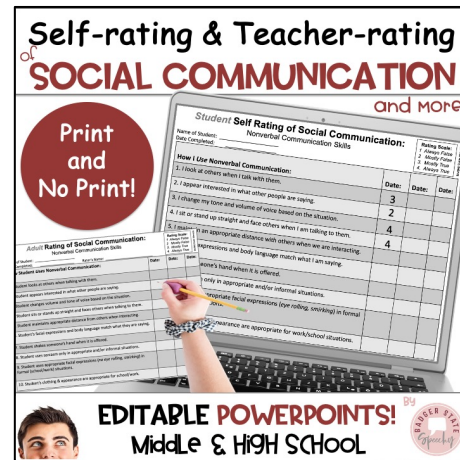


Thanks for checking out this IEP goal bank

from



This goal bank is on the **self regulation**. If you need help defining exactly what skill your student needs practice with, please check out these informal social communication measures:



About this goal bank:

In this set, you will find examples of IEP goals regarding self regulation. These goals are a starting point and should be modified to fit the needs of the client or student.

Be sure to involve the team, including the student, when writing goals.



IEP GOAL BANK:

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IEP GOAL BANK:

Size of the Problem

1. Given a hypothetical situation with a visual depiction, student will a) use at least two words to describe the emotional reaction of the character, b) label the size of the problem, and c) choose the best solution to the problem from 3-5 choices as measured by the speech language pathologist over 3 data collection points during the IEP or reporting period.
2. When frustrated, student will a) use at least 2 words to describe their own emotional reactions to their own problem, b) state if their reaction matches the actual size of the problem in ____ of ____ measured situations in a small group setting facilitated by an adult.
3. When presented with a problem (non-preferred task, frustrating situation, criticism/correction), student will accurately a) state the size of the problem, b) determine the appropriate emotional response and emotional regulation technique (take a break, talk with teacher, take a deep breath, etc.) so they can return to task at hand in ____ of ____ trials as measured by speech language pathologist during this IEP or reporting period.



IEP GOAL BANK:

Self Regulation

1. Student will describe at least 3 of their personal strengths and provide 2 ideas about how to effectively use those to self regulate in 2 of 3 data probes.
2. Student will match the types of self regulation strategies to the different situations for 80% of trials.
3. Student will identify at least 3 strategies or compensation skills that work best for them in self-regulatory situations.
4. Student will explain and communicate two environmental needs that may trigger inappropriate regulation responses over 2 of 3 data probes.
5. Student will identify at least two specific environmental modifications or accommodations and explain why they are needed to help with self-regulation, for 2 of 3 data probes.
6. When student becomes upset, frustrated, or angry, they will use a self-regulation/coping strategy (movement break, deep breathing, break, deep pressure/heavy work activity, etc.) to avoid engaging in unexpected behaviors, with one reminder, on 3 of 4 situations, as measured by observations and teacher reports.



IEP GOAL BANK:

Self Regulation

1. Student will improve their self-regulation skills as demonstrated by utilizing a tool (e.g. inner coach, sensory support, calming break) to aid in regulating to an expected emotional state (e.g. green zone - which is when we feel calm, happy, content, and focused) with one adult reminder on 3 of 5 instances in _____ setting, as measured over two-week period by the SLP.
2. By the end of the reporting period, when changes in routine occur, student will maintain self-control during their speech sessions, with use of tools or strategies, 70% of the time, as documented by the SLP.
3. Given a behavior, student will a) identify where it lies on Buron's five-point scale (threatening behavior, scary behavior, odd behavior, reasonable behavior and very informal behavior) and will label the perspective/point of view of 2 people about this behavior, and b) develop their own five-point scales related to challenging social behaviors, both for 80% of situations (baseline ____%).
4. By the end of the IEP or reporting period, when given a difficult task, student will use an emotional regulation strategy in a calm manner in ____ of ____ situations observed and assessed over 3 data collection points by SLP.



IEP GOAL BANK:

Sportsmanship

1. Student will handle defeat appropriately in a competitive sport or board game situation by congratulating the winner without grumbling or engaging in other unexpected behaviors in _____ of _____ situations as measured by the SLP over 5 observations during this IEP or reporting period.
2. By the end of the reporting period, the student will identify and use at least three coping strategies to manage frustration during games or sports activities in 70% of observed situations.

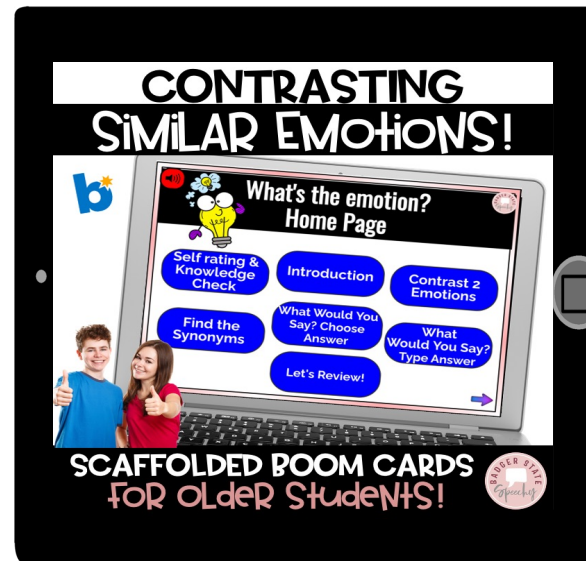
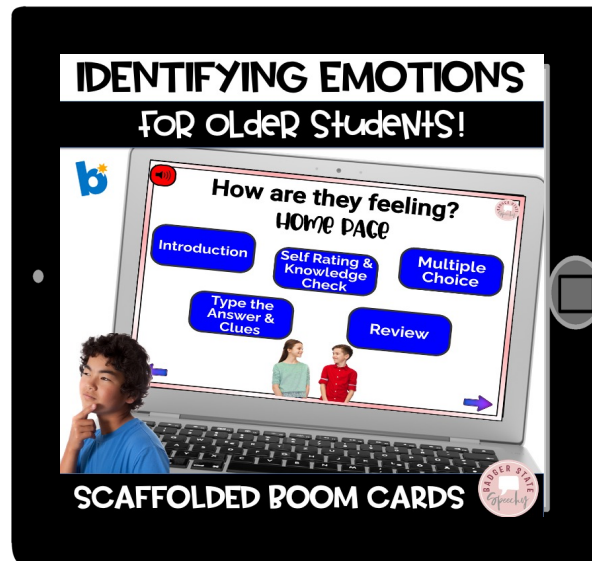
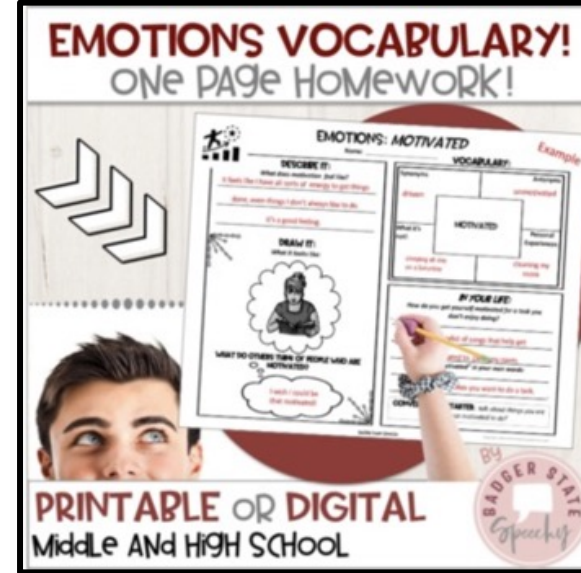
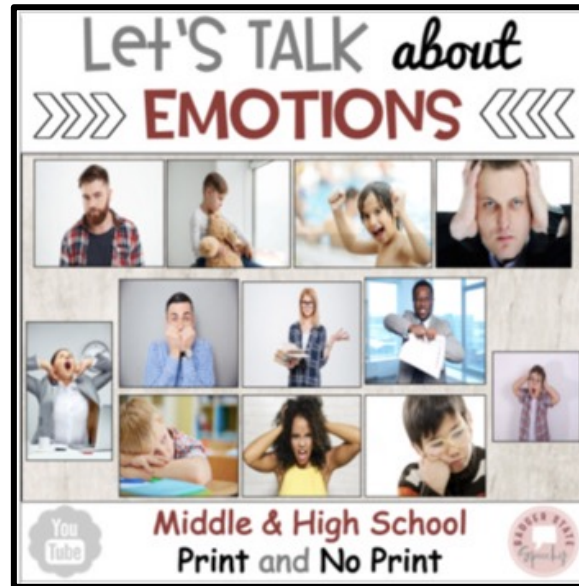
You might find other applicable goals in my other goal banks!



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