

## **Examples of IEP Goals and Objectives Suggestions For Students With Autism**

### **1. \_\_\_\_\_ will develop social understanding skills as measured by the benchmarks listed below.**

- a. \_\_\_\_\_ will raise their hand and wait to be called on before talking aloud in group settings 4/5 opportunities to do so.
- b. \_\_\_\_\_ will work cooperatively with peers in small group settings (ie. Share materials, allow peers to share different thoughts) 4/5 opportunities to do so.
- c. \_\_\_\_\_ will develop an understanding of the relationship between his/her verbalizations and actions/effect on others 4/5 opportunities to do so.
- d. \_\_\_\_\_ will engage in appropriate cooperative social play interactions initiated by others 4/5 opportunities to do so.
- e. \_\_\_\_\_ will engage in cooperative social play interactions by allowing others to make changes or alter the play routine 4/5 opportunities to do so.
- f. \_\_\_\_\_ will engage in appropriate turn-taking skills by attending to peer's turn and waiting for own turn 4/5 opportunities to do so.
- g. \_\_\_\_\_ will appropriately acknowledge an interaction initiated by others by giving an appropriate response, either verbal or non-verbal.
- h. \_\_\_\_\_ will develop an understanding of the rationale for various social skills by stating the reason when asked (ie. Why do we say excuse me?)
- i. \_\_\_\_\_ will increase social awareness of environment by stating what is taking place in environment or imitating actions of others 4/5 opportunities to do so.
- j. \_\_\_\_\_ will increase safety awareness by stating the effect of various situations 4/5 opportunities to do so.
- k. \_\_\_\_\_ will identify appropriate social rules and codes of conduct for various social situations 4/5 opportunities to do so.
- l. \_\_\_\_\_ will refrain from interrupting others by exhibiting appropriate social interaction skills 4/5 opportunities.

### **2. \_\_\_\_\_ will increase social-emotional skills as measured by the benchmarks listed below.**

- a. \_\_\_\_\_ will identify various emotional states in others 4/5 opportunities to do so.
- b. \_\_\_\_\_ will state why a person might be feeling a particular emotion 4/5 opportunities to do so.
- c. \_\_\_\_\_ will identify various simple emotional states in self 4/5 opportunities to do so.
- d. \_\_\_\_\_ will state why he/she might be feeling a particular emotion 4/5 opportunities to do so.
- e. \_\_\_\_\_ will state what would be an appropriate response to a particular emotional state 4/5 opportunities to do so.

**3. \_\_\_\_\_ will increase social communication skills as measured by the benchmarks listed below.**

- a. \_\_\_\_\_ will initiate communicative interactions with others 4/5 opportunities to do so.
- b. \_\_\_\_\_ will initiate varied appropriate topics with others 4/5 opportunities to do so.
- c. \_\_\_\_\_ will initiate communicative interactions with others by asking questions 4/5 opportunities to do so.
- d. \_\_\_\_\_ will engage in conversational turn-taking with others across 3-4 conversational turns, 4/5 opportunities to do so (topics initiated by self /others).
- e. \_\_\_\_\_ will call attention to communicative partner prior to communicating 4/5 opportunities to do so.
- f. \_\_\_\_\_ will ask questions of others regarding topics initiated by self or others to sustain conversation for conversational turn-taking 4/5 opportunities to do so.
- g. \_\_\_\_\_ will identify and understand various non-verbal social communication behaviors (ie. Tone of voice, personal space, vocal volume, body orientation, facial expressions) by stating their implied meaning 4/5 opportunities to do so.
- h. \_\_\_\_\_ will spontaneously seek assistance/ ask for help/ seek additional information given visual prompts 4/5 opportunities to do so.
- i. \_\_\_\_\_ will spontaneously use a verbal or non-verbal message to indicate to the speaker that he needs additional “wait” time to process information editorially 4/5 opportunities to do so.
- j. \_\_\_\_\_ will identify breakdowns in communication and make appropriate adjustments 4/5 opportunities to do so.

**4. \_\_\_\_\_ will increase narrative discourse skills to objective criteria as measured by the benchmarks listed below.**

- a. \_\_\_\_\_ will state the main idea of the story, video or situation 4/5 opportunities to do so.
- b. \_\_\_\_\_ will relate information (ie. Past events, stories, situations, etc...) sequentially 4/5 opportunities to do so.
- c. \_\_\_\_\_ will identify what happened first, in the middle, and last regarding a previous read story, past event, or situation.
- d. When relating information \_\_\_\_\_ will provide an initial background statement, include referents, include important pieces of relational information and leave out irrelevant details.

**5. \_\_\_\_\_ will increase their ability to function appropriately within the school environment as measured by the benchmarks listed below.**

- a. Given visual and verbal prompts, \_\_\_\_\_ will participate in tasks/ activities to completion by exhibiting appropriate behaviors, \_% of the time.
- b. \_\_\_\_\_ will transition appropriately from tasks and activities and school environments \_% of the time given visual and verbal prompts.
- c. \_\_\_\_\_ will accept changes in routine/schedule by exhibiting appropriate behaviors given visual and verbal cues \_ % of the time.
- d. \_\_\_\_\_ will follow classroom rules and directives given visual and verbal prompts \_% of the time.

e. \_\_\_\_\_ will independently take a break given visual prompts \_ % of the time.  
(goal #5: objectives contd.)

f. \_\_\_\_\_ will independently ask to take a break given visual and verbal prompts \_% of the time.

**Strategies to focus on above Goals/ Objectives:**

- \* Social Stories
- \* Comic Strip Conversations
- \* Social Scripting/ Computer Conversations (reduces social demands of situation)
- \* Find and use “hooks” (high interests )for academics, social relations, social communication, etc...
- \*Video-tapes
- \* Digital Photography (for real life situations)
- \* Audio-taping
- \* Lunch/Recess Clubs
- \* Story-mapping (Inspiration Software)
- \* Individual visual schedule
- \* Visual directions

Adapted From Susan Stokes, CESA 6 Autism Consultant