

Social Emotional / Behavior Goals

Ideas and samples - to help with progress monitoring

CASEL 5 - [Link](#)

- 1) Specific - Write a goal in a targeted academic, behavioral, or functional area (i.e. reading, writing, social skills, etc.), include clear descriptions of the skills being taught or observed, how progress will be measured, direction of behavior (i.e. increase, decrease, maintain, etc.) and what environment progress will be measured in, and level of attainment (i.e. to age level, without assistance, with one adult reminder, etc.)
- 2) Measurable - You can count or observe it, basically you must use numbers and they must be meaningful. It is important that the baseline measurement is comparable to the goal measurement, this way we can see how much progress has been made in a year.
- 3) Attainable - It is best to write a goal you feel the child can and will achieve with the appropriate services and supports rather than to shoot too high. Remember, if the student exceeds expectations and meets their goal early, you should add a new goal to continue on the progress already made.
- 4) Relevant - Although we often pull from a goal bank, it is important to modify and individualize your goals to address the unique needs and disability of that particular student.
- 5) Time-Bound - Start by considering the baseline and present levels of the student, then decide what exactly they need to be able to do after one year of special education. You should be able to progress monitor goals at regular intervals.



1. Self Awareness - Be there, be Ready

By (date), after a classroom discussion about fixed mindset versus growth mindset, given (1) fixed mindset statement and (1) growth mindset statement about the same topic, and asked to identify the growth mindset statement, (name) will circle (1) growth mindset statement, for (4 out of 5) opportunities, as measured by a progress monitoring assessment.

By (date), during small group or 1:1 instruction with a familiar adult, when asked a question about their current emotional state, (name) will identify a current feeling by verbally selecting from a list of (5) illustrated emotion choices, for (4 out of 5) emotion identification opportunities, as measured by an observation checklist.

By (date), given an illustrated emotion scale, and asked to identify (1) current emotion, (name) will indicate their current emotional state on the scale in writing (e.g., drawing an x, circling), and write (1) corresponding emotion word to describe their current state (e.g., happy, mad, silly), for (4 out of 5) emotion tracking opportunities, as measured by a progress monitoring assessment.

By (date), when working independently (or another classroom setting) when (name) previously demonstrated learned helplessness behavior (e.g. impulsively asking for help, not attempting work, shutting down), (name) will try to solve the problem in (3) different ways (e.g. look at the example, re-read the directions, ask a friend) before asking the teacher for help and will ask no more than (3) questions during (15) minutes for (4 out of 4) independent work periods.

By (date), given an assignment that is challenging for the student and a verbal prompt to ask for help when needed (e.g., "Please complete the assignment and ask for help when needed."), (name) will verbally ask for help when they need assistance to complete the assignment, for (4 out of 5) opportunities, as measured by (3 out of 4) progress monitoring assessments.

- **Elementary (ASD):** Given a visual emotion chart, the student will identify their emotional state with 80% accuracy during morning check-ins.
- **Middle School (ADHD):** Student will describe 2 personal strengths and 1 area of need in weekly counseling sessions in 4 out of 5 trials.
- **High School (EBD):** Student will identify emotional triggers and describe them in journal entries with 80% accuracy over 6 weeks.

2. Self Management - Be Responsible (Behavior)

By (date), given (1) written and illustrated emotion, and an anchor chart of grade-level coping strategies, when verbally asked what strategy they could use to cope with the given emotion, (name) will verbally select (1) strategy from the chart and state (1) reason for the selection, scoring (2 out of 2) on (4 out of 5) observation tools.

By (date), when asked to give an example of a past specific school-related conflict (e.g., in the lunchroom, with a classmate), given an example response, (name) will write a description of (1) school-related conflict using a sentence starter (e.g., "A conflict that happened at school is ____."), for (4 out of 5) conflict identification exercises, as measured by a progress monitoring assessment.

By (date), after a discussion on growth mindsets, given a written assignment to identify a growth mindset statement from (3) options, where (1) example demonstrates a growth mindset and the others do not, (name) will identify the growth mindset statement in writing (e.g., by circling, highlighting), for (4 out of 5) growth mindset identification tasks, as measured by a progress monitoring assessment.

By (date), after receiving instruction on setting SMART goals, (name) will independently set one academic or personal goal, write it down, and outline at least three specific steps to achieve it, for (4 out of 5) goal-setting activities, as measured by a progress monitoring assessment.

By (date), given a visual first-then board and a verbal prompt to transition from one activity to another, (name) will transition to the new activity using the first-then board, for (4 out of 5) transitions, as measured by (3 out of 4) progress monitoring assessments.

By (date), when faced with a setback (e.g., poor grade, failed attempt), (name) will demonstrate resilience by identifying at least one way to improve or try again, for (4 out of 5) setbacks, as measured by a self-reflection journal or teacher checklist.

- **Elementary (ADHD):** Student will use a designated break card to request a break appropriately during non-preferred activities in 4 out of 5 opportunities.
- **Middle School (EBD):** Student will implement a self-regulation strategy (e.g., breathing, counting) when cued by a staff member in 80% of observed instances.
- **High School (ASD):** Student will develop and follow a weekly personal goal plan with support, meeting 85% of targets across 4 weeks.

3. Social Awareness - Be Respectful

By (date), after a group discussion about a grade-level current event/social topic, given a list of perspectives shared during the conversation (e.g. anchor chart, visual choice board), (name) will select (1) viewpoint shared by a classmate, and verbally indicate whether they agree or disagree, as measured by a teacher-created checklist (i.e. student rubric), for (4 out of 5) group discussions, as measured by a progress monitoring assessment.

By (date), after a teacher-led discussion about empathy, given a written reflection question during a 1:1 conversation about a situation when someone else showed them empathy, (name) will write the name of person and (1) sentence explaining how that person showed empathy, for (4 out of 5) reflection questions, as measured by an observation tool.

By (date), given a written emotion word (e.g., angry) and an image of a person (e.g., a frowning child with their arms crossed), when asked, in writing, to identify one thing the person is doing to show how they feel, (name) will write (1) physical cue the person is demonstrating that corresponds with the emotion, scoring (1 out of 1) on (4 out of 5) progress monitoring assessments.

By (date), when verbally asked to choose a familiar listening behavior from a written and illustrated anchor chart of listening behaviors (e.g., nod, ask clarifying questions), (name) will point to (1) listening behavior, scoring (1 out of 1) on (8 out of 10) progress monitoring assessments.

By (date), when verbally asked to demonstrate each of the four basic emotions (i.e. happy, angry, sad, afraid), (name) will correctly demonstrate the emotion through facial expression and body language (e.g. frowning and shaking a fist for angry) for (3 of 4) trials.

By (date), after reading a scenario in which multiple students have conflicting views (e.g., group project disagreements, different opinions on an event), (name) will identify and explain at least one alternative perspective, demonstrating an understanding of how others might feel, for (4 out of 5) scenarios, as measured by an assessment rubric.

4. Relationship Skills - Be Safe (Behavior) [Social Management](#)

By (date), during a 1:1 discussion about relationships with a familiar adult (e.g. teacher, counselor), when asked to think about a positive relationship with a familiar peer, (name) will verbally state (1) reason why they get along with the chosen peer, in (4 out of 5) 1:1 discussions about relationships, as measured by an observation checklist.

By (date), given a definition of peer pressure, and a written assignment to identify an example of peer pressure, (name) will circle the choice that describes peer pressure from (2) options, scoring (4 out of 5) on (4 out of 5) progress monitoring assessments.

By (date), while working 1:1 with a teacher, when verbally asked to define what a friend is, (name) will circle (1) friendship definition from (2) written and illustrated options, on (4 out of 5) progress monitoring assessments.

By (date), when students in the class are engaged in a disagreement, (name) will come up with a "Classroom Action Plan" that outlines (3-5) problems, goals and ways to achieve the goals for (4 out of 4) disagreements.

By (date), given a written scenario about a common challenge read-aloud (e.g., forgetting homework) and a verbal prompt to identify the challenge in the scenario, (name) will verbally identify the challenge, for (4 out of 5) identification opportunities, as measured by (3 out of 4) progress monitoring assessments.

By (date), given a grade-level scenario read aloud about a conflict with a peer (e.g., "Your friend took your toy.") and a verbal prompt to use an I-statement to express their feelings about the conflict, (name) will verbally state an I-statement (e.g., "I feel sad."), for (4 out of 5) opportunities, as measured by (3 out of 4) progress monitoring assessments.

By (date), when working in a group setting, (name) will actively participate by contributing one idea or solution during a group discussion and listening respectfully to others' ideas, for (4 out of 5) group activities, as measured by a teacher observation checklist.

- **Elementary (ASD):** Student will initiate greetings with peers using a visual prompt in 4 out of 5 opportunities.
- **Middle School (ADHD):** Student will use appropriate conflict resolution strategies in peer disputes with adult support in 3 out of 4 occurrences.
- **High School (EBD):** Student will demonstrate cooperative behavior during group work in 80% of sessions as observed by staff.

5. Responsible Decision Making - Follow Directions (Behavior)

Social Engagement

By (date), during a student-led check-in with an adult (e.g., teacher, counselor), when asked about stressors at school, given a check-in/check-out form with a list of familiar stress/anxiety triggers (e.g., name-calling, social media tags without consent, rumors), (name) will identify (1) trigger that causes personal stress/anxiety, for (4 out of 5) check-in opportunities, as measured by a check-in/check out form.

By (date), during a teacher-led discussion about stress in school, given an illustrated 3-point stress scale, (name) will self-assess their current stress level by indicating a number on the scale in writing (e.g., circling, checking off), in (4 out of 5) stress level identification opportunities, as measured by a progress monitoring assessment.

By (date), when asked to role play (1) school safety rule related to the current setting (e.g., remain seated on bus, wash hands before eating lunch, ask the teacher permission to use the bathroom), (name) will verbally select (1) safety rule from a written and illustrated list, and role play by demonstrating at least (1) observable element, with no more than (1) teacher prompt, scoring (2 out of 2) on (4 out of 5) observation tools.

By (date), when transitioning between activities at school and given a verbal direction by an adult (e.g. teacher or staff), (name) will follow at least (2) verbal directions within (10) seconds of receiving the directive in (4 of 5) opportunities to follow a directive.

By (date) when in the classroom, in order to meet work expectations, (name) will bring the expected items (e.g. pencils, crayons, glue) to the activity, care for the materials, and refrain from misuse (e.g. inappropriate play, damage to supplies) to avoid disruptions in positive work habits due to insufficient materials for (4 out of 4) attempts in bringing expected items.

- **Elementary (ADHD):** Student will use a 'stop-think-act' card to identify choices and outcomes in 4 out of 5 structured decision-making tasks.
- **Middle School (ASD):** Given a social story, student will identify the best choice and consequence in 3 out of 4 scenarios.
- **High School (EBD):** Student will evaluate potential outcomes and make appropriate decisions in role-play activities in 4 of 5 sessions.

6. WA State has a 6th standard ~

Self Efficacy - Individuals can motivate themselves, persevere, and see themselves as capable.

- 3A: Demonstrate the skills to set, monitor, adapt, persevere, achieve, and evaluate goals
- 3B: Demonstrate problem solving skills to engage responsibly in a variety of situations
- 3C: Demonstrate awareness and ability to speak on behalf of personal rights and advocacy.

Early Elementary (Grades K–2)

Goal:

Given adult modeling and visual support, [Student] will demonstrate increased self-efficacy by identifying one personal strength and stating one way they can ask for help in the classroom, in 3 out of 4 trials, as measured by teacher observation and student self-report.

Objectives:

1. [Student] will identify one activity they feel confident in doing, with adult support, in 3 out of 4 sessions.
 2. [Student] will state one way to ask for help during a task, with a visual prompt, in 3 out of 4 opportunities.
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Upper Elementary (Grades 3–5)

Goal:

[Student] will demonstrate increased self-efficacy by identifying a personal goal, outlining steps to achieve it, and reflecting on progress weekly, with 80% accuracy across 4 consecutive weeks.

Objectives:

1. [Student] will set one academic or behavioral goal using a teacher-provided template.

2. [Student] will list at least two action steps to work toward the goal.
 3. [Student] will complete a weekly check-in to evaluate progress with minimal adult prompting.
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Middle School (Grades 6–8)

Goal:

[Student] will build self-efficacy by independently selecting and using appropriate self-advocacy strategies in academic or social situations in 4 out of 5 opportunities, as measured by teacher data collection.

Objectives:

1. [Student] will describe three strategies they can use when they encounter a challenge at school.
 2. [Student] will identify situations where they used one of the strategies and reflect on its effectiveness weekly.
 3. [Student] will demonstrate one strategy during a role-play or real classroom interaction, with no more than one prompt.
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High School (Grades 9–12)

Goal:

[Student] will increase self-efficacy by setting, planning, and monitoring personal goals for academic or career-related tasks, demonstrating progress in 4 out of 5 opportunities over a 9-week period.

Objectives:

1. [Student] will use a goal-setting template to create a SMART goal relevant to school or future plans.
2. [Student] will update a progress tracker or journal weekly to reflect on success and barriers.
3. [Student] will engage in monthly conferencing with a teacher or counselor to evaluate progress and revise strategies as needed.

Objectives and Dimensions	Ranges (color-coded)									
SOCIAL-EMOTIONAL										
1. Regulates own emotions and behaviors										
a. Manages feelings	■	■	■	■	■	■	■	■	■	■
b. Follows limits and expectations	■	■	■	■	■	■	■	■	■	■
c. Takes care of own needs appropriately	■	■	■	■	■	■	■	■	■	■
2. Establishes and sustains positive relationships										
a. Forms relationships with adults	■	■	■	■	■	■	■	■	■	■
b. Responds to emotional cues	■	■	■	■	■	■	■	■	■	■
c. Interacts with peers	■	■	■	■	■	■	■	■	■	■
d. Makes friends		■	■	■	■	■	■	■	■	■
3. Participates cooperatively and constructively in group situations										
a. Balances needs and rights of self and others	■	■	■	■	■	■	■	■	■	■
b. Solves social problems	■	■	■	■	■	■	■	■	■	■

■ Birth to 1 year

■ 1 to 2 years

■ 2 to 3 years

■ Preschool 3 class

■ PreK 4 class

■ Kindergarten

■ First Grade

■ Second Grade

■ Third Grade

- Birth to 1 year
- 1 to 2 years
- 2 to 3 years
- Preschool 3 class
- PreK 4 class
- Kindergarten
- First Grade
- Second Grade
- Third Grade

Birth to Gr. 3 - [LINK](#)

OSPI Benchmark - [LINK](#)

Point sheet sample - [LINK](#)

Supporting Student Behavior - [LINK](#) (HM's work)

Example Goal: Identifying Emotion

Ways of breaking down skill:

1. Type of visual or prompt to help identify emotions
2. Describe situation that led to emotion
3. Increasing accuracy of definition of emotions (sadness vs. grief)
4. Accurate identification of emotion (does emotion correspond with situation/reality)
5. Definition or description of emotion identified
6. Success Criteria (X out of 5 opportunities)
7. Identification of coping strategy
8. Follow through with coping strategy.

Give Example

Elementary School

By (date), given an *illustrated* emotion scale and asked to identify their current emotion, (name) will indicate their current emotional state on the scale in writing (e.g., drawing an “x,” circling), and write one corresponding emotion word to describe their current state (e.g., happy, mad, silly), for 4 out of 5 emotion-tracking opportunities, as measured by a progress monitoring assessment.

Middle School

By (date), given a *written* list of emotions and/or emotion scale and asked to identify their current emotion, (name) will indicate their current emotional state by selecting or writing the emotion word, and write one corresponding strategy they could use to respond to that emotion, for 4 out of 5 emotion-tracking opportunities, as measured by a progress monitoring assessment.

High School

By (date), when asked to identify their current emotion without visual prompts, (name) will verbally describe their current emotional state using at least one emotion word and one coping or problem-solving strategy, following through with that strategy, with no more than one verbal prompt, for 4 out of 5 emotion-tracking opportunities, as measured by a progress monitoring assessment.