

Using Goal Attainment Scaling to Measure Child Participation

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Participants will learn how to:

- ▶ Use family priorities in evidenced based service provision to children.
- ▶ Set and measure goals with families
- ▶ Use the World Health Organization (WHO) International Classification of Function framework to set functional goals that will increase a child's participation in family and community life.
- ▶ Develop Goal Attainment Scales to track child progress and evaluate the effectiveness of intervention services
- ▶ Avoid common pitfalls

We set goals in our own life



Setting Goals

- ▶ What do you want to achieve?
- ▶ When do you hope to achieve it?
- ▶ How will you know that you have achieved it?

What do you want to achieve?

- ▶ I want to increase my fluid intake

Decide how you want the goal written.

- ▶ Drink eight 8-ounce glasses of water a day."

Although the "8 by 8" rule isn't supported by hard evidence, it remains popular because it's easy to remember.

- ▶ Drink eight 8-ounce glasses of fluid a day.

Since all fluids count toward the daily total

Decide when you want to achieve the goal

- ▶ 3 weeks
- ▶ 3 months
- ▶ 6 months

Measuring progress

- ▶ What do you hope to achieve? – expected outcome
- ▶ How will you know you are getting there – partially achieved?
- ▶ Where are you now – no progress or not achieved?

By Review Date:

- Desired outcome
- ▶ I will drink at least 8, eight ounce glasses of fluid a day.
 - ▶ Partially achieved
 - ▶ I will drink at least 5-7, eight ounce glasses of fluid a day.
 - ▶ No change- not achieved
 - ▶ I will drink at least 2-4, eight ounce glasses of fluid a day.

How will you know you got there?

- ▶ Pick a day and count glasses?
- ▶ Count over a designated period and chart # of glasses of fluid?
- ▶ Need to decide in advance how you will measure

What is GAS?

- ▶ GAS is a scoring method for evaluating individual progress towards goals during the course of intervention.
- ▶ Compares the initial level of function (baseline) with the attained level of function after a predefined period of intervention.
- ▶ Each child has their own outcome measure so unlike standardised measures, progress is measured against himself as opposed to other children of the same age.
- ▶ Goals define the expected outcome for a child.
- ▶ The GAS describes goal attainment and acknowledges progress even if the expected outcome is not achieved.

In order to ensure validity

1. The GAS scale for each client outcome is developed at the time the goal is set, **not** when progress is measured
2. The GAS scale for each client outcome is developed **with** the parents at the time the goal is set.
3. The GAS is rated **with** parents after a specified period of intervention.

5 point scale

- ▶ +2 (much better than expected)
- ▶ +1 (somewhat better than expected)
- ▶ **0 expected level**
- ▶ -1 (somewhat worse than expected) or partially achieved
- ▶ -2 (much worse than expected) or no change or decrease in function

Developing GAS

Define expected outcome

The expected outcome is the most probable result if the client receives the expected intervention.

Develop a GAS for STOs.

- ▶ If there are multiple goals set GAS for 3-4 priority goals.
- ▶ Clearly describe the levels for 'Somewhat less' and 'much less' 'Somewhat more' and 'much more'

These should be *objective and observable*.

GAS depends on two things:

- ▶ The service provider's ability to achieve the goals
- ▶ The service provider's ability to support families to identify achievable predicted outcomes – a skill that requires knowledge and experience.

Crystal Ball?



- ▶ not necessary to be right 100% of the time
- ▶ providing goals are over and under-achieved on a more or less equal basis.

Let's try it

- ▶ IFSP or CFSP statement
- ▶ Parent Goal
- ▶ Sandy will talk more and pronounce words better

I want my child (age 3) to talk

Where is child now?

- ▶ Sandy is using 5 single words to communicate with others

What is the next developmental stage?

- ▶ Two word combinations - 50-60 words

Steps on the way

- ▶ +2 Much better than expected 50-60 spoken words (trajectory of typical child learning language)
- ▶ +1 Better than expected 21-49 words
- ▶ 0 Expected outcome 15-20 words
- ▶ -1 Partially achieved 6-14 spoken words
- ▶ -2 Current level 5 spoken words

Common pitfalls



Intelligibility – to parents

- ▶ By 18 months normally 25% understood
- ▶ By 24 months normally 50–75% understood
- ▶ By 36 months normally 75–100% understood

In conversation with parents

- ▶ 50–75% understood (24 months)
- ▶ 30–49% understood
- ▶ 33% understood
- ▶ 26–32% understood
- ▶ 25% understood (18 months)

Climbing stairs

- ▶ I want Jack to be able to climb up the front steps to my house by himself
 - # of steps
 - Degree of independence
- ▶ Where is he now?
- ▶ He is able to take 3/8 steps with one hand held

Overlapping levels

- ▶ Johnny will use 30-50 words.....
- ▶ Johnny will use 20-30 words.....
- ▶ Johnny will use 10-19 words.....
- ▶ Johnny will use 5-10 words.....
- ▶ Johnny will use 0-4 words.....
- ▶ If the child achieved 30 words – how would you score?
- ▶ 10 words?

Gaps between levels

- ▶ Jan will walk up a flight of 15 + stairs with one hand held
- ▶ Jan will walk up a flight of 12-14 stairs with one hand held
- ▶ Jan will walk up a flight of 10 stairs with one hand held.
- ▶ Jan will walk up a flight of 6- 9 stairs with one hand held
- ▶ Jan will walk up a flight of 2-3 stairs with one hand held

If the child achieved 4, 5 or 11 steps- how would you score?

Too many measurables

Geoff will **independently use his voice output communication device** to indicate **5 wants and needs** with **6 communication partners**.

Decide whether the child will be:

- ▶ performing an activity with prompting / cueing /independently
- ▶ **learning a new skill**
- ▶ performing an activity more frequently
- ▶ performing an activity with more people

Too specific – Too easy

- ▶ Freddy will cut a straight line with scissors during craft time at preschool.

What happens if Freddy decides not to participate in crafts for a period of time but cuts a straight line during art activities at home he can not be scored.

- ▶ Consistently setting easy goals.
Be as specific as possible as to what you think is a realistic outcome.


