

**GOING BEYOND THE GOAL  
BANK- FORMING  
FUNCTIONAL GOALS FOR  
CHILDREN WITH MULTIPLE  
DIAGNOSIS**

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TODAY, FOCUSING ON CHILDREN  
WITH MULTIPLE DIAGNOSIS WE WILL:

- Organize opportunities for language development and physical development in daily routines and settings.
- Review collaborations strategies to prioritize functional goals across settings.
- Determine best strategies for writing and tracking goals for individual education plans.



# GOING BEYOND THE GOAL BANK- OUTLINE



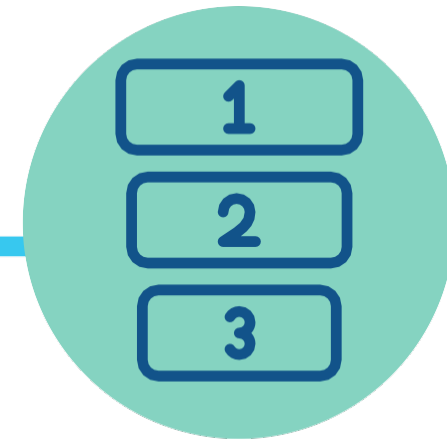
Navigating  
Systems



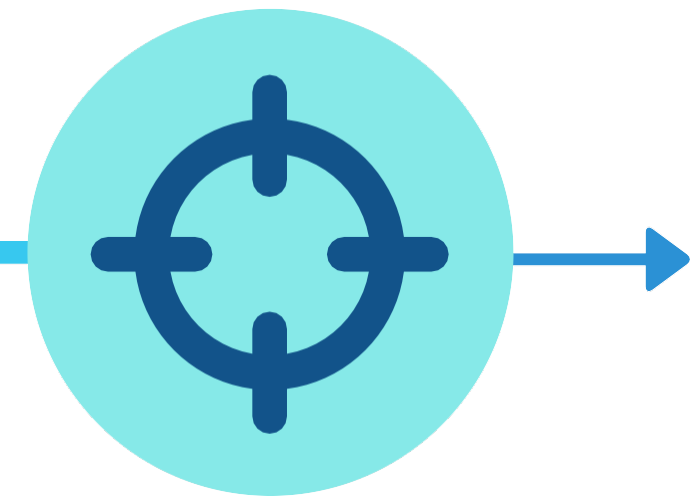
Review  
Perspectives



Introduce  
Form

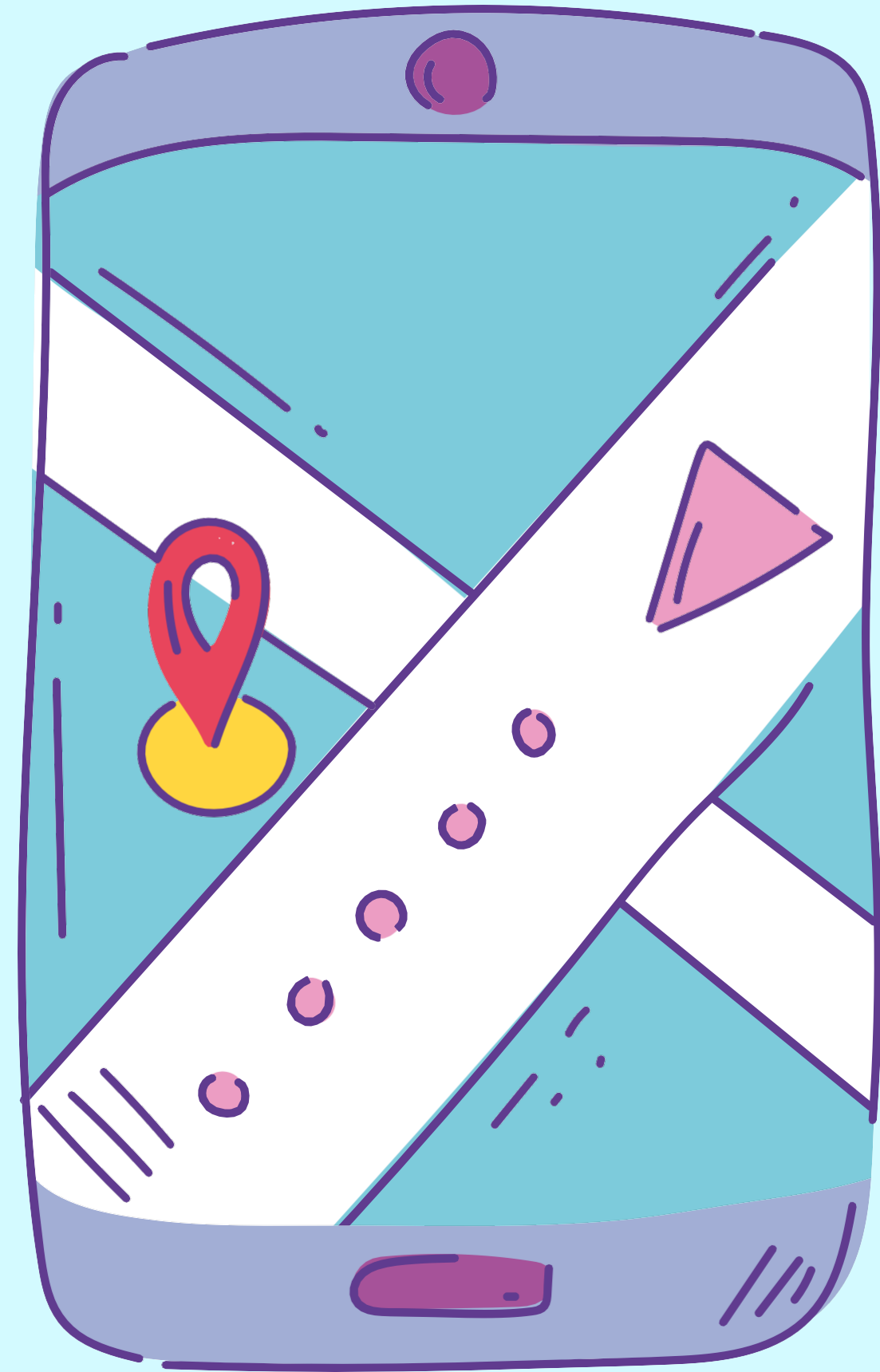


Functional  
Priorities



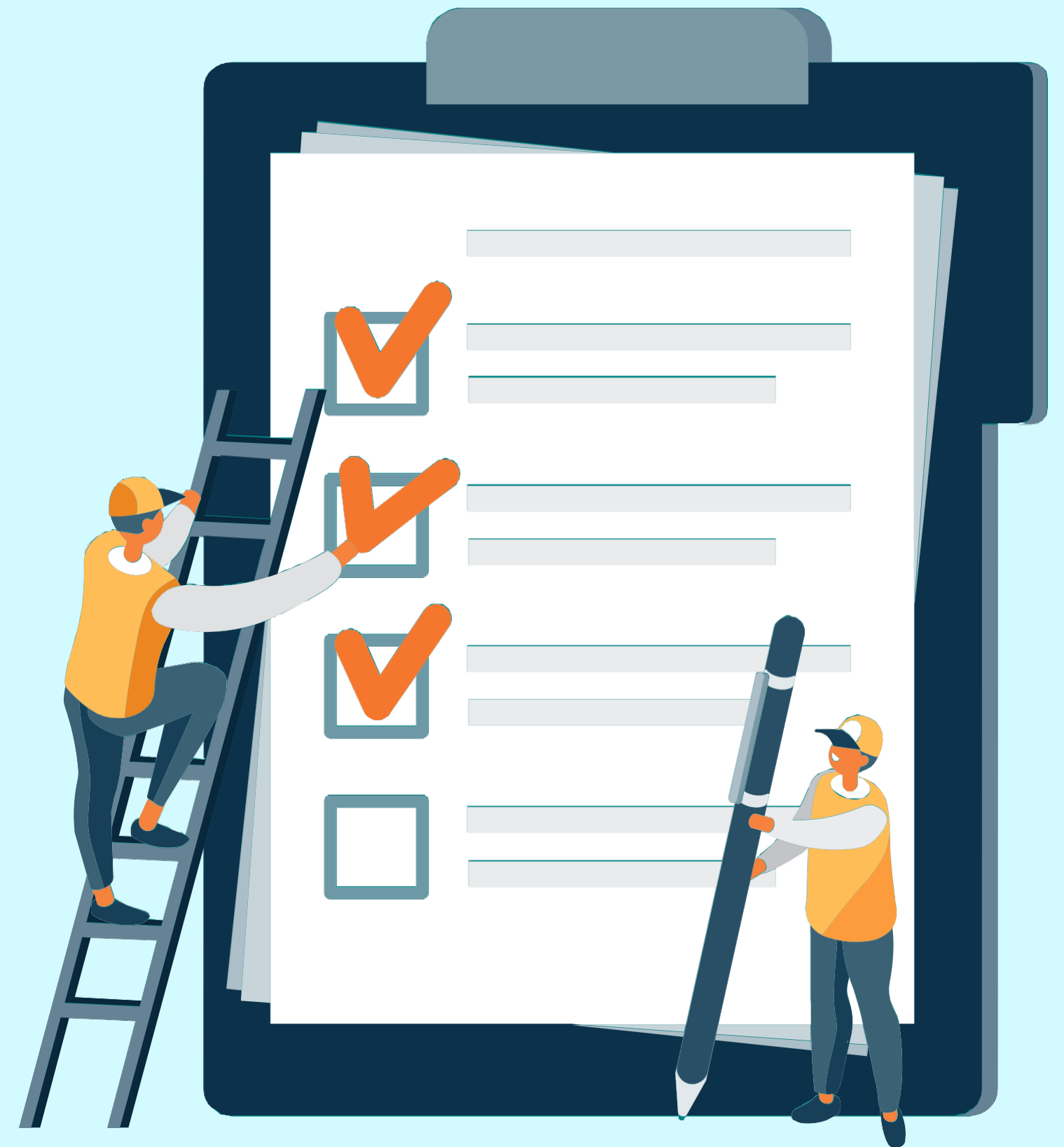
Goal  
Writing

# FINDING FUNCTION



# IT TAKES AN INFORMED TEAM!

I've been graded, rated, and ranked. Coached, screened, and scored. I've been picked first, picked last, and not picked at all. And that was just kindergarten.





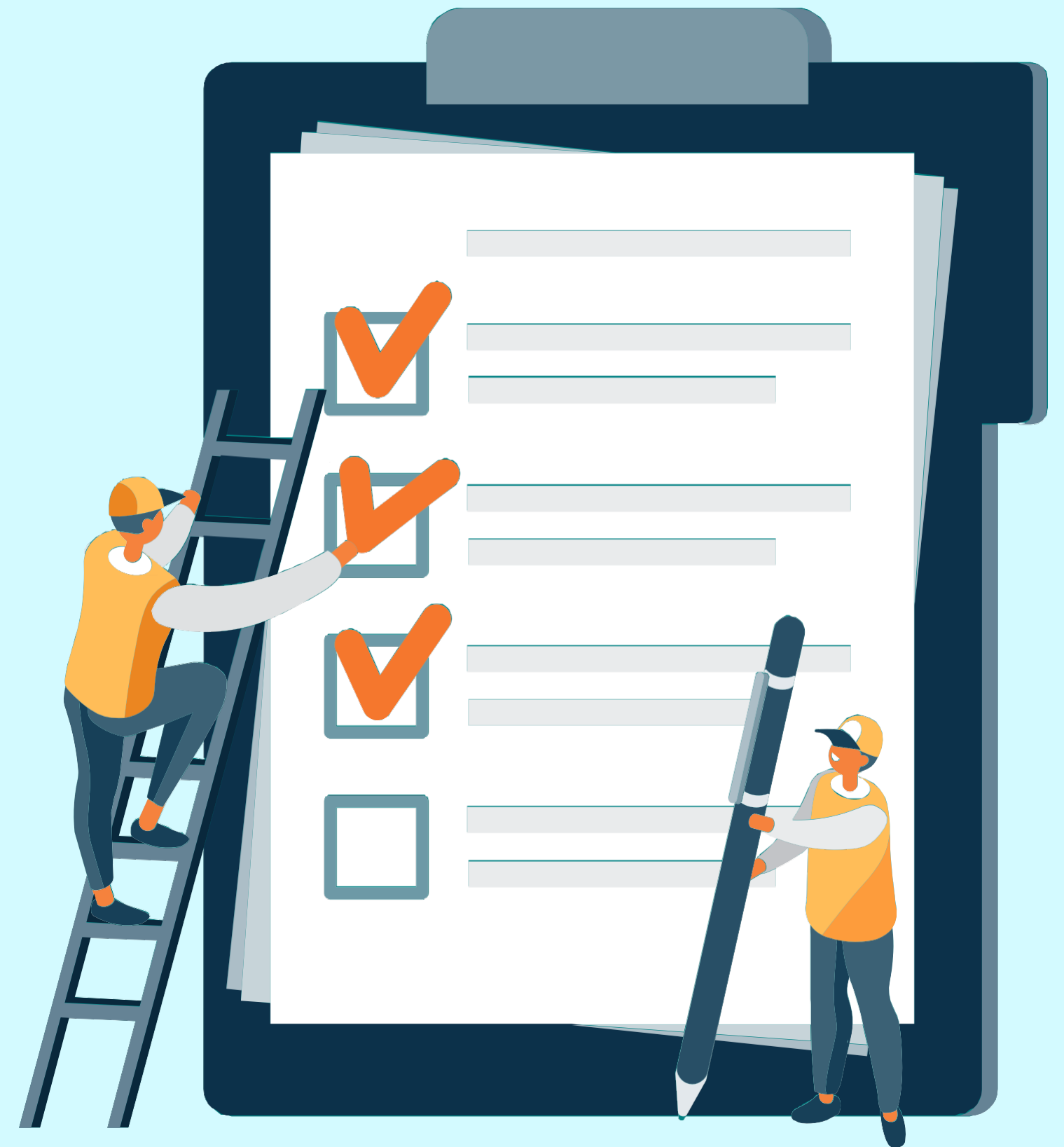
**A CHILD WITH  
MULTIPLE DIAGNOSIS  
NEEDS...**

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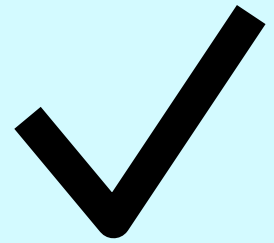
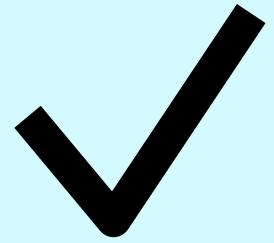
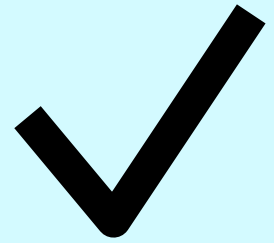
# FUNCTIONAL PRIORITIES

Family Driven  
Work Across Disciplines  
Focus on Daily Routines and  
are not specific to  
benchmarks.





# MAP IT OUT



Client:		Age:	
Daily Routines	Family Routines/ Traditions	Important Settings	Interests
What does a typical day look like?	What does a typical day look like? What are some activities that are important to your family? Who are people your child interacts with often? (Yearly trips, family traditions, etc.)	Where does your family enjoy going? What activities do you want your child to have access to? Are their places you attend regularly? (This could include playing at the park, religious activities, Grandma's house, etc.)	What does your child enjoy doing? What activities, characters and people that seem to engage your child?
Communication Goals	Medical Diagnosis	Hearing Information	Mobility/Movement
What are you confident that you understand your child is communicating? (Requesting, questioning, stating needs and emotions, etc.)	This is meant to highlight important medical notes and should link to an in-depth case history,	(Type and Degree of hearing loss, amplification and hearing age.)	Describe your child's movement abilities. What do they enjoy doing and what can they do easily?
Prioritized Functions	PT/OT Needs	Cognition	Vision
Considering areas that need support, what is the most important to you and your family?	What can your child do with support? What areas would you like your child to have more independence in?	How easily does your child learn a new skill? How does your child maintain skills?	Does your child wear glasses or have any concerns with vision?
Specialist Notes:	Specialist Notes:	Specialist Notes:	Specialist Notes:

Functional Priority:

Goal: Ex- Be able to eat snack independently with their siblings.

Goal: Ex- Be able to communicate choices during play time with their cousins.

Goal: Ex- Play with/ safely next to a friend at the park.

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## **FUNCTIONAL PRIORITIES ARE:**

- **Family Driven**
- **Work Across Disciplines**
- **Focus on Daily Routines,  
not Specific Benchmarks**

**01:00**

# Identify Priorities

## THINGS TO CONSIDER

Meaningful family routines.

Access/ movements required for participation in desired activities.

Important settings and places attended.

Concerns, hopes, and fears of intervention.

## AS A TEAM

With the parent leading, identify common needs and prioritize needed intervention for independence inclusion and individual choice.

## GOAL TIME

Prioritized  
Meaningful  
Measureable

## ASK

Does it build prioritized skills for access to important settings?

Does the language share the same meaning across settings?

Can you measure progress?

## PUT IT INTO PRACTICE

Prioritized  
Meaningful  
Measurable

Goal: Jane will imitate her  
peers' actions and  
vocalizations during play.



LETS PRACTICE



01:00

# CONNECT

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# KEEP LEARNING

## SOURCES USED/ SUGGESTED READING

Roush, J., & Wilson, K. (2013). Interdisciplinary assessment of children with hearing loss and multiple disabilities. *Perspectives on Hearing and Hearing Disorders in Childhood*, 23(1), 13–26. <https://doi.org/10.1044/hhdc23.1.13>

Roush, J., Holcomb, M. A., Roush, P. A., & Escobar, M. L. (2004). When hearing loss occurs with multiple disabilities. *Seminars in Hearing*, 25(04), 333–345. <https://doi.org/10.1055/s-2004-836135>

Stone, D., & Heen, S. (2015). *Thanks for the feedback: The science and art of receiving feedback well: (even when it is off base, unfair, poorly delivered, and frankly, you're not in the mood)*. Portfolio Penguin.

Wiley, S., & Lindow Davies, C. (2021). "Children Who Are Deaf or Hard of Hearing PLUS. L. Schmeltz 2021 NCHAM ebook: A Resource Guide for Early Hearing Detection and Intervention (pp. Section 6–1 to 6–6). NCHAM.[doi:https://www.infanthearing.org/ehdi-ebook/2021\\_ebook/6%20Chapter6ChildrenPLUS2021.pdf](https://www.infanthearing.org/ehdi-ebook/2021_ebook/6%20Chapter6ChildrenPLUS2021.pdf)

