

## Behavioral Goals and Objectives

The following examples of goals and objectives are written primarily for the use of support personnel in developing counseling goals for Individual Educational Plans.

### Writing behavioral goals and objectives

A **goal** defines the end toward which effort is directed.

**Objectives** define an outcome for a specific behavior, and incorporate the following:  
The **conditions** under which a specific behavior is to be observed or expected to occur  
The specific **behavior** the teacher will accept as evidence of achieving the objective  
The **criteria** (standard or level of performance) that is acceptable.

### Example

#### Goal:

Student will increase assertive behavior when feeling victimized by peers by May 2002, as measured by observation and data collection.

#### Objectives:

1. S will identify verbally assertive responses when presented with alternatives, as measured by data collection. *(This is the easiest level of performance)*
2. When presented with a role play, S will state calmly what is bothering him, as measured by data collection. *(This is a more difficult level of performance, as student must demonstrate the skill)*
3. When feeling victimized, S will state calmly what is bothering him x% of the time, with one verbal prompt, as measured by observation and data collection.
4. When feeling victimized, S will state calmly what is bothering him x% of the time, as measured by observation and data collection. *(This is the most difficult level of performance, as student must use the skill in a natural environment [such as a classroom or playground], rather than an artificial counseling setting)*

**Note:** The **criteria** used here include the **manner** of task performance (calmly) and also the **frequency** (75% of the time). Objectives 1, 2, 3, 4 illustrate stages in a teaching strategy.

#### Location:

The anticipated location of the performance of objectives can be general or special education classroom, playground, conference room etc.

#### Method and frequency of evaluation:

The method of evaluation can include data collection such as charting, use of standardized tools such as rating scales, and observations. Frequency of evaluation can be daily or weekly.

#### Note:

- The following goals and objectives should be regarded as examples. Behavioral goals and objectives should be customized to the student's needs.
- Goals and objectives should be selected with input from the student, as well as parents and teachers.
- Core curriculum goals are correlated with the following goals and objectives

## Behavioral Goals and Objectives

### I. Developing skills to be a self-directed learner

**Measurable Annual Goal:** Student will increase behavioral control for age-appropriate participation in a group setting by (date), as measured by observation and charting.

| <b>Short-term Objectives/Benchmarks – including anticipated duration and evaluation criteria</b>  | <b>Suggested location</b>                                  | <b>Method and frequency of evaluation</b>             |
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| In a group setting, S will identify and explain group rules, as measured by data collection (CH5-FS1) (PA5-R1) (WP4-E3) (WP4-F1)                          | Conference room.<br>Special education<br>General education | Observation and charting by (service provider)        |
| In a group setting, S will follow rules and routines with one verbal prompt on x out of y times (CH5-FS1) (PA5-R1) (PA3-F1) (WP4-F3)                      | Conference room.<br>Special education<br>General education | Weekly observation and charting by (service provider) |
| In a group activity, S will comply with adult requests on x out of y occasions, as measured by observation and data collection (WP1-R1) (WP1-F3) (CH5-E1) | Conference room.<br>Special education<br>General education | Weekly observation and charting by (service provider) |
| In a group setting, S will follow directions without arguing x out of y times, as measured by observation and data collection (WP1-R1) (WP1-F3) (CH5-E1)  | Conference room.<br>Special education<br>General education | Weekly observation and charting by (service provider) |
| In a group activity, S will follow directions with no more than x prompts or cues (WP5-FS2) (WP1-R1)  | Conference room.<br>Special education<br>General education | Weekly observation and charting by (service provider) |
| In a group activity, S will share materials without incident on x out of y opportunities (PA5-R2) (PA5-F4) (WP4-E1)                                       | Conference room.<br>Special education<br>General education | Weekly observation and charting by (service provider) |
| In a group activity, S will remain sitting with no more than x prompts or cues, as measured by observation and data collection (WP5-FS2) (PA5-R1)         | Conference room.<br>Special education<br>General education | Weekly observation and charting by (service provider) |

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| In a group activity, S will remain with the group with minimal prompting x % of the time (WP4-R1) (WP1-F5) (WP4-E3)   | Conference room.<br>Special education<br>General education | Weekly observation and charting by (service provider) |
| In a group setting, S will speak with appropriate volume with minimal prompting x % of the time (WP1-F5)  | Conference room.<br>Special education<br>General education | Weekly observation and charting by (service provider) |
| In a group setting, S will follow directions at age level on x out of y opportunities, as measured by data collection (WP5-FS2) (WP1-R1) (WP4-F3)                     | Conference room.<br>Special education<br>General education | Weekly observation and charting by (service provider) |
| In a group activity, S will engage in a task within a designated time frame on x out of y opportunities, as measured by data collection (WP5-FS2) (WP1-R1) (WP3-F1)   | Conference room.<br>Special education<br>General education | Weekly observation and charting by (service provider) |
| In a group activity, S will begin a task within time expected on x out of y opportunities, as measured by observation and data collection (WP5-FS2) (WP1-R1) (WP1-F1) | Conference room.<br>Special education<br>General education | Weekly observation and charting by (service provider) |
| S will complete at least x tasks daily without teacher prompt or cue, as measured by observation and data collection  | Special education<br>General education                     | Daily observation and charting by (service provider)  |
| S will attempt new tasks without resisting verbally or non-verbally x out of y times, as measured by observation and data collection                                  | Conference room.<br>Special education<br>General education | Weekly observation and charting by (service provider) |
| S will ask questions to get clarification when confused by an assignment on x out of y occasions, as measured by data collection (WP1-F2)                             | Conference room.<br>Special education<br>General education | Weekly observation and charting by (service provider) |
| In a group activity, S will raise hand before speaking and wait to be called on x out of y opportunities  | Conference room.<br>Special education<br>General education | Weekly observation and charting by (service provider) |

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| In a group setting, S will make requests politely and speak respectfully to others on x out of y occasions (CH5-FS1) (WP4-R2) (WP4-F3) (CH5-E2)   | Conference room.<br>Special education<br>General education | Weekly observation and charting by (service provider)               |
| In a group setting, S will listen to others without interrupting on x out of y occasions (WP5-FS2) (PA4-R2) (CH5-F5)  | Conference room.<br>Special education<br>General education | Weekly observation and charting by (service provider)               |
| In a group setting, S will follow directions x out of y times, as measured by observation and data collection (WP5-FS2) (WP1-R1) (WP1-R1) (CH5-F5)  | Conference room.<br>Special education<br>General education | Weekly observation and charting by (service provider)               |
| In a group activity, S will take turns with minimal prompting x out of y times (CH5-FS1)(PA5-R2) (WP4-F3)   | Conference room.<br>Special education<br>General education | Weekly observation and charting by (service provider)               |
| In a group activity, S will ask politely for help when needed x out of y times, as measured by observation and data collection (CH5-FS1) (WP4-R2) (PA5-E3)                                | Conference room.<br>Special education<br>General education | Weekly observation and charting by (service provider)               |
| In a group activity (lesson), S will focus on the activity (lesson) x % of the time, as measured by time-interval charting and data collection (PA5-R1) (WP4-F1)                          | Conference room.<br>Special education<br>General education | Weekly observation and time-interval charting by (service provider) |
| In a group activity, S will decrease motor restlessness by x %, as measured by observation and data collection  | Conference room.<br>Special education<br>General education | Weekly observation and charting by (service provider)               |
| In a group setting, S will decrease inappropriate noise-making by x %, as measured by observation and data collection (CH5-FS1) (PA5-R1) (WP4-R1)   | Conference room.<br>Special education<br>General education | Weekly observation and charting by (service provider)               |
| In a group setting, S will decrease by x % inappropriate attention-seeking to age-appropriate levels, as measured by observation and data collection (CH5-FS1) (PA5-R1) (WP4-R1) (CH5-F4) | Conference room.<br>Special education<br>General education | Weekly observation and charting by (service provider)               |

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| S will remain in line without touching others x out of y times, as measured by observation and data collection (CH5-FS1) (WP4-R2)                             | All school settings  | Weekly observation and charting by (service provider) |
| S will remain quietly in line x out of y times, as measured by observation and data collection (CH5-FS1) (PA5-R1)   | School settings  | Weekly observation and charting by (service provider) |
| In a group setting, S stays in own space without bothering others x % of the time, as measured by observation and data collection (CH5-FS1) (PA5-R1) (PA5-F3) | Conference room.<br>Special education<br>General education | Weekly observation and charting by (service provider) |
| S identifies personal goals and makes a plan to improve academic achievement, as measured by data collection (CH6-F3) (CH6-E1)                                | Conference room.<br>Special education<br>General education | Observation and charting by (service provider)        |
| S monitors personal goals and rewards self for improvement (CH6-F3)   | Conference room.<br>Special education<br>General education | Weekly observation and charting by (service provider) |
| S will participate in mainstream classes by completing and turning in x% of assignments and homework, as measured by data collection                          | General education<br>classroom                             | Weekly data collection                                |
| S will decrease school absences by x % over a quarter, as measured by data collection   | School   | Weekly data collection and comparison                 |

**Measurable Annual Goal:** S. will improve social interactions in a group, showing positive relationships with others and contributing to group goals by (date), as measured by observation and data collection.

| <b>Short-term Objectives/Benchmarks – including anticipated duration and evaluation criteria</b>   | <b>Suggested location</b>                                  | <b>Method and frequency of evaluation</b>    |
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| In a group activity, S will share materials without incident on x out of y opportunities (WP5-FS2) (PA5-R2) (WP1-F5) (WP4-E3)            | Conference room.<br>Special education<br>General education | Data collection weekly by (service provider) |
| In a group activity, S will remain with the group with minimal prompting x % of the time (WP5-FS2) (PA6-R2) (WP1-F5)(WP4-E3)             | Conference room.<br>Special education<br>General education | Data collection weekly by (service provider) |
| In a group setting, S will follow rules and routines with minimal prompting x % of the time (CH5-FS1) (PA5-R1) (WP4-F3)                  | Conference room.<br>Special education<br>General education | Weekly observation by (service provider)     |
| In a group setting, S will speak politely with minimal prompting x % of the time (CH5-FS1) (WP4-R2) (CH5-F3) (CH5-F4)                    | Conference room.<br>Special education<br>General education | Data collection weekly by (service provider) |
| In a group activity, S will raise hand before speaking and wait to be called on x out of y times CH5-FS1) (CH5-FS1)                      | Conference room.<br>Special education<br>General education | Weekly observation by (service provider)     |
| In a group setting, S will make requests politely and speak respectfully to others x out of y times (CH7-FS1) (WP4-R2) (WP4-F3) (CH5-E3) | Conference room.<br>Special education<br>General education | Weekly observation by (service provider)     |
| In a group setting, S will listen to others without interrupting x % of the time (CH5-FS1) (WP4-R2) (WP4-R2) (CH5-F5) (WP4-E1)           | Conference room.<br>Special education<br>General education | Weekly observation by (service provider)     |
| In a group activity, S will take turns with minimal prompting x out of y times (CH5-FS1) (PA5-R2) (PA5-R2) (WP4-F3) (WP4-E3)             | Conference room.<br>Special education<br>General education | Weekly observation by (service provider)     |

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| In a group activity, S will produce own share of the work x % of the time (WP5-FS2) (PA6-R2) (WP4-R1) (WP4-F3) (WP4-E3)  | Conference room.<br>Special education<br>General education | Weekly observation by (service provider) |
| In a group activity, S will work cooperatively with peers without negative comments or annoying behaviors x% of the time, as measured by observation and data collection | Conference room.<br>Special education<br>General education | Weekly observation by (service provider) |
| S will not distract others while they are working x% of the time, as measured by observation and data collection   | Special education<br>General education                     | Weekly observation by (service provider) |
| S will make appropriate remarks during classroom instruction by expressing comments and/or questions that are relevant to the topic x% of the time                       | Special education<br>General education                     | Weekly observation by (service provider) |

## II. Developing social skills to be a collaborative worker

**Measurable Annual Goal:** S will improve social skills for interacting with an adult by (date), as measured by data collection and observation.

| <b>Short-term Objectives/Benchmarks – including anticipated duration and evaluation criteria</b>   | <b>Suggested location</b>  | <b>Method and frequency of evaluation</b>    |
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| S will identify appropriate verbal behaviors to use with adults, as measured by data collection (CH5-F4) (CH5-E1)  | Conference room.<br>Special education<br>General education               | Data collection weekly by (service provider) |
| S will use verbal greetings with eye contact each morning, as measured by observation and data collection  | Special education<br>General education                                   | Data collection by teacher                   |
| S will respond completely and audibly without prompting x % of the time when asked a direct question, as measured by observation and data collection (CH5-FS1) (CH5-F4) (CH5-E1) | Conference room.<br>Special education<br>General education               | Data collection weekly by (service provider) |
| S will identify positive and negative consequences of social behaviors used when interacting with adults, as measured by data collection (CH5-F7) (CH5-E1)                       | Conference room.<br>Special education<br>General education               | Data collection weekly by (service provider) |
| S will comply with directions from school staff x out of y times, as measured by observation and data collection   | Conference room.<br>Special education<br>General education<br>Playground | Data collection weekly by (service provider) |
| S will comply with safety directions including (list directions) 100% of the time, as measured by observation and data collection  | All school settings  | Data collection weekly by (service provider) |
| S will listen to an adult without interrupting x % of the time, as measured by observation (CH5-FS1) (CH5-F7) (CH5-E1)   | Conference room.<br>Special education<br>General education               | Weekly observation by (service provider)     |
| S will respond in a calm manner when consequences are administered by an adult x out of y times, as measured by data collection (CH5-FS1) (CH5-F5) (CH5-E1)                      | Conference room.<br>Special education<br>General education<br>Playground | Data collection weekly by (service provider) |

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| S will calmly state to an adult what is wrong x out of y times, as measured by observation (CH7-FS1) (CH5-F4) CH5-E1)  | Conference room.<br>Special education<br>General education<br>Playground | Weekly observation by (service provider) |
| S will request assistance appropriately x out of y times, as measured by observation (CH7-FS1)   | Conference room.<br>Special education<br>General education<br>Playground | Weekly observation by (service provider) |
| S will reduce argumentative language with staff x out of y times, as measured by observation and data collection   | Conference room.<br>Special education<br>General education<br>Playground | Weekly observation by (service provider) |
| S will speak in a respectful manner and tone of voice to adults x % of the time, as measured by observation (CH5-FS1) (WP4-R2) (CH5-F3) CH5-E1)  | Conference room.<br>Special education<br>General education<br>Playground | Weekly observation by (service provider) |
| S will use appropriate non-verbal behavior in interacting with adults, including eye contact and non-aggressive body language x% of the time, as measured by observation and data collection | Conference room.<br>Special education<br>General education<br>Playground | Weekly observation by (service provider) |
| S will accept correction and/or consequences from an adult without anger outbursts x out of y times, as measured by observation (CH5-F5) (CH5-E1)  | Conference room.<br>Special education<br>General education<br>Playground | Weekly observation by (service provider) |
| S will accepts consequences without blaming others x out of y times, as measured by observation and data collection (CH50F5) (CH5-E1)  | Conference room.<br>Special education<br>General education<br>Playground | Weekly observation by (service provider) |
| S will verbally express feelings at age-appropriate level to an adult x % of the time, as measured by observation (CH7-FS1) (CH5-F3) (CH5-E1)  | Conference room.<br>Special education<br>General education<br>Playground | Weekly observation by (service provider) |
| S will make requests calmly and assertively to an adult x out of y times, as measured by observation (CH7-FS1) (WP4-R2) (CH5-F3) (CH5-E1)  | Conference room.<br>Special education<br>General education<br>Playground | Weekly observation by (service provider) |
| S will refrain from physical aggression to adults 100% of the time, as measured by observation and data collection   | All school settings  | Daily observation by all staff           |

**Measurable Annual Goal:** S will improve social skills for interacting with peers by (date) as measured by data collection and observation.

| <b>Short-term Objectives/Benchmarks – including anticipated duration and evaluation criteria</b>   | <b>Suggested location</b>                                  | <b>Method and frequency of evaluation</b>                      |
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| S will identify appropriate social strategies when dealing with anger, disappointment and frustration, as measured by data collection (CH5-F7) (CH5-E3)  | Conference room.<br>Special education<br>General education | Data collection weekly by (service provider)                   |
| S will compromise with peers in a group setting in x out of y situations, as measured by data collection (WP4-R1) (CH5-F7) (CH5-E2)  | Conference room.<br>Special education<br>General education | Observation and data collection weekly by (service provider)   |
| S will accept not getting own way in group activities in x out of y opportunities, as measured by data collection (CH5-FS1) (PA5-R2) (CH5-F7) (CH5-E3)   | Conference room.<br>Special education<br>General education | Observation and data collection weekly by (service provider)   |
| S will participate verbally and positively in a group situation x % of the time, as measured by data collection (PA5-R1) (WP4-F1) (WP4-E1)   | Conference room.<br>Special education<br>General education | Observation and data collection weekly by (service provider)   |
| S will participate in a game with peers, following the rules and showing good sportsmanship x % of the time, as measured by observation and data collection (CH5-FS1) (PA5-R1) (PA5-F5) (WP4-E1) | Conference room.<br>Special education<br>General education | Observation and data collection weekly by school social worker |
| S will take turns with minimal prompting in a group activity x out of y times, as measured by data collection (CH5-FS1) (PA5-R2) (WP4-F3) (CH5-E3)   | Conference room.<br>Special education<br>General education | Observation and data collection weekly by (service provider)   |

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| S will share materials with minimal prompting in a group setting x % of the time, as measured by data collection (WP5-FS2) (PA5-R2) (WP4-F3) (CH5-E3)                             | Conference room.<br>Special education<br>General education | Observation and data collection weekly by (service provider) |
| In a group setting, S will share materials on request from a peer x times daily, as measured by observation and data collection (WP5-FS2) (PA5-R2) (WP4-F3) (CH5-E3)              | Conference room.<br>Special education<br>General education | Observation and data collection weekly by (service provider) |
| S will give compliments to peers in a group setting when prompted by an adult x out of y times, as measured by data collection (CH5-F3) (WP4-E1)                                  | Conference room.<br>Special education<br>General education | Observation and data collection by (service provider)        |
| In a group setting, S will listen to peers respectfully x % of the time, as measured by observation and data collection (CH5-FS1) (WP4-R1) (CH5-F5) (WP4-E1)                      | Conference room.<br>Special education<br>General education | Observation and data collection weekly by (service provider) |
| In a group setting, S will listen without interrupting x % of the time, as measured by observation and data collection (CH5-FS1) (WP4-R1) (CH5-F5) (WP4-E1)                       | Conference room.<br>Special education<br>General education | Weekly observation and charting by (service provider)        |
| S will use appropriate comments, tone of voice and non-verbal language towards others x out of y times, as measured by observation and data collection (WP4-R2) (CH5-F3) (WP4-E1) | Conference room.<br>Special education<br>General education | Weekly observation and charting by (service provider)        |
| In a group setting, S will refrain from touching peers inappropriately x % of the time, as measured by observation and data collection (CH5-FS1) (WP4-R1) (CH5-F7) (WP4-E1)       | Conference room.<br>Special education<br>General education | Weekly observation and charting by (service provider)        |

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| In a group setting, S will participate in group activities x % of the time, as measured by data collection (WP5-FS2) (PA6-R2) (PA5-F5) (WP4-E3)                   | Conference room.<br>Special education<br>General education | Observation and data collection weekly by (service provider) |
| S will initiate conversation with peers in x out of y opportunities, as measured by data collection (CH5-FS1) (PA3-F5)  | Conference room.<br>Special education<br>General education | Observation and data collection weekly by (service provider) |
| S will refrain from hitting others when angry in all school settings 100% of the time, as measured by observation and data collection (CH3-FS1) (PA5-F3) (CH5-E3) | All school settings  | Observation and data collection daily by (service provider)  |
| S will refrain from biting x% of the time, as measured by observation and data collection (CH3-FS1) (PA5-F3) (CH5-E3)   | All school settings  | Observation and data collection daily by (service provider)  |
| S will refrain from swearing x% of the time as measured by data collection  | All school settings  | Observation and data collection daily by (service provider)  |
| S will express feelings appropriately with peers in a group setting x % of the time, as measured by data collection (CH7-FS1) (CH5-F4) (CH5-E3)                   | Conference room.<br>Special education<br>General education | Observation and data collection weekly by (service provider) |
| S. will identify verbally assertive responses when presented with alternatives, as measured by data collection.(CH5-F6) (CH5-F7)                                  | Conference room.<br>Special education<br>General education | Data collection by (service provider)                        |
| In a role play, student will state calmly what is bothering him/her, as measured by data collection. (CH5-F7) (CH5-E3)  | Conference room.<br>Special education<br>General education | Data collection by (service provider)                        |

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| When feeling victimized, student will state calmly what is bothering him/her x% of the time, as measured by observation and data collection. (CH5-F7) (CH5-E3)  | Conference room.<br>Special education<br>General education               | Data collection by (service provider) |
| In a conflict situation, S will use words to express his/her needs without using aggressive physical behavior, or curse words x% of the time, as measured by observation and data collection (CH5-FS1) (WP4-R2) (CH5-F4) (CH5-E3)   | Conference room.<br>Special education<br>General education               | Data collection by (service provider) |
| In a conflict situation, S will use on of the following strategies: <ul style="list-style-type: none"> <li>• Time out</li> <li>• Verbalize feelings to classmate or teacher</li> <li>• Write or draw feelings,</li> </ul> As measured by observation and data collection (CH5-FS1) (WP4-R2) (CH5-F4) (CH5-E3) | Conference room.<br>Special education<br>General education               | Data collection by (service provider) |
| In a conflict situation, S will negotiate with peers before going to an adult x out of y times, as measured by self-report to teacher (CH5-F4) (CH3-E1)   | Conference room.<br>Special education<br>General education               | Data collection by (service provider) |
| S will keep hands, feet and objects away from others x% of the time, as measured by observation and data collection (CH5-FS1) (PA5-E3)  | Conference room.<br>Special education<br>General education<br>Playground | Data collection by (service provider) |
| S will use age-appropriate personal hygiene as follows: <ul style="list-style-type: none"> <li>• Clean hands and face</li> <li>• Combed hair</li> </ul> in order to maintain positive social relationships x days out of y, as measured by charting and data collection (CH3-F2) (CH3-E1)                     | All school settings  | Data collection (by service provider) |

**Measurable Annual Goal:** S will improve skills for making and keeping friends by (date), as measured by observation and data collection.

| <b>Short-term Objectives/Benchmarks – including anticipated duration and evaluation criteria</b>   | <b>Suggested location</b>                                  | <b>Method and frequency of evaluation</b>                    |
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| S will list characteristics of a good friend, as measured by data collection (CH5-F2) (CH5-E1)   | Conference room.<br>Special education<br>General education | Data collection weekly by (service provider)                 |
| S will explain what it means to care about others and be a good friend, as measured by data collection (CH5-F3) (CH5-E1)   | Conference room.<br>Special education<br>General education | Data collection weekly by (service provider)                 |
| In a group activity, S will give compliments when prompted on x out of y opportunities, as measured by observation and data collection (CH5-F2) (CH5-E1)   | Conference room.<br>Special education<br>General education | Observation and data collection weekly by (service provider) |
| S will initiate conversations or activities appropriately with peers x% of the time, as measured by observation and data collection  | Special education<br>General education<br>Playground       | Observation and data collection weekly by (service provider) |
| S will avoid hurting the feelings of peers in a group setting x % of the time, as measured by observation and data collection (CH5-FS1) (WP4-R1) (CH5-F2) (CH5-E1)                                     | Conference room.<br>Special education<br>General education | Observation and data collection weekly by (service provider) |
| S will listen attentively to peers without interrupting in a group setting with minimal prompting x % of the time, as measured by observation and data collection (CH5-FS1) (WP4-R1) (CH5-F5) (CH5-E1) | Conference room.<br>Special education<br>General education | Observation and data collection weekly by (service provider) |

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| S will accept not getting own way in a group setting on x out of y times, as measured by observation and data collection CH5-FS1) (PA5-R1) (CH5-F7) (WP4-E1)              | Conference room.<br>Special education<br>General education | Observation and data collection weekly by (service provider) |
| S will compromise with peers in a group activity on x out of y times, as measured by observation and data collection (CH5-FS1) (PA5-R2) (CH5-F4) (WP4-E1)                 | Conference room.<br>Special education<br>General education | Observation and data collection by (service provider)        |
| In a group setting, S will show consideration and respect for others x % of the time, as measured by observation and data collection (CH5-FS1) (WP4-R2) (CH5-F2) (WP4-E1) | Conference room.<br>Special education<br>General education | Observation and data collection by (service provider)        |
| In a group setting, S will ignore minor provocations x out of y times, as measured by observation and data collection (CH5-FS1) (CH-F7) (CH3-E5)                          | Conference room.<br>Special education<br>General education | Observation and data collection by (service provider)        |
| In a group setting, S will share laughter appropriately with peers x % of the time, as measured by observation and data collection (CH5-FS1) (WP6-R2) (CH5-F4) (CH5-E1)   | Conference room.<br>Special education<br>General education | Observation and data collection weekly by (service provider) |
| In a group setting, S will help others without prompting x % of the time, as measured by observations and data collection (WP5-FS2) (WP6-R2) (WP4-F1) (WP4-F3)            | Conference room.<br>Special education<br>General education | Observation and data collection weekly by (service provider) |
| In a group setting, S will accept constructive criticism from peers on x out of y occasions, as measured by observation and data collection (CH5-F5) (CH5-E2)             | Conference room.<br>Special education<br>General education | Observation and data collection weekly by (service provider) |
| In a group setting, S will calmly state what is bothering him on x out of y occasions, as measured by observation and data collection (CH5-F3) (CH5-E2)                   | Conference room.<br>Special education<br>General education | Observation and data collection weekly by (service provider) |

### III. Developing ethical behavior to be a responsible citizen

**Measurable Annual Goal:** S will improve in using responsible actions at an appropriate age level by (date), as measured by observation and data collection.

| <b>Short-term Objectives/Benchmarks – including anticipated duration and evaluation criteria</b>   | <b>Suggested location</b>                                  | <b>Method and frequency of evaluation</b>                   |
|--|--|---|
| S will list actions that make a person responsible, as measured by data collection (WP4-F1) (CH3-E3)   | Conference room.<br>Special education<br>General education | Data collection by (service provider)                       |
| When presented with a situation needing responsible decisions, S will identify responsible actions in x out of y opportunities, as measured by data collection (WP4-F1) (PA5-E1)   | Conference room.<br>Special education<br>General education | Data collection by (service provider)                       |
| S will list steps in making decisions, as measured by data collection (WP4-F3) (CH6-E1)  | Conference room.<br>Special education<br>General education | Data collection weekly by (service provider)                |
| S will identify positive and negative consequences of decisions using stories and role plays, as measured by data collection (WP3-F1) (CH6-E2)   | Conference room.<br>Special education<br>General education | Data collection weekly by (service provider)                |
| S will role play choosing responsible actions when given a situation involving making ethical decisions, as measured by data collection and observation (WP3-F4)   | Conference room.<br>Special education<br>General education | Data collection by (service provider)                       |
| Guided by service provider, S will apply a decision-making process that includes alternatives, weighing consequences and determining a course of action, when dealing with social situations in x out of y opportunities, as measured by data collection (WP3-F4) (CH6-E1) | Conference room.<br>Special education<br>General education | Data collection by (service provider)                       |
| In a school setting, S will not take the possessions of others 100% of the time, as measured by observation (CH5-FS1) (WP4-R1) (CH5-E1)  | All school locations                                       | Daily observation and data collection by (service provider) |

|   |                      |   |
|---|----------------------|---|
| In a school setting, S will tell the truth 100% of the time, as measured by observation (WP4-R1) (CH5-E1)                         | All school locations | Daily observation and data collection by (service provider) |
| In a school setting, S will avoid hurting others x % of the time, as measured by observation (CH5-FS1) (WP4-R1) (WP4-F1) (CH5-E1) | All school locations | Daily observation by (service provider)                     |
| S will not destroy the property of others 100% of the time (CH5-FS1) (PA5-R1) (WP5-F1) (CH5-E1)                                   | All school settings  | Daily observation by (service provider)                     |
| In a school setting, S will take responsibility for own actions x % of the time, as measured by observation (WP4-F1) (CH3-E1)     | All school locations | Daily observation by (service provider)                     |

#### IV. Developing the ability to solve problems

**Measurable Annual Goal:** S will improve age-appropriate decision-making to solve problems by (date), as measured by observation and data collection.

| <b>Short-term Objectives/Benchmarks – including anticipated duration and evaluation criteria</b>   | <b>Suggested location</b>                                  | <b>Method and frequency of evaluation</b>    |
|--|--|--|
| S recognizes problems and seeks assistance x % of the time, as measured by observation (CH7-FS1) (CH5-F4)                                      | All school settings  | Daily observation by (service provider)      |
| S will list steps in making decisions, as measured by data collection (WP4-F2) (CH6-E1)  | Conference room.<br>Special education<br>General education | Data collection weekly by (service provider) |
| S will identify positive and negative consequences of decisions using stories and role plays, as measured by data collection (CH3-F1) (CH6-E1) | Conference room.<br>Special education<br>General education | Data collection weekly by (service provider) |
| S will role play the decision-making process, as measured by observation and data collection (CH5-F7) (WP3-F1) (CH6-E1)                        | Conference room.<br>Special education<br>General education | Data collection weekly by (service provider) |
| S will write a contract for decisions made and share contract with teacher (CH6-E4)  | Special education<br>General education                     | Data collection weekly by (service provider) |
| S will develop a plan of improvement with service provider in areas of desired behavior (WP3-F1) (CH6-E1)                                      | Conference room.<br>Special education<br>General education | Data collection                              |
| S demonstrates age-appropriate decision-making x % of the time, as measured by observation (CH5-F7) (WP3-F1) (CH6-E1)                          | Conference room.<br>Special education<br>General education | Daily observation by (service provider)      |
| S expresses appropriate pride in own decision-making x % of the time, as measured by observation (CH3-F2)                                      | Conference room.<br>Special education<br>General education | Daily observation by (service provider)      |

## V. Developing the ability to produce quality work

**Measurable Annual Goal:** S will increase production of quality work by (date), as measured by observation and data collection.

| <b>Short-term Objectives/Benchmarks – including anticipated duration and evaluation criteria</b>  | <b>Suggested location</b>                                  | <b>Method and frequency of evaluation</b>    |
|---|--|--|
| S will set academic goals at appropriate level to improve academic achievement, as measured by data collection (WP8-E1)                   | Conference room.<br>Special education<br>General education | Data collection weekly by (service provider) |
| S will keep track of assignments using a planner x out of 5 days, as measured by data collection (WP8-E1)                                 | Conference room.<br>Special education<br>General education | Data collection weekly by (service provider) |
| S will produce a book of photos or videotape of self engaged in effective work habits, as measured by product (WP4-F1)                    | Conference room.<br>Special education<br>General education | Data collection by (service provider)        |
| S will express confidence and pride in own achievement x % of the time, as measured by observation and data collection (CH5-FS1) (WP4-F1) | Conference room.<br>Special education<br>General education | Data collection weekly by (service provider) |
| S will list sources of help and role play asking for help, as measured by data collection (CH7-FS1)                                       | Conference room.<br>Special education<br>General education | Data collection by school social worker      |
| S will chart completion of assignments for x weeks, as measured by data collection (WP8-E1)   | Special education<br>General education                     | Daily observation by (service provider)      |
| S will reinforce self for completion of assignments for x weeks, as measured by data collection   | Special education<br>General education                     | Daily observation by (service provider)      |

## VI. Emotional control

**Measurable Annual Goal:** S will increase emotional control so as to express anger appropriately by (date) as measured by observation and data collection.

| <b>Short-term Objectives/Benchmarks – including anticipated duration and evaluation criteria</b>  | <b>Suggested location</b>                                  | <b>Method and frequency of evaluation</b>    |
|---|--|--|
| In a group setting, S will list appropriate ways to express anger and the positive consequences of them, as measured by data collection (CH5-F7) (CH5-E3)                                 | Conference room.<br>Special education<br>General education | Data collection by (service provider)        |
| In a group setting, S will list inappropriate ways of expressing anger and the probable consequences of them, as measured by data collection (CH5-F7) (CH5-E3)                            | Conference room.<br>Special education<br>General education | Data collection by (service provider)        |
| Given typical school situations, S will identify appropriate ways of expressing anger and explain the positive consequences of doing so, as measured by data collection (CH5-F7) (CH5-E3) | Conference room.<br>Special education<br>General education | Data collection by (service provider)        |
| S will create own menu of anger management strategies that he will use in the classroom or playground when angry to be reviewed by (service provider)                                     | Conference room.<br>Special education<br>General education | Data collection by (service provider)        |
| Given typical school situations, S will role play appropriate ways of expressing anger, as measured by data collection (CH5-F7) (CH5-E3)  | Conference room.<br>Special education<br>General education | Data collection weekly by (service provider) |
| In a group setting, S will practice expressing anger verbally in appropriate ways x % of the time, as measured by data collection (CH5-FS1) (CH5-F7) (CH5-E3)                             | Conference room.<br>Special education<br>General education | Data collection weekly by (service provider) |
| In a group setting, S will identify situations that provoke anger and list strategies for handling them, as measured by data collection (CH5-F7) (WP8-E2)                                 | Conference room.<br>Special education<br>General education | Daily observation by (service provider)      |
| S will use strategies for handling anger taken from self-generated list, e.g. a time-out, verbal expression, ignoring x% of the time, as measured by data collection (CH5-FS1) (WP8-E2)   | Conference room.<br>Special education<br>General education | Daily observation by (service provider)      |

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| <p>In a group activity, S will express anger appropriately and avoid expressing anger in inappropriate verbal and physical ways x % of the time, as measured by observation and data collection (CH5-FS1) (WP4-R2) (CH5-F7) (CH5-E3)</p>                  | <p>Conference room.<br/>Special education<br/>General education</p> | <p>Daily observation by (service provider)</p> |
| <p>S will use the physical structure of the classroom as follows:</p> <ul style="list-style-type: none"> <li>• Time out area</li> <li>• Study carrel</li> <li>• Identified location</li> </ul> <p>to calm or remove self from conflict x% of the time</p> | <p>Special education<br/>General education</p>                      | <p>Daily observation by (service provider)</p> |

**Measurable Annual Goal:** S will improve age-appropriate skills for expressing feelings by (date), as measured by observation and data collection

| <b>Short-term Objectives/Benchmarks – including anticipated duration and evaluation criteria</b>   | <b>Suggested location</b>                                  | <b>Method and frequency of evaluation</b>         |
|--|--|---|
| In a group activity, S will recognize and identify (x) feelings, as measured by data collection (CH5-FS1) (CH5-F4)   | Conference room.<br>Special education<br>General education | Data collection by (service provider)             |
| In a group setting, S will verbally identify own feelings, as measured by data collection (CH5-FS1) (CH5-F4) (CH5-E1)  | Conference room.<br>Special education<br>General education | Data collection weekly by (service provider)      |
| In a group setting, S will verbally identify the feelings of others, as measured by data collection (CH5-FS1) (CH5-F3) (CH5-E1)  | Conference room.<br>Special education<br>General education | Data collection weekly by (service provider)      |
| Given a story, S will identify characters' feelings accurately x % of the time, as measured by data collection (CH5-F3)  | Conference room.<br>Special education<br>General education | Data collection weekly by (service provider)      |
| In a group setting, S will verbally express feelings in an age-appropriate way x % of the time, as measured by observation and data collection (CH5-FS1) (CH5-F3)                  | Conference room.<br>Special education<br>General education | Data collection weekly by (service provider)      |
| In a group setting, S will use appropriate expression of feelings in meeting own needs x % of the time, as measured by observation and data collection (CH7-FS1) (CH5-F4) (CH5-E1) | Special education<br>General education                     | Daily or weekly observation by (service provider) |

**Measurable Annual Goal:** S will improve age-appropriate skills in controlling own mood by (date), as measured by observation and data collection

| <b>Short-term Objectives/Benchmarks – including anticipated duration and evaluation criteria</b>   | <b>Suggested location</b>                                  | <b>Method and frequency of evaluation</b>         |
|--|--|---|
| In a group setting, S will list x ways to decrease anxiety associated with school activities, as measured by data collection (CH3-F4) (CH3-E5)               | Conference room.<br>Special education<br>General education | Data collection weekly by (service provider)      |
| In a group setting, S will practice (frequency) ways to decrease anxiety associated with school activities, as measured by data collection (CH3-F4) (CH3-E5) | Conference room.<br>Special education<br>General education | Data collection weekly by (service provider)      |
| In a group setting, S will list x ways to reduce depression, as measured by data collection (CH6-E4)   | Conference room.<br>Special education<br>General education | Data collection weekly by (service provider)      |
| In a group setting, S will practice (frequency) ways to reduce depression, as measured by data collection (CH3-F2) (CH6-E4)                                  | Conference room.<br>Special education<br>General education | Data collection weekly by (service provider)      |
| In a group setting, S will practice (frequency) decreasing obsessive thoughts, as measured by data collection (CH6-E4)                                       | Conference room.<br>Special education<br>General education | Data collection weekly by (service provider)      |
| In a group setting, S will practice (frequency) ways of reducing restlessness, as measured by observation and data collection (CH6-E4)                       | Conference room.<br>Resource room.<br>Classroom            | Data collection weekly by (service provider)      |
| In a group setting, S will identify x ways to cope with stress, as measured by data collection (CH3-F4) (CH3-E5)   | Conference room.<br>Special education<br>General education | Daily or weekly observation by (service provider) |

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|---|--|--|
| In a group setting, S will practice x ways to manage stress, as measured by observation and data collection (CH3-F4) (CH3-E5) | Conference room.<br>Special education<br>General education | Data collection weekly by (service provider) |
|---|--|--|

## VII. Self-Esteem

**Measurable Annual Goal:** S will increase confidence in own ability and pride in own achievement by (date), as measured by observation and data collection

| <b>Short-term Objectives/Benchmarks – including anticipated duration and evaluation criteria</b>  | <b>Suggested location</b>                                  | <b>Method and frequency of evaluation</b>         |
|---|--|---|
| In a group setting, S will share at least one achievement or strength, as measured by data collection (CH5-F4)  | Conference room.<br>Special education<br>General education | Data collection weekly by (service provider)      |
| In a group setting, S will make unprompted positive statements about self, as measured by data collection (CH7-FS1) (CH5-F4)  | Conference room.<br>Special education<br>General education | Data collection weekly by (service provider)      |
| In a group setting, S will share own opinions and ideas confidently x % of the time, as measured by observation and data collection (CH5-FS1) (WP4-R1) (CH5-F4)   | Conference room.<br>Special education<br>General education | Data collection weekly by (service provider)      |
| In a group setting, S will accurately assess own work and express pride in achievement x% of the time, as measured by data collection   | Conference room.<br>Special education<br>General education | Data collection weekly by (service provider)      |
| In a group setting, S will participate and contribute own knowledge and skills with confidence x% of the time, as measured by observation and data collection   | Conference room.<br>Special education<br>General education | Data collection weekly by (service provider)      |
| In a group setting, S will assert self appropriately verbally x out of y times, as measured by observation and data collection (WP4-R2) (CH5-F3)  | Conference room.<br>Special education<br>General education | Daily or weekly observation by (service provider) |
| In a group setting, S will evidence confident non-verbal communication, such as: <ul style="list-style-type: none"> <li>• Eye contact</li> <li>• Good posture</li> <li>• Expressive and cheerful affect</li> </ul> x % of the time, as measured by observation and data collection (CH5-F4) | Conference room.<br>Special education<br>General education | Daily or weekly observation by (service provider) |