

Checklist of Problem Solving Goals for Individuals with HF-ASD

By: Kerry Mataya, M.S.Ed. (2016)

Biological – Self Aware

- ☐ Student will be able to identify his/her own basic feelings and emotions (e.g. happy, sad, mad) with and without a visual support.
- ☐ Student will be able to recognize his/her own biological needs (e.g. need for a hug, need for attention, need for sleep, need for a break).
- ☐ Using a visual support (e.g. 5 point scale, color scale), student will be able to identify his/her own feelings during and after problem situations.
- ☐ Student will be able to recognize his/her own warning signs before stronger emotions emerge (e.g. feelings of frustration before feelings of anger; feelings of embarrassed before anger).
- ☐ Student will be able to identify his/her own subtle feelings and emotions (e.g. embarrassed, lonely, annoyed) with and without a visual support.
- ☐ Student will be able to feel physical features related to emotional responses (e.g. elevated heart beat, stomach pain, stomach in knots, sweating, fidgeting, arms crossed, etc.).
- ☐ Student will be able to differentiate between different internal sensations related to his/her interoceptive sense (e.g. hungry vs. nervous; tired vs. irritable; hungry vs. sick, etc.).
- ☐ Student will use scanning techniques to take a quick inventory of one's self (e.g. appearance, blending in).
- ☐ Student will accurately describe at least 3 positive personality traits about himself/herself.
- ☐ Student will accurately rate himself/herself on positive and negative roles within group work (e.g. initiator, compromiser, researcher, dominator, distractor, etc.) using a written checklist.
- ☐ _____

Biological – Self Control

- ☐ Student will be able to maintain control of his/her body when in specific situations (e.g. "freeze" during tag, remain seated in chair).
- ☐ Student will be able to maintain "neutral" self-control without acting based on emotion (e.g. control his/her own laughter when uncomfortable, act "neutral" upon request).
- ☐ Student will be able to inhibit negative responses (e.g. keep thoughts in head, let it go and move on) and modulate emotions (e.g. hyper, angry, overwhelmed) in natural settings.
- ☐ Within a natural setting, student will recognize when someone is annoyed and will change his/her behavior immediately. (NOTE: Acceptable prompts are "Stop when someone looks annoyed.")
- ☐ _____

Biological – Self Calm

- ☐ Student will acknowledge calming activities that are proven to work for him/her (e.g. exercise, sensory items, swinging, deep pressure, listening to music, quiet environment, meditation, square breathing).
- ☐ Student will initiate the need for calming activities appropriate to the situation.
- ☐ Student will use pre-planning techniques to break down tasks, complete assignments in advance, and combine "to do" items to prevent stressors from building upon each other.

- ☐ Student will be able to identify calming vs. alerting activities.
- ☐ Student will be able to compartmentalize thoughts, including letting things go when desired.
- ☐ Student will be able to stop actively thinking about things to be in a state of mind for sleep.
- ☐ Student will be able to fall asleep within 10 - 15 minutes after lying down.
- ☐ _____

Biological – Self Esteem

- ☐ Student will feel emotions of pride, confidence, and excitement after experiencing success (e.g. completion of a project, having a good conversation, solving a problem).
- ☐ Student will be able to focus on accomplishments rather than failures in a situation (e.g. kickball game, reading class).
- ☐ Student will identify positive character traits about one's self.
- ☐ Student will be able to think positively about one's self in a negative situation.
- ☐ _____

Biological – Self Motivation

- ☐ Student will become self-motivated and show persistence in reaching a goal.
- ☐ Student will understand the value of practicing something difficult and will be willing to practice something difficult in an effort to make personal improvement.
- ☐ Student will identify a role model and at least one desired characteristic the role model possesses.
- ☐ _____

Understanding What's Being Asked – Interpreting Language

- ☐ Student will understand what is being asked by interpreting negative questions (e.g. why *isn't* the girl raising her hand; why *doesn't* he ask for help).
- ☐ Student will identify the implied emotion within a story or comment ("That sounds ____").
- ☐ Student will interpret subtle meanings from declarative statements made by others (e.g. "These bags are really heavy" really means "Help me carry them").
- ☐ Student will independently interpret idioms and double meaning within puns. (NOTE: Student may require a few seconds or minutes processing time)
- ☐ After listening to 20-30 second stories, student will be able to interpret sarcasm accurately (e.g. "Well that was a breath of fresh air" after the person just explained a terrible situation; "Well that was a piece of cake" when the person just described something that was difficult).
- ☐ _____

Understanding Perspective Taking – Interpreting Others

- ☐ Student will stop and scan his/her environment once he/she enters a room or situation.

- ☐ Student will recognize when someone needs help and will offer assistance. (NOTE: Acceptable prompts are "Scan...what do you notice...do you notice anything that looks different.")
- ☐ Using pictures (e.g. emotion cards, online pictures, emotion chart, photographs), student will identify basic emotions of others (e.g. happy, sad, mad) and will justify three reasons why the person may feel that way using ideas relevant to the picture.
- ☐ Using pictures (e.g. emotion cards, online pictures, emotion chart, photographs), student will identify subtle emotions of others (e.g. skeptical, disappointed, confused) and will justify three reasons why the person may feel that way using ideas relevant to the picture.
- ☐ Using short video clips of familiar peers and adults, student will identify what's happening in the clip with attention to basic and subtle emotions.
- ☐ Using thinking and speaking bubbles, student will correctly identify the thoughts of others when different than one's own thoughts.
- ☐ Student will identify role(s) of others when different than one's own (e.g. principal, teacher).
- ☐ Using a written list of personality traits, student will accurately identify positive personality traits of others when different than one's own (e.g. witty, friendly, sociable, etc.).
- ☐ Using a written list of team roles, student will accurately identify positive team roles of others when different than one's own (e.g. encourager, summarizer, etc.).
- ☐ _____

Identify the Problem(s)

- ☐ Student will acknowledge that every problem has at least two sides.
- ☐ Student will identify essential and nonessential information related to the problem situation.
- ☐ During team-building activities, student will identify the problems in a situation.
- ☐ Student will seek help from a trusted peer or adult to get assistance in determining the root cause of his/her problem.
- ☐ Student will be able to identify the other person's problem after a conflict.
- ☐ Student will be able to identify the other person's problem during a conflict.
- ☐ Using picture cards (e.g. LinguiSystems No Glamour Problem Solving Cards, Social Language Development Scenes), student will accurately identify the main problem after looking at face, body, and objects within the picture. (NOTE: Acceptable prompts are "Look at face, look at body, look at any objects in the picture" and "What else might be going on in the picture?")
- ☐ Student will be able to identify the irony within ironic picture cards (e.g. not what you'd expect to see, that does not seem right).
- ☐ _____

Predicting

- ☐ Student will accurately predict thoughts of others when different than one's own.
- ☐ Using HELP for Language materials, student will correctly answer the "What Would Questions" (What would happen if...) with 2 – 4 realistic responses for each scenario.
- ☐ Before a problem situation, student will correctly label 3 potential consequences to an action demonstrating awareness of cause and effect.
- ☐ Student will accurately predict what will happen after he/she exhibits a positive or negative action.

- ☐ Student will accurately predict 2 – 3 possible outcomes of a current event (e.g. what will happen if a cruise ship does not have power, what are a few things that can be done to find a missing aircraft, etc.).
- ☐ Using a strategy game (e.g. Connect 4, chess), student will be able to predict the outcome of the ensuing move (e.g. if I make this move, they will win; if I block this person, they will not win).
- ☐ _____

Finding Solutions

- ☐ During an activity, a younger student will follow directions from others and will allow others to control the activity (e.g. directions from the teacher, peer's game at recess).
- ☐ With a preferred item or task, student will share item(s) with others after one verbal prompt.
- ☐ During a conflict, student will "go with the flow" when the situation or expectation changes (e.g. say, "Okay," "I'll try it," or "Oh well, no big deal").
- ☐ With a preferred item or task, student will independently allow others to go first.
- ☐ With a preferred item or task, student will show flexibility by stopping the activity or transitioning to something else immediately when asked.
- ☐ Using HELP for Language materials, student will correctly answer What Could Questions ("What could you do if...") with 3-5 realistic responses for each problem situation.
- ☐ Student will independently initiate one of the positive options from the Problem Solving Chart during a conflict including (1) seek help from adult, (2) talk it out and compromise, or (3) let it go and move on.
- ☐ Student will initiate basic compromise strategies (e.g. majority vote, first ____ then ____, or put 2 ideas together) during a conflict.
- ☐ When a compromise is difficult, student will initiate complex compromise strategies (e.g. agree to disagree, win-win, let it go and move on).
- ☐ Student will be able to identify three possible compromises once he/she has considered his own problem and the other person's problem.
- ☐ Student will set personal goal(s) and will identify reasonable steps to achieve their goal(s) using S.M.A.R.T. criteria (specific, measurable, attainable, relevant, time-bound).
- ☐ During team-building activities, student will get input from others (e.g. "What do you think we should try?").
- ☐ During team-building activities, student will independently develop an idea for a solution.
- ☐ During team-building activities, student will independently and effectively communicate their idea(s) with others.
- ☐ During team-building activities, student will evaluate the situation to see if a new problem has occurred or if alternate solutions should be implemented.
- ☐ During a group activity, student will evaluate whether or not to follow directions from others (e.g. is it advice that they should follow, are they getting a grade, are they getting a reward).
- ☐ Student will identify 3 specific career aspirations and will identify reasonable steps to achieve his/her goal using S.M.A.R.T. criteria (specific, measurable, attainable, relevant, time-bound).
- ☐ _____

Determining Causes

- ☐ When looking at picture cards, student will accurately label 3 - 5 logical reasons why something happened.
- ☐ Using a strategy game (e.g. Connect 4, Chess, Capture the Flag), student will be able to identify what caused something to happen (e.g. how did the person have such free space to capture the flag and score in Capture the Flag; how did the person get 4 in a row so quickly; how did the person or team win/lose).
- ☐ Using short age-appropriate video clips from movies with a problem situation (not what led up to the problem), student will correctly identify 3 – 5 logical causes for why something happened (e.g. what could have caused them to break up; what could have caused her to get angry, etc.).
- ☐ After returning to low stress, student will determine personal triggers that caused his/her emotional reaction (e.g. anger, frustration, embarrassment, jealousy).
- ☐ During an emotional situation, student will determine the personal trigger(s) that caused his/her emotional reaction (e.g. anger, frustration, embarrassment, disappointment, etc.).
- ☐ Using close friends or someone that the student knows well, student will identify triggers that might cause their emotional reaction (e.g. anger, frustration, embarrassment, unloved, etc.).
- ☐ Using real life situations, student will identify 3- 5 reasons why a familiar person would feel the emotion they are feeling.
- ☐ _____

Sequencing

- ☐ After a problem situation has occurred, student will retell the problem situation in sequential order using key details.
- ☐ After a problem situation has occurred, student will provide at least 2 - 3 relevant details that led up to the problem situation (antecedents).
- ☐ After a problem situation has occurred, student will provide at least 2 - 3 relevant details that occurred in the midst of the problem.
- ☐ After a problem situation has occurred, student will correctly identify any role that they contributed to the problem situation thus making the situation better or worse.
- ☐ After a problem situation has occurred, student will correctly label the consequence of the actions taken within the problem situation.
- ☐ _____

Communication

- ☐ Student will use interpersonal negotiation skills while communicating to determine other's thoughts or interests (e.g. "What are your ideas...", "What are your thoughts...").
- ☐ Student will use interpersonal negotiation communication skills while communicating to express their thoughts, opinions and ideas in a non-confrontational manner (e.g. "I thought...", "Let's try...", "Why don't we try...").
- ☐ Student will successfully bridge two related topics using "Speaking of..." or "That reminds me of..."
- ☐ Student will successfully make a smooth transition between two non-related topics in a practice environment (e.g. make a smooth transition from "Best Buy" to "Florida").
- ☐ _____

Date: _____

Goal Planning Form

Do not concentrate on more than 1 - 3 non-mastered goals at the same time.

Student Name: _____ Grade: _____ Age: _____

School: _____ Teacher Name: _____

Behavior(s): _____

☐ Goal #1 from Section: _____ Person Responsible: _____

☐ Goal #2 from Section: _____ Person Responsible: _____

☐ Goal #3 from Section: _____ Person Responsible: _____

Comments

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Resources

Assessments

Social Language Development Test Adolescent by Linda Bowers, Rosemary Huisingsh, and Carolyn LoGiudice, Ages 12 – 17

Social Language Development Test Elementary by Linda Bowers, Rosemary Huisingsh, and Carolyn LoGiudice, Ages 6 – 12

Test of Problem Solving 2 Adolescent (TOPS 2) by Linda Bowers, Rosemary Huisingsh, and Carolyn LoGiudice, Ages 12 – 17

Test of Problem Solving 3 Elementary (TOPS 3) by Linda Bowers, Rosemary Huisingsh, and Carolyn LoGiudice, Ages 6 – 12

Books

Interoception: The Eighth Sensory System by Kelly Mahler

Successful Problem-Solving for High-Functioning Students with Autism Spectrum Disorders by Kerry Mataya and Penney Owens

The Incredible 5 Point Scale by Kari Dunn Buron

Teaching Materials

HELP for Language by Andrea Lazzari, Ages 8 – Adult

No Glamour Problem-Solving Cards by LinguiSystems, Ages 6 – 11

Social Language Development Scenes Adolescent by LinguiSystems, Ages 12 – 18

Social Language Development Scenes Elementary by LinguiSystems, Ages 6 – 11

Teambuilding Materials

Teambuilding Activities for Every Group by Alanna Jones

More Teambuilding Activities for Every Group by Alanna Jones

104 Activities That Build: Self-Esteem, Teamwork, Communication, Anger Management, Self-Discovery, Coping Skills by Alanna Jones