

## **Suggested Goal Areas and Goal Writing for Children Sensory Processing Disorders**

After a child's sensory processing deficits are identified and once the specific sensory diet needs and accommodations are outlined, goals can be written that embed the use of accommodations or sensory integration/sensorimotor skill being addressed, so that the goal is accurate/specific/measurable. Therapists can customize goals in IEP direct. They do not have to follow the menu. The goals should be specific to identify the sensory deficit/skill you want to see change, have some sort of functional outcome, specify the condition/environment, and be *measurable* by time/trials.

### **Self-regulation, sensory diets, tolerance for multi-sensory environments**

- Following \_\_\_\_\_ minutes of preparatory sensory input, \_\_\_\_\_ will attend to/complete a task/sustain participation in \_\_\_\_\_ for \_\_\_\_\_ minutes  
(As a child's self-regulation improves, there should be a shift in the number of minutes of preparatory sensory input needed and in the number of minutes of sustained attention/participation)
- When given a choice of 3, \_\_\_\_\_ will request use of (sensory support strategies) to support task completion/sustained attention 80% of opportunities
- \_\_\_\_\_ will spontaneously use \_\_\_\_\_ to support self-regulation for task completion 2/3 opportunities
- With consistent implementation of sensory diet breaks and supports, \_\_\_\_\_ will demonstrate be able to transition easily between \_\_\_\_\_ 2/3 opportunities
- In a quiet environment, \_\_\_\_\_ will complete (Motor skill/writing), ¾ opportunities
- In a multisensory classroom environment, \_\_\_\_\_ will complete (motor skill/writing demand), with (cue), ¾ opportunities

### **Sensory Integration/Adaptive Responses to Skill Demands**

#### **Vision and Visual Motor: Important for reading and writing as well as navigating the environment and participating in gym class**

- With a highlighted baseline, \_\_\_\_\_ will demonstrate improved visual monitoring of boundaries as evidenced by writing letters/words/sentences on 1-inch, 2-inch, or wide ruled paper 4/5 attempts
- Using modified worksheets to reduce visual complexity, \_\_\_\_\_ will be able to \_\_\_\_\_ 4/5 attempts
- Will shift his/her visual attention when reaching for materials presented in a variety of planes 8/10 attempts

- Will visually track a slow-moving object in the horizontal plane for 3-5 seconds before grabbing it 4/5 trials
- Will sustain visual attention to a nearpoint vision task (reading, tabletop work, drawing) for \_\_\_\_\_seconds/minutes with no more than \_\_\_\_\_vision breaks

**Auditory: Important for “tuning in” to the teacher, shifting attention to follow a group conversation, following directions, and concentrating in busy environments**

(Schools typically do not directly address auditory deficits except to provide accommodations)

- Visually orient to the teacher/peers when called from a distance of \_\_\_\_\_ 3/4 opportunities
- Filter out background noise to sustain focus on \_\_\_\_\_task
- Write \_\_\_\_\_ letters/words/sentences from dictation without a visual model (*auditory to graphomotor*) with \_\_\_\_\_accuracy, \_\_\_\_\_ trials

**Posture: Be specific, posture changes depending on other skill demands as well**

- \_\_\_\_\_will sustain a seated upright posture to complete\_\_\_\_\_ for \_\_\_\_\_minutes
- Using \_\_\_\_\_(accommodation), \_\_\_\_\_will maintain an upright posture when seated on the floor to attend to a group lesson for \_\_\_\_\_minutes
- Will demonstrate improved postural stability during (writing/reading/drawing) as evidenced by \_\_\_\_\_(sitting posture) 3/4 opportunities

**Spatial Navigation/Vision guiding body: Important for transitions, maintaining personal space, monitoring and navigating around peers/objects during play and in busy environments, engaging in ball play**

- Transition between activities/walk in line/navigate the hallway without bumping into objects/peers 4/5 opportunities
- Stand in line while waiting for the next transition without bumping into peers\_\_\_\_/5 opportunities
- Engage in semi-structured gym class activities for \_\_\_\_\_minutes before needing a break

**Praxis (Ideate, plan, execute motor-based activities): Important for independent task completion**

- Independently initiate\_\_\_\_\_(gathering materials, request of specific activity) 4/5 opportunities
- Will set up, complete, and clean up a tabletop task with \_\_\_\_\_cues, 2/3 opportunities.
- \_\_\_\_\_will demonstrate an ability to navigate the classroom environment to gather materials for \_\_\_\_\_ 1/3 attempts
- Following a preparatory sensory activity, \_\_\_\_\_ will complete a \_\_\_\_\_-step motor activity with (cuing level)
- Follow a \_\_\_\_\_step direction to gather materials/complete a 3-step task with motor and spatial demands 4/5 attempts