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Writing and Refining
# Speech–Language IEP Goals

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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.

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Components of the IEP Goal

PLAAFP

GOAL

OBJECTIVES

ACCOMODATIONS/ MODIFICATIONS
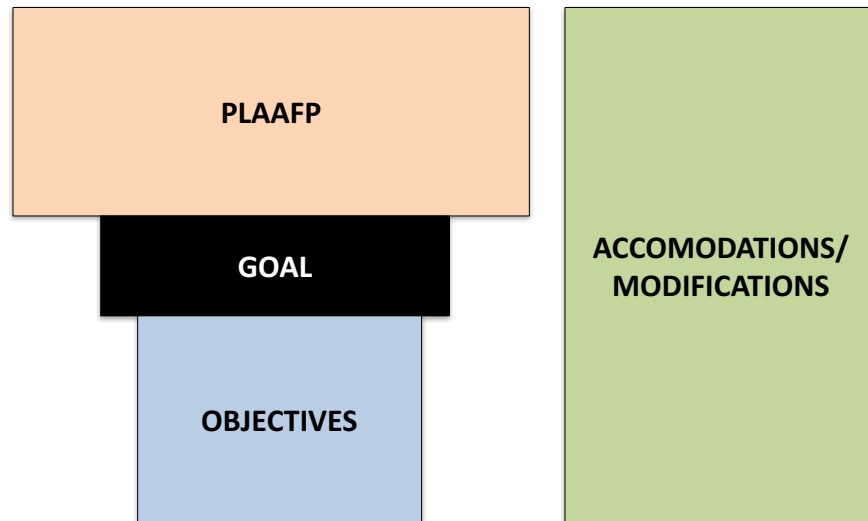
Where do I start?

- 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)

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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

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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

Timeframe	Condition	Behavior	Criteria
In 18 instructional weeks	When provided with an action series depicted in four picture cards and prompted to tell a complete story	Kelly, a third grade student, will produce a story	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.
By May 15, 2012	Given a fourth grade story prompt and 30 minutes to write	Kevin, a fourth grade student, will write a story	A three-paragraph essay using both compound and complex sentences and transition words in sentences and between paragraphs with 5 or fewer errors.

Table 2 from: Rudebusch, J. (2012, March). From common core state standards to standards-based IEPs: A brief tutorial. Perspectives on School-Based Issues, 12 (1), 14 – 24.

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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

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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."

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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.

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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

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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.

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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
  - http://praacticalaac.org/praactical/how-i-do-it-writing-iep-goals-for-students-who-use-aac-with-lauren-enders/
- ASHA's website
  - http://www.asha.org/SLP/schools/IEPs/

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