



FUNCTIONAL IEP GOALS FOR CHILDREN WITH AUTISM

FDL I-III: Shared Attention, Engagement, & Two-Way Communication

- Increase the length of time the child *stays engaged* with others (parents, teachers, peers).
- Increase the number and length of times he/she *responds* (e.g. smiles, frowns, reaches, vocalizes, gestures intentionally, or speaks) to others.
- Increase the number of times he/she *initiates* social overtures to others.
- Increase the number and reciprocal exchanges within a given encounter.
- Decrease self-isolation by promoting interaction and engagement.
- Participate in X number of reciprocal social interactions.
- Respond consistently to his/her name.
- Stop action in response to strong commands (No, Stop, Don't).
- Stay calm and attentive in challenging sensory/social situations (too loud, too chaotic, too much change).
- Consistently respond to gestures with intentional gestures of child's own (e.g. reaches out in response to outstretched arms).

FDL III-IV: Two way and Complex Two-Way Communication

- Use increasing numbers of word sounds (ex. Uh-oh) and first words to communicate.
- Increase the number of longer interactions with others.
- Respond consistently to one step spontaneous commands to 'get', 'give', 'bring'.
- Play imitation games daily to promote imitation abilities including imitating hand movements, body movements, sounds, words, use of objects. songs, finger-plays and rhymes.
- Sustain attention on a directed activity for _____ minutes.
- Increase the number of times child express wishes, intentions and feelings through *gestures*.
- Problem solve frequently throughout the day. The child's dyadic partner should avoid prompting and adult solutions.
- Increasingly understand the name for his/her feelings. Note: School personnel should recognize and verbally label important feelings of the child.
- Consistently look for others when asked "Where is [person]?"
- Sustain simple pretend play with others.
- Consistently follow someone's point when object is in proximity and can be touched.
- Consistently follow someone's point when object is distant.
- Consistently point to desired object when object can be touched/over distance.
- Consistently engage in functional action with a toy.

FDL V: Shared Meanings

- Regularly use two-word combinations to communicate with others.
- Sustain long interactions with an emphasis on *balanced reciprocal exchanges* with others.
- Child will increase ability to label his/her own feelings **Note:** This is a dyadic IEP goal because the child learns about their feelings from caring adults who acknowledge the feeling and mirror the feelings back to them with words and gestures.



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- Consistently demonstrate one thematic pretend play (i.e. feed dolls, use doctor kit, sword fight, race like a car. Note: School could promote this goal by providing pretend play sessions throughout the day).
- Frequently participate in turn taking activities with others.
- Consistently follow simple rules to games (e.g. duck duck goose, catch, etc.).
- Consistently follow two-step directions involving two different actions.
- Consistently respond to simple 'Where, Who, & What' questions with searching movements.
- Consistently indicate 'yes' or 'no' verbally when asked a "Do you want" question.
- Point to pictures, body parts, objects upon request.
- Follow a series of 2-3 simple related commands with the same object.
- Respond to open ended wh-type questions (ex. What do you want to do?).
- Consistently seek help when needed.

FDL VI: Building Bridges Between Ideas/Emotional Thinking

- Refer to self by name.
- Consistently be able to recall recent familiar events using sentences.
- Talk about an event that has *just* happened.
- Summarize the main idea of a book or story.
- Consistently respond to 'Why & When' questions.
- Consistently connect two ideas together logically (ex. It's cold. I need a coat.).
- Play two thematic pretend with a simple storyline or role playing with others (ex. Playing 'Doctor', or 'Cook', or Bus Driver).
- Use pretend play scenarios to explore negative affect and practice appropriate responses.
- Assume the role of another person (ex. dress-up).
- Consistently say first and last name when asked without prompting.
- Consistently use basic greetings and manners.
- Regularly use pronouns 'I & You' appropriately.
- Regularly use pronouns 'He, She, & They' appropriately.
- Accurately answer questions that connect actions to adjectives (ex. "What do you do when you are hungry?"
- Consistently ask for help when needed.
- Accurately identify the feelings she/he has in a variety of settings and be able to explain the relationship of events to her/his feelings.
- Increasingly identify emotions in others as an act of empathy.
- Increasingly respond appropriately to the emotions of others.
- Be increasingly tolerant of own mistakes and performances that were not perfect.
- Honor personal space during social interactions and explain why it is important.