

IEP GOAL BANK: TERMS of use





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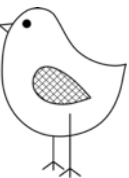
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IEP GOAL BANK: NONVERBAL COMMUNICATION

By the end of the IEP or reporting period, when speaking to an adult or peer, student will position his body and face toward the speaker in ____ of ____ opportunities when given 1 verbal prompt, measured by observation over 3 data collection points per reporting period.

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.

By the end of the IEP or reporting period, when engaged in an activity with peers, student will use appropriate nonverbal communication skills (establish eye contact, maintain proximity, etc.), in ____ of ____ opportunities as measured through observation, over 3 data collection opportunities per reporting period.



IEP GOAL BANK:

TONE of voice

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 judged by the speech language pathologist, over 3 data collection points during the reporting period.

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

Given adult examples of various tone of voice samples and accompanying non-verbal cues student will accurately imitate the model provided by the teacher with 80% accuracy as judged by the speech language pathologist, over 3 data collection points during the reporting period.

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:

TONE of voice-SARCASM

Given adult examples of various tones of voice and accompanying non-verbal cues student will accurately identify if the message is “sincere” or “sarcastic” for 80% of trials as judged by the speech language pathologist, over 2 data collection points during the reporting period.

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 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 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



Category	4 Mastery	3 Proficient	2 Approaching	1 Beginning
<p>Use of Emotional Tone: Changes tone of voice to express different <i>emotions and types of messages</i>.</p>	<p><i>Typically</i> and easily changes tone of voice to communicate a variety of emotions and meanings in <i>everyday</i> situations.</p>	<p>Tone of voice <i>frequently</i> matches intended meaning or emotion with <i>occasional</i> visual and/or verbal <i>supports or models</i> during <i>unstructured</i> tasks.</p>	<p>Tone of voice <i>infrequently</i> matches intended meaning or emotion with visual and/or verbal <i>supports or models</i> during <i>structured</i> tasks.</p>	<p>Tone of voice <i>rarely</i> matches intended meaning or emotion even with visual cues and/or verbal <i>supports or models</i> during <i>structured</i> tasks. Doesn't notice when their tone is misinterpreted by others.</p>
<p>Formal/Informal Tone Changes voice tone, sentence structure & vocabulary to convey <i>formal or informal</i> tone.</p>	<p>Is <i>consistently</i> able to convey the appropriate tone of voice and use appropriate sentence structure and vocabulary to convey formal or informal tone in <i>everyday</i> conversations.</p>	<p>Is <i>often</i> able to convey the appropriate formal or informal tone, sentence structure and vocabulary in <i>structured</i> and <i>unstructured</i> tasks with visual and/or verbal <i>supports</i>.</p>	<p><i>Infrequently</i> able to convey the appropriate tone of voice and use appropriate sentence structure and vocabulary to convey formal or informal tone in <i>structured</i> tasks with visual and/or verbal <i>supports</i>.</p>	<p>Is <i>rarely</i> able to convey the appropriate tone of voice and use the appropriate sentence structure and vocabulary in <i>structured</i> tasks even with visual and/or verbal <i>supports</i>.</p>
<p>Understanding and detection of sarcasm.</p>	<p><i>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.</i></p>	<p><i>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.</i></p>	<p><i>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.</i></p>	<p><i>Rarely</i> 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 <i>supports</i>.</p>
<p>Use of sarcasm in situations.</p>	<p><i>Rarely</i> 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.</p>	<p>Uses sarcasm <i>occasionally</i> in inappropriate situations. May apologize if sarcasm is used and listener shows hurt feelings.</p>	<p><i>Often</i> uses sarcasm in inappropriate situations. Shows <i>emerging</i> understanding of how sarcasm can be negatively received by others.</p>	<p><i>Typically</i>, uses sarcasm in completely inappropriate situations most of the time. Others may avoid person due to their frequent use of sarcasm.</p>