

Social-Emotional-Behavioral Goal Bank (CPS-Based)

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Note: The following goals are based upon the list of skill categories and individual neurocognitive skills from the Think:Kids Collaborative Problem Solving model® that is the property of Massachusetts General Hospital. The specific skills that form the basis for these goals are taken directly from the "Collaborative Problem Solving Assessment and Planning Tool" from the Think:Kids Collaborative Problem Solving model. This document has been created and shared for the purpose of aiding professionals in the use of this CPS model, and for the purpose of formulating goals that are focused on building these skills.

Language and Communication Skills:

Given instruction, feedback and support, _____ will be able to restate and/or explain directions/expectations back to the teacher in ____% of (___ out of ____) opportunities measured by the end of one academic (IEP) year.

Given instruction, feedback and support, _____ will be able to engage with peers in conversation, making relevant contributions, for a minimum of ___ exchanges in ____% of (___ out of ____) opportunities measured by the end of one academic (IEP) year.

Given instruction, feedback and support, _____ will be able to express concerns, needs or thoughts in an age-appropriate and setting-appropriate manner in ____% of (___ out of ____) opportunities measured by the end of one academic (IEP) year.

Given instruction, feedback and support, _____ will be able to tell someone in an age-appropriate and setting-appropriate manner what is bothering him/her in ____% of (___ out of ____) opportunities measured by the end of one academic (IEP) year.

Attention and Working Memory Skills

Given instruction, feedback and support, _____ will be able to initiate and remain with tasks requiring sustained attention (persevere) for ____ minutes or more in ____% of (___ out of ____) opportunities measured by the end of one academic (IEP) year.

Given instruction, feedback and support, _____ will be able to do tasks in a logical sequence or set order for a task of ___ steps in ____% of (___ out of ____) opportunities measured by the end of one academic (IEP) year.

Given instruction, feedback and support, _____ will be able to keep track of time and use time appropriately to completing ordinary classroom tasks of ___ to ___ minutes in ____% of (___ out of ____) opportunities measured by the end of one academic (IEP) year.

Given instruction, feedback and support, _____ will be able to assess how much time is needed and manage his/her use of that time to complete tasks by the due date/time in ____% of (___ out of ____) opportunities measured by the end of one academic (IEP) year.

Given instruction, feedback and support, _____ will be able to reflect on multiple thoughts or ideas at the same time in order to solve a (social / academic) problem in ____% of (___ out of ____) opportunities measured by the end of one academic (IEP) year.

Given instruction, feedback and support, _____ will be able to maintain focus during activities of ____ minutes or more in length in ____% of (___ out of ____) opportunities measured by the end of one academic (IEP) year.

Given instruction, feedback and support, _____ will be able to ignore irrelevant noises, people or stimuli (tune things out) in ____% of (___ out of ____) opportunities measured by the end of one academic (IEP) year.

Given instruction, feedback and support, _____ will be able to consider a range of solutions to a problem in ____% of (___ out of ____) opportunities measured by the end of one academic (IEP) year.

Given instruction, feedback and support, _____ will be able to consider and select from a range of solutions to a problem in ____% of (___ out of ____) opportunities measured by the end of one academic (IEP) year.

Given instruction, feedback and support, _____ will be able to consider and select from a range of solutions to a problem, and apply that solution successfully in ____% of (___ out of ____) opportunities measured by the end of one academic (IEP) year.

Emotion- and Self-Regulation Skills

Given instruction, feedback and support, _____ will be able to think rationally, even when frustrated, as demonstrated by using verbal/physical restraint and choosing from a range of appropriate options to self-manage in ____% of (___ out of ____) opportunities measured by the end of one academic (IEP) year.

Given instruction, feedback and support, _____ will be able to manage irritability in an age-appropriate way as demonstrated by using

verbal/physical restraint and choosing from a range of appropriate options to manage irritation in ____% of (___ out of ____) opportunities measured by the end of one academic (IEP) year.

Given instruction, feedback and support, _____ will be able to manage anxiety in an age-appropriate way as demonstrated by using verbal/physical restraint and choosing from a range of appropriate options to manage anxiety in ____% of (___ out of ____) opportunities measured by the end of one academic (IEP) year.

Given instruction, feedback and support, _____ will be able to manage disappointment in an age-appropriate way as demonstrated by using verbal/physical restraint and choosing from a range of appropriate options to manage disappointment in ____% of (___ out of ____) opportunities measured by the end of one academic (IEP) year.

Given instruction, feedback and support, _____ will be able to think before responding and consider the likely outcomes or consequences of his/her actions as demonstrated by using verbal/physical restraint and choosing from a range of options for responding to a challenging situations in ____% of (___ out of ____) opportunities measured by the end of one academic (IEP) year.

Given instruction, feedback and support, _____ will be able to adjust his/her arousal level to meet the demands/expectations of a given situation or setting in ____% of (___ out of ____) opportunities measured by the end of one academic (IEP) year. (i.e., coming in and calming after recess; staying alert during working time; staying seated during table work time).

Cognitive Flexibility Skills

Given instruction, feedback and support, _____ will be able to handle transitions and shift from one task to another within the expected amount of time in ____% of (___ out of ____) opportunities measured by the end of one academic (IEP) year.

Given instruction, feedback and support, _____ will be able to demonstrate flexible thinking by acknowledging that there may be variances in how something can be done, or in how others might see something that might be different from his/her original idea in ____% of (___ out of ____) opportunities measured by the end of one academic (IEP) year.

Given instruction, feedback and support, _____ will be able to think hypothetically in order to envision different possibilities for how something might be done or solved in ____% of (___ out of ____) opportunities measured by the end of one academic (IEP) year.

Given instruction, feedback and support, _____ will be able to handle deviations from rules, routines and original plans in _____% of (___ out of _____) opportunities measured by the end of one academic (IEP) year.

Given instruction, feedback and support, _____ will be able to shift from an original ideas, solution or plan and actively follow through with this shift in _____% of (___ out of _____) opportunities measured by the end of one academic (IEP) year.

Given instruction, feedback and support, _____ will be able to take into account situational factors that may mean a change in plans is required in _____% of (___ out of _____) opportunities measured by the end of one academic (IEP) year.

Given instruction, feedback and support, _____ will be able to interpret information accurately, avoiding overgeneralization (*i.e., nobody likes me, things always go bad, I never get a turn, etc.*) in _____% of (___ out of _____) opportunities measured by the end of one academic (IEP) year.

Social Thinking Skills

Given instruction, feedback and support, _____ will be able to demonstrate attention to verbal and non-verbal social cues by responding to peers when they attempt to engage him/her in _____% of (___ out of _____) opportunities measured by the end of one academic (IEP) year.

Given instruction, feedback and support, _____ will be able to demonstrate attention to verbal and non-verbal social cues by allowing opportunity and showing interest in topics/things in which the peer is interested in _____% of (___ out of _____) opportunities measured by the end of one academic (IEP) year.

Given instruction, feedback and support, _____ will be able to demonstrate attention to verbal and non-verbal social cues by using appropriate turn-taking in interactions with peers in _____% of (___ out of _____) opportunities measured by the end of one academic (IEP) year.

Given instruction, feedback and support, _____ will be able to demonstrate attention to verbal and non-verbal social cues by attending to his/her volume and tone of voice in _____% of (___ out of _____) opportunities measured by the end of one academic (IEP) year.

Given instruction, feedback and support, _____ will be able to start conversations with peers in an age-appropriate manner in _____% of (___ out of _____) opportunities measured by the end of one academic (IEP) year.

Given instruction, feedback and support, _____ will be able to enter groups of peers in an age-appropriate manner in _____% of (___ out of _____) opportunities measured by the end of one academic (IEP) year.

Given instruction, feedback and support, _____ will be able to seek the attention of others in ways that are age-appropriate and result in positive peer feedback (*acceptance, inclusion, verbal responses, etc.*) in _____% of (___ out of _____) opportunities measured by the end of one academic (IEP) year.

Given instruction, feedback and support, _____ will be able to demonstrate an understanding of how his/her behavior is affecting others by articulating or otherwise communicating how the other person might be impacted as a result of his/her actions in _____% of (___ out of _____) opportunities measured by the end of one academic (IEP) year.

Given instruction, feedback and support, _____ will be able to demonstrate an understanding of how his/her behavior is coming across to others by articulating or otherwise communicating how the other person might be viewing or thinking about his/her actions in _____% of (___ out of _____) opportunities measured by the end of one academic (IEP) year.

Given instruction, feedback and support, _____ will be able to demonstrate empathy by articulating or otherwise communicating how another person might be seeing or feeling about something in _____% of (___ out of _____) opportunities measured by the end of one academic (IEP) year.

*For more information about the **Collaborative Problem Solving (CPS) approach**®(Mass General Hospital), and trainings on this approach, please see the "CPS with Kids and Adults" page at Bowman Consulting Group, check the training page, email us at the email address below and explore the Think:Kids website listed below.*

<http://bowmanconsultgroup.com/cps-with-kids-and-adults/>

<http://bowmanconsultgroup.com/collaborative-problem-solving-training>

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<http://www.thinkkids.org>

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