

# Communication Iep Goals For Non Verbal Students

## IEP GOALS

### NON VERBAL LEARNING DISABILITIES

- Expressive Skills

- The student will show aversion to doing a difficult task or ask for ways or additional information to do it.
- The student will face the speaker while listening to him/her.
- The student will maintain eye contact while talking to a peer
- The student will show a contextual body response by scoring or conceding a point in a game
- The student will accord the peer's greeting by nodding his head or making any other decided gesture
- The student will combine a word with a non-verbal behavior to request, reject or accept a prompt

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Communication IEP goals for non-verbal students play a crucial role in enhancing the learning experience for children who are unable to express themselves verbally. Individualized Education Programs (IEPs) are tailored plans developed to meet the unique needs of students with disabilities, including those who are non-verbal. These goals focus on improving various aspects of communication, fostering social interaction, and enhancing overall academic performance. This article will explore the importance of communication IEP goals, strategies for developing effective goals, specific examples, and ways to assess progress.

# **The Importance of Communication IEP Goals for Non-Verbal Students**

Non-verbal students may face significant challenges in communicating their needs, emotions, and thoughts. This can lead to frustration, social isolation, and difficulty with academic tasks. Implementing targeted communication IEP goals can help non-verbal students develop alternative methods of expression, which is vital for:

1. **Enhancing Social Skills:** Communication is a key component of social interaction. IEP goals that focus on communication can help non-verbal students engage with peers, make friends, and participate in group activities.
2. **Facilitating Academic Success:** Non-verbal students often struggle with traditional learning methods. By establishing communication goals, educators can help these students express their understanding of academic content and participate more fully in classroom discussions.
3. **Promoting Independence:** Effective communication skills empower non-verbal students to advocate for themselves, seek help, and express their preferences and desires, fostering greater independence in daily activities.
4. **Building Emotional Understanding:** Communication goals can also address the emotional needs of non-verbal students, helping them identify and express their feelings appropriately.

## **Strategies for Developing Communication IEP Goals**

Creating effective communication IEP goals requires collaboration between parents, educators, speech-language therapists, and other professionals involved in the student's education. Here are some strategies to consider when developing these goals:

### **1. Assess the Student's Current Communication Skills**

Before setting specific goals, it is essential to evaluate the student's existing communication abilities. This assessment can include:

- Observations of the student's interactions with peers and adults.
- Standardized assessments that measure communication skills.
- Parent and teacher input regarding the student's behavior and communication attempts.

### **2. Identify Specific Needs and Preferences**

Understanding the unique needs of the student is crucial. This may involve:

- Discussing the student's interests and preferences to motivate communication efforts.

- Recognizing any sensory sensitivities that may affect communication.
- Considering the student's cultural background, which may influence communication styles.

### **3. Set Measurable and Achievable Goals**

IEP goals should be specific, measurable, achievable, relevant, and time-bound (SMART). Each goal should focus on a specific area of communication, such as:

- Expressive communication: Encouraging the student to express their needs and thoughts using alternative methods (e.g., sign language, augmentative and alternative communication devices).
- Receptive communication: Helping the student understand and follow verbal instructions or social cues.

### **4. Incorporate Technology and Visual Supports**

Utilizing technology and visual aids can significantly enhance communication for non-verbal students. Consider the following:

- Augmentative and Alternative Communication (AAC) devices: Devices like speech-generating devices or communication apps can provide non-verbal students with a voice.
- Visual schedules and supports: Using visual cues can help students understand daily routines and expectations.

## **Examples of Communication IEP Goals for Non-Verbal Students**

When drafting communication IEP goals, it is essential to tailor them to the individual needs of each student. Here are some examples of specific, measurable goals that can be adapted based on the student's abilities:

### **1. Expressive Communication Goals**

- Using AAC Devices:
  - Goal: The student will use an AAC device to communicate a request (e.g., for a snack or a toy) with 80% accuracy during structured activities over four consecutive weeks.
- Gestures and Signs:
  - Goal: The student will use a minimum of 10 signs or gestures to communicate needs during classroom activities, achieving this with 90% accuracy over a three-month period.

## **2. Receptive Communication Goals**

- Following Directions:
  - Goal: The student will follow two-step verbal directions (e.g., "Get your book and sit down") in 4 out of 5 opportunities across settings, measured weekly for three months.
- Understanding Social Cues:
  - Goal: The student will correctly identify and respond to three different facial expressions or social cues (e.g., happy, sad, angry) in 80% of observed opportunities over two months.

## **3. Social Communication Goals**

- Engaging in Peer Interactions:
  - Goal: The student will initiate a conversation with a peer using gestures or an AAC device at least once during each recess period over a six-week period.
- Participating in Group Activities:
  - Goal: The student will participate in group discussions by using visual supports to share ideas, achieving this in 4 out of 5 group activities over a semester.

## **Assessing Progress on Communication IEP Goals**

Monitoring and assessing the progress of communication IEP goals is critical to ensure that students are making strides toward their objectives. Here are some effective methods to assess progress:

### **1. Regular Observations**

Educators and therapists should conduct regular observations of the student during classroom activities, noting their use of communication strategies and efforts. This qualitative data can provide insight into their progress.

### **2. Data Collection**

Maintaining a record of the student's performance on specific goals is essential. Consider using:

- Checklists to track the frequency of communication attempts.
- Data sheets to quantify successful interactions or responses to prompts.

### **3. Collaborate with Team Members**

Regular meetings among educators, therapists, and parents can help ensure everyone is aligned on the student's progress and can share insights and strategies for improvement.

## **Conclusion**

Communication IEP goals for non-verbal students are essential for fostering an inclusive educational environment where all students can thrive. By focusing on specific areas of communication, utilizing appropriate strategies, and regularly assessing progress, educators can significantly impact the lives of non-verbal students. These goals not only support the development of essential communication skills but also encourage social interaction, emotional understanding, and academic achievement, ultimately promoting a greater sense of independence and self-advocacy.

## **Frequently Asked Questions**

### **What are effective communication IEP goals for non-verbal students?**

Effective communication IEP goals for non-verbal students should focus on enhancing alternative communication methods, such as using AAC devices, gestures, or picture exchange systems, with measurable objectives like increasing the use of these methods in daily interactions.

### **How can IEP goals for non-verbal students be tailored to individual needs?**

IEP goals for non-verbal students can be tailored by conducting thorough assessments to understand each student's unique strengths, preferences, and communication styles, ensuring that goals are personalized and relevant.

### **What role do parents play in developing communication IEP goals for non-verbal students?**

Parents play a crucial role in developing communication IEP goals by providing insights into their child's communication habits, preferences, and needs, ensuring that the goals reflect their home environment and daily interactions.

### **How can technology support communication IEP goals for non-verbal students?**

Technology can support communication IEP goals through the use of speech-generating devices, apps for AAC, and online resources that facilitate interactions, enabling non-verbal students to communicate more effectively.

### **What are some measurable objectives for non-verbal students'**

## IEP communication goals?

Measurable objectives might include tracking the number of times a student uses an AAC device in a day, the frequency of initiating communication with peers, or the ability to select appropriate images to express needs during structured activities.

## How often should communication IEP goals for non-verbal students be reviewed?

Communication IEP goals for non-verbal students should be reviewed at least annually, but more frequent reviews may be necessary to adjust goals based on the student's progress and changing needs.

## What strategies can educators use to implement communication IEP goals effectively?

Educators can implement communication IEP goals effectively by incorporating consistent routines, using visual supports, modeling appropriate communication, and providing opportunities for peer interactions throughout the school day.

## What types of assessments can help in setting communication IEP goals for non-verbal students?

Assessments such as functional communication assessments, observation checklists, and standardized tests focused on alternative communication methods can help set appropriate IEP goals for non-verbal students.

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