

Empowering Pragmatic Language Goals for IEPs



Therapist Neurodiversity Collective International

• Therapy • Advocacy • Education •
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PERSPECTIVE-TAKING



After watching a video or listening to a passage with visual support, student will:

- Describe possible motives that a character has for certain actions and how student determined these.
- State whether or not student would have made the same decision in that situation; and if not,
- State how student would have responded instead, and why.

COMMUNICATION



Student will communicate with a peer through the use of AAC choices paired with words rather than physically touching a peer (Example: Will communicate "Sad" rather than touching a crying peer's face; "Angry" rather than pushing, "Happy" rather than grabbing).

BOUNDARIES



1) Student will list expected/unexpected topics (relating to sex, money, other personal) to discuss with:

- Family
- Friends
- People, including peers the student doesn't know
- Describe why/why not, and possible outcomes.

2) Student will describe what personal boundaries look like

when they do not conflict with their own boundaries or others: a) Student's own personal boundaries (physical and emotional) b) What other's boundaries may look like.

REFLECTION



Student will develop an understanding of the relationship between their verbalizations and their effect on others by:

- Describing reasons for the verbalization.
- Describing the person on the receiving end's possible perspectives of the student's verbalizations.
- Deciding whether or not she is satisfied with her choice of communication (self-determined).
- If she is not satisfied, describing other options she has for communicating her feelings (including not engaging until she is self-regulated).