

Communication IEP Goals — Preschool & Pre-K

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

AAC and early requesting goals should count generalization, not just accuracy — a student who only requests with one familiar adult using one method hasn't yet learned to communicate, they've learned a script for one person.

REQUESTING & AAC

1. [student] will request a preferred item or activity using a word, sign, picture, or AAC device, in 4 of 5 observed opportunities.
2. [student] will use their AAC system or communication method to express a basic want or need (more, stop, help, all done), with 80% accuracy across 4 of 5 opportunities.
3. [student] will use a 2-word combination ("want cookie," "more juice") to request, in 4 of 5 observed opportunities.

FOLLOWING DIRECTIONS

4. [student] will follow a 1-step direction given without a gesture cue, in 4 of 5 trials.
5. [student] will follow a 2-step related direction ("get your coat and sit down"), with 80% accuracy across 4 of 5 trials.
6. [student] will point to or identify [X] common objects or pictures when named, with 80% accuracy across 4 of 5 trials.

ANSWERING QUESTIONS & VOCABULARY

7. [student] will answer a simple "what" or "where" question about a familiar object or picture, with 75% accuracy across 4 of 5 trials.
8. [student] will label [X] common objects, actions, or pictures spontaneously, with 80% accuracy across 4 of 5 trials.
9. [student] will identify basic categories (food, animals, toys) by sorting or naming, with 75% accuracy across 4 of 5 trials.

INTELLIGIBILITY & SOCIAL COMMUNICATION

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| 10. | [student] will produce age-appropriate speech sounds in single words with [X]% intelligibility to a familiar listener, across 4 of 5 trials. |
| 11. | [student] will use a greeting or farewell word or phrase with a peer or adult, in 4 of 5 observed opportunities. |
| 12. | [student] will imitate a 2-3 word phrase modeled by an adult, with 80% accuracy across 4 of 5 trials. |
| 13. | [student] will use a word or gesture to protest or reject appropriately instead of the target behavior, in 4 of 5 observed opportunities. |
| 14. | [student] will engage in a back-and-forth vocal or verbal exchange with an adult for at least 2 turns, in 4 of 5 observed opportunities. |
| 15. | [student] will use their AAC device or communication method with at least 2 different communication partners, in 4 of 5 observed opportunities. |

Using These Communication Goals at Preschool & Pre-K

Generalization matters more than a single accuracy number

A request that only works with one adult in one room hasn't generalized yet — write at least one goal that requires 2 or more partners.

Requesting comes before labeling

A child motivated to ask for a cookie will often talk before a child asked to label a picture of one — build goals on what the student is already motivated to communicate.

Protesting appropriately is a communication skill

Teaching a word or gesture for “no” or “stop” replaces a behavior with a message — it belongs in a communication goal, not just a behavior plan.

Two turns is a real milestone

A single exchange (ask, answer) is easier than sustaining a back-and-forth — count the turns explicitly instead of just “will communicate.”

Every criterion here (4 of 5, 80%) is a placeholder. Set the real numbers from this student's own baseline, observed with more than one communication partner.

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