

## GOAL BUILDING TIP Sheet

**LONG TERM GOALS** should reflect the highest level of desired function anticipated upon discharge. In most cases will be reflective of patient's prior level of function (PLOF)

**SHORT TERM GOALS** are the stepping stones, targeted specific areas that are used to increase overall function in order to achieve LTGs

### Speech Pathology Sample Long Term Goals

Auditory Comprehension	Patient will improve auditory comprehension to Independent in order to improve receptive communication skills
Cognition	Patient will increase cognitive skills to Independence to improve ability to participate in meaningful interactions
Cognitive Communicative	Patient will exhibit adequate cognitive-communicative skills for discharge home with No Supervision with environmental modifications as training to facilitate safety and independence
Motor Speech	Patient will increase speech intelligibility at the highest functional verbal expression level to 100% with familiar listeners, unfamiliar listeners and with groups
Pragmatics	Patient will increase pragmatic skills to Independence during structured language/communication tasks (choose, in order to improve socialization and interaction in living environment; in order to demonstrate age-appropriate behaviors during socialization tasks; or in order to participate in daily living tasks
Reading Comprehension	Patient will improve reading comprehension to Independence in order to follow directions for activities and ADLs
Written Expression	Patient will improve written expression to Independence to improve patient's ability to communicate medical needs
Verbal Expression	Patient will improve verbal expression to Independence in order to participate in meaningful interactions

### Short Term Goals for Auditory Comprehension

Areas	Goals
Auditory Comprehension	Patient will demonstrate auditory comprehension of CHOOSE(biographical yes/no; environmental yes/no, simple yes/no, complex yes/no, common ADL objects, association objects/items, simple questions, simple instructions/commands, complex questions, simple conversation, complex conversation, various levels of functional communication, specific medications) with 100% accuracy and no cues in order to improve receptive communication skills
Follows Commands 1-step or 2-step commands	Patient will follow 1-step commands with 100% accuracy in order to enhance patient's ability to follow directions for activities and ADLs
Multi-step directions	Patient will follow multi-step verbal commands with 100% accuracy and 25% verbal cues in order to enhance patient's ability to increase ability to participate in ADLs
Discriminate objects or pictures	Patient will discriminate objects (Choose Field Choice 1-8) FC times 6 with 100% accuracy in order to improve receptive communication skills
Understands Yes/no; open ended questions; or sentences	Patient will understand yes/no questions with 100% accuracy in order to communicate basic wants/needs
Conversation	Patient will comprehend conversations with 100% accuracy (choose during non-structures contexts with non-familiar listeners, structured contexts with non-familiar listeners, structured contexts with familiar listeners, or non-structured contexts with familiar listeners) during structured contexts with non-familiar listeners in order to participate in meaningful interactions

### Short Term Goals for Cognition

**Goal building "Reasons",** increase safety during ADLs, increase safety during daily living tasks, safely participate w/activities of choice, safely participate w/functional activities, facilitate safe return to prior level of living, facilitate safety w/in current environment, enhance functional skills performance, decrease level of assist from caregivers, promote independence, facilitate decision making skills care/needs, facilitate socialization opportunities, facilitate reminiscing abilities, facilitate ability to live in environment w/least amount of supervision assistance.

Areas	Goals
Budgeting	Patient will safely perform financial management/budgeting tasks with Independence and the task broken down in 2 steps for compensatory tech d/t cognitive-communicative impairments.
Medication Management	Patient will safely and efficiently manage medications with Independence and the task broken down into 0 steps in order to facilitate community reintegration

Alertness	Patient will respond to various forms of sensory stimulation 10/10 opportunities to increase alertness for functional task performance
Insight	Patient will demonstrate increased insight into deficits with 100% of opportunities (choose, quality of life reason which for "insight" includes language reasons)
<p>Problem Solving</p> <p>Remember with problem solving tasks in order to increase specificity of measures, initiate targets at most basic level of function (e.g. simple problem solving) and then advance targets as appropriate to higher levels of functioning (e.g. problem solving multiple solutions and complex problem solving)</p> <p>Abstract Reasoning; Categorization/Association; Cause/Effect; Complex Verbal Problem Solving; Deductive Reasoning; General Problem Solving; Judgment/Inferencing; Multiple Solutions; Safety Awareness; and Simple Verbal Problem Solving Solving</p> <p>Reasoning/Problem Solving- familiar situations or new situations</p>	<p>Patient will demonstrate adequate categorization and association skills 100% of opportunities in order to facilitate decision making skills care/needs</p> <p>Patient will exhibit safe reasoning skills during new situations OR Patient will demonstrate functional problem solving during new situations with 100% in order to (see choices above)</p>
<p>Memory</p> <p>Short Term with parameters</p> <p>Declarative-Episodic Memory</p> <p>Non-Declarative-Procedural Memory</p>	<p>Patient will recall(choose, daily events using visual aids as needed; new information up to 3 elements; new information up to 5 elements; new information after 30 minute delay of presentation; concrete/abstract story/news information) with 100% in order to promote Independence</p> <p>Patient will demonstrate increased long term memory during daily life tasks 100% of opportunities (choose, given environmental modifications implemented by trained caregivers; using visual aids as assisted by trained caregivers; using visual and auditory aids; or fill in the blank) in order to facilitate ability to live in environment w/least amount of supervision/assistance</p> <p>Patient will demonstrate increased procedural memory during daily life tasks 100% of opportunities (choose, given environmental modifications implemented by trained caregivers; using visual aids as assisted by trained caregivers; using visual and auditory aids; or fill in the blank) in order to facilitate ability to live in environment w/least amount of</p>

	supervision/assistance
Selective Attention	
Attention-Decrease Agitation	Patient will exhibit decreased anxiety/agitation via increased selective attention to (choose, conversation; functional tasks, procedural tasks; fill in the blank) choose time, (choose, using environmental modifications established by caregivers, given occasional cues, using augmentative communication book/device, or fill in the blank)
Attention Sub-tasks	Patient will selectively attention to tasks for (choose time) for 1-3 mins in order to enhance patient's ability to follow directions for activities and ADLs

### Short Term Goals for Motor Speech

Areas	Goals
Intelligibility Compensatory Strategies	Patient will articulate (choose, complex conversation, simple conversational tasks, paragraphs, complex/long sentences, simple/short sentences, phrases, polysyllabic words/phrases, multi-syllabic words/phrases, 10 functional words, words, automatics/chains, sounds/phonemes) with 100% intelligibility using (choose, decreased rate, increased volume, over-articulation, pacing, phrase monitoring, breath support and control, intonation patterns, intonation variances, phrase control with visual markers, environmental modifications, relaxation techniques, or easy onset techniques) using increased volume and over-articulation in order to participate in meaningful interactions
Verbal agility	Patient will accurately perform verbal agility/diadokokinesis tasks 100% in order to increase speech intelligibility to 100% at (choose communication level) paragraphs level
Sustained phonation	Patient will increase ability to sustain phonation for (choose time) 10 secs in order to (choose, increase coordination between respiration and phonation, improve vocal quality during speech production, facilitate laryngeal/pharyngeal functioning, facilitate self-monitoring of vocal quality and pitch during speech production, or fill in the blank)
Coordination of respiration/phonation	Patient will increase use of breath support and control strategies to 100% accuracy during production of (choose level) simple/short sentences to increase (choose speech intelligibility, voice quality, vocal intensity)

### Short Term Goals for Pragmatics

Areas	Goals
Initiate/Maintain Eye Contact	Patient will initiate/maintain eye contact during contact during structured (or non-structured) tasks on 100% of therapeutic opportunities in order to participate in meaningful interactions
Inhibition	Patient will demonstrate functional inhibition during structured (or non - structured) tasks with 100% in order to allow for increased socialization
Regulating Social Exchanges	Patient will appropriately regulate social exchanges during structured (or non-structured) tasks 100% of therapeutic opportunities
Requesting Information	Patient will request information during structured (or non-structured) tasks 100% of therapeutic opportunities
Self-Correction	Patient will independently self-correct during structured (or non-structured) tasks 100% of opportunities in order to increase functional communication skills
Self-Monitoring	Patient will independently self-correct during structured (or non-structured) tasks 100% of opportunities in order to increase functional communication skills
Topic Maintenance	Patient will exhibit functional topic maintenance during structured (or non-structured) tasks 100% of opportunities in order to participate in meaningful interactions
Turn Taking	Patient will demonstrate functional turn taking during structured (or non-structured) tasks 100% of therapeutic opportunities

### Short Term Goals for Reading Comprehension

Areas	Goals
Letter Recognition	Patient will complete letter recognition tasks with 100% accuracy FC *6 to improve ability to read functional information.
Word Recognition	Patient will increase ability to recognize words to 100% of attempts to enhance patient's ability to read functional information.
Word-Object Matching	Patient will match object to written words 100% accuracy FC *8 to improve ability to increase functional communication skills
Phrases, Sentences, Instructions, Paragraphs, and Complex Functional Language	Patient will increase reading comprehension of phrases to 100% accuracy in order to increase functional communication skills

### Short Term Goals for Verbal Expression

Areas	Goals
Automatic Speech Component Tasks	Patient will produce automatic speech (e.g. greetings, chains) with 100% of attempts to increase ability to communicate basic wants/needs
Repetition	<p>Patient will repeat (choose, vowels, syllables, automatics, CVC stimuli, core functional, or fill in the blank) CVC stimuli with 100% to improve patient's ability to improve expressive communication</p> <p>Note: Use this target only when treating patients in which EBP warrants interventions where "repeating" yields greater success/outcomes as Medicare may otherwise view this as a none skilled tasks, also build in a level of cues that will classify as "cueing hat" which is a skilled service as needed to increase success. Here we have option for verbal, visual or semantic cues</p>
Naming Objects or Pictures	Patient will name objects with 100% accuracy to increase ability to communicate basic wants/needs
Picture Description	Patient will complete picture description tasks with 100% accuracy to increase ability to improve expressive communication
Singing	Patient will increase verbal language/expression during singing tasks with 100% accuracy to increase ability to improve expressive communication. Think here... patient's noted to increase function with melodic intonation.
Making needs known	Patient will increase ability to make needs known with 100% of attempts to increase ability to participate in meaningful interactions

### Short Term Goals for Written Expression

Areas	Goals
Written Expression	Patient will increase ability to (choose, trace numbers/letters/shapes; copy numbers/letters/shapes; write letters/numbers; write sentences/instructions; write words; write signature; write to dictation; complex language) sign name to 100% of attempts (choose, w/minimal initiation difficulties, w/minimal paraphasic errors, with structured language tasks) in order to enhance patient's abilities to increase functional communication skills

### Short Term Targets for AAC

Areas	Goals
AAC	Patient will communicate (choose, yes/no responses, basic wants and needs, needs/wants/desires, simple thoughts/ideas, basic information, basic/detailed information, medical needs, complex thoughts/ideas, complex safety and social needs, detailed/complex information, abstract concepts, social responses/interactions, conversational responses/exchanges, or complex/detailed information) then (choose either using speech generating AAC system or using non-speech generating AAC system) then choose level of assist