IEP GOALS

NON VERBAL LEARNING DISABILITIES

- Social Skills

  - The student will display maintenance of personal space and speak in a respectable tone during informal play session by a specific date

  - The student will ask a friend to play, initiate a conversation, or praise somebody by using physical gestures like clapping or raising a hand to call or seek permission to speak

  - The student will show personal affinity with any particular friend by directing him to come close or sit on the same bench

  - The student will follow the rules of the game as explained to him

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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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IEP GOALS

NON VERBAL LEARNING DISABILITIES

- Gross Motor Skills
  - Imitate a movement or explain it in one word given in the picture cue card
  - Follow the set of written or visual instructions in the sequence as described to him. For example, Stand – turn around – walk to the door.
  - Maintain a dance or yoga pose
  - Name the action or movement as presented to him in a picture
  - Assume prone, supine, kneeling, appropriate sitting, and other positions; further, move on to maintaining these positions.
  - Roll from one position to another
  - Practice caution – while opening and closing the door, around the corner, while backing, and negotiating a staircase.
  - Develop transfer skills – from bed to chair and back, etc.
  - Understand and walk to the desired location
  - Copy peers' pace while going from one place to another

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IEP GOALS

NON VERBAL LEARNING DISABILITIES

- Fine Motor Skills

  - Increase ability to grasp/pickup/release things first with the dominant hand, and then with the non-dominant hand. The teacher can define the inches and weight of the object and the frequency of the correct skill display.

  - Improve grasp-release pattern while using classroom materials: Pick books and put them in the correct place, etc.

  - Hold a pencil in different grasps such as mature tripod grasp, quadruped grasp, adopted tripod grasp, etc.

  - Hold scissors appropriately

  - Rotate paper using the non-dominant hand

  - Show gradual progress in fine motor skills games.

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