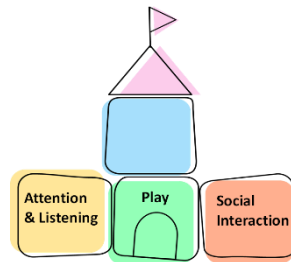




BBFC SMART Target Bank



**A collection of example targets for use with the
CTMUHB Building Blocks for Communication**



Speech & Language Therapy Team

Flying Start Bridgend

November-2024

Make the target SMART!

S: Specific:

- **Who is involved in the goal? What is the supporting adult's role? What level of prompting is being used?**
- **Where, when and why will it be achieved?**
- *E.g., "By the end of term, Jamie will use independently photograph cards to choose between two snack options during snack time."*

M: Measurable:

- **How are you going to measure the progress? E.g. WellComm scores and/or observations**
- **State the time frame in which you will review the progress in this area.**
- *E.g., "Jamie will use the picture cards on at least 3 out of 5 opportunities each week."*

A: Achievable:

- **Consider what you know about the child- is this goal realistic for them based on their abilities?**
- *E.g. Jamie is familiar with photocards and has successfully used them in the past with adult encouragement.*
- **Do the staff have the means of supporting the child to achieve this goal affectively? Be specific about the number of occasions there will be opportunities for the child to be successful.**
- *E.g., "in two weeks" or "doing X 100% of the time" will place too much pressure on the child, and you as staff!*

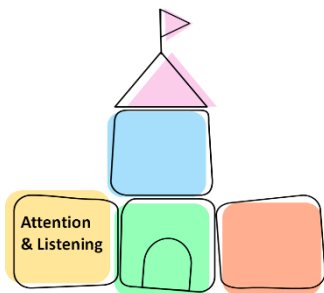
R: Relevant:

- **Is the goal worthwhile to the child? Consider the **impact** certain communication differences are having on them - use this to decide which goal to prioritise.**
- *E.g., This target supports Jamie's independence and communication preferences without focusing on speech as the only method of communication.*

T: Time bound:

- **Set an end date by which you aim reach this goal.**
- **Consider the amount of time that will be needed to support the child in developing towards the target- ensure it is realistic and achievable!**
- *E.g., "By the end of Autumn term", "We will review Jamie's progress in 6 weeks."*

REMEMBER these targets are examples only and should be adjusted based on the child's individual skills and priorities, alongside your knowledge of what is realistic and achievable.



Attention & Listening

Think about:



1. WHO, WHAT, WHERE, WHEN?
 - a. WHO - Who will be involved – what is the role of the adult?
 - b. WHAT - What is the specific skill we want to support the child in developing? What level of prompting is being used by the supporting adult- physical/modelling/gestural/verbal/visual?
 - c. WHERE- In setting *and* home? What does a good working environment for the child look like – a quiet area? A less busy area? Will sensory supports be required? Do they work best standing? Both inside and the outside are, across all areas?
 - d. WHEN - Does the child work best at a particular time of day? During what type of activity – structured activity/unstructured activity/daily routine/free-play? During a particular time in the routine or across the session/day?
2. How will we know the child has made progress? What can we measure? Think about what's realistic, all day or for a certain number of opportunities across the session/week? Are you going to measure length of time or number of opportunities? Remember to keep a log!
3. Is this target realistic for the child at this stage? Can we break this goal down into smaller steps?
4. Why is this target important to the child's development and daily life? Is this for the child's benefit or because you think children should learn this skill.
5. When will we review the target to check for progress? Who will review? – this may not be featured in the target itself e.g. IDP targets but ensure it is agreed and recorded.

Attention and Listening- Examples:



At the end of Spring term, the child will demonstrate joint attention with an adult during people games by shifting their gaze or body towards the adult when using indirect verbal (exciting tone) and gestural (expectant facial expressions) prompts, in 3 out of 5 attempts.

	<p><u>Step down:</u></p> <ul style="list-style-type: none"> • Focus on Intensive Interaction. 		<p><u>Step up:</u></p> <ul style="list-style-type: none"> • The child will show they want the people game to continue e.g., 'more'
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By the review date, child will show anticipation using body movements, facial expression of gesture in a familiar song, sung by an adult, during an expectant pause for 4 out of 5 opportunities.

	<p><u>Step down:</u></p> <ul style="list-style-type: none"> • The adult models the gestures and facial expressions. 		<p><u>Step up:</u></p> <ul style="list-style-type: none"> • The child initiates 'go' for the action.
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In 12 weeks, the child will take two turns during a “ready, steady, go” game of their interest with an adult, with gestural prompts from adults, in a structured activity.



	<p><u>Step down:</u></p> <ul style="list-style-type: none"> • The child will take one turn. • The adult will model the target. • The adult increases prompting to a visual level (i.e., show item to child). 		<p><u>Step up:</u></p> <ul style="list-style-type: none"> • Increase the target amount of turns the child will take. • Meet the target on an increased variety of games/ activities.
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By the review date, following models, the child will indicate ‘go’ during a structured “ready, steady, go” game with an adult by using body movement/ eye contact/vocalisation/a word 3 out of 5 times in a single session.



	<p><u>Step Down:</u></p> <ul style="list-style-type: none"> • Aim for fewer instances e.g., The child will indicate ‘go’ 2 out of 5 times. 		<p><u>Step up:</u></p> <ul style="list-style-type: none"> • The adult can reduce the prompt to an indirect verbal one (e.g., “What’s next?”)
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Following an adult’s models, the child will show recognition of 1 object of reference for Snack time (a motivating event) by moving into action for the OOR when presented by an adult before the corresponding activity, 4 out of 5 times in daily routines.



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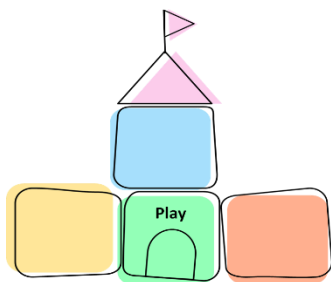
	<p><u>Step down:</u></p> <ul style="list-style-type: none"> • The child looks at, reaches for, touches, or points, rather than moving to action. • Reduce the target number of times. • Explore other events or objects that are more motivating for the child. 		<p><u>Step Up:</u></p> <ul style="list-style-type: none"> • Increase the number of OOR. • Increase the categories of OOR e.g., places, events, people, activities. • Introduce events/objects that are less motivating for the child. • Introduce photographs alongside the objects.
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By the end of term, child will show recognition of 5 photo cards for events/activities in the daily routine as used with the Now/Next board presented at their level with verbal prompts and pausing, demonstrated by moving into action for the Next activity 4 out of 5 times in daily routines.

	<p><u>Step down:</u></p> <ul style="list-style-type: none"> • Reduce the target number of activities e.g., 2 motivating events/activities. 		<p><u>Step up:</u></p> <ul style="list-style-type: none"> • Use symbols rather than photos. • Expand the board to Now, Next, Then, or use a visual timetable.
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By the end of term, the child will engage in a self-chose activity for two minutes, with minimal adult prompts, 4 out of 5 times during a session in unstructured activities.

	<p><u>Step down:</u></p> <ul style="list-style-type: none"> • Reduce the length of the activity e.g., to 1 minute, 30 seconds. • Set up structured tasks (with a beginning and end) that are of the child's interests. 		<p><u>Step up:</u></p> <ul style="list-style-type: none"> • Increase the instances per session e.g., 7 out of 8 times during the session.
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Play

Think about:



6. WHO, WHAT, WHERE, WHEN?
 - a. WHO - Who will be involved – what is the role of the adult?
 - b. WHAT - What is the specific skill we want to support the child in developing? What level of prompting is being used by the supporting adult- physical/modelling/gestural/verbal/visual?
 - c. WHERE- In setting *and* home? What does a good working environment for the child look like – a quiet area? A less busy area? Will sensory supports be required? Do they work best standing? Both inside and the outside are, across all areas?
 - d. WHEN - Does the child work best at a particular time of day? During what type of activity – structured activity/unstructured activity/daily routine/free-play? During a particular time in the routine or across the session/day?
7. How will we know the child has made progress? What can we measure? Think about what's realistic, all day or for a certain number of opportunities across the session/week? Are you going to measure length of time or number of opportunities? Remember to keep a log!
8. Is this target realistic for the child at this stage? Can we break this goal down into smaller steps?
9. Why is this target important to the child's development and daily life? Is this for the child's benefit or because you think children should learn this skill.
10. When will we review the target to check for progress? Who will review? – this may not be featured in the target itself e.g. IDP targets but ensure it is agreed and recorded.

Play- Examples:



By the end of * term, child will engage with preferred tactile sensory materials alongside an adult for 4 minutes, once a session with visual prompts.

	<p><u>Step down:</u></p> <ul style="list-style-type: none"> • Involve fewer sensory materials. • Reduce the target time e.g., for 1 minute. • The adult can model the target behaviour to the child. 		<p><u>Step up:</u></p> <ul style="list-style-type: none"> • Increase the length of time the child will engage for e.g., for 7 minutes. • Increase the number of sensory items/experiences.
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Within 8 weeks, child will communicate a preference (pointing, reaching, etc) for a specific sensory item, between 2 choices during sensory play at least once per session.

	<p><u>Step down:</u></p> <ul style="list-style-type: none"> • Offer the child a preferred and non-preferred sensory item that is appropriate to them (e.g., if they really enjoy soft/fluffy items, and you know they don't like rough or spiky textures) . 		<p><u>Step up:</u></p> <ul style="list-style-type: none"> • Do not prompt the child to communicate the choice. • Increase the target number of occasions (e.g., 3 times per session). • Increase the number of sensory item options.
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By the end of term, child will engage in two new activities, involving their sensory interests, with modelling from an adult.

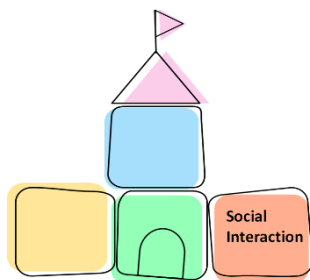
	<p><u>Step down:</u></p> <ul style="list-style-type: none"> • Aim for fewer activities (e.g., the child will engage in one new activity...) 		<p><u>Step up:</u></p> <ul style="list-style-type: none"> • Increase the target number of new activities (e.g. 4 new activities) • Increase the range of sensory experiences.
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In six weeks, child will explore objects using 3 different actions when modelled by an adult once per session.

	<p><u>Step down:</u></p> <ul style="list-style-type: none"> • Reduce the amount of target actions (e.g., 2 actions: banging and mouthing). 		<p><u>Step up:</u></p> <ul style="list-style-type: none"> • Increase the target number of instances e.g., 'three times per session'.
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			<ul style="list-style-type: none"> • Reduce modelling to visual or verbal prompting from the adult.
<p>By *date, the child will independently use 4 real world items (e.g. brush, keys) meaningfully for 4 out of 5 opportunities in play.</p>			
	<p><u>Step down:</u></p> <ul style="list-style-type: none"> • Reduce the number of items the child aims to use (e.g., 2 real world items). • The adult models the target action. 		<p><u>Step up:</u></p> <ul style="list-style-type: none"> • The child will use the target object(s) on themselves <i>and</i> the adult.





Interaction

Think about:



1. WHO, WHAT, WHERE, WHEN?
 - a. WHO - Who will be involved – what is the role of the adult?
 - b. WHAT - What is the specific skill we want to support the child in developing? What level of prompting is being used by the supporting adult- physical/modelling/gestural/verbal/visual?
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5. When will we review the target to check for progress? Who will review? – this may not be featured in the target itself e.g. IDP targets but ensure it is agreed and recorded.

Social Interaction- Examples:



By a date, the child will display shared attention with an adult during intensive interaction, displayed by non-verbal communication (mirroring actions, glancing, body movements), for at least three minutes during for three occasions per session.

	<p><u>Step down:</u></p> <ul style="list-style-type: none"> • Reduce the target time: e.g., for at least 1 minute. • Reduce the number of occasions per session e.g. once per session. 		<p><u>Step up:</u></p> <ul style="list-style-type: none"> • Increase the target length of time e.g., 5 minutes, • Increase the target number of occasions per session (e.g. 4 occasions)
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In 4 weeks, child will take a turn initiating a movement or vocalisation during intensive interaction with an adult, for at least three exchanges during 2 intensive interaction periods per session.

	<p><u>Step down:</u></p> <ul style="list-style-type: none"> • Reduce the target number of exchanges. e.g., 1 exchange. • Reduce the target amount of Intensive Interaction periods per session e.g., 1 Intensive interaction period per session 		<p><u>Step up:</u></p> <ul style="list-style-type: none"> • Increase the number of exchanges e.g., 5 exchanges. • Increase the number of Intensive Interaction periods per session e.g., 3 Intensive Interaction periods per session.
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







In 6 weeks, child will use their preferred communication method (gesture, glance/eye-contact, vocalisation) on three occasions within an intensive interaction session with an adult.

	<p><u>Step down:</u></p> <ul style="list-style-type: none"> • Reduce target communication method to 1 non-verbal sign 		<p><u>Step up:</u></p> <ul style="list-style-type: none"> • Expand to 4-5 non-verbal signs. • Increase to three Intensive Interaction sessions. • Adults can begin introducing gestures, objects and language.
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









By the end of term, child will indicate they want an interaction to continue during people games by using their preferred communication method in 3 out of 5 instances during play.

	<p><u>Step down:</u></p> <ul style="list-style-type: none"> • Reduces the target number of instances e.g., 1 occasion 		<p><u>Step up:</u></p> <ul style="list-style-type: none"> • Increase the target number of instances e.g., 4 occasions.
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			<ul style="list-style-type: none"> • Increase the range of activities.
<p>In 10 weeks, child will make a sound (vocalisation, hum, babble etc.) to indicate they want a song to continue 2 out of 3 times during singing sessions.</p>			
	<p><u>Step down:</u></p> <ul style="list-style-type: none"> • 'The child will use a gesture to indicate...' • Reduce the target number of instances. 		<p><u>Step up:</u></p> <ul style="list-style-type: none"> • Increase the target number of occasions to 4/5 times.
<p>By end of * term, child will participate in an action song e.g. wheels on the bus, by taking a turn to choose the next verse/action using a gesture, vocalisation, or pointing 2 out of 5 times during singing sessions with adults using verbal prompts.</p>			
	<p><u>Step down:</u></p> <ul style="list-style-type: none"> • Reduce the target number of instances (e.g., once during a singing session). 		<p><u>Step up:</u></p> <ul style="list-style-type: none"> • Increase the target number of times. • Increase the variety of songs/activities.
<p>In 8 weeks, child will make a choice between 2 items by reaching for a preferred object for 3 out of 5 occasions during a session following adult models.</p>			
	<p><u>Step down:</u></p> <ul style="list-style-type: none"> • Offer the child preferred <i>and</i> non-preferred objects. 		<p><u>Step up:</u></p> <ul style="list-style-type: none"> • Increase the number of opportunities (multiple sessions and occasions) • Increase the number of choices. • Aim for 2 preferred options.
<p>By the end of * term, child will follow routine-based instructions by recognising an object of reference and moving towards the activity when the object is shown, 3 out of 5 times during the daily routine with adult modelling.</p>			
	<p><u>Step down:</u></p> <ul style="list-style-type: none"> • Gently use an object to guide the child. • Use longer pauses for increased processing time. • Introduce countdowns. 		<p><u>Step up:</u></p> <ul style="list-style-type: none"> • Increase the number of objects (e.g., 4 Objects of Reference).
<p>In 8 weeks, child will use a choice board with 2-4 photographs to express their preferences for activities and snacks at least 3 times during each session, with indirect verbal prompts.</p>			

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	<p><u>Step down:</u></p> <ul style="list-style-type: none"> • Use visual prompts. • Use objects to facilitate choices. • Offer preferred <i>and</i> non-preferred items. 		<p><u>Step up:</u></p> <ul style="list-style-type: none"> • Increase the choices to 6 photographs. • Introduce symbols and written words in addition to or instead of photographs.
<p>In 4 weeks, child will point towards a desired object (toy) during structured play sessions with adults using verbal prompting at least once per session, in two sessions per week.</p>			
	<p><u>Step down:</u></p> <ul style="list-style-type: none"> • Adults will model the target behaviours in addition to verbal prompting. 		<p><u>Step up:</u></p> <ul style="list-style-type: none"> • Increase the target number of times to three times per session. • The child will be able to point without adult prompting.
<p>In 8 weeks, child will initiate communication by selecting a picture or photograph from the choice board with 4 options to request an item or activity, with adults using visual prompts, on 4 out of 5 occasions across two sessions.</p>			
	<p><u>Step down:</u></p> <ul style="list-style-type: none"> • Adults model the target behaviour in addition to visual prompts. • Reduce the number of target occasions e.g. once across two sessions. 		<p><u>Step up:</u></p> <ul style="list-style-type: none"> • Increase the number of options (e.g., 7 options).
<p>In 12 weeks, the child will use a choice board with an expanded range of 8-10 photographs or pictures to communicate preferences across two different activities (e.g. snack time, free play, song time) with verbal prompts from adults, for 4 out of occasions per 1 session.</p>			
	<p><u>Step down:</u></p> <ul style="list-style-type: none"> • Reduce the number of pictures/photos (e.g., a range of 4-6 photographs). • Use objects to support 		<p><u>Step up:</u></p> <ul style="list-style-type: none"> • Increase the number of options to two pages of photos/ pictures to demonstrate the child's navigation.
<p>In 10 weeks, child will independently select a picture from the choice board with minimal adult prompting (indirect visual or verbal only) across 4 out of 5 opportunities per session.</p>			
	<p><u>Step down:</u></p> <ul style="list-style-type: none"> • Increase the level of prompting e.g., direct visual prompting. 		<p><u>Step up:</u></p> <ul style="list-style-type: none"> • Increase the amount of vocabulary on the choice boards.

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Remember: this booklet is a guide only, please ensure any examples are personalised specific to the skills and priorities for each child, alongside your knowledge of what is realistic and achievable.

If you are working with a Flying Start child, and are unsure what targets to set, or how to work on them, please get in touch with the Flying Start Speech and Language Therapists.