IEP Goals/Objectives Suggestions
2-3 year olds

**Givens:**
With verbal and visual prompts
With adult facilitation
With peer/adult modeling
With communicative assistance
Individual opportunities
Small group settings
With fading...
With a variety of familiar adults/peers
With video modeling and social stories
With pre-teaching

**Using:**
Gesture, sign, or pictures
Gesture, sign or pictures with verbal approximation
Single words/word approximation
Short phrases

**With (criteria):**
_____ of ____ opportunities
_____% increase from an established baseline
For _____ minute(s) or engagement in activity

**Pre-Learning Skill Goals**
*The student will participate in circle time activities for ____ minutes/engagement in activity, using visual and communicative supports, by:
  * Staying in a designated area
  * Looking toward presenting adult/presented materials
  * Performing motor actions to songs and fingerplays
  * Completing calendar/weather and other early learning activities typically presented during circle time
  * Making choices for stories, songs, fingerplays and activities from presented options
  * Taking and waiting for his/her turn
*The student will attend to an adult directed activity for _____ minutes or engagement in activity, by:
  * Staying in a designated area
  * Looking toward presenting adult/presented materials*
  * Making choices from presented options
  * Making requests based upon communication level
  * Taking and waiting for his/her turn
  * Using materials appropriately
  * Making choices from presented options
  * Completing the activity as instructed
  * Cleaning up materials

*The student will follow one and two step directions to completed classroom activities, by:
  * The student will comply with routine classroom expectations.
  * The student will follow a familiar one step direction
  * The student will follow a novel one step direction
  * The student will follow a familiar, related, two step direction
  * The student will follow a novel, related, two step direction
  * The student will clean up one activity and move to another preferred activity.
  * The student will clean up one activity and move to a less preferred activity.

*The student will transition from one activity to another, by:
  * The student a picture schedule when anticipating transition
  * The student will transition from one supporting adult to another
  * The student will enter a new setting in the classroom
  * The student will enter new settings within the school building/playground
  * The student will clean up one activity and move to another preferred activity.
  * The student will clean up one activity and move to a less preferred activity.
  * The student will independently move from one activity to the next as part of the typical classroom routine
Social Interaction
*The student will participate in interactive play and learning experiences with other children, by:
  * Child will watch other children during play
  * Attempt to imitate other children
  * Plays in a self selected center, near other children, using available materials
  * Choosing a variety of self selected centers or attempts new experiences
  * Play a simple game with another child, taking and waiting for his/her turn
  * Participate in a pretend play scheme with another child (doll play, dramatic play, cars/trucks, blocks, etc.)
* Expand learned play schemes with peers
* Accepting toys/materials from another child
* Offering toys/materials from another child
* Initiating a social exchange with another child
* Sustain interactive play with another child for _____ minutes

Social Emotional/Behavioral
* The student will use ____ different toys and materials as they were intended during periods of free play.
  * After given time to explore an item on their own, the child will accept adult direction to use the item as intended.
  * The student will use toys and materials as they were intended during directed activities.
  * The child will expand play schemes based upon peer/adult models.

* The student will express frustration, upset, anger, (things didn't go as expected/wanted), in a manner commensurate with his/her ability.
  * Seek out an adult for assistance
  * Express feelings or cause for upset using appropriate communicative supports
  * Using strategies modeled by adults-peers to resolve the upsetting situations
Communication

*The student will produce /_____/ sounds in single words or phrases.
  *The student will imitate target sounds.
  *The student will produce target sounds in isolation.
  *The student will produce target sounds in CV, CVC, and CVCV combinations.
  *The student will produce target sounds in the initial position of words.
  *The student will produce target sounds in the final position of words.
  *The student will produce target sounds in the medial position of words.

*The student will respond to and initiate social greeting with adults and peers.
  *When his/her name is called, the student will pause in his/her activity.
  *When his/her name is called, the student will look toward the speaker
  *The student will respond to a greeting offered by an adult/peer
  *The student will initiate a greeting to a adult/peer
  *The student will use the name of the adult or peer s/he wishes to address

*The student will make a valid request for activity or object, using ______
  *The student will identify frequently requested activities or objects
  *The student will label frequently requested activities or objects
  *The student will make a valid request from _____ presented options
  *The student will respond to a question such as “What do you want?” or “What do you need?”
  *The student will request assistance
  *The student will indicate that s/he is finished with an activity
  *The student will indicate that s/he do not want a presented item
*After listening to a short story and given pictures or objects, the student will answer questions starting with “who,” “what,” and “where.”
  *The student will answer questions starting with “who.”
  *The student will answer questions starting with “what.”
  *The student will answer questions starting with “where.”

*Given pictures or objects, the student will describe what s/he sees using ______.
  *Words denoting: Location
  Possession
  Negation
  Recurrence
  Quantity
  Action

**Early Literacy**

*After listening to a short story and given pictures or objects, the student will answer questions starting with “who,” “what,” and “where.”

*During a directed or self selected story activity, the student will participate for _____ minutes, by:
  *Looks at pictures in a books
  *Points to pictures in a book
  *Positions a book right side up
  *Opens a book
  *Turns pages in a book
  *Pretends to read
  *Completes repeated phrases while the story is being read

*When given the opportunity, the student will identify their name in print.
  *The student will identify his/her picture/symbol with their name
  *The student will identify his/her name from a field of _____ dissimilar names.
  *The student will identify his/her name from a field of _____ similar names.
Early Math Literacy
*Given _____ objects or pictures, the student will match pictures or objects by similar attribute.
  *The student will match objects that are identical.
  *The student will match pictures that are identical.
  *The student will match objects to pictures that are identical.
  *The students will group objects or pictures that are similar given a specific attribute (color, size, category).

*Given objects or pictures, the student will demonstrate one to one correspondence for up to three items.
  *The student will rote count to three
  *The student will give “one.”
  *The student will give “one more.”