**PTR Blank Forms**

**Step 2- Goal Setting**

**Goal-Setting: Step 2**

**Directions:**

1. Complete the goal form by developing broad and short-term goals in each area.
2. Use the student’s IEP objectives, if applicable**.**
3. Identify one broad goal in each category.
4. Under each broad goal, identify the behavior(s) to be decreased and the pro-social behavior(s) to be increased to achieve the broad goal.
5. Clearly define or operationalize the goals so that each goal is:
   1. Observable (seen or heard)
   2. Measurable (counted or timed)
   3. Significant (impact on student’s life)
6. Obtain consensus on the team’s short-term goals for the student.

**Example: Goals for Johnny**

**Behavioral Goal Social Goal Academic Goal**

|  |  |  |
| --- | --- | --- |
| **Short-Term Goals Decrease**  **Decrease**  **Short-Term Goals Increase**    **Broad**  *Johnny will communicate his wants and needs in an age-appropriate manner.* | *Johnny will demonstrate age-appropriate social skills to maintain friends.* | *Johnny will increase task engagement time during academic activities.* |
| Johnny will decrease screaming, kicking furniture and/or people, and throwing objects to express his wants and needs. | Johnny will reduce the number of times he screams at and/or throws objects toward other children during group assignments. | Johnny will decrease screaming and throwing work materials during academic activities. |
| Johnny will verbally express his wants and needs in the classroom by using an inside voice and calm body. | Johnny will use a calm, normal-tone of voice when interacting with his peers during academic work groups. | Johnny will increase the amount of time he remains in his seat with eyes focused on the teacher and/or work materials during academic assignments. |

***PTR Form 3a***

**Goal-Setting: Step 2**

**Goals for: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(Student’s Name)

**Behavioral Social Academic**

|  |  |  |
| --- | --- | --- |
| **Broad Goals** |  |  |
| **Short-Term Goals**  **Decrease**  **ecrease** |  |  |
| **Short-Term Goals**  **Increase** |  |  |

***PTR Form 3b***

**Goal Setting—Version 2 Modified: Step 2**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(Student’s Name)

|  |  |
| --- | --- |
|  | **Behavior** |
| Decrease |  |
| Increase |  |

**Behavior Rating Scale: Step 2**

Student:      School:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Target Behavior** | | **Date** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 |
|  |  | | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 |
|  |  | | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 |
|  |  | | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 |

**KEY:**