

An explanation of how these goals were matched to the treatment activities

In addition to selecting goals and treatment objectives based on the child’s level of function and when the skill is expected to develop, keep in mind the specific communicative intentions that should be developing at the pre-linguistic stage. These are summarized on page 78.

Most treatment objectives (and activities) have only one goal, but some have two (e.g., Treatment Objective P55 [matches shapes] is correlated to PG7 [responding appropriately] and PG9 [other problemsolving]). Keep in mind that additional goals can often be selected for an activity (e.g., turn taking can be matched to many activities such as playing games, playing “peek-a-boo,” or playing ball). Some of our distinctions are arbitrary and you might assign goals differently.

Pre-linguistic Ages of Acquisition/Treatment Objectives

Expected age of development	Short-term goal (PG)	Treatment Objectives	Activities to help achieve treatment objectives*
0–3 months	1 1 7 1	Child makes eye contact with adult Reacts to disappearance of slowly-moving object Alerts to sound Watches speaker’s mouth	P1 P2 P3 a, b P4
3–6 months	1 7 3 2 7 8 8 6	Maintains eye contact Turns head to voice Vocalizes when adult starts vocalization Imitates facial expressions with adult Enjoys repeating newly-learned activity Reaches for objects Hits objects when playing Finds a partially-hidden object	P5 P6 a, b P7 a, b P8 P9 P10 P11 a, b P12
6–9 months	2 1 7 1 7 5 8 2 6 6, 9	Imitates gestures with adult Maintains attention to a speaker Responds to noisemaker that is not in line of vision Attends to pictures Anticipates what will happen next (e.g., closes eyes, tenses body) Cooperates by playing games with adults Touches toy or adult’s hand to restart an activity Tries to imitate facial expressions (e.g., puckers, protrudes tongue) Searches for hidden objects Relates sound to object	P13 a, b P14 P15 P16 a, b P17 a, b P18 P19 a, b P20 P21 a, b P22 a, b

*See pages 10–42 in the *Activities Book*.

Expected age of development	Short-term goal (PG)	Treatment Objectives	Activities to help achieve treatment objectives*
9–12 months	5, 6 7 8 4 8 9 4	Plays “Peek-a-boo” by covering and uncovering face with hands or cloth Waves “Hi” and “Bye” Points to an object to indicate he knows it is there Stirs with a spoon Extends toy to show others but doesn’t give it up Overcomes obstacle to obtain object Drops object systematically	P23 P24 P25 P26 P27 P28 a, b P29 a, b
12–15 months	5 4 4, 7 4 1 7	Initiates turn-taking routines Combs or brushes hair Hugs dolls, stuffed animals, or people Shows functional use of objects Maintains attention to pictures Hands toy back to adult	P30 a, b P31 P32 a, b P33 a, b P34 P35 a, b
15–18 months	4 4 8 5 4, 9 7, 9 4	Uses more than one object in play routine Pretends action with object Requests assistance from adult Plays ball with adult Puts one object inside another Identifies self in mirror Imitates doing housework	P36 P37 a, b P38 a, b, c, d, e P39 P40 a, b P41 P42 a, b, c
18–21 months	4 3 4 7	Pretends to play musical instrument Imitates environmental noises Uses two toys together in pretend play Pretends to dance	P43 P44 P45 a, b P46 a, b
21–24 months	4 4 4, 9 4, 9 7, 9	If mobile, pushes a stroller or shopping cart Flies a toy airplane Stacks and assembles toys and objects (e.g., nesting blocks) Sorts objects Matches sounds to pictures of animals	P47 P48 P49 a, b P50 a, b P51
24–27 months	4 4 7	Pretends to write Pretends to talk on the phone Slaps adult’s hand when asked to “Gimme Five”	P52 P53 P54
27–30 months	7, 9 7, 9 4	Matches shapes of toys (e.g., square, circle) Matches colors Dramatizes using doll	P55 a, b, c, d P56 P57 a, b
30–33 months	7, 9 7, 9	Sorts shapes Stacks rings in correct order	P58 P59
33–36 months	4 7, 9	Plays house Sorts colors	P60 a, b, c P61

*See pages 10–42 in the *Activities Book*.

P16b

Treatment Objective: The child will attend to pictures.

Goal: The child will make and maintain eye contact/visual contact with object/picture/person. (PG1)

Activity: Pretty Pictures **Expected age:** 6–9 months

Materials/Toys: pictures of interesting things (e.g., animals, toys, people)
(Note: You might want to laminate the pictures for increased durability.)

When the child is seated in his high chair, place a single laminated picture on the tray. Tell the child what the picture is (e.g., “Look at the shoes”). You can also describe the picture. If the child doesn’t seem interested in the picture, **prompt** by tapping the picture or picking it up. You can also encourage the child to hold the picture. If the child does not look down at the picture, give a physical **prompt** by picking up the picture and moving it right in front of the child’s line of vision.

P17a

Treatment Objective: The child will anticipate what will happen next (e.g., closes eyes, tenses body).

Goal: The child will respond with appropriate gesture/action to sound, speech, and/or gesture. (PG7)

Activity: Get Your Nose **Expected age:** 6–9 months

Materials/Toys: puppet with a mouth that opens or a sock that will fit on an adult’s hand

With the child seated in an infant seat or high chair, or lying on the floor, show the child a puppet he is not afraid of. Then show the child how the puppet playfully “gets you” by demonstrating on yourself. Say, “The puppet (or name of the animal represented by the puppet) is gonna get my nose.” Slowly move the puppet toward your face and have the puppet gently bite you on the nose. Then try this with the child. Say, “The puppet (animal name) is gonna get your nose.” Slowly move the puppet toward the child, making a chomping motion with the puppet’s mouth. As you approach the child’s nose, anticipation might be indicated by the child closing his eyes or putting hands up to block the puppet. (Note: There are no good prompts for this activity.)

P17b

Treatment Objective: The child will anticipate what will happen next (e.g., closes eyes, tenses body).

Goal: The child will respond with appropriate gesture/action to sound, speech, and/or gesture. (PG7)

Activity: Let’s Go Flying **Expected age:** 6–9 months

Materials/Toys: none

Sit on the floor with your knees bent and your feet on the floor with the child facing you. Hold the child under his arms with the child in a standing position. Brace the child against your shins. Slowly roll back

Tracking Development of Communicative Intent (Pragmatics)

Child's name _____ Person interacting with child _____

Write the date observed and the utterance in the appropriate box.

Answer	Acknowledge	Seek/Call Attention	Comment on Action	Comment on Object	Request Objects

Request Actions	Protest	Greeting	Practice/Repeating	Request Information

Adapted from Dore 1975 and Owens 1996

Setting Goals to Develop All Aspects of Expressive Language

The long-term goal for expressive language is that the child will exhibit optimal expressive language skills. However, short-term expressive goals are more complicated than those for other areas. In the other areas (e.g., receptive language), we used imitation as a method of prompting the child to help him develop a skill. In expressive language, imitation itself is a goal in early stages.

As mentioned at the beginning of the chapter, there are five aspects of expressive language that need to be addressed:

- communicative intent of the message (pragmatics)
- communicative function
- semantic-syntactic relations
- morphemes
- sentence types

Not all aspects are addressed with each goal. Communicative intent can be evidenced in any spontaneous gesture, vocalization, or utterance of any length. Communicative functions are reserved for describing single word utterances. Semantic-syntactic relations, morphemes, and sentence types describe word combinations.

- EG1 The child will increase imitation of vocalizations of non-speech sounds, speech sounds, and sound sequences.

When a child is imitating vocalizations, he has no communicative (pragmatic) intent and of course there is no communicative function.

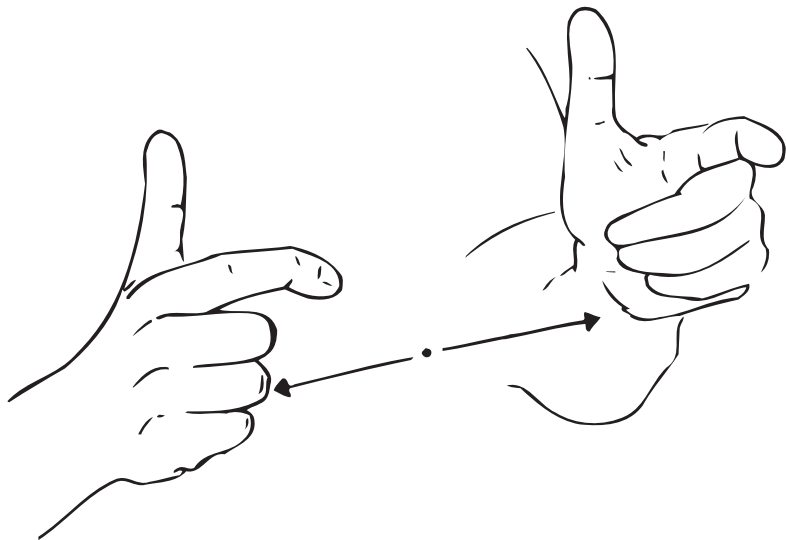
- EG2 The child will increase imitation of words.

When the child is imitating words, he is working on development of specific communicative functions. You are probably also using these imitations in an activity with a specific outcome in mind (e.g., imitating the word *more* to request more juice), and are thus helping to develop communicative intent (pragmatics).

- EG3 The child will increase spontaneous use of vocalizations of non-speech sounds, speech sounds, and sound sequences.

When the child begins to use these vocalizations (non-speech sounds, speech sounds, and sound sequences) spontaneously, there are no words so there is no communicative function. But the vocalizations may have a pragmatic intent (e.g., the child may be trying to protest or call attention).

EG4 and EG5 address the spontaneous use of words and combinations of words. It is important to view the development of spontaneous use of words and word combinations across the broad spectrum of skills you are trying to develop. If we limit ourselves to writing goals that simply state “The child will use more single words” or “The child will begin to use word combinations,” then we are forgetting the breadth of functions of expressive language.



big

big

Make the letter “l” with both hands and face your palms toward each other. Move hands apart. (This is also the sign for *large*.)