

GOAL BANK

AUDITORY COMPREHENSION

Long-term goal:

Auditory comprehension of _____.

- (2) single words and simple expressions
- (3) simple directions and conversation about immediate environment.
- (4) directions/conversation about daily activities
- (5) a variety of topics with occasional prompting
- (6) most complex or abstract directions/conversation
- (7) all complex and abstract information

**numbers are equivalent to FIM scores

Short-term Goals:

**** cues for demonstration, hand-over-hand, scanning, attention, awareness, information processing, use of visual aid, initiation, decreased impulsivity, active listening, or repetition.**

- Patient will **localize to name/tactile/auditory/olfactory stimulation** ___ times/session given (min/mod/max) (verbal/tactile) cues.
- Patient will **keep eyes open for ___ minutes** per session given (min/mod/max) (verbal/tactile) cues.
- Patient will **follow stimuli visually through left and right visual fields** given (min/mod/max) (verbal/tactile) cues.
- Patient will respond to/follow (**#**) **basic commands** per session OR with ___% accuracy and (min/mod/max) cues for demonstration, hand-over-hand, etc.
- Patient will **match pictures/objects within a visual field of ___** with ___% accuracy and (min/mod/max) cues for scanning, attention, etc.
- Patient will **identify objects in a visual field of ___** with ___% accuracy and (min/mod/max) cues for scanning, etc.
- Patient will **identify body parts** with ___% accuracy and (min/mod/max) cues for ____.
- Patient will **answer yes/no questions regarding immediate environment/situational/biographical information (immediately after review/after ___minutes)** with ___% accuracy and (min/mod/max) cues for information processing, use of visual aid, initiation, awareness, decreased impulsivity.
- Patient will **follow ___-step commands** with ___% accuracy and (min/mod/max) cues.
- Patient will **answer open-ended questions regarding situational/biographical/environmental information** with ___% accuracy and (min/mod/max) cues.
- Patient will answer **complex yes/no questions** with ___% accuracy and (min/mod/max) cues.
- Patient will **answer (yes/no, wh-questions) regarding ___-paragraph length (related/simple/complex/abstract)** information with ___% accuracy and (min/mod/max) cues for active listening, repetition.
- The patient **identifies verbally named objects/pictured objects within his/her environment out of a visual field of 2/3/4** as with ___% accuracy.
- The patient **identifies verbally named written words out of a visual field of 2/3/4** with ___% accuracy.
- The patient **identifies body parts named by the clinician with ___% accuracy** to improve communication with medical staff.
- When given **action pictures out of a visual field of 2/3**, the patient **identifies the correct picture** following a spoken sentence with ___% accuracy.
- The patient **identifies the appropriate object/picture** following a verbal description of **2-3 clues** with ___% accuracy.
- The patient will accurately **answer biographical/functional yes/no questions** using *words/head nods/or pointing to written words* with ___% accuracy.
- The patient will **accurately respond to complex-abstract yes/no questions requiring comparison/contrast and visual imagery** with ___% accuracy.

- The patient will **comprehend and respond appropriately** via *speech, writing, or gesturing to what/who/where/when/why/how questions* with ___% accuracy.
- **After listening to a 1-3/2-5 sentence paragraph, the patient will answer simple yes/no and "wh" questions** with ___% accuracy.
- The patient will **follow 1-step/2-step/3-step commands** with ___% accuracy.
- The patient will **adequately comprehend conversational discourse 2-3 minutes/10 minutes or longer** in length with ___% accuracy.
- The patient will **"stop" speaking when looking at a visual cue of a stop sign to promote auditory comprehension and turn-taking** with ___% accuracy.
- When **given the name of an object, the patient will name an action commonly associated with the object** with accuracy (e.g. What does a pencil do?)
- **When given a name or occupation in the form of a question, the patient will name an action commonly performed by that person with** (e.g. What does a nurse do?)
- When placed in his/her immediate environment, pt. will identify objects in increasing visual fields (i.e. when given only 2 objects, then four objects, then six objects, etc.)
- Pt. will **identify written words when named by clinician**
- Pt. will **identify body parts named by the clinician** to prepare for functional activities of daily living (ADL's)
- Pt. will **identify pictures/photos in increasing visual fields** (i.e. when given only 2 objects, then four objects, then six objects, etc.)
- SHORT PHRASES
- When given action pictures in increasing visual fields(i.e. when given only 2 objects, then four objects, then six objects, etc.), the pt. **will identify the correct picture following a spoken two-to-three word phrase** (such as.."Where is Sarah?")
- When given action pictures in increasing visual fields(i.e. when given only 2 objects, then four objects, then six objects, etc.), the pt. **will identify the correct picture following a spoken sentence** (such as.."Point to the woman with blond hair)
- Pt. will identify **the appropriate object or picture from the SLP's description of a functional object** (i.e. an article of clothing, food or grooming object) with

VERBAL EXPRESSION

Long-term goal:

Verbal expression of _____.

- (1) via total communication
- (2) automatic speech, single words, gestures
- (3) single words regarding basic daily wants, needs, ideas
- (4) sentences regarding daily wants, needs, ideas
- (5) a variety of topics
- (6) most complex or abstract ideas
- (7) complex and abstract ideas, clearly and fluently

Short-term Goals:

**** cues for attention, initiation, voicing, forced choice, phonemic/semantic cueing, gestural/contextual cues, specificity, attention to detail, expansion, word retrieval, visual aid, organization, external aid, use of memory book, awareness, decreased impulsivity, completeness, or conciseness.**

- Patient will **demonstrate non-meaningful vocalizations** in response to pain/discomfort.
- Patient will **indicate preference (yes/no, choice of 2) via eye gaze/pointing** ___x per session with ___% accuracy given (min/mod/max) cues for attention, etc.
- Patient will recite **___# of automatic speech tasks** given (min/mod/max) cues for ___.
- Patient will **produce content words/phrases in response to egocentric/situational/background information (immediately after review/5 minutes after review...)** with ___% accuracy and (min/mod/max) cues for initiation, voicing, etc.
- **Establish a consistent yes/no response/mode of communication.**
- Patient will complete **(simple/complex) (phrases/sentences)** with ___% accuracy and (min/mod/max) cues.
- Patient will **name opposites** with ___% accuracy and (min/mod/max) cues.
- Patient will **name/describe objects/pictures** with ___% accuracy and (min/mod/max) cues for forced choice, phonemic/semantic cueing, gestural/contextual cues.
- Patient will **express ___# of basic wants/needs/ideas per session** after initial cue, (min/mod/max) cues for choice of 2, etc.
- Patient will **repeat functional phrases(incorporating Melodic Intonation Therapy)** with ___% accuracy and (min/mod/max) cues for voicing, etc.
- Patient will **describe** _____ with ___% accuracy and (min/mod/max) cues for specificity, attention to detail, expansion.
 1. Attributes of a given word
 2. Word following an anomie error
 3. The steps to a task
 4. An item in a barrier task
 5. A Norman Rockwell picture
- Patient will **provide ___# of words to describe a given picture/event** (immediate environment/removed environment) with (min/mod/max) cues for initiation, word retrieval.
- Patient will **provide ___# of members in a given category** with ___% accuracy and (min/mod/max) cues in the form of a visual aid, semantic/phonemic cueing, etc.
- Patient will **sequence ___# of items within a task within a task** with ___% accuracy and (min/mod/max) cues for organization.
- **Oral expression of situational/biographical/environmental information (independently/immediately after review/after 5 minutes)** with ___% accuracy and (min/mod/max) cues for external aid, use of memory book, awareness, decreased impulsivity).
- Patient will **define abstract words/concepts** with ___% accuracy and (min/mod/max) cues for expansion, attention to detail, conciseness, etc.
- Patient will **provide 3-4 words to describe a given picture/event in (immediate environment/removed environment)** with (min/mod/max) cues for initiation, word retrieval.
- Patient will **answer with ___-length responses to questions/topics** with ___% accuracy and (min/mod/max) cues for attention to detail, completeness, conciseness, expansion, etc.
- Patient will initiate conversation appropriate with (min/mod/max) cues.

- Patient will **expand/terminate/shift upon a topic** with (min/mod/max) cues for attention to detail, completeness, conciseness, expansion.
- Patient will decrease **tangentiality/confabulation** with (min/mod/max) cues for ___ OR no more than ___ # reminders per session.
- Patient will **maintain topic** with no more than 3 cues/session and (min/mod/max) cues.
- Pt will **name objects/pictures/people (with sentence completion/description of the object/gestural use of the object/written cues)** for expressing basic wants/needs with ___% accuracy.
- Pt will **name items by category** with ___% accuracy. (body parts/grooming items/everyday objects/food/family members).
- The patient will appropriately **name functional objects/pictures with self-cueing strategies learned in therapy/independently** with ___% accuracy.
- The patient will **expressively produce 3+ word phrase to state an objects function** with ___% accuracy when given a *picture/spoken word*.
- Patient will **compose a short novel sentence when given 1/2 functional target word** with ___% accuracy.
- Patient will **respond appropriately to (basic/personal/basic needs/comparative relationship/judgment and safety) yes/no questions** with ___% accuracy.
- The patient will **expressively produce appropriate "wh" questions in various situations** with ___% accuracy.
- The patient will appropriately participate **in a short (5-10 minutes), one-to-one conversation** with ___% accuracy.
- The patient will appropriately participate in **turn-taking with the speaker during short conversational exchanges** with ___% accuracy.
- The patient will **maintain the topic of conversation appropriately over 5/10/15 minute conversational exchanges** with ___% accuracy.
- The patient will **use the PACE technique to increase communicative effectiveness** with ___% accuracy.
- Pt. will **name functional objects, places, areas and people [body parts, grooming items, household objects, clothing, adaptive equipment, food items, furniture, action pictures, staff members and family members]** for expressing basic wants and needs

VERBAL EXPRESSION

with a tracheostomy or on the ventilator

- Patient will **manage oral secretions** with (min/mod/max) cues for lip closure and/or swallowing.
- Patient will tolerate a minimal cuff technique for ___ minutes/hours/all day as determined by placement of a stethoscope to determine upper airway patency.
- Patient will tolerate total cuff deflation with appropriate SPO2 and heart rate while on the ventilator for ___ minutes/hours/all day.
- Patient will **tolerate a Passy-Muir Valve with/without supervision and with appropriate SPO2 and heart rate (while on the ventilator)** for ___ minutes/hours/all day.
- Patient will **phonate vegetative sounds/vowels/one syllable words/sentences while wearing a Passy-Muir Valve/Montgomery Speaking valve/Blom Speaking valve**.
- Patient will **coordinate speech production with the ventilator** to maximize meeting wants and needs with (min/mod/max) **cueing to watch/listen for the ventilator**.
- Patient will complete **respiratory exercises/use of a respiratory trainer to improve vocal quality, length of phrases/sentences, and or increase overall endurance**.
- Patient will **produce ___# of words on one breath** with (min/mod/max) cues.
- Patient will direct self-care of speaking valves or **perform self-care for speaking valves** with (min/mod/max cues).

SOCIAL INTERACTION

Long-term goal:

Demonstrate appropriate social interaction in:

- (2) nonverbal exchanges (taking an object, smiling/nodding)
- (3) basic social exchanges or 1:1 short, structured conversation
- (4) small group short structured context or 1:1 open-ended context
- (5) small group unstructured/open-ended conversation (may break down with change or novel context)
- (6) open-ended individual and small group contexts adapting to change and novel routines with occasional cues/extra time for subtlety/initiation
- (7) open-ended individual and small group contexts without cues or medication for control

**numbers are equivalent to FIM scores

Short-term Goals:

** cues for demonstration, hand-over-hand, scanning, attention, awareness, information processing, use of visual aid, initiation, decreased impulsivity, active listening, or repetition.

Maintaining topic:

- Initiate __ statement/questions appropriate to audience/subject matter/prioritization for setting in 1:1/small group/unstructured conversational context with __ cues per session.
- Maintain/extend topic for __ turns in unstructured/structured topic in 1:1/small group context via statements and questions with __ cues per session.
- Demonstrate appropriate change of topic via appropriate discourse connectors in structures/unstructured setting with __ cues per session.
- Terminate topic/conversation with appropriate transitional discourse in 1:1/small group setting with __ cues
- Demonstrate conversational repair (tangentially/perseveration) with verbal/visual cues via appropriate discourse transition with __ cues per session.

Turn-Taking:

- Demonstrate appropriate turn-taking in discourse/activity in 1:1/small group structured/unstructured setting with __ cues.
- Initiate responses (volunteer information) to group-directed questions with appropriate timing and sensitivity to other group members with __ cues.
- Initiate and involve all group members in small group discourse in a structured/unstructured setting.

Nonverbal:

- Demonstrate appropriate eye contact during 1:1/small group conversation.
- Demonstrate appropriate proximity in 1:1/small group context.
- Demonstrate appropriate affect for basic social exchanges/extended conversation.
- Demonstrate appropriate volume (with regard to agitation/awareness of context) in 1:1/small group context.
- Initiate eye contact in response to name with __ (verbal/visual/tactile) cues.

MEMORY

Long-term goal:

- (1) Recall basic personal information with max cues.
- (2) Recall basic daily events with max cues.
- (3) Recall basic daily events with mod cues for an external aid.
- (4) Recall daily events with min cues for external aid.
- (5) Recall daily events with supervision for an external aid.
- (6) Recall new information with supervision for external aid.
- (7) Recall new information independently.

Short-term Goals:

**** cues for attention, encoding, recall, compensatory strategies, external aid**

Working Memory:

- **Repeat a list of ___ related/unrelated items immediately after presentation** with ___ cues for attention.
- **Sequence ___ items in memory** with ___% accuracy and ___ cues for ___.
- **Identify the item that does not belong in a list of ___ presented auditorily** with ___% accuracy and ___ cues for ___.
- **Complete two step math problems auditorily** with ___% accuracy and ___ cues for ___.
- **When presented aloud with a sentence, the client will respond appropriately to one or more questions regarding the content of the sentence**
- The patient will **repeat verbatim a [three- to six-word, six- to ten-word,] sentence presented aloud**
- The patient will **recall in sequence significant facts in a [two-sentence, three-sentence, three-sentence, four-sentence] paragraph presented aloud**
- **When presented aloud with words in progressively longer sequences, the patient will repeat the words/numbers in the same order**
- **When presented aloud with digits in progressively longer sequences, the patient will repeat the digits in the same order**
- The patient will follow **(1,2,3,4) step commands presented aloud, [using concrete objects, pertaining to body movements]**
- The patient will **follow (1,2,3,4) step written commands**
- The patient will **identify the place, situation or object which is brought to mind when presented aloud with two, three, four, five or six items**
- The patient will **identify inappropriate or nonsensical elements in sentences**
- The patient will **correctly give one similarity and one difference for two nouns**

Recent Memory:

- **Recall a ___-part functional message** with ___ cues for ___ with ___ minutes or immediately after review.
- **Recall daily activities via retellings/answering questions** with ___ cues for ___.
- **Recall information discussed during therapy session via retelling/answering questions** with ___ cues for ___.
- **Recall information discussed in therapy ___ days/hours earlier** with ___ cues for ___.

Compensatory Strategies:

- Locate the daily schedule in the memory book with ___ cues for ___.
- **Locate all sections in the memory book** with ___ cues for ___.
- **Initiate use of memory book in structured/unstructured setting** with ___ cues.
- **Describe/demonstrate/initiate use of ___# of memory strategies** with ___ cues for ___ (without review vs. ___ minutes/immediately after review).

Using Memory for Daily Tasks:

- Respond to personal information questions with ___ accuracy and ___ cues.
- **Bring memory book/other indicated items to all therapy sessions** with no more than ___ cues per day/week.

- Write notes/ask therapists to write notes in memory book at end of each therapy session with no more than __ cues per day/week.
- **Meet therapists on time at a designated location for therapy** with __ cues.
- Request medications according to time/name with _ cues.
- Initiate a reminder with/without external cues in __% of trials.

ATTENTION

Long-term goal: Attend to _____ (environmental stimuli/simple tasks/complex tasks/salient details) in a (quiet/distracting) environment.

Short-term Goals:

- Demonstrate **localized responses** to min/mod/max **auditory/visual/tactile/olfactory/painful stimulation** in __% of trials (or __# times per session).
- **Track** __ **auditory/visual stimuli** in __% of trials with __ cues.
- **Complete a** __ **minute auditory/visual sustained/alternating/selective/divided attention** task with __% accuracy and __ cues.
- **Demonstrate focused/selective attention by attending/monitoring salient task** details for __ minutes with __ assistance (or no more than # cues) in a quiet/structured/unstructured/individual/group/distracting environment.
- **Demonstrate alternating attention by being able to shift the focus of attention between tasks/activities/ideas** with __ assistance (or no more than # cues) in a quiet/structured/unstructured/individual/group/distracting environment.
- **Demonstrate sustained attention by maintaining focus during a task** for __ minutes with __ assistance (or no more than # cues) in a quiet/structured/unstructured/individual/group/distracting environment.
- **Demonstrate divided attention by responding to multiple tasks or details within tasks at the same time** with __ assistance (or no more than # cues) in a quiet/structured/unstructured/individual/group/distracting environment.

Pt. will appropriately **attend to a therapy task in a distraction-free environment** for 5-,10-, and 15-minute sessions

Pt. will **appropriately attend to a specific task in an environment with a moderate level of distractions** for 5-,10-, and 15-minute sessions

Pt. will adequately **attend to various stimuli with frequent attentional shifts from task to task over 15 minutes in a distraction-free environment**

Pt. will adequately attend to various stimuli with frequent attentional shifts from task to task over 15 minutes in a moderately distracting environment

PROBLEM SOLVING

Long-term goal:

Execute solutions to ____ problems with __ cues (for compensatory strategies).

- (2) Execute solutions to routine problems with max cues.
- (3) Execute solutions to routine problems with mod cues.
- (4) Execute solutions to routine problems with min cues.
- (5) Execute solutions to routine problems with supervision.
- (6) Execute solutions to complex problems with self-cues for compensatory strategies.
- (7) Execute solutions to complex problems independently.

Short-term Goals:

Cueing for: complete/concise responses, evaluating responses, attention, flexibility in thought, decreased impulsivity, reasoning

Identifying Problems:

- **Identify that a problem exists in a picture/verbally presented situation** with __ cues for ____.
- **Identify (#) causes/effects of situations** with __ cues for ____.

Generating Solutions:

- **Provide an initial step to facilitate completion of a task** with __ cues for ____.
- **Complete analogies** with __ cues for ____.
- **Provide __ appropriate solutions to problems of daily living** with __ cues for ____.
- **Prioritize (#) potential solutions to problems of daily living** with __ cues for ____.
- **Complete a (simple/moderate/complex) deductive reasoning puzzle** with __% accuracy and __ cues for ____.

Evaluating Solutions:

- **Identify appropriate solutions to a problem when presented in a field of __** with __% accuracy and __ cues for ____.
- **Evaluate solutions to problems of daily living** with __ cues for ____.

Executing Solutions:

- **Sequence __ steps to a task verbally/with pictures/given written choices** with __ cues for ____.
- **Organize/prioritize daily tasks** with __ cues for ____.
- **Organize personal space supplies** with __ cues for ____.
- Plan and carry through with a community outing in a group setting with __ cues for ____.
- **Verbalize a sequence of daily events/morning care routine/etc.** with __ cues for ____.
- **Identify and problem solve barriers within the community to facilitate community reintegration** with __ cues for ____.

Math Reasoning:

- **Solve simple (addition, subtraction, multiplication or division) problems** with __% accuracy and __ cues for ____.
- **Solve (simple, moderate, complex) functional max problems** with __% accuracy and __ cues for ____.
- **Complete a checkbook balancing task** with __% accuracy and __ cues for ____.
- **Identify and perform appropriate role in managing personal finances** with __ cues for ____.

- Pt. will appropriately **identify obvious problematic situations when presented with pictured stimuli on safety awareness**
- Pt. will appropriately **identify the probable cause when given a hypothetical outcome**
- Pt. will appropriately **formulate more than one solution to a specific problem arising during an ADL**
- Pt. will display **adequate comprehension of safety precautions to following during ADL in the facility**

- Pt. will **independently observe all necessary safety precautions related to problem solving and ADL within the facility**

EXECUTIVE FUNCTIONS

Long-term goal:

Demonstrate use of (executive functions-chose below) in structured/unstructured situation via ___ with ___ cues.

Self awareness, Goal setting, Planning, Initiation, Self-monitoring

Demonstrate self awareness by:

- demonstrating intellectual awareness when answering questions regarding situational information and etiology given ___ cueing.
- demonstrating **emergent awareness by identifying (#) deficits and their cause** given ___ cueing.
- **identifying # cognitive/physical strengths and limitations** with ___ assistance.
- **identifying factors affecting ability to attend, organize remember and problem-solve** with ___ assistance.
- **verbalizing/completing activities regarding general knowledge of memory and/or attention elements and functions** with ___ assistance.
- **verbalizing general knowledge of TBI/stroke and their effects** with ___ assistance.
- **demonstrating anticipatory awareness by verbalizing compensatory strategies and/or** anticipated needs during structured/unstructured settings with ___ assistance.

Demonstrate goal setting by:

- **identifying elements of the problem** with ___ assistance.
- **dividing the problem into parts to create an easier** problem with ___ assistance.
- **prioritizing the problem into parts to create an easier problem** with ___ assistance.
- **generating a potential solutions (an alternative solutions)** with ___ assistance.
- **identifying the pros and cons in making a choice based on those judgments** with ___ assistance.

Demonstrate planning by:

- **identifying the time, materials, and location of the activity** with ___ assistance.
- **organizing the plan into sequenced steps** with ___ assistance.
- planning and carrying through with a group activity using established strategies with ___ assistance.
- determining a method of tracking progress with ___ assistance.

Demonstrate initiation by:

- **commencing and persevering as long as is needs to complete a** task with ___ assistance.
- exhibiting **mental flexibility by responding to changing circumstances with** ___ assistance.
- completing **planned activities by estimating time required, creating time schedules and revising the schedule when needed** with ___ assistance.
- **avoiding premature action in therapeutic or everyday situations** with ___ assistance.

Will demonstrate self-monitoring by:

- **identifying strengths and weaknesses and their impact in daily life** with ___ assistance.
- **performing self-correction** with ___ assistance.
- **performing self-evaluation** with ___ assistance.
- **utilizing # seconds of "wait time" during structured/unstructured tasks** given ___ visual/verbal cueing.

ORIENTATION

Long-term goal:

Be appropriately oriented to (person, place, time, and situation) with/without cues (for external aid).

- (2) be appropriately oriented to (list 1 aspect) with cues for external aid.
- (3) be appropriately oriented to (list 2 aspects) with cues for external aid.
- (4) be appropriately oriented (list 3 aspects) with cues for external aid.
- (5) be appropriately oriented to person, place, time and situation with cues for external aid.
- (6) be appropriately oriented to person, place, time and situation with self-cues for external aid.
- (7) be appropriately oriented to person, place, time and situation independently.

Short-term Goals: (also see Short-term Goals for Memory)

**** cues for scanning, attention, awareness, use of visual aid, initiation, decreased impulsivity**

Personal Information:

- **Answer (yes/no vs. open-ended) questions regarding basic personal** information with ___% accuracy and ___ cues for ___.

Orientation Information:

- **Answer (yes/no vs. open-ended) questions regarding orientation information** with ___% accuracy and ___ cues for ___.
- **Express orientation information** with ___% accuracy and ___ cues for ___ minutes/immediately after review.

Memory Book:

- Locate calendar in memory book with ___ cues for ___.
- Locate daily schedule in memory book with ___ cues for ___.
- Locate specific sections in memory book with ___ cues for ___.

Topographical Orientation:

- **Locate hospital room** with ___ cues for ___.
- **Locate all treatment areas** with ___ cues for ___.
- **Use environmental cues to navigate the hospital** with ___ cues.
- **Direct therapists to various** areas with (min/mod/max cues).

READING

Long-term goal:

Read and understand _____.

- (2) letters.
- (3) single words.
- (4) short phrases.
- (5) single sentences.
- (6) short paragraphs.
- (7) everyday adult material independently.

Short-term Goals:

**** cues for scanning/organization, attention, decreased impulsivity, and processing.**

Letters/Numbers:

- **Identify letters/numbers in a field of** ___ with ___% accuracy and ___ cues for ___.
- **Match letters/numbers in a field of** ___ with ___% accuracy and ___ cues for ___.

Single Words:

- **Match pictures/objects to written words** in a field of ___ with ___% accuracy and ___ cues for ___.

Phrases/Sentences:

- **Match pictures to phrases/sentences in a field of** ___ with ___% accuracy and ___ cues for ___.
- **Complete phrases/sentences from a field of** ___ with ___% accuracy and ___ cues for ___.
- **Answer (open ended/yes-no/multiple choice) questions regarding sentence length material** with ___% accuracy and ___ cues for ___.

Paragraphs:

- **Answer (open ended/yes-no/multiple choice) questions regarding # sentences/paragraphs** with ___% accuracy and ___ cues for ___.

Functional Information:

- **Answer (open ended/yes-no/multiple choice) questions regarding** ___ (amount; e.g. 1/2 page) **functional information (signs, menus, etc.)** with ___% accuracy and ___ cues for ___.
- **Utilize organized scanning techniques via (line guide, tactile cue, etc) to locate answers to questions regarding functional information** with ___% accuracy and ___ cues for ___.

WRITING

Long-term goal:

Write _____.

- (2) letters.
- (3) familiar words.
- (4) single words.
- (5) phrases.
- (6) sentences.
- (7) paragraphs independently.

Short-term Goals:

**** cues for attention, decreased impulsivity, scanning/organization, letter formation, thought formulation, hand over hand, initiation, use of carrier phrase.**

Letters/Numbers:

- **Trace shapes/letters/numbers with** ___% accuracy and ___ cues for ___.
- **Copy shapes/letters/numbers with** ___% accuracy and ___ cues for ___.
- **Write letters/numbers on command with** ___% accuracy and ___ cues for ___.

Single Words:

- **Write single words on command** with ___% accuracy and ___ cues for ___.
- **Write single words to identify pictures** with ___% accuracy and ___ cues for ___.
- **Write an associated word/opposite given a target word** with ___% accuracy and ___ cues for ___.

Phrases/Sentences:

- **Write a single phrase/sentence to describe a picture** with ___% accuracy and ___ cues for ___.
- **Formulate well-organized sentences regarding a picture/question/topic** with ___ cues for ___.

Paragraphs:

- **Formulate well-organized paragraphs regarding a pictures/question/topic** with ___ cues for ___.

Functional Information:

- **Write personal/orientation/situational information** with ___% accuracy and ___ cues for ___.
- **Write brief notes in memory notebook** with ___% accuracy and ___ cues for ___.
- **Write brief notes to communicate to others** with ___% accuracy and ___ cues for ___.
- **Outline paragraph/page/multi-level information** with ___ cues for ___.
- Take notes on (amount) auditory/visually presented information with ___ cues for ___.

VISUAL SCANNING/AWARENESS

Long-term goal:

- Demonstrate appropriate visual scanning/awareness of objects/activities in environment to L/R with ___ cues.
- Demonstrate appropriate visual scanning for functional reading with ___ cues.

Short-term Goals:

**** cues for attention, decreased impulsivity, scanning/organization, vibration.**

Environmental:

- **Demonstrate awareness of communication partners in L/R visual field via initial/maintained eye contact** in 1:1/small group/unstructured setting with ___ cues
- Demonstrate **awareness of objects in L/R visual field** during therapeutic sessions with ___ cues.

Functional Reading:

- **Locate items left/right of midline at page level for target cancellation tasks/trail-making/visual closure/address checking/editing/reading sentences (aloud)/paragraphs/signs/maps** with ___ cues.
- **Verbalize compensatory strategies to be used for visual scanning.**
- Initiate use of compensatory strategies (line guide, margin guide, page rotation, lens, visual marker) **during functional reading tasks** in structured 1:1/ small group/unstructured setting.
- Demonstrate **adequate visual-perceptual skills** during ____ (scanning/written) tasks with ___ cues.

VOICE

Long-term goal:

Demonstrate improved vocal quality/loudness/intonation for sustained vocalization/speech at word/phrase/sentence/conversational level.

Short-term Goals:

- **Sustain vowel for __ seconds** with __ cues.
- Demonstrate less than 2% perturbation for sustained vowel /a/ for __ seconds via visual feedback.
- **Demonstrate controlled pitch variation (gliding ascent/descent) when given model and visual feedback** (Visi-Pitch configuration)
- Demonstrate over 250Hz range for isolated, sustained low and high tone vowels with appropriate vocal quality.
- **Complete vocal adduction** exercises with visual/verbal feedback/model
- **Demonstrate controlled loudness variation (gliding ascent/descent)** given a model and visual feedback (Visi-Pitch configuration)
- **Demonstrate eight incremental increases in pitch (octave) with adequate vocal quality for gender** and control with model and visual feedback.
- **Demonstrate less than 1.4 s/z ratio (norm 1.0)**
- **Maintain appropriate loudness for sustained vowel/dictated sentence/running speech** with visual feedback.
- **Imitate/Demonstrate contrastive stress in sentences/running speech** with visual feedback.
- **Produce/maintain voice for __ words/phrases/sentences** in __ setting with __ cues per session.
- **Learn and apply easy onset with words/phrases/sentences/in running speech** with min/mod/max cues.
- **Lean and apply head voice resonance technique with words/phrases/sentences/in running speech** with min/mod/max cues.
- Patient will **verbalize strategies to reduce vocal hyperfunction** with min/mod/max cues.

SPEECH INTELLIGIBILITY (APRAXIA/DYSARTHRIA)

Long-term goal:

Demonstrate intelligible speech at:

- (2) vowel/few consonant level
- (3) word level
- (4) phrase level
- (5) sentence level with consistent distortion/self-correction
- (6) conversational level with minor distortions
- (7) conversational level

Short-term Goals:

**** cues for placement, imitation, voicing on/off, alternate placement of articulators.**

APRAXIA

- **Following a visual model, the patient will produce 10/15/20 repetitions of the oral motor movement** with ___% accuracy.
- The patient will **independently produce oral motor movements** (20 rep/3-5x per day).
- The patient will **produce the target phoneme/phonemes in the initial/medial/final position(s)** with ___% accuracy.
- The patient will **fill in carrier phrases/complete automatic speech tasks** with ___% accuracy.
- The patient will **produce words/phrases/sentences with MIT/spoken in unison with the clinician** with ___% accuracy.
- The patient will **produce original, short sentences when given a target word** with ___% accuracy.
- The patient will **use appropriate articulatory accuracy and speech rate when reading/speaking** with ___% accuracy.
- The patient will **use appropriate speech prosody during imitated sentence productions** with ___% accuracy.
- The patient will **use appropriate prosody** independently during the therapy session with ___% accuracy.
- The patient will **use a communication board for functional communication** with ___% accuracy.
- The patient will **appropriately hum/voice/grunt in unison with the clinician/following a model** with ___% accuracy.
- The patient will **produce functional, monosyllabic words** with/without ___ cueing with ___% accuracy.

DYSARTHRIA

- The patient will **discriminate between intelligible and unintelligible speech** with ___% accuracy.
- The patient will accurately produce **vowels/consonants (bilabials/velars/palatals) in isolation/initial position/medial position/final position** with ___% accuracy.
- The patient will accurately **imitate/independently produce 2/3/4 syllable words**.
- The patient will **exhibit intelligible speech at the phrase/sentence level with/without visual/verbal/tactile cueing** with ___% accuracy.
- The patient will **use the (over articulation/slow rate/writing key word/elongation of the vowel/increased loudness/phrasing) strategy to improve speech intelligibility** with **words/phrases/sentences/in conversation** with ___% accuracy.
- The patient will **tolerate 5/10/15 minutes of electrical neuromuscular stimulation/icing/contrasting temperatures to improve facial musculature and speech clarity**.
- The patient will **use tapping following a model/without a model to decrease the rate of his/her speech** with ___% accuracy.
- The patient will **imitate/use with cues/independently use prosody with words/sentences/in conversation** with ___% accuracy.
- The patient will **imitate appropriate phrasing and breath coordination in connected sentences/conversation** with ___% accuracy.

Dysarthria Goals
Adapted from Nancy Swigert

Long-term Goal: Pt will improve respiratory support and the use of respiration for speech to meet ___ out of ___ treatment objectives listed below.

- Pt. will **use diaphragmatic breathing and prolong phonation of a vowel sound** for ___ seconds.
- Pt. will **produce a vowel sound while pushing and will maintain phonation** for ___ seconds.
- Pt. will **modify position/posture to enhance expiration** on ___ out of ___ trials.
- Pt. will **respond to verbal/visual cues to "inhale more deeply" before beginning an utterance on phrase/sentence imitation/ phrase and sentence level responses/ during conversational speech** attempts on ___ out of ___ trials.
- Pt. will **respond to verbal/visual cues to "let the air out slowly" when imitating a phrase level utterance/ on phrase/sentence level responses/ during conversational speech** on ___ out of ___ trials.
- Pt. will **respond to verbal/visual cues to begin speaking at the onset of exhalation on phrase level imitation/ using phrase/sentence level responses/ in conversation** (with/without cues) on ___ out of ___ trials.
- Pt. will **repeat vowels using hard glottal attack** on ___ out of ___ trials.
- Pt. will **repeat vowel-initiate words using hard glottal attack** on ___ out of ___ trials.
- Pt. will **produce continuous tone from top of pitch range to bottom/ from bottom of pitch range to top of pitch range** on ___ out of ___ trials.
- Pt. will **sustain phonation of vowel for ___ seconds at highest/lowest pitch.**
- Pt. will **practice speaking over background noise and be understood** on ___ out of ___ trials.
- Pt. will **use high phonatory effort level when speaking** for ___ minutes.
- Pt. will **use yawn-sigh to reduce tension in the vocal mechanism** on ___ out of ___ trials.
- Pt. will complete ___ **head rolls to reduce extrinsic laryngeal muscle tension.**
- Pt. will **use easy onset to produce vowels.**
- Pt. will **use continuous phonation on a vowel/series of vowels/ VCV sequences/ when repeating phrases/ in conversational speech to maintain steady pitch and/or loudness** on ___ out of ___ trials.

ADDITIONAL GOALS

Global Aphasia

- The patient will **comprehend and respond to visual tracking, exaggerated facial expression and basic gestures** with ___% accuracy.
- The patient will **comprehend and imitate gestural use of objects in response to a model/use functional self-care objects independently** with ___% accuracy.
- The patient will **comprehend and respond appropriately to 1-step commands in limited environments** with ___% accuracy.
- The patient will use **gestures/pointing to communicate basic needs in his environment** with ___% accuracy.
- The patient will **use a simple communication board to express basic wants/needs** with ___% accuracy.

Right Hemisphere Dysfunction/Cognitive-Linguistic Deficits

- The patient will **use appropriate eye contact with a speaker/attend to a therapy task in a distraction-free environment during a 5/10/15 minute conversation** with ___% accuracy.
- The patient will **adequately maintain attention to task for 30-45 minute session.**
- The patient will **visually scan left to right during reading and writing tasks** with max/mod/min cues with ___% accuracy.
- The patient will **attend to stimuli placed within the left visual field during functional activities of daily living** with max/mod/min cues with ___% accuracy.
- The patient will **be oriented to person, place, time, and circumstance with external cues/no cues** with ___% accuracy.
- The patient will **maintain eye contact/topic of conversation during a conversational exchange** with ___% accuracy.
- The patient will identify **various emotional states/body language exhibited by various speakers** with ___% accuracy.
- The patient **will use a memory book to respond to questions about events and give information** with no/min/mod/max cueing.
- The patient will **identify problems in pictures or in verbal situations** with ___% accuracy.
- The patient will **identify the probable cause when given a hypothetical outcome** with ___% accuracy.
- The patient will provide **more than one solution for a specific problem** with ___% accuracy.
- The patient will appropriately **sequence routine tasks with/without visual stimuli** with ___% accuracy.
- The patient will **state 2/3/4 similarities and differences in objects/pictures/people** with ___% accuracy.
- The patient **will interpret the meaning of common idiomatic expression within the context of a paragraph/presented in isolation** with ___% accuracy.
- The patient will **accurately interpret sarcasm, satire, humor, and puns** with ___% accuracy.
- The patient will **draw inferences/conclusions when given a story** with ___% accuracy.