

IEP Objectives Based on STAR Lessons: **Level II**

RECEPTIVE LANGUAGE - Lesson 1: Expanding Labels

XXXX will receptively identify new vocabulary words using 5 pictures in each of 5 difference categories, Student will respond correctly 3/3 times on the newest item learned and 3/3 times on set of previously learned items for each category.

RECEPTIVE LANGUAGE - Lesson 2: Accelerated Labels

XXXX will receptively identify new vocabulary words using pictures, given the verbal cue "Give me x." Student will respond correctly 3/3 times for each set of new pictures randomly presented for 2 consecutive days.

RECEPTIVE LANGUAGE - Lesson 3: Identification of People

XXXX will receptively identify up to 15 people when given the cue "Touch x." Student will respond correctly 3.3 times on the newest item learned and 3.3 times on the set of previously learned items for each category with randomly presented for 2 consecutive days.

RECEPTIVE LANGUAGE - Lesson 4: Action Pictures

XXXX will receptively identify 10 or more action verbs when given the cue "Give me x." Student will respond correctly 3/3 times on the newest action verb learned and 3/3 times on the set of previously learned action verbs when randomly presented for 2 consecutive days.

RECEPTIVE LANGUAGE - Lesson 5: Actions - Two Steps Commands

XXXX will complete at least 5 different 2 step commands given by an adult. Student will respond correctly 3/3 times on the newest 2-step commands learned and 3/3 times on the set of previously learned 2-step commands when randomly presented for 2 consecutive days.

RECEPTIVE LANGUAGE- Lesson 6: Locations and Commands

XXXX will go to correct location and respond correctly to a simple command within 5-10 seconds for 3 difference locations in the classroom and 3 difference environments outside of the classroom. Student will respond correctly 3/3 times on the newest location learned and 3/3 times on the set of previously learned locations when randomly presented for 2 consecutive days.

RECEPTIVE LANGUAGE - Lesson 7: Sorting Categories

XXXX will sort pictures for 4 different categories of items when given a stack of at least 4 pictures representing each category and a verbal cue to sort the pictures. Student will correctly sort all of the pictures into the appropriate category 3/3 times over 2 consecutive days.

RECEPTIVE LANGUAGE - Lesson 8: Picture Sequencing

XXXX will sequence 3 pictures in the correct order and attend to a story told by the teacher. Student will respond correctly 3/3 times on the newest picture sequence learned and 3 Student will respond correctly for 80% /3 times on the set of previously learned picture sequences when randomly presented for 2 consecutive days.

RECEPTIVE LANGUAGE - Lesson 9: Identification of Items in Books

XXXX will receptively identify 1-3 items on each page of a short storybook with verbal prompts, Student will do this for at least 3 books that included objects, animals and people. Student will respond correctly for at least 80% of the pages of each book.

RECEPTIVE LANGUAGE - Lesson 10: Expanded Book Use

XXXX will respectively identify actions objects, and descriptors in the pictures of a book for at least 3 books. Student will respond correctly for 80% of the pages of the book.

RECEPTIVE LANGUAGE - Lesson 11: Emotions

XXXX will receptively identify at least 5 emotions when presented pictures of people in various emotional states. Students will respond correctly 3/3 times on the newest emotion learned and 3/3 times on the set of previously learned emotions when randomly presented for 2 consecutive days.

EXPRESSIVE LANGUAGE - Lesson 1: Expanding Labels

XXXX will name 5 pictures of objects when given the cue "What is this?" XXXX 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.

EXPRESSIVE LANGUAGE - Lesson 2: Expanded Labels

XXXX will name 5 pictures of items in each of the categories (food, animals, functional objects, colors, shapes) when given the cue "What is this?" XXXX will respond correctly 3/3 times on the

newest item learned and 3/3 times on the set of previously learned items for each category when randomly presented for 2 consecutive days.

EXPRESSIVE LANGUAGE - Lesson 3: Accelerated Labels

XXXX will name new vocabulary words from pictures when given the verbal cue "What is this?"
XXXX will respond correctly 3/3 times for each set of 5 pictures of items presented in flash-card style.

EXPRESSIVE LANGUAGE - Lesson 4: Identification of People

XXXX will answer the question "Who is the?" for up to 15 pictures of different people including, himself, classmates, teachers, and family members. XXXX will respond correctly 3/3 times on the newest name learned and 3/3 times on the set of previously learned and 3/3 times on the set of previously learned names when randomly presented for 2 consecutive days.

EXPRESSIVE LANGUAGE - Lesson 5: Actions-People

XXXX will name the action verb in pictures when given the cue "What is the person doing?" for at least 10 pictures. XXXX will respond correctly 3/3 times on the newest action verb learned and 3/3 times on the set of previously learned action verbs when randomly presented for 2 consecutive days.

EXPRESSIVE LANGUAGE - Lesson 6: Actions-People

XXXX will answer the question "What is the person doing?" for at least 5 actions demonstrated by himself, a teacher, and peers. XXXX will respond correctly 3/3 times on the newest action verb learned and 3/3 times on the set of previously learned actions for himself, the teacher, and peers when randomly presented for 2 consecutive days.

EXPRESSIVE LANGUAGE - Lesson 7: Picture Sequencing

XXXX will sequence a set of 3 pictures and then tell a story by naming each of the pictures in sequence. XXXX will respond correctly 3/3 times on the newest set of pictures learned and 3/3 times on the set of previously learned pictures for 5 sets of pictures when the sets are randomly presented for 2 consecutive days.

EXPRESSIVE LANGUAGE - Lesson 8: Identification of Items in Books

XXXX will name 1 or 2 items on each page of a short storybook when given the verbal cue "Tell me about the picture" XXXX will respond correctly for at least 3 book that included objects, animals, and people for at least 80% of the pages of each book (e.g. $\frac{4}{5}$ pages correct).

EXPRESSIVE LANGUAGE - Lesson 9: Expanded Book Use

XXXX will name actions verbs, people with actions, and use adjectives with nouns to describe pictures in a short storybook when given the verbal cue “tell me about the picture”. XXXX will respond correctly using 3 books for at least 80% of the pages of each book (e.g. $\frac{4}{5}$ pages correct).

EXPRESSIVE LANGUAGE - Lesson 10: Emotions

XXXX will name at least 5 common emotions given the verbal cue “How does the person feel?” when presented with pictures of people in various emotional states. XXXX will respond correctly 3/3 times on the newest emotion learned and 3/3 times on the set of previously learned emotions when randomly presented for 2 consecutive days.

EXPRESSIVE LANGUAGE - Lesson 11: Social Questions

XXXX will answer at least 5 different personal questions when those questions are presented randomly with other non-personal questions. XXXX will respond correctly 3/3 times on the set of previously learned social questions when randomly presented for 2 consecutive days.

SPONTANEOUS LANGUAGE - Lesson 1: Expanded Requesting

Given XXXX will increase variety, quality, and length of spontaneously used words and phrases to request favored items or activities, with 80% correct responses, for 2 consecutive weekly probes, in presence of motivator and no prompts.

SPONTANEOUS LANGUAGE - Lesson 2: Initial Commenting

XXXX will increase variety and quality of spontaneous commenting such as labeling, narration, and exclamation, while playing or engaging in other motivating activity, with 80% correct responses, for 2 consecutive weekly probes, in presence of motivator and no prompts.

SPONTANEOUS LANGUAGE - Lesson 3: Answering Questions

XXXX will give appropriate responses to a variety of questions and generalize similar responses previously learned in discrete trial training, with 80% correct responses, for 2 consecutive weekly probes, in presence of motivator and no prompts.

PRE-ACADEMIC - MATH - Lesson 1: Rote Counting

XXXX will rote count numbers 1 - 10 given the verbal cue "Let's count". XXXX will respond correctly 3/3 times on newest number learned and 3/3 times on set of previously learned numbers when randomly presented for 2 consecutive days.

PRE-ACADEMIC - MATH - Lesson 2: Counting 1 to 10 Objects

XXXX will count between 1 and 10 three-dimensional objects when given verbal cue "count the X". XXXX will respond correctly 3/3 times on newest number of items and 3/3 times on the set of previously learned items when randomly presented for 2 consecutive days.

PRE-ACADEMIC -MATH - Lesson 3: Receptive Identification of Numbers 1 to 10

XXXX will receptively identify numbers 1 - 10 when given verbal cue "Give me x". XXXX will respond correctly 3/3 times for the newest number learned and 3/3 times on set of previously learned numbers when randomly presented for 2 consecutive days.

PRE-ACADEMIC - MATH - Lesson 4: Expressive Identification of Numbers 1 to 10

XXXX will name numbers 1 - 10 when given verbal cue "What number is this?" XXXX will respond correctly 3/3 times for the newest number learned and 3/3 times on set of previously learned numbers when randomly presented for 2 consecutive days.

PRE-ACADEMIC - MATH - Lesson 5: Receptive counting Sets of Objects

XXXX will give correct number of objects, from set of 1-10 objects, to teacher when given verbal cue "Give me X objects." XXXX will respond correctly 3/3 times for the newest number of objects learned and 3/3 times on set of previously learned numbers of objects when randomly presented for 2 consecutive days.

PRE-ACADEMIC - MATH - Lesson 6: Matching Sets of Objects with Numbers 1 to 10

XXXX will place correct number of objects beside corresponding number card when teacher points to number card and says "Find this many" for numbers 1 to 10. XXXX will respond correctly 3/3 times for newest number learned and 3/3 times on set of previously learned numbers when randomly presented for 2 consecutive days.

PRE-ACADEMIC - READING - Lesson 7: Receptive Identification of Letters

XXXX will receptively identify uppercase and lowercase letters when given cue "Give me letter." XXXX will respond correctly 3/3 times for newest letter learned and 3/3 times on the set of previously learned letters when randomly presented for 2 consecutive days.

PRE-ACADEMIC - READING - Lesson 8: Expressive Identification of Letter

XXXX will name both uppercase and lowercase letters when given cue "What letter is this?" XXXX will respond correctly 3/3 times for newest letter learned and 3/3 times on the set of previously learned letters when randomly presented for 2 consecutive days.

PRE-ACADEMIC - READING - Lesson 9: Receptive Identification of First Name

XXXX will receptively identify his typed first name (using uppercase and lowercase letters) from a field of 3 choices when given the cue "Point to your name" for 3/3 correct responses over 2 consecutive days.

PRE-ACADEMIC - READING - Lesson 10: Receptive Identification of First Name, Match to Picture

XXXX will receptively identify his written or typed first name from a field of 3 choices by placing his name next to his picture when given the verbal cue "Match your name with your picture" for 3/3 correct responses over 2 consecutive days.

PRE-ACADEMIC - READING - Lesson 11: Sight word Reading, Match to Picture

XXXX will receptively identify a written word by matching it to the corresponding picture for a set of 5 words when given verbal cue "Match word to picture." XXXX will correctly 3/3 times for newest sight word learned and 3/3 times on the set of previously learned sight words when randomly presented for 2 consecutive days.

PRE-ACADEMIC - READING - Lesson 12: Writing Tracing Name, Letters, and Numbers

XXXX will trace name, uppercase and lowercase letters, and numbers (0-9) given dotted outlines on a 1 page worksheet, with verbal cue "Trace the x" XXXX will trace to within ¼ inch of dotted outline with 80% accuracy for worksheet.

PRE-ACADEMIC -WRITING - Lesson 13: Coloring Within Lines and Attention to Task

XXXXXXXX will attend to a coloring activity for 2-4 minutes, use multiple colors, and color within 1/4 inch of the lines 3/3 times for 2 consecutive days.

PRE-ACADEMIC - OTHER - Lesson 14: Cutting & Pasting

XXXX will cut all 4 sides of a boxed image (cutting straight lines) and paste the item that was cut out next to a matching item as observed 4 out of 5 opportunities using 5 different worksheet pictures.

PLAY & SOCIAL INTERACTION - Lesson 1: Expanded Imitated Actions

XXXX will learn to play with toys as they were intended, with increasing complexity, by engaging in 2-3 step 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 2: Expanded Play Commands and Sustained Independent Play

XXXX will learn to play with toys as intended, with increasing complexity, by following play commands and engaging in independent play, with 80% correct responses, for 2 consecutive weekly probes, in presence of motivator and no prompts.

PLAY & SOCIAL INTERACTION - Lesson 3: Play with Adult

In the play area with adult, XXXX will get adults' attention, communicate requests with 2-3 words, anticipate adult's turn/offer toy, imitate 2-3 step play sequence, follow directions for 2-3 step play sequence, engage in play with adult for 15 minutes without challenging behavior, and follow directions to stop play and put toys away, completing at least 90% of steps in the play-with-adult routine without prompts on 2 consecutive weekly observations.

PLAY & SOCIAL INTERACTION - Lesson 4: Play with Adult and Peer

In a play setting with adult and peer and choices of high interest toys/activities, student will attend to/look at adult and peer, get adult's and peer's attention, communicate requests to adult and peer with 2-3 words, relinquish toy to adult and peer when requested, and follow directions to put toys away, completing at least 90% of steps in play-with-adult-and-peer routine without prompts on 2 consecutive weekly observations.

PLAY & SOCIAL INTERACTION - Lesson 5: Play Game with Peer

At a time for play with peer, XXXX will initiate to peer or respond to peer request to play, state a choice among games in 3 or more words, imitate/follow 2-3 steps in setting up game, wait/watch as peer takes turns, take turns, comment on game using 3 or more words, answer WH-questions using 3 or more words, and imitate/follow steps in putting game away, completing at least 90% of steps in the play-game-with-peer routine without prompts on 2 consecutive weekly observation.

FUNCTIONAL ROUTINES - Lesson 1: Arrival

Upon arrival at school, when greeted by familiar adult, XXXX will look at and greet adult, look at and greet familiar peers, walk directly to classroom, put belongings away, and initiate transition routine, completing at least 90% of steps in arrival routine without prompts, on 2 consecutive weekly observations.

FUNCTIONAL ROUTINES - Lesson 2: Departure

When daily activity schedule or adult cue indicates departure time, XXXX will gather belongings, go to waiting area, follow direction to walk to departure area, wait for vehicle, and say "Bye", at appropriate time, completing at least 90% of steps in departure routine, without prompts, on 2 consecutive weekly observations.

FUNCTIONAL ROUTINES - Lesson 3: Transition Between Activities

When an activity ends or adult says "Activity is finished" XXXX will stop activity, put materials away, go to daily activity schedule, remove finished activity from schedule, identify next activity, and go to appropriate location for next activity, completing at least 90% of steps in the transition routine, without prompts, on 2 consecutive weekly observations.

FUNCTIONAL ROUTINES - Lesson 4: Transition by Walking in Line

When schedule or adult indicates it is time for group of students or while class to go to a location outside classroom, XXXX will line up, wait for directions or the line to move forward, walk at an appropriate distance from others, without touching others, and go to routine location of follow adult's directions to appropriate location, completing at least 90% of steps in walking-in-line routine, without prompts, on 2 consecutive weekly observations.

FUNCTIONAL ROUTINES - Lesson 5: Transition Between School Locations

When schedule and adult indicate time to go to activity outside of classroom, XXXX will take symbol for activity from schedule, exit current classroom, walk to next location, place symbol in

appropriate place, and participate: when activity is finished, XXXX will take schedule symbol, exit, and walk back to his classroom, completing at least 90% of steps in transition-between-school-locations routine, without prompts, on 2 consecutive weekly observations.

FUNCTIONAL ROUTINES - Lesson 6: Circle

During group circle time led by adult, XXXX will sit with hands down and attend to adult most of time, identify pictures of familiar people, match own name to picture, imitate multiple-step-actions, request activities with 2-3 words, follow 2 - step directions, answer questions about a story, and count objects, completing at least 90% of steps in circle routine, without prompts, on 2 consecutive weekly observations.

FUNCTIONAL ROUTINES - Lesson 7: Snack

During group snack led by an adult, XXXX will locate own picture/placemat, remain seated and wait for turn, get adult's attention, request snack times using 2-3 words, follow 2-step directions to pass items to peers, put items away and wipe place at table, completing at 90% of steps in snack routine, without prompts, on 2 consecutive weekly observations.

FUNCTIONAL ROUTINES - Lesson 8: Restroom Use

At scheduled times, or as directed by the teacher, XXXX will go to appropriate restroom; enter restroom; go to toilet; adjust clothing; eliminate, if needed; flush toilet; wash and dry hands; exit restroom and return to classroom, completing at least 90% of steps in the restroom-use-routine, without prompts, on 2 consecutive weekly observations.

FUNCTIONAL ROUTINES - Lesson 9: Independent Work

Given picture/symbol work schedule at workplace during independent work time and job materials in labeled containers near workplace, XXXX will go to workplace, find work schedule, locate first/next job, accurately complete each job, and put each job in "finished" box when completed, finishing a series of at least 5 jobs, completing at least 90% of steps in independent-work-routine, without prompts, on 2 consecutive weekly observations.

FUNCTIONAL ROUTINES - Lesson 10: Classroom Job

Given job mini schedule with photos for 2-3 job steps, XXXX will put the photos in correct order when directed by adult, tell adult what happens in each job step, and then independently follow schedule to complete each step in job, completing at least 90% of steps in classroom-job routine, without prompts, on 2 consecutive weekly observations.

FUNCTIONAL ROUTINES - Lesson 11: Move from Center to Center

During 15 minute center time, given familiar activity centers marked with symbols to match choice board, student will choose a symbol for center from choice board; take symbol to center; get preferred materials; engage in exploratory, functional, constructive, or simple pretend play beside peers with no challenging behavior; take symbol back to choice board to choose new center; and put toys away when directed, completing at least 90% of steps in center routine, without prompts, on 2 consecutive weekly observations.

FUNCTIONAL ROUTINES - Lesson 12: Small-Group Work

During 15-minute small-group work time, XXXX will follow teacher directions; sit next to peers; answer questions demonstrating understanding of language concepts receptively and expressively; and use mini schedule to complete 2 of 3 step projects completing at least 90% of steps in small-group work routine, without prompts, on 2 consecutive weekly observations.