SDI Goal Planning Sheet (GPS)

The purpose of the GPS is to reveal each student's social functioning, in a variety of settings and from a variety of perspectives. All relevant team members rate each student three times per year. However, *GPSs should be brought to every case conference and used to discuss students' social progress and their challenges.* The GPS provides a framework for conversation among the team members about each student's social development. It is this conversation that gets team members on the same page about each child's needs and how to address them consistently, throughout the day. Team members consider how social challenges affect students' social competence in the classroom, relate to interfering behaviors and may limit students' understanding of academic concepts.

The GPSs are used by the speech providers to write appropriate social and pragmatic language goals. Final goals can then be shared with the parents during parent teacher conferences and IEP annual meetings. This is, however, a working document and is used only among the staff to develop the goals, which are transferred to the IEP. Completion dates are as follows for this school year:

A = October 21, 2013 (GPS and goals)
B = January 6, 2014 (GPS)
C = April 28, 2014 (GPS and updated annual goals)

KEY to Rating:

Mastered (M)
The child performs this skill independently **80%** of the time.

Working (W)
The child performs this skill independently **less than 80%** but **more than 50%** of the time.

Developing (D)
The child performs this skill independently **less than 50%** but **more than 20%** of the time.

Not Yet (N)
The child does not perform this skill or performs only to obtain a reward or goal.

SDI Goal Planning Sheet (GPS) – Elementary School Model 2013-2014

M: Mastered 80% W: Working <80% >50% D: Developing <50% >20% N: Not Yet	Oct. 21		Jan. 6		Apr. 28	
	with adult	with peer	with adult	with peer	with adult	with peer

To Improve Social Relational Development

Does the child:

1. stay with a partner within an interaction?						
2. use facial gazing for shared enjoyment?						
3. use facial gazing to check in and obtain information? (includes referencing and attending)						
4. accept roles with a partner?						
5. assign roles to a partner?						
6. understand how to coordinate actions through roles?						
7. checks to see if partner agrees with his or her actions during a cooperative activity?						
8. regulate his or her actions by considering another's perspective?						
9. demonstrate flexibility when a planned or a spontaneous change is made?						
10. acknowledge a partner's contribution in a shared activity?						
11. demonstrate episodic memories?						
12. apply episodic memories to shared collaborative experiences?						
13. compromise his/her wants to please a partner?						

Goals:

1)

2)

3)

To Improve Pragmatic Language

Is the child using language in the following ways:

1. gesture? (e.g. point, shrug)						
2. recognize facial expressions in others?						
3. make facial expressions that are consistent with context?						
4. use language to define roles in an activity?						
5. make comments during an exchange or activity with others?						
6. request to take part in an activity?						
7. assert in play/interaction without dominating?						
8. ask questions?						
9. answer questions?						
10. persuade?						
11. negotiate?						

Is the child changing his/her language

12. according to the listener?						
13. according to environment?						
14. based on shared background knowledge?						
15. when new information is introduced?						
16. regulating proximity/ volume/ pitch?						

Does the child demonstrate understanding of the flow of conversation by:

17. passing around the conversational topic?						
18. introducing topics?						
19. rephrasing (to repair)?						
20. bridging comments/bridging questions?						
21. piggybacking? ** *adding on to what someone else is saying*						

Goals:

1)

2)

3)

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To Improve the Ability to Problem Solve

Does the child demonstrate an understanding/use the following concepts:

1. part/whole relationships (e.g. eye/face, classroom/school)?						
2. compare and contrast (state similarities and differences)?						
3. cause & effect relationships?						
4. sequence the temporal order of events?						
5. negative questions (explain why not)?						
6. basic inferencing?						

Does the child do the following to reason verbally

7. recognize the problem?						
8. determine possible cause of the problem?						
9. make predictions?						
10. provide a solution?						
11. provide multiple solutions?						
12. evaluate solutions?						

Is the child able to problem solve to determine the meaning of:

13. associations?						
14. figurative and abstract language?						
15. idioms?						
16. situational inferences?						

Goals:

1)

2)

3)