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 ___ A
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 ___ A

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.