

IEP Goal Wording

Three goals per skill. The data source is the Points and Progress tracker in this library.

Skill 1 — Reading the Room / Situation

- Given a familiar setting and a visual cue, [Student] will demonstrate “reading the room / situation” in 4 out of 5 opportunities across 3 consecutive sessions, as measured by staff observation recorded in the progress tracker.
- During structured practice, [Student] will independently use the taught steps for “reading the room / situation” without an adult prompt in 3 of 4 trials per session for 4 consecutive weeks.
- Across the yeshiva day, [Student] will generalise “reading the room / situation” to at least two settings outside the classroom, scored 3 (does it on his own) for two consecutive months on the monthly progress record.

Skill 2 — Social Categories

- Given a familiar setting and a visual cue, [Student] will demonstrate “social categories” in 4 out of 5 opportunities across 3 consecutive sessions, as measured by staff observation recorded in the progress tracker.
- During structured practice, [Student] will independently use the taught steps for “social categories” without an adult prompt in 3 of 4 trials per session for 4 consecutive weeks.
- Across the yeshiva day, [Student] will generalise “social categories” to at least two settings outside the classroom, scored 3 (does it on his own) for two consecutive months on the monthly progress record.

Skill 3 — Social Initiations

- Given a familiar setting and a visual cue, [Student] will demonstrate “social initiations” in 4 out of 5 opportunities across 3 consecutive sessions, as measured by staff observation recorded in the progress tracker.
- During structured practice, [Student] will independently use the taught steps for “social initiations” without an adult prompt in 3 of 4 trials per session for 4 consecutive weeks.
- Across the yeshiva day, [Student] will generalise “social initiations” to at least two settings outside the classroom, scored 3 (does it on his own) for two consecutive months on the monthly progress record.



IEP Goal Wording (continued)

Skill 4 — Gestures

- Given a familiar setting and a visual cue, [Student] will demonstrate “gestures” in 4 out of 5 opportunities across 3 consecutive sessions, as measured by staff observation recorded in the progress tracker.
- During structured practice, [Student] will independently use the taught steps for “gestures” without an adult prompt in 3 of 4 trials per session for 4 consecutive weeks.
- Across the yeshiva day, [Student] will generalise “gestures” to at least two settings outside the classroom, scored 3 (does it on his own) for two consecutive months on the monthly progress record.

Skill 5 — Body Language

- Given a familiar setting and a visual cue, [Student] will demonstrate “body language” in 4 out of 5 opportunities across 3 consecutive sessions, as measured by staff observation recorded in the progress tracker.
- During structured practice, [Student] will independently use the taught steps for “body language” without an adult prompt in 3 of 4 trials per session for 4 consecutive weeks.
- Across the yeshiva day, [Student] will generalise “body language” to at least two settings outside the classroom, scored 3 (does it on his own) for two consecutive months on the monthly progress record.

Skill 6 — Facial Expressions

- Given a familiar setting and a visual cue, [Student] will demonstrate “facial expressions” in 4 out of 5 opportunities across 3 consecutive sessions, as measured by staff observation recorded in the progress tracker.
- During structured practice, [Student] will independently use the taught steps for “facial expressions” without an adult prompt in 3 of 4 trials per session for 4 consecutive weeks.
- Across the yeshiva day, [Student] will generalise “facial expressions” to at least two settings outside the classroom, scored 3 (does it on his own) for two consecutive months on the monthly progress record.



IEP Goal Wording (continued)

Skill 7 — Giving Others a Turn

- Given a familiar setting and a visual cue, [Student] will demonstrate “giving others a turn” in 4 out of 5 opportunities across 3 consecutive sessions, as measured by staff observation recorded in the progress tracker.
- During structured practice, [Student] will independently use the taught steps for “giving others a turn” without an adult prompt in 3 of 4 trials per session for 4 consecutive weeks.
- Across the yeshiva day, [Student] will generalise “giving others a turn” to at least two settings outside the classroom, scored 3 (does it on his own) for two consecutive months on the monthly progress record.

Skill 8 — Tone of Voice

- Given a familiar setting and a visual cue, [Student] will demonstrate “tone of voice” in 4 out of 5 opportunities across 3 consecutive sessions, as measured by staff observation recorded in the progress tracker.
- During structured practice, [Student] will independently use the taught steps for “tone of voice” without an adult prompt in 3 of 4 trials per session for 4 consecutive weeks.
- Across the yeshiva day, [Student] will generalise “tone of voice” to at least two settings outside the classroom, scored 3 (does it on his own) for two consecutive months on the monthly progress record.

