

Social Goals

These social goals may be appropriate for your student with autism, depending on the child's age and functioning level.

Early Childhood and Preschool

- The student will respond to his or her name by looking in the direction of the speaker on four out of five opportunities.
- The student will take turns with another child or the instructor for three turns one four out of five opportunities.
- The student will sustain an activity with a peer or teacher for five minutes or longer on four out of five opportunities.
- The student will allow a teacher to insert herself in the child's play by taking a turn or moving an object on four out of five opportunities.
- The student will meet the instructor's eye gaze when requested or to obtain a reward on four out of five opportunities.

Elementary School

- The student will respect another child's personal space on four out of five opportunities.
- The student will be able to describe the reason for three social behaviors, such as using appropriate table manners, saying "excuse me," saying "please," and others, on four out of five opportunities.
- The student will identify his or her own emotional state on four out of five opportunities.
- The student will sustain an activity with a peer or teacher for ten minutes or longer on four out of five opportunities.
- The student will give a verbal or non-verbal response to other individuals initiating an interaction The student will sustain an activity with a peer or teacher for five minutes or longer on four out of five opportunities.

Middle School and High School

- The student will be able to verbally relate how his actions or verbalizations affected other students on four out of five opportunities.
- The student will identify when another child is displaying an emotional state, such as happiness, sadness, anger, etc., on four out of five opportunities.
- The student will state how a social interaction should take place for three different interactions on four out of five opportunities.
- The student will not interrupt other speakers on four out of five opportunities.
- The student will identify how best to respond to another individual when that individual is expressing an emotion on four out of five opportunities.