

Behavior IEP Goals — High School

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

High school behavior goals should mirror wherever the transition plan is pointing — a workplace, a college classroom, independent living — not just the current classroom. Self-management should be replacing staff-managed systems by senior year, not still running on a teacher's chart.

SELF-REGULATION IN LESS STRUCTURED SETTINGS

1. [student] will independently use a self-selected coping strategy to manage frustration or stress during an unstructured setting (hallway, lunch, study hall), in 4 of 5 documented opportunities.
2. [student] will identify personal triggers and request support before reaching a crisis level, in 4 of 5 opportunities across all settings.

WORKPLACE & CLASSROOM PROFESSIONALISM

3. [student] will accept feedback or correction from a supervisor or teacher without arguing or shutting down, in 4 of 5 observed opportunities.
4. [student] will arrive to class or a work-based learning placement on time and prepared, with no more than [X] tardies or absences related to the target behavior per month.
5. [student] will maintain appropriate behavior for a full class period or work shift, increasing from a baseline of [X] to [Y] consecutive periods or shifts.

SELF-ADVOCACY & INDEPENDENCE

6. [student] will request accommodations or support directly from a teacher or supervisor, without an adult intermediary, in 4 of 5 observed opportunities.
7. [student] will participate in their own IEP meeting by stating at least 2 of their own goals, strengths, or needs, with support fading across the school year.
8. [student] will independently access a self-regulation strategy or space without staff prompting when identified as escalating, in 4 of 5 documented opportunities.

CONFLICT & IMPULSE MANAGEMENT

9. [student] will respond to a peer or social conflict using a taught strategy (walk away, use words, get help) rather than the target behavior, in 4 of 5 documented opportunities.
10. [student] will accept a denied request or “no” from an authority figure without engaging in the target behavior, in 4 of 5 observed opportunities.
11. [student] will remain free of disciplinary referrals related to the target behavior, decreasing from a baseline of [X] per semester to [Y] or fewer.

TRANSITION-READY SELF-MANAGEMENT

12. [student] will use a self-monitoring or self-management system (checklist, app, planner) with fading adult support, achieving 80% independent completion across 4 of 5 weeks.
13. [student] will manage a change in schedule or an unexpected transition without engaging in the target behavior, in 4 of 5 documented opportunities.
14. [student] will demonstrate the behavior expectations of a specific postsecondary or workplace setting named in the transition plan, with 80% consistency across 4 of 5 observed opportunities.
15. The frequency of the target behavior will decrease from a baseline of [X] incidents per month to [Y] or fewer, as measured by staff data across a full semester.
16. [student] will independently de-escalate using a personal coping plan, without needing an adult to intervene, in 4 of 5 documented crisis-risk opportunities.

Using These Behavior Goals at 9th – 12th Grade

Match the goal to the transition plan's setting

A goal about “classroom behavior” doesn't transfer to a workplace or postsecondary setting. Write it for wherever the student is actually headed.

Self-management should replace staff-managed systems

The token chart a staff member ran in 9th grade should become a self-tracked app or planner by 12th, with the student — not the teacher — driving it.

Practice accepting “no” before graduation

Tolerating a denied request from a supervisor or professor is a skill that has to be explicitly taught and measured, not assumed.

IEP meeting participation is itself a behavior goal

A student who states their own strengths and needs in the meeting is practicing self-advocacy under real stakes, not just talking about it.

Behavior criteria at this age should be set with the student, not just for them — self-management goals work better when the student helped choose the target 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