



## Behavioral Objectives - Level 2

Curriculum Supports: IEP Goals & Behavioral Objectives

### Receptive Language

Lesson #	Lesson Name	Behavioral Objective
1	Expanded Labels	Student will receptively identify new vocabulary words using 5 pictures in each of 5 different categories. Student will respond correctly 3/3 times on the newest item learned and 3/3 times on the set of previously learned items for each category, when randomly presented for 2 consecutive days.
2	Accelerated Labels	Student will receptively identify new vocabulary words using pictures, given the verbal cue "Give me x." Student will respond correctly 3/3 times for each set of new pictures randomly presented for 2 consecutive days.
3	Identification of People	Student will receptively identify up to 15 people (e.g., self, classmates, teachers, family members) when given the cue "Touch x (person's name)." Student will respond correctly 3/3 times on the newest item learned and 3/3 times on the set of previously learned items for each category when randomly presented for 2 consecutive days.
4	Actions: Pictures	Student will receptively identify 10 or more action verbs in pictures when given the cue, "Give me x." Student will respond correctly 3/3 times on the newest action verb learned and 3/3 times on the set of previously learned action verbs when randomly presented for 2 consecutive days.
5	Actions: Two-Step Commands	Student will complete at least 5 different 2-step commands given by an adult. Student will respond correctly 3/3 times on the newest 2-step commands learned and 3/3 times on the set of previously learned 2-step commands when randomly presented for 2 consecutive days.
6	Locations and Commands	Student will go to correct location and respond correctly to a simple command within 5-10 seconds for 3 different locations in the classroom and 3 different environments outside of the classroom. Student will respond correctly 3/3 times on the newest location learned and 3/3 times on the set of previously learned locations when randomly presented for 2 consecutive days.
7	Sorting Categories	Student will sort pictures for 4 different categories of items when given a stack of at least 4 pictures representing each category and a verbal cue to sort the pictures. Student will correctly sort all of the pictures into the appropriate category 3/3 times over 2 consecutive days.
8	Picture Sequencing	Student will sequence 3 pictures in the correct order and attend to a story told by the teacher. Student will respond correctly 3/3 times on the newest picture sequence learned and 3/3 times on the set of previously learned picture sequences when randomly presented for 2 consecutive days.
9	Identification of Items in Books	Student will receptively identify 1-3 items on each page of a short storybook with verbal prompts. Student will do this for at least 3 books that include objects, animals, and people. Student will respond correctly for at least 80% of the pages of each book (e.g., 4/5 pages correct).



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### Receptive Language

Lesson #	Lesson Name	Behavioral Objective
10	Expanded Book Use	Student will receptively identify actions, objects, and descriptors in the pictures of a book for at least 3 books. Student will respond correctly for 80% of the pages of the book (e.g., 4/5 pages correct).
11	Emotions	Student will receptively identify at least 5 emotions when presented pictures of people in various emotional states. Student will respond correctly 3/3 times on the newest emotion learned and 3/3 times on the set of previously learned emotions when randomly presented for 2 consecutive days.

### Expressive Language

Lesson #	Lesson Name	Behavioral Objective
1	Labels	Student will name 5 pictures of objects when given the cue "What is this?" Student will respond correctly 3/3 times on the newest item and 3/3 times on the set of previously learned items when randomly presented for 2 consecutive days.
2	Expanded Labels	Student will name 5 pictures of items in each of the categories (foods, animals, functional objects, colors, shapes) when given the cue "What is this?" Student will respond correctly 3/3 times on the newest item learned and 3/3 times on the set of previously learned items for each category when randomly presented for 2 consecutive days.
3	Accelerated Labels	Student will name new vocabulary words from pictures when given the verbal cue "What is this?" Student will respond correctly 3/3 times for each set of 5 pictures of items presented in flash-card style.
4	Identification of People	Student will answer the question "Who is this?" for up to 15 pictures of different people including, him- or herself, classmates, teachers, and family members. Student will respond correctly 3/3 times on the newest name learned and 3/3 times on the set of previously learned names, when randomly presented for 2 consecutive days.
5	Actions: Pictures	Student will name the action verb in pictures when given the cue "What is the person doing?" for at least 10 pictures. Student will respond correctly 3/3 times on the newest action verb learned and 3/3 times on the set of previously learned action verbs when randomly presented for 2 consecutive days.
6	Actions: People	Student will answer the question "What is the person doing?" for 5 actions demonstrated by him- or herself, a teacher, and peers. Student will respond correctly 3/3 times on the newest action learned and 3/3 times on the set of previously learned actions for himself, the teacher, and peers, when randomly presented for 2 consecutive days.
7	Picture Sequencing	Student will sequence a set of 3 pictures and then tell a story by naming each of the pictures in sequence. Student will respond correctly 3/3 times on the newest set of pictures learned and 3/3 times on the set of previously learned pictures for 5 sets of pictures when the sets are randomly presented for 2 consecutive days.



## Behavioral Objectives - Level 2

### Expressive Language

Lesson #	Lesson Name	Behavioral Objective
8	Identification of Items in Books	Student will name 1 or 2 items on each page of a short storybook when given the verbal cue "Tell me about the picture." Student will respond correctly for at least 3 books that include objects, animals, and people for at least 80% of the pages of each book (e.g., 4/5 pages correct).
9	Expanded Book Use	Student will name action verbs, people with actions, and use adjectives with nouns to describe pictures in a short storybook when given the verbal cue "Tell me about the picture." Student will respond correctly using 3 books for at least 80% of the pages of each book (e.g., 4/5 pages correct).
10	Emotions	Student will name at least 5 common emotions given the verbal cue "How does the person feel?" when presented with pictures of people in various emotional states. Student will respond correctly 3/3 times on the newest emotion learned and 3/3 times on the set of previously learned emotions when randomly presented for 2 consecutive days.
11	Social Questions	Student will answer at least 5 different personal questions when those questions are presented randomly with other nonpersonal questions. Student will respond correctly 3/3 times on the newest social question learned and 3/3 times on the set of previously learned social questions when randomly presented for 2 consecutive days.

### Functional Routines

Lesson #	Lesson Name	Behavioral Objective
1	Arrival	Upon arrival at school, when greeted by familiar adult, student will look at and greet familiar adult, look at and greet familiar peers, walk directly to classroom, put belongings away, and initiate transition routine, completing at least 90% of steps in arrival routine without prompts, on 2 consecutive weekly observations.
2	Departure	When daily activity schedule or adult cue indicates departure time, student will gather belongings, go to waiting area, follow direction to walk to departure area, wait for vehicle, and say "Bye" at appropriate time, completing at least 90% of steps in departure routine, without prompts, on 2 consecutive weekly observations.
3	Transition Between Activities	When an activity ends or adult says, "Activity is finished," student will stop activity, put materials away, go to daily activity schedule, remove finished activity from schedule, identify next activity, and go to appropriate location for next activity, completing at least 90% of steps in the transition routine, without prompts, on 2 consecutive weekly observations.
4	Transition by Walking in Line	When schedule or adult indicates it is time for group of students or whole class to go to a location outside classroom, student will line up, wait for directions or the line to move forward, walk at an appropriate distance from others, without touching others, and go to routine location or follow adult's directions to appropriate location, completing at least 90% of steps in walking-in-line routine, without prompts, on 2 consecutive weekly observations.



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### Functional Routines

Lesson #	Lesson Name	Behavioral Objective
5	Transitions between School Locations	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	Circle	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	Snack	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	Restroom Use	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	Independent Work	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.
10	Classroom Job	Given job mini-schedule with photos for 2-3 job steps, student will put the photos in correct order when directed by adult, tell adult what happens in each job step, and then independently follow schedule to complete each step in job, completing at least 90% of steps in classroom-job routine, without prompts, on 2 consecutive weekly observations.
11	Move from Center to Center	During 15-minute center time, given familiar activity centers marked with symbols to match choice board, student will choose a symbol for center from choice board; take symbol to center; get preferred materials; engage in exploratory, functional, constructive, or simple pretend play beside peers with no challenging behavior; take symbol back to choice board to choose new center; and put toys away when directed, completing at least 90% of steps in center routine, without prompts, on 2 consecutive weekly observations.
12	Small-Group Work	During 15-minute small-group work time, student will follow teacher directions; sit next to peers; answer questions demonstrating understanding of language concepts receptively and expressively; and use minischedule to complete 2- or 3-step projects completing at least 90% of steps in small-group work routine, without prompts, on 2 consecutive weekly observations.



## Behavioral Objectives - Level 2

### Spontaneous Language

Lesson #	Lesson Name	Behavioral Objective
1	Expanded Requesting	Student will increase variety, quality, and length of spontaneously used words and phrases to request favored items or activities, with 80% correct responses, for 2 consecutive weekly probes, in presence of motivator and no prompts.
2	Initial Commenting	Student will increase variety and quality of spontaneous commenting, such as Labeling, Narration, and Exclamation, while playing or engaging in other motivating activity, with 80% correct responses, for 2 consecutive weekly probes, in presence of motivator and no prompts.
3	Answering Questions	Student will give appropriate responses to a variety of questions and generalize similar responses previously learned in discrete trial training, with 80% correct responses, for 2 consecutive weekly probes, in presence of a motivator and no prompt

### Preacademic

Lesson #	Lesson Name	Behavioral Objective
1	Math: Rote Counting 1 to 10	Student will rote count numbers 1-10 given the verbal cue "Let's count." Student will respond correctly 3/3 times on newest number learned and 3/3 times on set of previously learned numbers when randomly presented for 2 consecutive days
2	Math: Counting 1 to 10 Objects	Student will count between 1 and 10 three-dimensional objects when given verbal cue "Count the x." Student will respond correctly 3/3 times on newest number of items and 3/3 times on set of previously learned items when randomly presented for 2 consecutive days.
3	Math: Receptive Identification of Numbers 1 to 10	Student will receptively identify numbers 1-10 when given verbal cue "Give me x." Student will respond correctly 3/3 times for the newest number learned and 3/3 times on set of previously learned numbers when randomly presented for 2 consecutive days.
4	Math: Expressive Identification of Numbers 1 to 10	Student will name numbers 1-10 when given verbal cue "What number is this?" Student will respond correctly 3/3 times for the newest number learned and 3/3 times on set of previously learned numbers when randomly presented for 2 consecutive days
5	Math: Receptive Counting Sets of Objects	Student will give correct number of objects, from set of 1-10 objects, to teacher when given verbal cue "Give me x objects." Student will respond correctly 3/3 times for newest number of objects learned and 3/3 times on set of previously learned numbers of objects when randomly presented for 2 consecutive days.



## Behavioral Objectives - Level 2

### Preacademic

Lesson #	Lesson Name	Behavioral Objective
6	Math: Matching Sets of Objects with Numbers 1 to 10	Student will place correct number of objects beside corresponding number card when teacher points to number card and says, "Find this many," for numbers 1-10. Student will respond correctly 3/3 times for newest number learned and 3/3 times on set of previously learned numbers when randomly presented for 2 consecutive days.
7	Reading: Receptive Identification of Letters	Student will receptively identify uppercase and lowercase letters when given cue "Give me letter." Student will respond correctly 3/3 times for newest letter learned and 3/3 times on the set of previously learned letters when randomly presented for 2 consecutive days.
8	Reading: Expressive Identification of Letters	Student will name both uppercase and lowercase letters when given cue "What letter is this?" Student will respond correctly 3/3 times for newest letter learned and 3/3 times on set of previously learned letters when randomly presented for 2 consecutive days.
9	Reading: Receptive Identification of First Name	Student will receptively identify his or her typed first name (using uppercase and lowercase letters) from a field of 3 choices when given the cue "Point to your name" for 3/3 correct responses over 2 consecutive days.
10	Reading: Receptive Identification of First Name, Match to Picture	Student will receptively identify his or her written or type first name from a field of 3 choices by placing his or her name next to his or her picture when given the verbal cue "Match your name with your picture." Student will respond correctly 3/3 times for 2 consecutive days.
11	Reading: Sight Word Reading and Match to Picture	Student will receptively identify a written word by matching it to the corresponding picture for a set of 5 words when given the verbal cue "Match word to picture." Student will respond correctly 3/3 times on newest sight word learned and 3/3 times on set of previously learned sight words when randomly presented for 2 consecutive days.
12	Writing: Tracing Name, Letters and Numbers	Student will trace name, uppercase and lowercase letters, and numbers (0-9) given dotted outlines on a 1-page worksheet, with verbal cue "Trace the x." Student will trace to within ¼ inch of dotted outline with 80% accuracy for worksheet.
13	Writing: Coloring Within Lines and Attention to Task	Student will attend to a coloring activity for 2-4 minutes, use multiple colors, and color within ¼ inch of the lines 3/3 times for 2 consecutive days
14	Other: Cutting and Pasting	Student will cut all 4 sides of a boxed image (cutting straight lines) and paste the item that was cut out next to a matching item, using 4 of 5 different worksheet pictures.



## Behavioral Objectives - Level 2

### Play and Social Interaction

Lesson #	Lesson Name	Behavioral Objective
1	Expanded Imitated Actions	Student will learn to play with toys as they were intended, with increasing complexity, by engaging in 2-3-step imitative play and following play commands, with 80% correct responses, for 2 consecutive weekly probes, in presence of motivator and no prompts.
2	Expanded Play Commands and Sustained Independent Play	Student will learn to play with toys as intended, with increasing complexity, by following play commands and engaging in independent play, with 80% correct responses for 2 consecutive weekly probes, in presence of motivator and no prompts.
3	Play with Adult	In the play area with adult, student will get adult's attention, communicate requests with 2-3 words, anticipate adult's turn/offer toy, imitate 2-3-step play sequence, follow directions for 2-3-step play sequence, engage in play with adult for 15 minutes without challenging behavior, and follow directions to stop play and put toys away, completing at least 90% of steps in the play-with-adult routine without prompts on 2 consecutive weekly observations.
4	Play with Adult and Peer	In a play setting with adult and peer and choices of high interest toys/activities, student will attend to/look at adult and peer, get adult's and peer's attention, communicate requests to adult and peer with 2-3 words, relinquish toy to adult and peer when requested, and follow directions to put toys away, completing at least 90% of steps in play-with-adult-and-peer routine without prompts on 2 consecutive weekly observations.
5	Play Game with Peer	At a time for play with peer, student will initiate to peer or respond to peer's request to play, state a choice among games in 3 or more words, imitate/follow 2-3 steps in setting up game, wait/watch as peer takes turns, take turns, comment on game using 3 or more words, answer Wh- questions using 3 or more words, and imitate/follow steps in putting game away, completing at least 90% of steps in the play-with-peer routine without prompts on 2 consecutive weekly observations.