



**Connecting Assessment
and Instruction for Independence**

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LINKSTM Lessons: Example IEP Goals and Objectives

PREVIEW ONLY

**Full subscribers receive IEP
Goals and Objects
for all Lessons.**



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Links Lessons: Example IEP Goal and Objective

Listed below is an example IEP Goal & Short-term Objectives for a Links™ Lesson. Templates for developing Annual IEP Goals & Objectives are provided following the example. Cut/paste the content from the templates into a word processing program and modify the goal and objective criteria (i.e. underlined items) according to the needs of your student.

Links Finding Locations with Pictures (23) Example IEP Goal & Short-term Objectives
Annual Goal
The student will find locations with pictures by matching a location card to a corresponding picture at a specific location when given the cue "Match X (location)" for ___ locations for ___/___ correct trials across ___ consecutive days during random presentation.
Short-Term Objective
By _____, the student will find ___ location(s) with pictures by matching a location card to a corresponding picture at a specific location when given the cue "Match X (location)" for ___/___ correct trials for both locations across ___ consecutive days during random presentation.

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PREVIEW

Links™ Lessons: Templates for IEP Goals and Objectives

Links Lesson 6: Imitating Routine Steps

Annual Goal

The student will imitate steps of a functional routine, when given the cue “Do this” paired with a teacher model for ___/___ correct trials across ___ consecutive days for ___ actions during random presentation.

Short-Term Objective

By _____, the student will imitate ___ action(s) associated with steps of a functional routine, when given the cue “Do this” paired with a teacher model for ___/___ correct trials across ___ consecutive days during random presentation.

Links Lesson 14: Verbal Imitation of Functional Words

Annual Goal

The student will imitate the name of preferred items when given the cue “What do you want?” and presented with a picture of the item for ___/___ correct trials across ___ consecutive days for ___ item(s) during random presentation.

Short-Term Objective

By _____, the student will imitate the name of ___ preferred item(s) when given the cue “What do you want?” and presented with a picture of the item for ___/___ correct trials across ___ consecutive days during random presentation.

Links Lesson 22: Responding to Basic Safety Commands

Annual Goal

The student will respond to basic safety instructions during a walk in a variety of settings when given the cue “X (instruction)” for ___/___ correct trials across ___ consecutive days for ___ instructions during random presentation.

Short-Term Objective

By _____, the student will respond to ___ basic safety instruction(s) during a walk in ___ setting(s) when given the cue “X (instruction)” for ___/___ correct trials across ___ consecutive days during random presentation.

Links Lesson 35: Following One-Step Directions (Expanded)
Annual Goal
The student will follow one-step directions needed during functional routines in ___ locations by responding to a verbal request to “X (direction)” for ___/___ correct trials across ___ consecutive days for ___ directions during random presentation.
Short-Term Objective
By _____, the student will follow ___ one-step direction(s) needed during functional routines in ___ location(s) by responding to a verbal request to “X (direction)” for ___/___ correct trials across ___ consecutive days during random presentation.

Links Lesson 121: Initiating and Responding to Social Interactions with Others (Expanded)
Annual Goal
The student will initiate and respond to social interactions with others in context by greeting others, making eye contact, and asking and answering simple questions (verbally or using an augmentative communication system) for ___/___ correct trials across ___ consecutive days in ___ different settings with ___ different people during random presentation.
Short-Term Objectives
By _____, the student will initiate and respond to social interactions in ___ setting(s) with ___ person/people in context by greeting other/s (verbally or using an augmentative communication system) for ___/___ correct trials across ___ consecutive days during random presentation.
By _____, the student will initiate and respond to social interactions in ___ setting(s) with ___ person/people in context by making eye contact for ___/___ correct trials across ___ consecutive days during random presentation.
By _____, the student will initiate and respond to social interactions in ___ setting(s) with ___ person/people in context by asking simple questions (verbally or using an augmentative communication system) for ___/___ correct trials across ___ consecutive days during random presentation.
By _____, the student will initiate and respond to social interactions in ___ setting(s) with ___ person/people in context by answering simple questions (verbally or using an augmentative communication system) for ___/___ correct trials across ___ consecutive days during random presentation.

Links Lesson 140: Understanding Environmental Cues in Context
Annual Goal
The student will respond appropriately to a natural environmental cue that occurs during functional routines for ___/___ correct trials across ___ consecutive days for ___ different natural cues during ___ routines during random presentation.
Short-Term Objective
By _____, the student will respond appropriately to ___ natural environmental cue(s) that occurs during ___ functional routines for ___/___ correct trials across ___ consecutive days during random presentation.