

# I. Using the *Autism Spectrum Disorder Intervention Manual* in conjunction with the companion evaluation scale

\*NOTE: If the *Autism Spectrum Disorder Intervention Manual* is not being used in conjunction with the companion evaluation scale, the following procedural steps need not be followed.

- Step 1: The student is rated with the school version of the companion evaluation scale.
- Step 2: Conversions of raw scores on the evaluation scale are made. Subscale standard scores, domain quotient and percentile scores are determined; and the companion evaluation scale *Profile Sheet* is completed.
- Step 3: Determine on which of nine characteristics (subscales) the student scores one or more standard deviations below the mean.
- Step 4: For each of the characteristics on which the student scored one standard deviation or more below the mean, determine which behaviors constitute a primary concern in the educational environment (the behaviors with the higher raw scores).
- Step 5: Find goals and objectives from the *Autism Spectrum Disorder Intervention Manual* which represent behavior indicated as a primary concern on the companion evaluation scale.
- Step 6: Determine those interventions from the *Autism Spectrum Disorder Intervention Manual* which are most appropriate in facilitating the student's success in meeting the goals and objectives chosen in Step 5.
- Step 7: If there are any behaviors which are of concern on subscales other than those with standard scores more than one standard deviation below the mean; goals, objectives, and interventions should also be selected for those behaviors.
- Step 8: Share those goals, objectives, and intervention strategies selected for the student with all personnel involved in the student's educational program.

## II. Goals, Objectives, and Interventions

### 1 Appears not to hear others' social initiations

#### Goals:

1. The student will increase his/her interactions with peers.
2. The student will actively involve himself/herself in social situations which require interpersonal exchanges.
3. The student will communicate with others in an acceptable manner in the classroom.
4. The student will give logical and relevant verbal responses to questions.
5. The student will give logical and relevant verbal responses during conversations.
6. The student will improve the ability to express himself/herself verbally.
7. The student will interact with others.
8. The student will voluntarily, actively participate in social situations.

#### Objectives:

1. The student will verbally respond to \_\_\_\_ out of \_\_\_\_ questions asked by a peer.
2. The student will carry on friendly conversations with others on \_\_\_\_ out of \_\_\_\_ occasions.
3. The student will communicate verbally in group games on \_\_\_\_ out of \_\_\_\_ trials.
4. The student will contribute his/her opinion/answer after being recognized by the teacher on \_\_\_\_ out of \_\_\_\_ trials.
5. The student will demonstrate peer interaction skills by sharing materials, waiting his/her turn, and talking in an acceptable manner on \_\_\_\_ out of \_\_\_\_ trials.
6. The student will develop interaction skills and use them when interacting with a peer(s) during \_\_\_\_ out of \_\_\_\_ interactions.
7. The student will greet others with positive comments on \_\_\_\_ out of \_\_\_\_ occasions.
8. The student will interact appropriately with peers in group games with supervision on \_\_\_\_ out of \_\_\_\_ trials.
9. The student will interact for \_\_\_\_ minutes per day with the teacher.
10. The student will interact with a peer \_\_\_\_ times per day.
11. The student will interact with a peer for \_\_\_\_ minutes at a time.
12. The student will participate in conversation with adults \_\_\_\_% of the time he/she is spoken to by an adult.
13. The student will participate in conversation with peers \_\_\_\_% of the time he/she is spoken to by a peer.
14. The student will respond in a positive manner to conversations initiated by others on \_\_\_\_ out of \_\_\_\_ occasions.
15. The student will respond in a positive manner to conversation initiated by authority figures on \_\_\_\_ out of \_\_\_\_ trials.
16. The student will respond to conversational questions from adults \_\_\_\_% of the time.
17. The student will respond to conversational questions from peers \_\_\_\_% of the time.

#### Interventions:

1. Help the student perform appropriate interactions with the use of a shadow person to give verbal cues.
2. Say the student's name first and then speak to him/her.
3. Interrupt the student's line of sight (e.g., get on eye level with the student, physically place yourself in his/her line of vision).

4. Use videos created by familiar individuals to teach information regarding social skills.
5. Provide the student with a peer who is able to assist him/her to make appropriate social comments or actions.
6. Use social stories to instruct the student on how to interact/react in specific situations.
7. Provide instruction regarding appropriate social skills.