

IEP Goal Wording

Language Skills

Data source

Progress is recorded on the Language Unit scoreboard and notes, which is part of this unit. Adjust the numbers to match the student. The wording is a starting point, not a template to file as-is.

1. Asking a Question the Right Way

PROMPTED

Given a verbal prompt, the student will asking a question the right way in conversation in 4 out of 5 opportunities across 3 consecutive weeks.

INDEPENDENT

Without a prompt, the student will asking a question the right way in conversation in 4 out of 5 opportunities across 3 consecutive weeks.

GENERALISATION

The student will asking a question the right way in at least two different settings on 3 separate occasions, as recorded by staff.

2. Answering in a Full Sentence

PROMPTED

Given a verbal prompt, the student will answering in a full sentence in conversation in 4 out of 5 opportunities across 3 consecutive weeks.

INDEPENDENT

Without a prompt, the student will answering in a full sentence in conversation in 4 out of 5 opportunities across 3 consecutive weeks.

GENERALISATION

The student will answering in a full sentence in at least two different settings on 3 separate occasions, as recorded by staff.

3. Staying on Topic

PROMPTED

Given a verbal prompt, the student will staying on topic in conversation in 4 out of 5 opportunities across 3 consecutive weeks.

INDEPENDENT

Without a prompt, the student will staying on topic in conversation in 4 out of 5 opportunities across 3 consecutive weeks.

GENERALISATION

The student will staying on topic in at least two different settings on 3 separate occasions, as recorded by staff.



IEP Goal Wording

Language Skills (continued)

4. Tone of Voice

PROMPTED

Given a verbal prompt, the student will tone of voice in conversation in 4 out of 5 opportunities across 3 consecutive weeks.

INDEPENDENT

Without a prompt, the student will tone of voice in conversation in 4 out of 5 opportunities across 3 consecutive weeks.

GENERALISATION

The student will tone of voice in at least two different settings on 3 separate occasions, as recorded by staff.

5. Following Directions

PROMPTED

Given a verbal prompt, the student will following directions in conversation in 4 out of 5 opportunities across 3 consecutive weeks.

INDEPENDENT

Without a prompt, the student will following directions in conversation in 4 out of 5 opportunities across 3 consecutive weeks.

GENERALISATION

The student will following directions in at least two different settings on 3 separate occasions, as recorded by staff.

6. Telling About Something That Happened

PROMPTED

Given a verbal prompt, the student will telling about something that happened in conversation in 4 out of 5 opportunities across 3 consecutive weeks.

INDEPENDENT

Without a prompt, the student will telling about something that happened in conversation in 4 out of 5 opportunities across 3 consecutive weeks.

GENERALISATION

The student will telling about something that happened in at least two different settings on 3 separate occasions, as recorded by staff.

