Case Study Project

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Part 1 Student Observation & Assessment

Part 1: Observation of Student:

1. James: https://www.youtube.com/watch?v=sbNGy2NtsOA

Part 2: Assessment of Student

- Name: James
- Age: 11 years old
- Language/communication skills: Autistic boy going into public school for the first time. Suffers from Echolalia and communication disorder.

Expressive Language		Receptive Language	
Word/s	Function/Purpose	Words	Action
F- ????	Pointing/ unclear	Settle in settle in	No response
"No sheet"	Does not want to do a worksheet/sit down at his desk.	"Good Morning James"	"Good morning James" (echolalia)
"No no, we have to go to recess"	Hears the bell ring and thinks of his routine which is disturbed by an assembly.	"Did you have fun this weekend"	"You had fun this weekend"
"Screaming yelling throwing hands up jumping up and down"	Upset that his schedule is not being followed and is expressing emotion to the teacher.	"Take out your worksheet"	"Rocking and no response"
"Mine"	When he catches the basketball that the kids were playing with.	"James take out your worksheet"	"Yells no worksheet no worksheet"
"Grunts and Hoffs"	Pushes over his blocks	"Student in class says hey what are you doing"	"James responds with hey what are you playing with puzzle"
"French fries"	Expresses his excitement about going out to dinner with his favorite part being the french fries.	Teacher "James I understand you've worked with word cards before right? Please take out the word cards."	" no response" rocking back and forth.

"Jumps when the teacher goes to touch his arm"	Get frightened and pull away.	Teacher " You okay buddy"	James "We have to go to recess"
"No no no"	Screaming no no no because of the school assembly.	Teacher "How are you doing with your story writing James?"	No response playing with a pencil on his notebook.
"James points to the word book each time the teacher asks to do a card"	After being told only a few more cards he then points to the correct cards.	Teacher: " So you went out for dinner last night right?"	It grabs James's attention, looks at the teacher and uses the restaurant to write a story.
10		10	

Social skills

- Wants to interact with his classmates but does not understand how to.

Nonverbal Communication Skills

- Uses appropriate eye contact - very rarely used eye contact with the teacher.
- Understand other's use of body language- does not understand the use of body language. For example when the teacher went to touch his arm.
- Uses appropriate body language- not observed
- Understands and uses appropriate physical distance not observed
- Understands changes in tone of voice- not observed
- Understands changes in facial expression- not observed

General Conversational Skills

- Tells wants, needs, preferences- when mad yes explains why using verbal communication
- Asks appropriately for help- not observed
- Understands and shares feelings- not observed
- Shares ideas, opinions or remarks- not observed
- Identifies and uses compliments - not observed
- Starts and maintains friendships - looks like he started a friendship at the end through a game of basketball
- Gives appropriate explanations for actions - no
- Understands and uses humor- no
- Demonstrates affection appropriately- no
- Interrupts appropriately- sometimes/occasionally
- Gives effective directions to others- no
- Gives sufficient information for listener communication- no
- Revises messages when listening misunderstands- not observed
- Asks appropriately for repetition and clarification- no
- Provides relevant answers to questions- sometimes when asked twice or more times.

Topic maintenance

- Initiates a topic- not likely
- Joins an ongoing conversation- not observed
- Maintains a topic- not likely
- Shifts a topic- yes
- Closes topic- most of the time
- Understands changes in facial expression- not observed

Basic social language

- Greets/says goodbye- not observed
- Uses polite forms (ie., please, thank you, excuse me, etc)- not observed
- Uses introductions- not observed

Behavioral challenges

Repetitive verbal/physical behaviors

- Rock back and forth - yes throughout the whole day
- Repeats phrases- yes
- Ritualistic actions- not observed
- Paces- not observed
- Other:_____

Restrictive or rigid behaviors

- Difficulty attending to on-going activities (note average length:) yes took about three to four times of being told what to do.
- Difficulty transitioning- yes hard to follow what was next.
- Fixated on item/activity/topic (ex.) yes the blocks and basketball and pencil and paper.
- Other: yelling and crumbling up a paper and covering ears.

Unusual/maladaptive behaviors

- OCD example when the bell rang and he packed up.
- Yelling, and screaming when something was not right.
- Nonstop rocking back and forth.

Summary of observation: Throughout my observation, it has been observed that the student has a wide range of strengths and challenges in the classroom. The student excels in reading independently, fine motor activities, explaining past experiences, and visualization cards. While completing these tasks the student is engaged and focused on the topic. When the student gets on task he almost always does it correctly and without disruption. The student has an interest in building relationships with peers in class and finds ways to play or communicate. Although the

student has many strengths, he also possesses some challenges that need some improvement. One of the biggest areas for improvement is when the student has to do something they do not want to do. The student often throws a tantrum which leads to screaming, yelling, and jumping in the classroom. Another area for improvement is during transitions. Oftentimes the student does not follow directions to the next activity or has to be asked and prompted to do the next task. The student also has difficulty expressing emotions. The student will sit there not responding to the teacher and does not effectively express what they want. Throughout the strength and challenges the student shows great capability in improvement with these challenges and with some assistance the student should show great improvement.

<div align="center">Part Two Learning Goals and Selection of Strategies</div>

- **IEP Goal #1**
    - The student will increase the use of expressive social and language skills with peers during times of play in the classroom.
  - Objective #1
    - When the student enters the center, they will initiate communicative interactions 1/3 times across three sessions with peers.
  - Objective #2
    - When the student enters the center for play, they will interact and collaborate with peers 2/3 times across three sessions.
- **Grade Level Standard for Goal**
  - **0.1.3** Actively engage in activities and interactions with teachers and peers.
- **The rationale for the selection of the goal**
  - Throughout my classroom observation of my chosen students, it has been seen that they need to work on social and communication skills. When the student goes to centers for play the child sits by himself and does not engage with peers. The student tends to not speak and play with toys in his own space. The goal is to get the child to interact with peers during centers and communicate what he wants such as a toy or role to play. During centers, the children have a choice to pick what station to go to such as the role-playing, building, and baking stations. The goal is to have the student engage in role-playing with peers, share toys, and laugh and interact with other classmates. Oftentimes the child will just walk to the station and be silent through the memory of the time which is missing the goal of the centers.
- **Identification of 3 EBP strategies**
  - **EBP#1: Social Skills Training**
    - One of the EBPs that I believe would help benefit my chosen student is social skills training. Social skill training is the practice of helping an autistic child build communication skills to help communicate effectively with others. Studies done by Lindgren and Doobay wrote about the direct relation between autistic children and a lack of social skills. Most of the time it is because autistic children do not understand how to engage with others. Addressing social skill difficulties is super important to be done at a young age for future success (Bellini & Peters, 2008). My desired plan to use social skill training is to teach my students how to talk to peers. For example by proposing sentence starters to my student and asking questions

about what he is doing. The model I would choose to approach social skills training is the DSP model which would be taught through play. The DSP model teaches social skills through play in a sequence that is developmentally appropriate (Benedict, 2007).

- ○ **EBP#2: Modeling**
  - The next EBP approach that I have chosen to use to help my students engage and communicate with peers during classroom activities is modeling. The reason why I am choosing modeling is that it can be a visual for the student to perform the target behavior. "Modeling can be used to increase a learner's ability to perform a target behavior. Modeling involves the learner observing someone correctly performing a target behavior. The demonstration of the behavior before the learner is expected to demonstrate the behavior serves as a primer for the behavior" (Acar & Diken, 2012). My prediction of using modeling would be performed in the center chosen by the student. I would express interactions that are relevant to the station that should be expressed by the student. For example, saying hi to my peers and sharing a toy with other people in the station. I would express the importance of verbal and social skills during my modeling. " In addition, modeling can be used as a prompt in order to provide extra support to the learner after the direction has been provided and the child is trying to use the behavior" (Sam A, 2015).

- ○ **EBP#3: Prompting**
  - The final EBP that I believe will lead to the best success with my chosen student in promoting social and language skills is prompting. I believe that prompting will be very beneficial to my student because once he starts understanding how to interact and communicate I can prompt the student to success. For example, I can use prompting by sharing a toy. I can use my hands and body language to share the toy with a peer. " Prompting encourages the client to perform a task until they learn how and when to do it, but naturally, the ultimate goal is for them to eventually perform the skill independently in the appropriate situations without needing to be prompted" (ABA, 2021). With using prompting as a EBP it is important to not get reliant on it. "To increase attention to prompts and facilitate correct responding, differential observing responses (DORs) have been used" (Jones & Saracone, 2014). This means that prompting should be used only in an appropriate manner. It should not be overused because the whole goal is for the student to independently initiate the target behavior.

Part 3: Individual Lesson Plan, Data Sheet, and Reflection

Individual Lesson Plan

Program: Increase social and language skills during play.	Date: March 5, 2024

Objective: Christian will enter the center, and will initiate communicative interactions with peers 3/5 opportunities to do so.	Teacher: Ms. Harvey
Teaching Strategy: ● Using social skills, prompting, and modeling to help Christian interact with peers during centers. ● When Christian enters the center the teacher will say "Hello Christian would you like to play with us?" ● The teacher will then wait for Christain to respond verbally. ● The teacher will model a response back to help Christian engage in the conversation. ● The teacher will begin the lesson by grabbing a bag of toys and spreading them out on the rug. The teacher will model and prompt how to share toys with peers. Expressing emphasis on body language and sharing. ● The teacher will then state, " Christian will you give the toy to "Joey" to initiate a social interaction. ● The teacher will then ask Christian what his favorite toy is in the center and then have him ask a friend what their favorite toy is. ● The teacher will then prompt "Christian" with physical or verbal cues to help initiate interaction with peers in the center. ● "Christian, do you like this toy?" "Ask Joey if he likes it as well" ● If Christian gives the toy to his peer and initiates a language interaction, the teacher will provide praise and marbles into the bucket. ● If Christian does not share and interact with peers the teacher will hold back the praise and marble and emphasize to Christian "We need to share with Joey so we can put a marble in our bucket".	**Instructional Cue:** **"Hello, Christain would you like to play with us?"** **" Christian will you give the toy to Joey"** **"Christian"** **"Work for a marble so we can put one in our bucket"** **"Christian, do you like this toy?"** **"Ask Joey if he likes it as well"**
Prompt Strategy Verbal prompting and gestures **Error correction:** If Christian does not engage with peers during play, the teacher will prompt Christian by verbal cues and referencing the reinforcer to get his attention.	**Mastery Criteria:** 5 chances to perform with 100% accuracy across 5 sessions.

|	Generalization Criteria: Two peers in class or at his table. Two different Activities
Materials Needed: Toys are provided by the class to work with students. Marble reinforcements. Play activities.	**Reinforcement Strategy:** Praise will be provided for every interaction Christian engages with his peers 5/5 times.

Data Sheet

	Session 1	Session 2	Session 3	Session 4	Session 5
Interactions with peers	/5	/5	/5	/5	/5

Part 4: Data Analysis of Student Learning

- **Explanation of Implementation of Lesson**
  A. Expectations for learning: For today's lesson I will establish the expectations for learning by saying " Today we will be working on sharing and talking with peers during centers".
  B. Identification of reinforcer and goal: I will identify the reinforcer by stating " If we share and work together with our friends during centers we can add a marble to our bucket for the great work at the end".
  C. Instructions for learning: I will clearly explain the instructions for learning by saying " Christian can we share the toys with our friends" or "Christian will you give the toy to (ex. Joey)"
  D. Reinforcement of correct response: To reinforce the correct response I will say " Christian that was an awesome job sharing" and "Let's add a marble to our bucket for the great work you did" I will exaggerate the positive response so the student understands that sharing and working with peers is a good thing.

     E. Error correction for incorrect/no response: I will correct the incorrect response by modeling to Christian how to share a toy with friends during centers. I would model the social interaction by saying "Hello ex. Joey, would you like to play with this toy?".

- **Summary of Data:**

Amount of Interactions with peers
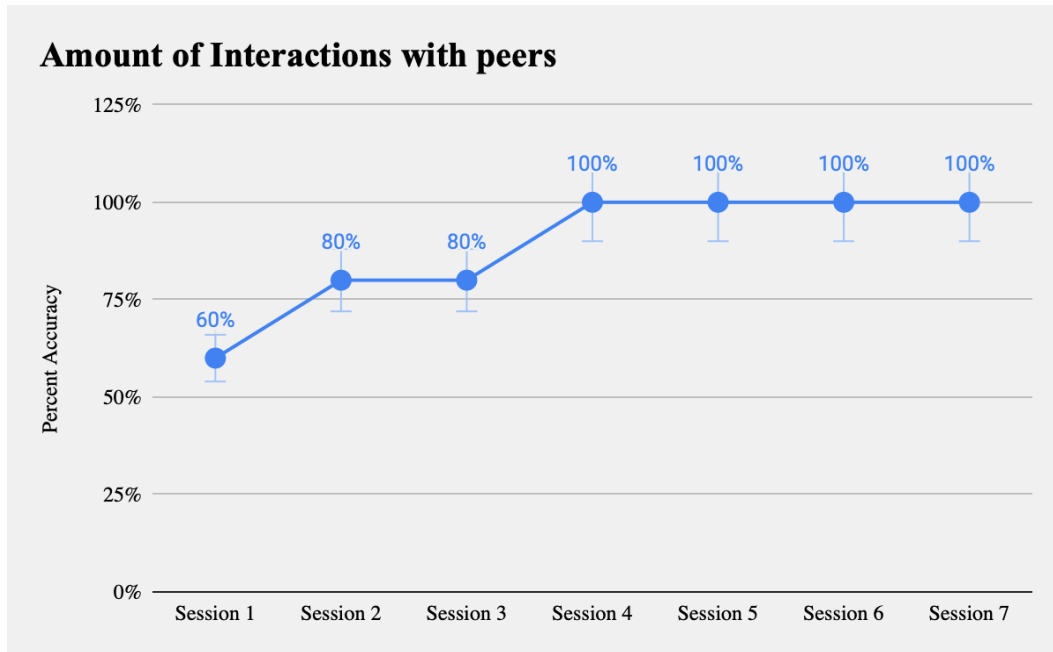
- **Data Sheet (Appendix B)**

- **Graph and Interpretation**
    1. Does the data for the intervention show an increasing trend or a decreasing trend?
        - The data for the intervention shows an increase in trend as the amount of interactions with peers has increased since the intervention was implemented.
    2. Were there any outliers? If so, provide a brief explanation.
        - No, the data and lesson performed did not have any outliers.
    3. Did your learner attain mastery criteria for a target(s)?
        - No at this point with the data given the student has not attained mastery criteria because the child only received 5/5 on the last four sessions and was supposed to obtain 5/5 on all 5 sessions. Within the next couple of sessions, I strongly believe the student will achieve mastery criteria.
    4. Overall, does it appear that the intervention was effective?
        - Overall, the data shows that the intervention was effective by increasing accuracy as the intervention has been put in place. I believe with more

sessions of data collecting with the intervention in place the child will reach mastery criteria.

Part 5: Technology-Based Evaluation

- **Video:** https://youtu.be/QUbsJN5OJxE?si=TPXJfsds8muMqyo7
- **Reflection:** During my lesson, I believe it went well for my first lesson as a preschool student. What I believe went well in my lesson was the topic of concentration on working on social goals. By observing and taking data it was seen that the child needed help with learning how to engage with others. From my understanding, the child always wanted to engage with others but just did not know how to. Once I told the child to share this with another student, the child had no issues carrying out the task. I also think the lesson helped the child want to try and engage with the students more. After the lesson was over the students went over and started building blocks with the other kids. I also noticed a big increase in his communication skills when I would ask him a question he would give back more than a one-word answer.

  The day I conducted the lesson my teacher had a substitute which made it a little harder as the kids were a little confused about what was going on. Before my lesson took place the substitute had me take over the morning group which was the first time I have ever done this. It was nerve-racking but I made it through the entire group. I believe that having the substitute and not my cooperating teacher made the lesson harder to implement. This is because the children were in different centers and not split up the way the teacher usually does. For example, the student I did my case study with was at a new center with different peers than he is usually with. In the future, something I would do to help make the lesson easier would be to implement it when the child is most comfortable. Meaning, that when the teacher assigns centers she does it in a particular way she looks and sees who is going where to avoid any issues. I felt that the child looked a little confused before we started the lesson as we had a new sub who had never had our class before. For myself, I hope to grow professionally and have more confidence in myself. When doing the lesson I was nervous and it did affect the way I delivered the instruction. I do think with time and exposure my performance will continue to grow and improve.

- **Future goals**:

Goal 1 and Rationale: The first goal I have chosen from the Council for Exceptional Children is to help master and promote the generalization of learning. I have chosen this goal to help myself meet the goal of delivering instruction to the students. Oftentimes I find myself knowing the material and what to say but get at a loss for words to deliver the material to students and others. Choosing this goal will help me work my way up to mastery of the criteria and help me become an effective teacher at delivering instruction.

CEC Standard for Goal 1 5.6 Beginning special education professionals teach to mastery and promote generalization of learning.

Goal 2 and Rationale: The second goal I have chosen from the Council for Exceptional Children is special education professionals use ethical principles and professional practices to

guide their practice. I have chosen this goal to help guide myself as a special education teacher. As a future educator, it is a must to follow the standards that are made to help make sure you are keeping the children up to date with the state standards. When designing lessons and classroom set up it is important to always reference the standard to make sure theta align. Making this a goal for myself will help me remember to always look and double-check.

CEC Standard for Goal 2: 6.1 Beginning special education professionals use professional ethical principles and professional practice standards to guide their practice.

Goal 3 and Rationale: The third goal I have chosen from the Council for Exceptional Children is new special education teachers need to understand how language, culture, and family influence the individual. I have chosen this as a goal to always remember that there is a reason why each child acts the way they do. Understanding and being open to language and culture is important to remember to make sure you are keeping the child's interests a priority.

CEC Standard for Goal 3: 1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.

References

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AUTISM SPECTRUM DISORDER SERIES

Examples of IEP Goals and Objectives

Suggestions for Students with Autism

Introduction

When writing goals for children with Autism, it is crucial to be as specific as possible. IEPs need to be individualized but do not always show all of the actual goals and interventions that are being done. As a skill is acquired - new objectives are to be added, it is not to be stagnant. As skills become easier the difficulty is increased. Teachers of students with Autism Spectrum Disorders hope that a fluid process from year to year is maintained. This will require a great deal of communication and collaboration between staff and parents. The following lists are offered as examples of IEP goals that can be used for children with Autism Spectrum Disorders.

Social Skill Area Goals

1. _____ will develop social understanding skills as measured by the benchmarks listed below.

a. _____ will raise their hand and wait to be called on before talking aloud in group settings 4/5 opportunities to do so.

b. _Christian____will work cooperatively with peers in small group settings (ie. Share materials, allows peers to share different thoughts) 4/5 opportunities to do so.

c. _____ will develop an understanding of the relationship between his/her verbalizations and actions/effect on others 4/5 opportunities to do so.

d. __Christian___ will engage in appropriate cooperative social play interactions initiated by others 4/5 opportunities to do so.

e. _____ will engage in cooperative social play interactions by allowing others to make changes or alter the play routine 4/5 opportunities to do so.

f. __Christian___ will engage in appropriate turn-taking skills by attending to peer; 'turn and waiting for their own turn 4/5 opportunities to do so.

g. _Christian____will appropriately acknowledge an interaction initiated by others by giving an appropriate response, either verbal or non-verbal.

h. _____ will develop an understanding of the rationale for various social skills by stating

the reason when asked (i.e., Why do we say excuse me?)

i. _____ will increase social awareness of the environment by stating what is taking place in the environment or imitating actions of others 4/5 opportunities to do so.

j. _____ will increase safety awareness by stating the effect of various situations 4/5 opportunities to do so.

k. _____ will identify appropriate social rules and codes of conduct for various social situations 4/5 opportunities to do so.

l. _____ will refrain from interrupting others by exhibiting appropriate social interaction skills 4/5 opportunities.

2. _____ will increase social-emotional skills as measured by the benchmarks listed below.

a. Christian_____ will identify various emotional states in others 4/5 opportunities to do so.

b. _____ will state why a person might be feeling a particular emotion 4/5 opportunities to do so.

c. __Christian___ will identify various simple emotional states in self 4/5 opportunities to do so.

d. _____ will state why he/she might be feeling a particular emotion 4/5 opportunities to do so.

e. _____ will state what would be an appropriate response to a particular emotional state 4/5 opportunities to do so.

3. _____ will increase social communication skills as measured by the benchmarks listed below.

a._ Christian_ will initiate communicative interactions with others 4/5 opportunities to do so. **b.** _____ will initiate varied appropriate topics with others 4/5 opportunities to do so. **c.** _____ will initiate communicative interactions with others by asking questions 4/5 opportunities to do so.

d. _____ will engage in conversational turn-taking with others across 3-4 conversational turns, 4/5 opportunities to do so (topics initiated by self /others).

e. _____ will call attention to a communicative partner prior to communicating 4/5 opportunities to do so.

f. _____ will ask questions of others regarding topics initiated by self or others to sustain conversation for conversational turn-taking 4/5 opportunities to do so.

g. _____ will identify and understand various non-verbal social communication behaviors (ie. Tone of voice, personal space, vocal volume, body orientation, facial expressions) by stating their implied meaning 4/5 opportunities to do so.

h. _____ will spontaneously seek assistance/ ask for help/ seek additional information given visual prompts 4/5 opportunities to do so.

i. _____ will spontaneously use a verbal or non-verbal message to indicate to the speaker that he needs additional wait time to process information editorially 4/5 opportunities to do so. **j.** _____ will identify breakdowns in communication and make appropriate adjustments 4/5

opportunities to do so.

4. _____ will increase narrative discourse skills to objective criteria as measured by the benchmarks listed below.

a. _____ will state the main idea of the story, video or situation 4/5 opportunities to do so.
b. _____ will relate information (ie. Past events, stories, situations, etcR) sequentially 4/5 opportunities to do so.
c. _____ will identify what happened first, in the middle, and last regarding a previous read story, past event, or situation.
d. When relating information_____ will provide an initial background statement, include referents, include important pieces of relational information and leave out irrelevant details.

5. _____ will increase their ability to function appropriately within the school environment as measured by the benchmarks listed below.

a. Given visual and verbal prompts, _____ will participate in tasks/ activities to completion by exhibiting appropriate behaviors, _% of the time.
b. _____ will transition appropriately from tasks and activities and school environments _% of the time given visual and verbal prompts.
c. _Christian__ will accept changes in routine/schedule by exhibiting appropriate behaviors given visual and verbal cues _ % of the time.
d. _Christian___ will follow classroom rules and directives given visual and verbal prompts _% of the time.
e. _____ will independently take a break given visual prompts _ % of the time. (goal #5: objectives contd.)
f. _____ will independently ask to take a break given visual and verbal prompts _% of the

time. **Strategies to focus on the above Goals/ Objectives:**

Social Stories: Social Stories are a tool for teaching social skills to children with autism and related disabilities. Social stories provide an individual with accurate information about those situations that he may find difficult or confusing. The situation is described in detail and focus is given to a few key points: the important social cues, the events and reactions the individual might expect to occur in the situation, the actions and reactions that might be expected of him, and why. The goal of the story is to increase the individualHs understanding of, make him more comfortable in, and possibly suggest some appropriate responses for the situation in question (Polyxo, 2008).

Comic Strip Conversations: Individuals with Autism Spectrum Disorder (ASD) have trouble interpreting social situations and understanding speech as quickly as most social interactions require. A comic strip conversation is a conversation between two or more people using simple illustrations in a comic strip format. They show children how to behave in a socially acceptable manner and conform to social standards. The effectiveness can be enhanced by incorporating a child's favorite cartoon character into the illustration (Autism Spectrum Institute, 2008).

Social Scripting/ Computer Conversations: The use of social scripts can provide the child with visual information and strategies that will improve his understanding of various social situations.

In addition, the Social scripts can teach the child appropriate behaviors to exhibit when he is engaged in varied social situations. The repetitious "reading" of the Social script makes this strategy effective for the child with Asperger's Syndrome.

Find and use ThooksU (high interests) for academics, social relations, social communication, etcV Videotapes

Digital Photography (for real life situations)

Audiotaping

Lunch/Recess Clubs

Story Mapping: These activities basically walk the child through the process of any experience. This technique has been very successful when utilized consistently for introducing children with Autism to new activities and outings. For example if a child were to have a doctorHs appointment these activities basically walk the child through the process of visiting the doctorHs office. You can use photographs from the clinic, the elevator and the doctor's office to help prepare your child for what they will see and do on that day.

Individual visual schedule: Visual schedule systems are an easy way to provide students with consistent cues about their daily activities. They provide a structure that allows a student to anticipate what will happen next, reduce anxiety by providing the student with a vision of his/her day and promote calmness between transitions. They are especially important for

Examples of IEP Goals without Objectives

Social Skills/Life Skills/Social Communication Skills Goals

Given direct instruction, practice and visual support, _____ will successfully demonstrate two new social skills per quarter including, recognizing, expressing and regulating emotions, conversational repair, and non verbal cues at a level of ____ % accuracy. Skills will be determined quarterly by the IEP team.

_____ will acquire two new social skills per quarter to a level of ___ % accuracy including initiating conversations with peers and adults, participating in turn taking during structured activities and recognizing positive social interactions.

_____ will acquire two new skills per quarter including table manners, phone etiquette, and organizational skills at a level of ____ % accuracy. The skills will be determined by the IEP team.

Given direct instruction and visual support, _____ will obtain two new life skills per quarter, including bathroom and hygiene routines. He/She will perform the skill independently to a level of 70% accuracy.

Given direct instruction, practice and visual support, _____ will successfully demonstrate two new skills per quarter including self regulation, gender relations skills, and independence in using visual supports 3 out of 5 opportunities to do so.

_Christian___ will increase his/her social communication skills by refining three or more social skills (e.g. turning to see teacher when moving, interacting at age appropriate levels during free choice) necessary to function in the classroom as demonstrated during classroom activities on

==three out of four days of interactions.==

_____ will demonstrate the accurate use and understanding of statements and questions by increasing the accurate use of these sentence forms 4 out of 5 opportunities to do so.

==__Christian_____ will increase his/her social communication skills by refining four skills including; requesting help and using pictures or words in order to have basic needs met 3 out of 5 opportunities to do so.==

_____ will be introduced to a functional communication system and utilize it to show his/her basic wants 3 out of 5 opportunities to do so.

With adult support and visual cues, _____ will be able to identify and express his/her needs within the school environment 4 out of 5 opportunities to do so.

Given direct instruction and visual support for word retrieval strategies _____ will demonstrate the ability to retrieve words during conversation when cued to do so in 3 out of 5 attempts in the therapy and classroom settings.

_____ will improve his/her skills in comprehension of figurative language, multiple-meaning words, and perspective taking in structured tasks to a level of 10% improvement from baseline data.

_____ will increase his/her ability to problem-solve situations with peers and adults using visual support and previously taught problem-solving strategies in 4 out of 5 opportunities to do so.

Given direct instruction, practice, and visual support _____ will successfully demonstrate an understanding of autism awareness and stranger danger at a level of 70% accuracy.

_____ will increase his independent work time by completing one task with one or fewer adult prompts in 3 out of 5 opportunities to do so.

Academic Skill Area Goals

_____ will answer who, what, where, why, and when questions with 70% accuracy on a given passage.

_____ will use previously taught comprehension strategies before, during, and after reading a given passage to build text meaning and achieve an average comprehension score of 70% on assessed readings.

_____ will increase his reading skills by identifying 10 new safety words and 10 new community words with 80% accuracy.

_____ will increase his/her functional math skills in the areas of time and money by demonstrating an understanding of projected time and elapsed time independently with 80% accuracy and paying for times and making change independently up to $2.00 with 75% accuracy.

Given direct instruction and visual support _____ will be able to count an assortment of coins, measure objects in standard units, and tell time to the minute with 80% accuracy.

Given direct instruction and visual support, _____ will draft, edit, and publish a 4-sentence paragraph meeting 70% mastery of conventions.

_____ will obtain selected science/social studies goals as provided in the regular education environment to a level of 70% accuracy.

In conclusion, there are many sources on the Internet that can assist you in writing goals for children with Autism. ***The following sites are a good beginning:***

Appendix B

Sessions	Session 1	Session 2	Session 3	Session 4	Session 5
Interactions with peers	3/5	3/5	4 /5	5/5	5/5

Sessions	Session 6	Session 7	Session 8		
Interactions with Peers	5/5	5/5			