

## *Sample* Educationally Related Mental Health Services (ERMHS) Goals

### **Work Completion/On-Task Behavior/Class Participation**

By [DATE], 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 8/10 independent tasks, as measured by observation and staff charted data.

By [DATE], [STUDENT] will remain on-task during a non-preferred activity or assignment without protest when given a maximum of one verbal or visual prompt, as evidenced by absence of task avoidance behavior (e.g. bathroom, getting a jacket, tying shoes, sharpening pencil, etc.) in a 20 minute period on 4/5 consecutive trials, as measured by observation and staff charted data.

By [DATE], [STUDENT] will utilize an appropriate fidget and/or one adult reminder in order to demonstrate on task-behavior within the general education setting with 80% accuracy for a 10 minute period, in 4/5 consecutive trials, as measured by observation and staff charted data.

By [DATE], [STUDENT] will utilize predetermined learned movement breaks and self-regulation strategies in order to attend to a task for up to 20 minutes with 80% accuracy on 4/5 consecutive trials, as measured by observation and staff charted data.

By [DATE], [STUDENT] will utilize learned self-regulation strategies and self-monitoring checklists [PROVIDE SPECIFIC EXAMPLE] in order to independently begin a task (including non-preferred tasks) within 2 minutes of direction on 4/5 consecutive trials, as measured by observation and staff charted data.

By [DATE], [STUDENT] will utilize learned self-regulation strategies and self-monitoring checklists [PROVIDE SPECIFIC EXAMPLE], to independently remain on-task as evidenced by looking toward material, writing, maintaining on-topic conversations with others for a minimum of 10 minutes on 4/5 consecutive trials, as measured by observation and staff charted data.

By [DATE], [STUDENT] will ask for assistance (e.g. raise hand, wait quietly for help, respectfully seek peer support) in order to complete an independent assignment, with 80% accuracy in 4/5 consecutive trials within a small group setting, as measured by observation and staff charted data.

By [DATE], [STUDENT] will utilize known self-regulation strategies and rewards systems in order to begin a non-preferred task within 1 minute of direction, as well as complete the appropriately modified version of the task within a pre-designated amount of time (with use of timer) on 4/5 consecutive trials, as measured by observation and staff charted data.

By [DATE], [STUDENT] will appropriately participate in whole-class and/or small group instruction as evidenced by raising [his/her] hand to participate and quietly waiting to be called on 80% of occasions in 4/5 consecutive trials, as measured by observation and staff charted data.

By [DATE], [STUDENT] will utilize a visual schedule in order to appropriately transition between tasks and accept changes in routine in the school setting on 80% of occasions in 4/5 consecutive trials, as measured by observation and staff charted data.

## **Coping Skills/Regulation**

By [DATE] [STUDENT] will, when presented with a stressful situation/work demand, utilize learned coping strategies (positive self-talk and deep breathing) instead of exhibiting negative self-talk and putting head down within the classroom setting on 4/5 consecutive trials, as measured by observation and staff charted data.

By [DATE], [STUDENT] will accurately identify feelings and aligned coping strategies when presented with scenarios within the individual counseling setting with 80% accuracy on 4/5 consecutive trials, as measured by observation and counselor charted data.

By [DATE], [STUDENT] will independently select from a menu of pre-taught self-regulation strategies (e.g. movement break, deep breathing, quiet space break, deep pressure, heavy work activity, etc.) to avoid engaging in [TARGET BEHAVIOR] with one visual/verbal prompt, on 4/5 consecutive trials, as measured by observation and staff charted data.

By [DATE], [STUDENT] will improve [his/her] self-regulation skills by utilizing a specified tool (e.g. inner coach, sensory support, calming break) to aid in regulating to an learned emotional state (green zone: calm, happy, content, and focused) following a maximum of one visual or verbal prompt in a small group setting, on 4/5 consecutive trials, as measured by observation and staff charted data.

By [DATE], [STUDENT] will improve self-reflection on regulation skills as evidenced by identifying instances where [he/she] could have utilized a tool to aid in regulation as well as determining which tool would have been beneficial for each instance within the counseling setting on 4/5 consecutive trials, as measured by observation and counselor charted data.

By [DATE], when presented with a problem (e.g. non-preferred task, frustrating situation, criticism/correction), [STUDENT] will accurately determine the size of the problem (big problem, little problem) and determine the appropriate emotional response (take a break, talk with teacher, take a deep breath, replace frustration with good thoughts, etc.) in order to remain on task with 80 % accuracy on 4/5 consecutive trials, as measured by observation and counselor charted data.

By [DATE], [STUDENT] will accept consequences of behavior while utilizing one of the preferred coping strategies (i.e. deep breathing, counting to 10, writing down frustrations) with 80% accuracy on 4/5 consecutive trials as measured by teacher observation and data.

By [DATE], [STUDENT] will demonstrate the ability to identify when [he/she] needs a break, take the break, re-direct by using learned strategies, and return to class within 10 minutes on 90% of occasions as measured by observation and staff charted data.

By [DATE], [STUDENT] will independently control [his/her] body and voice in the classroom setting as evidenced by demonstrating personal space (e.g. one arm rule), keeping hands/arms/legs near body, and maintaining appropriate voice level in relation to the expected levels of the classroom and peers, with 80% accuracy during a predetermined 20 minute interval as measured by observation and staff charted data.

## **Self-Monitoring**

By [DATE], [STUDENT] will demonstrate the ability to recognize expected and unexpected behaviors as well as rate [his/her] own behavior as part of a self-monitoring system with 80% accuracy on 4/5 consecutive trials as compared to teacher observation and data.

By [DATE], [STUDENT] will demonstrate the ability to accurately recognize [his/her] level of anxiety through the use of a visual self-rating system (e.g. feelings thermometer) with 80% accuracy on 4/5 consecutive trials as compared to teacher observation and data.

By [DATE], [STUDENT] will spontaneously use a verbal or non-verbal message to indicate to the speaker that [he/she] needs additional "wait" time to process information instead of becoming anxious and/or frustrated or withdrawing from communication with 80% accuracy on 4/5 consecutive trials as compared to teacher observation and data.

## **Anger/Aggression**

By [DATE], [STUDENT] will utilize replacement skills (NAME REPLACEMENT SKILLS) in order to refrain from physical aggression toward peers/adults (NAME TARGET BEHAVIOR) across all environments in school, for 4 consecutive weeks as measured by staff observation and discipline data.

By [DATE], [STUDENT] will identify five situations that might provoke an aggressive response and list strategies for resolving those situations on 4/5 consecutive trials within the counseling setting, as measured by observation and counselor charted data.

By [DATE], [STUDENT] will verbally express feelings of anger using learned "I-message" technique within the counseling setting with 100% accuracy on 4/5 consecutive trials, as measured by observation and counselor charted data.

## **Conflict Resolution**

By [DATE], [STUDENT] will seek guidance from a designated adult(s) when experiencing conflict with peers as evidenced by walking away and asking for help instead of becoming verbally and/or physically aggressive on 4/5 consecutive trials, as measured by observation and counselor charted data.

By [DATE], [STUDENT] will accurately identify conflict and strategies for resolution in simulated and real scenarios within the counseling setting with 80% accuracy on 4/5 consecutive trials, as measured by observation and counselor charted data.

## **Anxiety**

By [DATE], [STUDENT] will accurately identify situations that can be anxiety producing and appropriate coping strategies or relaxation techniques when presented with real or imagined situations within the counseling setting with 80% accuracy on 4/5 consecutive trials, as measured by observation and counselor charted data.

By [DATE], [STUDENT] will demonstrate the ability to accurately recognize [his/her] level of anxiety through the use of a visual self-rating system (e.g. feelings thermometer) with 80% accuracy on 4/5 consecutive trials as compared to teacher observation and data.

By [DATE], [STUDENT] will increase [his/her] ability to identify situations which cause anxiety or frustration and independently manage the anxiety by choosing a predetermined alternate behavior (reading, another academic activity or appropriately timed recreational activities) within a defined area, with 80% accuracy on 4/5 consecutive trials as compared to teacher observation and data.

### **Negative Thoughts and Comments**

By [DATE], [STUDENT] will demonstrate appropriate protests in class by asking to speak to staff in a 1:1 setting or raising hand, and refrain from negative comments ("Get away from me" or "Don't talk to me") STUDENT will do so with 80% accuracy on 4/5 consecutive trials as compared to teacher observation and data.

By [DATE], [STUDENT] will share at least five achievements and/or personal strengths with 100% accuracy on 4/5 consecutive trials within the counseling setting, as measured by observation and counselor charted data.

### **Following Directions**

By [DATE], when provided with a staff prompt, [STUDENT] will follow the direction within a period of 15 seconds following the prompt in 4/5 consecutive trials as measured by teacher observation and data.

By [DATE], [STUDENT] will, when given a three step functional direction from an adult, complete all three steps with a maximum of one additional prompt in 4/5 consecutive trials as measured by teacher observation and data.

By [DATE], [STUDENT] will respond to staff directives in an expected manner within one minute and with no more than one visual/verbal reminder with 80% accuracy on 4/5 consecutive trials as measured by teacher observation and data.

### **Peer Interactions/Social Skills**

By [DATE], [STUDENT] will interact with peers in an appropriate manner as evidenced by maintaining personal space and a respectful voice during unstructured play for an average 80% of intervals, on 4/5 consecutive trials as measured by teacher observation and data.

By [DATE], [STUDENT] will respond appropriately when [his/her] feelings are hurt (use words, talk to a teacher, walk away, stay calm) and decrease inappropriate verbal comments ("you are weird" or "you are a loser") to one time per week or less within the school setting as measured by observation and teacher charted data.

By [DATE], [STUDENT] will seek attention in appropriate ways (asking a friend to play, initiating conversation, giving a compliment) and decrease inappropriate verbal comments (EXAMPLE) to one time per week or less within the school setting as measured by observation and teacher charted data.

By [DATE], [STUDENT] will independently play (participate, share, follow directions/rules, take turns) with peers for a minimum of 10 minutes during unstructured play opportunities (recess, choice time), on 4/5 consecutive trials as measured by teacher observation and data.

By [DATE], when given the opportunity for peer interactions (e.g. lunch, recess, free time in class), [STUDENT] will initiate and maintain a conversation and/or activity with at least one peer per opportunity for a minimum of three minutes across 5 consecutive school days as on 4/5 consecutive trials as measured by teacher observation, data and student self-report.

### **Social/Emotional Problem Solving**

By [DATE], When given scenarios of social conflicts, [STUDENT] will demonstrate problem solving skills by identifying the problem and generating two solutions appropriate to the situation on 4/5 consecutive trials as measured by teacher observation and data.

By [DATE], when verbally presented with three hypothetical situations requiring a responsible decision or action, [STUDENT] will identify three possible responsible decisions/actions for each situation with 100% accuracy on 4/5 consecutive trials within the counseling setting as measured by observation and counselor charted data.

### **Organization of Materials**

By [DATE], [STUDENT] will organize [his/her] materials in a binder or folder and will bring assignments to and from school with 80% accuracy as measured by binder/agenda checks and teacher records.

By [DATE], Given organizational strategies, [STUDENT] will present with organized school materials (folders, books, assignments, supplies) in [his/her] desk with 80% accuracy on 4/5 consecutive trials as measured by review of his student planner, timely completion of assignments, and teacher report.

By [DATE], [STUDENT] will independently perform the task of writing [his/her] homework legibly in [his/her] planner and compile needed assignments in [his/her] binder using learned organizational strategies with 80% accuracy in 5/5 consecutive trials as measured by teacher-charted observations and planner checks.