

# Expressive Language Iep Goals

## Expressive Language

1. By the next annual review, in an individual setting, Student will formulate the question ("What did you do yesterday?" or "Do you want to \_\_\_\_?" to a peer or adult given picture support and a model with 80% accuracy.
2. will share a simple event using simple sentences when questioned with faded prompts.
3. By the next annual review 2017, in an individual/small group setting, Student will formulate a 4-5 word sentence about a picture given a model as well as utilizing various visual strategies presented to her with 80% accuracy.
4. By the next annual review 2017, in a small group/individual setting, Student will use an attribute to describe a picture or object given a model with 80% accuracy.
5. By the next annual review 2017, in a small group/individual setting, Student will formulate simple questions given a model with 80% accuracy.
6. will make a request using a complete statement: (I want \_\_\_\_ ) independently and in all settings.
7. will formulate an action statement with linking verb and participle during a structured lesson with verbal and visual support.
8. will comment during a hands-on activity using core sentences (noun verb noun, noun verb adjective and noun verb preposition).
9. will express comments using simple, complete sentences with verbal and visual cues within structured context.
10. will express an action statement with a linking verb and participle with sign supports.
11. Student will demonstrate the ability to comprehend and use basic "WH" questions (e.g., who, what, where) with a teacher model and visual supports.
12. With structured questioning and use of a graphic organizer, Student will state at least 3 details about one personal experience with teacher support which will include oral rehearsal, teacher shaped grammar structure, and a word bank.
13. Student will demonstrate an understanding and use of positional and spatial concepts (e.g., beginning, end, first, last) with the support of visuals.
14. Student will demonstrate the ability to comprehend and use at least three basic prepositions with the support of visuals and a teacher model.
15. Student will demonstrate the ability to formulate sentences with agent-action-object and/or location with a teacher model and visual supports.
16. Student will demonstrate an understanding and use of temporal concepts (e.g., before, after, beginning, end, first, next, last) with the support of visuals and no more than two teacher cues.
17. Student will demonstrate the ability to discuss an object in terms of its attributes (e.g., color, shape, number, size) with a teacher model and visual supports.
18. Will report from a remote setting with the support of visuals.
19. By the next annual review, in an individual setting, Student will formulate a 4-5 word sentence using different colored squares and structure words to represent each word or

**Expressive language IEP goals** are crucial for supporting students with communication challenges in their educational journey. These goals are tailored to enhance a child's ability to communicate effectively, whether through spoken, written, or alternative forms of expression. An Individualized Education Program (IEP) is designed to meet the unique needs of each student, and establishing clear expressive language goals can significantly impact their academic performance and social interactions. This article will explore the importance of expressive language IEP goals, how to develop them, and effective strategies for implementation.

## Understanding Expressive Language

Expressive language refers to the ability to convey thoughts, ideas, and feelings through verbal and non-verbal communication. It encompasses a variety of skills, including vocabulary usage, sentence structure, and the ability to organize thoughts coherently. Students with expressive language difficulties may struggle to articulate their needs, participate in conversations, or express themselves in writing.

## Importance of Expressive Language IEP Goals

Expressive language goals in an IEP are essential for several reasons:

- **Enhanced Communication Skills:** Setting specific goals helps students improve their ability to express themselves, leading to more effective communication with peers and teachers.

- **Academic Success:** Strong expressive language skills are vital for academic achievement, as students need to articulate their understanding of concepts and complete written assignments.
- **Social Interaction:** Improved expressive language abilities foster better social relationships, enabling students to engage in conversations and participate in group activities.
- **Self-Advocacy:** As students develop their expressive language skills, they become more adept at advocating for their needs and preferences.

## Developing Expressive Language IEP Goals

Creating effective expressive language IEP goals involves a collaborative effort among educators, speech-language pathologists, parents, and the students themselves. Here are the essential steps to develop meaningful goals:

### 1. Assessment and Evaluation

Before setting goals, it's crucial to assess the student's current expressive language abilities. This can be achieved through a variety of methods, including:

- Standardized tests
- Informal observations
- Parent and teacher questionnaires
- Language samples

The assessment results will help identify specific areas of need and guide the goal-setting process.

### 2. Setting SMART Goals

When formulating expressive language goals, it is essential to ensure they are SMART:

- **S: Specific** - Clearly define what the student will accomplish.
- **M: Measurable** - Establish criteria for measuring progress.
- **A: Achievable** - Set realistic goals that the student can attain.

- **R: Relevant** - Ensure the goals are meaningful to the student's academic and social needs.
- **T: Time-bound** - Specify a time frame for achieving the goals.

For example, instead of stating "improve vocabulary," a SMART goal might read, "By the end of the semester, the student will use 10 new vocabulary words in sentences during class discussions with 80% accuracy."

### 3. Collaborating with Stakeholders

Involve all relevant stakeholders in the goal-setting process. This includes:

- Parents: They can provide insights into the child's expressive language challenges and progress at home.
- Teachers: Classroom educators can offer valuable perspectives on how the student communicates in different subjects.
- Speech-Language Pathologists (SLPs): SLPs can provide expertise in language development and help tailor goals to the student's specific needs.

## Types of Expressive Language IEP Goals

Expressive language IEP goals can vary widely depending on the student's individual needs. Here are some common types:

### 1. Vocabulary Development Goals

Improving vocabulary is fundamental to enhancing expressive language skills. Goals may focus on:

- Learning and using specific new words within a given time frame.
- Categorizing words based on themes or subjects (e.g., animals, emotions).

Example Goal: "By the end of the year, the student will learn and accurately use 50 new vocabulary words related to science in conversations and written assignments."

### 2. Sentence Structure Goals

Goals can also target the student's ability to construct grammatically correct sentences. This may include:

- Using complete sentences in conversation.
- Expanding sentences by adding adjectives or adverbs.

Example Goal: "By the end of the IEP period, the student will independently create complex sentences with proper grammar in 4 out of 5 opportunities."

### **3. Narrative Skills Goals**

Students may need to improve their ability to tell stories or recount events. Goals might include:

- Retelling a story with a clear beginning, middle, and end.
- Using transition words to connect ideas.

Example Goal: "By the end of the semester, the student will retell a story with at least five events in chronological order with 90% accuracy."

### **4. Social Communication Goals**

Expressive language is essential for social interactions. Goals can focus on:

- Initiating and maintaining conversations.
- Understanding and using non-verbal cues, such as body language and facial expressions.

Example Goal: "By the end of the school year, the student will initiate a conversation with a peer during group activities at least twice per week."

## **Strategies for Implementing IEP Goals**

Once expressive language IEP goals are set, implementing strategies to achieve these goals is vital. Here are some effective methods:

### **1. Use of Visual Supports**

Visual supports, such as picture schedules, graphic organizers, and word walls, can help students better understand and organize their thoughts.

### **2. Incorporating Technology**

Utilizing apps and software designed to enhance language skills can make learning engaging and interactive. Tools like speech-to-text applications can also aid students in expressing their ideas.

### **3. Consistent Practice**

Regular practice in both structured and unstructured settings is essential. Encourage participation in group discussions, presentations, and writing exercises to reinforce skills.

### **4. Positive Reinforcement**

Recognize and celebrate the student's progress, no matter how small. Positive reinforcement can motivate students to persist in their efforts to improve their expressive language skills.

## **Conclusion**

In conclusion, expressive language IEP goals are a fundamental aspect of supporting students with communication challenges. By understanding the importance of these goals, developing them thoughtfully, and implementing effective strategies, educators and parents can significantly enhance a child's expressive language abilities. With the right support and resources, students can become more confident communicators, leading to greater academic success and improved social interactions.

## **Frequently Asked Questions**

### **What are expressive language IEP goals?**

Expressive language IEP goals are specific, measurable objectives set for students with speech or language impairments, focusing on improving their ability to communicate verbally and non-verbally.

### **Why are expressive language goals important in an IEP?**

They are important because they help students develop essential communication skills that are crucial for effective interaction, academic success, and social integration.

### **What are some examples of expressive language IEP goals?**

Examples include: 'The student will use complete sentences to answer questions in 4 out of 5 opportunities' or 'The student will initiate a conversation with peers at least twice during a 30-minute group activity.'

### **How can teachers support expressive language goals in the classroom?**

Teachers can support these goals by providing structured opportunities for communication, using visual aids, modeling appropriate language, and offering positive feedback.

## What strategies can parents use to reinforce expressive language goals at home?

Parents can engage in conversation during daily activities, read together, encourage storytelling, and ask open-ended questions to promote expressive language skills.

## How can progress towards expressive language IEP goals be measured?

Progress can be measured through regular assessments, observations, data collection on specific language tasks, and feedback from teachers and therapists.

## What role do speech-language pathologists play in developing expressive language IEP goals?

Speech-language pathologists assess the student's current expressive language abilities, collaborate with the IEP team to create appropriate goals, and provide targeted interventions to help the student achieve these goals.

Find other PDF article:

<https://soc.up.edu.ph/55-pitch/Book?trackid=pOR50-9528&title=step-by-step-how-to-draw-batman.pdf>

## Expressive Language Iep Goals

EXPRESSIVE Definition & Meaning - Merriam-Webster

The meaning of EXPRESSIVE is of or relating to expression. How to use expressive in a sentence.

**EXPRESSIVE | English meaning - Cambridge Dictionary**

EXPRESSIVE definition: 1. showing what someone thinks or feels: 2. showing a particular feeling or characteristic: ...

**EXPRESSIVE definition and meaning | Collins English Dict...**

If something is expressive of particular ideas or qualities, it has features which indicate or demonstrate them.

**Expressive - definition of expressive by The Free Dictio...**

1. Of, relating to, or characterized by expression: a child's expressive ability. 2. Serving to express or indicate ...

**expressive adjective - Definition, pictures, pronunci...**

Definition of expressive adjective in Oxford Advanced Learner's Dictionary. Meaning, pronunciation, picture, ...

*EXPRESSIVE Definition & Meaning - Merriam-Webster*

The meaning of EXPRESSIVE is of or relating to expression. How to use expressive in a sentence.

### **EXPRESSIVE | English meaning - Cambridge Dictionary**

EXPRESSIVE definition: 1. showing what someone thinks or feels: 2. showing a particular feeling or characteristic: ...

### **EXPRESSIVE definition and meaning | Collins English Dict...**

If something is expressive of particular ideas or qualities, it has features which indicate or demonstrate them.

### **Expressive - definition of expressive by The Free Dictio...**

1. Of, relating to, or characterized by expression: a child's expressive ability. 2. Serving to express or indicate ...

*expressive adjective - Definition, pictures, pronuncia...*

Definition of expressive adjective in Oxford Advanced Learner's Dictionary. Meaning, pronunciation, picture, ...

Unlock your child's potential with effective expressive language IEP goals. Discover how to create meaningful

[Back to Home](#)