

Sample IEP Objectives/Skills for Students Who Are Beginning to Use **Speech** to Communicate

<p>Goal Area: Communication</p> <p>Goal Statement: The student will use words or word approximations to communicate with others.</p>	
Skills/Objectives	Strategies
<p>Greetings/Closings</p> <ul style="list-style-type: none"> The student will say “hi” or “bye”. 	<ul style="list-style-type: none"> When appropriate, say “hi” (+ student’s name) to the student, making sure that you’ve got the student’s attention by touching his/her arm, being at his/her eye level and that s/he can hear you. Wait silently for up to 10 seconds for a response. If the student responds without speech, (e.g., smiles), say, “I saw you smile to say, ‘hi’. Try saying ‘hi’.” Praise any attempts at vocalization, e.g. “Wow, you tried to say “hi! That was super!” For “bye”, follow the same strategy as for “hi”, only at times that appropriate for “bye”.
<p>Initiating Requests</p> <ul style="list-style-type: none"> The student will request assistance by using words such as “<i>help</i>” or “<i>please</i>” 	<ul style="list-style-type: none"> Set up situations where the student needs some help. Example: You walk down the hall toward music class, and leave the student behind in his/her wheelchair. Wait for the student to initiate a request for assistance by vocalizing or saying “help”, etc. Model the appropriate word if the student doesn’t use speech, e.g. “I need to hear you ask me for help. Say, ‘help’”. Encourage the student to watch your face as you say help. At first accept any approximation and then gradually accept attempts that sound more like ‘help’ until the student is saying a word that can be recognized as ‘help’ by most people.
<p>Asking for “More”</p> <ul style="list-style-type: none"> The student will ask for ‘more’ of a pleasurable object/activity by saying “<i>more</i>” or “<i>again</i>” 	<ul style="list-style-type: none"> Set up situations where the student is enjoying something. Pause the activity, and wait for the student to verbalize a request for ‘more,’ or ‘again’.

<p>Negation</p> <ul style="list-style-type: none"> The student will use speech to say “no,” “all gone,” or “away,” to say that items are missing. 	<ul style="list-style-type: none"> Engage the student in a routine, such as lunch, but have a usual item, such as juice, missing. Wait for the student to comment, “all gone.” At first accept any approximation and then gradually accept attempts that sound like ‘no’, ‘all gone’, ‘away’ until the student is saying a word that can be recognized as ‘no’, ‘all gone’ or ‘away’.
<p>Initiating Action or Request</p> <ul style="list-style-type: none"> The student will direct the action or make a request of another person, (e.g., “want”, “that”, “go”, “in”, “off”, “on”, “out”, “down”, “up”, “some”, “please”) 	<ul style="list-style-type: none"> Arrange situations in which the student needs to direct another person to do something (e.g., student looks toward coat and says “go” to let SEA know that s/he wants to go outside). Tell the student, “Say ‘go’.” Wait for a response. At first accept any vocalization and then accept attempts that sound more and more like “go”.
<p>Naming or Labeling</p> <ul style="list-style-type: none"> The student will name or label objects and/or people. 	<ul style="list-style-type: none"> During day-to-day activities, model single words or short phrases to label /comment on objects/people. Encourage the student to imitate. As well, ask the student, “What’s that?” or “Who’s that?”
<p>Commenting</p> <ul style="list-style-type: none"> The student will comment on the action occurring in an activity (e.g. “going swimming”, “drink”, “eating”) 	<ul style="list-style-type: none"> During activities, model single words or short phrases that describe the ongoing action. Encourage the student to imitate, or answer, “What’s happening?”
<p>Possession</p> <ul style="list-style-type: none"> The student will indicate possession (e.g., “my”, “mine”) 	<ul style="list-style-type: none"> Engage the student in activities when “my” and “mine” are appropriate to use, such as turn- taking activities. Model appropriate words, such as ‘my turn’ or ‘your turn.’ Ask whose turn it is when it’s the student’s turn.
<p>Disappearance</p> <ul style="list-style-type: none"> The student will use “no,” “all gone,” or “away” to comment on the disappearance of a person or object 	<ul style="list-style-type: none"> Encourage the student to say “away,” as items are put away or as people leave or things disappear. Model use of the appropriate word.
<p>Rejection</p> <ul style="list-style-type: none"> The student will use “no” or “stop” to reject an object/activity. 	<ul style="list-style-type: none"> Encourage the student to say “no” or “stop” when they don’t want to continue using an object or doing an activity. Model using “no” in the appropriate context.

<p>Cessation</p> <ul style="list-style-type: none"> The student will comment that an activity has finished (e.g., “stop,” “all done”). 	<ul style="list-style-type: none"> Engage the child in an activity such as listening to music. When the song finishes, encourage the student to say “stop” or “all done.” Model the appropriate words if the student doesn’t respond, and encourage the student to imitate.
<p>Stating an Opinion</p> <ul style="list-style-type: none"> The student will give an opinion (e.g., “like,” “yucky”). 	<ul style="list-style-type: none"> During activities, ask the student to tell you what s/he thinks of the activity. If the student doesn’t initiate giving an opinion, model the appropriate words based on the student’s body language. For example, when student scowls when tasting bitter chocolate, say, “YUCKY. Encourage the student to imitate (e.g., Say, ‘yucky’.
<p>Calling</p> <ul style="list-style-type: none"> The student will call out for someone (e.g., “Mom,” “Dad,” SEA’s name, peer’s name.) 	<ul style="list-style-type: none"> Encourage the student to call out for a familiar person using their name (e.g., Student says “Mom”, when she comes to pick him/her up at the end of the day). If the student doesn’t initiate calling out, model the appropriate word and encourage the student to imitate.
<p>Attributing</p> <ul style="list-style-type: none"> The student will comment on attributes of an object or activity (e.g., “big,” “noisy,” “dirty,” “little,” “in,” “on,” “out”) 	<ul style="list-style-type: none"> During activities, call the student’s attention to the important attributes (e.g., big, dirty, noisy). Model the appropriate word and encourage the student to imitate.
<p>Questioning</p> <ul style="list-style-type: none"> The student will ask a question (e.g., “what,” “when,” “who,” “where,” “why,” “how”) 	<ul style="list-style-type: none"> Model question use in appropriate contexts. Encourage the student to imitate. Then set up situations that encourage the student ask questions. For example, hide the student’s boots and when they’re searching for their boots, say, “Ask your teacher, ‘Where?’”