

# **IEP Goal Writing for Speech-Language Pathologists**

**Utilizing State Standards**

**SECOND EDITION**

Lydia Kopel, EdS, CCC-SLP  
Elissa Kilduff, MA, CCC-SLP





5521 Ruffin Road  
San Diego, CA 92123

Email: [information@pluralpublishing.com](mailto:information@pluralpublishing.com)  
Website: <https://www.pluralpublishing.com>

Copyright © 2021 by Plural Publishing, Inc.

Typeset in 12/16 Palatino by Flanagan's Publishing Services, Inc.  
Printed in the United States of America by McNaughton & Gunn, Inc.

All rights, including that of translation, reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, recording, or otherwise, including photocopying, recording, taping, Web distribution, or information storage and retrieval systems without the prior written consent of the publisher.

For permission to use material from this text, contact us by  
Telephone: (866) 758-7251  
Fax: (888) 758-7255  
Email: [permissions@pluralpublishing.com](mailto:permissions@pluralpublishing.com)

*Every attempt has been made to contact the copyright holders for material originally printed in another source. If any have been inadvertently overlooked, the publisher will gladly make the necessary arrangements at the first opportunity.*

**Library of Congress Cataloging-in-Publication Data:**

Names: Kopel, Lydia, author. | Kilduff, Elissa, author.  
Title: IEP goal writing for speech-language pathologists utilizing state standards / Lydia A. Kopel, Elissa Kilduff.  
Description: Second edition. | San Diego, CA : Plural Publishing, Inc., [2021] | Includes bibliographical references and index.  
Identifiers: LCCN 2020008036 | ISBN 9781635502022 (paperback) | ISBN 1635502020 (paperback) | ISBN 9781635502039 (ebook)  
Subjects: MESH: Language Disorders—rehabilitation | Speech-Language Pathology—methods | Education, Special—standards | Goals | Child | Adolescent | United States  
Classification: LCC RC423 | NLM WL 340.2 | DDC 616.85/52—dc23  
LC record available at <https://lcn.loc.gov/2020008036>

# Contents

<i>Preface</i>	<i>vii</i>
<b>1 Early Learning Standards</b>	<b>1</b>
3-Year-Olds	3
4-Year-Olds	13
<b>2 Common Core State Standards (CCSS)</b>	<b>27</b>
Kindergarten	29
1st Grade	34
2nd Grade	41
3rd Grade	47
4th Grade	53
5th Grade	61
6th Grade	68
7th Grade	77
8th Grade	86
9th–10th Grade	95
11th–12th Grade	104
<b>3 Prerequisite Skills and Steps to Mastery</b>	<b>113</b>
Vocabulary	118
Questions	124
Narrative Tasks/Summarize	128
Main Idea and Details	131
Critical Thinking	133
Pragmatics	136
Syntax and Morphology	140
Articulation and Phonological Processes	145
<b>4 Writing IEP Goals</b>	<b>149</b>
What to Include in a Goal	155
Criteria for Mastery	158
Measuring Progress	159
Goal Examples	161
Case Studies	172
Appendix 4–1. Goal Writing Worksheet	188

Appendix 4-2. Speech and Language Checklists	189
Appendix 4-3. Performance Update	221
<i>References</i>	231
<i>Index</i>	235

# Preface

As speech-language pathologists (SLPs), we have a responsibility to support the state standards. For students to be successful with the standards, they must have mastered specific speech-language skills. This book has three objectives. First, to familiarize the SLP with specific early learning standards and Common Core State Standards (CCSS) and the speech-language skills needed to be successful with these standards. The second objective is to outline prerequisite speech-language skills and steps to mastering those skills. The third objective, through a step-by-step process, is to write defensible Individualized Education Program (IEP) goals that are related to the standards.

The information and process provided in this book are based on research, 59 years of combined experience as school-based SLPs and administrators, and reviewing IEPs from all over the country. The authors developed this book as a result of reading hundreds of IEPs that had goals and objectives that were difficult to implement as written. This process has been field tested through a large metro school system with more than 175 SLPs.

## **OBJECTIVE 1: EARLY LEARNING STANDARDS, COMMON CORE STATE STANDARDS, AND ASSOCIATED PREREQUISITE SPEECH-LANGUAGE SKILLS**

Early learning standards are the developmental building blocks for success in school, and are addressed in Chapter 1. These standards were developed using the Head Start Early Learning Outcomes Framework: Ages Birth to Five (Office of Head Start, 2015) and individual states' early learning standards for 3- and 4-year-olds. They are divided into the areas of Communication and Literacy, Math, Science, Social Studies, Cognition, Approaches to Learning, and Social and Emotional.

The CCSS (National Governors Association Center for Best Practices [NGA Center] & Council of Chief State School Officers [CCSSO], 2010) require a strong foundation of speech-language skills; these are the focus of Chapter 2. Standards have been pulled from all areas including English Language Arts, Literacy in History/Social Studies, Science, Technical Subjects, and Mathematics. The standards are organized by grade level. Within each grade level the standards are organized by Common Core area, numbers as indicated in the CCSS, and specific prerequisite speech and language skill(s) for that standard.

The early learning standards can easily be compared to the early learning standards from each state. For those SLPs whose state or school system has not adopted the CCSS,

their individual state or school system's adopted standards can easily be compared with the CCSS that were selected for this book. This process can assist SLPs in identifying target skills within those standards.

Speech and language checklists for 3- and 4-year-olds have been created based on the early learning standards identified in Chapter 1. These can be found in Appendix 4–2.

## **OBJECTIVE 2: PREREQUISITE SKILLS AND STEPS TO MASTERY**

Chapter 3 consists of the speech-language skills that, in our experience, are the most commonly addressed skills of intervention for students aged 3 to 21 years with all levels of functioning. These skills are organized by the following speech-language areas: Vocabulary, Questions, Narrative Tasks/Summarize, Main Idea and Details, Critical Thinking, Pragmatics, Syntax and Morphology, and Articulation and Phonological Processes. Every speech and language skill has several prerequisite skills, which are outlined in Chapter 3. Each prerequisite skill has corresponding steps to mastery that should be achieved to succeed with the state standards. The steps to mastery are a hierarchy of levels from easiest to most difficult that should be accomplished for mastery of each prerequisite skill.

Speech and language checklists for kindergarten through 12th grade have been created based on the CCSS identified in Chapter 2. These can be found in Appendix 4–2.

## **OBJECTIVE 3: STEP-BY-STEP PROCESS TO WRITING IEP GOALS**

Once the SLP has identified the student's needs from teacher feedback and testing, the SLP should review the early learning standards in Chapter 1 and/or the CCSS in Chapter 2. These standards identify specific prerequisite speech and language skills the student may be lacking. Next, the SLP would look up the prerequisite skills in Chapter 3 to determine which corresponding steps to mastery the student requires. The SLP then writes the IEP goal for the final step to mastery that the student can reasonably achieve in the course of the IEP. The steps to mastery can easily be developed into IEP goals. The goal writing worksheet and information in Chapter 4 will assist the SLP with this process. It will also provide the framework for writing defensible IEP goals. The components of this framework include ensuring the goals are understandable, doable, measurable, and achievable. An example of the goal writing process is included below.

D. J., Fifth Grader—Classroom teacher reports that D. J. is having trouble with main idea and supporting details.

- Identify the fifth-grade CCSS in Chapter 2 that align with the skills of main idea.
- Go to the Main Idea and Details section in Chapter 3 and look at all the prerequisite skills. The skills listed are:
  - Comprehending questions,
  - Sequence,
  - Main idea when stated,
  - Important versus unimportant details,
  - Infer/draw conclusions, and
  - Main idea and supporting details.
- Decide where the student is currently functioning. In this case, D. J. can answer questions and sequence. That means he would start with “main idea when stated.”
- Starting with “main idea when stated,” look at all the steps to mastery under each of the subsequent prerequisite skills.
- Decide how many steps D. J. can reasonably achieve in the course of the IEP. In this case, it is believed that D. J. can get partway through the “main idea and supporting details” steps to mastery; up to “Identify \_\_\_#\_\_\_ details that support a given main idea in a \_\_\_\_\_ (paragraph, story, poem, chapter, etc.).” Write the goal using the goal writing worksheet.
  - D. J. will state three details that support a given main idea in a grade-level passage when read aloud to him in 4 out of 5 opportunities using data collection.

## SPEECH/LANGUAGE CHECKLISTS

Speech/language checklists were created by using the standards from the previous grade. By the end of one grade, students were expected to master the CCSS from that grade. For example, the second-grade CCSS were used to create the third-grade speech/language checklist. The second-grade CCSS is what third graders are expected to have mastered. The

CCSS listed in third grade is what third graders are currently being taught, so one cannot expect those skills to have been mastered. The checklists are to be completed by one or all of the student's teachers. By having multiple teachers complete the checklist, you will receive different perspectives of the student's performance. The teacher is to compare the student to same-aged peers.

Speech/language checklists are very similar from one grade to the next, as the standards are very similar from grade to grade. The material in each subsequent grade is more difficult. For example, "use grade appropriate vocabulary when speaking." is expected at all grades; however, the vocabulary is more advanced with each grade. Another example is asking and answering factual and inferential questions. The material gets more difficult with each grade. The student is expected to be able to do this skill with the appropriate grade material.

This book focuses on skills for mastery, not on activities. The activities will vary from student to student and need to reflect the Universal Design for Learning (i.e., using multiple means of representation, expression, and engagement) (Rose & Gravel, 2010).

The concentration of this book is spoken language (receptive language and expressive language) and articulation. Reading and writing are addressed through highlighting the underpinning language skills of reading and writing standards. A student's ability and progress on a spoken-language IEP goal should not be measured based on abilities with written language alone. If we take away the expectation of reading and writing, we can better measure if a student is struggling with comprehension versus basic reading, or the ability to formulate a cohesive thought versus the ability to write. According to *Roles and Responsibilities of Speech-Language Pathologists with Respect to Reading and Writing in Children and Adolescents* (American Speech-Language-Hearing Association [ASHA], 2001), SLPs working in the school system are one member of a team with various areas of expertise. Spoken language should not be looked at in isolation but considered along with written language and addressed as a team. It is important for SLPs to consider how students are using basic language knowledge and skills for the reading and writing processes. However, as direct service providers, SLPs should focus intervention on the language skills that underlie and impact the ability to acquire reading and writing. The SLP can then collaborate with other professionals in the school who provide interventions related to written language. Written-language materials are imperative as part of spoken-language intervention. SLPs should not be working on listening comprehension in the absence of reading material or oral expression in the absence of writing.

This is not intended to be an exhaustive list of speech-language skills. It is intended to target the common skills that SLPs focus on in the school system. There are many other skills that can be addressed as goals on a student's IEP. The key to remember is that the goal



must be understandable, doable, measurable, and achievable. Goals are an ending point, not a beginning point.

This book provides clear guidelines of quantifiable building blocks to achieve specific goals defined by the child's IEP. SLPs are instrumental in helping students develop speech and language skills essential for mastery of the standards. With a clear understanding of early learning standards, state standards, prerequisite skills, and steps to mastery, interventions will help students achieve their IEP goals and have success with the curriculum.



# 1

## Early Learning Standards

Currently, no national early learning standards have been developed. The Office of Head Start (2015) developed the Head Start Early Learning Outcomes Framework: Ages Birth to Five. This provides a research-based description of the progress children make in the development and learning of school readiness skills. It describes the developmental progression and the preschool outcomes, including specific indicators for children by age 5. The framework was developed to help guide early learning programs in designing curriculum. Individual states utilized this framework and additional resources to develop their own sets of early learning standards. States organize their early learning standards in various ways: one set of standards for birth through age 5; one set for ages 3 to 5; a set for 4-year-olds; or a separate set for 3- and 4-year-olds. The early learning standards included in this book were based on the states using separate standards for both 3- and 4-year-olds. The Head Start framework and individual state standards were compared and selected based on comprehensiveness and clarity. The standards are organized into the following areas:

- Communication and Literacy
- Math
- Science
- Social Studies
- Cognition
- Approaches to Learning
- Social and Emotional

Each early learning standard includes the area, the state where it was derived, the standard, and the specific prerequisite speech and language skills required to develop that

standard. The SLP will use this chapter to help identify the prerequisite skills a student is lacking. There are times when just pragmatics or syntax/morphology is indicated for the prerequisite speech-language skills. When this happens, it is referring to most of the pragmatic skills or most of the syntax and morphology skills. The next step is to proceed to Chapter 3 to locate the prerequisite skills and steps to mastery.

Any individual state's early learning standards can be compared to standards in this chapter. This can assist SLPs in identifying prerequisite skills in their state's standards.

## 3-YEAR-OLDS

Area	State	Early Learning Standard	Speech and Language Skills
Communication and Literacy	Louisiana	Follows two-step directions.	Concepts
	Kansas	Uses frequently occurring nouns and verbs when speaking.	Nouns Verbs
	Kansas	Understands and uses some question words (i.e., interrogatives) (e.g., <i>who, what, where, when, why, how</i> ).	Ask questions Answer questions
	Kansas	Uses some basic qualitative (e.g., <i>wet/dry, hot/cold</i> ) and quantitative (e.g., <i>more/less, empty/full</i> ) concepts to describe familiar people, places, things, and events.	Concepts Describe
	Kansas	Able to describe objects and actions depicted in pictures.	Describe
	Kansas	Provides a label when given a “child-friendly” definition of a familiar word (e.g., “what is round and bounces: a ball”).	Nouns Verbs Adjectives
	Rhode Island	Understands increasingly longer and complex sentences, including sentences with two or more phrases or ideas.	Syntax/ morphology
	Rhode Island	Uses longer, more increasingly complex sentences, including complete four- to six-word sentences.	Syntax/ morphology
	Kansas	With prompting and support, asks and answers simple questions about the story content.	Ask questions Answer questions
	Rhode Island	Begins to understand the sequence of a story.	Sequence
	Kansas	Uses pictures and illustrations to tell and retell parts of a story.	Retell
	Kansas	Retells some details of the text using pictures or props as a support.	Retell

**3-Year-Olds** *continued*

Area	State	Early Learning Standard	Speech and Language Skills
Communication and Literacy	Louisiana	With prompting and support, talks about or draws a character, setting, event, or idea in a text read aloud.	Narrative elements
	Louisiana	Describes picture and/or dictates story to caretaker.	Describe
	Georgia	Describes activities and experiences using details.	Describe Supporting details
	Rhode Island	Demonstrates an understanding of the meaning of words by describing the use of familiar objects, talking about categories of objects, using several words to explain the same idea (i.e., synonyms), and relating words to their opposites.	Adjectives Describe Categorize Antonyms Synonyms
	Kansas	With prompting and support, compares and contrasts the adventures and experiences of the characters to self (e.g., "I have a red cape just like Goldilocks!").	Compare/contrast
	Kansas	With prompting and support, identifies similarities between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Compare/contrast
	Georgia	Responds to more complex questions with appropriate answers.	Answer questions
	Kansas	Begins to form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i> ).	Nouns Regular plurals
	Kansas	Distinguishes among a few verbs describing the same general action (e.g., <i>walk, march, strut, prance</i> ) by acting out the meanings.	Verbs Synonyms
	Georgia	Listens and understands new vocabulary from activities, stories, and books.	Vocabulary
	District of Columbia	Uses some words and/or concepts from the text to talk about a story, poem, or informational text read aloud.	Vocabulary

**3-Year-Olds** *continued*

Area	State	Early Learning Standard	Speech and Language Skills
Communication and Literacy	Rhode Island	Determines, with modeling and support, the meanings of unknown words by asking questions or using contextual clues, such as pictures that accompany text.	Meaning from context Ask questions
	North Carolina	Uses more than one word for the same object and uses words for parts of object (e.g., <i>dog, beagle, Rover; arm, leg</i> ).	Nouns Synonyms
	Georgia	Speaks clearly enough to be understood.	Articulation/ phonological processes
	Kansas	Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).	Compare/contrast
	Kansas	Identifies two words that start with the same sound (e.g., <i>ball</i> and <i>bat</i> both start with the /b/ sound).	Concepts Compare/contrast
	North Carolina	With prompting and support, makes comments and asks questions related to the topic of discussion.	Ask questions Topic maintenance
	North Carolina	Uses sentences or questions to ask for things (e.g., people, actions, objects, pets) or gain information.	Ask questions Request help, information, clarification
	North Carolina	Communicates messages with expression, tone, and inflection appropriate to the situation.	Nonverbal cues
	Rhode Island	Demonstrates an understanding of nonverbal cues (e.g., eye contact, distance from partner, and facial expressions) and the ability to use them.	Nonverbal cues
	Rhode Island	Engages, with support and modeling, in conversations of at least three turns, with each exchange relating to and building upon what was said previously.	Responding Initiating conversation Topic maintenance