

## IEP Objectives Based on STAR Lessons – Level I

### RECEPTIVE LANGUAGE - Lesson 1: Come Here

Student will come to an adult in 3 different settings from at least 10 feet away when adult says “name, come here”. Student will come to adult 3/3 times for 2 consecutive days in each setting without prompts.

### RECEPTIVE LANGUAGE - Lesson 2: Attending

Student will follow directions of an adult when adult says “Look at me”, “Hands down”, “sit down”, or “Stand up” during a one - to - one instructional session, 3/3 times over 2 consecutive weekly probes.

### RECEPTIVE LANGUAGE - Lesson 3: Receptive Actions on a Walk

Student will follow at least 5 receptive actions during a walk in at least 2 different settings when adult says “student action”. Student will correctly follow newest receptive action learned 3/3 times in at least 2 different settings, when randomly presented with previously learned receptive actions, for 2 consecutive days.

### RECEPTIVE LANGUAGE - Lesson 4: Social Communication

Student will engage in an appropriate corresponding social communication action when adult says “My turn”, “Wave”, “Give me five”, in a one-to-one instructional session, 3/3 times over 2 consecutive weekly probes.

### RECEPTIVE LANGUAGE - Lesson 5: Nonverbal Imitation - Gross Motor

Student will imitate 5 gross motor actions when given the verbal cue “Do this”. With 3.3 correct responses on the newest gross motor imitation learned and 3.3 correct responses on the set of previously learned gross motor imitations, when randomly presented for 2 consecutive days.

### RECEPTIVE LANGUAGE - Lesson 6: Nonverbal Imitation - Object

Student will imitate 5 object actions when given the verbal cue “Do this”, with 3/3 correct responses on the newest action learned and 3/3 correct responses on the set of previously learned object actions when randomly presented for 2 consecutive days

#### RECEPTIVE LANGUAGE - Lesson 7: Matching - Object to Object

Student will select 1 object from 5 other objects and match it to an identical object when given the verbal cue "Match X". Student will respond correctly 3/3 times on the newest object learned and 3/3 times on the set of previously learned object when randomly presented for 2 consecutive days

#### RECEPTIVE LANGUAGE - Lesson 8: Matching - Picture to Picture

Student will select 1 picture from 5 and match it to an identical picture when given the verbal cue "Match X." Student will respond correctly 3/3 times on the newest picture learned and 3/3 times on the set of previously learned pictures when randomly presented for 2 consecutive days

#### RECEPTIVE LANGUAGE - Lesson 9: Matching - Object to Picture

Student will select 1 object from 5 and match it to a picture of the same object when given the verbal cue "Match X." Student will respond correctly 3/3 times on the newest item learned and 3/3 times on the set of previously learned items when randomly presented for 2 consecutive days

#### RECEPTIVE LANGUAGE - Lesson 10: Matching - Object to Picture and "Give me X"

Student will give correct object for 5 different objects when given verbal cue "give me X" when first provided an opportunity to match object to a picture of the object. Student will respond correctly 3/3 times on the newest object learned and 3/3 times on the set of previously learned objects when randomly presented for 2 consecutive days

#### RECEPTIVE LANGUAGE - Lesson 11: Labels of Objects

Student will respond to teacher's request "Give me X", by selecting 1 object from 5 and giving correct object to teacher. Student will respond correctly 3/3 times on the newest object learned and 3/3 times on the set of previously learned objects when randomly presented for 2 consecutive days

#### RECEPTIVE LANGUAGE - Lesson 12: Labels of Pictures

Student will select 1 picture of an object from 5 and give correct picture to teacher after the request "Give me X," Student will respond correctly 3/3 times on the newest picture learned and 3/3 times on the set of previously learned pictures when randomly presented for 2 consecutive days

### RECEPTIVE LANGUAGE - Lesson 13: Identification of Body Parts

Student will receptively identify correct body part for at least 5 major body parts given verbal cue "Touch X," or "Show me your X." Student will respond correctly 3/3 times on the newest body part learned and 3/3 times on the set of previously learned body parts when randomly presented for 2 consecutive days

### RECEPTIVE LANGUAGE - Lesson 14: Actions - One Step commands

Student will respond to verbal request to complete one action with each of 5 different objects. Student will respond correctly 3/3 times on the newest action learned and 3/3 times on the set of previously learned actions when randomly presented for 2 consecutive days

### EXPRESSIVE LANGUAGE - Lesson 1: Readiness Skills

Student will attain readiness for verbal imitation by attending, babbling, and sound pairing a verbal cue while playing or engaging in other motivating activity with 80% correct responses for 2 consecutive weekly probes in presence of motivator and no prompts.

### EXPRESSIVE LANGUAGE - Lesson 2: Initial Requesting

Student will imitate single words and short phrases with 80% correct responses for 2 consecutive weekly probes on presence of motivator following a verbal cue. 2. Student will use imitated words and phrases spontaneously with 80% correct responses for 2 consecutive weekly probes in presence of motivator and no prompts.

### EXPRESSIVE LANGUAGE - Lesson 3: Phrases for Requests

Student will spontaneously use "Want x," graduating to "I want x," to request a motivator, "More x," when seeking more of the same motivator,, and "No x" to decline an object or activity with 80% correct responses for 2 consecutive weekly probes in presence of motivator and no prompts.

### PRE-ACADEMIC - Lesson 1: Use of Token Board

Student will wait to receive a reward until he has earned 5 tokens, 1 token at a time, during the instruction of other discrete trial training lessons, 3/3 times over 2 days.

#### PRE-ACADEMIC - Lesson 2: Matching Colors

Student will place like colors on or near each other for at least 5 colors, give verbal cue to "Match X". student will respond correctly 3/3 times on newest color learned and 3./3 times on set of previously learned colors when randomly presented for 2 consecutive days.

#### PRE-ACADEMIC - Lesson 3: Matching Shape

Student will place like shapes on or near each other for at least 5 shapes, given verbal cue "Match X". student will respond correctly 3/3 times on newest shape learned and 3/3 times on set of previously learned shapes when randomly presented for 2 consecutive days.

#### PRE-ACADEMIC - Lesson 4: Coloring/Scribbling

Student will hold a crayon, using appropriate grasp, and will scribble for at least 10 consecutive seconds when teacher says "Color". student will respond correctly 3/3 times for 2 consecutive days.

#### PLAY & SOCIAL INTERACTION - Lesson 1: Readiness for Play

Student will relinquish toy upon verbal request ("My Turn") with 80% correct responses for 2 consecutive weekly probes on presence of motivator and no prompts.

#### PLAY & SOCIAL INTERACTION - Lesson 2: Initial Play Skills

Student will learn to engage in play actions of increasing complexity through engaging in imitative play and following play commands with 80% correct responses for 2 consecutive weekly probes in presence of motivator and no prompts.

#### PLAY & SOCIAL INTERACTION - Lesson 3: Independent Play

Given independent playtime in a play area with preferred toys in predictable locations, student will get preferred toys, engage in exploratory / functional / constructive play for at least 10 minutes, let others play with other materials with no challenging behavior, observe peers and adult, and follow directions to put toys away, completing at least 90% of steps in the independent play routine without prompts, during 1 weekly observation for 2 consecutive weeks by student

#### PLAY & SOCIAL INTERACTION - Lesson 4: Play with Adults

Given playtime in play area with adult and preferred toys in predictable locations, student will get preferred toy, request toy from adult, relinquish toy to adult on request, follow directions to look at adult / imitate act with toy / imitate gross motor action / put toys away, completing at least 90% of steps in the play-with-adult routine, without prompts, during 1 weekly observation for 2 consecutive weeks.

#### FUNCTIONAL ROUTINES - Lesson 1: Arrival

Given adult supervision and simple verbal directions, student will greet adult, walk with adult without holding hands, open door, and enter classroom, go to correct location and put belongings away, and go to daily activity schedule, completing at least 90% of steps in arrival routine without prompts on 2 consecutive weekly observations.

#### FUNCTIONAL ROUTINES - Lesson 2: Departure

Given adult supervision and simple verbal directions, student will gather belongings and walk within 2 feet of adult from classroom to departure area, wait when directed and communicate "Bye", completing at least 90% of steps in departure routine without prompts, during 1 weekly observation for 2 consecutive weeks.

#### FUNCTIONAL ROUTINES - Lesson 3: Transition Between Activities

Given consistently located visual daily activity schedule, direction to "check you schedule" and transition chip, student will go to schedule, find symbol for first/next activity, take symbol to next location, and go to appropriate place to begin activity, completing at least 90% of steps in the transition routine without prompts, during 1 weekly observation for 2 consecutive weeks.

#### FUNCTIONAL ROUTINES - Lesson 4: Handwashing

Given a familiar sink and adult direction to "wash your hands," student will go to sink, wash, and dry hands completing at least 90% of steps in hand-washing routine without prompts, during 1 weekly observation for 2 consecutive weeks.

#### FUNCTIONAL ROUTINES - Lesson 5: Snack

Given simple directions and choices presented by adult, student will go to snack area, remain seated, wait for turns to choose, communicate choices, and clean up after

snack, completing at least 90% of steps in snack routine without prompts, during 1 weekly observation for 2 consecutive weeks.

#### FUNCTIONAL ROUTINES - Lesson 6: Restroom Use

Given adult supervision to walk to restroom, student will enter restroom, move to toilet, adjust clothing, eliminate in toilet as needed (not wet or soiled), use toilet paper as needed, readjust clothes, and begin hand-washing routine, completing at least 90% of steps in restroom-use routine without prompts, during 1 weekly observation for 2 consecutive weeks.

#### FUNCTIONAL ROUTINES - Lesson 7: Going on a Walk

Given adult supervision and simple verbal directions, student will get coat, walk within 2 feet of adult, stop and wait when directed, and put away coat, completing at least 90% of steps in walk routine without prompts, during 1 weekly observations for 2 consecutive weeks.

#### FUNCTIONAL ROUTINES - Lesson 8: Circle

During group circle time led by adult, student will remain seated for at least 15 minutes without challenging behavior, follow simple directions, communicate choices, and imitate simple actions, completing at least 90% of steps in circle routine without prompts, during 1 weekly observations for 2 consecutive weeks.

#### FUNCTIONAL ROUTINES - Lesson 9: Center / Choice

Given familiar activity centers and a choice board, student will choose a center, go to center and get preferred toys/materials, engage to exploratory/function/constructive play for at least 10 minutes, playing beside and occasionally observing an adult and peers, with no challenging behavior, completing at least 90% of steps in the centers/choice routine without prompts, during 1 weekly observations for 2 consecutive weeks.

#### FUNCTIONAL ROUTINES - Lesson 10: Learning to Work with Teacher

Given simple verbal directions, student will engage in easy, familiar activity with adult during a 5-minute session staying seated with hands in lap, looking at teacher when directed, waiting for teacher to give direction before acting, following 1-step directions for familiar tasks, and cooperating on prompted trials, competing at least 90% of steps in learning to work with teacher routine without prompts, during 1 weekly observations for 2 consecutive weeks.

### FUNCTIONAL ROUTINES - Lesson 11: Work with Teacher

Given simple verbal directions student will engage in instructional activities with adult during a 10-minute work session, staying seated with hands in lap, looking at teacher when directed, waiting for and following directions, taking a token and placing on token board, and cooperating on prompted trails, completing at least 90% of steps in work with teacher routine without prompts, during 1 weekly observations for 2 consecutive weeks.

### FUNCTIONAL ROUTINES - Lesson 12: Simple Art Activity

Given simple verbal directions, student will engage in art activity with adult, staying seated at least 10 minutes, imitating 1 step actions and communicate choices, completing at least 90% of steps in art activity routine without prompts, during 1 weekly observations for 2 consecutive weeks.

### FUNCTIONAL ROUTINES - Lesson 13: Independent Work

Given a work table and simple work schedule with color symbols to represent 3 familiar tasks, student will remove first symbol from schedule, match symbol to symbol on container of materials in container and put in a "finished" location, and repeat this sequence for each of the 3 tasks, completing at least 90% of steps in independent work routine without prompts, during 1 weekly observations for 2 consecutive weeks.