Goal Suggestions

A Comprehensive List of Goal Suggestions from All Sections

Contents - Goal Suggestions

Based on curriculum activities in Section 1 and California Content Standards

Goal #	Goal Suggestions

1-1 Student will be able to use the terms "expected and unexpected" related to behaviors observed in his or her presence, and then describe his own behaviors as expected or unexpected, ____% of intervention session, and then using these concepts beyond the intervention room ____% of the time.

1-1a When in a small intervention group situation and provided a range of behaviors to critique, _____ will label observed behaviors of others as "expected or unexpected" ____% of intervention session.

Take this skill beyond the intervention setting: There the student is expected to label observed "expected or unexpected" behavior in others, when asked by teachers or parents ____% of the time.

1-1b When in a small intervention group situation and provided a range of situations, _____ will describe his own behaviors as "expected or unexpected," ____% of intervention session.

Take this skill beyond the intervention setting: There the student is expected to label his own behavior as "expected or unexpected," when asked by teachers or parents ____% of the time.

1-2 Student will be able to explain how expected and unexpected behaviors can impact how someone else feels, when observing others and then when describing how people are reacting to this student, ____% of intervention session, and then using these concepts beyond the intervention room ____% of the time.

1-2a When in a social situation and observing others, _____ will be able to explain how "expected and unexpected" behavior can impact how someone else feels, _____% of the intervention session.

Take this skill beyond the intervention setting: There the student is expected to explain how "expected and unexpected" behaviors can change how someone else feels, when asked by teachers or parents ____% of the time.

1-2b When in a small group session and asked, _____ will describe how other group members are reacting to him during _____% of intervention session.

Take this skill beyond the intervention setting: There the student is expected to describe how others are reacting to him, when asked by teachers or parents ____% of the time.

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1-3 The student will predict how people will feel based on the possible presence of certain behaviors and then the child will modify his own behavior to help create specific positive/desired feelings in other people, ____% of intervention session, and then using these concepts beyond the intervention room ____% of the time.

1-3a When in a structured intervention group session, _____ will predict how people will feel based on the presence of certain behaviors, ____% of the intervention setting.

Take this skill beyond the intervention setting: There the student is expected to predict how others will feel based on the presence of certain behaviors, ____ % of the time.

1-3b When in an intervention group situation, _____ will modify his own behavior to help create specific positive/desired feelings in other people, ____% of intervention session.

Take this skill beyond the intervention setting: There the student is expected to modify his/her behavior to create positive and desired feelings in others, ____ % of the time.

1-4 The student will observe other students and imitate discrete group play skills (group drumming, etc), with verbal or physical cues to maintain attention and synchronize movements and timing with the other members of the group, ____% of intervention session, and then using these concepts beyond the intervention room ____% of the time.

1-4a After observing other students' actions and being given verbal or physical cues to maintain attention, or to synchronize movements and timing with the other members, _____ will imitate specific group play skills (ie. group drumming, etc), ____% of intervention session.

Take this skill beyond the intervention setting: There the student is expected to appropriately imitate the specific actions of others when participating in a social game, ____% of the time.

Goal #	Goal Suggestions

1-5   When getting frustrated, the student will determine the size of the problem (big problem, little problem), describe their own and others emotional reactions to problems based on the size and then minimize their own emotional response to problems they acknowledge to be relatively small, ____% of intervention session, and then using these concepts beyond the intervention room ____% of the time.

1-5a   Given a situation that involves a "glitch" or problem that is frustrating to the student, _____ will accurately determine the size of the problem (big problem, little problem), ____**%** within the intervention setting.

Take this skill beyond the intervention setting: There the student is expected to determine the "appropriate" size of a frustrating situation ((big problem/little problem) when asked to evaluate the situation by his teachers or parents, ____ % of the time.

1-5b   When in a frustrating situation, _____ will describe <u>**his/her own emotional reactions**</u> to their own problems based on the perceived size of the problem, ____% of the time within the intervention setting.

1-5c   When in a frustrating situation, _____ will describe <u>**other people's emotional reactions**</u> to their own problems based on the perceived size of the problem, ____% of the time within the intervention setting.

Take this skill beyond the intervention setting: There the student is expected to describe the emotional reactions of himself or others based upon the size of the problem encountered, when asked by teachers or parents, ____ % of the time.

1-5d   When faced with a "small" problem or glitch, _____ will display a minimized emotional response to problems they acknowledge to be relatively small, ____% within an intervention session.

Take this skill beyond the intervention setting: There the student is expected to display a minimized emotional response to a "small" problem, ____ % of the time.

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1-6   The student will be able to describe the three parts of play and then will regulate his or her own behavioral reactions during the "set up of play" to allow more time for all students to enjoy play, ____% of intervention session, and then use these concepts beyond the intervention room ____% of the time.

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1-6a   After a structured play session, _____ will label or describe the three parts of play, ____% of the time within the intervention setting.

1-6b   During a play session or group activity, _____ will regulate his own behavioral reactions during the "set up of play" to allow more time for all students to enjoy play, ____% of intervention session.

Take this skill beyond the intervention setting: There the student is expected to regulate his behavior during the three different steps of play during group activities, _____% of the time, to allow for the most play time.

Goal Suggestions - Section 2
Our Whole Body and Mind Help Us Be Part of the Group

Based on curriculum activities in Section 2 and the California Content Standards

Goal # | **Goal Suggestions**

2.1 The student will be able to identify how effectively others are using whole body listening and then be able to monitor and modify his or her own behavior with verbal cues to use whole body listening, ____% of intervention session, and then using these concepts beyond the intervention room ____% of the time.

2-1a While participating in a small group setting, _____ will describe how effectively others are using "whole body listening" ____% of the time within the intervention setting.

Take this skill beyond the intervention setting: There the student is expected to observe and describe how others use whole body listening when asked by a teacher or parents ____% of the time.

2-1b Given verbal cues to use whole body listening, _____ will monitor and modify his own behavior _____% of intervention session.

Take this skill beyond the intervention setting: There the student is expected to monitor and modify his whole body listening, when cued by teachers or parents ____% of the time.

2-2 The student will be able to predict what other people are looking at and thinking about based on where the student observes them to be looking, ____% of intervention session, and then using these concepts beyond the intervention room ____% of the time.

2-2a While observing the eye gaze and eye directions of others, _____ will determine and state what that person is looking at and maybe thinking about ____% of intervention session.

Take this skill beyond the intervention setting: There the student is expected to observe and predict what others are looking at and thinking ____% of the time.

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2.3   The student will modify his or her own behavior based on what he sees others looking at/possibly thinking about (e.g. will think with his/her eyes to determine whose turn it is in a game, etc.), _____% of intervention session, and then using these concepts beyond the intervention room _____% of the time.

2-3a   When in a structured situation (e.g. a game which involves turn taking), _____ will modify his behavior based on what he sees others looking at/possibly thinking about _____% of the opportunities within the intervention session.

Take this skill beyond the intervention setting: There the student is expected to modify his behavior by watching for the eye gaze of others in a turn-taking activity with peers, teachers or parents _____% of the time.

Goal Suggestions - Section 3
Self-awareness and Self-monitoring Our Behavior in a Group

Based on curriculum activities in Section 3 and the California Content standards

Goal #	Goal Suggestions

3-1   The student will monitor other students as well as his/her own ability to stay central in a group of students by monitoring if their brains and body are in the group or out of the group, ____% of intervention session, and then using these concepts beyond the intervention room ____% of the time.

3-1a   When in a structured small group activity, _____ will monitor other students' as well as his/her own ability to stay central by determining if their brains/body are "in the group" or "out of the group" ____% of intervention session.

Take this skill beyond the intervention setting: There the student is expected to monitor if his mind/body is in the group discussion ____% of the time.

3-2   The student will be able to define and use the concepts of being a "Just ME" versus a "Thinking of You" kid, when considering if other people think the student is working as a member of the group or not appearing to be part of the group ____% of intervention session, and then using these concepts beyond the intervention room ____% of the time.

3-2a   While in a small group interaction and asked to assess his behaviors, _____ will use the concepts of being a "Just ME" versus a "Thinking of You" kid, to evaluate how other people think he is working as a group member (vs. not appearing to be part of the group) ____% of intervention session.

Take this skill beyond the intervention setting: There the student is expected to use the terms "Just ME" or "Thinking of You" to describe his behavior when interacting with others, when asked by teachers or parents, ____% of the time.

3-3   The student will monitor and modify his or her own behavior to keep his body and brain in the group, allowing him/her to be considered a "Thinking of You" kid by other people, ____% of intervention session, and then using these concepts beyond the intervention room ____% of the time.

3-3a   While in a small group interaction, _____ will monitor and modify his own behavior to 'keep his body and brain in the group', allowing him to be considered a "Thinking of You" kid by other people, ____% of intervention session.

Take this skill beyond the intervention setting: There the student is expected to monitor and modify his body and brain to be considered a "Thinking of You" kid while in a small group interaction with peers, teachers or family members ____% of the time.

Goal #	Goal Suggestions

3-4   The student will be able to use the concepts "good thoughts, weird thoughts" to describe his/her thoughts about other people's behavior and then to regulate how people are thinking about his/her behavior, ____% of intervention session, and then using these concepts beyond the intervention room ____% of the time.

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3-4a   While in a structured small group activity, _____ will use the concepts "good thoughts, weird thoughts" to describe his thoughts about other people's behavior, ____% of the intervention session.

Take this skill beyond the intervention setting: There the student is expected to observe the behavior of others and determine his reactions using the concept of "good thoughts, weird thoughts" and share those thoughts when asked by others who want constructive feedback ____% of the time.

3-4b   When given feedback regarding his behavior (which may be generating "weird thoughts" from others), _____ will attempt to regulate his own behavior based on how people are thinking about him ____% of the intervention session.

Take this skill beyond the intervention setting: There the student is expected to modify his behavior so others have a more positive thought about him ____% of the time.

3-5   When reviewing videotaped footage of the social thinking group in which the student participates, the student will be able to identify the targeted behaviors first on other students and then on himself/herself, focusing on identifying when "expected behaviors" happened; ____% of the intervention session.

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3-5a   When reviewing videotaped footage of the social thinking group in which _____ participates, _____ will be able to identify at least two - three targeted behaviors in other students, focusing on identifying when "expected" behaviors happened, ____% of the intervention session.

3-5b   When reviewing video taped footage of the social thinking group in which _____ participates, _____ will be able to identify at least two - three targeted behaviors in himself, focusing on identifying when "expected" behaviors happened, ____% of the intervention session.

Goal Suggestions - Section 4
Starting the Detective Agency: Learning More About Observing Others

Based on curriculum activities in Section 4 and the California Content Standards

Goal #	Goal Suggestions

4-1 The student will be able to reliably "read someone's plan" or report how someone is feeling based on observing their body language in the environmental context, ____% of intervention session, and then using these concepts beyond the intervention room ____% of the time.

4-1a While in a small group activity and asked to assess the situation, _____ will be able to reliably "read someone's plan" and then report how someone is feeling based his observation of that person's body language (and using the environmental context) ____% of the intervention session.

Take this skill beyond the intervention setting: There the student is expected to assess others' intents & plans of actions by observing their body language ____% of the time.

4-2 The student will be able to modify his or her own actions based on what he/she determines someone else is doing or going to do, ____% of intervention session and then using these concepts beyond the intervention room ____% of the time.

4-2a When in a brief social interaction that involves movement, _____ will modify his own actions based on what he determines someone else is doing or going to do ____% of the intervention session.

Take this skill beyond the intervention setting: There the student is expected to modify his actions in anticipation of what he thinks another peer, teacher or family member is doing ____% of the time.

4-3 The student will be able to distinguish between a smart guess and a wacky guess, and then be able to attempt to make a smart guess, ____% of intervention session and then using these concepts beyond the therapy room ____% of the time.

4-3a After gathering information in the intervention room, followed by a request to make a guess, _____ will distinguish between a "smart guess" and a "wacky guess" ____% of the intervention session.

Take this skill beyond the intervention setting: There the student is expected to assess whether his guess was a "smart guess" based on the information he or she was considering ____% of the time.

Goal #	Goal Suggestions

4-4

The student will define what it means to be a flexible thinker; he/she will then be willing to make choices, once they are presented to the student by the teacher, ____% of intervention session and then using these concepts beyond the therapy room ____% of the time.

4-4a   When asked, _____ will define what it means to be a flexible thinker and identify times during the social thinking groups when we use this skill ____**%** of the intervention session.

4-4b   When asked to make a choice, _____ will indicate his preference once they are presented to the student by the teacher ____**%** of intervention session.

Take this skill beyond the intervention setting: There the student is expected to show his ability to be a "flexible thinker" by making a choice or considering options presented to him by peers, teachers or parents____% of the time.

4-5

The student will define what it means to be a flexible thinker and will then be willing to make self-generated choices, ___% of intervention session and then using these concepts beyond the therapy room ____% of the time.

4-5a   Using the concepts of being a "flexible thinker" _____ will make 2 -3 **self-generated** choices in a small group interaction ____**%** of intervention session.

Take this skill beyond the intervention setting: There the student is expected to make self-generated choices that indicate his ability to be a "flexible thinker"____% of the time.

4-6

The student will use what he knows about the person or character's emotions and actions in specific contexts to predict what the person/character will do next, or to predict if his motives are just or questionable, ____% of intervention session and then using these concepts beyond the therapy room ____% of the time.

4-6a   Using what is known about the person/character's emotions and actions in specific contexts, _____ will predict what that person/character will do next, ____% of the intervention session.

Take this skill beyond the intervention setting: There the student is expected to read a short passage and predict (make a smart guess) about what the character will do next with ____% accuracy.

4-6b   Using what is known about the person/character's emotions and actions in specific contexts, _____ will predict if their motives are just or questionable ____% of intervention session.

Take this skill beyond the intervention setting: There the student is expected to read a short passage and predict if the characters motives are just or questionable with ____% accuracy.

Goal #	Goal Suggestions

4-7

The student will be able to note people's facial expressions, body language, tone of voice within specific contexts to determine how that person is feeling, ____% of intervention session and then using these concepts beyond the therapy room ____% of the time.

4-7a After watching a brief video involving a social interaction, _____ will identify a selected person's facial expressions, body language, and tone of voice, within specific contexts, to determine how that person is feeling, ____% of intervention session.

4-7b While in a social interaction with at least three people, _____ will identify a selected person's facial expression, body language and tone of voice, within specific contexts, to determine how that person is feeling, ____% of the intervention session.

Take this skill beyond the intervention setting: There the student is expected to utilize the nonverbal and verbal cues of others to determine how persons may be feeling____% of the time.

4-8

The student will define what it means to be a "social detective" and then observe people in his/her therapy room, school or home to identify how they feel and what they need from others, ____% of intervention session and then using these concepts beyond the therapy room ____% of the time.

4-8a When asked by the instructor, _____ will define what it means to be a "social detective" and providing ____(# of) examples about this concept taught within the social thinking sessions with ____% accuracy.

4-8b After an observation of ____ (# of) people in his therapy room, school or home, _____ will identify how each person may feel, using at least ____ (# of) vocabulary words taught in the social thinking sessions, with ____% accuracy.

4-8c Based on what _____ has observed and stated as the feelings of others, _____ will make a "smart" guess as to what that person(s) may need from others with ____% accuracy.

Take this skill beyond the intervention setting: There the student is expected to use "social detective" skills to observe others and determine how they may be feeling and what they may need from others during a brief social interaction ____% of the time.

4-9

The student will explain how the four columns of a Social Behavior Map are related to each other, and then complete his or her own Social Behavior Map for a specific environmental context with ____% accuracy.

4-9a Given a visual model of the Social Behavior Map, _____ will explain how the four columns of a Social Behavior Map are related to each other using at least two (or other #) concepts for each column with ____% accuracy.

4-9b Given a visual model with a blank Social Behavior Map, _____ will complete his own SBM for a specific environmental context with ____% accuracy.

Goal #	Goal Suggestions

4-10 The student will monitor his/her own production of expected behaviors identified on the student's Social Behavior Map, ____% of intervention session and then using these concepts beyond the therapy room ____% of the time.

4-10a Using his/her completed Social Behavior Map, _____ will monitor his own production of "expected" behaviors ____% of intervention session.

Take this skill beyond the intervention setting: There the student is expected to use his personal Social Behavior Map to monitor his "expected" behavior within a selected classroom or interaction at home ____% of the time.

4-11 The student will target two expected behaviors on the Social Behavior Map, keep his/her own data on the production of these behaviors and then chart the occurrence of these behaviors in the appropriate context, ____% of intervention session and then using these concepts beyond the therapy room ____% of the time.

4-11a Using his/her completed Social Behavior Map, _____ will target two expected behaviors to use within the intervention session.

4-11b Once target behaviors are selected, _____ will keep his/her own data on the production of these behaviors by charting their occurrence in the appropriate context, ____% of intervention session.

Take this skill beyond the intervention setting: There the student is expected to focus on the two selected expected behaviors in another classroom environment, using his established data tracking system ____% of the time.

4-12 When reviewing videotaped footage of the social thinking group in which the student participates, the student will be able to identify the targeted behaviors first in other students and then in himself/herself, focusing on identifying when "expected behaviors" happened; ____% during the intervention session.

4-12a When reviewing videotaped footage of the social thinking group in which he participates, _____ will identify the targeted behaviors of _____ in other student(s), with ____% accuracy.

4-12b When reviewing videotaped footage of the social thinking group in which he participates, _____ will identify the targeted behaviors in himself, focusing on identifying when "expected behaviors" happen, with ____% accuracy.

Goal Suggestions - Section 5
Figuring Out What People Mean by What They Say

__Based on curriculum activities in Section 5 and the California Content Standards__

Goal #   **Goal Suggestions**

5.1   The student will define how spoken language and body language help to convey a larger meaning and then use this knowledge to interpret meaning of spoken phrases _____% of intervention session and then using these concepts beyond the therapy room _____% of the time.

5-1a   When asked to define how spoken language and body language help to convey a larger communicative meaning, _____ will give at least _____ (# of) examples explored in the social thinking sessions, with _____% accuracy.

5-1b   Utilizing the concepts of understanding verbal and nonverbal language, _____ will accurately interpret meaning of spoken phrases within a brief social exchange _____% of the intervention session.

Take this skill beyond the intervention setting: There the student is expected to utilize the concepts of understanding verbal and nonverbal language, _____ will accurately interpret the meaning of spoken phrases within a selected classroom, during a _____ minute interaction ___% of the time.

5-2   The student will define and give examples of the difference between literal language and figurative language, then make "smart guesses" to determine language meaning in context, _____% of intervention session and then using these concepts beyond the therapy room _____% of the time.

5-2a   When given (# ___) words/phrases, _____ will state the difference between literal language and figurative language in each with _____% accuracy.

5-2b   Using the selected list of words/phrases _____ will make "smart guesses" to determine language meaning in each context; with _____% accuracy within the intervention session.

Take this skill beyond the intervention setting: There the student is expected to demonstrate an understanding of figurative language contained in an academic context with _____% accuracy.

Goal #	Goal Suggestions

5.3   The student will define the Four Clues we use to interpret language meaning and then make smart guesses to determine language meaning in context, ____% of intervention session and then using these concepts beyond the therapy room ____% of the time.

5-3a   When asked, _____ will define the Four Clues used to interpret language meaning with ____**%** accuracy.

5-3b   While in the social thinking session, _____ will make smart guesses to determine language meaning in context with ____**%** accuracy.

Take this skill beyond the intervention setting: There the student is expected to make "smart guesses" when interpreting language meaning in a selected reading context with ____% accuracy.

5-4   The student will define and give examples of indirect language and how they interpret indirect language by determining people's motives; they will then interpret indirect language meaning in context, ____% of intervention session and then using these concepts beyond the intervention room ____% of the time.

5-4a   When asked, _____ will define and give at least ____# examples of indirect language and how they interpret indirect language by determining people's motives with ____**%** accuracy.

5-4b   When provided with a short passage to read, _____ will interpret the indirect language meaning in context with ____**%** accuracy within the intervention session.

Take this skill beyond the intervention setting: There the student is expected to demonstrate his understanding of indirect language meaning within the context of a selected academic assignment with ____% accuracy.

5-5   The student will try to predict what people will say next based on their behavior (emotions, body language, previous spoken language) in a specific context, ____% of the time in the intervention session.

Take this skill beyond the intervention setting: There the student will try to predict what people will say next, based upon their behavior (emotions, body language, previous spoken language) in a specific context with ____ % accuracy.

5-6   When reviewing videotaped footage of the social group thinking group in which the student participates, the student will be able to identify the targeted behaviors first in other students and then in himself/herself, focusing on identifying when people need to interpret language meaning, ____% of the time during the intervention session.

Goal Suggestions - Section 6
Adjusting Our Participation and Language Based on What Other People are Thinking, Imagining or Wondering

Based on curriculum activities in Section 6 and the California Content Standards

Goal #   **Goal Suggestions**

6.1   The student will be able to monitor and adjust his/her physical presence, mod-
                    ifying their own behavior based on the activity of the entire group, ____% of
                    intervention session and then using these concepts beyond the therapy room
                    ____% of the time.

6-1a   While in a social thinking group activity, _____ will monitor/adjust his
                    physical presence (e.g. move closer, move more slowly or faster) which will facilitate social
                    exchanges, based on the activity of the group members ____**%** of intervention session.

                    *Take this skill beyond the intervention setting: There the student is expected to adjust
                    his physical presence in order to be a member of a social interaction with peers,
                    teacher or family members ____% of the time.*

6-2   The student will be able to read the meaning of another's index finger points as
                    well as use an index finger point to alert others to look in specific directions,
                    ____% of intervention session and then using these concepts beyond the therapy
                    room ____% of the time.

6-2a   While observing others in a structured activity, _____ will follow the
                    direction of another group member's pointing index finger to understand its meaning
                    ____**%** of the time.

6-2b   When in a small group situation, _____ will use an index finger point to
                    alert others to look in specific/desired directions as needed with ____**%** accuracy within
                    the intervention session.

                    *Take this skill beyond the intervention setting: There the student is expected to use
                    and understand the meaning of an index finger point when interacting with peers,
                    teachers or family members ____% of the time.*

6.3   While in a sequenced imaginary play activity (e.g. making a pretend sandwich
                    together), _____ will share an "imagination" as demonstrated
                    by taking turns ____% of the time during the intervention session.

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6.4   During a structured activity that involves synchronizing movements based on the shared imagination of the group, _____ will perform those actions to demonstrate his ability to share an imagination with other students _____% of the time during the intervention session.

6.5   During a structured imaginative play activity _____ will make _____ (#) of related comments or ask questions to demonstrate his sharing an imagination when playing with others, _____% of the time during the intervention session.

6.6   The student will demonstrate the ability to follow the lead of another child in a shared imagination activity by synchronizing movements, making related comments and playing cooperatively, _____% during the intervention session.

6.6a   In a shared imagination activity that involves synchronizing movements, _____ will demonstrate the ability to follow the lead of another child by imitating at least _____(#) of the observed movements with _____% accuracy.

6.6b   In a shared imagination activity that involves synchronizing movements, _____ will make _____ (#) of related comments to indicate his active participation in the structured activity with _____% accuracy.

6.6c   In a shared imagination activity that involves synchronizing movements, _____ will play cooperatively as indicated by such actions as _____ _____ (list observable behaviors) _____% of the time during the intervention session.

6-7   During an imaginative play activity, _____ will allow other students to take the lead during play (use a flexible brain), _____% during the intervention session.

6.8   The student will define the difference between world wonder and social wonder questions, asking his/her peers social wonder questions, _____% of intervention session and then using these concepts beyond the therapy room _____% of the time.

6-8a   When asked, _____ will define and give at least _____(#) examples of indirect language and how he interprets indirect language by determining people's motives with _____% accuracy.

6-8b   When provided with a short passage to read, _____ will interpret the indirect language meaning in context with _____% accuracy in the session.

Take this skill beyond the intervention setting: There the student is expected to demonstrate his understanding of indirect language meaning within the context of a selected academic assignment with _____% of accuracy.

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6.9   When given an imaginary "job" _____ will act out _____(#) specific tasks/roles using his imagination (based on a "smart guess" about the world) with ____% accuracy during the intervention session.

6.10   When reading or relating to peers, the student will be able to imagine a person's/character's feelings, motives, actions in a specific context based on his own smart guesses about the world, even when he has not shared this same experience, ____% of intervention session and then using these concepts beyond the therapy room ____% of the time.

6.10a   After reading a short passage, _____ will describe a person's/character's feelings (motives or actions) in the specific context based on "smart guesses" about the world, even when he has not shared this same experience, with ____% accuracy.

6.10b   When relating to his peers within the familiar group, _____ will describe a person's feelings (motives or actions) in a specific context based on "smart guesses" about the world, even if he has not shared this same experience, with ____% accuracy.

Take this skill beyond the intervention setting: There the student is expected to describe others' feelings (motive or actions) using a smart guess even if he has not has the similar experience ____% of the time.

6.11   When relating to peers, the student will share in another's wonder bubble and ask questions and make comments related directly to what they are imagining other's experiences to be; ____% of intervention session and then using these concepts beyond the therapy room ____% of the time.

6-11a   When relating to peers, _____ will share in another's "wonder bubble" by asking ____(#) questions related directly to what he is imagining others' experiences to be with ____% accuracy within the intervention session.

Take this skill beyond the intervention setting: There the student is expected to ask questions using his perceptions of an unfamiliar experience of a peer, teacher or parent ____% of the time.

6.11b   When relating to peers, _____ will share in another's "wonder bubble" by making ____(#) comments related directly to what he is imagining others' experiences to be with ____% accuracy within the intervention session.

Take this skill beyond the intervention setting: There the student is expected to make comments using his perceptions of an unfamiliar experience of a peer, teacher or parent ____% of the time.

6.12   When reviewing videotaped footage of the social group thinking group in which the student participates, the student will be able to identify examples of the student and others in the group using an imagination to synchronize movements, ask questions and make related comments, with ____ % accuracy.

Goal Suggestions - Section 7
Our Language Makes Others Have Different Thoughts and Feelings

Based on curriculum activities in Section 7 and California Content Standards

Goal #   **Goal Suggestions**

7-1   The student will talk about how he feels about himself and how he feels about his communicative partners when they pay attention to him by asking him questions or making comments (being good social thinkers), versus when they don't pay attention to him (being weak social thinkers), ____% of the time in the intervention setting.

7-1a   After a structured social interaction, _____ will describe how he/she feels about him/herself and the communicative partners when others pay attention to the student with their language (asking questions or offering comments – being good social thinkers) ____% of the time.

7-1b   After a structured social interaction, _____ will describe how he/she feels about him/herself and the communicative partners when others don't pay attention to the student with their language (**not** asking questions or offering comments – being weak social thinkers) ____% of the time.

7-2   The student will define and give examples of when others think the student is "friendly" versus "unfriendly," ____% in the intervention setting.

7-2a   When asked to contrast the concept of "friendly" versus "unfriendly", _____ will define these concepts and give ____(#) examples of why he applies those labels at times to his own and/or to other's behavior with ____% accuracy in the intervention setting.

7-3   The student will describe what it means to keep "people files" and will then recall information in his people files about other people and ask these people questions based on what he remembers about them, ____% of intervention session, and then using these concepts beyond the therapy room ____% of the time.

7-3a   The student will describe what it means to keep "people files" and will then recall information in his friend file about ____(# of) students with ____% accuracy in the intervention setting.

Goal #	Goal Suggestions

7-3b   The student will ask other people questions based on what he remembers about these people with ____% accuracy in the intervention session.

Take this skill beyond the intervention setting: There the student will recall information about people he meets across the home/school day and then ask questions of these people based on what he remembers ____(#) times per day.

7-4   The student will define the difference in conversational outcomes when a) using language to ask other people questions about themselves versus b) when asking people questions that encourage talk about the student's area of interest. The student will then monitor his use of the types of questions being asked of his conversational partners, ____% of intervention session and then use these concepts beyond the therapy room ____% of the time.

7-4a   The student will define the difference between using language to ask other people questions about themselves versus asking them questions that encourage persons to only talk about the student's area of interest with ____% accuracy in the intervention setting.

7-4b   The student will then monitor his use of the different types of questions he is asking other people, ____% of intervention session.

Take this skill beyond the intervention setting: There the student will monitor the types of questions asked to conversational partners across the home and school day, decreasing his self-serving question asking to a small percentage of the total questions asked with ____% accuracy (student will provide self-report).

7-5   The student will define and describe the related emotional responses of communicative partners and use examples to describe how conversational partners react when the student uses these different concepts: questions to find out about others, add-a-thought comments, and whopping topic changes, with ____% accuracy during the intervention session, and then use these concepts beyond the therapy room ____% of the time.

7-5a   The student will define and describe the related emotional responses of communicative partners when the student uses add-a-thoughts comments, with ____% accuracy during the intervention session.

7-5b   The student will define and describe the related emotional responses of communicative partners when the student uses whopping topic changes, with ____% accuracy during the intervention session.

Take this skill beyond the intervention setting: There the student will monitor when he uses questions to find out about others, add-a-thought comments and whopping topic changes to encourage others to have positive thoughts about the student during communicative exchanges, with ____% accuracy (student will provide self-report).

Goal #	Goal Suggestions

7-6 The student will define two language-based behaviors he is willing to monitor and then will modify each in the presence of others to help the student be perceived as "more friendly" or a better social thinker, ____% of the intervention session and then using these concepts beyond the therapy room ____% of the time.

Take this skill beyond the intervention setting: There the student will define two language based behaviors he is willing to monitor and then will modify in the presence of others to help the student be perceived as "more friendly" or as a better social thinker, ____% of the time during the home/school day. (Student will provide self-report).

7-7 The student will chart his own production of targeted language-based behaviors (list here _____
_____)
____% during the intervention session.

Take this skill beyond the intervention setting: The student will chart his or her own production of these language-based behaviors beyond the therapy room, ____# of times per day.

7-8 Based on what others are saying, the student will use his imagination and ask social wonder questions of his communicative partner, ____% of intervention session and then use these concepts beyond the therapy room ____% of the time.

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7-8a The student will define the difference between social wonder questions and world wonder questions, and give examples to support their knowledge, with ___% accuracy.

7-8b The student will ask who, what, when, where or why questions related to what they are imagining of another person's experience, ___# of times in the intervention setting.

7-8c The student will use his/her imagination based on what others are saying and then ask further social wonder questions to the communicative partner; ___% of intervention session.

Take this skill beyond the intervention setting: There the student will ask social wonder questions based on what he imagines the experience of his communicative partners to be, ____# times per day during the home/school day. (Student will provide self-report).

Goal #	Goal Suggestions

7-9   After asking an initial question to people about other people, the student will ask follow-up questions pertaining to the topic, ____% of intervention session and then use these concepts beyond the therapy room ____% of the time.

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7-9a   After asking an initial question to people about other people, the student will ask follow-up questions to maintain the topic, ____ (#) times during the intervention session.

Take this skill beyond the intervention setting: There the student will ask follow-up questions to maintain the topic shared by the communicative partners, ____ (#) times during the home/school day. (Student will provide self-report) .

7-10   The student will connect other people's experiences to his own by making add-a-thought comments, ____% of intervention session and then use these concepts beyond the therapy room ____% of the time.

📂

7-10a   The student will connect other people's experiences to his own by making add-a-thought comments, ____% of intervention session.

Take this skill beyond the intervention setting: There the student will make add-a-thought comments to connect the student's experiences with those of the communicative partners, ____ (#) times during the home/school day. (Student will provide self-report).

7-11   The student will make supporting comments and/or use body language to demonstrate interest and understanding of other people's comments, ____% of intervention session and then using these concepts beyond the therapy room ____% of the time.

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7-11a   The student will make supporting comments and/or use body language to demonstrate interest and understanding of other people's comments, ____% of intervention session.

Take this skill beyond the intervention setting: There the student will make supporting comments and/or use body language to demonstrate interest and understanding of other people's comments, ____% of the time across the home/school day. (Student will provide self-report).

Goal #	Goal Suggestions

7-12 The student will monitor the length of his talking time to offer shorter responses (up to _____ seconds) that provide more direct information about the topic rather than secondary details, _____% of the time during structured settings, and _____% in less structured setting.

7-12a The student will monitor the length of his talking time to provide shorter responses (up to _____ seconds) that provide more direct information about the topic rather than secondary details, _____% of the intervention session.

Take this skill beyond the intervention setting: There the student will monitor the length of his talking time to provide shorter responses (up to _____ seconds) that provide more direct information about the topic rather than secondary details, _____ (#) times per day across the home and school day. (Student will provide self-report).

7-13 The student will define and provide examples of whopping topic changes and then will monitor and then modify his own whopping topic changes during a communicative exchange, _____% of the time during the intervention session.

7-13a The student will define and provide examples of whopping topic changes and will monitor and then modify his own whopping topic changes during communicative exchanges, _____% of the time during the intervention session.

Take this skill beyond the intervention setting: There the student will monitor and then modify his own whopping topic changes during communicative exchanges, _____% of the time across the home/school day. (Student will provide self-report).

7-14 The student will define and provide examples of fair interruptions versus rude interruptions. The student will stay calm when others use fair interruptions and will monitor and modify his own use of interruptions, _____% of the time during structured settings, _____% in less structured setting.

7-14a The student will define and provide examples of fair interruptions versus rude interruptions, _____% of time during the intervention sessions.

7-14b The student will stay calm when others use fair interruptions, _____% of time during the intervention sessions.

Take this skill beyond the intervention setting: There the student will monitor and then modify his own reaction to other's fair interruptions _____% of the time across the home/school day. (Student will provide self-report).

Goal #	Goal Suggestions

7-15 The student, when faced with being one of two students starting to talk at the same time, will either immediately back down to let the other person talk, or will invite the other student to talk after he has finished his short message, ____% of the time during the intervention session.

7-15a The student, when faced with being one of two students starting to talk at the same time will notice the other person is talking and silence himself, ____% of the time during the intervention session.

7-15b The student, when faced with being one of two students starting to talk at the same time will either immediately back down, to let the other person talk, or will invite the other student to talk after he has completed his short message, ____% of the time during the intervention session.

Take this skill beyond the intervention setting: There the student when faced with being one of two students starting to talk at the same time will either immediately back down to let the other person talk, or will invite the other student to talk after he has completed his short message, ____ (#) times across a home/school day. (Student will provide self-report).

7-16 The student will identify at least four different categories of topics often used to initiate conversational language, and then initiate a topic in each of these four categories, ____% of the time during structured settings, and ____% of the time in less structured setting.

7-16a The student will identify at least four different categories of topics often used to initiate conversational language during the intervention session, with ____% accuracy.

7-16b The student will initiate a topic in each of these four categories ____(#) times during an intervention session.

Take this skill beyond the intervention setting: There the student will initiate a range of topics with conversational partners, ____(#) times across a home/school day. (Student will provide self-report).

7-17 The student will ask questions to find out what others think or feel about a discussed experience and then will share what he thinks or feels, ____% of the time during structured settings, and ____% of the time in less structured settings.

7-17a The student will ask questions to find out what others think or feel about a discussed experience, ____# of times during an intervention session.

Goal #	Goal Suggestions

7-17b   The student will share what he thinks or feels, _____(#) times during structured settings.

Take this skill beyond the intervention setting: There the student will ask questions to find out what others think or feel about a discussed experience and then will share what he thinks or feels, _____(#) times across a home/school day.
(Student will provide self-report).

7-18   The student will monitor and adjust his physical presence while engaging in a communicative exchange, _____% of intervention session, and then use these concepts beyond the therapy room _____% of the time.

7-18a   The student will monitor and adjust his physical presence while engaging in a communicative exchange, _____**%** of intervention session.

Take this skill beyond the intervention setting: There the student will monitor and adjust his physical presence while engaging in a communicative exchange _____% of the time across a home/school day. (Student will provide self-report).

7-19   The student will define why people ask for help and provide examples. The student will then ask for help and/or clarification, _____% of intervention session and then use these concepts beyond the therapy room _____% of the time.

7-19a   The student will define why people ask for help and provide examples of times this is necessary with _____**%** accuracy in the intervention session.

7-19b   The student will then ask for help and/or clarification _____(#) times during intervention session.

Take this skill beyond the intervention setting: There the student will ask for help and/or clarification _____(#) times across a home/school day. (Teacher report).

7-20   When reviewing videotaped footage of the social thinking group in which the student participates, the student will be able to identify the targeted conversational/communicative behaviors first in other students with _____% accuracy; and then in himself (focusing on identifying when "expected behaviors" happened), with _____% accuracy, during the intervention session.

Goal Suggestions - Section 8
There is Still So Much More to Teach!

Based on curriculum activities in Section 8 and the California Content Standards

Goal #	Goal Suggestions
8-1	The student will define what is meant by the hidden curriculum or hidden rules, and then define and follow the hidden rules for a specific context, ____% of intervention session and then use these concepts beyond the therapy room ____% of the time.

8-1a   When asked, _____ will define "hidden curriculum" or "hidden rules," providing ____# examples with ____% accuracy within the intervention setting.

8-1b   When given the hidden rule (e.g _____) _____ will follow the rule with ___% accuracy within the intervention session.

Take this skill beyond the intervention setting: There the student is expected to follow the hidden rules (or seek clarification(s) needed to follow the rule) ____% of the time.

8-2   The student will be able to define how specific social rules change with age and provide related examples. The student will then produce the more sophisticated social behavior as defined for his present age, ____% of intervention session and then use these concepts beyond the therapy room ____% of the time.

8-2a   When given a social scenario that involves various age-related options of "social rules," _____ will define the appropriate variation of the social rule for the student's age with ____% accuracy within the intervention setting.

8-2b   After defining how a social rule is to be followed given the student's age, the student will produce the more sophisticated social behavior, ____% of intervention session.

Take this skill beyond the intervention setting: There the student is to use the more mature social behavior discussed in the above goal to correlate with the age appropriate version of the social rules, ____% of the time across the home and school day. (Parent, teacher and student report).

Goal #	Goal Suggestions

8-3

The student will describe the steps of problem solving. He will use the steps to solve his own personal problems, ____% of intervention session and then then use the steps beyond the therapy room ____% of the time.

8-3a   When asked, _____ will describe the ___ steps of problem solving with ____% accuracy, in the intervention setting.

8-3b   When in a social situation that requires a decision, _____ will use the steps to solve his own personal problems, with ____% accuracy within the intervention session.

Take this skill beyond the intervention setting: There the student is to use the strategies or steps of problem solving in the school and home environment with initial cues ____% of the time across the home and school day. (Parent, teacher and student report).

8-4

The student will define and apply a specific strategy to reduce stress/anxiety during the school/home day, ____% of intervention session and then use the strategy beyond the therapy room ____% of the time.

8-4a   When faced with a stressful/frustrating situation in the social thinking group environment, _____ will reduce his stress/anxiety by utilizing (able to define and apply) a specific strategy with ____% accuracy within the intervention session.

Take this skill beyond the intervention setting: There the student is expected to utilize available stress reduction strategies within a situation with peers, teachers or at home with initial cues from educators, ____% of the time. (Parent, teacher & student report).

8-5

IT WILL BE IMPORTANT for educators to define and describe steps that help students develop better organizational and study skills. Write these goals out explicitly.

These issues are not covered in this curriculum, however the 10 Steps of Organizational Skills are reviewed in a videotape by Michelle Garcia Winner called "Strategies for Organization: Preparing for Homework and the Real World" (2005).

This 3.5 hour video workshop explores the process of getting organized for school and life. A set of handouts that further explain the concepts accompanies the video. (www.socialthinking.com)

Goal #	Goal Suggestions

8-6

The student will be able to describe the Four Steps of Communication and monitor his own use of these four steps after watching himself on the videotape.

8-6a   After watching himself on the videotape, _____ will describe the Four Steps of Communication he observed in his interactions, with _____% accuracy within the intervention setting.

8-6b   During a structured social interaction, _____ will monitor his use of the Four Steps of Communication, using a data collection system (e.g. chart) with _____ % accuracy, within the intervention session.

Take this skill beyond the intervention setting: There the student will monitor and modify his use of the Four Steps of Communication _____# times per day at home and school. (Parent, teacher and student report).

8-7

The student will be able to identify and describe which aspects of the Four Steps of Communication that he needs to consider and practice further. The student will monitor his use of these skills by reviewing videotape and then by monitoring himself during communication, _____% of intervention session and then use these concepts beyond the therapy room _____% of the time.

8-7a   After a self assessment, _____ will identify with _____% accuracy which aspects of the Four Steps of Communication he needs to consider and practice further within the intervention setting.

8-7b   After reviewing videotaped segments, _____ will monitor his use of selected focus skills (Four Steps of Communication) by rating what he observed on a data system (e.g. graph or chart), within the intervention session with _____ % accuracy.

8-7c   While in a social interaction with familiar people, _____ will monitor his use of the Four Steps of Communication during communication, _____% of the time during the intervention session.

Take this skill beyond the intervention setting: There the student is expected to monitor and utilize the Four Steps of Communication while interacting with peers, teachers or family _____% of the time. (Parent, teacher and student report).

Goal #	Goal Suggestions

8-8

The student will be able to define the difference between fact and opinion and then allow others to state their opinion with the student supporting the right of the communicative partner to have an opinion different from his own, ____% of intervention session, and then do the same beyond the intervention room ____% of the time.

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8-8a When asked to utilize concepts within the social thinking context, _____ will define the difference between fact and opinion, citing at least ____(#) key points with ____% accuracy within the intervention setting.

8-8b While in a social interaction with familiar people, _____ will allow others to state their opinion which may be different from his, ____% of intervention session.

Take this skill beyond the intervention setting: There the student is expected to accept the differing opinions of others (or at least allow others to state their opinions without argument) while listening or engaging in a discussion with peers, teachers or family ____% of the time.

8-9

A very tricky area, to say the least!

The student will be able to define the types of opinions that are considered part of our "belief systems" along with the hidden rules we follow to discourage overt discussions about less familiar communicative partners beliefs, ____% of intervention session, and then do the same beyond the therapy room ____% of the time.

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8-9a When given varied scenarios that illustrate the use of opinions, _____ will define the types of opinions that are considered part of our "belief systems" (as discussed within the context of the social thinking group) with ____% accuracy in the intervention setting.

8-9b Being aware of the hidden rule(s) followed to discourage overt discussions about less familiar communicative partners' beliefs, _____ will refrain from stating comments that are possibly offensive to less familiar people or to people who the student knows share different belief systems, ____% of time within the intervention session.

Take this skill beyond the intervention setting: There the student will refrain from stating comments that are possibly offensive to less familiar people or to people who the student knows share different belief systems, ____% of time in a less structured setting. (Parent, teacher, student report).