

The purpose of the Goal Planning Sheet (GPS) is to determine current functioning, in order to develop social goals for SDI and the IEP. In addition, Nest teams use the GPS as a resource to discuss students’ social development during case conferencing. The GPS is a working document to develop goals rather than an evaluative tool. As such, it is only the final goals that are shared with families.

Directions:

Write the letter corresponding to the date (F/W/S) in the appropriate column on the rubric according to student’s current functioning.

Note:

- Each rubric category asks us to consider both the *awareness* (understanding) and *expression* (practice) of the concepts/skills represented in the goal areas.
- When rating each student, consider the social functioning of their same-age peers (e.g., we may expect *all* sixth graders to struggle with some aspects of problem solving).

Completion dates are as follows for the 2013-2014 school year:

(F) Fall: October 21, 2013 (GPS & goals)

(W) Winter: January 6, 2014 (GPS)

(S) Spring: April 28, 2014 (GPS & updated annual goals)

Goal Areas:

Social Relational Development & Social Cognition

Social Relational goals support the development of both authentic communication and flexible processing. SR encourages the growth of an interactive dynamic system, experience sharing and self-regulation. This foundation further supports Social Cognition: how we process social information, particularly how we encode, store, retrieve and apply it to social situations.

GOAL 1.	GOAL 2.	GOAL 3.
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Pragmatic Language

The modification and use of language in a social context is referred to as pragmatic language. The use of language (pragmatics such as body-language, facial expressions, conversation, speaker-listener roles, abstract meaning, inferencing, social-context) is particularly challenging for students with ASD. To encourage interactive communication we focus on strengthening these pragmatic aspects of language.

GOAL 1.	GOAL 2.	GOAL 3.
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Problem Solving

To problem solve in a social interaction, one is required to take in new information continuously and to then integrate it with known information, to consider one’s own point of view as well as the other’s perspective, to respond and then do it all over again. We build problem solving by increasing relevant conceptual knowledge. We then support our students’ ability to verbally problem solve within interactions by recognizing problems, making predictions, and providing solutions. Lastly we support lexical flexibility and its application to social and academic problems.

GOAL 1.	GOAL 2.	GOAL 3.
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To Improve Social Relational Development & Social Cognition

Does the student:

	does not demonstrate an awareness of this element of social interaction; does not put into practice	is aware of this element of social interaction; can put into practice with maximum supports	is aware of this element of social interaction; can put into practice with moderate supports	is aware of this element of social interaction; can integrate into interactions with minimal supports	is aware of this element of social interaction; can spontaneously integrate into dynamic interactions in a variety of contexts (SDI, class, lunch, etc.)
coordinate actions when given a role?					
coordinate actions by choosing a role for him/herself?					
demonstrate flexibility when a planned or a spontaneous change is made?					
acknowledge a partner's contribution in a shared activity?					
make reference to a shared memory within an interaction?					
recall previous experiences and apply them to current decisions?					
recognize the expectation of thinking with others?					
recognize that his/her actions have social relevance/impact on others?					
ask for assistance when they need help?					
self-advocate by explaining challenge and providing a possible solution?					

PERSPECTIVE TAKING

Does the student:

	does not demonstrate an awareness of this element of social interaction; does not put into practice	is aware of this element of social interaction; can put into practice with maximum supports	is aware of this element of social interaction; can put into practice with moderate supports	is aware of this element of social interaction; can integrate into interactions with minimal supports	is aware of this element of social interaction; can spontaneously integrate into dynamic interactions in a variety of contexts (SDI, class, lunch, etc.)
show that s/he is thinking about others?					
recognize others are thinking about him/her?					
regulate his or her actions by considering another's perspective?					
compromise his/her wants based on a smart guess© about a partner's desires?					
recognize motives/intentions of others?					
consider other's differing points of view in an interaction?					

To Improve Pragmatic Language

Does the student demonstrate an understanding* of communication by:

	does not demonstrate an awareness of this element of communication; does not put into practice	is aware of this element of communication; can put into practice with maximum supports	is aware of this element of communication; can put into practice with moderate supports	is aware of this element of communication; can integrate into interactions with minimal supports	is aware of this element of communication; can spontaneously integrate into dynamic interactions in a variety of contexts (SDI, class, lunch, etc.)
using facial gazing for shared enjoyment?					
using facial gazing to check in and obtain information?					
checking in to see if a partner agrees with his or her actions in cooperative activities?					
considering context to interpret other's body language?					
using body language and/or gesture when communicating a message?					
considering context to interpret other's facial expressions?					
using facial expressions when communicating a message?					
requesting to take part in an activity?					
verbally contributing ideas to a group's thinking in an activity or interaction?					
incorporating others' ideas into his/her own thinking during a group activity or interaction?					
asking questions to initiate or further a connection with others?					
answering questions to further a connection with others?					
persuading others (changing language to convince others of their thinking)?					
negotiating (combining their own thinking with others' to arrive at a compromise)?					

Does the student consider the context of an interaction by changing his/her language:

	does not demonstrate an awareness of this element of communication; does not put into practice	is aware of this element of communication; can put into practice with maximum supports	is aware of this element of communication; can put into practice with moderate supports	is aware of this element of communication; can integrate into interactions with minimal supports	is aware of this element of communication; can spontaneously integrate into dynamic interactions in a variety of contexts (SDI, class, lunch, etc.)
according to the listener?					
according to the environment?					
based on shared background knowledge?					
when new information is introduced?					

ASD Nest Program Middle School Goal Planning Sheet

Name: _____

According to the context, does the student regulate his/her prosody of speech (e.g. rate, volume, pitch)?					
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Does the student demonstrate understanding of the flow of conversation by:	does not demonstrate an awareness of this element of communication; does not put into practice	is aware of this element of communication; can put into practice with maximum supports	is aware of this element of communication; can put into practice with moderate supports	is aware of this element of communication; can integrate into interactions with minimal supports	is aware of this element of communication; can spontaneously integrate into dynamic interactions in a variety of contexts (SDI, class, lunch, etc.)
making comments during an exchange or activity with others?					
passing around the conversational topic?					
preparing listeners for new information by introducing a topic (e.g., "Did you hear...", "Guess what...", "You're not going to believe this...")					
rephrasing misunderstood comments to repair the exchange?					
using bridge comments/bridge questions?					
piggybacking?					

To Improve the Ability to Problem Solve

does not demonstrate an awareness of this element of problem solving; does not put into practice	is aware of this element of problem solving; can put into practice with maximum supports	is aware of this element of problem solving; can put into practice with moderate supports	is aware of this element of problem solving; can integrate into interactions with minimal supports	is aware of this element of problem solving; can spontaneously integrate into dynamic interactions in a variety of contexts (SDI, class, lunch, etc.)
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Does the student recognize the problem:

as it relates to him/her?					
as it is relevant to the others involved?					

Does the student evaluate the size of the problem:

as it impacts him/her?					
as it might impact others?					

Does the student determine a possible cause of the problem:

by considering his/her role in it?					
by taking the perspective of others?					

Does the student provide a solution:

considering prior knowledge?					
considering present context?					

Does the student provide multiple solutions:

considering prior knowledge?					
considering present context?					

Does the student evaluate the most beneficial solutions:

based on likely outcomes for him/herself?					
based on likely outcome for others?					

FIGURATIVE LANGUAGE

Does the student demonstrate an understanding of the figurative meaning of:

	does not demonstrate an awareness of this element of figurative language; does not put into practice	is aware of this element of figurative language; can put into practice with maximum supports	is aware of this element of figurative language; can put into practice with moderate supports	is aware of this element of figurative language; can integrate into interactions with minimal supports	is aware of this element of figurative language; can spontaneously integrate into dynamic interactions in a variety of contexts (SDI, class, lunch, etc.)
idioms?					
inferences?					
abstract language?					

GLOSSARY

bridge comments / questions

relating comments or questions to the present topic in order to talk about a new, but related topic

checking in

referencing another to gather and/or share information (as opposed to simply making eye contact)

context

everything in a certain situation (in the surroundings, on the background) that reveals and influences the meaning of something (an object, a behavior, a word);
the totality of contextually relevant elements with both the environment and our memory
[Peter Vermeulen]

facial gazing

referencing another's facial expressions to gather and/or share information (as opposed to simply making eye contact)

inference

an inference is a conclusion that you draw about something by using information that you already have about it
[COBUILD dictionary]

piggybacking

adding on to what someone else is saying

prosody

the use of pitch, loudness, tempo, and rhythm in speech to convey information about the structure and meaning of an utterance

self-advocate

1. Identifying the problem
2. Explaining how the problem affects me
3. Suggesting a possible solution

smart guess©

an inference you make considering the information you know, see, hear (as opposed to unrelated, out of context guesses)

social relevance

the social implications for your actions in a given context