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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



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- 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



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Part 4: Phonology: Writing Simple Goals and Evaluating Complex Progress Simply

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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.

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Video



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Determining present levels - vital to
setting goals and measuring progress!

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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
- = global intelligibility measure (Percent of Words Correct)

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Language sample

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

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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

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A Good Goal is

- Measurable
- Observable
- Specific

- User friendly - for **all** users

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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

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A Good, Clear Goal . . .

should not be a run-on sentence!

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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

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

INTELLIGIBILITY!

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Let's focus on
the MAIN THING

Intelligibility

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

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Zack

Consonant Chart

		bilabial	labiodental	interdental	alveolar	palatal	velar	glottal
Obstruent	Stops	p b			t d		k g	
	Fricatives		f v	θ ð	s z	ʃ ʒ		
	Affricates					tʃ dʒ		
Sonorant	Nasals	m			n		ŋ	
	Liquids				l	r		
	Glides	w				ɹ		h

Adapted from Gierut, 2002 Ohio Speech-Language-Hearing Association Convention presentation and Moats, L.C. (2000). *Speech to Print*. Baltimore: Paul H. Brookes Publishing. Updated 10/31/2010

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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, ʃ, θ, z, ʒ, ð, tʃ, dʒ, 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.

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Zack - Present Level of Performance

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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%.

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CONTINUED

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%.

Measurable

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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%.

Observable

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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%.

Specific

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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%.

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

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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%.

Degree of Accuracy

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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%.

Amount of Assistance

Context of behavior

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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%.

Functional Rationale

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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**

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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

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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!

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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.

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Zack - Intermediate Objectives

Phonologic Awareness task:

Zack will imitate 8/10 high contrast word pairs containing target phonemes correctly. Target phonemes include [l, ŋ, f, v, k, g, s, ʃ, θ, z, ʒ, ð, tʃ, dʒ, r]

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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, tʃ, dʒ, r]

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CONTINUED

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, tʃ, dʒ, r]

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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

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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!

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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!

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Typical progress using this approach

September - November

- Learn therapy tasks
- Improve stimulability
- Imitative focus

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Typical progress using this approach

- 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

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CONTINUED

Typical progress using this approach

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

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Typical progress using this approach

- April - May
 - Cleaning up errors via high frequency words in sentences
 - A few remaining phonemes addressed through pairs

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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

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CONTINUED

Who is a candidate for this type of therapy?

- Children with substitutions
- Children with deletions - Deletions should be addressed early

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CONTINUED

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Who is a candidate for this type of therapy?

- Children with both phonological and intellectual disabilities

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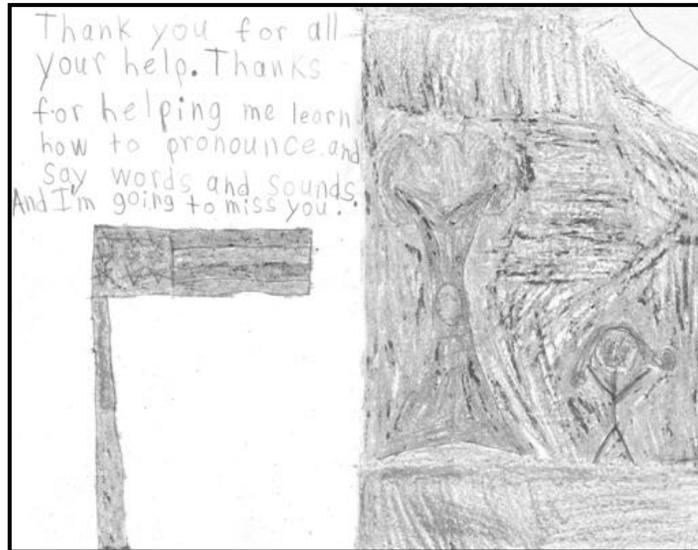
Worth the time?

One hour of analysis may equal less than a year of therapy

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Remember:
A beautiful cascade begins
in the heights!

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clarityforcommunication@gmail.com

www.clarityforcommunication.com

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