

Goal Library

40+ measurable, IEP-defensible goals across speech and language domains.

Each goal follows the structure: **Given [condition], [student] will [behavior] at [criterion] across [measurement] as measured by [data].** Swap student name, accuracy %, and timeframe to match your district's format.

Articulation / Phonology

1. Given a structured activity, [student] will produce /[sound]/ in the initial position of single words with 80% accuracy across 3 consecutive sessions, as measured by clinician data.
2. Given a structured activity, [student] will produce /[sound]/ in the medial and final positions of single words with 80% accuracy across 3 sessions.
3. Given a structured activity, [student] will produce /[sound]/ in phrases (2–3 words) with 80% accuracy across 3 sessions.
4. Given a structured activity, [student] will produce /[sound]/ at the sentence level with 80% accuracy across 3 sessions.
5. Given a 2–3 minute conversational sample, [student] will produce /[sound]/ with 80% accuracy across 3 consecutive samples.
6. Given a model and visual cue, [student] will reduce the phonological process of [cluster reduction / fronting / stopping] in single words with 80% accuracy.
7. Given an unfamiliar listener, [student] will be rated as 80% intelligible in connected speech across 3 samples.

Receptive Language

1. Given a short oral passage, [student] will answer 4 of 5 literal comprehension questions across 3 consecutive sessions.
2. Given a short oral passage, [student] will answer 3 of 4 inferential questions across 3 consecutive sessions.
3. Given 2-step related directions, [student] will follow directions accurately in 4 of 5 trials across 3 sessions.

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4. Given 3-step unrelated directions, [student] will follow directions accurately in 4 of 5 trials across 3 sessions.
 5. Given a category, [student] will name 5 items in that category in 4 of 5 trials.
 6. Given an item, [student] will identify the category and one defining attribute in 4 of 5 trials.
 7. Given oral grade-level vocabulary, [student] will define the word with 80% accuracy across 3 sessions.

Expressive Language

1. Given a picture or topic, [student] will produce grammatically complete sentences containing [target structure: regular past tense / 3rd person singular / pronouns / etc.] with 80% accuracy across 3 sessions.
2. Given a wordless picture book, [student] will retell the story including character, setting, problem, and resolution with 80% accuracy across 3 narratives.
3. Given a structured task, [student] will use compound sentences (and, but, so) with 80% accuracy across 3 sessions.
4. Given a structured task, [student] will use complex sentences (because, when, if) with 80% accuracy across 3 sessions.
5. Given a topic, [student] will produce a 4–6 sentence personal narrative in correct sequence with 80% accuracy.
6. Given a curriculum-related topic, [student] will define and use 5 new vocabulary words appropriately across 3 sessions.

Pragmatics / Social Communication

1. Given a structured peer interaction, [student] will initiate conversation with a peer in 4 of 5 opportunities across 3 sessions.
2. Given a conversation partner, [student] will maintain a topic for at least 4 conversational turns in 4 of 5 opportunities.
3. Given a breakdown in communication, [student] will use a repair strategy (rephrase, clarify, ask) in 4 of 5 opportunities.
4. Given a social scenario, [student] will identify the listener's perspective or feelings with 80% accuracy across 3 sessions.
5. Given group activity, [student] will use appropriate turn-taking (waiting, signaling, accepting another's turn) in 4 of 5 opportunities.
6. Given a structured activity, [student] will produce nonverbal communication (eye gaze, body orientation) appropriate to context in 4 of 5 opportunities.

Fluency

1. Given a structured speaking task, [student] will use [easy onset / pull-out / cancellation] in 4 of 5 disfluent moments across 3 sessions.
2. Given a 2-minute conversational sample, [student] will produce speech with no more than [n]% disfluencies across 3 consecutive samples.
3. Given a discussion of feelings about communication, [student] will identify 3 strategies she uses and 1 situation in which they help, across 3 sessions.
4. Given a structured task, [student] will self-monitor and report her use of fluency-shaping strategies with 80% accuracy.

Voice / Resonance

1. Given a teacher reminder, [student] will use vocal hygiene strategies (hydration, easy onset, reduced loudness) in 4 of 5 observed opportunities.
2. Given a structured reading task, [student] will produce target phrases with appropriate pitch and loudness in 4 of 5 trials.
3. Given a discussion, [student] will identify 3 vocally abusive behaviors and a replacement behavior for each, across 3 sessions.

AAC / Augmentative Communication

1. Given a structured activity, [student] will independently navigate her AAC system to produce a 2-symbol message in 4 of 5 opportunities across 3 sessions.
2. Given a communication partner, [student] will use her AAC system to request, comment, and protest across a 15-minute activity in 3 consecutive sessions.
3. Given a familiar routine, [student] will independently initiate communication using her AAC system in 4 of 5 opportunities.

Executive Function & Curriculum Support

1. Given a multi-step classroom task, [student] will independently identify the steps and required materials with 80% accuracy across 3 sessions.
2. Given a graphic organizer, [student] will plan and produce a 5-sentence paragraph that includes a topic sentence and 3 supporting details with 80% accuracy.
3. Given a content-area passage, [student] will identify and define 3 unfamiliar vocabulary words using context clues with 80% accuracy.