

LESSON PLANS – GUIDELINES

Long-Term Objectives/Goals:

There are several lesson plan forms floating around the clinic. I have created a form I would like you to use this semester. To write a good lesson plan it is first important to understand the difference between a *Long-Term Objective* and a *Session Goal* (also referred to by some as a Short-Term Objective). Long Term Goals refer to the knowledge, behavior, and/or perception that your client will attain by the end of treatment (not just the semester). They are written as part of the Treatment Plan and should underlay all of the short term or "session" goals you develop each week.

Long Term Objective: Sample

"John will be able to consistently attend to and maintain appropriate "BASELINE" speech patterns in a hierarchy of linguistically, emotionally, and cognitively distracting situations"

Session Objectives/Goals

What I call a Session Goal is similar to what others call a Short Term Objective. A Session Goal identifies the specific knowledge, behavior, or perception that the client will attain by the end of the specific therapy session as well as the context in which this behavior was worked on. There can be several Session Goals for each treatment session. Additionally, one Session Goal can carry over into several different sessions. It will be the sum of the Session Goals that helps the client attain the Long Term Goal.

Session Goals for the above Long Term Goal: Samples

"John will be able to attend to (feel), produce, and maintain gentle onset and offset of voicing during continuous oral reading" in front of the clinician. Specific attention will focus on the onset and offset of utterances, onset of phrases and clauses, and onset of movement following each inhalation.

"John will be able to feel and produce variations in speaking pace during spontaneous dialogue with the clinician". Specifically, John will be able vary among slow, medium and rapid speaking pace when spontaneously signaled by the clinician.

Notice that each goal contains the processes, structures (if appropriate), and context for the activity. Note the several components in the first Session Goal:

1. The behavior(s) to be attained:
 - process: feel movement ("attending")
 - process: produce gentle onset/offset of voice
 - initiating boundaries
 - structure: larynx (assumed)
2. Context or situation that influences the ability to attain the behavior:
 - continuous oral reading
 - in front of the clinician