

## 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

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### We set goals in our own life



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## Setting Goals

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

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## 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

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## Decide when you want to achieve the goal

- ▶ 3 weeks
- ▶ 3 months
- ▶ 6 months

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### 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?

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### 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.

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### 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

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### 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.

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### 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.

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### 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

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## 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*.

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## 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.

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## 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.

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### Let's try it

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

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### 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

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### 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

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### Common pitfalls



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### Intelligibility – to parents

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

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### In conversation with parents

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

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## 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

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## 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?

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## 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?

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## 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

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## 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.

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