Social Emotional IEP Goals & Robots4Autism Curriculum

SAMPLE ANNUAL SEL GOALS	INTRO & GAMES	CALM DOWN	CONVERSATIONAL MODULE			EMOTIONAL MODULE			SITUATIONAL MODULE					GROUP ACTIVITIES		
* **SOURCE:** National Association of Special Education Teachers	--	--	1	2	3	1	2	3	1	2	3	4	5	DANCE PARTY	WHAT DID I DO?	TOPIC RECOGNITION
___ will engage in appropriate cooperative social play interactions initiated by others 4/5 opportunities to do so.	●				●				●	●	●	●	●	●	●	●
___ will engage in appropriate turn-taking skills by attending to another's turn and waiting for own turn 4/5 opportunities to do so.*	●				●				●	●	●	●	●	●	●	●
___ will appropriately acknowledge an interaction initiated by others by giving an appropriate response, either verbal or non-verbal.*	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
___ will increase social awareness of environment by stating what is taking place in environment or imitating actions of others 4/5 opportunities to do so.*	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
___ will identify various emotional states in others 4/5 opportunities to do so.*						●	●	●	●							
___ will identify various emotional states in self 4/5 opportunities to do so.*		●				●	●	●	●							

SOCIAL / EMOTIONAL

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* **SOURCE:** National Association of Special Education Teachers	--	--	1	2	3	1	2	3	1	2	3	4	5	DANCE PARTY	WHAT DID I DO?	TOPIC RECOGNI-TION
___ will initiate communicative interactions with others 4/5 opportunities to do so.*	●		●	●	●				●	●	●	●	●		●	●
___ will independently return greetings from others in ___ out of ___ opportunities.			●	●	●				●	●	●	●				
___ will respond to social greetings by using appropriate verbal expressions and non-verbal gestures when prompted ___ out of ___ times.			●	●	●				●	●	●	●	●			
___ will engage in conversational turn-taking with others across ___ conversational turns, 4/5 opportunities to do so (topics initiated by self /others).*			●	●	●											
___ will identify and understand various non-verbal social communication behaviors (ie. Tone of voice, personal space, vocal volume, body orientation, facial expressions) by stating their implied meaning 4/5 opportunities to do so. *			●	●	●	●	●	●	●	●	●	●				
___ will independently ask a peer for an item needed to complete a task/activity ___ out of ___ opportunities.									●	●						

(Row label vertical: **COMMUNICATION**)

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* **SOURCE:** National Association of Special Education Teachers	--	--	1	2	3	1	2	3	1	2	3	4	5	DANCE PARTY	WHAT DID I DO?	TOPIC RECOGNITION
___ will attend to a task for a period of ___ minutes on 4/5 opportunities.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
___ will independently take a break given visual prompts ___% of the time. *		●								●						
___ will learn and demonstrate simple self-calming techniques, such as deep breathing, on 4/5 opportunities.		●								●	●					
___ will follow one-step directions given visual cues on 4/5 opportunities.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
___ will show attention to conversational partner by making eye contact on ___ out of ___ opportunities.			●	●	●				●	●	●	●	●			

BEHAVIORAL