Sample Fluency Goals

Introduction: Sometimes it can be difficult to write goals for children who are working on improving fluency. These sample goals should give you a place to get started. These are not one-size-fits-all kinds of goals. These are just ideas of goals that MIGHT be appropriate for fluency clients. Select a few goals from this list that seem to fit the needs of the child you're working with and then adapt them to suit the individual child.
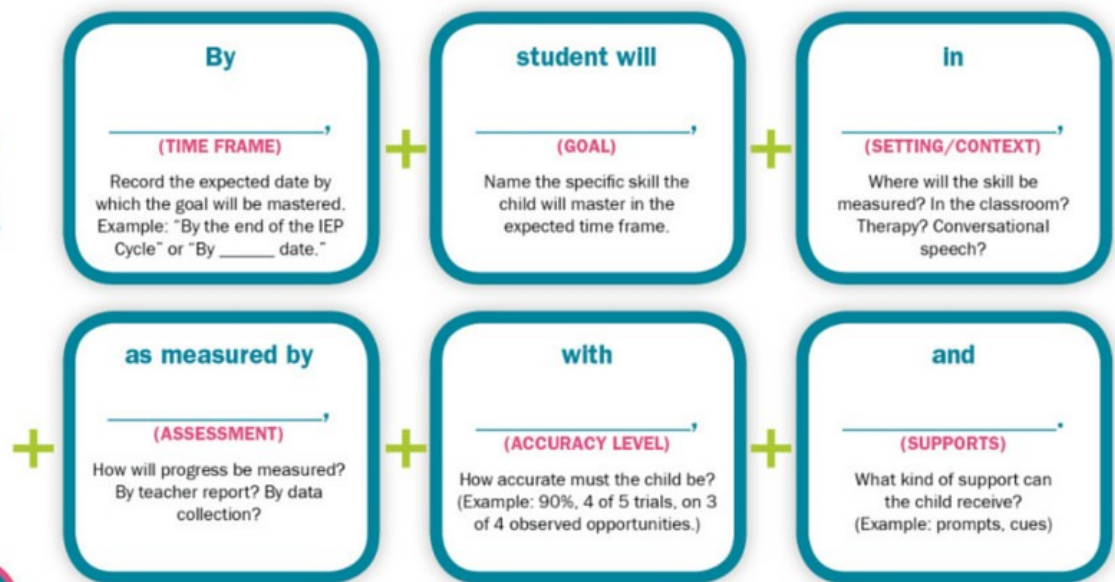
Where to Get More:

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)

Record the expected date by which the goal will be mastered. Example: "By the end of the IEP Cycle" or "By _____ date."

student will

_____,
(GOAL)

Name the specific skill the child will master in the expected time frame.

in

_____,
(SETTING/CONTEXT)

Where will the skill be measured? In the classroom? Therapy? Conversational speech?

as measured by

_____,
(ASSESSMENT)

How will progress be measured? By teacher report? By data collection?

with

_____,
(ACCURACY LEVEL)

How accurate must the child be? (Example: 90%, 4 of 5 trials, on 3 of 4 observed opportunities.)

and

_____.
(SUPPORTS)

What kind of support can the child receive? (Example: prompts, cues)

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

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For more helpful goal-writing resources go to **www.speechandlanguagekids.com/goal-writing**

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.

Desensitization:

By the end of the first quarter of the IEP cycle, Student will describe and demonstrate 4 different types of stutters (such as sound repetition, phrase repetition, prolongations, blocks) on 3 consecutive data collection days as measured by data collection in the speech therapy room.

By the end of the second quarter of the IEP cycle, Student will pseudo-stutter (stutter on purpose) in the therapy room during conversational speech at least 5 times in 5 minutes during a specific pseudo-stuttering activity as measured by data collection.

By the end of the third quarter of the IEP cycle, Student will pseudo-stutter while having conversations with 3 different people throughout the school (such as the secretary, a teacher, a peer) as measured by observations by the speech-language pathologist.

By the end of the third quarter of the IEP cycle, Student will write a single paragraph discussing others' reactions to his pseudo-stuttering and his emotional reactions to the activity as measured by collecting a work sample of the paragraph written.

By the end of the fourth quarter of the IEP cycle, Student will pseudo-stutter 3 times while speaking in front of his class during a presentation or reading as measured by observations by the speech-language pathologist.

Understanding Stuttering:

By the end of the IEP cycle, Student will be able to label 5 body parts that assist with speaking and describe their function in communication (ex: the diaphragm lowers and raises to pull air into the lungs and push the air back out again) as measured by data collection by the speech-language pathologist.

By the end of the IEP cycle, Student will be able to describe and demonstrate the types of stutters that he typically experiences as measured by data collection by the speech-language pathologist.

By the end of the IEP cycle, Student will be able to provide a basic answer to the question "why do you stutter" when asked by a peer as measured by observations by the speech-language pathologist or classroom teacher.

By the end of the IEP cycle, Student will be able to name 3 famous people who stutter(ed) as measured by data collection.

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By: Carrie Clark

Fluency Shaping:

By the end of the IEP cycle, Student will describe the 3 components of using slow, smooth speech (take time to say every sound in each word, stretch out vowels, add extra pauses) in the speech therapy room as measured by data collection.

By the end of the IEP cycle, Student will use slow, smooth speech in single words in the speech therapy room on 4 of 5 observed opportunities as measured by data collection.

By the end of the IEP cycle, Student will use slow, smooth speech in simple sentences in the speech therapy room on 4 of 5 observed opportunities as measured by data collection.

By the end of the IEP cycle, Student will use slow, smooth speech while answering an open-ended question in the speech therapy room on 4 of 5 observed opportunities as measured by data collection.

By the end of the IEP cycle, Student will use slow, smooth speech to participate in a classroom discussion one time during a 15-minute group discussion as measured by observations by the speech-language pathologist or teacher.

** This can be modified to include any fluency-shaping technique, such as continuous phonation, easy onset, or light articulatory touches.

Stuttering Modification:

By the end of the IEP cycle, Student will describe the technique of a "pull-out" (identify and release tension, stretch out the sound you're stuck on—or bounce it a few more times-, and ease through the rest of the word) in the speech therapy room as measured by data collection.

By the end of the IEP cycle, Student will demonstrate use of a pull-out during a pseudo-stutter in the speech therapy room on 4 of 5 observed opportunities as measured by data collection.

By the end of the IEP cycle, Student will use pull-outs during real moments of stuttering when answering questions in the speech therapy room on 4 of 5 observed opportunities as measured by data collection.

By the end of the IEP cycle, Student will use a pull-out during a pseudo-stutter during a classroom discussion one time during a 15-minute discussion as measured by observations by the speech-language pathologist or teacher.

By the end of the IEP cycle, Student will use a pull-out during a real moment of stuttering during a classroom discussion one time during a 15-minute discussion as measured by observations by the speech-language pathologist or teacher.

** This can be modified to include any fluency-shaping technique, such as continuous phonation, easy onset, or light articulatory touches.