

Communication IEP Goals — High School

16 measurable goals written to IDEA standards. Replace [student] and [date]; adjust criteria to the student's baseline.

Communication goals at this age should include at least one unfamiliar-partner or real-world task — a student who communicates well with a familiar teacher may still need direct practice with an interviewer or a stranger on the phone.

FUNCTIONAL & WORKPLACE COMMUNICATION

1. [student] will give and follow multi-step verbal instructions in a workplace or community setting, with 80% accuracy across 4 of 5 trials.
2. [student] will use appropriate phone or video-call communication (greeting, purpose, closing) for a functional task, with 80% accuracy across 4 of 5 trials.
3. [student] will communicate effectively with an unfamiliar communication partner (an interviewer, a service provider) using clear, organized language, in 4 of 5 observed opportunities.

EXPRESSIVE LANGUAGE & SELF-ADVOCACY

4. [student] will formulate a clear, organized verbal or written explanation of their own accommodations or communication needs, with 80% accuracy across 4 of 5 trials.
5. [student] will use appropriate register when communicating with an authority figure (a supervisor, a professor) versus a peer, with 80% accuracy across 4 of 5 observed opportunities.
6. [student] will participate in their own IEP or transition meeting by expressing at least 2 of their own goals or preferences, with support decreasing from full support to a single prompt across 3 consecutive meetings.

ARTICULATION, FLUENCY & INTELLIGIBILITY

7. [student] will maintain their target sound(s) with 90% intelligibility across all speaking contexts, including unfamiliar listeners, across 3 consecutive sessions.
8. [student] will use a taught fluency or voice strategy independently during a real-world speaking task (a presentation, an interview), with a measurable reduction in disfluency from baseline, across 3 consecutive sessions.

COMPREHENSION & CRITICAL LISTENING

9. [student] will identify bias, persuasion, or unstated assumptions in spoken or written communication, with 75% accuracy across 4 of 5 trials.
10. [student] will follow and summarize a multi-step verbal instruction set (a recipe, a work order, an assembly guide), with 80% accuracy across 4 of 5 trials.

AAC & TRANSITION-READY COMMUNICATION

11. [student] will use their AAC device or communication system independently across postsecondary-relevant settings (a job site, a college classroom), with staff support fading, across 4 of 5 observed settings.
12. [student] will train a new communication partner (a coworker, a roommate) on how to use or understand their communication system, with adult support fading, across 4 of 5 documented opportunities.
13. [student] will repair a communication breakdown with an unfamiliar partner using a taught strategy, in 4 of 5 documented opportunities.

SUSTAINED COMMUNICATION & INDEPENDENCE

14. [student] will maintain an appropriate conversation with an unfamiliar adult (an interview, a service call) for at least [X] minutes, in 4 of 5 observed opportunities.
15. [student] will independently request an accommodation or clarification in an unfamiliar setting without adult prompting, in 4 of 5 documented opportunities.
16. [student] will communicate a personal preference, boundary, or decision clearly and independently in a real-world context, in 4 of 5 observed opportunities.

Using These Communication Goals at 9th – 12th Grade

Practice with unfamiliar partners before graduation

A student who communicates fluently with a known teacher hasn't necessarily practiced the harder skill of a first conversation with a stranger.

Self-advocacy is a communication goal now, not a footnote

Explaining your own accommodations to a new supervisor or professor is a specific, practicable skill — write a goal for it directly.

AAC training-the-partner is an overlooked independence skill

A student who can teach a new roommate or coworker how their communication system works needs far less ongoing support than one who can't.

Match fluency and articulation goals to real speaking tasks

A presentation and an interview put different pressure on speech than a therapy room does — practice in the actual context whenever possible.

Whenever possible, write the goal for the specific postsecondary or workplace setting named in the transition plan, not a generic “communication situation.”

Tired of rebuilding these forms every year?

IEP Goal Writer also drafts your PLAAFP and progress notes from the same student profile — free to try at iepgoalwriter.pro