AUTISM SPECTRUM DISORDER SERIES

Examples of IEP Goals and Objectives

Suggestions for Students with Autism

Introduction

When writing goals for children with Autism it is crucial to be as specific as possible. IEP's need to be individualized but do not always show all of the actual goals and interventions that are being done. As a skill is acquired - new objectives are to be added, it is not to be stagnant. As skills become easier the difficulty is increased. Teachers of students with Autism Spectrum Disorders hope that a fluid process from year to year is maintained. This will require a great deal of communication and collaboration between staff and parents. The following lists are offered as examples of IEP goals that can be used for children with Autism Spectrum Disorders.

Social Skill Area Goals

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 (i.e., 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: Social Stories are a tool for teaching social skills to children with autism and related disabilities. Social stories provide an individual with accurate information about those situations that he may find difficult or confusing. The situation is described in detail and focus is given to a few key points: the important social cues, the events and reactions the individual might expect to occur in the situation, the actions and reactions that might be expected of him, and why. The goal of the story is to increase the individual's understanding of, make him more comfortable in, and possibly suggest some appropriate responses for the situation in question (Polyxo, 2008).
- Comic Strip Conversations: Individuals with Autism Spectrum Disorder (ASD) have trouble interpreting social situations and understanding speech as quickly as most social interactions require. A comic strip conversation is a conversation between two or more people using simple illustrations in a comic strip format. They show children how to behave in a socially acceptable manner and conform to social standards. The effectiveness can be enhanced by incorporating a child's favorite cartoon character into the illustration (Autism Spectrum Institute, 2008).
- Social Scripting/ Computer Conversations: The use of social scripts can provide the child with visual information and strategies that will improve his understanding of various social situations. In addition, the Social scripts can teach the child appropriate behaviors to exhibit when he is engaged in varied social situations. The repetitious "reading" of the Social script makes this strategy effective for the child with Asperger's Syndrome.
- 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: These activities basically walk the child through the process of any experience. This technique has been very successful when utilized consistently for introducing children with Autism to new activities and outings. For example if a child were to have a doctor's appointment these activities basically walk the child through the process of visiting the doctor's office. You can use photographs from the clinic, the elevator and the doctor's office to help prepare your child for what they will see and do on that day.
- Individual visual schedule: Visual schedule systems are an easy way to provide students with consistent cues about their daily activities. They provide a structure that allows a student to anticipate what will happen next, reduce anxiety by providing the student with a vision of his/her day and promote calmness between transitions. They are especially important for

students who have a profile that includes difficulties with the understanding of oral language and directions (Kamp & McErlean, 2008)..

Adapted From Susan Stokes, CESA 6 Autism Consultant

Examples of IEP Goals without Objectives

Social Skills/Life Skills/Social Communication Skills Goals

Given direct instruction, practice and visual supports, _____ will successfully demonstrate two new social skills per quarter including, recognizing, expressing and regulating emotions, conversational repair, and non verbal cues at a level of ____ % accuracy. Skills will be determined quarterly by the IEP team.
_____ will acquire two new social skills per quarter to a level of ___ % accuracy including initiating conversations with peers and adults, participating in turn taking during structured activities and recognizing positive social interactions.

_____ will acquire two new skills per quarter including table manners, phone etiquette, and organizational skills at a level of ____ % accuracy. The skills will be determined by the IEP team.

Given direct instruction and visual supports, _____ will obtain two new life skills per quarter, including bathroom and hygiene routines. He/She will perform the skill independently to a level of 70% accuracy.

Given direct instruction, practice and visual supports, _____ will successfully demonstrate two new skills per quarter including self regulation, gender relations skills, and independence in using visual supports 3 out of 5 opportunities to do so.

_____ will increase his/her social communication skills by refining three or more social skills (e.g. turning to see teacher when moving, interacting at age appropriate levels during free choice) necessary to function in the classroom as demonstrated during classroom activities on three out of four days of interactions.

_____ will demonstrate the accurate use and understanding of statements and questions by increasing accurate use of these sentence forms 4 out of 5 opportunities to do so.

_____ will increase his/her social communication skills by refining four skills including; requesting help and using pictures or words in order to have basic needs met 3 out of 5 opportunities to do so.

_____ will be introduced to a functional communication system and utilize it to show his/her basic wants 3 out of 5 opportunities to do so.

With adult support and visual cues _____ will be able to identify and express his/her needs within the school environment 4 out of 5 opportunities to do so.

Given direct instruction and visual supports for word retrieval strategies _____ will demonstrate the ability to retrieve words during conversation when cued to do so in 3 out of 5 attempts in the therapy and classroom settings.

____ will improve his/her skills in comprehension of figurative language, multiple meaning words and perspective taking in structured tasks to a level of 10% improvement from baseline data.

_____ will increase his/her ability to problem solve situations with peers and adults using visual supports and previously taught problem solving strategies 4 out of 5 opportunities to do so.

Given direct instruction, practice and visual support _____ will successfully demonstrate and understanding of autism awareness and stranger danger at a level of 70% accuracy.

_____ will increase his independent work time by completing one task with one or less adult prompts 3 out of 5 opportunities to do so.

Academic Skill Area Goals

_____ will answer who, what, where, why and when questions to 70% accuracy on a given passage.

_____ will use previously taught comprehension strategies before, during and after reading a given passage to build text meaning and achieve an average comprehension score of 70% on assessed readings.

_____ will increase his reading skills by identifying 10 new safety words and 10 new community words with 80% accuracy.

_____ will increase his/her functional math skills in the areas of time and money by demonstrating understanding of projected time and elapsed time independently with 80% accuracy and paying for times making change independently up to $2.00 with 75% accuracy.

Given direct instruction and visual supports _____ will be able to count an assortment of coins, measure objects in standard units and tell time to the minute with 80% accuracy.

Given direct instruction and visual supports, _____ will draft, edit and publish a 4 sentence paragraph meeting 70% mastery on conventions.

_____ will obtain selected science/social studies goals as provided in the regular education environment to a level of 70% accuracy.

In conclusion, there are many sources on the Internet that can assist you in writing goals for children with Autism. ***The following sites are a good beginning:***

- http://www.kid-power.org/samples/goals.html
- http://www.untangleautism.org/iepgoals.htm
- http://www.untangleautism.org/iepdatabase.htm
- http://www.udel.edu/bkirby/asperger/IEP_Goals.html