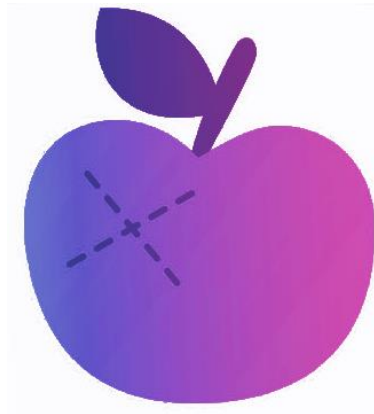


*Socio-Emotional
Goal Bank &
Present Levels*



For all grades

Contents

About 3

School Attendance 4

 Attendance: Absence Goal 4

 Attendance: Tardiness Goal 4

 Attendance: Class Periods Goal 5

Conflict Management 5

 Conflict: Planning Goal 6

 Conflict: Avoidance Goal 6

Following Directions 6

 Following Directions: Timeliness Goal 7

 Following Directions: Rule Knowledge Goal 7

Organization 7

 Organization: Prepared for Class Goal 8

 Organization: Organized Materials Goal 8

 Organization: Assignment Calendar Goal 8

Class Participation 9

 Participation: Raising Hands Goal 9

 Participation: Contributing Goal 9

Self-Advocacy 10

 Self-Advocacy: Asking for Help Goal 10

 Self-Advocacy: Advocating Against Injustice Goal 11

 Self-Advocacy: Learning Strengths & Needs Knowledge Goal 11

 Self-Advocacy: Learning Supports Knowledge & Advocacy Goal 11

 Self-Advocacy: IEP Advocacy Goal 12

Self Regulation 12

 Self-Regulation: Label Emotions Goal 13

 Self-Regulation: Strategy Practice Goal 13

 Self-Regulation: Using Strategies Goal 13

Social Skills 14

 Social Skills: Personal Space Goal 14

 Social Skills: Listening Goal 15

 Social Skills: Intervention Goal 15

Transition 15

 Transition: Timeliness Goal 16

 Transition: Communication Goal 16

Transportation Safety 16

 Transportation: Safety Goal 17

 Transportation: Rules Goal 17

 Transportation: Entering and Exiting Goal 17

Work Completion and Time on Task 18

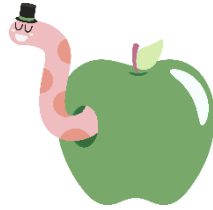
 Work Completion: Homework Goal 18

 Work Completion: Task Initiation Goal 19

 Work Completion: Time on Task Goal 19

 Work Completion: Planning Goal 19

DRAFT



About

The goal of the Socioemotional IEP Goal Bank is to help you write strong IEP goals that help your students become more successful students while in your classroom and years down the road. The goals here have been carefully selected and crafted to focus on building students' skills and independence, not their compliance. Every goal includes options for customization so that you can design the just-right goals for each of your students.

A few notes on socioemotional goals:

- If a student has safety concerns, there must be a goal to address that, a goal that matches the BSP or BIP. You can look at sample safety goals here, but these should also come from school psychologists or other behavioral specialists.
- My favorite goals are self-advocacy and self-regulation because my goal is for students to outgrow me. I want them to be able to stand up for themselves and to manage the hard stuff without me! That's why those two sections are the longest—most of my students who wrap with at least one of those goals on their IEPs!
- Each goal includes sample baseline language. Baselines for socioemotional goals are challenging and the language here is only a suggestion, not a template as those are hard to make for socioemotional challenges.
- The goals here are divided into categories of: transportation, managing conflict, self-advocacy, self-regulation, organization, following directions, transitions, school attendance, social skills, and time on task and work completion. The table of contents is clickable to help you easily navigate the document.
- The goals here are hand-picked! While other lists include hundreds of goals, the ones here were selected to have maximum impact (and be measurable). If, however, I missed a key skill area that you want, please email admin@spedhelper.org and I will write you a custom goal for free!

A few notes on this document:

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Socioemotional Goal Bank



School Attendance

Add a school or class attendance goal if student's repeated absences or tardiness are jeopardizing their academic progress.

Present Levels Tips

- Before adding this to the IEP, try to understand not just the number of absences or tardies. While the goals might not shift, your intervention might depend on the reason. For example, is it because the child is refusing to come to school, because the caregiver oversleeps, or because of transportation challenges?
- Include number of days missed or tardy in the socioemotional present levels.

Possible Interventions

- For oversleeping: Work with the family on getting the student their own alarm and then incentivize the student for using it and arriving on time.
- For refusal to come to school: Look at the beginning of the school day. Is there a way to make the first thing the student does fun? Like, if they come a few minutes early can they play a preferred game or see a preferred staff member?
- For tardiness or other challenges: Create an incentive contract with the student with rewards for tardiness.

Assessments

- School attendance records
- Staff reports of on time/tardiness in classes

Attendance Goals & Baselines

Goal	Baseline	Modifications
Attendance: Absence Goal ____ will miss no more than [one, two, three] days of school per month without a note from the doctor as measured by school attendance records	____ missed X days in [month], X days in [month], and X days in [month]	<ul style="list-style-type: none"> • Change to a percentage
Attendance: Tardiness Goal ____ will arrive to school on time at least one of ten school days as measured by school attendance records	____ was marked tardy X days in [month], as average of X% of days	<ul style="list-style-type: none"> • Change to a percentage on time • Change to a number of minutes late (e.g., within 5 minutes of the start of school)

Attendance:	___ will miss no more than [X]	___ has missed an average of X	• Change to percentage
Class	class periods per week without a	class periods per week.	• Specify the name of the
Periods	medical note as measured by	Specifically [note which	class not to miss or the
Goal	teacher records and observations	ones—after lunch classes, a	time of the day
		certain subject, etc.)	• Change from miss to
			tardiness



Conflict Management

These goals are designed for students who need additional support around conflict, whether with peers or adults.

Present Levels Tips

- Typically, if a student needs a goal from here, they also need a SIP or BSP. If a student has any safety issues at school or behaviors that are leading to referrals, they definitely need a BSP.
- The BSP should have more detail than what you have at present levels. In the present levels, try to lead with growth you have seen in the student and their socioemotional strengths before discussing their challenges with conflict management.

Possible Interventions

- Students with conflict management needs are strong contenders behavior contracts. The contracts need to be written to be achievable and to include small rewards along the way to a bigger one—a reward that takes a year to get is not motivating on a daily basis.
- In addition, these students typically need explicit instruction in self-regulation and support from counselors, therapists, psychologists, or other professionals on increasing their problem solving repertoire.

Assessments

- Suspensions and referrals
- Student self-reports and staff reports

Conflict Management Goals & Baselines

Goal	Baseline	Modifications
<p>Conflict: Planning Goal</p> <p>In meetings with school staff, ___ will identify [X different conflict resolution strategies that are helpful for her/him; identify X ways he/she could resolve a hypothetical conflict situation; describe the problem and X possible solutions for a hypothetical social conflict] as measured by teacher records and observations.</p>	<p>___ has had [several, multiple, X] teacher or self-reported peer conflicts [in the past month, in the past week, in the past year]. When asked about the conflicts, ___ needs significant support to identify ways to defuse or problem solve the situation.</p>	<ul style="list-style-type: none"> Note that these are three variations on having a student solve a conflict when NOT actively in one. Specify the type of conflict that comes up for the student—more detail is better.
<p>Conflict: Avoidance Goal</p> <p>When [teased by peers; frustrated by a peer; upset with a peer; upset with a school staff], ___ will [resolve the conflict without physical or verbal aggression; seek help from a staff; when appropriate, move away from the person to avoid further escalation; appropriately share their emotions] on three of four opportunities as measured by student self-report and teacher reports.</p>	<p>Sample Baseline</p> <ul style="list-style-type: none"> ___ has been in X physical altercations with peers this semester at school, resulting in X suspensions. ___ self-reports ___ recent peer conflict and difficulty knowing how to respond when the conflicts arise. 	<ul style="list-style-type: none"> This goal focuses on what a student does when they are upset. It includes several different ways to customize—you want to specify the who the student normally gets mad at and the how—what is the next step in the student learning to defuse situations.

Known Directions

The focus on these goals is that the hope is to build students' independence and skills, not just save teachers' sanity. If these, which I typically do not, I like to pair them with self-regulation or self-advocacy goals to really emphasize the skill building focus.

Present Levels Tips

- This is a really hard area to measure—students get directions all day long and, even when they are fairly noncompliant, they often respond to most. Try to figure out what you can concrete numbers on!
- Lead with something positive about the student—their strengths not their weaknesses in socioemotional. Are they physically safe at school? What can they do?

- Possible Interventions**
- Behavior contracts are a common intervention for following directions focused goals.
 - Social stories can help sometimes
 - Counseling or interventions focused on building students' self-regulation and understanding of school norms can be really helpful
- Assessments**
- Teacher observations

Following Directions Goals & Baselines

Goal	Baseline	Modifications
Following Directions: Timeliness Goal	Given a verbal direction, ___ will follow it within X seconds/minutes [with no more than X prompts; with no more than X protests] 80% of the time as measured by teacher observations during two randomly selected class periods.	<ul style="list-style-type: none"> • ___ often takes ___ to two minutes to respond to multiple prompts to follow routine classroom directions such as, "please return to your seats." • Modify this to make it measurable for you! How will you actually measure success?
Following Directions: Rule Knowledge Goal	___ will follow and be able to state the rules for the bus, lunch area, and recess when asked on three of four observations as measured by teacher records.	<ul style="list-style-type: none"> • ___ has received X referrals from lunch and recess since the start of the school year. Recess and lunch staff report that ___ often has difficulty following rules around lining up and waiting. • Specify the parts of school you are most concerned about • Add in supports such as prompts, visual reminders, or pre-teaching of the rules.



Organization

This is a really helpful goal area for many students! Once you have it in the IEP, you have a reason to work with students on a daily or weekly basis on building their organizational skills.

- Present Levels Tips**
- I like to start this one by talking to the student and their family about what they see as the greatest area of need! Typically, caregivers have a wish list for this one and that is a great spot to start.
 - For the present levels, be as specific as possible. What exactly are their areas of challenge and what have you, or anyone else, found that helps?

Possible Interventions

- Google calendar or similar: These goals used to focus on paper and pencil calendars that students lost or forgot. But as long as the student has their device, they have their calendar. The trick is to work with a student on setting it up effectively—maybe they need to color code assignments or change reminder timing.
- Backpack checks or weekly desk clean outs: If the issue is mess, those can help—with incentives for passing the checks!

Assessments

- Student and staff reports
- Homework completion grades from teachers

Organization Goals & Baselines

Goal	Baseline	Modifications
<p>Organization: Prepared for Class Goal</p> <p>____ will come to class with all materials needed for the class (such as: paper, pencils, 1:1 device, textbook, binder) 80% of the time as measured by teacher records and observations.</p>	<p>____ often comes to class without needed materials, having to go out to his/her locker to retrieve materials or borrow them.</p>	<p>Change to a number of classes per week</p>
<p>Organization: Organized Materials Goal</p> <p>____ will create and follow through on a plan to keep his/her backpack, locker, and work areas organized so that all areas pass weekly checks four out of five weeks; s/he can find needed supplies and materials on days of opportunity.</p>	<p>____ often loses materials in his/her backpack, desk, and locker and has voiced a need for support with keeping them organized.</p>	<ul style="list-style-type: none"> • Change how you monitor this—do you need daily checks? Want some other method of monitoring?
<p>Organization: Assignment Calendar Goal</p> <p>____ will create and maintain an assignment calendar so that all upcoming assignments are described and listed under the correct dates on three of four random teacher calendar checks.</p>	<p>____ often misses homework deadlines (X score on homework). His/her family has expressed a need for a better assignment monitoring system to increase his/her homework completion.</p>	<ul style="list-style-type: none"> • Change how you want to monitor this! • Change what you want on the calendar—should it be all upcoming school events (like picture day?) or just assignments



Class Participation

These goals are designed for students who need help during small or whole group discussions, whether because they rarely participate or because they call out or otherwise interrupt others.

Present Levels Tips

- Not participating can occur for many reasons from shyness to lack of self confidence to being disengaged. You can talk with the student about causes or have the student work with a professional to understand the whys so you can target your goal and intervention.

Possible Interventions

- Calling out and similar behaviors are often impulse control behaviors. If there is a behavioral cause, then a contract can help—but for many students this is more helpful to instead work on impulse control strategies—some version of a stop and think or mindfulness moment can help.
- Participation, as in getting students to participate more, often is a bit more effective for behavioral contracts where the student earns points toward a reward every time they participate. Note that these are often good self-report contracts and the check in with the award providing teacher also serves as a good reinforcement of the behavior.

Assessments

- Have someone sit at the back of the class and keep track when the student participates, calls out, etc.
- Ask the teacher to tally every time the behavior occurs
- Ask for student self-reports and corroborate those with staff

Class Participation Goals & Baselines

Goal	Baseline	Modifications
Participation: Raising Hands Goal _____ will [raise their hand and sit quietly to be called on, or volunteer to speak in group discussion for getting a turn to speak] on four or five opportunities as measured by self-report and teacher records.	Per teacher reports, _____ fails to follow classroom discussion norms at least X per class period/activity.	<ul style="list-style-type: none"> • Change to a percentage
Participation: Contributing Goal _____ will participate in whole or small group discussions by [raising his/her hand to speak, responding when called on by a teacher; volunteering to speak in class] at least X times per [period, day, week]	_____ is very quiet in class and, per self and teacher reports, volunteers to speak only about X times per X.	<ul style="list-style-type: none"> • Note that this is a tricky goal if the cause is shyness— in that case, an emotions focused goal might be better.



Self-Advocacy

These are my favorite goals, which is why there are so many! I think of these goals as the ten years out goals. What do you want students to be able to do in ten years and what can you do now to get them there?

Present Levels Tips

- Self-advocacy skills are often left out of present levels—but they are super important life skills! What can you say about how the child advocates for themselves? Do they ask for help, stand up when needed, take ownership in their IEP or set goals? If so, share it! If not, it might be worth mentioning it.

Possible Interventions

- Many of the interventions for self-advocacy are focused on fading—decreasing levels of adult support until the student can do it on their own. Students often need a lot of modeling and support when learning the skills but they can use them on more on their own. You can use contracts for this as a way to remind both you and the student to check in on self-advocacy, but often this is something that students are pretty motivated for!

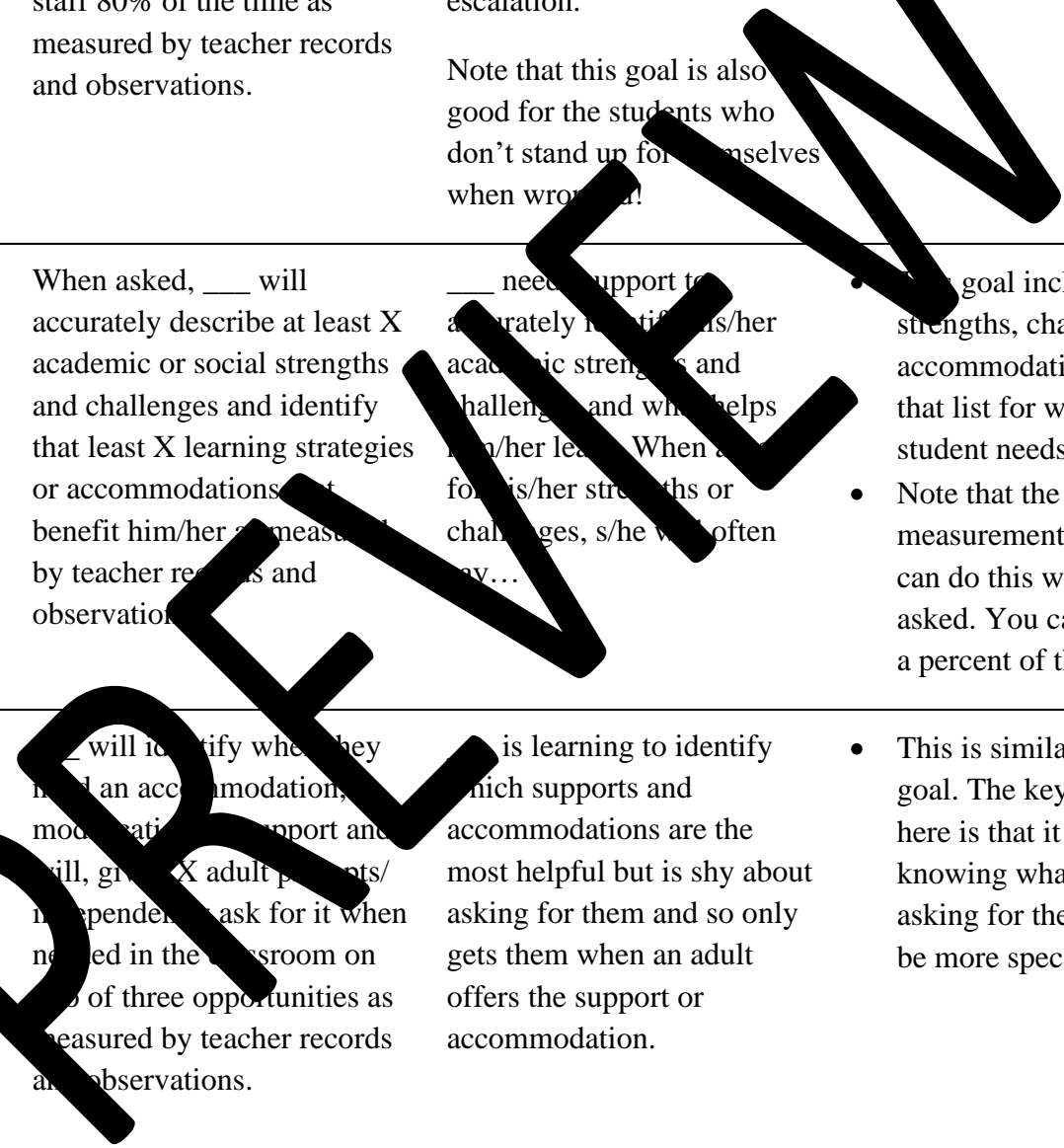
Assessments

- Student self reports
- Teacher records

Self-Advocacy Goals & Baselines

Goal	Baseline	Modifications
Self-Advocacy: Asking for Help Goal	Given a challenging task or situation, ___ will [follow a help seeking procedure] first try to solve it on their own and then asking for peer or adult support appropriate seek help and explain why it is needed attempt the challenging task before seeking help] 3 of 4 times as measured by student self report and teacher observations.	<ul style="list-style-type: none"> • Change the measurement. This is a hard one to measure so tweak it to work for you and the student!

<p>Self-Advocacy: Advocating Against Injustice Goal</p>	<p>Given [a social story; pre-teaching; reminders to use taught strategies], when _____ feels that a situation or rule is unfair or that s/he has been wronged, will appropriately voice their concerns and questions with staff 80% of the time as measured by teacher records and observations.</p>	<p>When ___ feels that a rule or situation is unjust, s/he will often respond in ways that can escalate the situation, including verbally confronting the offender, or, on X occasions in the past year, with physical escalation.</p> <p>Note that this goal is also good for the students who don't stand up for themselves when wronged!</p>	<ul style="list-style-type: none"> • Change how it is measured to reflect what is easiest for you to measure! What is the measure of success? • Adapt the supports-- what do you think a student needs to do this?
<p>Self-Advocacy: Learning Strengths & Needs Knowledge Goal</p>	<p>When asked, ___ will accurately describe at least X academic or social strengths and challenges and identify that least X learning strategies or accommodations that benefit him/her as measured by teacher records and observations.</p>	<p>___ needs support to accurately identify his/her academic strengths and challenges and what helps him/her learn. When asked for his/her strengths or challenges, s/he will often say...</p>	<ul style="list-style-type: none"> • This goal includes strengths, challenges, and accommodations. Edit that list for what you student needs! • Note that the measurement is that they can do this whenever asked. You can also add a percent of the time.
<p>Self-Advocacy: Learning Support Knowledge & Advocacy Goal</p>	<p>___ will identify when they need an accommodation, modification, support and will, give X adult parents/ independent ask for it when needed in the classroom on 2 of three opportunities as measured by teacher records and observations.</p>	<p>___ is learning to identify which supports and accommodations are the most helpful but is shy about asking for them and so only gets them when an adult offers the support or accommodation.</p>	<ul style="list-style-type: none"> • This is similar to the last goal. The key difference here is that it moves from knowing what they are to asking for them. You can be more specific as well.



Self-Advocacy: IEP Advocacy Goal

_____ will demonstrate an understanding of their learning strengths, challenges, and disabilities and advocate on his/her own behalf by communicating that knowledge to at least one school staff member not on their IEP team.

_____ is beginning to understand his/her disability related needs and academic strengths but is not yet self-advocating around those needs.

- There are a lot of ways to write disability specific advocacy goals. Students can run their own IEP meetings, ask for their own accommodations in class, articulate their legal rights, participate in a goal setting conference, or communicate an understanding of their goals. Choose what is right for your student!



Self Regulation

These goals are the most focused of any on skill building and helping the student build lifelong tools for success! There is a lot packed into the goals so edit them to fit your students!

Present Levels Tips

- Be specific about what you know on the student's triggers, feelings, and behaviors. If you have done any ABC work (antecedent, behavior, consequence), specify the ABCs.

Possible Interventions

Self-regulation is a taught skill! Occupational Therapists have a wide range of programs, which they will often readily share with you to use with all students, even non-OT ones.

- Some of the interventions I have used and liked are: mindfulness (CARE and Mindful Schools are the ones I have worked with, but there are lots of good curriculums out there); zones of regulation (from an OT who gave me all the materials); and the incredible five point scale. I recommend a full program, maybe paired with a social story, over a piecemeal approach.

Assessments

- Student self-reports
- Staff reports

Self-Regulation Goals & Baselines

	Goal	Baseline	Modifications
Self-Regulation: Label Emotions Goal	Given [visual and verbal prompts; a visual self-rating scale] ____ will [identify their current emotions; identify their level of anxiety/frustration/anger/stress] on three of four opportunities as measured by teacher records and observations	____ often needs extensive teacher support to identify what s/he is feeling, especially when s/he is upset.	<ul style="list-style-type: none"> • This can be switched to identifying emotions in other or in photos easily!
Self-Regulation: Strategy Practice Goal	When in a calm state, ____ will demonstrate at least X [self-regulation, anxiety reduction, stress reduction, self-calming] techniques that are helpful to him/her when upset and give at least X examples of a situation or condition that might cause him/her to need the technique on three of four trials as measured by teacher records	____ has been working on strategies that are helpful to regulate their emotions but is not yet independently able to identify or use them	<ul style="list-style-type: none"> • Add in support like social stories, a five-point scale, or pictures • Remove or replace the calm language • Change it to focus on either just demonstrating or just identifying when to use the strategy
Self-Regulation: Use of Strategies Goal	When ____ becomes [upset, anxious, stressed, angry] s/he will, with X or fewer prompts: 1) identify the emotion; 2) select a previously self-regulation strategy; 3) implement the strategy; and 4) rejoin the group within X minutes [on at least X occasions, 75% of the time] as measured by student self report and teacher records.	When ____ becomes upset in the classroom, s/he often needs considerable adult support to return to his/her emotional baseline and is often unable to rejoin the group for 15 or more minutes.	<ul style="list-style-type: none"> • This goal has a lot packed in! To simplify it, remove any of the numbers 1-4. • To make it more specific, put in the type of strategy (a strategy such as Zones of Regulation) or use terms from one of those (to return to a baseline or green/blue state) • This would be an ambitious goal for many students and so I might set the bar for success lower to total number of times to do this rather than a percent.



Social Skills

For students with Autism with social skills deficits, these goals are normally written by an SLP. In general, if you need social skills goals or supports ideas, check in with an SLP! They have amazing goal banks and intervention ideas that they can suggest. Be thoughtful as you write social skills goals about what supports and instruction you are going to offer to help them meet the goals- do you need to add counseling? Add extra service hours for recess?

Present Levels Tips

- What do recess staff say about the child? What do you observe during free time? What does the child say and what does their family say? All of these are part of this present level!

Possible Interventions

- Talk to related service providers about adding extra supports. SLPs, school psychologists, and school counselors can all work on social skills with students.
- To increase recess socialization you can 1) set up a weekly game station in your room; 2) work with school staff to set up a game station outside with preferred games; 3) pre-teach playground games like four square; 4) have a daily pre-recess check in with the student on their plan for the day; 5) set up a socialization incentive and check in post recess.
- This general set of interventions tends to work well for many social skills. The explicit teaching of skills, such as expected and unexpected behaviors, is often more the expertise of an SLP or counselor than teacher. Many SLPs are willing to do whole class instruction on social skills as long as the whole class includes at least one student in their case load that is often an easy way to get a student who doesn't qualify for SLP services some direct instruction that you can then reinforce!

Assessments

- Teacher observations
- Student self-reports

Social Skills Goals & Baselines

Goal	Baseline	Modifications
Social Skills: Personal Space Goal ____ will ask permission before hugging a peer or adult; touching a peer's property; touching a peer or adult] on three of four opportunities as measured by teacher records and observations.	____'s [caregivers, teachers, peers] report that he/she often hugs or pokes people's arms without their permission. ____'s teacher has noted that this has led to difficulties during rug work.	<ul style="list-style-type: none"> • Specify what the behavior is and what the preferred replacement behavior is. • Measurement can also include student self-report

**Social Skills:
Planning Goal**

During a pre-[recess; lunch] check in, ___ will identify [a peer they would like to play with or talk to; an activity they want to participate in; a peer they would like to sit with] and describe a plan for doing so on three of four opportunities as measured by teacher records.

Per staff and self-reports, ___ often plays on their own at recess. ___'s parents report that they would like to see him/her initiating interactions with peers more.

- This is a planning goal—what social activity does the student need to pre-plan? Should the check in include a social story or prompting? Is more teacher mediation needed?

**Social Skills:
Interaction
Goal**

Given [a pre-activity planning session; a preferred activity; a social story], ___ will [greet at least X peers by name at recess/lunch; initiate a conversation with at least X peers at recess/lunch; engage in cooperative play with at least 2 peer at recess] at least four times in a week as measured by student self-reports and staff observations.

School staff have noted that ___ often plays alone at recess. When asked, ___ identifies peers that s/he is interested in playing with but has not yet initiated the interaction.

- Change what supports the student needs prior to the activity
- Change what the target behavior is to reflect the key need of your student
- Change the measurement frequency



Transitions

Transitions are a particular area of challenge for many students, whether it is handling unexpected schedule change or ending a preferred activity. These goals are for those students!

Present Levels Tip

Try to be as specific as possible. What helps a student to transition? Then build whatever tips that helps into the goals!

Possible Interventions

- Visual timers or other timers to help students anticipate transitions.
- Social stories about transitions
- Visual schedules and schedule reminders

Assessments

- Staff observations

Transitions Goals & Baselines

Goal	Baseline	Modifications
<p>Transition: Timeliness Goal</p> <p>Given [a countdown timer; two prompts; schedule reminders; a visual schedule; a social story on transitioning] ___ will transition from one activity to the next at a similar rate to his/her peers, including when the transition is from a preferred to a nonpreferred activity, on three of four opportunities as measured by teacher records and observations.</p>	<p>___ can take up to X minutes to transition from one activity to the next. When the transition is from a preferred to a nonpreferred activity, the transition can take ___ minutes. ___ benefits from a [timer; social story; visual schedule; prompts] to help with transitions.</p>	<ul style="list-style-type: none"> • Add in the supports that help a student transition. • Specify the type of transition that is challenging for your student. • Add in comments such as “without complaints or protests” if that makes sense for your student.
<p>Transition: Changes Goal</p> <p>Given [a social story on schedule changes; a visual schedule with changes marked; advance warning changes], ___ adapt to significant schedule change, such as a drill or assembly, as evidenced by [no more than X protests transitioning to the new event at a similar rate to peers] on three of four opportunities as measured by teacher records and observations.</p>	<p>When presented with a schedule change such as an assembly or drill, ___ can become [upset; anxious; other emotion] and will, on about X% of schedule changes, [protest for X minutes; refuse the change; other behavior]</p>	<ul style="list-style-type: none"> • What is a successful adaptation for this student? Whatever it is, add it at the end! • What type of changes are particularly challenging? Specify them!



Transportation Safety

Assign transportation safety goal if the student takes the school bus and has any issues with safety or behavior on the bus.

Present Levels Tips

- The present levels on this can be tricky as, often, there is limited reporting by the bus driver. As a result, this is often written at a fairly high level, often by referring to bus referrals, suspensions, or complaints by the bus driver. It is very hard to measure whether a student is, for example, using appropriate language or volume on a bus. You need to write the goal to be measurable, which often means just focusing on safety broadly.
- The reporting limitations mean that this is rarely an IEP goal. Instead, teachers and families often set up safety contracts.

Possible Interventions

- One helpful strategy is to have the bus driver be the one to dispense small rewards so the student sees them giving out incentives as well as referrals and consequences. Stickers, or tickets that can be redeemed at school, often work well for this. Bus drivers are often fairly reluctant to do contracts do the time constraints so tickets or stickers tend to work better.
- If there are issues with other students, you generally want to make sure that your student has access to good headphones and an audio player for the bus—even if that requires an exemption.
- If there is a bus monitor, then a contract, can work well.

Assessments

- Bus records including referrals and suspensions

Transportation Safety Goals & Baselines

Goal	Baseline	Modifications
<p>Transportation: Safety Goal</p> <p>___ will consistently be safe on the school bus, as measured by [receiving no more than one referral during X; and a positive safety rating from the monitor/driver following 90% of trips]</p>	<p>___ received X referrals during X semesters</p>	<ul style="list-style-type: none"> • Schools and drivers vary widely in the supports they provide on buses so change this to resemble your bus situation.
<p>Transportation: Rules Goal</p> <p>___ will demonstrate knowledge of bus [rules; procedures] by restating [rules; procedures] to a staff correctly on three of four opportunities as measured by teacher observations and records.</p>	<p>___ is not yet able to state the correct procedures for entering, exiting, and maintaining safety on the bus.</p>	<ul style="list-style-type: none"> • This is about what a student can tell you about the bus when not on it—so change it to what exactly you want them to be able to tell you!
<p>Transportation: Entry and Exiting Goal</p> <p>___ will enter and exit from the bus following rehearsed bus procedures as measured by staff, caregiver, and bus driver reports.</p>	<p>___’s [bus drivers, caregivers, teachers] express concern about the [length of time it takes to enter; safety with which ___ enters] the bus.</p>	<ul style="list-style-type: none"> • Entry and exit are the easiest things to observe about bus riding but change this to whatever parts of the bus ride you want to target!



Work Completion and Time on Task

These goals all focus on students' academic productivity.

Present Levels Tips

- Before adding this to the IEP, try to understand not just the number of absences or tardies. While the goals might not shift, your intervention might depend on the reason. For example, is it because the child is refusing to come to school, because the caregiver oversleeps, or because of transportation challenges?
- Include number of days missed or tardy in the socioemotional present levels.

Possible Interventions

- For oversleeping: Work with the family on getting the student their own alarm and then incentivize the student for using it and arriving on time.
- For refusal to come to school: Look at the opening of the school day. Is there a way to make the first thing the student does fun? If so, if they come an extra 15 minutes early can they play a preferred game or see a preferred class?
- For tardiness or other challenges: Create an incentive contract with the student with rewards for timeliness.

Assessments

- School attendance records
- Staff reports of on time readiness in classes

Work Completion & Time on Task Goals & Baselines

Goal	Baseline	Modifications
Work Completion: Homework Goal	Given an electronic calendar to record assignments, _____ will write down, complete, and turn in _____ homework assignments that _____ s/he is turning in 80% or more of _____ assignments that _____ are measured by teacher records.	<ul style="list-style-type: none"> • Specify the supports that the student needs like teacher reminders, electronic reminders, a paper calendar, and so on. <p>Change the metric of success—like to, “within 24 hours of the due date.”</p>

Work Completion: Task Initiation Goal	When given an academic task at school, such as [a math worksheet; a writing assignment; a book to read; a station activity], _____ will, on 80% of opportunities, begin the assignment within X minutes with no more than X teacher prompts as measured by teacher records and observations.	When given a nonpreferred academic activity to do, _____ often engages in delaying techniques such as asking to go to the bathroom or looking for a pencil. S/he often requires three or more teacher prompts and up to ten minutes to start the activity.	<ul style="list-style-type: none"> Specify the type of task that the student is slow to start—for example, “a nonpreferred academic task” Specify the supports the student can get to start it, like the number of prompts
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Work Completion: Time on Task Goal	Given [a self-regulation checklist; a quiet space to work; a visual timer for the activity; noise cancelling headphones] and an independent work task, _____ will work steadily on the task for at least X minutes with X or fewer adult redirections to task on four of five opportunities as measured by teacher records and observations.	During classroom observations, _____ typically works under three minutes on a nonpreferred independent task before needing to be directed back to the task by a teacher.	<ul style="list-style-type: none"> Change the supports needed for the student to succeed Specify the type of task Change the metrics for success
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Work Completion: Planning Goal	Given a multi-step task [a graphic organizer; a digital planner; and pre-planning time and prompts], _____ will develop a plan that includes the needed materials, the steps required to complete the task, and the priority of each step [and execute the plan with X or fewer prompts from the teacher; and create a timeline and benchmarks for completion] on three of four opportunities as measured by teacher observations and records.	_____ is able to complete single step assignments well in class, like completing a worksheet, but struggles with multi-step assignments such as reading a book and writing a report on it. To complete multi-step assignments, _____ typically needs the teacher to break down the steps, create a plan, and monitor the execution of the plan.	<ul style="list-style-type: none"> Change the supports offered to the student Change what the student needs to do to meet the goal Specify the type of task—is this about homework, writing, all multi-step tasks?
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