

Writing clear targets: Who, What, Situation, Success

1. Who?

- State who the target is for, i.e. for the child to achieve e.g. “Jamie to use...” (NOT “adults will encourage...”).
- Beginning with the child’s name ensures that this is clear.

2. To do what?

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- What the child will achieve e.g. Jamie will...
- What the observable achievement is, i.e. an action e.g. “look at, point to, name”, (NOT “understand, listen, learn”).
- Stating things that you can see or hear the child doing will help make this clear.

4. Success

- To what degree of success? E.g. “4/5 tries, 90% of occasions, consistently”.
- How often? E.g. 4-5 times a day, 3 times

1. Who?

Target Builder

3. Situation

4. Success

3. Situation

- Under what situations can the child realistically be expected to achieve the target? E.g. “with verbal request, in a small group, 1:1, with adult support, independently”.

Examples

Making Choices

Jamie will make a choice from 2 objects by pointing towards the object when working in a 1:1 situation with his key worker 4 out of 5 times

Following a Nursery Routine

Jamie will put his coat on his peg independently 3 out of 5 times per week

Understanding Finish

Jamie will tolerate the train activity finishing independently when in a group situation 4 out of 5 times across the day

Jamie will tolerate a motivating activity finishing with adult support 4 out of 5 times

Turn Taking

Jamie will come to the snack table and wait his turn with visual support 100% of the time