Intensive Early Intervention

Behavior Objectives

TREATMENT GOALS

R: **Receptive Language.** The student will understand and comply with instructions.

E: **Expressive Language.** The student will use functional language with teachers and natural peers.

P: **Pro-Social Skills.** The student will interact appropriately with natural mainstream peers.

G: **Functioning in an Organized Group.** The student will function effectively in a group.

A: **Academic Functioning.** The student will use common academic skills in the classroom.

L: **Community Living.** The student will safely use the community.

S: **Self-Care.** The student will attend to their personal needs independently.

C: **Self-Control.** The student will control challenging behavior at all times.

TREATMENT OBJECTIVES

Goal R: Receptive Language. The student will understand and comply with instructions.

R-1,   Patient sitting. When given the instruction, "sit quietly," and a chair within five feet, the student will sit in the chair within three seconds and remain on the seat, sitting straight with hands and voice quiet for two minutes during nine of ten trials on three consecutive assessments.

R-2,   Compliant sitting. When given the instruction, "sit down," and a chair within 20 feet, the student will sit in the chair within three seconds and remain on the seat until another instruction is given during nine of ten trials on three consecutive assessments.

R-3,   Attending. While sitting in a chair and given the instruction "look at me," the student will remain seated straight with hands quiet and look at the teacher's eyes within two seconds and without turning away for 20 consecutive seconds during nine of ten trials on three consecutive assessments.

R-4,   Compliant motor behavior. While attending and when given an instruction to produce one of 20 one-step motor behaviors (which can be easily physically guided), the student will comply within two seconds during nine of ten trials on three consecutive assessments.

Goal R Continued: Receptive Language.

R-5,   Generalized motor compliance. While attending and when given an instruction to produce a novel one-step motor behavior (which can be easily physically guided), the student will comply with one prompt or less to each of three novel instructions on three consecutive assessments.

R-6,   Points to object. While attending and when given the instruction "point to the _____(a label of an object)" and three of 20 objects sitting on a table, the student will point to the labeled object within two seconds during nine of ten trials on three consecutive assessments.

R-7,   Incidental compliance. When participating in a natural activity with natural peers present and given any one-step motor instruction, the student will continue attending and comply accurately within three seconds during nine of ten trials on three consecutive assessments.

R-8,   Gross-motor imitation. When seated on a chair with hands quiet and looking at the teacher's eyes, given the instruction, "do this," and a model of a single gross-motor movement presented randomly, the student will continue attending and imitate the model accurately within three seconds during nine of ten trials on three consecutive assessments.

R-9,   Generalized motor imitation. When seated on a chair with hands quiet and looking at the teacher's eyes, given the instruction, "do this," and a model of a novel gross-motor movement presented randomly, the student will continue attending and imitate the model accurately within two seconds for each of three novel models on three consecutive assessments.

R-10,   Natural motor imitation. When participating in a small group activity with natural peers and given the instruction, "do this," and a model of one of 20 gross-motor movements presented randomly, the student will continue attending and imitate the model accurately within three seconds during nine of ten trials on three consecutive assessments.

R-11,   Indicate preferences. When in the presence of preferred and nonpreferred items/edibles and asked, "what do you want?" the student will request the preferred item within three seconds and follow through with its use in eight of ten trials in three assessments in one week.

R-12,   Contract for preferences. When presented with a favored and unfavored task and the instruction, "first ___(unfavored), then ___(favored)," the student will comply by verbally agreeing and then following through with the request without tantruming on nine of ten consecutive assessments in a classroom with natural peers present.

R-13,   Imitate syllables. While attending and when given the instruction, "say _____(single-syllable word or sound)" presented randomly, the student will continue attending and imitate the model intelligibly (not necessarily accurately) within two seconds during nine of ten trials on three consecutive assessments.

R-14,   Imitate two-syllable word or phrase. While attending and when given the instruction "say _____(two-syllable word or phrase)" presented randomly from a list of 50 functional

Goal E: Expressive Language. The student will use functional language with teachers and natural peers.

E-1,   Request objects. While attending and when shown three of 20 objects frequently eaten, drank, or spontaneously played with and asked the question, "what do you want?" the student will label any available object within two seconds during nine of ten trials on three consecutive assessments.

E-2,   Spontaneous requests. During structured and unstructured programming with natural peers, the student will make ten requests of teachers at least four times each in ten three-hour assessments in two consecutive weeks.

E-3,   Shared control. During a ten-min. one-to-one language stimulation session in which items are rapidly shared back and forth, the student will appropriately request termination of activities four times and will spontaneously request four items, in three consecutive assessments in one week.

E-4,   Label objects. While attending and when asked the question, "what is this?" and one of 50 objects held in the teacher's hand or pointed to, the student will look at the object and correctly label it with one word within two seconds during nine of ten trials on three consecutive assessments.

E-5,   Label actions. While attending and when asked either the question, "what am I doing?" or "what are you doing?" in random rotation with the appropriate activity with 20 preferred manipulatives, the student will correctly answer within two seconds during nine of ten trials on three consecutive assessments.

E-6,   Request actions. While attending and asked the question, "what do you want to do?" the student will say, "I want to _____(available action)" within two seconds, saying at least four different actions per session on nine of ten trials on three consecutive assessments.

E-7,   Label prepositions. While attending and asked the question, "where is the _____?" and two of 20 objects placed together on a table involving 12 prepositions, the student will say, "_____(preposition) the _____(second object)" correctly within two seconds on nine of ten trials on three consecutive assessments.

E-8,   Label student. While attending and when asked the question, "who is this?" and a picture held up or a student pointed to, the student will correctly label each of twelve students within two seconds during nine of ten trials on three consecutive assessments.

E-9,   Label full name. While attending and when asked the question, "what is your name?" during free-play, the student will give their first and last name within two seconds on five of five trials in 20 minutes over three consecutive assessments.

E-10,   Label age. While attending and when asked the question, "how old are you?" the student will correctly state their age on five consecutive assessments.

E-11,   Imitate seven-word, ten-syllable sentence. While attending and when given the instruction, "say _____(seven-word, ten-syllable sentence)" presented randomly from a list

Goal E Continued: Expressive Language.

of 50 functional sentences, the student will continue attending and imitate the model accurately within two seconds during nine of ten trials on three consecutive assessments.

E-12, Six-word sentences. When engaged in a one-hour free play activity, the student will use ten appropriate sentences of at least six understandable words with no unintelligible words on three consecutive assessments.

E-13, Intonation. When one of 30 statements using exaggerated natural intonation is modeled, the student will correctly imitate the intonation on nine of ten trials on three consecutive assessments.

E-14, Discriminate known objects. While attending and when asked the question, "what is this?" and one of either 20 labeled or not-yet-labeled objects, the student will appropriately label the object or say "what's that?" within two seconds and look at the teacher while the teacher labels the object and prompts the student to imitate the label while looking at the object during nine of ten trials on three consecutive assessments.

E-15, Request information. When presented with one of 15 familiar sequences or puzzles with a piece missing, the student will attempt to complete the task and independently ask for the missing piece on three of three opportunities during three consecutive assessments.

E-16, Label the adjective, one. While attending, shown several groups of objects, and pointing to the group of one, asked the question, "how many are here?" will answer, "one ___ (object) within two seconds on nine of ten trials on three consecutive assessments.

E-17, Label the adjectives, first and last. While attending and given the instruction, "take the _____(object), then take the _____(second object), which one was (first or last)?" the student will correctly label the object within eight seconds on nine of ten trials on three consecutive assessments.

E-18, Label the adjectives, big, little, both, same, different. When given an array of objects and, pointing to the ____ one, asked "which is this?" the student will correctly label the object on three of three opportunities in three consecutive assessments.

E-19, Label the adjectives, empty, small, long. When given an array of objects and, pointing to the ____ one, asked "which is this?" the student will correctly label the object on three of three opportunities in three consecutive assessments.

E-20, Label the adjectives, heavy, rough, smooth, tall. When given an array of objects and, pointing to the ____ one, asked "which is this?" the student will correctly label the object on three of three opportunities in three consecutive assessments.

E-21, Describe a complex picture. When shown a novel complex picture, the student will use three correctly formed sentences to accurately describe the picture on five of six opportunities in three consecutive assessments.

E-22, Mix receptives and expressives. When given a familiar receptive instruction and a related expressive question, the student will correctly complete both steps in 18 of 20 trials on three consecutive assessments.

Goal P: Pro-Social Skills. The student will interact appropriately with natural mainstream peers.

P-1,   Manipulate objects compliantly. While attending and when given an instruction to produce a novel one-step play behavior (push a car, roll a ball), the student will comply with one prompt or less to each of three novel instructions on three consecutive assessments.

P-2,   Manipulate objects imitatively. While attending and when given an instruction, "do this," and a model of a novel one-step play behavior (push a car, roll a ball), the student will imitate the first model accurately within two seconds for each of three novel models on three consecutive assessments.

P-3,   Independent toy play. When given a choice of toys, the student will select, initiate, and continue to play with the toy, without showing challenging behavior or attempting to leave the toy, with no more than one teacher contact for 10 minutes for five different toys in nine out of ten consecutive assessments.

P-4,   Creative play in free play. When given a choice of toys, the student will select, initiate, and continue play in appropriate and creative ways for that toy, with no stereotyped play behavior, for ten minutes with each of five toys in five consecutive assessments.

P-5,   Creative play in discrete trials. When in a structured, discrete-trial format and given an instruction to, "Do something new," the student will initiate a play behavior that they have not done today, on three consecutive opportunities in three consecutive assessments.

P-6,   Independent work. When given a familiar work assignment, the student will complete the assignment with no more than one teacher contact for ten minutes in nine out of ten consecutive assessments.

P-7,   15-Step Play Activity Chains. When given an instruction to complete a chain of play behaviors (wash the dishes, build the truck), the student will immediately comply and complete the chain in the trained sequence with no prompts on three consecutive opportunities.

P-8,   Parallel play. The student will play parallel to a natural peer, not necessarily using the same type of toy, remaining in contact with the toys for five minutes within five feet of the peer without teacher contact on nine of ten occasions on three consecutive assessments.

P-9,   Passive share. When a natural peer begins play with the same collection of toys within five feet of the student, the student will remain playing with those toys for two minutes without teacher contact on nine of ten occasions on three consecutive assessments.

P-10,   Terminate activities. When participating in an activity which the teacher does not terminate, the student will request to do something else with no prompts and with no challenging behavior in eight of ten assessments in one week.

P-11,   Elicit assistance. When assigned a task, the student will appropriately (without challenging behavior) request assistance from the teacher or complete the task, in ten consecutive 30-min assessments in two consecutive weeks.

Goal P: Pro-Social Skills. The student will interact appropriately with natural mainstream peers.

P-1.   **Manipulate objects compliantly.** While attending and when given an instruction to produce a novel one-step play behavior (push a car, roll a ball), the student will comply with one prompt or less to each of three novel instructions on three consecutive assessments.

P-2.   **Manipulate objects imitatively.** While attending and when given an instruction, "do this," and a model of a novel one-step play behavior (push a car, roll a ball), the student will imitate the first model accurately within two seconds for each of three novel models on three consecutive assessments.

P-3.   **Independent toy play.** When given a choice of toys, the student will select, initiate, and continue to play with the toy, without showing challenging behavior or attempting to leave the toy, with no more than one teacher contact for five minutes for five different toys in nine out of ten consecutive assessments.

P-4.   **Creative play in free play.** When given a choice of toys, the student will select, initiate, and continue play in appropriate and creative ways for that toy, with no stereotyped play behavior, for ten minutes with each of five toys in five consecutive assessments.

P-5.   **Creative play in discrete trials.** When in a structured, discrete trial format and given an instruction to, "Do something new," the student will initiate a play behavior that they have not done today, on three consecutive opportunities in three consecutive assessments.

P-6.   **Independent work.** When given a familiar work assignment, the student will complete the assignment, with no more than one teacher contact for ten minutes in nine out of ten consecutive assessments.

P-7.   **15-Step Play Activity Chains.** When given an instruction to complete a chain of play behaviors (wash the dishes, build the truck), the student will immediately comply and complete the chain in the trained sequence with no prompts on three consecutive opportunities.

P-8.   **Parallel play.** The student will play parallel to a natural peer, not necessarily using the same type of toy, remaining in contact with the toys for five minutes within five feet of the peer without teacher contact on nine of ten occasions on three consecutive assessments.

P-9.   **Passive share.** When a natural peer begins play with the same collection of toys within five feet of the student, the student will remain playing with those toys for two minutes without teacher contact on nine of ten occasions on three consecutive assessments.

P-10.   **Terminate activities.** When participating in an activity which the teacher does not terminate, the student will request to do something else with no prompts and with no challenging behavior in eight of ten assessments in one week.

P-11.   **Elicit assistance.** When assigned a task, the student will appropriately (without challenging behavior) request assistance from the teacher or complete the task, in ten consecutive 30-min assessments in two consecutive weeks.

Goal G: Functioning in an Organized Group. The student will function effectively in a group.

G-1,   Small-group sitting. When seated at a table with at least four natural peers, the student will remain at the table for five minutes with no attempts to leave or redirection on three consecutive assessments.

G-2,   Small-group compliance. When in a small-group activity with at least four natural peers, and given five activity-related instructions from the lead teacher using the student's name, the student will comply with at least four instructions without redirection on each of three consecutive assessments.

G-3,   Small-group attending. When in a small-group activity with the lead teacher and at least four natural peers, and six 30-second demonstrations of a relevant activity by the peers, the student will watch five of the activities with no more than two glances away on each of three consecutive assessments.

G-4,   Take turns. When participating in an activity which requires turn-taking, the student will wait for their turn and take their turn at the correct time without assistance or errors for at least six turns in three consecutive assessments.

G-5,   Use requests in a group. With a group of four natural peers present, when given the relevant cues after waiting for natural peers to take their turns, the student will appropriately make requests on six of seven trials on three consecutive assessments.

G-6,   Comply with group instructions. When in a group of five or more natural peers and presented with an instruction given to the group, without the use of the student's name, the student will comply within the time required by the natural peers on three of three opportunities during three consecutive assessments.

G-7,   Complete a ten-step task, When in an independent seatwork activity, the student will complete a ten-step task without assistance on five consecutive assessments.

G-8,   Comply with group routine. When in a group of five or more natural peers and presented with a structured ten-step routine, the student will attend to most of each step, and respond accurately to each step within the time allowed on five consecutive assessments.

G-9,   Attend to stories. When in a group of five or more natural peers and having a ten-minute story read, the student will make eye contact with the reader or book with no more than two three-second look-aways, and then answer three detail comprehension questions accurately on three consecutive assessments.

G-10,   Comply with unexpected group instructions. When in a group of five or more natural peers and presented with an unexpected instruction given to the group, without the use of their name, the student will comply within the time required by the natural peers on three of three opportunities during three consecutive assessments.

Goal G Continued: Functioning in an Organized Group.

G-11, Participate in a group conversation. When in a room with four other persons conversing, the student will initiate at appropriate times, accept redirection, stay in context, control repetitious sentences, and respond appropriately when addressed with zero errors in a 15 minute assessment on three consecutive opportunities.

G-12, Perform for peers. When in a small group of natural peers and prompted, the student will show a rote skill to impress the peers on five of five consecutive assessments.

Goal A: Academic Functioning. The student will use common academic skills in the classroom.

A-1, Match objects. While seated in front of a table with hands quiet and looking at the teacher's eyes, with two different objects on the table within reach, given the instruction, "match the toys" and a third object identical to only one of the pair on the table, the student will take the object, look at each object, and put the third in contact with the identical object within three seconds, release it, and put their hands back in their lap during nine of ten consecutive trials on three consecutive assessments.

A-2, Match shapes. While attending and when given the instruction, "match the shapes" with two different objects on the table within reach, and a third object similar on the labeled dimension to only one of the pair on the table, the student will take the object and put it in contact with the similar object within three seconds, release it, and put their hands back in their lap during nine of ten trials on three consecutive assessments.

A-3, Match pictures. While attending and when given the instruction, "match the pictures" with two different pictures on the table within reach, and a third picture similar on one dimension to only one of the pair on the table, the student will take the picture and put it in contact with the similar picture within three seconds, release it, and put their hands back in their lap during nine of ten trials on three consecutive assessments.

A-4, Match colors. While attending and when given the instruction, "match the colors" with two different objects on the table within reach, and a third object similar in color to only one of the pair on the table, the student will take the object and put it in contact with the similar object within three seconds, release it, and put their hands back in their lap during nine of ten trials on three consecutive assessments.

A-5, Match self-care functions. While attending and when given the instruction, "match these" with two different objects on the table within reach, and a third object similar on the target dimension to only one of the pair on the table, the student will take the object and put it in contact with the similar object within three seconds, release it, and put their hands back in their lap during nine of ten trials on three consecutive assessments.

A-6, Match category concepts. While attending and when given the instruction, "match these" with two different objects on the table within reach, and a third object similar on the target dimension to only one of the pair on the table, the student will take the object and put it in contact with the similar object within three seconds, release it, and put their hands back in their lap during nine of ten trials on three consecutive assessments for each of ten common play concepts (animals, cars, dolls, characters, etc.).

A-7, Sort objects by color. While attending and seated at a table, and when given a pile of three types of 15 objects and the instruction, "sort the colors" the student will correctly sort the objects into three piles within two minutes during four of five trials on seven consecutive assessments with eight colors.

A-8, Sort objects by shape. While attending and seated at a table, and when given a pile of three types of 15 objects and the instruction, "sort the shapes" the student will correctly sort

Goal A Continued: Academic Functioning.

the objects into three piles within two minutes during four of five trials on seven consecutive assessments with four shapes.

A-9,   Sort objects by function. While attending and seated at a table, and when given a pile of three types of 15 objects and the instruction, "sort them" the student will correctly sort the objects into three piles within two minutes during four of five trials on seven consecutive assessments with ten functions from daily life.

A-10, Sequencing. When given each of ten pictured five-step sequence stories, the student will correctly order nine of ten during three consecutive assessments.

A-11, Puzzle completion. When given five ten-piece inset puzzles, the student will complete each correctly during three consecutive assessments.

A-12, Coloring. When given five simple shapes, the student will color each within 1/2 inch of the border with two or fewer crossings of the border during three consecutive assessments.

A-13, Tracing. When given models of straight, circular, crossed, and squared lines, the student will accurately trace each (w/in 1/8 in) in eight of ten trials in three consecutive assessments.

A-14, Drawing. When instructed, the student will draw three recognizable objects (Ex: person, animal, tree, house) and color them in accurately during three consecutive assessments.

A-15, Alphabet identification. When presented with each of the letters a-z, the student will label them correctly five out of six times in three consecutive assessments.

A-16, Count objects. When instructed to give one to ten objects, the student will give the correct number on nine out of ten trials each during three consecutive daily assessments.

A-17, Count pictured sets. When given a pictured set of one to ten items and asked, "how many?" the student will give the correct number on nine out of ten trials each during three consecutive daily assessments.

A-18, One-to-one correspondence. While attending and when given the instruction, "match these" with two different pictured sets on the table within reach, and a third pictured set of different items but the same number as one of the pair on the table, the student will take the card and put it in contact with the similar card within three seconds, release it, and put their hands back in their lap during nine of ten trials on three consecutive assessments for each of ten numbers.

A-19, Match numerals to sets. When given pairs of the numerals one-ten (flash cards) and their equivalent sets, the student will match each in nine of ten trials during three consecutive assessments.

A-20, Copy letters and numerals. When given a model of a letter or numeral, the student will copy each item accurately on three of three trials in three consecutive assessments.

Goal C: Self-Control. The student will control challenging behavior at all times.

C-1, Control tantrums. During free-time, the student will exhibit no more than one tantrum per week in four consecutive weeks.

C-2, Control tantrums when refused. The student will exhibit no more than one tantrum per day when told that they can't have an item or participate in an activity, in four consecutive weeks.

C-3, Control stereotypy during play. The student will exhibit no stereotyped behaviors during a one-hour play assessment in eight assessments in four consecutive weeks.

C-4, Waiting. When requesting an activity and told to wait, the student will do so appropriately for two minutes before staff provides reinforcement in eight of ten trials in three consecutive assessments in one week.

C-5, Compliant cessation of tantrums. When tantruming for a requested object and told, "calm down," the student will immediately show evidence of relaxing and then answer the question, "what do you want?" during 90 percent of opportunities in ten consecutive one-hour assessments.

C-6, Comply with refusal. When requesting an activity which they cannot do within the next hour and told, "no way, you cannot _____," the student will verbally agree and not tantrum on nine of ten consecutive opportunities presented within two weeks in a classroom with natural peers.

C-7, Control stereotyped play. When in a setting with provocative objects, the student will choose alternative activities and limit engagement with the provocative objects to less than one minute during five consecutive 30-minute observations with natural peers present.

C-8, Comply without tantrum. When given an incidental instruction in a natural setting, the student will begin to comply within ten seconds without tantruming on nine of ten opportunities in three consecutive assessments.

C-9, Control perseverative behavior. When beginning to perseverate any behavior and told to stop, the student will immediately comply on nine of ten opportunities in three consecutive assessments.

C-10, Control immediate echolalia. When asked a question, the student will answer appropriately without repeating the question asked on ten consecutive opportunities in five consecutive assessments.

C-11, Control delayed echolalia. During a one-hour free play activity, the student will not speak any stereotyped statements on five consecutive assessments.

C-12, Initiate without awkward behavior. When not engaged in a free play setting and a peer is present who is already playing with some loosely structured activity, the student will join without unusual social posturing (looking into their faces) or awkwardly asking permission, and play parallel until the peer quits on three consecutive assessments.

Goal S: Self-Care. The student will attend to their personal needs independently.

S-1,   Sit on toilet. When given the instruction, "sit on the toilet," the student will sit on the toilet within three seconds and remain seated for two minutes on five of six trials on three consecutive assessments.

S-2,   Independent toileting. At all times, the student will independently initiate toilet use, clean himself, and return to the appropriate activity without accidents on 20 consecutive assessments.

S-3,   Wash and dry hands. When instructed, the student will wash and dry both hands accurately on ten of ten consecutive sessions.

S-4,   Dressing. With pull-over pants, shirts, socks, and shoes laid out and given the instruction to start dressing, the student will put on each article of clothing without physical prompts in less than ten minutes in five out of five consecutive daily opportunities.

S-5,   Appropriate nutrition. When presented with the same foods as given to natural peers for lunch, the student will show no instances of disruptive behavior and finish all but one of the choices within the time allotted to the natural peers during five consecutive lunches.

S-6,   Clean up. When given the instructions, "put away the ____," or "pick up the ____," the student will respond appropriately within ten seconds and finish with a collection of 15 items on 13 of 15 occasions within three days.

S-7,   Bathe. When given a prepared tub of water, the student will enter the tub and wash each body part according to a set sequence within ten minutes with no more than two vocal reminders on three consecutive assessments.

S-8,   Morning routine. When waking in the morning, the student will follow a set seven-step routine of getting out of bed, toileting, washing, dressing, waiting, eating, and leisure skills with vocal prompts, showing no more than one one-min. instance of challenging behavior and being ready for a morning bus pickup on ten of ten consecutive assessments.

S-9,   Night-time routine. When given the instruction to get ready for bed, the student will follow a set seven-step routine of toileting, washing, dressing, getting into bed, listening to a story, and saying good night with vocal prompts, showing no more than one one-min. instance of challenging behavior and being in bed by 8:30 on ten of ten consecutive assessments.

S-10,   Sleep. When put to bed, the student will remain in bed for ten hours and show no more than one one-min. instance of challenging behavior per night for 14 consecutive nights.