

# Collaborative Goal Writing

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# Individualized Family Service Plan (IFSP)

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- Goals are child specific and are usually based on struggles within the home.
- If a child has an IFSP, these goals are a great place to begin.
- Look at the goal and see if you can find short-term benchmarks that you can help the parents achieve.
- Ask the parents if these goals address all areas of their family needs.
- If not, ask them what else they may need help with.

# School vs. Home Goals

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- Therapeutic services within the school setting need to have an academic (or pre-academic) component to their service regardless of the provider.
- Many times parents see behaviors or challenges at home that are not present at school or impact the child's 'academic' needs.
- Home visiting professionals can bridge the gap between the needs at school and the needs at home. Sometimes they overlap, but not always.

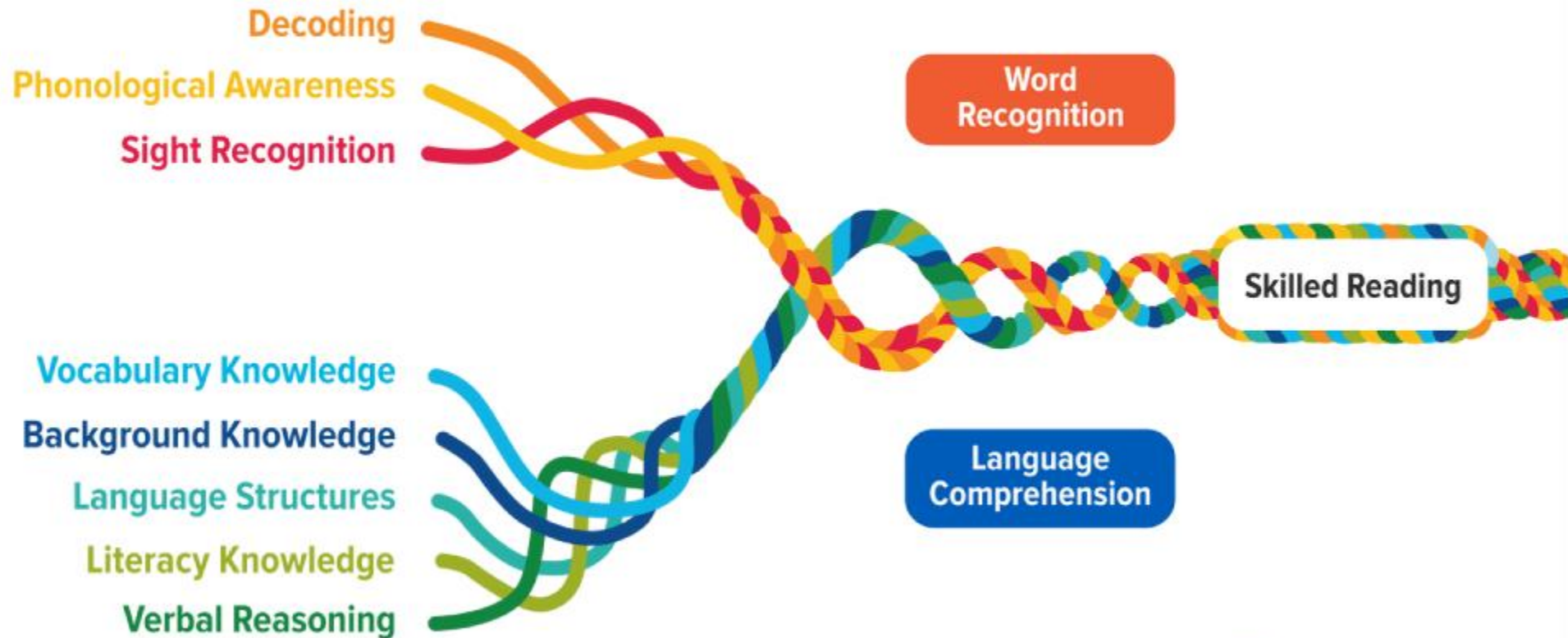
# Goal Selection Criteria

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- The goals fit with the parents' own goals for their child.
- The goals follow developmentally from the child's current skills.
- They are specific and measurable.
- They can be met within the duration of your home visit time frame.

(Ingersoll and Dvortcsak, 2019)

# SCARBOROUGH'S READING ROPE



# Developing Goals

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- Identify Parent's Goals
- Identify Long-Term Goals
- Understand the Child's Current Skills
- Identify Short-Term Goals

# Identify Parents Goals

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- Have parents tell you about their typical day/week
- Use open-ended questions
  - Ask parents about their child's strengths
  - Ask parents about their challenges and their child's challenges
  - Ask parents about their overall (general) goals they have for their child
- Summarize their response and give them the opportunity to correct if it was misinterpreted
- Avoid leading questions; instead try: Why do you think that is happening?

(Westby, Burda, and Mehta, April 2003)



# Identify Long-Term Goals

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- Use parent's goals to identify clear categories of need:
  - Social Engagement
  - Communication
  - Imitation
  - Play
  - Behavior
  - Potty Training
  - Bedtime Routine
- If the parents are clear on goals, the categories may already be set

# Understand the Child's Current Skills

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- This process helps you and the parent develop appropriate expectations.
- It ensures that the goals follow developmentally from the child's current skill level.

## Social Stage

Social Stage	Description
Responsive engagement	<ul style="list-style-type: none"><li>• Looks at you and smiles during face-to face play</li><li>• Stays with you when you join him in play</li><li>• Smile back when you smile at him</li></ul>
Reciprocal engagement	<ul style="list-style-type: none"><li>• Uses eye contact, smiling, and vocalizations to keep face-to-face play going</li><li>• Makes sounds back and forth with you</li></ul>
Coordinated joint attention	<ul style="list-style-type: none"><li>• Looks at an object and then back at you during a shared activity</li><li>• Uses eye contact, smiling, and vocalizations to engage with you during toy play</li></ul>
Response to joint attention	<ul style="list-style-type: none"><li>• Responds when you point or look toward an item by looking at it</li><li>• Responds to requests for a turn</li></ul>
Initiation of joint attention	<ul style="list-style-type: none"><li>• Gives, points or shows items to share</li><li>• Begins taking turns with toys or other objects</li></ul>

( Ingersoll & Dvortcsak, 2019, Table 1.1 Social Development Chart, page 6)

## Communication Stage

Communication Stage	Description
Preintentional communication	<ul style="list-style-type: none"> <li>• Cries, coos, smiles, and grasps without a clear reason</li> <li>• Uses eye contact</li> <li>• Babbles and vocalizes</li> </ul>
Preverbal communication	<ul style="list-style-type: none"> <li>• Asks for objects or food by pointing or reaching</li> <li>• Uses gestures of vocalizations to protest</li> <li>• Gives or shows items to share</li> <li>• Babbling becomes more word-like</li> </ul>
First Words	<ul style="list-style-type: none"> <li>• Uses spontaneous single words to request, protest, label, comment, and gain attention</li> <li>• Follows simple directions</li> <li>• Gives greetings and farewells</li> <li>• Imitates language</li> </ul>
Word combinations	<ul style="list-style-type: none"> <li>• Uses two word together for a number of reasons</li> <li>• Uses many words and learns new words every day</li> <li>• Uses nouns, verbs, and descriptors when combining words</li> <li>• Responds to 'what' and 'where' questions</li> <li>• Asks, 'What is that?'</li> <li>• Points to objects, body parts, familiar people, and pictures when they are names</li> <li>• Follows simple instructions</li> </ul>

( Ingersoll & Dvortcsak, 2019, Table 1.2 Communication Development Chart, page 7)

## Communication Stage (cont'd)

Communication Stage	Description
Sentences	<ul style="list-style-type: none"><li>• Uses a variety of phrases and sentences</li><li>• Uses plurals, prepositions, different verb tenses, and pronouns to communicate</li><li>• Tells about past and future events</li><li>• Asks questions to gain information such as 'What is that?', 'Where is my car?', or 'Why can't I have cake?'</li><li>• Uses language to express emotions</li><li>• Responds to most questions, including 'how,' 'why,' and 'when' questions</li><li>• Follows two-step directions</li><li>• Begins to have a back-and-forth conversation.</li></ul>
Complex language	<ul style="list-style-type: none"><li>• Uses a variety of sentences in many different settings for many reasons</li><li>• Uses verbal and nonverbal language together</li><li>• Tells simple stories</li><li>• Understands abstract language</li><li>• Follows multiple-step directions</li></ul>

( Ingersoll & Dvortcsak, 2019, Table 1.2 Communication Development Chart, page 7)

## Imitation Stage

Imitation Stage	Description
Mutual imitation	<ul style="list-style-type: none"><li>• Smiles and looks more at you when you imitate him</li><li>• Imitates familiar vocalizations and simple motor movements</li></ul>
Immediate imitation	<ul style="list-style-type: none"><li>• Changes what he is doing when you imitate him to see if you continue</li><li>• Imitates you when you clap, wave, or point</li><li>• Imitates both familiar and new actions with objects and toys</li></ul>
Delayed imitation	<ul style="list-style-type: none"><li>• Imitates two or more actions in a row, both immediately and after a delay</li><li>• Imitates what you are intending to do, even if you don't show him</li></ul>
Reciprocal imitation	<ul style="list-style-type: none"><li>• Takes turns being imitated and imitating you for an extended period</li></ul>

( Ingersoll & Dvortcsak, 2019, Table 1.3 Imitation Development Chart, page 8)

## Play Stage

Play Stage	Description
Exploratory play	<ul style="list-style-type: none"> <li>• Explores toys and objects by touching, mouthing, visually examining, banging, throwing, and dropping them</li> <li>• Shows interest in new objects</li> </ul>
Combinatorial play	<ul style="list-style-type: none"> <li>• Puts toys and objects together</li> <li>• Nests and stacks toys</li> <li>• Puts objects in containers</li> </ul>
Cause-and-effect play	<ul style="list-style-type: none"> <li>• Plays with pop-up toys</li> <li>• Activates toys by pressing buttons or turning knobs</li> </ul>
Functional play	<ul style="list-style-type: none"> <li>• Uses miniature toys for their intended purpose (pushes car, puts phone to ear)</li> <li>• Directs play actions to self (pretends to eat or sleep)</li> <li>• Directs play toward you and then dolls (feed you, puts baby to bed)</li> </ul>
Pretend play	<ul style="list-style-type: none"> <li>• Pretends that one thing represents another (a block is a car)</li> <li>• Gives an object characteristics it does not have (a toy stove is hot)</li> <li>• Animates characters (makes a doll walk) and pantomimes actions (pours 'tea')</li> <li>• Links several pretend actions together to tell a story</li> </ul>
Dramatic play	<ul style="list-style-type: none"> <li>• Pretends to be something else, such as an animal, firefighter, or superhero</li> <li>• Pretend plays with peers to tell stories or act out events</li> <li>• Play becomes more cooperative</li> </ul>

(Ingersoll & Dvortcsak, 2019, Table 1.4 Play Development Chart, page 8)

# Review Developmental Next Steps

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- Verify with parents that the next steps are something they want to work on with their child.
- Honor parents ideas if they are different than your ideas of goals
- Guide parents ideas into a concrete goal that is measurable



# GOAL SETTING

S

SPECIFIC

M

MEASURABLE

A

ATTAINABLE

R

RELEVANT

T

TIME-BOUND



# How to Write SMART Goals

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- S (pecific): Each goal should state specifically the targeted skill and what the child is expected to do in order to reach their goal. Make sure that you and the parents know exactly what you are looking for and what counts as correct.
- Parents generally are not specific. It is your job to help them make it more specific. Ask them to talk about the type of play they want or the type of words they want.

# How to Write SMART Goals (cont'd)

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- M (measurable): Think about percentages, trials, and time.
  - Percentages are good for sitting down in a structured setting and being able to count every opportunity. This is helpful when working on speech sounds.
  - Trials are good when you are working with the child in a more informal, play-based setting. You can count the opportunities that are observed.
  - Time is good when you are trying to increase focus and participation within the activity.

# How to Write SMART Goals (cont'd)

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- A (ttainable): Goals should be developed with the intent of increasing independence. Focus on skills that can be achieved within the time frame you set.
- R (elevant): The goal should be specific to that child. If they currently have 5 words in their vocabulary, we should not be working on reciprocal conversation.
- T (ime-Bound): Write in the time you have to achieve the goal. You may want to write short-term objectives for a few weeks or months.



# Goals: Smart or Not?



- Angel will play more with other children and not go off on his own.
- *Angel will engage (sitting/ standing) in a play activity (ball, game, reading a book), without leaving the interaction, for at least 5 minutes in 3 consecutive sessions by February 20, 2023.*
- Tommy will increase language skills and decrease the need for prompts.
- *Given a choice of 2 items, Tommy will verbally request one item using 1-2 words in 4/5 trials by February 20, 2023.*
- Susie will use pretend play with friends.
- *Susie will demonstrate the ability to extend pretend play from one action (feeding baby) to at least 3 actions (dressing baby, feeding baby, putting baby to bed) in 4/5 trials by February 20, 2023.*



# Case Study

## Bianca, age 3;2



- Parents want Bianca to engage in social interactions with her family.
- Bianca demonstrates the ability to lead play or request play to continue when the parent has stopped. She does make eye contact while interacting. She demonstrates emerging skills for being near family members and engages in play for up to 2 minutes. She will imitate some activities that are part of a routine. She does not demonstrate the ability to maintain simple social games for at least 3 turns or respond when family members try to draw her attention to something.

# References

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- Jung, Lee. (2007). Writing SMART objectives and strategies that fit the ROUTINE. Abstracts from Teaching Exceptional Children (TEC). 39. 10.1177/004005990703900406.
- Centers for Disease Control and Prevention (CDC), Developmental Milestones, <https://www.cdc.gov/ncbddd/actearly/milestones/index.html>