



Sample Goal Bank for Speech Therapy Goals

What's Included:

The goal-writing formula to help you write fantastic IEP or speech therapy goals as well as a bank of sample goals to get you started.

Where to Get More:

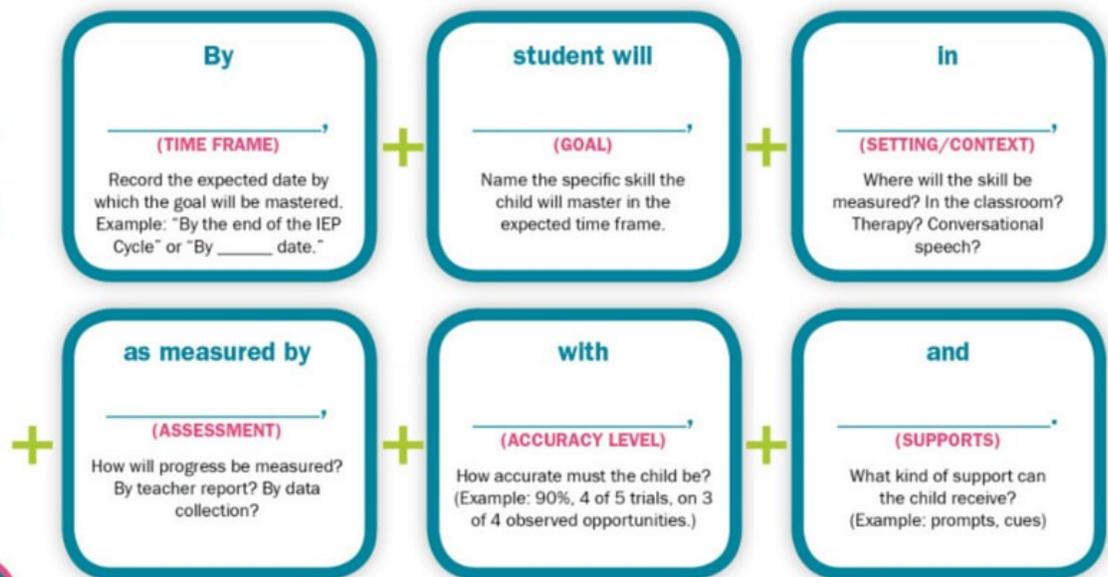
See all of Carrie's goal-writing resources at:

<https://www.speechandlanguagekids.com/goal-writing/>



IEP GOAL FORMULA

Use this formula every time you write a new goal to make sure your goals are complete and measurable.



By _____ (TIME FRAME), student will _____ (GOAL), in _____ (SETTING/CONTEXT),
as measured by _____ (ASSESSMENT), with _____ (ACCURACY LEVEL), and _____ (SUPPORTS).



CARRIE CLARK, CCC-SLP

Carrie@SpeechAndLanguageKids.com

For more helpful goal-writing resources go to

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Formula: By _(time frame)_, Student will ____ in ____ setting/context with ____ accuracy and ____ supports as needed as measured by ____.

**Formula can be rearranged as needed

The goals provided below are sample goals and should be modified to meet the needs of the individual you are writing the goal for.

Expressive Language Goals:

- By the end of the IEP cycle, Student will increase his mean length of utterance during a conversational speech sample in the therapy room to at least 4.0 morphemes per utterance with no more than one reminder to “use all of your words” as needed as measured by a collected language sample.
- By the end of the IEP cycle, Student will independently sequence pictures of a 5-step routine activity (such as brushing your teeth) in the therapy room on 4 of 5 observed opportunities as measured by data collection and observation.
- By the end of the IEP cycle, Student will spontaneously use 5 different adjectives to describe objects during 10 minutes of play in the therapy room with leading questions and prompts as needed (such as “tell me about the ball” and “how does it feel?”) as counted by the speech therapist.
- By the end of the IEP cycle, Student will produce articles (such as “a” and “the”) in all obligatory contexts during a conversational sample in the classroom with at least 80% accuracy and one reminder as needed as measured by teacher report or therapist observation.

Receptive Language Goals:

- By the end of the first trimester of the IEP cycle, Student will follow related 3-step directions in a structured setting (such as during speech therapy) on at least 4 of 5 attempts with one repetition as needed (per set of directions) as measured by data collection.
- By February 14th, 2016, Student will point to a picture of a common classroom object when told “point to the ____” from a field of 4 pictures in a structured setting (such as the therapy room) with 80% accuracy with one repetition per direction as needed as measured by data collection.

Literacy Goals:

- By the end of the IEP cycle, Student will independently segment words with 3-4 sounds into their individual sounds in a structured setting with 80% accuracy as measured by data collection.
- By the end of the IEP cycle, Student will read all 100 no-excuse sight words by sight (without sounding them out aloud) in the therapy room using flashcards on 3 consecutive data

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collection days with no support (independently) as measured through informal assessment by the speech therapist.

Questions Goals:

- By the end of the IEP cycle, Student will answer yes/no questions about his basic wants and needs (such as “do you want it” and “are you all done”) in structured classroom activities with 80% accuracy and one reminder as needed (per activity) as measured by teacher report or therapist observation.
- By the end of the IEP cycle, Student will independently answer a variety of “wh-“ questions about the pictures and story of a book that was read aloud during circle time with at least 80% accuracy as measured by teacher report or therapist observation and data collection.

Pragmatics Goals:

- By the end of the second trimester of the IEP cycle, Student will independently describe five ways to tell if someone has lost interest in what he is saying and describe 2 ways to fix the problem (talk about something else or ask the other person a question) during a social skills group on 2 consecutive data collection days as measured by answering questions from the speech therapist (such as, “How can you tell if someone has lost interest in what you’re saying?”).
- By the end of the first quarter of the IEP cycle, Student will respond to at least 60% of peer initiations (asking questions, making comments, giving directions, etc.) during unstructured play in the classroom with adult proximity as needed as measured by observation.

Speech Goals:

- By the end of the IEP cycle, Student will produce /f/ in the final position of single words with 80% accuracy and one reminder per activity as necessary as measured by data collection in the therapy room.
- By the end of the IEP cycle, Student will demonstrate auditory discrimination of words with and without final consonants by pointing to the word spoken by the therapist when shown a minimal pair (with/without final consonants) in a structured setting with 80% accuracy and one verbal prompt as needed as measured by data collection by the speech therapist.

Fluency Goal:

- By the end of the IEP cycle, Student will identify bumpy or smooth speech in the therapist’s speech when asked by the therapist if her speech was bumpy or smooth in structured therapy tasks with 80% accuracy as measured by data collection.

Vocabulary Goal:

- By the end of the IEP cycle, Student will describe the category, function, and two attributes of a vocabulary word selected from the current science curriculum on 4 of 5 observed opportunities during speech therapy sessions using resources as needed (such as a dictionary or text book) as measured by data collection.