IEP Behavioral and Counseling Goal Menu

**Aggression**

_________ will demonstrate being mad the right way ___% of observed trials.

_________ will use appropriate strategies to calm themselves with prompts ___% of observed trials.

_________ will allow themselves to be mad or frustrated without hurting 90% of observed opportunities.

_________ will refrain from physical aggression (i.e. kicking, hitting, pushing, tripping) across all environments in school, for 4 consecutive weeks, with all adults and children as measured by event data.

_________ will refrain from aggression (i.e. hitting, kicking, pushing) 100% of the day, across all environments, with all adults and children as measured by special education event data, over 8 consecutive weeks.

**Class Participation**

_________ will demonstrate raising her hand to participate in whole class and/or small group instruction, 80% of the time in 5 out of 5 intervals, as measured by teacher observations.

_________ will respond when called upon 80% of observed trials.

**Coping Skills/ Emotional Regulation/ Self-Regulation**

In the classroom environment, ______ will utilize positive self-talk and coping strategies to handle stressful situations or work demands in which he/she manifests anxious or withdrawn behavior (i.e. putting head down, saying he/she can't do something), demonstrated by engaging in the 30 minute activity or situation in a calm and positive manner with one prompt on 2/3 occasions.

In counseling sessions, ______ will accurately identify feelings and appropriate coping strategies when presented with real or imagined situations with 80% accuracy on 4 out of 5 trials.

When ____ becomes upset, frustrated, or angry, he will use a self-regulation/coping strategy (movement break, deep breathing, quiet space break, deep pressure/heavy work activity, etc.) to avoid engaging in an unexpected behavior, with one reminder, on 4 out of 5 opportunities, as measured by observations and documentation.
_______ will improve his self-regulation skills as demonstrated through utilizing a tool (e.g. inner coach, sensory support, calming break) to aid in regulating to an expected emotional state (e.g. green zone - which is when we feel calm, happy, content, and focused) with one adult reminder on 8 out of 10 instances in a small group setting, as measured over two week period.

_____ will improve insight on regulation as demonstrated by identifying the instances where he/she could have benefited from utilizing a tool to aid in regulation and determine what tool would have been beneficial for each instance with 80% accuracy.

When presented with a problem (non-preferred task, frustrating situation, criticism/correction), _______ will accurately determine the size of the problem (big problem, little problem) and determine the appropriate emotional response (take a break, talk with teacher, take a deep breath, replace frustration with good thoughts, etc.) and return to task at hand in 4 out of 5 trials as measured by teacher charted data.

When given a frustrating situation (i.e. undesired task, demand, and/or undesired peer behavior), with one prompt, _______ will utilize coping strategies (i.e. take a break, deep breaths, etc.) and return to and remain on task with a calm body and mind for a minimum of 10 minutes with an average of 95% over 8 consecutive school weeks, across all classroom environments.

When presented with a situation known by ______ to be anxiety or frustration producing for him (i.e. non-preferred task, unexpected obstacle such as ______, tasks perceived as too difficult, unfamiliar adult, and non-preferred adult), he will independently demonstrate an appropriate emotional response through finding a solution to his problem or using a strategy to regulate back to an expected emotional state (take a break, talk with teacher, etc.) and return to task at hand within 2 minutes, for an average of 80% of instances both throughout all environments and within each environment.

**Self-Monitoring**

______ will demonstrate the ability to recognize expected and unexpected behaviors as well as rate his own behavior as part of his self-monitoring system with 80% accuracy as compared to teacher ratings of behavior.

_____ will demonstrate the ability to accurately recognize her level of anxiety through the use of a visual self-rating system (e.g. feelings thermometer) with 80% accuracy, as compared to teacher observations and data.
Self-Control

_______ will show self-control of his/her body and voice (good personal space, keeping hands/arms/legs near body, and appropriate voice level) in relation to the expected levels of the classroom and peers around him for 80% of a 20 minute period.

_______ will demonstrate self-control in the classroom through raising his/her hand and waiting to be called on by the teacher when he/she has a question in class, with 80% accuracy in 5 out of 5 trials, as measured by teacher observation and data collection.

On-Task/Work Completion

When given a task or direction ______ will begin the task within 1 minute and remain on task for a minimum of 10 minutes independently with no more than 2 prompts on 8 out of 10 independent tasks, as measured by staff data.

Given a maximum of one verbal cue, ______ will attend to a non-preferred, small-group activity and/or independent assignment, without protest, and remain on task with no task avoidance (bathroom, getting a jacket, tying shoes, sharpening pencil, etc.) for 20 minutes, in 3 out of 4 trials, as measured by observations and staff documentation.

_______ will demonstrate on task-behavior in the general education setting for 75% of intervals during a 10 minute period, with the use of an appropriate fidget and one adult reminder, in 4/5 trials, as measured by observation and data.

_______ will attend (sit still, eyes on teacher, hands to self, quiet voice) to a task during large and small group instruction across settings for a 10 minute period with no more then 1 teacher prompt in 4 out of 5 trials as measured by teacher charted data.

With movement breaks and the use of self-regulation strategies, _____ will demonstrate the ability to attend to a task for an average 75% of intervals in a 20 minute class period.

With the use of taught self-regulation strategies and self-monitoring checklists, ______ will independently begin a task (including non-preferred tasks) within 2 minutes of direction for an average of 80% of opportunities, across environments.

With the use of taught self-regulation strategies and self-monitoring checklists, once ______ has begun an independent task, he will then remain focused on the task for at least 10 minutes, free from adult prompts, for an average of 80% of opportunities, across environments.

When given an assigned task, ____ will independently complete an assignment/task, and ask for assistance, if needed, with 80% accuracy in 5 out of 5 consecutive trials, in a small group setting, as measured by teacher-charted observations.

When given a non-preferred task paired with the use of self-regulation strategies and rewards systems, ______ will begin the task within 1 minute, and complete the appropriately modified
version of the task within a predesignated appropriate amount of time (with use of timer) on 8 out of 10 opportunities, as measured by staff data.

**Anxiety**

In counseling sessions, _____ will accurately identify situations that can be anxiety producing and appropriate coping strategies or relaxation techniques when presented with real or imagined situations with 80% accuracy on 4 out of 5 trials.

_____ will demonstrate the ability to accurately recognize her level of anxiety through the use of a visual self-rating system (e.g. feelings thermometer) with 80% accuracy, as compared to teacher observations and data.

**Negative Comments and Gestures**

With the use of Cognitive Behavioral Intervention (strategy of learning to regulate thoughts and beliefs in counseling paired with daily reinforcement as tools are utilized), _____ will reduce instances of negative comments and gestures to an average of 1 instance per hour, across all classroom settings, as measured over 6 trial days.

**Non-Compliance/ Following Directions**

When given a frustrating situation (i.e. non-preferred task, not being able to choose preferred activity such as computers, etc) _______ will engage in no more than 20 minutes of non-compliance over a week period as measured through time sampling data.

Given a three step functional direction from an adult, _____ will complete all three steps with a maximum of 1 additional prompt in 4 out of 5 trials as measured by teacher observation and data.

Through the use of Self-Monitoring checklists, ______ will reduce instances of Passive Non-Compliance (becomes purposely and increasingly distracted through ignoring tasks, demands, or staff directives) to an average of 20% of intervals or less, both across all educational environments and within each educational environment, as measured across a one week period.

During a 20 minute academic task, ____ will respond to staff directives in an expected manner within 1 minute and with one reminder on 4 out of 5 trials, as measured by teacher observation and data.

**Peer Interactions/ Social Skills**

During unstructured play times, ______ will interact with peers in an appropriate manner through maintaining personal space and a respectful voice for an average 80% of intervals, measured over a 2 week period.
______ will decrease inappropriate verbal comments (such as "you are weird" or "you are a loser") to 1 time per week or less by responding appropriately when his/her feelings are hurt (use words, talk to a teacher, walk away, stay calm) and seeking attention in appropriate ways (asking a friend to play, initiating conversation, giving a compliment) in 4 out of 5 trials as measured by teacher charted data.

During unstructured play (recess, choice time), ______ will play (participate, share, follow directions/rules, take turns) with 1-2 peers for 10 minutes with no more then 1 adult prompt in 4 out of 5 opportunities as measured by teacher/staff data and observation.

**Social/Emotional Problem Solving**

When given scenarios of social conflicts, ______ will demonstrate problem solving skills by identifying the problem and generating two solutions appropriate to the situation in 4/5 trials, as measured by data collection.

**Organization of Materials**

______ will organize his/her materials in a binder or folder and will bring assignments to and from school with 80% accuracy as measured by binder/agenda checks and teacher records.

______ will organize his/her materials in a binder or folder and will bring assignments to and from school with 80% accuracy as measured by binder/agenda checks and teacher records.

Given helpful organizational strategies, _____ will present with organized school materials (folders, books, assignments, supplies) in his desk 3/4 times, 3 weeks in a row, as measured by review of his student planner, timely completion of assignments, and teacher report.

______ will independently perform the task of writing his HW legibly in his planner and compile needed assignments in his binder with 80% accuracy in 5 out of 5 consecutive trials as measured by teacher-charted observations/ planner checks.

---

**IEP Goal Writing Resources**

[Writing SMART IEP's - Wrightslaw](#)

[Developing SMART IEP goals for behavior problems](#)

[Determining and writing effective IEP goals](#)

[Tips for making IEP goals measurable](#)

[The importance of SMART IEP goals](#)
Online Goal Bank Resources

Goal Book - specific measurable IEP goals

IEP goals and objectives bank, Oregon

Classroom goal bank