

Outcomes

EBP



Learner's Name: _____

Date/Time: _____

Observer(s): _____

Interfering Behavior: _____

Directions: Use this sheet to identify goals and/or instructional outcomes for the learner with autism (Steinbrenner et al., 2020).

OUTCOME	DEFINITION	EXAMPLES (NOT AN EXHAUSTIVE LIST)
Academic/Pre-academic	related to performance on tasks typically taught and used in school settings	matching, sorting, classification, identification of shapes/colors/numbers/letters, sequencing, reading, writing, math, spelling, science, social studies
Adaptive	related to independent living skills and personal care skills	telephone, shopping, transportation, map skills, budgeting, cleaning, cooking, opening containers, eating, dressing, grooming, toileting, safety, health
Behavior	related to decreasing or eliminating behaviors that interfere with the individual's ability to learn, especially those that cause harm to self or others	destructive, self-injurious, aggressive, repetitive, maladaptive
Cognitive	related to performance on measures of intelligence, executive function, problem solving, information processing, reasoning, theory of mind, memory, creativity, or attention	test, achievement tests, early learning scales, Tower of London test, Sally Anne test, Test of Problem Solving
Communication	related to the ability to express wants, needs, choices, feelings, or ideas	language, speech, augmentative communication, sign language, manding, tacting, imitating, gestures and/or symbol use
Joint attention	related to behaviors needed for sharing interests and/or experiences	initiating and responding to eye gaze, coordinated joint looks, showing, pointing



Mental health	related to emotional well-being	self-esteem or self-efficacy, anxiety, stress, depression, co-occurring conditions, phobias, other psychiatric conditions
Motor	related to movement or motion, including both fine and gross motor skills, sensory system/sensory functioning	balance, gait, vestibular/proprioceptive functioning, handwriting, typing, use of tools, grip, exercise, participation in recreation
Play	related to the use of toys or leisure materials	symbolic/pretend/functional play, use of toys or leisure materials, development of play schemes, cooperative play with peers/adults, generalization of play behaviors, recess or playground skills, participation in games or play activities
Self-determination	related to self-directed actions in setting and achieving goals or making decisions and problem-solving	self-awareness, assertiveness, self-esteem, self-advocacy, problem-solving, evaluating choices, setting goals, motivation, decision-making, goal achievement
School readiness	related to performance during a task that is NOT directly related to task content	on task, task engagement, waiting, remaining seated, orienting to materials, self-regulation, and self-monitoring, responding to instruction
Social	related to skills needed to interact with others	initiating, facial expression recognition, emotion recognition, empathy, body language, responding to others, taking turns
Vocational	related to employment or employment preparation, self-advocacy, self-determination, and transition planning	changing oil, cake decorating, assembly, filing, relating to customers, problem-solving, time management, computer skills