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PART I: FOUNDATIONS OF SOCIAL COMMUNICATION

UNDERSTANDING COMMUNICATION

Goal 1. The student will demonstrate an understanding of the multiple purposes of communication by recognizing communication intent and participating appropriately in social interactions across academic, home, and community settings with 80% accuracy.

Goal 2. The student will demonstrate understanding that communication serves a variety of purposes, including requesting, informing, questioning, expressing emotions, building relationships, solving problems, and sharing experiences.

Goal 3. The student will demonstrate improved awareness of communication contexts by adjusting communication based on the setting, communication partner, and purpose of the interaction.

Goal 4. The student will demonstrate improved reciprocal communication by recognizing the needs of communication partners and responding appropriately during conversations.

Goal 5. The student will demonstrate increased understanding of effective communication by identifying characteristics of successful and unsuccessful interactions and applying this knowledge during functional communication activities.

SELF-AWARENESS

Goal 6. The student will demonstrate increased self-awareness by identifying personal strengths, challenges, interests, and support needs across educational settings.

Goal 7. The student will accurately identify personal communication strengths and areas of need and describe strategies that support successful communication.

Discovering Personal Profile, Strengths and Weaknesses

Present Level Example: [Client] demonstrates limited awareness of personal communication strengths and challenges, which affects their ability to set meaningful goals and self-advocate in therapeutic and educational settings.

Baseline Example: During baseline data collection, [Client] independently identified 0 out of 2 personal communication strengths without prompting, requiring direct modeling to generate an example.

Long Term Goal: By [annual review], client will identify personal communication strengths and articulate individualized goals for social communication therapy with 80% accuracy across 3 consecutive sessions, as measured by clinician data collection.

Objectives:

1. Given direct modeling, client will identify 1 personal communication strength with 80% accuracy across 3 trials.
2. Given moderate verbal/visual cues, client will state 1 personal goal for therapy with 80% accuracy across 3 trials.
3. Given minimal cues, client will independently name at least 2 personal communication strengths with 80% accuracy across 3 trials.
4. Client will independently state at least 2 personal goals for social communication therapy with 80% accuracy across 3 sessions.
5. Client will independently describe their strengths and goals to a new or unfamiliar communication partner with 80% accuracy across 2 opportunities.

Progress Monitoring Statement: Progress will be monitored through clinician observation and structured self-reflection activities during weekly sessions, with data reviewed every 3 sessions.

Understanding Neurological Differences in Communication

Present Level Example: [Client] demonstrates difficulty understanding that communication differences stem from neurological variation rather than effort, which can contribute to self-blame following communication breakdowns.

Baseline Example: During baseline data collection, [Client] was unable to explain that brains process communication differently without maximum verbal cues and visual support.

Long Term Goal: By [annual review], client will explain that communication differences result from brain differences and identify contributing factors in miscommunication scenarios with 80% accuracy across 3 sessions.

Objectives:

1. Given a visual support, client will identify that brains work differently from person to person with 80% accuracy across 3 trials.
2. Given moderate cues, client will explain in simple terms that communication differences are not about effort, with 80% accuracy across 3 trials.
3. Given minimal cues, client will identify at least 1 contributing factor in a given miscommunication scenario with 75% accuracy across 4 trials.
4. Client will independently identify a possible cause of miscommunication in a novel scenario with 80% accuracy across 4 trials.
5. Client will independently apply this understanding to a real-life miscommunication they experienced, describing a non-blaming explanation, across 2 opportunities.

Progress Monitoring Statement: Progress will be monitored via structured discussion tasks and scenario-based questioning during weekly sessions, with accuracy data reviewed every 3 sessions.