

Goal Bank

Early Language

1. -----will greet, request, comment, and protest using gestures, pictures and/or words in 4/5 opportunities as measured by clinician data.
2. ----- will use the following carrier phrases verbally, with communication board or with a VOCA within the context of an activity 4 of 5 opportunities.
I want _____. I like _____. Can I _____. Give me _____. No more _____.
3. ----- will identify and label given picture or object stimuli used to elicit
 - a) nouns in categories (food, clothes, body parts, tools, people, animals, vehicles)
 - b) verbs (body actions, school actions)
 - c) adjectives (shapes, texture, size, quantity, color,)
 - d) basic concepts (beside, in front, between, through, inside, outside, up, down)
4. -----will follow 1-2 step novel directions 4 of 5 opportunities.
 - a.) two action sequence
 - b.) attribute or preposition + action (get the red boat) (get the block on the table)
5. _____will take 3+ turns with a peer or adult during a structured activity with minimal cueing
6. ----- will ask and answer simple wh- questions (what, where, who) 4 of 5 opportunities

Vocabulary/Semantics

1. ----- will demonstrate an understanding to the Kindergarten level by completing the following task us
 - a. naming categories
 - b. naming and understanding adjectives (colors, size, shape, texture)
 - c. using and understanding prepositions (time, place)
2. -----will improve vocabulary knowledge to the 2nd and 3rd grade levels by completing the followi
 - a. identifying and grouping categories
 - b. identifying similarities and differences
 - c. giving opposites for primary vocabulary
 - d. giving multiple meanings for a word

3. -----will improve semantic skills to the 3rd and 4th grade level by completing tasks with 80% accuracy
 - a) defining and describing words
 - b) identifying word associations
 - c) using descriptive and positional words
 - d) giving more than one meaning for multiple meaning words
 - e) providing synonyms and antonyms
 - f) identifying homonyms

4. -----will improve semantic skills to the 5th grade level by completing the following task using grade level
 - a) defining vocabulary and using it in a sentence
 - b) identifying word associations
 - c) telling multiple meanings for a given word
 - d) providing synonyms, antonyms and homonyms
 - e) recognizing and defining metaphors and non-literal phrases.

Sentence Structure

1. -----will use the following grammatical structures with 80% accuracy during structured language activities
 - a. present tense verb forms, is/are, is/are verb+ing
 - b. regular plural nouns
 - c. irregular plurals
 - d. regular past tense
 - e. irregular past tense verb forms
 - f. possession

2. -----will use the following grammatical structures with 80% accuracy during structured language activities
 - a. subject pronouns he, she, they, you and it
 - b. objective pronouns him, her, and them
 - c. reflexive pronouns himself, herself, themselves
 - e. possessive pronouns hers, his, theirs, it's

3. -----will use the following grammatical structures with 80% accuracy during structured language activities.
 - a. subject verb agreement with verbs is/are, has/have, do/does, was/were
 - b. making comparisons using er, est words endings
 - c. add y, ly, ful suffixes to descriptive words.

4. -----will answer questions (who, what, where, why and when) after listening to a paragraph or short story with 80% accuracy

5. -----will formulate who, what, where, when and why questions with 80% accuracy during structured activities.

6. -----will use present, past, and future tenses when telling a story using pictured sequences 4 of 5 opportunities.

7. -----will use and understand the following grammatical structures with 80% accuracy during structured language activities.
 - a. compound sentences (and , or)
 - b. relative clauses (who, that, which) 4/5
 - c. conditional (if/then, while, when)
 - d. causal (because)
 - c. temporal (before, after, next)

8. ----- will ask a variety of questions (who, what, where, when, why, how, does/do) to gain information about an unknown item, and use the information to determine its identity with 80% accuracy.

9. ----- will consolidate information gained from questioning to draw a correct observation or conclusion 4 of 5 attempts.

10. -----will combine the information of 2 sentences to form one complex sentence using joining words such as while, when, because, before, after, and or. with 80% accuracy.

11. ----- will tell all the steps to a common activity in an organized manner, 4 of 5 opportunities

Literacy skills

1. ----- will tell a story giving who, what, where, why details with less than 2 inquiries from the listener.

2. ----- will re-tell a story sequence providing key characters, events, and descriptive detail 4of 5 retells or 80% accuracy.

- 3 When read a paragraph or short story, -----will do the following with 80% accuracy.
 - a. relay correct sequence of events
 - a. tell main idea
 - b. tell possible outcomes
 - c. make inferences

Pragmatics

1. -----will demonstrate conversation skills by conversing 2 to 3 exchanges on a topic
 - a. a topic of his choosing
 - b. topics of his communication partner

2. -----will verbally problem solve the correct course of action when given a social situation 3/4 opportunities.

3. ----- will demonstrate the correct action and appropriate verbal response to a given situation with 80% accuracy.

4. ----- will demonstrate an understanding and use of rules of conversation in the following areas, 4 of 5 opportunities
 1. initiating or greeting
 2. turn taking
 3. responding appropriately to questions
 4. maintaining a topic of conversation
 5. appropriate change of topic
 6. giving the listener adequate background information
 7. giving appropriate feedback to the speaker
 8. recognizing and using nonverbal cues and body language

5. -----will communicate and provide directions to others in a joint task so that the task is completed and he contributes appropriately without confrontation and/or minimum of one outside redirection.

6. ----- will use appropriate body language 4 of 5 opportunities in the following areas during a planned group activity.
 - a. He will maintain appropriate proximity and body direction
 - b. He will use appropriate hand and arm movements that don't invade another persons space.
 - c. He will use appropriate eye contact
 - d. He will demonstrate an awareness how others may interpret certain body positions and facial expressions.

7. The student will demonstrate the ability to see the perspective of another individual and be flexible with another opinion that is different from his own 4 of 5 opportunities during a group interaction.

8. When given a joint task, the student will problem solve, determine the correct course of action, and complete the task in cooperation with the other individual.

Articulation

1. ----- will produce ----- with 80% accuracy in
 - a. isolation,
 - b. syllables,
 - c. words,
 - d. phrases,
 - e. sentences
 - f. 3 minute connected speech sample.
2. -----will suppress final consonant deletion of the following phonemes / / to less than 20% in a 3 minute connected speech sample.
3. -----will suppress stopping of the following phonemes // to less than 20% in a 3 minute connected speech sample.
4. -----will suppress voicing of unvoiced phonemes to include / / to less than 20% in a 3 minute speech sample.

Fluency

1. ----- will demonstrate use of easy onset, stretched vowels, and light contacts with 80% accuracy during spontaneous speech activities such as the following;
 - a. when finding out information from peers or adults in the school building
 - b. when giving directions to peers or adults in the school building
2. ----- will identify disfluency that occurs in his own speech and makes a correction with 80% accuracy in the speech room setting.
3. -----will identify stressors and demonstrate the ability to release muscle tension 4 of 5 opportunities.