Behavior/ Social Skills Goal Bank

Classroom Skills *Following Instructions *Getting the Teacher's Attention *On-Task Behavior *Group-Work *Being Prepared

Interacting with Others *Friendship-Making *Conversation *Dealing with Conflict *Activities

Skills for Dealing with Feelings

Alternatives to Aggression

Classroom Skills

*Following Instructions

Given a verbal instruction, STUDENT will look at the person, say "okay," and do it right away on 4/5 incidents by following all 3 steps with 100% accuracy.

When given instructions in the classroom, STUDENT will begin the task with only 1 prompt within 1 minute of receiving the instruction at 100% accuracy for 5 consecutive days.

When given a written instruction, STUDENT will read the instructions completely, do each instruction in the order in which they are written, and find the appropriate adult to ask about instruction if HE has questions on 4/5 incidents by following all 3 steps with 100% accuracy.

Given a set of 5 written instructions, STUDENT will follow them in sequential order with 80% accuracy on 5/5 trials.

During class, STUDENT will not make noises with objects with no more than 1 reminder each day on 4/5 days.

When given permission to leave HIS seat by a teacher, STUDENT will go directly to the specific location and immediately return to HIS seat with 100% accuracy on 4/5 incidents.

When STUDENT is instructed to change to another activity, HE will do so within 2 minutes on 4/5 trials.

When walking down the hallway, STUDENT will keep hands and feet to HIMSELF, keep voice quiet, and walk in arrangement as directed by the teacher on 4/5 incidents by following all 3 steps with 100% accuracy.

*Getting the Teacher's Attention

When STUDENT needs to get the teacher's attention, HE will look at the teacher, raise HIS hand, wait to be acknowledged, and ask the question on 4/5 incidents by following all 4 steps with 100% accuracy.

When STUDENT has a question, HE will get the person's attention appropriately, look at the person, use a pleasant tone of voice, use words such as "please," "would," "may I," listen to the person's answer, and then thank the person for his or her time on 4/5 incidents by following all 6 steps with 100%.

When STUDENT needs help, HE will look at the person, ask if he or she has time to help, clearly describe what kind of help HE needs, and thank the person for helping HIM on 4/5 incidents by following all 4 steps with 100% accuracy. If STUDENT needs help, HE will raise HIS hand, wait to be called on, and explain what kind of help HE needs on 4/5 incidents by following all 3 steps with 100% accuracy.

When STUDENT doesn't understand a written or oral direction, HE will ask questions to clarify 100% of the time in 4/5 incidents.

*On-Task Behavior

Given a distraction in the classroom, STUDENT will mind HIS own business by not looking at the distraction, keep working, not responding, and reporting the distraction, if necessary, on 4/5 incidents by following all 6 steps with 100% accuracy.

When given a task to complete, STUDENT will listen carefully to instructions, assemble necessary materials, begin working neatly and promptly, remain focused until task is completed, examine product to ensure it is complete, and check back with the person who assigned the task by following all 6 steps with 100% accuracy on 4/5 tasks.

When given a task, STUDENT will remain on task by looking at his task, thinking about the steps needed to complete it, focusing HIS attention on it, only stopping task when teacher gives HIM permission, and ignoring distractions and interruptions by others on 4/5 tasks by following all 5 steps with 100% accuracy.

When STUDENT is faced with a task HE has never had to do before, HE will request permission to do task, think through steps needed to complete task, breathe deeply and try HIS best, and ask for help or advice if task is difficult on 4/5 incidents by following all 4 steps with 100% accuracy.

When given time to work in class, STUDENT will use the provided class time to work on an assigned task for 90% of the given work time in 4/5 incidents.

Given an assignment, STUDENT will read directions and explanations before asking for teacher help 100% of the time in 4/5 incidents.

 Given a written assignment, STUDENT will complete the written task legibly and turn it in on clean, tear-free paper each day with no more than one paper returned to be redone each day for 4/5 days.

When given an assignment, STUDENT will demonstrate on-task behavior by sitting quietly at HIS seat, looking at HIS materials, and performing the task for 15 out of 20 minutes on 4/5 trials.

While seated, STUDENT will demonstrate appropriate in-seat behavior by sitting with HIS feet on the floor and keeping all four legs on the chair in contact with the floor needing no more than 1 prompt per day for 5 consecutive days.

When working on a task, STUDENT will complete the task before going on to the next task with 100% accuracy on 4/5 trials.

Given independent work, STUDENT will complete the assignment on HIS own at 70% accuracy for 7 consecutive days.

When given a new task, STUDENT will start task promptly, remain on task without being reminded, continue working until task is complete, and check back with the person who assigned the task on 4/5 incidents by following all 4 steps with 100% accuracy.

When given a task or direction STUDENT will begin the task within 1 minute and remain on task for a minimum of 10 minutes independently with no more than 2 prompts on 8 out of 10 independent tasks, as measured by staff data.

Given a maximum of one verbal cue, STUDENT will attend to a non-preferred, small-group activity and/or independent assignment, without protest, and remain on task with no task avoidance (bathroom, getting a jacket, tying shoes, sharpening pencil, etc.) for 20 minutes, in 3 out of 4 trials, as measured by observations and staff documentation.

 STUDENT will demonstrate on task-behavior in the general education setting for 75% of intervals during a 10 minute period, with the use of an appropriate fidget and one adult reminder, in 4/5 trials, as measured by observation and data.

 STUDENT will attend (sit still, eyes on teacher, hands to self, quiet voice) to a task during large and small group instruction across settings for a 10 minute period with no more then 1 teacher prompt in 4 out of 5 trials as measured by teacher charted data.

With movement breaks and the use of self-regulation strategies, STUDENT will demonstrate the ability to attend to a task for an average 75% of intervals in a 20 minute class period.

With the use of taught self-regulation strategies and self-monitoring checklists, STUDENT will independently begin a task (including non-preferred tasks) within 2 minutes of direction for an average of 80% of opportunities, across environments.

With the use of taught self-regulation strategies and self-monitoring checklists, once STUDENT has began an independent task, he will then remain focused on the task for at least 10 minutes, free from adult prompts, for an average of 80% of opportunities, across environments.

When given an assigned task, STUDENT will independently complete an assignment/task, and ask for assistance, if needed, with 80% accuracy in 5 out of 5 consecutive trials, in a small group setting, as measured by teacher-charted observations.

When given a non-preferred task paired with the use of self-regulation strategies and rewards systems, STUDENT will begin the task within 1 minute, and complete the appropriately modified version of the task within a predesignated appropriate amount of time (with use of timer) on 8 out of 10 opportunities, as measured by staff data.

 ***Group-Work**

When STUDENT wants to participate in an activity, HE will request to be a part of the activity, cooperate with others in the group, use a pleasant voice when talking with others, and remember to follow guidelines established for the activity on 4/5 incidents by following all 4 steps with 100% accuracy.

When working in a group, STUDENT will use an appropriate voice level with no more than 1 prompt from the teacher in 5 group activities.

When working with a group, STUDENT will discuss what goal needs to be achieved with group, decided what HIS role is, give and accept help with peers, follow rules and share materials, give praise to others in group in 4/5 incidents by following all 5 steps with 100% accuracy.

*Being Prepared

When STUDENT needs to be somewhere, HE will be on time by knowing exactly where HE needs to go and how long it will take to get there, allow plenty of time to get there, go directly there, and check in with who HE needs to when HE arrives following all 4 steps with 100% accuracy so that HE is on time on 4/5 incidents.

When going to a class, STUDENT will come prepared for the class by bringing all necessary materials (books, papers, homework, and writing tools), being on time, and handing in homework and assignments as requested by the teacher on 4/5 class periods by following all 3 steps with 100% accuracy.

When going to class, STUDENT will determine what materials HE needs for the class, gather those materials together, take only those materials HE needs for class, and take HIS materials to class on 4/5 class periods by following all 4 steps with 100% accuracy.

Given an assignment, STUDENT will write down the assignment in HIS logbook at 100% accuracy for 5 consecutive days.

Given an assignment, STUDENT will record 90% of assignments given each day correctly in daily logbook in 4/5 days.

When STUDENT has missing or make-up assignments, HE will independently ask the teacher for the assignment with 100% accuracy in 2/3 trials.

When STUDENT has free time, HE will first check that all of HIS work is done, decide which activities are appropriate to do, choose one, and begin the activity on 4/5 incidents by following all 4 steps with 100% accuracy.

When STUDENT has homework, HE will write down the homework assignment in HIS assignment notebook, take home necessary materials to complete assignment, get started on homework promptly, complete assignment neatly, make sure homework and materials are returned by next day by following all 5 steps with 100% accuracy on 4/5 assignments.

Interacting with Others

*Friendship-Making

When meeting someone new, STUDENT will introduce HIMSELF by looking at the person, using a pleasant voice, offering an appropriate greeting such as "Hi, my name is..." shaking the person's hand, and telling the person it was nice meeting him/her when leaving on 4/5 encounters by using all 5 steps with 100% accuracy.

When greeting another person, STUDENT will look at the person, use a pleasant voice, and say "hi" or "hello," following all 3 steps with 100% accuracy on 4/5 encounters.

When STUDENT wants to give a compliment, HE will look at the person, speak clearly in a pleasant voice, tell him or her exactly what HE likes, and give the other person time to respond on 4/5 incidents by following all 4 steps with 100% accuracy.

When given a compliment, STUDENT will look at the person giving the compliment, use a pleasant tone of voice, thank the person for the compliment, and avoid looking away or denying the compliment following all 4 steps with 100% accuracy on 4/5 incidents.

*Conversation

When talking with others, STUDENT will look at the person, use a pleasant voice, ask questions when appropriate, and not interrupt using all 4 steps with 100% accuracy on 4/5 conversations.

When talking with another person, STUDENT will maintain an appropriate voice tone by looking at the person, listen to the level of voice tone HE is using, speak slowly and calmly following all 3 steps with 100% accuracy on 4/5 incidents.

When STUDENT wants to join a conversation, HE will look at the people who are talking, wait for a point when no one else is talking, make an appropriate comment that relates to the conversation, choose words that are not offensive, and give other people a chance to participate by following all 5 steps with 100% accuracy in 4/5 conversations.

When STUDENT wants to initiate a conversation, HE will look at the person HE wants to talk with, wait until no one else is talking about another topic, use a calm and pleasant voice, and begin a conversation topic that is not offensive by asking a question or making a statement about the topic on 4/5 conversations by following all 4 steps with 100% accuracy.

When STUDENT needs to get another person's attention, HE will wait until the other person is finished speaking or available, look at the person, get the person's attention by saying "Excuse me..." and wait until that person acknowledges HIM on 4/5 incidents by following all 4 steps with 100% accuracy.

When a situation occurs in which STUDENT needs to interrupt, HE will stand where HE can be seen, wait for the person to acknowledge you, begin with "Excuse me for interrupting, but..." be specific about request or information, and thank the person for his or her time on 4/5 incidents by following all 5 steps with 100% accuracy.

When listening to others, STUDENT will look at the person who is talking, sit or stand quietly, wait until the person is through before HE speaks, and show that HE understands by saying "OK," "Thanks," or "I see," on 4/5 incidents by following all 4 steps with 100% accuracy.

When STUDENT makes a request, HE will look at the person, use a clear and pleasant voice, make HIS request in the form of a question, remember to say thank you if the request is granted or accept no if request is denied on 4/5 incidents by following all 4 steps with 100% accuracy.

*Dealing with Conflict

When STUDENT needs to correct another individual, HE will look at the person, remain calm and use a pleasant voice, begin with a positive statement, be specific about the behavior, tell why it is a problem, and listen to the other person's explanation on 4/5 conversations by following all 6 steps with 100% accuracy.

When STUDENT needs to apologize, HE will look at the person, use a serious and sincere voice tone, begin by saying "I want to apologize for..." or "I'm sorry for..." take responsibility for HIS action by not giving an excuse, ask for the person's forgiveness, and thank the person for listening on 4/5 incidents by following all 6 steps with 100% accuracy.

When accepting an apology from another person, STUDENT will look at the person who is apologizing, listen to what he or she is saying, remain calm, and thank the person for the apology following all 4 steps with 100% accuracy on 4/5 incidents.

When STUDENT needs to report another youth's behavior, HE will find the appropriate adult, look at the person, use a clear voice, specifically state the behavior HE is reporting, give a reason for HIS concern, and answer any questions HE is asked truthfully on 4/5 incidents by following all 6 steps with 100% accuracy.

When STUDENT is experiencing negative peer pressure, HE will look at the person, use a calm and assertive tone of voice, state clearly that HE does not want to participate, suggest an alternative activity, continue to say "no" if the person persists, and leave the situation if necessary on each incident by following all 6 steps with 100% accuracy.

*Activities

When STUDENT wants to offer help, HE will ask the other person if he or she needs help, listen to what the person needs, offer to help in ways in which HE can, and do what HE agrees to do for the person on 4/5 incidents by following all 4 steps with 100% accuracy.

When offered help, STUDENT will accept the assistance by looking at the person, thanking him or her for offering, allowing person to help or politely decline assistance if it is not needed on 4/5 incidents by following all 3 steps with 100% accuracy.

When STUDENT wants to volunteer for an activity, HE will look at the person, use a clear voice, ask to volunteer for a specific activity or task, and thank the person and check back when task is completed on 4/5 incidents by following all 4 steps with 100% accuracy.

When STUDENT needs to wait for HIS turn, HE will sit or stand quietly, keep HIS arms and legs still, avoid whining or begging, and engage in activity when directed to do so by adult on 4/5 incidents by following all 4 steps with 100% accuracy.

When STUDENT wants to borrow something, HE will make a polite request of the person HE wishes to borrow from, accept "No" if the person declines, find out when the possession needs to be returned if the person agrees, and promptly return materials in same condition as when HE borrowed them on 4/5 incidents by following all 4 steps with 100% accuracy.

When playing a game, STUDENT will display sportsmanship by playing according to the rules, avoiding fighting or criticizing others, accepting winning without bragging, accepting losing without complaining, and thanking other players for participating on 4/5 games by following all 5 steps with 100% accuracy.

When playing a game, STUDENT will review the rules, decide with the other players who starts the game, remember to wait HIS turn, and accept winning or losing by saying something positive to the person HE is playing with by following all 4 steps with 100% accuracy on 2/3 games.

On the playground, STUDENT will participate in play activities with HIS peers for at least 10 minutes in 4/5 recess breaks.

When asked to share an object, STUDENT will share the material with a peer 80% of the time in 4/5 incidents.

Skills for Dealing with Feelings

When STUDENT disagrees with something, HE will express HIS feelings by looking at the person, using a pleasant voice, saying, "I understand how you feel," and explaining why HE feels differently, give a reason for HIS feelings, and listen to the other person by following all 6 steps with 100% accuracy on 4/5 incidents.

When feeling angry, STUDENT will breathe slowly and deeply, relax tense body areas, and ask calmly to be by HIMSELF for a few minutes if needed by following all 3 steps with 100% accuracy on 4/5 incidents.

When others are angry, STUDENT will look at the person, remain calm and breathe deeply, use a neutral voice and facial expression, avoid critical or sarcastic comments, listen to what the other person is saying, remove HIMSELF from situation if person becomes aggressive or abusive, and report the incident to an adult in 4/5 situations by following all 7 steps with 100% accuracy.

When faced with a change, STUDENT will identify exactly what is changing, ask questions, remain calm, and explain feelings concerning change on 4/5 incidents by following all 4 steps with 100% accuracy.

When faced with a change in routine, STUDENT will accept the change without becoming upset with 100% accuracy on 4/5 incidents.

When STUDENT wants to express HIMSELF, HE will choose words that reflect HIS thoughts and feelings, avoid blaming statements, and avoid using profanity or slang terms on 4/5 situations by following all 3 steps with 100% accuracy.

When STUDENT becomes upset, HE will think about how HIS body feels, decide what HE would call the feeling, and say to HIMSELF "I feel _____," on 4/5 incidents by following all 3 steps with 100% accuracy.

Alternatives to Aggression

In a role-play situation, STUDENT will demonstrate how to accept teacher assistance to make an appropriate decision in conflict situation 7/7 trials at 100% accuracy.

In a peer conflict situation, STUDENT will accept teacher assistance to make appropriate decision 4/5 trials for 5 days.

In a peer conflict situation, STUDENT will demonstrate appropriate peer mediation skills to resolve the conflict at 100% accuracy for 4 consecutive weeks.

When faced with a conflict, STUDENT will remain calm and relaxed, listen to what other party is saying, think of options and discuss which ones they can agree on, and if the situation becomes aggressive HE will remove HIMSELF and inform an adult on 4/5 incidents by following all 4 steps with 100% accuracy.

When told "no" for an answer, STUDENT will look at the person, say "okay," stay calm, and if HE disagrees, HE will ask later by following all 4 steps with 100% accuracy on 4/5 incidents.

When given a criticism or a consequence, STUDENT will look at the person, say "okay," and not argue on 4/5 incidents by following all 3 steps with 100% accuracy.

When faced with a problem, STUDENT will define exactly what the problem is, brainstorm possible options, consider disadvantages of options, consider advantages of options, and choose the best option on 4/5 problems by following all 5 steps with 100% accuracy.

When STUDENT is faced with a defeat or loss, HE will look at the person who won, remain calm and positive; say "Good game" or "Congratulations," on 4/5 incidents by following all 3 steps with 100% accuracy.

When being teased, STUDENT will either choose to ignore the teasing or say how HE feels in a calm way or give a reason for the person to stop with 100% accuracy on 4/5 incidents.

When STUDENT needs to relax, HE will breathe deeply, tighten and relax tense body areas, instruct HIM to remain calm, visualize a relaxing scene, and count backwards to help HIM calm down on 4/5 incidents by following all 5 steps with 100% accuracy.

When accidentally bumped by a peer, STUDENT will respond by saying "excuse me," moving aside, or ignoring the exchange with 100% accuracy on 4/5 exchanges.

Given an anger producing situation with a peer, STUDENT will walk away from the peer when HE becomes angry, annoyed, or upset 100% of the time on 4/5 trials.

When angry, STUDENT will express HIS anger with non-aggressive words by using "I messages" to describe how HE feels with 100% accuracy on 4/5 incidents.