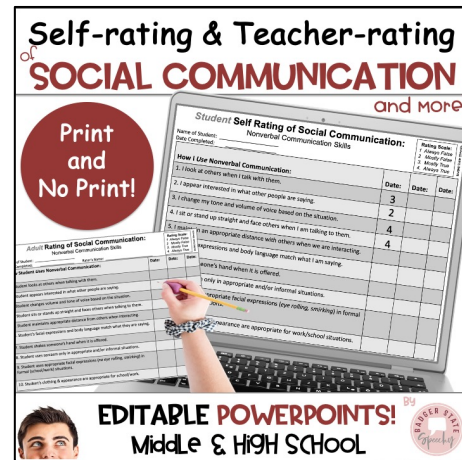


Thanks for checking out this IEP goal bank

from



This goal bank is on **perspective taking**. 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 perspective taking. 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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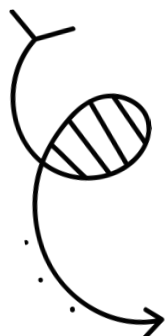
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Check out my Boom Learning Products too!

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IEP GOAL BANK:

Perspective-taking:

1. Given a hypothetical or actual social scenario reported by the student/adult or presented by the clinician, student will show understanding of the perspectives of others by a) Explaining at least one emotion felt by each participant in the scenario, and b) explaining the intention/perspective of each participant. Criteria will be met when student is able to do both listed tasks for 4/5 proposed problem scenarios on 2 separate probes.
2. Given a picture, video, comic strip, or story, student will verbally express a plausible perspective/emotion of at least two different characters involved for 4/5 scenarios presented, maintaining this criteria over 2 separate probes.
3. Given a verbal description and visual depiction of a hypothetical social conflict, student will describe the likely perspectives/intentions and/or feelings of at least 2 persons involved and be able to do so for 4/5 scenarios presented, maintaining this criteria over 2 separate probes.
4. Given a verbal description and visual depiction of an actual social conflict, that the student was involved in, student will describe the likely perspectives/intentions and/or feelings of himself and at least one other person involved and be able to do so for 3/5 scenarios discussed with him over a grading period.



IEP GOAL BANK:

Perspective taking:

1. Given a hypothetical or actual social scenario reported by the student/adult or presented by the clinician, student will provide at least 4 verbal and non-verbal communication examples that would be expected to produce negative or positive reactions from a communication partner over 4/6 data probes.
2. Given an actual social scenario or context, student will identify a communicative behavior that produced an unintended result (such as interrupting, proximity issues) and provide at least 2 positive ways of conveying their intended message over 4 data probes.
3. While or after viewing a video, student will predict the actions of a character and/or state the motives of the character in $\frac{3}{4}$ data probes.
4. In role playing situations when given hypothetical social scenarios, the student will suggest and demonstrate empathetic responses in 4/6 data probes.



IEP GOAL BANK:

Social Inferencing:

1. Student will view pictures and/or videos and a) state at least 2 inferences that can be drawn from facial expressions, body language and tone of voice for 3/5 data probes and b) state 2 or more point or pieces of evidence that drew them to the inference for 3/5 data probes.
2. Given a verbal or visual depiction of a social conflict, student will describe likely feelings and thoughts of 2 characters for 3/5 data probes.
3. Given an actual student scenario, student will self-reflect and provide at least 3 plausible thoughts and feelings of their communication partner were, using their interpretation of verbal and nonverbal communication signals, about their social interaction in the situation in 2/3 situations discussed with them over the reporting period.
4. When shown a picture or video of a negative social behavior, student will a) identify how it makes others feel, and b) the plausible consequences of the behavior with 70% accuracy using a visual support or graphic organizer.




PRODUCTS FOR: PeRSPeCtive tAKiNg!



Products related to PERSPECTIVE-TAKING!

from  **BADGER STATE** *Speechy*
UNLOCKING SOCIAL POTENTIAL

»»» **FRIENDLY FREDDY** «««
CHOOSES A FRIEND!



Both Digital and Print!

LITTLE RED RIDING HOOD!
WHAT WERE THEY THINKING?

Character Point of View
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VIDEO COMPANIONS!
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PRINT AND DIGITAL!
for **Middle SCHOOL**

Free LESSON PLAN

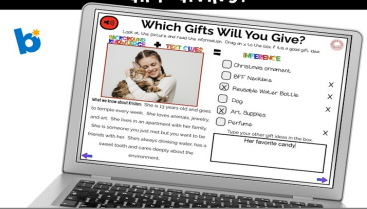
»»» **UNDERSTANDING** «««
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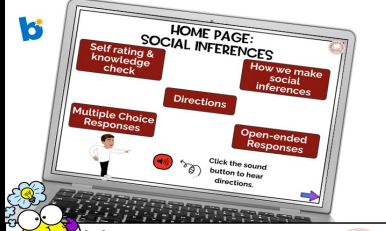
Social Skills Lesson Plan
for **Middle & HIGH SCHOOL**

PERSPECTIVE-TAKING & INFERENCES
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Middle SCHOOL & HIGH SCHOOL STUDENTS

BOOM CARDS!
SOCIAL INFERENCES



for **older STUDENTS!**

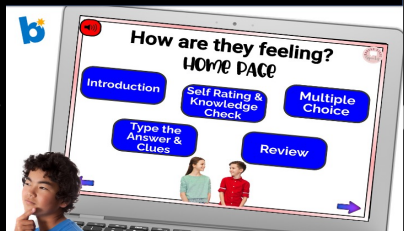
Perspective TAKING
LESSON AND ACTIVITIES!



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Middle SCHOOL & HIGH SCHOOL STUDENTS

IDENTIFYING EMOTIONS
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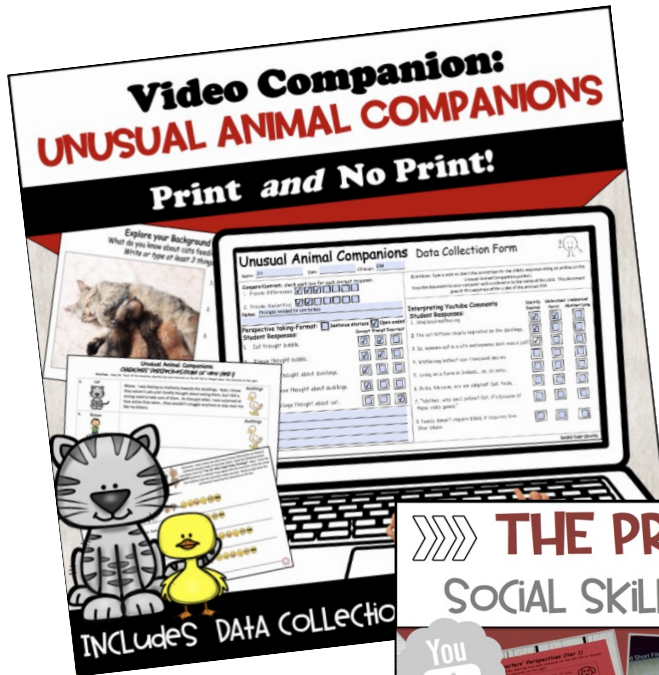
SCAFFOLDED BOOM CARDS

Video companions for Middle School

from

BADGER STATE *Speechy*
UNLOCKING SOCIAL POTENTIAL

**Video Companion:
UNUSUAL ANIMAL COMPANIONS**
Print and No Print!



This block displays materials for the 'Unusual Animal Companions' video companion. It includes a laptop screen showing a 'Data Collection Form' with a table for recording observations. The table has columns for 'Date', 'Time', 'Location', 'Behavior', 'Emotion', and 'Thoughts'. Below the table, there are sections for 'Integrating YouTube Community Student Responses' and 'Perspective Taking Partner Student Responses'. To the left of the laptop, there are printed worksheets with a cartoon cat and a yellow chick. The bottom of the block features a 'Includes Data Collection' banner with a cartoon cat and a yellow chick.

**VIDEO COMPANIONS!
Bundle of 4 products**



This block shows a laptop screen displaying four different video thumbnails: a person, a dog, a person, and a group of people. Below the screen, there is a 'YouTube' logo and the text 'PRINT AND DIGITAL! for Middle School'. A 'BADGER STATE Speechy' logo is in the bottom right corner.

**SNACK ATTACK
VIDEO COMPANION!**



This block displays materials for the 'Snack Attack' video companion. It includes a laptop screen showing a cartoon of an elderly woman and a man sitting at a table. To the right of the laptop, there is a printed worksheet with a 'Character Inferences (Star)' section. The bottom of the block features a 'Language Activities for Middle School' banner with a 'BADGER STATE Speechy' logo.

**THE PRESENT!
Social Skills Activities!**



This block shows a laptop screen displaying a video of a person. To the left of the laptop, there are printed worksheets with a 'Character Inferences (Star)' section. The bottom of the block features a 'Print & No Print Middle School, Tiered Social Skills Short!' banner with a 'BADGER STATE Speechy' logo.

**Like an ELEPHANT in a CHINA SHOP
VIDEO COMPANION!**



This block displays materials for the 'Like an Elephant in a China Shop' video companion. It includes a laptop screen showing a close-up of an elephant's face. To the left of the laptop, there is a printed worksheet with a 'Character Inferences (Star)' section. The bottom of the block features a 'YouTube for Middle School' banner with a 'BADGER STATE Speechy' logo.

A BOOM BUNDLE for Older Students

from



INCLUDES decks on:

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

AND MORE!!



Other Products for OLDER STUDENTS:

from



Self-rating & Teacher-rating of SOCIAL COMMUNICATION and more!

Print and No Print!

Student Self Rating of Social Communication: Nonverbal Communication Skills

Name of Student: _____ Date Completed: _____

How I Use Nonverbal Communication:

	Date:	Date:	Date:
1. I look at others when I talk with them.	3		
2. I appear interested in what other people are saying.	2		
3. I change my tone and volume of voice based on the situation.	4		
4. I sit or stand up straight and face others when I am talking to them.	4		
5. I maintain an appropriate distance with others when we are interacting.			
6. My expressions and body language match what I am saying.			
7. I shake someone's hand when it is offered.			
8. I only use appropriate facial expressions (eye rolling, smirking) in formal situations.			
9. My facial expressions (eye rolling, smirking) in formal situations are appropriate for work/school situations.			
10. Student's clothing & appearance are appropriate for school/work.			

Adult Rating of Social Communication: Nonverbal Communication Skills

Student Name: _____ Date: _____

How I Use Nonverbal Communication:

	Date:	Date:	Date:
1. Student looks at others when talking with them.			
2. Student appears interested in what other people are saying.			
3. Student changes volume and tone of voice based on the situation.			
4. Student sits or stands up straight and faces others when talking to them.			
5. Student maintains appropriate distance from others when interacting.			
6. Student's facial expressions and body language match what they are saying.			
7. Student shakes someone's hand when it is offered.			
8. Student uses sarcasm only in appropriate and/or informal situations.			
9. Student uses appropriate facial expressions (no eye rolling, smirking) in formal (school/work) situations.			
10. Student's clothing & appearance are appropriate for school/work.			

EDITABLE POWERPOINTS! Middle & High School

By **BADGER STATE Speechy**

»»» I'M done early! ««« ONE-PAGE SOCIAL SKILLS!

SOCIAL FILTER

READ AND SUMMARIZE IT:

The term "social filter" refers to our ability to assess which of our thoughts we should use and which ones we should keep to ourselves based on the situation we're in and the people we're speaking with. It involves thinking before speaking so we aren't saying something inappropriate or hurtful to others.

VOCABULARY:

Circle the words you might use to describe a person who uses whatever they want and has no social filter.

CONVERSATION STARTER:

Can you think of someone you know or a famous character that doesn't have a social filter? Describe them.

Look at the funnel image. Explain how a funnel is like a social filter.

PRINTABLE OR DIGITAL! MULTISKILL SOCIAL SKILLS ACTIVITIES: MS HS!

By **BADGER STATE Speechy**