SAMPLE GOALS
for High School Students with ASD

Executive Functioning Skills

After exploring a variety of visual organization tools with the ESE teacher (such as a planner, online calendar, task list, etc.), student will select a method and use it to accurately record assignments and due dates on 9 out of 10 consecutive provided assignments over a 9-week term and maintain this level of accuracy throughout the remainder of the grading period.

- Student will independently break down the parts of a long-term assignment into benchmarks with separate "due dates" in order to complete the full assignment on time on 4 out of 5 consecutive assignments over a 9-week grading period.

- Across academic and employment environments that include distracting stimuli or activities, Student will complete tasks requiring three or more steps with 90% or higher accuracy, within a specified time frame appropriate to the task.

- Given verbal directions, Student will independently complete a multi-step task without requiring reminders or prompting.

- Student will complete an assigned task at 90% accuracy within a state time frame.

- Student will task analyze an assignment and identify sequential steps necessary to obtain full credit, with hypothesized time needed to complete each step.

- Student will describe two or more methods that can be used to support task attention and apply these methods to successfully complete a task within time limits, at 90% accuracy.

- Student will divide a long-term goal into discrete subtasks and set a timeline achieve the goal by annual review.

Self-Regulation

- Student will identify from scenario examples what constitutes a good and a poor demonstration of self-regulation skills.

- Student will demonstrate use of self-regulation strategies in role-plays about dealing with difficult peers, educators, nonpreferred tasks, and family situations.

- Student will communicate the appropriate choice when presented with four alternative responses to a situation requiring self-regulation or self-management, with 85% accuracy.

- Student will research options for self-regulation and determine 2-3 strategies that they feel will be helpful. Student will then utilize those strategies in order to calm down without displaying physically aggressive behavior on 10 out of 10 consecutive opportunities over a 9-week grading period.

- The student will work with the ESE teacher to create a scale to identify level of emotions (such as a 5-point scale or zones of regulation) and appropriate actions to respond to those emotions.

- The student will use a scale to accurately identify the level that their emotions are currently on and how to respond in that situation, at random intervals within the school day, with 90% accuracy on 9 out of 10 consecutive opportunities over a school week, and maintain that level of accuracy over the remainder of the grading period.

Self-Advocacy

- Student will state accommodations that are included on his/her IEP, how they support his education, and under what circumstances these accommodations will be used, when asked, with 100% accuracy with at least three different people.

- Student will articulate the difference between ADA and IDEA accommodations, and which of his/her accommodations will be acceptable at work or postsecondary education, with 100% accuracy.

- Student will self-advocate by selecting a preferred elective class from an array of available classes during annual planning sessions.
- Student will describe the general characteristics of his/her disability, naming at least four features that can be strengths associated with the disability, and four features that can be challenges associated with the disability.

- Student will describe how his/her disability impacts him academically, socially, physically, and emotionally, providing examples from his/her own lived experience.

- Student will respectfully disagree with authority figures, and suggest an alternative view, action, or understanding, refraining from raising his voice above 50 db. for at least 90% of disagreements across a marking period.

- Student will demonstrate choice-making skills by selecting between two options within 30 seconds, at least three times daily across three consecutive weeks.

- Student will set a long-term goal for attainment by annual review and state the goal to his IEP team.

- Student will identify good and bad choices for executive functioning tasks, social interactions, self-care and self-advocacy when presented with scenarios requiring problem-solving, with 80% accuracy across 3 consecutive weeks.

- Student will state a more appropriate choice when presented with problematic solutions to scenarios featuring self-advocacy and self-management choices.

- Student will identify an unsafe situation, or situation where student rights are being violated, when presented with scenarios, and will verbally communicate three appropriate solutions.

- Student will state steps to take when being facing a situation where he/she is experiencing discrimination based on any EEOC category, with 100% accuracy.

- At the beginning of each course, Student will approach the instructor and explain his/her academic accommodations, and any non-academic supports that may be helpful (fidgets, headphones), with 100% accuracy.

- Student will answer questions from instructors about his accommodations and how they support him/her, and the impact of his/her disability on class participation.

- Student will state medical information, including any medications taken, dosage and frequency.

- Student will generate anticipated outcomes of several different self-advocacy approaches and identify which approach would result in the greatest benefit and likelihood of being successful.

- The student will independently request his/her accommodations either verbally or in writing on 9 out of 10 consecutive assignments over a 2-week period and maintain this level of accuracy throughout the remainder of the grading period.

- The student will request assistance when needed 9 out of 10 consecutive assignments over a 2-week period and maintain this level of accuracy throughout the remainder of the grading period.

Self-Awareness

- When asked about their disability, student will name three strengths that may be related to the disability, and three ways in which the disability creates challenges for them with 100% accuracy as judged by parents and teachers.

- Student will explain ASD to a peer or group within a class in a brief essay or PowerPoint presentation, including at least three facts about ASD's impact on them.

- Given a word bank, student will answer questions about their strengths and their areas of needed improvement as identified by the IEP team, with 90% accuracy

- Student will create a report about a figure from history or current times who has the same disability as the student, including two facts about the way the person is/was impacted by the disability, what their accomplishments are, with fewer than ____ grammatical errors.

- Student will identify a career path or area that he may wish to pursue after high school and will research the qualifications and traits needed to be successful in that field, and will self-evaluate to identify areas of skills already in possession and those needing his attention to be prepared to pursue that career.

- Student will rank order his academic areas from strongest to weakest, and state areas he needs to work on to be successful in a career or postsecondary education.

- Student will accurately list his accommodations.

- Student will identify physical signs and feelings of emotional distress, and identify two strategies that can be used at that time to support self-regulation.

- The student will state his/her disability, how it impacts his/her progress in relation to a specific situation, and identify an appropriate accommodation to help him/her be successful in that situation on 4 out of 5 consecutive opportunities over a 9-week grading period.

- The student will compile a list of at least five strengths and areas of difficulty in relation to a specific situation and explain their impacts on his/her success on 4 out of 5 consecutive opportunities over a 9-week grading period.

Self-Management

- Student will test three systems for self-management of assignments, homework completion, and staying on task and analyze the outcomes to determine what system works best for him.

- Student will describe strategies that help him to remain focused during class, and implement these strategies for 90% of all class periods across a two-week period as rated by instructors.

- When given a task requiring multiple steps or a long-term project, student will articulate a goal and break it down into steps needed to achieve the goal.

- Student will create a goal and demonstrate completion of steps toward that goal over the course of a quarter with no more than one reminder per week.

- The student will use a self-management tool (such as a Motiv-Aider or timer set on phone) to identify if he/she is on task at random intervals throughout the school day and chart his or her progress on 9 out of 10 consecutive opportunities over a school week and maintain that level of accuracy over the remainder of the grading period.

- The student will make predictions as to how long a task will take them to complete and then evaluate if their predictions were accurate and if inaccurate identify what additional factors need to be taken to mitigate that error on future assignments on 9 out of 10 consecutive assignments over a school week and maintain that level of accuracy over the remainder of the grading period.

Theory of Mind Skills

- When given a hypothetical or real scenario, the student will identify how their actions may impact another person (both positively and negatively) on 9 out of 10 consecutive opportunities over a 9-week grading period.

- When given a situation, the student will predict how another may feel and respond on 9 out of 10 consecutive opportunities over a 9-week grading period.

- After participating in a social skills program, the student will improve reciprocal actions (helpful to peers) independently, detecting appropriate occasions using an inventory of signals, in 8 out of 10 distinct instances over a 4-week period

Problem Solving Skills

- When given a situation, the student will generate possible solutions and determine and defend which course of action would be best 9 out of 10 consecutive opportunities over a 9-week grading period.

- When reflecting on a situation, the student will complete a social autopsy to determine what other courses of action he/she could have taken and determine and defend which option would be best 9 out of 10 consecutive opportunities over a 9-week grading period.

- The student will ask for 'clarification and more information' when needed and demonstrates command by explaining verbally what they need clarification for, with accuracy in 7 out of 10 opportunities

Hygiene and Grooming

- The student will generate a task list of grooming activities that must take place before coming to school and follow the task list independently, as measured by obvious signs of completion when he arrives at school (such as brushed hair, non-wrinkled clothes, etc.) on 9 out of 10 consecutive opportunities over a 2 week period and maintain this level of accuracy throughout the remainder of the grading period.

- Following written instructions, the student will independently apply a toileting routine and remain clean, properly groomed and dressed, with a toileting time of 5 minutes or less during school hours with 2 daily reminders for up to 1 month, 1 morning reminder thereafter as appropriate, accompanied along by a positive reinforcement schedule.

Interpersonal Interaction

- Student will determine steps of meeting someone new and demonstrate the skill through role play on 4 out of 5 consecutive opportunities over a 2-week period and maintain this level of accuracy throughout the remainder of the grading period.

- Student will demonstrate small talk skills by role playing conversation on non-preferred topics on 4 out of 5 consecutive opportunities over a 2 week period, and maintain this level of accuracy throughout the remainder of the grading period.

- Student will successfully engage in trading information with peers during breaks according to basic social skill communication rules, resulting in two or more afterschool or weekend get-togethers with peers in a month.

Negotiating Skills

- The student will speak to the teacher to determine a mutually agreed upon appropriate amount of extended time to complete an assignment, either verbally or in writing on 4 out of 5 opportunities over the course of a 9-week grading period.

- For a group work assignment, the student will negotiate expected tasks for completion for each student and the due date to share their work with the rest of the group either verbally or in writing on 4 out of 5 opportunities over the course of a 9-week grading period.

- Student will internalize the five step elements of negotiation and will be able to label the process during a mock job interview with 85% accuracy.

Knowing the Culture of Postsecondary Settings

- By means of independent research, Student will a) observe and understand the basic structure of a business at which they are interested in working and b) practice interviewing skills for this position in an open dialogue, by the end of the second 9 weeks.