

# iep goal bank speech therapy

**iep goal bank speech therapy** is an essential resource for educators, speech-language pathologists, and parents involved in crafting Individualized Education Programs (IEPs) for children with speech and language challenges. This comprehensive collection of goals helps streamline the process of setting measurable, achievable objectives tailored to a student's unique needs. Utilizing an IEP goal bank speech therapy ensures that speech therapy goals are aligned with educational standards and therapeutic best practices. This article explores the significance of an IEP goal bank, how to effectively use it in speech therapy, and strategies for crafting effective goals that enhance communication skills. Additionally, it covers examples of common speech therapy goals and tips for customizing objectives to individual student profiles. The following sections provide a detailed overview of the components and benefits of an IEP goal bank speech therapy and offer practical guidance for implementation.

- Understanding IEP Goal Bank Speech Therapy
- Benefits of Using an IEP Goal Bank in Speech Therapy
- How to Create and Customize Speech Therapy Goals
- Examples of IEP Goals for Speech Therapy
- Implementing and Monitoring Speech Therapy Goals

## Understanding IEP Goal Bank Speech Therapy

An IEP goal bank speech therapy is a curated collection of pre-written, research-based goals designed to address a variety of speech and language disorders in students. These goals serve as a reference point for speech-language pathologists (SLPs) and educators as they develop individualized plans that promote communication development. The goal bank typically includes objectives targeting receptive and expressive language, articulation, fluency, voice, and social communication skills. By providing a structured framework, the goal bank helps ensure that goals are specific, measurable, achievable, relevant, and time-bound (SMART), which is a requirement for effective IEP planning.

## Components of an IEP Goal Bank

The components of an effective IEP goal bank speech therapy include:

- **Specific skill areas:** Goals are categorized by domains such as phonology, syntax, pragmatics, and auditory processing.
- **Measurable criteria:** Each goal includes clear criteria for measuring progress, such as accuracy percentages or frequency of correct responses.
- **Time frames:** Goals specify the expected time period for achievement, commonly within one academic year.
- **Levels of support:** Goals indicate the level of prompting or assistance needed, facilitating tailored intervention.

## Benefits of Using an IEP Goal Bank in Speech Therapy

Utilizing an IEP goal bank speech therapy offers multiple advantages in educational and clinical settings. It streamlines the goal-writing process, reduces redundancy, and ensures consistency across IEP documents. Moreover, it fosters collaboration among multidisciplinary teams by providing a common language and clear guidelines. The use of a goal bank supports data-driven decision-making, allowing SLPs to track student progress effectively and adjust interventions accordingly. It also enhances compliance with legal and educational standards by ensuring goals are appropriately targeted and measurable.

### Improved Efficiency and Accuracy

By relying on a comprehensive goal bank, professionals save valuable time and reduce the risk of goal statements that are vague or difficult to assess. This expedites the IEP development process while maintaining high standards of quality.

### Enhanced Individualization

Despite providing a structured template, an IEP goal bank allows for customization to meet the unique needs of each student. This balance between standardization and personalization maximizes therapeutic outcomes.

## How to Create and Customize Speech Therapy

# Goals

Creating effective IEP goals for speech therapy involves understanding the student's present levels of performance and identifying specific areas of need. Customization is key to ensuring that goals are both relevant and challenging. The following steps outline how to tailor goals using an IEP goal bank speech therapy:

1. **Assess the student's current communication abilities:** Use formal and informal assessments to gather baseline data.
2. **Select appropriate goal templates:** Choose goals from the bank that align with identified needs.
3. **Modify goals for specificity:** Adjust parameters such as context, stimuli, and response requirements to fit the student's profile.
4. **Define measurable criteria:** Establish clear benchmarks for success, including accuracy levels and frequency targets.
5. **Set realistic time frames:** Determine achievable deadlines based on the student's progress rate and therapy schedule.

## Incorporating Functional and Academic Relevance

Effective speech therapy goals should not only focus on isolated skills but also incorporate functional communication that supports academic achievement and social interaction. This ensures that therapy translates into meaningful improvements in the student's daily life.

## Examples of IEP Goals for Speech Therapy

Examples from an IEP goal bank speech therapy demonstrate a range of objectives targeting different speech and language domains. These examples illustrate how goals can be structured to address specific impairments and facilitate measurable progress.

- **Articulation Goal:** The student will correctly produce the /s/ sound in the initial, medial, and final positions of words with 90% accuracy during structured therapy sessions over a period of 12 weeks.
- **Expressive Language Goal:** The student will use complete sentences consisting of at least five words to describe pictures or events with 80% accuracy in 4 out of 5 trials.

- **Receptive Language Goal:** The student will follow two-step oral directions related to classroom activities with 85% accuracy without prompts.
- **Social Communication Goal:** The student will initiate and maintain a topic during peer conversations for at least 3 exchanges in 3 out of 4 opportunities.
- **Fluency Goal:** The student will reduce the frequency of stuttering behaviors to fewer than 5% of speech syllables during structured conversation tasks.

## **Adapting Goals for Diverse Needs**

IEP goals must be flexible to accommodate diverse learning styles, cultural backgrounds, and severity of speech impairments. Modifications might include simplifying language demands, incorporating augmentative and alternative communication (AAC) methods, or emphasizing social-pragmatic skills.

## **Implementing and Monitoring Speech Therapy Goals**

Effective implementation of IEP goals requires consistent intervention, progress monitoring, and collaboration among team members. Speech-language pathologists play a central role in delivering therapy aligned with the established goals, while educators and parents contribute to generalization in various settings.

## **Tracking Progress and Adjusting Goals**

Regular data collection is essential to evaluate the student's progress toward each goal. Tools such as checklists, rating scales, and observation records facilitate ongoing assessment. When progress plateaus or accelerates, goals should be reviewed and adjusted to maintain optimal challenge and support.

## **Collaborative Communication**

Open communication between SLPs, teachers, parents, and the student promotes consistency and reinforces goal achievement. Sharing progress reports and soliciting feedback helps to align therapeutic strategies with educational objectives and family expectations.

# **Frequently Asked Questions**

## **What is an IEP goal bank for speech therapy?**

An IEP goal bank for speech therapy is a collection of pre-written, measurable, and specific goals designed to address various speech and language needs of students. It helps speech therapists and educators select or customize goals that align with a student's Individualized Education Program (IEP).

## **How can I use an IEP goal bank for speech therapy effectively?**

To use an IEP goal bank effectively, first assess the student's current speech and language abilities, then select goals from the bank that match their needs. Customize the goals to be specific, measurable, attainable, relevant, and time-bound (SMART), and ensure they align with the student's overall educational objectives.

## **Are IEP goal banks customizable for individual student needs?**

Yes, most IEP goal banks are customizable. Speech therapists can modify the language, difficulty level, and criteria of goals to better suit the unique needs, strengths, and challenges of each student.

## **Where can I find a reliable IEP goal bank for speech therapy?**

Reliable IEP goal banks for speech therapy can be found through professional organizations like ASHA (American Speech-Language-Hearing Association), educational websites, special education resource platforms, and speech therapy software tools that provide evidence-based goal templates.

## **What types of speech therapy goals are included in an IEP goal bank?**

An IEP goal bank typically includes goals related to articulation, language comprehension and expression, social communication, fluency, voice, and pragmatic skills. Goals may target improving vocabulary, sentence structure, sound production, conversational skills, and more.

## **How do I ensure IEP speech therapy goals are measurable?**

To ensure goals are measurable, include clear criteria such as accuracy

percentages, number of trials, frequency of correct responses, or specific performance levels within a set timeframe. For example, "Student will produce the /s/ sound correctly in 8 out of 10 trials during structured activities."

## **Can an IEP goal bank help with progress monitoring in speech therapy?**

Yes, using an IEP goal bank helps establish clear, measurable goals that make it easier to track a student's progress over time. Consistent data collection aligned with these goals informs adjustments to therapy and helps communicate progress to parents and educators.

## **How often should I update or revise IEP speech therapy goals from a goal bank?**

IEP speech therapy goals should be reviewed and potentially revised at least annually during the IEP meeting or more frequently if the student's needs change significantly. Progress data and ongoing assessments guide necessary updates to ensure goals remain relevant and challenging.

## **Are there digital tools or apps that include IEP goal banks for speech therapy?**

Yes, there are several digital tools and apps, such as Goals by TherapyEd, IEP Goal Bank apps, and various speech therapy management platforms, that provide searchable and customizable IEP goal banks, making it easier for therapists to create and manage individualized goals efficiently.

## **Additional Resources**

- 1. IEP Goal Bank for Speech Therapy: Comprehensive Objectives and Strategies*  
This book offers an extensive collection of IEP goals specifically designed for speech therapists working with children of various ages and abilities. It includes clear, measurable objectives that target articulation, language development, social communication, and fluency. Speech therapists will find this resource useful for customizing goals that match individual student needs and progress levels.
- 2. Speech Therapy IEP Goals: A Practical Guide for Educators and Therapists*  
Focused on practical application, this guide provides speech-language pathologists with sample IEP goals and step-by-step strategies to implement them effectively. It covers a broad spectrum of speech and language disorders and emphasizes progress monitoring. This book is ideal for both new and experienced therapists seeking to enhance their IEP writing skills.
- 3. Functional Speech Therapy Goals for the IEP*  
This resource emphasizes functional communication goals that improve

students' everyday interactions. It presents goals that foster pragmatic language, social skills, and effective communication in academic and social settings. Therapists will appreciate the focus on meaningful outcomes that impact students' quality of life.

#### *4. Creating Effective IEP Goals for Speech-Language Therapy: Tools and Techniques*

Designed to support IEP teams, this book breaks down the components of effective goal writing with examples tailored to speech therapy. It also offers techniques for collaborating with educators, parents, and students to create individualized and achievable goals. The book includes assessment tools to aid in goal development and progress tracking.

#### *5. Speech Therapy Goal Bank: Targeted Objectives for Language and Communication*

This goal bank compiles targeted objectives that address articulation, receptive and expressive language, voice disorders, and fluency. The goals are organized by skill area and developmental level, making it easier for therapists to select appropriate targets. The book also includes tips for adapting goals to meet diverse learner profiles.

#### *6. Evidence-Based IEP Goals for Speech Therapy: Research-Driven Approaches*

By integrating current research, this book presents evidence-based goals and intervention strategies for speech therapy. It highlights best practices and effective techniques for addressing common speech and language challenges. Speech-language pathologists will find guidance on selecting goals backed by scientific data to ensure successful outcomes.

#### *7. Social Communication IEP Goals: Enhancing Pragmatic Language Skills*

This specialized book focuses exclusively on social communication and pragmatic language goals within IEPs. It provides objectives and activities that promote conversational skills, perspective-taking, and social problem-solving. Therapists working with students who have autism spectrum disorders or social communication difficulties will find this resource particularly valuable.

#### *8. Customizing IEP Goals for Speech Therapy: A Student-Centered Approach*

Emphasizing personalization, this book guides therapists in developing IEP goals that reflect each student's unique strengths, needs, and interests. It includes case studies and templates to help tailor goals for diverse populations. The approach encourages collaboration and ongoing adjustment of goals as students progress.

#### *9. Quick Reference IEP Goal Bank for Speech-Language Pathologists*

This concise reference book provides a quick-access compilation of effective IEP goals across multiple speech therapy domains. Designed for busy clinicians, it offers clear, measurable goals that can be quickly adapted for various student profiles. The format supports efficient goal writing and IEP planning without sacrificing quality.

## **Iep Goal Bank Speech Therapy**

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**iep goal bank speech therapy: IEP Goal Writing for Speech-Language Pathologists** Lydia Kopel, Elissa Kilduff, 2020-06-15 *IEP Goal Writing for Speech-Language Pathologists: Utilizing State Standards*, Second Edition familiarizes the speech-language pathologist (SLP) with specific Early Learning Standards (ELS) and Common Core State Standards (CCSS) as well as the speech-language skills necessary for students to be successful with the school curriculum. It also describes how to write defensible Individualized Education Plan (IEP) goals that are related to the ELS and CCSS. SLPs work through a set of steps to determine a student's speech-language needs. First, an SLP needs to determine what speech-language skills are necessary for mastery of specific standards. Then, the SLP determines what prerequisite skills are involved for each targeted speech-language skill. Finally, there is a determination of which Steps to Mastery need to be followed. It is through this process that an SLP and team of professionals can appropriately develop



interventions and an effective IEP. The text takes an in-depth look at the following speech-language areas: vocabulary, questions, narrative skills/summarize, compare and contrast, main idea and details, critical thinking, pragmatics, syntax and morphology, and articulation and phonological processes. These areas were selected because they are the most commonly addressed skills of intervention for students aged 3 to 21 with all levels of functioning. For each listed area, the text analyzes the prerequisite skills and the corresponding Steps to Mastery. It provides a unique, step-by-step process for transforming the Steps to Mastery into defensible IEP goals. The key is to remember that the goal must be understandable, doable, measurable, and achievable. This text provides clear guidelines of quantifiable building blocks to achieve specific goals defined by the student's IEP. School-based SLPs are instrumental in helping students develop speech and language skills essential for mastery of the curriculum and standards. All SLPs working with school-aged children in public schools, private practice, or outpatient clinics will benefit from the information in this text. New to the Second Edition: \* Ten Speech and Language Checklists for determining speech and language needs of an individual, 3–21 years of age, as well as measuring progress. \* Material on measuring progress including five performance updates. \* Goal writing case studies for four students of different ages and skill levels. \* A thoroughly updated chapter on writing goals with up-to-date examples. \* Revised Prerequisite Skills and Steps to Mastery to reflect the current state of research. \* Expanded focus on evidence-based practice. Disclaimer: Please note that ancillary content (such as documents, audio, and video, etc.) may not be included as published in the original print version of this book.

**iep goal bank speech therapy: Professional Communication in Speech-Language Pathology** A. Embry Burrus, Laura B. Willis, 2020-05-20 In Professional Communication in Speech-Language Pathology: How to Write, Talk, and Act Like a Clinician, Fourth Edition, the authors introduce student clinicians to the various types of written and verbal communication they will encounter across three different clinical settings: university clinics, medical settings, and public schools. The text is written in a student-friendly manner, with appendices that provide examples of diagnostic and treatment reports, data sheets, and important acronyms in medical and school settings. Chapters cover verbal interactions with families, allied professionals, and supervisors, as well as written and verbal communication across the university, medical, and school settings. Also included are scenarios written in the form of vignettes that address issues of ethics, interviewing, and procedures for managing protected health information. New to the Fourth Edition: \* New pedagogical features (chapter learning outcomes and reflection questions). \* References and content updated throughout to reflect the current state of research and evidence-based practice. \* Updated information regarding current requirements and policies for written documentation. \* Expanded information regarding HIPAA and the ASHA Code of Ethics. \* Expanded content regarding interacting with supervisors and generational differences. \* Material on methods for improving writing and editing. \* Numerous additional examples to further clarify the content and portions reorganized for greater flow of information. \* Content has been edited to be more concise and reader friendly. Disclaimer: Please note that ancillary content (such as documents, audio, and video, etc.) may not be included as published in the original print version of this book.

**iep goal bank speech therapy: Children's Speech Sound Disorders** Caroline Bowen, 2014-10-07 SECOND EDITION Children's Speech Sound Disorders Speaking directly to experienced and novice clinicians, educators and students in speech-language pathology/speech and language therapy via an informative essay-based approach, Children's Speech Sound Disorders provides concise, easy-to-understand explanations of key aspects of the classification, assessment, diagnosis and treatment of articulation disorders, phonological disorders and childhood apraxia of speech. It also includes a range of searching questions to international experts on their work in the child speech field. This new edition of Children's Speech Sound Disorders is meticulously updated and expanded. It includes new material on Apps, assessing and treating two-year-olds, children acquiring languages other than English and working with multilingual children, communities of practice in communication sciences and disorders, distinguishing delay from disorder, linguistic sciences,

counselling and managing difficult behaviour, and the neural underpinnings of and new approaches to treating CAS. This bestselling guide includes: Case vignettes and real-world examples to place topics in context Expert essays by sixty distinguished contributors A companion website for instructors at [www.wiley.com/go/bowen/speechlanguagetherapy](http://www.wiley.com/go/bowen/speechlanguagetherapy) and a range of supporting materials on the author's own site at [speech-language-therapy.com](http://speech-language-therapy.com) Drawing on a range of theoretical, research and clinical perspectives and emphasising quality client care and evidence-based practice, *Children's Speech Sound Disorders* is a comprehensive collection of clinical nuggets, hands-on strategies, and inspiration.

**iep goal bank speech therapy:** *Asha American Speech-Language-Hearing Association*, 1989

**iep goal bank speech therapy:** *Handbook of Speech-language Pathology and Audiology* Norman J. Lass, 1988

**iep goal bank speech therapy:** *School Programs in Speech-Language Pathology* Jean L. Blosser, Jennifer W. Means, 2018-01-31 Now in its sixth edition, *School Programs in Speech-Language Pathology: Organization and Service Delivery* continues to be a vital resource for faculty, graduate students, school-based practitioners, and program administrators who strive to make a difference in the school setting. The text provides practical solutions and strategies to tackle the challenges faced in the complex and ever-changing education landscape. The authors aim for the book to be an excellent opportunity to stimulate new ways of thinking about the critical role speech-language pathologists (SLP) play in children's education and social development. It provides a foundation for understanding where SLP programs fit within the school organization. SLPs will be motivated to collaborate with colleagues, lead discussions about the link between communication and learning, and introduce innovative models for delivering services. *School Programs* encourages SLPs to embrace their positions on school teams, share knowledge to make services educationally relevant and help children reach their highest potential. *School Programs in Speech-Language Pathology* focuses on service delivery, program design, interprofessional collaboration, and how to organize and manage an effective program. Additionally, it covers meeting state and national standards, following federal mandates, and how to relate to and communicate with colleagues and parents. Finally, it encourages readers to grow professionally and enjoy their career as a school-based SLP. Key Features Uniquely focuses on service delivery as opposed to assessment and treatment like other texts Chapter questions provide a review of concepts and practical applications Real-life examples and collaborative strategies to supplement chapter concepts Usable forms and checklists New to This Edition New co-author, Jennifer Walsh Means A new unique framework for thinking about outcomes for school-based programs Increased pedagogical features in text to enhance learning and comprehension, including chapter learning objectives and engaging learner activities Explanation of the SLP's role in MTSS and contributions to student success Practical process, strategies, and tools for building interprofessional collaborative partnerships Recommendations and tips for coaching teachers and parents Updated information on legal policies and trends Disclaimer: Please note that ancillary content (such as documents, audio, and video, etc.) may not be included as published in the original print version of this book.

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**iep goal bank speech therapy:** **Specially Designed Instruction for Special Education** Rosemary Tralli, 2024-06-01 A new resource for teacher preparatory programs at institutes of higher

education and school-based professional development, *Specially Designed Instruction for Special Education: A Guide to Ensuring Quality IEP Implementation* offers a detailed account of the legal requirements and evidence-based practices for educators to afford quality specialized instruction to eligible students. The latest entry in SLACK's Evidence-Based Instruction in Special Education series, *Specially Designed Instruction for Special Education* provides educators with practical tools to define, plan, implement, and assess educational conditions and practices. After reading this text, special education teacher candidates and educators will possess the knowledge and skills to ensure student success through specially designed instruction, align interventions with student strengths and needs, and engage in collaborations to develop and implement quality Individualized Education Programs. What's included in *Specially Designed Instruction for Special Education: Individuals with Disabilities Education Act* connections with references to federal regulations and relevant court cases Evidence-based practices and tools that support specialized instruction Key takeaways that summarize concepts and practices associated with the chapter content Included with the text are online supplemental materials for faculty use in the classroom. *Specially Designed Instruction for Special Education* provides readers with a comprehensive understanding of the composition and conditions of specialized instruction and the tools to ensure their adherence to the legal and programming components of specialized instruction.

**iep goal bank speech therapy:** Computer Applications for Augmenting the Management of Speech, Language, and Hearing Disorders Franklin H. Silverman, 1997 This is the first book in this field to examine computers and their impact on the study and practice of speech-language pathology and audiology. It introduces students to the multitude of ways that speech-language pathologists and audiologists have used computers to provide clinical services more efficiently and more cost-effectively. With this information, students will be better able to adequately promote the welfare of the persons they serve professionally in the managed health care, cost-containment environment in which they are likely to be required to practice in the near future.

**iep goal bank speech therapy:** Communication, Control, and Computer Access for Disabled and Elderly Individuals Dale Bengston, 1987 Grant G008300045--Resourcebook 3, doc. resume.

**iep goal bank speech therapy:** Curricula for Students with Severe Disabilities Phyllis Jones, 2017-03-16 Students with severe disabilities comprise 2 percent of the population of learners who are impacted by intellectual, communicative, social, emotional, physical, sensory and medical issues. Increasingly, however, teachers are required to meet the challenges of creating a pedagogical balance between an individual student's strengths, needs and preferences, and core academic curricula. The need to embrace the current initiative of curriculum state standards in the debate of curricula relevance, breadth, balance and depth for students with severe disabilities is not just timely—it contributes to the evolving debate of what constitutes an appropriate curriculum for severely disabled learners. *Curricula for Students with Severe Disabilities* supports the development of greater understandings of the role that state curriculum standards play in the pedagogical decision-making for students with severe intellectual disabilities. The book first discusses the nature and needs of these students, the curriculum for this group of learners and the recent contributions of state curriculum standards, before presenting narratives of real classrooms, teachers and students who have meaningfully integrated state curriculum standards at the kindergarten, elementary and high school levels.

**iep goal bank speech therapy:** *Enhancing Communication Skills of Deaf & Hard of Hearing Children in the Mainstream* James J. Mahshie, 2005 With many children who are deaf or hard of hearing now integrated in mainstream classroom settings, speech-language pathologists and school-based clinicians are encountering this population in growing numbers. This book is designed to help clinicians who may have little or no experience with this population to understand its unique communication needs and develop clinical skills for working with them. It takes a holistic view of children who are deaf or hard of hearing and stresses the child as a communicator rather than focusing on the disorder itself, and provides a useful framework for viewing and assessing children's communication abilities and goals at all stages of language development. It also includes specific

assessment and treatment techniques to help develop and improve communication skills in order to maximize this populations' potential for learning.

**iep goal bank speech therapy: Teaching Students With High-Incidence Disabilities** Mary Anne Prater, 2016-12-29 To ensure that all students receive quality instruction, *Teaching Students with High-Incidence Disabilities* prepares preservice teachers to teach students with learning disabilities, emotional behavioral disorders, intellectual disabilities, attention deficit hyperactivity, and high functioning autism. Focusing on research-based instructional strategies, Mary Anne Prater gives explicit instructions and strategies for teaching students with special needs, and includes examples throughout in the form of scripted lesson plans. Real-world classrooms are brought into focus through teacher tips, embedded case studies, and technology spotlights to enhance student learning. The book also emphasizes diversity, with a section in each chapter devoted to exploring how instructional strategies can be modified to accommodate diverse exceptional students.

**iep goal bank speech therapy: Inclusive Teaching** J. Michael Peterson, Mishael Marie Hittie, 2003 Filled with practical strategies and informed by solid theory and research, *Inclusive Teaching* helps students navigate the path to inclusion with proven classroom examples firmly rooted in the research

**iep goal bank speech therapy: An Introduction to Young Children With Special Needs** Richard M. Gargiulo, Jennifer L. Kilgo, 2018-12-07 *An Introduction to Young Children with Special Needs: Birth Through Age Eight* is a comprehensive introduction to educational policies, programs, practices, and services for future practitioners serving young children with delays or disabilities in early intervention-early childhood special education (EI-ECSE). Thoughtfully addressing the needs of children at risk for learning or development delays or disabilities, revered authors Richard M. Gargiulo and Jennifer L. Kilgo offer evidence-based interventions and instructional techniques that provide students with a broad understanding of important theoretical and philosophical foundations, including evidence-based decision making, developmentally appropriate practices, cultural responsiveness, and activity-based intervention.

**iep goal bank speech therapy: Linguistics and Language Behavior Abstracts** , 1991

**iep goal bank speech therapy: School Programs in Speech-language** Elizabeth A. Neidecker, Jean Blosser, 1993 Practical and down-to-earth, this text provides an overview of the organization and administration of a speech-language pathology program in educational settings, and focuses not only on what is expected of the school pathologist, but what the pathologist can expect of the school.

**iep goal bank speech therapy: The Special EDge** , 1995

**iep goal bank speech therapy: Targeting Language Delays** Caroline Lee, 2020-04-15 *Targeting Language Delays: Language and Reading IEP Goals* provides sequential steps in programming to meet more than 100 IEP\* goals in the areas of receptive and expressive language, listening and whole word reading for verbal and non-verbal school-age students who have communication difficulties in association with development challenges such as Down Syndrome, Autism, neurological delay and hearing impairment. This manual is for: Speech-Language Pathologists, parents, teachers, and support personnel. Speech-Language Pathologists using this manual will be able to: • develop an appropriate IEP for students • plan therapy sessions • provide instruction for support personnel • track students' progress allowing for seamless carryover of programming from one school year to the next and over changes of support personnel. Parents, teachers and support personnel will easily be able to follow the steps in language and reading stimulation through structured activities, games and home carryover. Part 1 offers background and tips on teaching language skills. Part 2 contains goals, activities, games and carryover in key receptive and expressive language areas, as well as printable vocabulary lists and tracking forms. Targeted Goals: • Following directions • "Yes/no" and negative "no/not" • Vocabulary development (nouns and verbs) • Classification and categorization • Descriptors • Concepts • "Wh" questions • Listening skills (discrimination, memory and processing) • Word and sentence structure • Whole Word reading Each goal is broken down into multiple sequential steps ensuring that underlying

skills are targeted before addressing more complex goals. \*Individualized Education Program/Individual Education Plan

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