

# IEP Goals: Examples of Operational Competency

## Suggested Goals for System Set-up

- Student will retrieve the system, bring it to activity, and independently turn it on without prompting on a *daily basis*.
- Student will turn the device on/off independently and at appropriate times *100% of the time*.
- Student will independently set voice output volume to a level suitable to the situation or environment *5 out of 5 times*.
- Student will independently set scanning rate to appropriate speed *each morning*.
- Student will be responsible for charging the device and determine if it is ready for work *each morning*.
- Student will understand and demonstrate ability to independently perform operational aspects of communication device, such as changing printer paper and ribbons and knowing where to connect cables *100% of the time*.

## Suggested Goals for Independent Operation

- Student will perform functional system checklist with assistant *each morning* to determine if system is operational and battery is charged.
- Student will alert teacher or assistant when communication system is not working properly *5 out of 5 times*.
- Student will alert staff *each time* system and switches are not in appropriate position.
- Student will demonstrate ability to correctly select and change overlays independently as appropriate for class work *with 100% accuracy*.
- Student will independently determine if system is on correct level to access appropriate vocabulary for academic task *during each activity*.
- Student will demonstrate understanding of all functional commands, which are shown on the device display, *with 80% accuracy*.
- Student will independently program new vocabulary and information into device as appropriate for academic curriculum *80% of the time*.

## Suggested Goals for Written Work

- Student will be able to independently judge if sufficient supply of extra paper and ink cartridges or ink jets are available *each day*.
- Student will alert teacher / assistant when printer is out of ink or paper *100% of the time*.
- Student will independently change paper and ink in printer when necessary *5 of 5 attempts*.
- Student will independently follow procedures to print academic assignments *100% of the time*.

## IEP Goals: Examples of Linguistic Competency

### Suggested Goals for Language Development

- Student will respond with highly anticipated or recurring phrases *within 5 seconds* during oral reading of poems, songs or stories, using system.
- Student will independently use *15 new words* to complete fill-in-the-blank tasks using vocabulary from system.
- Student will master *20 new vocabulary words* from preprogrammed software and use them appropriately.
- Student will combine known vocabulary to form two- to three-word phrases without assistance *80% of the time*.
- Student will initiate use of vocabulary items on system to represent at least *two or three alternative meanings* when necessary.

### Suggested Goals for Written Language and/or Literacy

- Student will write *one sentence* for each new spelling word weekly using system.
- Student will independently compose a complete sentence using correct grammar and punctuation *90% of the time*.
- Student will use both pictures/icons retrieval mode and alphabet/spelling mode to write a four- to five- sentence paragraph about a story for *each book assigned for reading*.

### Suggested Goals for Development of Conversation Skills

- Student will ask questions effectively during a conversation using system *five of five attempts*.
- Student will answer accurately *five questions* from the curriculum guide using vocabulary items from system after a model.
- Student will independently use appropriate messages during conversation in functional situations *80% of the time*.

## IEP Goals: Examples of Social Competency

### Suggested Goals for Increasing Social Skills

- Student will initiate conversations with *one or two peers per day* during recess and lunch periods, using system.
- Student will participate in simple conversations with peers for two or three turns *80% of the time* using system.
- Student will participate in social conversations, using system, *with one new peer per week*.
- Student will maintain appropriate eye contact during a social conversation with peers *90% of the time*.
- Student will acknowledge speaker during a conversation using system by independently inserting fillers, such as "I agree," "That's cool," "No kidding," in the appropriate place *80% of the time*.
- Student will use appropriate social phrases and words to terminate conversation with peers *80% of the time* using system.
- Student will participate in a social conversation in at least *three new situations or environments per semester*.
- Student will increase use of appropriate pragmatic skills *eight out of ten times* when using system during a simple social conversation of two or three turns.

### Suggested Goals for Topic Maintenance

- Student will maintain topic of conversation with partner until it is completed *80% of the time*.
- Student will add at least one new fact or idea during a simple social conversation using system with peer *80% of the time*.
- Student will shift topic appropriately to extend conversation at least *one time per day*.

### Suggested Goals for Requesting/Clarifying Skills

- Student will effectively request information from peers and school staff *100% of the time* when necessary.
- During an academic activity, student will efficiently request clarification from peers and school staff *100% of the time* when necessary.
- Student will appropriately request assistance from staff and peers when needed using system without prompting *90% of the time*.
- Student will indicate "I don't know" or "I don't understand" independently when appropriate using device or other communication method *each time it is necessary*.

### Suggested Goals for Monitoring Skills

- Student will independently use social and polite forms of language, such as, "Do you agree?" "What is your opinion?" with system *80% of the time* during a simple conversation.
- Student will accurately monitor the listener's comprehension of the conversation and provide enough information to meet the listener's needs *80% of the time*.

# IEP Goals: Examples of Strategic Competency

## Suggested Goals for Increasing Use of Repair Strategies

- When communication breakdowns occur during a role-playing situation, student will be able to name *five appropriate strategies* which could be used to repair the breakdowns.
- Student will be able to appropriately use one of *five communication repair strategies* during communication breakdowns in role playing activities for three different daily living situations.
- Student will independently use communication repair strategies during a simple conversation with peers *80% of the time* using system.
- Student will independently correct the listener when the listener did not understand message *90% of the time*.
- Student will imitate model by teacher to segment message with *100% accuracy* when communication breakdowns occur during a conversation using system.
- Student will signal the end of a word when spelling a message using system, to assist listener in comprehending message *90% of the time*.
- Student will signal the beginning of a new topic, using the AAC system, when communicating with peers and teachers *90% of the time*.
- Student will signal the listener to "start over" *90% of the time* when the listener does not understand during a conversation using system.
- When using the communication system to converse with peers and adults, the student will initiate use of spelling to clarify words which are not understood *90% of the time*.
- Student will expand messages *90% of the time* by giving more information to clarify messages which are not understood when communicating with peers and adults using system.
- Student will incorporate use of different modes of communication as appropriate during a simple social conversation *80% of the time* to make certain that messages are understood.
- Student will select appropriate alternate words from communication system to rephrase messages which are not understood *five of five instances*.
- Student will try alternate ways of conveying a message when communication breakdowns occur *100% of the time*.

## Suggested Goals for Increasing Communication Effectiveness

- Student will prevent communication breakdowns by independently presenting an introduction message which instructs the conversation partner how to participate with the student *three out of five opportunities*.
- When constructing messages, student will increase the rate at which words are retrieved from communication system and will be able to construct a *five- to eight-word sentence within a minute*.

(continued)