Social-Pragmatic Communication Assessment and Goal Development that Avoids Due Process

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My Books

The problem is multiplying

✦ the number of children ages 3-21 receiving special education services for a diagnosis of autism increased from 93,000 in the 2000/2001 academic year to 538,000 in 2013/2014 (U.S. Department of Education, National Center for Education Statistics. (2016). Digest of Education Statistics, 2015 (NCES 2016-014), Table 204.30.)

✦ These numbers do not include
✦ children who demonstrate or are at-risk for social communication challenges and are receiving services under another diagnostic category, or
✦ children who demonstrate “sub-clinical” symptoms and do not qualify for services under existing diagnostic categories.

Social-pragmatic communication deficits are found in...

✦ Autism
✦ Specific Language Impairment
✦ Learning Disabilities
✦ Language Learning Disabilities
✦ Developmental Disabilities
✦ Attention Deficit/Hyperactivity Disorder
✦ Traumatic Brain Injury
✦ Emotional/behavioral disabilities

Percentage distribution of students 6 to 21 years old served under AUTISM by educational environment through fall 2011

<table>
<thead>
<tr>
<th>Environment</th>
<th>Autism</th>
<th>All Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;40% Regular school general class</td>
<td>33.7</td>
<td>14.0</td>
</tr>
<tr>
<td>40-79% Regular school general class</td>
<td>18.2</td>
<td>19.8</td>
</tr>
<tr>
<td>&gt;80% Regular school general class</td>
<td>39.0</td>
<td>61.1</td>
</tr>
<tr>
<td>Separate school for students with disabilities</td>
<td>7.7</td>
<td>3.0</td>
</tr>
<tr>
<td>Separate residential facility</td>
<td>0.5</td>
<td>0.3</td>
</tr>
<tr>
<td>Parentally placed in regular private schools</td>
<td>0.6</td>
<td>1.1</td>
</tr>
<tr>
<td>Home-bound/hospital placement</td>
<td>0.3</td>
<td>0.4</td>
</tr>
</tbody>
</table>
But do we test it outside of ASD?

- Research indicates that the majority of children evaluated are not assessed for difficulties in this area. Boje, N. (2009)
- Unless there are questions of an autistic spectrum disorder, for most children, the how interaction happens, what it means for the individual and the community and the so what of pragmatic language use may not be fully explored (Brackenbury & Pye, 2005; Craig & Washington, 2000; Goffman & Leonard, 2000).

How does this impact IEPs?

- Federal criteria for objectives includes:
  - setting
  - measurability
  - criterion for success
- IEPs are lacking both in the quantity of social goals and objectives and in the quality of information necessary for instructional guidance (Michnowicz, et al. 1995)
- How do your IEP goals reflect these concerns?

Competence is difficult to assess and varies by partners

- social communication includes interactions with:
  - family
  - caregivers
  - child care providers
  - educators
  - peers

Symptoms

- behavioral expectations also change by partner:
  - eye contact
  - facial expression
  - body language
- problems with social interaction
  - speech style and context
  - rules for linguistic politeness
- social cognition
  - emotional competence
  - understanding emotions of self and others
Components of a Defensible Assessment

- Multi-disciplinary
- ASD impacts many areas
- Encompasses all areas of suspected problems
- if you suspect you MUST continue assessing

Assessment should consider

- Incorporates parent component
  - Including a parent in the process is critical
  - Employs knowledgable diagnosticians

Be aware

- Pragmatic language deficits may also exist in the absence of problems with syntax, semantics, and phonology (Young, Diehl, Morris, Hyman, & Bennetto, 2005)
- Formal testing may be useful for assessing the structure and form of language, but may not provide an accurate assessment of an individual's use of language (i.e., pragmatics) American Speech-Language-Hearing Association Practice Portal: Autism (www.asha.org/PRPSpecificTopic.aspx?folderid=4589953&section=Assessment)
Inappropriate exclusion of services


- Cognitive referencing: comparing IQ scores and language scores to determine eligibility
- Chronological age:
  - research has shown all ages benefit from communication services and support (Garfinkle & Schwartz, 2002; Lawton & Kasari, 2012; Pierce et al., 2011)

- Diagnostic label: social communication is encompassed in the definition of autism (Baron-Cohen, Allen, & Gillberg, 1992; DiLavore, Lord, & Rutter, 1995; Lord & Corsello, 2005).

- The diagnosis of ASD indicates the inclusion of communication services and supports rather than the exclusion of services

- Lack of funding or adequately trained personnel

- district is obligated to find or train existing personnel (Timothy W. v. Rochester, NH School District, 1989)

Risks with this population

- verbal intelligence is at, or above expectations - especially in specific academic subject areas
- often common in early school years
- diagnosis often in adolescence/adulthood

- long-term outcomes demonstrates social-pragmatic communication deficits significantly affect their ability to adjust to new social demands in later academic and community settings and to achieve vocational goals (Gilchrist et al., 2001; Mueller, Schuler, Burton, & Yates, 2003; Tsatsanis, Foley, & Donehower, 2004).

- eligibility for educational services necessitates the use of a variety of strategies for gathering information
  - standardized measures
  - interviews
  - questionnaires

- Failure to benefit from previous services
  - lack of progress may be associated with:
    - inappropriate goals
    - unsuitable intervention methods
    - failure to incorporate assistive technology
    - insufficient methods in measuring outcomes (National Joint Committee, 2003)
Prerequisites of Pragmatics
Govardhanachary, V. (2014)

Components of Social-Pragmatic Communication

Social Interaction
- Speech style and context
- Cultural influences
- Gender communication differences
- Code switching
- Rules for linguistic politeness
- Social reasoning
- Conflict resolution

Social Cognition
- Theory of Mind (ToM)—ability to connect emotional states to self and others; understanding that others have knowledge, desires, and emotions that may differ from one's own; ability to take the perspective of another and modify language use accordingly

- Emotional competence
  - emotional regulation
  - emotional understanding or emotional expression (e.g., effectively regulating one's)
  - emotional state and behavior while focusing attention on salient aspects of the environment and engaging in social interaction

- Executive functioning (e.g., organization, planning, attention, problem solving, self-monitoring of future, goal-directed behavior)
- Joint attention (e.g., social orienting, establishing shared attention, monitoring emotional states, and considering another's intentions)
- Inference
- Presupposition
Are we ever able to figure out another person’s intent?

Pragmatics: Verbal Communication

- Speech acts (e.g., requests, responses, comments, directives, demands, promises, and other communication functions)
- Communicative intentions
- Prosody
- Grice's Maxims of Conversation
  - (quantity, quality, relevance, manner)

Pragmatics: Nonverbal Communication

- Gestures
  - emblematic (V for victory/peace)
  - iconic (he’s about this height)
  - metaphoric (waving arms in air to describe complexity)
  - beat (tapping/pounding podium for added interest)
  - diactic (random movement - think being Italian’s)
Norms vary. Can he code shift?

- Social-pragmatic skills vary according to: (Demaray, Ruffalo, Carlson, Busse, Olhoe, McManus & Leventhal, 1995)
  - Culture
  - Time
  - Place
  - Person
  - Age
  - Hence why I call it “Multi-situational Social Pragmatics”

Avoiding Litigation

- Procedural: occurs when school personnel fail to follow appropriate procedural requirements defined in IDEA
- Substantive errors occur when school personnel do not provide appropriate special education services to children with autism


- Evaluations must be conducted in all areas of suspected disabilities
- What do we know about AS and standardized testing?

The statutory term “unique needs” has been construed broadly include “academic, social, health, emotional, communicative, physical and vocational needs.” Seattle School District No. 1 v. S.S. (9th Cir. 1996) 82 F.3d 1493.

- Comprehensive evaluation and report to be completed by a medical doctor, clinical psychiatrist, school psychologist or other qualified person (i.e., psychometrist) trained in the area of autism evaluation. [Link](https://www.alsde.edu/sec/ses/Forms/03 Autism CVF.docx)

Not just standardized testing - it is a comprehensive analysis of the student

- Must comply with Education Code sec 56320
- Educational benefit to which students are entitled is not limited to academic needs, but includes the social and emotional needs that affect academic progress, school behavior, and socialization. County of San Diego, citing Tilton v. Jefferson County Bd. of Educ., 705 F.2d 800, 803 (6th Cir. 1983)

District’s obligation to assess is not extinguished by completion of a single initial assessment:

- When a district has a reason to suspect all of a student’s needs aren’t being met, it is required to reassess.
Assessments must be administered in accordance with instructions provided by the producer of the assessments. Ed. Code § 56320, subd. (b)(3)

- What do publishers say the subtests measure?
- Are findings being factually presented?
- How does the SEA delineate acceptable testing?
- Using SEA defined procedures conflicts with published data.

RULES OF THE ALABAMA STATE BOARD OF EDUCATION STATE DEPARTMENT OF EDUCATION CHAPTER 290-8-9, SPECIAL EDUCATION SERVICES 290-8-9.03(11)(c). Language Disorder.

Litigation involved...

- failure to assess all areas of suspected disability
- poor choice of assessment instruments
- improperly completed protocols
- failure to observe student and consult with teachers and service providers
- unimpressive assessment reports

Diagnosis or Educational Assessment?

- public schools do not diagnosis a medical disorder
  - ICD-10
  - DSM-5
- public schools perform Educational Assessments
  - must qualify according to state definition of IDEA
  - note the previous descriptor used by US Dept of Education: students serviced by “type of disability”

Words of Caution

- A developmental approach to assessment has remained problematic due to the complex interaction of social, linguistic, cognitive and cultural influences on pragmatics. Adams, C. (2002)
- The practitioner's attention is drawn to the lack of the usual safeguards of reliability and validity that have persisted in some language pragmatics assessments. Adams, C. (2002)
The majority of currently available direct measures of pragmatic functioning provide neither psychometric information nor a quantitative metric of pragmatic competence in specific domains that can be used to establish a level of baseline function or document change in intervention (Brinton, Robinson, & Fujiki, 2004; Landa, 2000; Norbury, 2014).

Despite the breadth of literature examining pragmatic language deficits in ASD, there is a dearth of efficient, valid, and reliable means for assessing pragmatic skills in this population (Norbury, 2014).

Respondent’s exclusive reliance on academic performance to determine eligibility under the IDEA is misplaced. Educational performance is not limited to academic progress, and it is inappropriate to use passing grades or achievement test scores as a litmus test for determining eligibility for an IEP. Yankton, 93 F.3d at 1376 *8th Cir. 1996); Elida Local School District Board of Education v. Erickson, 252 F.Supp. 2d 476 (N.D. Ohio 2003); Westchester Area School District v. Chad C., 194 F.Supp.2d 417 (E.D. Pa. 2002); Corchado v. Board of Education; Rochester City School District, 86 F. Supp. 2d 168 (W.D.N.Y. 2000); and Mary P. v. Illinois State Board of Education, 919 F. Supp. 1173 (N.D. Ill. 1996).

Limitations of Standardized Tests of Pragmatics

- Tasks are typically contrived
  - HFA is good at acting/scripting
- Do not actually involve socializing with peers or looking at everyday function across settings
  - typically interacting with adults which is a strength
- Do not assess nonverbal messages
  - How do you tell someone you are bored with them?

Formal testing of pragmatics has limited potential to reveal the typical pragmatic abnormalities in interaction. Data often not reliable for pragmatic competency Adams, C. (2002)

Data is often not reliable for pragmatic competency Adams, C. (2002)

Results were variable Swineford, L. (2014)
standardized testing does not provide a comprehensive look at pragmatic language functioning because it cannot replicate the context-dependent social environment that the child experiences in life. Boje, N. (2009)

Formal testing may be useful for assessing the structure and form of language, but may not provide an accurate assessment of an individual’s use of language (i.e., pragmatics). American Speech-Language-Hearing Association Practice Portal: Autism (www.asha.org/PRP/SpecificTopic.aspx?folderid=858935303&section=Assessment)

Pragmatic skills are the most difficult aspect of language ability to assess and quantify and cannot be measured in the same way as other domains of language, which can be examined in socially decontextualized settings.


standardized pragmatic testing fails to provide sufficient information for planning intervention programs and is insensitive to change during the course of intervention Simmons, E., Paul, R., and Volkmar, F. (2014).

A child’s typical functioning may not be elicited through responses to contrived pictures or direct questions. Boje, N. (2009)

In situ demands are limited; therefore skills such as timing, emotional regulation/awareness and integration of multiple cues at one time are not included. Boje, N. (2009)

Because skills are tested by specific questions, strategies such as scripted speech may not be as evident as in a sustained interaction that is continuously changing. Boje, N. (2009)

Overall, standardized testing has the greatest possibility of false negatives. Boje, N. (2009)

Rating Scales

Rater must have an internal standard for comparison Boje, N. (2009)

Variable expectations due to differing contexts and / or adult expectations influence the data Boje, N. (2009)

Multi-situational Social Pragmatics

Direct Observation Boje, N. (2009)

Time consuming

Difficult to observe a child across multiple contexts with multiple people.

The observation may not take place at the time of greatest impact on functioning (e.g.: observing a child in a structured, routine oriented setting).

Observations are not standardized and heavily dependent on the knowledge of the observer.
Situations that often produce AS symptoms not typically present in the diagnostician’s office

- spontaneous interactions with peers
- non-predictable routines & environments
- inconsistent structure
- presence of sensory stressors
- new & novel situations

Are we really testing pragmatics?

- This raises questions as to whether the de-contextualized assessment that occurs in standardized testing elicits the child’s typical interactive patterns and if these measures are valid when arriving at a clinical judgment about the adequacy of a child’s skills.
- Does the de-contextualized assessment via standardized testing elicit the child’s typical interactive patterns?
- Are these measures valid when arriving at a clinical judgment about the adequacy of a child’s skills?

Typical school stressors

- substitute teacher
- interruptions to regular schedule
  - assembly
  - testing
- given an assignment with no idea how to complete it
- group activities with minimal monitoring
- recently teased and/or bullied
- recent emphasis on good grades

How do you choose a test instrument?

- which statement is more accurate?
  - It’s what was available
  - It’s what my district uses
  - I’ve read the test manual with special attention to sensitivity and specificity as it relates to the student in question

Consider “Dynamic Assessments”

- Components of a Dynamic Assessment
  - shared storybook reading
  - conversation about mental states
  - picture description
  - language sample
  - observation of play across settings

- be sure to focus on the following:
  - personal feelings,
  - perspectives
  - inner states
  - negative/positive events,
  - other people’s feelings through discussion, explanation,
  - relate these feelings/events back to their own experiences
Mimic a Social Worker’s Assessment Technique

- **Gather information:**
  - interviews from knowledgable individuals, document reviews,
  - client interview
- **Focus on obtaining information about the client’s needs and the resources that would help fulfill those needs.**

**Ask open-ended questions**
- Questions requiring only a yes or no answer will not produce enough information for you to write an assessment that can be used to set goals and determine a treatment plan. For example, instead of asking if the child is angry with another individual, ask him to explain how he feels about that child.
- Have an assessment form on-hand during your interviews to focus your thoughts and allow you to take thorough notes.

**Use the assessment as part of the therapeutic process.**
- think comprehensively about how to improve the child’s situation.
- This can encourage him to reevaluate his situation and might help him reach his own conclusions about how to precede.
- Try to negotiate a consensus rather than unilaterally imposing your own assessment.

Assessment Tools for this Population

- Asperger Syndrome (and High-Functioning Autism) Diagnostic Interview (Gillberg, 2002)
- Asperger Syndrome Diagnostic Scale (Mykle, Bock, and Simpson, 2003)
- Autism Diagnostic Interview - Revised (Rutter, et al., 2003)
- Autism Diagnostic Observation Schedule (Lord, et al., 1998)
- Autism Spectrum Screening Questionnaire (Ehlers, et al., 1999)
- Australian Scale for Asperger Syndrome (Garnett & Atwood, 1998)

- Checklist for Autism in Toddlers (Baron-Cohen, et al., 1992)
- Childhood Autism Rating Scale, 2nd Ed. (Schopler, et al., 2010)
- Children’s Communicative Checklist - 2 (Bishop, 2006)
- Clinical Assessment of Pragmatics (Lavi, 2010)
- Communicative Partner Profile (Anderson-Wood and Smith, 2005)
- Conversational Effectiveness Profile - Revised (Kowalski, 2010)
- Dore’s Conversational Acts (Stickler, 1987)
- Fey’s Pragmatic Patterns (Fey, 1984)
- Functional Communication Profile (Klemeres, 2003)
- Gilliam Asperger Disorder Scale (Gilliam, 2005)
- Halliday’s Functions of Language (Mokr, 1981)

- The High-Functioning Autism Spectrum Screening Questionnaire (Ehlers, Gillberg, Wing, 1999)
- Informal Social Thinking Dynamic Assessment Protocol (Winner, 2007)
- Interaction Record (Anderson-Wood and Smith, 2000)
- Krug Asperger’s Disorder Index (Krug and Arick, 2003)
- Monteiro Interview Guidelines for Diagnosing Asperger’s Syndrome (Monteiro, 2008)
- Muir’s Informal Assessment for Social-Communication (Muir, et al., 1992)
- Parent Interview for Autism (Stone and Hogan, 1993)
- Pragmatic Rating Scale (Landa, 2002)
- Pragmatic Rating Skills Inventory (Gilliam & Miller, 2006)
Test limitations

- The ADOS was determined to be an insufficient measure for SCD due to the small number of algorithm items measuring SCD diagnostic criteria, suggesting the development of SCD measures is required. Foley-Nipeco, M., L. Fosenburg, S., G. Wurster, K. et al. (2016). Journal of Autism and Developmental Disorders. doi:10.1007/s10803-016-2973-4
- PLS measures structural language that is not positively correlated to measures of autism symptomology. Barber, A., et al. (2016)

Severity levels

- Using norm-referenced tests to determine the severity of children’s language impairment is questionable.
- State guidelines are inconsistent and test manuals fail to provide empirical data to support this. Spaulding, T., Szulga, M., and Figueras, C. (2012).

7 commonly violated procedural safeguards

(a) parents were unable to participate in the IEP process because they were not provided adequate notice,
(b) parents were not informed of their rights,
(c) district held meetings without inviting parents,
(d) evaluations were conducted by individuals with no knowledge of ASD or who failed to evaluate all areas of need,
(e) an inadequate IEP was developed because the IEP lacked meaningful goals and objectives,
(f) placement decisions were made prior to the development of an educational program, and
(g) school districts lacked qualified personnel to work with students with ASD.
Big consideration

- Does the child have a disability according to IDEA?
- do the tests slant the data?
- are we truly assessing what is needed?
- Adverse effect on educational performance
- Development of specially designed service delivery
  - but what if the evaluation is lacking?

Let’s look at 2 commonly used tools

Would your findings hold up in court?

CELF-5 Pragmatics Profile

- “… targets three areas:
  - rituals and conversational skills;
  - asking for, giving, and responding to information,
  - nonverbal communication skills.”

CELF-5 Pragmatics Activities Checklist

- The PAC provides a list of brief, interactive activities in which the examiner can engage the student during testing “breaks” or after formal testing is completed. The activity format provides the examiner with opportunities to observe the student’s functional communication skills during authentic conversation interactions.

Social Language Development Test-Adolescent

- The test does not address all aspects of social language or pragmatic skills; it focuses on social interpretation and interaction with peers. It should be part of a battery of tests and observations used to assess social language competence.
- Subtest A: Making Inferences
  - This subtest taps a student’s ability to infer what someone in a picture is thinking. The student also states a specific, relevant visual clue that facilitated making the inference.

- Subtest B: Interpreting Social Language
  - For this subtest, the student is asked some questions about how people communicate. The student is asked to give an example and an appropriate context in which the type of communication would be used.

- Subtest C: Problem Solving (Stating and Justifying Solutions)
  - This subtest requires the student to solve a problem by stating and justifying a logical solution.
Subtest D: Social Interaction
- For this subtest, the student listens to situations and answers questions about them.

Subtest E: Interpreting Ironic Statements
- For this subtest, the student listens to some situations on a CD. The narrator reads the situations and asks what someone means at the end of each one.

Something to ponder…
- Those with AS were found to have difficulties acting on the basis of their metacognitive monitoring despite showing no deficits in their ability to discriminate accurate from inaccurate decisions. Sawyer, A., Williamson, P. and Young, R. (2014). Metacognitive processes in emotion recognition: Are they different in adults with Asperger’s disorder. Journal of Autism and Developmental Disorders. 44: 1373-1382.


It cannot be identified by a single test, and an interview in an office can be misleading because these children often handle themselves well in a one-on-one situation with an adult. Harvard Health Newsletter. March 2014. Cambridge MA: Harvard Health Publishing


It’s important to remember WHY the problem exists!
- Theory of Mind
- Executive Function
- Central Coherence
- Emotional Intelligence
- Social Interaction
- Social Communication
- Social Emotional Regulation

How does one write a pragmatic goal?
“One cannot simply point at a specific feature as the defining characteristic of social communication success or failure. Rather it is the sum of all the parts that creates the gestalt, and it is the gestalt that is of vital importance.”


Be aware of what impacts pragmatics

- Goals must be flexible and dynamic
- They must reflect situations and people
- They must reflect settings and contexts
- They should NEVER say 80%
- how will you defend your PLF?

Dreyfus Model  
Dreyfus and Dreyfus, 1980

- the process to learn a new skill consists of 5 stages

1. Novice
- the individual applies rigid rules to a given task without regard to any discrentional judgment
- they greet everyone in the same manner despite situation, context, or person

2. Advanced beginner
- rules still govern the situation but a rudimentary flow chart begins to be established
- students may imply a “this is how I do it here and this is how I do there” mentality
- they have not yet achieved true competence

3. Competent
- the individual makes decision not only based on a set of rules but using his experience and can manipulate these rules and therefore achieve the end goal
- it requires copying, conscious process, and deliberate planning
4. Proficient
- the individual has a greater understanding of the holistic view of the situation
- his behavior is not controlled by the terms of the task but is based on what he perceives as the most important component for a given situation
- it is based on a set of maxims that vary according to situation and maybe thought of as rudimentary intuitive-based reasoning.

5. Expert
- the individual is no longer relying on a set of rules, guidelines, or maxims to guide him
- he understands the whole picture and can simply “do it”
- it’s like watching my Italian grandmother make pasta - no recipe, just a handful of this and that and perfection but when asked how she did it, she can’t explain.

How do we write these goals?

Consider the variables as they relate to the whole
- Group:
  - classroom and non-classroom peers
  - adults
  - younger children
  - mixed ages

Show:
- use the Dreyfus model or
- establish: to initiate a goal that is intended to continue or become permanent
- maintain: to continue a goal in the present state/situation without losing control
- demonstrate: to be able to show or prove something clearly and convincingly

Setting
- one-on-one
- small group (2-5 individuals)
- large group (6-5 individuals)
- classroom (16 or more individuals)
**Amount**
- how often do you want to see this skill being employed?
- use a specific number that is quantifiable and realistic for that setting

**Duration**
- minutes
days
- hours
weeks
- classes
months

**Type:**
- structured: with a definite plan, organization and control as directed by someone else
- unstructured: not forced to conform to a particular order or arrangement

**Things to consider for interaction**
- Improving with whom he interacts
- Improving how he initiates interactions
- Improving how he participates with others

**Things to consider for social communication**
- Improving how he comprehends
- Improving how he responds to others
- Improving how he expresses himself to others

**Hypothetical Case**
- Johnny is a 3rd grade boy who has As and Bs in all subjects but often fails to complete homework
- penmanship has always been poor and he hates writing
- he talks with teachers and peers as if he is an adult
- he contradicts the teacher
- he is often by himself on the playground
- he is described as argumentative

**Issue 1: Penmanship**
- **Why?**
  - often they experience hand cramping when manipulating writing instruments
  - anxiety issues
- **Recommendation**
  - use an accommodation such as laptop, Alphasmart, dictation software
Issue 2: Talks as if he is an adult

- The Student will decrease talking down to others 80% of the time over 3 consecutive sessions.
- The Student will demonstrate functional ability to use a non pedantic speaking style in a one-on-one/small group/large group/class setting “X” times over a one week period.

Discussion

- Which goal better defines your target?
- Which goal better defines how you will treat?
- Which goal is easier to document Present Level of Functioning?
- Which goal will help the student be more successful?

Issue 3: He contradicts the teacher

- Why?
  - Central Coherence (hyperliteral)
  - Theory of Mind (perspective taking)

Discussion

- The Student will display respect to an adult 4 out of 5 trials in a 30 minute session.
- The Student will demonstrate a basic ability to interrupt others using socially appropriate means “X” times in a non preferred classroom setting over a 2 week period.
- The Student will demonstrate a basic ability to use conflict resolution skills that impact others “X” times in a classroom setting over a 2 week period.

Issue 4: He is by himself on the playground

- Why?
  - Theory of Mind
  - Central Coherence
  - Executive Functions
  - Emotional Regulation

Discussion

- Which goal better defines your target?
- Which goal better defines how you will treat?
- Which goal is easier to document Present Level of Functioning?
- Which goal will help the student be more successful?
The Student will successfully play with peers on the playground 4 out of 5 times during recess.

The Student will demonstrate a functional ability to interact appropriately with peers in a large unstructured setting “X” times over a 2 week period.

Discussion

Which goal better defines your target?
Which goal better defines how you will treat?
Which goal is easier to document Present Level of Functioning?
Which goal will help the student be more successful?

Issue 5: He is argumentative

The student will comply with a teacher’s directive with 80% consistency in a 2 week setting.

The Student will demonstrate proficient ability to use flexible thinking for situational contexts “X” times in an unstructured small group setting over a 2 week period.

Discussion

Which goal better defines your target?
Which goal better defines how you will treat?
Which goal is easier to document Present Level of Functioning?
Which goal will help the student be more successful?

Remember, for goals to be effective

They must be flexible and dynamic
They must reflect situations and people
They must reflect settings and contexts

Thank you for coming.
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