

Pediatric Occupational Therapy Goal Bank

School-based/ Medical-based

- When writing goals, it is almost best practice to use the Patient/ Student's name (in this goal bank, the term patient and student are interchangeable to meet the needs of your settings.)
- These goals are a generic baseline and can be rewritten to accommodate your individual client's needs, and the environment that you are addressing (i.e., school vs. medical setting.)

Sensory Motor

Category	Annual Goal
Sensory Motor	By the onset of this IEP _____ or by the end of treatment _____ when provided with sensory challenges such as tactile brushes, proprioceptive input, visuals, tactile cues, movement breaks, minimize classroom disruptions, quiet games, Patient will attend and participate in classroom tasks as measured by data collection, and teacher/therapist observations. (Measurements) - Goal attainment will be measured by data collection, therapist, parent, teacher observation and progress reporting as well as successful completion of the objectives/benchmarks associated with the goal.

	Category	Objectives
1.	Sensory Motor	Given daily multi-sensory stimulation for example tactile, auditory, and vestibular input Patient will produce at least one motor response (i.e. smile, eye contact, hand movement) given CDM to 75% of all opportunities, 100 opportunities.
2.	Sensory Motor	Patient will participate in daily upper extremity purposeful range of motion for both upper extremities without adverse reactions, on 4 out of 5 opportunities.
3.	Sensory Motor	Using sensory strategies, Patient will engage and participate in non-preferred activities within the classroom for up to 10 minutes demonstrating a calm level of arousal, 4 out of 5 trials observed.
4.	Sensory Motor	Using suggested accommodations, Patient will participate in non-preferred tasks including handwriting and/or circle time for 5-7 minutes with CDM to 75% of all opportunities and without adverse reactions, on 3 out of 5 trials observed.
5.	Sensory Motor	Using sensory strategies, Patient will participate in classroom activities for 5-10 minutes, as well as transitions within and out of the classroom with a calm level of arousal, 4 out of 5 trials observed.
6.	Sensory Motor	Patient will demonstrate a calm level of arousal given sensory supports as needed evidenced by being able to sit and attend for 5 minutes with directed free motor handwriting task given instruction on 4 out of 5 trials.
7.	Sensory Motor	When provided with proprioceptive (deep pressure) sensory input Patient will decrease the amount of non-preferred behavior such as _____ to successfully participate within classroom environment in a variety of settings, 3 out of 5 trials observed.
8.	Sensory Motor	Given visual/verbal cues and sensory strategies, Patient will accept transitions, both in and out of the classroom, 3 out of 5 times observed.
9.	Sensory Motor	When provided with sensory input, Patient will move through daily school routines without adverse reactions (e.g. kicking, flopping, tantrums, or bumping into obstacles) within given 4 out of 5 times observed.

High School Occupational Therapy Goals

Katrin Zwirgmaier



High School Occupational Therapy Goals:

Decoding **High School Occupational Therapy Goals**: Revealing the Captivating Potential of Verbal Expression

In a time characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its capability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**High School Occupational Therapy Goals**," a mesmerizing literary creation penned with a celebrated wordsmith, readers attempt an enlightening odyssey, unraveling the intricate significance of language and its enduring affect our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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