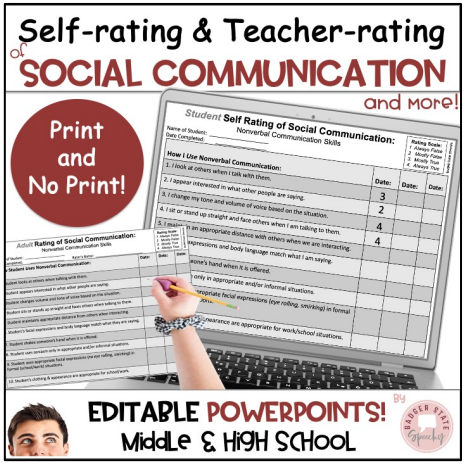
Thanks for checking out this IEP goal bank from BADGER STATE Speechy

UNLOCKING SOCIAL POTENTIAL

This goal bank is on nonverbal communication (including tone). If you need help defining exactly what skill your student needs practice with, please check out these informal social communication measures:



About this goal bank:

In this set, you will find examples of IEP goals regarding nonverbal communication. These goals are a starting point and should be modified to fit the needs of the client or student.

Be sure to involve the team, including the student, when writing goals.

IEP GOAL BANK:

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2023 Badger State Speechy

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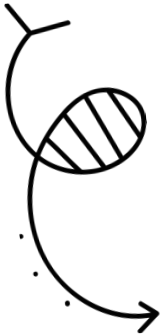

E

TPT

IEP Goal Bank

2022 Badger State Speechy

IEP GOAL BANK:

Identifying Emotions from paralinguistic clues

1. Given visual representations of face and/or body, student will identify 4 of 6 emotions on the person(s) as measured over 3 data probes during this IEP or reporting period.

2. Given visual representation of face and/or body and context, student will identify 4 of 6 emotions on the person(s) as measured over 3 data probes during this IEP or reporting period.

3. Given a picture of the emotion, student will make a connection by providing one example of when student has felt this emotion for 3 of 4 data probes during this reporting period.

4. Upon viewing a picture or video reflecting emotions, student will provide 2 ways they feel in their bodies (tense, upset stomach) when they experience this emotion for 3 of 4 data probes during this reporting period.

5. Given a social scenario and visual representation, of an emotion, student will state what they would say to the person feeling this emotion for 3 of 5 data probes during this reporting period.

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IEP GOAL BANK:

Identifying Emotions from paralinguistic clues

1. Student will show evidence of understanding an emotion felt by another person in his/her life at least 2x over the reporting period as reported by SLP, other teachers or family members.

2. Given a hypothetical social scenario picture or role play, student will describe the meanings behind various non-verbal communication signs (facial expressions, body language, tone of voice) in 80% of situations presented on average over 3 data collection points as measured by the speech language pathologist.

You might also find the IEP goal
banks for emotions and perspective taking helpful!

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IEP GOAL BANK:

Understanding Tone of Voice

1. Given adult examples of various tones of voice and accompanying non-verbal cues student will accurately identify the emotion or message communicated by the tone with 80% accuracy as assessed by the speech language pathologist, over 3 data collection points during the reporting period.

2. Given adult examples of various tones of voice and accompanying non-verbal cues student will accurately choose the emotion or message (can include sarcasm) communicated by the tone from a choice of 3-5 responses with 80% accuracy as assessed by the speech language pathologist, over 3 data collection points during the reporting period.

3. Given adult examples of various tones of voice and accompanying non-verbal cues student will accurately label the emotion or message (can include sarcasm) communicated by the tone with 80% accuracy as reviewed by the speech language pathologist, over 3 data collection points during the reporting period.

Using Tone of Voice

1. Given an emotion or message with a visual example and a sentence, student will read the sentence and produce the accompanying tone of voice for 75% of trials as judged by the speech language pathologist, over 3 data collection points during the reporting period.

IEP GOAL BANK:

Understanding and Using Sarcasm

1. Student will identify 3 signs of sarcasm in tone of voice (such as prolonged vowels) in prerecorded messages and 3 signs of sarcasm in facial expression and body language when shown pictures over 2 data collection points during the reporting period.

2. Given adult examples of various tones of voice and accompanying non-verbal cues student will accurately identify if the message is "sincere" or "sarcastic" (with or without a visual sarcasm checklist) for 80% of trials as judged by the speech language pathologist, over 2 data collection points during the reporting period.

3. Given adult examples of sincere and sarcastic tones of voice, accompanying non-verbal cues, and background information and/or context, students will identify the message as "sincere" or "sarcastic," (with or without a visual sarcasm checklist), for 80% of trials as judged by the SLP, over 2 data collection points during the reporting period.

4. Given a social situation with a visual depiction and accompanying non-verbal cues student will accurately identify if the situation is an appropriate time and place for the use of sarcasm with support for the answer and change sarcastic responses to sincere ones, both for 80% of trials as judged by the speech language pathologist, over 2 data collection points during the reporting period.

IEP GOAL BANK:

Tone of Voice

With Accompanying Rubric:

Students will improve _____ (tone of voice, detection of sarcasm, use of sarcasm, use of formal/informal communication) by moving (1,2,3) levels on the "*rubric for tone of voice*" during this IEP or treatment period from a baseline of level ____.

Rubric: Tone of Voice & Sarcasm

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Category	4 Mastery	3 Proficient	2 Approaching	1 Beginning
Use of Emotional Tone: Changes tone of voice to express different *emotions and types of messages*.	*Typicall*y and easily changes tone of voice to communicate a variety of emotions and meanings in *everyday* situations.	Tone of voice *frequently* matches intended meaning or emotion with *occasional* visual and/or verbal *supports or models* during *unstructured* tasks.	Tone of voice *infrequently* matches intended meaning or emotion with visual and/or verbal *supports or models* during *structured* tasks.	Tone of voice *rarely* matches intended meaning or emotion even with visual cues and/or verbal *supports or models* during *structured* tasks. Doesn't notice when their tone is misinterpreted by others.
Formal/Informal Tone Changes voice tone, sentence structure & vocabulary to convey *formal or informal t*one.	Is *consistently* able to convey the appropriate tone of voice and use appropriate sentence structure and vocabulary to convey formal or informal tone in *everyday* conversations.	Is *often* able to convey the appropriate formal or informal tone, sentence structure and vocabulary in *structured* and *unstructured* tasks with visual and/or verbal *supports*.	*Infrequently* able to convey the appropriate tone of voice and use appropriate sentence structure and vocabulary to convey formal or informal tone in *structured* tasks with visual and/or verbal *supports.*	Is *rarely* able to convey the appropriate tone of voice and use the appropriate sentence structure and vocabulary in *structured* tasks even with visual and/or verbal *supports.*
Understanding and detection of sarcasm**.**	*Consistently detects or understands that sarcasm is being used by others. Detects the use of sarcasm through tone of voice and nonverbal communication used by others and comprehends the situational cues with little to no prompting from adult.*	*Frequently detects or understands that sarcasm is being used by others. Frequently detects the use of sarcasm through tone of voice and nonverbal communication used by others and understands the situational cues with a some prompting or assistance from an adult.*	*Infrequently detects or understands that sarcasm is being used by others. Infrequently detects the use of sarcasm through tone of voice, nonverbal communication and situational cues even with prompting and adult support.*	*Rarely* understands or detects that sarcasm is being communicated by others through their tone of voice and nonverbal communication cues. Rarely detects situational cues that indicate sarcasm even with visual and/or verbal *supports.*
Use of sarcasm in situations.	*Rarely* uses sarcasm in inappropriate settings or only uses with a select group of peers or family members. Understands that sarcasm can be hurtful and not appropriate for most situations.	Uses sarcasm *occasionally* in inappropriate situations. May apologize if sarcasm is used and listener shows hurt feelings.	*Often* uses sarcasm in inappropriate situations. Shows *emerging* understanding of how sarcasm can be negatively received by others.	*Typically,* uses sarcasm in completely inappropriate situations most of the time. Others may avoid person due to their frequent use of sarcasm.

PRODUCTS FOR:
NONVERBAL COMMUNICATION (AND TONE)!

Products related to TONE of VOICE & SARCASM!

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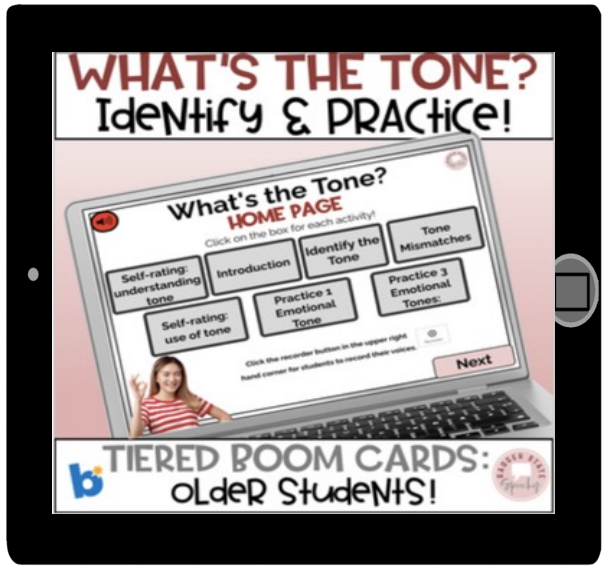

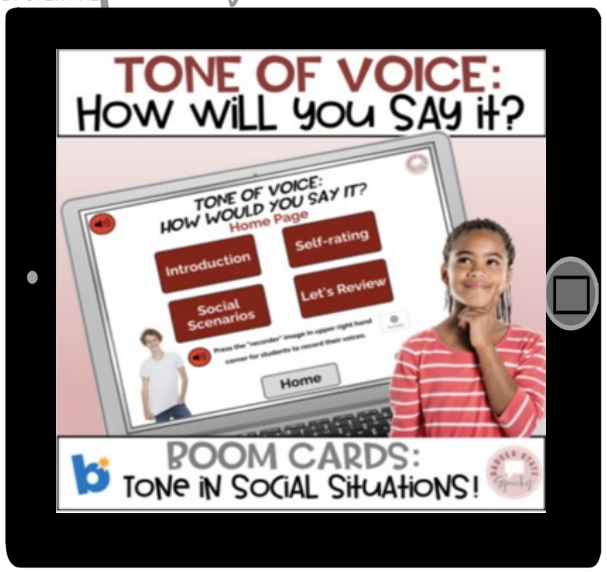

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Boom Bundles for Older Students!

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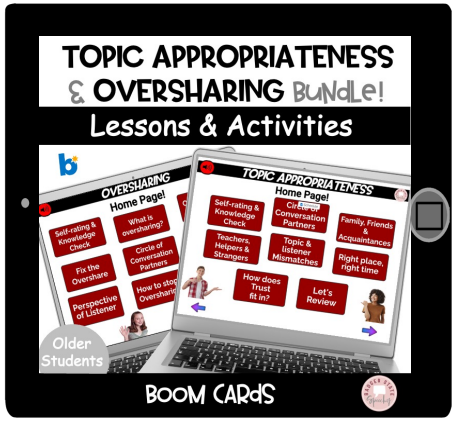

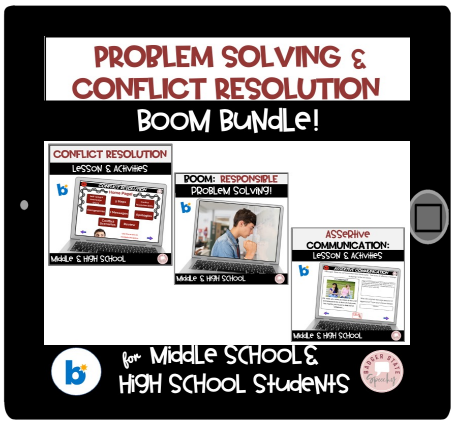

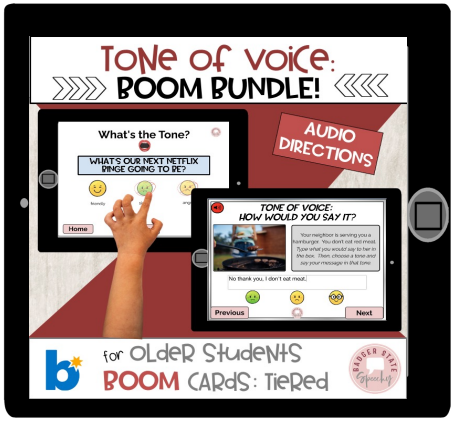

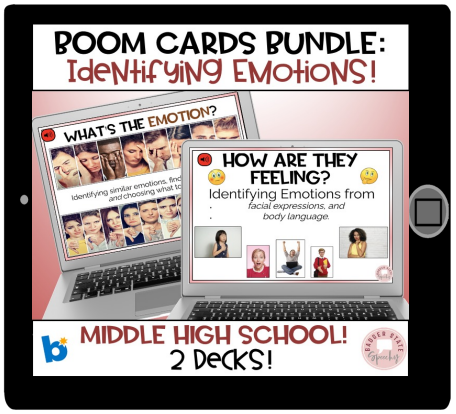

Products related to PERSPECTIVE-TAKING!

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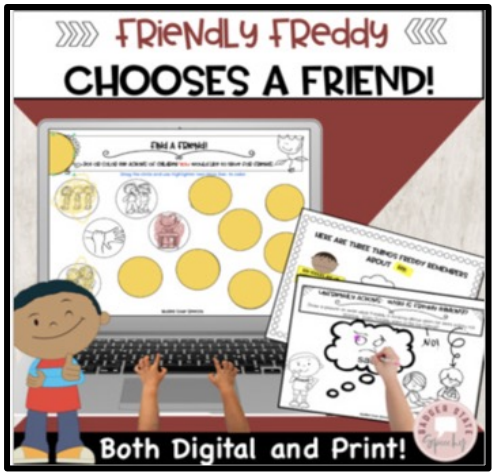

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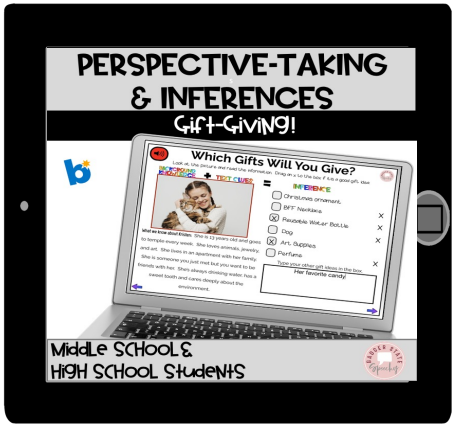

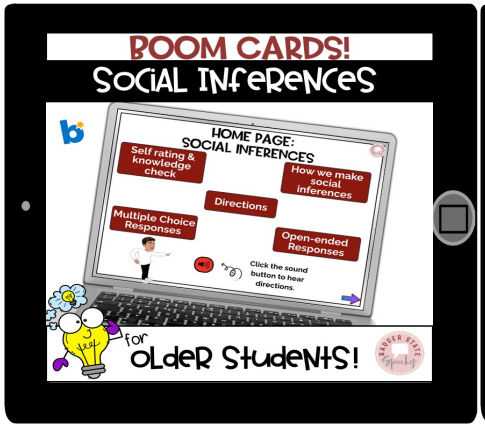

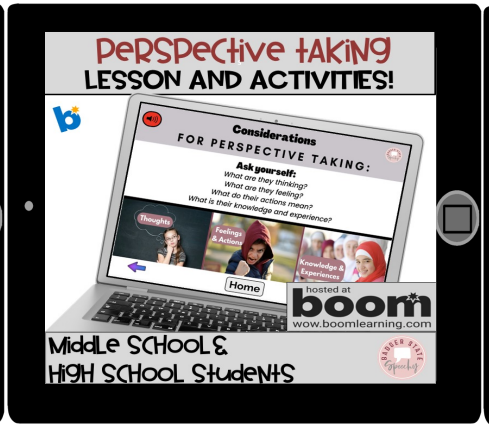

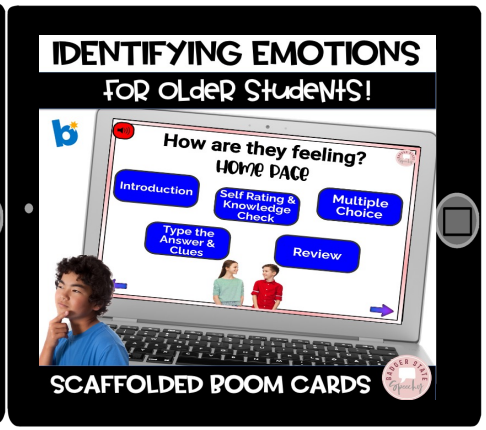

Products for PERSONAL SPACE!

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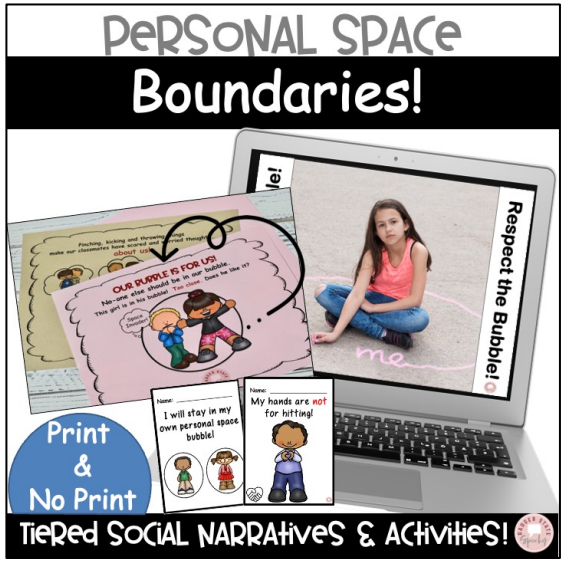

Elementary

Older Students

FREE LESSON PLAN!

A BOOM BUNDLE for Older Students

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UNLOCKING SOCIAL POTENTIAL

INCLUDES DECKS ON:

- Using a Social Filter,
- Conversation Skills,
- Identifying Emotions,
- Tone of Voice,
- Social Inferences,
- Sarcasm,
- Problem-solving….

AND MORE!!