

Behavior IEP Goals — 3rd – 5th Grade

17 measurable goals written to IDEA standards. Replace [student] and [date]; adjust criteria to the student's baseline.

By upper elementary, goals should start fading adult support and asking the student to self-monitor and self-advocate. A replacement behavior that only shows up with one familiar adult hasn't generalized — write at least one goal that requires it across two or more adults or settings.

SELF-REGULATION IN INDEPENDENT SETTINGS

1. When experiencing frustration or conflict, [student] will independently select and use a coping strategy from a personal toolbox before the behavior escalates, in 4 of 5 observed opportunities.
2. [student] will identify early warning signs of their own escalation and request support before reaching a crisis level, in 4 of 5 documented opportunities.
3. [student] will remain in the general education classroom during a non-preferred task or transition for the full period, with no more than 1 redirection, across 4 of 5 observations.

FUNCTIONAL COMMUNICATION & REPLACEMENT BEHAVIOR

4. Instead of the target behavior, [student] will use a taught replacement (verbal request, break card, self-advocacy statement) across all observed settings, in 4 of 5 opportunities, as measured by staff data.
5. [student] will independently request a break, using an agreed-upon method, before reaching an escalated state, in 4 of 5 observed opportunities across 3 consecutive weeks.
6. [student] will accept “no” or a denied request from an adult without engaging in the target behavior, in 4 of 5 observed opportunities.

SELF-MONITORING & INDEPENDENCE

7. [student] will complete a self-monitoring checklist at [X] points during the day, with 80% agreement with staff observation, across 4 of 5 school days.
8. [student] will independently use a calm-down space or strategy without adult prompting when self-identified as escalating, in 4 of 5 documented opportunities.
9. [student] will chart their own behavior data with adult support fading toward independence, across 4 of 5 data collection periods.

FOLLOWING EXPECTATIONS ACROSS SETTINGS

10. [student] will meet behavior plan expectations across 3 different settings (classroom, specials, cafeteria), with no more than [X] incidents per setting per week.
11. [student] will follow adult directions within the first or second prompt, with 80% compliance across 4 of 5 observed opportunities.
12. [student] will transition between settings or activities independently within [X] minutes of the cue, in 4 of 5 observed transitions.

REDUCING THE TARGET BEHAVIOR

13. The frequency of the target behavior will decrease from a baseline of [X] incidents per week to [Y] or fewer, as measured by staff frequency data across 4 consecutive weeks.
14. The duration of target-behavior episodes will decrease from a baseline of [X] minutes to [Y] minutes or less, as measured by staff timing data across 3 consecutive occurrences.
15. [student] will remain free of the target behavior for a full class period or day, increasing from a baseline of [X] to [Y] consecutive periods or days.

SELF-ADVOCACY

16. [student] will advocate for a needed accommodation (extra time, a break, a seating change) using an appropriate request, in 4 of 5 observed opportunities.
17. [student] will accept feedback or correction from an adult without arguing or shutting down, in 4 of 5 observed opportunities.

Using These Behavior Goals at 3rd – 5th Grade

Function drives the goal

A behavior that gets attention needs a different replacement than one that escapes a task. Know the function from the FBA before writing the replacement goal.

Fade the adult, not the expectation

Self-monitoring goals should explicitly plan to fade adult prompting over time, not just measure accuracy at one fixed support level forever.

Track episodes by setting, not just by day

A student calm in a 1:1 setting but escalated in whole-class instruction needs goals that name the setting, or the data will look inconsistent for no clear reason.

Generalization is the real target

A replacement behavior that only shows up with one familiar adult hasn't generalized yet. Require it across at least two adults or settings before calling it mastered.

Every criterion here is a placeholder. Set the real number from this student's own baseline — collected with a frequency, interval, or duration sheet — not from a chart or a round number.

Tired of rebuilding these forms every year?

IEP Goal Writer also drafts your BIP and FBA sections from the same student profile — free to try at iepgoalwriter.pro