

Collaborative Goal Writing with Dynamic Service Delivery

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Who is Here?

Today

IDENTIFY HOW TO STREAMLINE GOAL WRITING

STRATEGIES FOR COLLABORATION DEVELOPING GOALS AND INTERVENTIONS

PROJECTS THAT FACILITATE MULTIPLE SKILLS

SAMPLE COLLABORATIVE GOALS AND CO-TAUGHT ACTIVITIES

How did
we get
here?



SPEECH THERAPIST



what my friends think I do



what my mom thinks I do



what society thinks I do



what kids think I do



what I think I do



what I really do

School Psychologists



What my coworkers think I do.



What my friends think I do.



What society thinks I do.




What my boss thinks I do.



What I think I do.



What I actually do.



NAME
that
PROVIDER

A large, solid pink circle is centered on the page. Inside this circle, the word "ARTICULATION" is written in a white, uppercase, sans-serif font. Below the word is a thin, white, wavy horizontal line. The background of the entire image is white, featuring several faint, concentric circles in a light gray color, some of which are dashed.

ARTICULATION

MOTOR COORDINATION

BEHAVIOR MANAGEMENT

A large green circle with a white outline, containing the text 'TIME ON TASK' and a horizontal line. The circle is centered on a white background with faint, concentric dashed lines.

TIME ON TASK

A large blue circle is centered on the page. Inside this circle, the word "MATH" is written in a white, sans-serif, uppercase font. Below the word, there is a thin, white, slightly wavy horizontal line. The background of the entire image consists of several concentric circles in a light gray color, some of which are dashed and some are solid, creating a subtle geometric pattern.

MATH

PRAGMATICS





SELF-ADVOCACY

SOCIAL SKILLS

SELF REGULATION



READING

SOCIAL COMMUNICATION

The image features a large, solid green circle centered on a white background. Inside the green circle, the words "SOCIAL" and "COMMUNICATION" are written in a white, sans-serif, uppercase font, stacked vertically. Below the text, there is a thin, white, horizontal wavy line. The background is decorated with several faint, concentric circles of varying shades of gray, some solid and some dashed, creating a subtle pattern around the central green circle.

EXECUTIVE FUNCTIONING

A large pink circle is centered on the page. Below the word 'PLANNING' is a white, hand-drawn wavy line. The background features several thin, light gray concentric circles and some dashed lines, creating a subtle geometric pattern.

PLANNING



ORGANIZATION



WRITING



TURN TAKING

SPECIAL EDUCATION TEACHER



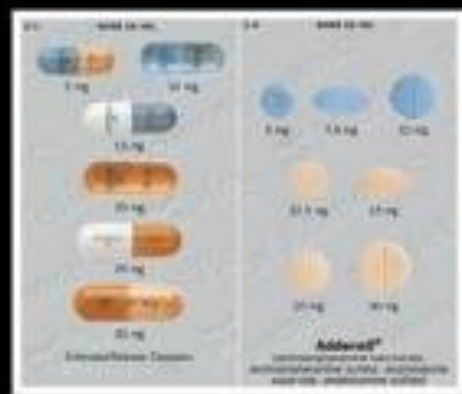
What my friends think I do



What my mom thinks I do



What other teachers think I do



What my society thinks I do



What I think I do



What I actually do

OCCUPATIONAL THERAPIST



What society thinks I do



What my parents think I do



What my friends think I do



What other healthcare professionals think I do



What I think I do

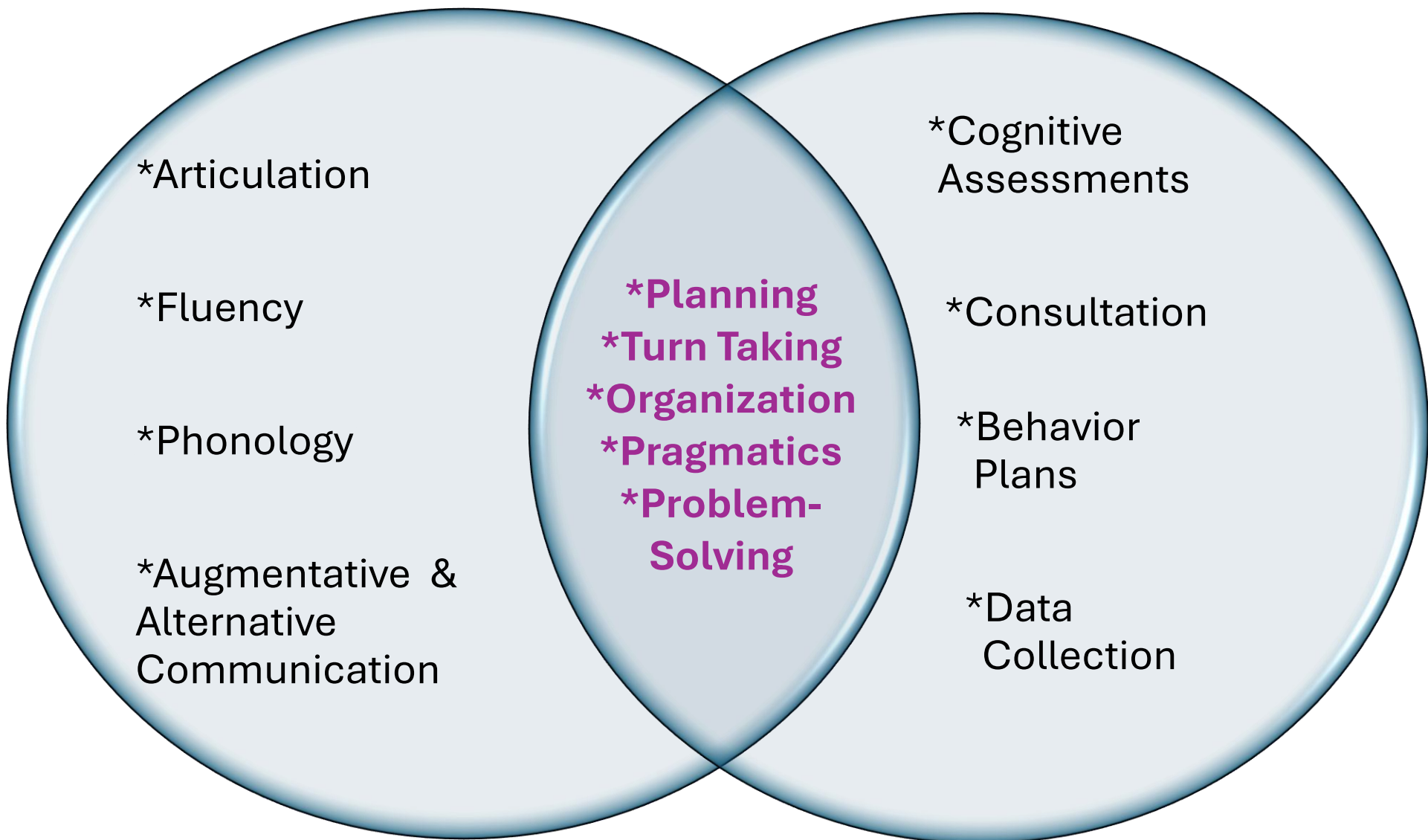
**all
of the
above.**

What I really do

Areas of Need

Speech Language Pathologists

School Psychologists





Social Communication

is more than simply talking
to someone

Social Communication

- Shared Attention
 - Look up and Look around (What is everyone else doing?)
 - We are in it together (You following me/us?)
- Nonverbal Cues (Recognizing and Demonstrating)
 - Body Language
 - Facial Expressions
 - Gestures

Social Communication

- Turn Taking
 - Shifts in topic
 - Shifts in attention
 - Interrupting
- Pragmatics (Hidden Agenda)
 - Inference Information
 - Context
 - Intention
 - Ambiguity

Social Communication

- Problem Solving
 - Identify the problem
 - Cognitive Flexibility
 - How can we tackle the activity
 - Collaborate and negotiate
- Planning
 - Organization of thought
 - Action Plan
 - Develop a plan and follow through

Executive Functioning

manage and direct
various aspects of our behavior

Executive Functioning

- Plan
 - Create a roadmap to reach a goal or complete a task
- Organize
 - Arrange or place things according to a system

Executive Functioning

- Inhibit
 - Think before you act (speak)
- Shift
 - Adapt to changing conditions
- Initiate
 - Begin a task

Executive Functioning

- Emotional Regulation
 - Manage emotions in order to stay engaged
- Self Monitor
 - Self-evaluate – is what you are doing working for you?



Collaboration



OBGYN



Physical
Therapist



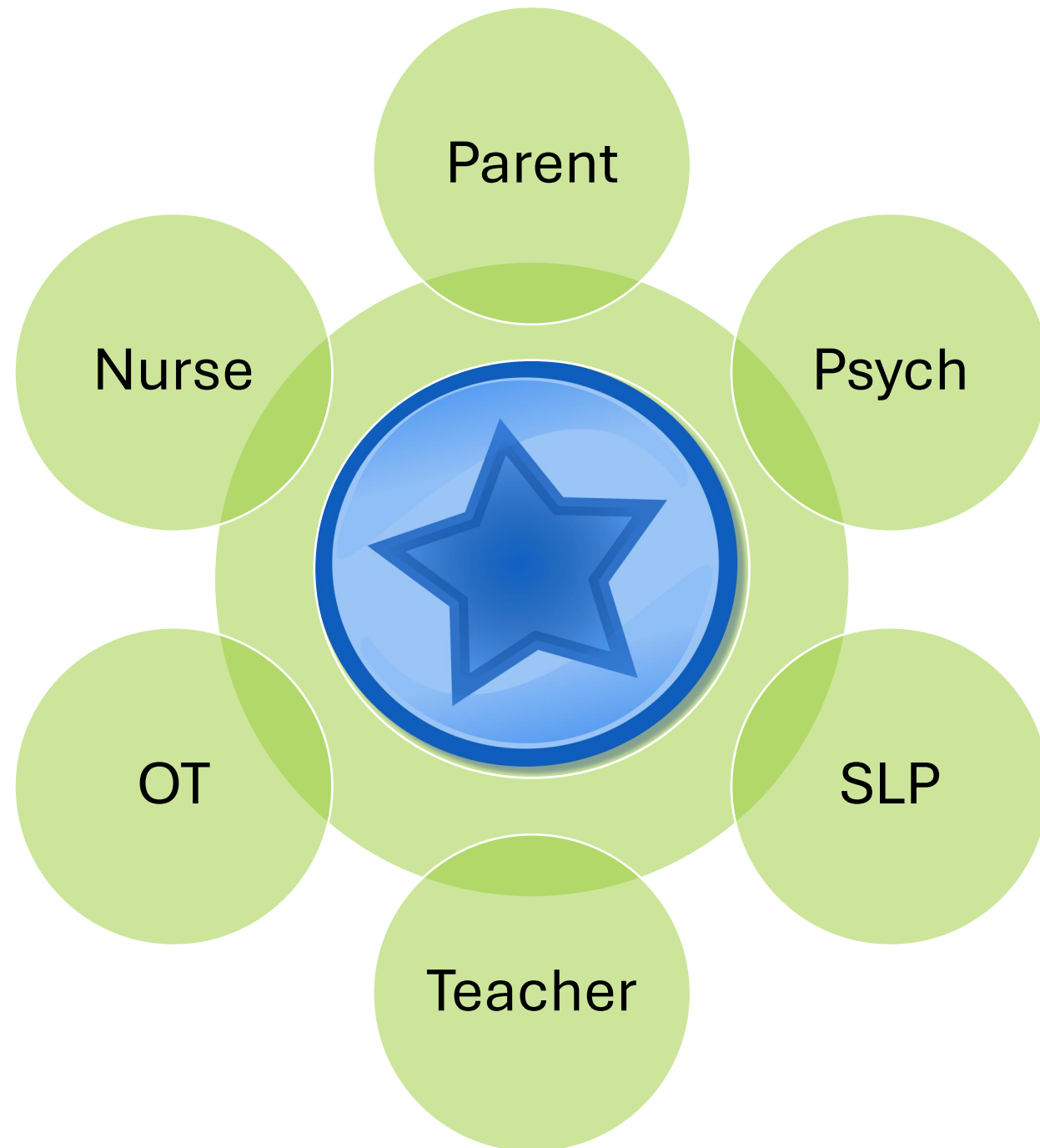
Chiropractor



Family Doctor



Husband



COLLABORATIVE GOALS

This is why you are here right?

Social Communication

- XXXX will follow the rules of conversation

XXXX will recognize and follow nonverbal cues for turn taking

XXXX will use behaviors modeled by others to guide his behavior

XXXX will initiate and maintain a conversational interaction of more than 4 turns

- XXXX will recognize and demonstrate understanding of nonverbal cues when interacting with others in a small group.

XXXX will recognize when a conversation has ended and move on to another topic or task

Emotional Regulation

- XXXX will be able to express his emotional state and utilize a strategy to regulate himself
 - XXXX will point to corresponding emotion on a visual support and which strategy he will use
 - XXXX will verbally express his emotion and the strategy he will use
- XXXX will attempt a task prior to asking for help
- XXXX will adjust behavior/response based on feedback from others

Self-Advocacy

- XXXX will appropriately advocate for her needs by raising her hand and asking questions that are relevant and on topic
- XXXX will independently advocate for herself by asking for assistance or clarification from an adult
- XXXX will appropriately advocate for herself in and outside of the classroom (lunch room and hallways) by verbally or nonverbally (e.g., raising hand) asking for assistance or clarification from an adult
- XXXX will demonstrate appropriate time and place to advocate for her needs (e.g., after class, through e-mail, etc.)

Problem Solving/Organization

- ➡ XXXX will verbalize his mental plans to complete a task
 - XXXX will identify the problem
 - XXXX will develop a plan with support
 - XXXX will independently carry out the plan

Collaboration for Service Delivery

Create successful social interactions

Opportunities to practice skills

Tackle teachable moments

Quality contact

Target specific behaviors within an activity

Differentiation

Debrief

ACTIVITIES

Or is this reason you are here?

HOW



Reduce the amount of verbal communication that comes from the adults



SABOTAGE (Reasonable Challenges)



Don't jump in



Comment on the environment



Always have visual supports they can refer to (pictures or written)



Assess student abilities and consider how they can compliment each other

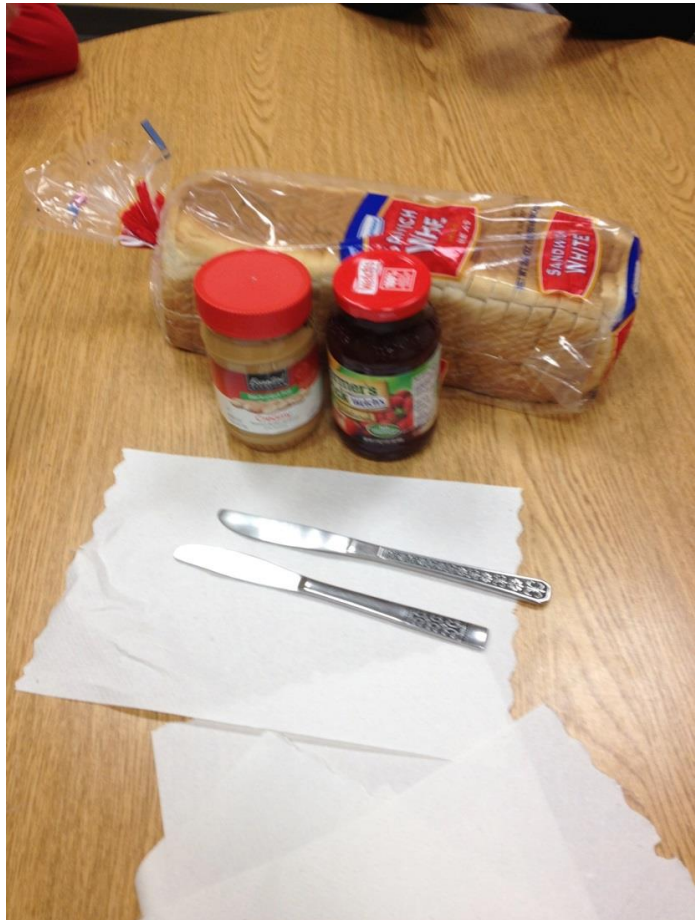
Peanut Butter and Jelly

- Objectives

- Planning
- Sequencing
- Communicating effectively
- Listening
- Turn taking
- Self advocacy
- Reciprocal Interaction
- Nonverbal Cues



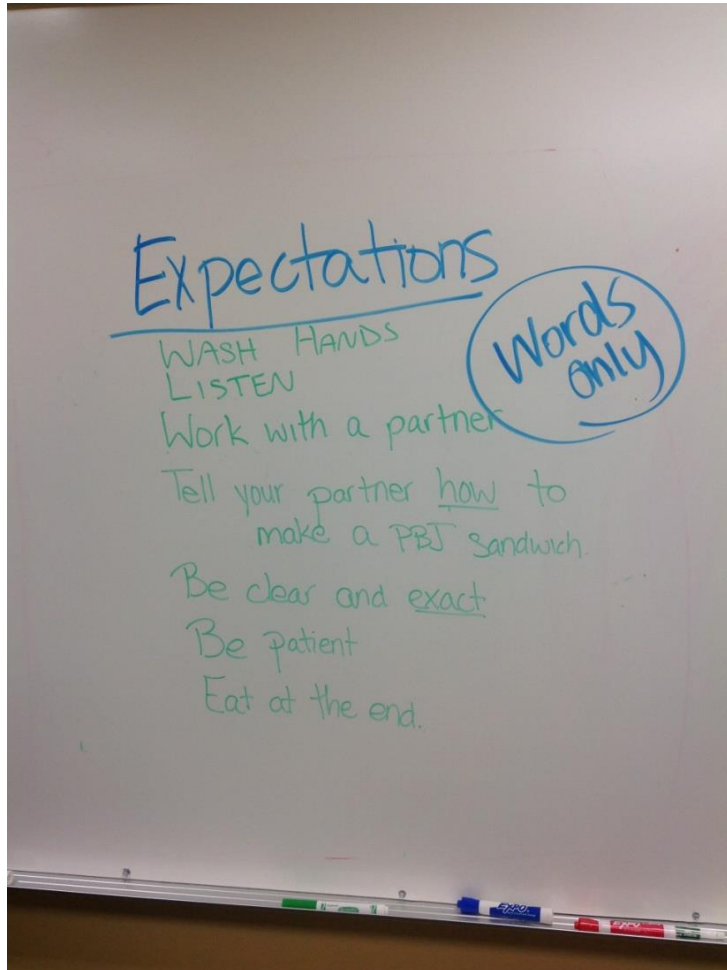
What you need...



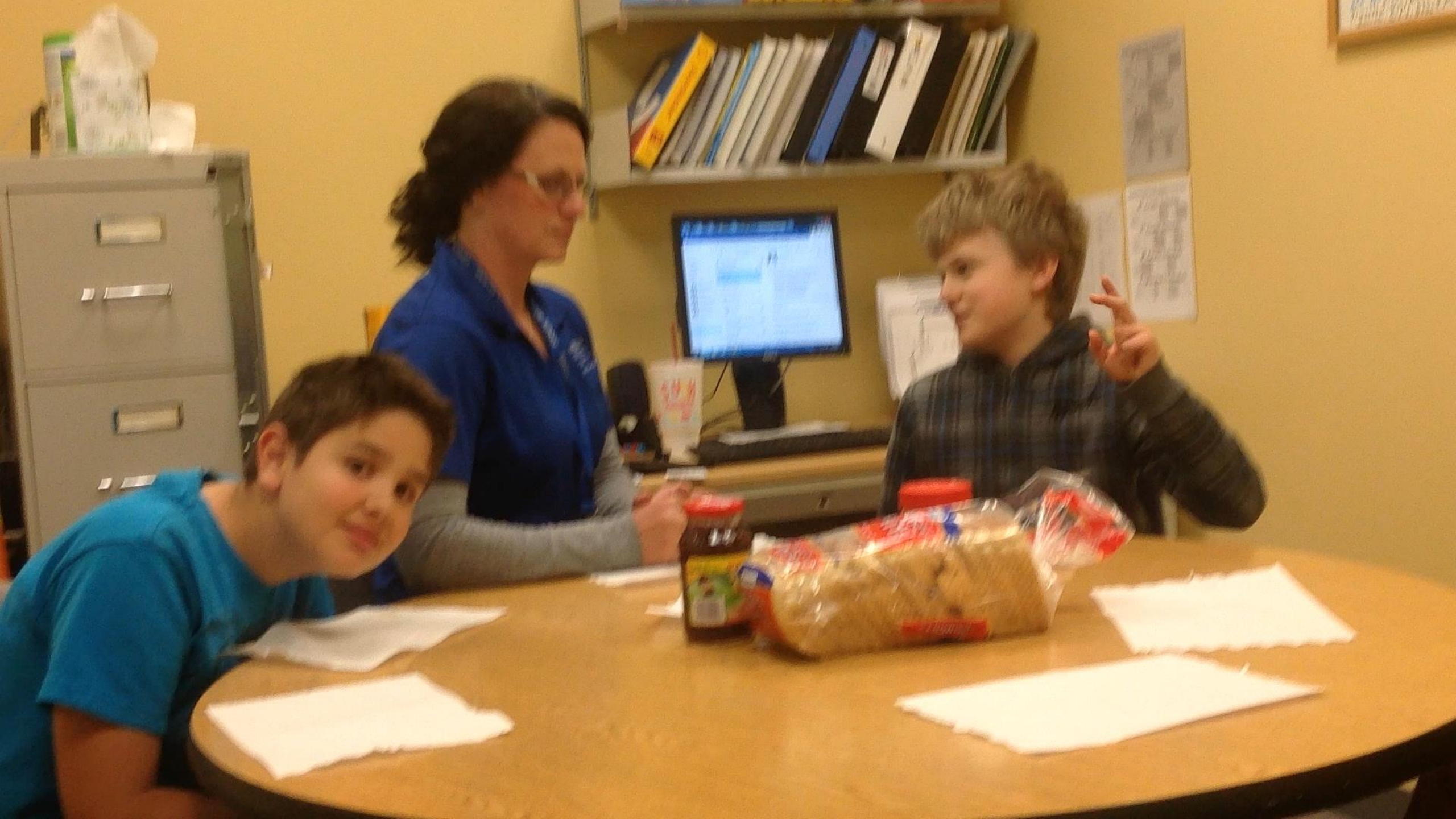
- Bread
- Peanut butter
- Jelly
- Knife
- Paper towel

*Check for Allergies

Expectations



- Wash hands
- Work with a partner
- Tell your partner how to make a PB&J sandwich
- Be clear and exact
- Be patient
- Words only



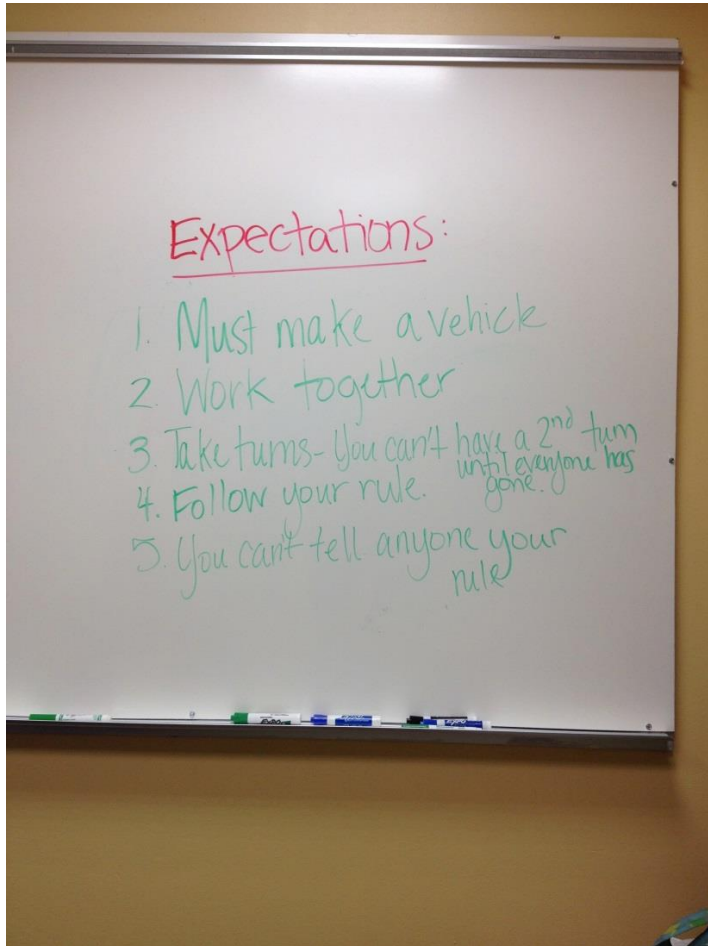
Block Building

- Objectives

- Cognitive Flexibility
- Turn Taking
- Problem solving
- Shared Attention
- Self Advocacy
- Collaborate and Negotiate



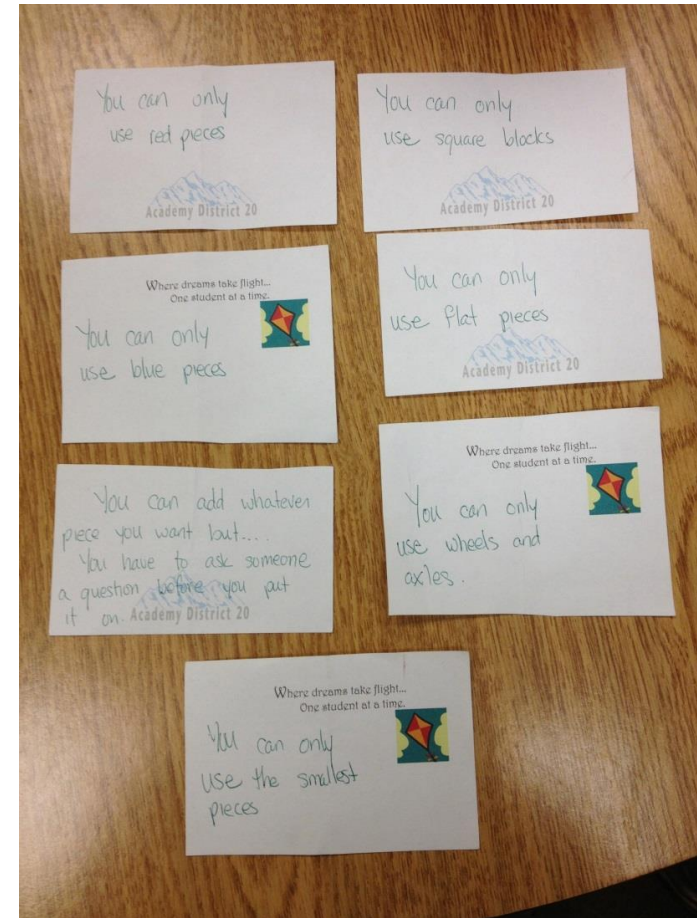
Expectations



- Must make a vehicle
- Work together
- Take turns
- Follow your rule
- You can't tell anyone your rule

Student rules

- “You can only use red pieces.”
- “You can only use flat pieces.”
- “You can only use square pieces.”
- “You can only use wheels and axles.”
- Etc...



Other Great Games

Apples to
Apples

Headbandz

UnGame

UNO

MadLibs

Guestures

Hangman

HeadsUp

Get creative to target skills

Enjoy what you do 😊



THOUGHTS & QUESTIONS



Thank you



SUMMIT

summitpac.net