

#1 PLAAFP (Social/Pragmatic Language - Conversation Segues)

xxxxxx will continue to work on the development and strengthening of his social-pragmatic language skills, in order to improve his appropriate interactions and responses with adults and peers in the school environment. xxxxxx has made great progress using appropriate body orientation, eye contact, and proximity when communicating to peers and adults both one on one and during group settings. During both 1:1 and small group communicative exchanges/conversation, xxxxxx struggles to maintain and/or change a topic of conversation using appropriate segues. Great progress was noted in this area over this past year; however, currently he uses appropriate segues when making a change in a conversation on approximately 62% of the measured opportunities when provided one visual prompt.

IMPACT: Difficulties in this area of social/pragmatic language, could impact xxxxxx's progress in the educational curriculum, especially his ability to have successful social interactions with peers/adults within his school environment.

GOAL - Conversational Segues

By his next annual ARD, during structured language activities, following explicit instruction on using conversational segues during conversation with peers and/or adults, with modeling, visual and verbal organizers, repeated practice, and role plays, xxxxxx will demonstrate the use of various and appropriate segues, with no more than one visual and/or verbal prompt per conversational topic on an average of 75% of the measured opportunities over a nine week grading period as measured by therapy and classroom observations and data. (Baseline: 62%)

#1 PLAAFP (Social/Pragmatic Language - Responding)

xxxxxx will continue to work on the development and strengthening of his social-pragmatic language skills in regards to responding in a timely manner with an appropriate comment, question, or maintainer, in order to improve his appropriate interactions and responses with adults and peers in the school environment. xxxxxx has demonstrated improvement with responding on the topic being discussed, even if it is a lower interest topic; however, on approximately 50% of the measured trials, xxxxxx would look at the speaker as if he was listening, but did not respond to the comment or question that was being directed toward him. On many of those trials, when asked if he heard the speaker, he would shake his head yes, but still not respond to the comment or question that was made.

IMPACT: Difficulties in this area of social/pragmatic language, could impact xxxxxx's progress in the educational curriculum, especially his ability to have successful social interactions with peers/adults within his school environment.

GOAL - Responding

By his next annual ARD, during structured language activities, following explicit instruction on using conversational segues during conversation with peers and/or adults, with modeling, visual and verbal organizers, repeated practice, and role plays, xxxxxx will demonstrate the ability to respond within 1-3 seconds with an on topic comment, question, or maintainer in order to show conversational partners that he is engaged in the conversation on an average of 75% of the measured opportunities over a nine week grading period as measured by therapy and classroom observations and data. (Baseline: ~50%)

