

# iep behavior goals and objectives bank

## IEP Behavior Goals and Objectives Bank: A Guide to Effective Behavioral Planning

**iep behavior goals and objectives bank** play a crucial role in crafting individualized education programs that truly support students with behavioral challenges. For educators, parents, and specialists working together, having access to a well-organized repository of behavior goals and objectives can streamline the process of developing meaningful, measurable, and achievable plans tailored to each student's unique needs. This article dives into what an IEP behavior goals and objectives bank entails, why it's essential, and how to use it effectively to foster positive behavioral growth.

## Understanding the Role of Behavior Goals in an IEP

Every Individualized Education Program (IEP) is designed to address the specific educational needs of a student with disabilities. When behavioral concerns impact learning, behavior goals become a critical part of the plan. These goals aim to reduce disruptive behaviors that interfere with instruction, promote social skills, and encourage self-regulation.

Behavior goals in an IEP are not generic statements but carefully crafted objectives that define what successful behavior looks like for the student. They serve as benchmarks to help educators and families monitor progress and adjust interventions as needed. Without clear, measurable behavior goals, it's challenging to create targeted strategies or evaluate improvements effectively.

## Why Use a Behavior Goals and Objectives Bank?

An IEP behavior goals and objectives bank is essentially a curated collection of sample goals and objectives that educators can reference when writing or revising an IEP. This bank offers several advantages:

- **Saves Time**: Instead of starting from scratch, teachers can review and select from proven goals that match their student's needs.
- **Promotes Consistency**: Using standardized language and formats helps maintain clarity across IEP documents.
- **Encourages Best Practices**: Well-crafted goals often reflect current research and effective behavioral interventions.
- **Supports Collaboration**: Families and multidisciplinary teams can better understand and contribute when goals are clearly articulated.

# Key Elements of Effective IEP Behavior Goals

To maximize the impact of behavior goals, it's important to ensure they are SMART: Specific, Measurable, Achievable, Relevant, and Time-bound. Here's a breakdown of what to consider:

## Specific

Goals should clearly define the behavior to be changed or developed. For example, instead of "improve behavior," a more specific goal would be "reduce classroom disruptions such as calling out without raising hand."

## Measurable

There must be a way to track progress objectively. This might involve counting the number of incidents per day or rating the intensity of outbursts on a scale.

## Achievable

The goal needs to be realistic given the student's current abilities and the support available. Setting overly ambitious goals can lead to frustration for both student and educators.

## Relevant

Behavior goals should directly relate to the student's educational performance and daily functioning in the school environment.

## Time-bound

Establishing a clear timeframe, such as "within the next six months," helps maintain focus and accountability.

## Examples of IEP Behavior Goals and Objectives from a Behavior Bank

A well-rounded behavior goals and objectives bank typically includes a variety of targets addressing common behavioral challenges, such as attention difficulties, emotional regulation, social skills, and compliance with instructions. Here are some examples that might be found in such a resource:

## **Goal: Increase On-Task Behavior During Classroom Activities**

- Objective 1: Student will remain seated and focused on assigned tasks for at least 15 minutes during independent work sessions in 4 out of 5 opportunities.
- Objective 2: Student will use a self-monitoring checklist to track attention span and request breaks appropriately.

## **Goal: Improve Emotional Regulation Skills**

- Objective 1: Student will identify and verbalize feelings of frustration or anger to a teacher or aide in 3 out of 4 observed instances.
- Objective 2: Student will use deep-breathing techniques or a calm-down corner to manage emotions before behaviors escalate.

## **Goal: Enhance Social Interaction Skills**

- Objective 1: Student will engage in cooperative play or group activities with peers for at least 10 minutes during recess or free time.
- Objective 2: Student will initiate greetings or simple conversations with classmates in 2 out of 3 social settings.

## **Tips for Customizing Behavior Goals Using an Objectives Bank**

While a behavior goals and objectives bank is a fantastic starting point, personalization is key to meaningful progress. Here are some strategies to help customize goals effectively:

- **Assess Individual Needs:** Begin with a thorough Functional Behavior Assessment (FBA) to identify the root causes of behaviors and the contexts in which they occur.
- **Collaborate with Team Members:** Involve parents, therapists, and other educators to ensure the goals align with the student's broader support system.
- **Consider Student Strengths:** Leverage what the student enjoys or does well to craft positive reinforcement strategies alongside behavior goals.
- **Use Clear, Positive Language:** Frame goals in a way that emphasizes skill acquisition rather than just behavior reduction.

- **Monitor and Adjust:** Regularly review progress data and be prepared to tweak goals or objectives to better fit evolving needs.

## Integrating Behavior Goals with Broader IEP Components

Behavioral goals don't exist in isolation. They often intersect with academic and social-emotional objectives, making it important to look at the IEP holistically. For instance, improving a student's ability to remain on task can directly impact their academic achievement and classroom participation. Similarly, social skills goals might support inclusion efforts and peer relationships.

By referencing an IEP behavior goals and objectives bank, teams can ensure that behavioral targets complement academic goals. This integration fosters a supportive environment where the student's overall development is prioritized.

## Using Data to Inform Behavioral Interventions

Data collection methods such as frequency counts, interval recording, or anecdotal notes are essential tools for measuring progress toward behavior goals. Many behavior objectives within a goals bank are designed with these data systems in mind, making it easier for educators to implement consistent tracking.

Regular data review meetings enable the team to celebrate successes and identify areas needing additional support. This ongoing cycle of assessment and adjustment is critical to the effectiveness of any behavior plan.

## Where to Find Reliable IEP Behavior Goals and Objectives Banks

Educators and parents seeking dependable resources can find IEP behavior goals and objectives banks through various channels:

- **Special Education Websites:** Platforms like Understood.org, Wrightslaw, and the IRIS Center offer sample goals and extensive guidance on IEP development.
- **School District Resources:** Many school districts maintain their own

repositories of behavior goals tailored to their student populations and policies.

- **Professional Development Workshops:** Training sessions often provide access to curated banks and templates aligned with best practices.
- **Educational Consultants and Therapists:** Specialists in behavior analysis, social skills training, and special education can offer personalized goal banks suited for individual cases.

## **Final Thoughts on Utilizing a Behavior Goals and Objectives Bank**

An IEP behavior goals and objectives bank is more than a handy list—it's a foundation for building effective, individualized behavior support plans that empower students to succeed. When thoughtfully applied, these resources help teams create clear paths for behavioral improvement, boost collaboration, and focus efforts on measurable outcomes.

By blending standardized examples with personalized insights, educators and families can ensure that behavior goals are not only well-written but also truly impactful. This approach fosters a positive learning environment where students with behavioral challenges have the support they need to thrive both academically and socially.

## **Frequently Asked Questions**

### **What is an IEP behavior goals and objectives bank?**

An IEP behavior goals and objectives bank is a collection of pre-written, customizable behavior goals and objectives that educators and specialists can use to develop Individualized Education Programs (IEPs) for students with behavioral needs.

### **How can an IEP behavior goals and objectives bank help teachers?**

It helps teachers by providing a variety of ready-made behavior goals and objectives, saving time in IEP development and ensuring that goals are aligned with best practices and legal requirements.

## **What are common behavior goals included in an IEP behavior goals and objectives bank?**

Common behavior goals include improving self-regulation, reducing disruptive behaviors, increasing positive social interactions, following directions, and enhancing communication skills.

## **Can I customize goals from an IEP behavior goals and objectives bank?**

Yes, goals from the bank are designed to be adaptable to meet the unique needs of each student, ensuring that the IEP is personalized and effective.

## **Where can educators find an IEP behavior goals and objectives bank?**

Educators can find these banks through special education resource websites, school district resources, educational publishers, and professional organizations focused on special education.

## **How do I ensure behavior goals from the bank are measurable?**

Goals should include specific, observable behaviors, criteria for success, and a timeframe, such as 'Student will reduce instances of talking out from 5 times to 2 times per class period within 8 weeks.'

## **Are objectives different from goals in an IEP behavior goals and objectives bank?**

Yes, goals are broad statements of desired outcomes, while objectives are smaller, measurable steps that lead to achieving the goal. Both are included in the bank to help structure the IEP.

## **How often should behavior goals from the IEP bank be reviewed and updated?**

Behavior goals should be reviewed at least annually during IEP meetings, or more frequently if the student's progress indicates a need for adjustment or modification.

## **Additional Resources**

IEP Behavior Goals and Objectives Bank: Enhancing Special Education Outcomes

**iep behavior goals and objectives bank** serves as a vital resource for

educators, therapists, and special education teams aiming to tailor individualized education programs (IEPs) that effectively address students' behavioral challenges. The compilation of behavior goals and objectives within a structured bank facilitates the creation of measurable, achievable, and relevant targets that promote positive behavioral development. This article delves into the significance of an IEP behavior goals and objectives bank, its practical applications, and the nuances in crafting successful behavioral interventions within special education frameworks.

## Understanding the Role of an IEP Behavior Goals and Objectives Bank

An IEP behavior goals and objectives bank is typically a curated collection of sample goals and objectives designed to guide educators in drafting behavior-related components of IEPs. These banks are essential when addressing behaviors that impede learning or social integration, ensuring that goals are specific, measurable, attainable, relevant, and time-bound (SMART). The behavior goals focus on improving students' social skills, self-regulation, compliance, and adaptive behaviors, which are critical for academic success and overall well-being.

Such banks are integral to the special education process because they provide a structured foundation from which individualized goals can be customized. This reduces the guesswork and inconsistency often encountered when teams attempt to formulate behavior objectives from scratch. Moreover, these repositories often reflect current best practices and evidence-based strategies, helping align IEPs with legal requirements and educational standards.

## Key Features of an Effective Behavior Goals and Objectives Bank

A well-constructed IEP behavior goals and objectives bank typically incorporates the following features:

- **Diversity of Goals:** Includes a wide range of behavior targets such as improving communication, reducing aggression, enhancing attention span, and fostering cooperative play.
- **Specificity and Clarity:** Goals are clearly defined, focusing on observable and measurable behaviors rather than vague descriptors.
- **Age and Skill-Level Appropriateness:** Objectives are tailored to suit various developmental stages and cognitive abilities.

- **Alignment with Educational Standards:** Ensures compliance with IDEA (Individuals with Disabilities Education Act) mandates and state-specific regulations.
- **Incorporation of Data Collection Methods:** Provides guidance on how to monitor progress effectively through frequency counts, rating scales, or anecdotal records.

These characteristics enable special education teams to select and adapt goals that are most relevant to the student's unique needs, ensuring that the IEP is a dynamic and responsive document.

## Analyzing the Impact of Behavior Goals Banks on IEP Development

The use of an IEP behavior goals and objectives bank can dramatically streamline the IEP drafting process. It reduces the time educators spend conceptualizing goals, allowing for more focus on intervention planning and family collaboration. From a data-driven perspective, accessible goals banks support the implementation of consistent behavioral interventions, which can lead to improved student outcomes.

However, there are limitations to consider. Over-reliance on pre-written goals may occasionally result in generic targets that fail to capture the nuances of an individual student’s behavioral profile. Therefore, professional judgment remains essential in adapting and personalizing goals beyond the templates provided.

## Comparing Custom-Created Goals vs. Goals from Banks

| Aspect                    | Custom-Created Goals   | Goals from Behavior Bank                             |
|---------------------------|--|--|
| Personalization           | Highly tailored to individual student’s needs   Moderately tailored; requires adaptation | Standardized language and measurable criteria        |
| Time Efficiency           | Time-consuming to develop  | Saves time with ready-made examples                  |
| Consistency               | Variable, depends on practitioner expertise  | Standardized language and measurable criteria        |
| Compliance with Standards | Depends on creator’s knowledge   | Typically aligned with IDEA and educational mandates |
| Risk of Genericness       | Low, highly specific   | Higher risk if not adapted properly                  |

This comparison highlights how behavior goals banks serve as a valuable



starting point but must be used thoughtfully within a comprehensive IEP development process.

## **Integrating Behavior Goals Banks in Everyday Special Education Practices**

For special educators and behavior specialists, integrating an IEP behavior goals and objectives bank into routine practice involves several strategic steps:

1. **Assessment:** Conduct thorough behavioral assessments to identify target behaviors and underlying functions.
2. **Goal Selection:** Use the bank to identify potential goals that align with assessment findings and student priorities.
3. **Customization:** Modify language and criteria to reflect the student's context, abilities, and family input.
4. **Intervention Planning:** Develop behavior intervention plans (BIPs) linked directly to the IEP goals for consistency.
5. **Progress Monitoring:** Employ data collection methods suggested within the bank to evaluate goal attainment.

This structured approach ensures that behavior goals are not isolated targets but integral components of a holistic educational plan.

## **Examples of Behavior Goals Commonly Found in an IEP Bank**

To illustrate, typical behavior goals include:

- Increase on-task behavior during independent work from 50% to 80% within one academic quarter.
- Reduce instances of verbal outbursts from an average of five per day to fewer than two per week.
- Improve social interaction skills by initiating peer conversations at least three times during recess.

- Demonstrate self-regulation by using a calming strategy when frustrated in 4 out of 5 observed situations.
- Follow classroom routines with 90% accuracy over a four-week period.

Each of these goals is designed to be measurable and provides a clear framework for both educators and families to understand expected progress.

## **Challenges and Considerations in Using IEP Behavior Goals Banks**

Despite their utility, IEP behavior goals and objectives banks come with challenges. One prominent concern is ensuring cultural responsiveness. Behavioral expectations can vary significantly across cultural contexts, and goals must respect and incorporate cultural values to be effective. Additionally, the dynamic nature of behavior means that goals may require frequent revisiting and adjustment, which a static bank cannot inherently provide.

Furthermore, the fidelity of implementation significantly affects the success of behavior goals. Even the most well-written goals are ineffective without consistent, informed application by educators and support staff. Therefore, professional development and ongoing training are crucial companions to the use of behavior goals banks.

## **Future Trends in Behavior Goal Development**

Emerging trends suggest that digital platforms and AI-driven tools may soon enhance how IEP behavior goals and objectives banks are curated and utilized. Interactive goal-setting software could provide real-time suggestions based on student data, making goals even more individualized and adaptable. Additionally, integration with behavior tracking apps could facilitate seamless progress monitoring, enabling educators to adjust interventions promptly.

These advancements promise to make behavior goal planning more efficient and precise, ultimately benefiting students through more responsive educational programming.

IEP behavior goals and objectives banks represent a foundational tool in special education, bridging the gap between assessment and intervention. When used judiciously, they empower teams to create meaningful, measurable goals that foster positive behavioral change and support academic achievement. As the special education landscape evolves, the continuous refinement of these banks, coupled with technological innovation, will be critical in meeting the

diverse needs of students with behavioral challenges.

## **Iep Behavior Goals And Objectives Bank**

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**iep behavior goals and objectives bank:** *Strategies for Inclusion* Lauren J. Lieberman, Cathy Houston-Wilson, 2017-08-30 Transitioning students with disabilities into inclusive physical education environments is an important and sometimes challenging task. But *Strategies for Inclusion*, Third Edition, makes that transition much smoother and better for all parties involved. Lots of New Resources and Material The latest edition of this popular adapted physical education text will empower you with the information and tools necessary to successfully include students with disabilities in your program. *Strategies for Inclusion* reflects the latest research and legislation, so you can be sure that your program is not only successful but also compliant with the goals and requirements of the Individuals with Disabilities Education Improvement Act. The text has retained and updated its instruction on assessing students, making placement decisions, developing and implementing individualized education plans (IEPs), and more. And it offers this completely new material: A new chapter on the referral, eligibility, and placement process, covering the nine steps required by law A new chapter on transition planning and how you can help students integrate into their communities after leaving school A new section on Paralympic sports and how they can be infused into your curriculum New material on functional behavioral assessments, behavior intervention plans, leadership opportunities, training techniques for peer tutors and paraeducators, and more A new inclusion rating scale that will help you rate how inclusive your classes are and show you areas for improvement A new web resource with numerous useful tools More than double the number of teaching units (38 units, up from 17), giving you more options for inclusion The new web resource offers fillable digital versions of all the modification checklists and rubrics in the book. You can save materials in order to build an IEP for each student. You can also access the materials on a mobile device to use them in the classroom or gym. In addition, the web resource has an

interactive inclusion rating scale that allows you (or an administrator) to assess how you are doing at including all students in class activities. This handy tool calculates your total rating as you fill in the form. Finally, the web resource directs you to high-quality adaptation information available elsewhere online. Book Organization and Content The text is split into two parts. Part I provides foundational information and a roadmap for how to successfully include children with disabilities in traditional PE settings. Topics in this part include legislative issues, roles and responsibilities of the teacher, effective assessment techniques, the eight-step placement process, and the teacher's role in the IEP process. Part I also explores how to manage student behavior, make adaptations to promote universal design for learning, work with support personnel, and plan for transition. Part II offers 38 teachable units—a sizable leap from the previous edition's 17—complete with assessment tools for curriculum planning. Here you will learn specific strategies for inclusion as you use a step-by-step implementation guide for 14 elementary units, 11 sport units, 8 recreation units, and 5 fitness units—all with potential modifications. Adaptations are categorized by environment, equipment, instruction, and rules. Each unit's assessment rubric has quantitative and qualitative measures of skill level. And you'll find ideas in each unit on how to incorporate IEP objectives that may not be part of the general PE class objectives. A Complete Resource for Inclusion Strategies for Inclusion offers you the most up-to-date and useful strategies to include children with disabilities in your physical education activities. Its practical applications and easy-to-implement planning and assessment strategies make this a complete resource that you can use to empower all students with the knowledge that they can enjoy the full range of benefits that physical activity offers.

**iep behavior goals and objectives bank:** The Resource Program: Organization and implementation J. Lee Wiederholt, Donald D. Hammill, Virginia Brown, 1993

**iep behavior goals and objectives bank:** Encyclopedia of Behavior Modification and Cognitive Behavior Therapy Michel Hersen, 2005-01-25 Provides a thorough examination of the components of behavior modification, behavior therapy, cognitive behavior therapy, and applied behavior analysis for both child and adult populations in a variety of settings. Although the focus is on technical applications, entries also provide the historical context in which behavior therapists have worked, including research issues and strategies.

**iep behavior goals and objectives bank:** Understanding Learning Disabilities Drake Duane, 2012-12-06 The authors of the papers presented in this volume are either members of the International Study Group on Special Educational Needs or their representatives. This is a small seminar, convened by invitation, involving participants from the United Kingdom, North America, Europe and New Zealand. The membership is multi-disciplinary and all the participants have a professional interest in some aspect of special educational needs. Several historical patterns played a part in the development of the seminar, one being the evolution in England and Wales of special education legislation growing out of the Warnock Committee Report. This legislation, in turn, has been influenced by the special education developments in the United States which led to the passage of The Education of All Handicapped Children Act, Public Law 94-142, in 1975. A second theme, leading to the development of the seminar, was the growing international interest in learning disabilities and the establishment at the University of Southampton in England of the Learning Disabilities Unit headed by Colin Stevenson. Discussions in 1979 and 1980 held at conferences of the Association for Citizens with Learning Disabilities, the Orton Dyslexia Society meetings and elsewhere led to the proposal for a small international seminar, meeting annually, which would be concerned with research and education in the area of special educational needs. The Lord Renwick, then Chairman of the British Dyslexia Association, and Colin Stevenson took the initiative in proposing that an International Conference be held at the University of Southampton.

**iep behavior goals and objectives bank:** Resources in Education , 1998-07

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**iep behavior goals and objectives bank:** Exceptional Children Ronald L. Taylor, Les Sternberg, 2012-12-06 Exceptional Children: Integrating Research and Teaching provides a com

prehensive introduction to the constantly changing area of special education. The book is research-based, and its title reflects our opinion regarding the important link between research and classroom practice. There is one feature of *Exceptional Children: Integrating Research and Teaching* that warrants attention and perhaps justification; it was written specifically to address the graduate student or sophisticated undergraduate student market. As such, the book is written at a higher level and with a greater concept density than typical introductory special education texts. We feel that this type of book is very much needed and will be received favorably by the special education community. There are also several unique features of *Exceptional Children: Integrating Research and Teaching* that we feel will be quite valuable. First, we have emphasized the area of teaching practices and not simply included basic facts about definitions, characteristics, and causes. Although some introductory texts include information about teaching considerations, that area is not discussed as in depth as it is in our text. We feel that it is important that readers not only understand the educational needs of exceptional children, but also can identify the best educational practices to meet those needs.

**iep behavior goals and objectives bank:** School Programs in Speech-language Elizabeth A. Neidecker, Jean Blosser, 1993 Practical and down-to-earth, this text provides an overview of the organization and administration of a speech-language pathology program in educational settings, and focuses not only on what is expected of the school pathologist, but what the pathologist can expect of the school.

**iep behavior goals and objectives bank:** *Assessment in Special Education* William H. Berdine, Stacie Anne Meyer, 1987

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**iep behavior goals and objectives bank:** *The Inclusive Classroom* Margo A. Mastropieri, Thomas E. Scruggs, 2010 This text offers a wealth of practical and proven strategies for successfully including students with disabilities in general education classrooms. The text provides targeted strategies for the subject and skill areas, as well as special needs of individual students, with a strong focus on instructional strategies applied to specific student need areas. An overall theme of effective, differentiated instruction is infused throughout the text, relating to those practices that are most closely aligned with academic success. The text is unique in its three-part coverage of 1). the fundamentals of teaching students with special needs, 2). effective general teaching practices, and 3). inclusive practices in specific subject areas. With a strong focus on instructional strategies and how they are applied to specific student need areas, the text goes further by featuring more specific strategies than any other text, and extensive information about the most effective strategies available, and when and how to use them.. This strong focus instructs pre-service teachers and other education personnel on how they can implement in the classroom specific strategies to address a very wide range of grade levels, skill levels, academic content areas; and extensive and very specific information on strategies teachers can use in the areas of most concern to them, e.g., behavior management, handling student confrontations, promoting literacy, memory for school content, motivation to learn, maintaining student attention, adapting assessment and improving test scores, and specific strategies for adapting specific lessons in math, science, social studies, and career and technical education. Specifically written for pre-service or in-service special education teachers who will work with general education teachers in K-12 classrooms, the text is also relevant for school psychologists, counselors, support staff, and other school personnel interested in helping all students succeed in the classroom.

**iep behavior goals and objectives bank:** Educational Practices in Human Services Organizations Helena Maguire, Silva Orchanian, Frank L. Bird, Rita M. Gardner, James K. Luiselli, 2023-11-23 Human Service Organizations (HSO) are groups, both public and private with one main goal, to enhance human well-being. These organizations provide a variety of services for both children and adults including mental health care and educational programs. With the decrease of federal funding for these services, many private HSOs have been created to supplement the void. To

ensure that these HSOs provide adequate services to their patients, it is vital that they adopt an effective model. The Organizational Behavior Management (OBM) model is an effective approach to designing, implementing, and maintaining services within HSOs. Each volume in this series highlights key concepts and applications pertinent to each division of HSOs and is written in a user-friendly format. This helps providers easily integrate the model into their own practice or organization. Educational Practices in Human Services Organizations: EnvisionSMARTTM: A Melmark Model of Administration and Operation demonstrates how to develop an educational program within HSOs, while adhering to state and federal guidelines. This book reviews various evidence-based instructional methodologies, including discrete trial training, errorless learning, and incidental teaching. To ensure the success of any program, it is important to record data for performance assessment. The authors provide instructions and templates on how to record students' progress helping to drive data informed decisions. - Outlines steps for developing standardized curriculums and lesson plans - Includes templates for recording forms and checklists for easy implementation - Reviews steps to ensure state and federal compliance - Describes strategies for developing interdisciplinary service teams

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**iep behavior goals and objectives bank: Instructor's Manual and Test Bank to Accompany Creating Inclusive Classrooms, Effective and Reflective Practices, Fourth Edition, Spencer J. Salend , 2001**

**iep behavior goals and objectives bank: Designated Vocational Instruction** Mary Gavin, 1993

**iep behavior goals and objectives bank: Effective Curriculum for Students with Emotional and Behavioral Disorders** Beverley Holden Johns, E. Paula Crowley, Eleanor C. Guetzloe, 2002  
Designed to show how to create specialized instruction based on the individualized needs of students with emotional and behavioral disorders. This book demonstrates how to plan a curriculum based on a diagnostic prescriptive approach. It also includes ideas for becoming partners with community agencies.

**iep behavior goals and objectives bank: Effective Teaching** Mark Wolery, Donald B. Bailey, George M. Sugai, 1988

**iep behavior goals and objectives bank: Meeting the Challenge** Patti Ralabate, 2002  
This book is intended to serve as a freestanding reference for teachers whose classes include students with academic or behavioral difficulties. The recommended best practices were originally developed for students with disabilities but have been found to be effective with all students. Each chapter provides principles, suggestions and specific tools (such as sample check lists, rubrics, forms, word lists, observation guides, planning guides, and lesson plans). Chapters address the following critical areas: (1) evaluating struggling students using classroom-based assessment; (2) observing behavior and positively addressing behavioral challenges; (3) using a collaborative team process; (4) developing educationally relevant student expectations; (5) providing accommodations and modifications; and (6) communicating effectively with parents. A glossary is provided, as is an appendix with blank forms for all of the resources discussed in the text. Twenty-four non-print resources including CD-ROMs, videos, and Web sites are listed. (Contains 42 references.) (DB).

**iep behavior goals and objectives bank: Capitol-izing on Computers in Education** Association for Educational Data Systems. Convention, 1984

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