**Developing Goals for Behavioral, Social, and Emotional Concerns**

*Guidance for Problem Solving and IEP Teams*

**Defining the Problem**

1. How do you characterize the student’s problems? Primarily…

\_\_\_ Behavioral \_\_\_ Social \_\_\_Emotional

2. What are the specific target behaviors requiring intervention?

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3. How do these behaviors affect the student’s educational progress?

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**Documenting Existing Interventions (past and current)**

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| Intervention | Dates, Details, Effectiveness |
| Increased Structure |  |
| Behavior plan/contract |  |
| Monitoring by teacher/specialist |  |
| Classroom guidance lessons |  |
| General Ed counseling (group/indiv.) |  |
| Teacher/Parent consultation |  |
| Interventions outside of school |  |
| Medications |  |
| Other |  |

**Assessing the Appropriateness of IEP Counseling**

1. Have past/current interventions been given sufficient time to judge their effectiveness? \_\_\_

2. Are the parents/guardians and student amenable to counseling at school? \_\_\_

3. Does the student attend regularly? \_\_\_

4. What competencies does the student have that would maximize the effectiveness of counseling?

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**Outlining a Plan of Action:**

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| Interventions | Person(s) Responsible | Timeline |
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