

Collaborative Goal Writing with Dynamic Service Delivery

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Who is Here?

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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







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How did
we get
here?



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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

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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.

Perception vs Fact.com

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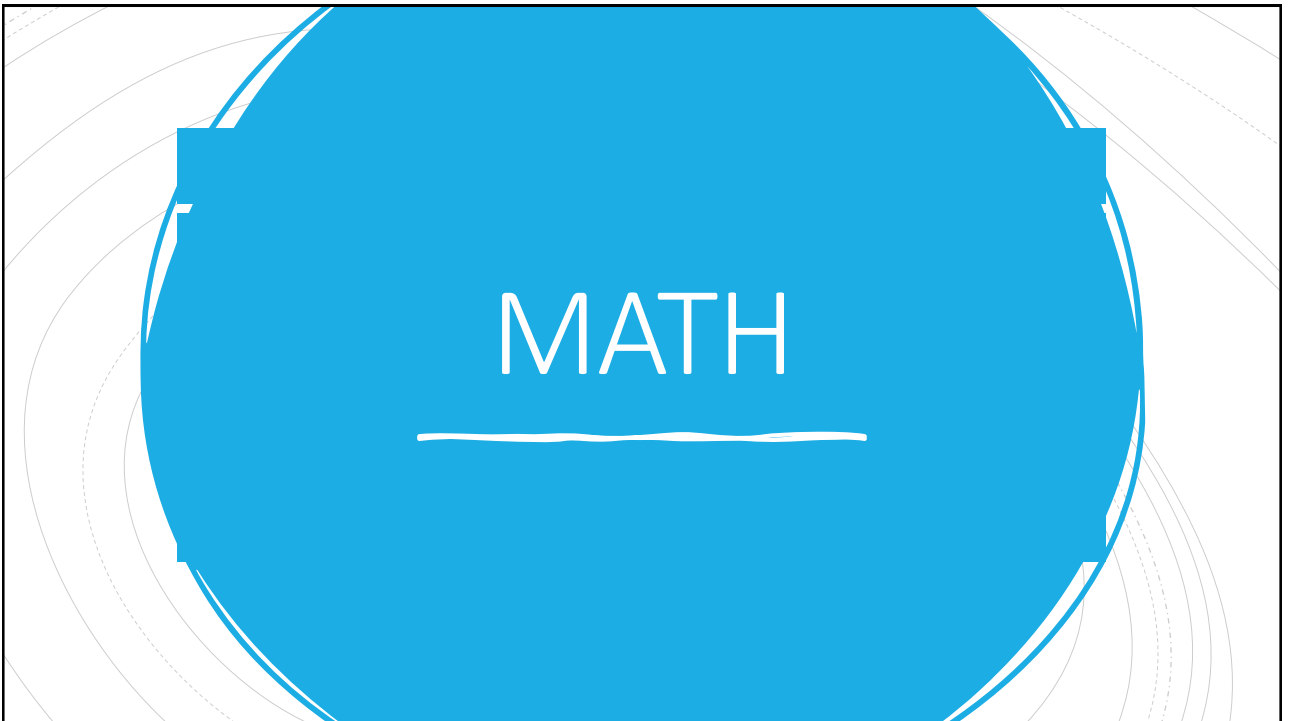
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TURN TAKING

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SPECIAL EDUCATION TEACHER



The grid consists of six images arranged in two rows and three columns. Each image is accompanied by a caption below it. The top row shows external perceptions: friends, mother, and other teachers. The bottom row shows internal and societal perceptions: society, the teacher's own view, and the actual reality of the job.

- What my friends think I do:** An illustration of two cartoon characters, one in a wheelchair and one standing, talking.
- What my mom thinks I do:** A photograph of a woman with glasses hugging a young boy.
- What other teachers think I do:** A photograph of a woman in a classroom setting, possibly a teacher or aide, looking at papers.
- What my society thinks I do:** A photograph of a pill blister pack with various colored and shaped pills.
- What I think I do:** A photograph of a woman sitting at a table with two children, appearing to be in a classroom or study session.
- What I actually do:** A photograph of a desk completely covered in a large pile of papers and documents.

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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

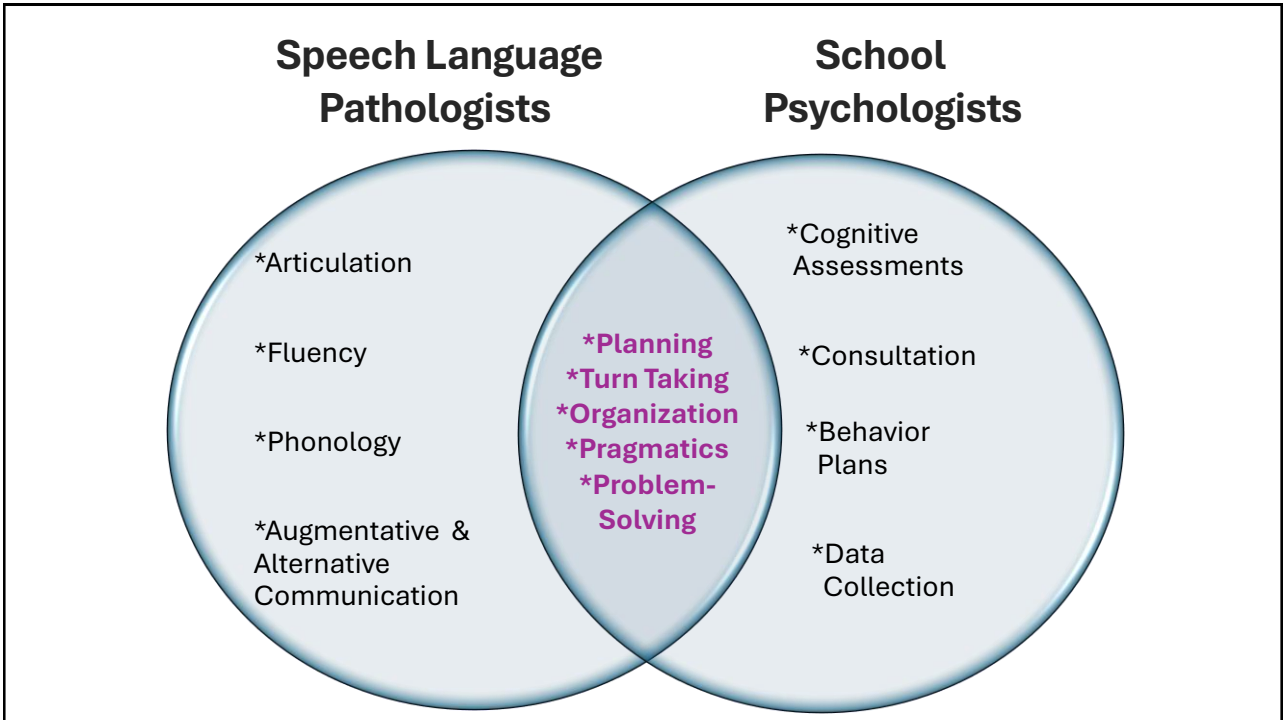


What I really do

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Areas of Need

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Social Communication

is more than simply talking to someone

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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

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Social Communication

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

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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

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Executive Functioning

manage and direct
various aspects of our behavior

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Executive Functioning

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

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Executive Functioning

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

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Executive Functioning

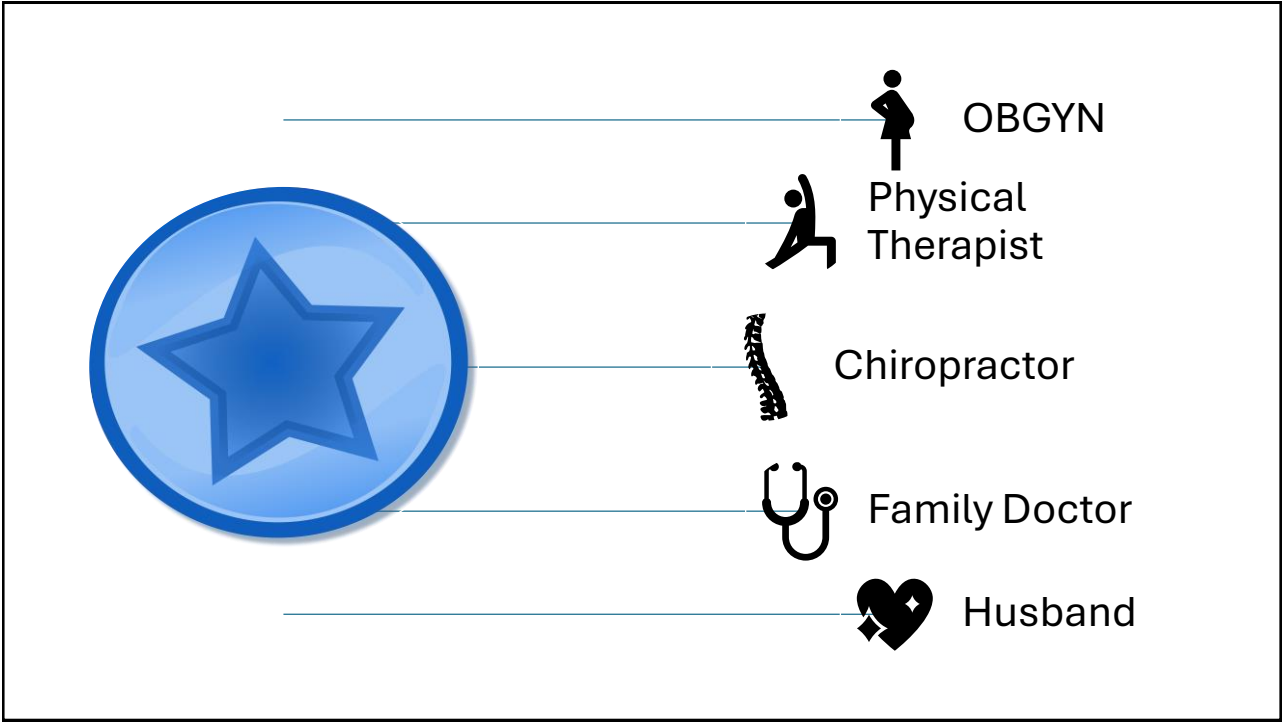
- Emotional Regulation
 - Manage emotions in order to stay engaged
- Self Monitor
 - Self-evaluate – is what you are doing working for you?

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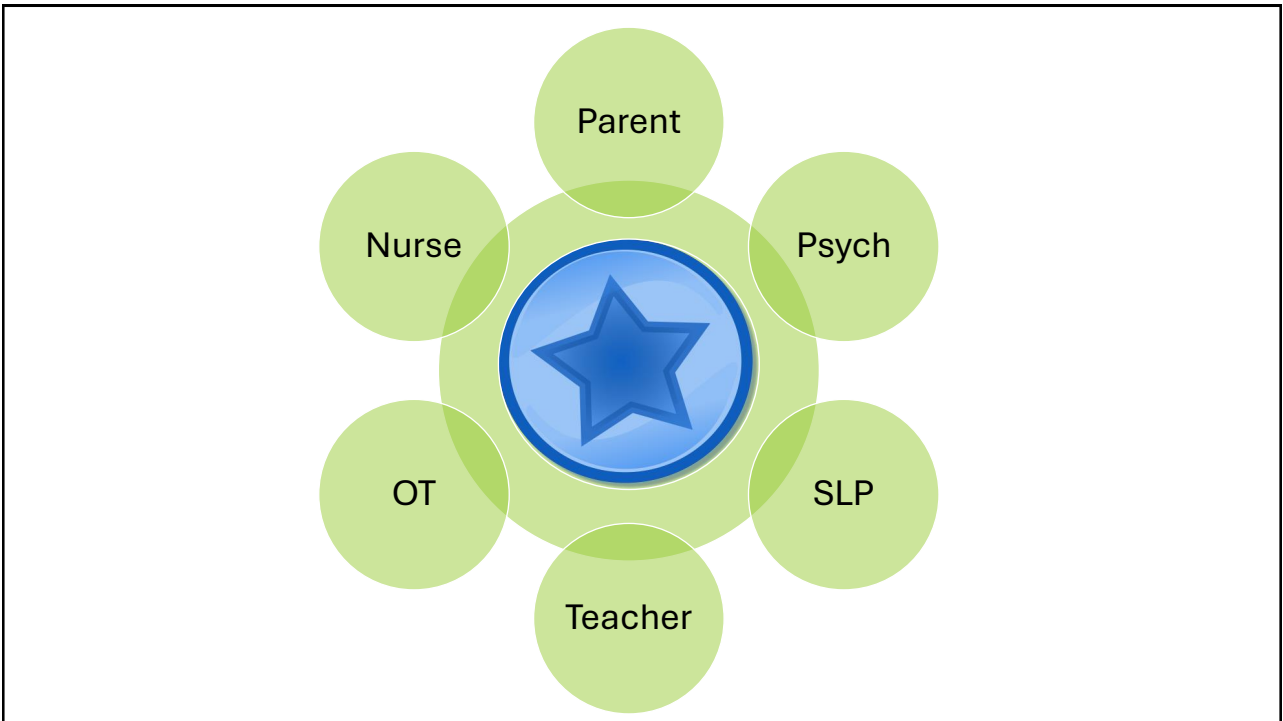


Collaboration

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COLLABORATIVE GOALS

This is why you are here right?

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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

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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

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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.)

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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

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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

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ACTIVITIES

Or is this reason you are here?

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HOW



Reduce the amount of verbal communication that comes from the adults



SABOTAGE (Reasonable Challenges)



Don't jump in



Use Shared speech



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



Assess student abilities and consider how they can compliment each other

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Peanut Butter and Jelly

• Objectives

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



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What you need...

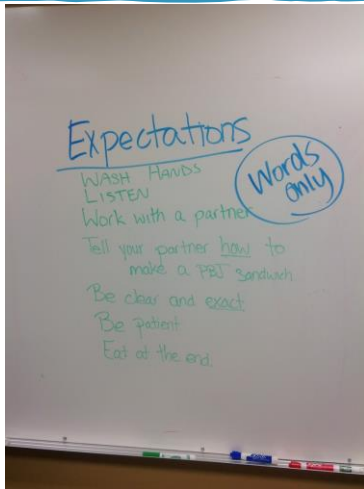


- Bread
- Peanut butter
- Jelly
- Knife
- Paper towel

*Check for Allergies

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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

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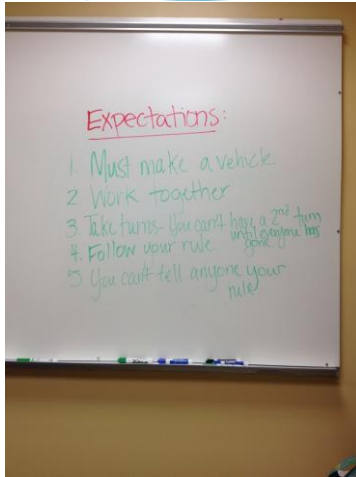
Block Building

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



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Expectations

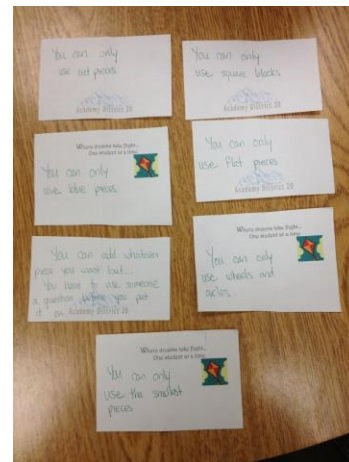


- Must make a vehicle
- Work together
- Take turns
- Follow your rule
- You can't tell anyone your rule

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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...



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Other Great Games

Apples to Apples

Headbandz

UnGame

UNO

MadLibs

Guestures

Hangman

HeadsUp

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Get creative to
target skills

Enjoy what you do 😊

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THOUGHTS &
QUESTIONS

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Thank you



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