

Sample Intervention Goals Based On Core Challenges In Autism Spectrum Disorder

		Prelinguistic Stages	Emerging Language Stages	Advanced Language Stages
Social Communication	Joint Attention	<ul style="list-style-type: none"> ▪ Orienting toward people in the social environment ▪ Responding to a caregiver's voice ▪ Shifting gaze between people and objects ▪ Pairing communication gestures with gaze and/or physical contact when requesting and protesting as culturally appropriate ▪ Directing another's attention for the purposes of sharing an interesting item or event ▪ Attending to emotional displays of distress or discomfort ▪ Sharing positive affect ▪ Initiating social routines 	<ul style="list-style-type: none"> ▪ Expanding communication functions to seek specific emotional responses from others (e.g., seeking comfort, greeting others, showing off) ▪ Commenting to share enjoyment and interests ▪ Recognizing and describing emotional states of self and others 	<ul style="list-style-type: none"> ▪ Understanding what others are indicating with gaze and gestures ▪ Determining causal factors for emotional states of self and others ▪ Using emotions of others to guide behavior in social interactions (e.g., selecting topics based on another's preferences, praising others, sharing empathy) ▪ Considering another's intentions and knowledge (e.g., requesting information from others, sharing information about past and future events)
	Social Reciprocity	<ul style="list-style-type: none"> ▪ Responding to the bids of others ▪ Initiating bids for interaction ▪ Increasing frequency of spontaneous bids for communication ▪ Developing persistence in communication attempts 	<ul style="list-style-type: none"> ▪ Increasing frequency of communication across social contexts and interactive partners ▪ Maintaining interactions by taking turns ▪ Providing contingent responses to bids for interaction initiated by others ▪ Recognizing and attempting to repair breakdowns in communication 	<ul style="list-style-type: none"> ▪ Engaging in topic maintenance (e.g., providing expansion comments) ▪ Maintaining conversational exchanges with a balance between comments and requests for information ▪ Providing essential background information ▪ Initiating and maintaining conversations that are sensitive to the social context and the interests of others

Language and Related Cognitive Skills

- Using a range of gestures to share intentions (e.g., giving, showing, waving, pointing)
- Using effective strategies for protesting, exerting social control, and emotional regulation in order to replace potential problem behaviors used for these functions
- Pairing vocalizations with gestures to share intentions
- Observing and imitating the functional use of objects
- Turning pages and pointing to pictures in books

- Expanding word knowledge and use to include not only object labels, but also action words, modifiers, and relational words
- Understanding and using more creative combinations of words
- Understanding and using more sophisticated grammar
- Engaging in representational play
- Understanding sequences of events in stories, attending to beginning and rhyming sounds, and naming alphabet letters
- Producing a variety of speech sounds

- Enacting social sequences in a representational manner by incorporating themes or modifications introduced by others (e.g., role-playing and visualizing an event before it takes place)
- Understanding and using nonverbal gestures, facial expressions, and gaze to express and follow subtle intentions (e.g., sarcasm and other nonliteral meanings)
- Understanding and using intonation cues to express and follow emotional states
- Understanding and using more sophisticated syntax to provide background information for one's listener
- Understanding and using more sophisticated syntax to show relationships between sentences in conversational discourse
- Demonstrating story grammar knowledge, decoding, and letter–sound correspondence and expanding literacy skills (e.g., reading comprehension and written expression)
- Problem solving, self-monitoring, goal-directed behavior (i.e., executive functioning)

<p style="text-align: center;">Behavioral and Emotional Regulation</p>	<ul style="list-style-type: none"> ▪ Attending to salient aspects of the social environment ▪ Expanding the use of conventional behaviors to regulate one's emotional state (e.g., covering one's ears to block out noise, carrying a preferred toy into an unfamiliar setting to assist in the transition, removing oneself from a situation when overwhelmed) ▪ Protesting undesired activities 	<ul style="list-style-type: none"> ▪ Requesting a soothing activity when distressed ▪ Requesting a break from a given activity ▪ Requesting assistance from others ▪ Using language to maintain engagement within an activity (e.g., "first ... then") ▪ Using language to talk through transitions across activities ▪ Expressing one's emotional state and the emotional state of others 	<ul style="list-style-type: none"> ▪ Preparing and planning for upcoming activities ▪ Perceiving one's actions within social events and predicting social behavior in others in order to self-monitor ▪ Negotiating and collaborating within interactions with peers
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