

Target Bank

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Attention, Control & Listening

Target Examples	Relevant How-To Guide
X will engage in joint attention with an adult during a motivating activity.	14. How to develop joint attention
X will concentrate on a task of their own choosing for a period of time or until the task has finished.	15. How to develop attention and listening for self-chosen activities
X will focus on an adult-directed task for a period of time when working independently or within a small group.	16. How to develop attention and listening for adult-directed activities
X will be able to stop what they are doing and shift their attention to an adult, when the adult attempts to gain their attention e.g. by calling their name.	16. How to develop attention and listening for adult-directed activities
X will be able to stop what they are doing and attend to the speaker and then back to their own activity.	16. How to develop attention and listening for adult-directed activities
X will be able to attend to a group activity and know when it is his/her turn.	16. How to develop attention and listening for adult-directed activities

Other resources to help you

Link to strategies

Auditory Memory

Target Examples	Relevant How-To Guide
X will be able to remember 3 numbers when repeated in a sequence.	17. How to develop ability to remember a short list of numbers
X will be able to remember 4 numbers when repeated in a sequence.	17. How to develop ability to remember a short list of numbers
X will be able to remember 5 numbers when repeated in a sequence.	17. How to develop ability to remember a short list of numbers
X will be able to recall an increasing number of related/unrelated words or actions during a memory activity	18. How to develop ability to remember an increasing amount of information
X will be able to remember one piece of information from one week to the next e.g. a new word, rules of a game, an important event.	19. How to develop ability to remember information after an increasing amount of time
X will be able to retain a message and will accurately repeat it to an adult later in the same day.	18. How to develop ability to remember an increasing amount of information 19. How to develop ability to remember information after an increasing amount of time
X will be able to retain 2 key pieces of information from a heard narrative and give this information to a peer/adult after a short about of time.	20. How to develop ability to recall information from a heard narrative
X will be able to retain 3 key pieces of information from a heard narrative and give this information to a peer/adult after a short about of time.	20. How to develop ability to recall information from a heard narrative
X will be able to retain 4 key pieces of information from a heard narrative and give this information to a peer/adult after a short about of time.	20. How to develop ability to recall information from a heard narrative
X will be able to retain between 2-4 key pieces of information from a heard	20. How to develop ability to recall information from a heard narrative

narrative and give this information to a peer/adult later the same day.	
X will be able to use an auditory memory strategy to remember up to 2 pieces of information presented verbally, such as a set of instructions e.g. • Chunking • Repetition • Visualisation • Counting on fingers	21. How to develop ability to self monitor to remember information and follow instructions
X will be able to use an auditory memory strategy to remember up to 3 pieces of information presented verbally, such as a set of instructions e.g. • Chunking • Repetition • Visualisation • Counting on fingers	21. How to develop ability to self monitor to remember information and follow instructions
X will be able to use an auditory memory strategy to remember up to 4 pieces of information presented verbally, such as a set of instructions e.g. • Chunking • Repetition • Visualisation • Counting on fingers	21. How to develop ability to self monitor to remember information and follow instructions
X will be able to ask an adult to repeat a piece of information.	21. How to develop ability to self monitor to remember information and follow instructions

Other resources to help you

Link to bite sized trainings

Link to strategies

Understanding of Language (Receptive Language)

Language Plan Level 1

	Target Examples	Relevant How-To Guide
Level 1	X will follow instructions with 2 key words.	01. How to develop understanding of key words
	X will answer simple 'where' questions e.g. where is the ...	07. How to develop understanding of "wh" questions - who what doing what where
	X will answer simple 'what' questions e.g. what's this? what did you hear?	07. How to develop understanding of wh questions - who what doing what where
	X will follow short instructions with each of the concepts 'in', 'on' and 'under'.	04. How to develop understanding and use of prepositions
	X will follow short instructions with 'off' and 'out of'	04. How to develop understanding and use of prepositions
	X will follow instructions with 'big', 'tall', 'soft', 'heavy'.	03. How to develop understanding of concepts – general
	X will follow instructions with 2 parts e.g. get your cup and bring it to me.	02. How to develop understanding of instructions with multiple parts

Language Plan Level 2

	Target Examples	Relevant How-To Guide
Level 2	X will follow instructions with 2 parts e.g. get your cup and bring it to me.	02. How to develop understanding of instructions with multiple parts
	X will follow instructions with 3 key words.	01. How to develop understanding of key words
	X will follow instructions with the concepts 'in front of', 'next to', 'around'.	04. How to develop understanding and use of prepositions
	X will follow instructions with 'light', 'up', 'same', 'hard', 'big', 'little', 'full', 'empty', 'more', 'less', 'high'.	03. How to develop understanding of concepts - general

	X will answer 'who'/'what'/'where' based on a picture.	07. How to develop understanding of wh questions - who what doing what where
	X will answer 'who'/'what'/'where' from a verbal statement.	07. How to develop understanding of wh questions - who what doing what where

Language Plan Level 3

	Target Examples	Relevant How-To Guide
Level 3	X will follow instructions with 4 key words.	01. How to develop understanding of key words
	X will follow instructions with 'beside'.	04. How to develop understanding and use of prepositions
	X will show understanding of 'nearest', 'thin', 'through', 'whole'.	03. How to develop understanding of concepts - general
	X will follow instructions with 'down', 'low', 'short', 'different'.	03. How to develop understanding of concepts - general
	X will identify positional concepts 'first', 'middle', 'last'	03. How to develop understanding of concepts - general
	X will follow instructions with different comparative and superlative adjectives e.g. big, bigger, biggest.	03. How to develop understanding of concepts - general
	X will understand the time concepts yesterday, today, tomorrow, first, then, next, days of the week, last week, next week.	03. How to develop understanding of concepts - general
	X will answer 'how many' questions where answer doesn't exceed 4.	22. How to develop understanding of number concepts 23. How to develop understanding of how many
	X will sequence a set of 3-4 pictures	11. How to develop sequencing skills
	X will answer 'when' questions relating to the day e.g. when do we brush our teeth?	08. How to develop understanding of wh questions - when

	X will attend to a short story and answers simple questions about it	07. How to develop understanding of wh questions - who what doing what where 08. How to develop understanding of wh questions – when 09. How to develop understanding of wh questions - how why
	X will follow instructions with 3 parts e.g. get your cup, bring it to me and sit at the carpet.	02. How to develop understanding of instructions with multiple parts

Language Plan Level 4

	Target Examples	Relevant How-To Guide
Level 4	X will attend to a short story and answers simple questions about it	07. How to develop understanding of wh questions - who what doing what where 08. How to develop understanding of wh questions – when 09. How to develop understanding of wh questions - how why
	X will follow instructions with 3 parts e.g. get your cup, bring it to me and sit at the carpet.	02. How to develop understanding of instructions with multiple parts
	X will follow instructions with 'behind', 'ahead of'.	04. How to develop understanding and use of prepositions
	X will follow instructions with 'first' and 'last'	03. How to develop understanding of concepts - general
	To understand opposite concepts e.g. big/little, over/under	03. How to develop understanding of concepts – general 04. How to develop understanding and use of prepositions
	To understand the concepts 'left' and 'right'.	03. How to develop understanding of concepts – general

To understand number concepts up to 20.	22. How to develop understanding of number concepts
X will answer 'why' questions relating to pictures and/or short stories e.g. why did the window break?	09. How to develop understanding of wh questions - how why
X will answer 'how' questions relating to pictures and/or short stories e.g. why did the window break?	09. How to develop understanding of wh questions - how why
X will listen to a heard narrative and identify the key theme.	20. How to develop ability to recall information from a heard narrative
X will extract 3/4/5 key pieces of information from a heard narrative.	20. How to develop ability to recall information from a heard narrative
X will match a descriptive sentence to a picture	24. How to develop ability to match a description to a picture
X will identify when they have not understood an instruction and use a repair strategy e.g. ask for repetitions ask for help ask for a shorter instruction ask for more information ask about the meaning of a word they haven't understood	21. How to develop ability to self monitor to remember information and follow instructions

Other resources to help you

-Link to bite sized trainings

-Link to strategies

Vocabulary and word finding

Language Plan Level 1

	Target Examples	Relevant How-To Guide
Level 1	X will show understanding of family vocabulary e.g. 'baby', 'brother', 'sister', 'mother', 'father', 'grandma', 'grandpa'	10. How to develop understanding of new vocabulary
	X will label 5 items from a simple category e.g. fruit, vegetables, transport, animals.	12. How to develop use of new vocabulary
	X will select an object that is the same e.g. Find one like this... (from a closed set of 3-4 objects)	10. How to develop understanding of new vocabulary
	X will select the correct said verb from a set of 3 pictures (e.g. find the one that shows "walking")	10. How to develop understanding of new vocabulary
	X will use a range of verbs/action words.	12. How to develop use of new vocabulary

Language Plan Level 2

	Target Examples	Relevant How-To Guide
Level 2	X will show an understanding of 5 colours e.g. 'red', 'green', 'blue', 'orange', 'purple'.	10. How to develop understanding of new vocabulary
	X will sort pictures/objects into known categories e.g. transport, food, clothes	10. How to develop understanding of new vocabulary
	X will answer questions about functions of objects e.g. what are spoons for, why do we have shoes	12. How to develop use of new vocabulary
	X will find an object by function e.g. find one that can eat with, find one that can wear	10. How to develop understanding of new vocabulary
	X will respond to 2 things about an object e.g. colour and size, such as find one that is green and little	10. How to develop understanding of new vocabulary

	X will name a simple category that a selection of items belongs to.	12. How to develop use of new vocabulary
	X will sort items into broad categories e.g. food, transport.	10. How to develop understanding of new vocabulary
	X will sort items into narrow categories e.g. fruit, vegetables, transport in the sky, transport on the road.	10. How to develop understanding of new vocabulary
	X will give an example from a category e.g. name something that is a fruit	10. How to develop understanding of new vocabulary 12. How to develop use of new vocabulary
	X will identify differences between pictures	10. How to develop understanding of new vocabulary 12. How to develop use of new vocabulary

Language Plan Level 3

	Target Examples	Relevant How-To Guide
Level 3	X will find things that go together from a closed set of 3-4 items or pictures e.g. find one that goes with this	10. How to develop understanding of new vocabulary
	X will find another example of something with extra conditions e.g. tell me something else you can drink that is not cold	10. How to develop understanding of new vocabulary 12. How to develop use of new vocabulary
	X will give simple definitions for known words (at least 3 different words)	10. How to develop understanding of new vocabulary 12. How to develop use of new vocabulary
	X will identify similarities between pictures or objects e.g. how are these the same?	10. How to develop understanding of new vocabulary 12. How to develop use of new vocabulary

Language Plan Level 4

	Target Examples	Relevant How-To Guide
Level 4	X will understand and use 5 new curriculum-based words.	10. How to develop understanding of new vocabulary 12. How to develop use of new vocabulary
	X will use an adjective to describe an object	31. How to develop use of adjectives and adverbs
	X will ask for meanings of words	21. How to develop ability to self monitor to remember information and follow instructions 10. How to develop understanding of new vocabulary 12. How to develop use of new vocabulary
	X will describe meanings of simple words	10. How to develop understanding of new vocabulary 12. How to develop use of new vocabulary
	X will answer how things are the same and different	10. How to develop understanding of new vocabulary 12. How to develop use of new vocabulary
	X will learn the same word can mean two things e.g orange	10. How to develop understanding of new vocabulary
	X will learn that different words can mean the same thing	10. How to develop understanding of new vocabulary
	X will name ordinal numbers 'first', 'second', 'third'	22. How to develop understanding of number concepts 32. How to develop use of words related to time and sequence
	X will be able to identify and use synonyms (words that mean the same)	10. How to develop understanding of new vocabulary

	12. How to develop use of new vocabulary
X will be able to identify and use antonyms (opposites)	10. How to develop understanding of new vocabulary 12. How to develop use of new vocabulary
X will be able to identify and use homonyms (words that sound the same but have different meanings)	10. How to develop understanding of new vocabulary 12. How to develop use of new vocabulary
X will explain the logic of compound words	10. How to develop understanding of new vocabulary 12. How to develop use of new vocabulary
X will use word finding strategies when s/he is unable to retrieve a word.	21. How to develop ability to self monitor to remember information and follow instructions 10. How to develop understanding of new vocabulary 12. How to develop use of new vocabulary

Other resources to help you

-Link to bite sized trainings

-Link to strategies

Expressive Language

Language Plan Level 1

	Target Examples	Relevant How-To Guide
Level 1	X will use subject-verb or verb-object phrases/sentences of 2-4 words (this can be describing pictures or events in the here and now e.g. baby crying	26. How to develop ability to form sentences
	X will use subject-verb or verb-object phrases/sentences of 2-4 words (this can be describing pictures or events in the here and now e.g. baby crying	26. How to develop ability to form sentences

Language Plan Level 2

	Target Examples	Relevant How-To Guide
Level 2	X will use subject-verb-object sentences to describe what is happening in a picture/simple scene e.g. when asked "what is happening in the picture?"	26. How to develop ability to form sentences
	X will use 4-part sentences e.g. subject-verb-object-location, subject-verb-adjective-object to describe what is happening in a picture e.g. what is happening in the picture?	26. How to develop ability to form sentences
	X will use 'and' to link sentences together	27. How to develop use of the connective - and

Language Plan Level 3

	Target Examples	Relevant How-To Guide
Level 3	X will use the correct pronoun in a sentence e.g. he/she/him/hers/theirs etc	05. How to develop grammar - pronouns
	X will give a set of directions e.g. explain how to get to, or do this and then do that	11. How to develop sequencing skills
	X will formulate a story about a 3-4 set of sequencing pictures and link the sentences together e.g. using first, then and last	11. How to develop sequencing skills

	26. How to develop ability to form sentences
X will describe what might happen next e.g. from a set of sequencing pictures	11. How to develop sequencing skills 32. How to develop use of words related to time and sequence 06. How to develop understanding of Blanks Level Questions

Language Plan Level 4

	Target Examples	Relevant How-To Guide
Level 4	X will describe a sequence of events using *first/next* and *last.*	11. How to develop sequencing skills 32. How to develop use of words related to time and sequence
	X will use comparative adjectives such as loud, louder	31. How to develop use of adjectives and adverbs
	X will use adjectives for describing	31. How to develop use of adjectives and adverbs
	X will use 'yesterday' and 'tomorrow' in individual sentences or as part of a narrative	32. How to develop use of words related to time and sequence
	X will use adverb concepts 'backward' and 'forward'	31. How to develop use of adjectives and adverbs
	X will use prepositional concepts e.g. around, ahead of, through	04. How to develop understanding and use of prepositions
	X will use the correct plural ending ('-s', '-es') to describe more than one thing.	28. How to develop use of regular and irregular plural endings
	X will use the correct irregular plural endings to describe more than one e.g. "fish", "sheep"	28. How to develop use of regular and irregular plural endings
	X will use auxiliary "is" appropriately in sentences e.g. "he is riding a bike".	29. How to develop use of auxiliary verb
	X will use auxiliary "are" appropriately in sentences e.g. "they are going to the park".	29. How to develop use of auxiliary verb

	X will use the regular/irregular past tense accurately e.g. "I walk*ed* home from school today", "I *sat* on the chair".	30. How to develop use of correct verb tense - regular and irregular
	X will use the future tense to describe a picture, or a future event related to their day-to-day life e.g. "I *will* ride my bike tomorrow" or "the boy *is going* to ride his bike"	30. How to develop use of correct verb tense - regular and irregular
	X will ask questions for information e.g. what colour is it, does he wear glasses	25. How to develop ability to ask questions

Other resources to help you

-Link to bite sized trainings

-Link to strategies

Verbal Reasoning

Language Plan Level 3

	Target Examples	Relevant How-To Guide
Level 3	X will describe what might happen next e.g. from a set of sequencing pictures	06. How to develop understanding of Blanks Level Questions 33. How to develop ability to predict
	X will describe what might happen next e.g. from a set of sequencing pictures	06. How to develop understanding of Blanks Level Questions 33. How to develop ability to predict

Language Plan Level 4

	Target Examples	Relevant How-To Guide
Level 4	X will answer 'what will happen if...' questions that require prediction e.g. what will happen if you go out without an umbrella and it's raining	06. How to develop understanding of Blanks Level Questions 33. How to develop ability to predict
	X will answer 'what could Y do or use' (to solve a problem)	06. How to develop understanding of Blanks Level Questions 34. How to develop ability to problem solve
	X will answer 'why can't we....' (that explains an obstacle to a solution e.g. why can't we use a fork for soup)	06. How to develop understanding of Blanks Level Questions 34. How to develop ability to problem solve
	X will answer 'how do you know' questions from an observation e.g. how can we tell the boy is sad/how do you know the boy is sad	06. How to develop understanding of Blanks Level Questions 35. How to develop ability to answer how do you know questions

X will be able to explain how you do something.	06. How to develop understanding of Blanks Level Questions 36. How to develop ability to explain how to do something
X will be able to answer simple "*why?*" questions about short stories/pictures.	06. How to develop understanding of Blanks Level Questions 37. How to develop ability to answer why questions
X will provide solutions for social "problems".	06. How to develop understanding of Blanks Level Questions 34. How to develop ability to problem solve

Other resources to help you

Link to bite sized trainings

Link to strategies

Social Communication and Emotional Regulation

Target Examples	Relevant How-To Guide
X will respond or initiate by using a word, approximation of a word and/or nonverbal communication.	14. How to develop joint attention 38. How to develop ability to initiate with and respond to others
X will use social greetings	39. How to develop use of social greetings
X will use appropriate proximity according to the person and/or context	40. How to develop understanding of personal space and proximity to others
X will approach peers in the playground and request to join in with their play	41. How to develop ability to initiate and engage in cooperative play
X will play cooperatively with another child	41. How to develop ability to initiate and engage in cooperative play
X will identify whose turn it is during a small group activity	42. How to develop turn taking
X will wait for and take his/her turn in a small group activity	42. How to develop turn taking
X will respond appropriately to winning or losing when playing a game with his peers/adults	43. How to develop ability to manage winning and losing
X will use a conversation starter such as a comment or a question to start a conversation with a peer/adult.	39. How to develop use of social greetings 41. How to develop ability to initiate and engage in cooperative play
X will initiate and maintain a conversation, related to his peer's interests.	44. How to develop ability to maintain a conversation
X will ask a follow up question or make a comment to extend a conversation.	44. How to develop ability to maintain a conversation

X will stay on topic for X number of turns in a conversation.	44. How to develop ability to maintain a conversation
X will label emotions from a picture or person	45. How to support understanding of emotions
X will suggest an appropriate reason for a given emotion e.g. angry, sad, excited.	45. How to support understanding of emotions
X will identify how he/she is feeling/might feel in a certain situation	45. How to support understanding of emotions

Other resources to help you

-Link to bite sized trainings

-Link to strategies – social communication

-Link to strategies – emotional understanding