

SPHSC 500  
Autumn 2008  
Olswang

Application

Deciding what to treat and writing  
behavioral objectives

# The way we will approach

- Brief description of individual – in light of the strategies for selecting a target
- Tools to use
  - Observation
  - Dynamic Assessment
  - Elicitation Probes
- Problem solve and write an objective

## Example: Kyle

- 3 year old – producing single word utterances
  - Consider a normative strategy
  - Consider a client-specific strategy

What do you need to know about this child and what tools would you use?

# Developmental/Normative

- Determine level of functioning
  - Profile communication (form, content, use; syntax, semantics, phonology, pragmatics)  
(receptive/expressive)(verbal/nonverbal) Consider developmental hierarchy of emerging behaviors.
- Prerequisites/precursors
  - Cognition
  - Motor
  - Sensory
  - Social/Emotional
- Consider severity (Late talker vs. impaired)

# Developmental/Normative

- Consider the WHO
  - What is important in the client's environment/usefulness and relevancy for communication
- Readiness (Zone of Proximal Development)
- Building block for other behaviors/skills
- Generalization

# Observation

- What would you recommend?
- What we did - VIDEO

# Dynamic Assessment

- What would you recommend?
- What we did – VIDEO

What might you probe more –  
elicitation?



What might be a good treatment objective?

- Write the behavioral objective

## Example: Adult - FICA

- Female – several years post CVA
- Nonverbal
- Some writing
- Communication book
- How changeable is she?
- What is major concern?
- Consider client-specific strategy

# Observation

- What did we learn from observing the husband and wife interact?
- Apply to our treatment target selection strategy:
  - What do we know about the individual with aphasia?
  - What do we know about her husband?

# Acquired/Rehabilitation

- Determine level of functioning
- Profile communication (form, content, use; syntax, semantics, phonology, pragmatics)  
(receptive/expressive)(verbal/nonverbal)
- Consider severity
- Consider the WHO
  - Systems theory
- Potential for change
- Prerequisites/precursors
  - Cognition
  - Motor
  - Sensory
  - Social/Emotional

- What is important in the client's environment (frequency with which a behavior might occur)
- Usefulness and relevancy (regardless of frequency, how important to client)
- Potential for generalization and maintenance

## Considerations for this individual

- Improving communication
- What do we know about system's theory

# Dynamic Assessment

- What would you recommend?

What might you probe more -  
elicitation



# What might you treat?

- Write the behavioral objective