



# Behavioral Objectives - Level 1

Curriculum Supports: IEP Goals & Behavioral Objectives

## Receptive Language

Lesson #	Lesson Name	Behavioral Objective
1	Come Here	Student will come to an adult in 3 different settings from at least 10 feet away when adult says, "Name, come here." Student will come to adult 3/3 times for 2 consecutive days in each setting without prompts.
2	Attending	Student will follow directions of an adult when adult says, "Look at me," "Hands down," "Sit down," or "Stand up," during a one-to-one instructional session, 3/3 times over 2 consecutive weekly probes.
3	Receptive Actions	Student will follow at least 5 receptive actions during a walk in at least 2 different settings (e.g., hallway and sidewalk) when adult says "x" action. Student will correctly follow newest receptive action learned 3/3 times in at least 2 different settings, when randomly presented with previously learned receptive actions, for 2 consecutive days.
4	Social Communication	Student will engage in an appropriate corresponding social communication action when adult says "My turn," "Wave," "Give me five," or "Break time," in a one-to-one instructional session, 3/3 times over 2 consecutive weekly probes.
5	Nonverbal Imitation: Gross Motor	Student will imitate 5 gross motor actions when given the verbal cue "Do this," with 3/3 correct responses on the newest gross motor imitation learned and 3/3 correct responses on the set of previously learned gross motor imitations, when randomly presented for 2 consecutive days.
6	Nonverbal Imitation: Object	Student will imitate 5 object actions when given the verbal cue "Do this," with 3/3 correct responses on the newest action learned and 3/3 correct responses on the set of previously learned object actions when randomly presented for 2 consecutive days.
7	Matching: Object to Object	Student will select 1 object from 5 other objects and match it to an identical object when given the verbal cue "Match x." Student will respond correctly 3/3 times on the newest object learned and 3/3 times on the set of previously learned objects when randomly presented for 2 consecutive days.
8	Matching: Picture to Picture	Student will select 1 picture from 5 and match it to an identical picture when given the verbal cue "Match x." Student will respond correctly 3/3 times for the newest picture learned and 3/3 times on the set of previously learned pictures when randomly presented for 2 consecutive days.
9	Matching: Object to Picture	Student will select 1 object from 5 and match it to a picture of the same object when given the verbal cue "Match x." Student will respond correctly 3/3 times for the newest item learned and 3/3 times on the set of previously learned items when randomly presented for 2 consecutive days.
10	Matching: Object to Picture and "Give Me X"	Student will give correct object for 5 different objects when given verbal cue "Give me x" when first provided an opportunity to match object to a picture of the object. Student will respond correctly 3/3 times on the newest object learned and 3/3 times on set of previously learned objects when randomly presented for 2 consecutive days.



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11	Labels of Objects	Student will respond to teacher's request "Give me x," by selecting 1 object from 5 and giving correct object to teacher. Student will respond correctly 3/3 times on newest object learned and 3/3 times on set of previously learned objects when randomly presented for 2 consecutive days.
12	Labels of Pictures	Student will select 1 picture of an object from 5 and give correct picture to teacher after the request "Give me x." Student will respond correctly 3/3 times on newest picture learned and 3/3 times on set of previously learned pictures when randomly presented for 2 consecutive days.
13	Identification of Body Parts	Student will receptively identify correct body part for at least 5 major body parts given verbal cue "Touch x," or "Show me your x." Student will respond correctly 3/3 times on newest body part learned and 3/3 times on set of previously learned body parts when randomly presented for 2 consecutive days.
14	Actions: One-Step	Student will respond to verbal request to complete one action with each of 5 different objects. Student will respond correctly 3/3 times on newest action learned and 3/3 times on set of previously learned actions when randomly presented for 2 consecutive days.

### Expressive Language

Lesson #	Lesson Name	Behavioral Objective
1	Readiness Skills	Student will attain readiness for verbal imitation by attending, babbling, and sound pairing a verbal cue while playing or engaging in other motivating activity with 80% correct responses for 2 consecutive weekly probes in presence of motivator and no prompts.
2	Initial Requesting	<ol style="list-style-type: none"><li>1. Student will imitate single words and short phrases with 80% correct responses for 2 consecutive weekly probes in presence of motivator following a verbal cue.</li><li>2. Student will use imitated words and phrases spontaneously with 80% correct responses for 2 consecutive weekly probes in presence of motivator and no prompts.</li></ol>
3	Phrases for Requests	Student will spontaneously use "Want x," graduating to "I want x" to request a motivator, "More x" when seeking more of the same motivator, and "No x" to decline an object or activity with 80% correct responses for 2 consecutive weekly probes in presence of motivator (or unwanted object/activity) and no prompts.



## Behavioral Objectives - Level 1

### Functional Routines

Lesson #	Lesson Name	Behavioral Objective
1	Arrival	Given adult supervision and simple verbal directions, student will greet adult, walk with adult without holding hands, open door and enter classroom, go to correct location and put belongings away, and go to daily activity schedule, completing at least 90% of steps in arrival routine without prompts on 2 consecutive weekly observations.
2	Departure	Given adult supervision and simple verbal directions, student will gather belongings and walk within 2 feet of adult from classroom to departure area, wait when directed, and communicate "Bye," completing at least 90% of steps in departure routine without prompts, during 1 weekly observation for 2 consecutive weeks.
3	Transition Between Activities	Given consistently located visual daily activity schedule, direction to "check your schedule," and transition symbol, student will go to schedule, find symbol for first/next activity, take symbol to next location, and go to appropriate place to begin activity, completely at least 90% of steps in the transition routine without prompts, during 1 weekly observation for 2 consecutive weeks.
4	Hand Washing	Given a familiar sink and adult direction to "Wash your hands," student will go to sink, wash, and dry hands, completing at least 90% of steps in handwashing routine without prompts, during 1 weekly observation for 2 consecutive weeks.
5	Snack	Given simple directions and choices presented by adult, student will go to snack area, remain seated, wait for turns to choose, communicate choices, and clean up after snack, completing at least 90% of steps in snack routine without prompts, during 1 weekly observation for 2 consecutive weeks.
6	Restroom Use	Given adult supervision to walk to restroom, student will enter restroom, move to toilet, adjust clothing, eliminate in toilet as needed (not wet or soiled), use toilet paper as needed, readjust clothes, and begin hand-washing routine, completing at least 90% of steps in restroom-use routine without prompts, during 1 weekly observation for 2 consecutive weeks.
7	Going on a Walk	Given adult supervision and simple verbal directions, student will get coat, walk within 2 feet of adult, stop and wait when directed, and put away coat, completing at least 90% of steps in walk routine without prompts, during 1 weekly observation for 2 consecutive weeks.
8	Circle	During group circle time led by adult, student will remain seated for at least 15 minutes without challenging behavior, follow simple directions, communicate choices, and imitate simple actions, completing at least 90% of steps in circle routine without prompts, during 1 weekly observation for 2 consecutive weeks.
9	Centers/Choice	Given familiar activity centers and a choice board, student will choose a center, go to center and get preferred toys/materials, engage in exploratory/functional/constructive play for at least 10 minutes, playing beside and occasionally observing an adult and peers, with no challenging behavior, completing at least 90% of steps in the centers/choice routine without prompts, during 1 weekly observation for 2 consecutive weeks.



## Behavioral Objectives - Level 1

### Functional Routines

Lesson #	Lesson Name	Behavioral Objective
10	Learning to Work with Teacher	Given simple verbal directions, student will engage in easy, familiar activity with adult during a 5 minute session, staying seated with hands in lap, looking at teacher when directed, waiting for teacher to give direction before acting, following 1- step directions for familiar tasks, and cooperating on prompted trials, completing at least 90% of steps in learning-to-work-with-teacher routine without prompts, during 1 weekly observation for 2 consecutive weeks.
11	Work with Teacher	Given simple verbal directions, student will engage in instructional activities with adult during a 10- minute work session, staying seated with hands in lap, looking at teacher when directed, waiting for and following directions, taking a token and placing on token board, and cooperating on prompted trials, completing at least 90% of steps in work-with teacher routine without prompts, during 1 weekly observation for 2 consecutive weeks.
12	Simple Art Activity	Given simple verbal directions, student will engage in art activity with adult, staying seated for at least 10 minutes, imitating 1-step actions and communicating choices, completing at least 90% of steps in art-activity routine without prompts, during 1 weekly observation for 2 consecutive weeks.
13	Independent Work	Given a work table and simple work schedule with color symbols to represent 3 familiar tasks, student will remove first symbol from schedule, match symbol to symbol on container of materials for task, place container on work table, complete task, replace materials in container and put in a “finished” box, and repeat this sequence for each of the 3 tasks, completing at least 90% of steps in independent-work routine without prompts, during 1 weekly observation for 2 consecutive weeks.

### Preacademic Concepts

Lesson #	Lesson Name	Behavioral Objective
1	Use of Token Board	Student will wait to receive a reward until he or she has earned 5 tokens, 1 token at a time, during the instruction of other discrete trial training lessons, 3/3 times over 2 days.
2	Matching Colors	Student will place like colors on or near each other for at least 5 colors, given verbal cue to “Match x.” Student will respond correctly 3/3 times on newest color learned and 3/3 times on set of previously learned colors when randomly presented for 2 consecutive days.
3	Matching Shapes	Student will place like shapes on or near each other for at least 5 shapes, given verbal cue to “Match x.” Student will respond correctly 3/3 times on newest shape learned and 3/3 times on set of previously learned shapes when randomly presented for 2 consecutive days.
4	Coloring/Scribbling	Student will hold a crayon, using appropriate grasp, and will scribble for at least 10 consecutive seconds when teacher says, “Color.” Student will respond correctly 3/3 times for 2 consecutive days.



## Behavioral Objectives - Level 1

### Play and Social Interaction

Lesson #	Lesson Name	Behavioral Objective
1	Readiness for Play	Student will relinquish toy upon verbal request (“My turn”) with 80% correct responses for 2 consecutive weekly probes in presence of motivator and no prompts.
2	Initial Play Skills	Student will learn to engage in play actions of increasing complexity through engaging in imitative play and following play commands with 80% correct responses for 2 consecutive weekly probes in presence of motivator and no prompts.
3	Independent Play	Given independent playtime in a play area with preferred toys in predictable locations, student will get preferred toy(s), engage in exploratory/functional/constructive play for at least 10 minutes, let other students play with other materials with no challenging behavior, observe peers and adult, and follow directions to put toys away, completing at least 90% of steps in the independent play routine without prompts, during 1 weekly observation for 2 consecutive weeks.
4	Play with Adult	Given playtime in play area with adult and preferred toys in predictable locations, student will get preferred toy, request toy from adult, relinquish toy to adult on request, follow directions to look at adult/imitate action with toy/ imitate gross motor action/put toys away, completing at least 90% of steps in the play-with-adult routine, without prompts, during 1 weekly observation for 2 consecutive weeks.