

Behavior IEP Goals — Kindergarten – 2nd Grade

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

Choose the measurement by the shape of the behavior: frequency counts for quick, discrete events (calling out, leaving the seat); interval recording for ongoing states (on-task, stimming); duration for how long an episode lasts. Unlike reading or math, behavior has no norm chart — the target number comes from this student's own baseline.

SELF-REGULATION & COPING SKILLS

1. When frustrated or upset, [student] will independently use a taught calming strategy from a choice board before engaging in the target behavior, in 4 of 5 observed opportunities.
2. [student] will identify their own emotional state using a 1-5 scale or feelings chart, with 80% agreement with an adult's rating, across 4 of 5 trials.
3. [student] will remain in the classroom during a non-preferred task for [X] minutes with no more than 1 redirection, across 3 consecutive observations.
4. [student] will independently use a self-selected calm-down space when identified as escalating, without adult prompting, in 4 of 5 observed opportunities.

FOLLOWING DIRECTIONS & COMPLIANCE

5. [student] will comply with an adult direction within 30 seconds of the first request, with no more than 1 additional prompt, in 8 of 10 observed opportunities.
6. [student] will follow a multi-step direction (3 or more steps) given once, with 80% accuracy across 4 of 5 trials.
7. [student] will transition between activities or settings within [X] minutes of the cue, with no more than 1 verbal reminder, across 4 of 5 observed transitions.

REPLACEMENT BEHAVIOR & FUNCTIONAL COMMUNICATION

8. Instead of the target behavior, [student] will use a taught replacement (raising a hand, requesting a break, asking for help) in 4 of 5 opportunities, as measured by staff frequency data.
9. [student] will request a break using an agreed-upon signal before escalating, in 4 of 5 observed opportunities across 3 consecutive weeks.
10. [student] will ask an adult for help when stuck on a task, rather than engaging in the target behavior, in 4 of 5 observed opportunities.

CLASSROOM EXPECTATIONS & IMPULSE CONTROL

11. [student] will raise a hand and wait to be called on before speaking during whole-group instruction, in 8 of 10 observed opportunities.
12. [student] will remain seated during independent work time for [X] minutes, with no more than 1 redirection, across 3 consecutive observations.
13. [student] will keep hands and materials to self during instruction, with 0-1 incidents per observed period, across 4 of 5 observations.

SELF-MONITORING

14. [student] will rate their own behavior on a simple visual scale at 2 checkpoints during the day, with 80% agreement with the teacher's rating, across 4 of 5 school days.
15. [student] will identify whether an example behavior is "expected" or "unexpected" for the setting, with 80% accuracy across 4 of 5 trials.
16. [student] will self-correct a behavior when given a nonverbal cue from an adult, without additional verbal prompting, in 4 of 5 observed opportunities.
17. [student] will use a behavior chart or token system to track their own points throughout the day, with no more than 1 reminder, across 3 consecutive days.

Using These Behavior Goals at Kindergarten – 2nd Grade

There is no norm chart for behavior

Unlike reading or math CBM, behavior has no universal benchmark. The criteria should come from this student's own baseline data, not a guess.

Self-monitoring builds toward independence

Even at this age, having a student rate their own behavior on a simple scale — and comparing it to staff — starts the self-awareness later goals depend on.

Write the replacement behavior into the goal

“[Student] will use a break card instead of leaving the room” tells a new teacher what to teach. “[Student] will reduce elopement” does not.

Use interval recording for ongoing behaviors

On-task behavior, stimming, and off-task talking are hard to count individually. Check at set intervals instead of trying to tally every instance.

Direct Behavior Ratings and point sheets do not have fixed norms — the research is clear that behavior measurement is baseline-driven, not benchmark-driven. Collect the baseline first.

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