



### **Smart Goal Framework**

By time X, given (these materials/this setting), student will do (this measurable activity) on X/X number of trials (or with X% accuracy) given (this kind of) cues.



Speech Language  
Literacy Lab

### Articulation Hierarchy

| Target Sound | Place of the sound        | Complexity      | Prompt  |
|--------------|---------------------------|-----------------|---|
|              | Initial Word              | In isolation    | Given tactile cues<br>(e.g. PROMPT)   |
|              | Medial Word               | In syllables    | Given an immediate verbal model<br>(i.e. I say, you repeat)                       |
|              | Final Word                | In words        | Given a delayed verbal model<br>(i.e. I say, pause or say other word, you repeat) |
|              | Other<br>(e.g. in blends) | In phrases      | Given intermittent models<br>(i.e. I remind you to think of sound)                |
|              |                           | In sentences    | Given visual cues<br>(e.g. mirror, visual phonics)                                |
|              |                           | In oral reading | Given no cues   |
|              |                           | In conversation |   |

Example Smart Goal:

By September 2015, in a small group setting, student will produce /s/ in word initial position on 4/5 trials when provided an immediate model.

### Language Hierarchy

| Materials/Setting  | Targeted Skill   | Location                                  | Level of Verbal Support Provided  | Other Prompts Provided  |
|--|--|---|---|---|
| Under what conditions will the student perform this skill? | What measurable action does the student have to perform?   | Where will data be collected on the goal? |   |   |
| Given a non-preferred activity                             | <b>Receptive:</b><br>Will follow 1 step directions<br><br>Will answer literal comprehension questions  | In a small group                          | Given an immediate model (i.e. I say, you repeat)                                       | Visual Supports (e.g. graphic organizers, pictures in a story, pointing to remind you where to look, written reminders) |
| Given a story read aloud                                   |  |   | Given a delayed model (I give you many examples, then ask you to do on your own later.) |   |
| In structured conversation                                 | <b>Expressive:</b><br>Will formulate a narrative story using character, setting, problem, and solution<br><br>Will formulate compound sentences<br><br>Will identify one similarity and one difference | In the classroom                          |   | Hand-over Hand assistance (i.e. I take your hand and do it with you)  |
| Given two pictured items                                   |  |   | Given no cues.  | Physical Model (i.e. I show you what to do).  |

Example SMART goal: By September 2015, given two pictured items, student will verbally state one similarity and one difference over 4/5 trials given visual cues only (e.g. EET organizer).