

IEP Goals & Objectives for Students with Autism Spectrum Disorder *Comprehensive, SMARTIE-aligned examples with data-driven benchmarks, progress monitoring tools, and actionable educator guidance.*

How to Use This Resource

This goal bank is designed to provide educators with up-to-date, strength-based, and inclusive examples of goals and objectives for students with Autism Spectrum Disorder (ASD). Adapt each goal to the student's present levels, baseline data, and individual strengths/needs. Integrate into the IEP process to ensure goals are meaningful, measurable, and promote access and participation in the general education curriculum.

SMARTIE Goal Framework

SMARTIE = Specific • Measurable • Achievable • Relevant • Time-bound • Inclusive • Equitable

Example: Within 36 instructional weeks, given a visual schedule and verbal cues, [STUDENT] will transition between classroom activities within 2 minutes, in 4 out of 5 observed opportunities, as measured by teacher-recorded frequency counts.

Social Communication / Pragmatics

- Emerging:
 - Given visual supports, [STUDENT] will initiate peer interactions at least twice per structured activity in 4 out of 5 opportunities.
- Developing:
 - With faded prompts, [STUDENT] will maintain a back-and-forth exchange with a peer for at least 3 conversational turns in 4 out of 5 opportunities.
- Advanced:
 - [STUDENT] will Independently initiate, maintain, and appropriately end conversations with peers across varied settings in 80% of opportunities.
- Benchmarks:
 - Initiate greetings with familiar peers in 3 out of 5 trials.
 - Ask a peer a relevant question in 4 out of 5 structured opportunities.
 - Maintain conversation for 2–3 turns with minimal prompting.

Self-Regulation & Sensory Support

- Emerging:

- [STUDENT] will identify a preferred calming strategy (ex: deep breathing, sensory break) when prompted in 4 out of 5 trials.
 - Developing:
 - [STUDENT] will use a calming strategy with one prompt during times of frustration in 4 out of 5 opportunities.
 - Advanced:
 - [STUDENT] will independently self-advocate for and use appropriate regulation strategies across school environments in 80% of observed situations.
 - Benchmarks:
 - Identify emotional state using visual supports in 4 out of 5 opportunities.
 - Select from 2–3 pre-taught calming strategies in structured activities.
 - Demonstrate use of selected strategy with minimal prompting.
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Functional Communication & AAC

- Emerging:
 - Using an AAC device, [STUDENT] will request preferred items with 80% accuracy in structured settings.
- Developing:
 - Using an AAC device, [STUDENT] will comment or respond to a peer's statement in 4 out of 5 opportunities.
- Advanced:
 - [STUDENT] will independently use AAC for a variety of communicative functions (requesting, commenting, questioning, protesting) across settings in 80% of observed situations.
- Benchmarks:
 - Request preferred activity with visual or verbal cue in 3 out of 5 opportunities.
 - Respond to peer initiation via AAC in 4 out of 5 trials.
 - Use AAC to comment on classroom activities with minimal prompts.

ASD IEP Goals & Objectives – Quick Reference Table

Goal Area	Emerging Example	Developing Example	Advanced Example	Benchmarks
Social Communication (Pragmatics)	Given visual supports, student will initiate peer interactions at least twice per structured activity in 4 out of 5 opportunities.	With faded prompts, student will maintain a back-and-forth exchange with a peer for at least 3 conversational turns in 4 out of 5 opportunities.	Independently initiate, maintain, and appropriately end conversations with peers across varied settings in 80% of opportunities.	1) Initiate greetings with familiar peers in 3 out of 5 trials 2) Ask a peer a relevant question in 4 out of 5 structured opportunities 3) Maintain conversation for 2–3 turns with minimal prompting
Self-Regulation & Sensory Support	Identify a preferred calming strategy (e.g., deep breathing, sensory break) when prompted in 4 out of 5 trials.	Use a calming strategy with one prompt during times of frustration in 4 out of 5 opportunities.	Independently self-advocate for and use appropriate regulation strategies across school environments in 80% of observed situations.	1) Identify emotional state using visual supports in 4 out of 5 opportunities 2) Select from 2–3 pre-taught calming strategies in structured activities 3) Demonstrate use of selected strategy with minimal prompting
Functional Communication & AAC	Using an AAC device, request preferred items with 80% accuracy in structured settings.	Using an AAC device, comment or respond to a peer's statement in 4 out of 5 opportunities.	Independently use AAC for a variety of communicative functions (requesting, commenting, questioning, protesting) across settings in 80% of observed situations.	1) Request preferred activity with visual or verbal cue in 3 out of 5 opportunities 2) Respond to peer initiation via AAC in 4 out of 5 trials 3) Use AAC to comment on classroom activities with minimal prompts

