

IEP Objectives and Goals

Objectives for IEP

- Marsha will say "Hi, how ya doin'?" to at least one other student each morning using her single switch communication device.

- Sally

will use eye gaze to answer yes/no and "none of them" questions about what she wants to do next using cards containing icons plus words, which will be placed on her eye gaze frame during choice time, at least 3 times per week.

- Laura will use her

8 message talker to have a conversation during at least one classroom activity per day. Examples of messages: During therapy: "yes," "no," "that's fun," "I'm finished," "let's do more," "bounce me on the ball again," "twirl me around," "rub lotion on me."

Birthday Party:

first line of "Happy Birthday," "blow out the candles," "How old are you?", "I want some cake," "I want some ice cream," "juice please," "this is yummy!," "I don't like that."

- During

circle time Danielle will use 3 switches with pictures and words attached, and connected to her talker to say "I am here," "Let's sing If You're Happy and You Know It" and/or "Let's sing Old MacDonald" at least 3 times weekly.

- Mary will use

eye-gaze to match 4 colors placed on the eye gaze frame to colors on pictures held up by her teacher, at least twice in a row.

- Lauren

will point to 3-4 icons on a screen of her talker to make a phrase used to describe something she has just done or wants to do, with a helper steadying her hand and arm during group time.

- Sherry

will use a headpointer to spell out words at the second grade level, to provide information to others using a small letter board, at least 3 times daily.

- Cara will hand a

picture to another student when given 3 pictures as choices for what she wants to eat or do next at least once per day.

- Lauren

will present a short verbal report in at least one class each grading period using her communication device with an adult steadying her hand and arm.

- Lindy will imitate one

syllable words when asked to tell what she is doing, using any of 5 familiar activities at least twice per day.

- Carol

will tell what part of her body hurts with 4 choices, or how she is feeling (5 choices) on the same page, using icons plus words as needed.

- Lilly
will look at the photo of what her mom should put on her next when dressing her, placed on a large communication board on the wall next to her bed.

Annual Goals for IEP

Currently, IEPs are written with both annual (yearly) goals and either objectives or benchmarks. Objectives are different components of a goal that can be addressed either separately or concurrently, but one does not need to be achieved before starting another. Benchmarks are a set of goals that are accomplished in a specific order in order to reach the annual goal. They are worked on in a sequence, not concurrently. An IEP can be written using either objectives or benchmarks under the annual goals, or with a combination of the two.

Examples of Annual Goals:

- Given access to mid tech (more than one button) communication device, Lauren will make at least one comment per day, and one request per day without verbal or physical cueing during a structured activity.

Katy will use a sequencing voice output device to take three turns in a conversation with a peer without physical or verbal cueing in two out of three trials.

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