FIELD NINE

FREE DOWNLOAD

FOR SCHOOL AND CLINIC SLPS

# Speech therapy goal bank, ready to fill in

115 fill-in goal templates in ten areas, a criteria and cue level menu, and a worksheet for writing your own. The social communication and fluency goals are neurodiversity- and stuttering-affirming.

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IEP + PLAN OF CARE · AFFIRMING GOALS · 14 PAGES

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START HERE

# Anatomy of a measurable goal

A goal is measurable when two people could watch the same session and score it the same way. That takes six parts. Every template in this bank has them, with blanks where your student's details go.

### 1 Timeframe

When the goal should be met. "By the annual IEP review." "Within 12 weeks." "By June 2027."

### 2 Who

Written as **[Student]** here. School IEPs say student; clinic plans of care say client. Use the word your setting uses.

### 3 Observable behavior

A verb you can see or hear: produce, name, answer, retell, request, point to. Skip "understand", "know" and "improve".

### 4 Conditions and cue level

Where, with whom, with what materials, and how much help. Name the cue level, or write "independently".

### 5 Criterion

How well, how many and for how long: "8 of 10 trials across 3 consecutive sessions."

### 6 Measurement

How you'll know: trial data, a language sample, a classroom observation, a rubric or a self-rating.

## One goal, built part by part

IT STARTED AS

**"Jordan will improve articulation skills."**

No timeframe, and "improve" can't be seen or heard. No conditions, cue level, criterion or measure. Two SLPs would score it two different ways.

MISSING

TIMEFRAME · OBSERVABLE VERB · CONDITIONS · CUE LEVEL · CRITERION · MEASURE

| # | PART | WHAT YOU ADD |
|---|---|---|
| 1 | **Timeframe** | By the annual review in May, |
| 2 | **Who** | Jordan will |
| 3 | **Behavior** | produce /s/ blends at the start of words in sentences |
| 4 | **Conditions** | while describing pictures, given no more than indirect verbal cues, |
| 5 | **Criterion** | with 80% accuracy across 3 consecutive sessions, |
| 6 | **Measurement** | as measured by SLP trial data on 20-trial probes. |

PUT TOGETHER

By the annual review in May,[1] Jordan will[2] produce /s/ blends at the start of words in sentences[3] while describing pictures, given no more than indirect verbal cues,[4] with 80% accuracy across 3 consecutive sessions,[5] as measured by SLP trial data on 20-trial probes.[6]

### Before you sign off: the 6-point check

- [ ] One skill per goal.
- [ ] The verb is something you can see or hear.
- [ ] Conditions say where, with what and how much help.
- [ ] The criterion says how accurate, how many, and across how many sessions.
- [ ] A colleague or substitute would score it the same way you would.
- [ ] It matters in the student's day, and the student or family would recognize it.

### Swap the vague verb

| INSTEAD OF | TRY |
|---|---|
| understand | **point to, follow, answer** |
| know | **name, label, sort, define** |
| improve | **produce, use, increase to** |
| be aware of | **identify, judge, self-correct** |

FILL THE BLANKS

# Criteria and conditions menu

Every blank in the bank comes from one of these lists. Circle what you use, or keep a copy on your clipboard. The cue codes match the Field Nine data sheets.

| CODE | CUE LEVEL | WRITE IT IN THE GOAL AS | WHAT IT LOOKS LIKE |
|---|---|---|---|
| I | **Independent** | "independently" | No help. The student gets there on their own. |
| VC | **Visual or gestural** | "given visual or gestural cues" | A picture, a mouth cue card, a point or a hand cue. |
| IV | **Indirect verbal** | "given no more than indirect verbal cues" | A reminder that doesn't give the answer: "Check your sound." |
| DV | **Direct verbal** | "given direct verbal cues" | You tell them how: "Tongue behind your teeth." |
| PM | **Partial model** | "given a partial model" | You give the first sound, syllable or word. |
| M | **Full model** | "after a model" or "in imitation" | You say the whole target first and they repeat it. |
| T | **Tactile or physical** | "given tactile cues" | A touch cue on the face or jaw, or hand-under-hand. |

### Accuracy

- ☐ with 70% accuracy
- ☐ with 80% accuracy
- ☐ with 90% accuracy
- ☐ in 8 of 10 trials
- ☐ in 16 of 20 trials
- ☐ in 4 of 5 opportunities
- ☐ in 3 of 4 opportunities

### Trials or sample

- ☐ in a set of 10 trials
- ☐ in a set of 20 trials
- ☐ across 2 structured activities
- ☐ in a 5-minute conversation
- ☐ in a 50-utterance language sample
- ☐ in 4 of 5 observed opportunities
- ☐ on 3 of 4 classroom probes

### Consistency

- ☐ across 3 consecutive sessions
- ☐ in 3 of 4 sessions
- ☐ on 4 of 5 data days
- ☐ over 2 consecutive weeks
- ☐ across 2 settings
- ☐ with 2 or more partners
- ☐ at 2 progress reports in a row

### Timeframe

- ☐ By the annual IEP review
- ☐ By the end of the semester
- ☐ Within 12 weeks
- ☐ By the end of the plan of care
- ☐ By the next IFSP review
- ☐ By (month and year)

### Setting

- ☐ in the therapy room
- ☐ in the classroom
- ☐ in a small group
- ☐ at lunch or recess
- ☐ during transitions
- ☐ during home routines
- ☐ by telepractice

### Communication partner

- ☐ with the SLP
- ☐ with a familiar adult
- ☐ with an unfamiliar adult
- ☐ with the classroom teacher
- ☐ with 1 peer
- ☐ with a small group of peers
- ☐ with a parent or sibling

### Materials and supports

- ☐ picture cards or objects
- ☐ a wordless picture book
- ☐ grade-level text
- ☐ curriculum vocabulary
- ☐ a story map or graphic organizer
- ☐ a visual checklist
- ☐ their AAC system

### Response

- ☐ by speaking
- ☐ by pointing or choosing
- ☐ by signing
- ☐ using AAC
- ☐ by writing or typing
- ☐ by acting it out
- ☐ by sorting or placing items

### Measured by

- ☐ SLP trial data
- ☐ curriculum-based probes
- ☐ language sample analysis
- ☐ classroom observation
- ☐ teacher or parent report
- ☐ student self-rating
- ☐ a rubric scored by the SLP

**Setting the bar.** Pick a criterion the student can reach in one goal period and you can measure with data you already collect. Pair accuracy with consistency so one good day doesn't close a goal.

SPEECH SOUNDS

# Articulation goals

Write the annual goal at the level you expect the student to reach, and use the earlier steps as benchmarks. Trial-based goals here assume SLP trial data unless another measure is named.

## STIMULABILITY AND LISTENING

**ART 1** By ___timeframe___, **[Student]** will imitate ___sound___ in isolation and in syllables after an auditory and visual model in ___#___ of 10 trials across ___#___ consecutive sessions.

**ART 2** By ___timeframe___, **[Student]** will produce ___sound___ in isolation, ___cue level___, with ___%___ accuracy across ___#___ consecutive sessions.

**ART 3** By ___timeframe___, **[Student]** will judge the SLP's productions of ___sound___ in words as correct or incorrect with ___%___ accuracy across ___#___ consecutive sessions.

## WORDS TO READING

**ART 4** By ___timeframe___, **[Student]** will produce ___sound___ in the ___position___ position of words, ___cue level___, with ___%___ accuracy across ___#___ consecutive sessions.

**ART 5** By ___timeframe___, **[Student]** will produce ___sound___ in all positions of words within 2- to 4-word phrases, ___cue level___, with ___%___ accuracy across ___#___ consecutive sessions.

**ART 6** By ___timeframe___, **[Student]** will produce ___sound___ in sentences they create about pictures, stories or class topics, ___cue level___, with ___%___ accuracy across ___#___ consecutive sessions.

**ART 7** By ___timeframe___, **[Student]** will produce ___sound___ while reading aloud a passage at their independent reading level, ___cue level___, with ___%___ accuracy across ___#___ consecutive sessions.

## SELF-MONITORING

**ART 8** By ___timeframe___, **[Student]** will rate their own productions of ___sound___ in words or sentences as correct or incorrect, agreeing with the SLP's judgment on ___%___ of trials across ___#___ consecutive sessions.

**ART 9** By ___timeframe___, **[Student]** will notice and self-correct errors on ___sound___ in sentences or structured conversation on ___%___ of errors, ___cue level___, across ___#___ consecutive sessions.

**ART 10** By ___timeframe___, **[Student]** will explain in their own words how to make ___sound___ (where the tongue or lips go, and how the air or voice moves) and show it, ___cue level___, in ___#___ of ___#___ sessions.

## CONVERSATION AND CARRYOVER

**ART 11** By ___timeframe___, **[Student]** will produce ___sound___ in a 5-minute structured conversation with the SLP on a topic they choose, ___cue level___, with ___%___ accuracy across ___#___ consecutive sessions.

**ART 12** By ___timeframe___, **[Student]** will produce ___sound___ in spontaneous conversation with a peer or familiar adult outside the therapy room with ___%___ accuracy, as measured by a 5-minute observation or recorded sample, on ___#___ of ___#___ probes.

**ART 13** By ___timeframe___, **[Student]** will produce ___sound___ during classroom speaking tasks (answering questions, reading aloud, presenting) with ___%___ accuracy, as judged by the teacher and SLP on ___#___ of ___#___ observations.

### Raise or lower the bar

**Easier:** word level, a full model, 70%, fewer sessions. **Harder:** conversation, independently, 90%, across settings or partners. Change one thing at a time so the data still shows what moved.

### Score it cleanly

Score only the target sound in each word, and write that rule on the data sheet. For conversation, count correct productions in a timed sample and divide by every attempt on the sound.

SPEECH SOUNDS AND EARLY LITERACY

# Phonology and phonological awareness

Phonology goals target a pattern across a group of sounds. Phonological awareness goals target how well the student hears and works with the sounds in words, which supports early reading.

## PHONOLOGICAL PATTERNS

**PHON 1** By _timeframe_, **[Student]** will produce final consonants in CVC words (for example, cat, bed, soap), _cue level_, with _%_ accuracy across _#_ consecutive sessions. FINAL CONSONANT DELETION

**PHON 2** By _timeframe_, **[Student]** will produce /k/ and /g/ in the _position_ position of words, _cue level_, with _%_ accuracy across _#_ consecutive sessions. VELAR FRONTING

**PHON 3** By _timeframe_, **[Student]** will produce fricatives _sounds_ (for example, /f/, /s/, /z/) in words with continuous airflow, _cue level_, with _%_ accuracy across _#_ consecutive sessions. STOPPING

**PHON 4** By _timeframe_, **[Student]** will produce both consonants in _s, l or r_ clusters at the start of words, _cue level_, with _%_ accuracy across _#_ consecutive sessions. CLUSTER REDUCTION

**PHON 5** By _timeframe_, **[Student]** will produce every syllable in 2– and 3–syllable words (for example, banana, computer), _cue level_, with _%_ accuracy across _#_ consecutive sessions. WEAK SYLLABLE DELETION

**PHON 6** By _timeframe_, **[Student]** will say minimal pair words that contrast _pattern_ (for example, tea/key, bow/boat) clearly enough that a listener picks the intended picture in _#_ of 10 trials across _#_ sessions. CONTRAST

**PHON 7** By _timeframe_, **[Student]** will be understood by an unfamiliar listener in _%_ of utterances in a conversational sample of at least 50 utterances, on _#_ of _#_ probes. INTELLIGIBILITY

## PHONOLOGICAL AWARENESS AND EARLY LITERACY

**PA 1** By _timeframe_, **[Student]** will tell whether two spoken words rhyme and say a word (real or made up) that rhymes with a given word, _cue level_, with _%_ accuracy across _#_ consecutive sessions.

**PA 2** By _timeframe_, **[Student]** will clap or tap the syllables in spoken words of 1 to 4 syllables and say how many, _cue level_, with _%_ accuracy across _#_ consecutive sessions.

**PA 3** By _timeframe_, **[Student]** will say the first sound in a spoken word ("What's the first sound in map?") with _%_ accuracy, _cue level_, across _#_ consecutive sessions.

**PA 4** By _timeframe_, **[Student]** will blend 2 to 4 spoken sounds into a word (/s/ /u/ /n/ makes "sun") with _%_ accuracy, _cue level_, across _#_ consecutive sessions.

**PA 5** By _timeframe_, **[Student]** will break spoken CVC words into separate sounds, moving one token for each sound, with _%_ accuracy, _cue level_, across _#_ consecutive sessions.

**PA 6** By _timeframe_, **[Student]** will remove or change a sound in a spoken word to make a new word ("Say mat without /m/." "Change /m/ in mat to /s/.") with _%_ accuracy, _cue level_, across _#_ sessions.

**PA 7** By _timeframe_, **[Student]** will say the most common sound for _#_ of 26 printed letters, _cue level_, on _#_ consecutive probes.

### Fill it from your analysis

The **sounds**, **pattern** and **cluster** blanks come from your phonological analysis. Probe untreated words to see whether the change is spreading.

### Spoken first, then print

PA 1 to PA 6 are spoken tasks with no letters. PA 7 adds print. Line targets up with the classroom reading program.

National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00–4769).

LANGUAGE

# Receptive language goals

Comprehension goals need a response you can see: pointing, choosing, acting out, answering or using AAC. Pick the response that fits the student and write it into the goal.

## FOLLOWING DIRECTIONS

**REC 1** By _timeframe_, **[Student]** will follow _#_-step directions used in class routines (for example, "Put your folder away, then get your snack"), _cue level_, with _%_ accuracy across _#_ consecutive sessions.

**REC 2** By _timeframe_, **[Student]** will follow directions that include time or condition words (before, after, first, if, unless), _cue level_, with _%_ accuracy across _#_ consecutive sessions.

**REC 3** By _timeframe_, **[Student]** will ask for a direction or question to be repeated, shown or explained when it is unclear, in _#_ of _#_ observed opportunities across _#_ sessions.

## BASIC CONCEPTS

**REC 4** By _timeframe_, **[Student]** will show understanding of location concepts (in, on, under, behind, between, next to) by placing objects or choosing pictures, _cue level_, with _%_ accuracy across _#_ consecutive sessions.

**REC 5** By _timeframe_, **[Student]** will show understanding of quantity and comparison concepts (more, less, most, least, same, different, all, none) by choosing pictures or objects, _cue level_, with _%_ accuracy across _#_ sessions.

**REC 6** By _timeframe_, **[Student]** will follow directions that combine two concepts ("Put the big circle under the box"), _cue level_, with _%_ accuracy across _#_ consecutive sessions.

**REC 7** By _timeframe_, **[Student]** will sort objects or pictures by a named feature (color, size, shape, category or use), _cue level_, with _%_ accuracy across _#_ consecutive sessions.

## WH QUESTIONS

**REC 8** By _timeframe_, **[Student]** will answer who, what and where questions about a picture or short story read aloud, by speaking, pointing or using AAC, _cue level_, with _%_ accuracy across _#_ consecutive sessions.

**REC 9** By _timeframe_, **[Student]** will answer when, why and how questions about a short story or class text read aloud, _cue level_, with _%_ accuracy across _#_ consecutive sessions.

**REC 10** By _timeframe_, **[Student]** will answer inference questions ("How do you know?" "What might happen next?") about a short passage read aloud and give one clue from the text, _cue level_, with _%_ accuracy across _#_ sessions.

## VOCABULARY

**REC 11** By _timeframe_, **[Student]** will identify curriculum vocabulary words from a field of _#_ pictures or written choices, _cue level_, with _%_ accuracy across _#_ consecutive sessions.

**REC 12** By _timeframe_, **[Student]** will use clues in a sentence or short paragraph to explain the meaning of an unfamiliar word, _cue level_, with _%_ accuracy across _#_ consecutive sessions.

**REC 13** By _timeframe_, **[Student]** will give two meanings for common multiple-meaning words (for example, bat, ring, fall) by choosing pictures or explaining, _cue level_, with _%_ accuracy across _#_ sessions.

### Mind the field size

With 2 choices, guessing alone gets about 50% right. For accuracy goals, offer 3 or 4 choices and write the field size into the goal.

### Keep the language load steady

Use the same length of story or direction at baseline and at each progress report, so a change in score reflects the student and not the task.

LANGUAGE

# Expressive language goals

These goals cover the words a student uses and how they put them together. Spoken, signed, written and AAC responses all count, so name the one you expect.

## VOCABULARY AND DESCRIBING

**EXP 1** By _timeframe_, **[Student]** will name _#_ items in a given category (for example, foods, tools, animals), _cue level_, in _#_ of _#_ categories across _#_ sessions.

**EXP 2** By _timeframe_, **[Student]** will describe a pictured or real object using at least _#_ features (category, use, parts, size, color, location), _cue level_, in _#_ of _#_ trials across _#_ sessions.

**EXP 3** By _timeframe_, **[Student]** will define curriculum vocabulary by naming the category and at least 2 key features ("A volcano is a mountain that..."), _cue level_, with _%_ accuracy across _#_ sessions.

**EXP 4** By _timeframe_, **[Student]** will tell how two items or ideas are alike and different, giving at least one of each, _cue level_, in _#_ of _#_ trials across _#_ consecutive sessions.

## MORPHOLOGY AND SYNTAX

**EXP 5** By _timeframe_, **[Student]** will use regular plurals (-s, -es) and possessive 's in sentences, _cue level_, with _%_ accuracy in obligatory contexts across _#_ consecutive sessions.

**EXP 6** By _timeframe_, **[Student]** will use regular past tense -ed and common irregular past tense verbs (went, ate, saw, ran) in sentences, _cue level_, with _%_ accuracy across _#_ sessions.

**EXP 7** By _timeframe_, **[Student]** will use subject and object pronouns (he, she, they, him, her, them) in sentences, _cue level_, with _%_ accuracy across _#_ consecutive sessions.

**EXP 8** By _timeframe_, **[Student]** will use is and are with -ing verbs to tell what is happening ("The dogs are running"), _cue level_, with _%_ accuracy across _#_ consecutive sessions.

## SENTENCE FORMULATION

**EXP 9** By _timeframe_, **[Student]** will say or write complete sentences of at least _#_ words to describe pictures or events, _cue level_, with _%_ accuracy across _#_ consecutive sessions.

**EXP 10** By _timeframe_, **[Student]** will join two ideas in one sentence using and, but, so or or, _cue level_, in _#_ of _#_ opportunities across _#_ consecutive sessions.

**EXP 11** By _timeframe_, **[Student]** will use because, when, if, after or before to make complex sentences ("I wore a coat because it was cold"), _cue level_, with _%_ accuracy across _#_ sessions.

**EXP 12** By _timeframe_, **[Student]** will make up a sentence using a given word or phrase (for example, "although", "in the morning"), _cue level_, with _%_ accuracy across _#_ consecutive sessions.

**EXP 13** By _timeframe_, **[Student]** will ask who, what, where and why questions to get information during games or class activities in _#_ of _#_ opportunities across _#_ sessions.

### Check the dialect first

Before you write a grammar goal, check whether the form is a feature of the student's home dialect or a second language. A dialect difference is not a disorder, so it is not a goal.

### Measure it in a sample

Take a 50-utterance sample at baseline and at each progress report. Count the target form used correctly out of every place it was needed.

American Speech-Language-Hearing Association. (1983). *Social dialects* [Position statement]. asha.org/policy

LANGUAGE

# Narrative and discourse goals

Story grammar gives you parts to count. Use the same kind of task, the same story map and the same scoring at baseline and at every progress report.

## RETELL

**NAR 1** By _timeframe_, **[Student]** will retell a familiar story including the character, setting, problem, at least _#_ events and the ending, _cue level_, in _#_ of _#_ retells.

**NAR 2** By _timeframe_, **[Student]** will retell a new story heard aloud including at least _#_ story grammar elements, _cue level_, in _#_ of _#_ retells across _#_ sessions.

## STORY GRAMMAR

**NAR 3** By _timeframe_, **[Student]** will identify the character, setting, problem, feelings, actions and ending in a picture book or short text using a story map, with _%_ accuracy, _cue level_, across _#_ sessions.

**NAR 4** By _timeframe_, **[Student]** will tell an original story from a wordless picture book or picture sequence that includes a problem, at least one attempt to solve it and an ending, _cue level_, in _#_ of _#_ stories.

**NAR 5** By _timeframe_, **[Student]** will include what a character feels, thinks or plans in a retold or original story, _cue level_, in _#_ of _#_ stories across _#_ sessions.

**NAR 6** By _timeframe_, **[Student]** will use at least _#_ different time and cause words (first, then, after that, because, so, finally) in a retell or story, _cue level_, in _#_ of _#_ stories.

## PERSONAL NARRATIVES

**NAR 7** By _timeframe_, **[Student]** will tell a personal story about a recent event that includes who was there, where it happened, what happened in order and how it ended, _cue level_, in _#_ of _#_ stories.

**NAR 8** By _timeframe_, **[Student]** will add at least _#_ details (feelings, descriptions or what someone said) when telling a personal story to a peer or adult, _cue level_, in _#_ of _#_ stories.

**NAR 9** By _timeframe_, **[Student]** will answer a listener's follow-up questions about their own story with information that fits, in _#_ of _#_ questions across _#_ sessions.

## SEQUENCING AND DISCOURSE

**NAR 10** By _timeframe_, **[Student]** will put _#_ pictures of a routine or story in order and tell what happens using first, next, then and last, _cue level_, with _%_ accuracy across _#_ sessions.

**NAR 11** By _timeframe_, **[Student]** will explain the steps of a familiar process (making a sandwich, a science experiment) in order, clearly enough that a listener could follow them, _cue level_, in _#_ of _#_ trials.

**NAR 12** By _timeframe_, **[Student]** will state the main idea and 2 supporting details of a grade-level informational paragraph, read aloud or read independently, _cue level_, in _#_ of _#_ paragraphs.

### Score each story grammar element

| CHARACTER | SETTING | PROBLEM | FEELING | PLAN | ACTION | ENDING | TOTAL |
|---|---|---|---|---|---|---|---|
| 012 | 012 | 012 | 012 | 012 | 012 | 012 | /14 |

0 = missing, 1 = partly there or needed a cue, 2 = clear and complete. Frameworks name these parts in slightly different ways. Pick one list and keep it for the whole goal period.

NEURODIVERSITY-AFFIRMING

# Social communication goals

These goals teach skills a student can choose to use, in their own communication style. Write them with the student when you can, and measure them in real places: class, lunch, recess, home.

## SELF-ADVOCACY

**SOC 1** By _timeframe_, **[Student]** will tell a trusted adult what they need (a break, a quieter space, more time, a visual) by speaking, signing, writing, using AAC or showing a card, in _#_ of _#_ observed opportunities.

**SOC 2** By _timeframe_, **[Student]** will name _#_ of their strengths and _#_ supports that help them learn, and share them with a teacher or at their IEP meeting, _cue level_, on _#_ occasions.

**SOC 3** By _timeframe_, **[Student]** will name a feeling or body signal they notice (tired, overwhelmed, hungry, excited) and one thing that helps, _cue level_, in _#_ of _#_ check-ins.

## HELP AND REPAIR

**SOC 4** By _timeframe_, **[Student]** will ask for help when a task is hard or unclear ("Can you show me?" "I'm stuck.") in _#_ of _#_ observed opportunities, _cue level_.

**SOC 5** By _timeframe_, when a listener doesn't understand them, **[Student]** will repair the message by repeating, rephrasing, adding detail, showing or spelling it, in _#_ of _#_ breakdowns, _cue level_.

**SOC 6** By _timeframe_, **[Student]** will ask a partner to repeat, explain or show when they didn't understand, in _#_ of _#_ opportunities across _#_ settings, _cue level_.

## JOINING AND LEAVING, ON THEIR TERMS

**SOC 7** By _timeframe_, when they want to join peers, **[Student]** will use a strategy they chose (commenting, offering an item, asking "Can I play?") in _#_ of _#_ observed opportunities.

**SOC 8** By _timeframe_, **[Student]** will use a phrase, sign or card they chose to leave a conversation or activity ("I'm done talking now." "I need a break.") in _#_ of _#_ opportunities.

**SOC 9** By _timeframe_, **[Student]** will keep a back-and-forth exchange going for at least _#_ turns with a peer, on a topic either partner picks, in _#_ of _#_ conversations.

## UNDERSTANDING OTHER PEOPLE

**SOC 10** By _timeframe_, **[Student]** will explain what a character or person might be thinking or feeling and name the clue they used (words, tone of voice, what happened), with _%_ accuracy across _#_ sessions.

**SOC 11** By _timeframe_, **[Student]** will explain the intended meaning of idioms, sarcasm and jokes heard in context, _cue level_, with _%_ accuracy across _#_ sessions.

**SOC 12** By _timeframe_, **[Student]** will describe how communication styles differ between people (for example, sharing lots of detail or keeping it short) and name one way their style and a partner's differ, _cue level_, in _#_ of _#_ sessions.

### Left out on purpose

Eye contact, whole body listening, quiet hands, "appropriate" or "expected" behavior, and staying on someone else's topic. Those goals train a student to mask their differences without making communication any easier.

### Ask before you write it

Does the student want this skill? Will it make their day easier or safer? Could a partner change instead? If the answer to the last one is yes, write a support for the adults.

STUTTERING-AFFIRMING

# Fluency and stuttering goals

These goals help a student say what they want to say, in the places they want to say it. They measure participation, feelings about talking and the tools a student chooses, and leave the amount of stuttering alone.

## COMMUNICATION ATTITUDES

**FL 1** By _timeframe_, **[Student]** will describe what happens when they stutter using neutral words ("I repeated that sound." "My voice got stuck.") in _#_ of _#_ sessions, _cue level_.

**FL 2** By _timeframe_, **[Student]** will explain _#_ things about stuttering in their own words (what it is, what happens in their speech, what listeners can do to help), _cue level_, in _#_ of _#_ sessions.

**FL 3** By _timeframe_, **[Student]** will report less negative impact of stuttering on daily life, shown by a change of _#_ points from baseline on _measure_ (a self-rating scale or an impact measure such as the OASES).

## PARTICIPATION

**FL 4** By _timeframe_, **[Student]** will take part in _#_ speaking situations of their choice each week (answering in class, ordering food, calling a friend), as recorded on their own log for _#_ weeks.

**FL 5** By _timeframe_, **[Student]** will use the word they mean, instead of switching words or staying quiet, in _%_ of opportunities during conversation, as rated by the student and SLP across _#_ sessions.

**FL 6** By _timeframe_, **[Student]** will build a ladder of speaking situations from easiest to hardest with the SLP, then try _#_ situations from the ladder and rate how each one went.

## TOOLS, BY CHOICE

**FL 7** By _timeframe_, **[Student]** will show _#_ speech tools (easy onsets, light contacts, pausing, pull-outs, cancellations) in structured tasks and explain when they might choose each one, _cue level_, across _#_ sessions.

**FL 8** By _timeframe_, **[Student]** will choose a tool and use it in a speaking situation they picked, then rate how it went, in _#_ of _#_ opportunities.

**FL 9** If the student wants it: by _timeframe_, **[Student]** will stutter with less physical tension (an easier repetition or a slide), as rated by the student and SLP on a _#_-point tension scale, in _#_ of _#_ conversations.

## EDUCATING OTHERS AND ADVERTISING

**FL 10** By _timeframe_, **[Student]** will teach a classmate, teacher or class about stuttering and what helps (waiting, letting them finish their own words) through a talk, poster or video they help make, on _#_ occasions.

**FL 11** By _timeframe_, **[Student]** will tell a listener what helps them when they stutter ("Please let me finish.") in _#_ situations they choose.

**FL 12** By _timeframe_, **[Student]** will advertise their stuttering when they choose to ("I stutter, so I might take a little longer.") in _#_ of _#_ self-selected situations.

### Why there is no "percent fluent" goal here

A goal like "fluent speech 90% of the time" scores how well a student hides stuttering, and it can teach them that stuttering is something to hide. The goals above measure what a student can change and wants to change: how much they talk, how they feel about talking, and the tools they choose.

Yaruss, J. S., & Quesal, R. W. (2006). *Overall Assessment of the Speaker's Experience of Stuttering (OASES): Documenting multiple outcomes in stuttering treatment.* Journal of Fluency Disorders, 31(2), 90–115.

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

# AAC goals

Write AAC goals around messages that matter to the student, across the whole day. Every message counts, including "no" and "stop". Partner goals for staff and family are at the bottom.

## REQUESTING AND PROTESTING

**AAC 1** By _timeframe_, **[Student]** will use their AAC system to request items, activities, people or help in _#_ of _#_ opportunities across _#_ daily routines, _cue level_.

**AAC 2** By _timeframe_, **[Student]** will use their AAC system to protest or refuse ("stop", "no", "all done", "not that") in _#_ of _#_ opportunities, with partners honoring the message.

## COMMENTING, GREETING AND ASKING

**AAC 3** By _timeframe_, **[Student]** will use their AAC system to comment during shared activities ("cool", "uh oh", "look", "funny") in _#_ of _#_ opportunities, _cue level_.

**AAC 4** By _timeframe_, **[Student]** will greet or say goodbye to familiar people using their AAC system in _#_ of _#_ opportunities across _#_ settings.

**AAC 5** By _timeframe_, **[Student]** will ask a question ("what's that?", "where go?", "your turn?") using their AAC system in _#_ of _#_ opportunities, _cue level_.

**AAC 6** By _timeframe_, **[Student]** will combine _#_ or more words or symbols into one message ("want more", "go outside", "my turn"), producing _#_ different combinations per session across _#_ sessions.

## NAVIGATION AND OWNERSHIP

**AAC 7** By _timeframe_, **[Student]** will move from the home screen to _#_ target pages and back to build a message, _cue level_, in _#_ of _#_ trials.

**AAC 8** By _timeframe_, **[Student]** will use _#_ different core words (go, stop, more, help, like, not, you) across at least _#_ activities in a session, on _#_ of _#_ data days.

**AAC 9** By _timeframe_, **[Student]** will tell a partner when a word they need is missing or the device needs help (low battery, wrong page), using a set message or the keyboard, in _#_ of _#_ opportunities.

## PARTNER GOALS FOR STAFF AND FAMILY

**PTR 1** By _timeframe_, _partner_ will model on **[Student]**'s AAC system at least _#_ times per _#_-minute activity, without asking the student to copy, across _#_ activities a day, as measured by observation.

**PTR 2** By _timeframe_, _partner_ will wait at least _#_ seconds after a model or question before adding a prompt, in _%_ of observed opportunities.

**PTR 3** By _timeframe_, _partner_ will keep **[Student]**'s AAC system within reach, charged and turned on in _%_ of observed activities across the school day.

**PTR 4** By _timeframe_, _partner_ will respond to **[Student]**'s AAC messages as real communication (acting on the request, honoring the refusal, answering the comment) in _%_ of observed messages.

### No prerequisites

The AAC system goes everywhere the student goes. There is nothing to earn and no readiness test to pass first.

### Where partner goals go

Many IEPs list partner skills under supports, accommodations or staff training. Check how your district writes them.

Romski, M., & Sevcik, R. A. (2005). *Augmentative communication and early intervention: Myths and realities.* Infants & Young Children, 18(3), 174–185.

BIRTH TO THREE

# Early intervention IFSP outcomes

IFSP outcomes are the family's priorities, written in the family's words around routines they already have. Use the child's name in place of [Child]. A parent should be able to read every one.

## MEALTIMES

**EI 1** **[Child]** will let us know what they want at snack and meals by using a word, sign, picture or gesture, so mealtimes are less frustrating. We'll know it's working when [Child] does this ___#___ times a day for ___#___ weeks.

**EI 2** **[Child]** will ask for "more" or tell us "all done" at meals with a word, sign or gesture. We'll know it's working when [Child] does this at ___#___ meals a day for ___#___ weeks.

## PLAYTIME

**EI 3** **[Child]** will take ___#___ turns back and forth with a parent or sibling in a simple game, like rolling a ball, stacking blocks or peekaboo, on most days for ___#___ weeks.

**EI 4** **[Child]** will copy our sounds, words or actions during songs and play (animal sounds, "uh oh", clapping) ___#___ times in a play session, on most days for ___#___ weeks.

**EI 5** **[Child]** will use ___#___ different words or signs on their own during play, without us saying them first, as tracked on our word list for ___#___ weeks.

## EVERYDAY ROUTINES

**EI 6** At bath time, **[Child]** will point to or name ___#___ body parts when we ask, on most days for ___#___ weeks.

**EI 7** When getting dressed, **[Child]** will follow simple directions like "Give me your shoe" or "Arms up" ___#___ out of ___#___ times.

**EI 8** At bedtime, **[Child]** will pick a book by pointing or naming it, and fill in a word in a favorite book or song ("Ready, set, ___!") on ___#___ nights a week.

**EI 9** When someone comes home or at child care drop-off, **[Child]** will say hi or bye with a word, sign or wave, ___#___ out of ___#___ times.

**EI 10** **[Child]** will let us know when they need help or something is wrong (saying "help" or "uh oh", signing, or bringing us the toy) ___#___ times a day for ___#___ weeks.

**EI 11** **[Child]** will put two words together to tell us things (like "more milk", "daddy go", "my ball"), using ___#___ different two-word combinations a week.

## OUTINGS

**EI 12** On walks or at the store, **[Child]** will point to or name things they notice (a dog, a bus, the bananas) so we can talk about them, ___#___ times on most outings for ___#___ weeks.

## FAMILY OUTCOME

**EI 13** We will use ___#___ ways of helping [Child] talk that we practiced with our provider (waiting, offering two choices, saying what [Child] is doing) during ___#___ daily routines, on most days of the week.

### Ask the family first

"What would you like [Child] to be able to do?" "Which part of the day is hardest?" "What does [Child] do now when they want something?"

### Keep it in their words

Use the family's names for routines ("bath time", "the car seat"). Leave out clinical terms like "expressive language" or "mand".

YOUR TURN

# Goal-writing worksheet

Student _____ Goal area _____ Date _____

### Brain dump

What do you want [Student] to be able to do? Use your own words.

### Where they are now

Baseline: what [Student] does now, with how much help, and how often.

| # | PART | YOUR WORDS | MENU (P.3) |
|---|---|---|---|
| 1 | Timeframe | | annual review, 12 weeks, semester |
| 2 | Who | | student, client or name |
| 3 | Observable behavior | | a verb you can see or hear |
| 4 | Conditions + cue level | | setting, partner, materials, I / VC / IV / DV / PM / M / T |
| 5 | Criterion | | accuracy + trials + consistency |
| 6 | Measurement | | trial data, sample, observation, rubric |

### Put it together

### Benchmarks or short-term objectives

| # | STEP TOWARD THE GOAL | TARGET DATE | MET |
|---|---|---|---|
| A | | | ☐ |
| B | | | ☐ |
| C | | | ☐ |
| D | | | ☐ |

### 6-point check

☐ One skill ☐ Observable verb ☐ Conditions + cue level ☐ Criterion + consistency ☐ A colleague would score it the same ☐ Matters in the student's day

ONE MORE THING

# Start from the bank. Check the goal you wrote.

A goal bank gives you a starting sentence. Goal Lab by Field Nine checks the one you finished: paste in your goal, get a line-by-line review, and accept the fixes you agree with.

GOAL LAB BY FIELD NINE

## Write, check, and strengthen treatment goals in minutes.

Goal Creator turns a brain dump of what you want the client to do into a complete, structured goal with the target, criteria and conditions filled in. Goal Analyzer reviews a goal you already wrote, line by line. Goal Ideas gives age-appropriate skill ideas. Every goal you make is saved in Goal Lab's Goal Bank.

- 5 free credits when you sign up
- No card required
- Goal Ideas is always free

SCAN TO TRY IT

field9.ai/goal-lab

HOW IT WORKS

1

### Sign up free

Name, email and password. You land in Goal Lab with 5 free credits and no card on file.

2

### Write or paste a goal

Type what you want the client to be able to do, or paste a goal you already wrote.

3

### Keep what you agree with

Accept or reject each suggested fix. Every goal is saved so you can copy it into the plan.

### Terms of use

Free for SLPs, SLPAs, teachers and families. Print it, copy it, and share it with colleagues and the families on your caseload. Please don't sell it, and please don't post an edited copy as your own.

### A clinical note

These goals are starting points. Build each target, criterion and cue level from your own assessment data, check that language targets are not features of the student's dialect, and follow your state, district and payer rules.

MORE FREE KITS FROM FIELD NINE

Download all six at **field9.ai/free**

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120 leveled questions, stories and picture cues
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