



IEP Behavior Goals

A Day In 
OUR SHOES

WITH LISA LIGHTNER | DON'T IEP ALONE



Hey there, welcome and thanks for visiting my site. A few words about this printable.

The internet has changed sooooo much since this was first published. The original list is not mine. But, it's been so long that I do not remember who wrote it.

But I do remember this--back then, we were all just sharing information--throwing it out there for the greater good. None of us cared about getting credit for it, or page views or anything else.

This list has been on my site since 2018. I am assuming that I still have permission to share it, but it has been moved to the back of this list.

I wrote my own list and put it at the beginning. I reworked and updated this entire list, but I know how it is when you get used to finding certain resources online. And, many of you have it bookmarked. It's all still there, just in a different order.

On-Task / Work Completion Goals

1. The student will begin assigned tasks within 2 minutes in 4 out of 5 opportunities, as measured by teacher observation and data collection.
2. The student will remain on-task during independent work for at least 15 consecutive minutes in 4 out of 5 trials.
3. The student will complete and turn in assigned classwork in 4 out of 5 opportunities per week.
4. The student will follow a daily task checklist to complete multi-step assignments with no more than one prompt in 80% of opportunities.
5. When given a non-preferred task, the student will use a self-selected strategy to stay on task and complete the assignment in 4 out of 5 opportunities.
6. The student will accurately record homework assignments and submit completed homework on time in 4 out of 5 school days.
7. The student will ask for help appropriately when unsure how to begin or complete a task in 80% of observed opportunities.

Task Initiation & Completion Goals

1. The student will begin a task within 1 minute and remain on task for 10 minutes with no more than two prompts in 8 out of 10 opportunities.
2. The student will attend to a non-preferred small group or independent activity for 20 minutes without protest in 3 out of 4 trials.
3. With one reminder and a fidget, the student will remain on-task in the general ed setting for 75% of a 10-minute period in 4 out of 5 trials.
4. The student will attend to large and small group instruction for 10 minutes with no more than one teacher prompt in 4 out of 5 trials.
5. With movement breaks and regulation strategies, the student will attend to a classroom task for 75% of a 20-minute class period.
6. Given a self-monitoring checklist, the student will independently begin tasks within 2 minutes of direction in 80% of opportunities.
7. Once the student begins a task, they will remain focused for at least 10 minutes with no adult prompts in 80% of opportunities.
8. In a small group setting, the student will complete tasks and ask for help appropriately with 80% accuracy across 5 trials.
9. When given a non-preferred task with self-regulation tools and a reward system, the student will begin within 1 minute and complete it on time in 8 out of 10 opportunities.

Class Participation Goals

1. The student will raise their hand and contribute during group instruction in 4 out of 5 opportunities per week.
2. Given a prompt, the student will engage in group discussions in 80% of opportunities over 2 months.
3. The student will follow group instructions and remain engaged in 4 out of 5 sessions.
4. The student will participate in class routines or transitions with no more than one reminder in 80% of opportunities.
5. The student will use appropriate volume and tone in 4 out of 5 class discussions.

6. When unsure of an answer, the student will ask for help appropriately in 80% of opportunities.
7. The student will participate in group work by taking turns and staying on task in 4 out of 5 activities.

Coping Skills Goals

1. The student will use a coping strategy during frustration in 4 out of 5 opportunities.
2. The student will express feelings or needs appropriately in 80% of observed opportunities.
3. The student will initiate a self-regulation strategy when prompted in 4 out of 5 opportunities.
4. The student will recognize signs of dysregulation and request a break in 80% of situations.
5. The student will use a coping tool with no more than one prompt in 4 out of 5 opportunities.
6. The student will return to baseline behavior within 5 minutes during challenges in 80% of cases.
7. The student will independently select and use a coping tool in 4 out of 5 opportunities.

Self-Regulation Goals

1. The student will identify their emotional state using a visual scale in 4 out of 5 opportunities.
2. The student will use a regulation strategy to return to calm in 80% of situations.
3. The student will recognize triggers and apply strategies in 4 out of 5 observed cases.
4. The student will transition calmly with no more than one prompt in 4 out of 5 transitions.
5. The student will refrain from outbursts and use a coping skill instead in 80% of instances.
6. The student will participate in daily check-ins and reflect on behavior in 4 out of 5 days.
7. During challenges, the student will use positive self-talk to stay engaged in 80% of cases.

Self-Control Goals

1. The student will maintain appropriate body space and voice level for 80% of a 20-minute period.
2. The student will raise their hand and wait to be called on in 5 out of 5 trials at 80% accuracy.
3. The student will refrain from interrupting and wait to speak in 4 out of 5 opportunities.
4. The student will use respectful tone and body language during partner work in 4 out of 5 activities.
5. The student will follow directions the first time given in 80% of opportunities.
6. The student will refrain from shouting or physical outbursts and use a taught strategy in 4 out of 5 opportunities.
7. The student will walk safely during transitions in 4 out of 5 observed opportunities.
8. The student will control impulsive behaviors in 80% of observed opportunities.

Self-Monitoring Goals

1. The student will complete a daily self-monitoring checklist with 90% accuracy in 4 out of 5 days.
2. Given a checklist, the student will assess their behavior independently in 4 out of 5 opportunities.
3. The student will rate their emotional state 3x per session in 4 out of 5 sessions.
4. The student will track one target behavior and meet their goal in 80% of trials.
5. The student will compare their self-ratings to teacher ratings in 4 out of 5 opportunities.
6. The student will check in with a self-monitoring system and record data in 80% of opportunities.
7. The student will set a behavior goal weekly and track progress with 80% participation.

8. The student will reflect on behavior and identify effective strategies in 4 out of 5 check-ins.
9. The student will identify expected vs. unexpected behaviors and rate their own accurately in 80% of trials.
10. Using a visual tool, the student will identify their anxiety level with 80% accuracy.

Aggression Goals

1. The student will refrain from physical aggression across all environments for 4 consecutive weeks.
2. The student will demonstrate zero incidents of aggression for 8 consecutive weeks.
3. The student will use a replacement behavior instead of aggression in 4 out of 5 opportunities.
4. When triggered, the student will request a break or support in 80% of observed situations.
5. The student will use a calm-down routine to avoid aggression in 4 out of 5 opportunities.
6. During peer conflict, the student will use respectful strategies in 80% of opportunities.
7. The student will complete daily behavior check-ins with 90% participation for 4 weeks.
8. Following an incident, the student will complete a reflection form in 4 out of 5 cases.
9. When provoked, the student will walk away or seek help in 4 out of 5 observed instances.

Anxiety Goals

1. The student will identify their level of anxiety using a visual scale and select a coping strategy in 4 out of 5 opportunities.
2. During anxiety-provoking tasks, the student will use a coping strategy to stay engaged in 80% of observed opportunities.
3. The student will advocate for their needs appropriately in 4 out of 5 instances.
4. The student will complete a daily or weekly check-in about anxious thoughts with 90% consistency.
5. The student will remain in class and complete work during anxiety-inducing activities in 4 out of 5 opportunities.

Negative Comments and Gestures Goals

1. The student will refrain from making negative comments or gestures in 80% of school-day intervals.
2. When upset, the student will use a replacement behavior instead of inappropriate comments or gestures in 4 out of 5 situations.
3. The student will communicate respectfully with appropriate tone and body language in 80% of opportunities.
4. The student will self-monitor and reduce negative gestures or comments by 50% over 8 weeks.
5. Given a conflict, the student will choose an appropriate response instead of sarcasm or threats in 4 out of 5 situations.

Non-Compliance / Following Directions Goals

1. When given a direction, the student will comply within 30 seconds and no more than one prompt in 80% of opportunities.
2. The student will follow multi-step directions independently in 4 out of 5 trials.
3. The student will begin non-preferred tasks without protest in 4 out of 5 opportunities.

4. The student will follow redirection without argument in 80% of observed situations.
5. When overwhelmed, the student will use a strategy rather than becoming non-compliant in 4 out of 5 situations.
6. The student will follow classroom routines with no more than one reminder in 4 out of 5 daily opportunities.
7. Given a schedule, the student will transition without refusal in 80% of observed opportunities.

Social/Emotional Problem Solving Goals

1. The student will identify the problem, name emotions, and generate two solutions in 4 out of 5 social conflict scenarios.
2. The student will use a structured process to solve peer conflict in 4 out of 5 opportunities.
3. During escalation, the student will use a calming strategy in 80% of observed opportunities.
4. Given a peer challenge, the student will respond appropriately in 4 out of 5 observed situations.
5. The student will identify the size of a problem and match it with an appropriate response in 80% of counseling sessions.
6. The student will demonstrate appropriate responses in role-play scenarios in 4 out of 5 sessions.
7. During partner work, the student will collaborate by compromising or asking clarifying questions in 4 out of 5 opportunities.

A Day In OUR SHOES

WITH LISA LIGHTNER | DON'T IEP ALONE

If you found this product helpful to you and your IEP journey, be sure to keep in touch!

- ADayInOurShoes.com
- Instagram: @DontIEPAlone
- Facebook.com/groups/ADayInOurShoes
- Facebook.com/ADayInOurShoesIEP
- Join the email list and get a free IEP binder: <https://adayinourshoes.com/free-iep-binder/>
- Podcast: <https://adayinourshoes.com/iep-podcast/>
- [Online Advocacy Training](#)

Lisa Lightner, Special Education Advocate