

Iep Goals and Objectives

Example Goals

Rett Syndrome

Augmentative Communication Goals:

Student will use her communication device to identify her written name with 70% accuracy on 3 trials/3 data days

Given 3 out of 4 opportunities in the classroom, Student will spontaneously use her communication device to: a) request objects and/or activities b) greet adults/peers

Using her communication device during unit studies, Student will activate the target symbol given a verbal prompt (i.e., "show me the ____.", "point to the ____.", "where is the ____.") with 2 or fewer cues/redirections.

Given her communication device, Student will point to the following survival signs with 70% accuracy: a) exit b) boy's restroom c) girl's restroom d) stop sign e) red traffic light (stop) f) green traffic light (go) g) yellow traffic light (slow down/caution) h) crosswalk i) poison j) no (universal sign for "no")

Goal: Student will use spoken words, low tech picture symbols or a voice output communication aid to communicate in classroom activities in 3 out of 4 opportunities.

1. Student will request a toy or activity by touching or eye gazing at her communication device with assistance of her communication partner.
2. Student will choose a preferred toy or activity by choosing a picture from an array of 2 to 4 symbols on her communication device by hand gesture or eye gaze
3. Student will respond to teacher directed questions by touching an appropriate symbol on the display of her voice output communication aid when a visual cue or gesture prompt is provided.

Goal: Student will improve his/her communication and language skills by using a voice output communication device, sign/gesture, or word approximations to complete the following objects in his educational environment 70% of the time.

1. Student will participate in small group and language group with and without prompts.
2. Student will participate in non-structured school activities with and without adult prompts. (library, lunch, recess)
3. Student will make choices for preferred activity (toys, songs, etc.) with and without prompts.
4. Student will identify/match an object from choice of two with and without prompts.

1-Student will carry device to various school locations with minimal prompting with 90% accuracy.

2-Student will independently navigate to "home" page using augmentative communication device with 90% accuracy.

3-Student will use device to participate in specials/mainstreamed activities at least 3 times per session with minimal prompting.

4-Student will use device to participate in calendar time when asked a question with 90% accuracy.

5-During times of outward frustration, student will use augmentative communication device to indicate "need a break" or "I don't like/no/I don't want" for undesired items of activities with minimal prompting with 80% accuracy.

6-Student will comment "my turn, your turn, finished" during social group time with prompting with 80% accuracy.

7-Student will independently request food/bathroom/help using augmentative communication device in classroom setting with 90% accuracy.

Goal I. "Student" will communicate effectively with all those in the family, school and community.

Goal II. "Student" will use a communication device to communicate during classroom routines.

Goal III. "Student" will use a communication device to request, label, and comment and answer questions throughout the day and across environments.

Benchmarks AAC1. "Student" will use a communication device to communicate a message to a peer and the teacher during circle time

AAC2. "Student" will use a communication device to indicate a choice.

AAC3. "Student" will use gaze to make choices between two objects.

AAC4. The student will use facial expressions, vocalizations, gestures and body language to communicate.

AAC5. "Student" will use an augmentative communication device to communicate with others.

AAC6. "Student" will use an augmentative communication device to communicate cessation of activity.

AAC7. "Student" will use utilize a mode of AAC to answer questions during large group language activities in 4 out of 5 opportunities.

AAC8. "Student" will use utilize a mode of AAC to inform others regarding past events in 4 out of 5 opportunities.

AAC9. When presented with an item, a visual of a carrier phrase and a direction, "Student" will describe items using an augmentative communication device in 4 out of 5 opportunities.

AAC10. "Student" will engage up to 3 conversational turns including conversation starters with adults and peers using an augmentative communication device in 4 out of 5 opportunities.

AAC11. "Student" will respond to social greetings from adults and peers within 90 seconds in 4/5 opportunities.

AAC12. "Student" will respond to questions regarding personal information using an augmentative communication device in 3 out of 4 opportunities.

AAC13. "Student" will use an augmentative communication device to repair a communication breakdown with teacher cueing

AAC14. "Student" will use an augmentative communication device to repair a communication breakdown without teacher cueing at least one time during the school day.

Given picture support and verbal cues, student will make requests and comments during a structured activity.

Given picture support and verbal cues, student will initiate interactions with peers Student will use a communication device to enhance expressive language Student will use her device to produce 5- and 6-word novel utterances