

DEVELOPING MEANINGFUL GOALS FOR STUDENTS WITH AUTISM

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Tri-State Autism Spectrum Disorder Webinar Series



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Tri-State 2018-2019 Webinar Series

POLL

- Without looking, can you define FAPE?
 - a. Yes
 - b. No

POLL

- Without looking, can you list the three goals of Special Education in the U.S. ?
 - a. Yes
 - b. No



THE PURPOSE OF SPECIAL EDUCATION

- To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their **unique** need and **prepare** them for **further education**, **employment**, and **independent living**

(IDEA) §300.1 (emphasis added)

IDEA: GOALS OF SPECIAL EDUCATION

- Further Education
- Employment
- Independent Living

ROSE CAPACITIES

- The Rose Capacities outline what Kansas students should know and be able to do.
- There is also an emphasis on preparing for life after high school.
- Cited in the Kansas Supreme Court's March 2014 Gannon v State of Kansas school finance decision.

KANSAS ASSOCIATION OF SCHOOL BOARDS, 2014

ROSE CAPACITIES

(1/2)

- Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization
- Sufficient knowledge of economic, social, and political systems to enable the students to make informed choices
- Sufficient understanding of governmental processes to enable the students to understand the issues that affect his or her community, state, and nation
- Sufficient self-knowledge and knowledge of his or her mental and physical wellness

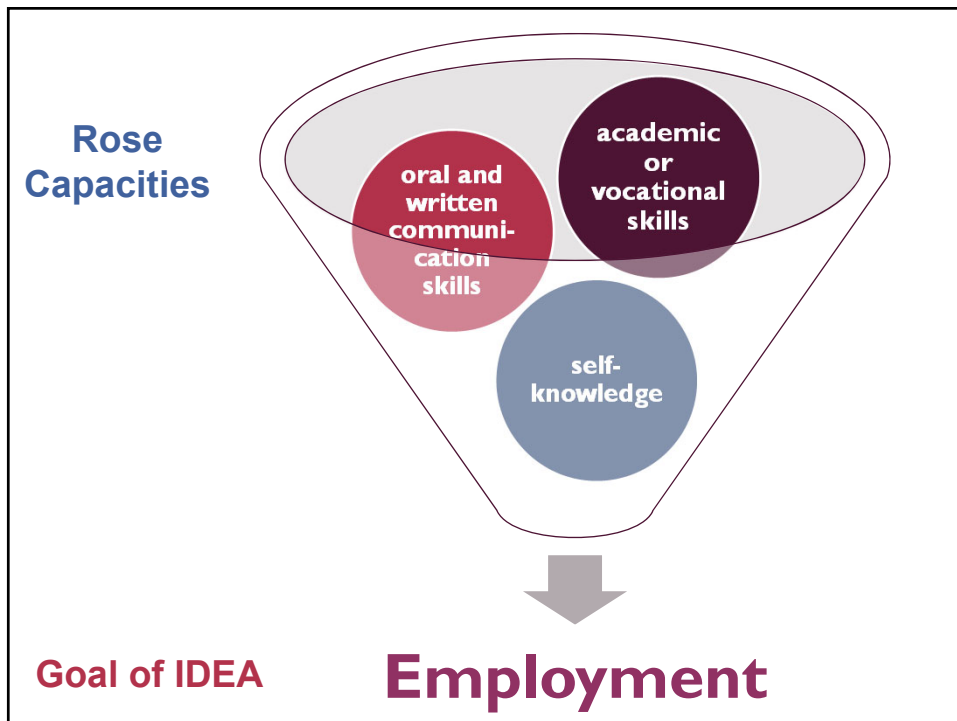
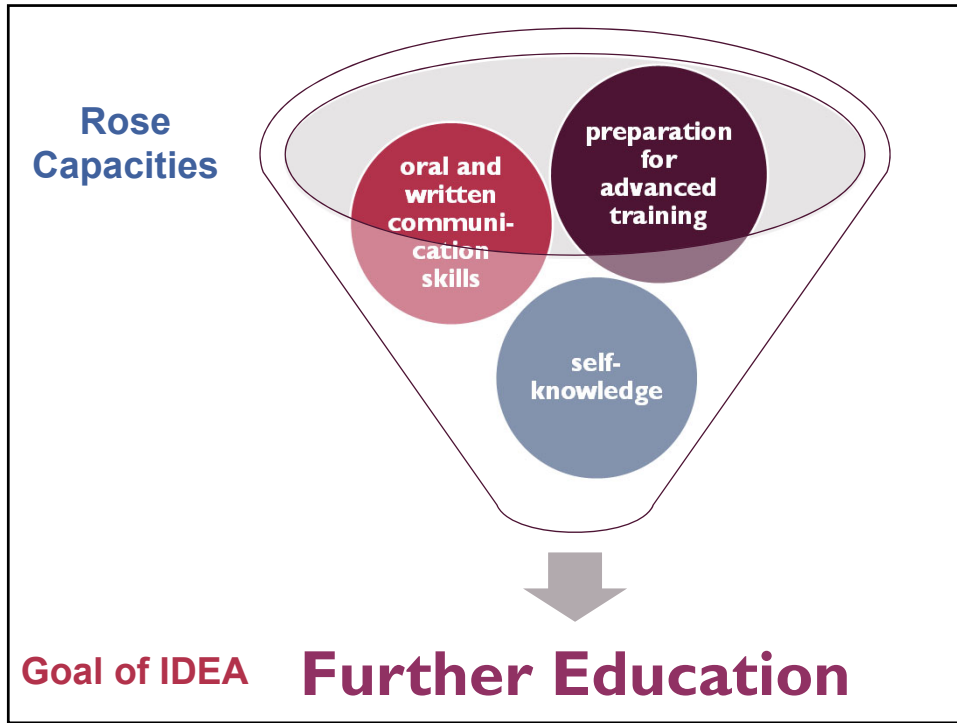
ROSE CAPACITIES

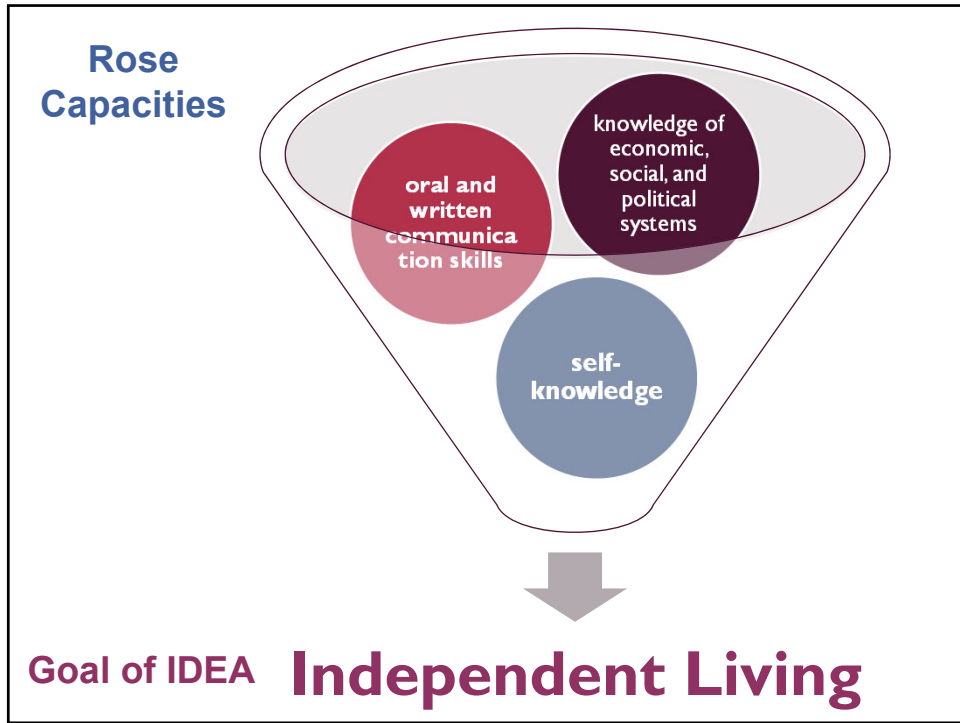
(2/2)

- Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage
- Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently
- Sufficient levels of academic or vocational skills to enable public school students to compete favorably with their counterparts in surrounding states, in academics or in the job market

GOALS OF IDEA AND ROSE CAPACITIES

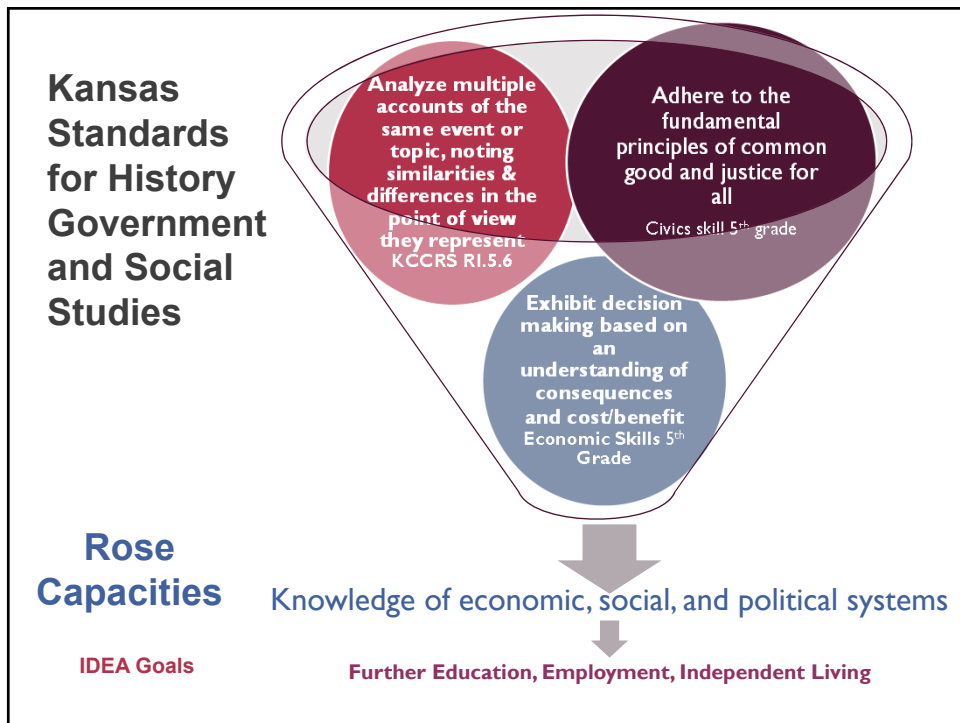
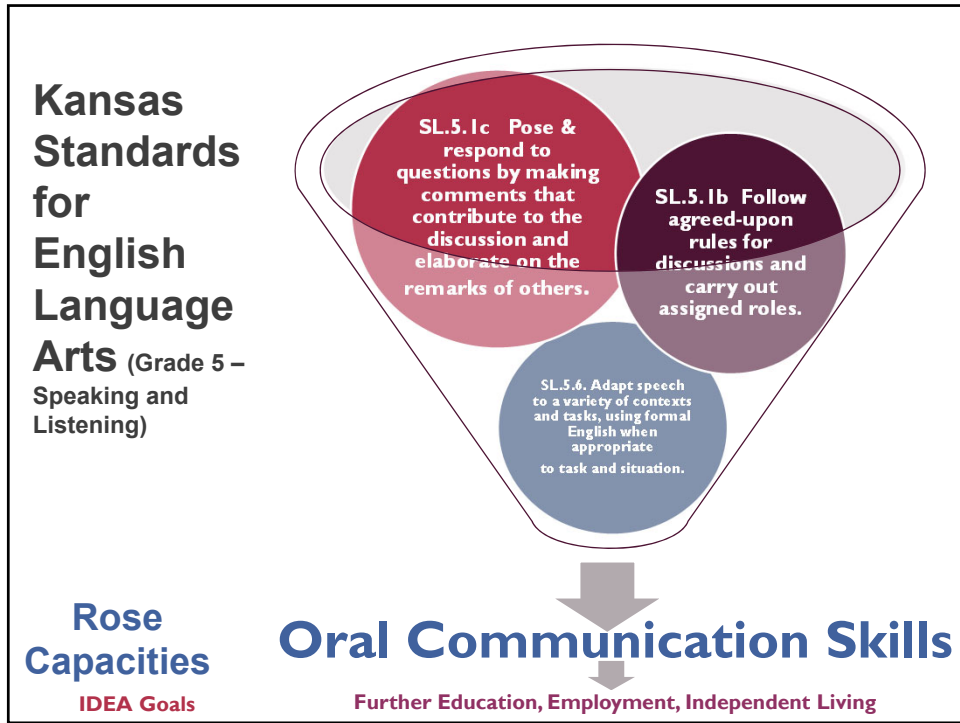
RELATIONSHIP



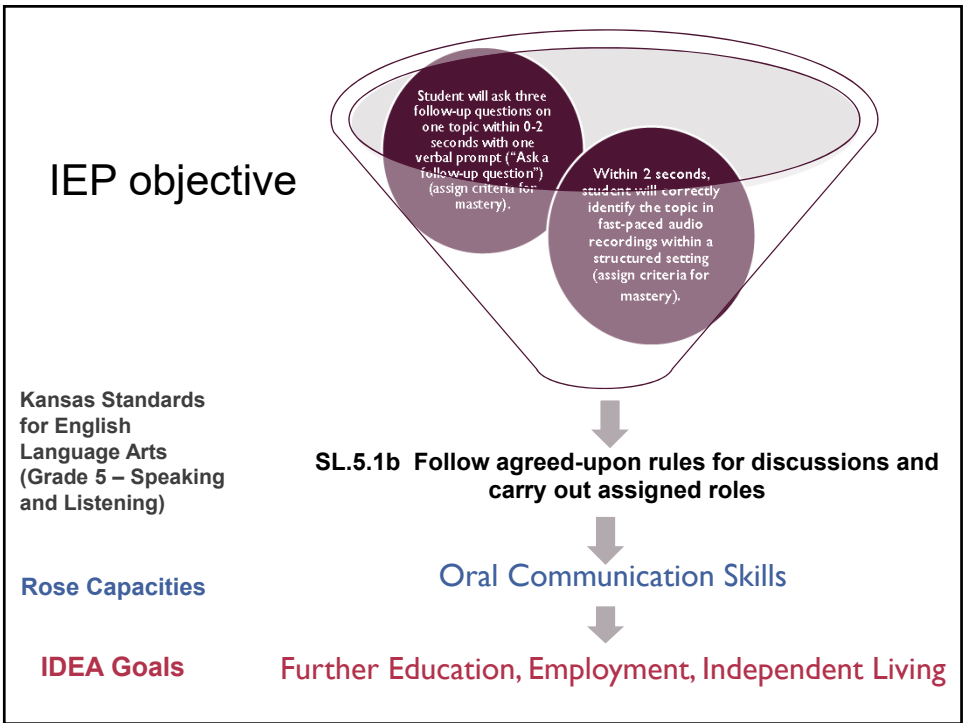



STATE STANDARDS, ROSE CAPACITIES, IDEA
RELATIONSHIPS

[Redacted content]



OBJECTIVES, STATE STANDARDS,
ROSE CAPACITIES, IDEA
RELATIONSHIPS






CURRENT OUTCOMES

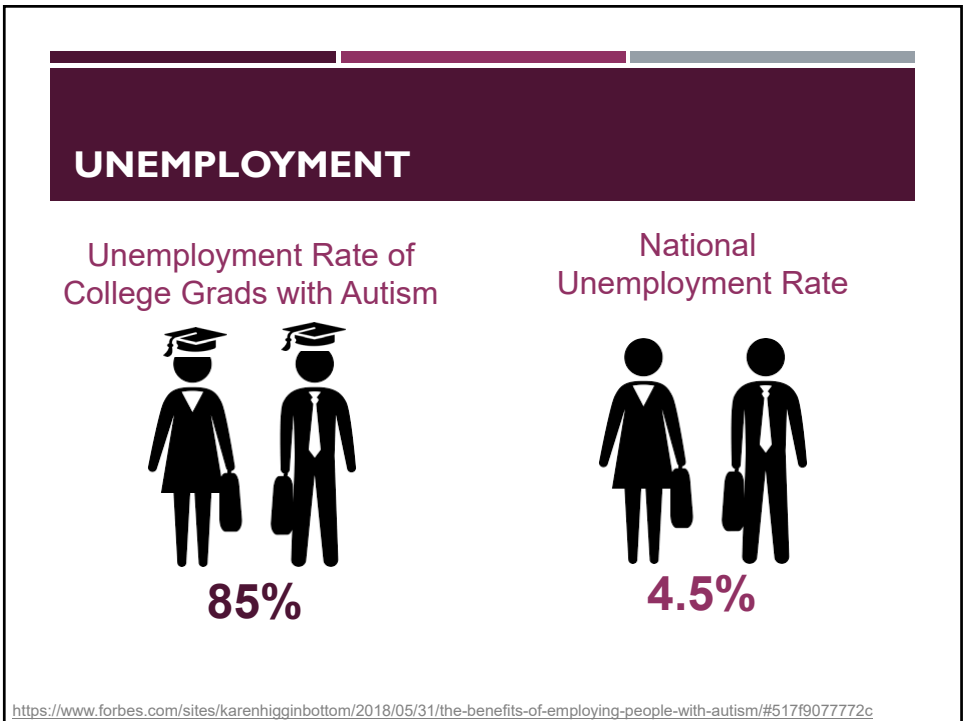
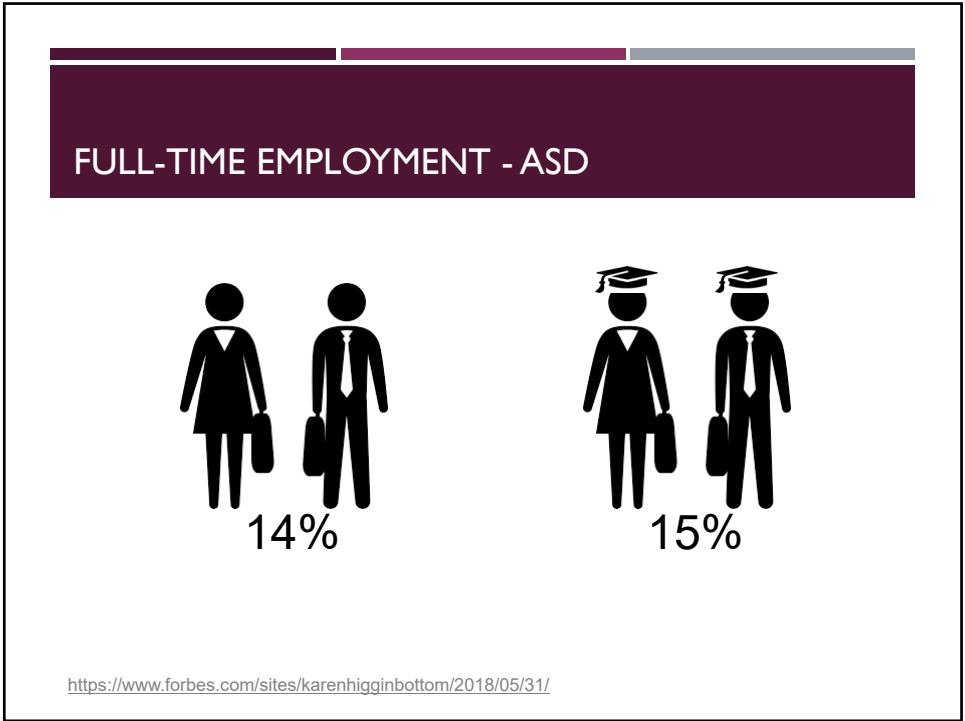
ARE WE REACHING THE GOALS?
DO SPECIAL EDUCATION STUDENTS HAVE THE CAPACITIES WHEN THEY GRADUATE?



INDEPENDENT LIVING: 20%



Newman et al. (NLTS2), 2011



SOCIAL EXCLUSION

👤 54% not invited to
activities with friends

👤 69% never saw friends

👤 65% never talked with
friends on the phone



NLTS2, 2016

CRITICAL SKILLS - QUESTION

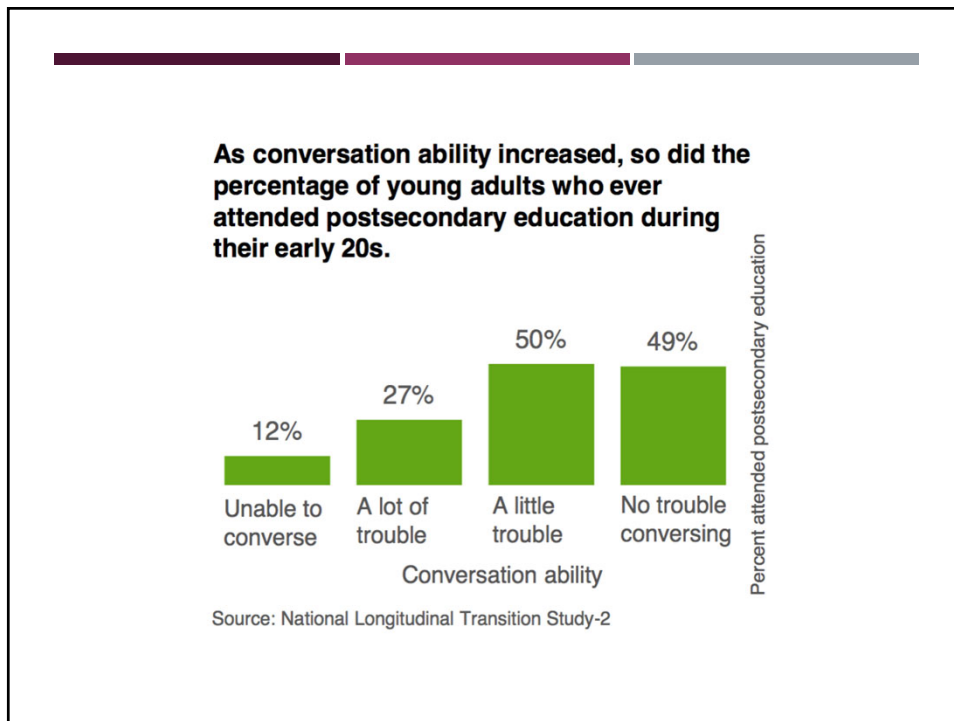
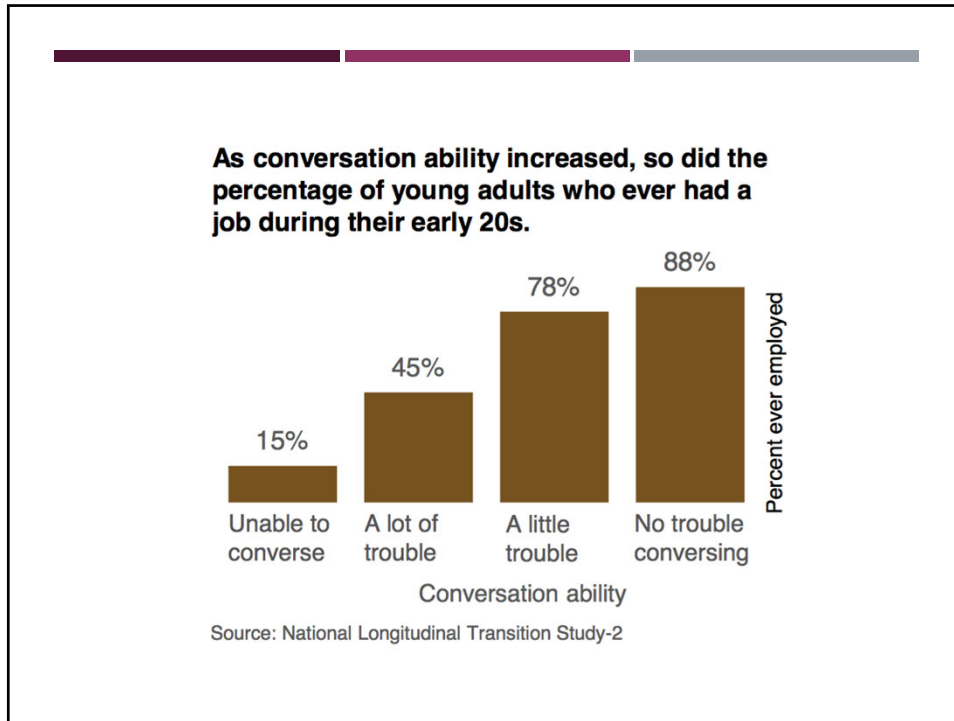
- Write down 3 skills that are critical to further education, employment, and independent living.

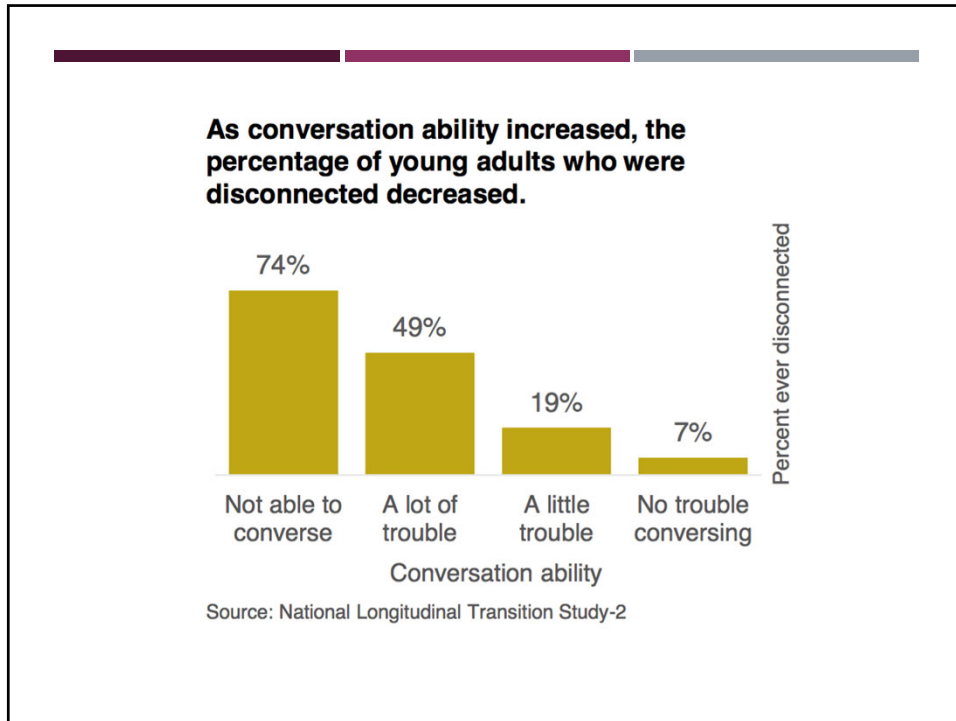
POLL

- Did you include conversation in your list?
 - a. Yes
 - b. No

National Autism Indicators Report Transition into Young Adulthood 2015

CONVERSATION ABILITY & OUTCOMES





OUTCOMES

- What is the significance of these outcomes?
- How might these outcomes impact the goals and objectives for students with ASD in your setting?

As conversation ability increased, so did the percentage of young adults who ever attended postsecondary education during their early 20s.


Conversation ability	Percent ever attended postsecondary education
Unable to converse	12%
A lot of trouble	27%
A little trouble	50%
No trouble conversing	49%

As conversation ability increased, so did the percentage of young adults who ever had a job during their early 20s.

Conversation ability	Percent ever had a job
Unable to converse	19%
A lot of trouble	45%
A little trouble	76%
No trouble conversing	88%

Further Education
Employment
Independent Living

GREAT RESOURCES FOR CONVERSATION GOALS AND OBJECTIVES



The image displays two book covers side-by-side. The left cover is for the book 'TALK WITH ME: A Step-by-Step Conversation Framework for Teaching Conversational Balance and Fluency for High-Functioning Individuals with Autism Spectrum Disorder' by Kerry Mataya, MSEd, Ruth Aspy, PhD, and Hollis Shaffer. It features a white background with a purple border and an orange silhouette of a person speaking. The right cover is for the book 'CONVERSATION CLUB: Teaching Children With Autism Spectrum Disorder and Other Social Cognition Challenges to Engage in Successful Conversations with Peers' by Lynn Cannon, Jenna Clark, Courtney Korbium, Eve Muller, and Michael Powers, illustrated by Bobby Whalen. It features a light blue background with a sun icon, a girl climbing a ladder, and a boy standing next to a large blue 'CLUB' sign.



SELF-REGULATION DEFINED:



- The ability to control one's own behavior
- The ability for the mind to organize itself
- The ability to modulate emotions – to soothe oneself when distressed or to express or suppress feelings
- The ability to adapt to new people and new situations
- The ability to match arousal level to the task or situation
- The ability to set a goal and adjust behavior to reach that goal
- The ability to deal with frustration

WRITING GOALS AND OBJECTIVES

GOALS SHOULD:

IDEA: IEP MUST INCLUDE



(2)(i) A statement of measurable annual goals, including **academic** and **functional goals** designed to—

- (A) **Meet the child's needs that result from the child's disability** to enable the child to be involved in and make progress in the general education curriculum; and
- (B) **Meet each of the child's other educational needs that result from the child's disability;**

IDEA

GOALS SHOULD

FOCUS ON LEARNING AND
BEHAVIORAL PROBLEMS RESULTING FROM ASD

NEEDS THAT RESULT FROM THE CHILD'S DISABILITY

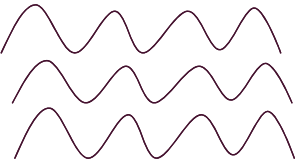
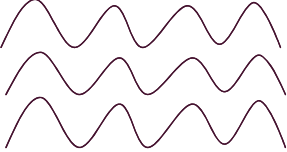
- Programming for students served under the category of autism should be designed to address the underlying autism – **social, communication, repetitive behaviors and interests/difficulty with change.** Goals and objectives must reflect this focus.


FOCUS OF GOALS

related to needs that result from the child's disability - ASD

- ▶ Social
- ▶ Behavior, Interests, and Activities
- ▶ Communication
- ▶ Sensory Differences
- ▶ Cognitive Differences
- ▶ Motor Differences
- ▶ Self-Regulation/Emotional Vulnerability

ADDRESS THE DISABILITY

<p><u>IEP</u> Name: John Eligibility: LD</p> <p>Goals</p> 	≠	<p><u>IEP</u> Name: Luis Eligibility: AU</p> <p>Goals</p> 
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**"YOU CAN'T DO
SOMETHING FOREVER."**

BOB DYLAN

GOALS SHOULD

ADDRESS THE NEEDS SUMMARIZED IN THE PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

PRESENT LEVELS

related to needs that result from the child's disability

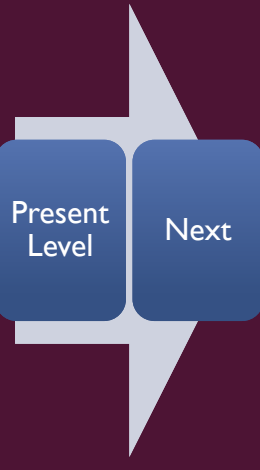
- ▶ Social
- ▶ Behavior, Interests, and Activities
- ▶ Communication
- ▶ Sensory Differences
- ▶ Cognitive Differences
- ▶ Motor Differences
- ▶ Self-Regulation/Emotional Vulnerability

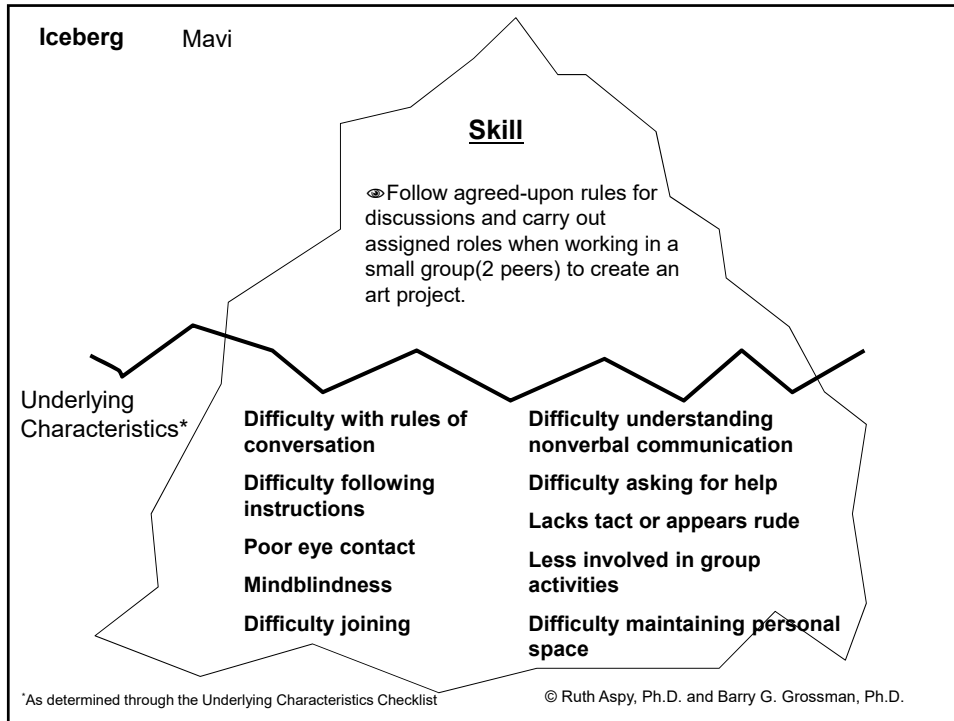
There must be a direct relationship between the needs identified in the PLEP and the goals.



What does **this** student need to learn **next**?

GOALS



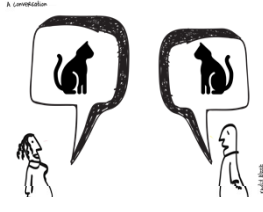


GOALS

Present Level


Next

During a slow-paced conversation in a structured setting, student asks at least one follow-up question within 0-2 seconds with one verbal or gesture prompt.



A Limitation

In a natural conversation with peers, student will ask at least one follow-up question within 0-2 seconds with one verbal or gesture prompt (assign criteria for mastery).



B Conversation

GOALS SHOULD

Be meaningful, measurable, able to be monitored, and useful in decision-making

DESCRIBE ONLY WHAT THE STUDENT CAN REASONABLY BE EXPECTED TO ACCOMPLISH WITHIN ONE SCHOOL YEAR IEP

Present Level

Maintain a conversation with a peer for a minimum of two conversational turns in structured setting with visual supports.

STOP

One school year

Objective

During a natural conversation, student will spontaneously use a sad voice intonation to make a conversation believable (assign criteria for mastery).

circle time playground math time
small-group work Chess Club
birthday party with same-age peers
Classroom when mother visits party at work
locker room job interview

CONTEXT,
GOALS,
AND OBJECTIVES –

*To increase the effectiveness
of all types of training, we
need to **contextualize** the
skills. Situational trainings are
preferable to skill trainings.*

Vermeulen

CONTEXT VS. SKILLS

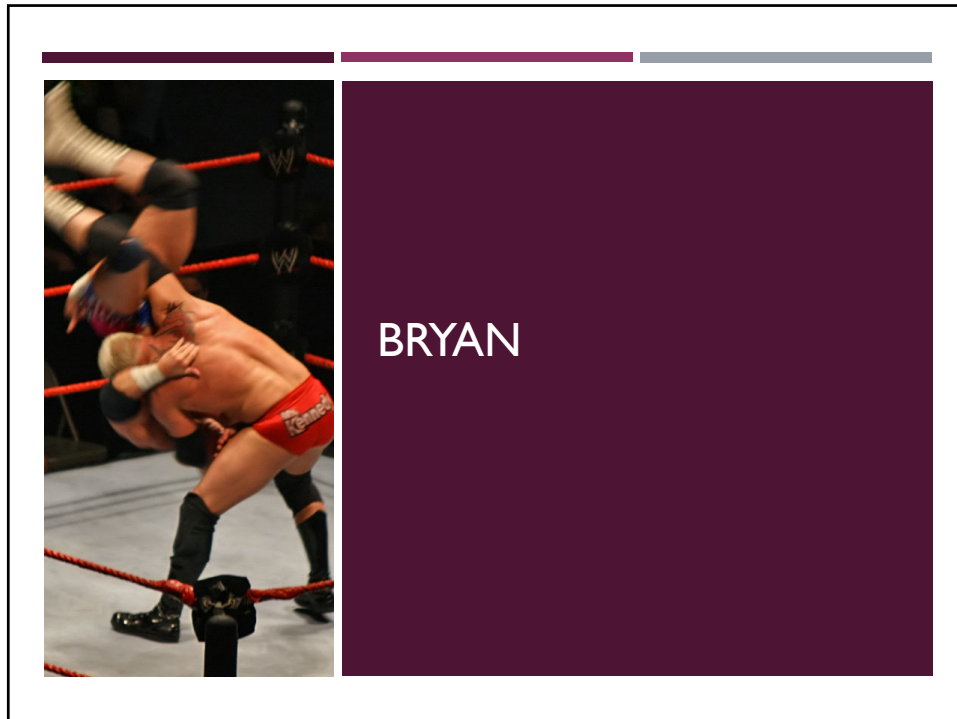
Instead of formulating goals in terms of skills (e.g., learn to greet people, learn to have a conversation), we would do better to set goals in terms of contexts.

Vermeulen

Skill	Context
Engage in a conversation	Appropriately take turns in conversation about the communication partner's interest with 85% accuracy
Wait for his turn	<ul style="list-style-type: none">•With adult during individual instruction•With peer during small group activity•With peers in the cafeteria at breakfast

Skill	Context
Will recognize emotions	Identify basic emotions using the following sequence 7 out of 10 opportunities: <ul style="list-style-type: none">• In drawings and photos• In stories and video• In role play using “freeze”• In morning meeting with assistance• In morning meeting without assistance

Description of Current Functioning	Contextualized Objective
<ul style="list-style-type: none">▪ Difficulty Making or keeping Friends▪ If things do not go his way he may growl or hit others on the playground▪ Becomes nervous when he is required to interact with others during circle time	<ul style="list-style-type: none">▪ Using a social behavior map Paul will identify behaviors in a specific context as expected or unexpected<ul style="list-style-type: none">▪ In the cafeteria before school▪ During Reading Circle▪ On the playground during structured play activities



Bryan - Background

- ▶ Elementary School Student - ASD
- ▶ Over 25 In School Suspensions
- ▶ Hides under desk
- ▶ “Work refusal”
- ▶ Body slams adults and peers
- ▶ Leaves class
- ▶ Teased by peers

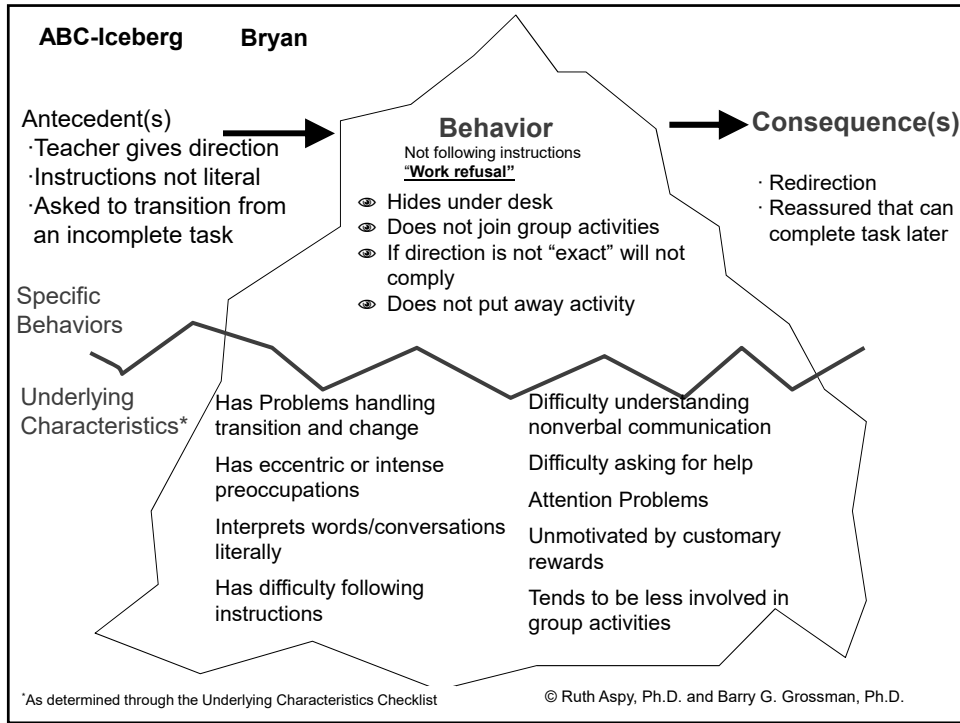
Bryan - IEP

- ▶ Has 42 objectives in IEP – 40 of those are academic (writing/grammar, number operations, penmanship, geometry and spatial reasoning, geograph



Bryan – “Psychological” IEP objectives

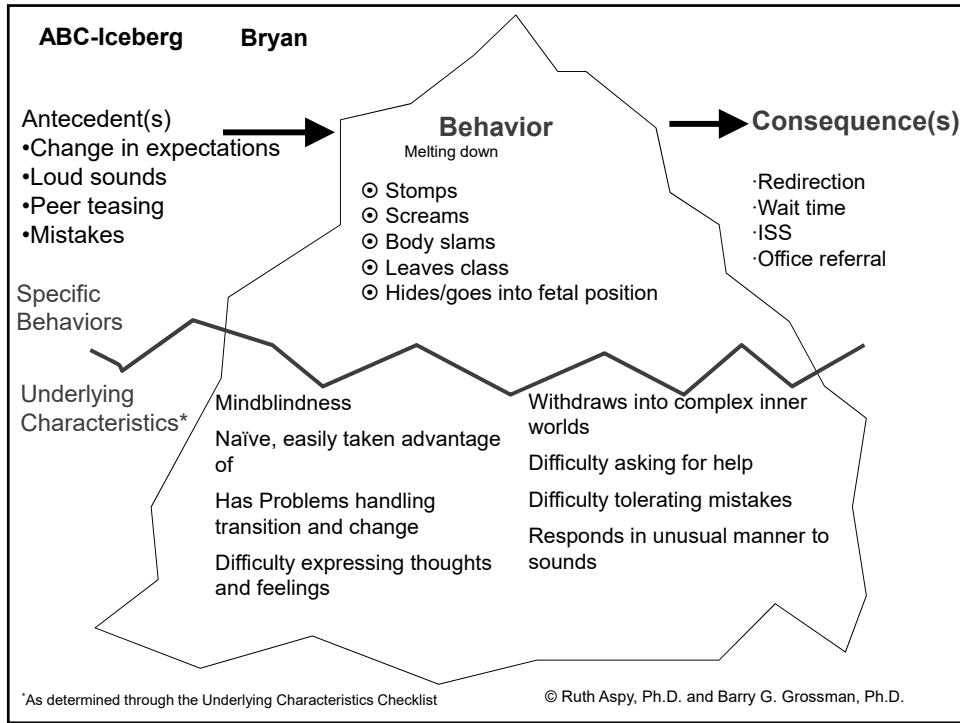
- ▶ Bryan will identify three alternative behaviors to replace negative behaviors. 90%
- ▶ Brian will identify 3 support services in the school setting. 100%



UCC Item	IEP Objective
Interprets words and conversations literally	Correctly identify common idioms when used/presented in oral or written formats with 80% accuracy and minimal cues.

ASD	IEP Objective
Tends to be less involved in group activities	Given carefully selected group of peers, including trained buddy, and a clearly defined task that Bryan has been trained to do, and a reinforcement plan, Bryan will participate in a classroom or other small group activity along with his peers without the need for additional prompting twice per week for 6 weeks.

ASD	IEP
<ul style="list-style-type: none"> ▶ Has difficulty asking for help 	<ul style="list-style-type: none"> ▶ When watching a video of a class activity, Bryan will identify why students asked for help in 3 out of 4 opportunities.



UCC Item	IEP Objective
Mindblindness	<p>With prompts, identify positive interpersonal expressions seen on video 8 out of 10 trials.</p> <p>Identify basic emotions using the following sequence:</p> <ul style="list-style-type: none"> • Drawings • Video • Role play using “freeze” • Actual settings with assistance • Actual settings without assistance 8 out of 10 times

References

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Resources

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