

COUNSELING IEP GOALS & OBJECTIVES
Social Functioning

ANNUAL GOAL: The student will make measurable progress in the area of social functioning.

SHORT-TERM OBJECTIVES:

The student will demonstrate coping strategies for dealing with stress in social situations . . .

by identifying ways to reduce social stress (1 strategy per stressful situation)

✓ through an increase in positive peer interactions (at least 1 positive interaction per period)

by initiating interactions with peers (2 of 5 interactions are self-initiated)

by working cooperatively in groups (90% of opportunities)

The student will demonstrate appropriate social skills with peers . . .

by increasing positive peer interactions (4 of 5 interactions are positive; S's on conduct grades)

by accepting responsibility for his actions (for 90% of the behaviors attributable to him)

by choosing appropriate solutions to conflicts (4 of 5 conflicts are positively resolved)

by accurately interpreting social interactions (3 of 5 interactions are interpreted accurately)

The student will demonstrate appropriate social skills with adults . . .

by increasing compliant behavior (compliance with 90% of teacher requests)

by decreasing overly dependent behavior (1 or 0 undue requests for help per day)

The student will demonstrate self-control in social situations . . .

by decreasing negative peer interactions (no more than 10% of interactions are negative)

by decreasing negative statements to others (no more than 20% of statements are negative)

by decreasing threats to harm others (1 or 0 threats per month)

by choosing appropriate ways to express anger (4 of 5 expressions of anger are appropriate)

by decreasing aggression (1 or 0 aggressive incidents per semester)

by reacting appropriately in conflict situations (4 of 5 reactions are appropriate)

COUNSELING IEP GOALS & OBJECTIVES
Emotional Functioning

ANNUAL GOAL: The student will make measurable progress in the area of emotional functioning.

SHORT-TERM OBJECTIVES:

The student will demonstrate accurate perceptions of events & interactions . . .

- through a decrease in perceptual distortions (fewer than 10% of situations are distorted)
- by avoiding negative interpretations of positive events and interactions (3 of 5 interpretations are accurate)
- by discriminating between reality and fantasy (90% of verbalizations are reality-based)
- by reacting appropriately (4 of 5 reactions are appropriate)
- by taking responsibility for his behavior (4 of 5 opportunities)

The student will demonstrate self-acceptance . . .

- through a decrease in self-deprecating comments (no more than 10% of self-statements are negative)
- by accurately identifying personal strengths and weaknesses (4 of 5 self-statements are accurate)

The student will demonstrate coping strategies for dealing with stress . . .

- by communicating perceptions, thoughts, and emotions appropriately (3 of 5 opportunities)
- by identifying ways to reduce stress (1 strategy per stressful situation)
- through a decrease in somatic complaints (1 or 0 trips to the nurse per 6-weeks)
- through a decrease in compulsive behavior (positive response to redirection 90% of the time)
- by resolving situations constructively (3 of 5 situations are positively resolved)
- by reacting appropriately to disappointments (90% of disappointments are positively resolved)
- through a decrease in suicidal ideation (0 suicidal comments per semester)

The student will demonstrate coping strategies for dealing with stress in academic situations . . .

by identifying ways to reduce academic stress (1 strategy per stressful situation)

by attending school regularly (2 or fewer absences per semester)

The student will demonstrate self-control in frustrating situations . . .

by identifying ways of managing frustration (1 strategy per frustrating situation)

through a decrease in agitated behavior (1 or 0 episodes of agitation per week)

through a decrease in emotional outbursts (1 or 0 emotional outbursts per week)

The student will demonstrate positive decision-making . . .

through a decrease in self-defeating behavior (1 or 0 maladaptive choices per semester)

by making constructive choices (90% of opportunities)

The student will demonstrate initiative in defining & pursuing personal goals . . .

by identifying personal goals and the steps to achieve them (at least 4 realistic goals)

through involvement in extra-curricular activities related to personal goals (at least one activity per semester)

through an increase in work production (90% of work completed)

by attending school regularly (2 or fewer absences per reporting period)

The student will demonstrate self-control in stressful situations . . .

through a decrease in agitated behavior (1 or 0 episodes of agitation per week)

through a decrease in emotional outbursts (1 or 0 emotional outbursts per week)

The student will demonstrate self-confidence . . .

through an increase in the number of tasks attempted (90% of tasks are attempted)

by increasing task completion (90% of assignments are completed)

COUNSELING IEP GOALS & OBJECTIVES
Behavioral Functioning

ANNUAL GOAL: The student will make measurable progress in the area of behavioral functioning.

SHORT-TERM OBJECTIVES:

The student will follow school rules . . .

as evidenced by a decrease in disciplinary referrals (1 or 0 office referrals per month)

as evidenced by a decrease in disruptive behavior (1 or 0 disruptive incidents per week)

The student will demonstrate productive behavior in academic situations . . .

by increasing on-task behavior (on task 90% of the time)

by increasing task completion (90% of assignments are completed)