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Learning Objectives

After this course, participants will be able to:

• List the required components of speech-language IEP goals.
• Describe the primary factors behind choosing which speech-language skills to target.
• Identify common missteps when writing speech-language IEP goals.
Where do I start?

- Discuss student needs with parent and **teacher** / refer back to **questionnaire**
- Look at requirements for classroom **curriculum** and state standards (e.g. **Common Core**)
- **Evaluation** (tests, language sample, observations)
Ask yourself...

From the three sources of available data,

– ... which skill deficits are **MOST IMPACTING** the student’s ability to succeed in the classroom?
– ... which skill deficits are **TEACHABLE**?
– ... which skills will have the **WIDEST IMPACT**?
– ... what can I **UNIQUELY** offer that the teacher or other specialists cannot?

Consider

• **WHO** will be working on the goal with the child, and **WHERE**?
• **HOW OFTEN** should the child receive direct support for this goal
  – something different than 2–3 times per week?
  – min./session vs min./wk
Consider

- WHAT can we reasonably achieve in a year?
- HOW is it going to be measured
- HOW MANY goals should we have?

Make sure to include

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Condition</th>
<th>Behavior</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>In 18 instructional weeks</td>
<td>When provided with an action series depicted in four picture cards and prompted to tell a complete story</td>
<td>Kelly, a third grade student, will produce a story</td>
<td>That the story is a true narrative with all story grammar components and at least two episodes and that it includes complete simple, compound, and complex sentences with fewer than 5 errors.</td>
</tr>
<tr>
<td>By May 15, 2012</td>
<td>Given a fourth grade story prompt and 30 minutes to write</td>
<td>Kevin, a fourth grade student, will write a story</td>
<td>A three-paragraph essay using both compound and complex sentences and transition words in sentences and between paragraphs with 5 or fewer errors.</td>
</tr>
</tbody>
</table>

Do

• Use measurable language
• Confirm internal consistency between EVAL, PLAAFP, Goal, and Objectives
• Consider writing in level of prompts, cueing, or attempts
• When in doubt, specific goals are usually better than broad goals

Don’t

• Mix more than one skill into one goal
• Emphasize an area of need in the evaluation report if there isn’t a goal to accompany it
Language

- Receptive vs. Expressive Language Goals
- Morphemes vs. Complex Sentences
- Vocabulary goals— yay or nay?

Language Data

- **Profile:** Kindergarten girl, referral from teacher
- **Evaluation Data:** low expressive and receptive language skills (frequent grammatical errors in oral language), occasional articulation and pronunciation errors
- **Teacher concern:** “She has a hard time learning new words in class. I’ll explain a concept (e.g. “seasons”), but she just won’t get it. Reading (phonological awareness) is really difficult, but she’s receiving Reading Room support, which I think is helping some. She has a tough time answering questions in class. She watches peers a lot to figure out what she’s supposed to do.”
Common Core Kindergarten Speaking & Listening Standards

**Comprehension and Collaboration**
- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
  - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
  - Continue a conversation through multiple exchanges.
- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**Presentation of Knowledge and Ideas**
- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- Add drawings or other visual displays to descriptions as desired to provide additional detail.
- Speak audibly and express thoughts, feelings, and ideas clearly.

Language Goal Example
- In 36 instructional weeks, when presented with a picture or after listening to a story, STUDENT will expand noun phrases by adding adjectives or adjective clauses that start with a relative pronoun (*who, whose, that, which*).
  - In 9 instructional weeks, when presented with a picture or after listening to a story, STUDENT will expand noun phrases with an adjective.
  - In 18 instructional weeks, when presented with a picture or after listening to a story, STUDENT will expand noun phrases by using the words *who or whose*.
  - In 27 instructional weeks, when presented with a picture or after listening to a story, STUDENT will expand noun phrases by using the words *that or which*.
- CRITERIA: Use of an adjective or adjective clause in response to SLP visual or verbal prompt, on 75% of opportunities.
Articulation & Phonology

• TIPS:
  – 80% accuracy
  – Don’t expect complete carryover
  – Be very specific with context

• EXAMPLE: In 36 instructional weeks, STUDENT will produce /k/- and /g/-initial words in sentences upon SLP request, with 75% accuracy on the first attempt. CRITERIA = Per benchmark
  – In 9 instructional weeks, STUDENT will produce /k/ and /g/ sounds in isolation with with 90% accuracy on the first attempt.
  – In 18 instructional weeks, STUDENT will produce /k/ and /g/-initial words upon SLP request with 80% accuracy on the first attempt.
  – In 27 instructional weeks, STUDENT will produce /k/ and /g/-initial words in sentences upon SLP request with 50% accuracy on the first attempt.

Fluency / Stuttering

• % fluent... how to measure?

• EXAMPLE: In 36 instructional weeks, STUDENT will produce fluent sentences while reading grade-level passages and when answering questions from a peer or adult. Criteria = 75% of sentences without dysfluencies

• When should tx stop?

• Consider making goals for identification and implementation of fluency-evoking strategies
Social / Pragmatic

• observe student with peers and adults, various environments
• consider initiations, responses, and conversation maintenance
• consider verbal behavior and body language
• be careful with vague words like “appropriate”
• **EXAMPLE:** In 36 instructional weeks, STUDENT will initiate conversation five times, using topics from her conversation necklace. Criteria: Per 15 minutes of data collection, across at least two adults and two peers in at least three different places in the school building.

Social / Pragmatic

• **EXAMPLE:** In 36 instructional weeks, STUDENT will respond to others’ questions on 70% of opportunities, without prompting or question repetition. Criteria = across at least two adults and two peers in at least three different places in the school building.
  – In 9 instructional weeks, STUDENT will respond to others’ questions on 50% of opportunities, with as much prompting and repetition as required to obtain a response.
  – In 18 instructional weeks, STUDENT will respond to others’ questions on 50% of opportunities, with visual or gestural prompting or repetition of the question, but without verbal prompting.
  – In 27 instructional weeks, STUDENT will respond to others’ questions on 70% of opportunities, with only visual or gestural prompting.
**Goal Bank**

- Not as individualized
- Saves time brainstorming & writing the goal
- Helps streamline data collection
- Allows you to choose from goals you know work well
  - Reduces treatment prep time
  - Must be *thorough* and *updated often*

**Writing New Goals**

- Individualized to the student
- Individualized to the classroom
- Able to capture THE thing that’s impacting that child’s success

**Other Resources**

- How to write great AAC goals
- ASHA’s website
  - [http://www.asha.org/SLP/schools/IEPs/](http://www.asha.org/SLP/schools/IEPs/)