

Thanks for checking out this IEP goal bank

from



This goal bank is on the **conversation skills**. If you need help defining exactly what skill your student needs practice with, please check out these informal social communication measures:

SOCIAL COMMUNICATION
Informal **Video-based Assessment** *


Older Students



PRINT AND NO PRINT OPTIONS

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

Print and No Print!



EDITABLE POWERPOINTS!
Middle & High School

About this goal bank:
In this set, you will find examples of IEP goals regarding **conversation skills**. 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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IEP GOAL BANK:

uNdeRStAndiNg RuLeS ANd voCABuLArY of CoNveRSAtion

1. Given a social script of a conversation, student will identify 3 or more conversation parts or vocabulary (greeting, question, comment) in 3 out of 4 data probes during this reporting period.
2. Given a familiar topic, student will provide two comments and two questions they could use in a conversation related to that topic in 3 out of 4 data probes during this reporting period.
3. Given a topic, student will name 2 or more examples of 4 different conversation parts (greeting, question, comment, compliment, etc.) across 2 data probes.



IEP GOAL BANK:

Initiating Conversation

1. Given a hypothetical visual and/or verbal social scenario, student will provide a question, comment, or compliment that is appropriate and relevant for initiating a conversation in the scenario for 3/5 scenarios with (mild, moderate, maximum) verbal and/or visual supports over 5 data probes.
2. Given small group structured social conversations, student will initiate a conversation by a) using a comment, compliment or question of a peer by imitating or reading the clinician's cued questions, comment or compliment, OR when cued "can you think of a question, comment or compliment to use to start a conversation?" and b) spontaneously without cues both in 3/5 measured conversations over the IEP or reporting period.
3. Given a social situation where student has an opportunity to initiate with peers in a small group setting (ex: lunch/recess, small group work time in general education, etc.) student will initiate with peers by a) gaining their attention by using appropriate personal space and eye contact, and b) asking a question or making a comment/compliment about a relevant topic, for 3 of 5 observed opportunities as observed/reported by staff over a trimester period.
4. During recess, student will initiate and begin a back-and-forth conversation exchange (for example, greeting and asking about a shared interest) after 1 prompt, with a previously identified classmate, independently for 2 of 4 observed trials.



IEP GOAL BANK:

INITIATING CONVERSATION, PAGE 2

1. Student will a) tell how to greet and initiate a conversation with a peer, and b) initiate a conversation with a peer once during a 30-minute session/class provided visual or verbal cues.
2. By the end of the IEP or reporting period, after saying a name to gain attention, student will make a verbal request with for 2 of 4 observed opportunities.
3. By the end of the IEP or reporting period, student will use words and/or gestures or physical interaction to gain attention of adults and peers before initiating communication given ____ verbal prompts, for 2 of 4 data probes.
4. By the end of the IEP or reporting period, in the school setting, student will greet his peers and adults during appropriate times, given ____ verbal prompts, for 3 of 4 data probes.
5. By the end of the IEP or reporting period, in a small group, student will initiate conversation with a peer (by greeting, using non-verbal communication skills, commenting, or questioning), given one adult prompt, as measured by observation during 3 of 5 data collection probes per grading period.

IEP GOAL BANK:

MAINTAINING A CONVERSATION

1. Given a topic of conversation, student will list at least ____ initial or follow-up questions they could ask related to the topic, for ____ of ____ conversation topics presented, as measured by the speech-language pathologist.
2. Given a sample and average of 3 different conversation topics with 2 peers, student will have at least 35% of her contributions to the conversation be initial or follow-up questions, (not comments or non-responses), as measured by the speech-language pathologist.
3. By the end of the IEP or reporting period, when engaged in play or talk with a peer, student will make a contextually relevant response, given one adult prompt or question, ____ times per data probe.
4. By the end of the IEP or reporting period, when engaged in a structured activity, student will respond to an adult or peer's question and give relevant information, with ____% accuracy, for ____ data probes per period.

IEP GOAL BANK:

MAINTAINING TOPIC OF CONVERSATION

1. Given (minimal, moderate or maximum) verbal or visual prompts or models, student will use questions, comments and/or compliments to maintain a conversation about a preferred topic, selected by the student, for a minimum of ____ conversational turns in side-by-side online/in person conversations with declining levels of supports for ____ of ____ data probes.
2. Given (minimal, moderate or maximum) verbal or visual prompts or models, student will use questions, comments and/or compliments to maintain a conversation about a non-preferred topic, selected by the Speech/Language Pathologist, for a minimum of ____ conversational turns in side-by-side online/in person conversations with declining levels of supports for ____ of ____ data probes.
3. Given an analysis and data from 3 conversations, student will have 25-35% of his conversational turns on average be questions directed toward gaining information from his conversational partner, with _____ level of visual/verbal support from SLP.
4. By the end of the IEP or reporting period, when engaged in conversation with peers, student will maintain the topic of conversation in a 3-part dialogue exchange, given _____ verbal prompt(s), in ____ of ____ data probes.
5. Student will increase his awareness of and ability to self monitor off-topic statements by taking data on these behaviors during speech sessions with 70% accuracy and improve conversation skills by adding one thought, compliment, comment or question to informal conversations with SLP for 2 of 4 data probes.

IEP GOAL BANK:

Interrupting

1. Student will reduce interrupting behaviors by meeting the following short-term objectives:
 - a) Given a visual or verbal social scenario, will verbalize at least one-way listeners feel when they are interrupted, for ____ of ____ scenarios,
 - b) Given possible reasons to interrupt an adult, will sort emergency from non-emergency reasons at ____% accuracy,
 - c) Given a social script about interrupting, student will answer ____ of ____ questions correctly about the script,
 - d) Given a structured conversation with adults or peers, will not demonstrate interrupting behaviors for ____ conversational turns with visual and/or verbal cues for 2 of 4 data probes.
 - e) Given an unstructured conversation with adults or peers, student will not demonstrate interrupting behaviors for a ____ turn reciprocal conversation without prompts or cues.
2. Student will increase his awareness of and ability to self monitor interruptive statements by taking data on these behaviors during select speech sessions with 70% accuracy with SLP for ____ of ____ data probes.
3. Student will raise their hand and wait to be called on before talking aloud in classroom settings given ____ of ____ opportunities to do so as observed by classroom teacher and/or SLP.



IEP GOAL BANK:

CONVERSATION RECIPROCITY

With Rubric:

Students will improve conversational reciprocity by moving (1,2,3) levels on the "rubric for measuring conversational reciprocity" during this IEP or treatment period.

Without Rubric:

Student will improve conversational reciprocity by meeting the following short-term objectives:

- a) Given a visual or verbal social scenario, student will accurately verbalize 2 ways that characters feel when a conversational partner doesn't talk about topics of interest to his/her conversational partners and/or monopolizes a conversation for ____ of ____ scenarios.
- b) Given a social script about a one-sided conversation, student will answer ____ of ____ questions correctly about the script,
- c) Student will engage in a structured conversation about a topic of high interest to him/her exhibiting approximately the same number of conversational turns with his/her conversational partner with visual and/or verbal supports for ____ of ____ data probes.
- d) Student will engage in a short conversation about a topic of low interest or partner-focused exhibiting approximately the same number of conversational turns with his/her conversational partner with visual and/or verbal supports for ____ of ____ data probes.



RUBRIC FOR MEASURING CONVERSATIONAL RECIPROCITY

Level 1: Maximum Supports	Level 2: Moderate Level of Support	Level 3: Minimal Supports	Level 4: Reciprocal Turns: Infrequent Supports
Student completely controls conversations with others, usually changing topics to those of high interest to him/her and not talking about partner-focused topics. Student is unaware of the impact that controlling conversations has on his/her listeners. Student controls conversations more than 90% of the time and needs maximum supports to allow partner-focused topics for short conversations.	Student shows emerging awareness of how controlling conversations impacts his/her listeners. Student attempts to talk about low interest topics but requires moderate visual or verbal support/guidance to do so. Student controls conversations more than 50% of the time, even with visual and/or verbal supports.	Student verbalizes awareness of impact of impact of controlling conversations on others. Student engages in reciprocal conversations about partner-focused topics with minimal visual and/or verbal supports. Student controls conversations with others less than half the time with visual and/or verbal supports.	Student self-monitors his/her ability to engage in a reciprocal conversation with approximately the same number of turns about a partner-focused topic with an infrequent level of verbal and/or visual supports. Student controls conversations less than 25% of the time with infrequent visual and/or verbal supports.

IEP GOAL BANK:

MeANiNgfUL CoNvERsAtIoNAl ReSPONSeS

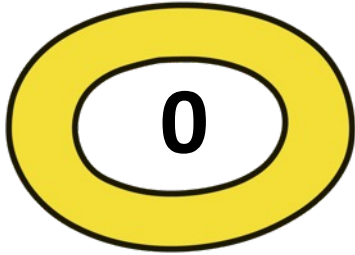
A goal to accompany the Conversation Responses Point Scale:

Student will improve their ability to engage in meaningful conversations with others by providing _____ (number) of ____ point responses (see conversation responses point scale) during ____ of ____ measured conversations with one verbal prompt per conversation as measured by language samples taken by SLP.



Conversation Responses Point Scale

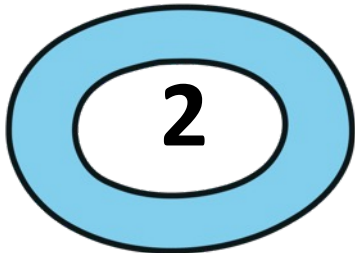
by BADGER STATE SPEECH



A **zero response** in a conversation is a noise or a filler, such as “*hmm, huh, mm.*” Using fillers as the only response implies zero effort in the conversation.



A **one-point response** in a conversation is often a one word or short response such as replying to a yes/no question with *only* “yes” or “no.” Another example is providing a simple comment like “cool.” It’s a **contribution** to the conversation but doesn’t maintain it.



A **two-point response** in a conversation serves two functions. It **contributes** to the conversation AND it helps to **maintain** it. Two-point responses are great for chit chat but they may not support personal connections.



A **three-point response** in a conversation serves three functions. It **contributes** to the conversation, helps to **maintain** it AND helps to build **personal connection** with the other person.

CHECK OUT THIS
BLOG POST
FOR MORE
INFORMATION
ON THE
CONVERSATION
RESPONSE
POINT SCALE!



IEP GOAL BANK:

CLASSROOM CONVERSATION SKILLS

1. Given a sample and an average of ____ different conversations with ____ peers, student will demonstrate turn-taking, topic maintenance and "balance" in their contribution to the conversation, by talking a range of 30-40% of the total turns as measured by the speech-language pathologist.
2. Given a small group conversation facilitated by an adult, student will direct his comments or questions to a specific peer by saying their name, visually referencing them and waiting until they receive peer's reciprocated visual reference for 80% of his comments measured over a week's time period.
3. Student will engage in appropriate turn-taking skills by attending to peer's turn and waiting for one's own turn ____ of ____ data probes.
4. Student will work cooperatively with peers in small group settings (ex., share materials, allow peers to share different thoughts) for ____ of ____ data probes.



A Sample of

PRODUCTS FOR: CONVERSATION SKILLS



Thanks for checking out the Informal Assessment Tools

from

SOCIAL COMMUNICATION
Informal **Video-based Assessment** *

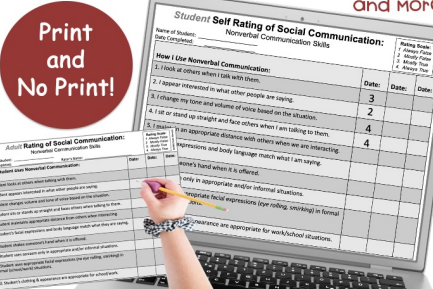
Older Students



PRINT AND NO PRINT OPTIONS

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

Print and No Print!



EDITABLE POWERPOINTS!
Middle & HIGH SCHOOL

SOCIAL COMMUNICATION
INFORMAL ASSESSMENT BUNDLE!

SELF-RATING & TEACHER-RATING of SOCIAL COMMUNICATION and more!

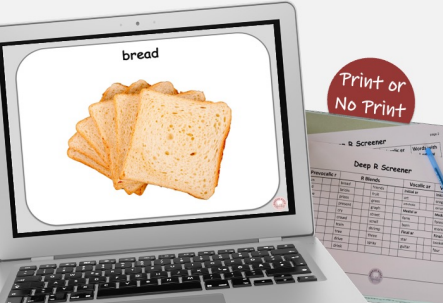
2 Print or No Print Products

10 rating scales

SOCIAL COMMUNICATION
Informal Video Assessment

EDITABLE POWERPOINTS for Middle & High School

DEEP R SCREENER: *With PHOTOS!*



Print or No Print

R: prevocalic, blends & vocalic

Selective Mutism:
INFORMAL EVALUATION TOOLS!


2 Versions: Pre-k/Elementary & Middle School



FILLABLE Text Boxes

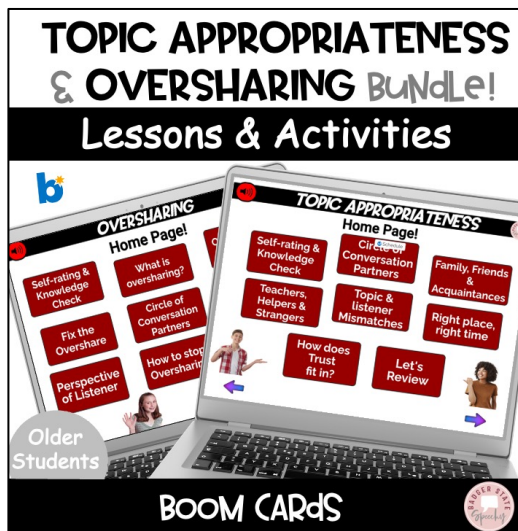
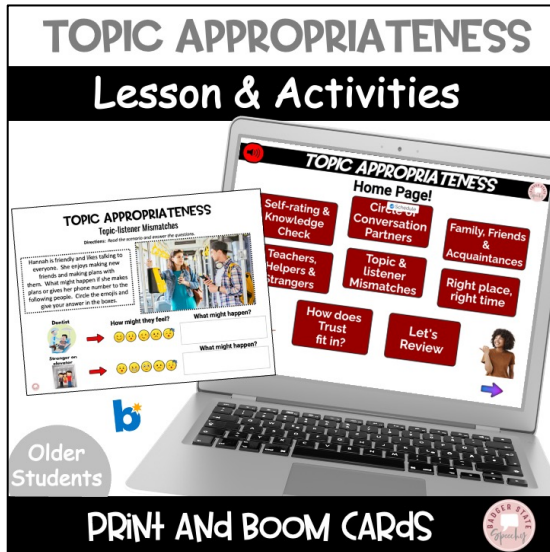
Communication SITUATIONS!

How worried am I?



BOOM CARDS

Middle School products for OVERSHARING & TOPIC APPROPRIATENESS!!



Middle School products for **CONVERSATION SKILLS!!**

from



Let's Talk about CONVERSATION SKILLS!
Print AND No Print

YouTube

Worksheet: Social Skills Training: Taking Turns
Directions: Watch the YouTube clip at this link: <https://www.youtube.com/watch?v=8L3j2m5o> and then answer the questions below.

1. Why does the boy on the left walk away in this video?

2. Do you like talking with people that constantly interrupt you? Why or why not?

second part of the video, the boys use comments to tell the boy who is interrupting that they are not going to talk to him.

* Middle HIGH SCHOOL *

»»» NO PREP SOCIAL SKILLS: CONVERSATION SCRIPTS! «««

READ the CONVERSATION ANALYZE the CONVERSATION FIX the CONVERSATION

CONVERSATION SCRIPT: GAMING TALK: A deep dive

Circle the problem(s) that happened in the conversation.

Circle the words that helped fix the conversation.

PRINTABLE OR DIGITAL
Middle AND HIGH SCHOOL

FILL MY BUCKET with COMPLIMENTS!

YouTube

Middle & HIGH SCHOOL
Google SLIDES Edition

THE PRESENT! PRINT & NO PRINT

YouTube

Middle School, Tiered, Video Companion!

Cultivate the CONVERSATION!
INTERACTIVE PDF

Tiered NO PRINT
CONVERSATION INTERVENTION

»»» SOCIAL STORY «««
NO INTERRUPTING!

NO INTERRUPTING: WE WAIT for our turn to talk.

NO INTERRUPTING: WE WAIT for our turn to talk.

COLOR AND BLACK & WHITE
for Middle HIGH SCHOOL Students

Let's COMMUNICATE! ICEBREAKERS!

• Middle & HIGH SCHOOL
• EditABLE

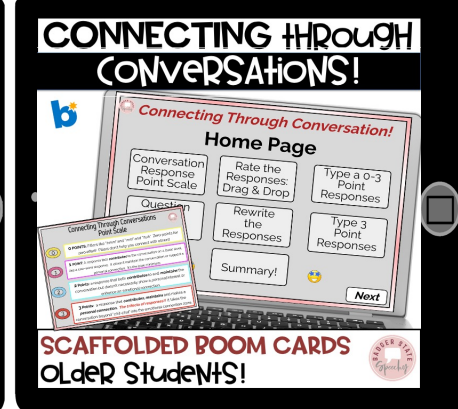
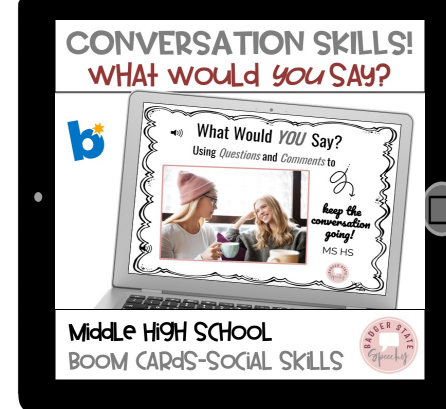
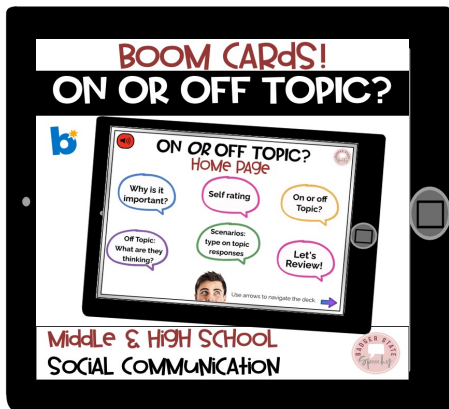
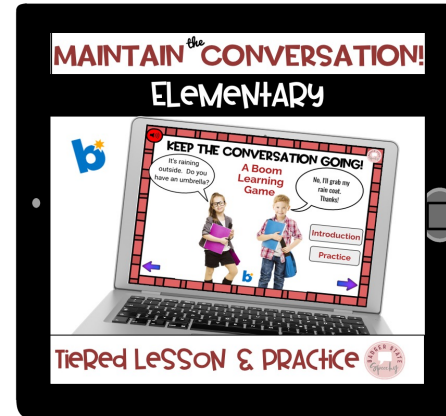
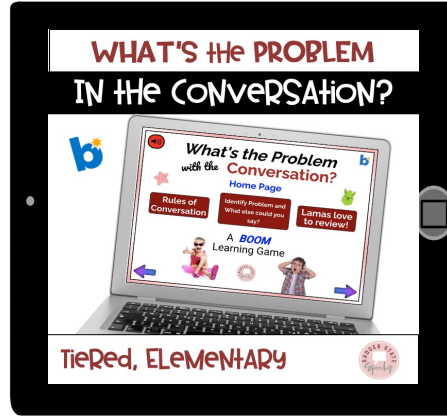
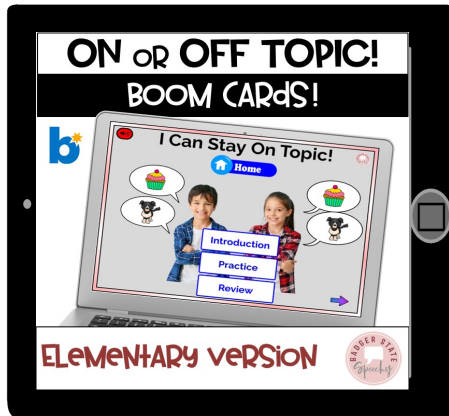
SOCIAL SKILLS LESSON PLAN: CONVERSATION!
FOR MIDDLE AND HIGH SCHOOL

Free!

Free LESSON PLAN!

Boom Cards for CONVERSATION SKILLS!

from



Boom Bundles for Older Students!

from



BADGER STATE

UNLOCKING SOCIAL POTENTIAL

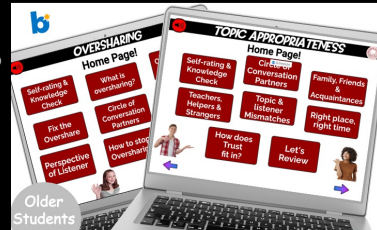
Speech

COMMUNITY SKILLS Bundle!



TIERED BOOM CARDS:
for OLDER STUDENTS!

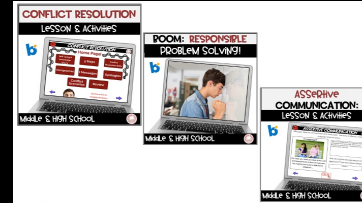
TOPIC APPROPRIATENESS & OVERSHARING Bundle! Lessons & Activities



Older
Students

BOOM CARDS

PROBLEM SOLVING & CONFLICT RESOLUTION BOOM Bundle!



for Middle School &
High School Students



Tone of voice: BOOM Bundle! <<<< >>>>



for OLDER STUDENTS
BOOM CARDS: Tiered



BOOM CARDS Bundle: Identifying Emotions!



MIDDLE HIGH SCHOOL!
2 Decks!



SARCASM Bundle 4 BOOM Decks



TIERED BOOM CARDS:
for OLDER STUDENTS!



CONVERSATION SKILLS! BOOM CARDS Bundle



Middle High School: BOOM Bundle




20 Decks
Social Skills



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
What is the Wolf's Perspective?



Character Point of View
What is the Wolf's Perspective?

"I get soooo hungry and it's not like I can go in a grocery store to get food! I can be tricky and clever, so I decided to follow that silly girl in the woods. I can't help that I'm a wild animal and my instincts take over. The grandmother tasted good. I was mad at the woodcutter!"

VIDEO COMPANIONS!
BUNDLE of 4 products



PRINT AND DIGITAL!
for **Middle SCHOOL**

Free LESSON PLAN

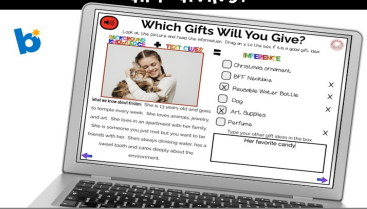
»»» **UNDERSTANDING** «««
PERSPECTIVES OF OTHERS!



FREE!

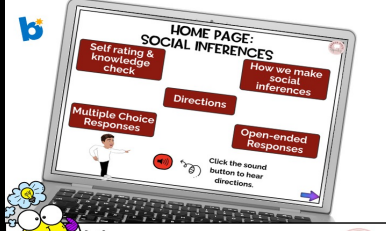
Social Skills Lesson Plan
for **Middle & HIGH SCHOOL**

PERSPECTIVE-TAKING & INFERENCE
GIFT-GIVING!




Middle SCHOOL & HIGH SCHOOL Students

BOOM CARDS!
SOCIAL INFERENCE



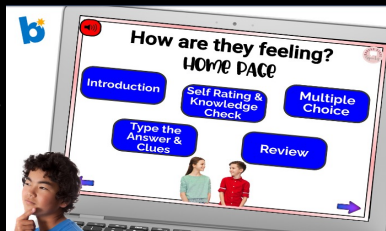
for older Students!

Perspective taking
LESSON AND ACTIVITIES!



Middle SCHOOL & HIGH SCHOOL Students

IDENTIFYING EMOTIONS
for older Students!



SCAFFOLDED BOOM CARDS

A BOOM BUNDLE for Older Students

from



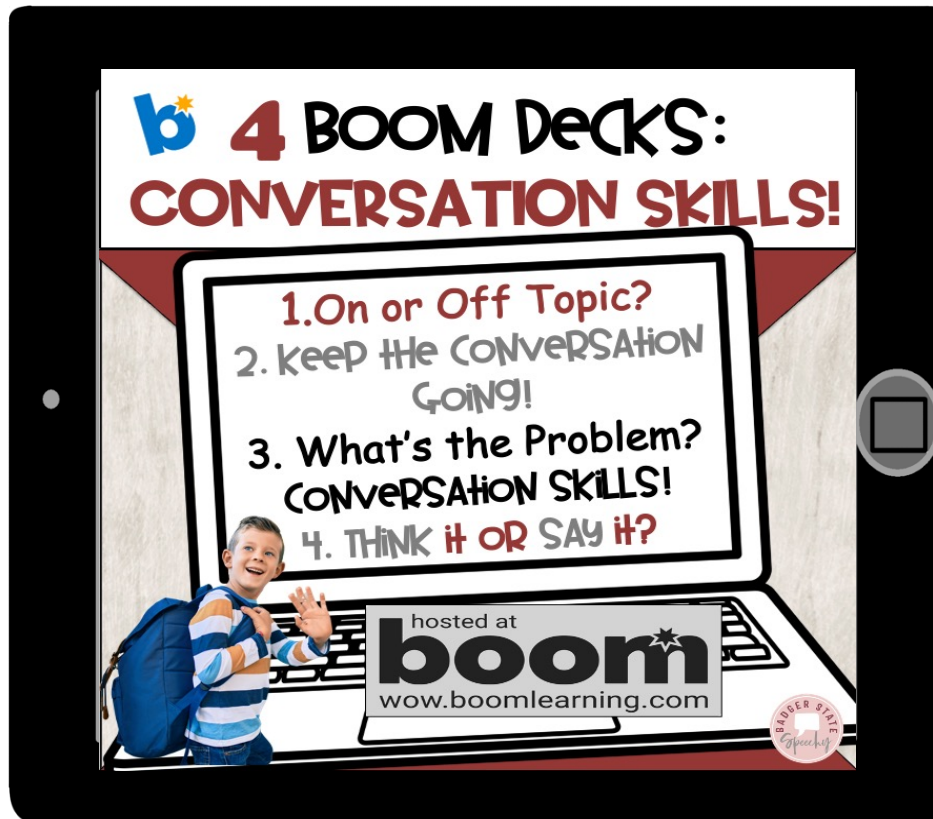
INCLUDES decks on:

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

AND MORE!!



A BOOM BUNDLE for Elementary from



INCLUDES decks on:

- Using a Social Filter,
 - On or off topic?,
- What's the problem?, *and*
- Maintain the conversation.

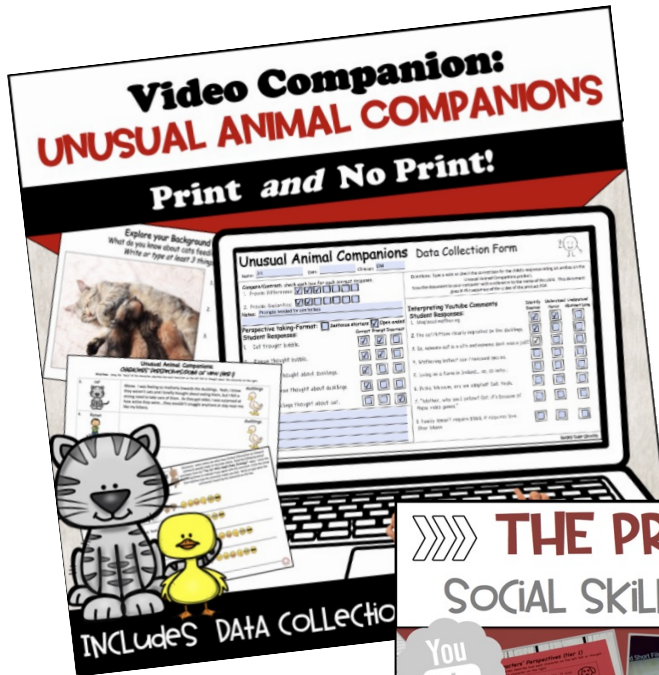


Video companions for Middle School

from

BADGER STATE *Speechy*
UNLOCKING SOCIAL POTENTIAL

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



This block features a collage of materials for the 'Unusual Animal Companions' video companion. It includes a laptop screen displaying a 'Data Collection Form' with various checkboxes and a grid. To the left, there's a worksheet titled 'Explore your Background' with a cat illustration. Below the laptop, a cartoon cat and a yellow chick are shown next to a worksheet titled 'Unusual Animal Companions'. The bottom of the block has the text 'INCLUDES DATA COLLECTION'.

**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's 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 features a laptop screen showing a cartoon video of two characters sitting at a table. To the right, there's a worksheet titled 'Snack Attack' with various questions and a 'YouTube' logo. Below the screen, there's a 'YouTube' logo and the text 'LANGUAGE ACTIVITIES for Middle School'. A 'BADGER STATE Speechy' logo is in the bottom right corner.

**THE PRESENT!
SOCIAL SKILLS ACTIVITIES!**



This block shows a laptop screen displaying a video of a person. To the left, there's a worksheet titled 'The Present! Character Inferences (Tier 1)' and another titled 'The Present! pause & discuss'. Below the screen, there's a 'YouTube' logo and the text 'PRINT & NO PRINT Middle School, Tiered Social Skills Short!'. A 'BADGER STATE Speechy' logo is in the bottom right corner.

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



This block features a laptop screen showing a video of an elephant. To the left, there's a worksheet titled 'Like an Elephant in a China Shop' with various questions. Below the screen, there's a 'YouTube' logo and the text 'for Middle School'. A 'BADGER STATE Speechy' logo is in the bottom right corner.

Other Products for OLDER STUDENTS:

from



BADGER STATE

Speechy

UNLOCKING SOCIAL POTENTIAL



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 facial expressions and body language match what I am saying.			
7. I shake someone's hand when it is offered.			
8. I only use appropriate and/or informal situations.			
9. I use appropriate facial expressions (eye rolling, smirking) in formal situations.			
10. My facial expressions and body language match what they are saying.			
11. My facial expressions and body language match what they are saying.			
12. Student's facial expressions and body language match what they are saying.			
13. Student's facial expressions and body language match what they are saying.			
14. Student's facial expressions and body language match what they are saying.			
15. Student's facial expressions and body language match what they are saying.			
16. Student's facial expressions and body language match what they are saying.			
17. Student's facial expressions and body language match what they are saying.			
18. Student's facial expressions and body language match what they are saying.			
19. Student's facial expressions and body language match what they are saying.			
20. Student's facial expressions and body language match what they are saying.			

Adult Rating of Social Communication: Nonverbal Communication Skills

Name of Student: _____ Date Completed: _____

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 only uses appropriate and/or informal situations.			
9. Student uses appropriate facial expressions (eye rolling, smirking) in formal situations.			
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18. Student's facial expressions and body language match what they are saying.			
19. Student's facial expressions and body language match what they are saying.			
20. Student's facial expressions and body language match what they are saying.			

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.

thoughtful, impulsive, cautious, polite, rude, hurtful

CONVERSATION STARTER:

Can you think of someone you know or a fictional 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! MULT-SKILL SOCIAL SKILLS ACTIVITIES: MS HS!

By **BADGER STATE Speechy**