IEP Goals

As you know, for students learning in a special education setting, Individualized Education Program (IEP) goals are critical to success. In fact, for children whose disabilities qualify them for an IEP, it is mandatory to set appropriate IEP goals annually. Well-thought-out goals on the IEP provide students, with any disability, the best chance to achieve success, growth, and increase positive behaviors.

IEP goals need to be specific, measurable, attainable, results-oriented, and time-bound. This is often referred to as setting SMART goals. What does this mean?

- **Specific: the goal is specific to a subject or skill**
- **Measurable: goals must be quantifiable, and record keeping is critical**
- **Attainable: set goals that are realistic for the child to meet**
- **Results-Oriented: start with smaller goals and build on them**
- **Time-Bound: set goals to be accomplished in specific time periods - weekly, monthly, etc.**

With appropriate SMART IEP goals set for a student, you can use measurement and data to guide the student's forward progress. IEP goals should be reviewed and updated annually.

The provided Language Builder: ARIS Individualized Education Program goals are tailored to fit each lesson in the curriculum. You can use these goals directly for the student's IEP, or use them as a springboard for writing your own goals. Because each ARIS lesson provides a suggested progression, there are multiple IEP goals offered. Visit the ARIS User Portal for a downloadable version of the following IEP goals chart. If you do not yet have access to the portal, please scan the QR code to the right or go to info.stageslearning.com/arisregister to register now.

STAGE 1

BOX 1	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
APPROACHES TO LEARNING	ATTENTION & IMITATION	Lesson 1	Pairing & Accepting Reinforcers	Student will build rapport, also known as "pairing," with the teacher and learn to accept reinforcers from the teacher. Student will be required to respond to a variety of toys or edibles by selecting their most preferred item or items.	1. [Student] will select a preferred food item when provided a selection of 3-5 reinforcing food items in an isolated 1:1 setting, with physical or gestural prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 2. [Student] will select a preferred non-food item when provided a selection of 3-5 reinforcing non-food items in an isolated 1:1 setting, with physical or gestural prompts as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 3. [Student] will independently select a preferred food or non-food item when provided a selection of 3-5 reinforcing items in an isolated 1:1 setting, without prompt or support, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe].
		Lesson 2	Giving Up Reinforcers	Student will learn to relinquish reinforcing items appropriately. Student will be required to stop playing or engaging with their most preferred toys, or consuming a food or drink, and give the item to the teacher.	1. [Student] will relinquish a reinforcing item when asked by an instructor in an isolated 1:1 setting, with no more than 2 physical or gestural prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 2. [Student] will end an activity when asked by an instructor in an isolated 1:1 setting, with no more than 2 physical or gestural prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 3. [Student] will relinquish a reinforcing item when asked by an instructor in an isolated 1:1 setting, without prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 4. [Student] will end an activity when asked by an instructor in an isolated 1:1 setting, without prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 5. [Student] will relinquish a reinforcing item when asked by an instructor, across 2 different settings, without prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 6. Student] will end an activity when asked by an instructor, across 2 different settings, without prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe].
		Lesson 3	Responding to Name	Student will respond by turning or looking when their name is called.	1. [Student] will look at the instructor within 5-10 seconds when their name is called from 1-5 feet away in a reduced distraction environment, with a reinforcing item displayed as a prompt, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 2. [Student] will look at the instructor within 5-10 seconds when their name is called from 1-5 feet away in a reduced distraction environment, without a prompt, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 3 .[Student] will look at the instructor within 5-10 seconds when their name is called from up to 10 feet away in a reduced distraction environment, with a reinforcing item displayed as a prompt, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 4 .[Student] will look at the instructor within 5-10 seconds when their name is called from up to 10 feet away in a reduced distraction environment, without a prompt, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 5. [Student] will look at the instructor within 5-10 seconds when their name is called from up to 10 feet away, across 2 or more settings, without a prompt, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe].

STAGE 1

BOX 1	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
APPROACHES TO LEARNING	ATTENTION & IMITATION	**Lesson 4**	**Come Here**	Student will learn to go to a person upon request. Student will be required to respond from a short distance and slowly increase distance as the student masters each step.	1. [Student] will travel to the instructor within 5-10 seconds when directed to 'come here' from 1-5 feet away in a reduced distraction environment, with a reinforcing item displayed as a prompt, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 2. [Student] will travel to the instructor within 5-10 seconds when directed to 'come here' from 1-5 feet away in a reduced distraction environment, without a prompt, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 3. [Student] will travel to the instructor within 5-10 seconds when directed to 'come here' from up to 10 feet away in a reduced distraction environment, with a reinforcing item displayed as a prompt, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 4. [Student] will travel to the instructor within 5-10 seconds when directed to 'come here' from up to 10 feet away in a reduced distraction environment, without a prompt, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 5. [Student] will travel to the instructor within 5-10 seconds when directed to 'come here' from up to 10 feet away, in 2 or more settings, without a prompt, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe].
		Lesson 5	**Ready to Learn (Sits in Chair with Hands Down)**	Student will learn to sit quietly in a chair with their hands down, in a position that is ready to learn. Student will be required to respond to the receptive command "get ready," or to another mutually agreed upon phrase that signals it is time to learn. .	1. [Student] will adopt a 'ready to learn' position, seated quietly with hands down for 5 seconds, when asked by an instructor in a reduced distraction environment, and provided with a model as a prompt, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 2. [Student] will adopt a 'ready to learn' position, seated quietly with hands down for 5-10 seconds, when asked by an instructor in a reduced distraction environment, and provided with a model as a prompt, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 3. [Student] will adopt a 'ready to learn' position, seated quietly with hands down for 5-10 seconds, when asked by an instructor in a reduced distraction environment, without a prompt, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 4. [Student] will adopt a 'ready to learn' position, seated quietly with hands down for 1-2 minutes near up to 3 peers, when asked by an instructor, without a prompt, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 5. [Student] will adopt a 'ready to learn' position, seated quietly with hands down for up to 5 minutes across at least 2 natural settings, when asked by an instructor, with no more than 1-2 verbal prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 6. [Student] will adopt a 'ready to learn' position, seated quietly with hands down for up to 5 minutes across at least 2 natural settings, when asked by an instructor, without prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe].
		Lesson 6	**Eye Contact**	Student will learn to look a person in the eye when asked to look. Student will be required to look at the teacher from a short distance. The teacher will slowly increase distance as the student masters each step.	1. [Student] will look at the instructor for 1 second, when asked by the instructor to 'look at me' in a reduced distraction environment, with a reinforcing item displayed as a prompt, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 2. [Student] will look at the instructor for 3-5 seconds, when asked by the instructor to 'look at me' in a reduced distraction environment, with a reinforcing item displayed as a prompt, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 3. [Student] will look at the instructor for 3-5 seconds, when asked by the instructor to 'look at me' in a reduced distraction environment, without a prompt, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 4. [Student] will look at the instructor for 3-5 seconds, when asked by the instructor to 'look at me' across at least 2 settings, without a prompt, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 5. [Student] will make eye contact with the instructor for 1-5 seconds, when being spoken to by the instructor in natural environments, without a prompt, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe].

BOX 1	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
APPROACHES TO LEARNING	ATTENTION & IMITATION	**Lesson 7**	**Waiting**	Student will learn to wait patiently. Student will be required to sit quietly for a short period of time. The required wait time will slowly increase as the student progresses.	1. [Student] will quietly maintain their place and posture for up to 30 seconds, when asked by the instructor to 'wait' in a reduced distraction environment, with a reinforcing item displayed as a prompt and counting cue provided by the instructor, with no more than 1-2 gestural prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 2. [Student] will quietly maintain their place and posture for up to 1 minute, when asked by the instructor to 'wait' in a reduced distraction environment, with a reinforcing item displayed as a prompt and counting cue provided by the instructor, with no more than 1-2 gestural prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 3. [Student] will quietly maintain their place and posture for up to 1 minute, when asked by the instructor to 'wait' in a reduced distraction environment, with a counting cue provided by the instructor, without a reinforcing item displayed and with no more than 1-2 gestural prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 4. [Student] will quietly maintain their place and posture for up to 1 minute, when asked by the instructor to 'wait' in a reduced distraction environment, without a reinforcing item displayed or a counting cue and with no more than 1-2 gestural prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 5. [Student] will quietly maintain their place and posture for up to 1 minute, when asked by the instructor to 'wait' in a reduced distraction environment, independently without a reinforcing item displayed or a counting cue and without additional prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 6. [Student] will quietly maintain their place and posture for up to 1 minute, when asked by the instructor to 'wait' in a natural environment across 2 or more settings, independently without a reinforcing item displayed or a counting cue, and no more than 1-2 gestural or verbal prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe].
		Lesson 8	**Non-Verbal Imitation**	Student will learn to copy actions demonstrated by the teacher. Student will begin by modeling simple gross motor actions, progressing to fine motor and more complex actions.	1. [Student] will imitate 10 gross motor actions that involve manipulating an object, when provided a model and verbal instruction to copy the action in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 2. [Student] will imitate 20 gross motor actions, when provided a model and verbal instruction to copy the action in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 3. [Student] will imitate 20 fine motor actions, when provided a model and verbal instruction to copy the action in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 4. [Student] will imitate 20 sets of 2-3 step motor actions that include a combination of object manipulation, gross and fine motor, when provided a model and verbal instruction to copy the actions in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 5. [Student] will imitate 20 sets of 2-3 step motor actions that include a combination of object manipulation, gross and fine motor, when provided a model and verbal instruction to copy the actions across 2 or more natural environments, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe].

STAGE 1

BOX 1	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
APPROACHES TO LEARNING	ATTENTION & IMITATION	Lesson 9	**Verbal Imitation**	Student will learn to imitate sound. Student will begin to imitate simple vocalizations modeled by the teacher and will progress to more difficult vocalizations, words, and sentences.	1. [Student] will approximate 9 early sounds, when provided a model in a reduced distraction environment, with a sound enhancing device as a prompt, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 2. [Student] will approximate 9 early sounds, when provided a model in a reduced distraction environment, without prompting, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 3. [Student] will approximate 12 intermediate sounds, when provided a model in a reduced distraction environment, without prompting, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 4. [Student] will approximate 6 advanced sounds, when provided a model in a reduced distraction environment, without prompting, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 5. [Student] will approximate 12 early consonant-vowel-consonant-vowel sounds, when provided a model in a reduced distraction environment, without prompting, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 6. [Student] will approximate 10 intermediate consonant-vowel-consonant-vowel sounds, when provided a model in a reduced distraction environment, without prompting, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 7. [Student] will approximate 6 advanced consonant-vowel-consonant-vowel sounds, when provided a model in a reduced distraction environment, without prompting, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 8. [Student] will approximate 20 single words, when provided a model in a reduced distraction environment, without prompting, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 9. [Student] will approximate 18 2-4 word phrases, when provided a model in a reduced distraction environment, without prompting, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 10. [Student] will approximate 20 words or phrases with varying pitch, loudness, intonation, or duration, when provided a model across 2 or more natural settings, without prompting, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe].
	FOLLOWING DIRECTIONS	Lesson 10	**Following Single Verb Commands**	Student will learn to follow single verbal commands. Student will hear 1-step commands and produce the appropriate action.	1. [Student] will complete 10 1-step gross motor actions that involve manipulating an object, when given verbal direction by an instructor in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 2. [Student] will complete 20 1-step gross motor actions, when given verbal direction by an instructor in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 3. [Student] will complete 20 1-step fine motor actions, when given verbal direction by an instructor in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 4. [Student] will complete 20 1-step motor actions that include a combination of object manipulation, gross and fine motor, when given verbal direction by an instructor across 2 or more natural environments, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe].
		Lesson 11	**Following Compound Verb Commands**	Student will learn to perform a multi-step string of actions as requested by the instructor.	1. [Student] will complete 20 2-3-step gross motor action sequences at their chair or work area, when given verbal direction by an instructor in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 2. [Student] will complete 20 2-3-step fine motor action sequences at their chair or work area, when given verbal direction by an instructor in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 3. [Student] will complete 20 2-3-step combined gross and fine motor action sequences at their chair or work area, when given verbal direction by an instructor in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe].

BOX 1	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
APPROACHES TO LEARNING	MATCHING	Lesson 12	3D to 3D Matching	Student will learn to match 44 identical 3D objects, including foods, animals, everyday objects, vehicles, and blocks.	1. [Student] will match 44 identical 3D objects, when provided a field of 2-4 objects and given verbal direction to 'match' by an instructor in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. [Student] will match 44 identical 3D objects, when provided a field of 4-8 objects and given verbal direction to 'match' by an instructor in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. [Student] will match 44 identical 3D objects, when provided a field of 8 or more objects in a messy array and given verbal direction to 'match' by an instructor in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 13	3D to 2D Matching	Student will learn to match 50 3D objects to the corresponding pictures, including foods, animals, everyday objects, vehicles, and blocks.	1. [Student] will match 50 3D objects to their corresponding pictures, when provided a field of 2-4 pictures and given verbal direction to 'match' by an instructor in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. [Student] will match 50 3D objects to their corresponding pictures, when provided a field of 4-8 pictures and given verbal direction to 'match' by an instructor in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. [Student] will match 50 3D objects to their corresponding pictures, when provided a field of 8 or more pictures in a messy array and given verbal direction to 'match' by an instructor in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 14	Identical Matching–Common Objects Photos	Student will learn to match identical picture cards depicting common objects.	1. [Student] will match 47 pairs of identical pictures of objects, when provided a field of 2-4 pictures and given verbal direction to 'match' by an instructor in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. [Student] will match 47 pairs of identical pictures of objects, when provided a field of 4-8 pictures and given verbal direction to 'match' by an instructor in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. [Student] will match 47 pairs of identical pictures of objects, when provided a field of 8 or more pictures in a messy array and given verbal direction to 'match' by an instructor in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 15	Identical Matching–Colors	Student will learn to match 11 color cards.	1. [Student] will match 11 specified color cards with their corresponding color card, when provided a field of 2-4 cards and given verbal direction by an instructor to match the colors in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. [Student] will match 11 specified color cards with their corresponding color card, when provided a field of 4-8 cards and given verbal direction by an instructor to match the colors in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. [Student] will match 11 specified color cards with their corresponding color card, when provided a field of 8 or more cards in a messy array and given verbal direction by an instructor to match the colors in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 16	Similar Matching–Common Objects	Student will learn to match similar picture cards depicting common objects.	1. [Student] will match similar picture cards depicting 15 objects with corresponding similar (not identical) cards, when given verbal direction by an instructor to match the object-picture with the similar object-picture in a field of 2-4 cards, in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. [Student] will match similar picture cards depicting 15 objects with corresponding similar (not identical) cards, when given verbal direction by an instructor to match the object-picture with the similar object-picture in a field of 4-8 cards, in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. [Student] will match similar picture cards depicting 15 objects with corresponding similar (not identical) cards, when given verbal direction by an instructor to match the object-picture with the similar object-picture in a field of 8 or more cards in a messy array, in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

STAGE 1

BOX 1	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
LANGUAGE	RECEPTIVE	**Lesson 17**	**Receptive Labeling–Body Parts**	Student will learn to receptively identify 20 basic body parts labels, first by pointing to their own body, then by using pictures of body parts.	1. [Student] will receptively identify 20 body parts, by pointing or touching on their own body, when asked by an instructor to find the specific body part, in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. [Student] will receptively identify 20 body parts, when provided a field of 2-4 body-part picture cards and given verbal direction to find the specific body part by an instructor in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. [Student] will receptively identify 20 body parts, when provided a field of 4-8 body-part picture cards and given verbal direction to find the specific body part by an instructor in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. [Student] will receptively identify 20 body parts, when provided a messy array or 8 or more body-part picture cards and given verbal direction to find the specific body part by an instructor in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 18	**Receptive Labeling–3D Objects**	Student will learn to receptively identify common objects in 3D form.	1. [Student] will receptively identify 32 3D objects, when provided a field of 2-4 objects and given verbal direction by an instructor in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. [Student] will receptively identify 32 3D objects, when provided a field of 4-8 objects and given verbal direction by an instructor in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. [Student] will receptively identify 32 3D objects, when provided a messy array of 8 or more objects and given verbal direction by an instructor in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 19	**Receptive Labeling–2D Picture Nouns**	Student will learn to receptively identify and label common photo noun cards representing multiple categories including foods, animals, vehicles, clothing, toys, furniture, everyday objects, and more.	1. [Student] will receptively identify picture cards depicting [##] nouns, when provided a field of 2-4 cards and given verbal direction by an instructor in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. [Student] will receptively identify picture cards depicting [##] nouns, when provided a field of 4-8 cards and given verbal direction by an instructor in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. [Student] will receptively identify picture cards depicting [##] nouns, when provided a messy array of 8 or more cards and given verbal direction by an instructor in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 20	**Receptive Labeling–Familiar People**	Student will learn to identify family, teachers, friends, and other familiar people using photos of these individuals.	1.[Student] will receptively identify pictures of 10 familiar people, when provided a field of 2-4 pictures and given verbal direction by an instructor in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2.[Student] will receptively identify pictures of 10 familiar people, when provided a field of 4-8 cards and given verbal direction by an instructor in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3.[Student] will receptively identify pictures of 10 or more familiar people, when provided a messy array of 8 or more cards and given verbal direction by an instructor in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

STAGE 1

BOX 1	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
LANGUAGE	RECEPTIVE	**Lesson 21**	**Receptive Labeling–Colors**	The student will learn to receptively identify 11 basic colors.	1. [Student] will receptively identify 11 specified color cards, when provided a field of 2-4 color cards and given verbal direction by an instructor in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. [Student] will receptively identify 11 specified color cards, when provided a field of 4-8 color cards and given verbal direction by an instructor in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. [Student] will receptively identify 11 specified color cards, when provided a messy array or 8 or more color cards and given verbal direction by an instructor in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 22	**Receptive Labeling–Occupations & Community Helpers**	Student will learn to receptively identify 61 different occupations and community helpers.	1. [Student] will receptively identify 61 picture cards depicting occupations, when provided a field of 2-4 cards and given verbal direction by an instructor in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. [Student] will receptively identify 61 picture cards depicting occupations, when provided a field of 4-8 cards and given verbal direction by an instructor in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. [Student] will receptively identify 61 occupations when presented with a card depicting either a male or female in the occupation, from a provided field of 4-8 cards and given verbal direction by an instructor in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. [Student] will receptively identify 61 occupations when presented with a card depicting either a male or female in the occupation, from a provided messy array of 8 or more cards and given verbal direction by an instructor in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 23	**Receptive Labeling–in Books**	Student will learn to receptively identify objects, people, actions, emotions, prepositions, opposites, shapes, and colors in books.	1. [Student] will receptively identify 20 pictures of common nouns, by pointing to the pictures when presented an album created with 4-6 known pictures per page, and given verbal direction by an instructor in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 2. [Student] will receptively identify 20 pictures of common nouns by pointing to the pictures in up to 4 simple picture books, when asked by an instructor in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 3. [Student] will receptively identify 40 pictures of common nouns by pointing to the pictures in up to 8 simple picture books, when asked by an instructor in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 4. [Student] will receptively identify 40 pictures of common nouns by pointing to the pictures in 8 or more simple picture books, when asked by an instructor to find the pictures during a natural story-time session across 2 or more environments, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe].

STAGE 1

BOX 1	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
LANGUAGE	RECEPTIVE	Lesson 24	**Receptive Labeling–in Environment**	Student will learn to receptively identify objects, people, actions, emotions, adjectives, prepositions, opposites, shapes, and colors in their environment.	1. [Student] will receptively identify, by pointing or approaching and touching, 20 3D-objects placed one at a time on the table in front of them at a distance of 1-5 feet away with no other objects around the target, when given verbal direction by an instructor in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 2. [Student] will receptively identify, by pointing or approaching and touching, 20 3D-objects placed one at a time on the table in front of them at a distance of 1-5 feet away with 1- 3 other objects around the target, when given verbal direction by an instructor in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 3. [Student] will receptively identify, by pointing or approaching and touching, 20 3D-objects placed one at a time on the table in front of them at a distance of up to 5 feet away with 1- 7 other objects around the target, when given verbal direction by an instructor in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 4. [Student] will receptively identify, by pointing or approaching and touching, 40 3D-objects placed in the natural environment at a distance of up to 10 feet away, when given verbal direction by an instructor in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 5. [Student] will receptively identify, by pointing, 10 or more familiar people in the natural environment at a distance of 20 or more feet away, when given verbal direction by an instructor, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 6. [Student] will receptively identify, by pointing or approaching and touching, 11 or more colors in the natural environment that are a distance of 10 or more feet away, when given verbal direction by an instructor, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 7. [Student] will receptively identify, by pointing or approaching and touching, 10 or more shapes in the natural environment that are a distance of 10 or more feet away, when given verbal direction by an instructor, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 8. [Student] will receptively identify, by pointing, 20 or more verbs occurring in the natural environment at a distance of 20 or more feet away, when given verbal direction by an instructor, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 9. [Student] will receptively identify, by pointing, 5 or more emotions being displayed by people on a video or in the natural environment at a distance of 10 or more feet away, when given verbal direction by an instructor, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 10. [Student] will receptively identify, by pointing or approaching and touching, 10 or more adjectives in the natural environment that are a distance of 10 or more feet away, when given verbal direction by an instructor, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 11. [Student] will receptively identify, by pointing or approaching and touching, 8 or more positional prepositions in the natural environment that are a distance of 10 or more feet away, when given verbal direction by an instructor, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe].

STAGE 1

BOX 1	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
LANGUAGE	RECEPTIVE	Lesson 25	**Receptive Labeling–Verbs**	Student will learn to receptively identify images portraying 174 different verbs.	1. [Student] will receptively identify 174 verbs depicted in picture cards, when provided a field of 2-4 cards and given verbal direction by an instructor in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 2. [Student] will receptively identify 174 verbs depicted in picture cards, when provided a field of 4-8 cards and given verbal direction by an instructor in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 3. [Student] will receptively identify 174 verbs depicted in picture cards, when provided a messy array of 8 or more cards and given verbal direction by an instructor in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 4. [Student] will receptively identify multiple pictures depicting the same verb for 30 different verbs, when provided the verb pictures in a messy array of 8 or more cards and given verbal direction by an instructor in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe].
	EXPRESSIVE	Lesson 26	**Expressive Labeling–Body Parts**	Student will learn to expressively label body parts.	1. [Student] will expressively identify 20 body parts depicted in picture cards shown to them 1 at a time, when asked by an instructor to identify the picture in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. [Student] will expressively identify 20 body parts on their own body, when asked by an instructor to identify the body part in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 27	**Expressive Labeling–Single Nouns**	Student will learn to expressively label pictures of nouns from multiple categories.	1. [Student] will expressively identify picture cards depicting [##] single nouns shown to them 1 at a time, when asked by an instructor to identify the picture in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 28	**Expressive Labeling–Familiar People**	Student will learn to expressively label people they encounter in their everyday life.	1. [Student] will expressively identify pictures of 10 familiar people shown to them 1 at a time, when asked by an instructor to identify the picture in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 29	**Expressive Labeling–Multi-Noun**	Student will learn to expressively identify 2 or more nouns properly, using the conjunction "and."	1. [Student] will expressively label [##] combinations of 2 noun pictures, using the conjunction and when asked by an instructor to identify the pictures in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. [Student] will expressively label [##] combinations of 3 or more noun pictures, using the conjunction and when asked by an instructor to identify the pictures in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 30	**Expressive Labeling–Occupations & Community Helpers**	Student will learn to expressively identify both men and women in 61 different occupations.	1. [Student] will expressively label picture cards depicting 61 occupations shown to them 1 at a time, when asked by an instructor to identify the occupations in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. [Student] will expressively label picture cards depicting either a male or female in 61 different occupations shown to them 1 at a time, when asked by an instructor to identify the occupations in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

STAGE 1

BOX 1	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
LANGUAGE	EXPRESSIVE	**Lesson 31**	**Expressive Labeling–Colors**	Student will learn to expressively label 11 colors.	1. [Student] will expressively identify 11 color cards shown to them 1 at a time, when asked by an instructor to identify the color cards in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 32	**Expressive Labeling–Verbs**	Student will learn to expressively identify multiple images portraying 174 different verbs.	1. [Student] will expressively label picture cards depicting 174 verbs shown to them one at a time, when asked by an instructor to identify the verbs in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. [Student] will expressively label multiple pictures depicting the same verb for 30 different verbs shown to them one at a time, when asked by an instructor to identify the verbs in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 33	**Expressive Labeling–in Books**	Student will learn to expressively identify known labels found in books, including objects, shapes, colors, actions, emotions, locations, and people.	1. [Student] will expressively identify 20 pictures of common nouns, when presented an album created with 4-6 known pictures per page, when asked by an instructor to identify the pictures in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 2. [Student] will expressively identify 20 pictures of common nouns in 4 simple picture books, when asked by an instructor to identify the pictures in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 3. [Student] will expressively identify 40 pictures of common nouns in up to 8 simple picture books, when asked by an instructor to identify the pictures in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 4. [Student] will expressively identify 40 pictures of common nouns in up to 8 simple picture books, when asked by an instructor to identify the pictures during a normal story-time session across 2 or more environments, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe].

BOX 1	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
LANGUAGE	EXPRESSIVE	Lesson 34	**Expressive Labeling–in Environment**	Student will learn to expressively identify known objects found in the natural environment, including objects, shapes, colors, actions, emotions, locations, and people.	1. [Student] will expressively identify 20 3D-objects placed 1 at a time on the table in front of them at a distance of 1-5 feet away, when asked by an instructor to identify the object in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 2. [Student] will expressively identify 40 3D-objects placed in the natural environment at a distance of up to 10 feet away, when asked by an instructor to identify the object, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 3. [Student] will expressively identify 10 or more familiar people in the natural environment at a distance of 20 or more feet away, when asked by an instructor to identify the person, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 4. [Student] will expressively identify 11 or more colors in the natural environment at a distance of 10 or more feet away, when asked by an instructor to identify the color, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 5. [Student] will expressively identify 10 or more shapes in the natural environment at a distance of 10 or more feet away, when asked by an instructor to identify the shape, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 6. [Student] will expressively identify 20 or more verbs occurring in the natural environment at a distance of 20 or more feet away, when asked by an instructor to identify the verb, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 7. [Student] will expressively identify 5 or more emotions being displayed by people in the natural environment at a distance of 10 or more feet away, when asked by an instructor to identify the emotion, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 8. [Student] will expressively identify 10 or more adjectives in the natural environment at a distance of 10 or more feet away, when asked by an instructor to identify the adjective, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe]. 9. [Student] will expressively identify 8 or more positional prepositions in the natural environment at a distance of 10 or more feet away, when asked by an instructor to identify the preposition, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe].
		Lesson 35	**Using Full Sentences**	Student will learn to respond to questions using full sentences of increasing length.	1. [Student] will expressively identify [##] known single noun labels using the full sentence It is a [cat], when asked by an instructor, What is it? in 4 out of 5 trials, in a low-distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. [Student] will expressively identify [##] or more known noun labels, 2 or more at a time, using the full sentence I see a [cat] and a [bird], when asked by an instructor, What do you see? in 4 out of 5 trials, in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. [Student] will expressively identify [##] or more known noun labels, using descriptive sentences with color words, such as It is a [red ball] when asked by an instructor, What is it? in 4 out of 5 trials, in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. [Student] will expressively identify [##] or more known verbs, using full sentences, such as The [boy] is [jumping] when asked by an instructor, What is [the boy] doing? in 4 out of 5 trials, in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 5. [Student] will expressively identify 61 known occupation labels, using full sentences, such as The [woman] is a [doctor] when asked by an instructor, What is [the woman's] job? in 4 out of 5 trials, in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 6. [Student] will expressively identify 5 or more known emotions, using full sentences, such as The [girl] is [happy] when asked by an instructor, How does the [girl] feel? in 4 out of 5 trials, in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 7. [Student] will answer questions about known information using full sentences of 8 or more words in a natural environment across 2 or more settings, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [#] consecutive data days by [date or timeframe].

STAGE 1

BOX 1	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
LANGUAGE	PARTS OF SPEECH	**Lesson 36**	**Identifying Prepositions**	Student will learn to receptively identify and expressively label a variety of prepositions.	1. [Student] will receptively identify an object according to its placement relative to a reference object or objects, when asked by an instructor to find objects by 15 different preposition labels (find the ball that is inside), in 4 out of 5 trials, in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. [Student] will expressively identify 15 preposition labels that describe the location of an object relative to a reference object or objects, when asked by the instructor to name the object's position (Where is the ball?), in 4 out of 5 trials, in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. [Student] will receptively identify picture cards depicting 15 prepositions, when provided a field of 2-4 cards and given verbal direction by an instructor in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. [Student] will receptively identify picture cards depicting 15 prepositions, when provided a field of 4-8 cards and given verbal direction by an instructor in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 5. [Student] will receptively identify picture cards depicting 15 prepositions, when provided a messy array of 8 or more cards and given verbal direction by an instructor in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 6. [Student] will expressively identify picture cards depicting 15 prepositions shown to them one at a time, when asked by an instructor to identify the picture in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 37	**Opposites**	Student will learn to receptively identify and expressively label a variety of objects in opposite states.	1. When presented with a field of 2 identical objects in opposite states, [Student] will receptively identify the object in the state requested by the instructor (Find the one that is wet.) for 8 opposite pairs, in 4 out of 5 trials, in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When presented a field of 2 pictures of identical objects in opposite states, [Student] will receptively identify the picture depicting the object in the state requested by the instructor (Find the one that is wet.) for 10 opposite pairs, in 4 out of 5 trials, in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When presented a field of 2 pictures depicting opposite states not necessarily of identical items, [Student] will receptively identify the picture depicting the state requested by the instructor (between a pillow and a rock: Find the one that is soft.) for 40 opposite pairs, in 4 out of 5 trials, in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. When presented a field of 2 pictures of identical objects in opposite states, [Student] will receptively identify the picture depicting the object in the state requested by the instructor (Find the one that is wet.) for 40 opposite pairs, in 4 out of 5 trials, in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 5. When presented a field of 3 or more pictures depicting various states of items, [Student] will select and expressively identify the item which is the opposite of a picture presented by the instructor (Find the opposite of dry.) for 40 opposite pairs, in 4 out of 5 trials, in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

STAGE 1

BOX 1	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
LANGUAGE	PARTS OF SPEECH	**Lesson 38**	**Understanding Pronouns**	Student will learn to appropriately use various types of pronouns in a sentence.	1. [Student] will answer using appropriate 1st and 2nd person subject pronouns when presented with an object that either the student or the instructor is holding, and asked by the instructor who has the object (Who has the ball? I have the ball, or You have the ball), in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [##] consecutive data days by [date or timeframe]. 2. [Student] will answer with appropriate 1st and 2nd person object pronouns when asked by the instructor who an item belongs to (Who does this shirt belong to? This shirt belongs to me or This shirt belongs to you), in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [##] consecutive data days by [date or timeframe]. 3. [Student] will answer with appropriate 1st and 2nd person possessive pronouns when asked by the instructor who an item belongs to (Whose shirt is this? This is my shirt or This is your shirt), in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [##] consecutive data days by [date or timeframe]. 4. [Student] will answer with appropriate 3rd person interrogative pronouns when asked by the instructor who an item belongs to (Whose shirt is that? That is his shirt or That is her shirt), in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [##] consecutive data days by [date or timeframe]. 5. [Student] will answer with appropriate 3rd person object pronouns when asked by the instructor who an item belongs to (Who does that shirt belong to? That shirt belongs to him or That shirt belongs to her), in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [##] consecutive data days by [date or timeframe]. 6. [Student] will answer with appropriate 3rd person possessive pronouns when asked by the instructor who an item belongs to (Whose shirt is that? That is his shirt or That is her shirt), in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [##] consecutive data days by [date or timeframe]. 7. [Student] will answer with appropriate 1st, 2nd, and 3rd person interrogative, indefinite, reflexive, relative, and demonstrative pronouns when asked a question by the instructor in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [##] consecutive data days by [date or timeframe].
		Lesson 39	**Past & Present Verb Tenses**	Student will learn to correctly use regular and irregular past tense verbs and distinguish them from present tense verbs.	1. When provided a verb or action picture card, and asked by an instructor What are they doing? or What did they do?, [Student] will identify the action using the appropriate present or past tense for 10 actions, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When provided a verb or action picture card, and asked by an instructor What are they doing? or What did they do?, [Student] will identify the action using the appropriate present or past tense for up to 50 actions, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When provided a verb or action picture card, and asked by an instructor What are they doing? or What did they do?, [Student] will identify the action using the appropriate present or past tense for up to 100 actions, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. When a physical action is demonstrated by staff and asked by an instructor What are they doing? or What did they do?, [Student] will identify the action using the appropriate present or past tense for up to 30 actions, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 5. When asked to perform a physical action, and asked by an instructor What are you doing? or What did you do?, [Student] will identify the action using the appropriate present or past tense for up to 30 actions, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

STAGE 1

BOX 1	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
LANGUAGE	INTRAVERBALS	**Lesson 40**	**Requesting Desired Object**	Student will learn to use expressive language to request a desired object or objects.	1. [Student] will expressively request a preferred object when presented with a field of 1 strongly preferred choice and 2 strongly nonpreferred choices and asked by the instructor (What do you want?), in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [##] consecutive data days by [date or timeframe]. 2. [Student] will expressively request a preferred object when presented with a field of 1 strongly preferred choice and 2 neutral choices and asked by the instructor(What do you want?), in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [##] consecutive data days by [date or timeframe]. 3. [Student] will expressively request a preferred object when presented with 3 or more objects known to be generally of equal value to the student, and asked by the instructor(What do you want?), in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [##] consecutive data days by [date or timeframe]. 4. [Student] will choose a picture representing a preferred object, as a proxy for receiving that object in the future, when presented with 3 or more pictures of objects known to be generally of equal value to the student, and asked by the instructor(What do you want?), in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [##] consecutive data days by [date or timeframe]. 5. [Student] will choose preferred objects, or object proxies when presented choices, and asked by the instructor(What do you want?), in a natural environment across 2 or more settings, with no more than ## & type, or zero prompts, as measured by recorded data, in 80% of provided opportunities over [##] consecutive data days by [date or timeframe].
		Lesson 41	**Requesting Help**	Student will learn basic self-advocacy skills by identifying when they need help and appropriately asking instructors, family members, and caregivers for assistance with tasks or activities they can't complete alone.	1. [Student] will ask for help from the instructor using a simple 2-3 word sentence such as Help me or I need help when presented with a scripted task that they are unable to complete without assistance, in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [##] consecutive data days by [date or timeframe]. 2. [Student] will ask for help from the instructor when presented with a scripted task that they are unable to complete without assistance, using natural language that fits the task, such as Help me open the door, in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [##] consecutive data days by [date or timeframe]. 3. [Student] will ask for help from the instructor when facing a challenge, using appropriate language that fits the task, such as Help me open the door, in a natural environment across 2 or more settings, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [##] consecutive data days by date or timeframe.
		Lesson 42	**Yes/No Answers**	Student will learn to answer questions using yes and no appropriately.	1. [Student] will answer yes for a desired object or no for an undesired object, when presented with an object and asked by the instructor if they want the object (i.e., Do you want this [cookie]?), in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [##] consecutive data days by [date or timeframe]. 2. [Student] will answer yes or no when presented a picture card and asked by the instructor to confirm the label for what is depicted (i.e., Is this a picture of a [cat]?), in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [##] consecutive data days by [date or timeframe]. 3. [Student] will answer yes or no asked by an instructor to confirm a piece of factual information without a picture present (i.e., Do you brush your hair with a fork?), in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [##] consecutive data days by [date or timeframe].

BOX 1	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
LANGUAGE	INTRAVERBALS	Lesson 43	Making Choices	Student will learn to select 1 preferred item from an array of 2 to 5 choices.	1. [Student] will make a choice (e.g., verbally saying the name, pointing to, etc.) for a preferred object or food when presented with 1 desirable object or food and 1 undesirable object or food and asked by an instructor Which one do you want?, in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [##] consecutive data days by [date or timeframe]. 2. [Student] will make a choice (e.g., verbally saying the name, pointing to, etc.) for a preferred object or food when presented with 1 desirable object or food and 1 neutral object or food and asked by an instructor Which one do you want?, in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [##] consecutive data days by [date or timeframe]. 3. [Student] will make a choice (e.g., verbally saying the name, pointing to, etc.) for one object or food when presented with 2-5 desirable objects or foods and asked by an instructor Which one do you want?, in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [##] consecutive data days by [date or timeframe].
		Lesson 44	Social Responses	Student will learn to respond appropriately in conversational and social settings.	1. [Student] will use 5-10 scripted language sentences to respond to manufactured social situations with an instructor or other staff, in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [##] consecutive data days by [date or timeframe]. 2. [Student] will use 5-10 scripted language sentences in social situations acted out with figurines of stuffed animals, in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [##] consecutive data days by [date or timeframe]. 3. [Student] will use 5-10 scripted language sentences to respond to manufactured social situations with peers, in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [##] consecutive data days by [date or timeframe]. 4. [Student] will identify and express 10+ appropriate social responses to situations depicted in picture cards, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [##] consecutive data days by [date or timeframe]. 5. [Student] will use appropriate language to respond to social situations with peers and adults in a natural environment, across 2 or more settings, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [##] consecutive data days by [date or timeframe].
		Lesson 45	Answering Wh Questions	Student will learn to correctly answer Who/What/When/ Where/Why/How questions.	1. When shown a physical object, [Student] will answer what questions when asked by an instructor What is it? to label any known object regardless of where the object is placed, within view of the student, in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [##] consecutive data days by [date or timeframe]. 2. When shown a physical object, in a specific location, [Student] will answer what and where questions when asked by an instructor What is it? in rotation with Where is it? to label any known object placed in any location the student can label (It is a block vs It is in the bucket), in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [##] consecutive data days by [date or timeframe]. 3. When shown a picture of someone in a known occupation, [Student] will answer who and when questions asked by an instructor (i.e., Who helps us when we are sick?, When do we go to the doctor?), in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [##] consecutive data days by [date or timeframe]. 4. When shown a picture, [Student] will answer why and how questions asked by an instructor (i.e., Why is the boy on the ground?—He fell down & How does he feel? – He feels sad.), in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [##] consecutive data days by [date or timeframe]. 5. [Student] will answer what, where, who, when, why, and how questions in rotation, when shown a visual cue and asked by an instructor, in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [##] consecutive data days by [date or timeframe]. 6. [Student] will answer what, where, who, when, why, and how questions asked by an instructor, without visual cues (i.e., What color is an apple? without showing the student an apple or apple picture), in a natural environment, across 2 or more settings, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [##] consecutive data days by [date or timeframe].

STAGE 1

BOX 1	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
LANGUAGE	INTRAVERBALS	Lesson 46	Asking Wh Questions	Student will correctly ask Who/What/When/Where/Why/How questions.	1. When presented with any picture, [Student] will ask scripted what questions of the instructor (i.e., student asks instructor What is it? and instructor answers It is a [wrench]), in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [##] consecutive data days by [date or timeframe]. 2. Given any 3D object placed in various locations, [Student] will ask scripted what and where questions of the instructor in rotation (What is it? and Where is it?), in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [##] consecutive data days by [date or timeframe]. 3. When presented with any picture cue, the [Student] will ask 5-10 scripted who and when questions to the instructor (i.e., Who drives you to school? When do you go to school?), in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [##] consecutive data days by [date or timeframe]. 4. When presented with any picture cue, the [Student] will ask 5-10 scripted why and how questions to the instructor (i.e., Why is he eating the apple? How do you set the table?), in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [##] consecutive data days by [date or timeframe]. 5. When shown any picture, [Student] will ask 5-10 scripted what, where, who, when, why, and how questions to the instructor in rotation about the picture, in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [##] consecutive data days by [date or timeframe]. 6. Student] will ask what, where, who, when, why and how questions to instructors and staff when presented with unknown stimulus in the natural environment, across 2 or more settings, with [no more than ## & type, or zero] prompts, as measured by recorded data, in 80% of provided opportunities over [##] consecutive data days by [date or timeframe].
MOTOR SKILLS	FINE MOTOR	Lesson 47	Holding Crayon & Scribbling	Student will learn to grasp a crayon and scribble on a page.	1. When given a jumbo or triangular-shaped crayon, [Student] will create multiple marks on a paper, in a low distraction environment, with [no more than ## & type, or zero] prompts, in 80% of provided opportunities over [##] consecutive data days by [date or timeframe]. 2. When given a jumbo or triangular-shaped crayon, [Student] will create multiple marks on a paper, holding the crayon with a tripod grasp, in a low distraction environment, with [no more than ## & type, or zero] prompts, in 80% of provided opportunities over [##] consecutive data days by [date or timeframe]. 3. When given a standard crayon, [Student] will create multiple marks on a paper, holding the crayon with a tripod grasp, in a low distraction environment, with [no more than ## & type, or zero] prompts, in 80% of provided opportunities over [##] consecutive data days by [date or timeframe]. 4. When given a standard crayon, [Student] will create multiple marks on a paper, contained within the borders of a 6-inch shape, holding the crayon with a tripod grasp, in a low distraction environment, with [no more than ## & type, or zero] prompts, in 80% of provided opportunities over [##] consecutive data days by [date or timeframe].
		Lesson 48	Tracing Lines	Student will learn to use a crayon, marker, or thick pencil to trace lines.	1. When given a writing tool (marker, crayon, or pencil) and a paper with a single thick-dashed vertical line, [Student] will show control and proper pressure and trace the line, in a low distraction environment, with 80% accuracy in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 2. When given a writing tool (marker, crayon, or pencil) and a paper with multiple thick-dashed vertical lines, [Student] will show control and proper pressure and trace the lines, in a low distraction environment, with 80% accuracy in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 3. When given a writing tool (marker, crayon, or pencil) and a paper with multiple thinly-dashed vertical lines, [Student] will show control and proper pressure and trace the lines, in a low distraction environment, with 80% accuracy in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 4. When given a writing tool (marker, crayon, or pencil) and a paper with multiple dotted vertical lines, [Student] will show control and proper pressure and trace the lines, in a low distraction environment, with 80% accuracy in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 5. When given a writing tool (marker, crayon, or pencil) and a paper with straight lines of any direction (vertical, horizontal or diagonal) to trace, [Student] will show control and proper pressure and trace the lines, in an appropriate art-class environment, with 80% accuracy in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].

STAGE 1

BOX 1	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
MOTOR SKILLS	FINE MOTOR	Lesson 49	Shape Tracing	Student will learn to use a crayon, marker, or thick pencil to trace shapes.	1. When given a writing tool (marker, crayon, or pencil) and a paper with a single, large, dashed-straight-line shape for tracing, (squares & triangles, not circles), [Student] will show control, and proper tripod-grasp and pressure to trace the shape, with 80% accuracy in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 2. When given a writing tool (marker, crayon, or pencil) and a paper with a single, large dashed-curved-line shape for tracing, [Student] will show control, and proper tripod-grasp and pressure to trace the shape, with 80% accuracy in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 3. When given a writing tool (marker, crayon, or pencil) and a paper with 2-4 dashed-line shapes for tracing, [Student] will show control, and proper tripod-grasp and pressure to trace the shapes, with 80% accuracy in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 4. When given a writing tool (marker, crayon, or pencil) and a paper with up to 8 different dashed-line shapes for tracing, [Student] will show control, and proper tripod-grasp and pressure to trace the shapes, in an appropriate art-class environment, with 80% accuracy in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].
		Lesson 50	Drawing Lines & Shapes	Student will learn to independently draw lines and shapes without the aid of a tracing prompt.	1. When given a writing tool (marker, crayon, or pencil) and a paper, [Student] will draw a vertical or horizontal line with control, and proper tripod grasp and pressure, with 80% accuracy in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 2. When given a writing tool (marker, crayon, or pencil) and a paper, [Student] will draw a circle with ends closer than 1/2 inch of meeting, with control, and proper tripod-grasp and pressure, with 80% accuracy in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 3. When given a writing tool (marker, crayon, or pencil) and a paper, [Student] will draw a circle, rectangle, triangle, or square with control, and proper tripod-grasp and pressure, with 80% accuracy in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].
		Lesson 51	Coloring Within Lines	Student will learn to color within the lines of shapes or simple pictures using a crayon, marker, or colored pencil.	1. When given a crayon or marker and a paper with 1 large, thick-bordered shape, [Student] will color within the lines using proper tripod-grasp and pressure, with 80% accuracy in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 2. When given a crayon or marker and a paper with 2-4 thick-bordered shapes, [Student] will color within the lines using proper tripod-grasp and pressure, with 80% accuracy in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 3. When given a crayon or marker and a paper with 2-8 thin-bordered shapes, [Student] will color within the lines using proper tripod-grasp and pressure, with 80% accuracy in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 4. When given a crayon or marker and a paper with a simple picture, composed of basic shapes, [Student] will color within the lines using proper tripod-grasp and pressure, with 80% accuracy in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 5. When provided a selection of crayons or markers and a paper with a simple picture, composed of basic shapes, [Student] will choose different colors to color within the lines using proper tripod-grasp and pressure, with 80% accuracy in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 6. When provided a selection of crayons or markers and a picture to color, [Student] will choose different colors to color within the lines using proper tripod-grasp and pressure, with 80% accuracy in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].
		Lesson 52	Tracing Simple Pictures & Dot-to-Dot	Student will learn to draw simple pictures by tracing shapes and by completing dot-to-dot figures.	1. When given a writing tool and a paper with a simple dashed-line picture, [Student] will trace the picture using proper tripod-grasp and pressure, with 80% accuracy in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 2. When given a writing tool and a paper with a simple dot-to-dot picture, [Student] will complete the picture using proper tripod-grasp and pressure, with 80% accuracy in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].

STAGE 1

BOX 1	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
MOTOR SKILLS	FINE MOTOR	**Lesson 53**	**Stacking Blocks**	Student will gain the fine motor skills necessary to stack blocks.	1. When given a block and container, [Student] will pick up the block and place it in the container, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 2. When provided 2 blocks, [Student] will pick up one block and stack it on top the other block, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 3. When provided 3-8 blocks, [Student] will stack the blocks to build a tower, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].
		Lesson 54	**Cutting**	Student will learn to cut paper using scissors.	1. When given a 3 X 5 notecard and a pair of scissors, [Student] will make 2-3 forward cuts on the card, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 2. When given a 3 X 5 notecard and a pair of scissors, [Student] will use the scissors to cut the card in half, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 3. When given a 3 X 5 notecard with a straight line drawn upon it and a pair of scissors, [Student] will use the scissors to cut on the line, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 4. When given a 3X5 piece of construction paper and scissors, [Student] will use the scissors to cut the paper in half, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 5. When given a full sheet of construction paper and scissors, [Student] will use the scissors to cut the paper in half, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 6. When given a full sheet of construction paper with straight or curved lines drawn upon it and scissors, [Student] will use the scissors to cut along the lines, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 7. When given a full sheet of construction paper with shapes drawn on it and scissors, [Student] will use the scissors to cut out the shapes, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 8. When given any size or weight of paper with shapes drawn on it and scissors, [Student] will use the scissors to cut out the shapes, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].
		Lesson 55	**Pasting**	Student will learn to stick paper and other craft materials together by applying glue.	1. When given pieces or shapes cut out of paper and a full sheet of paper along with glue or paste, [Student] will glue or paste the smaller pieces of paper on the sheet of paper, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 2. When given 3D craft materials (pipe cleaners, popsicle sticks, pompoms, etc.) and a full sheet of paper along with glue or paste, [Student] will glue or paste the 3D items onto the sheet of paper, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].
		Lesson 56	**Dressing Skills: Zip, Button, Tie**	Student will learn to fasten zippers and buttons, tie shoes, and do other fine motor aspects of dressing.	1. [Student] will completely zip and unzip a zipper on a practice toy or a piece of clothing they are not wearing, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 2. [Student] will button and unbutton a button on a practice toy or a piece of clothing they are not wearing, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 3. [Student] will tie and untie laces on a practice toy or a shoe they are not wearing, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 4. [Student] will zip, button, tie, or otherwise fasten any fasteners on clothing items that they are wearing, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].
		Lesson 57	**Stringing Beads**	Student will learn to string beads of varying shapes onto shoelace-style strings.	1. [Student] will push a plastic-tipped string through a large wooden or plastic bead that is being held by an adult and pull the string all the way through the bead, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 2. When given a selection of large wooden or plastic beads and a plastic-tipped string, [Student] will independently string 2-3 beads onto the string, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 3. When given a selection of large wooden or plastic beads and a plastic-tipped string and shown an example card picturing those beads on a string, [Student] will independently select and string the beads to match the beads pictured on the card, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].

BOX 1	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
MOTOR SKILLS	GROSS MOTOR	**Lesson 58**	**Throwing**	Student will learn to throw various types of balls independently and with progressive skill and accuracy.	1. When seated on the floor a short distance away from an adult, [Student] will push or roll a soft, light ball of approximately 1-foot in diameter toward the adult, in 4 out of 5 trials, measured by instructor observation and documentation, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 2. Standing a few feet away from a large bin and given a model demonstration by an adult, [Student] will use 2 hands to underhand toss a soft, light ball of approximately 1-foot in diameter into the bin, with 80% accuracy, in 4 out of 5 trials, measured by instructor observation and documentation, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 3. Standing a few feet away from an adult, [Student] will use 2 hands to underhand toss a soft, light ball of approximately 1-foot in diameter to the adult, with 80% accuracy, in 4 out of 5 trials, measured by instructor observation and documentation, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 4. Standing a few feet away from a large bin, [Student] will use 1 hand to underhand toss a small, light ball into the bin, with 80% accuracy, in 4 out of 5 trials, measured by instructor observation and documentation, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 5. Standing a few feet away from an adult, [Student] will use 1 hand to underhand toss a small, light ball to the adult, with 80% accuracy, in 4 out of 5 trials, measured by instructor observation and documentation, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 6. Standing a few feet away from an adult, [Student] will underhand toss balls of differing sizes, weights, and textures to the adult, using 1 or 2 hands as appropriate, with 80% accuracy, in 4 out of 5 trials, measured by instructor observation and documentation, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 7. [Student] will overhand throw a ball of an appropriate size and weight to fit their hand and strength, toward a target up to 10 feet away, with 80% accuracy, in 4 out of 5 trials, measured by instructor observation and documentation, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].
		Lesson 59	**Bouncing**	Student will learn to bounce a ball independently.	1. When provided with a medium or large rubber ball, [Student] will drop and catch the ball from a seated position, in 4 out of 5 trials, measured by instructor observation and documentation, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 2. When provided with a medium or large rubber ball and a model, [Student] will drop and catch the ball from a standing position, in 4 out of 5 trials, measured by instructor observation and documentation, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 3. When provided with a medium or large rubber ball, [Student] will use 2 hands to bounce the ball in place 5 or more times, in 4 out of 5 trials, measured by instructor observation and documentation, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 4. When provided with a medium or large rubber ball, [Student] will use 1 hand to bounce the ball in place 5 or more times, in 4 out of 5 trials, measured by instructor observation and documentation, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 5. When provided with a medium or large rubber ball, [Student] will use 1 hand to bounce the ball 5 or more times while moving, in 4 out of 5 trials, measured by instructor observation and documentation, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].

STAGE 1

BOX 1	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
MOTOR SKILLS	GROSS MOTOR	**Lesson 60**	**Jumping & Hopping**	Student will learn to jump and hop.	1. [Student] will jump in place with both feet, 2-4 inches off the ground, while holding an adult's hands for stability, in 4 out of 5 trials, measured by instructor observation and documentation, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 2. [Student] will jump in place with both feet, 2-4 inches off the ground, while holding a wall, chair, or other support for stability, in 4 out of 5 trials, measured by instructor observation and documentation, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 3. [Student] will jump with both feet, with increased speed and height, swinging their arms in an upward motion to move forward in their jump, in 4 out of 5 trials, measured by instructor observation and documentation, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 4. [Student] will balance on 1 foot for 2-5 seconds, while holding an adult's hands for stability, in 4 out of 5 trials, measured by instructor observation and documentation, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 5. [Student] will independently balance on 1 foot for 2-5 seconds, in 4 out of 5 trials, measured by instructor observation and documentation, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 6. While holding an adult's hands for stability, [Student] will hop on 1 foot 2-5 times, with the ability to use either their left or right foot, in 4 out of 5 trials, measured by instructor observation and documentation, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 7. [Student] will independently hop, in place, on 1 foot 2-5 times, with the ability to use either their left or right foot, in 4 out of 5 trials, measured by instructor observation and documentation, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 8. [Student] will independently hop, in a forward motion, on 1 foot 2-5 times, with the ability to use either their left or right foot, in 4 out of 5 trials, measured by instructor observation and documentation, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].
		Lesson 61	**Skipping**	Student will learn how to skip.	1.Staying in place, [Student] will rotate hopping on 1 foot and then the other in sequence for 3-5 hops on each foot, in 4 out of 5 trials, measured by instructor observation and documentation, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 2.[Student] will skip in a forward motion for 5 or more feet, in 4 out of 5 trials, measured by instructor observation and documentation, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].
		Lesson 62	**Expanded Gross Motor**	Student will practice and improve multiple gross motor actions designed to develop coordination and increase play opportunities.	1.[Student] will perform a variety of locomotor skills, such as crawling, walking, running, skipping, and jumping in an organized play setting, measured by instructor observation and documentation, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 2.[Student] will perform a variety of gross motor object manipulation skills, such as kicking a ball, hitting a ball with a bat, striking a hockey puck, jumping rope, or riding a scooter, tricycle, or bicycle, in an organized play setting, measured by instructor observation and documentation, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 3.[Student] will perform a variety of stability skills, such as standing on one foot, balancing on a yoga cushion, walking on a balance beam, or dodging an object, in an organized play or physical activity setting, measured by instructor observation and documentation, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].

STAGE 1

BOX 1	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
SOCIAL EMOTIONAL	INDEPENDENT PLAY/WORK	Lesson 63	**Block Imitation–Basic Structures**	Phase I: Student will learn to create a basic block structure by copying a structure built by the teacher. Phase II: Student will learn to create a basic block structure when provided a picture of a structure as a model to copy.	1. When given a single block that matches a block that an instructor has, [Student] will place their block in the exact same position (i.e., standing on end, laying flat, on its side, etc.) as modeled by the instructor, measured by recorded data, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 2. When provided with a set of blocks that match the blocks that an instructor has, [Student] will arrange up to 8 blocks in the same configuration modeled by the instructor in 3 minutes or less, measured by recorded data, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 3. When provided with a picture of a random block structure, and only the blocks that are needed to complete the structure, [Student] will arrange up to 8 blocks in the configuration depicted in the picture in 3 minutes or less, measured by recorded data, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 4. When provided with a picture of a random block structure, and only the blocks that are needed to complete the structure, [Student] will arrange up to 40 blocks in the configuration depicted in the picture in 5 minutes or less, measured by recorded data, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 5. When provided with a picture of a random block structure, and more blocks than are needed to complete the structure, [Student] will use the appropriate blocks to arrange up to 40 blocks in the configuration depicted in the picture in 5 minutes or less, measured by recorded data, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].
		Lesson 64	**Block Imitation–Pretend Play**	Phase I: Student will learn to create block structures which resemble real life items, prompted by a picture model. Phase II: Student will learn to build block structures which resemble real life items, prompted by a verbal command and no picture. Student will engage in pretend play activities related to their block structures.	1. When provided with a picture of a block structure resembling a recognizable object (car, bed, train, horse, etc.) and more blocks than are needed to complete the structure, [Student] will use up to 40 blocks to create the configuration depicted in the picture in 5 minutes or less, measured by recorded data, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 2. When provided a selection of blocks and asked to build a recognizable object (car, bed, train, horse, etc.) without a picture to follow, [Student] will use up to 40 blocks to create at least 20 different requested objects in 5 minutes or less for each individual structure, measured by recorded data, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].
	EMOTIONAL HEALTH & WELL-BEING	Lesson 65	**Matching–5 Basic Emotions**	Student will learn to match basic emotions.	1. When provided a field of 2-3 pictures, [Student] will match pictures of individuals, pictured from the shoulders up, demonstrating 5 basic emotions to corresponding pictures of different individuals demonstrating the same emotion, measured by recorded data, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 2. When provided a field of up to 5 pictures, [Student] will match pictures of individuals, pictured from the shoulders up, demonstrating 5 basic emotions to corresponding pictures of different individuals demonstrating the same emotion, measured by recorded data, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].
		Lesson 66	**Receptive Labeling–5 Basic Emotions**	Student will learn to receptively identify 5 basic emotions: happy, sad, angry, surprised, and disgusted.	1. When provided a field of 2-4 pictures, [Student] will receptively identify 40 exemplars of 5 basic emotions, demonstrated by actors pictured from the shoulders up, measured by recorded data, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 2. When provided a field of 4-8 pictures, [Student] will receptively identify 40 exemplars of 5 basic emotions, demonstrated by actors pictured from the shoulders up, measured by recorded data, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 3. When provided a messy array of 8 or more pictures, [Student] will receptively identify 40 exemplars of 5 basic emotions, demonstrated by actors pictured from the shoulders up, measured by recorded data, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].

STAGE 1

BOX 1	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
SOCIAL EMOTIONAL	EMOTIONAL HEALTH & WELL-BEING	Lesson 67	**Expressive Labeling–5 Basic Emotions**	Student will learn expressive identification of 5 basic emotions.	1. [Student] will expressively label 40 exemplars of 5 basic emotions, demonstrated by actors pictured from the shoulders up, shown to them 1 at a time, when asked by an instructor to identify the emotion, measured by recorded data, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].
		Lesson 68	**Social Narratives**	Student will learn a variety of social narratives to help them succeed in common social situations.	1. [Student] will answer 1-5 comprehension questions about each of 3 social narratives, after each story has been read to them by an instructor, measured by instructor-recorded data, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 2. [Student] will answer 1-5 comprehension questions about each of up to 10 social narratives, after each story has been read to them by an instructor, measured by instructor-recorded data, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 3. Given picture supports or verbal prompts from an instructor, [Student] will apply the steps or actions from up to 10 known social narratives when in an applicable real-life scenario, measured by instructor observation and recorded data, in 4 out of 5 organic situations, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 4. [Student] will independently apply the steps or actions from up to 10 known social narratives when in an applicable real-life scenario, measured by instructor observation and recorded data, in 4 out of 5 organic situations, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].
	GROUP PLAY & SOCIALIZATION	Lesson 69	**Joint Attention**	Student will learn to share focus with another individual on an object of interest.	1. When engaged with a preferred toy or play-activity, [Student] will look toward an instructor who is engaged in parallel play with a similar toy or activity, measured by instructor observation and recorded data, in 4 out of 5 presented opportunities, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 2. When engaged with a preferred toy or play-activity, [Student] will make eye contact with an instructor who is engaged in parallel play with a similar toy or activity, measured by instructor observation and recorded data, in 4 out of 5 presented opportunities, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 3. When engaged with a preferred toy or play-activity, [Student] will comment on, or otherwise engage in conversation related to, the activity, with an instructor who is engaged in parallel play with a similar toy or activity, measured by instructor observation and recorded data, in 4 out of 5 presented opportunities, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 4. When in the presence of an adult who is engaged with 1 of [Student's] preferred items, [Student] will take turns interacting with the item, willingly accepting and relinquishing the item according to the adult's direction, measured by instructor observation and recorded data, in 4 out of 5 presented opportunities, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 5. When an instructor points to and verbally addresses an object that is 2-10 feet away, [Student] will pause the activity and look at the object, measured by instructor observation and recorded data, in 4 out of 5 presented opportunities, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].
		Lesson 70	**Sharing**	Student will learn to share items with other students and adults.	1. When engaged with a preferred toy next to an instructor playing with an identical toy, [Student] will willingly exchange toys when asked by the instructor, measured by recorded data, in 4 out of 5 presented opportunities, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 2. When engaged with a preferred toy next to an instructor playing with a similar toy (such as a car and a bus), [Student] will willingly exchange toys when asked by the instructor, measured by recorded data, in 4 out of 5 presented opportunities, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 3. When engaged with a preferred toy next to an instructor playing with any other toy of interest, [Student] will willingly exchange toys when asked by the instructor, measured by recorded data, in 4 out of 5 presented opportunities, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 4. [Student] will approach a staff member who is playing with a preferred toy, request to share, and reciprocate sharing the toy, measured by recorded data, in 4 out of 5 presented opportunities, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 5. [Student] will approach a peer who is playing with a preferred toy, request to share, and reciprocate sharing the toy, measured by instructor observation with recorded data, in 4 out of 5 presented opportunities, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].

BOX 1	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
SOCIAL EMOTIONAL	GROUP PLAY & SOCIALIZATION	**Lesson 71**	**Taking Turns**	Student will learn to take turns playing during a desired activity or in game play.	1. When playing with simple building toys, such as blocks, with an instructor in a classroom setting, [Student] will wait up to 5 seconds to place their block until the instructor has placed his or her block, and will continue the exchange of turn-taking for up to 10 rounds, measured by recorded data, in 4 out of 5 presented opportunities, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 2. When playing with simple toys, games, or puzzles with a single partner in a classroom setting, [Student] will wait up to 20 seconds to take their turn in play and will continue the exchange of turn-taking for up to 20 rounds, measured by recorded data, in 4 out of 5 presented opportunities, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 3. When playing with simple toys or games with up to 3 partners in a classroom setting, [Student] will wait up to 1 minute to take their turn in play and will continue the exchange of turn-taking for up to 20 rounds, measured by recorded data, in 4 out of 5 presented opportunities, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 4. When playing with playground equipment, [Student] will wait up to 2 minutes to take their turn on the swings, slide, or other preferred equipment, measured by recorded data, in 4 out of 5 presented opportunities, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].
		Lesson 72	**Participation in Group Songs with Actions**	Student will learn to participate in group songs with actions during circle time.	1. [Student] will imitate up to 5 songs and accompanying actions demonstrated by an instructor, when provided a model of a song with actions (such as Head, Shoulders, Knees, and Toes), measured by instructor observation and recorded data, with 80% accuracy in 4 out of 5 presented opportunities, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 2. [Student] will independently sing up to 5 songs with actions (such as Head, Shoulders, Knees, and Toes), measured by instructor observation and recorded data, with 80% accuracy in 4 out of 5 presented opportunities, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 3. [Student] will participate in up to 5 songs with actions (such as Head, Shoulders, Knees, and Toes) in circle-time singing with 4-6 peers, measured by instructor observation and recorded data, with 80% accuracy in 4 out of 5 presented opportunities, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].
		Lesson 73	**Playing Games with an Adult**	Student will learn to play simple games with the instructor and other adults.	1. [Student] will participate in a non-physical game which requires sharing and turn-taking, such as a board game, in a classroom setting, with 1-2 staff members, measured by instructor observation and recorded data, attending with 80% success in 4 out of 5 presented opportunities, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 2. [Student] will participate in an active game (ex: throwing a basketball in a hoop) which requires participation and turn-taking with other players, in a play setting, with 1-2 staff members, measured by instructor observation and recorded data, attending with 80% success in 4 out of 5 presented opportunities, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].
		Lesson 74	**Playing Games with a Peer**	Student will learn to play appropriate board, card, or active games with a peer.	1. [Student] will participate in a non-physical game which requires sharing and turn-taking, such as a board game, in a classroom setting, with 1-3 peers, measured by instructor observation and recorded data, attending with 80% success in 4 out of 5 presented opportunities, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 2. [Student] will participate in an active game (ex: throwing a basketball in a hoop) which requires participation and turn-taking with other players, in a play setting, with 1-3 peers, measured by instructor observation and recorded data, attending with 80% success in 4 out of 5 presented opportunities, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].
		Lesson 75	**Recess**	Student will learn to participate appropriately in recess activities.	1. [Student] will use and take turns with 1 piece of playground equipment during recess, engaging in appropriate play and social interactions with 1-2 peers, with 80% success in 4 out of 5 presented opportunities, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 2. [Student] will use and take turns with 2-3 pieces of playground equipment or other recess activities, during a single recess segment, engaging in appropriate play and social interactions with 1-2 peers, as measured by instructor observation and recorded data, with 80% success in 4 out of 5 presented opportunities, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].

STAGE 1

BOX 1	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
FUNCTIONAL ROUTINES	SELF-CARE & HEALTHY HABITS	**Lesson 76**	**Restroom Use**	Student will learn to independently use the restroom.	1. When provided visual supports, physical prompting, and modeling of some appropriate steps, [Student] will follow a bathroom routine sequence in 4 out of 5 presented opportunities, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 2. When provided visual supports and modeling of some appropriate steps, [Student] will follow a bathroom routine sequence in 4 out of 5 presented opportunities, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 3. When prompted to use the bathroom, [Student] will follow a bathroom routine sequence in 4 out of 5 presented opportunities, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 4. [Student] will request to use the restroom when needed, and follow a bathroom routine sequence in 4 out of 5 presented opportunities, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].
		Lesson 77	**Snack Time**	Student will be able to participate in a group snack/ meal opportunity that includes staying seated, using utensils and a napkin as needed, and cleaning up/ disposing of trash.	1. When provided visual supports, physical prompting, and modeling, [Student] will follow a snack or mealtime sequence in 4 out of 5 presented opportunities, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 2. When provided visual supports and modeling, [Student] will follow a snack or mealtime sequence in 4 out of 5 presented opportunities, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 3. When asked to participate in snack or mealtime, [Student] will follow a snack or mealtime sequence in 4 out of 5 presented opportunities, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].
		Lesson 78	**Washing Hands**	Student will learn to independently use a sink to wash and dry their hands.	1. When provided visual supports, physical prompting, and modeling, [Student] will follow a handwashing sequence in 4 out of 5 presented opportunities, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 2. When provided visual supports and modeling, [Student] will follow a handwashing sequence in 4 out of 5 presented opportunities, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 3. When asked to wash their hands, [Student] will follow a handwashing sequence in 4 out of 5 presented opportunities, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 4. When appropriate, [Student] will independently wash their hands, following a full handwashing sequence in 4 out of 5 presented opportunities, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].
	CLASSROOM ROUTINES	**Lesson 79**	**Following a Schedule**	Student will learn to follow a schedule for classroom activities, making events more predictable for the student, thereby reducing anxiety and promoting independent time management.	1. When provided a 3-step visual schedule in a highly structured format, [Student] will check their schedule, articulate the next activity on the schedule, and transition to activities according to the items on the schedule in 4 out of 5 presented opportunities, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 2. When provided a 4-6 step visual schedule in a highly structured format, [Student] will check their schedule, articulate the next activity on the schedule, and transition to activities according to the items on the schedule in 4 out of 5 presented opportunities, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 3. When provided a visual schedule for daily activities in a typical classroom format, [Student] will check their schedule, articulate the next activity on the schedule, and transition to activities according to the items on the schedule in 80% presented opportunities, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].

STAGE 1

BOX 1	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
FUNCTIONAL ROUTINES	CLASSROOM ROUTINES	**Lesson 80**	**Arrival**	Students will learn to appropriately follow typical classroom arrival routines.	1. [Student] will greet a staff member with an appropriate response, such as Hello Ms. Smith, then check and follow a visual arrival schedule to complete routine activities of arriving at school and preparing for the beginning of class with 80% success, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].
		Lesson 81	**Departure**	Students will learn to appropriately follow typical classroom departure routines.	1. [Student] will check and follow a visual departure schedule to complete routine activities of getting ready to leave school, and when departing will wave, say Goodbye, or otherwise appropriately acknowledge the departure, with 80% success, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].
		Lesson 82	**Circle Time**	Student will learn to participate in classroom circle time activities.	1. Given a simulated circle time with 2-3 adults, [Student] will participate in greetings and 1 group song, with 80% success, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 2. Given a simulated circle time with 2-3 adults, [Student] will participate in 3-4 typical circle time activities (greeting, group song, story time, calendar review, etc.), with 80% success, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 3. [Student] will join circle time with 2-3 peers, greet their fellow students, and participate in 1 other typical circle time activity (group song, story time, calendar review, etc.), with 80% success, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 4. [Student] will join circle time with 2-3 peers, greet their fellow students, and participate in 3-4 other typical circle time activities (group song, story time, calendar review, etc.), with 80% success, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 5. [Student] will join circle time with their full class, greet their fellow students, and participate in 3-4 other typical circle time activities (group song, story time, calendar review, etc.), with 80% success, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].
		Lesson 83	**Transitions–Activities**	Student will learn to calmly transition between school activities.	1. When given 2 minutes verbal and visual notice of an upcoming transition, [Student] will transition from a non-preferred activity to a highly preferred activity within 10 seconds, with 80% success, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 2. When given 2 minutes verbal and visual notice of an upcoming transition, [Student] will transition from a moderately preferred activity to a highly preferred activity within 10 seconds, with 80% success, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 3. When given 2 minutes verbal and visual notice of an upcoming transition, [Student] will transition from one preferred activity to another preferred activity within 10 seconds, with 80% success, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 4. When given 2 minutes verbal and visual notice of an upcoming transition, [Student] will transition from a preferred activity to a non-preferred activity within 10 seconds, with 80% success, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 5. When given 2 minutes verbal and visual notice of an upcoming transition, [Student] will transition from any activity to any other activity within 10 seconds, with 80% success, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].

STAGE 1

BOX 1	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
FUNCTIONAL ROUTINES	CLASSROOM ROUTINES	**Lesson 84**	**Transitions–Locations**	Student will learn to calmly transition between locations within the classroom and the larger school environment.	1. When given 2 minutes verbal and visual notice of an upcoming transition, [Student] will transition from a non-preferred location to a highly preferred location within 10 seconds, with 80% success, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 2. When given 2 minutes verbal and visual notice of an upcoming transition, [Student] will transition from a moderately preferred location to a highly preferred location within 10 seconds, with 80% success, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 3. When given 2 minutes verbal and visual notice of an upcoming transition, [Student] will transition from one preferred location to another preferred location within 10 seconds, with 80% success, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 4. When given 2 minutes verbal and visual notice of an upcoming transition, [Student] will transition from a preferred location to a non-preferred location within 10 seconds, with 80% success, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 5. When given 2 minutes verbal and visual notice of an upcoming transition, [Student] will transition from any location to any other location within 10 seconds, with 80% success, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].
		Lesson 85	**Center Time**	Student will learn to engage in appropriate behavior at learning centers set up in the classroom.	1. Given a cue on their visual schedule, [Student] will transition to one 1:1 center and complete a known activity, with 80% success, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 2. Given cues on their visual schedule, [Student] will transition between 2-3 1:1 centers and complete known activities, with 80% success, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 3. Given cues on their visual schedule, [Student] will transition between 3 or more centers and complete known activities with 2-3 other peers in the center, with 80% success, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].
		Lesson 86	**Classroom Tasks**	The student will learn to engage in appropriate behavior during tasks that are part of the typical classroom routine and that are expected of all students in the class.	1. When given a direction to perform a classroom job or task (e.g., pick up blocks), [Student] will be able to complete 1 classroom task, with 80% success, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 2. When given a direction to perform a classroom job or task (e.g., pick up blocks), [Student] will be able to complete 2-4 classroom tasks, with 80% success, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 3. When given a direction to perform a classroom job or task (e.g., pick up blocks), [Student] will be able to complete 4 or more classroom tasks, with 80% success, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].
		Lesson 87	**Token Board**	Student will learn to earn and exchange tokens for reinforcers.	1. When provided a 3-space token board, [Student] will complete mastered tasks and earn 1 token for each task to earn a larger reward in a period of under 1 minute, in 4 out of 5 presented opportunities, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 2. When provided a token board with up to 5 spaces, [Student] will complete mastered tasks and earn 1 token for each task to earn a larger reward in a period of 3-5 minutes, in 4 out of 5 presented opportunities, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 3. When provided a token board with up to 10 spaces, [Student] will complete mastered or novel tasks, or engage in positive behavior for a set period of time, and earn 1 token for each task or time increment to earn a larger reward in a period of 10-20 minutes, in 4 out of 5 presented opportunities, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 4. When provided a token board with up to 10 spaces, [Student] will complete mastered or novel tasks or engage in positive behavior for a set period of time and earn 1 token for each task or time increment to earn a larger reward in a period of 30-60 minutes, in 4 out of 5 presented opportunities, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].

STAGE 1

BOX 1	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
FUNCTIONAL ROUTINES	CLASSROOM ROUTINES	Lesson 88	Increasing Distance of Instructor	Student will learn to follow instructions, schedules, routines, classroom rules, and self- regulation with the instructor at an increasing distance away.	1. When prompted to do a simple, mastered task and given a visual timer for 2-3 minutes, [Student] will independently complete the task with the instructor seated 1-2 feet away, at the same table, in 4 out of 5 presented opportunities, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 2. When prompted to do a simple, mastered task and given a visual timer for 2-3 minutes, [Student] will independently complete the task with the instructor standing next to the table 1-2 feet away from where the student is seated, in 4 out of 5 presented opportunities, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 3. When prompted by an instructor standing up to 5 feet away to do a simple, mastered task and given a visual timer for 2-3 minutes, [Student] will independently complete the task, in 4 out of 5 presented opportunities, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 4. When prompted by an instructor standing 5-10 feet away to do a moderately complex, mastered task and given a visual timer for 2-3 minutes, [Student] will independently complete the task, in 4 out of 5 presented opportunities, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe]. 5. When prompted by an instructor standing up to 5-10 feet away to check their visual schedule, [Student] will independently check and follow the next activity on their visual schedule, in 4 out of 5 presented opportunities, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].
MATH READINESS	GEOMETRY	Lesson 89	Identical Matching–Shapes	Student will learn to match identical, black, 2D shapes on flashcards.	1. [Student] will match 12 flashcards depicting black shapes with their corresponding shape card, when provided a field of 2-4 cards and given verbal direction by an instructor to match the shapes in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. [Student] will match 12 flashcards depicting black shapes with their corresponding shape card, when provided a field of 4-8 cards and given verbal direction by an instructor to match the shapes in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. [Student] will match 12 flashcards depicting black shapes with their corresponding shape card, when provided a field of 8 or more cards in a messy array and given verbal direction by an instructor to match the shapes in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 90	Receptive Labeling–2D Shapes	Student will learn to receptively identify plain black 2D shapes.	1. [Student] will receptively identify 12 flashcards depicting black shapes when provided a field of 2-4 shape cards and given verbal direction by an instructor in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. [Student] will receptively identify 12 flashcards depicting black shapes when provided a field of 4-8 shape cards and given verbal direction by an instructor in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. [Student] will receptively 12 flashcards depicting black shapes when provided a messy array or 8 or more shape cards and given verbal direction by an instructor in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 91	Expressive Labeling–2D Shapes	Student will learn to expressively identify black 2D shapes.	1. [Student] will expressively identify 12 flashcards depicting black shapes shown to them 1 at a time, when asked by an instructor to identify the shape cards in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

STAGE 1

BOX 1	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
MATH READINESS	GEOMETRY	Lesson 92	**Sorting by Shape/ Color/Size/ Style**	Students will learn to sort by multiple discriminations of shape, color, size, and style.	1. When provided 2 trays, each with a different color card, and handed shape cards 1 at a time, in either of the 2 represented colors, [Student] will place the shape card with its appropriate color match, regardless of what shape the card depicts, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When provided 2 trays, each with a different color card, and a pile of shape cards, in either of the 2 represented colors, [Student] will independently pick up 1 shape card at a time and place the card with its appropriate color match, regardless of what shape the card depicts, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When provided up to 8 trays, each with a different color card, and a pile of shape cards, in any of the represented colors, [Student] will independently pick up 1 shape card at a time and place the card with its appropriate color match, regardless of what shape the card depicts, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. When provided up to 8 trays, each with a different black shape card, and a pile of colored shape cards, [Student] will independently pick up 1 colored shape card at a time and place the card with its appropriate shape match, regardless of what color the shape is, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 5. When provided multiple 3D object which vary in color, shape, size, and style, [Student] will sort the objects by the criteria requested by an instructor (e.g., sort the little ones from the big ones), in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 93	**Object Placement**	Student will learn to position an object spatially in reference to another object.	1. When given 1 large object and 1 small object, and a specified position by an instructor (in, on, under, next to, behind, below), [Student] will place the small object in position in relation to the larger object (e.g., put the block in the box), in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When given 1 or 2 large objects and 1 small object, and a specified position by an instructor (in, on, under, next to, behind, below, between), [Student] will place the small object in position in relation to the larger object or objects (e.g., put the block in the box), in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

STAGE 2

BOX 2	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
APPROACHES TO LEARNING	FOLLOWING DIRECTIONS	**Lesson 94**	**Following Single Directions Away from Seat**	Student will learn to follow single-step directions away from their seat and at varying distances from the instructor.	1. When given a single-step direction, [Student] will perform the task 1 foot away from their seat, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When given a single-step direction, [Student] will perform the task 5 feet away from their seat, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When given a single-step direction, [Student] will perform the task 12-15 feet away from their seat, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 95	**Following Compound Directions Away from Seat**	Student will learn to follow multi-step directions away from their seat and at varying distances from the instructor.	1. When given a 2-step direction, [Student] will perform the task 1 foot away from their seat, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When given a 2-step direction, [Student] will perform the task 5 feet away from their seat, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When given a 2-step direction, [Student] will perform the task 12-15 feet away from their seat, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
	SORTING & CLASSIFYING	**Lesson 96**	**Sorting by Category**	Student will learn to sort different 3D objects and 2D photos into categories.	1. When provided a variety of 3D objects from the categories of foods and animals, [Student] will be able to sort all the foods into 1 pile and all the animals into another pile, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When provided a variety of 3D objects from the categories of foods, animals, and vehicles, [Student] will be able to sort the objects into 3 separate piles by category, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When provided a selection of pictures from the categories of foods and animals, [Student] will be able to sort all the foods into 1 pile and all the animals into another pile, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. When provided a selection of pictures from the categories of foods, animals, and vehicles, [Student] will be able to sort the objects into 3 separate piles by category, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 5. When provided a selection of pictures from the categories of foods, animals, vehicles, clothing, toys, and furniture [Student] will be able to sort the objects into piles according to category, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

STAGE 2

BOX 2	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
APPROACHES TO LEARNING	SORTING & CLASSIFYING	**Lesson 97**	**Sorting by Feature/ Function**	Student will learn to sort different 3D objects and 2D photos by their features or the functions that they serve.	1. When handed 3D items 1 at a time by an instructor and asked to sort the items into piles by feature or function (e.g., things that are red or things that you eat), [Student] will place each item into 1 of 2 piles, matched with other items that share the same feature or function, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When provided a selection of many 3D objects in 1 pile which can be divided into 2 groups based on shared features or functions, and asked by an instructor to sort the items [Student] will be able to sort the objects into separate piles by shared features or functions, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When handed pictures of items 1 at a time by an instructor and asked to sort the pictures into piles by feature or function (e.g., things that are red or things that you eat), [Student] will place each picture into 1 of 2 piles, matched with other item-pictures that share the same feature or function, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. When provided a selection of many pictures of objects in 1 pile which can be divided into 2 groups based on shared features or functions, and asked by an instructor to sort the item-pictures, [Student] will be able to sort the item-pictures into separate piles by shared features or functions, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 5. When provided a selection of many pictures of objects in 1 pile which can be divided into 3-4 groups based on shared features or functions, and asked by an instructor to sort the item-pictures, [Student] will be able to sort the item-pictures into separate piles by shared features or functions, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 98	**Listing Members of a Set**	The student will learn to list the names of individual items that are members of a particular set or category.	1. Given 3D objects as a visual cue and asked by an instructor to name items that are members of a category (e.g., tell me some things that are foods), [Student] will be able to list up to 8 exemplars of the requested category for the categories of foods, animals, and vehicles, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. Given picture cards as a visual cue and asked by an instructor to name items that are members of a category (e.g., tell me some things that are foods), [Student] will be able to list up to 8 exemplars of the requested category for the categories of animals, foods, vehicles, clothing, furniture, toys, shapes, and colors, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When asked by an instructor to name items that are members of a category (e.g., tell me some things that are foods), [Student] will be able to independently list up to 8 exemplars for up to 12 different categories, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. When asked by an instructor to name items that share a particular feature or function (e.g., tell me some things that are red), [Student] will be able to independently list up to 8 exemplars for up to 20 different feature/function categories, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

BOX 2	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
APPROACHES TO LEARNING	SORTING & CLASSIFYING	**Lesson 99**	**Set Exclusions**	Student will learn to identify items which do not share similar characteristics with the other items in a set.	1. When provided a field of 3 3D objects, with 1 object that varies in feature, function, or classification from the other 2 objects, and asked by an instructor which object does not belong, [Student] will be able to identify the object that does not share a common feature, function, or classification, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When provided a field of 4-9 3D objects, with 1 object that varies in feature, function, or classification from the other objects in the field, and asked by an instructor which object does not belong, [Student] will be able to identify the object that does not share a common feature, function, or classification in, 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When provided a field of 4-10 picture cards, with 1 pictured item that varies in feature, function, or classification from the other 2 pictured items, and asked by an instructor which pictured item does not belong, [Student] will be able to identify the pictured item that does not share a common feature, function, or classification, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. When given a verbal list of 3 items, with 1 item that varies in feature, function or classification from the other 2 items, and asked by an instructor which item does not belong, [Student] will be able to identify the listed item that does not share a common feature, function or classification, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 5. When given a verbal list of 4-10 items, with 1 item that varies in feature, function, or classification from the other listed items, and asked by an instructor which item does not belong, [Student] will be able to identify the listed item that does not share a common feature, function, or classification, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
	UNDERSTANDING CONCEPTS OF TIME	**Lesson 100**	**First, Next, Last– Sequencing Pictures**	Student will gain an understanding of events over time, as they learn to put events in order and describe a sequence of pictures of familiar activities.	1. When given a 3-picture card sequence in order, [Student] will be able to correctly state in order what happened first, next, and last in the sequence, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When given a picture card sequence of up to 10 cards, in order, [Student] will be able to correctly state in order what happened in the sequence using first, next, last language, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When given a picture card sequence of up to 10 cards, in a messy, unordered array, [Student] will be able put the cards in order, and then correctly state in order what happened in the sequence using first, next, last language, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. When asked to list, in order, the steps of various known sequences, [Student] will independently list up to 10-step sequences without picture cues, using first, next, last language, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

STAGE 2

BOX 2	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
APPROACHES TO LEARNING	UNDERSTANDING CONCEPTS OF TIME	**Lesson 101**	**First, Next, Then, Last with Commands**	Student will learn to follow multi-step directions presented to them using the key words—First, Next, Then, Last—in the instruction.	1. While seated and given a 3-step direction which can be performed at their seat, using sequential words (First, Next, Last), [Student] will complete the sequence in order, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. While seated and given a 4-step direction which can be performed at their seat, using sequential words (First, Next, Then, Last), [Student] will complete the sequence in order, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. Given a 3-4 step direction, using sequential words (First, Next, Then, Last), while out of their seat, yet within 2-5 feet of an instructor, [Student] will complete the sequence in order, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. Given a 3-4 step direction, using sequential words (First, Next, Then, Last), while out of their seat, and 5-10 feet from an instructor, [Student] will complete the sequence in order, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 5. Given a 3-4 step direction out of chronological order, using sequential words (e.g., knock, Then wave, but First clap), [Student] will complete the sequence in order, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 102	**Relating Activities to Time**	Student will gain an understanding of how classroom and routine actions relate to time.	1. When given 1 picture of a regular classroom activity and 1 digital time card with the time that activity occurs in the regular classroom routine, and asked what time the activity occurs, [Student] will answer the question according to the picture and digital card (e.g., We do circle time at 9:00), in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When given 2 pictures of a regular classroom activity and 2 paired digital time cards with the time each activity occurs in the regular classroom routine, and asked what time the activities occur, [Student] will answer the question according to the picture and digital card (e.g., We do circle time at 9:00 and individual learning at 9:30), in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When given pictures to represent the full classroom schedule, with each picture paired to a digital time card with the time each activity typically occurs, and asked to say the classroom schedule, [Student] will answer the question according to the pictures and digital cards (e.g., We do circle time at 9:00, individual learning at 9:30, recess at 10:00, etc.), in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. When provided a field of 4-6 classroom activity pictures and 4-6 digital clock pictures depicting the time that each activity occurs in the classroom, [Student] will match the activities with the corresponding digital times, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 5. When asked what time a particular activity occurs on the classroom schedule, [Student] will select the appropriate time out of a field of 4-6 digital time clock cards, and answer the question (e.g., We have lunch at 12:00), in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 6. When given a field that contains pictures to represent the full class day schedule, and a field of corresponding digital time clock cards, [Student] will put the picture cards in the order that the activities happen during the day, and pair each with its corresponding digital time clock card, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 7. When asked about events which occur at different points throughout the year, [Student] will be able to answer with correct time-words, such as today, tomorrow, this week, last week, in summer, or after school, in 80% of provided opportunities, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 8. When asked to list events that occur in relation to different time points (e.g., What 3 things do we do in class before 10:00?), [Student] will be able to list appropriate activities, in 80% of provided opportunities, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

STAGE 2

BOX 2	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
APPROACHES TO LEARNING	RECALL & RECITAL	**Lesson 103**	**What Did You Do? Immediate Recall of Single Action**	Student will learn to recall a single, completed action using the correct verb tense.	1. Immediately after completing a single, simple gross motor action that can be performed while sitting in their seat, [Student] will use the appropriate past-tense regular and irregular verbs to report what they did when asked by an instructor What did you do?, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. Immediately after completing a single, gross motor action that involves manipulating an object (tapped the table, slapped my knee), [Student] will use the appropriate past-tense regular and irregular verbs in a full sentence to report what they did when asked by an instructor What did you do?, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. Immediately after completing a single, gross motor action performed out of their seat, but in close proximity to the instructor (stand up, jump, spin, march, etc.), [Student] will use the appropriate past-tense regular and irregular verbs in a full sentence to report what they did when asked by an instructor What did you do?, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. When asked by an instructor to perform a single gross motor action that requires them to go to another location (knock on the door, turn off the light, etc.), [Student] will return to the instructor and state the action they did, using the appropriate past-tense regular and irregular verbs in a full sentence, when asked by the instructor What did you do?, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 104	**What Did You Do? Immediate Recall of Multiple Actions**	Student will learn to recall a series of multiple, completed actions using the correct verb tenses, when asked immediately after the actions are completed.	1. Immediately after completing 2-3, simple gross motor actions that can be performed while sitting in their seat, [Student] will use the appropriate past-tense regular and irregular verbs to report in a full sentence all actions they did when asked by an instructor What did you do?, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. Immediately after completing 2-3, simple gross motor actions that involve manipulating an object (tapped the table, slapped my knee), [Student] will use the appropriate past-tense regular and irregular verbs in a full sentence to report all actions they did when asked by an instructor What did you do?, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. Immediately after completing 2-3, simple gross motor actions performed out of their seat, but in close proximity to the instructor (stand up, jump, spin, march, etc.), [Student] will use the appropriate past-tense regular and irregular verbs in a full sentence to report all actions they did when asked by an instructor What did you do?, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. When asked by an instructor to perform 2-3, gross motor actions that requires them to go to another location (knock on the door, turn off the light, etc.), [Student] will return to the instructor and state all actions they did, using the appropriate past-tense regular and irregular verbs in a full sentence, when asked by the instructor What did you do?, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 105	**What Did You Do? Delayed Recall**	Student will learn to recall a series of multiple, completed actions after a period of time has passed.	1. After completing a fine or gross motor action, [Student] will use the appropriate past-tense regular and irregular verbs to report in a full sentence what they did when asked by an instructor What did you do? after a 2-3 minute distraction period, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. [Student] be able to recall an action they completed and tell an instructor what they did, using a full sentence with appropriate past-tense regular and irregular verbs, after an interval of at least 10 minutes, and up to a full class day, after the action was completed, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. [Student] be able to recall and relay 3 actions they completed during their school day to their parents, or 3 actions they completed at home to an instructor, using a full sentences with appropriate past-tense regular and irregular verbs, when asked What did you do at [school/home]?, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

STAGE 2

BOX 2	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
APPROACHES TO LEARNING	RECALL & RECITAL	**Lesson 106**	**First, Next, Then, Last: Immediate Recall**	Student will learn to recall multiple completed actions using the appropriate verb tense and First, Next, Then, Last sequencing language.	1. Upon completing a 3-step direction while seated or close to the instructor, articulated with First, Next, Last sequencing language (e.g., First, clap. Next, knock. Last, wave), [Student] will use sequencing language and appropriate past-tense regular and irregular verbs to answer in full sentences, when asked What did you do? by an instructor (e.g., First, I clapped. Next, I knocked. Last, I waved), in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. Upon completing a 4-step direction while seated or close to the instructor, articulated with First, Next, Then, Last sequencing language (e.g., First, clap. Next, knock. Then, stomp. Last, wave), [Student] will use the sequencing language and appropriate past-tense regular and irregular verbs to answer in full sentences, when asked What did you do? by an instructor (e.g., First, I clapped. Next, I knocked. Then, I stomped. Last, I waved), in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. Upon completing a 3 or 4-step direction while 5-10 feet away from an instructor, articulated with First, Next, Then, Last sequencing language (e.g., First, go to the window. Next, wave. Last, jump), [Student] will use the sequencing language and appropriate past-tense regular and irregular verbs to answer in full sentences, when asked What did you do? by an instructor (e.g., First, I went to the window. Next, I waved. Last, I jumped), in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. Upon completing a 3 or 4-step direction articulated with First, Next, Then, Last sequencing language (e.g., First, go to the window. Next, wave. Last, jump), [Student] will answer questions which use sequencing language (e.g., What was the first thing you did? What did you do last?), in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 107	**First, Next, Then, Last: Delayed Recall**	Student will learn to recall multiple, completed actions or events after some time has passed using the appropriate verb tense and First, Next, Then, Last sequencing words.	1. Upon completing a 3-step direction, articulated with First, Next, Last sequencing language, [Student] will use sequencing language and appropriate past-tense regular and irregular verbs to answer in full sentences, when asked What did you do? by an instructor with a 2-3 minute delay between action and recall, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. Upon completing a 4-step direction, articulated with First, Next, Then, Last sequencing language, [Student] will use the sequencing language and appropriate past-tense regular and irregular verbs to answer in full sentences, when asked What did you do? by an instructor with a 2-3 minute delay between action and recall, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. Upon completing a 3-4 step direction, articulated with First, Next, Then, Last sequencing language, [Student] will use the sequencing language and appropriate past-tense regular and irregular verbs to answer in full sentences, when asked What did you do? by an instructor with a 5-30 minute delay between action and recall, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. Upon completing a 3-4 step direction, articulated with First, Next, Then, Last sequencing language, [Student] will use the sequencing language and appropriate past-tense regular and irregular verbs to answer in full sentences, when asked by an instructor: What did you do? about actions which happened during the same school day, with a 30+ minute delay between action and recall, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 5. Upon completing a 3-4 step direction, articulated with First, Next, Then, Last sequencing language, [Student] will use the sequencing language and appropriate past-tense regular and irregular verbs to answer in full sentences, when asked unordered questions about what they did (What did you do last?, What did you do first?, What did you do in the middle?, etc.) about actions which happened during the same school day, with a 30+ minute delay between action and recall, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 6. [Student] will recall 3-4 activities that they did across environments and multiple days when asked by an instructor what they did outside of school (e.g., What did you do over the weekend?) or a parent what they did while at school, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

STAGE 2

BOX 2	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
LANGUAGE	RECEPTIVE LANGUAGE	**Lesson 108**	**Receptive Labeling–Features**	Student will learn to receptively identify specific objects or pictures based on features.	1. When presented two 3D objects that vary on only 1 feature (e.g., 2 blocks of the same shape and size, but different colors), [Student] will receptively identify each object by feature, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When presented 6-8 3D objects where 1 object has a feature that differs from all other objects (e.g., 6 blocks of the same shape and size, but only one is blue), [Student] will receptively identify the object with a specified feature (e.g., give me the blue block), in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When presented 6-8 3D objects where multiple objects have a feature that differs from other objects (e.g., 6 blocks of the same shape and size, but 3 are blue), [Student] will receptively identify the objects with a specified feature (e.g., Give me all the blue blocks.), in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. When presented 6-8 picture cards, where multiple pictures depict objects that have a feature that differs from the other objects (e.g., 6 different balls, but 2 are orange), [Student] will receptively identify the objects with a specified feature (e.g., give me all the orange balls), in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 5. [Student] will receptively identify objects in the environment with a specified feature (e.g., Point to things you see in the play area that are soft.), in 80% of presented opportunities with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 109	**Receptive Labeling–Functions**	Student will learn to receptively identify specific objects or pictures of objects based on the function of the object.	1. When presented 2 3D objects that vary by function, [Student] will receptively identify each object by function, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When presented 6-8 3D objects, each with a different function, [Student] will receptively identify an object with a specified function, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When presented 6-8 3D objects where multiple objects have a function that differs from the other objects, [Student] will receptively identify the objects with a specified function (e.g., Give me all the ones you eat with.), in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. When presented 6-8 picture cards, where multiple pictures depict objects that have a function which differs from the other objects, [Student] will receptively identify the objects with a specified function (e.g., Give me all the ones you wear.), in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 5. [Student] will receptively identify objects in the environment with a specified function, in 80% of presented opportunities with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 110	**Receptive Labeling–Classification**	Student will learn to receptively classify objects by category according to shared or similar features.	1. When handed 3D objects from 2 broad categories (e.g., foods vs animals) 1 at a time, [Student] will place the object in one of 2 baskets based on its category, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When presented 2 baskets, each filled with 3D objects from a broad category (foods vs animals), [Student] will be able to point to a basket filled with objects from a category specified by an instructor, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When handed picture cards depicting objects from 2 broad categories (e.g., foods vs animals) 1 at a time, [Student] will place the card in one of 2 piles based on its category, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. When presented 2 piles of picture cards depicting objects from a broad category (foods vs animals), [Student] will be able to point to a basket filled with objects from a category specified by an instructor, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 5. Given a field of 8 or more pictures cards representing objects from different categories, [Student] will be able to receptively identify pictures by their category, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

STAGE 2

BOX 2	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
LANGUAGE	RECEPTIVE LANGUAGE	**Lesson 111**	**Receptive Labeling–Gender Identification**	Student will learn to receptively identify gender.	1. When provided a field of 2-8 pictures of boys and girls, the student will receptively identify the pictures by gender, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When provided a field of 2-8 pictures of women and men, the student will receptively identify the pictures by gender, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When provided a field of 8+ pictures of boys, girls, women, and men, the student will receptively identify the pictures by gender, in 4 out of 5 trials with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
	EXPRESSIVE LANGUAGE	**Lesson 112**	**Expressive Labeling by Feature**	Student will learn to expressively label features of an object or person.	1. [Student] will expressively identify [##] 3D objects by a feature of the object (e.g., red vs blue), shown to them 1 at a time, when asked by an instructor to identify the picture by the feature, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. [Student] will expressively identify [##] picture cards by a feature of the depicted object (e.g., red vs blue), shown to them 1 at a time, when asked by an instructor to identify the picture by the feature, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. [Student] will expressively identify objects in their environment by the features of the objects, in 80% of presented opportunities, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 113	**Expressive Labeling by Function**	Student will learn to expressively label an object or person by function.	1. [Student] will expressively identify [##] 3D objects by the function of the object (e.g., You eat with it.), shown to them 1 at a time, when asked by an instructor to identify the picture by the feature, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. [Student] will expressively identify [##] picture cards by the function of the object (e.g., You eat with it.), shown to them 1 at a time, when asked by an instructor to identify the picture by the feature, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. [Student] will expressively identify objects in their environment by the functions of the objects, in 80% of presented opportunities, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 114	**Expressive Labeling–Classification**	Student will learn to identify and express the category or classification into which an item falls.	1. [Student] will expressively identify [##] 3D objects by the classification of the object (e.g., An apple is food), in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. [Student] will expressively identify [##] picture cards by the classification of the object depicted (e.g., An apple is food.), in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. [Student] will expressively identify objects in their environment by the category of the object, in 80% of presented opportunities, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 115	**Expressive Labeling–Gender Identification**	Student will learn to expressively identify the gender of people.	1. [Student] will expressively identify [##] pictures of individuals as either a boy or a girl, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. [Student] will expressively identify [##] pictures of individuals as either a woman or a man, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. [Student] will expressively identify [##] pictures of individuals as a woman, man, boy, or girl in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

STAGE 2

BOX 2	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
MOTOR SKILLS	FINE MOTOR	**Lesson 116**	**Drawing Simple Pictures**	Student will learn to draw simple pictures without the assistance of tracing lines.	1. Given an example to copy, [Student] will draw simple pictures comprised of known shapes, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. [Student] will draw 5 different simple freehand pictures comprised of known shapes, given verbal direction by an instructor for which shapes to draw to make the picture, in 4 out of 5 trials, with [no more than ## or zero] physical prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. [Student] will independently draw 5 different simple freehand pictures comprised of known shapes, given verbal direction by an instructor, in 4 out of 5 trials, with [no more than ## or zero] physical prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. Given an example to copy, [Student] will draw simple freehand pictures, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 5. [Student] will independently draw simple freehand pictures, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 117	**Working with Clay**	Student will strengthen fine motor skills and practice creativity by working with clay.	1. Given soft modeling clay, [Student] will imitate fine motor actions with the clay (e.g., pinch, poke, squish) with 80% accuracy, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. Given soft modeling clay, [Student] will imitate fine motor actions with the clay that utilize basic clay-play tools, with 80% accuracy, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. Given medium-firmness modeling clay, [Student] will imitate instructor actions to create basic forms with the clay (e.g., pancake, ball, snake), with 80% accuracy, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. Given medium-firmness modeling clay, [Student] will imitate instructor actions to create basic forms with the clay (e.g., pancake, ball, snake), and combine them to create simple designs, with 80% accuracy, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 5. Given medium-firmness modeling clay, [Student] will independently create designs and structures with clay, by modeling the clay with their hands, using simple clay-play tools, and incorporating decorations (e.g., sequins, beads), in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
SOCIAL EMOTIONAL	INDEPENDENT PLAY/WORK	**Lesson 118**	**Functional Use of Play Objects**	Student will learn to use typical and more imaginative play objects to engage in appropriate play skills.	1. Given a play object that is identical to an instructor's object, [Student] will utilize the object to imitate the play-actions of the instructor, 1 action at a time, for at least 10 different objects (e.g., car, horse, hammer), in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. Given a play object that is identical to an instructor's object, [Student] will utilize the object to imitate a sequence of 2-4 play-actions demonstrated by the instructor, 1 action at a time, for at least 10 different objects (e.g., car, horse, hammer), in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 119	**Scripted Story Play**	Student will learn to engage in pretend play scenarios following a scripted story.	1. Given a set of play objects that are identical to an instructor's set of objects, and a play script with up to 5 steps, cued by picture cards, [Student] will utilize the objects to imitate the play-actions of the instructor, for 5 different play scripts, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. Given a set of play objects, and a play script with up to 5 steps, cued by picture cards, [Student] will utilize the objects to act out the scripted play scenario, for 5 different play scripts, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. Given a set of play objects, [Student] will utilize the objects to independently act out scripted play scenarios with up to 10 steps, for 10 or more different play scripts, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

STAGE 2

BOX 2	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
SOCIAL EMOTIONAL	INDEPENDENT PLAY/WORK	**Lesson 120**	**Art Projects**	Student will learn to create independent art projects, drawing upon their previously learned art and fine motor skills.	1. Given a model art project, and the necessary art materials to replicate the project, [Student] will follow an instructor model to replicate the project, with [%] accuracy, in 4 out of 5 provided opportunities, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. Given a model art project, and the necessary art materials to replicate the project, [Student] will replicate the project, with [%] accuracy, in 4 out of 5 provided opportunities, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. Given a menu of selected art projects, and the necessary art materials to replicate the project, [Student] will select a project, gather needed materials and complete the chosen project, in 4 out of 5 provided opportunities, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 121	**Drawing, Coloring & Presenting Pictures**	Student will learn to create pictures and present them to a family member or other adult.	1. Given a model picture, and the drawing and coloring materials to replicate the picture, [Student] will draw and color a picture, and present the completed piece to someone as a gift, in 4 out of 5 provided opportunities, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. Given paper and coloring materials, [Student] will draw and color a picture, and present the completed piece to someone as a gift, in 4 out of 5 provided opportunities, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. Given paper and coloring materials, [Student] will draw and color a picture, and present the completed piece to someone as a gift with explanation of what they drew and why, in 4 out of 5 provided opportunities, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
	EMOTIONAL HEALTH & WELL-BEING	**Lesson 122**	**Identification of Complex Emotion Scenarios**	Student will learn to identify and discuss complex emotions presented in picture scenarios.	1. [Student] will receptively identify emotions being depicted in 40 realistic picture-card scenarios, when provided a field of 2-4 cards and given verbal direction by an instructor in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. [Student] will receptively identify emotions being depicted in 40 realistic picture-card scenarios, when provided a field of 4-8 cards and given verbal direction by an instructor in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. [Student] will expressively identify emotions being depicted in 40 realistic picture- card scenarios shown to them 1 at a time, when asked by an instructor to identify the picture in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 123	**Appropriate Responses to Emotion Scenarios**	Student will gain an understanding of situations that tend to lead to particular emotions and how they, and others, can appropriately respond to the emotions.	1. When presented with a photograph depicting a person in a realistic, emotion-provoking scenario, [Student] will identify the emotion the person is feeling and provide a plausible explanation for that emotion in 40 different scenarios, in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When presented with a photograph depicting a person in a realistic, emotion-provoking scenario, [Student] will be able to propose an appropriate response to the person in the scenario, in 40 different scenarios, in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When presented with an adult-acted or adult-demonstrated scenario about people in emotion-provoking situations, [Student] will be able to explain the emotional state of the characters in the scenario and suggest appropriate responses, in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

STAGE 2

BOX 2	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
SOCIAL EMOTIONAL	GROUP PLAY & SOCIALIZATION	**Lesson 124**	**Parallel Play**	Student will learn to play adjacent to a playmate, and with similar toys, although interaction is not necessary.	1. Given a set of play objects that are identical to an instructor's set of objects, [Student] will utilize the objects to engage in parallel play of a similar nature to the instructor's play, using the objects appropriately for up to 30 seconds, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. Given a set of play objects that are similar to an instructor's set of objects, [Student] will utilize the objects to engage in parallel play of a similar nature to the instructor's play, using the objects appropriately for up to 5 minutes, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. Given a set of play objects that are similar to those of 1 peer who is about 2 feet away, [Student] will utilize the objects to engage in parallel play of a similar nature to the peer's play, using the objects appropriately for up to 5 minutes, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 125	**Narrated Play**	Student will learn to engage in pretend play that includes narration of the play scenario.	1. Given a set of play objects, [Student] will engage in play with an instructor and narrate at least 3 steps of a play scenario with at least 3-5 word utterances, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. Given a set of play objects, [Student] will engage in play with 1 peer and narrate at least 3 steps of a play scenario with at least 3-5 word utterances, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. Given a set of play objects, [Student] will engage in play with up to 3 peers and narrate at least 3 steps of a play scenario with at least 3-5 word utterances, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 126	**Playing Games with Multiple Peers**	Student will learn to engage in game play with multiple peers at one time.	1. Given a simple board game that requires 3-4 participants, [Student] will engage in simple game-play with 2-3 peers using appropriate social interactions, including working together to set up the game, following game-play rules and social customs, (e.g., taking turns, sharing materials), verbally engaging with the other players, and cleaning up game materials when finished, in 80% of provided opportunities, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. Given a simple, physically active game that requires 3-4 participants, [Student] will engage in simple game-play with 2-3 peers using appropriate social interactions, including working together to gather play materials, following game-play rules and social customs, (e.g., taking turns, sharing materials), verbally engaging with the other players, and cleaning up play materials when finished, in 80% of provided opportunities, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
FUNCTIONAL ROUTINES	SELF-CARE & HEALTHY HABITS	**Lesson 127**	**What Object Would You Use?**	Student will learn to select the appropriate objects to use for known functional routines.	1. When presented with a field of up to 6 pictures of items used in typical functional routines (e.g., brush, fork, soap) and handed a picture depicting people engaged in the functional routine activity (e.g., brushing hair, eating, washing hands), [Student] will match the action to a corresponding item for 15-20 item/action pairs, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When presented with a field of up to 6 pictures of people engaged in functional routine activities (e.g., brushing hair, eating, washing hands) and handed a picture depicting an item used in one of the functional routines (e.g., brush, fork, soap), [Student] will match the item-picture to the action-picture for 15-20 item/action pairs, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. [Student] will receptively identify at least 20 pictures of items used in functional routines, when provided a field of 2-6 cards and given verbal direction by an instructor (e.g., Find the one you use to brush your hair.), in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. [Student] will expressively identify objects used to carry out 15-20 functional routines when asked by an instructor What do you use for [x]?, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

STAGE 2

BOX 2	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
FUNCTIONAL ROUTINES	SELF-CARE & HEALTHY HABITS	**Lesson 128**	**Self-Help Sequencing**	Student will learn the steps involved in typical self-help activities.	1. When handed cards 1 at a time depicting a 3-5 step self-help sequence, [Student] will place the sequence-step pictures in order, then state each step necessary to carry out the self-help routine, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When presented with an unordered field of 3-5 cards depicting a self-help sequence, [Student] will place the sequence-step pictures in order, then state each step necessary to carry out the self-help routine, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When presented with an unordered field of up to 10 cards depicting a self-help sequence, [Student] will place the sequence-step pictures in order, then state each step necessary to carry out the self-help routine, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. [Student] will state in order each step necessary to carry out a self-help routine with up to 10 steps, without using picture cues, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 5. When preparing for a functional routine (e.g.,, hand washing), [Student] will expressively recite the steps in the sequence before initiating the task, in 80% of presented opportunities, with [no more than ## & type, or zero] prompts, as measured by instructor observation and recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 129	**A Healthy Plate**	Student will gain an understanding of making food choices in relation to the basic food groups.	1. When handed cards 1 at a time depicting foods from each of the 5 food groups, [Student] will identify and sort the cards into piles according to their food group, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When presented with a plate template and a set of pictures of different foods, [Student] will build a balanced meal with all 5 food groups, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
	CLASSROOM ROUTINES	**Lesson 130**	**Group Work**	Student will develop the social, language, and self-regulation skills necessary to participate in cooperative group learning activities.	1. When communal art supplies are provided, [Student] will share materials with peers using appropriate social interactions (e.g., asking a peer to hand them a specific item) and complete the art project, in 80% of provided opportunities, in a typical art-class setting, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When presented with a group learning activity (e.g., planting beans for science learning) and appropriate materials, [Student] will participate in the learning activity and share materials with peers using appropriate social interactions (e.g., asking a peer to hand them a specific item) and complete the project, in 80% of provided opportunities, in an appropriate learning setting, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
	COMMUNITY LIFE	**Lesson 131**	**Community Helper Functions**	Student will learn to identify the services provided by various people in the community.	1. When presented a field of 2-6 occupation pictures, [Student] will receptively identify at least 20 pictures of community helpers, when asked by an instructor to find the community helper according to the service they provide (e.g., Find the one who helps us when we are sick.), in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When shown pictures of known community helpers, 1 at a time, [Student] will expressively identify the service provided by at least 20 community helpers when asked by an instructor what service the community helper provides (e.g., What does this person do?), in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. Without presentation of a picture or representation, [Student] will state the service provided by at least 20 community helpers when asked by an instructor what service the particular community helper provides (e.g., What does a doctor do?), in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. When encountering a community helper in a book, video, or natural environment, [Student] will state the service provided by at least 20 community helpers when asked by an instructor what service the particular community helper provides (e.g., What does that person do?), in 80% of presented opportunities, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

STAGE 2

BOX 2	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
FUNCTIONAL ROUTINES	COMMUNITY LIFE	**Lesson 132**	**Community Locations**	Student will learn to recognize and discuss important locations within their community.	1.When presented with a picture of a location in their community, one at a time, [Student] will expressively identify at least 20 locations when asked by an instructor to identify the location (i.e., what is this place?), in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2.When presented with a picture of a location in their community, one at a time, [Student] will state the function of that community location when asked by an instructor to state the location function (e.g., what do you do at a grocery store?), in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 133	**Safety Signs**	Student will learn to identify important community and safety signs.	1.When provided a field of 2-6 safety or information sign pictures, [Student] will receptively identify 26 safety signs, when asked by an instructor to point to the sign, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2.[Student] will expressively identify 26 safety or information signs when shown safety sign pictures 1 at a time, when asked by an instructor to identify the sign, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3.When shown safety or information sign pictures 1 at a time, [Student] will identify the meaning and common location of the sign, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4.When presented a field of 4-6 safety or information sign pictures, and asked by an instructor to identify which sign they should look for in certain circumstances (e.g., Which sign do you look for when you need to go potty?), [Student] will state the name of the appropriate sign and find it in the field, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 5.When encountering a safety or information sign in a natural environment, [Student] will respond appropriately, in 80% of presented opportunities, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
READING & WRITING READINESS	PRINT AWARENESS & LETTER KNOWLEDGE	**Lesson 134**	**Matching–Lowercase Letters**	Student will learn to match identical lowercase letters.	1. [Student] will match lowercase letter cards with their corresponding lowercase letter card, when provided a field of 4-8 cards and given verbal direction by an instructor to match the letters in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. [Student] will match lowercase letter cards with their corresponding lowercase letter card, when provided a field of 8 or more cards in a messy array and given verbal direction by an instructor to match the letters, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 135	**Matching–Uppercase Letters**	Student will learn to match identical uppercase letters.	1. [Student] will match uppercase letter cards with their corresponding uppercase letter card, when provided a field of 4-8 cards and given verbal direction by an instructor to match the letters in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. [Student] will match uppercase letter cards with their corresponding uppercase letter card, when provided a field of 8 or more cards in a messy array and given verbal direction by an instructor to match the letters, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 136	**Receptive Identification of Letters–Lowercase**	Student will learn to receptively identify lowercase letters.	1. [Student] will receptively identify lowercase letter cards, when provided a field of 4-8 cards and given verbal direction by an instructor, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. [Student] will receptively identify lowercase letter cards, when provided a messy array of 8 or more cards and given verbal direction by an instructor, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

STAGE 2

BOX 2	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
READING & WRITING READINESS	PRINT AWARENESS & LETTER KNOWLEDGE	**Lesson 137**	**Receptive Identification of Letters–Uppercase**	Student will learn to receptively identify uppercase letters.	1. [Student] will receptively identify uppercase letter cards, when provided a field of 4-8 cards and given verbal direction by an instructor, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. [Student] will receptively identify uppercase letter cards, when provided a messy array of 8 or more cards and given verbal direction by an instructor, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 138	**Expressive Identification of Letters–Lowercase**	Student will learn to expressively identify lowercase letters.	1. [Student] will expressively identify lowercase letter cards shown to them 1 at a time, when asked by an instructor to identify the letter cards in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 139	**Expressive Identification of Letters–Uppercase**	Student will learn to expressively identify uppercase letters.	1. [Student] will expressively identify uppercase letter cards shown to them 1 at a time, when asked by an instructor to identify the letter cards in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 140	**Matching–Upper to Lowercase Letters**	Student will learn to match uppercase letters with the corresponding lowercase letters.	1. [Student] will match uppercase letter cards with their corresponding lowercase letter card, when provided a field of 4-8 cards and given verbal direction by an instructor to match the letters in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. [Student] will match uppercase letter cards with their corresponding lowercase letter card, when provided a field of 8 or more cards in a messy array and given verbal direction by an instructor to match the letters, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 141	**Putting Letters in Order**	Student will learn to put letters in the correct alphabetical order.	1. When provided the lowercase letters of the alphabet in correct order, [Student] will sing the alphabet song while pointing to the corresponding letter, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When provided the uppercase letters of the alphabet in correct order, [Student] will sing the alphabet song while pointing to the corresponding letter, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. [Student] will independently sing the alphabet song without visual cues, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. Given a sequence of 3 lowercase letters in order and provided a field of up to 6 unordered lowercase letters, [Student] will choose the next letter and place it at the end of the sequence when asked by an instructor which letter comes next, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 5. Given a sequence of 3 uppercase letters in order and provided a field of up to 6 unordered uppercase letters, [Student] will choose the next letter and place it at the end of the sequence when asked by an instructor which letter comes next, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 6. When given a messy array of 26 lowercase letters, [Student] will sequence the letters in alphabetical order, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 7. When given a messy array of 26 uppercase letters, [Student] will sequence the letters in alphabetical order, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

BOX 2	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
READING & WRITING READINESS	WRITING	**Lesson 142**	**Tracing Letters**	Student will learn to trace the letters of the alphabet using proper handwriting stroke order.	1. When provided a letter-tracing template and writing instrument, [Student] will trace straight-lined uppercase letters (e.g., A, E, H) using proper stroke order, with 80% accuracy, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When provided a letter-tracing template and writing instrument, [Student] will trace all uppercase letters, using proper stroke order, with 80% accuracy, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When provided a letter-tracing template and writing instrument, [Student] will trace all lowercase letters, using proper stroke order, with 80% accuracy, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. When provided a letter-tracing template and writing instrument, [Student] will trace all uppercase and lowercase letters, using proper stroke order, with 80% accuracy, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 143	**Tracing Name**	Student will learn to trace their name.	1. When provided a 2-inch tall font-tracing template for their name and a writing instrument, [Student] will trace their name using proper stroke order, with 80% accuracy, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When provided a 1-inch tall font-tracing template for their name and a writing instrument, [Student] will trace their name using proper stroke order, with 80% accuracy, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 144	**Tracing Words**	Student will learn to trace simple words.	1. When provided a single 3-letter word tracing template and a writing instrument, [Student] will trace the word using proper stroke order, with 80% accuracy, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When provided a single 4-letter word tracing template and a writing instrument, [Student] will trace the word using proper stroke order, with 80% accuracy, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When provided a single 5-letter word tracing template and a writing instrument, [Student] will trace the word using proper stroke order, with 80% accuracy, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

STAGE 2

BOX 2	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
READING & WRITING READINESS	WRITING	**Lesson 145**	**Writing Letters**	Student will learn to write letters without the aid of tracing.	1. When provided a model, blank writing paper, and a writing instrument, [Student] will write straight-lined uppercase letters (e.g., A, E, H) using proper stroke order, with 80% accuracy, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When provided a model, blank writing paper, and a writing instrument, [Student] will write all uppercase letters, using proper stroke order, with 80% accuracy, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When provided a model, a paper with 1-inch writing lines, and a writing instrument, [Student] will write straight-lined uppercase letters (e.g., A, E, H) using proper stroke order, with 80% accuracy, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. When provided a model, a paper with 1-inch writing lines, and a writing instrument, [Student] will write all uppercase letters using proper stroke order, with 80% accuracy, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 5. When provided a model, blank writing paper, and a writing instrument, [Student] will write all straight-lined lowercase letters (e.g., i, k, l), using proper stroke order, with 80% accuracy, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 6. When provided a model, blank writing paper, and a writing instrument, [Student] will write all lowercase letters, using proper stroke order, with 80% accuracy, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 7. When provided a model, a paper with 1-inch writing lines, and a writing instrument, [Student] will write all lowercase letters using proper stroke order, with 80% accuracy, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 8. When provided a paper with 1-inch writing lines and a writing instrument, [Student] will write all uppercase and lowercase letters using proper stroke order, without the assistance of a model, with 80% accuracy, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 146	**Writing Name**	Student will learn to write their name without the assistance of tracing lines.	1. When provided a model, blank writing paper, and a writing instrument, [Student] will write their name using proper stroke order, with 80% accuracy, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When provided a model, a paper with 1-inch writing lines, and a writing instrument, [Student] will write their name using proper stroke order, with 80% accuracy, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When provided a paper with 1-inch writing lines and a writing instrument, [Student] will write their name using proper stroke order, without the assistance of a model, with 80% accuracy, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 147	**Writing Letters to Fill in Blanks on Simple Words**	Student will learn to write a missing letter to complete simple words.	1. When provided a picture prompt and a CVC word with the initial letter blank, [Student] will identify the initial sound of the word and write the corresponding letter to fill in the blank, using proper stroke order, with 80% accuracy, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When provided a picture prompt and a CVC word with the final letter blank, [Student] will identify the final sound of the word and write the corresponding letter to fill in the blank, using proper stroke order, with 80% accuracy, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When provided a picture prompt and CVC word with the medial letter blank, [Student] will identify the medial sound of the word and write the corresponding letter to fill in the blank, using proper stroke order, with 80% accuracy, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

STAGE 2

BOX 2	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
READING & WRITING READINESS	WRITING	Lesson 148	Writing Simple Words	Student will learn to write simple CVC words that correspond to Language Builder Picture Cards.	1. When provided a picture prompt and a model of a CVC word, [Student] will copy the word, using proper stroke order, with 80% accuracy, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When provided a picture prompt and a model of a CVC word, [Student] will copy the word, using proper stroke order, on 1-inch lined paper with 80% accuracy, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When provided a picture prompt, and a model of a 4-5 letter word, [Student] will copy the word, using proper stroke order, on 1-inch lined paper with 80% accuracy, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 149	Writing from Dictation	Student will learn to write down words and short phrases that you speak out loud to them.	1. When given writing paper, [Student] will write [XX] single CVC words dictated to them by an instructor, without a model to copy, with 80% accuracy, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When given writing paper, [Student] will write [XX] single 4-5 letter sight words dictated to them by an instructor, without a model to copy, with 80% accuracy, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When given writing paper, [Student] will write [XX] 2-3 word phrases dictated to them by an instructor, without a model to copy, with 80% accuracy, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
	NARRATIVE & COMPREHENSION	Lesson 150	Ordering Picture Sequences	Student will learn to organize pictures in a logical, sequential order.	1. When told a story paired with 3-5 picture cards, [Student] will correctly sequence the picture cards and retell the narrative, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When read a preferred book and provided 5+ pictured events from the book, [Student] will correctly sequence the pictures and retell the story, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When given a set of picture cards to choose from, [Student] will order 3-5 pictures and tell the instructor a simple, logically organized story of 3-5 steps, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 151	Tell Me 3 Things	Student will learn to describe 3 salient features of an image, item, person, or animal.	1. When presented with a 3D item and asked by an instructor to tell 3 descriptive or functional statements about the item, [Student] will make 3 separate descriptive or functional statements about the item, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When presented with a picture of an item and asked by an instructor to tell 3 statements about the pictured item, [Student] will make 3 separate statements describing the item in the picture, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When asked by an instructor to tell 3 statements about an item in the environment, [Student] will make 3 separate statements describing the indicated item, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. When asked by an instructor about an item, or picture of an item, to tell 4 or more statements about the item or picture, [Student] will make 4 or more separate statements describing the indicated item, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

STAGE 2

BOX 2	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
READING & WRITING READINESS	NARRATIVE & COMPREHENSION	**Lesson 152**	**Tell Me a Story**	Student will learn to tell a story without visual prompts.	1. When presented picture cards and asked by an instructor to tell a known story about the pictures, [Student] will tell a 3-4 sentence story that includes a character, action, and setting based on the pictures, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When asked by an instructor to tell a known story, without picture prompts, [Student] will tell a 3-4 sentence story that includes a character, action, and setting based on the pictures, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When asked by an instructor to tell a story, without picture prompts, [Student] will tell a novel 3-4 sentence story that includes a character, action, and setting, with 1-2 details about each, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 153	**Listening & Answering Simple Questions**	Student will develop comprehension skills by listening to a passage or short story and answering simple questions about what they heard.	1. When read a 3-4 sentence passage and asked questions (who/what/when/where/why/how) by an instructor, [Student] will correctly answer the questions, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When read a short story or book and asked questions (who/what/when/where/why/how) by an instructor, [Student] will correctly answer the questions, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When read a short story or book and asked questions an instructor that require the student to make connections between the story and their personal experience, [Student] will appropriately answer the questions, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. When read a short story or book and asked questions by an instructor that require the student to make predictions about what might happen next in the story, [Student] will appropriately answer the questions, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 5. When read a short story or book and asked questions by an instructor that require the student to make inferences about the story, [Student] will appropriately answer the questions, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
	SIGHT READING	**Lesson 154**	**Matching–Word to Word**	Student will learn to match identical sight words.	1. [Student] will match 2-3 letter word cards with their corresponding word card, when provided a field of 4-8 cards and given verbal direction by an instructor to match the words in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. [Student] will match 3-4 letter word cards with their corresponding word card, when provided a field of 4-8 cards and given verbal direction by an instructor to match the words in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. [Student] will match 5+ letter word cards with their corresponding word card, when provided a messy array of 8 or more cards and given verbal direction by an instructor to match the words in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 155	**Matching–Word to Picture**	Student will learn to match word cards to corresponding pictures.	1. When provided a field of 4-8 picture cards and given verbal direction by an instructor to match the word to its corresponding picture, [Student] will correctly match the word to the picture in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When provided a messy array of 8+ picture cards and given verbal direction by an instructor to match the word to its corresponding picture, [Student] will correctly match the word to the picture in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

STAGE 2

BOX 2	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
READING & WRITING READINESS	SIGHT READING	**Lesson 156**	**Receptive Identification–Sight Words**	Student will learn to receptively identify sight words.	1. [Student] will receptively identify [##] words from the 21 words on the ARIS Stage 1 Word Start List, when provided a field of 4-8 sight word cards and given verbal direction by an instructor, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. [Student] will receptively identify [##] words from the 143 words on the ARIS Stage 1 and Stage 2 Sight Word Lists, when provided a field of 4-8 sight word cards and given verbal direction by an instructor, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. [Student] will receptively identify [##] words from the 222 sight words on the ARIS Sight Word Lists, when provided a field of 4-8 sight word cards and given verbal direction by an instructor, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 157	**Expressive Identification–Sight Words**	Student will learn to expressively identify sight words.	1. [Student] will read [##] words from the 21 words on the ARIS Stage 1 Word Start List when shown to them 1 at a time by an instructor, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. [Student] will read [##] words from the 143 words on the ARIS Stage 1 and Stage 2 Sight Word Lists when shown to them 1 at a time by an instructor, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. [Student] will read [##] words from the 222 sight words on the ARIS Sight Word Lists when shown to them 1 at a time by an instructor, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 158	**Reading Sight Words in Simple Sentences**	Student will learn to read simple sentences that are made up of known sight words.	1. When given a phrase made of 2-3 sight word cards paired with a picture card (i.e., word cards: see the followed by a picture of a bird) and asked by an instructor to read the phrase, [Student] will read the phrase, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When given a phrase made of 3-4 sight word cards and asked by an instructor to read the phrase, [Student] will read the phrase, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 159	**Reading Sight Words in Simple Books**	Student will learn to read sight words in simple books.	1. When given a book containing only known sight words and asked by an instructor to read, [Student] will independently read 1 page of the book, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When given a book containing only known sight words and asked by an instructor to read, [Student] will independently read [##] pages of the book, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When given a book containing only known sight words and asked by an instructor to read, [Student] will independently read the full book, with 80% accuracy, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. When given sight word books to read, [Student] will independently read at least [##] books, with 80% accuracy, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

STAGE 2

BOX 2	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
READING & WRITING READINESS	PHONOLOGICAL AWARENESS & DECODING	**Lesson 160**	**Receptive Phonics**	Student will learn to receptively identify phonetic sounds of letters and letter blends.	1. When provided a field of 4-8 lowercase letter cards and asked by an instructor to receptively identify the letter that makes a given consonant or short vowel sound, [Student] will correctly identify the letter in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When provided a field of 4-8 uppercase letter cards and asked by an instructor to receptively identify the letter that makes a given consonant or short vowel sound, [Student] will correctly identify the letter in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When provided a field of 4-8 consonant digraph cards and asked by an instructor to receptively identify the consonant digraph that makes a given sound, [Student] will correctly identify the correct consonant digraph in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. When provided a field of 4-8 initial blend cards and asked by an instructor to receptively identify the initial blend that makes a given sound, [Student] will correctly identify the correct initial blend in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 5. When provided a field of 4-8 final blend cards and asked by an instructor to receptively identify the final blend that makes a given sound, [Student] will correctly identify the correct final blend in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 6. When provided a field of 8 or more cards containing letters, consonant digraphs, initial blends, or final blends, and asked by an instructor to receptively identify the letter or letters that make a given sound, [Student] will correctly identify the correct letter or letters in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 161	**Expressive Phonics**	Student will learn to vocalize the phonetic sound of each letter they are shown.	1. When provided a lowercase letter card 1 at a time and asked by an instructor to say the consonant or short vowel sound that the letter represents, [Student] will correctly say the letter sound in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When provided an uppercase letter card 1 at a time and asked by an instructor to say the consonant or short vowel sound that the letter represents, [Student] will correctly say the letter sound in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When provided a consonant digraph card 1 at a time and asked by an instructor to say the sound that the consonant digraph represents, [Student] will correctly say the sound in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. When provided an initial blend card 1 at a time and asked by an instructor to say the sound that the initial blend represents, [Student] will correctly say the sound in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 5. When provided a final blend card 1 at a time and asked by an instructor to say the sound that the final blend represents, [Student] will correctly say the sound in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 6. When shown a single card showing letters, consonant digraphs, initial blends, or final blends, and asked by an instructor to say the sound that the consonant digraph represents, [Student] will correctly say the sound in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

STAGE 2

BOX 2	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
READING & WRITING READINESS	PHONOLOGICAL AWARENESS & DECODING	**Lesson 162**	**Decoding Simple Words & Matching to Pictures**	Student will learn to decode simple CVC words, as well as words with double consonants, blends, and digraphs. Students will also match the decoded words to the corresponding pictures.	1. When presented with a CVC word card and corresponding picture card, and asked by an instructor to articulate the initial, medial, and final sounds one at a time, and then blend the letters to read the word, [Student] will say the initial, medial, and final sounds and then blend them to read the word, with 80% accuracy, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When presented with a CVC word and a field of up to 6 picture cards and asked by an instructor to read the word and match it to the corresponding picture, [Student] will read the word and match it to the correct picture in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When presented with a CVC word, or a word that includes digraphs and blends with short vowels, and a field of up to 6 picture cards and asked by an instructor to read the word and match it to the corresponding picture, [Student] will read the word and match it to the correct picture in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. [Student] will read and match at least [##] CVC words and words that include digraphs and blends with short vowels, when given a field of 6 word cards and 6 corresponding pictures and asked by an instructor to match the words to the pictures, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 163	**Initial Sound Matching Pictures to Letters**	Student will learn to distinguish the initial sounds of words represented by pictures and match the pictures with the letter that makes the correct initial sound.	1. When provided a field of 3 letter cards and handed a picture card, and asked by an instructor to match the picture to the letter that makes the same sound as the initial sound of the picture name, [Student] will correctly match the picture to the letter card in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When provided a field of 3 letter blend cards and handed a picture card, and asked by an instructor to match the picture to the letter blend card that makes the same sound as the initial sound of the picture name, [Student] will correctly match the picture to the letter blend card in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When provided a field of 3 digraph cards and handed a picture card, and asked by an instructor to match the picture to the digraph card that makes the same sound as the initial sound of the picture, [Student] will correctly match the picture to the digraph card in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. When provided a field of 3 cards with either a letter, initial blend, or digraph and handed a picture card, and asked by an instructor to match the picture to the letter sound card that makes the same sound as the initial sound of the picture name, [Student] will correctly match the picture to the letter sound card, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
	RHYMING	**Lesson 164**	**Sorting Pictures by Rhyming Sounds**	Student will learn to attend to the ending sounds of words represented by pictures and identify and sort pictures together that rhyme.	1. When presented with 2 pictures and asked by an instructor if the words rhyme, [Student] will correctly declare whether the words do or do not rhyme, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When given a field of 2-4 pictures, handed a picture that rhymes with one of the pictures in the field and asked by an instructor to match the picture with the one that rhymes, [Student] will correctly match the rhyming pictures, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When given a messy array of up to 8+ pictures and asked by an instructor to sort into groups of pictures that rhyme, [Student] will correctly group the rhyming pictures, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

STAGE 2

BOX 2	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
MATH READINESS	PATTERNS	**Lesson 165**	**Color Patterns**	Student will learn to identify, copy, extend, and create patterns that include variations in color.	1. When presented with 6 manipulatives arranged into a simple 2-color repeating pattern (e.g., AB, AB, AB) and asked by an instructor to copy the pattern with a set of identical manipulatives, [Student] will replicate the pattern, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When presented with 6 manipulatives arranged into a simple 3-color repeating patterns (e.g., ABC, ABC) and asked by an instructor to copy the pattern with a set of identical manipulatives, [Student] will replicate the pattern, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When presented with manipulatives arranged into repeating color patterns with 4-6 terms in the pattern core (e.g., ABBCCA, ABBCCA), and asked by an instructor to copy the pattern with a set of manipulatives that contain more pieces than necessary to complete the pattern, [Student] will replicate the pattern, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. When presented with 6 manipulatives arranged into a 2-term repeating color pattern (e.g., AB, AB, AB), given a set of manipulatives that contain more than the 2 colors used in the pattern, and asked by an instructor to extend the pattern, [Student] will correctly extend the pattern, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 5. When presented with up to 10 manipulatives arranged into a 3-5 term repeating color pattern (e.g., ABBCCA, ABBCCA), given a set of manipulatives that contain more than the colors used in the pattern, and asked by an instructor to extend the pattern, [Student] will correctly extend the pattern, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 6. When presented with colored manipulatives arranged into a growing pattern (e.g., AB, ABB, ABBB), given a set of manipulatives that contain more than the colors used in the pattern, and asked by an instructor to determine what comes next in the growing pattern, [Student] will correctly extend the pattern, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 7. When presented a selection of colored manipulatives and asked by an instructor to create their own pattern, [Student] will create repeating and growing patterns with up to 5 colors and 5 terms in the core, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 166	**Shape Patterns**	Student will learn to identify,copy, extend, and create patterns that include variations in shapes or forms.	1. When presented with 6 manipulatives arranged into a simple 2-shape repeating pattern (e.g., AB, AB, AB) and asked by an instructor to copy the pattern with a set of identical manipulatives, [Student] will replicate the pattern, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When presented with 6 manipulatives arranged into a simple 3-shape repeating patterns (e.g., ABC, ABC) and asked by an instructor to copy the pattern with a set of identical manipulatives, [Student] will replicate the pattern, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When presented with manipulatives arranged into repeating shape patterns with 4-6 terms in the pattern core (e.g., ABBCCA, ABBCCA), and asked by an instructor to copy the pattern with a set of manipulatives that contain more pieces than necessary to complete the pattern, [Student] will replicate the pattern, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. When presented with 6 manipulatives arranged into a 2-term repeating shape pattern (e.g., AB, AB, AB), given a set of manipulatives that contain more than the 2 shapes used in the pattern, and asked by an instructor to extend the pattern, [Student] will correctly extend the pattern, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 5. When presented with up to 10 manipulatives arranged into a 3-5 term repeating shape pattern (e.g., ABBCCA, ABBCCA), given a set of manipulatives that contain more than the shapes used in the pattern, and asked by an instructor to extend the pattern, [Student] will correctly extend the pattern, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 6. When presented with manipulatives arranged into a growing pattern (e.g., AB, ABB, ABBB), given a set of manipulatives that contain more than the shapes used in the pattern, and asked by an instructor to determine what comes next in the growing pattern, [Student] will correctly extend the pattern, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 7.When presented with a selection of manipulatives and asked by an instructor to create their own pattern, [Student] will create repeating and growing patterns with up to 5 shapes and 5 terms in the core, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

STAGE 2

BOX 2	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
MATH READINESS	PATTERNS	Lesson 167	Complex Patterns	Student will learn to identify, copy, extend, and create patterns that include variations in both shape and color.	1. When presented with 6 manipulatives that vary by shape and color arranged into a simple 2-shape/color repeating pattern (e.g., AB, AB, AB) and asked by an instructor to copy the pattern with a set of identical manipulatives, [Student] will replicate the pattern, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When presented with 6 manipulatives that vary by shape and color arranged into a simple 3-shape/color repeating patterns (e.g., ABC, ABC) and asked by an instructor to copy the pattern with a set of identical manipulatives, [Student] will replicate the pattern, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When presented with manipulatives that vary by shape and color arranged into repeating shape/color patterns with 4-6 terms in the pattern core (e.g., ABBCCA, ABBCCA), and asked by an instructor to copy the pattern with a set of manipulatives that contain more pieces than necessary to complete the pattern, [Student] will replicate the pattern, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. When presented with 6 manipulatives that vary by shape and color arranged into a 2-term repeating shape/color pattern (e.g., AB, AB, AB), given a set of manipulatives that contain more than the 2 colored shapes used in the pattern, and asked by an instructor to extend the pattern, [Student] will correctly extend the pattern, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 5. When presented with up to 10 manipulatives that vary by shape and color arranged into a 3-5 term repeating shape/color pattern (e.g., ABBCCA, ABBCCA), given a set of manipulatives that contain more than the colored shapes used in the pattern, and asked by an instructor to extend the pattern, [Student] will correctly extend the pattern, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 6. When presented with manipulatives that vary by shape and color arranged into a growing pattern (e.g., AB, ABB, ABBB), given a set of manipulatives that contain more than the colored shapes used in the pattern, and asked by an instructor to determine what comes next in the growing pattern, [Student] will correctly extend the pattern, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 7. When presented a selection of manipulatives that vary by shape and color and asked by an instructor to create their own pattern, [Student] will create repeating and growing patterns with up to 5 colored shapes and 5 terms in the core, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
	NUMBERS & COUNTING	Lesson 168	Recited Counting 1– 10	Student will learn to recite numbers 1 through 10 in order.	1. When provided a verbal model, [Student] will imitate rote counting to 5, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When asked by an instructor to count to 5, [Student] will independently count to 5, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When asked by an instructor to count to any number from 1-10, [Student] will independently count to the requested number, without going past the number, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 169	Recited Counting 11+	Student will learn to recite numbers in order up to number 11 and beyond.	1. When asked by an instructor to count to any number from 1-20, [Student] will independently count to the requested number, without going past the number, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When asked by an instructor to count to any number from 1-100, [Student] will independently count to the requested number, without going past the number, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

STAGE 2

BOX 2	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
MATH READINESS	NUMBERS & COUNTING	**Lesson 170**	**1:1 Correspondence Counting**	Student will learn to count with 1:1 correspondence by touching each object in a set with one touch per object and saying the numeral name out loud.	1. When provided a row of up to 5 identical manipulatives and asked by an instructor to count the objects, [Student] count the objects using 1:1 correspondence, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When provided a row of up to 20 identical manipulatives and asked by an instructor to count the objects, [Student] count the objects using 1:1 correspondence, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 171	**How Many? 1-10**	Student will learn to count objects in a group and correctly answer: How many?	1. When provided a row of up to 10 identical manipulatives and asked by an instructor to count the objects, [Student] will count the objects using 1:1 correspondence and then state the final number of objects without recounting when asked How many? by the instructor, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 172	**Counting Sets**	Student will learn to count sets of objects based on similar characteristics.	1. When presented with 2 separated sets of up to 10 manipulatives each, with different characteristics (e.g., apples and cubes), [Student] will discriminate and count using 1:1 correspondence to label the total number of distinct objects in each set, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When presented with up to 5 separated sets of up to 10 manipulatives each, with different characteristics (e.g., apples and cubes), [Student] will discriminate and count using 1:1 correspondence to label the total number of distinct objects in each set, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When presented with up to 10 each of up to 5 different styles of manipulatives intermingled in 1 messy array (e.g., apples and cubes), [Student] will discriminate and count using 1:1 correspondence to label the total number of distinct objects of each style, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. When presented with up to 5 separated sets of up to 20 manipulatives each, with different characteristics (e.g., apples and cubes), [Student] will discriminate and count using 1:1 correspondence to label the total number of distinct objects in each set, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 5. When presented with up to 20 each of up to 5 different styles of manipulatives intermingled in 1 messy array (e.g., apples and cubes), [Student] will discriminate and count using 1:1 correspondence to label the total number of distinct objects of each style, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 173	**Receptive Numbers 1-10**	Student will learn to receptively identify numbers 1 to 10.	1. [Student] will receptively identify numbers 1-10, when provided a field of 4-8 cards and given verbal direction by an instructor, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. [Student] will receptively identify numbers 1-10, when provided a messy array of 8 or more cards and given verbal direction by an instructor, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 174	**Expressive Numbers 1-10**	Student will learn to expressively identify numbers 1 to 10.	1. [Student] will expressively identify number cards 1-10 shown to them 1 at a time, when asked by an instructor to identify the number cards in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 175	**Receptive Numbers 11+**	Student will learn to receptively identify numbers from 11+.	1. [Student] will receptively identify numbers 11-20, when provided a field of 4-8 cards and given verbal direction by an instructor, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. [Student] will receptively identify numbers 11-100, when provided a field of 4-8 cards and given verbal direction by an instructor, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. [Student] will receptively identify any numbers 1-100, when provided a messy array of 8 or more cards and given verbal direction by an instructor, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

STAGE 2

BOX 2	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
MATH READINESS	NUMBERS & COUNTING	**Lesson 176**	**Expressive Numbers 11+**	Student will learn to expressively identify numbers from 11+.	1. [Student] will expressively identify number cards 11-20 shown to them 1 at a time, when asked by an instructor to identify the number cards in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. [Student] will expressively identify any number cards 1-100 shown to them 1 at a time, when asked by an instructor to identify the number cards in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 177	**10-Frames**	Student will use 10-Frames to recognize small numbers without counting and improve their understanding of base ten and two-digit numbers.	1. When provided a 10-frame with 1-10 manipulatives placed in the frame and asked How many? by an instructor, [Student] will recognize and identify the number of items without having to physically count, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When provided 10x10-frames representing multiples of 10 up to 100 and asked How many? by an instructor, [Student] will recognize and identify the number of items without having to physically count, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When provided 10x10-frames representing any number between 1 and 100 and asked How many? by an instructor, [Student] will recognize and identify the number of items without having to physically count, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 178	**Putting Numbers in Order**	Student will learn to put numbers in the correct order.	1. When provided a model of numbers 1-9 in correct order, given an identical set of numbers, and asked by an instructor to match the ordered numbers, [Student] will match number cards to the ordered numbers in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When presented with an unordered array of numbers 1-3 and asked by an instructor to put the numbers in order, [Student] will order the numbers 1-3 in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When presented with an unordered array of numbers 1-9 and asked by an instructor to put the numbers in order, [Student] will order the numbers 1-9 in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. When presented with any range of unordered numbers from 1 to 100 and asked by an instructor to put the numbers in order, [Student] will correctly order the numbers in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 179	**Ordinal Numbers**	Student will learn to identify and express position or rank using ordinal numbers.	1. Given a line of up to 10 differing manipulatives (e.g., red car, yellow banana, blue block), and asked by an instructor to identify a specific manipulative by the ordinal position (e.g., Which one is 2nd?), [Student] will name the object in the specified position, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. Given a line of up to 10 ordinal number cards (e.g., 1st, 2nd, 3rd...) and a corresponding number of differing manipulatives (e.g., red car, yellow banana, blue block) and asked by an instructor to place an object in a specified ordinal position (e.g., Put the red car in the 2nd space.), [Student] will place the object in the specified position, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When presented a line of objects or pictures and asked by an instructor to follow directions related to ordinal position (e.g., Color the 3rd one.), [Student] will correctly respond to the direction, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. Given a grid of up to 10 spaces in a single row, and asked by an instructor to place different in the grid according to the ordinal space (e.g., Put the red car in the 3rd space.), [Student] will place the object in the specified ordinal position, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 5. Given a line of up to 10 pictures on a paper and asked by an instructor to write the ordinal number under each picture, [Student] will write the correct ordinal numbers, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

STAGE 2

BOX 2	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
MATH READINESS	NUMBERS & COUNTING	**Lesson 180**	**Tracing Numbers**	Student will learn to trace numbers.	1. When provided a number tracing template and a writing instrument, [Student] will trace straight-lined numbers (1, 4, 7) using proper stroke order, with 80% accuracy, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When provided a number tracing template and a writing instrument, [Student] will trace all numbers 0-9 using proper stroke order, with 80% accuracy, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 181	**Writing Numbers**	Student will learn to write numbers without the aid of tracing.	1. When provided a model, blank writing paper, and a writing instrument, [Student] will write straight-lined numbers (1, 4, & 7) using proper stroke order, with 80% accuracy, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When provided a model, blank writing paper, and a writing instrument, [Student] will write all numbers 0-9 using proper stroke order, with 80% accuracy, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When provided a model, a paper with 1-inch writing lines, and a writing instrument, [Student] will write straight-lined numbers (1, 4, & 7) using proper stroke order, with 80% accuracy, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. When provided a model, a paper with 1-inch writing lines, and a writing instrument, [Student] will write all numbers 0-9 using proper stroke order, with 80% accuracy, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 5. When provided a paper with 1-inch writing lines and a writing instrument, [Student] will write all numbers 0-9 using proper stroke order, without the assistance of a model, with 80% accuracy, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
	OPERATIONS	**Lesson 182**	**Adding Using Counter Objects**	Student will learn to add using counter objects or manipulatives.	1. Given a single-digit addition equation ($x + y \leq 9$) and accompanying counter objects and asked by an instructor to solve the equation, [Student] will add the objects and select the sum from a field of 3 numbers, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. Given a single-digit addition equation ($x + y \leq 9$) on paper and accompanying counter objects and asked by an instructor to solve the equation, [Student] will add the objects and write the sum in the equation, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. Given an addition equation ($x + y \leq 20$) and accompanying counter objects and asked by an instructor to solve the equation, [Student] will add the objects and select the sum from a field of 3 numbers, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. Given an addition equation ($x + y \leq 20$) on paper and accompanying counter objects and asked by an instructor to solve the equation, [Student] will add the objects and write the sum in the equation, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

BOX 2	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
MATH READINESS	OPERATIONS	Lesson 183	Subtracting Using Counter Objects	Student will learn to subtract using counter objects or manipulatives.	1. Given a single-digit subtraction equation (≤ 9-x) and accompanying counter objects and asked by an instructor to solve the equation, [Student] will subtract the appropriate number of objects from the larger set of counter objects, and select the answer from a field of 3 numbers, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. Given a single-digit subtraction equation (≤ 9-x) on paper and accompanying counter objects and asked by an instructor to solve the equation, [Student] will subtract the appropriate number of objects from the larger set of counter objects and write the sum in the equation, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. Given a subtraction equation (≤ 20-x) and accompanying counter objects and asked by an instructor to solve the equation, [Student] will subtract the appropriate number of objects from the larger set of counter objects, and select the answer from a field of 3 numbers, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. Given a subtraction equation (≤ 20-x) on paper and accompanying counter objects and asked by an instructor to solve the equation, [Student] will subtract the appropriate number of objects from the larger set of counter objects and write the sum in the equation, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 184	Adding Without Counter Objects	Student will learn the single-digit addition math facts without the use of counter objects.	1. When provided a number line and a single-digit addition equation (x + y ≤ 9) and asked by an instructor to solve the equation, [Student] will use the number line to find the sum, and select the answer from a field of 3 numbers, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. Given a single-digit addition equation (x + y ≤ 9) and asked by an instructor to solve the equation, [Student] will use the count-on method to find the sum, and select the answer from a field of 3 numbers, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When presented with single-digit math-fact addition cards (x + y ≤ 9) and asked by an instructor to say the answer to the equation, [Student] will say the sum from memory, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. Given an equation (x + y ≤ 20) and asked by an instructor to solve the equation, [Student] will use the count-on method to find the sum, and select the answer from a field of 3 numbers, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 5. When presented math-fact addition cards (x + y ≤ 20) and asked by an instructor to say the answer to the equation, [Student] will say the sum from memory, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 185	Subtracting Without Counter Objects	Student will learn the single-digit subtraction math facts without the use of counter objects.	1. When provided with a number line and a subtraction equation less than 10-x and asked by an instructor to solve the equation, [Student] will use the number line to find the answer, and select the answer from a field of 3 numbers, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When presented with math-fact subtraction cards less than 10-x and asked by an instructor to say the answer to the equation, [Student] will say the answer from memory, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
	GEOMETRY	Lesson 186	Shape Attributes	Student will learn to describe the attributes of common shapes.	1. When presented with 2D shapes and asked by an instructor to identify the shape and describe 2 attributes of the shape (e.g., how many sides/corners), [Student] will state the correct attributes for 10 shapes, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When presented with 2D shapes and asked by an instructor to identify the shape and describe 3 or more attributes of the shape (e.g., # sides, # corners, straight/curved lines, parallel/non-parallel sides, angle degrees), [Student] will state the correct attributes for 10 shapes, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

STAGE 2

BOX 2	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
MATH READINESS	GEOMETRY	**Lesson 187**	**Joining Shapes**	Student will learn to join 2 or more shapes together to create new shapes.	1. When provided a lined guide showing how a larger 2D shape can be divided into smaller shapes and asked by an instructor to join 2 or more smaller 2D shapes to create the larger shape, [Student] will place the shapes together to form the larger shape dictated by the guide, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When provided an unlined outline of a larger 2D shape and asked by an instructor to join 2 or more smaller 2D shapes to create the larger shape, [Student] will place the shapes together to form the larger shape dictated by the outline, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When provided a messy array of 2D shapes and asked by an instructor to join 2 or more smaller shapes to create a specified larger shape, [Student] will place the shapes together to form the requested larger shape, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 188	**Understanding Half**	Student will learn the concept of half as the division of something into 2 equal parts.	1. When provided 2 2D shapes, 1 of which is exactly half of the other (e.g., a whole circle and a half circle) and asked by an instructor to receptively identify the whole shape vs the half shape, [Student] will correctly identify the whole and half shapes for 5 or more different shapes, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. Given an example of 2 halves of a 2D shape joined together to form a whole (e.g., two half circles joined to form a whole circle) and observing an instructor remove or rejoin half of the shape while asking the student to expressively identify whether the shape is whole or half, [Student] will correctly state whether the shape is whole or half for 5 or more different shapes, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When provided a selection of 2D half-shapes and asked by an instructor to create either whole or half shapes, [Student] will correctly join or split the shapes to demonstrate whole or half for 5 or more different shapes, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
	MEASUREMENT & DATA	**Lesson 189**	**Size Order**	Student will learn to order objects by size.	1. When presented with a field of 3 identical objects that vary only in size and asked by an instructor to order the objects from smallest to largest, [Student] will correctly order the objects, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When presented with a field of 3 objects differing in size and only 1 other attribute and asked by an instructor to order the objects from smallest to largest, [Student] will correctly order the objects, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When presented with a field of 3 objects differing in size and in multiple other attributes and asked by an instructor to order the objects from smallest to largest, [Student] will correctly order the objects, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 190	**Receptive Mathematical Comparisons**	Student will learn to receptively identify items based on compared attributes.	1. When presented 2 objects that vary by mathematical attributes (e.g., shorter/longer, straight/curved, more/less, etc.) and asked by an instructor to receptively identify which object displays a specific mathematical attribute, [Student] will identify at least 12 different mathematical attributes across a variety of objects, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 191	**Expressive Mathematical Comparisons**	Student will learn to expressively compare items.	1. When presented 2 objects that vary by mathematical attributes (e.g., shorter/longer, straight/curved, more/less, etc.) and asked by an instructor to state whether one of the objects displays a specific mathematical attribute, [Student] will expressively identify at least 12 different mathematical attributes across a variety of objects, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

BOX 2	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
MATH READINESS	TIME & MONEY	**Lesson 192**	**Receptive Time–Digital**	Student will learn to receptively identify times presented in a digital format.	1. [Student] will receptively identify precise-hour digital time when provided a field of up to 8 digital time cards and given verbal direction by an instructor to identify the time, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. [Student] will receptively identify half hour (x:30) digital time when provided a field of up to 8 digital time cards and given verbal direction by an instructor to identify the time, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. [Student] will receptively identify quarter hour (x:15, x:45) digital time when provided a field of up to 8 digital time cards and given verbal direction by an instructor to identify the time, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. [Student] will receptively identify digital time at 5-minute intervals (e.g., 1:05, 1:10, etc.) when provided a field of up to 8 digital time cards and given verbal direction by an instructor to identify the time, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 5. [Student] will receptively identify any digital time at 1-minute intervals when provided a field of up to 8 digital time cards and given verbal direction by an instructor to identify the time, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 193	**Expressive Time–Digital**	Student will learn to expressively identify times presented in a digital format.	1. [Student] will expressively identify precise-hour digital time on cards shown to them 1 at a time, when asked by an instructor to identify the time cards, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. [Student] will expressively identify half hour (x:30) digital time on cards shown to them 1 at a time, when asked by an instructor to identify the time cards, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. [Student] will expressively identify quarter hour (x:15, x:45) digital time on cards shown to them 1 at a time, when asked by an instructor to identify the time cards, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. [Student] will expressively identify digital time at 5-minute intervals (e.g., 1:05, 1:10, etc.) on cards shown to them 1 at a time, when asked by an instructor to identify the time cards, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 5. [Student] will expressively identify any digital time to the 1-minute interval on cards shown to them 1 at a time, when asked by an instructor to identify the time cards, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 194	**Receptive Time–Analog**	Student will learn to receptively identify times presented in analog format.	1. [Student] will receptively identify precise-hour analog time when provided a field of up to 8 analog time cards and given verbal direction by an instructor to identify the time, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. [Student] will receptively identify half hour (x:30) analog time when provided a field of up to 8 analog time cards and given verbal direction by an instructor to identify the time, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. [Student] will receptively identify quarter hour (x:15, x:45) analog time when provided a field of up to 8 analog time cards and given verbal direction by an instructor to identify the time, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. [Student] will receptively identify analog time at 5-minute intervals (e.g., 1:05, 1:10, etc.) when provided a field of up to 8 analog time cards and given verbal direction by an instructor to identify the time, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 5. [Student] will receptively identify any analog time at 1-minute intervals when provided a field of up to 8 analog time cards and given verbal direction by an instructor to identify the time, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

STAGE 2

BOX 2	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
MATH READINESS	TIME & MONEY	**Lesson 195**	**Expressive Time–Analog**	Student will learn to expressively identify times presented in analog format.	1. [Student] will expressively identify precise-hour analog time on cards shown to them 1 at a time, when asked by an instructor to identify the time cards, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. [Student] will expressively identify half hour (x:30) analog time on cards shown to them 1 at a time, when asked by an instructor to identify the time cards, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. [Student] will expressively identify quarter hour (x:15, x:45) analog time on cards shown to them 1 at a time, when asked by an instructor to identify the time cards, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. [Student] will expressively identify analog time at 5-minute intervals (e.g., 1:05, 1:10, etc.) on cards shown to them 1 at a time, when asked by an instructor to identify the time cards, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 5. [Student] will expressively identify any analog time to the 1-minute interval on cards shown to them 1 at a time, when asked by an instructor to identify the time cards, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 196	**Matching–Digital to Analog Time**	Student will learn to correspond digital to analog time through matching.	1. [Student] will match precise-hour (e.g., 1:00, 5:00) digital time cards with their corresponding analog time card, when provided a field of up to 8 cards and given verbal direction by an instructor to match the time cards, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. [Student] will match half-hour (e.g., 1:30, 5:30) digital time cards with their corresponding analog time card, when provided a field of up to 8 cards and given verbal direction by an instructor to match the time cards, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. [Student] will match quarter-hour (e.g., 1:15, 5:45) digital time cards with their corresponding analog time card, when provided a field of up to 8 cards and given verbal direction by an instructor to match the time cards, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. [Student] will match digital time cards displaying time at 5-minute intervals (e.g., 1:05, 5:10) with their corresponding analog time card, when provided a field of up to 8 cards and given verbal direction by an instructor to match the time cards, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 5. When given digital time cards, shown an analog time clock, and given verbal direction by an instructor to match the time cards to the time displayed on the clock, [Student] will match digital time cards displaying any time at 1-minute intervals (e.g., 1:03, 5:08) with the corresponding analog time shown on the clock, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 6. When presented with a digital time card and an analog time clock and given verbal direction by an instructor to make the time on the analog clock match the time on the card, [Student] will move the hands on the clock to the 1-minute interval (e.g., 1:03, 5:08) matching the time on the digital time card, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 197	**Skip Counting**	Student will learn to count by 2's, 5's, 10's, 20's, and 25's as a precursor to more advanced math skills, including counting money.	1. When given direction by an instructor, [Student] will count by 2's up to a specified number between 2 and 30, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When given direction by an instructor, [Student] will count by 5's up to a specified number between 5 and 50, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When given direction by an instructor, [Student] will count by 10's up to a specified number between 10 and 100, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. When given direction by an instructor, [Student] will count by 20's up to a specified number between 20 and 100, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 5. When given direction by an instructor, [Student] will count by 25's up to a specified number between 25 and 100, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 6. When given direction by an instructor, [Student] will count by 2's, 5's, 10's, 20's, or 25's up to a specified number between 2 and 100, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

BOX 2	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
MATH READINESS	TIME & MONEY	**Lesson 198**	**Matching–Money**	Student will learn to match currency (paper money and coins) to identical bills or coins.	1. [Student] will match $1, $5, $10, $20, $50, or $100 bills handed to them with the front side showing, to the corresponding bill in a field of up to 6 front-side-up bills, when given verbal direction by an instructor to match the money, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. [Student] will match $1, $5, $10, $20, $50, or $100 bills handed to them with the back side showing, to the corresponding bill in a field of up to 6 back-side-up bills, when given verbal direction by an instructor to match the money, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. [Student] will match $1, $5, $10, $20, $50, or $100 bills handed to them with the front or back side showing, to the corresponding bill in a field of up to 6 bills with the opposite side up, when given verbal direction by an instructor to match the money, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. [Student] will match a coin handed to them with the front side showing, to the corresponding coin in a field of up to 4 front-side-up coins, when given verbal direction by an instructor to match the money, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 5. [Student] will match a coin handed to them with the back side showing, to the corresponding bill in a field of up to 4 back-side-up coins, when given verbal direction by an instructor to match the money, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 6. [Student] will match a coin handed to them with the front or back side showing, to the corresponding bill in a field of up to 4 coins with the opposite side up, when given verbal direction by an instructor to match the money, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 7. When given a pile of coins and/or bills, and asked by an instructor to sort the money, [Student] will sort matching coins and bills into piles or containers, with 80% accuracy, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 199	**Matching Individual Currency to Numeric Values**	Student will learn to match individual currency (paper money and coins) to its monetary value.	1. [Student] will match $1, $5, $10, $20, $50, or $100 bills, to the corresponding monetary value card (e.g., a $1 bill to a card that says $1) in a field of up to 6 cards, when given verbal direction by an instructor to match the money to its value, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. [Student] will match a coin (penny, nickel, dime, or quarter), to the corresponding monetary value card (e.g., a dime to a card that says 10¢) in a field of up to 4 cards, when given verbal direction by an instructor to match the money to its value, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. [Student] will match a coin or a bill, to the corresponding monetary value card (e.g., a dime to a card that says 10¢ or a $5 bill to a card that says $5) in a field of up to 8 cards, when given verbal direction by an instructor to match the money to its value, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

STAGE 2

BOX 2	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
MATH READINESS	TIME & MONEY	**Lesson 200**	**Receptive Money**	Student will learn to receptively identify money.	1. [Student] will receptively identify front-side-up bills ($1, $5, $10, $20, $50, $100) when provided a field of up to 6 front-side-up bills and given verbal direction by an instructor to identify the money in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. [Student] will receptively identify back-side-up bills ($1, $5, $10, $20, $50, $100) when provided a field of up to 6 back-side-up bills and given verbal direction by an instructor to identify the money in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. [Student] will receptively identify bills ($1, $5, $10, $20, $50, $100) when provided a field of up to 6 mixed front/back-side-up bills and given verbal direction by an instructor to identify the money in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. [Student] will receptively identify front-side-up coins by their name (penny, nickel, dime, quarter) when provided a field of up to 6 front-side-up coins and given verbal direction by an instructor to identify the money in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 5. [Student] will receptively identify back-side-up coins by their name (penny, nickel, dime, quarter) when provided a field of up to 6 back-side-up coins and given verbal direction by an instructor to identify the money in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 6. [Student] will receptively identify coins by their name (penny, nickel, dime, quarter) when provided a field of up to 6 mixed front/back side up coins and given verbal direction by an instructor to identify the money in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 7. [Student] will receptively identify front-side-up coins by their denomination (1¢, 5¢, 10¢, 25¢) when provided a field of up to 6 front-side-up coins and given verbal direction by an instructor to identify the money in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 8. [Student] will receptively identify back-side-up coins by their name (1¢, 5¢, 10¢, 25¢) when provided a field of up to 6 back-side-up coins and given verbal direction by an instructor to identify the money in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 9. [Student] will receptively identify coins by their name (1¢, 5¢, 10¢, 25¢) when provided a field of up to 6 mixed front/back side up coins and given verbal direction by an instructor to identify the money in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 10. [Student] will receptively identify coins and bills by their name or denomination when provided a field of up to 8 mixed front/back-side-up coins and bills and given verbal direction by an instructor to identify the money in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

BOX 2	Subcategory	Lesson Number	Lesson Title	Lesson Focus	Progressive IEP Goals
MATH READINESS	TIME & MONEY	**Lesson 201**	**Expressive Money**	Student will learn to expressively identify money.	1. [Student] will expressively identify front-side-up bills ($1, $5, $10, $20, $50, $100) shown to them 1 at a time when asked by an instructor to identify the money, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. [Student] will expressively identify back-side-up bills ($1, $5, $10, $20, $50, $100) shown to them 1 at a time when asked by an instructor to identify the money, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. [Student] will expressively identify mixed front/back bills ($1, $5, $10, $20, $50, $100) shown to them 1 at a time when asked by an instructor to identify the money, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. [Student] will expressively identify front-side-up coins by their name (penny, nickel, dime, quarter) shown to them 1 at a time when asked by an instructor to identify the money, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 5. [Student] will expressively identify back-side-up coins by their name (penny, nickel, dime, quarter shown to them 1 at a time when asked by an instructor to identify the money, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 6. [Student] will expressively identify front/back-side-up coins by their name (penny, nickel, dime, quarter) shown to them 1 at a time when asked by an instructor to identify the money, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 7. [Student] will expressively identify front-side-up coins by their denomination (1¢, 5¢, 10¢, 25¢) shown to them 1 at a time when asked by an instructor to identify the money, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 8. [Student] will expressively identify back-side-up coins by their name (1¢, 5¢, 10¢, 25¢) shown to them 1 at a time when asked by an instructor to identify the money, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 9. [Student] will expressively identify front/back-side-up coins by their name (1¢, 5¢, 10¢, 25¢) shown to them 1 at a time when asked by an instructor to identify the money, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 10. [Student] will expressively identify coins and bills by their name or denomination when shown to them 1 at a time when asked by an instructor to identify the money in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
		Lesson 202	**Addition with Money**	Student will learn to determine the sum of combined sets of bills and coins.	1. When provided 2-6 bills of the same monetary value, [Student] will use skip counting to add the bills and select the sum from a field of 3 monetary value cards, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 2. When provided 2-6 bills of the different monetary value, [Student] will use counting on, or memorized math facts, to add the bills and select the sum from a field of 3 monetary value cards, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 3. When provided 2-6 coins of the same monetary value, [Student] will use skip counting to add the coins and select the sum from a field of 3 monetary value cards, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 4. When provided 2-6 coins of the different monetary value, [Student] will use counting on, or memorized math facts, to add the coins and select the sum from a field of 3 monetary value cards, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe]. 5. When provided 2-6 pieces of money with different monetary value, [Student] will use counting on, or memorized math facts, to add the bills and coins and select the sum from a field of 3 monetary value cards, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].