



VISUAL COMMUNICATION:
GOALS & OBJECTIVES

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NAME:	PARENT/S:
CONTACT PERSON:	TELEPHONE:
ADDRESS:	
REFERRAL SOURCE:	
INITIAL CONTACT:	REPORTING DATE:
D.O.B	AGE:

SPEECH & LANGUAGE STATEMENT

BACKGROUND INFORMATION

Medical:

Hearing:

Vision:

PROGRAM DATA

This program was designed and developed as a _____ hour program, extending over a _____ week period. It was started on _____, 202 _____ and was completed on, 202_____.

The program was conducted at _____.

The Program Supervisor was _____

PROGRAM DESCRIPTION

GOAL 1. COMPREHENSION: ITEMS & TOYS

To initiate _____ ability to 'Point-Touch-Give' an item or toy upon request.

OBJECTIVE/S	
a.	_____ will Point-Touch-Give the item upon request.
b.	_____ will Point-Touch-Give one of two items placed before him/her upon request
c.	_____ will Point-Touch-Give one of three items placed before him/her upon request.

RESULT/S:

a) Excellent progress has been noted. _____ is able to respond upon request and Point – Touch - Give one of the two items / one of three items placed before him/her consistently.

- b) Some progress has been noted. _____ is able to Point – Touch – Give an item placed before him/her upon request at least 50% of the time.
- c) Progress has been minimal. While _____ has shown some gains in areas of attention to task and following directions; however, responses are inconsistent.

GOAL 2. COMPREHENSION: PHOTOGRAPHS & PICTURES

To advance _____ ability to 'Point-Touch-Give' a photograph / picture upon request.

OBJECTIVE/S	
1.	_____ will Point-Touch the photograph-picture placed before him/her upon request.
2.	_____ will Point-Touch one of two photographs-pictures placed before him/her upon request.
3.	_____ will Point-Touch one of three photographs-pictures placed before him/her upon request.

RESULT/S:

- a) Excellent progress has been noted. _____ is able to respond upon request and Point – Touch - Give one of the two photographs /pictures or one of three photographs /pictures placed before him/her consistently.
- b) Some progress has been noted. _____ is able to Point – Touch – Give a photograph / picture placed before him/her upon request at least 50% of the time.
- c) Progress has been minimal. While _____ has shown some gains in areas of attention to task and following directions responses are inconsistent.

GOAL 3. COMMUNICATION SKILLS:

To develop _____ Receptive – Expressive communication skills using symbols to express wants/needs.

OBJECTIVE/S	
1.	To create a Vocabulary Book or Board and encourage _____ to use words or identify symbols/pictures upon request (vocabulary from the <i>Communication Profile</i>).
2.	To include functional words/symbols from daily activities & interactions. These words/symbols/pictures may be selected from categories such as: food drinks dessert clothing body parts grooming activities games places to go names of family members & friends
3.	To initiate word-symbol combinations.
4.	To use oral, visual and manual cues to achieve communication and interaction.

RESULT/S:

- a) Excellent progress has been noted. _____ is using words to identify the photographs and pictures in the Vocabulary Book.
- b) Some progress has been noted. _____ is using complete words to identify some of the photographs and pictures in the Vocabulary Book and parts of words to identify others.
- c) Some progress has been noted. _____ has shown gains in areas of attention to task and following directions. Presently, no complete words are said and most responses are limited to vocalizations. Oral interaction is seen as a significant change in behaviour to attract attention and get intentions known.

GOAL 4. COMMUNICATION & INTERACTION

To develop _____ ability to use photographs-pictures-symbols to interact and indicate communicate intent.

OBJECTIVE/S	
a.	_____ will use photographs-pictures-symbols to respond to questions or requests and to indicate a need-want or a choice
b.	_____ will use photographs-pictures-symbols to respond to questions or requests.
c.	_____ will be provided with photographs-pictures-symbols to make a choice.

RESULT/S:

- a) Excellent progress has been noted. _____ uses photograph-picture-symbols to respond to questions and requests independently and is able to indicate through a photograph-picture-symbols a specific item or activity as a need-want or a choice.
- b) Some progress has been noted. _____ uses photograph-picture-symbols to respond to questions-requests, and with some assistance (prompting) is able to use a photograph-picture-symbol to indicate a need-want or a choice at least 50% of the time.
- c) Progress has been minimal. _____ uses photograph-picture-symbols to respond to questions and requests inconsistently and only through guidance is able to use a photograph-picture-symbol to indicate a need-want or a choice.

PROGRAM ACTIVITIES

The following activities were incorporated in the course of the program:

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

OBSERVATIONS

Use notes at the end of each session to develop the sequence of development and comment on:

1. Establishing rapport with _____?
2. _____ response to the selected activities and games?
3. _____ ability to grasp concepts, use language to communicate or learn a target sound in words?
4. _____ ability to follow directions?
5. Provide samples of language sequences being used, concepts learned, or target sounds produced spontaneously in words, etc. to support your statements?
6. Your summary of the gains _____ has made?

CONCLUSIONS

1. Comment on the strengths of _____ noted during the program and how these strengths may be used advantageously in other programs or placements?
2. Your impression of the program and its impact on _____.

RECOMMENDATION