

INPATIENT REHABILITATION GOAL BANK

AUDITORY COMPREHENSION

Short-term Goals:

Patient will utilize trained strats to demo aud. comp. of:

IMITATE

- imitate gestural use of functional objects with ___ A in response to a model
- utilize functional self-care objects appropriately with ___ A

GESTURES & COMMUNICATION BOARDS

- comprehend and respond to visual tracking, exaggerated facial expression and basic gestures with ___% accuracy.
- use gestures/pointing to communicate basic needs in his/her environment with ___A
- use a simple communication board to express basic wants/needs with A

MATCH

- match object to object/ object to picture/ picture to picture /object to written word/ picture to written word in a field of ___ with A

IDENTIFY

- identify body parts with ___ A
- identify pictures/objects by name in a ^ visual field with ___A
- identify pictures/objects by function in a ^ visual field with ___A
- identify pictures/objects following verbal description of item with ___ A

FOLLOW

- follow ___ step directions with ___A

ANSWER

- answer yes/no questions (basic/concrete OR complex/abstract) with ___ A
- answer auditory processing questions (basic/concrete OR complex/abstract) (e.g. semantic description, phonetic discrimination, syntactic analysis, semantic relationships, etc.) with ___A
 - Semantic discrimination – *Do you brush your teeth with a comb?*
 - Phonetic discrimination- *Do you wear a shirt and pie?*
 - Syntactic analysis – *Do we wear feet on your shoes?*
 - Semantic relationships- *Is a banana a vegetable?*

PROCESS

- auditorily process sentence-level comprehension tasks with ___ A
- auditorily process short paragraph-length comprehension tasks with ___A
- auditorily process lengthy paragraph-length comprehension tasks with ___A
- complete basic/concrete OR complex/abstract level auditory processing tasks with ___A

DISCOURSE

- demo comprehension of basic/concrete OR complex/abstract conversational discourse with ___A

COMPENSATORY

- utilize compensatory strategies to improve comprehension (e.g. request repetitions, ask for clarification/verification, request that the speaker slow down, ask speaker to face listener, etc.) with ___ A

GENERAL / NON-SPECIFIC GOALS

- comprehend basic/ concrete directions and conversational topics with ___ A
- comprehend abstract/complex directions and conversational topics re: self-care, current events, d/c planning and ADLs with ___A

VERBAL EXPRESSION

Short-term Goals:

Patient will utilize trained strats to complete:

VOCALIZE

- will phonate vegetative sounds/vowels/single consonants with ___ A

IMITATE

- imitation of [monosyllabic, bi-syllabic, tri-syllabic, multisyllabic words] with ___ A

REPETITION

- repetition of [words, phrases, sentences] incorporating MIT with ___ A

AUTOMATICS

- verbalize automatic speech sequences / rote greetings/ salutations with ___A

WORD LEVEL

- confrontational naming of pictures/objects with ___ A
- responsive naming tasks with ___A
- phrase completion tasks with ___ A
- sentence completion tasks with ___ A
- state object function using a single word (verb) with ___ A
- divergent naming of @ least ___ items per category with ___ A

PHRASE & SENTENCE LEVEL

- word definition [basic/ concrete OR abstract/complex] and concept tasks with ___ A
- verbally produce S and V phrases/sentences to describe pictures with ___A
- state object function with ___ to ___ word phrase length to ^ verbal output with ___A
- respond to questions with ___ to ___ word phrase length to ^ verbal output with ___A
- describe objects/actions/pictures with ___ to ___ word phrase length to ^ verbal output with ___A
- verbally sequence ___step ADL's with ___ A
- sentence construction tasks with ___ to ___ word phrase length to ^ verbal output with ___A
- retell story with ___ to ___ word phrase length to ^ verbal output with ___A
- demo ^ self-cueing for word finding [basic/concrete OR complex/abstract] with ___A
- answer open-ended general information questions (basic/concrete OR complex/abstract) with ___A
- make inquiries/ requests with ___ to ___ word phrase length to ^ verbal output with ___A

DISCOURSE LEVEL

- explain daily events, opinions and activities in a sequential and organized manner with ___A
- demo ^ self-cueing for word finding @ conversational level with ___A
- express opinions [basic/ concrete] re: self-care, hygiene, basic wants/needs and ADLs @ conversational level
- express opinions [abstract/ complex] re: self-care, current events, d/c planning and ADLs @ conversational level
- picture description tasks with @ least ___ salient details OR ___ to ___ word phrase length per picture with ___A

GENERAL/NON-SPECIFIC GOALS

- complete verbal expression tasks [basic/concrete OR abstract/complex] @ ___ level with ___ A
- demo word retrieval of [basic/concrete OR abstract/complex] vocab @ ___ level with ___

ADDITIONAL 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**
- 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

Short-term Goals:

Pt. will utilize trained strats to demonstrate:

TOPIC MAINTENANCE

- 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.
- Terminate topic/conversation with appropriate transitional discourse in 1:1/small group setting with __ cues

TURN-TAKING

- Demonstrate appropriate turn-taking in discourse/activity in 1:1/small group structured/unstructured setting with __ cues.

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

Short-term Goals:

Pt. will utilize trained strats to complete:

WORKING MEMORY

- mental manipulation tasks with ___ A

IMMEDIATE MEMORY

- recall _____ facts from sentence length material with _____ A
- recall _____ facts from paragraph length material with _____ A
- recall _____ details from several paragraph length story with _____ A
- functional auditory/visual immediate recall tasks with ___ A

SHORT TERM MEMORY

- following _____ delay, recall visual/verbal information with _____ A
- recall strings of _____ items or unrelated/related information after a ___ delay.
- functional auditory/visual short term recall tasks with ___ A

LONG TERM MEMORY

- recall or use memory aids to recall routine and personal information with _____ A
- recall information discussed during therapy session via retelling/answering questions with ___ A
- participate in reminiscence based tasks to ^ recall of past events with ___ A

PROSPECTIVE MEMORY

- functional auditory/visual prospective recall tasks with ___ A

GENERAL / NON-SPECIFIC GOALS

- functional auditory/visual recall tasks with ___ A

COMPENSATORY STRATEGIES

- verbalize ___/___ memory strategies with ___ A

MEMORY BOOK:

- Utilize memory book to ^ independence and recall of visual/verbal info with ___ A

ATTENTION

- demonstrate selective attention to auditory/ visual stimuli with ___ A
- demonstrate sustained attention by maintaining focus during a task for ___ minutes with ___ A
- demonstrate alternating attention by being able to shift the focus of attention between tasks/activities/ideas with ___ A
- demonstrate divided attention by responding to multiple tasks or details within tasks at the same time with ___ A

PROBLEM SOLVING

Short-term Goals:

Pt. to utilize trained strats to complete:

IDENTIFY

- Identify problems in functional situations [basic/ concrete OR abstract/ complex] with ___ A
- Identify and problem solve barriers within the community to facilitate community reintegration with ___ A
- Identify cause/effect to problems [basic/concrete OR abstract/complex] with ___ A

SOLUTION GATHERING & TASK EXECUTION

- Generate solutions to problems [basic/ concrete OR abstract/ complex] with ___ A
- Execute solutions to problems [basic/ concrete OR abstract/ complex] with ___ A
- Evaluate solutions to problems [basic/ concrete OR abstract/ complex] with ___ A

SAFETY AWARENESS & INSIGHT

- Verbalize & observe safety / spinal / hip, etc. precautions during ADLs to improve safety awareness with ___ A

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 ___.
- Bill management tasks with ___ A

GENERAL / NON-SPECIFIC GOALS

- Functional verbal/ visual problem solving & thought organization tasks [basic/ concrete OR abstract/ complex] with ___ A

EXECUTIVE FUNCTIONS

Short-term Goals:

Pt. to utilize trained strats to complete:

- Demonstrate ^ executive functioning skills (awareness, goal setting, planning, initiation & self-monitoring) with ___ A

Demonstrate ^ self awareness by:

- demonstrating intellectual awareness of present situation, physical/ cognitive limitations
- demonstrating **emergent awareness by identifying physical/cognitive changes post –event deficits and how they are**
- **identifying cognitive/physical strengths and limitations** 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.

READING

Short-term Goals:

Pt. will utilize trained strats. to :

LETTERS/ NUMBERS

- identify letters/numbers in a field of __ with __A
- match letters/numbers in a field of __ with __A

WORD LEVEL

- match pictures/objects to written words in a field of __ with __A
- demo reading comprehension of single words with __A

PHRASE AND SENTENCE LEVEL

- match pictures to phrases/sentences in a field of __ with __A
- demo reading comprehension of phrase/sentence length material with __A

PARAGRAPH LEVEL

- demo reading comprehension of short paragraph / page length/ multi-page length material with __A

FUNCTIONAL INFORMATION

- demo reading comprehension of functional information (signs, menus, etc.) with __A

WRITING

Short-term Goals:

Pt. to utilize trained strats. to:

LETTERS:

- Trace shapes/letters/numbers with __A
- Copy shapes/letters/numbers with __A
- Write letters/numbers on command with __A

SINGLE WORDS:

- Write single words on command with _A
- Write single words to identify pictures with __A
- Write an associated word/opposite given a target word with __A

PHRASE AND SENTENCE LEVEL:

- Write a single phrase/sentence to describe a picture with __A
- Formulate well-organized sentences regarding a picture/question/topic with __A

PARAGRAPH LEVEL:

- Formulate well-organized paragraphs regarding a pictures/question/topic with A

FUNCTIONAL INFORMATION:

- Write personal/orientation/situational information with __A
- Write brief notes in memory notebook with __A
- Write brief notes to communicate to others with __A
- Outline paragraph/page/multi-level information with __A
- Take notes on (amount) auditory/visually presented information with __A

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:

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 controlled pitch variation (gliding ascent/descent) when given model and visual feedback** (Visi-Pitch configuration)
- **Complete vocal adduction** exercises with visual/verbal feedback/model
- **Demonstrate controlled loudness variation (gliding ascent/descent)** given a model and visual feedback
- **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 / MOTOR SPEECH (APRAXIA/DYSARTHRIA)

APRAXIA

VOCALIZATIONS

- imitate vegetative sounds (hum/ voice/ grunt) in unison with clinician/following a model with ___ A
- vocal adduction tasks to improve voicing with ___A

IMITATION

- repeat vowels using hard glottal attack with ___ A
- repeat vowel-initiate words using hard glottal attack with ___ A
- imitate oral postures in unison with therapist / following a visual model with ___ A
- imitation of [1-syllable, bi-syllable, tri-syllable, multisyllabic words] with ___ A
- imitate words/ phrases/ sentences with Melodic Intonation Therapy (MIT) techniques (rhythm/ tapping/ melody/ unison production/ visuals) with ___ A

ORAL MOTOR

- complete OMEX to improve oral strength, coordination & ROM for ^ speech intelligibility with ___ A

SOUND LEVEL

- produce ___ (target phonemes) in isolation with ___ A
- produce vowels/consonants in isolation with ___A

WORD LEVEL

- produce [1-syllable, bi-syllable, tri-syllable, multisyllabic words] with ___ A

PHRASE AND SENTENCE LEVEL

- produce ___ word phrase length utterances with ___ A to communicate basic wants and needs
- produce ___ word phrase length utterances when given a target word with ___ A
- produce original, short sentences with ___A to communicate basic wants and needs
- produce original, short sentences when given a target word with ___ A

DISCOURSE LEVEL

- utilize trained intelligibility strategies during ~ ___% of conversational discourse

DYSARTHRIA

VOCALIZATIONS

- imitate vegetative sounds (hum/ voice/ grunt) in unison with clinician/following a model with ___ A
- vocal adduction tasks to improve voicing with ___ A

IMITATION

- repeat vowels using hard glottal attack with ___ A
- repeat vowel-initiate words using hard glottal attack with ___ A
- imitate oral postures in unison with therapist / following a visual model with ___ A
- imitation of [1-syllable, bi-syllable, tri-syllable, multisyllabic words] with ___ A
- imitate words/ phrases/ sentences with Melodic Intonation Therapy (MIT) techniques (rhythm/ tapping/ melody/ unison production/ visuals) with ___ A

ORAL MOTOR

- complete OMEX to improve oral strength, coordination & ROM for ^ speech intelligibility with ___ A
- tolerate 5/10/15 minutes of electrical neuromuscular stimulation/icing/contrasting temperatures to improve facial musculature and speech clarity with ___ A

SOUND LEVEL

- produce ___ (target phonemes) in isolation with ___ A
- produce vowels/consonants in isolation with ___

WORD LEVEL

- produce [1-syllable, bi-syllable, tri-syllable, multisyllabic words] with ___ A

PHRASE AND SENTENCE LEVEL

- demonstrate ^ intelligibility at the phrase/sentence level with ___ A/ reminders to utilize strategies
- produce ___ word phrase length utterances with ___ A to communicate basic wants and needs
- produce ___ word phrase length utterances when given a target word with ___ A

- produce original, short sentences with ___A to communicate basic wants and needs
- produce original, short sentences when given a target word with ___ A

DISCOURSE LEVEL

- utilize trained intelligibility strategies during ~ ___% of conversational discourse
- demonstrate ^ intelligibility at the conversational level with ___ A /reminders to utilize strategies

RECOGNITION

- discriminate between intelligible and unintelligible speech with ___A

RESPIRATORY CONTROL

- utilize appropriate phrasing and breath coordination in connected sentences/conversation with ___A
- use diaphragmatic breathing and prolong phonation of a vowel sound for __ seconds.
- 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 with ___ A
- 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 with ___ A
- 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 ___ A

MISC.

- produce continuous tone from top of pitch range to bottom/ from bottom of pitch range to top of pitch range on __ out of __ trials.
- sustain phonation of vowel for __ seconds at highest/lowest pitch.
- practice speaking over background noise and be understood on __ out of __ trials.
- use high phonatory effort level when speaking for __ minutes.
- use yawn-sigh to reduce tension in the vocal mechanism on __ out of __ trials.
- complete __ head rolls to reduce extrinsic laryngeal muscle tension.
- use easy onset to produce vowels.
- 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.