

INDEX OF GOALS

PS1 PRESPEECH: Oral-motor skill

Goal: The child will demonstrate sufficient oral motor skill to support the development (or rehabilitation) of speech.

PS2 PRESPEECH: Vocalization and respiration

Goal: The child will demonstrate sufficient respiratory and voice production skill to support the development (or rehabilitation) of speech and will vocalize at appropriate times.

PL1 PRELANGUAGE: Cognitive functioning

Goal: The child will demonstrate the ability to use sensorimotor concepts of object permanence, means-ends, causality, space, relating to objects, and imitation to interact with objects and people in the environment.

PL2 PRELANGUAGE: Preverbal functional communication

Goal: The child will demonstrate functional social communication behaviors that are appropriate to that child's level of cognitive development.

PL3 PRELANGUAGE: Symbolic play

Goal: The child will demonstrate the ability to use an object to represent another dissimilar object in a meaningful way during play, and will engage spontaneously in social pretend play with a peer.

AC1 AUGMENTATIVE COMMUNICATION: Unaided techniques

Goal: The child will give evidence of comprehending and using sign language in meaningful communicative interactions with several different adults and peers in the environment.

AC2 AUGMENTATIVE COMMUNICATION: Aided techniques

Goal: The child will use at least one personal communicative device to initiate and respond appropriately in conversation and other discourse situations (such as play, academic, public speaking) with a variety of conversational partners.

EL1 EARLY LANGUAGE: One-word utterances

Goal: The child will use one-word utterances to communicate sentence-like meanings (holophrases) to others in the environment.

EL2 EARLY LANGUAGE: Two-word utterances

Goal: The child will use two-word utterances to communicate sentence-like meanings (formed using semantic-grammatical rules) to others in the environment.

A1 ARTICULATION: Semantically potent word approach

Goal: The child will produce sounds correctly in words used spontaneously in communicative interactions.

A2 ARTICULATION: Phonological process approach

Goal: The child will produce intelligible speech in which no phonological simplification processes are observed other than those expected in casual adult speech.

A3 ARTICULATION: Phoneme acquisition

Goal: The child will produce all phonemes correctly (for age and linguistic community) in spontaneous speech that is intelligible to new listeners.

A4 ARTICULATION: Intensified motor planning

Goal: The child will produce speech in spontaneous communicative interactions that includes sufficient correct sounds and sound sequences to be intelligible to new listeners.

LF1 LANGUAGE FORM: Basic sentences

Goal: The child will use basic sentence constructions to communicate a variety of meanings to other persons in the environment.

LF2 LANGUAGE FORM: Morphological and syntactical rules

Goal: The child will demonstrate competence for morphological and syntactical rules sufficient for comprehending and producing creative sentences appropriate to the child's level.

LF3 LANGUAGE FORM: Combining sentences

Goal: The child will demonstrate the ability to comprehend and to formulate embedded and conjoined sentences in spoken and/or written language.

LC1 LANGUAGE CONTENT: Conceptual vocabulary

Goal: The child will spontaneously and appropriately comprehend and produce vocabulary that has been formally taught, and will begin to acquire new vocabulary from the natural environment more rapidly.

LC2 LANGUAGE CONTENT: Abstract/categorical uses

Goal: The child will be able to use language as a tool for thinking at a level commensurate with cognitive development.

LC3 LANGUAGE CONTENT: Early yes/no question answering

Goal: The child will be able to answer appropriately all yes/no questions within the child's semantic-cognitive ability.

LC4 LANGUAGE CONTENT: Later yes/no question answering

Goal: The child will be able to answer appropriately all yes/no questions within the child's semantic-cognitive ability.

LC5 LANGUAGE CONTENT: Wh-question answering

Goal: The child will be able to answer appropriately all WH-questions within the child's semantic-cognitive ability.

LC6 LANGUAGE CONTENT: Later developing meanings

Goal: The child will be able to comprehend, produce, and explain (as appropriate) language using such later developing meanings as abstract and multiple word associations, the language of humor, and nonliteral language.

LU1 LANGUAGE USE: Speech acts

Goal: The child will produce a variety of assertive and responsive speech acts in meaningful communicative interactions.

LU2 LANGUAGE USE: Conversational discourse

Goal: The child will demonstrate skill for taking conversational turns, and for initiating, maintaining, changing, and concluding topics and conversations.

LU3 LANGUAGE USE: Contextual variation

Goal: The child will demonstrate appropriate discourse structure and informativeness, and will vary discourse style appropriately (using repair strategies as necessary) in a variety of situations at the child's age and ability level.

LU4 LANGUAGE USE: Narratives

Goal: The child will communicate extended meanings using narratives that are organized sequentially and cohesively using mature formats (that is, with all story grammar elements included in story narratives), and will demonstrate comprehension of narratives appropriate to level by retelling them and/or answering integrative questions about them.

LU5 LANGUAGE USE: Classroom discourse

Goal: The child will demonstrate sufficient classroom discourse skills for producing and comprehending information using a variety of modalities to be able to interact appropriately with teacher(s) and peers and to do passing work academically.

WL1 WRITTEN LANGUAGE: Early and middle stages

Goal: The child will demonstrate skill for decoding and comprehending written words, sentences, paragraphs, and texts, and for writing short paragraphs that make sense.

WL2 WRITTEN LANGUAGE: Later stages

Goal: The child will demonstrate skill for reading and comprehending higher level narrative and expository texts, for writing well-organized, complete, and accurate texts of a variety of types, and for integrating listening, speaking, reading, writing, and thinking skills in academic tasks that require such skills as note taking, studying, and test taking.

IP1 INFORMATION PROCESSING: Auditory discrimination

Goal: The child will be able to discriminate sufficient intensity, frequency, duration, and temporal sequence information in sound patterns to enable accurate perception, production, and self-monitoring of spoken and written language, and will be able to apply the discrimination skills to signals in the presence of background noise.

IP2 INFORMATION PROCESSING: Short-term auditory sequential memory

Goal: The child will demonstrate ability to recall and reproduce, in sequence, information of a length appropriate to age and level.

IP3 INFORMATION PROCESSING: Long-term memory

Goal: The child will be able to recall, and to communicate about, events that were experienced, or information that was learned, a week or more in the past, and will be able to reflect on personal memory strategies for remembering past and upcoming events in order to describe and critique those strategies.

IP4 INFORMATION PROCESSING: Word retrieval

Goal: The child will be able to recall and produce words already in the child's vocabulary without abnormal delay during spontaneous communication with others in the environment.

IP5 INFORMATION PROCESSING: Later listening, speaking, reading, writing, and thinking skills

Goal: The child will engage in oral or written discussions that demonstrate (a) the ability to use higher level listening (or reading) and information-processing skills to go beyond literal comprehension, and (b) that the child can use language for thinking.

HI1 HEARING IMPAIRMENT: Early stages

Goal: The child will use residual hearing for making sense of the environment, and will develop language content, form, and use skills at a level commensurate with age and ability level using appropriate modalities.

HI2 HEARING IMPAIRMENT: Middle and later stages

Goal: The child will use residual hearing, and knowledge of language content, form, and use (using total communication skills, if appropriate) for communicating in a variety of social and academic situations at grade level.

HI3 HEARING IMPAIRMENT: Speech production and perception

Goal: The child will produce speech features (both segmental speech sounds and nonsegmental prosody features) with clarity and natural quality, and, within the limits of the individual's capacity to hear, will demonstrate the ability to discriminate sounds and to perceive sound patterns in the speech of others.

V1 VOICE: Modification of environmental influences and vocal abuse

Goal: The child, parents, siblings, and teachers will work together to create an environment that will encourage normal use of voice.

V2 VOICE: Reduction of laryngeal hyperfunctioning

Goal: The child will use a clear voice, free from tension and with appropriate pitch and loudness, in all settings.

V3 VOICE: Elimination of functional aphonia

Goal: The child will experience return of voice, and will be able to speak normally in all situations.

V4 VOICE: Breathy voice remediation

Goal: The child will use a clear voice with appropriate pitch and loudness in all settings.

R1 RESONANCE: Modification of hypernasal resonance and articulatory compensations

Goal: The child will use speech with appropriate resonance, no nasal emission, clear pressure consonants, and normal articulatory valving in all situations.

R2 RESONANCE: Modification of velopharyngeal functioning

Goal: The child will demonstrate sufficient ability to achieve velopharyngeal closure to be able to produce speech with appropriate resonance, no nasal emission, and clear pressure consonants.

FL1 FLUENCY: Modification of influences on stuttering

Goal: The child, parents, and teacher will work together to foster conditions that will encourage fluent speech.

FL2 FLUENCY: Modification by controlling utterance length

Goal: The child will converse with the speech-language pathologist using normal speaking rate and rhythm for at least 5 minutes in a variety of settings with no more than normal disfluencies.

FL3 FLUENCY: Modification using control of speaking rate and breath flow

Goal: The child will speak in all situations with no more than normal disfluencies, and with rate and rhythm that are within normal limits.

FL4 FLUENCY: Transfer and maintenance

Goal: The child will speak fluently in all home, school, work, and play situations.