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Goals and Target Selection

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Disclosure: Amazon store, I sell SSD-related products on my site.

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What You will Learn:

1. Learner will be able to create a goal for each of the following: minimally verbal children, moderately verbal with decreased intelligibility, and conversational children with residual motor planning challenges.

2. Learner will be able to develop targets for individuals who are minimally verbal, moderately verbal with decreased intelligibility, and conversational children with residual motor planning challenges.

3. Learner will name at least one strategy for determining an individual's progress and generalization.

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Outline

1. Minimally verbal
2. Moderate verbal less intelligibilty and some words; how the child presents, and what goals look like
3. Conversation
4. Strategies to evaluate

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MINIMALLY VERBAL CHILDREN

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WHAT DOES THIS CHILD LOOK LIKE?

- limited sound repertoire
- limited syllable repertoire
- limited words

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WHAT ARE THERAPY GOALS?

- increase consonant and vowel repertoire
- increase volitional speech output and ability to initiate
- increase syllable shape repertoire
- increase confidence in speech attempts
- increase power through speech and language
- increase therapy readiness
- use of appropriate prosody

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GETTING STARTED

- take a phonetic inventory
- take a syllable inventory
- use stable syllable shapes with phonemes that are not yet mastered
- use stable phonemes with unmastered syllable shapes
- use sounds in play

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IN THE BEGINNING

- use syllable shapes and sounds the child has to form **REAL** words the child is not yet saying
- use lower pressure vocalizations
  - Environmental sounds
  - Line completion activities
- use POWER words
- use more than just verbal – gesture, sign, AAC

POW

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FIRST WORDS

- teach first words as a child would typically learn them
- merge the typical word acquisition with targeted motor plans

Clinical Application - 1st 8 Words - VanTatenhove, 2005	Introduced	Used Consistently in Training	Generalized to Other Settings	Comments
all done				
help				
want				
mine				
more				
stop				
that				
what				

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Clinical Application - 1st 50 Words - VanTatenhove, 2005	Introduced	Used Consistently in Training	Generalized to Other Settings	Comments
again				
all				
all done				
away				
bad				
big				
come				
do				
don't				
down				
drink				
eat				
feel				
get				
go				
good				
happy				
help				
here				
I				
in				
it				
like				

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DISTRIBUTION OF PHONES

Distribution of Phones

	Phonemes
Syllable Initial, Word Initial (SIWI)	b, m, d
Syllable Initial, Within Word (SIWW)	
Syllable Final, Within Word (SFWW)	m
Syllable Final, Word Final (SFWF)	

Let's Practice!!!!!

Productions observed by the child:
/ba/, /b^.U/, /^/, /ma.m^/, /dae.ae/
"ball", "bubble", "up", "mama", "dada"

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MEDIAL CONSONANTS - Goal Writing

Distribution of Phones

	Phonemes
Syllable Initial, Word Initial (SIWI)	b, m, d
Syllable Initial, Within Word (SIWW)	
Syllable Final, Within Word (SFWW)	m
Syllable Final, Word Final (SFWF)	

Goal: To increase his/her ability to sequence and synthesize movement gestures across syllables, XX will independently produce at least 10 new VCV and CVCV words with both stable and changing vowels including consonants /b, m, d/ with at least 80% accuracy across three consecutive sessions.

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MEDIAL CONSONANTS - targets

Goal: To increase his/her ability to sequence and synthesize movement gestures across syllables, XX will independently produce at least 10 new VCV and CVCV words/phrases with both stable and changing vowels including consonants /b, m, d/ with at least 80% accuracy across three consecutive sessions.

Targets: "oh-my", "I-do", "oh-boy", "mama", "daddy", "do-do" (singing/french lovie), "a(ll)-do(ne)", "bye"+CV or "my"+CV

Keep in Mind: what vowels does the child currently have in their repertoire? Does the child have any words specific to his/her life that would be important?

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FINAL CONSONANTS - goal writing

Distribution of Phones

	Phonemes
Syllable Initial, Word Initial (SIWI)	b, m, d
Syllable Initial, Within Word (SIWW)	
Syllable Final, Within Word (SFWW)	m
Syllable Final, Word Final (SFWF)	p, t, m

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Goal: To increase his/her ability to synthesize closed syllables, XX will independently produce at least 5 new VC and CVC words with both stable and changing consonants including consonants /b, m, d, p, t/ with at least 80% accuracy across three consecutive sessions.

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FINAL CONSONANTS - targets

Goal: To increase his/her ability to synthesize closed syllables, XX will independently produce at least 5 new VC and CVC words with both stable and changing consonants including consonants /b, m, d, p, t/ with at least 80% accuracy across three consecutive sessions.

Targets: "up", "eat", "it", "oop", "beep", "mom", "dip", "dot", "map"

Keep in Mind: what vowels does the child currently have in their repertoire? Does the child have any words specific to his/her life that would be important?

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CHECKING PROGRESS

Tools:
- Kaufman Speech to Language Protocol Targets
- Untreated Words List
- Treatment Data
- Weekly Probe
- Nonwords Probes
- Dynamic Evaluation of Motor Speech Skills (DEMSS) - 12 months
- Kaufman Speech Praxis Test - 12 months

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MODERATELY VERBAL CHILDREN WITH DECREASED INTELLIGIBILITY

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WHAT DOES THIS CHILD LOOK LIKE?

- uses multisyllabic utterances
- phonological patterns may co-occur
- mild - moderate decreased phonetic inventory
- intelligibility decreases with increased motoric complexity
- more consistent errors

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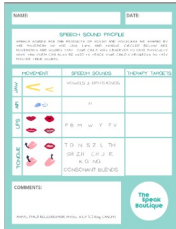Avital (Tali) Kellerstein, M.A., M.H.SC. S-LP (C)

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WHAT ARE THERAPY GOALS?

- increase accuracy of movement gestures in utterances of 3 or greater syllables
- increase phonetic inventory (mid - later developing sounds)
- use appropriate prosody
- increase syllable shape complexity

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SPEECH SOUND PROFILE

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MOVEMENT-BASED THERAPY GOALS

What's Moving?

- airstream
- jaw
- lips
- tongue - tip/mid/back
- sequencing blends

Where to?

- airstream
- jaw
- lips
- tongue - tip/mid/back
- sequencing blends

Let's practice:
up vs. in
hop vs. dig
button vs. rainbow
picnic vs. I'm coming

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MOVEMENT-BASED THERAPY GOALS

In what context?
Syllable Shape?
Small Phrases? Motor Equivalence?
Predictable Sentences?
Varied Sentences?
Carryover?

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THERAPY TRAJECTORY

MOVEMENT
(from-to)
sequencing
tongue
- tip
- mid
- back
lips
jaw
air stream

Acquire* Consolidate * Transfer

NB: Despite the line, it's not linear!!!

CONTEXT: Gradually increasing variety of:
Syllable shapes linguistic structures. social-emotional contexts

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EXAMPLE #1
4 yr old

Syllable Shape Probes

List used:	Kaufman Cards	Date:	9/20
CV	19/20 not including voicing errors; errored vowel "bye"	VCV	4/6 ; errored VCV1 words
CVCV	100%	VC	6/10 = correct; 2/10 distortions; 2/10 = incorrect
CVCV$_2$	10/12; /e/ targets incorrect	CVC$_2$V$_2$	7/10
CVC$_1$	8/10	CVC$_2$ bilabial	100%
CVC$_2$ alveolar	60% n/t wel erros; FCD	CVC$_2$ mixed	
CVCVCV	1/12 "nobody" = correct	CCVC	
CVCC		CCVCC	

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EXAMPLE #1 - 4 yr old

Syllable Shape Analysis
Percent accurate

Target List used:	Kaufman Cards
One Syllable Words	49/60 = 81%
Two Syllable Words	17/22 = 77%
Three Syllable Words	1/12 = 8%

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Example #1 - 4 year old

Moving Across Syllables

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EXAMPLE #1 Multisyllabic Goal

Let's practice!!!!

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Goal: To increase his ability to produce synthesize and sequence syllables, XX will independently produce a fixed set of 2 - 3 syllable utterances containing mastered phonemes (bilabial, velar and alveolar phonemes) and emerging phonemes /tʃ, ʃ, dʒ/ with appropriate prosody and articulation in at least 80% of attempts and across three consecutive sessions.

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EXAMPLE #1 Multisyllabic Goal

Let's practice!!!!

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Goal: To increase his ability to produce synthesize and sequence syllables, XX will produce an unpracticed set of CVCV and CVCVCV words, containing mastered phonemes (bilabial, velar and alveolar phonemes) and emerging phonemes /tʃ, ʃ, dʒ/, when given a model, with at least 80% accuracy.

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EXAMPLE #1 Multisyllabic targets

Goal: To increase his ability to produce synthesize and sequence syllables, XX will independently produce a fixed set of 2 - 3 syllable utterances containing mastered phonemes (bilabial, velar and alveolar phonemes) and emerging phonemes /tʃ, ʃ, dʒ/ with appropriate prosody and articulation in at least 80% of attempts and across three consecutive sessions.

Targets: pajama(s); vacation; family; holiday; sushi; maybe; watch-me

Keep in mind: stable and emerging sounds in the child's repertoire

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EXAMPLE #1 Multisyllabic targets

Goal: Goal: To increase his ability to produce synthesize and sequence syllables, XX will produce an unpracticed set of CVCV and CVCVCV words, containing mastered phonemes (bilabial, velar and alveolar phonemes) and emerging phonemes /tʃ, ʃ, dʒ/, when given a model, with at least 80% accuracy.

Targets: pajama(s); vacation; family; holiday; sushi; maybe; watch-me

Keep in Mind: stable and emerging sounds in the child's repertoire

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EXAMPLE #1 Final Consonants - goal

VC	6/10 = correct; 2/10 distortions; 2/10 = incorrect
CVCi	8/10
CVC2 alveolar	60% vowel erros; FCD

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Goal: To increase his ability to produce synthesize final consonants, XX will independently produce at least 10 new VC and CVC words with consonants with at least 80% accuracy and across three consecutive sessions.

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EXAMPLE #1 Final Consonants - targets

Goal: To increase his ability to produce synthesize final consonants, XX will independently produce at least 10 new VC and CVC words with consonants with at least 80% accuracy and across three consecutive sessions.
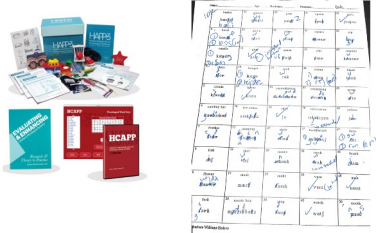
Targets: hatch, teach, shop, ouch, jack, out, oat, own, chalk, ace

Keep in mind: voicing; sounds in repertoire

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EXAMPLE #2

- airstream
- jaw
- lips
- tongue - tip/mid/back
- sequencing blends

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EXAMPLE #2 Goals

x to increase tongue tip control for /t, d and n/ in repetitive sentences with 80% accuracy in a structured activity.

x to increase labiodental control for /f and v/ preceding a high front vowels or following a mid-low vowel with 80% accuracy during a structured activity.

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EXAMPLE #2 Targets

bottom, top, tip, time, tomorrow etc.

feet
feel
fin

off
huff
half

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CHECKING PROGRESS

Tools:
- Kaufman Speech to Language Protocol
- Untreated Words List
- Weekly Probe
- Nonwords Probes
- "Reading" a non practiced passage every 6 - 12 months (i.e. "Brown Bear") and recording video/audio for progress
- Moving Across Syllables
- Percent consonants correct (PCC), Percent phonemes correct (PPC), percent vowels correct (PVC), on untreated word list (i.e. GFTA-3, HCAPP-3)
- naive listener transcription

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CONVERSATIONAL CHILDREN WITH RESIDUAL MOTOR PLANNING CHALLENGES

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WHAT DOES THIS CHILD LOOK LIKE?

- mild on single word tests
- largely intelligible, but frequently awkward/stilted prosody
- residual single sound errors - e.g. R or TH and often vowels
- vowel errors may be more evident in connected speech

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WHAT ARE THERAPY GOALS?

- x to increase tongue tip control for /θ and ð/ with 95% accuracy in conversation while varying prosody
- x to increase mid-tongue control for /ɹ/ in sentences at increasing rate conversation with 90% accuracy

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CHECKING PROGRESS

Tools:
- frequent checking in with parents/caregivers re: progress
- narrative retell vs. single word checks
- Narrative samples e.g. S-CAT
- Char Bochart's Deep Screening Probes

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Breakout Rooms

1. How do today's goals/targets compare to how you have structured your goals/targets?

2. How frequently do you change/adjust your goals?

3. What can you incorporate in your practice based on today's workshop?

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