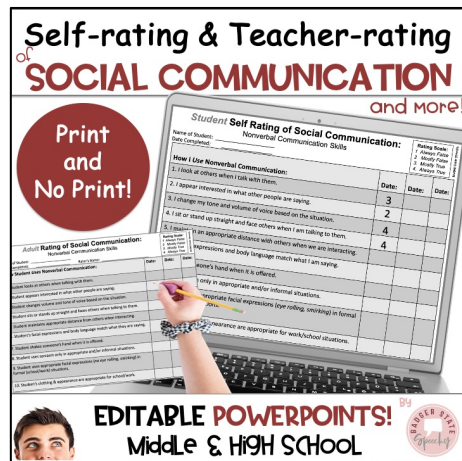


Thanks for checking out this IEP goal bank

from



This goal bank is on **conflict resolution and related 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 conflict resolution and related 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:

Conflict resolution

1. Given a real or hypothetical conflict situations, student will demonstrate perspective-taking by stating one plausible thought and one plausible feeling of each person in the conflict for 80% of trials as measured by the special education teacher.
2. By the end of this IEP or reporting period, when given hypothetical situations of conflict, student will a) identify situations and behaviors that lead to conflicts (name-calling) and b) identify effective ways of dealing with these conflict scenarios for 80% of trials as measured by the SLP.
3. By the end of this IEP or reporting period, student will a) identify ways to cope with peer pressure and bullying, when given hypothetical social scenarios for 80% of trials, and b) will self-report to the SLP at least three ways they dealt with peer pressure or bullying during the reporting period.
4. By the end of the reporting period when given a hypothetical conflict scenario, student will a) clearly identify the reason for the conflict, and b) choose a conflict resolution strategy (compromising, apologizing, I message) to use in the situation, and c) roleplay/state what he/she would say/do to implement the strategy, all at 80% with SLP support.
5. By the end of the reporting period, student will demonstrate understanding and use of conflict resolution strategies in the classroom by a) cooperating with group decisions that they are not in favor of at least 3 times during the reporting period, and b) compromise in conflict scenarios by modifying his/her own ideas/plan to reach group agreement or consensus, for at least two times during the reporting period, both as reported by the student, paraprofessional or teachers.

IEP GOAL BANK:

Conflict resolution

1. By the end of this IEP or reporting period, when given hypothetical situations of conflict, student will state at least 3 non-conflict provoking behaviors (e.g., walking away, ignoring, seek assistance), that can be used for 3 of 5 data probes as measured by the SLP.
2. By the end of this IEP or reporting period, when given a situation of conflict in a school setting, student will independently perform non-conflict provoking behavior (e.g., walking away, ignoring, seek assistance) for 70% of opportunities as measured by the SLP and other teachers.
3. Student will state at least 2 modifications or accommodations that support their conflict resolution skills for 2 of 3 trials.



IEP GOAL BANK:

Assertive Communication

1. By the end of this IEP or reporting period, when given hypothetical situations of conflict, student will a) identify situations where it is beneficial to use assertive communication at 80% and b) identify four assertive communication strategies (the nice no, setting boundaries, speaking his/her needs, and I messages) for 80% of trials as measured by the SLP.
2. By the end of this IEP or reporting period, student will define/explain and provide an example of each assertive communication strategy, (the nice no, setting boundaries, speaking his/her needs, and I messages) for 80% of trials.
3. By the end of this IEP or reporting period, given hypothetical situations, student will a) choose one of four assertive communication strategies to use in the situation and b) roleplay/state how to use this strategy in the situation, both for 80% of trials.



IEP GOAL BANK:

Assertive Communication

1. Given hypothetical or real peer pressure situations, student will identify the peer pressure that was demonstrated and state an assertive communication strategy to use to resist/respond to negative peer pressure, both for 80% of trials.
2. Given hypothetical or real bullying situations, student will state an assertive communication strategy to use to respond to bullying, for 80% of trials.
3. By the end of the reporting period, student will use assertive communication strategies in the classroom, for at least five times during the reporting period, as reported by the student, paraprofessional or teachers.



IEP GOAL BANK:

Self-advocacy

1. Student will state/write at least four of his/her strengths and at least three areas where he/she needs support or modifications and b) Identify strategies, supports or compensation skills that work best for those areas for 80% of trials by the end of the reporting period.
2. Student will a) given hypothetical student learning school scenarios, choose a modification or support that would be helpful from a list and b) state how to assertively request this support or modification for 80% of trials by the end of the reporting period.
3. Student will verbalize or write/type at least two supports or compensatory strategies they need to be a successful student and two supports or compensatory strategies they need to be a successful employee by the end of the reporting period.
4. Student will self identify that they need assistance and appropriately request help at least two times per week as reported to the special education teacher by the student, paraprofessionals or teacher.



IEP GOAL BANK:

Self-advocacy

1. Student will identify 3 similarities and 3 differences between neurotypical and neurodivergent people's communication styles for 1 of 2 data probes.
2. Student will a) identify 4 or more harmful and helpful characteristics of friends, and b) after viewing a video or reading a story, student will provide examples of helpful and harmful behaviors exhibited by characters for 70% of trials.
3. Student will provide a definition of "consent" and give 3 examples of situations where they can give or retract consent in their lives.
4. Student will communicate with teachers to seek help, clarify directions, or clarify requirements of assignments and academic tasks at least once per _____ as reported by SLP and teachers.
5. Student will remind teachers of accommodations and modifications they need to be successful with academic tasks.



IEP GOAL BANK:

Self-advocacy

1. Given an example problem from their life, student will identify 2 or more things they could say to advocate for their needs, help solve the problem, or communicate with others in 3 out of 4 data probes.
2. Given a hypothetical problem situation and visual or written cues, student will ask for help using a question in 3 of 4 data probes.
3. Given a hypothetical or real problem situation and a visual cue, student will provide 3 expected ways of saying "no" or protesting to an adult in 3 of 5 data probes.



PRODUCTS RELATED TO: CONFLICT RESOLUTION AND ASSERTIVE COMMUNICATION!



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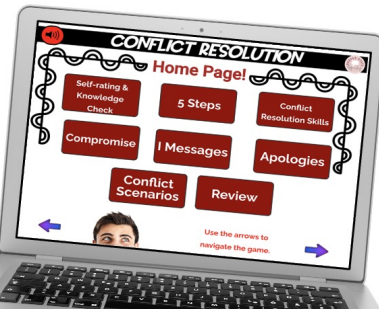
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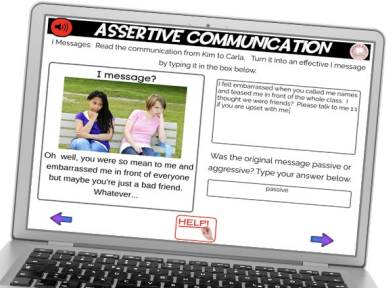
CONFLICT RESOLUTION Lesson & Activities



Middle & High School



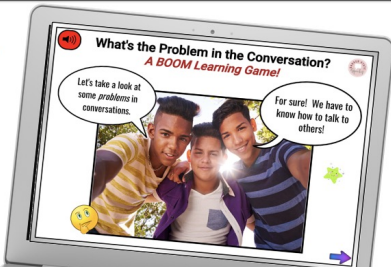
ASSErTive COMMUNICATION: Lesson & Activities



Middle & High School



WHAT'S THE PROBLEM in the CONVERSATION?



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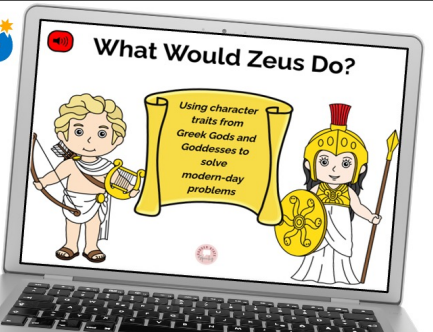
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FOR MIDDLE AND HIGH SCHOOL

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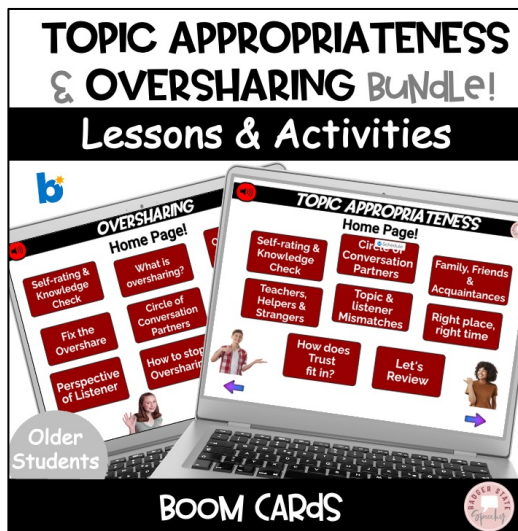
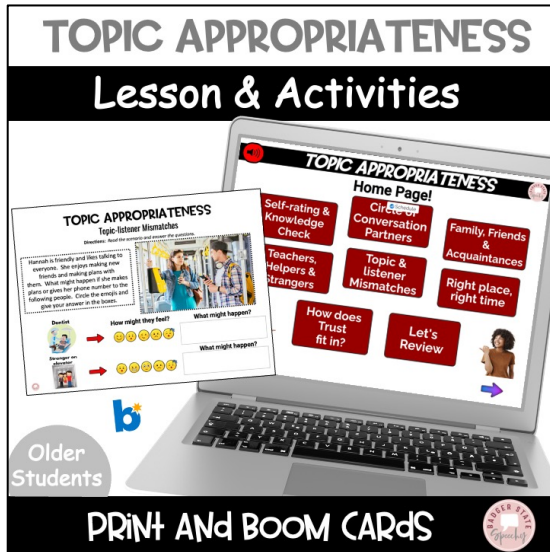
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TIERED-FOR OLDER STUDENTS



Middle School products for OVERSHARING & TOPIC APPROPRIATENESS!!



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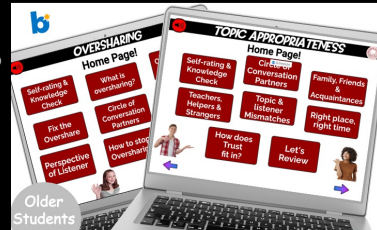
Speechy

COMMUNITY SKILLS Bundle!



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for OLDER STUDENTS!

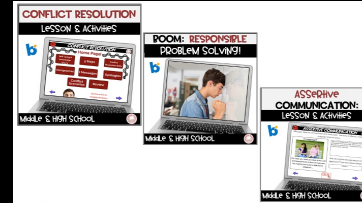
TOPIC APPROPRIATENESS & OVERSHARING Bundle! Lessons & Activities



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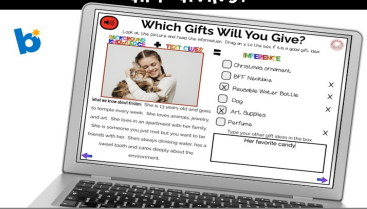
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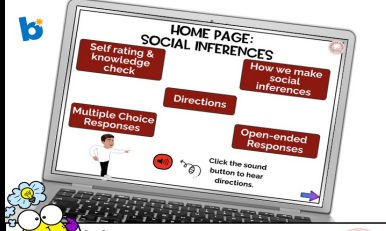
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PERSPECTIVE-TAKING & INFERENCE
GIFT-GIVING!




Middle SCHOOL & HIGH SCHOOL Students

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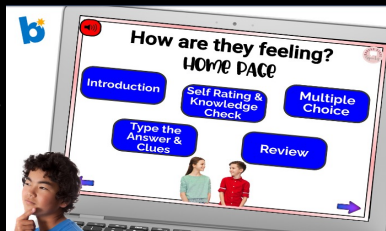
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Perspective taking
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IDENTIFYING EMOTIONS
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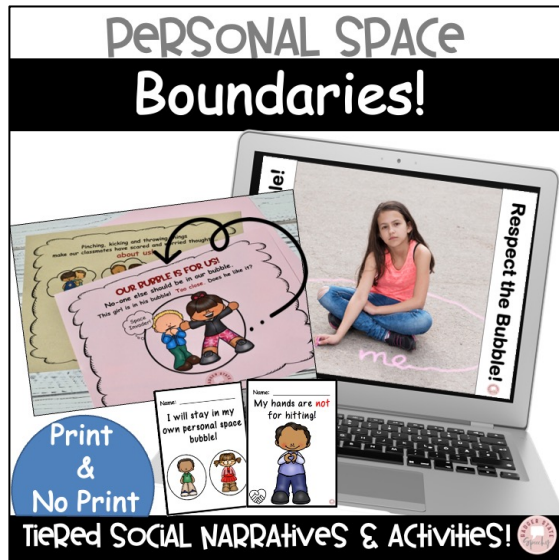
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Older Students



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

AND MORE!!



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from

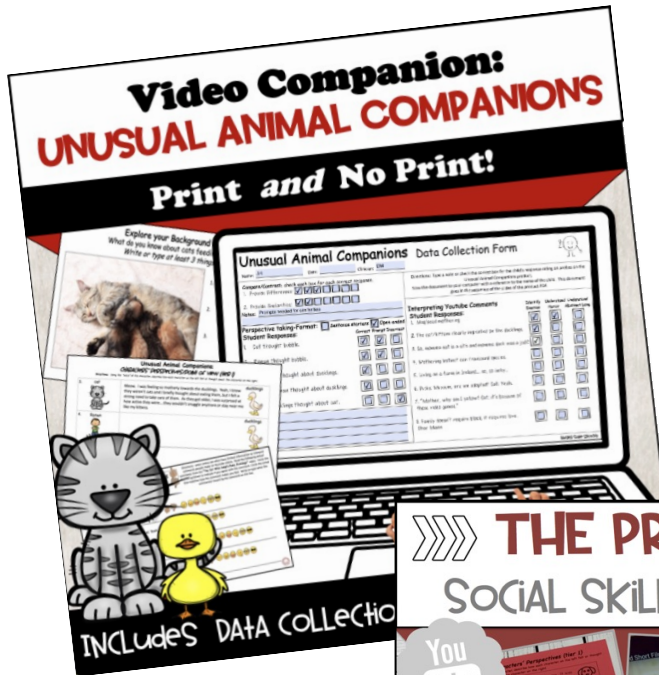
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