Take 5: Writing Strengths-Based Goals for Students

INTRODUCTION
Writing meaningful social communication goals can be difficult, but using a strengths-based framework can make it a bit easier. In this course – which is broken into six 5-minute activities – the presenter will utilize a goals rubric to help school SLPs write meaningful and measurable social communication goals that support independence and engagement as long-term objectives. Then the presenter will guide you through actionable steps to use the rubric to write student goals and reflect on the outcomes.

LEARNING OUTCOMES
You will be able to:
- Use a goal rubric to write meaningful, measurable social communication goals for a student on your caseload

CONTENTS
Introduction to Concept .......................................................... 5 min.
Review Examples ..................................................................... 5 min.
Create a Quick Plan .............................................................. 5 min.
Try Your Plan ....................................................................... 5 min.
Reflect on Your Plan ............................................................. 5 min.
Learning Assessment ........................................................... 5 min.

PROGRAM HISTORY and IMPORTANT INFORMATION

Original program date: August 6, 2018
End date: September 14, 2021

To earn continuing education credit, you must complete and submit the learning assessment on or before September 14, 2021.

To see if this program has been renewed after this date, please search by title in ASHA’s online store at www.asha.org/shop.

This course is offered for 0.05 ASHA CEUs (Intermediate level, Professional area).
STATEMENT ON EVIDENCE-BASED PRACTICE

It is the position of the American Speech-Language-Hearing Association that audiologists and speech-language pathologists incorporate the principles of evidence-based practice in clinical decision making to provide high-quality clinical care. The term evidence-based practice refers to an approach in which current, high-quality research evidence is integrated with practitioner expertise and client preferences and values into the process of making clinical decisions.

Participants are encouraged to actively seek and critically evaluate the evidence basis for clinical procedures presented in this and other educational programs.

Adopted by the Scientific and Professional Education Board, April 2006