

Sample Goals for Non-Verbal Children

Introduction: Sometimes it can be difficult to write goals for children who are not talking yet. These sample goals should give you a place to get started. These are not one-size-fits-all kinds of goals. These are just ideas of goals that MIGHT be appropriate for a non-verbal child. Select a few goals from this list that seem to fit the needs of the child you're working with and then adapt them to suit the individual child.

Where to Get More:

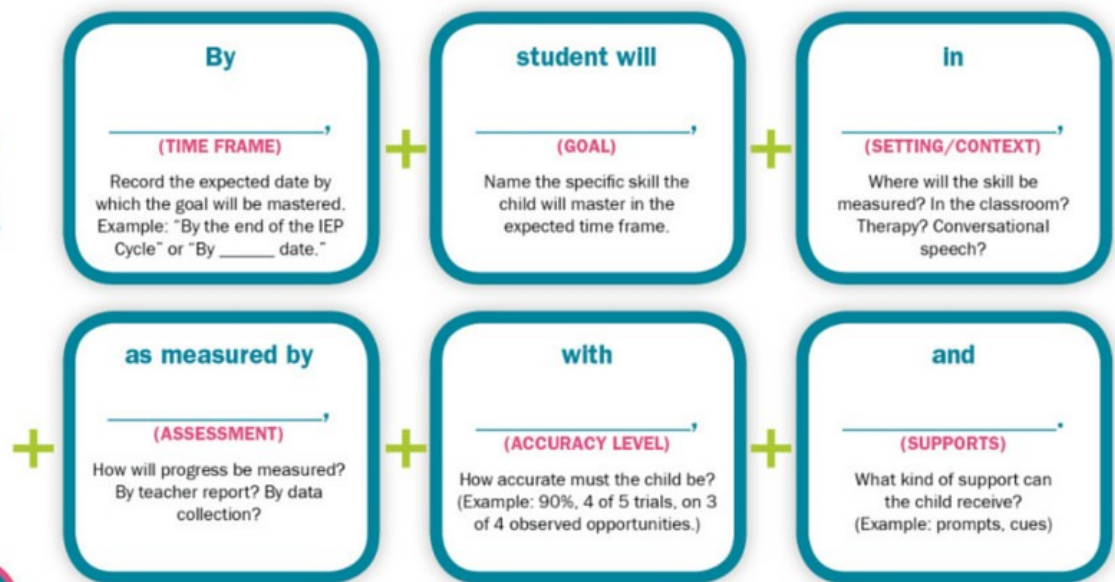
See all of Carrie's goal-writing resources at:

<https://www.speechandlanguagekids.com/goal-writing/>



IEP GOAL FORMULA

Use this formula every time you write a new goal to make sure your goals are complete and measurable.



By _____ (TIME FRAME), student will _____ (GOAL), in _____ (SETTING/CONTEXT), as measured by _____ (ASSESSMENT), with _____ (ACCURACY LEVEL), and _____ (SUPPORTS).



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For more helpful goal-writing resources go to

www.speechandlanguagekids.com/goal-writing

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By: Carrie Clark

Formula: By _(time frame)_, Student will ____ in ____ setting/context with ____ accuracy and ____ supports as needed as measured by _____.

**Formula can be rearranged as needed

The goals provided below are sample goals and should be modified to meet the needs of the individual you are writing the goal for.

Joint Attention Goals:

By the end of the IEP cycle, Student will tolerate parallel play and interactions by the speech-language pathologist in the classroom (sitting near the child, playing with similar materials, and commenting on child's play) by remaining in the area without crying or tantruming for at least 5 minutes without prompting as measured by data collection.

By the end of the IEP cycle, Student will demonstrate joint attention by moving toward the speech-language pathologist in the classroom when presented with something he wants instead of crying or tantruming on 4 out of 5 observed opportunities (an observed opportunity would be any time the child indicates a desire for something; if he does not react to the object, that is not counted as an opportunity) with one verbal prompt as needed and as measured by data collection.

**Additional joint attention goals could include using the above goal but replacing "moving toward the SLP" with looking at the object, looking at the SLP, reaching for something, pointing at something, etc. If additional supports are needed, you could replace the "verbal prompt" with a physical prompt (like physically helping the child come closer).

AAC Goals:

By the end of the first trimester of the IEP cycle, Student will tolerate hand-over-hand assistance to use some form of augmentative-alternative communication (such as sign language or pushing a button on a communication device) to communicate in the classroom on 4 of 5 observed opportunities as measured by data collection.

By the end of the second trimester of the IEP cycle, Student will respond to greetings in the classroom using some sort of language (such as a spoken word, sign language, or an AAC device) on 4 of 5 observed opportunities with one verbal reminder per opportunity (such as "Ms. Angie said hi, what can you say?") as measured by data collection.

By the end of the third trimester of the IEP cycle, Student will use some form of language (such as a spoken word, sign language, or pushing a button on an AAC device) to request more food or drink during a snack time activity in the classroom on 4 of 5 observed opportunities with one visual prompt as necessary (pointing to the device or a picture that says "use your words") as measured by data collection.

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Imitation Goals:

By January 31, 2018, Student will imitate gross motor actions (such as sitting down, standing up, or clapping hands) in the therapy room following the prompt of “do this” on 4 of 5 observed opportunities with one physical prompt as needed (such as touching the elbow to prompt the child to move an arm) as measured by data collection.

By March 31, 2018, Student will imitate sound effects (such as blowing a kiss, car noises, animal noises) in the therapy room following the prompt of “do this” on 4 of 5 observed opportunities with one repetition as needed and as measured by data collection.

By Nov 31, 2018, Student will imitate speech sounds or simple words in the therapy room following the prompt “do this” on 4 of 5 observed opportunities with one repetition as needed as measured by data collection.

Following Directions Goals:

By the end of the IEP cycle, Student will follow one-step familiar, routine directions (such as go to the carpet, sit down, line up) in the classroom with visual supports (pictures) and one repetition as needed on 4 of 5 observed opportunities as measured by data collection.

By the end of the IEP cycle, Student will follow one-step novel directions (such as “touch your nose” or “clap your hands”) in the therapy room with visual supports (pictures) and one repetition as needed on 4 of 5 observed opportunities as measured by data collection.

By the end of the IEP cycle, Student will follow familiar, related two-step directions (such as push in your chair and line up at the door) in the classroom with one repetition and prompts to watch his peers as needed on 4 of 5 observed opportunities as measured by data collection.

By the end of the IEP cycle, Student will follow directions in the speech therapy room that include tongue and mouth placement for sound production with visual supports (pictures and modeling) and verbal feedback as needed on 4 of 5 observed opportunities as measured by data collection.