How to...write therapy goals

Goals should be SMART: Specific, Measurable, Agreed, Realistic and Timely.

Therapy goals have 3 parts to them:

1 <u>Target behaviour</u> i.e. what should the client be able to do?

e.g. use the correct form of possessive pronoun; correctly identify the initial sound of words

2 <u>Under what conditions</u> i.e. when do you expect the client to do it?

e.g. in conversation; from own production

3 <u>Criteria</u> i.e. how well do you want the client to do it?

e.g. 80% of the time, with self-correction on remaining 20%; on 9 out of 10 trials

<u>*Example 1*</u>*: (1) For Bill to use circumlocution (2) when word-finding problems occur, in clinic sessions and at home (3) successfully, on 100% of occasions.*

<u>*Example 2*</u>*: (1) For Jane to use /k/ and /g/ (2) in all word positions, in structured sentences (3) with 100% accuracy.*

Your therapy goals are the key to the development of your weekly session plan. Therapy goals should arise out of appropriate assessment of your client. Well written goals will help you to plan your efficacy measures. Goals are also called aims.

<u>Ultimate goal/aim</u>

This is the desired state at the end of intervention. Intervention for this client may extend beyond the episode of care you are delivering. *e.g. to achieve age appropriate expressive phonology; to achieve competent use of all symbols on communication board; to achieve maximum potential in communication in all social situations.*

<u>Real-life goals/aims</u>

They are different to ultimate goals as they are much more specific and measurable, *e.g. to attend the Bingo Final and win; to read the newspaper; to make phone calls to grandchildren.* Real life goals may be directly related to long term goals.

<u>*Please note:*</u> it is not always necessary or meaningful to set real life goal(s) for small children (although the parent/carer might occasionally volunteer one of their own but that usually only happens when intervention is already underway). Adolescents might present with their own real life goal.

<u>Long term goals/aims</u>

These are the goals you set for the episode of care you are delivering or for another specified period of care. They provide a framework for therapy.

<u>Short term goals/aims</u>

These are the individual steps by which long term goals are achieved. They are usually structured into a hierarchy for implementation that arises from task analysis or that follows a developmental progression. Your activities/tasks in the session and how you are measuring/evaluating them, should relate directly to these short term goals.

Please refer to appendix for examples of goals

Appendix: Example Goals

Child: A

Real Life Goals
1. To demonstrate reading for meaning for a range of written genres (descriptive, story narrative, debate/argument) as evidenced through her ability to:
    a) provide a verbal summary for a piece of text she has read
    b) to make answer questions of a concrete nature/ inferred meaning
2. To be able to **write at text level** for at least two different genres (biographical, narrative, descriptive, and argumentative) where there is evidence of **clear beginning, middle and end**

Long Term Goals
1. To be able to put into functional **use at least 4 simple conjunctions** (e.g. and, but, or, for, so) and **3 sub-ordinating conjunctions** (because, although, if, when, while, after, where, before, until) to extend complexity of presented written sentences. (RLG1&2)
2. To be able to **write a piece of text relating to at least two genres of text** level writing (descriptive, argument/debate, story narrative) ensuring key elements are included. (RLG1,2)
3. To demonstrate at least 2 strategies (using contextual cues, using her knowledge of the world, logical reasoning and thinking, cause and effect vocabulary knowledge, using conjunctions) to aid her ability to answer 70% of questions of a an inferred nature from pieces of text she has read (RLG 1)

Short Term Goals

X will be able to increase the length and complexity of simple sentences using *if/ and/ when/ before appropriately* on 7/10 occasions**. LTG 1**

X will be able to independently write the 3 elements of a story narrative from a chosen title and evidencing the required content for each element **LTG 2**

X will put into functional use contextual cues from pieces of text he has read to answer questions of an inferred nature on at least 5/8 occasions. **LTG 3**

Adult Client

Real Life Goals:
- To work on speech
- To read stories to my children
- To use clear speech with a variety of people in a variety of social settings

Long Term Goals:
- To improve intelligibility of spoken output
- To improve word retrieval and accuracy of production of a core set of 40 functional nouns
- To promote independent, intelligible production of a set of 20 core functional phrases
- To promote independent, intelligible production when reading aloud.

(Weekly) Short Term Goals:
- X will demonstrate an ability to intone and produce twenty mutually agreed and personally relevant social phrases with 60% accuracy by completing each step (1-4) of Stage 1 Melodic Intonation Therapy for each item in clinic by the end of weekly sessions.
- X will produce 40 core noun names (spoken and written) with 60% accuracy in clinic by the end of weekly sessions.
- X will demonstrate an ability to produce ten 8-12 word phrases from her child's story book with 60% accuracy by completing each step (1-5) of Stage 2 ORLA therapy by the end of weekly sessions.

Week 4

Ultimate goal:
1. To have intelligible speech and have age appropriate phonological awareness skills

Long term goals:
1. To clap the number of syllables in words of varying length on 100% of occasions
2. To delete final and initial syllables from words of varying length on 100% of occasions
3. To identify initial phonemes from own production on 100% of occasions

Short term goals:
1. To identify the parts in 2, 3 and 4 syllable words with 80% accuracy
2. To identify /p/ and /s/ from adult production with 100% accuracy
3. To identify initial /p/ and /s/ from adult production with 100% accuracy
4. Delete final part in two syllable compound words with 80% accuracy

Week 10

Ultimate goal:
2. To have intelligible speech and have age appropriate phonological awareness skills

Long term goals:
4. To clap the number of syllables in words of varying length on 100% of occasions
5. To delete final and initial syllables from words of varying length on 100% of occasions
6. To identify initial phonemes from own production on 100% of occasions

Short term goals:
5. Discriminate between /s/ and /ɬ/ with 100% accuracy
6. To practise articulation of /s/ with a central airflow combined with /ɑ/ and /u/
7. To identify initial /p s m t f k/ from adult production with 80% accuracy
8. Delete the initial part in compound words with 100% accuracy

An example of group therapy goals *(child)*

Ultimate aims:
- For the children in the group to have intelligible speech and good phonological awareness skills

Long Term aims:
- At syllable level: for all children to be able to count syllables, delete final syllable in two syllable compound and non-compound words
- At phoneme level: for all children to be able to identify, delete and substitute initial and final sound
- For children to produce correct articulation and word placement of individual target sounds

Session aims:
1. To continue building rapport with children
2. To continue building on listening and attention skills
3. For J & K to achieve 80% accuracy in final phoneme substitution from adult production
4. For each other child to achieve 100% accuracy in final phoneme substitution from adult production
5. For each child to achieve 80% accuracy in identifying words that rhyme with each other
6. For each child to achieve 80% accuracy in generating words that rhyme with each other (implementing initial sound substitution in a task presented differently)