CREATING IEP GOALS FOR CHILDREN WITH CAS, AND OTHER COMMUNICATION DISORDERS

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Overview

Differentiating Communication Disorders
IEP Goals
Case Examples and Sample Goals
Questions/Discussion

By the end of the session you should be able to . . .

- Differentiate between the various speech and language disorders
- Understand that children with CAS often have needs in more than one speech/language area
- Understand that EACH need area should be addressed in the goals on the child's IEP
- Understand what elements are important to include in an IEP goal
- Understand how goals for apraxia may be different than phonological, articulation, or language goals
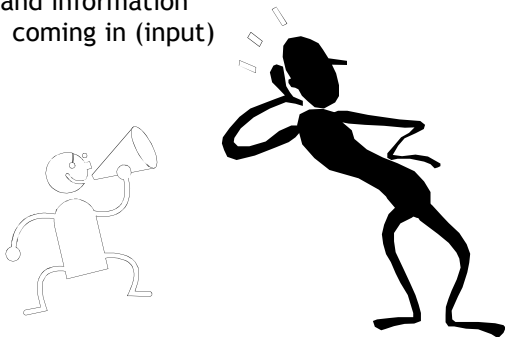- Use a worksheet to check the effectiveness of an IEP goal

Differentiating Between Communication Disorders

Hearing Impairment
Phonological Processing Disorder/Phonological Awareness
Receptive Language Disorder
Phonological Patterns (Processes)/Phonological Disorder
Expressive Language Disorders
Pragmatic Disorders
Functional Communication/AAC Needs
Articulation Disorders
Childhood Apraxia of Speech
Dysarthria
Voice Disorders
Prosody Errors

Communication involves
    information going out (output)...

...and information
    coming in (input)

Input

- Hearing
  - Ability to sense sound
    - the sense through which spoken language is received by response to sound pressure waves

Disorders of Input

- Hearing
  - Hearing Impairment/Hearing Loss/Deafness – partial or complete inability to detect certain frequencies of sound
    - Can range in degree (mild, moderate, profound)
    - Can vary in type (conductive, sensorineural, mixed)

Input

- Receptive Language
  - Auditory Processing – How the brain recognizes and interprets auditory stimuli (speech and non-speech)
    - Discrimination of sounds
    - Localization
    - Auditory attention
    - Figure Ground (discriminating in noise)
  - Phonological Processing – The ability to identify and mentally manipulate the sounds (phonemes), and sound sequences in an utterance (i.e., syllable, word)
  - Language Processing - Understanding a message conveyed by sound patterns

Disorders of Input

- Receptive Language
  - Auditory Processing Disorder/CAPD/APD – Disruption in the ability to process or interpret information a person hears through the auditory channel
    - Discrimination
    - Localization
    - Auditory attention
    - Figure Ground (discriminating in noise)

Disorders of Input

- Receptive Language
  - Phonological Awareness Deficit
    - Less well-defined speech sound categories than expected for age
    - Difficulty manipulating speech sound patterns
  - Receptive Language Disorder
    - Reduced ability to derive meaning from messages that are received

Output

- Expressive Language
  - Form or Structure
    - Phonology – units of sounds
    - Morphology – units of meaning that are words or inflections (i.e., plural 's')
    - Syntax – the ways units of meaning are combined (grammar)

Disorders of Output

- Expressive Language
  - Form or Structure
    - <u>Phonological Disorder/Phonological Patterns (Process*es*)</u> Disruptions in phonology – patterns of sound errors (believed to be "*language*-based" but often described as a "*speech*" disorder)
      - i.e., omitting final consonants, "The bi_ bla_ do_" for "The big black dog"
    - <u>Expressive Language Disorder</u>
      - Disruption in morphology – words and inflections (plural 's', verb+"ing", irreg. past tense "He runned")
      - Disruption in syntax – the ways words are combined – grammar ("He going" instead of "He is going")

Output

- Expressive Language
  - Content or Semantics
    - The content of language - vocabulary - the meaning of words

Disorders of Output

- Expressive Language
  - Content or Semantics
    - <u>Expressive Language Disorder/Word Finding Disorder</u> - Disruption in the content or meaning of words - difficulty with new word acquisition, storage and organization of known words, and lexical access/retrieval

Output

- Expressive Language
  - Function or Use
    - Pragmatics – using language appropriately in social situations
    - Functional Communication - The ability to receive or to convey a message, regardless of the mode, to communicate effectively and independently

Disorders of Output

- Expressive Language
  - Function or Use
    - <u>Pragmatic Disorder</u> – difficulty using language appropriately in social situations
    - <u>Functional Communication Disorder</u> - difficulty receiving or conveying a message, regardless of the mode, to communicate effectively and independently
      - <u>AAC</u> – augmentative or alternative communication (AAC) system used to supplement verbal communication

Output

- Speech
  - Articulation – vocal tract movements for production of speech sounds
  - Motor planning and programming – defines the motor goals and establishes the tactics needed to execute speech movements
  - Motor execution – realization of the planned and programmed speech movements

Disorders of Output

- Speech
  - Speech Sound Disorders – disruption in the act of respiration, phonation, articulation or resonance during speech
    - Articulation disorder - faulty learning resulting in consistent and predictable incorrect productions of speech sounds
    - Childhood Apraxia of Speech – difficulty with motor planning and programming of movements during speech
    - Dysarthria – difficulty with execution of movements during speech

Output

- Voice
  - Sound produced by vibration of the vocal folds
- Prosody
  - Rhythm, stress and intonation of the speech signal

Disorders of Output

- Voice
  - Voice Disorder – disorders of the voice resulting primarily from the action of the vocal folds
- Prosody
  - Prosody Disorder – disruption in the rhythm, stress and intonation of the speech signal

Differentiating between Speech Disorders

Differentiating speech disorders

- <u>Phonological Disorder/Phonological Patterns (Processes)</u> Children have not learned the rules for how sounds fit together to make words, and they use certain processes to simplify words – this results in "patterns" of errors (consistent)
  - Final consonant deletion
    - "re_ spaghetti sau_" for "red spaghetti sauce"
  - Fronting
    - "red spa*d*etti sauce"
  - Cluster reduction
    - "red _paghetti sauce"

Differentiating speech disorders

- <u>Articulation Disorder</u> – faulty learning resulting in consistent and predictable incorrect productions of speech sounds
  - /s/ sounds more like "th" "red *th*paghetti *th*au*th*"
  - /r/ sounds more like "w" "*w*ed spaghetti sauce"

Differentiating speech disorders

- <u>Childhood Apraxia of Speech</u> - precision and consistency of <u>movements underlying speech</u> are impaired in the absence of neuromuscular deficits
  - ▫ Difficulty planning and/or programming spatiotemporal parameters of movement sequences during speech
    - · 1st trial – rood skoppoppip pop
    - · 2nd trial – erro kaskekky sop
    - · 3rd trial – ora paksekkop osip

Differentiating speech disorders

- <u>Childhood Apraxia of Speech – Movement disorder</u>
  - ▫ Inconsistencies
  - ▫ Vowel Errors
  - ▫ Prosody Errors – especially stress
  - ▫ Difficulty with transitions between sounds and syllables

Differentiating speech disorders

- <u>Dysarthria</u> – difficulty with execution of movements during speech
  - ▫ All articulatory contacts weak
    - · All movements weak/slow in "*red spaghetti sauce*"

IEP Goals

Basic Components
Addressing various communication needs in an individual child
Special Considerations for children with apraxia of speech

Basic Components of IEP Goal - IDEA

- IDEA 2004 requires your child's IEP to include:
  - *a statement of the child's present levels of academic achievement and functional performance, including how the child's disability affects the child's involvement and progress in the general education curriculum . . . [and]*
  - *a statement of measurable annual goals, including academic and functional goals, designed to meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and . . . meet each of the child's other educational needs that result from the child's disability. (See Chapter 17: Section 1414 about IEPs)*

    (Wrightslaw Game Plan, 2008)

Basic Components of IEP Goal - IDEA

- So...
  - the IEP starts with a description of the child's **"present levels of academic achievement and functional performance"** that describe the child's unique needs that result from the disability
  - The IEP goals are then **based on the needs**
  - The IEP must also include a plan to **meet ALL the child's unique needs**

    (Wrightslaw Game Plan, 2008)

Basic Components of IEP Goal - SMART

- SMART IEP goals
  - Specific
  - Measurable
  - Use Action Words
  - Realistic and Relevant
  - Time-limited

(Wrightslaw Game Plan, 2008)

IEP Goals

Basic Components
Addressing various communication needs in an individual child
Special Considerations for children with apraxia of speech

Addressing various communication needs

- Children with speech and language disorders may have needs in several communication domains
  - A child with CAS may also have expressive language delay
  - … may also have a voice disorder
  - … may also have phonological processing difficulties [phonological awareness] - input
  - … may also have a phonological [processes] disorder - output

Addressing various communication needs

- Therefore, a child will need goals addressing each communication need area
  - Motor speech goal
  - Expressive language goal
  - Voice goal
  - Phonological awareness [processing] goal
  - Phonological patterns [processes] goal

Addressing various communication needs

- Sometimes one goal can address multiple needs
  - Words selected as motor speech targets may address expressive language needs
    - A child with CAS working at two-syllable CVCVC level may have targets that address morphological needs:
      - "Houses" (plural)
      - "He dove" (irregular past tense)

IEP Goals

Basic Components
Addressing various communication needs in an individual child
Special Considerations for children with apraxia of speech

Special considerations for Apraxia Goals

- Recall that CAS is a "movement" disorder
  - ▫ Goals need to address movement patterns, not sounds and sound patterns
- Principles of motor learning support maximum practice trials for improved motor learning
  - ▫ Criteria need to acknowledge the need for multiple repetitions to develop automaticity of motor patterns – i.e., cumulative accuracy

Case Examples and Sample Goals

Use checklist to ensure there is a goal for every need
Use worksheet to ensure goals are SMART

IEP Speech/Language Goal Checklist

Child's needs listed on IEP	Goal addressing the need	If CAS goal: 1) Movement 2) Extended practice

Case Example #1: John

- Age: 6 years, 6 months
- Entering 1st grade
- History of speech and language disorder – including CAS

IEP states:

- John demonstrates a moderate motor speech disorder, an expressive and receptive language disorder, and phonological memory difficulties that affect his ability to effectively communicate and fully participate in the general education curriculum. John requires modifications to his curriculum.

IEP: Student's Present Levels…

- Academic, Developmental, Functional Needs Related to Child's Disability
  - To improve sequencing of motor speech patterns for longer more complex syllable shapes
  - To improve prosody for connected speech
  - To improve auditory memory for sound sequences and story retell skills
  - To improve the ability to follow linguistically complex directions
  - To improve word retrieval and word meaning skills
  - To use correct grammatical structures
  - To initiate communication attempts

IEP Goal Checklist – Step 1
Transfer needs from IEP to column 1

Child's needs listed on IEP	Goal addressing the need	If CAS goal: 1) Movement 2) Extended practice
Speech – motor speech longer more complex syllable shapes		
Speech – motor speech - prosody		
Phonological Processing - auditory memory		
Receptive Language - follow directions		
Expressive Language - Word retrieval		
Expressive Language – Correct grammar		
Pragmatics - Initiate communication		

Review Goals on IEP

- During elicited speech tasks, John will improve movement gestures for speech by independently producing 4-8 syllable length functional phrases accurately with 80% cumulative accuracy. A production is counted as accurate if all 5 of the following criteria are met:
  - 1) correct consonant
  - 2) correct vowel
  - 3) correct sequencing of sounds
  - 4) smooth coarticulation between and within syllables
  - 5) appropriate syllabic stress

IEP Goal Checklist – Step 2
Ensure there is a goal for each need

Child's needs listed on IEP	Goal in IEP addressing the need	If CAS goal: 1) Movement 2) Extended practice
Speech – motor speech longer more complex syllable shapes	√	
Speech – motor speech - prosody	√	
Phonological Processing - auditory memory		
Receptive Language - follow directions		
Expressive Language - Word retrieval		
Expressive Language – Correct grammar		
Pragmatics - Initiate communication		

Review Goals on IEP

- After listening to an oral presentation of a story, John will retell the story in sentences, using a beginning, middle (three events), and ending on three consecutive test dates.

IEP Goal Checklist – Step 2
Ensure there is a goal for each need

Child's needs listed on IEP	Goal in IEP addressing the need	If CAS goal: 1) Movement 2) Extended practice
Speech – motor speech longer more complex syllable shapes	√	
Speech – motor speech - prosody	√	
Phonological Processing - auditory memory	√	
Receptive Language - follow directions		
Expressive Language - Word retrieval		
Expressive Language – Correct grammar		
Pragmatics - Initiate communication		

Review Goals on IEP

- When presented with 4-6 element, linguistically complex directions, John will independently follow the directions 4 out of 5 trials over three consecutive sessions. Directions will involve spatial and time concepts (first, next, last, after, before, between).

IEP Goal Checklist – Step 2
Ensure there is a goal for each need

Child's needs listed on IEP	Goal in IEP addressing the need	If CAS goal: 1) Movement 2) Extended practice
Speech – motor speech longer more complex syllable shapes	√	
Speech – motor speech - prosody	√	
Phonological Processing - auditory memory	√	
Receptive Language - follow directions	√	
Expressive Language - Word retrieval		
Expressive Language – Correct grammar		
Pragmatics - Initiate communication		

Review Goals on IEP

- When presented with two objects or pictures with salient features, John will independently give information specific to the items on 4 out of 5 trials over 3 consecutive sessions. Specific information will include:
  ▫ Naming the items
  ▫ Naming the function and category of the item
  ▫ Describing the item with 2-3 attributes

IEP Goal Checklist – Step 2
Ensure there is a goal for each need

Child's needs listed on IEP	Goal in IEP addressing the need	If CAS goal: 1) Movement 2) Extended practice
Speech – motor speech longer more complex syllable shapes	√	
Speech – motor speech - prosody	√	
Phonological Processing - auditory memory	√	
Receptive Language - follow directions	√	
Expressive Language - Word retrieval	√	
Expressive Language – Correct grammar		
Pragmatics - Initiate communication		

Review Goals on IEP

- When presented with pictures illustrating grammatical structures, John will describe the pictures with complete grammatical sentences in 8 out of 10 sentences on each grammatical structure over three consecutive sessions. Grammatical structures will include:
  - Pronouns (we, he, she, they)
  - Present tense (is, are)
  - Past tense
  - Prepositional phrases

IEP Goal Checklist – Step 2
Ensure there is a goal for each need

Child's needs listed on IEP	Goal in IEP addressing the need	If CAS goal: 1) Movement 2) Extended practice
Speech – motor speech longer more complex syllable shapes	√	
Speech – motor speech - prosody	√	
Phonological Processing - auditory memory	√	
Receptive Language - follow directions	√	
Expressive Language - Word retrieval	√	
Expressive Language – Correct grammar	√	
Pragmatics - Initiate communication		

IEP Goal Checklist – Step 2
Ensure there is a goal for each need

Child's needs listed on IEP	Goal in IEP addressing the need	If CAS goal: 1) Movement 2) Extended practice
Speech – motor speech longer more complex syllable shapes	√	
Speech – motor speech - prosody	√	
Phonological Processing - auditory memory	√	
Receptive Language - follow directions	√	
Expressive Language - Word retrieval	√	
Expressive Language – Correct grammar	√	
Pragmatics - Initiate communication	X	

Review Goals on IEP

- During elicited speech tasks, John will improve movement gestures for speech by independently producing 4-8 syllable length functional phrases accurately with 80% cumulative accuracy. A production is counted as accurate if all 5 of the following criteria are met:
  - ▫ 1) correct consonant
  - ▫ 2) correct vowel
  - ▫ 3) correct sequencing of sounds
  - ▫ 4) smooth coarticulation between and within syllables
  - ▫ 5) appropriate syllabic stress

IEP Goal Checklist – Step 3
If CAS goal, ensure 2 key components

Child's needs listed on IEP	Goal in IEP addressing the need	If CAS goal: 1) Movement 2) Extended practice
Speech – <u>motor speech</u> longer more complex syllable shapes	√	√
Speech – <u>motor speech</u> - prosody	√	√
Phonological Processing - auditory memory	√	n/a
Receptive Language - follow directions	√	n/a
Expressive Language - Word retrieval	√	n/a
Expressive Language – Correct grammar	√	n/a
Pragmatics - Initiate communication	X	n/a

IEP Speech/Language Goal Checklist

Child's needs listed on IEP	Goal addressing the need	If CAS goal: 1) Movement 2) Extended practice

Case Examples and Sample Goals

Use checklist to ensure there is a goal for every need

Use worksheet to ensure goals are **SMART**:

Specific

Measurable

Action words

Realistic and relevant

Time-limited

Ensuring Goals are SMART – a worksheet

Annual Goal Component	Annual Goal Statement
Givens/Conditions (When or under what conditions)	
Skill/Domain Area (Academic, Behavioral, Functional)	
Observable Learner Performance (Action)	
Desired Level of Achievement/ Outcome (Measurable Criteria) – how well, how many times, over what period of time	

(Public Schools of NC, 2009)

Example - Maddie

- Child's Needs – Maddie's speech is highly unintelligible in conversational speech. She has been diagnosed with CAS and a phonological disorder. Speech is particularly unintelligible on utterances that are 2+ syllables in length. Maddie is making many attempts to communicate with others but often her attempts are not successful because she does not get the person's attention prior to delivering her message. These skill deficits affect her ability to communicate within the general education setting and develop appropriate social skills.
  - Difficulty with speech motor planning and programming – speech breaking down at 2+ syllable level
    - Vowels errors
    - Consonants out of sequence
    - Stress in wrong place
    - Syllables segmented
  - Phonological pattern errors
    - Consistently fronting velar sounds /k/ and /g/ to /t/ and /d/
  - Difficulty with pragmatics
    - Not getting attention of communication partner before beginning to speak

Example - Maddie

- Child Need:
  - Difficulty with speech motor planning and programming – speech breaking down at 2+ syllable level
    - Vowel errors
    - Consonants out of sequence
    - Stress in wrong place
    - Syllables segmented
- Goal:
  - Maddie will improve <u>movement gestures</u> for speech by producing functional utterances (comprised of sounds Maddie is already able to produce)that are <u>2-3 syllables in length, and with a variety of syllable structures (i.e., CVCV, CVCVC, VCCV, VCVCCVC)</u> in direct imitation with <u>80% cumulative accuracy</u> for each target (accuracy includes vowel and consonant accuracy, correct sound sequences, differentiated stress and fluid coarticulation – no pauses)
    - Sample Utterances – "baby", "hi mom", "up high", "I want it"

Motor Planning Goal
Maddie

Annual Goal Component	Annual Goal Statement
Givens/Conditions (When or under what conditions)	In direct imitation, using functional vocabulary, 2-3 syllables in length, with a variety of syllable structures, with sounds Maddie is already "able" to produce
Skill/Domain Area (Academic, Behavioral, Functional)	Speech motor planning and programming
Observable Learner Performance (Action)	Produce
Desired Level of Achievement/ Outcome (Measurable Criteria) – how well, how many times, over what period of time	80% cumulative accuracy for each target

Example - Maddie

- Child Need:
  - Phonological pattern errors
    - Consistently fronting velar sounds /k/ and /g/ to /t/ and /d/
- Goal:
  - In picture naming tasks, Maddie will independently produce <u>velar sounds</u> /k/ and /g/ in initial position of single-syllable words on 8/10 attempts.

Phonological Goal
Maddie

Annual Goal Component	Annual Goal Statement
Givens/Conditions (When or under what conditions)	In picture naming task, in single syllable words
Skill/Domain Area (Academic, Behavioral, Functional)	Phonological
Observable Learner Performance (Action)	Produce
Desired Level of Achievement/ Outcome (Measurable Criteria) – how well, how many times, over what period of time	8/10 attempts

Example - Maddie

- Child Needs:
  - Difficulty with pragmatics
    - Not getting attention of communication partner before beginning to speak
- Goal:
  - Maddie will get the attention of her communication partner before beginning to communicate using verbal means (i.e., call the person's name or say something like "hey"), or by tapping them on the shoulder.

Pragmatic Goal
Maddie

Annual Goal Component	Annual Goal Statement
Givens/Conditions (When or under what conditions)	Before beginning to speak
Skill/Domain Area (Academic, Behavioral, Functional)	Pragmatics
Observable Learner Performance (Action)	Get attention verbally or by tapping
Desired Level of Achievement/ Outcome (Measurable Criteria) – how well, how many times, over what period of time	

Example - Maddie

- Child Needs:
  - Difficulty with pragmatics
    - Not getting attention of communication partner before beginning to speak
- Goal:
  - Maddie will verbally (i.e., call a person's name, or say something like "hey") or tactally (tap them on the shoulder) get the attention of her communication partner before beginning to communicate on 4 of 5 consecutive attempts.

Pragmatic Goal revised Maddie

Annual Goal Component	Annual Goal Statement
Givens/Conditions (When or under what conditions)	Before beginning to speak
Skill/Domain Area (Academic, Behavioral, Functional)	Pragmatics
Observable Learner Performance (Action)	Get attention verbally or by tapping
Desired Level of Achievement/ Outcome (Measurable Criteria) – how well, how many times, over what period of time	On 4 of 5 consecutive attempts

Example - Steven

- Child Needs – Steven is going into 1st grade. His speech is largely intelligible but he speaks with an interdental lisp which is not developmentally appropriate. His lisp appears to be making it difficult for him to monitor accuracy when he is mapping sounds to letters in reading decoding tasks.
  - Articulation Disorder – interdental lisp - protruded tongue during production of /s/ ("thith" for "sis")

Example – Steven

- Child Needs:
  - Articulation Disorder – interdental lisp – protruded tongue during production of /s/ ("thith" for "sis")
- Goal:
  - Steven will improve /s/ in spoken words

Articulation Goal
Steven

Annual Goal Component	Annual Goal Statement
Givens/Conditions (When or under what conditions)	
Skill/Domain Area (Academic, Behavioral, Functional)	Speech Articulation
Observable Learner Performance (Action)	
Desired Level of Achievement/ Outcome (Measurable Criteria) – how well, how many times, over what period of time	Improve?

Example – Steven revised goal

- Child Needs:
  - Articulation Disorder – interdental lisp – protruded tongue during production of /s/ ("thith" for "sis")
- Goal:
  - Steven will produce /s/ using proper tongue placement in initial position of spoken words in conversational speech during structured activity on 4/5 attempts.

Articulation Goal Revised Steven

Annual Goal Component	Annual Goal Statement
Givens/Conditions (When or under what conditions)	**In conversational speech during structured activity, in initial position of words**
Skill/Domain Area (Academic, Behavioral, Functional)	Speech Articulation
Observable Learner Performance (Action)	**Produce /s/ with proper tongue placement**
Desired Level of Achievement/ Outcome (Measurable Criteria) – how well, how many times, over what period of time	**4/5 attempts**

Example – Matt

- Child Needs:
  - Matt's conversational speech is 60% intelligible. He has a diagnosis of CAS, and intelligibility begins to break down particularly in longer utterances (4+ syllables) and in the presence of multiple within- and between-word consonant clusters. He also has an expressive language deficit – in particular he has difficulty with language "form" – he uses regular past tense when irregular past tense is required (i.e., "eated"). These communication deficits negatively affect his ability to communicate within the general education setting and develop appropriate social skills.

Example – Matt

- Child Needs:
  - Matt's conversational speech is 60% intelligible. He has a diagnosis of CAS, and intelligibility begins to break down particularly in longer utterances (4+ syllables) and in the presence of multiple within- and between-word consonant clusters. He also has an expressive language deficit – in particular he has difficulty with language "form" – using regular past tense –ed when irregular past tense is required.
- Goal:
  - During speech sessions, Matt will produce intelligible utterances using appropriate motor planning given visual and verbal cues in "subject-(irregular past tense) verb-object" sentence forms in 8 out of 10 trials over a period of 3 consecutive sessions (i.e., "He ate spaghetti", "She bought slippers", "Stephanie drove home").

Motor Planning Goal - Matt
supports language needs

Annual Goal Component	Annual Goal Statement
Givens/Conditions (When or under what conditions)	During speech sessions, with verbal and visual cues, in "subject-(irregular) verb-object contexts
Skill/Domain Area (Academic, Behavioral, Functional)	Motor planning and programming
Observable Learner Performance (Action)	Produce
Desired Level of Achievement/ Outcome (Measurable Criteria) – how well, how many times, over what period of time	8 out of 10 trials over 3 consecutive sessions

Motor Planning Goal - Matt
supports language needs

Annual Goal Component	Annual Goal Statement
Givens/Conditions (When or under what conditions)	During speech sessions, with verbal and visual cues, in "subject-(irregular) verb-object contexts
Skill/Domain Area (Academic, Behavioral, Functional)	Motor planning and programming
Observable Learner Performance (Action)	Produce
Desired Level of Achievement/ Outcome (Measurable Criteria) – how well, how many times, over what period of time	8 out of 10 trials over 3 consecutive sessions

Example – Matt

- Child Needs:
  - Matt's conversational speech is 60% intelligible. He has a diagnosis of CAS, and intelligibility begins to break down particularly in longer utterances (4+ syllables) and in the presence of multiple within- and between-word consonant clusters. He also has an expressive language deficit – in particular he has difficulty with language "form" – using regular past tense –ed when irregular past tense is required.
- Goal:
  - During speech sessions, Matt will produce intelligible utterances using appropriate motor planning given visual and verbal cues in "subject-(irregular past tense) verb-object" sentence forms in 8 out of 10 trials over a period of 3 consecutive sessions with 80% cumulative accuracy (i.e., "He ate spaghetti", "She bought slippers", "Stephanie drove home").

Motor Planning Goal - Matt
supports language needs

Annual Goal Component	Annual Goal Statement
Givens/Conditions (When or under what conditions)	During speech sessions, with verbal and visual cues, in "subject-(irregular) verb-object contexts
Skill/Domain Area (Academic, Behavioral, Functional)	Motor planning and programming
Observable Learner Performance (Action)	Produce
Desired Level of Achievement/ Outcome (Measurable Criteria) – how well, how many times, over what period of time	**80% cumulative accuracy**

Annual Goal Component	Annual Goal Statement
Givens/Conditions (When or under what conditions)	
Skill/Domain Area (Academic, Behavioral, Functional)	
Observable Learner Performance (Action)	
Desired Level of Achievement/ Outcome (Measurable Criteria) – how well, how many times, over what period of time	

(Public Schools of NC, 2009)

Questions
Discussion

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