



Behavioral Objectives - Level 3

Curriculum Supports: IEP Goals & Behavioral Objectives

Receptive Language

Lesson #	Lesson Name	Behavioral Objective
1	Functions of Objects and Community Members	Student will receptively identify the function of at least 5 different objects, community helpers, and body parts when asked to give object or picture that describes a specific function 3/3 times on the newest item learned and 3/3 times on set of previously learned items for each category when randomly presented for 2 consecutive days.
2	Prepositions	Student will receptively identify 5 different prepositions when asked to put the object preposition and when asked to give the picture of the object preposition 3/3 times on the newest item learned and 3/3 times on set of previously learned items when randomly presented for 2 consecutive days.
3	Descriptors	Student will receptively discriminate between 2 opposite descriptive concepts for at least 5 pairs of descriptive concepts 3/3 times on newest item learned and 3/3 times on set of previously learned items when randomly presented for 2 consecutive days.
4	Opposites	Student will receptively identify at least 5 opposite descriptive concepts 3/3 times on newest item learned and 3/3 times on the set of previously learned items when randomly presented for 2 consecutive days.
5	Gender Identification	Student will receptively discriminate between genders of people using the terms boy, girl, man, and woman for pictures and actual people 3/3 times on newest item learned and 3/3 times on set of previously learned items when randomly presented for 2 consecutive days.
6	Possessives	Student will point to or otherwise correctly identify the person who owns (i.e., possesses) an object or piece of clothing for at least 3 adults and 2 peers when requested 3/3 times on newest item learned and 3/3 times on set of previously learned items for each category when randomly presented for 2 consecutive days.
7	First, Next, Last (Location)	When told to touch first, next, or last item, student will touch correct item for at least 3 different types of materials 3/3 times on newest item learned and 3/3 times on set of previously learned items for each type of material when randomly presented for 2 consecutive days.

Expressive Language

Lesson #	Lesson Name	Behavioral Objective
1	Functions of Objects and Community Members	Student will name function of at least 5 different objects, community members, and body parts when asked to describe the function. Student will respond correctly 3/3 times for newest item learned and 3/3 times on set of previously learned items, for each category, when randomly presented for 2 consecutive days.



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Expressive Language

Lesson #	Lesson Name	Behavioral Objective
2	Prepositions	Student will name 5 different prepositions given the verbal cue, "Where is the object?" when object is placed in 5 different locations. Student will also give 5 different prepositions when shown pictures containing items and asked, "Where is the item?" Student will respond correctly 3/3 times on newest item learned and 3/3 times on set of previously learned items, for objects and for pictures, when randomly presented, for 2 consecutive days.
3	Descriptors	Student will use correct descriptor in a phrase when asked "What is this?" for 5 pairs of descriptors, 3/3 times on the newest descriptor pair learned and 3/3 times on the set of previously learned descriptor pairs, when randomly presented, for 2 consecutive days.
4	Opposites	Student will name correct adjective and noun in 2 pictures that represent opposite concepts when given verbal cues, "Find the opposite," followed by "Describe the opposites," for 5 different adjective and noun concepts. Student will respond correctly 3/3 times on the newest opposite concept learned and 3/3 time son set of previously learned opposite concepts when randomly presented for 2 consecutive days.
5	Gender Identification	Student will name gender of people using the terms girl, boy, man, and woman for pictures and actual people. Student will respond correctly 3/3 times on newest gender label learned and 3/3 times on set of previously learned gender labels when randomly presented for 2 consecutive days.
6	Pronouns: He and She	Student will name boy or man as he and will name girl or woman as she when describing a person's actions using pictures 3/3 times for 2 consecutive days with 6 different action pictures of girls and women and 6 different action pictures of boys and men.
7	Extend Sentences with Descriptors	Student will extend sentence length using at least 5 different common descriptive words in conjunction with a noun when given a verbal cue and an appropriate picture. Student will respond correctly 3/3 times on the newest descriptive words learned and 3/3 times on set of previously learned descriptive words when randomly presented for 2 consecutive days.
8	Expanded Social Questions	Student will answer original social questions learned in the Level II, Expressive Language, Lesson 11, and at least 5 new social questions when presented randomly with other nonsocial questions, 3/3 times on the newest item learned and 3/3 times on the set of previously learned items when randomly presented for 2 consecutive days.
9	Discriminating Wh- Questions	Student will correctly answer at least 3 types of Wh- questions when asked Wh- questions in succession and in random order, 3/3 times on newest question learned and 3/3 times on the set of previously learned questions for 2 consecutive days.
10	Pronouns: My and Your	Student will name appropriate pronoun my or your when asked "Whose object is this?" Student will respond correctly 3/3 times with pronoun my and 3/3 times with pronoun your when randomly presented for 2 consecutive days.



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Expressive Language

Lesson #	Lesson Name	Behavioral Objective
11	Yes or No for Facts	Student will answer factual questions about the name of common objects and the location of specific activities by answering either “yes” or “no” for at least 10 common objects and 5 activities. Student will respond correctly 3/3 times on newest item learned and 3/3 times on set of previously learned items when randomly presented for 2 consecutive days.
12	Recall Past Events	Student will recall specific past events immediately following activity and identify location and activity done for 5 locations and activities 3/3 times on the newest response learned and 3/3 times on set of previously learned responses when randomly presented for 2 consecutive days.
13	Student Asks Wh- Questions	Student will ask, “What is this?” “Where is this?” “Who is this?” and “When can I x?” when randomly presented 3/3 times on newest question learned and 3/3 times on set of previously learned questions when randomly presented for 2 consecutive days.
14	First and Last (Temporal Order)	Student will name from memory what object was touched first and what object was touched last when objects are touched in random order for 3/3 correct response on both concepts “first” and “last” when randomly presented for 2 consecutive days.
15	Commenting Using Phrases	Student will use comment phrases, “I see x” and “I have x” when playing with toys, engaging in an activity, or playing on computer, 3/3 times on newest phrase learned and 3/3 times on set of previously learned phrases when randomly presented for 2 consecutive days.

Functional Routines

Lesson #	Lesson Name	Behavioral Objective
1	Arrival	When arriving at school, student will say “Bye” to parent or bus driver, enter school with peers, walk directly to classroom, put belongings away, put homework and other items in correct locations, go to own desk, and get out daily activity schedule, 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 put schedule away, put homework and/or other materials in backpack, stand in line/wait, walk in line/stop/wait without talking or intentionally touching other children, say “Bye,” and go to vehicle, completing at least 90% of steps in departure routine without prompts on 2 consecutive weekly observations.
3	Transition Between Activities	Given a signal that activity has ended, student will stop activity, put materials away, use daily activity schedule to identify next activity, take schedule, go to location for next activity, and go to appropriate place to begin activity, completing at least 90% of steps in transition-between-activities routine without prompts on 2 consecutive weekly observations.



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Functional Routines

Lesson #	Lesson Name	Behavioral Objective
4	Transition Between Locations	Given signal that it's time for group or class to go to a location/event outside classroom, student will take daily activity schedule and get in line, wait/stop/walk in line within 2 feet of other students without talking or intentionally touching other students, put schedule in appropriate place and go to place to begin activity, completing at least 90% of steps in the transition-between-locations routine without prompts on 2 consecutive weekly observations.
5	Large-Group: Opening Activities	During large-group opening activities, student will follow classroom rules and apply preacademic/communication/social skills, including waiting/responding for individual turn, responding with group, identifying written names, identifying names of days/months, reading numbers, counting and telling "how many," and using 3 or more words to request, completing at least 90% of steps in opening activities routine without prompts on 2 consecutive weekly observations.
6	Large-Group: Story Time	At large-group story time, given teacher directions and posted rules, student will sit in group and follow rules, look at book most of time, raise hand to request turn(s), wait for peers to respond, correctly answer questions for mastered concepts with 3-plus word sentences, use past tense to identify characters' actions, say predictable word/phrase in story with group, completing at least 90% of steps in story-time routine without prompts on 2 consecutive weekly observations.
7	Cafeteria Lunch	At lunch time, student will get lunch ticket/card or lunch box, transition between locations with group, get lunch tray or go to table with lunchbox, sit with peers, open containers or request help, eat and drink with manners and speed comparable to peers, and put refuse away/clean up, completing at least 90% of steps in the cafeteria lunch routine without prompts on 2 consecutive weekly observations.
8	Restroom Use with Classmates	At scheduled times for class members to use restroom, student will line up when called, stand/wait/walk in line within 2 feet of peers with no talking and no intentional touching of peers, enter appropriate restroom, adjust clothing, use toilet and wash hands, exit restroom and wait with group, completing at least 90% of steps in the restroom-use-with-classmates routine without prompts on 2 consecutive weekly observations.
9	Academic Seatwork	At scheduled times, given tasks organized in folders, student will use a seatwork schedule to identify and get folder for first/next task, get out and organize materials for the task on desk, complete task and put materials away, check-off task on work schedule, repeat steps to complete 3-5 tasks, and choose and engage in free-time activity when finished completing at least 90% of steps in academic seatwork routine without prompts on 2 consecutive weekly observations.
10	Classroom Job with Peer	At classroom job time, student will go to peer and indicate "time for job," use job minischedule to describe job steps to peer, complete job steps, watch peer complete job steps, answer Wh- questions from peer with a 3-word or more sentence, and choose/participate in activity with peer when job is finished, completing at least 90% of steps in the classroom-job-with-peer routine without prompts on 2 consecutive weekly observations.



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Functional Routines

Lesson #	Lesson Name	Behavioral Objective
11	Occupy Free Time in Classroom	Given cues indicating a choice time, student will use “choice” menu to identify and make choices, engage in functional/constructive/simple pretend play, choose alternative activity if chosen activity is not available, engage in solitary/parallel/onlooker/associative/simple cooperative play, put materials away when finished, and stay engaged for most of the choice time, completing at least 90% of steps in the occupy-free-time routine without prompts on 2 consecutive weekly observations.
12	Computer/iPad/Tablet Use	Given scheduled time, choice time, or teacher cues to use computer/iPad/tablet, student will locate an open computer/iPad/tablet, sit at device alone or with peer, locate and use preferred program or application functionally, take turns with peer, locate and use preferred program or application functionally, take turns with peer, comment and answer questions in 3-word sentences, and transition to next activity when cues indicate computer/iPad/tablet time is finished, completing at least 90% of steps in the computer/iPad/tablet routine without prompts on 2 consecutive weekly observations
13	Music Class	Given posted rules and teacher directions to group, student will participate in music class with classmates, follow directions for where to stand/sit and what to do, imitate use of a musical instrument, sing words of songs, request turn to participate, and answer questions involving Level II, Receptive and Expressive Language concepts, completing at least 90% of steps in music-class routine without prompts on 2 consecutive weekly observations.
14	Library Class	Given posted rules and teacher directions to group, student will participate in library class with classmates, follow directions for where to stand/sit and what to do, look at books (right side up/front to back), choose and check out a book, completing at least 90% of steps in the library-class routine without prompts on 2 consecutive weekly observations.
15	PE Class	Given posted rules and teacher directions to the group, student will participate in PE class with classmates, follow directions for where to stand/sit and what to do, imitate motor activities, use equipment functionally, request a turn, participate in a game, and answer questions involving Level III, Receptive and Expressive Language concepts, completing at least 90% of steps in the PE-class routine without prompts on 2 consecutive weekly observations.
16	Group Academic Instruction	Given posted rules and teacher directions to group, student will participate in group academic instruction with classmates, watch teacher and relevant materials most of time, participate in choral responding to answer questions involving Level III, Receptive and Expressive Language concepts, request turns, wait for turns without talking, and individually answer questions involving Level III, Receptive and Expressive Language concepts, completing at least 90% of steps in the group-academic-instruction routine without prompts on 2 consecutive weekly observations.



Behavioral Objectives - Level 3

Spontaneous Language

Lesson #	Lesson Name	Behavioral Objective
1	Advanced Expanded Requesting	Student will increase variety, quality, and length of spontaneously used advanced-level vocabulary 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	Advanced Commenting	Student will increase variety and quality of spontaneous commenting, including Narration and Asking Questions 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	Advanced Concepts	Student will acquire responses to advanced concepts, with 80% correct responses, measured over 2 consecutive sessions.

Preacademic

Lesson #	Lesson Name	Behavioral Objective
1	Math: Rote Counting	Student will rote count to 30 given verbal cue "Let's count." Student will respond correctly 3/3 times on newest number learned and 3/3 times on the set of previously learned numbers when randomly presented for 2 consecutive days.
2	Math: Receptive Identification of Numbers	Student will receptively identify the numbers 1-30 given the verbal cue "Give me x." Student will respond correctly 3/3 times on newest number learned and 3/3 times on the set of previously learned numbers when randomly presented for 2 consecutive days.
3	Math: Expressive Identification of Numbers	Student will name numbers 1-30 given the verbal cue "Give me x." 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.
4	Math: Counting Objects Using Numbers	Student will place correct number of objects beside a corresponding number card when teacher points to number card and says, "Find this many" for numbers 1-30. 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.
5	Math: Adding One-Digit Numbers	Student will complete 1-digit addition problems using the dot method with 90% accuracy using worksheets with various addition problems for 2 consecutive days.
6	Math: Subtracting One-Digit Numbers	Student will complete 1-digit subtraction problems using the dot method with 90% accuracy using worksheets with various subtraction and addition problems for 2 consecutive days.



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Preacademic

Lesson #	Lesson Name	Behavioral Objective
7	Math: Identification of Money and Use of Money	Student will identify coins and dollar bills up to \$5 and count coins up to 25 cents with 90% accuracy for 2 consecutive days.
8	Math: Time Telling	Student will correctly tell time, using at least 2 different analog clocks and flash cards depicting digital time, to the quarter hour with 90% accuracy for 2 consecutive days.
9	Reading: Receptive Identification of Letter Sounds	Student will be able to identify letter sounds, using both uppercase and lowercase letters, when given the cue "Give me the sound," 3/3 times on the newest item learned and 3/3 times on the set of previously learned items when randomly presented for 2 consecutive days.
10	Reading: Expressive Identification of Letter Sounds	Student will name letter sounds, using both uppercase and lowercase letters, when shown a letter and given the cue "What sound does this letter make?" 3/3 times on the newest item learned and 3/3 times on set of previously learned items when randomly presented for 2 consecutive days.
11	Reading: Identification of First and Last Names	Student will receptively identify his or her typed first and last names (using uppercase and lowercase letters) from a field of 3 choices when given the cue "Point to your name" for 3/3 correct responses for 2 consecutive days.
12	Reading: Sight Words	Student will receptively identify written words by matching them to the corresponding picture for at least 20 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.
13	Reading: Reading a Simple Book	Student will read 1-3 words per page for 90% of pages of 3 short books when given the verbal cue "Read the story" and answer at least 1 comprehension question at the end of each book, when given the verbal cue "Tell me about the story." Student will respond correctly 3/3 times on newest book learned and 3/3 times on set of books previously learned when the books are randomly presented for 2 consecutive days.
14	Writing: Tracing and Copying Words	Student will trace to within ½ inch of dotted outline and then copy at least 10 known words 3/3 times on newest item learned and 3/3 times on set of previously learned items when randomly presented for 2 consecutive days.
15	Writing from Dictation	Student will write at least 15 known words from dictation, correctly spelled and within ¼ inch of the lines, 3/3 times on newest item learned and 3/3 times on the set of previously learned items when randomly presented for 2 consecutive days.
16	Writing from Memory	Student will write at least 10 2-3-word sentences correctly within ¼ inch of the lines on topics of interest, 3/3 times on newest sentence learned and 3/3 times on set of previously learned sentences when randomly presented for 2 consecutive days.
17	Other: Coloring, Cutting and Pasting	Student will color a known object or animal within ¼ inch of lines, cut along lines (cutting straight and curved lines), and past item next to a matching item for 5 different pictures 3/3 times on newest item learned and 3/3 times on set of previously learned items when randomly presented for 2 consecutive days.



Behavioral Objectives - Level 3

Play and Social Interaction

Lesson #	Lesson Name	Behavioral Objective
1	Advanced Play	
2	Play with Peer and Share Materials	At time for play with peer, student will initiate to peer or respond to peer's request to play; state a choice among materials offered by peer in 3 or more words; play with peer for at least 10 minutes, engaging in functional/constructive/simple pretend play; engage in solitary/parallel/onlooker/associative/simple cooperative play; relinquish materials/turns to peer when requested; request materials/turns from peer; respond to play suggestions from peer; comment on play; and answer questions about play, completing at least 90% of steps in the play-with-peer-and-share-materials routine without prompts on 2 consecutive weekly observations.
3	Pretend Play with Peer	At time for play with peer, student will initiate to peer or respond to peer's request to play, state a choice among activities in 3 or more words, begin/imitate steps in play on visual play script, choose steps in play using visual play script, suggest steps in play using visual play script, say peer's name and request toy/material in 3 or more words, imitate peer's steps in play, comment on play, and answer Wh- question in 3 or more words, completing at least 90% of steps in the pretend-play-with-peer routine without prompts on 2 consecutive weekly observations.
4	Recess: Individual or Independent	During recess, given a visual recess schedule, child will arrange 4 chosen activities on recess schedule, identify first/next activity, initiate/participate in first/next activity, get attention of peer/teacher and request turn with 3 or more words, relinquish turn to peer when requested, and use schedule to move from activity to activity, completing at least 90% of steps in the individual recess routine without prompts on 2 consecutive weekly observations.
5	Recess with Peer	During recess, given a visual recess schedule and peer, child will arrange 4 chosen activities on recess schedule in cooperation with peer, identify first/next activity, initiate/participate in activity with peer, use schedule to move from activity to activity, and comment on play/answer questions with 3 or more words, completing at least 90% of steps in recess-with-peer routine without prompts on 2 consecutive weekly observations.