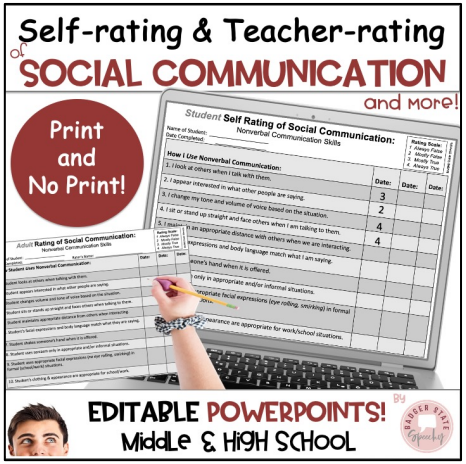
Thanks for checking out this IEP goal bank from BADGER STATE Speechy

UNLOCKING SOCIAL POTENTIAL

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:



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:

Terms of Use

BADGER STATE Speechy
UNLOCKING SOCIAL POTENTIAL

This product is copyrighted.

All rights are reserved by the author, and remain the intellectual property of Donna Miazga.

Your download entitles you to a single user license only!

Free Products: This is one of those times when sharing is *not* nice!! Please do not share. Direct your colleagues to my website and have them download their own copy.

Electronic distribution is limited to a single user only.
Permission to copy is for a single classroom user/SLP only.

Please do: store an electronic copy of this product for your use only.
Please do not violate copyright law by: duplicating or sharing this product with anyone! Do not share it on your website or school website or school district file-sharing system. *Do not* sell or distribute this product as your own work.

2023 Badger State Speechy

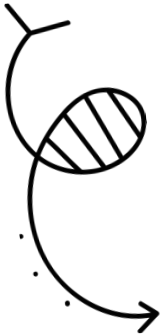
THANK YOU for your interest in products from

BADGER STATE Speechy
UNLOCKING SOCIAL POTENTIAL

Most of my products are *half-off* for the first 48 hours! Subscribe to my newsletter below to be the first to know about new products and receive subscriber-only freebies.

Check out my Boom Learning Products too!

CLICK BELOW to CONNECT with ME!



E

TPT

IEP Goal Bank

2022 Badger State Speechy

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.

BADGER STATE Speechy

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.

BADGER STATE Speechy

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.

BADGER STATE Speechy

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.

BADGER STATE Speechy

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 <u>self monitor interruptive statements</u> 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 <u>wait to be called on</u> before talking aloud in classroom settings given ___ of ___ opportunities to do so as observed by classroom teacher and/or SLP.

BADGER STATE Speeching

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 <u>high interest</u> 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 <u>low interest or partner-focused</u> 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.

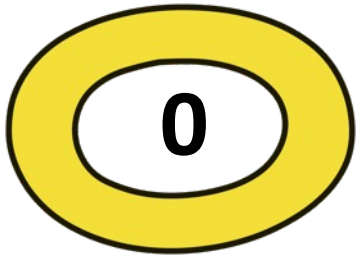
IEP GOAL BANK:
MEANINGFUL CONVERSATIONAL RESPONSES

A goal to accompany the Conversation Responses Point Scale:

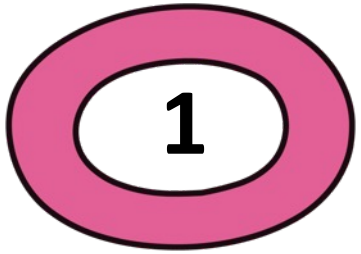
Student will improve their ability to engage in meaningful conversations with others by providing _____ (number) of ___ point responses (see conversation responses point scale) during ___ of ___ measured conversations with one verbal prompt per conversation as measured by language samples taken by SLP.

Conversation Responses Point Scale

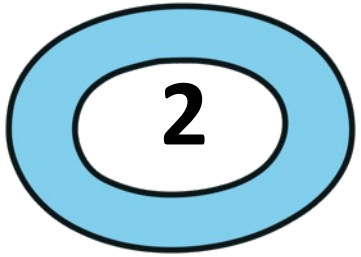
by Badger State Speechy



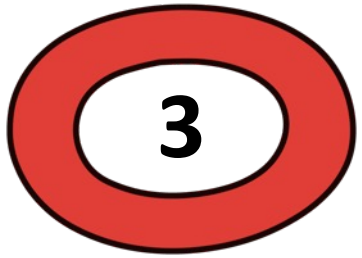
A ***zero response*** in a conversation is a noise or a filler, such as "*hmm, huh, mm.*" Using fillers as the only response implies zero effort in the conversation.



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.

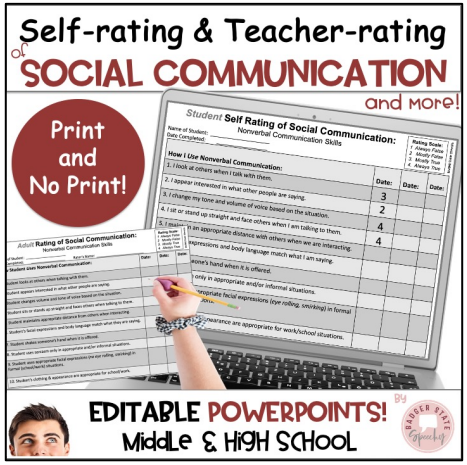
4. Student will work cooperatively with peers in small group settings (ex., share materials, allow peers to share different thoughts) for _____ of _____ data probes.

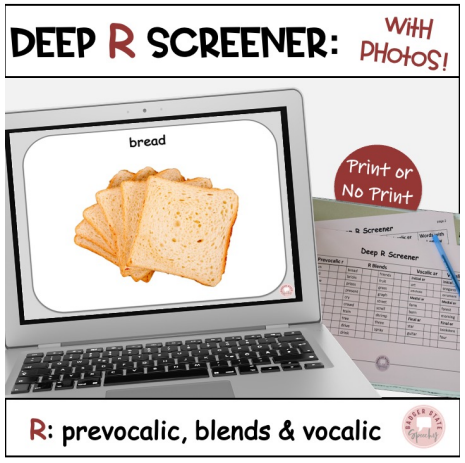
A Sample of

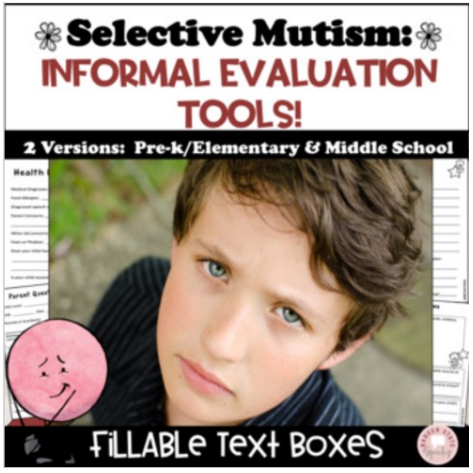
PRODUCTS FOR:
CONVERSATION SKILLS

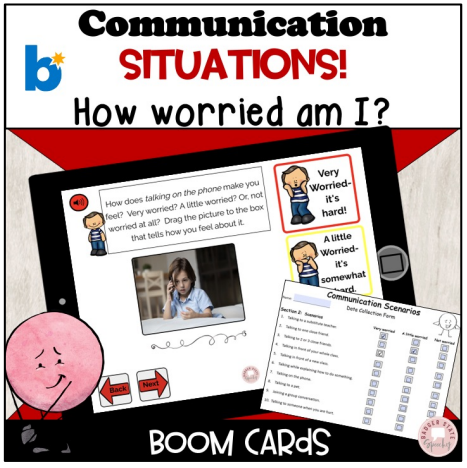
Thanks for checking out the Informal Assessment Tools from BADGER STATE Speechy

UNLOCKING SOCIAL POTENTIAL



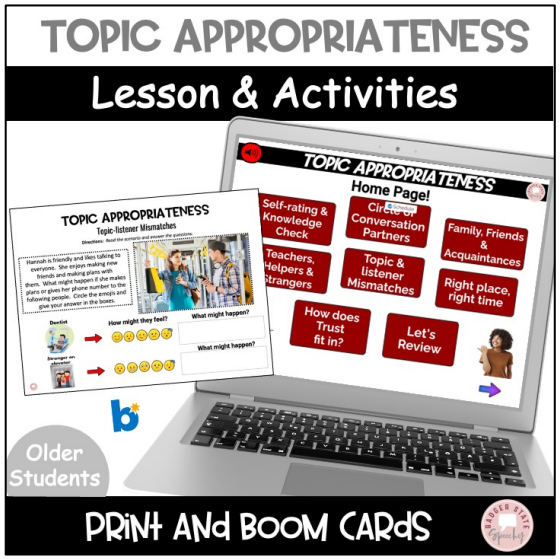


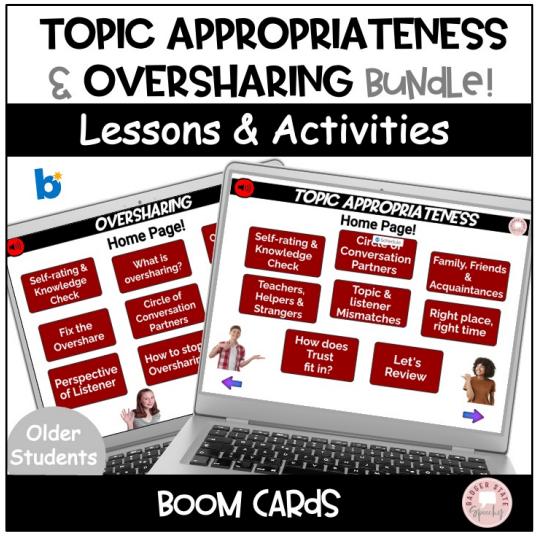


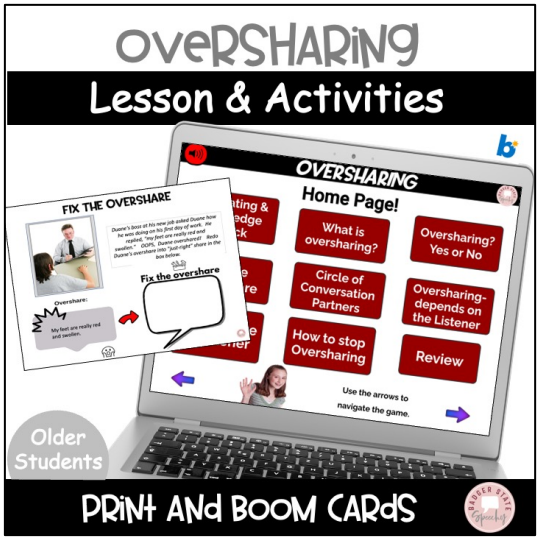


Middle School products for OVERSHARING & TOPIC APPROPRIATENESS!!

from BADGER STATE Speechy
UNLOCKING SOCIAL POTENTIAL

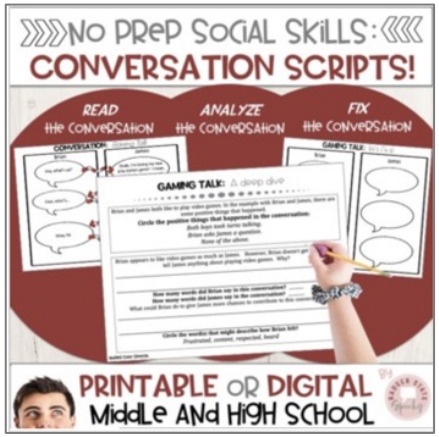






Middle School products for CONVERSATION SKILLS!!

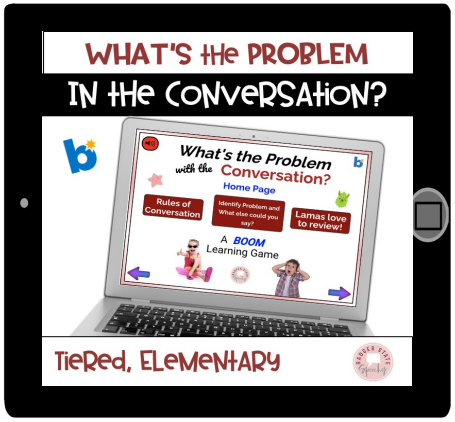
from BADGER STATE Speechy
UNLOCKING SOCIAL POTENTIAL

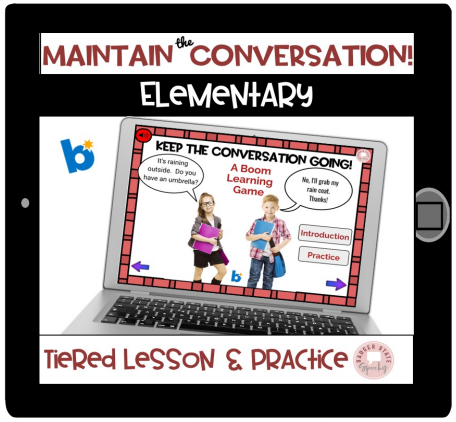


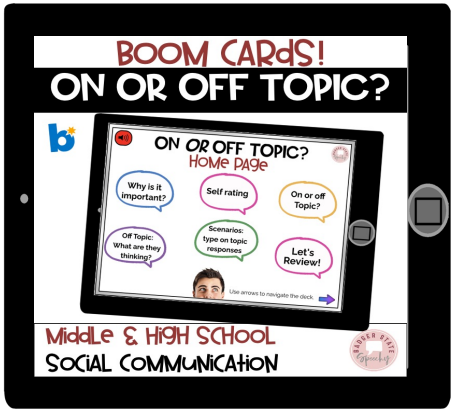
FREE LESSON PLAN!

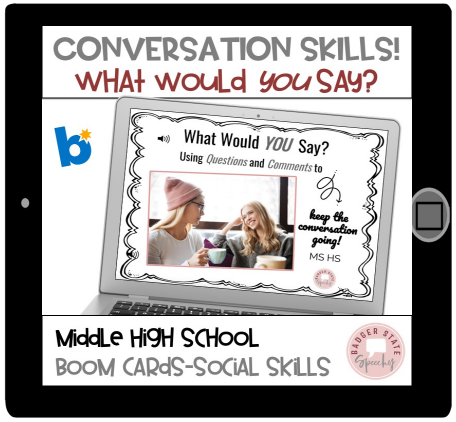
Boom Cards for CONVERSATION SKILLS!

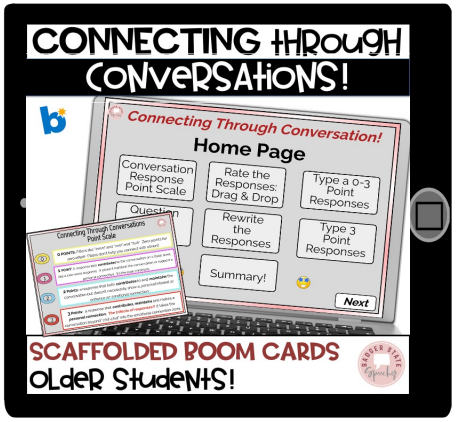
from BADGER STATE Speechy
UNLOCKING SOCIAL POTENTIAL





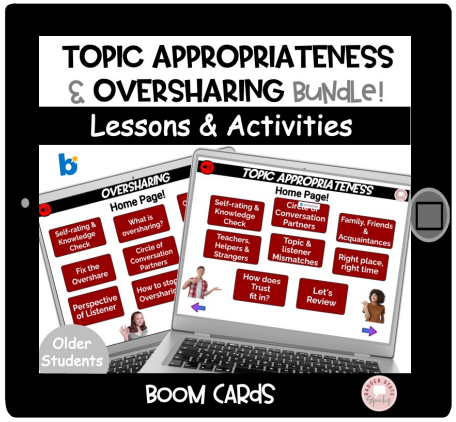


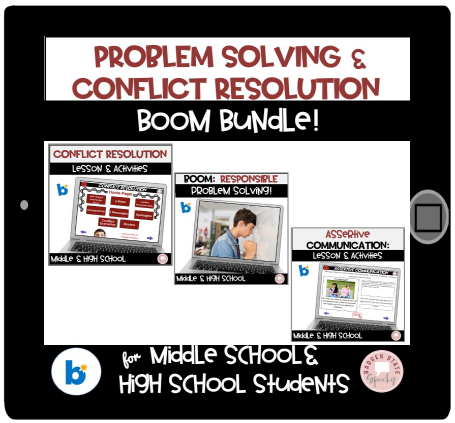


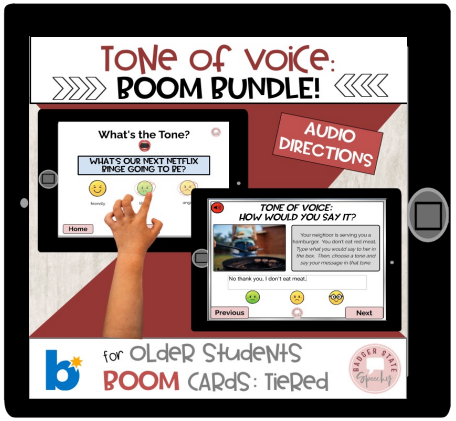


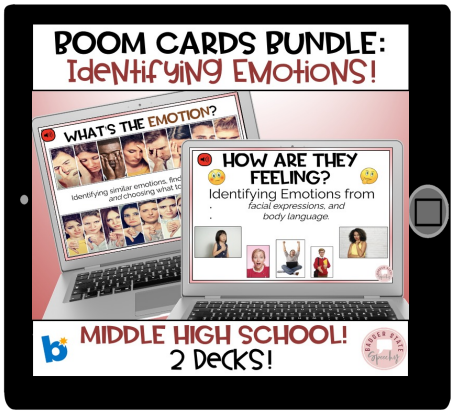
Boom Bundles for Older Students!

from BADGER STATE Speechy
UNLOCKING SOCIAL POTENTIAL



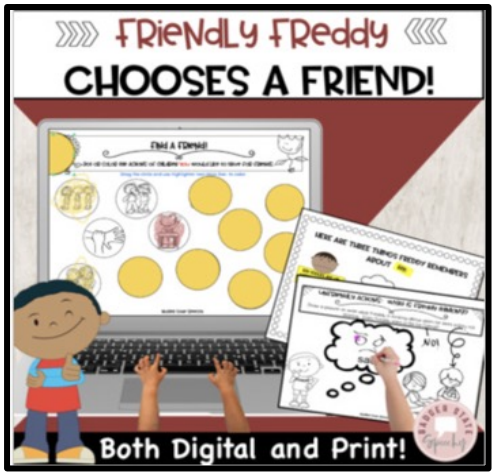




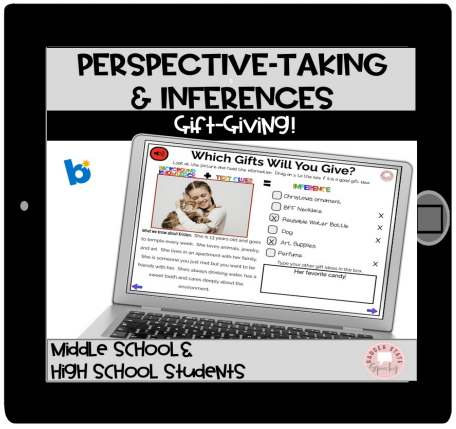


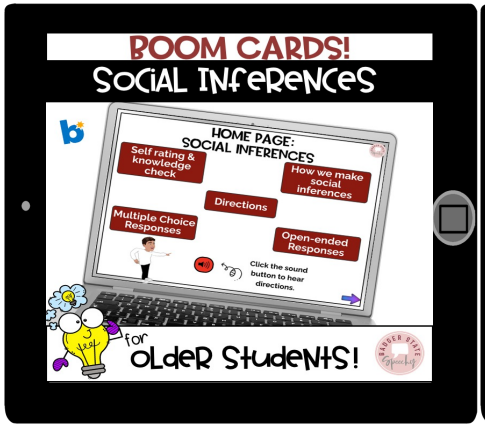
Products related to PERSPECTIVE-TAKING!

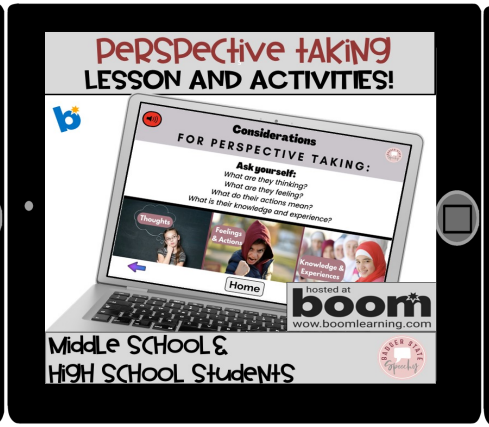
from BADGER STATE Speechy
UNLOCKING SOCIAL POTENTIAL

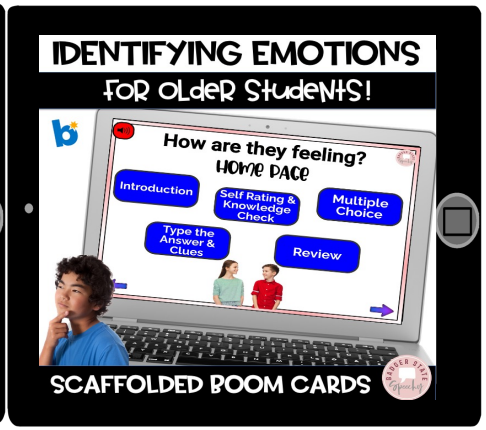


FREE LESSON PLAN









A BOOM BUNDLE for Older Students

from BADGER STATE Speechy
UNLOCKING SOCIAL POTENTIAL

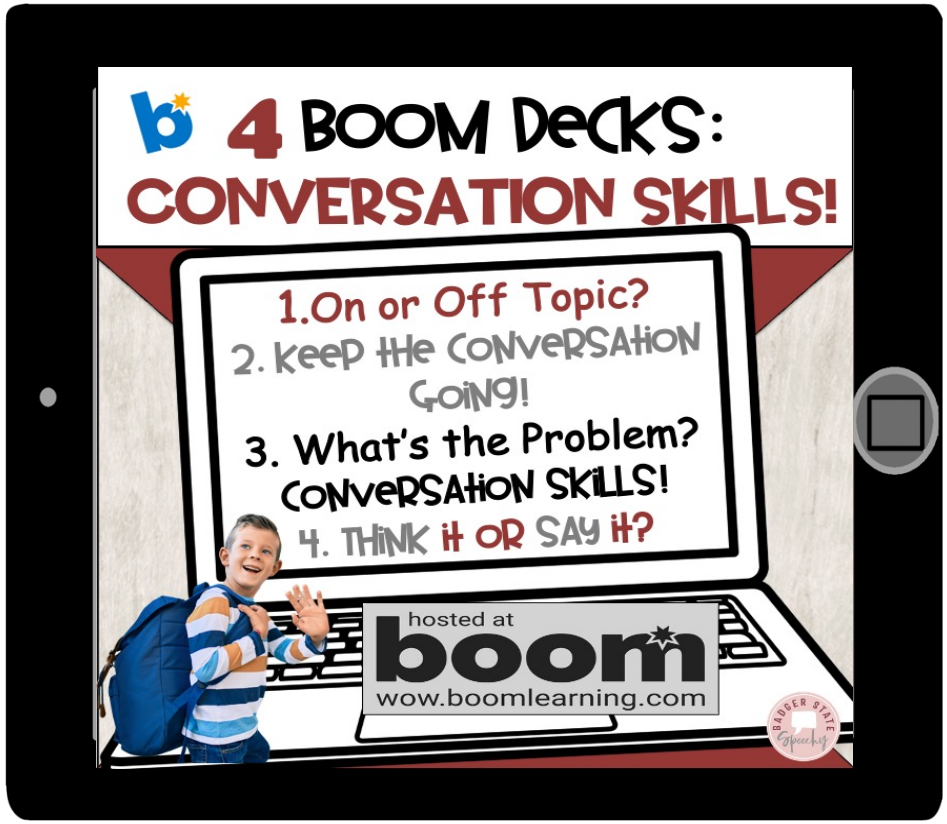
INCLUDES DECKS ON:

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

AND MORE!!

A BOOM BUNDLE for Elementary from

BADGER STATE Speechy
UNLOCKING SOCIAL POTENTIAL

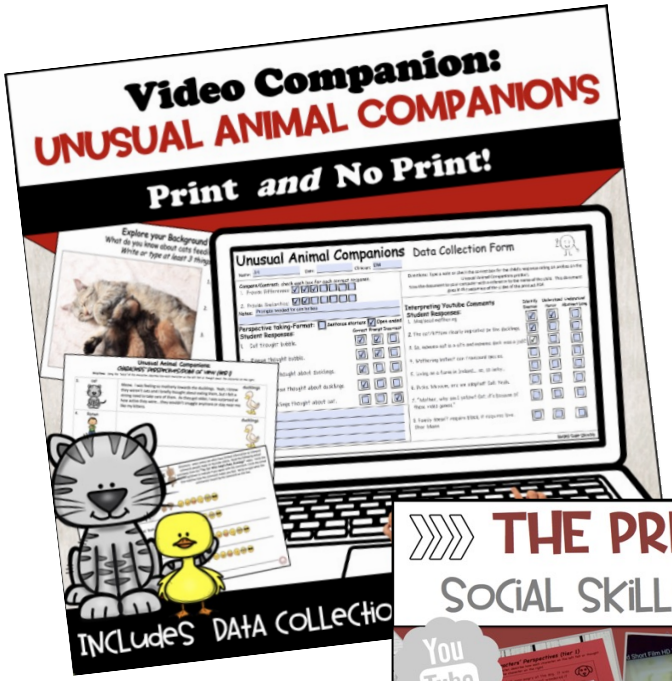


INCLUDES DECKS ON:

- 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



Other Products for OLDER STUDENTS:

from BADGER STATE Speechy
UNLOCKING SOCIAL POTENTIAL