

Example ND-Affirming Goals

Goals should be individualized, written with the client's or student's unique strengths, preferences, and needs in mind. When possible, it's important to work collaboratively with the individual, their family, and other members of an individual's team. In most settings, goals are specific, measurable, attainable, relevant, and time bound (SMART). The following are examples. Modify them as needed so they are individualized and meet the requirements of your setting.

Communication

Given unrestricted access to AAC, and emotional, sensory, and executive functioning supports, [X] will use multimodal communication (including spoken language, sign language, gesture, body language, AAC device, etc.) to communicate for a variety of communicative functions (i.e., request, refuse, comment, greet) in 80% of opportunities when provided with minimal cues across 3 consecutive sessions.

Gestalt Language (Stage 1)

Given verbal models in a variety of settings, [X] will spontaneously use 5 new gestalts (NLA Stage 1) to communicate a variety of pragmatic intentions, in addition to labeling (i.e., commenting, requesting, protesting, asking a question, etc.) as measured by language samples taken across 3 environments.

Regulation (Identifying Regulatory State)

Given a visual representation of bodily sensations and regulatory states, [X] will identify their energy level and/or bodily sensations using multimodal communication in 80% of opportunities across 3 consecutive 1:1 sessions.

Concrete Problem Solving

When well regulated during a preferred activity, [X] will generate one solution per given concrete problem (e.g. a character is hungry, a door is locked, a character's hands are dirty, etc.) during pretend play in 4/5 opportunities when provided with minimal cues across 3 consecutive sessions.

Emotional Problem Solving

When well regulated during a preferred activity, [X] will generate one solution, regulation strategy, and/or preventative technique per given emotion (e.g. a character is sad, angry, lonely, etc.) during pretend play in 80% opportunities when provided with minimal cues across 3 consecutive sessions.

Communication Styles

Given a [video, 3-5 sentence passage, hypothetical scenario][X] will identify the communication styles used (e.g. direct/indirect, assertive/passive, figurative/literal) and explain how those communication style choices may be perceived in 80% of opportunities when provided with minimal cues across 3 consecutive sessions.

Inferencing/Perspective Taking

[X] will demonstrate understanding of his own and others' perspectives by inferring why a person may act a certain way in a particular situation and identifying what he may feel or do in a similar situation in 80% of opportunities when provided with minimal cues across 3 consecutive sessions.

Self-Advocacy/Navigating Communication Breakdowns

[X] will self-advocate and/or navigate communication breakdowns during peer interactions by [stating misunderstanding or confusion, asking for clarification, offering her own ideas, checking to see if others are following her story, and/or expressing difference of preference] in 80% of opportunities when provided with minimal cues across 3 consecutive sessions.

