

Behavior IEP Goal Scaling Template

Use this template to create clear, measurable, and effective IEP behavior goals using the Behavior Goal Scaling approach. This structure helps teams define present levels, shape progress, and support student growth over time.

1. Present Level of Performance

Describe the student's current behavior using observable and specific terms. Include context, frequency, and any known triggers.

2. Short-Term Target Goal

State the specific behavior you hope to see within the next 6–12 weeks. Include measurable criteria and any supports or conditions.

3. Initial Objective

Define the first sign of progress. This step should be achievable and build confidence.

4. Secondary Objective

Describe what comes next if the initial objective is met. Continue shaping the behavior with increasing independence or generalization.

5. Plan for Generalization

If the student is successful, how will the skill be transferred to other settings, tasks, or times of day?

Example Goal: Taking Breaks

Step 1: Student & Behavior Focus

Student Name: Shane Burton

Behavior to Increase or Decrease: Self-regulation skills when frustrated (Taking Space)

Why is this behavior a priority? How will improvement in this area indicate that the behavior plan is working?

Step 2: Behavior Goal Scaling Table

<p>Present Level of Performance</p>	<p>During class, when presented with a non-preferred academic task, Shane has never requested and utilized a 5-minute break using appropriate and respectful communication with his teachers.</p>
<p>Initial Objective</p>	<p>Before February, Shane will work with his counselor to coordinate a meeting with his math teacher to discuss, role-play, and agree upon how to request a 5-minute break during lessons if needed.</p>
<p>Secondary Objective</p>	<p>By the end of February, when given a non-preferred task in math class, Shane will follow prompts or reminders to request and take a 5-minute break in approximately 2 out of 5 opportunities.</p> <p>(Note: If Shane refuses to take a break but agrees to process with the teacher afterward, this may still count as progress.)</p>

Target Goal (Short-Term)

By the end of March, when asked to complete a non-preferred academic task in math class, Shane will request a 5-minute break and return on time in 4 out of 5 opportunities using agreed-upon communication, without being argumentative.

Exceeds Goal (Generalization/Expansion)

Expand this skill into Language Arts and Science classes, assuming success in Math. Shane will request and utilize a 5-minute break in at least one other core academic subject with similar expectations.

Progress Monitoring Strategy

Use Behavior Advantage Frequency and Duration Data Tool or Rating Scale to document whether Shane requests and uses the break appropriately. Periodically review data at team meetings to adjust supports if needed

Tip: Consider starting in one subject or setting, then generalizing as the student progresses.
Use the ABC format when describing behaviors (Antecedent–Behavior–Consequence).

Step 1: Student & Behavior Focus

Student Name:	
Behavior to Increase or Decrease:	

Step 2: Behavior Goal Scaling Table

Present Level of Performance	
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Target Goal (Short-Term)	
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Secondary Objective	
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Target Goal (Short-Term)	
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Exceeds Goal (Generalization/Expansion)	
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Progress Monitoring Strategy	
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