



Narrative-Based Therapy

Sample IEP+SEL Goals

● NARRATIVE MACROSTRUCTURE | ORAL LANGUAGE SKILLS

Given a blank story organizer and a scribe, student will demonstrate improved story comprehension by adding key words to the story organizer for a (**choose one: fictional, hypothetical, or real-life**) event that includes (**choose one: basic or advanced**) narrative elements with _ % accuracy within _ instructional weeks.

Given a story organizer containing key words from a (**choose one: fictional / hypothetical / real-life**) event, student will demonstrate improved expressive language skills by verbally (**choose one: retelling / formulating / reporting**) story events that include (**choose one: basic / advanced**) narrative elements with _ % accuracy within _ instructional weeks.

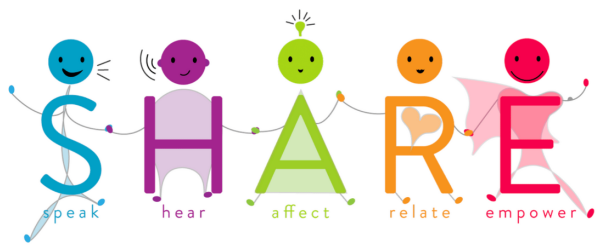
● BRAIN LITERACY | EMOTIONAL LITERACY | NONVERBAL CUES

Given a model brain with labeled regions, student will demonstrate improved understanding of the nervous system by categorizing behavior examples as reactive (downstairs brain, fight or flight, sympathetic) or proactive (upstairs, rest-and-digest, parasympathetic) . . .

Given color-coded word banks of emotions and needs, student will demonstrate improved emotional literacy by identifying emotions related to a specific human need from a (**choose one: fictional / hypothetical / real-life**) event . . .

Given color-coded word banks of emotions and needs, and illustrations or photographs of people in a (**choose one: fictional / hypothetical / real-life**) event, student will demonstrate an improved ability to interpret body language by predicting related emotions and needs based on nonverbal cues. . .

. . . in _ of _ opportunities within _ instructional weeks.



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● SELF-AWARENESS | SELF-MANAGEMENT

Given a regulated nervous system, a supportive adult scribe, a blank story organizer, and color-coded word banks of emotions and needs, student will demonstrate improved . . .

- self-awareness by reflecting on events and summarizing key elements of a real-life story by dictating key words to write in the story organizer . . .
- self-awareness skills by reflecting on events and categorizing helpful proactive versus unhelpful reactive behavior . . .
- self-awareness by reflecting on events and identifying needs and emotions that preceded the helpful proactive or unhelpful reactive behavior . . .
- self-management by identifying calming strategies and problem-solving choices to replace unhelpful reactive behavior in the future . . .

. . . in _ of _ opportunities within _ instructional weeks.

● SOCIAL-AWARENESS | RELATIONSHIP SKILLS

Given a regulated nervous system, a supportive adult scribe, a blank story organizer, and color-coded word banks of emotions and needs, student will demonstrate improved . . .

- social awareness by summarizing key story elements of a (**choose one: fictional, hypothetical, real-life**) event from two or more perspectives . . .
- social awareness by predicting needs and associated emotions of a (**choose one: character / person**) that may differ from the students' own emotions and needs . . .
- relationship skills by identifying their own behavior that blocked another person's needs and apologizing to related parties . . .

. . . in _ of _ opportunities within _ instructional weeks.



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● PROBLEM SOLVING | RESPONSIBLE DECISION MAKING

Given a completed story organizer from a (**choose one: fictional, hypothetical, or real-life**) event, student will demonstrate improved . . .

- problem solving skills by identifying a problem and the need it blocks for the (**choose one: character / person / self**) . . .
- understanding of cause and effect relationships by identifying helpful or unhelpful actions taken by (**choose one: characters / others / self**) and the related consequence(s) . . .
- decision making skills by identifying at least two solutions to a problem that would provide a win-win solution that met everyone's needs . . .

. . . in _ of _ opportunities within _ instructional weeks.