Meaningful Goals & Progress Monitoring

School-Age Language Intervention: Writing Meaningful Goals and Monitoring Progress

Get Your Game On!

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Meaningful?...

- We always say this but what does it mean?
- Meaningful = contextualized
- Contextualized = in context, part of the contexts of life
- Contexts of life = school
- School = Educational success

Okay, but how does this translate into dx, goals, tx, and progress monitoring?

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THE WAY INTO BEING MEANINGFUL

- SLPs treat skills (+ behaviors + strategies + processes...)
- But skills+ do not exist in isolation
- Skills are deployed in activities, for reasons, with motivations, under particular conditions, in orchestration with many other skills

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WHOLE ACTIVITIES

- Whole activities have reasons or purposes beyond tx
- AKA “purposeful activities”
- More than tx drills with entertaining twists
- Teaching skills-in-activities also called:
  - Contextualized skill tx (Ukrainetz, 2006)
  - Activity-based tx (Bricker et al., 1998)
  - Concentrated-normative (Rice, 1995)
  - Naturalistic (? Everyone)
  - Hybrid (Fey, 1986)

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WHAT ARE WHOLE ACTIVITIES THAT MATTER IN SCHOOL?

1. Conducting a science experiment
2. Understanding an event in history book
3. Authoring an imaginative narrative
4. Giving a science presentation
5. Composing a descriptive essay
6. Participating in a small group discussion...

- Just go through a student’s day to find whole activities that matter for educational success
- Or check out Standards & Benchmarks (but more on that later...)

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We don’t, we treat skills, but as skills-in-activities, as parts of the whole.

Situated learning: Skill acquisition involves not only what is learned, but how it is learned and how is used (Brown, Collins, & Duguid, 1989).


What motivates this student in this activity?

- Internal locus of control (Self-direction & care for others)
- Esteem (Feelings of success & self-respect)
- Academics (Knowledge & skills competencies)
- Belongingness (Sense of trust, acceptance, care)
- Safety (School structure & discipline)
- Physiology (Hunger, thirst, attention)

What does he do competently?

1. Come up with story ideas
2. Decide on setting, character, and problem...

What does he do poorly?

1. Use descriptive adjectives
2. Use relative clauses to give info about characters
3. Provide motivations and attempts in episodes
4. Sequence story events
5. Spell words
6. Stay on task...

Which will you systematically target as goals in tx?

Which will you ignore or compensate to carry out the activity?

When a student engages in an activity, does he know why he does it?

The student is writing sentences

- Does he know he is making a story that should entertain and make sense to others?
- Or is it all about just getting 5 correct sentences down and crossing it off his list?

Activity purpose is not the tx goal, but the daily life reason for the activity.

Under what conditions does the student have this activity in the classroom?

- What is helpful? What is hurtful?
- Demands? Distractions?

How can you set up the activity in the speech room so there are more helpful than hurtful conditions?

But maintain the motive, the purpose, and the main skills and strategies involved in the activity.

How can you simplify but maintain the whole?

And teach the skills that form the whole?
Common elements of success in tx efficacy research
- Explicit, intensive, and supportive (Torgesen et al., 2004, Berninger et al., 2003)
- Intensive, focuses attention, presents multiple trials, vary task complexity systematically, and reward progress (Gillam, Loeb, & Friel-Patti, 2001; Gillam et al., 2008)
- Across disorder, goal, approach, and procedure
- Quality > approach

Critical Elements of Tx
- Repeated opportunities for learning & practice
- Attention and engagement
- Intensity of instruction
- Systematic learning support
- Explicit skill focus

The specifics depend on the skill being taught
- Reading vs. phonemic awareness
- Narrative structure vs. expository structure
- Set of vocabulary vs. word learning strategies

Teaching dribbling without the game?
- Drills on skills with stickers for rewards
  - Just dribble, dribble, dribble with a private coach
  - Make that dribbling fun
  - Learn to dribble really well
- Trust that dribbling will transfer to the game going on in the gym
  - If it doesn’t, the student didn’t choose to apply his skills
  - But the private coach did his job
  - And why the student doesn’t like to play the game, the coach can’t imagine
1. Bounce a ball
2. Dribble a ball
3. Dribble and shoot
4. Dribble, move, and shoot
5. Dribble, move, and pass
6. Dribble and pass with an opposing player
7. Dribble, move, and pass with an opposing player
8. Dribble, move, and pass with three on each side
9. Play the game – uhh, too late, the year is over, maybe next year...

OR THIS COACHING HIERARCHY, WITH MASTERY AT EACH STEP?

1. Play a chaotic, poor, but fun whole basketball game
2. Work on a dribbling drill, a passing drill, a shooting drill
3. Play a less chaotic, but still fun basketball game
4. Work on skill drills a bit more
5. Play an almost orderly, almost skillful, fun game
6. Work on dribbling in the game, passing in the next game, shooting in the next game
7. Take a break and just play the game
8. Back to skill drills, but no worries, another game is coming up...

HOW ABOUT THIS WHOLE-PART VERSION OF COACHING?

1. Teach the game
2. Teach the skills needed to play
3. Inside the games as integrated play (the whole)
4. Outside the games as skill drills (the parts)
5. With systematic scaffolding everywhere from the coach
6. Track performance
7. Keep the score for the game
8. Track the stats on skills in the game
9. Add up performance in skill drills

But remember – the GAME is the aim!

TEACHING THE COMMUNICATION GAMES OF LIFE

K-12 STANDARDS

Speaking and Listening
- Inclusion of formal and informal talk
Language
- Using standard English in formal writing and speaking
- Determining word meanings and word nuances
- Acquiring general academic specific words and phrases

Tx goals linked to state academic standards and benchmarks
- Standards and benchmarks may list the game or component skills
- The aim of tx is still the game
- Tx goals list the game (purposeful activity) and the target skills
- The goal is achieved when the game is played at a “proficient” performance level

THERAPY LINKED TO STANDARDS

THERAPY LINKED TO STANDARDS: SELECTING A GAME

Basketball, soccer, hockey, or polo?

THEAPY LINKED TO STANDARDS

Basketball, soccer, hockey, or polo?

Speaking and Listening
- Inclusion of formal and informal talk
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K-12 STANDARDS

Speaking and Listening
- Inclusion of formal and informal talk
Language
- Using standard English in formal writing and speaking
- Determining word meanings and word nuances
- Acquiring general academic specific words and phrases
K-12 Standards continued...

Reading
• Foundational Skills
  • Print concepts (K−1)
  • Phonological awareness (K−1)
  • Phonics and word recognition (K−5)
  • Fluency (K−5)
• Reading Comprehension
  • Balance of literature and informational texts
Writing
• Writing informative/explanatory texts
• Writing narratives

Meaningful Goals & Progress Monitoring

COMMON CORE STANDARDS
• Common Core Standards
  • http://www.corestandards.org/the-standards
    • IPAD AP:
      • EZ Common Core at the Ap. store

TRANSLATING BENCHMARKS TO TX GOALS

• Requires strategic use to result in individualized, appropriate tx goals
• Check the standard, then check the benchmarks
• Third grader Sally will produce oral narratives at X criterion:
  1. Cohesive pronoun reference (Sue, she, she)
  2. Relative clauses (Sue was a girl who loved frogs)
  3. Elaborated episode (complication, internal response, attempt, consequence, reaction)
  4. Self-appraisal (How did I do?)

3RD GRADE WRITING STANDARD & BENCHMARKS

STANDARD: Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces

1. For cohesion – LA3.2A.4: Students use grade-level-appropriate conventions of spelling, mechanics, punctuation, grammar, and usage such as use of pronouns, use of articles, capitalization of holidays or historical periods, and use of commas with city and state, in dates, and in addresses.

2. For relative clauses – LA3.2A.3: Students write a variety of grammatically correct sentences and recognize voice in their own and others’ writing.

More Benchmarks – goal LINKS

1. For episodes – LA3.2B.2: Students write and share literary texts (stories, journals and poems) using grade-level-appropriate strategies such as providing a context within which action takes place, including well-chosen details to develop the plot, and providing insight into why the selected event is memorable.

2. For self-review – LA3.2A.6: Students use strategies to draft and revise writing such as focusing on one topic, using elements of a specific genre; and checking for clarity, organization, and descriptive details. (WSBE, 2008, p.28)

3RD GRADE WRITING PERFORMANCE LEVELS

• Advanced – Not our concern
• Proficient – Not our aim
• Basic – Not our concern

• Advanced – Proficient – Proficient
• Proficient – Write with an intended purpose and audience with evidence of voice and format. Their writing shows logical organization. Ideas are supported with sufficient, relevant details. Sentence structure is varied and correct. Proficient writers demonstrate reasonable control of conventions.

• Basic – Need support to write with evidence of intended purpose and audience. Their writing shows some organization with minimal awareness of voice. Ideas are evident but supporting details may be minimal or irrelevant. Sentences have some variety with few errors in structure. Word choice is generally correct and there is some control of conventions. (WSBE, 2008, p. 29)
SOCIAL STUDIES BENCHMARKS: IDEAS FOR TX SKILLS-IN-ACTIVITIES

- SS4.3.1: Students describe the importance of major resources, industries, and economic development of the local community and Wyoming
- SS4.3.2: Students describe different ways that people earn a living in the local community and in Wyoming
- Skills in these describing activities?
  - Descriptive discourse
  - Curricular vocabulary
  - Seeking word meanings
  - Adjectives
  - Elaborated noun phrases...

6TH GRADE LEVEL STANDARD FOR INFORMATIONAL TEXT

- LA6.1A.2
  - Students understand grade-level-appropriate technical and subject-specific vocabulary.
- LA6.1A.3
  - Students comprehend main idea and supporting details in grade-level-appropriate texts through interpretation, inference and analyzing, and read on both the literal and inferential levels, supplying textual evidence, and prior knowledge.

BACK TO THE GAME ANALOGY

GAME (basketball)

SKILL 1 (baskets)
SKILL 2 (dribbling)
SKILL 3 (passing)

TEACH THE GAME AND SKILLS

Teach in whole-part-part-part-whole format (Ukrainetz & Gillam, 2006)

1. Start with a storybook or expository text for skill introduction
2. Middle are multiple focused activities on each skill
   - SEMANTICS: defining words, generating, webbing
   - SYNTAX: sentence expansion, sentence combining
   - NARRATIVE: story grammar components, pictography
3. End with a story creation or expository project for integration of skills (oral or written)

MULTI-SKILL EXPOSITORY GOAL

- By 10/07/2012, when participating in a book discussion, Billy will improve expository discourse by summarizing main ideas and details using targeted vocabulary from paragraphs read aloud with 90% accuracy and low clinician scaffolding as measured by progress monitoring SLP rubric.
  - GAME: book discussion
  - SKILLS: identify main ideas
  - identify details
  - SCAFFOLDING: read paragraph aloud

SINGLE-SKILL EXPOSITORY GOALS

1. By 10/07/2012, when participating in a book discussion, Billy will improve expository discourse by summarizing main ideas and details from paragraphs read aloud with 90% accuracy and low clinician scaffolding as measured by progress monitoring SLP rubric.
2. By 10/07/2012, when participating in a book discussion, Billy will improve expository discourse using targeted vocabulary from textbook with 90% accuracy and low clinician scaffolding as measured by progress monitoring SLP rubric.
**2ND GRADE LEVEL STANDARD FOR INFORMATIONAL TEXT**

- LA2.1C Students demonstrate understanding of informational text
- LA2.1C.3 Students use a variety of source to gather information, such as table of contents, charts, informational books, and guest speakers.

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**EXPOSITORY GOAL**

- 10/07/2012, when participating in a class discussion, Billy will improve expository discourse by asking and answering “wh” questions about details from an informational book read to him with 70% accuracy and low clinician support.

**GAME** class discussion

**SKILLS** answer “wh” questions

**SCAFFOLDING** read book sections aloud

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**2ND GRADE LEVEL STANDARD FOR NARRATIVE DISCOURSE**

- 1RL2 – Retell stories, including key details, and demonstrate understanding of their central message or lesson
- 1RL3 – Describe characters, settings, and major events in a story, using key details
- 2SL5 – Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audible in coherent sentences
- 1L1e – Use verbs to convey a sense of past, present, and future
- 2L6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts including using adjectives and adverbs to describe

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**MULTI-SKILL NARRATIVE GOAL**

By 06/04/2011, when participating in a story retell, Andrea will improve narrative discourse, by retelling a story with story grammar elements, targeted vocabulary, and correct past tense verbs with 80-90% accuracy and low clinician scaffolding as measured by progress monitoring rubric.

**GAME** narratives

**SKILLS** narrative story grammar components (initiating event, attempt, consequence), vocabulary, past tense -ed

**SCAFFOLDING** retelling 1 story, questioning, reminders, physical prompts

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**SINGLE-SKILL NARRATIVE GOALS**

1. By 6/07/2012, when participating in a narrative retell, Andrea will improve narrative discourse, by retelling a story with story grammar elements with 80-90% accuracy and low clinician scaffolding as measured by progress monitoring rubric.

2. By 6/07/2012, when participating in a narrative retell, Andrea will use targeted vocabulary with 80-90% accuracy and low clinician scaffolding as measured by progress monitoring rubric.

3. By 6/07/2012, when participating in a narrative retell, Andrea will demonstrate correct past tense verbs with 80-90% accuracy and low clinician scaffolding as measured by progress monitoring rubric.

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**SOME SUGGESTED RESOURCES FOR GETTING IN THE GAME**

*Image of resources*
**Narratives, Language Intervention, and Literature Units**

**Syntax**

**Semantics**

**Pragmatics**
- Brinton, B., Robinson, L. and Fuiki, M. (2009). Description of a program for social language intervention: "If you can have a conversation, you can have a relationship." Language Speech and Hearing Services in the Schools, 35, 285-290.

**Spelling and Reading**

**Reading Comprehension**

**Writing**

**Specific Narrative/Expository Tools**
- Text Talk (Tier 2 vocab) (Beck & McKeown)  
- The Magic of Stories: Literature Based Intervention (Strong & North, 1996)
- Expansive Expression Tool (Smith)  
  http://www.expandingexpression.com/data_research.html

**Utah State Office Education Resources**
- The Utah State Office Education website has many additional resources for instruction. Here is one more example.
- Visit this weblink:
  - Read the information about Text Talk.
  - At the bottom of this information about Text Talk, there is a link for Combined Text Talk Lessons.
  - Click on this link. It will take you to a database of Text Talk Lessons for 101 books.
SCAFFOLDING AND PROGRESS MONITORING

 **CONTEXTUALIZED SCAFFOLDING**

- Activity has larger purpose than the targeted skill
- Child performs with considerable structural and interactive support initially
- Increasing mastery of skill and decreased assistance
- Progress monitoring reflective of scaffolding

**EXAMPLE:**
Teaching language through literature units (narrative) and science projects (expository)

SCAFFOLDING IN THE ZONE

- Zone of proximal development (Vygotsky, 1978)
  - Student should be "in the zone" of optimal learning
  - What can be achieved with adult scaffolding
  - Dynamic assessment: what supports/scaffolds result in success
- Being therapeutic involves keeping student in their zone
  - Actively involved, with challenge and support, neither bored nor frustrated
  - Right group size and mix
  - Right skill, activity, and scaffolding

ZONE OF PROXIMAL DEVELOPMENT (ZPD) (VYGOTSKY, 1978)

TYPES OF SCAFFOLDING

- Structural scaffolds
- Features of the context that can be preplanned and purposeful
- Provide predictability and repetition
- Selection of materials, tools, and modifying environmental conditions
- EXAMPLES:
  - Planned whole activities (literature units)
  - Routines
  - Peer support

**TYPES OF SCAFFOLDS**

- Interactive scaffolds
  - Responsive moves on the part of the clinician to facilitate success
- Response scaffolds
- Linguistic scaffolds

(Paul, 2007; Ukrainetz, 2006)
RESPONSE SCAFFOLDS (UKRAINETZ, 2006)

- Model the response
- Repeat and emphasize
- Cue through physical signals
- Pause before providing the answer
- Provide part of the answer
- Provide the answer and have the child repeat

LINGUISTIC SCAFFOLDS (UKRAINETZ, 2006)

- Expand the utterance into a better form
- Extend the utterance with new information
- Recast into a new form
- Focused contrast between two forms


PROGRESS MONITORING

NATIONAL STANDARDS

Level 5: Advanced
A student scoring at this level is proficient in the measured standards and objectives of the Core Curriculum in this subject. The student's performance indicates sufficient understanding and application of key curriculum concepts.

Level 4: Advanced
A student scoring at this level is proficient in the measured standards and objectives of the Core Curriculum in this subject. The student's performance indicates sufficient understanding and application of key curriculum concepts.

Level 3: Proficient
A student scoring at this level is proficient on the measured standards and objectives of the Core Curriculum in this subject. The student's performance indicates sufficient understanding and application of key curriculum concepts.

Level 2: Basic
A student scoring at this level is proficient on the measured standards and objectives of the Core Curriculum in this subject. The student's performance indicates insufficient understanding and application of key curriculum concepts.

Level 1: Below Basic
A student scoring at this level is not yet proficient on measured standards and objectives of the Core Curriculum in this subject. The student's performance indicates little or no evidence in meeting the standard.

DETERMINE YOUR LEVELS

What is functional?
How is this different than an emerging performance level?
What scaffolds (structural or interactive) might I provide?
What strategies might the child use?
How many levels of scaffolding might be appropriate?
How accurate or how much scaffolding will determine levels of performance?

RUBRIC SAMPLES

RUBRIC SAMPLES
**Meaningful Goals & Progress Monitoring**

**Categorization of Scaffolding in Context**

- **Competent Level 6:** Requires time to no prompting or reminder and independently self-regulates/strategizes
- **Functional Level 3:** Requires clinician reminders/strategies, redirections, and student-directed cues and repairs
- **Emerging Level 2:** Requires clinician multiple choices/partial answers, expansions, clinician directed cues and prompts
- **Full Facilitation Level 1:** Requires full clinician model, expansions, clinician prompts and cues

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**RUBRIC EXAMPLE TEMPLATE**

<table>
<thead>
<tr>
<th>Scale 1</th>
<th>Full Facilitation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Maximal level of strategies and supports such as a successful internal, external, clinician model, expansion, cues, and prompts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scale 2</th>
<th>Emerging</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Moderate level of strategies and supports such as clinician model and cues</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scale 3</th>
<th>Functional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Minimal level of strategies and supports such as clinician model and cues</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scale 4</th>
<th>Congenial</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Little or no strategies and supports, minimal independence self-regulates and strategizes</td>
</tr>
</tbody>
</table>

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**CASE EXAMPLES**

**EXPOSITORY CASE EXAMPLE 1**

- Middle school student
- Physical Science class topic – Chemistry
- Clinician presented Library books with 3 different chemistry topics
- Student chose “Periodic Table”
- Method: Reciprocal Teaching

**Middle school student**

**Physical Science class topic – Chemistry**

**Clinician presented Library books with 3 different chemistry topics**

**Student chose “Periodic Table”**

**Method: Reciprocal Teaching**

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**EXPOSITORY CASE EXAMPLE 1**

- Clinician read aloud selected paragraphs
- Student identified main idea and details for each paragraph (accuracy rate is data for goal)
- Student and Clinician selected vocabulary
- Student defined vocabulary and used in sentences (accuracy rate is data for goal)
- Student chose final project format, created and presented project

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EXPOSITORY CASE EXAMPLE 1

- Early elementary student
- Class discussion topic - pets
- Clinician presented 3 books on various pets
- Student chose “dogs”

*Method/materials: Expanding Expression Tool

EXPOSITORY CASE EXAMPLE 2

- Student did “book walk” and Clinician read aloud sections of book (sections should answer main questions about topic)
- Student used EET to organize information: group, do, made of, etc
- Student asked and answered questions about topic (accuracy rate is data for goal)
- Student assisted in producing final project format
- Student presented final project

EXPOSITORY CASE EXAMPLE 2

1. By 6/07/2012, when participating in a narrative retell, Andrea will improve narrative discourse, by retelling a story with story grammar elements with 80-90% accuracy and low clinician scaffolding as measured by progress monitoring rubric.
2. By 6/07/2012, when participating in a narrative retell, Andrea will use targeted vocabulary with 80-90% accuracy and low clinician scaffolding as measured by progress monitoring rubric.
3. By 6/07/2012, when participating in a narrative retell, Andrea will demonstrate correct past tense verbs with 80-90% accuracy and low clinician scaffolding as measured by progress monitoring rubric.

SINGLE-SKILL NARRATIVE GOALS

NARRATIVE EXAMPLE 1
WHOLISTIC RUBRIC FOR SINGLE-SKILL GOALS IN THE GAME

MULTI-SKILL NARRATIVE GOAL

By 06/04/2011, when participating in a story retell, Andrea will improve narrative discourse, by retelling a story with story grammar elements, targeted vocabulary, and correct past tense verbs with 80-90% accuracy and low clinician scaffolding as measured by progress monitoring rubric.

GAME narratives

SKILLS narrative story grammar components (initiating event, attempt consequence) vocabulary past-tense –ed

SCAFFOLDING retelling 1 story, questioning, reminders, physical prompts

NARRATIVE EXAMPLE 2

WHOLISTIC RUBRIC FOR MULTI-SKILL GOALS IN THE GAME

THE AIM IS THE GAME!

- The Game is made of Skills & Scaffolds
- Link the Game to Core Standards through Goals
- Goals Direct the Progress Monitoring
- Progress Monitoring is a Reflection of Scaffolding

NARRATIVE EXAMPLE 2

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REFERENCES


Wolter, Ukrainetz, Ross & Andrus (2011) 63

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