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Writing Simple Goals and Evaluating Progress Simply for Severe Phonological Disorders

Teresa Farnham, MA, CCC-SLP

Moderated by:
Amy Hansen, MA, CCC-SLP, Managing Editor, SpeechPathology.com

Need assistance or technical support?

- Call 800-242-5183
- Email customerservice@SpeechPathology.com
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- Must be logged in for full time requirement
- Log in to your account and go to Pending Courses
- Must pass 10-question multiple-choice exam with a score of 80% or higher
  - Within 7 days for live webinar; within 30 days of registration for recorded/text/podcast formats
- Two opportunities to pass the exam

Simple Complexity: Facilitating Rapid Change for Severe Phonological Disorders

Teresa Farnham, M.A., CCC-SLP
Clarity for Communication LLC
Part 4: Phonology: Writing Simple Goals and Evaluating Complex Progress Simply

Learner Outcomes
After this course, participants will be able to:

- Describe how to collect and analyze a speech sample in order to generate a global measure of a client’s intelligibility.
- Explain how to write measurable objectives that can be implemented and documented daily.
- Describe how to collect periodic and per-session data to document progress.
Determining present levels - vital to setting goals and measuring progress!
Determining present levels

- Use a language sample!
  - At least 50 consecutive utterances
  - **Count**
    - the number of words spoken
  - **Subtract**
    - the number of words that contain phonemic errors to get correct word total
  - **Divide** words spoken correctly by total words
  - \( \frac{\text{words spoken correctly}}{\text{total words}} \) = global intelligibility measure (Percent of Words Correct)

Language sample

- Provides information on:
  - Intelligibility (baseline)
  - Error consistency
  - Prosody
  - Sequencing
Language sample

- Is simply an observation that can be done during any session, so does not require special permission
- Provides a baseline (percent of words correct) for an annual goal with progress able to be assessed as often as needed

A Good Goal is

- Measurable
- Observable
- Specific

- User friendly - for all users
A Good Goal Specifies

- The time frame
- The target task
- The degree of accuracy
- The amount of assistance
- The context where the behavior is to occur
- The functional rationale for the goal

A Good, Clear Goal . . .

should not be a run-on sentence!
How are your goals?

- Zack will increase his use of correct consonants in syllables, words and sentences. Not measurable or specific
- Zack will increase his use of [k, g] to 60% accuracy during therapy sessions. No specific context or level of support
- Zack will decrease fronting of velar consonants during conversational speech. Not specific
  Not user friendly

What do you hope to accomplish for a child who is unintelligible?

**Intelligibility!**
Let’s focus on the MAIN THING

Intelligibility

Factors to consider
Rapid change
Rapid generalization
What is intelligibility?
Specify circumstances

Zack

Consonant Chart

Zack - Present Level of Performance

On the Clinical Evaluation of Language Fundamentals- Preschool, Zack's scores fell below the expected range for his age. He demonstrated the following syntax errors: pronoun substitution (them/they, her/she), and regularization of past tense (falled/fell), deletion of copula (is/are). He also demonstrated limited vocabulary understanding and use compared to his age peers. In phonological testing, Zack demonstrated errors on the following speech sounds: [b, d, j, p, t, l, ŋ, f, v, k, g, s, f, θ, z, ʒ, ð, ʧ, ʤ, r]. Zack's speech intelligibility was measured to be 20%, as measured by the number of words without errors divided by the total number of words spoken during a conversational language sample.
Annual Goal

- So that Zack can participate fully in grade level activities in the classroom and conversations with peers and family members, within one year Zack's overall speech intelligibility (words without sound errors/total words spoken) during a conversational language sample of at least 50 utterances, will be at least 60%.
Annual Goal

- So that Zack can participate fully in grade level activities in the classroom and conversations with peers and family members, within one year Zack’s overall speech intelligibility (words without sound errors/total words spoken) during a conversational language sample of at least 50 utterances, will be at least 60%.

Observable

Annual Goal

- So that Zack can participate fully in grade level activities in the classroom and conversations with peers and family members, within one year Zack’s overall speech intelligibility (words without sound errors/total words spoken) during a conversational language sample of at least 50 utterances, will be at least 60%.

Specific
Annual Goal

- So that Zack can participate fully in grade level activities in the classroom and conversations with peers and family members, within one year, Zack's overall speech intelligibility (words without sound errors/total words spoken) during a conversational language sample of at least 50 utterances, will be at least 60%.

Time frame

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Annual Goal

- So that Zack can participate fully in grade level activities in the classroom and conversations with peers and family members, within one year, Zack's overall speech intelligibility (words without sound errors/total words spoken) during a conversational language sample of at least 50 utterances, will be at least 60%.

Target Task
Annual Goal

- So that Zack can participate fully in grade level activities in the classroom and conversations with peers and family members, within one year Zack’s overall speech intelligibility (words without sound errors/total words spoken) during a conversational language sample of at least 50 utterances, will be at least 60%.

Degree of Accuracy

Annual Goal

- So that Zack can participate fully in grade level activities in the classroom and conversations with peers and family members, within one year Zack’s overall speech intelligibility (words without sound errors/total words spoken) during a conversational language sample of at least 50 utterances, will be at least 60%.

Amount of Assistance

Context of behavior
Annual Goal

- So that Zack can participate fully in grade level activities in the classroom and conversations with peers and family members, within one year Zack’s overall speech intelligibility (words without sound errors/total words spoken) during a conversational language sample of at least 50 utterances, will be at least 60%.

Functional Rationale

Intermediate Objectives
(Short Term Goals) - Refer to the Global Therapy Process

- Objectives may be written with respect to maximal pairs, processes or specific phonemes

OR

- For all potential targets referenced to the global therapy process
Global Therapy Process - Tasks for Each Session

Phonetic inventory/ stimulability
Sound segmentation/ phonologic awareness for word pairs
Production of word pairs in structured conversation
Use of target in sentences in high frequency words

Zack - Intermediate Objectives

Phonetic Inventory/Stimulability task:
Given visual representations for each sound, Zack will imitate the consonant sounds of English in isolation with at least 80% accuracy (# of consonants imitated correctly/23).

Can be measured at every session!
Zack - Intermediate Objectives

Phonologic Awareness task:
Zack will segment 3-5 phoneme words containing target phonemes into phonemic segments 6/8 trials with a model.

Phonologic Awareness task:
Zack will imitate 8/10 high contrast word pairs containing target phonemes correctly. Target phonemes include [l, ñ, f, v, k, g, s, ʃ, θ, z, ð, ʧ, ʤ, r].
Zack - Intermediate Objectives

Phonologic Awareness task:
Zack will independently produce 8/10 high contrast familiar word pairs containing target phonemes correctly. Target phonemes include [l, ŋ, f, v, k, g, s, ʃ, θ, z, ʒ, ð, ʧ, ʤ, r]

Zack - Intermediate Objectives

High Frequency Word Sentences:
Zack will imitate target phonemes in high frequency words in sentences with 75% accuracy. Target phonemes include [l, ŋ, f, v, k, g, s, ʃ, θ, z, ʒ, ð, ʧ, ʤ, r]
Data Collection

For every short-term objective at every session

*Not necessarily for every response*

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What is speech sound mastery?

Percent correct at a specified level of difficulty

Total correct productions within a specified time period (e.g. 100 correct responses in 30 minutes)

Qualitative (such as level of support required) description of sound production at any level

Unprompted conversational use of target
What is speech sound mastery in this framework?

Remember -
  - Expect a global change
  - Current targets may not show as much improvement as other sounds
  - Keep your eye on intelligibility!

DIFFERENT PATH!

To facilitate development of new phonologic rules:
  - Select difficult targets
  - Use maximal contrasts
  - Allow plenty of time for new rules to emerge
  - Prepare to be surprised!
Typical progress using this approach

September - November
- Learn therapy tasks
- Improve stimulability
- Imitative focus

November - December
- Child understands tasks and assumes responsibility/independence
- Just before Christmas - Grandma can understand him on the phone
- Global improvement, although targets themselves may not have improved much
Typical progress using this approach

- January - March
  - Rapid progress, need to change targets frequently

- April - May
  - Cleaning up errors via high frequency words in sentences
  - A few remaining phonemes addressed through pairs
Who is a candidate for this type of therapy?

- Children with unintelligible speech, multiple speech sound errors and/or severe apraxia
  - Trial therapy is a facet of differential diagnosis of apraxia vs. phonological disorders

- Children with substitutions
- Children with deletions - Deletions should be addressed early
Who is a candidate for this type of therapy?

- Children with both phonological and intellectual disabilities

Worth the time?

One hour of analysis may equal less than a year of therapy
Remember:
A beautiful cascade begins in the heights!