

Behavior IEP Goals — Middle School

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

A middle schooler's behavior plan lives or dies on whether all 6 teachers collect data the same way — keep the measurement simple enough that a substitute could use it. Goals should also start shifting from staff-managed accommodations toward student-initiated self-advocacy.

SELF-REGULATION ACROSS MULTIPLE CLASSROOMS

1. Across all class periods, [student] will independently use a coping strategy before escalating, with no more than 1 staff prompt per day, across 4 of 5 school days.
2. [student] will identify personal escalation triggers and proactively request a break or check-in before reaching a crisis level, in 4 of 5 documented opportunities across settings.
3. [student] will remain in class during a non-preferred task or peer conflict without leaving the room, with no more than 1 redirection, across 4 of 5 observed class periods.

SELF-ADVOCACY & COMMUNICATION

4. [student] will request accommodations or support (extended time, a break, clarification) using appropriate language, in 4 of 5 observed opportunities.
5. Instead of the target behavior, [student] will use a taught replacement across all class settings, as measured by staff frequency data, in 4 of 5 opportunities.
6. [student] will initiate a check-in with a designated staff member at the start or end of the day, without prompting, across 4 of 5 school days.

PEER CONFLICT & IMPULSE CONTROL

7. [student] will respond to a peer conflict or provocation using a taught strategy (walk away, use words, get an adult) rather than the target behavior, in 4 of 5 documented opportunities.
8. [student] will accept redirection or correction from an adult without arguing, in 4 of 5 observed opportunities across all class settings.
9. [student] will remain free of office discipline referrals related to the target behavior, decreasing from a baseline of [X] per month to [Y] or fewer.

SELF-MONITORING & INDEPENDENCE

10. [student] will complete a daily self-monitoring form or point sheet with 80% agreement with staff ratings, across 4 of 5 school days, with adult prompting fading.
11. [student] will independently access a calm-down pass or space and return to class within [X] minutes without additional incident, in 4 of 5 observed opportunities.
12. [student] will identify the function of their own target behavior (attention, escape, sensory, tangible) when discussing it with staff, with 80% accuracy across 4 of 5 discussions.

REDUCING THE TARGET BEHAVIOR ACROSS SETTINGS

13. The frequency of the target behavior will decrease from a baseline of [X] incidents per week across all classes to [Y] or fewer, as measured by staff data across 4 consecutive weeks.
14. [student] will complete a full class period without the target behavior in a previously high-risk setting, increasing from a baseline of [X] to [Y] consecutive periods.
15. [student] will transition between class periods without incident, with no more than 1 redirection total per day, across 4 of 5 school days.

PREPARING FOR INDEPENDENCE

16. [student] will use a personal coping plan (written or app-based) to self-manage stress during a non-preferred task, without staff initiation, in 4 of 5 observed opportunities.
17. [student] will accept a change in routine or an unexpected schedule change without engaging in the target behavior, in 4 of 5 documented opportunities.

Using These Behavior Goals at 6th – 8th Grade

Six teachers means six data streams

A middle schooler's plan only works if every teacher collects data the same simple way — build the method around what a substitute could actually do.

Self-advocacy replaces adult-managed accommodations

Shift goals from “staff will provide a break” to “student will request a break,” building the skill they'll need without an IEP.

Office referrals are a lagging indicator

By the time a referral happens, the smaller replacement-behavior data already showed the trend. Track referrals as a secondary measure, not the primary one.

Know the function before targeting reduction

Reducing a behavior without teaching the function it served (escape, attention, sensory, tangible) usually produces a new problem behavior instead of a solved one.

Direct Behavior Ratings and point sheets are baseline-driven, not benchmark-driven — there is no fixed number that applies across students. Set every criterion from this student's own data.

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