

2. ABCDs of Goal Writing for CAS

Quick Description: A systematic framework to guide clinicians in writing effective goals tailored specifically for motor-based intervention in children with CAS. Emphasizes the critical components: Audience, Behavior, Conditions, and Degree (ABCD).

Use this guide for efficient clinical planning, goal writing, and implementing effective motor-based speech therapy for children with CAS.

CAS ABCD Framework for Goal Writing

A ACTOR	
☐ Person	Client, name, student, patient, child
B BEHAVIOR	
Movement gesture (across whole target)	
☐ Movement transition	Initial articulatory configuration and smooth movement transitions between sounds and syllables
☐ AND Segments	Consonants AND vowels
☐ AND Prosody	Rate, intonation, and stress
C CONDITIONS	
Target Conditions	
☐ Content	Real words (meaningful to child through shared decision making; (consider language abilities) vs. nonsense words
☐ Word structure	Consonant–vowel (CV) vs. CVC vs. VCV, etc.
☐ Length	Single-syllable vs. multisyllabic sequences; words vs. phrases vs. sentence vs. conversation
☐ Phonemes	In inventory/stimulable; monophthongs/diphthongs; specific vowels in error
☐ Prosody	Stress pattern (trochaic, iambic, phrasal), inflection (happy, sad, question)
Communication Conditions	
☐ Communication environment	Structured vs. natural environment
☐ Communication participation	Targets are anchored in communication participation
☐ Communication partner	Clinician, peer, family member, Alexa/Siri
Elicitation Conditions	
☐ Elicitation method	Simultaneous, direct imitation, delayed imitation, spontaneous
Cueing and Feedback Conditions	
<i>Cues for upcoming trial:</i>	
☐ Type	Visual, verbal, gestural, tactile, multisensory cues
☐ Degree	Maximum, moderate, minimal, none
<i>Feedback for previous trial:</i>	
☐ Type	Knowledge of performance (specific to movement) vs. knowledge of results (specific to accuracy)
☐ Degree	After every trial, intermittent, none
☐ Frequency	Immediately after production vs. 2–3 s after production
Practice Conditions	
☐ Distribution	Mass (# practice trials together at one time point) vs. distributed (# practice trials spread over time)
☐ Schedule	Blocked (targets practiced in a predictable order) vs. random (targets practiced in an unpredictable order)
☐ Variability	Constant (practice in one condition) vs. varied (practice in varied conditions)
D DEGREE	
☐ Accuracy criteria	Stable accuracy across multiple data points (% accurate across # sessions, cumulative accuracy, periodic probe scores)
☐ Amount of practice	Target number of trials (i.e., high amount of trials without negative practice)

Case, Caspari, Aggarwal & Stoeckel, 2023

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Considerations for Motor-Based Intervention

CAS Considerations for Motor-Based Intervention

Challenge Point/Target Selection ^[a]		
C	☐ Targets are challenging but <i>achievable</i> with up to maximum cues and contain a variety of: ☐ Phonemes – consonants (C) AND vowels (V) ☐ Word shapes (CV, VC, CVC, VCV, CVCV, etc.) ☐ Coarticulatory transitions across syllables and phonemes (changes in consonant place/manner/voicing and vowel features) ☐ Prosodic contexts (lexical, phrasal stress; trochaic/iambic patterns)	
	☐ Targets are optimal for language (parts of speech, semantic relationships, morphology, and communicative functions)	
All Aspects of Movement ^[b]		
A	☐ Production accuracy is based on the <i>whole</i> target (syllable sequences, word, phrase) during treatment, simultaneously achieving: ☐ Accurate consonants and vowels ☐ Ability to achieve the initial articulatory position ☐ Ability to achieve smooth coarticulatory transitions across sounds, sequences, and syllables (no pauses or elongations) ☐ Accurate prosody, including the ability to maintain accurate consonants and vowels with changes in prosody ☐ Ability to coordinate movement across articulatory, resonatory, phonatory, and respiratory subsystems	
Structure, Schedule, & Feedback ^[c]		
S	ACQUISITION → RETENTION	
	☐ Practice distribution: ☐ Practice schedule: ☐ Practice amount: ☐ Practice variability: ☐ Feedback type: ☐ Feedback frequency: ☐ Feedback timing:	Mass Blocked High Constant Knowledge of Performance (KP) Frequent Immediate Distributed Random High Variable Knowledge of Results (KR) None Delayed

^aGuadagnoli & Lee, 2004; Iuzzini-Seigel et al., 2023; McAllister, Hitchcock & Ortiz, 2021 ^bSchmidt & Lee, 2005; Smith, 2006; Strand, 2020 ^cMaas et al., 2008

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