**Social Goals**

**Rationale:** There is a wealth of research that highlights the need for improved social competency for students with ASD. One key study shows that students with adequate social skills are more likely to have positive outcomes, while significant social difficulties place the child at risk for developing later problem behaviors (Koegel, Koegel, & Surratt, 1992). Researchers Venter, Lord, and Schopler (1992) conducted a study of children with autism and found that social skills during childhood were strong predictors of adult adaptive functioning. Developing goals focused on social competency is essential to improved outcomes for young adults on the Autism Spectrum.

Additionally IDEA (Individuals with Disability Education Act) addresses FAPE (Free Appropriate Public Education) as, *“An educational program that is individualized to a specific child, designed to meet that child's unique needs, provides access to the general curriculum, meets the grade-level standards established by the state, and from which the child receives educational benefit.”* Federal language defines *Educational Benefit* as progress over time on IEP goals, in curriculum, and in adaptive areas such as independence, communication, behavior, and social competency.

**Process:**  The following practices are critical to supporting social competence in students with ASD.

Developing Social Competence Goals

* Be intentional in addressing communication and socialization within an IEP team meeting. Please refer to the [IEP Process Board Template](https://drive.google.com/open?id=13opilOmpObrYm343YRZvhPejNGfMk6igyXPHp4iNqk0) to guide IEP Team meetings.
* Develop goals that support student needs identified in the social / communication area.
* Develop a system for data collection toward goal attainment.

Goal Samples

[Personal Space Goal Sample](https://docs.google.com/document/d/1qqReW8Pp7zO5he1_aSZxpOyXGxWdo727DCezsmCxYDM/edit)

[Hand Raising Goal Sample](https://docs.google.com/document/d/14WTsFAtaGfpAL_pKlvpSTT77ZR4sssjL9_fJXHtNDWU/edit)

[Looking Up Answers with a Partner Goal Sample](https://docs.google.com/document/d/1G6PWCx9_2HQIRHQykpSv-Iya2LB8Ay-eLxrHtPzrRTI/edit)

[Participation in Cafeteria Goal Sample](https://docs.google.com/document/d/1Dw9886_vU8UwW0vS1QovYD34nHjGa0deE1F9jjaGk2o/edit)

[Regulation in PE Goal Sample](https://docs.google.com/document/d/1Elk5xm-bDjpjcPaZ1xg6ZJK4n9-vRQm3ZgsYFLs0mZQ/edit)

[Self Management in Group Work Goal Sample](https://docs.google.com/document/d/1BCCTmgzya5SkyacRdyJ5MtngNiq396ZVdJcvm3u3e0E/edit)

[Completion of Group Work Self Reflection Form Goal Sample](https://docs.google.com/document/d/1bAtjNHdYF2rvu2W5FNjCFL8k2Q64yb3_gCqccEthIpE/edit)

[Independence in Classroom Station Rotations Goal Sample](https://docs.google.com/document/d/1gn0l3tp60T5ttZuFBYnhEASZqYdRnJpn8A59z2954V4/edit)

[Self Management in Assembly Goal Sample](https://docs.google.com/document/d/1LAFea1iq_JeA53Fg4pBTBdxtX9EzejYtS5QQpNRvDTQ/edit)

[Engaging in Non Preferred Activity Goal Sample](https://docs.google.com/document/d/1I4fVXYTVGSxDdrKJcKLYRLhG74j2Ly_Ib-HM7ucYaZM/edit)

[Turn Taking in Conversation Goal Sample](https://docs.google.com/document/d/1hGwE-G3KhVC4O-GWmQiafk2qZknn2QdlPvqsjdGGdis/edit)

[Tolerance Goal Sample](https://docs.google.com/document/d/1H_8t-F4C6wt_ALXQuCe9_iJZptvi1UbB4EpT1LoLPs4/edit)

Additional Resources

[Goal Tracking Template](https://docs.google.com/document/d/1luZ9umohhKzeLSl-U5Y_zkM9VHJ-oJnO9dKhwqfQk1Y/edit)