

Spotlight Pragmatic Goals

Ability to Read Nonverbal Cues

This refers to how well a student noticed or responded to non-verbal information. In a game like Freeze, for example, a student must notice how a person's body is situated. If a student noticed this successfully, that student is utilizing this goal effectively. If a student noticed the staff pointing somewhere, and understood that they meant "Please bring this to me," that student is displaying informed use of this goal.

Appropriate Response & Reaction

This refers to the student's ability to know and use responses and reactions to interactions that are socially competent and expected by the person s/he is interacting with.

Self-Regulation of Energy Level

This refers to a student's first, be aware of their own energy levels and to then regulate accordingly. For example, if a student is feeling/displaying "high" energy levels, to be able to recognize that and to take steps to calm them down enough to stay engaged with the group.

Body Language, Control and Awareness

This refers to both the student's expressive body language and body control (e.g. not hitting others, or tripping over things). This can be ranked based on participating well in a movement-based game such as Freeze, or by using body language in a conversation.

Tone of Voice

This refers to the student's control of their own tone of voice during the session. If a student is exceedingly loud or quiet during the day, it is identified as an area for improvement for that particular student. If a student uses particularly good volume control, inflection, or pitch during the day, this student will be positively reinforced for this and used as an example for others, if appropriate.

Courteous Interactions and Sportsmanship

This refers to a student's ability to interact with peers while playing games, as well as the *quality* of the interaction itself. The largest component of this is during video games or other competitive games. If a student congratulated another student on a good job, that is great sportsmanship. If a student insulted another student during a game, that would merit further instruction. Also, if a student is avoided of interaction and is isolating from group, it is considered an area for development in the "courteous interaction" category.

Distinguishing Between Literal and Figurative

This goal refers to the student's ability to infer the difference between literal and figurative meanings in speech and interaction. This goal is very prominent in the use of humor within the group; knowing when a peer or counselor said something in jest or was seriously conveying a message or feeling.

Flexibility/Thinking on Your Feet

This refers to the ability of a student to experience unexpected changes in the schedule, in a social situation, within a group game, etc. with as little upset as possible.

Group interaction & Collaboration

This refers to how well and how often the student interacted with the rest of the students, as well as worked together with other to accomplish common goals – whether it is successfully completing a game

or coming up with ideas for a project. If a student usually sits alone or out of the group space, not participating, that person is displaying a need for more staff facilitation around this goal.

Identification of Feelings

This refers to a student's ability to not only correctly identify how someone else is feeling, but more importantly, to self-advocate and say things like "That hurts my feelings" or "I love Spotlight." The assessments for this particular goal usually come from less structured times, such as in-between games.

Independent Conversation

This refers to how often a student initiated conversation with others in the group. This is relative to the abilities and comfort level of each individual student. In regards to this goal, staff is observing how well a student is able to connect to others conversationally without staff facilitation.

Joint Attention/Eye Contact

This refers to the student's use of *appropriate* eye contact throughout the session. This includes the ability to look at someone while they are speaking to them. It also refers to the functional ability to shift gaze and mental focus to another part of the room/conversation when necessary. For example, if a student is have a conversation with another student, and a counselor announces "attention please, there is an announcement" we are looking for the student's ability to choose and attend to the most pressing subject (the counselor).

Listening and Observing

This reference a student's ability to listen to peers and adults effectively and to take a observing role when necessary – during turn taking and scene work. It also references his/her ability to take cues from observing peers to inform their choices about what to do next (seeing peers form a circle, seeing peers sitting at the table, etc)

Self Esteem

This references a student's view of his or herself. This goal is to facilitate understanding of accurate self-perception and the use of a strength-based perspective to empower students in their social choices.

Self Advocacy

This goal references the student's ability to isolate negative stimuli in their environment and take effective, appropriate steps to address it. For example, is there is someone in the room singing, and the student is bothered by it, the student should be able to say, "Would you mind stopping for now? I'm trying to listen to something else". Also, to be able to appeal to a counselor for additional support – to ask for a break outside the room or to ask for a specific sensory item/intervention.

Theory of Mind

This is similar to empathy, but also refers to whether a student noticed that one person may feel or think differently than another. If a student reached out to another person, that student deserves a 4 or 5. If a student admitted that the others may have different opinions, this is theory of mind at work, but, as always, the number is based on the student's past performance. If the student has never had trouble noticing differences in opinion, then that student deserves a 3 for the day.

Tolerance/Stress Coping skills

This means how well the student coped with what could be or actually was a stressful situation. Also, if a student was not stressed by something that stressed out others, then that student is utilizing this goal well. If a student was abnormally aggressive or intolerant during the day, then there are deficits in this goal area.