

Sample Communication IEP Objectives/Skills and Strategies

These are listed in a general developmental hierarchy. However, students with multiple, complex disabilities often demonstrate skills that do not follow a typical progression.

<p>Goal Area: Communication</p> <p>Goal Statement: The student will continue to expand his/her ability to express him/herself and understand what others are communicating.</p>

Skills/Objectives	Strategies
<p>The student will show awareness of another person, activity, object, sound, or voice by:</p> <ul style="list-style-type: none"> • turning head or body • looking in direction of source • opening eyes wider • change in body tone 	<ul style="list-style-type: none"> • Cue student to attend to stimuli (<i>e.g., firmly tap shoulder or upper arm to gain student's attention; respond in an animated when h/she looks at you</i>) • Give student feedback about their response to changes in their environment (<i>e.g., "Cory, you turned your head toward the door. That was Tristan coming in."</i>)
<p>The student will seek attention by:</p> <ul style="list-style-type: none"> • vocalizing • gesturing or reaching out • looking at another person • change in body tone (<i>e.g., increase in breathing rate</i>) 	<ul style="list-style-type: none"> • Don't anticipate the student's every need. • Provide opportunities for the student to initiate attention-getting behaviour (<i>e.g., stop pushing the student's wheelchair and wait for him/her to get your attention.</i>) • Interpret out loud what the student is doing and what you think s/he wants, so that s/he learns what s/he is doing has an effect on others actions.
<p>The student will communicate pleasure or displeasure by:</p> <ul style="list-style-type: none"> • laughing, crying, other vocalizations • facial expression (<i>e.g., smiling, pouting, etc.</i>) 	<ul style="list-style-type: none"> • Determine the student's preferences for a variety of objects or activities. • Offer student both preferred and non-preferred objects/activities. • Observe and interpret the response to the student (<i>e.g. "You're smiling. I think you like _____."</i>)
<p>The student will acknowledge another person's communication by:</p> <ul style="list-style-type: none"> • turning in direction of the voice • looking at the person • changing facial expression (<i>smiling, frowning</i>) 	<ul style="list-style-type: none"> • Call the student's name. • Talk about what is happening around the student. • Pause frequently, and wait silently for up to 10 seconds, for the student to respond.

<ul style="list-style-type: none"> • gesturing/ reaching • changing body tone • vocalizing 	<ul style="list-style-type: none"> • Interpret out loud what the student is doing and what you think s/he wants.
<p>The student will request more of an enjoyable object or activity that has been stopped by:</p> <ul style="list-style-type: none"> • looking at the object/ activity • changing facial expression (smiling/ frowning) • gesturing/ reaching • changing body tone • vocalizing 	<ul style="list-style-type: none"> • Engage the student with a preferred object or activity (e.g., <i>reading a book</i>). • Remove the object or pause the activity; and wait expectantly for the student to let you know that s/he wants 'more' (<i>pause at the end of a page</i>). • Interpret out loud what the student is doing and what you think s/he wants more of the object/ activity (e.g., <i>You're getting stiff. I think you want me to read some more.</i>")
<p>The student will request assistance by:</p> <ul style="list-style-type: none"> • looking at person/ object/ activity • gesturing/ reaching • changing body tone • vocalizing 	<ul style="list-style-type: none"> • Try not to anticipate student's every need. • Wait for student to communicate a need for help. • Place a tempting activity (object) within visual range of the student, and wait for him/her to communicate a request for help to get it.
<p>The student will request an object/ activity by:</p> <ul style="list-style-type: none"> • looking at the object/ activity • gesturing/ reaching • vocalizing 	<ul style="list-style-type: none"> • Create situations that 'tempt' the student to request the object or activity (e.g., <i>Place a tempting object/activity within visual range, and wait for the student to look, gesture, or vocalize to request it</i>).
<p>The student will indicate acceptance or rejection of an object or activity by:</p> <ul style="list-style-type: none"> • looking at the object/ activity for acceptance, or looking away for rejection • reaching/ gesturing toward the object activity for acceptance, or pushing object away for rejection • smiling for acceptance; frowning/ pursing lips for rejection • vocalizing in a positive way for acceptance and in a negative way for rejection 	<ul style="list-style-type: none"> • Show the student an object to be used by itself or as part of an activity. • Wait silently for up to 10 seconds for the student to demonstrate acceptance or rejection. • Interpret out loud what the student is doing and what you think s/he wants. • Give the object or take it away, depending on what the student has communicated.

<ul style="list-style-type: none"> • The student will demonstrate anticipation of an upcoming activity or object by: <ul style="list-style-type: none"> •looking toward the object or activity location •increasing physical tone when told about the upcoming event/activity, or when given an object cue to look at and feel •reaching/gesturing toward the object cue or activity location •changing facial expression (smiling, frowning) when told about the activity or when given an object cue •vocalizing either positively or negatively when told about the upcoming object or activity, or when given an object cue to feel. 	<ul style="list-style-type: none"> • Tell the student what is going to happen next, and show or give the student either the object or object cue. <ul style="list-style-type: none"> • Wait silently for up to 10 seconds for the student to demonstrate anticipation. • Interpret out loud what the student is doing and what you think s/he wants (e.g., "I see you smile. I think you're happy about going to music.")
<ul style="list-style-type: none"> • The student will respond to greetings or farewells by: <ul style="list-style-type: none"> •looking toward the communication partner •changing facial expression •gesturing •changing body tone •vocalizing 	<ul style="list-style-type: none"> • Say 'hi' to the student at the beginning of an interaction, and 'bye' at the end of the interaction, while gently touching her/her arm.. <ul style="list-style-type: none"> • Wait silently for up to 10 seconds for a response. • When the student responded to your greeting/farewell, tell him/her how happy you are that s/he she looked, smiled, waved, vocalized, etc.
<ul style="list-style-type: none"> • The student will take turns in a communicative interaction by: <ul style="list-style-type: none"> •using different facial expressions •vocalizing •gesturing or pointing 	<ul style="list-style-type: none"> • Engage the student by speaking with him (e.g., <i>turn taking activities, having a conversation about pictures, objects, ongoing activities</i>) <ul style="list-style-type: none"> • Comment about the activity, then wait silently for up to 10 seconds for the student to take his turn by gesturing, vocalizing, etc.
<ul style="list-style-type: none"> • The student will make a choice between 2 objects or activities by: <ul style="list-style-type: none"> •looking at one of them •reaching/gesturing/pointing to one of them 	<ul style="list-style-type: none"> • Provide opportunities for choice making within all routines. Show and describe one object/activity at a time, then present both items and ask the student to make a choice, using his/her preferred method of choosing.

<ul style="list-style-type: none"> • The student will make a choice between 2 pictures by: <ul style="list-style-type: none"> • looking at one of the pictures • reaching/ gesturing/ pointing to one of the pictures 	<ul style="list-style-type: none"> • Show and describe each picture separately. • Then present both pictures and ask the student to make a choice, using his/ her preferred method of choosing.
<ul style="list-style-type: none"> • The student will make a choice between multiple pictures by: <ul style="list-style-type: none"> • looking at one of the pictures • reaching/ gesturing/ pointing to one of the pictures • Raising a hand, or in some way communicating 'yes' when the choices are being verbally labeled. 	<ul style="list-style-type: none"> • Label and describe each of the picture choices first before asking the student to make a choice (make sure that the student can see the pictures) <ul style="list-style-type: none"> • Ask the student to choose by using his/ her preferred method (i.e., pointing; gaze; gesture; vocalization)
<p>The student will comment about an object or activity by:</p> <ul style="list-style-type: none"> • looking at and vocalizing about an object or activity • using a voice output device • touching pictures 	<ul style="list-style-type: none"> • Engage the student in a 'conversation' by talking about what is happening around him/ her. • Silently wait for up to 10 seconds for a response (e.g., looking, vocalizing, using voice output, touching pictures). • Acknowledge, and try to keep the conversation going.
<p>The student will request information by:</p> <ul style="list-style-type: none"> • looking/ vocalizing at the object/ activity and then at the communication partner with a questioning facial expression • touching pictures, then looking at the communication partner with a questioning expression • Signing • Using voice output 	<ul style="list-style-type: none"> • Provide situations that 'tempt' the student to request information (e.g., <i>shake a box to rattle a hidden object inside it; visit a new environment</i>). <ul style="list-style-type: none"> • Wait silently for 10 seconds for the student to request information by signing, vocalizing, etc. • Tell the student what you observed them doing/ saying to request information (e.g., <i>"Your face looks like you're wondering what's inside this box."</i>) • Respond to the student's request (e.g., <i>"Let's open the box and see what's inside."</i>)