

IEP Goal and Baseline Alignment Toolkit

Behavior & Emotional Regulation Goals

A print-ready bank of measurable SMART goals by domain, plus a goal-quality rubric for scoring any draft goal before it goes to the team. Print the bank, or build a custom goal live in the free IEP Goal Builder.

HOW TO USE THIS BANK

Find a goal near the student's need, then swap in the student's name and adjust the criterion to match the baseline you already have on file. Each goal is tagged with an age band and a skill level so you can pick a fair starting point.

WHAT'S INSIDE

- 20 measurable starter goals for Behavior & Emotional Regulation, each tagged with an age band and a skill level.
- A Goal-Quality Rubric to score any draft goal against the five SMART criteria before it goes to the team.
- Every other domain in the full IEP Goal Bank, or build a custom goal live in the free IEP Goal Builder.



MAKE IT LIVE

Build a measurable goal live in the free IEP Goal Builder.

<https://www.spectrumunlocked.com/tools/iep-goal-builder>

20 starter goals for Behavior & Emotional Regulation, in US Letter.

Behavior & Emotional Regulation

Self-regulation, coping strategies, transitioning between activities, recognizing internal states, and recovering from dysregulation.

1. Given a frustration trigger (denied request, transition, sensory overload), [student] will use a learned coping strategy (deep breath, fidget, request a break) before escalating in 4 out of 5 opportunities across 4 consecutive weeks, as measured by behavior tracking data.
Elementary **Developing**
2. Given a 5-minute warning before a transition, [student] will move to the next activity within 60 seconds without protest behaviors in 4 out of 5 transitions across 4 consecutive weeks.
Early Childhood **Developing**
3. Given a 1-to-5 emotion scale or visual aid, [student] will identify their current emotional state in 80% of opportunities across 4 consecutive sessions.
Elementary **Developing**
4. Given a stressful situation, [student] will request a sensory break or use a learned self-regulation tool independently in 4 out of 5 opportunities across 4 consecutive weeks.
Elementary **Developing**
5. Given a non-preferred task (academic or daily living), [student] will begin the task within 2 minutes of being prompted in 80% of opportunities across 4 consecutive weeks.
Elementary **Developing**
6. Given an environment with sensory triggers (noise, lights, crowds), [student] will use a self-advocacy phrase (e.g., "I need a break," "this is too loud") in 4 out of 5 opportunities across 4 consecutive weeks.
Elementary **Developing**
7. Given a meltdown event, [student] will recover (return to baseline, resume task) within 15 minutes in 80% of episodes across 4 consecutive weeks, as measured by behavior tracking data.
Elementary **Developing**
8. Given a body-scan check-in twice per day, [student] will identify one physical signal of dysregulation (tight shoulders, fast breathing, clenched hands) in 80% of opportunities across 4 consecutive weeks, as measured by self-check log.
Early Childhood **Emerging**
9. Given an unexpected sensory trigger (fire drill, loud assembly), [student] will use a pre-taught calming sequence (move to a quiet spot, use noise-reducing headphones, count to 10) in 4 out of 5 opportunities across 4 consecutive weeks, as measured by behavior tracking data.
Early Childhood **Developing**
10. Given a 3-minute visual timer for a preferred activity ending, [student] will end the activity without protest in 4 out of 5 opportunities across 4 consecutive weeks, as measured by behavior tracking data.
Early Childhood **Established**
11. Given a self-monitoring chart, [student] will rate their regulation level 3 times during the school day and choose a matching strategy in 80% of opportunities across 9 weeks, as measured by self-monitoring log.
Middle **Developing**
12. Given a frustration trigger in an academic setting, [student] will pause, name the trigger, and select a coping strategy independently in 4 out of 5 opportunities across 9 weeks, as measured by behavior tracking data.
Middle **Established**

13. Given a peer or staff interaction that feels unsafe or unfair, [student] will use a calm verbal or written script to report the concern to a trusted adult in 4 out of 5 opportunities across 9 weeks, as measured by counselor log.
- Middle Developing
14. Given a workplace or community setting, [student] will recognize a rising stress signal and use an independently chosen regulation tool (walk, water, music) in 4 out of 5 opportunities across 9 weeks, as measured by transition-services log.
- High School Developing
15. Given a setback or disappointment (lost item, plan change, low grade), [student] will recover and resume the next planned activity within 10 minutes in 80% of opportunities across 9 weeks, as measured by behavior tracking data.
- High School Established
16. Given a wearable or app-based regulation tracker, [student] will log 3 daily check-ins and review the trend with a staff member weekly in 80% of opportunities across 9 weeks, as measured by tracker log.
- High School Established
17. Given table work at home and access to a break card, [student] will use the card to request a break instead of leaving the table in 4 out of 5 observed instances across 2 consecutive weeks, as measured by caregiver frequency data.
- Elementary Developing
18. Given a 5-minute warning before a transition, [student] will move to the next activity without escalation in 4 out of 5 transitions across 4 consecutive weeks, as measured by a daily caregiver tally.
- Early Childhood Developing
19. Given a frustrating task and a taught calming strategy, [student] will use the strategy before escalating in 3 out of 4 observed opportunities across 4 consecutive weeks, as measured by caregiver ABC notes.
- Elementary Emerging
20. Given the end of a preferred screen activity and a visual timer, [student] will hand over the device within 2 minutes without escalation in 4 out of 5 opportunities across 3 consecutive weeks, as measured by a caregiver checklist.
- Middle Developing

These are starter goals to customize for the individual student, not legal advice; follow your district policies and the student's IEP team.

Goal–Quality Rubric

Read a draft goal against each SMART criterion, score it 1 to 3, and note what to fix. A goal is ready for the IEP team when every row scores a 3.

Criterion	What a strong goal shows	Score 1–3	Note to fix
S Specific	Names one observable skill and the exact condition it is performed under.		
M Measurable	States a number you can count or a percent you can calculate from data.		
A Achievable	Reaches beyond the baseline but stays within one year of instruction.		
R Relevant	Ties to a documented need and helps the student access the curriculum or daily life.		
T Time-bound	Sets a review window (weeks, sessions) and a data collection method.		
Total	Ready for the team at 15. Revise any row under 3.		

MORE FREE TOOLS



EVERY DOMAIN

Browse the whole goal bank by domain, age band and level, and print any part of it.

<https://www.spectrumunlocked.com/tools/iep-goal-bank>



ACCOMMODATIONS

Over 150 accommodations for IEP and 504 plans, free to browse and print.

<https://www.spectrumunlocked.com/tools/accommodations-bank>

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