

IEP Goal Wording

Anger Management

Data source

Progress is recorded on the weekly progress chart, which is part of this unit.
Adjust the numbers to match the student. The wording is a starting point, not a template to file as-is.

1. Noticing the Warning Signs

PROMPTED

Given a verbal prompt, the student will noticing the warning signs in the classroom in 4 out of 5 opportunities across 3 consecutive weeks.

INDEPENDENT

Without a prompt, the student will noticing the warning signs in the classroom in 4 out of 5 opportunities across 3 consecutive weeks.

GENERALISATION

The student will noticing the warning signs in at least two different settings on 3 separate occasions, as recorded by staff.

2. What Sets Me Off

PROMPTED

Given a verbal prompt, the student will what sets me off in the classroom in 4 out of 5 opportunities across 3 consecutive weeks.

INDEPENDENT

Without a prompt, the student will what sets me off in the classroom in 4 out of 5 opportunities across 3 consecutive weeks.

GENERALISATION

The student will what sets me off in at least two different settings on 3 separate occasions, as recorded by staff.

3. Cool-Down Tools

PROMPTED

Given a verbal prompt, the student will cool-down tools in the classroom in 4 out of 5 opportunities across 3 consecutive weeks.

INDEPENDENT

Without a prompt, the student will cool-down tools in the classroom in 4 out of 5 opportunities across 3 consecutive weeks.

GENERALISATION

The student will cool-down tools in at least two different settings on 3 separate occasions, as recorded by staff.



IEP Goal Wording

Anger Management (continued)

4. Using Words Instead

PROMPTED

Given a verbal prompt, the student will using words instead in the classroom in 4 out of 5 opportunities across 3 consecutive weeks.

INDEPENDENT

Without a prompt, the student will using words instead in the classroom in 4 out of 5 opportunities across 3 consecutive weeks.

GENERALISATION

The student will using words instead in at least two different settings on 3 separate occasions, as recorded by staff.

5. Making It Right After

PROMPTED

Given a verbal prompt, the student will making it right after in the classroom in 4 out of 5 opportunities across 3 consecutive weeks.

INDEPENDENT

Without a prompt, the student will making it right after in the classroom in 4 out of 5 opportunities across 3 consecutive weeks.

GENERALISATION

The student will making it right after in at least two different settings on 3 separate occasions, as recorded by staff.

