

Behavior IEP Goals

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.

_____ 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.

On-Task/ Work Completion

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

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.

Coping Skills/ Emotional Regulation/ Self-Regulation

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.

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.

Aggression

_____ 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.

Non-Compliance/ Following Directions

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.

_____ 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 and seeking attention in appropriate ways (initiating conversation or giving a compliment) in 4 out of 5 trials as measured by teacher charted data.

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.

Behavior IEP Goals for Autism

Organization

When given a visual organizational system to be implemented as part of an independent work routine, _____ will distinguish new work tasks from completed work tasks, by placing each finished worksheet in the correct tray or basket, as documented by teacher observation, in 4 out of 5 opportunities, by month, year.

Following Directions

When given visual prompts/signs to aid _____ in completing a work task independently, _____ will follow the direction or directions in order to complete a task, with 80% accuracy, in 4 out of 5 opportunities, by month, year.

On-Task/Work Completion

When given a verbal directive to begin a work task, _____ will complete ___ out of ___ tasks within an allotted time period, with 80% accuracy, in 4 out of 5 opportunities, by month, year.

When given an independent work task as part of a daily routine, _____ will begin the activities through completion and indicate to the teacher that the tasks have been completed, with 80% accuracy, in 4 out of 5 opportunities, by month, year.

When given an independent work task as part of a daily routine, _____ will recognize and provide responses to questions that relate to him/her personally, with 80% accuracy, in 4 out of 5 opportunities, by month, year.

When given a set of visual directions to follow in order to complete a life skills work task, _____ will accurately complete the set of instructions as demonstrated in the finished product, with 80% accuracy, in 4 out of 5 opportunities, by month, year.

When given a familiar work task (worksheet) with visual directions and up to 4 different steps, _____ will independently begin/complete work task with 80% accuracy, in 4 out of 5 consecutive opportunities, by month, year.

Interpersonal

_____ will use age appropriate social-sexual behavior _____ (frequency) as measured by _____.

Life Skills

When given strategies (writing/reciting) to learn how to use a landline &/or cellular telephone, personal and emergency phone numbers, _____ will demonstrate mastery by independently writing/saying up to two phone numbers (ex. 911/personal number) with 80% accuracy, in 4 out of 5 opportunities, by month, year.

Given real-life scenarios related to recognizing employment signs, interviewing, and accepting/declining/rejection of a job offer, _____ will independently choose the best solution or response to each given scenario and provide an explanation for their choice, in 4 out of 5 opportunities, by month, year.

When presented with a real-life job application, _____ will independently demonstrate mastery of completing the application with 90% accuracy, on 4 out of 5 applications, by month, year.

Resources:

www.bridges4kids.org/IEP/iep.goal.bank.pdf

<http://autismeducators.com/free-iep-goal-bank>

<http://behaviorpsych.blogspot.com/p/goal-bank.html>

IEP Behavioral Goals

Behavior #1: Is disorganized

Goals:

The student will improve organizational skills related to assignments.

Objectives:

- The student will have necessary materials for assigned activities.
- The student will organize materials at the beginning and end of each assignment.
- The student will place completed work in a specified location.
- The student will complete one step of the assignment before going on to the next.
- The student will complete steps of the assignment in sequential order.

Behavior #2: Has difficulty concentrating/attending to lessons/assignments.

Goals:

The student will improve ability to concentrate/attend.

Objectives:

- The student will work on a task for ____ minutes.
- The student will work on a task until completed.
- The student will attend to an activity for ____ minutes.
- The student will attend to an activity until it is completed.

Behavior #3: Demonstrates confusion

Goals:

The student will improve awareness and attention to information and activities in the classroom.

The student will improve skills in logical thinking.

Objectives:

- The student will make appropriate decisions, with assistance.
- The student will solve problems, with assistance.
- The student will make correct inferences, with assistance.

Behavior #4: Does not perform or complete classroom assignments during class time.

Goal:

The student will complete classroom assignments during class time.

Objectives:

- The student will complete ____ out of ____ assigned tasks per day.
- The student will remain on task for ____ out of ____ minutes per class period.

Behavior #5: Does not remain on task due to being easily distracted.

Goal:

The student will remain on task after beginning assignment.

Objectives:

- The student will demonstrate on task behavior by sitting quietly, focusing on the assignment and performing the task for ____ minutes at a time.
- The student will remain on task long enough to complete the task ____ out of ____ tasks.
- The student will remain on task through its completion ____ out of ____ tasks.
- The student will maintain eye contact with the teacher for ____ minutes at a time.

Behavior #6: Does not, or has difficulty following academic directions.

Goals:

The student will follow verbal directions.

The student will improve ability to follow steps in solving math problems.

The student will follow written directions.

Objectives:

- The student will demonstrate the ability to follow verbal directions by listening carefully and completing the assignment.
- The student will follow verbal directions with teacher assistance.
- The student will complete one step of a verbal instruction before going on to the next.
- The student will complete in sequence all necessary steps when solving math problems.
- The student will follow written directions in correct sequential order.
- The student will follow written directions with teacher assistance.
- The student will complete one step of the written direction before going on to the next.

Behavior #7: Makes unnecessary physical contact with others.

Goals:

The student will make physical contact with others when appropriate.

Objectives:

- The student will interact with others in a physically appropriate manner.
- The student will refrain from making unnecessary contact such as hugging, touching, pushing, grabbing, or wrestling when interacting with others.

Behavior #8: Is easily angered, annoyed, or upset.

Goal:

The student will demonstrate appropriate behavior when annoyed or angry with others.

Objectives:

- The student will tolerate others' inappropriate behaviors by demonstrating verbal and physical restraint.
- The student will walk away from those who are attempting to arouse anger and/or who are annoying.
- The student will continue to demonstrate appropriate behavior when angered or annoyed.
- The student will seek adult assistance to alleviate those situations which arouse anger and annoyance.

Behavior #9: Agitates and provokes others to a level of verbal/physical assault.

Goals

The student will refrain from agitating other students.

The student will refrain from provoking other students.

Objectives:

- The student will interact with others in a physically appropriate manner.
- The student will refrain from participating in "horse play".
- The student will make socially acceptable comments/remarks when interacting with other students.
- The student will refrain from inappropriately touching other students.

Behavior #10: Makes inappropriate comments to other students.

Goals:

The student will communicate with others in a socially acceptable manner

The student will work quietly in the classroom.

Objectives:

- The student will gain permission from the teacher when there is a need to talk with a peer.
- The student will make comments that are relevant to the situation.
- The student will make positive comments about others.
- The student will refrain from name calling.
- The student will refrain from using obscenities.
- The student will refrain from making rude comments.

Behavior # 11: Bothers other students who are trying to learn.

Goals:

The student will refrain from bothering other students that are engaged in the learning process.
The student will stay on task.

Objectives:

- The student will interact with other students during free time, break time, lunch time, or between classes.
- The student will ask teacher's permission prior to interacting with a peer.
- The student will remain appropriately seated until given teacher permission to do otherwise.

Behavior #12: Is tired, listless, apathetic, unmotivated, not interested in school.

Goals:

The student will be prepared for school assignments.
The student will make appropriate use of study time.
The student will consider consequences of behavior.

Objectives:

- The student will passively participate in classroom activities.
- The student will perform academic tasks.
- The student will study and perform classroom tests.
- The student will study and perform classroom quizzes.
- The student will begin assignments during study time.
- The student will complete assignments during study time.
- The student will identify appropriate consequences of behavior
- The student will demonstrate behavior that will result in positive consequences.

Behavior #13: Behaves impulsively without self-control.

Goal:

The student will demonstrate self-control.

Objectives:

- The student will wait quietly for teacher assistance.
- The student will ask to use materials before taking them.
- The student will say seated and will leave seat only after requesting permission.
- The student will listen to directions before beginning assignment.
- The student will refrain from touching others.
- The student will use materials as intended.

Behavior #14: Makes sexually related comments, or engages in behavior with sexual overtones.

Goals:

- The student will refrain from using obscenities in the classroom.
- The student will refrain from making obscene gestures in the classroom.
- The student will refrain from touching others in a sexually inappropriate manner.
- The student will refrain from exposing and/or touching private parts.

Behavior #15: Moves about unnecessarily.

Goals:

- The student will demonstrate body movements appropriate to the situation.

Objectives:

- The student will leave seat when given permission.
- The student will move about the classroom when given teacher permission.
- The student will demonstrate body movements appropriate to the situation.
- The student will stop unnecessary body movements when cued by the teacher.
- The student will ask to have a break from the activity and go to a specific location when anxious, upset, or frustrated.

Behavior #16: Lies, denies, exaggerates, and distorts the truth.

Goals:

- The student will relate information in an accurate manner.
- The student will accept responsibility for inappropriate behaviors.
- The student will tell the truth.

Objectives:

- The student will refrain from providing inaccurate information.
- The student will take responsibility for committed inappropriate behaviors.
- The student will be truthful.
- The student will refrain from denying behaviors.
- The student will use socially acceptable language when conversing with the teacher.

Behavior #17: Engages in inappropriate behaviors while seated.

Goals:

- The student will engage in appropriate behaviors while seated.

Objectives:

- The student will demonstrate appropriate in seat behavior by sitting quietly with feet on the floor under desk and keeping all four legs of the chair and desk on the floor.
- The student will refrain from touching or speaking to others as they walk by.
- The student will refrain from tapping objects on the desk or other hard surfaces.
- The student will refrain from throwing objects across the classroom.

Behavior #18: Interrupts other students.

Goals:

(See Behavior #11 above)

Behavior #19: Leaves seat without permission.

Goals:

The student will move about the classroom only when necessary.

Objectives:

- The student will leave seat only when given permission by the teacher.
- The student will move about the classroom only when given permission by the teacher.
- The student will go directly to a specific location in the classroom and immediately return to assigned seat.

Behavior #20: Cannot work in group situation.

Goals:

The student will be productive when working in a group situation.

Objectives:

- The student will participate verbally in a group situation.
- The student will take turns while working in a group.
- The student will share materials.
- The student will work with all members.

Behavior # 21: Leaves classroom without permission.

Goals:

The student will remain in the classroom until given permission to leave by the teacher.

Objectives:

The student will refrain from leaving classroom unless given permission.

Behavior #22: Does not follow teacher directives.

Goal:

The student will follow directives given by teachers and other school authorities.

Objectives:

- The student will follow through with teacher directives within ___ minutes.
- The student will follow through with directives given by school personnel.
- The student will follow teacher directives when given ___ cues.
- The student will stop an activity when told to do so ___ out of ___ trials.

Behavior #23: Uses obscene or profane language.

Goals:

The student will refrain from using obscene/profane language in the classroom.

Objectives:

(See Behavior #14 above)

Behavior #New: Makes unnecessary noises in the classroom.

Goal:

The student will work quietly in the classroom.

Objectives:

- The student will refrain from talking to other students who are engaged in learning.
- The student will refrain from making sounds which are inappropriate and/or disturbing to the learning process.

Behavior New: Responds inappropriately to redirection in academic/social settings.

Goals:

The student will respond appropriately when redirected to continue assignment/activity, redirection.

Objectives:

- The student will make the correct response to redirection in academic situations.
- The student will refrain from arguing when redirected to continue assignment/activity.
- The student will refrain from making inappropriate gestures or comments when redirected to continue assignment/activity.
- The student will remain in seat when redirected to continue assignment/activity.

Behavior #New: Makes inappropriate comments to teacher.

Goals:

The student will make appropriate comments to teachers.

Objectives:

- The student will refrain from arguing with the teacher.
- The student will converse with the teacher in a calm tone of voice.

Social Emotional Goals

Content Strand: Alternatives to Conflict

Annual Goal #1 _____ will manage conflicts on a daily basis with _____ frequency, independent of teacher support, with teacher support as measured by _____ (teacher observation, checklist, anecdotal records, behavior checklist, self evaluation, etc.).

Objective #1 Identify situations that may lead to conflict (e.g.. hurtful teasing. name calling).

Objective #2 Respond appropriately to peer pressure.

Objective #3 Constructively deal with situations that may lead to conflict.

Objective #4 Identify appropriate ways of dealing with conflict.

Objective #5 Name types of behaviors and language that are acceptable and unacceptable.

Objective #6 Name personal behaviors that may contribute to a conflict.

Objective #7 Walk away /seek help in physical confrontations or set-ups.

Objective #8 Leave provocative situations (name calling, teasing, pushing) to avoid involvement in the situation.

Objective #9 Approach another person for explanation-when perceived-to be unjustly criticized.

Objective #10 Resolve conflicts without physical contact or abrasive language (e.g., stating emotions/desire, or walking away).

Objective #11 Ignore peers when cued by teacher {verbal or sign}.

Objective #12 Seek assistance to resolve conflict after independent attempt.

Objective #13 Compromise in conflict situations by changing his/her own ideas to reach agreement.

Objective #14 Follow through on making commitments involved in a decision.

Objective #15 Ignore classroom conflict by remaining in seat, not getting verbally involved and practicing self management.

Objective #16 Cooperate with group decisions in which the student is not in agreement.

Objective #17 Appropriately state angry feelings to person involved in the situation.

Objective #18 Take a time out without physical assist by teacher(s).

Objective #19 Participate in competitive game until the end of the period, regardless of outcome without complaining (be a good sport).

Objective #20 Accept feedback appropriately.

Objective #21 Control temper in conflict situations with peer and/or adult.

Content Strand: Classroom/School Skills

Annual Goal #2 _____ will display productive school behavior on a daily basis with _____ frequency as measured by _____.

Objective #1 Arrive at class with all materials required for daily assignments (e.g. paper, pen, pencil, text, homework, evaluation sheet).

Objective #2 Identify and follow school/building rules.

Objective #3 Attend school consistently.

Objective #4 Arrive at school/class on time.

Objective #5 Identify and follow rules in lunchroom, bathroom, halls, bus.

Objective #6 Identify and follow rules as specified in each class.

Objective #7 Report to all classes in timely manner (before the bell rings).

Objective #8 When in class, not leave without permission of staff.

Objective #9 Participate in small group activities.

Objective #10 Attend all scheduled appointments regularly and promptly (e.g. meetings with counselor, speech therapist and other support staff).

Objective #11 Deliver messages appropriately when asked by adult.

Objective #12 Sit in assigned seat.

Objective #13 Work quietly in the classroom.

Objective #14 Keep work area neat.

Objective #15 Complete assigned work on a daily basis.

Objective #16 Demonstrate on-task behavior, as specified during the class.

Objective #17 Ask for help when needed.

Objective #18 Adapt effectively to change (e.g. assemblies, fire drills, schedule changes, seat assignments, new students or exiting students).

Objective #19 Demonstrate knowledge of personal behavior.
Objective #20 Demonstrate ability to generalize classroom/school rules in various situations (e.g. with other teachers, substitutes, mainstream classroom).
Objective #21 Remain in seat unless given permission to get out of seat.
Objective #22 Make up all missed assignments when absent from school.
Objective #23 Ask for help in positive manner.
Objective #24 Wait one's turn.
Objective #25 Keep accurate record of classroom and homework assignments.
Objective #26 Finish a given academic task on time.
Objective #27 Appropriately seek teachers' help, when needed.
Objective #28 Finish a given academic task on time.
Objective #29 Attempt tasks that may be considered challenging and be willing to take a risk with new material.
Objective #30 Leave desirable activity on request without losing control.
Objective #31 Work consistently without verbal or physical disruption of other students.
Objective #32 Produce work that is neat (e.g. uncrumpled paper, unsmudged writing and form, etc.).
Objective #33 Check over work for errors.
Objective #34 Accept correction appropriately.
Objective #35 Produce work with stated required information.
Objective #36 Answer or attempt to answer questions when called on by the teacher.
Objective #37 State that she/he does not know the answer when appropriate.
Objective #38 Volunteer an answer to the teacher's question in a voice tone, volume and physical manner appropriate to the situation.
Objective #39 Use appropriate language.
Objective #40 Follow direct/building rule concerning selection of food.
Objective #41 Use utensils in a proper manner.
Objective #42 Follow classroom, building rules concerning unwanted food.
Objective #43 Deposit refuse in proper place.
Objective #44 Remain in designated area until excused.

Content Strand: Classroom/School Skills

Annual Goal #3 _____ will display productive school behavior on a daily basis with _____ frequency as measured by _____.

Objective #1 Keep materials organized in work area.
Objective #2 Refrain from dropping or throwing items.
Objective #3 Pick up dropped items with verbal reminder without complaint.
Objective #4 Pick up dropped items without verbal reminder or inappropriate comment.
Objective #5 Refrain from talking or joining conversation when quiet is to be observed.
Objective #6 Refrain from inappropriately laughing at, commenting on or joining in on others' antics/inappropriate behaviors.

Content Strand: Classroom/School Skills

Annual Goal #4 _____ will follow directions given by teacher or staff or other adults with _____ frequency as measured by _____.

Objective #1 Follow verbal directions and complete requested task, assignment, etc., in a timely manner and with cooperation.
Objective #2 Read and follow written directions in a timely manner and with cooperation.
Objective #3 Recognize inability to understand directions and seek clarification or assistance before proceeding with task.
Objective #4 Follow directions promptly without the need for verbal reminders,
Objective #5 Comply with teacher requests within reasonable time span.
Objective #6 Comply with requests from adults (e.g., teachers, principals, substitutes, and support staff).
Objective #7 Demonstrate knowledge of class rules by complying with rules during class time.
Objective #8 Follow classroom rules when lead teacher is not present.
Objective #9 Appropriately discuss questions regarding rules with staff.

Objective #10 Comply with requests of peers placed in positions of authority (e.g., class monitors, school safety, hall monitors).

Objective #11 Follow the verbal direction in a timely manner.

Objective #12 Comply with time out request near or at own desk.

Objective #13 Comply with time out request within own classroom in a designated area.

Objective #14 Comply with time out request when outside the classroom in designated area.

Objective #15 Comply with procedures to re-enter classroom (i.e., processing, hassle logs, or any re-entry form).

Objective #16 Remain in designated area until excused.

Content Strand: Classroom/School Skills

Annual Goal #5 _____ will remain on task and work independently with _____ frequency as measured by _____.

Objective #1 Sit on own chair at own desk (or remain in own space, e.g., carpet square, designated area, etc.) with appropriate posture (e.g. upright and facing front) with chair legs on the floor and with feet in front).

Objective #2 Ignore distractions in environment by continuing to focus on own work.

Objective #3 Work quietly when given an assignment to completion.

Objective #4 Work steadily with attention focused on task.

Objective #5 Work steadily on task for length of time required by the teacher when given an assignment or activity.

Objective #6 Stay on task when adults enter or leave the classroom.

Objective #7 Attend to lectures and discussions using eye contact, head nodding, hand raising, verbal participation.

Objective #8 Independently begin task from a pre-arranged schedule.

Objective #9 Attempt to independently resolve problems with an assignment before asking for help.

Objective #10 Engage in productive activity while waiting for the teacher's assistance.

Objective #11 Engage in pre-arranged free time activities upon completion of assigned task.

Objective #12 Ignore distractions while completing independent work.

Content Strand: Classroom/School Skills

Annual Goal #6 _____ will transition effectively between classes, between activities, from bus to school, from class to mainstream class, etc. with _____ frequency as measured by _____.

Objective #1 Line up appropriately.

Objective #2 Walk in line with other students keeping pace of the leader without making physical contact.

Objective #3 Change promptly from one activity/assignment to another without excessive hesitation or complaining.

Objective #4 Move directly from one location to another without disruption (e.g., classroom to classroom, playground to classroom, classroom to library, etc.).

Objective #5 Keep hands and feet to self.

Content Strand: Classroom/School Skills

Annual Goal #7 _____ will engage in appropriate group activity (play, academics, classroom discussion, etc.) with _____ frequency as measured by _____.

Objective #1 Accept group activity as defined by staff or majority of students.

Objective #2 Share materials willingly.

Objective #3 Work with others by exhibiting examples of behaviors: e.g., dividing and completing assigned responsibilities, exchanging opinions

Objective #4 Participate cooperatively with small group of students.

Objective #5 Participate cooperatively in large structured group.

Objective #6 Participate cooperatively in non-structured group activities.

Objective #7 Lead or present to group (e.g., present oral reports, initiate group activity).

- Objective #8 Take action to carry out the group plans or decisions.
- Objective #9 Follow designated group discussion rules.
- Objective #10 Participate in a discussion led by the teacher by listening, raising hand and waiting to be recognized.
- Objective #11 Make remarks relevant to the topic of conversation.
- Objective #12 Make remarks to others that will be courteous and constructive.
- Objective #13 Wait quietly and respectfully while others are speaking.
- Objective #14 Raise hand and wait quietly to be called upon.
- Objective #15 Use appropriate phrases (i.e., "please, and thank-you, and excuse me").
- Objective #16 Approach teachers and/or other adults appropriately.
- Objective #17 Use appropriate body language in gaining attention.
- Objective #18 Ask for assistance only when needed.
- Objective #19 Ask permission if wanting to give or receive physical contact, e.g., hug.
- Objective #20 Wait quietly and appropriately until adult can respond.

Content Strand: Classroom/School Skills

Annual Goal #8 _____ will control impulsive behavior with _____ frequency as measured by _____.

- Objective #1 Verbalize difference between impulsive and self-controlled behavior.
- Objective #2 Demonstrate difference between impulsive and self-controlled behavior.
- Objective #3 Identify impulsive behaviors and potential consequences in real and/or simulated situations.
- Objective #4 Practice self controlled behaviors in real or simulated situations.
- Objective #5 Increase rate of self-controlled behaviors.
- Objective #6 Self monitor rate of self-monitor behaviors.

Content Strand: Classroom/School Skills

Annual Goal #9 _____ will respect property of others and school property according to classroom and/or school rules with _____ frequency as measured by _____.

- Objective #1 Distinguish someone else's property from own.
- Objective #2 Demonstrate recognition of property ownership by using only those materials and objects for which permission has been given.
- Objective #3 Ask permission to use another's property. (i.e., do not use/disturb/remove another person's property).
- Objective #4 Return borrowed material at or before the previous/agreed upon time.
- Objective #5 Use and return borrowed items to the owner in original condition.
- Objective #6 Make restitution and be responsible when taking something without permission.
- Objective #7 Demonstrate appropriate use of building and surroundings.
- Objective #8 Demonstrate correct use of classroom equipment and materials.
- Objective #9 Demonstrate safe use of playground equipment in such a way as not to endanger self or others.
- Objective #10 Return all equipment to the proper storage place.

Content Strand: Classroom/School Skills

Annual Goal #10 _____ will maintain and improve appropriate school skills in the mainstream setting with _____ frequency as measured by _____.

- Objective #1 Generalize appropriate behavior to mainstream settings.
- Objective #2 Utilize behavioral checklist or other communication to mainstream teachers and return to designated teacher.
- Objective #3 Respect classroom rules and expectations in each mainstream setting.
- Objective #4 Adapt to differences in various settings.
- Objective #5 Transition to mainstream class appropriately and on time.
- Objective #6 Bring necessary materials to mainstream class.
- Objective #7 Maintain appropriate hall behavior with escort to mainstream class.

- Objective #8 Maintain appropriate hall behavior independently.
- Objective #9 Relate appropriately to mainstream peers in classroom.
- Objective #10 Function successfully in mainstream with one to one adult support.
- Objective #11 Function successfully and independently in mainstream setting.

Content Strand: Dealing With Feelings/Self-awareness

Annual Goal #11 _____ will identify and manage feelings (i.e., anger, anxiety, stress, frustration) on a daily basis with _____ frequency as measured by _____.

- Objective #1 Identify behaviors that cause others to become angry (e.g., calling others names, tattling, making unkind remarks and discussing others).
- Objective #2 Express anger appropriately by using words to state feelings.
- Objective #3 Ask adult for help or move away to a quiet area (voluntary time out).
- Objective #4 Follow the direction to take a time out when asked by teacher.
- Objective #5 Respond to teasing from peers appropriately.
- Objective #6 Control temper in conflict situations with adults.
- Objective #7 Receive feedback appropriately.
- Objective #8 Listen to the opinion of a peer without interrupting or walking away.
- Objective #9 Seek help appropriately.
- Objective #10 State how his/her behavior affects others.
- Objective #11 Identify way(s) to ease frustration in hypothetical situations.
- Objective #12 Identify signs of frustration in self.
- Objective #13 Name ways people show approval/disapproval.
- Objective #14 Describe situation(s) in which student experiences a given emotion.
- Objective #15 Describe condition(s) which make the student feel angry.
- Objective #16 Distinguish between fact, rational belief and irrational belief.
- Objective #17 Manage unreasonable fears.
- Objective #18 Name alternative, appropriate ways to express emotions (pleasure, anger, and/or frustration).
- Objective #19 Express emotions appropriate to given situations.
- Objective #20 Describe feelings or mood when asked.
- Objective #21 Correctly identify emotions (happy, scared, angry, sad, etc.) from a set of pictures.
- Objective #22 Continue to maintain appropriate behavior even when frustrated.
- Objective #23 Identify signs of anxiety and stress in self and others.
- Objective #24 Practice methods to reduce anxiety and stress in real and simulated situations.
- Objective #25 Use appropriate methods to reduce anxiety and stress in real and simulated situations.
- Objective #26 Demonstrate self-control as directed by the teacher in role playing situation.
- Objective #27 Identify situations which lead to stress.
- Objective #28 Name alternative ways to handle frustration.
- Objective #29 Identify behaviors which demonstrate self-control.
- Objective #30 State a complaint appropriately.
- Objective #31 Answer a complaint appropriately.
- Objective #32 Respond to persuasion appropriately.
- Objective #33 Respond to failure appropriately.
- Objective #34 Respond to accusation appropriately.
- Objective #35 Accept NO for an answer.
- Objective #36 Say NO to an inappropriate/unreasonable request(s).

Content Strand: Dealing With Feelings/Self-awareness

Annual Goal #12 _____ will identify and express feelings/strengths about self and others with _____ frequency, (independent of teacher prompts and redirections) as measured by _____.

- Objective #1 State feelings by using affective vocabulary and non-verbal cues.
- Objective #2 Make positive self-affirmations.
- Objective #3 Identify/state the accomplishments of others.
- Objective #4 Make positive statement about the qualities and accomplishments of self.
- Objective #5 Make positive statement about the qualities and accomplishments of others.

Objective #6 Identify areas of improvement.

Objective #7 Act respectfully toward an individual with different qualities and characteristics (i.e., accept the person without derogatory comment, hurtful teasing or actions).

Objective #8 Show understanding of another's feelings.

Objective #9 Name things the student likes and dislikes about self.

Content Strand: Interpersonal Skills

Annual Goal #13 _____ will demonstrate appropriate play skills, peer relations, cooperative learning and assertiveness with _____ (frequency) as measured by _____.

Objective #1 Play without disrupting others.

Objective #2 Join in a game or activity when invited by another student.

Objective #3 Appropriately ask another student or students to play during classroom and free-play activities already in progress.

Objective #4 Share toys and/or school equipment upon request with other students in a play situation.

Objective #5 Engage in cooperative play with at least one other peer.

Objective #6 Learn and follow the rules when playing an organized game.

Objective #7 Wait for turn when playing in a game.

Objective #8 Use a voice tone and volume appropriate to the game and the setting.

Objective #9 Display effort in a competitive game situation (e.g., listen to rules of the game, pay attention to action of game, and take an active part).

Objective #10 Handle defeat in a competitive game situation by congratulating the winner without grumbling or engaging in other negative behaviors.

Objective #11 Handle winning in a competitive game situation by supporting the loser, (e.g., without verbally attacking, degrading, making fun of, or engaging in other negative behaviors).

Objective #12 Play as a member of any team game, carrying out the strategies and rules of the game.

Objective #13 Identify appropriate behavior when presented with real or simulated situations involving peer pressure.

Objective #14 Engage in appropriate behavior when confronted with inappropriate behavior.

Objective #15 Recognize when peer pressure may be harmful.

Objective #16 Use assertive behavior in resisting harmful peer pressure.

Objective #17 Offer to help a peer at an appropriate time.

Objective #18 Offer help to the teacher at appropriate times.

Objective #19 Express verbal support (e.g., give constructive feedback to a peer).

Objective #20 Take appropriate action in supporting a person whose rights are being violated.

Objective #21 Let others borrow school material at appropriate times.

Objective #22 Maintain a reasonable distance from others during conversation.

Objective #23 Make introductions.

Objective #24 Initiate conversation with peers.

Objective #25 Join in a conversation.

Objective #26 Refrain from interrupting others in conversation.

Objective #27 Stay on same subject as others.

Objective #28 Use socially acceptable means when necessary to interrupt, such as excuse me, etc.

Objective #29 Use an appropriate voice and words when interacting with peers or adults.

Objective #30 Invite others to join in activities.

Objective #31 Acknowledge others when praised for good deeds or accomplishments.

Objective #32 Accept peer's ideas for group activities.

Objective #33 Cooperate with peers without prompting.

Objective #34 Wait his/her turn in games or activities.

Objective #35 Ask permission of others to borrow.

Objective #36 Return borrowed items in a timely manner.

Objective #37 Return items in same condition as borrowed.

Objective #38 Respond appropriately when told she/he cannot borrow an item.

Objective #39 Identify aggressive, assertive, and passive behavior and styles.

Objective #40 Identify non-verbal cues e.g. voice tone, facial expressions, and body languages.

Objective #41 Practice assertiveness skills in real and simulated situations.

Objective #42 Appropriately question rules that are unfair.
Objective #43 Appropriately express feeling when wronged.
Objective #44 Appropriately question rules which may be unfair.
Objective #45 Seek guidance prior to making certain decisions.
Objective #46 Accept responsibility for changing own behaviors.
Objective #47 Identify actions needed to improve interpersonal situations (e.g., decrease behaviors which provoke negative reactions, offer to help person who is experiencing stress).
Objective #48 Ignore teasing by walking away or not responding.
Objective #49 Wait for turn in social situation without adult supervision.
Objective #50 Wait his/her turn.
Objective #51 Engage in rules of good sportsmanship.
Objective #52 Engage in _____ minutes of free play or social situation without tattling, without supervision.
Objective #53 Be an equal participant in play or conversation.
Objective #54 Maintain appropriate space and boundaries.

Content Strand: Interpersonal Skills

Annual Goal #14 _____ will use age appropriate social-sexual behavior _____ (frequency) as measured by _____.

Objective #1 Dress and groom appropriately according to school standards (e.g., buttons buttoned and zippers zipped, clothing covering private body parts).
Objective #2 Identify appropriate means to gain attention or affection (e.g., avoid using sexual and/or seductive body language, suggestive verbalizations).
Objective #3 Select appropriate means to gain attention or affection.
Objective #4 Demonstrate an awareness of appropriate place and time to engage in self-stimulating behavior.
Objective #5 Respect others' physical space and personal rights by not touching.
Objective #6 Use appropriate movements, touching and/or gestures.

Content Strand: Problem Solving Skills

Annual Goal #15 _____ will make appropriate decisions on a daily basis with _____ frequency as measured by _____ (teacher observation, checklist, anecdotal records, behavior checklist, self-evaluation, etc.).

Objective #1 Gather necessary information to make decisions.
Objective #2 Make simple decisions at teacher's suggestions.
Objective #3 Make simple decisions independently.
Objective #4 Describe steps in making a decision.
Objective #5 Identify a situation requiring a decision.
Objective #6 Identify options available in making a decision.
Objective #7 Describe possible consequences of a decision.
Objective #8 Select option(s) which best meet own needs.
Objective #9 Seek guidance prior to making certain decisions.
Objective #10 Follow through on making commitments involved in a decision.
Objective #11 Make decisions based on own abilities.
Objective #12 Set realistic personal goal(s).
Objective #13 Arrange problems by importance.
Objective #14 Participate in developing a plan to meet personal and academic goals.
Objective #15 Follow through with plan or modify plan to meet goal.
Objective #16 State own strengths and weaknesses in general school behavior.
Objective #17 Label examples of peer behaviors as cooperative or uncooperative.
Objective #18 State those behaviors which lead to production of positive school work.
Objective #19 State possible compromise(s) to end a disagreement.
Objective #20 Identify examples of behavior which impede a group discussion.
Objective #21 Identify possible ways to resolve the conflict in a hypothetical situation.
Objective #22 Identify the conflict in simulated situations.
Objective #23 Identify the conflict in real situations.
Objective #24 Voluntarily accept responsibility for own behavior without making excuses.

- Objective #25 Accept consequences of a wrong doing without excessive complaining.
- Objective #26 Apologize/make restitution when own actions have injured or infringed upon another.
- Objective #27 Follow redirection to a time-out area.
- Objective #28 Take a voluntary time out.
- Objective #29 Follow classroom behavior consequence plan.
- Objective #30 Accept feedback appropriately.
- Objective #31 Accurately recount the details of an event in which student was involved.
- Objective #32 Voluntarily report violation of rules (accidental or intentional) to a teacher.
- Objective #33 Say "no" to inappropriate/unreasonable request(s).

Content Strand: Transportation and Public Conduct

Annual Goal #16 _____ will use appropriate behaviors while riding the bus, taxi or other public transit in public setting with _____ frequency as measured by _____.

- Objective #1 Demonstrate knowledge of bus rules by reciting or writing the rule.
- Objective #2 Demonstrate knowledge of bus rules by complying with rules.
- Objective #3 Comply with bus driver's directions.
- Objective #4 Enter and exit bus in an orderly manner.
- Objective #5 Transition from bus to classroom and classroom to bus in an orderly manner.
- Objective #6 Speak in appropriate language, volume, tone or voice.
- Objective #7 Remain in seat with seat belt fastened while bus is in motion.
- Objective #8 Respect rights and property of others on the bus.
- Objective #9 Board bus in a timely manner.
- Objective #10 Keep hands and feet to self and inside the bus.
- Objective #11 Sit in assigned seat.
- Objective #12 Maintain safe behavior on bus, taxi or other public transit.
- Objective #13 Demonstrate appropriate social skills by complying with rules.
- Objective #14 Stay in designated area.

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