

Examples of  
**IEP GOALS FOR ANXIETY**  
(Non Academic)



Goals must be SMART

*Specific*  
*Measurable*  
*Attainable*  
*Relevant*  
*Time Based*

IEP goals aimed at improving anxiety mandate that the school/staff provide tools support, and assessments with the intention of improving anxiety in the school setting. These goals should be in addition to academic goals when necessary.

- When facing a challenging situation, Student will define the problem and come up with at least two possible solutions to the problem % of the time.
- When needing assistance, Student will demonstrate appropriate skills in asking for help at appropriate times % of the time.
- When help is needed, Student will explain the kind of help needed for a situation % of the time.
- When negative feelings or behaviors arise, Student will attend a debriefing session held at an appropriate time and place where student will try to identify triggers and possible strategies for improvement % of the time.
- When given a task that Student correctly identifies as difficult, the student will create a plan for accomplishing the task % of the time.
- Student will increase independent work time by completing one task with one or less adult prompts 3 out of 5 opportunities to do so.