

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.

| Short-term Objectives/Benchmarks – including anticipated duration and evaluation criteria | Anticipated location | Method and frequency of evaluation |
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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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education General education | Observation and charting by (service provider) |
| S monitors personal goals and rewards self for improvement (CH6-F3) | Conference room. Special education 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 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.

| Short-term Objectives/Benchmarks – including anticipated duration and evaluation criteria | Anticipated location | Method and frequency of evaluation |
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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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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 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 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.

| Short-term Objectives/Benchmarks – including anticipated duration and evaluation criteria | Anticipated location | Method and frequency of evaluation |
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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. Special education 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 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. Special education 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. Special education 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. Special education General education 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. Special education 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. Special education General education 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. Special education General education Playground | Weekly observation by (service provider) |
| S will request assistance appropriately x out of y times, as measured by observation (CH7-FS1) | Conference room. Special education General education 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. Special education General education 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. Special education General education 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. Special education General education 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. Special education General education 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. Special education General education 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. Special education General education 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. Special education General education 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.

| Short-term Objectives/Benchmarks – including anticipated duration and evaluation criteria | Anticipated location | Method and frequency of evaluation |
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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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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"> • Time out • Verbalize feelings to classmate or teacher • Write or draw feelings, As measured by observation and data collection (CH5-FS1) (WP4-R2) (CH5-F4) (CH5-E3) | Conference room. Special education 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. Special education 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. Special education General education Playground | Data collection by (service provider) |
| S will use age-appropriate personal hygiene as follows: <ul style="list-style-type: none"> • Clean hands and face • Combed hair 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.

| Short-term Objectives/Benchmarks – including anticipated duration and evaluation criteria | Anticipated location | Method and frequency of evaluation |
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| S will list characteristics of a good friend, as measured by data collection (CH5-F2) (CH5-E1) | Conference room. Special education 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. Special education 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. Special education 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 General education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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.

| Short-term Objectives/Benchmarks – including anticipated duration and evaluation criteria | Anticipated location | Method and frequency of evaluation |
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| S will list actions that make a person responsible, as measured by data collection (WP4-F1) (CH3-E3) | Conference room. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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) |

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| 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.

| Short-term Objectives/Benchmarks – including anticipated duration and evaluation criteria | Anticipated location | Method and frequency of evaluation |
|--|--|--|
| 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. Special education 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. Special education 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. Special education 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 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. Special education 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. Special education 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. Special education 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.

| Short-term Objectives/Benchmarks – including anticipated duration and evaluation criteria | Anticipated location | Method and frequency of evaluation |
|---|--|--|
| S will set academic goals at appropriate level to improve academic achievement, as measured by data collection (WP8-E1) | Conference room. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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 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 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.

| Short-term Objectives/Benchmarks – including anticipated duration and evaluation criteria | Anticipated location | Method and frequency of evaluation |
|---|--|--|
| 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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"> • Time out area • Study carrel • Identified location <p>to calm or remove self from conflict x% of the time</p> | <p>Special education 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

| Short-term Objectives/Benchmarks – including anticipated duration and evaluation criteria | Anticipated location | Method and frequency of evaluation |
|--|--|---|
| In a group activity, S will recognize and identify (x) feelings, as measured by data collection (CH5-FS1) (CH5-F4) | Conference room. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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 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

| Short-term Objectives/Benchmarks – including anticipated duration and evaluation criteria | Anticipated location | Method and frequency of evaluation |
|--|--|---|
| 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Resource room. 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. Special education 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. Special education 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

| Short-term Objectives/Benchmarks – including anticipated duration and evaluation criteria | Anticipated location | Method and frequency of evaluation |
|---|--|---|
| In a group setting, S will share at least one achievement or strength, as measured by data collection (CH5-F4) | Conference room. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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. Special education 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"> • Eye contact • Good posture • Expressive and cheerful affect x % of the time, as measured by observation and data collection (CH5-F4) | Conference room. Special education General education | Daily or weekly observation by (service provider) |

