to self  
   recognize situations that require self-advocacy  
   be aware of legal and civil rights  
   advocate for self when appropriate  
   evaluate situations and decide whether self advocating is v  
   make a plan for successfully advocating for self

Presently, Andrew is

succeeding in dependent settings with unlimited cueing

Meeting this need may help Andrew

be more successful in school and in adult life

**Generated Text:** ?

Based on the IEP team discussion, Andrew has a need to improve his ability to advocate for self. Presently, Andrew is succeeding in dependent settings with unlimited cueing. Meeting this need may help Andrew be more successful in school and in adult life.

**Save** **Restart**

**Annual Goal**

**Annual Goal Template:** Basic Goal with To Only  
 **Annual Goal Scale:** Setting and cueing scale (6-Point)

**Work Area:** ?

By the annual IEP date

Andrew will

demonstrate

his ability to

**Goal Behavior**  
 advocate for self  
 have a realistic view of self  
   describe what is important to self  
   recognize situations that require self-advocacy  
   be aware of legal and civil rights  
   advocate for self when appropriate  
   evaluate situations and decide whether self advocating is v  
   make a plan for successfully advocating for self

to

succeeding in independent settings with no more than one

**Generated Text:** ?

By the annual IEP date, Andrew will demonstrate his ability to advocate for self to succeeding in independent settings with no more than one cue.

**Save** **Restart**

**Objective/Benchmark #2: Recognize situations that require self-advocacy**

- Objective/Benchmark #2 Template: Basic Objective
- Objective/Benchmark #2 Scale: Fifths (succeeding X out of 5 times)

Work Area: ?

Given five random opportunities

Andrew will

Objective Behavior

recognize situations that require self-advocacy  
be aware of legal and civil rights

succeeding 4 out of 5 times

Generated Text: ?

Given five random opportunities, Andrew will recognize situations that require self-advocacy succeeding 4 out of 5 times.

Save Restart Delete

- After **Submit** is clicked, the Annual Goal/ Objectives text will be available to print, or import or copy and paste into the student's IEP.

Goal IEP Content

Goal Rubric Goal Behaviors Annual Goal Goal IEP Content Collection Form Close

Print Content

**Present Level Text:**

Based on the IEP team discussion, Andrew has a need to improve his ability to advocate for self. Presently, Andrew is succeeding in dependent settings with unlimited cueing. Meeting this need may help Andrew be more successful in school and in adult life.

Copy Text

**Goal Text:**

By the annual IEP date, Andrew will demonstrate his ability to advocate for self to succeeding in independent settings with no more than one cue.

Copy Text

**Objectives/Benchmarks:**

Renumber

**Objective/Benchmark #1:**

Given instruction, Andrew will have a realistic view of self succeeding 4 out of 5 times.

Copy Text

**Objective/Benchmark #2:**

Given five random opportunities, Andrew will recognize situations that require self-advocacy succeeding 4 out of 5 times.

Copy Text

**Objective/Benchmark #3:**

Given five random opportunities, Andrew will advocate for self when appropriate succeeding 4 out of 5 times.

Copy Text