

Sample IEP: Communication Core Competencies and SETdirect – template adapted with permission by SD 57

IEP Goals and Objectives

Goal #	Domain	Person Responsible
1	Communication	
Goal		
I can connect and engage with others.		

Objective
I ask and respond to simple, direct questions.
Strategies
<p>Photo Op Kit Core Board</p> <ul style="list-style-type: none"> - Students can ask: Can - you – smile; Why?; Where – you – want – go?; We – go?; You – help – editing?; want – photo?; you – press?; you – smile?; you – say cheese? - Students can respond: No – help; I – like; not – more; I – can <p>Coding Kit #1 – Cubetto Core Board</p> <ul style="list-style-type: none"> - Students can ask: You – think – left/right/forward?; Why?; Why – happen? How – it – go?; Can - you – do – coding blocks?; Where – Cubetto – go? - Students can respond: I – not – like; I – think – right/left/forward; No – help; I – like; not – more; I – can <p>Science Kit Core Board</p> <ul style="list-style-type: none"> - Students can ask: Can - you – measure?; I – squeeze – dropper?; You – open?; What – happen?; You – help? - Students can respond: No – help; I – like; not – more; I – can <p>Class Leader Kit</p> <ul style="list-style-type: none"> - Students can ask: Can – you – roll?; Can – you – spin? - Students can respond: No – help; I – like; not – more; I – can <p>Artful Inclusion Kit</p> <ul style="list-style-type: none"> - Students can ask: Can – you – paint?; Can – you – spin?; - Students can respond: No – help; I – like; not – more; I – can <p>Coding Kit #2 – Code and Go Robot Mouse Core Board</p> <ul style="list-style-type: none"> - Students can ask: You – think – rotate left/rotate right/forward?; Why?; Why – happen? How – it – go?; Can - you – do – coding cards? - Students can respond: I – not – like; I – think – forward/reverse/rotate left/rotate right No – help; I – like; not – more; I – can

Objective
I am an active listener; I support and encourage the person speaking.
Strategies
SETdirect Core Boards <ul style="list-style-type: none"> - Students can ask WH questions: what/who/where/when/why/how - Students can comment: Wow!; Awesome; I – like; I – help; We – do

Objective
I recognize that there are different points-of-view and I can disagree respectfully.
Strategies
Coding Kit #1 – Cubetto <ul style="list-style-type: none"> - Students can disagree on where Cubetto should travel to and/or the actions to move it to the destination. - Students will use the Coding Kit #1 Core Board to disagree and offer an alternate action: I – not – like; I – think – right/left/forward Coding Kit #2 – Code and Go Robot Mouse <ul style="list-style-type: none"> - Students can disagree on where Robot Mouse should travel to and/or the actions to move it to the cheese. - Students will use the Coding Kit #2 Core Board to disagree and offer an alternate action: I – not – like; I – think – forward/reverse/rotate left/rotate right

Goal #	Domain	Person Responsible
2	Communication	
Goal		
I can acquire, interpret, and present information.		

Objective
I can understand and share information about a topic that is important to me.
Strategies
<p>Photo Op Kit</p> <ul style="list-style-type: none"> - The student will take photos using the switch accessible camera. The pictures will be put in the talking photo album. If the student is non-verbal, have a same age and gender peer record each page. If the student requires assistance to turn the pages, a peer can help with this task. The student will read the book using the Jelly Bean Twist switch to play the recording.

Objective
I present information clearly and in an organized way.
Strategies
<p>Photo Op Kit</p> <ul style="list-style-type: none"> - The student will take photos using the switch accessible camera. The student can put the pictures in the talking photo album to organize and sequence the information. <p>Artful Inclusion Kit</p> <ul style="list-style-type: none"> - The student will use the switch activated scissors to cut out pictures. The student can organize the pictures to represent the information in a variety of formats, including: posters, diorama, journal, and/or timeline. <p>Coding Kit #2 – Code and Go Robot Mouse</p> <ul style="list-style-type: none"> - The student will demonstrate their thinking by pre-programming a sequence using the coding cards to plan a route for the Robot Mouse.

Goal #	Domain	Person Responsible
3	Communication	
Goal		
I can collaborate to plan, carry out, and review constructions and activities.		

Objective
I can work with others to achieve a common goal, I do my share.
Strategies
<p>Coding Kit #1 – Cubetto</p> <ul style="list-style-type: none"> - The common goal of the group is to move Cubetto to the final destination. The student will request the next turn or action. They can select the correct coding block or work with the group to determine which coding block is next in the sequence, and trial and adjust if they encounter an error. <p>Coding Kit #2 – Code and Go Robot Mouse</p> <ul style="list-style-type: none"> - The common goal of the group is to move the Robot Mouse to the final destination. The student will request the next turn or action. They can select the correct coding card or work with the group to determine which coding card is next in the sequence, and trial and adjust if they encounter an error.

Objective
I can take on roles and responsibilities in a group.
Strategies
<p>Class Leader Kit</p> <ul style="list-style-type: none"> - The student can use the switch activated All-Turn-It Spinner to make selections such as: students, weather, songs, yoga poses, games, etc.

Goal #	Domain	Person Responsible
4	Communication	
Goal		
I can explain/recount and reflect on experiences and accomplishments.		

Objective
I give, receive, and act on feedback.
Strategies
<p>Artful Inclusion Kit</p> <ul style="list-style-type: none"> - Using the SETdirect Artful Inclusion Core Board, students can: <ul style="list-style-type: none"> - ask to change the paint colour and add more detail. - accept feedback from a peer on the combination of colours and make comments. <p>Coding</p> <ul style="list-style-type: none"> - Using the SETdirect Coding Kit #1 and #2 Core Boards, students can: <ul style="list-style-type: none"> - ask to change the direction of Cubetto or the Robot Mouse and explain why. - accept feedback from a peer on the coding sequence.

Objective
I can recount simple experiences and activities and tell something I learned.
Strategies
<p>Science Kit and Photo Op Kit</p> <ul style="list-style-type: none"> - The students will conduct a science experiment and record the steps with the switch accessible camera. The students will use the pictures to recount what they learned, and share their learning with others. <p>Artful Inclusion Kit</p> <ul style="list-style-type: none"> - The student will use the switch activated scissors to cut out pictures. The student will sort them into the correct sequence under the headings <i>first, next, then, last</i>, and recount their experience.

Objective
I can represent my learning and tell how it connects to my experiences and efforts.
Strategies
<p>Artful Inclusion Kit</p> <ul style="list-style-type: none"> - A peer can draw a representation of learning. Place the drawing in the Spin Art spinner. The student can select the colours and paint the line drawing with the switch activated Spin Art spinner. - The student can use the Color Bug Remote Control Art to create a drawing to represent their learning. <p>Photo Op Kit</p> <ul style="list-style-type: none"> - The student will record their learning with the switch accessible camera. The students will use the pictures to make connections between what they learned and familiar people, places, and things. For example, the student can match or sort pictures, or use the Talking Photo Album to record and show their learning.