Speech Goal Bank for Schools:

Functional Language/Communication:

---- will respond to questions about feature, function and class of preferred and everyday items (to share events with group, or tell what he likes about preferred items), giving at least two details on 80% of opportunities over 3 consecutive sessions using data collection.

--- will use a 2-3 word utterance using both action and object (such as, "draw markers", "play marbles, " "make a _____" or "drink water") to request wanted items and/or activities in 4 out of 5 opportunities using data collection.

Given no more than 1 verbal or visual cue, --- will use a functional phrase to communicate a variety of intents, such as to gain attention or help, to protest appropriately, or to inform, on 80% of opportunities and in at least two contexts, using data collection and observation

--- will determine the cause of emotions in others and video scenarios using expanded emotion words such as, "calm", "freaked out", "nervous", "excited", and "bored" with 80% accuracy using data collection

--- will make "expected" comments and requests by staying "on topic" using visual cues in 4 out of 5 observations using SLP observation.

--- will demonstrate the ability to follow directions in order to participate in structured classroom activities and transition between activities in 4 out of 5 observations using data collection.

--- will demonstrate an understanding of expanded emotion words (i.e., calm, frustrated, worried, etc.) with 80% accuracy using data collection

--- will demonstrate an understanding of "expected" behaviors in a variety of school contexts given maximum visual supports (i.e., social stories, visual cues, video modeling, etc.) in 4 out of 5 observations using data collection.

--- will use language strategies to regulate his own behavior and emotions (i.e., ask for help, expressing feelings, calming breaths, 3 minute break) in order to participate in activities in 4 out of 5 observations using data collection

---By August 2020, when presented with opportunities to respond to a question or make a choice, _____ will independently express his needs using his AAC device (navigating less than 3 pages)

---By March, _____ will follow visual, two-step directions to complete classroom tasks or participate in structured activities (i.e., "get the paper and the marker") in 4 out of 5 observations

--- will use action words to request items (i.e., "eat chips"; "blow bubbles") and answer questions about what he is doing (i.e., "build legos"; "play playdough") with 80% accuracy using data collection

Receptive Language:

--- will answer critical thinking questions about passages read to him (making predictions, determining cause/effect, making inferences, determining real-life solutions) with 80% accuracy for 2/3 sessions as measured by Criterion Referenced Tests and therapy data.

Expressive Language:

--- will be able to identify the "where" and "who" in a story at his reading level using visual supports in 4 out of 5 trials using teacher assessments

--- will be able identify the beginning, middle and end of a story at his ability level in 4 out of 5 trials.

---Given core word + text symbols (word maker picture/text), --- will report at least two steps of a narrative, after viewing a picture sequence or a brief video of an activity he completed with peers, on 4/5 opportunities over 3 consecutive sessions using data collection.

--- will sequence 6 pictures and retell the sequence of events given no more than 1 verbal prompt scoring 80% accuracy as measured by SLP data reported quarterly.

--- will be able to retell a short story orally, including story elements (character, setting, problem/solution, ending) in 4/5 opportunities with minimal cuing (2 or less) during structured activities as measured by therapy data.

--- will give 4/7 details (category, function, image, composition, parts, location, fun fact) about a topic given a visual scoring 80% accuracy as measured by SLP data reported quarterly.

---will improve oral language skills by providing 6 of 7 features (e.g., group, do, look like, made of, parts, where, and what else) when describing objects and pictures, in 8 out of 10 trials across 3 sessions, as determined by therapists checklists and therapy data.

Pragmatics/Social Language:

--- will request wanted items from peers (such as "Name + Tambourine?", Name + Marble?) in structured and unstructured play contexts in 4 out of 5 opportunities over 3 consecutive sessions using data collection.

--- will demonstrate the ability to not interrupt a peer speaker, refrain from talking over peers and pass the conversational turn to a peer during 80% of structured social interactions, 2/3 consecutive trials, as measured by running records and therapy data sheets.

Articulation:

--- when given 30 sentences containing target sounds, with emphasis on the /r/ phoneme,--- will correctly produce each correctly, to speak effectively with 80% accuracy as measured therapy data.

--- will produce /l/ in all positions in words during structured conversations, in 8 out of 10 documented trials across 3 sessions

--- will improve oral language skills by providing 6 of 7 features (e.g., group; do; look like; made of; parts; where; and what else) when describing objects and pictures, in 8 out of 10 trials across 3 sessions, as determined by therapist checklists and therapy note data.

--- will mark both sounds in "s-blends" in words, phrases and sentences during 8 out of 10 documented opportunities, as determined by checklists and informal assessments.

--- Will produce/l/ and "l-blends" in 9 out of 10 trials during three minute conversational samples, across 3 sessions.

--- Will produce voiced and unvoiced "th" sounds in 9 out of 10 trials during a three minute conversational sample, across 3 sessions.

Semantics:

---providing at least one antonym or synonym and one real-life sentence example for each vocabulary word, presented in a variety of structured tasks, with minimal assistance in 8/10 attempts for 2/3 sessions as measured by therapy data and Criterion Referenced Tests.

--- will accurately describe the category, appearance, function, and other features in 8/10 opportunities for 2/3 sessions as measured by therapy data and criterion referenced tests.

--- will state a similarity and a difference regarding 2 presented objects, during 8 out of 10 documented trials, as determined by checklists, informal assessments and running records.

--- will produce a grammatically correct and detailed sentence, including regular and irregular past tense verbs, during 8 out of 10 opportunities, across 3 consecutive therapy sessions.

--- will state a similarity and a difference regarding 2 presented objects, during 8 out of 10 documented trails, as determined by checklists, informal assessments and running records.

Fluency:

--- will use objective words to describe his dysfluencies, during 8 out of 10 structured activities, given diminishing models and cues, as determined by checklists and running records.

---will accurately evaluate use of easy starts when answering questions (in sentences of 3-5 words in length), during 7 out of 10 trials across 3 sessions, as determined by running records, checklists and audio/video samples.

--- By March 2020, in structured activities, _____ will reduce his rate of speaking while adding pauses, during 7/10 trials, eliminating the characteristics of cluttering, i.e., speech that is too rapid with improperly placed pausing; as measured by speech and language therapist data and running records.

--- will read 95 words per minute from a grade level passage in 3 out of 4 trials, using running records.