DESCRIPTION OF IEP GOALS RELATING TO THE SOCIAL/EMOTIONAL BEHAVIOR DOMAIN IN EXCEPTIONAL STUDENT EDUCATION (ESE)

Following is a list of social/emotional behaviors that are considered when writing IEP goals for an Emotional/Behavioral Disabled Child:

**Personal Adjustment—Effective Skills:**

- Adjusting to environmental changes
- Handing of new situations
- Recognition of emotions
- Coping with frustration
- Understanding strengths and weaknesses
- Self-awareness
- Self-determination
- Self-advocacy
- Self-esteem
- Self-confidence
- Acceptance of defeat
- Tolerating frustration
- Pride in accomplishment
- Self-control
- Compliance
- Responsibility for own actions
- Accepting consequences of actions
- Appropriate Attention Getting
- Coping with demands of a variety of settings
- Independent task completion
- Coping with stress

**Interpersonal Relationships—Skills Involved in Relating to Others:**

- Peer interaction
- Involvement in per group activities
- Physical self-control
- Self-assertion
- Demonstration of trust
- Eye contact
- Physical proximity
- Facial expressions
- Greetings
- Turn taking
- Sharing materials
- Initiating peer interaction
- Initiating adult interaction
- Courtesy
- Tact
- Verbal introductions
- Giving assistance
- Respect for others’ property
- Working in a group on a common goal
- Accepting assistance from others

**EXAMPLES OF SOCIAL/EMOTIONAL GOALS ARE:**

1. **Compliance:** By (date), when given a request, _______________ will comply with the adult’s request with (100%) accuracy in (3 of 4) trials as measured by teacher/staff observation and/or documentation.

2. **Expressing needs:** By (date), when in a conflict situation, ______________ will use words to express his/her needs without using physically aggressive behavior (i.e. hitting, kicking) (90%) of the time during (2 of 3) situations as measured by observation and data collection.

3. **Peer interaction:** By (date), when given the opportunity for peer interactions (lunch, recess, in-class collaboration), ______________ will initiate and maintain appropriate conversations and/or activities with peers (75%) of the time in (3 out of 4) opportunities as measured by observation and charting.