

# FIGURATIVE LANGUAGE IEP GOALS

FIGURATIVE LANGUAGE IEP GOALS: SUPPORTING STUDENTS' UNDERSTANDING OF EXPRESSIVE LANGUAGE

**FIGURATIVE LANGUAGE IEP GOALS** ARE AN ESSENTIAL COMPONENT OF MANY INDIVIDUALIZED EDUCATION PROGRAMS (IEPs), ESPECIALLY FOR STUDENTS WHO STRUGGLE WITH LANGUAGE COMPREHENSION AND EXPRESSION. FIGURATIVE LANGUAGE—SUCH AS METAPHORS, SIMILES, IDIOMS, AND PERSONIFICATION—ADDS COLOR AND DEPTH TO COMMUNICATION BUT CAN ALSO POSE SIGNIFICANT CHALLENGES FOR LEARNERS WITH LANGUAGE IMPAIRMENTS, AUTISM SPECTRUM DISORDER, OR OTHER COGNITIVE DIFFICULTIES. CRAFTING EFFECTIVE IEP GOALS THAT TARGET FIGURATIVE LANGUAGE SKILLS CAN EMPOWER STUDENTS TO BETTER UNDERSTAND NUANCED COMMUNICATION, IMPROVE THEIR READING COMPREHENSION, AND ENHANCE SOCIAL INTERACTIONS.

IN THIS ARTICLE, WE'LL EXPLORE HOW TO DEVELOP MEANINGFUL FIGURATIVE LANGUAGE IEP GOALS, WHY THEY MATTER, AND PRACTICAL STRATEGIES EDUCATORS AND THERAPISTS CAN USE TO HELP STUDENTS MASTER THESE OFTEN TRICKY LANGUAGE ELEMENTS.

## WHY FOCUS ON FIGURATIVE LANGUAGE IN IEPs?

FIGURATIVE LANGUAGE ENRICHES EVERYDAY SPEECH AND WRITING, ALLOWING PEOPLE TO EXPRESS IDEAS VIVIDLY AND CREATIVELY. HOWEVER, STUDENTS WITH LANGUAGE-BASED LEARNING CHALLENGES OFTEN TAKE THINGS LITERALLY, MISSING THE IMPLIED MEANINGS BEHIND COMMON EXPRESSIONS. FOR EXAMPLE, A STUDENT MIGHT INTERPRET "IT'S RAINING CATS AND DOGS" AS A BIZARRE WEATHER EVENT RATHER THAN HEAVY RAIN. THIS MISUNDERSTANDING CAN LEAD TO CONFUSION, FRUSTRATION, AND SOCIAL MISCOMMUNICATION.

INCORPORATING FIGURATIVE LANGUAGE GOALS INTO AN IEP TARGETS THESE COMPREHENSION GAPS, PROMOTING BOTH ACADEMIC SUCCESS AND SOCIAL COMPETENCE. IT ALSO SUPPORTS CRITICAL THINKING SKILLS AS STUDENTS LEARN TO INFER MEANINGS BEYOND THE LITERAL WORDS.

## THE ROLE OF FIGURATIVE LANGUAGE IN ACADEMIC ACHIEVEMENT

MANY STANDARDIZED TESTS AND CLASSROOM ACTIVITIES INCLUDE FIGURATIVE LANGUAGE ELEMENTS. LITERATURE, POETRY, AND EVEN SCIENCE TEXTS OFTEN USE METAPHORS AND ANALOGIES TO EXPLAIN COMPLEX CONCEPTS. WITHOUT A SOLID GRASP OF FIGURATIVE EXPRESSIONS, STUDENTS MAY STRUGGLE TO INTERPRET READING PASSAGES, RESPOND TO QUESTIONS, OR PARTICIPATE IN DISCUSSIONS.

BY SETTING FIGURATIVE LANGUAGE GOALS IN AN IEP, EDUCATORS CAN HELP STUDENTS DECODE THESE EXPRESSIONS, IMPROVING READING COMPREHENSION AND OVERALL ACADEMIC PERFORMANCE.

## CRAFTING EFFECTIVE FIGURATIVE LANGUAGE IEP GOALS

DEVELOPING CLEAR, MEASURABLE, AND ATTAINABLE IEP GOALS RELATED TO FIGURATIVE LANGUAGE IS CRITICAL FOR TRACKING STUDENT PROGRESS AND GUIDING INSTRUCTION. HERE ARE SOME TIPS TO CONSIDER WHEN WRITING THESE GOALS:

### 1. ASSESS THE STUDENT'S CURRENT LEVEL OF UNDERSTANDING

BEFORE WRITING GOALS, CONDUCT ASSESSMENTS OR OBSERVATIONS TO IDENTIFY WHICH TYPES OF FIGURATIVE LANGUAGE THE STUDENT STRUGGLES WITH. IS THE CHALLENGE MOSTLY WITH IDIOMS, SIMILES, METAPHORS, OR ALL OF THE ABOVE? GATHERING THIS DATA ENSURES GOALS ARE TAILORED TO THE STUDENT'S SPECIFIC NEEDS.

## 2. USE SPECIFIC AND MEASURABLE OBJECTIVES

GOALS SHOULD CLEARLY STATE WHAT THE STUDENT WILL DO, UNDER WHAT CONDITIONS, AND HOW SUCCESS WILL BE MEASURED. FOR EXAMPLE, “GIVEN A LIST OF TEN COMMON IDIOMS, THE STUDENT WILL IDENTIFY THE INTENDED MEANING OF AT LEAST 8 IDIOMS WITH 80% ACCURACY IN THREE CONSECUTIVE SESSIONS.”

## 3. INCORPORATE FUNCTIONAL AND SOCIAL LANGUAGE

FIGURATIVE LANGUAGE ISN'T JUST ACADEMIC—IT'S A VITAL PART OF DAILY SOCIAL INTERACTIONS. GOALS CAN TARGET UNDERSTANDING AND USING FIGURATIVE EXPRESSIONS IN CONVERSATIONS, HELPING STUDENTS NAVIGATE SOCIAL NUANCES MORE EFFECTIVELY.

## 4. SET REALISTIC TIMEFRAMES

CONSIDER HOW LONG IT MIGHT REALISTICALLY TAKE FOR THE STUDENT TO MASTER A PARTICULAR SKILL, AND SET GOALS ACCORDINGLY. SHORT-TERM OBJECTIVES CAN SCAFFOLD TOWARD BROADER LONG-TERM GOALS.

## EXAMPLES OF FIGURATIVE LANGUAGE IEP GOALS

TO GIVE YOU A BETTER SENSE OF HOW THESE GOALS MIGHT LOOK IN PRACTICE, HERE ARE SOME SAMPLE OBJECTIVES THAT TARGET DIFFERENT ASPECTS OF FIGURATIVE LANGUAGE COMPREHENSION AND USE:

- **METAPHOR COMPREHENSION:** “WHEN PRESENTED WITH A METAPHOR IN A GRADE-LEVEL TEXT, THE STUDENT WILL EXPLAIN THE FIGURATIVE MEANING WITH 75% ACCURACY IN FOUR OUT OF FIVE TRIALS.”
- **SIMILE IDENTIFICATION:** “THE STUDENT WILL IDENTIFY SIMILES IN SPOKEN OR WRITTEN SENTENCES AND DESCRIBE THE COMPARISON BEING MADE IN 4 OUT OF 5 OPPORTUNITIES.”
- **IDIOMATIC EXPRESSIONS:** “GIVEN A LIST OF IDIOMS, THE STUDENT WILL MATCH EACH IDIOM TO ITS CORRECT MEANING WITH 80% ACCURACY.”
- **USING FIGURATIVE LANGUAGE IN SPEECH:** “THE STUDENT WILL INCORPORATE AT LEAST ONE APPROPRIATE SIMILE OR METAPHOR IN SPONTANEOUS ORAL LANGUAGE DURING A STRUCTURED CONVERSATION.”

EACH GOAL IS DESIGNED TO BE MEASURABLE AND FOCUSED, ALLOWING EDUCATORS TO MONITOR PROGRESS AND ADJUST INSTRUCTION AS NEEDED.

## INSTRUCTIONAL STRATEGIES TO SUPPORT FIGURATIVE LANGUAGE LEARNING

MEETING FIGURATIVE LANGUAGE IEP GOALS REQUIRES THOUGHTFUL TEACHING APPROACHES THAT ENGAGE STUDENTS AND MAKE ABSTRACT CONCEPTS MORE CONCRETE.

### USE VISUAL SUPPORTS AND GRAPHIC ORGANIZERS

VISUAL AIDS SUCH AS VENN DIAGRAMS, CHARTS, AND ILLUSTRATED EXAMPLES CAN HELP STUDENTS GRASP THE RELATIONSHIP BETWEEN LITERAL AND FIGURATIVE MEANINGS. FOR INSTANCE, A GRAPHIC ORGANIZER COMPARING A METAPHOR TO ITS LITERAL COUNTERPART CAN CLARIFY UNDERSTANDING.

## CONTEXTUALIZE FIGURATIVE LANGUAGE

TEACHING EXPRESSIONS WITHIN STORIES, CONVERSATIONS, OR REAL-LIFE SCENARIOS ENABLES STUDENTS TO SEE HOW FIGURATIVE LANGUAGE FUNCTIONS NATURALLY. ROLE-PLAYING OR SOCIAL STORIES INCORPORATING IDIOMS AND METAPHORS CAN MAKE LEARNING MORE MEANINGFUL.

## EXPLICIT TEACHING AND REPETITION

MANY STUDENTS BENEFIT FROM DIRECT INSTRUCTION THAT BREAKS DOWN FIGURATIVE EXPRESSIONS INTO MANAGEABLE PARTS. REPEATED EXPOSURE AND PRACTICE HELP REINFORCE COMPREHENSION AND RECALL.

## INCORPORATE TECHNOLOGY AND MULTIMEDIA

INTERACTIVE APPS, VIDEOS, AND ONLINE GAMES FOCUSED ON FIGURATIVE LANGUAGE CAN PROVIDE ENGAGING PRACTICE OPPORTUNITIES. USING MULTIMEDIA ALSO APPEALS TO DIVERSE LEARNING STYLES.

## COLLABORATING WITH FAMILIES AND OTHER PROFESSIONALS

FIGURATIVE LANGUAGE DEVELOPMENT DOESN'T HAPPEN SOLELY IN THE CLASSROOM. COLLABORATION WITH PARENTS, SPEECH-LANGUAGE PATHOLOGISTS, AND OTHER TEAM MEMBERS IS KEY.

## EMPOWERING PARENTS TO REINFORCE LEARNING

PARENTS CAN SUPPORT FIGURATIVE LANGUAGE SKILLS AT HOME BY DISCUSSING IDIOMS AND METAPHORS FOUND IN BOOKS, TV SHOWS, OR EVERYDAY CONVERSATIONS. PROVIDING FAMILIES WITH LISTS OF COMMON FIGURATIVE EXPRESSIONS AND TIPS FOR EXPLAINING THEM ENCOURAGES CONSISTENT PRACTICE.

## SPEECH-LANGUAGE PATHOLOGISTS AS PARTNERS

SLPs OFTEN PLAY A VITAL ROLE IN ADDRESSING FIGURATIVE LANGUAGE DEFICITS. COORDINATING GOALS AND STRATEGIES BETWEEN EDUCATORS AND THERAPISTS ENSURES COHESIVE SUPPORT TAILORED TO THE STUDENT'S NEEDS.

## TRACKING PROGRESS AND ADJUSTING GOALS

REGULAR MONITORING OF A STUDENT'S PROGRESS TOWARD FIGURATIVE LANGUAGE IEP GOALS ALLOWS FOR TIMELY ADJUSTMENTS. DATA COLLECTION METHODS MIGHT INCLUDE:

- PERFORMANCE ON ASSESSMENTS OR QUIZZES FOCUSED ON FIGURATIVE EXPRESSIONS

- OBSERVATIONS OF THE STUDENT’S USE AND COMPREHENSION DURING CLASSROOM ACTIVITIES
- SELF-REPORTING OR REFLECTIONS FROM THE STUDENT ON THEIR UNDERSTANDING

IF A STUDENT IS NOT MAKING EXPECTED GAINS, GOALS MAY NEED TO BE REVISED FOR INCREASED SUPPORT OR ALTERNATIVE APPROACHES.

FIGURATIVE LANGUAGE IS A FASCINATING AND VITAL PART OF COMMUNICATION THAT, WHEN MASTERED, OPENS DOORS TO RICHER READING EXPERIENCES AND MORE NUANCED SOCIAL INTERACTIONS. BY THOUGHTFULLY INCORPORATING FIGURATIVE LANGUAGE IEP GOALS INTO EDUCATIONAL PLANS, WE CAN HELP STUDENTS OVERCOME BARRIERS AND BECOME CONFIDENT, EXPRESSIVE COMMUNICATORS.

## FREQUENTLY ASKED QUESTIONS

### WHAT ARE FIGURATIVE LANGUAGE IEP GOALS?

FIGURATIVE LANGUAGE IEP GOALS ARE SPECIFIC OBJECTIVES SET IN AN INDIVIDUALIZED EDUCATION PROGRAM TO HELP STUDENTS UNDERSTAND AND USE FIGURATIVE LANGUAGE SUCH AS METAPHORS, SIMILES, IDIOMS, AND PERSONIFICATION.

### WHY ARE FIGURATIVE LANGUAGE IEP GOALS IMPORTANT FOR STUDENTS?

THESE GOALS ARE IMPORTANT BECAUSE UNDERSTANDING FIGURATIVE LANGUAGE ENHANCES READING COMPREHENSION, CRITICAL THINKING, AND COMMUNICATION SKILLS, WHICH ARE ESSENTIAL FOR ACADEMIC SUCCESS.

### HOW CAN EDUCATORS ASSESS A STUDENT’S UNDERSTANDING OF FIGURATIVE LANGUAGE IN AN IEP?

EDUCATORS CAN ASSESS UNDERSTANDING THROUGH READING PASSAGES CONTAINING FIGURATIVE LANGUAGE, ASKING STUDENTS TO INTERPRET MEANINGS, CREATE THEIR OWN EXAMPLES, AND APPLY FIGURATIVE LANGUAGE IN WRITING OR SPEECH.

### CAN YOU PROVIDE AN EXAMPLE OF A MEASURABLE FIGURATIVE LANGUAGE IEP GOAL?

YES. FOR EXAMPLE: ‘BY THE END OF THE SEMESTER, THE STUDENT WILL IDENTIFY AND EXPLAIN THE MEANING OF SIMILES AND METAPHORS IN GRADE-LEVEL TEXTS WITH 80% ACCURACY IN 4 OUT OF 5 TRIALS.’

### WHAT STRATEGIES HELP STUDENTS ACHIEVE FIGURATIVE LANGUAGE IEP GOALS?

STRATEGIES INCLUDE EXPLICIT TEACHING OF FIGURATIVE LANGUAGE TYPES, USING VISUAL AIDS, PROVIDING CONTEXTUAL EXAMPLES, INTERACTIVE ACTIVITIES, AND REPEATED PRACTICE IN READING AND WRITING.

### HOW CAN PARENTS SUPPORT FIGURATIVE LANGUAGE IEP GOALS AT HOME?

PARENTS CAN SUPPORT BY READING BOOKS WITH FIGURATIVE LANGUAGE, DISCUSSING MEANINGS OF PHRASES, ENCOURAGING USE OF FIGURATIVE EXPRESSIONS IN CONVERSATION, AND REINFORCING SKILLS THROUGH GAMES AND ACTIVITIES.

### ARE FIGURATIVE LANGUAGE IEP GOALS SUITABLE FOR ALL GRADE LEVELS?

YES, BUT THE COMPLEXITY OF THE GOALS SHOULD BE AGE-APPROPRIATE, WITH SIMPLER FIGURATIVE LANGUAGE LIKE SIMILES FOR YOUNGER STUDENTS AND MORE COMPLEX FORMS SUCH AS IDIOMS AND SYMBOLISM FOR OLDER STUDENTS.

# How do figurative language IEP goals align with Common Core standards?

These goals align by targeting language comprehension and usage skills, which are emphasized in Common Core standards related to reading literature and language proficiency.

## What challenges might students face when working on figurative language IEP goals?

Challenges include difficulty interpreting non-literal meanings, limited vocabulary, abstract thinking skills, and transferring understanding to new contexts.

## How can technology be used to support figurative language IEP goals?

Technology tools such as interactive apps, online games, and multimedia resources can provide engaging practice and visual explanations to help students grasp figurative language concepts.

## Additional Resources

Figurative Language IEP Goals: Enhancing Comprehension and Expression in Special Education

**Figurative language IEP goals** represent a critical yet often overlooked component in Individualized Education Programs (IEPs) for students with language-based learning disabilities, Autism Spectrum Disorder (ASD), or other communication challenges. Figurative language—encompassing metaphors, similes, idioms, personification, and hyperbole—plays a pivotal role in everyday communication and academic success. Yet, many students with special needs struggle to grasp these abstract concepts, resulting in difficulties with reading comprehension, social interactions, and expressive language skills. Addressing figurative language through tailored IEP goals is therefore essential for fostering holistic language development and improving educational outcomes.

This article delves into the significance of figurative language IEP goals, exploring best practices for assessment, goal formulation, and intervention strategies. It also examines the impact of targeted figurative language instruction on students' linguistic and cognitive growth, offering educators and specialists actionable insights grounded in current research.

## Understanding Figurative Language Challenges in Special Education

Figurative language often requires inferential thinking, contextual interpretation, and an ability to move beyond literal meanings. For neurotypical children, mastering idiomatic expressions or metaphors typically emerges naturally through exposure and social interactions. However, students with communication disorders, such as those with language impairments, ASD, or intellectual disabilities, frequently encounter significant barriers.

These students may:

- Interpret figurative expressions literally, leading to misunderstandings.
- Struggle to identify nonliteral meanings, especially in ambiguous contexts.
- Have difficulty using figurative language expressively in speech or writing.
- Face challenges in social communication due to misinterpretation of sarcasm, humor, or idioms.

SUCH CHALLENGES CAN IMPEDE ACADEMIC COMPREHENSION—PARTICULARLY IN LITERATURE OR STANDARDIZED TESTING—AND SOCIAL INTEGRATION. CONSEQUENTLY, ADDRESSING FIGURATIVE LANGUAGE DEFICITS WITHIN IEP FRAMEWORKS IS PARAMOUNT.

## WHY INCLUDE FIGURATIVE LANGUAGE IN IEP GOALS?

INCORPORATING FIGURATIVE LANGUAGE OBJECTIVES INTO IEPs ACKNOWLEDGES THE MULTIFACETED NATURE OF LANGUAGE PROFICIENCY. BEYOND DECODING WORDS, STUDENTS MUST UNDERSTAND NUANCED MEANINGS TO FULLY ENGAGE WITH CURRICULUM CONTENT AND PEER INTERACTIONS. FIGURATIVE LANGUAGE COMPETENCE ENHANCES:

- **READING COMPREHENSION:** MANY LITERARY TEXTS RELY HEAVILY ON METAPHORS, SIMILES, AND IDIOMATIC EXPRESSIONS.
- **WRITTEN EXPRESSION:** CREATIVE AND EXPOSITORY WRITING BENEFIT FROM APPROPRIATE FIGURATIVE LANGUAGE USE.
- **SOCIAL COMMUNICATION:** UNDERSTANDING HUMOR, SARCASM, AND IMPLIED MEANINGS FOSTERS BETTER PEER RELATIONSHIPS.
- **COGNITIVE FLEXIBILITY:** INTERPRETING FIGURATIVE LANGUAGE ENCOURAGES ABSTRACT THINKING AND PROBLEM-SOLVING SKILLS.

IEP GOALS TARGETING FIGURATIVE LANGUAGE CAN THUS BRIDGE GAPS IN LANGUAGE PROFICIENCY AND SUPPORT BROADER ACADEMIC AND SOCIAL DEVELOPMENT.

## CRAFTING EFFECTIVE FIGURATIVE LANGUAGE IEP GOALS

DESIGNING FIGURATIVE LANGUAGE GOALS REQUIRES CAREFUL CONSIDERATION OF THE STUDENT'S CURRENT ABILITIES, EDUCATIONAL CONTEXT, AND COMMUNICATION NEEDS. EFFECTIVE GOALS ARE MEASURABLE, ACHIEVABLE, AND ALIGNED WITH STANDARDS FOR LANGUAGE DEVELOPMENT.

### ASSESSMENT AS A FOUNDATION

BEFORE GOAL-SETTING, COMPREHENSIVE ASSESSMENT IS ESSENTIAL. EVALUATORS SHOULD USE STANDARDIZED TESTS, INFORMAL OBSERVATIONS, AND LANGUAGE SAMPLING TO DETERMINE:

- THE STUDENT'S BASELINE UNDERSTANDING OF VARIOUS FIGURATIVE LANGUAGE TYPES.
- THE ABILITY TO INFER MEANING FROM CONTEXT CLUES.
- EXPRESSIVE USE OF FIGURATIVE LANGUAGE IN SPOKEN AND WRITTEN FORMS.

TOOLS SUCH AS THE TEST OF LANGUAGE COMPETENCE (TLC) OR TARGETED SUBTESTS WITHIN BROADER ASSESSMENTS CAN PROVIDE VALUABLE DATA. ADDITIONALLY, DYNAMIC ASSESSMENT APPROACHES—WHERE EXAMINERS SCAFFOLD AND GAUGE LEARNING POTENTIAL—CAN INFORM GOAL FORMULATION BY IDENTIFYING SPECIFIC AREAS OF DIFFICULTY.

## EXAMPLES OF FIGURATIVE LANGUAGE IEP GOALS

IEP GOALS SHOULD BE TAILORED TO INDIVIDUAL STUDENT PROFILES BUT MAY INCLUDE THE FOLLOWING EXEMPLARS:

1. *GIVEN A LIST OF IDIOMATIC EXPRESSIONS, THE STUDENT WILL ACCURATELY EXPLAIN THE NONLITERAL MEANING OF AT LEAST 80% OF THE IDIOMS BY THE END OF THE IEP PERIOD.*
2. *WHEN PRESENTED WITH SENTENCES CONTAINING SIMILES OR METAPHORS, THE STUDENT WILL IDENTIFY AND INTERPRET THE FIGURATIVE LANGUAGE WITH 75% ACCURACY IN 4 OUT OF 5 TRIALS.*
3. *IN STRUCTURED WRITING ASSIGNMENTS, THE STUDENT WILL INCORPORATE AT LEAST TWO TYPES OF FIGURATIVE LANGUAGE DEVICES APPROPRIATELY IN CONTEXT, WITH MINIMAL PROMPTING, IN 3 CONSECUTIVE ASSIGNMENTS.*
4. *DURING SOCIAL SKILLS GROUPS, THE STUDENT WILL DEMONSTRATE UNDERSTANDING OF SARCASM AND HUMOR BY RESPONDING APPROPRIATELY IN 4 OUT OF 5 OPPORTUNITIES.*

THESE GOALS EMPHASIZE MEASURABLE OUTCOMES AND SPAN RECEPTIVE AND EXPRESSIVE LANGUAGE DOMAINS.

## INTERVENTION STRATEGIES TO SUPPORT FIGURATIVE LANGUAGE DEVELOPMENT

ONCE GOALS ARE ESTABLISHED, EDUCATORS AND SPEECH-LANGUAGE PATHOLOGISTS (SLPs) EMPLOY TARGETED INTERVENTIONS TO PROMOTE FIGURATIVE LANGUAGE COMPREHENSION AND USE.

### EXPLICIT INSTRUCTION AND MODELING

MANY STUDENTS BENEFIT FROM DIRECT TEACHING OF FIGURATIVE LANGUAGE CONCEPTS. THIS INCLUDES:

- DEFINING AND EXPLAINING DIFFERENT TYPES OF FIGURATIVE LANGUAGE.
- USING VISUAL AIDS AND GRAPHIC ORGANIZERS TO ILLUSTRATE ABSTRACT IDEAS.
- PROVIDING MULTIPLE EXAMPLES AND NON-EXAMPLES TO CLARIFY MEANINGS.
- MODELING APPROPRIATE INTERPRETATION AND USAGE IN BOTH SPEECH AND WRITING.

EXPLICIT INSTRUCTION HELPS DEMYSTIFY FIGURATIVE LANGUAGE AND REDUCES RELIANCE ON GUESSWORK.

### CONTEXTUALIZED PRACTICE

LEARNING IS MORE EFFECTIVE WHEN STUDENTS PRACTICE FIGURATIVE LANGUAGE IN MEANINGFUL CONTEXTS. THIS CAN ENTAIL:

- ANALYZING FIGURATIVE LANGUAGE IN AGE-APPROPRIATE STORIES OR POEMS.
- ENGAGING IN ROLE-PLAY SCENARIOS THAT INCORPORATE IDIOMATIC EXPRESSIONS.
- WRITING CREATIVE COMPOSITIONS THAT ENCOURAGE FIGURATIVE LANGUAGE USE.

- UTILIZING MULTIMEDIA RESOURCES SUCH AS VIDEOS OR SONGS CONTAINING FIGURATIVE SPEECH.

CONTEXTUALIZED EXPOSURE REINFORCES UNDERSTANDING AND GENERALIZATION.

## COLLABORATIVE AND MULTIDISCIPLINARY APPROACHES

SINCE FIGURATIVE LANGUAGE INTERSECTS WITH LITERACY, SOCIAL SKILLS, AND LANGUAGE THERAPY, COLLABORATION AMONG EDUCATORS, SLPs, AND FAMILIES ENHANCES OUTCOMES. JOINT PLANNING ENSURES CONSISTENCY AND REINFORCEMENT ACROSS SETTINGS.

## CHALLENGES AND CONSIDERATIONS IN IMPLEMENTING FIGURATIVE LANGUAGE IEP GOALS

DESPITE THE RECOGNIZED IMPORTANCE, FIGURATIVE LANGUAGE OBJECTIVES CAN BE CHALLENGING TO IMPLEMENT.

### VARIABILITY IN STUDENT PROFILES

THE WIDE SPECTRUM OF LANGUAGE ABILITIES DEMANDS INDIVIDUALIZED APPROACHES. SOME STUDENTS MAY REQUIRE SIMPLIFIED FIGURATIVE LANGUAGE FORMS BEFORE PROGRESSING TO MORE COMPLEX EXPRESSIONS, WHILE OTHERS MAY NEED REPEATED EXPOSURE OR ALTERNATIVE MODALITIES.

### MEASUREMENT DIFFICULTIES

ASSESSING PROGRESS WITH FIGURATIVE LANGUAGE CAN BE SUBJECTIVE. EDUCATORS MUST CAREFULLY DESIGN ASSESSMENT TOOLS THAT CAPTURE SUBTLE IMPROVEMENTS AND AVOID OVERGENERALIZATION.

### RESOURCE CONSTRAINTS

LIMITED TIME, TRAINING, OR MATERIALS MAY HINDER COMPREHENSIVE FIGURATIVE LANGUAGE INSTRUCTION. SCHOOLS MAY NEED TO PRIORITIZE PROFESSIONAL DEVELOPMENT OR INTEGRATE FIGURATIVE LANGUAGE GOALS WITHIN BROADER LANGUAGE CURRICULA.

## THE IMPACT OF FIGURATIVE LANGUAGE GOALS ON STUDENT OUTCOMES

RESEARCH UNDERSCORES THAT TARGETED FIGURATIVE LANGUAGE INTERVENTION CAN SIGNIFICANTLY IMPROVE STUDENTS' LANGUAGE COMPREHENSION AND SOCIAL COMMUNICATION ABILITIES. STUDIES INDICATE GAINS IN:

- READING COMPREHENSION SCORES, PARTICULARLY IN LITERATURE AND NARRATIVE TEXTS.
- EXPRESSIVE LANGUAGE RICHNESS AND CREATIVITY.
- PEER INTERACTION QUALITY AND PRAGMATIC LANGUAGE USE.



MOREOVER, DEVELOPING FIGURATIVE LANGUAGE SKILLS SUPPORTS COGNITIVE FLEXIBILITY, PROMOTING HIGHER-ORDER THINKING ESSENTIAL FOR ACADEMIC SUCCESS.

AS EDUCATION SHIFTS TOWARD INCLUSIVE AND INDIVIDUALIZED INSTRUCTION, INTEGRATING FIGURATIVE LANGUAGE IEP GOALS REPRESENTS BOTH A CHALLENGE AND AN OPPORTUNITY. WHEN EFFECTIVELY ADDRESSED, THESE GOALS EMPOWER STUDENTS TO NAVIGATE COMPLEX LINGUISTIC LANDSCAPES AND PARTICIPATE MORE FULLY IN ACADEMIC AND SOCIAL ENVIRONMENTS.

## **Figurative Language Iep Goals**

**figurative language iep goals:** IEP Goal Writing for Speech-Language Pathologists Lydia Kopel, Elissa Kilduff, 2020-06-15 IEP Goal Writing for Speech-Language Pathologists: Utilizing State Standards, Second Edition familiarizes the speech-language pathologist (SLP) with specific Early Learning Standards (ELS) and Common Core State Standards (CCSS) as well as the speech-language skills necessary for students to be successful with the school curriculum. It also describes how to write defensible Individualized Education Plan (IEP) goals that are related to the ELS and CCSS. SLPs work through a set of steps to determine a student's speech-language needs. First, an SLP needs to determine what speech-language skills are necessary for mastery of specific standards. Then, the SLP determines what prerequisite skills are involved for each targeted speech-language skill. Finally, there is a determination of which Steps to Mastery need to be followed. It is through this process that an SLP and team of professionals can appropriately develop interventions and an effective IEP. The text takes an in-depth look at the following speech-language areas: vocabulary, questions, narrative skills/summarize, compare and contrast, main idea and details, critical thinking, pragmatics, syntax and morphology, and articulation and phonological processes. These areas were selected because they are the most commonly addressed skills of intervention for students aged 3 to 21 with all levels of functioning. For each listed area, the text analyzes the prerequisite skills and the corresponding Steps to Mastery. It provides a unique, step-by-step process for transforming the Steps to Mastery into defensible IEP goals. The key is to remember that the goal must be understandable, doable, measurable, and achievable. This text provides clear guidelines of quantifiable building blocks to achieve specific goals defined by the student's IEP. School-based SLPs are instrumental in helping students develop speech and language skills essential for mastery of the curriculum and standards. All SLPs working with school-aged children in public schools, private practice, or outpatient clinics will benefit from the information in this text. New to the Second Edition: \* Ten Speech and Language Checklists for determining speech and language needs of an individual, 3-21 years of age, as well as measuring progress. \* Material on measuring progress including five performance updates. \* Goal writing case studies for four students of different ages and skill levels. \* A thoroughly updated chapter on writing goals with up-to-date examples. \* Revised Prerequisite Skills and Steps to Mastery to reflect the current state of research. \* Expanded focus on evidence-based practice. Disclaimer: Please note that ancillary content (such as documents, audio, and video, etc.) may not be included as published in the original print version of this book.

**figurative language iep goals:** From Gobbledygook to Clearly Written Annual IEP Goals Barbara D. Bateman, 2011-02-17 Writing IEP goals is easier once the steps are revealed by Dr. Barbara Bateman in her latest book Writing clear, measurable annual IEP goals is a difficult skill to master. The good news is that goal writing is easy once the steps are revealed.

**figurative language iep goals:** The IEP from A to Z Diane Twachtman-Cullen, Jennifer Twachtman-Bassett, 2011-03-21 A truly comprehensive, teacher- and parent-friendly guide to creating clear and effective IEPs With the skyrocketing diagnoses of ADHD, autism spectrum disorders, and related conditions in U.S. schools, there is a growing need for information on creating

effective IEPs for exceptional students. The IEP From A to Z is a step-by-step guide showing teachers and parents how to get the right education plan in place for students with ADHD, Autism/Asperger's, Emotional/Behavioral Disturbance, and related conditions. Provides easy-to-understand explanations of the special education process along with a wealth of sample effective IEPs Explains what is most important for educators and parents to keep in mind during IEP development Provides content area-specific sample goal and objective templates, general teaching tips for maintaining the IEP, and useful resources From nationally recognized experts in the special education field, this book guides readers through the process of writing thoughtful, intelligent Individualized Education Plans that deliver high-quality, need-based educational programming to exceptional students.

**figurative language iep goals:** Language Disorders from Infancy Through Adolescence - E-Book Rhea Paul, Courtenay Norbury, 2012-01-14 Language Disorders from Infancy Through Adolescence, 4th Edition is the go-to text for all the information you need to properly assess childhood language disorders and provide appropriate treatment. This core resource spans the entire developmental period through adolescence, and uses a descriptive-developmental approach to present basic concepts and vocabulary, an overview of key issues and controversies, the scope of communicative difficulties that make up child language disorders, and information on how language pathologists approach the assessment and intervention processes. This new edition also features significant updates in research, trends, instruction best practices, and social skills assessment. Comprehensive text covers the entire developmental period through adolescence. Clinical application focus featuring case studies, clinical vignettes, and suggested projects helps you apply concepts to professional practice. Straightforward, conversational writing style makes this book easy to read and understand. More than 230 tables and boxes summarize important information such as dialogue examples, sample assessment plans, assessment and intervention principles, activities, and sample transcripts. UNIQUE! Practice exercises with sample transcripts allow you to apply different methods of analysis. UNIQUE! Helpful study guides at the end of each chapter help you review and apply what you have learned. Versatile text is perfect for a variety of language disorder courses, and serves as a great reference tool for professional practitioners. Highly regarded lead author Rhea Paul lends her expertise in diagnosing and managing pediatric language disorders. Communication development milestones are printed on the inside front cover for quick access. Chapter objectives summarize what you can expect to learn in each chapter. Updated content features the latest research, theories, trends and techniques in the field. Information on autism incorporated throughout the text Best practices in preliteracy and literacy instruction The role of the speech-language pathologist on school literacy teams and in response to intervention New reference sources Student/Professional Resources on Evolve include an image bank, video clips, and references linked to PubMed.

**figurative language iep goals:** Common Core State Standards and the Speech-Language Pathologist Lissa A. Power-deFur, 2015-10-01 Common Core State Standards and the Speech-Language Pathologist: Standards-Based Intervention for Special Populations is a tool for the analysis of the Common Core State Standards (CCSS) and the development of interventions to meet student-specific needs. The CCSS is an education initiative in the United States that details what K-12 students should understand in English language arts and mathematics by the end of each grade. The initiative seeks to establish consistent education standards across the United States and ensure that graduating students are prepared to enter college or the workforce. As of 2015, forty-three states had adopted the CCSS. With the implementation of the CCSS, it is critical that speech-language pathologists collaborate with educators to enable the success of students with communication disorders as well as English language learners. This text offers a practical approach for application of the CCSS with a parallel analysis of children's strengths and needs to create a template for intervention. It addresses strategies to facilitate the success of students in accessing and achieving the expectations of the general curriculum, with a focus on students with communication disorders, hearing loss, vision loss, deaf-blindness, specific learning disabilities,

autism, multiple disabilities, and English language learners. Key features include: Background and implications of the CCSS Chapters written by experts in the field Tools for analysis of the language expectations of the CCSS and a framework for aligning intervention (both direct and classroom-based) with the CCSS for students at elementary and secondary levels Collaboration strategies to facilitate success in the classroom Multiple case studies Common Core State Standards and the Speech-Language Pathologist is a must-have resource for any speech-language pathologist working with children, as well as their education and administration partners.

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section focuses on alternate and modified assessments. Federal policies now allow testing programs to develop and administer alternate assessments for students who have not been exposed to grade-level content, and thus are not expected to demonstrate proficiency on grade-level assessments. A separate policy allows testing programs to develop modified assessments that will provide more useful information about achievement for a small percentage of students who are exposed to grade-level content but for whom the standard form of the grade-level test does not provide a valid measure of achievement. These policies are complex and can be confusing for educators who are not familiar with their details. The chapters in the second section unpack these policies and explore the implications these policies have for test design. The third and final section of the book examines how principles of Universal Design can be applied to improve test validity for all students. Collectively, this volume presents a comprehensive examination of the several issues that present challenges for assessing the achievement of all students. While our understanding of how to overcome these challenges continues to evolve, the lessons, strategies, and avenues for future research explored in this book empower educators, test developers, and testing programs with a deeper understanding of how we can improve assessments for students in the margins.

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