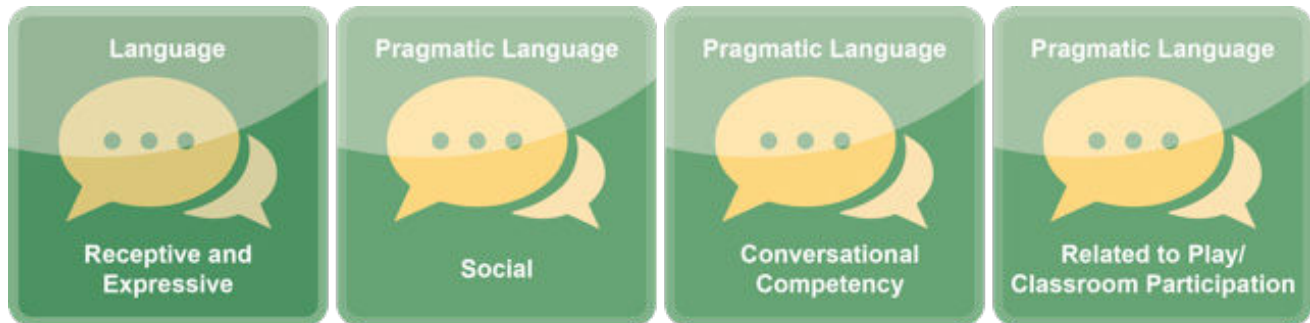


# Creating IEP Goals

## 8 Developmental Areas

Although we recognize that the IEP team must address all of the student's needs, including cognitive, social, emotional, motor skills and academic skills, this document focuses only on goals related to language, speech and auditory development for a student with hearing loss learning listening and spoken language. We recommend developing IEP goals and benchmarks that address all of the following areas in which each student has a need.

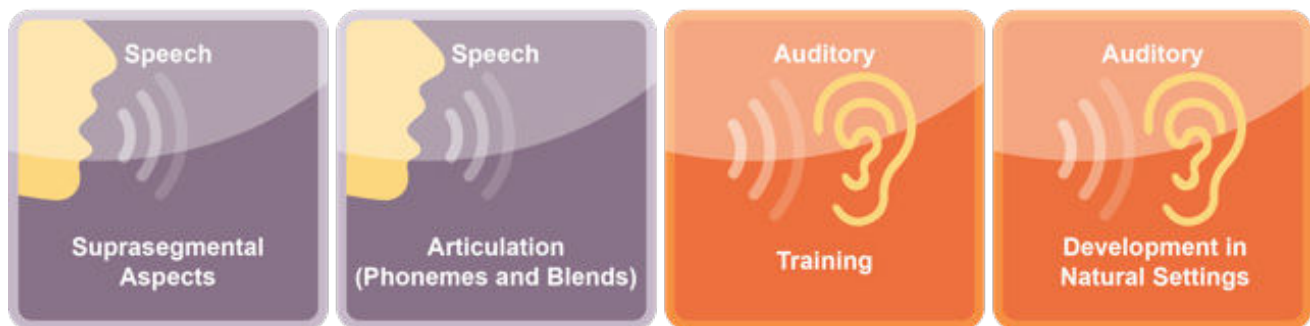


### ■ *Language*

The most noticeable effects of having a hearing loss occur in language, listening and speech. It's important to assess vocabulary as well as receptive and expressive language.

### ■ *Pragmatic language*

When writing a student's pragmatic goals, consider social language, conversational competency and language related to play or classroom participation.



### ■ *Speech*

Assess the suprasegmental aspects of speech as well as articulation to address voice quality and individual speech sounds. Together, these aspects affect intelligibility to familiar and unfamiliar listeners.

### ■ *Auditory skills*

Regardless of the type of listening device a student has, assess auditory skills in a structured environment where individualized goals can be practiced, as well as in natural settings to help transfer the skills learned.

*From the CID online self-study course, "Developing IEP Goals for Students with Hearing Loss: Speech, Language and Auditory Development"*