Sample Objectives 1: Articulation

The client will

1. correctly produce the /r/ phoneme in all positions of words in 90% of his attempts.
2. correctly imitate /s/ in isolation in 8 of 10 attempts.
3. raise his tongue tip to the alveolar ridge with his mouth open at least 1 1/2 inches on 8 of 10 trials.
4. auditorily discriminate (by raising his hand) /s/ from /f/ in consonant-vowel combinations in 90% of his attempts.
5. correctly monitor (state if correct or not) production of the /l/ phoneme during spontaneous conversation in 90% of his attempts.
6. correctly monitor (self-correct) 90% of the incorrect /s/ productions during reading.

If it is difficult for you to separate the above objectives into the components of performance, condition, and criterion, it would be wise to go back and review the pertinent sections before continuing. Every component included in the previous objectives has appeared earlier in this chapter.

The following numbers correspond to the behavioral objectives just listed. The performance aspect of each objective is as follows:

1. correctly produce the /r/ phoneme
2. correctly imitate /s/
3. raise his tongue tip to the alveolar ridge
4. auditorily discriminate (by raising his hand) /s/ from /f/
5. correctly monitor (state if correct or not) production of the /l/ phoneme
6. correctly monitor (self-correct) incorrect /s/ productions

The following conditions are present in the behavioral objectives:

1. in all positions of words
2. in isolation
3. with his mouth open at least 1 1/2 inches
4. in consonant-vowel combinations
5. during spontaneous conversation
6. during reading

The criterion for each of the behavioral objectives is as follows:

1. in 90% of his attempts
2. in 8 of 10 attempts
Sample Objectives 2: Phonology

The client will

1. close syllables on spontaneously produced monosyllabic target words in 90% of his attempts. (Note: This objective addresses the process deletion of final consonants.)
2. correctly imitate the consonant clusters /sk/, /sp/, and /st/ without a pause between the two consonants in 90% of his attempts. (Note: This objective addresses the process cluster reduction.)
3. produce unstressed syllables in bisyllabic words in 90% of his attempts. (Note: This objective addresses the process deletion of unstressed syllables.)
4. produce voiceless consonants when preceding vowels in 90% of the appropriate contexts. (Note: This objective addresses the process prevocalic voicing of consonants.)
5. produce fricatives or affricates in 90% of the appropriate contexts. (Note: This objective addresses the process stopping.)
6. produce liquids in 90% of the appropriate contexts. (Note: This objective addresses the process gliding.)

The numbers that follow correspond to the behavioral objectives just listed. The performance aspect of each objective is as follows:

1. close syllables
2. correctly imitate the consonant clusters /sk/, /sp/, and /st/
3. produce unstressed syllables
4. produce voiceless consonants
5. produce fricatives or affricates
6. produce liquids

The following conditions are present in the behavioral objectives:

1. on spontaneously produced monosyllabic target words
2. without a pause between the two consonants
3. in bisyllabic words
4. when preceding vowels
5. the appropriate contexts
6. the appropriate contexts
The criterion for each of the behavioral objectives is as follows:

1. in 90% of his attempts
2. in 90% of his attempts
3. in 90% of his attempts
4. in 90% of the appropriate contexts
5. 90%
6. 90%

**Sample Objectives 3: Language**

The client will

1. spontaneously name 20 of 25 pictures in a child's dictionary.
2. expressively identify (name) pictures of common objects in 90% of his attempts.
3. receptively identify (point to) pictures given in a field of three in 8 of 10 attempts.
4. correctly use present progressive tense while describing 20 of 25 pictures that are not visible to the clinician.
5. appropriately use the pronouns *he* and *she* during conversation in 90% of his attempts.
6. correctly use regular plurals in at least 90% of his attempts while telling a story.

The following performance aspects can be found in the behavioral objectives just listed:

1. spontaneously name pictures
2. expressively identify (name) pictures
3. receptively identify (point to) pictures
4. correctly use present progressive tense
5. appropriately use the pronouns *he* and *she*
6. correctly use regular plurals

The following conditions are included in the behavioral objectives:

1. in a child's dictionary
2. of common objects
3. given in a field of three
4. while describing pictures that are not visible to the clinician
5. during conversation
6. while telling a story
The criterion contained in each of the behavioral objectives is:

1. 20 of 25
2. in 90% of his attempts
3. in 8 of 10 attempts
4. 20 of 25
5. in 90% of his attempts
6. in at least 90% of his attempts

**Sample Objectives 4: Voice**

The client will

1. identify (raise hand) at least 7 of his vocal abuses when all possible abuses are stated.
2. explain 3 steps in laryngeal functioning one session after the clinician’s explanation.
3. use appropriate pitch while producing /a/ in 8 of 10 trials.
4. produce easy onset of voice on the vowels /o/ and /i/ in 90% of his attempts.
5. produce appropriate oral resonance on vowel-consonant combinations in 90% of his attempts.

The following performance aspects can be identified in the objectives just listed:

1. identify (raise hand) vocal abuses
2. explain steps in laryngeal functioning
3. use appropriate pitch
4. produce easy onset of voice
5. produce appropriate oral resonance

The following conditions are present in the behavioral objectives:

1. when all possible abuses are stated
2. one session after the clinician’s explanation
3. while producing /a/
4. on the vowels /o/ and /i/
5. on vowel-consonant combinations

The criterion for each of the behavioral objectives is as follows:

1. at least 7
2. 3
3. in 8 of 10 trials
4. in 90% of his attempts
5. in 90% of his attempts

Sample Objectives 5: Fluency

The client will

1. identify (say "there") 90% of his nonfluencies that consist of prolongations lasting longer than 2 seconds.
2. read in front of his class with fewer than .5 stuttered words per minute.
3. speak with fewer than .5 stuttered words per minute during 5 minutes of spontaneous conversation with the clinician.
4. cancel 90% of the stuttering episodes that occur while talking on the telephone.
5. identify (state) all factors in his stuttering equation one session after this discussion occurred.
6. use pullouts during all episodes of blocking while speaking to the principal for 5 minutes.

The following performance aspects are included in the behavioral objectives just listed:

1. identify (say "there") his nonfluencies
2. read
3. speak
4. cancel stuttering episodes
5. identify (state) factors in his stuttering equation
6. use pullouts during episodes of blocking

Conditions found in the behavioral objectives are as follows:

1. that consist of prolongations lasting longer than 2 seconds
2. in front of his class
3. during 5 minutes of spontaneous conversation with the clinician
4. that occur while talking on the telephone
5. one session after this discussion occurred
6. while speaking to the principal for 5 minutes

Note that confusion can result in interpreting the third and sixth behavioral objectives. Although numbers are frequently the criterion or part of the criteria, this is not always true. Therefore, you must exert caution. The phrase "5 minutes" in the third and sixth objectives is part
of the condition component and not the criterion. The criterion contained in each of the behavioral objectives is as follows:

1. 90% of his nonfluencies
2. with fewer than .5 stuttered words per minute
3. with fewer than .5 stuttered words per minute
4. 90%
5. all (implies 100%)
6. all (implies 100%)

**Sample Objectives 6: Pragmatics**

The client will

1. request (by pointing or using eye gaze) an object that is out of reach twice during a 10-minute time segment.
2. take 3 consecutive turns when a familiar joint action routine is initiated by a significant other.
3. attend to (look at) the speaker during 2 of 3 communication episodes.
4. initiate a greeting upon seeing the clinician on 4 of 5 appropriate occasions.
5. specify a topic once during each therapy session.
6. maintain a topic initiated by someone else for 3 conversational turns.

The following performance aspects can be found in the behavioral objectives just listed:

1. request (by pointing or using eye gaze) an object
2. take turns
3. attend to (look at) the speaker
4. initiate a greeting
5. specify a topic
6. maintain a topic

The behavioral objectives include the following conditions:

1. that is out of reach
2. when a familiar joint action routine is initiated by a significant other
3. during communication episodes
4. upon seeing the clinician
5. during each therapy session
6. initiated by someone else
The following criteria are contained in the behavioral objectives:

1. twice during a 10-minute time segment
2. 3 consecutive
3. 2 of 3
4. on 4 of 5 appropriate occasions
5. once
6. for 3 conversational turns

**Sample Objectives 7: Problem Behavior**

The client will

1. walk into the therapy room without yanking the clinician's arm in 2 of the 3 weekly therapy sessions.
2. sit without kicking for 5 minutes after the removal of restraints (your hands on the client's knees).
3. attend to (look at) a picture for 2 minutes when a desirable toy is within reaching distance.
4. perform a specified task for 25 minutes without throwing a temper tantrum.
5. follow 8 of 10 directions within 2 seconds of the initial presentation.

The following performances can be identified in the behavioral objectives just listed:

1. walk into the therapy room
2. sit without kicking
3. attend to (look at) a picture
4. perform a specified task
5. follow directions

The following conditions can be identified in the behavioral objectives:

1. without yanking the clinician's arm
2. after the removal of restraints (your hands on the client's knees)
3. when a desirable toy is within reaching distance
4. without throwing a temper tantrum
5. within 2 seconds of the initial presentation

The following criteria are contained in the behavioral objectives:

1. in 2 of the 3 weekly therapy sessions
2. for 5 minutes
3. for 2 minutes
4. for 25 minutes
5. 8 of 10

Sample Objectives 8: Phonological Awareness

The client will

1. provide a rhyming word when presented auditorily with a word in 90% of his attempts.
2. clap once for each syllable in a word presented auditorily by the clinician in 90% of his attempts.
3. clap once for each word in a sentence presented auditorily by the clinician in 90% of his attempts.
4. correctly identify the beginning sound in a word presented auditorily by the clinician in 90% of his attempts.
5. correctly blend the word when given its syllables auditorily in 90% of his attempts.
6. correctly state the sounds that letters make when presented visually in 90% of his attempts.

The following performances can be identified in the behavioral objectives just listed:

1. provide a rhyming word
2. clap once for each syllable in a word
3. clap once for each word in a sentence
4. correctly identify the beginning sound in a word
5. correctly blend the word
6. correctly state the sounds that letters make

The following conditions can be identified in the behavioral objectives:

1. when presented auditorily with a word
2. presented auditorily by the clinician
3. presented auditorily by the clinician
4. presented auditorily by the clinician
5. when given its syllables auditorily
6. when presented visually

The following criteria are contained in the behavioral objectives:

1. in 90% of his attempts
2. in 90% of his attempts
3. in 90% of his attempts
4. in 90% of his attempts
5. in 90% of his attempts
6. in 90% of his attempts

**Sample Objectives 9: Dysphagia**

The client will

1. masticate and transfer semisolids without pocketing in the buccal cavity during 90% of his swallows.
2. protrude, elevate, and lateralize his tongue following auditory and visual cueing in 90% of his attempts.
3. tuck his chin before each swallow and maintain this position during the swallow in 90% of his attempts.
4. utilize a supraglottic swallow independently during 9 of 10 swallows.
5. swallow single-teaspoon presentations of a puree diet using a double swallow without signs of choking, coughing, or wet, gurgly vocal quality.
6. swallow a nectar-consistency liquid using single straw sips without signs of aspiration.

The following performances can be identified in the behavioral objectives just listed:

1. masticate and transfer semisolids
2. protrude, elevate, and lateralize his tongue
3. tuck his chin
4. utilize a supraglottic swallow
5. swallow single-teaspoon presentations of a puree diet
6. swallow a nectar-consistency liquid

The following conditions can be identified in the behavioral objectives:

1. without pocketing in the buccal cavity
2. following auditory and visual cueing
3. before each swallow and maintain this position during the swallow
4. independently
5. using a double swallow
6. using single straw sips

The following criteria are contained in the behavioral objectives:

1. during 90% of his swallows
2. in 90% of his attempts
3. in 90% of his attempts
4. during 9 of 10 swallows
5. without signs of choking, coughing, or wet, gurgly vocal quality
6. without signs of aspiration

**Sample Objectives 10: Augmentative and Alternative Communication**

The client will:

1. use eye gaze to request an activity given a field of two icons in 90% of his attempts.
2. request an object by pointing to an icon in his communication book in 9 of 10 attempts.
3. turn on his communication device in less than 30 seconds in 3 consecutive trials.
4. direct his older sister to dress a doll by pointing to 3 of 4 picture symbols in the correct order.
5. make the clown dance by activating the switch when requested in 9 of 10 attempts.
6. select appropriate greetings on his communication device using scanning in 90% of his attempts.

The following performances can be identified in the behavioral objectives just listed:

1. use eye gaze to request an activity
2. request an object in his communication book
3. turn on his communication device
4. direct his older sister to dress a doll
5. make the clown dance
6. select appropriate greetings on his communication device

The following conditions can be identified in the behavioral objectives:

1. given a field of two icons
2. by pointing to an icon
3. in less than 30 seconds
4. by pointing to picture symbols in the correct order
5. by activating the switch when requested
6. using scanning

The following criteria are contained in the behavioral objectives:

1. in 90% of his attempts
2. in 9 of 10 attempts