



**Connecting Assessment  
and Instruction for Independence**

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# LINKS<sup>TM</sup> Routines: Example IEP Goals and Objectives

**PREVIEW ONLY**

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



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## Links Routines: Example IEP Goal and Objective

Listed below is an example IEP Goal & Short-term Objectives for a Links™ Routine. 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 Going to School Routine (1) Example IEP Goal & Short-term Objectives
<b>Annual Goal</b>
<p>The student will perform all activities in the <u>Going to School Routine (leave vehicle, go to school, go to classroom, organize belongings, review schedule, settle into classroom, and relevant social skills)</u> with <u>23</u> Natural Cues and obtain <u>90%</u> Independence for the routine for <u>3</u> consecutive weeks as measured by a structured routine observation form (i.e. Links™ Observed Routine Assessment).</p>
<b>Short-Term Objectives</b>
<p>1. By <u>October</u>, when given <u>15</u> modeling cues and <u>8</u> one-step directions the student will complete the routine steps and obtain a score of <u>90%</u> Independence for 3 consecutive weeks.</p>
<p>2. By <u>December</u>, when given <u>5</u> modeling cues, <u>10</u> one-step directions, and <u>8</u> multiple-step directions the student will complete the routine steps and obtain a score of <u>90%</u> Independence for 3 consecutive weeks.</p>
<p>3. By <u>March</u>, when given <u>8</u> one-step directions, <u>8</u> multiple-step directions, and <u>7</u> natural cues the student will complete the routine steps and obtain a score of <u>90%</u> Independence for 3 consecutive weeks.</p>
<p>4. By <u>June</u>, when given <u>23</u> natural cues the student will complete the routine steps and obtain a score of <u>90%</u> Independence for 3 consecutive weeks.</p>

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## Links™ Routines: Templates for IEP Goals and Objectives

### Links Going to School Routine (1)

#### Annual Goal

The student will perform all activities in the Going to School Routine (leave vehicle, go to school, go to classroom, organize belongings, review schedule, settle into classroom, and relevant social skills) with \_\_\_ Modeling Cues, \_\_\_ One-Step Directions, \_\_\_ Multiple-Step Directions, and \_\_\_ Natural Cues and obtain \_\_\_ % Independence for the routine for \_\_\_ consecutive weeks as measured by a structured routine observation form (i.e. the Links Observed Routine Assessment).

#### Short-Term Objectives

By \_\_\_\_\_, when given \_\_\_ Modeling cues, \_\_\_ One-Step Directions, \_\_\_ Multiple-Step Directions, and \_\_\_ Natural Cues the student will complete the routine steps and obtain a score of \_\_\_ % Independence for \_\_\_ consecutive weeks.

### Links Parking Lot Safety Routine (13)

#### Annual Goal

The student will perform all activities in the Parking Lot Safety Routine (exits transportation, identifies destination, crosses parking lot, and arrives at destination) with \_\_\_ Modeling Cues, \_\_\_ One-Step Directions, \_\_\_ Multiple-Step Directions, and \_\_\_ Natural Cues and obtain \_\_\_ % Independence for the routine for \_\_\_ consecutive weeks as measured by a structured routine observation form (i.e. the Links Observed Routine Assessment).

#### Short-Term Objectives

By \_\_\_\_\_, when given \_\_\_ Modeling cues, \_\_\_ One-Step Directions, \_\_\_ Multiple-Step Directions, and \_\_\_ Natural Cues the student will complete the routine steps and obtain a score of \_\_\_ % Independence for \_\_\_ consecutive weeks.

### Links Socializing with Friends Routine (23)

#### Annual Goal

The student will perform all activities in the Socializing with Friends Routine (locates friend(s), initiates social interaction, remains engaged in conversation, ends conversation appropriately, and relevant social skills) with \_\_\_ Modeling Cues, \_\_\_ One-Step Directions, \_\_\_ Multiple-Step Directions, and \_\_\_ Natural Cues and obtain \_\_\_ % Independence for the routine for \_\_\_ consecutive weeks as measured by a structured routine observation form (i.e. the Links Observed Routine Assessment).

#### Short-Term Objectives

By \_\_\_\_\_, when given \_\_\_ Modeling cues, \_\_\_ One-Step Directions, \_\_\_ Multiple-Step Directions, and \_\_\_ Natural Cues the student will complete the routine steps and obtain a score of \_\_\_ % Independence for \_\_\_ consecutive weeks.

## Links Interviewing for a Job Routine (47)

### Annual Goal

The student will perform all activities in the Interviewing for a Job Routine (prepares for job interview, arrives at organization, participates in job interview, concludes interview, sends “thank you” card/email, and relevant social skills) with \_\_\_ Modeling Cues, \_\_\_ One-Step Directions, \_\_\_ Multiple-Step Directions, and \_\_\_ Natural Cues and obtain \_\_\_ % Independence for the routine for \_\_\_ consecutive weeks as measured by a structured routine observation form (i.e. the Links Observed Routine Assessment).

### Short-Term Objectives

By \_\_\_\_\_, when given \_\_\_ Modeling cues, \_\_\_ One-Step Directions, \_\_\_ Multiple-Step Directions, and \_\_\_ Natural Cues the student will complete the routine steps and obtain a score of \_\_\_ % Independence for \_\_\_ consecutive weeks.

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