

## **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

### **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.

### **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.

### **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.

### **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.

### **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.