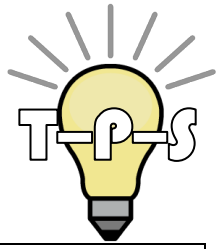
AAC: Ready – Set – GOAL!

prc-saltillo

Note: it may be helpful to print this so you can write in it throughout the training

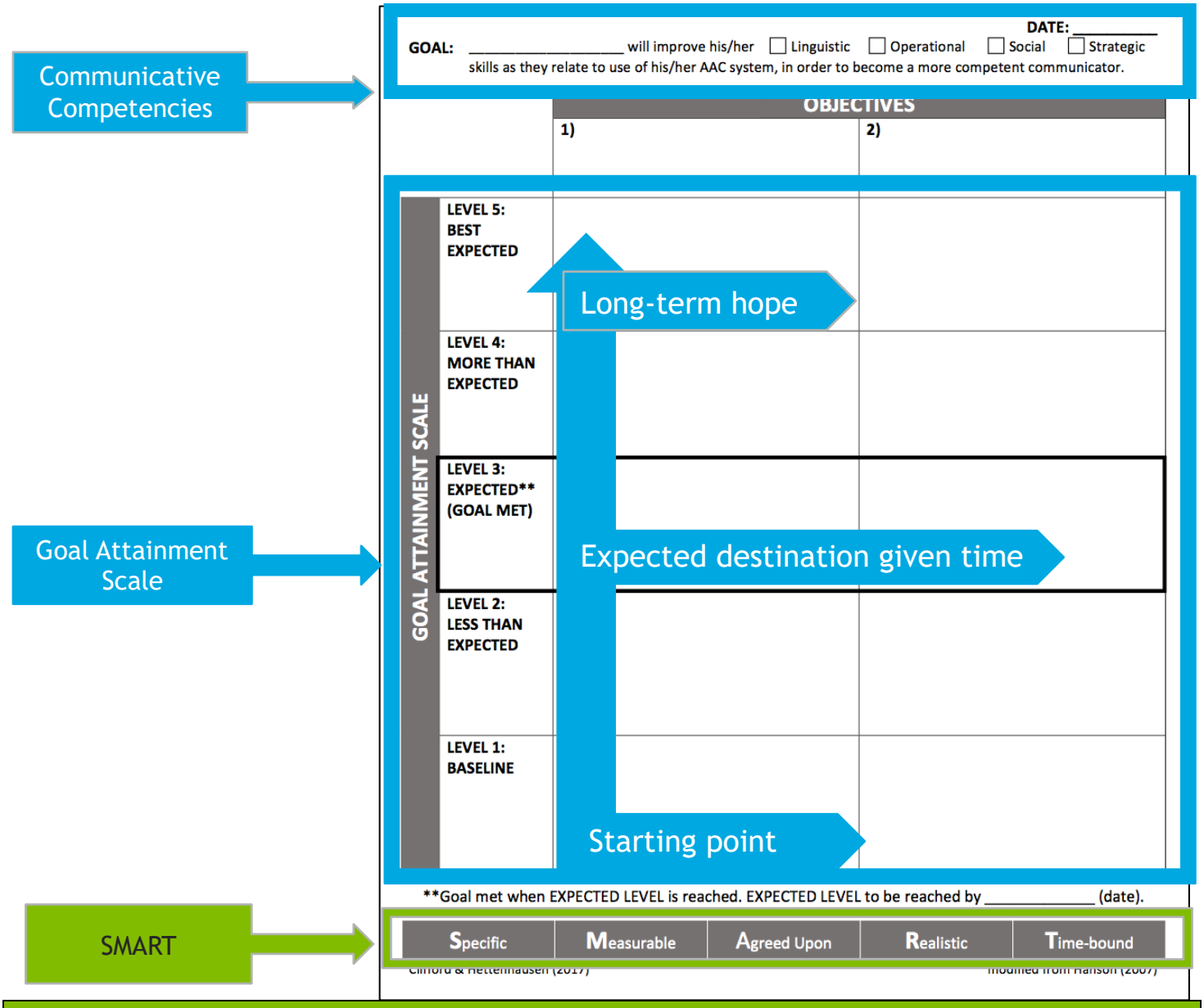
Think – Pair – Share



What is your greatest challenge with writing goals for individuals using AAC?
What is one tool you use to determine typical language development and guide language goals for other students/clients on your caseload?
How might you tweak these linguistic objectives for a current client with whom you work?
How aware are you of your client's/student's skills as they relate to device use? Do you have any goals written to specifically address operational skills? Why? Why not?
What tools do you use to help determine appropriate social language and interaction targets?
What strategies does your client/student use as it relates to using the device? What strategies might be helpful for him/her to learn how to do?
What is one tool you use to help monitor progress?

Understanding the AAC Goal Framework

prc-saltillo



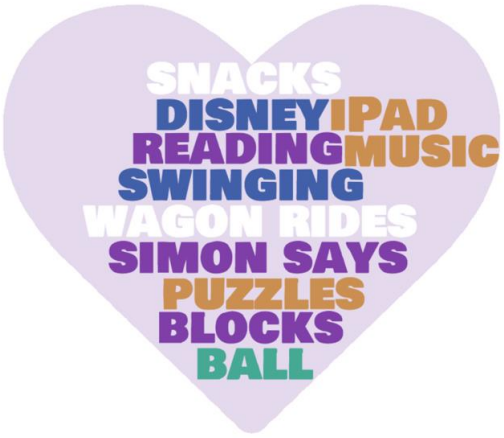
NOTES

Case Study for Today's Goal Examples

prc-saltillo

Meet Matthew:

- 6-year-old boy with Autism
- Fine & Gross Motor: within normal limits
- Hearing & Vision: within normal limits
- Device: NOVA chat 8; Vocabulary: WordPower 60 Basic



- Expressive/Receptive Language Skills
  - Uses 20 signs and 10 words consistently
  - Follows 1-step and some 2-step directions
  - Understands more than what he can say
  - Unable to be assessed using standardized testing
- Demonstrates some behaviors, often secondary to loud noise
- What goals/objectives will we write for him today?

	LINGUISTIC	OPERATIONAL
OBJECTIVE 1	Increase use of adjectives.	Speak message by using the "Smart period"
OBJECTIVE 2	Increase ability to state likes/dislikes	Carry device

Meet Julia

- 12 year old girl with Cerebral Palsy
- Direct select with finger, uses wheelchair with mount
- Device: Accent 800; Vocabulary Unity 60 sequenced
- Expressive/Receptive Language Skills:
  - She currently communicates using 1-3 word utterances on her device for basic needs/wants
  - Understands more than what she can say
- What goals/objectives will we write for her today?

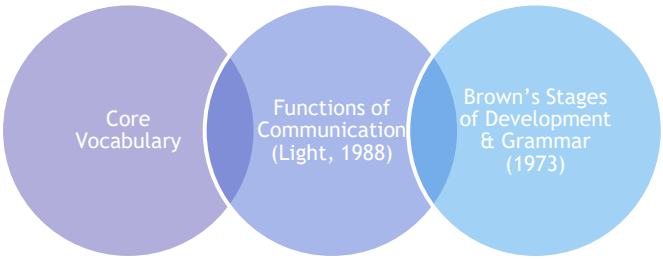
	SOCIAL	STRATEGIC
OBJECTIVE 1	Use greetings to initiate a conversation.	Use an introductory statement to explain her device.
OBJECTIVE 2	Ask social questions.	Repeat message when misunderstood

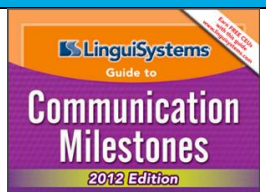
Linguistic Competency

prc-saltillo

The ability to use and understand language.

"sufficient knowledge, judgment, and skills in the linguistic code of the language(s) spoken and written in the individual's family and broader social community, including receptive skills and as many expressive skills in these languages as possible. In addition, they must also learn the language code of the AAC systems that they utilize, including the representational aspects of AAC symbols" (Light, 1989).



RESOURCES	
	LinguiSystems Guide to Communication Milestones • Includes Brown's Stages of Morphemes as well as many other developmental language guides by age • Free: https://www.linguisystems.com/pdf/Milestonesguide.pdf
	QUAD Communication Profile (Cross, 2010) • tool that enables a clinician to perform a simple, rapid evaluation of the language performance of a client who is using an SGD • Set of 4 checklists: Vocabulary, Morphology, Syntax, Function • FREE: https://speechdudes.wordpress.com/2015/05/21/the-quad-profile-a-quick-and-simple-language-evaluation-tool/
	Functions of Communication • Full version included in handout (p. 6)
	Core Vocabulary Word Lists • Monthly Word lists (pictured left) Include the picture pathways to locate the vocabulary within the WordPower vocabulary files FREE: https://saltillo.com/chatcorner/content/31 • Early Language Word Lists, examples included in handout (p. 7-8)
NOTES	

Choosing Functions of Communication – Client First

FUNCTIONS OF COMMUNICATION

Wants/Needs	Exchange Information	Social Closeness/Etiquette
Request Objects	Share and Show Objects	Greet/Close
Request Activity	Name	Tease
Request Attention	Relay past/future Events	Gossip
Request Permission	Confirm/Deny	Express Manners
Request Help	Request Information	Take Turns
Direct Action	State Opinion	Comment
Direct to Stop	Negotiate	Express Feelings
Accept/Reject	State Personal Info	

saltillo.com

Language Functions & Early Generative Language Production

Banajee, M., DiCarlo, C., & Buras-Stricklin, S. (2003). Core Vocabulary Determination for Toddlers, *Augmentative and Alternative Communication*, 2, 67 – 73.

Top Words Used by Toddlers

1. *a*
2. all done/finished
3. go
4. help
5. here
6. I
7. in
8. is
9. it
10. mine
11. more
12. my
13. *no*
14. off
15. on
16. out
17. some
18. that
19. *the*
20. want
21. what
22. *yes/yeah*
23. you

CLINICAL APPLICATION

First 8 Words:

1. all done
2. help
3. want
4. mine
5. more
6. stop
7. that
8. what

First 15 Words:

1. all done
2. away
3. go
4. help
5. here
6. I
7. it
8. like
9. mine
10. more
11. stop
12. that
13. want
14. what
15. you

First 30 Words:

1. again
2. all done
3. away
4. big
5. do
6. down
7. get
8. go
9. help
10. here
11. I
12. in
13. it
14. like
15. little
16. mine
17. more
18. my
19. off
20. on
21. out
22. put
23. some
24. stop
25. that
26. there
27. up
28. want
29. what
30. you

©Van Tatenhove, 2005

Language Functions & Early Generative Language Production

First 50 Words

1. again
2. all
3. all done
4. away
5. bad
6. big
7. come
8. do
9. don't
10. down
11. drink
12. eat
13. feel
14. get
15. go
16. good
17. happy
18. help
19. here
20. I
21. in
22. it
23. like
24. little
25. make
26. me
27. mine
28. more
29. my
30. not
31. now
32. off
33. on
34. out
35. play
36. put
37. read
38. sad
39. some
40. stop
41. tell
42. that
43. there
44. turn
45. up
46. want
47. what
48. where
49. who
50. why
51. you

Adding to the Top 50

1. +ed
2. +ing
3. +s
4. after
5. almost
6. another
7. any
8. ask
9. be
10. before
11. body
12. can
13. cold
14. color
15. did
16. different
17. dress
18. fall
19. fast
20. favorite
21. for
22. fun
23. give
24. goodbye
25. guess
26. have
27. he
28. hear
29. hi
30. hot
31. how
32. hungry
33. idea
34. is
35. job
36. know
37. later
38. leave
39. let
40. listen
41. live
42. lose
43. love
44. maybe
45. much
46. myself
47. name
48. need
49. nice
50. of
51. one
52. other
53. over
54. place
55. please
56. pretty
57. problem
58. ready
59. ride
60. same
61. say
62. she
63. sick
64. silly
65. sing
66. sit
67. sleep
68. slow
69. sorry
70. start
71. surprise
72. swim
73. take
74. thank you
75. these
76. they
77. think
78. thirsty
79. those
80. time
81. tired
82. together
83. try
84. under
85. very
86. walk
87. way
88. we
89. when
90. win
91. with
92. work
93. write
94. wrong
95. your
96.
97.
98.
99.
100.

Adding Words to Get to 300+ Core Words

1. Add all the pronouns.
2. Add more adjectives and adverbs
3. Expand verbs, with tense variation

©Van Tatenhove, 2005.

AAC Goal Framework

prc-saltillo

DATE: _____

GOAL: _____ will improve his/her ☐ Linguistic ☐ Operational ☐ Social ☐ Strategic skills as they relate to use of his/her AAC system, in order to become a more competent communicator.

GOAL ATTAINMENT SCALE	OBJECTIVES	
	1)	2)
LEVEL 5: BEST EXPECTED		
LEVEL 4: MORE THAN EXPECTED		
LEVEL 3: EXPECTED** (GOAL MET)		
LEVEL 2: LESS THAN EXPECTED		
LEVEL 1: BASELINE		

**Goal met when EXPECTED LEVEL is reached. EXPECTED LEVEL to be reached by _____ (date).

Clifford & Hettenhausen (2017) modified from Hanson (2007)

SAMPLE GOAL & OBJECTIVES TO INCREASE LINGUISTIC COMPETENCE: CASE STUDY

GOAL: Matthew will improve his/her ☒ Linguistic ☐ Operational ☐ Social ☐ Strategic skills as they relate to use of his/her AAC system, in order to become a more competent communicator. **DATE:** _____

GOAL ATTAINMENT SCALE	OBJECTIVES	
	1) Increase use of prepositions (e.g., in/out, on/off, up/down).	2) Increase ability to state his likes/dislikes.
LEVEL 5: BEST EXPECTED	Matthew will use 6 target prepositions **spontaneously when appropriate.**	When presented with an item/activity, and asked "What do you think?" Matthew will accurately indicate his preference.
LEVEL 4: MORE THAN EXPECTED	Matthew will use **6 target prepositions** during **less structured activities**	Matthew will express "dislike" to indicate dissatisfaction for **10** known non- preferred items or activities.
LEVEL 3: EXPECTED** (GOAL MET)	Matthew will use **6 target prepositions** to direct action during structured play given aided language input.	Matthew will express "like" to indicate satisfaction for **10 known preferred items or activities** when asked his opinion (e.g., What think?)
LEVEL 2: LESS THAN EXPECTED	Matthew will use **6 target prepositions** to direct action during structured play given aided language + 1 prompt.	Matthew will express "like" to indicate satisfaction for **5 known preferred items or activities** when asked his opinion (e.g., What think?)
LEVEL 1: BASELINE	Matthew expresses (via sign, verbalizations, or SGD) 18 core words, but does not express any prepositions.	Matthew says "no" when asked "Do you want?" & plugs his ears or rocks when experiencing things he doesn't like.

**Goal met when EXPECTED LEVEL is reached. EXPECTED LEVEL to be reached by _____ (date).

Specific	Measurable	Agreed Upon	Realistic	Time-bound

Clifford & Hettenhausen (2017) modified from Hanson (2007)

Using the information in a different format

Goal:	Matthew will increase his expressive language skills (linguistic competency).
Present level of Performance:	Matthew expresses (via sign, verbalizations, or SGD) 18 core words, but does not express any prepositions. He says "no" when asked "Do you want?" & plugs his ears or rocks when experiencing things he doesn't like.
Implementer:	SLP, teacher, sped teacher
Objective 1:	Matthew will use 6 target prepositions to direct action during structured play given aided language input.
Objective 2:	Matthew will express "like" to indicate satisfaction for 10 known preferred items or activities when asked his opinion (e.g., What do you think?)

Operational Competency

The technical skills involved in operating the AAC System.

The goal is for the person who uses AAC to operate his/her system without the burden of a cognitive overlay. In other words, despite the access methods used (direct or indirect), the operational skill of the AAC user is automatic. This requires practice and time, and depends upon motivation, strengths and weaknesses of the individual (Light, 1989)

CHARGE DEVICE

Select battery status button when asked "Is your device charged?"

Use a preprogrammed message to indicate that device needs to be charged.

Bring device to a "charging station."

UTILIZE DYNAMIC DISPLAY

Use punctuation

Clear message from speech display bar

Use "lock page" button to remain on page

CUSTOMIZE DEVICE/ADD VOCABULARY

Identify when can't find a word (e.g., help me) or indicate word is not on device (e.g., not here)

Request word to be added to the device

Participate in adding a new word

ACCESS DEVICE

Wake up and/or turn on the device

Use the kickstand to be able to see the vocabulary on the screen

Instruct communication partners on where to get the device, mounting, or positioning

Direct Selection with finger

Head Tracking

Eye Tracking

Switch Scanning

Increase speed

Increase accuracy

Increase independence

Additional Resources:

- "Two Switches to Success," Linda Burkhart http://lindaburkhart.com/wpcontent/uploads/2016/07/switch_handout_3_12_Burkhart.pdf
- "Every Move Counts, Clicks, & Chats," Korsten, Foss, & Berry http://www.everymovecounts.net/

prc-saltillo

Operational Competencies: A Brainstorming Tool

CHARGE DEVICE	COMMENTS
☐ Use battery status button/Aware of battery status ☐ Indicate that device needs to be charged ☐ Participate in charging process (e.g., plug in device, bring device to a "charging station").	
ADJUST VOLUME	
☐ Locate & use volume control within device or volume buttons ☐ Adjust volume based on a natural cue (e.g., "I can't hear you") or a direct prompt (e.g., "Turn it down/up.") ☐ Adjust volume based on the environment (e.g., library)	
UTILIZE DYNAMIC DISPLAY	
☐ Navigate to or away from a vocabulary page ☐ Use "lock page" button to stay on a page ☐ Navigate to more vocabulary using the "next" or "more" arrow ☐ Using punctuation ☐ Clear message from SDB ☐ Delete a single word or letter from the SDB	
CUSTOMIZE DEVICE/ADD VOCABULARY	
☐ Identify when you can't find a word (e.g., "help me") ☐ Indicate word is not on device (e.g., "not here") ☐ Request a word be added to the device. ☐ Use "Word Finder" feature to locate new words ☐ Participate in customizing device	
ACCESS DEVICE	
☐ Wake up and/or turn on device ☐ Position device and/or set the kickstand to use device. ☐ Open correct App ☐ Adjust for lighting ☐ Get device out. Carry device around environment. ☐ Instruct others on where/how to get or mount device ☐ Increase skills related to accessing device (e.g., direct selection, eye tracking, head tracking, switch scanning)	

This is not a comprehensive or hierarchical list. All examples are suggestions and should be modified appropriately for individual needs.

GOAL: Matthew will improve his/her ☐ Linguistic ☒ Operational ☐ Social ☐ Strategic skills as they relate to use of his/her AAC system, in order to become a more competent communicator.

DATE: _____

		OBJECTIVES	
		1) Speak message in the SDB by using the "smart period."	2) Carry AAC system independently throughout the day
GOAL ATTAINMENT SCALE	LEVEL 5: BEST EXPECTED	Matthew will independently use the smart period to speak his messages of 2+ words as appropriate.	Matthew will independently carry his AAC system with him during transitions throughout his day.
	LEVEL 4: MORE THAN EXPECTED	Matthew will use the smart period to speak his message of 2+ words given expectant wait time.	Matthew will independently carry his AAC system with him during 5 transitions when appropriate.
	LEVEL 3: EXPECTED** (GOAL MET)	Matthew will use the smart period to speak his message of 2+ words with no more than 1 visual prompt (e.g., highlighted button).	Matthew will carry his AAC system with him for **5 daily** transitions with1 gestural prompt and verbal cue (e.g., bring what you need).
	LEVEL 2: LESS THAN EXPECTED	Matthew will use the smart period to speak his message of 2+ words with no more than 1 visual and 1 verbal prompt.	Matthew will carry his AAC system from one location to another for **3 daily** transitions with1 gestural prompt and verbal cue.
	LEVEL 1: BASELINE	Matthew selects 2-3 words in sequence (e.g., play ipad) but does not speak the entire message.	Between activities, Matthew's aid carries his devices. Matthew holds his device by the handle with instruction.

**Goal met when EXPECTED LEVEL is reached. EXPECTED LEVEL to be reached by _____ (date).

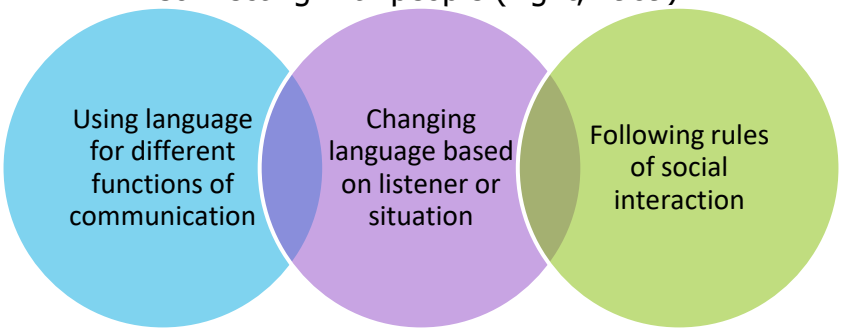
Specific	Measurable	Agreed Upon	Realistic	Time-bound

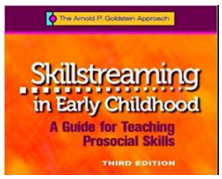
Clifford & Hettenhausen (2017) modified from Hanson (2007)

Social Competency

prc-saltillo

The ability to understand and adhere to the social rules of interaction.
Connecting with people (Light, 1989).



RESOURCES	
	"Think Social" A Social Thinking Curriculum for School-Age Students, Michelle Garcia Winner www.socialthinking.com
	LinguiSystems Guide to Communication Milestones FREE: https://www.linguisystems.com/pdf/Milestonesguide.pdf
	Pragmatic Language Checklists – Goberis, D. (1999) Midcentral FREE: http://midcentral-coop.org/uploads/Pragmatics%20Checklists%20Examples.pdf
	QUAD Communication Profile (Cross, 2010) Function Checklist FREE: https://speechdudes.wordpress.com/2015/05/21/the-quad-profile-a-quick-and-simple-language-evaluation-tool/
	Skillstreaming, Dr. Arnold P Goldstein and Dr. Ellen McGinnis. Research-based prosocial skills training program from children from early childhood to adolescence. www.skillstreaming.com
	Functions of Communication Full version included in handout (p. 6)
	PRC Language Labe Stages Chart: Pragmatics Available in the "paid" section of AAC Language Lab Included in packet (p. 17) with PRC permission

AAC Language Lab Stages Chart

AACLanguageLab.com

PRC
prentrom.com | 800.262.1984

© PRC

PRAGMATICS (FUNCTIONS OF LANGUAGE)

Pragmatics addresses "Communication Interaction" and within that interaction:
1. "Communicative intent," the reason behind why we are communicating such as questioning, commenting, requesting.
2. "Discourse," the rules of conversation such as turn taking, introducing a topic, maintaining a topic and making adjustments when a listener does not understand, for example, rephrasing or restating something.

	Stage One	Stage Two	Stage Three	Stage Four	Stage Five	Stage Six
Description	Talking with one word at a time	Talking with two and three word phrases	Building phrases and early sentences	Learning grammar and sentence structure	Using sentences and phrase with more grammar endings	Using correct grammar and syntax
Approx. Vocab. Size	up to 75 words	75 to 200 + words	200 to 1000 words	1000 to 2000 words	2000 to 3000 words	3000+ words
MLU-M Range	1	1.5 - 2.5	2.5 - 3.0	3.0 - 3.75	3.75 - 4.5	
MLU-M Mean	1	2	2.75	3.5	4	4.5+
Communicative Intent	Naming Commenting Requesting objects Requesting information Responding Protesting or rejecting Greeting					
		Requesting action Responding to requests Stating Regulating conversational behavior				
				Other performatives such as teasing	…warning, sarcasm, humor, metaphors	
Discourse Rules	Turn-taking based on Joint Reference or Joint Action Initiating a topic based on "self," such as attention getting Maintaining a topic in routine situations					
		Turn-taking after a pause Turn-taking beyond two turns Initiating a topic to an adult, then to peers Restating when requested	…then when given an indirect cue by an adult, "I didn't hear you."			
				Rephrasing when requested Maintaining a topic using interjections Maintaining a topic using questions Initiating a topic regarding something in the "here and now"	…then when given an indirect cue by an adult, "I didn't understand that." ….then to topics in the past and future.	

Sources:
Roth, F.P., and N.J. Spekman (1984a). *Assessing the Pragmatic Capabilities of Children: Part 1. Organizational Framework and Assessment Parameters.* Journal of Speech and Hearing Disorders, 49, 1-11.
Soto, Gloria, and Carole Zangari. *Practically Speaking: Language, Literacy, and Academic Development for Students with AAC Needs.* Brookes Publishing Baltimore 2009. P. 62.
ASHA: www.asha.org/public/speech/development/Pragmatics.htm

For best viewing, print on legal-sized paper.

ala : 09/09

www.prc-saltillo.com

Ready, Set, Goal: WordPower and Unity

GOAL: Julia will improve his/her ☐ Linguistic ☐ Operational ☒ Social ☐ Strategic skills as they relate to use of his/her AAC system, in order to become a more competent communicator.

DATE: _____

GOAL ATTAINMENT SCALE	OBJECTIVES	
	1) Use social greetings to initiate a conversation	2) Ask social questions
LEVEL 5: BEST EXPECTED	Julia will use social greetings appropriately when initiating a conversation when meeting new people	Julia will ask questions to anyone with whom she interacts.
LEVEL 4: MORE THAN EXPECTED	Julia will use social greetings to people with whom she interacts with on a daily basis	Julia will ask social questions to people in her school building.
LEVEL 3: EXPECTED** (GOAL MET)	Julia will use social greetings to start a conversation to at least 5 peers/teachers per day in her class.	Julia will ask 5 social questions to peers/teachers in her classroom.
LEVEL 2: LESS THAN EXPECTED	Julia will use social greetings to initiate a conversation to at least 3 peers/teachers per day from the GREETING activity row.	Julia will ask 2 social questions by selecting preprogrammed messages from the GREETING activity row with peers/teachers in her classroom.
LEVEL 1: BASELINE	Julia will use greetings only in reply of someone else using a greeting.	Julia can answer questions for personal identification. She does not ask questions.

**Goal met when EXPECTED LEVEL is reached. EXPECTED LEVEL to be reached by _____ (date).

Specific	Measurable	Agreed Upon	Realistic	Time-bound

Clifford & Hettenhausen (2017) modified from Hanson (2007)

Strategic Competency

prc-saltillo

Use of compensatory strategies to overcome environmental barriers, restrictions of the AAC system, and/or personal limitations of other linguistic, operational and/or social competencies. The ability to prevent or repair communication breakdowns (Light, 1989).

prc-saltillo

Strategic Competency: A Brainstorming Tool

Environmental Barriers and Strategies	Comments
☐ Uses strategies to be able to use device during loud/noisy environments ☐ Uses strategies to use device while talking on the phone/texting ☐ Uses device outside or during water activities ☐ Request and/or use low-tech board ☐ Request/learn to clean device	
Social Barriers and Strategies	**Comments**
☐ Repeats message when misunderstood ☐ Ask communication partner to slow down to allow time for message formulation ☐ Uses introductory message that explains communication method ☐ Gains attention of communication partner	
Linguistic Barriers and Strategies	**Comments**
☐ Use word prediction for words not in vocabulary ☐ Uses 'save message' or 'notebook' to save long messages in advance ☐ Use pre-programmed message to repair breakdown ☐ Uses 'help' when need immediate assistance ☐ New word added to vocabulary or request made for new word added to vocabulary	
Operational Barriers and Strategies	**Comments**
☐ Use low-tech board to identify issue with the device ☐ Use of alternative means of communication when necessary ☐ Indicate mistake on device (i.e. oops!)	

ENVIRONMENTAL BARRIERS & STRATEGIES

Use strategies to use device during loud/noisy environments

Use strategies to be able to use device to talk/text on the phone

Use strategies to use device outside

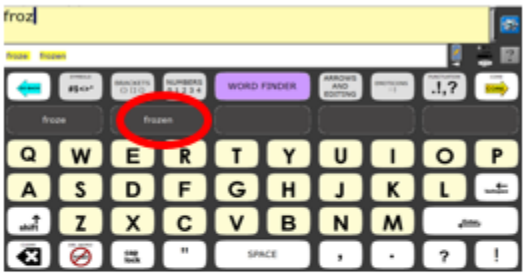
STRATEGIES FOR SOCIAL BARRIERS

Repeats message when misunderstood

Asks communication partner to slow down

Uses introductory message

STRATEGIES FOR LINGUISTIC BARRIERS



Use word prediction

Use save message or notebook

Repair communication breakdowns

STRATEGIES FOR OPERATIONAL BARRIERS

Use low-tech board when needed

Use alternative means of communication

Indicate mistake on device

Find low-tech/manual boards on our AAC Language Lab! www.aaclanguagelab.com

NOTES

AAC Goal Framework

prc-saltillo

DATE: _____

GOAL: Julia will improve his/her ☐ Linguistic ☐ Operational ☐ Social ☐ Strategic skills as they relate to use of his/her AAC system, in order to become a more competent communicator.

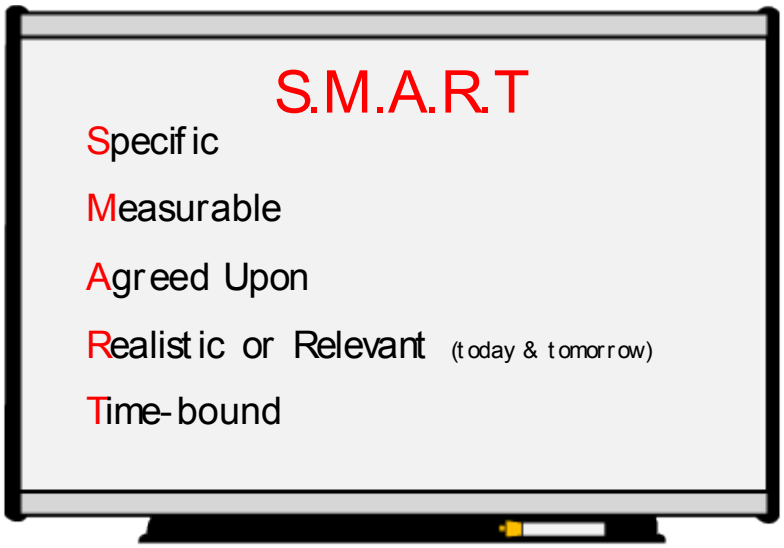
		OBJECTIVES	
		1) Julia will use an introductory statement to explain her device	**2) Julia will repeat message when misunderstood**
GOAL ATTAINMENT SCALE	**LEVEL 5: BEST EXPECTED**	Julia will use an introductory statement to explain his device when asked or to self-advocate.	Julia will repeat message when misunderstood in any environment with a variety of people.
	LEVEL 4: MORE THAN EXPECTED	Julia will use an introductory statement to explain the device to a variety of people in a variety of environments.	Julia will repeat message when misunderstood to people with whom she knows in familiar environments
	LEVEL 3: EXPECTED (GOAL MET)**	When asked, "What is that"?, Julia will use an introductory statement to explain her AAC device to 5 different people.	When prompted with, "I didn't understand that", Julia will repeat her message at least 5 times given 3 verbal prompts
	LEVEL 2: LESS THAN EXPECTED	Julia will use an introductory statement to explain her device to 2 different people with 1 gestural prompt.	Julia will repeat message when given gestural prompts
	LEVEL 1: BASELINE	Julia does not use any introductory statement to explain her device.	Julia gets frustrated when she is not understood.

**Goal met when EXPECTED LEVEL is reached. EXPECTED LEVEL to be reached by _____ (date).

Clifford & Hettenhausen (2017) modified from Hanson (2007)

Fine Tuning

prc-saltillo



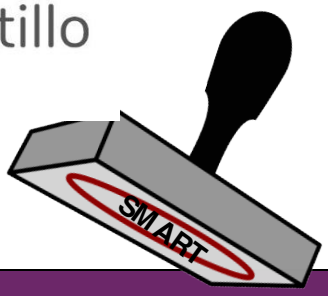
Using the checklist on the next page, rewrite the following goals/objectives to be SMART. The first example is completed for you. Note the changes in bold.

ORIGINAL GOAL	SMART REWRITE
1. Matthew will use 6 target prepositions to direct action during structured play activities with minimal support.	**By May 2018**, Matthew will use 6 **early developing** target prepositions **(e.g., on/off, in/out, up/down)** to direct action during **motivating** structured play activities **given aided language input and an indirect visual cue.**
2. Matthew will carry his AAC system with him for 5 daily transitions with 1 gestural prompt and 1 verbal cue (e.g., bring what you need).	
3. Julia will use social greetings to start a conversation to at least 5 peers/teachers per day in her class.	
4. When asked, "What is that (pointing to his device)?" Julia will use an introductory statement to explain her AAC device to 5 different people.	

prc-saltillo

SMART Guide

AAC: Ready, Set, GOAL!!



S SPECIFIC

- Use wording that is clear and understood by everyone on the team, including the person for whom the goals are written.
- Write it so that anyone else could implement and monitor it.
- Use doing words to describe a behavior that is seen or heard (e.g., name, point, give). Avoid vague words (e.g., enjoy, demonstrate, maintain).
- Give context to the skill. When and where will it occur (e.g., each morning, during structured activities)?
- Describe types of support and give examples. Two people's understanding of "moderate support" or prompts may differ.

M MEASURABLE

- Assign a value that makes sense for the skill you are targeting. Consider:
  - Increasing the duration, spontaneity, frequency, speed, or accuracy
  - Decreasing the level of prompt, latency
- Ensure the value clearly shows progress over time.
- Consider the environment and/or communication partners.
- Make sure the intention of the goal is in sync with the criteria of the goal. Think beyond "80% accuracy across 3 data days."

A AGREED-UPON

- The team should agree the goal is a priority and a worthy area of focus.
- The goal/objective reflects the person's needs, interests, and abilities.
- The goal/objective improves the quality of life for the person.

R REALISTIC

- Target an emerging skill, one that is stimulable.
- Consider time restraints.
- Consider skills of communication partner.
- Consider possible barriers within the environment.

T TIME-BOUND

- Date the goal form to indicate when each level/skill is expected.

Writing **Observable and Measurable** Goals, Objectives and Benchmarks

Observable – a behavior which can be seen or heard by an observer. Behaviors have a beginning and an end.

Measurable – an observer has to do something to be able to measure the behavior (count, weigh, watch, etc). Measurable goals, objectives and benchmarks can be measured as written, allows multiple evaluators to repeat the same measurement, and provides data to demonstrate progress.

Use Doing Words:		Avoid Slippery Words:
Add	Pours	Apply
Answers	Puts on /Takes Off	Appreciate
Circle	Reaches	Be able to
Classify	Remains	Believes
Complete	Removes	Communicate
Copies	Seeks	Comprehends
Counts	Selects	Demonstrates
Cuts	Sign	Enjoy
Draw	Sing	Grasp/Understand
Gives	Smile	Identify
Groups	Sort	Increases
Initiates	State	Know
Jumps	Touch	Maintains
List	Type	Manipulates
Locates	Underline	Participates
Looks	Walk	Realizes
Names	Write	Recognize
Paint	Zips	Solve
Perform		Tolerate
Pick up		Tries/Attempts
Places		Uses
Point to		Value

Slippery words can be used if the author of the G-O-B describes "how" – how will the student manipulate, how will they participate, etc.

Observable	Not Observable
Matching author to book title	Appreciating art
Reading orally	Enjoying literature
Constructing a timeline	Understanding history
Dressing one's self	Becoming independent
Speaking to adults without vulgarities	Respecting authority
Pointing, drawing, writing, etc	Improving, feeling, knowing

Bateman, Barbara D., and Cynthia M. Herr. "Part I: About GO/Bs." *Writing Measurable IEP Goals and Objectives*. Verona, Wisc.: IEP Resources, 2006. 19. Print.

PROMPT HIERARCHY

CREATE MOTIVATION - Create circumstances which are highly engaging and make communicating more likely. Be a motivating communication partner.

WAIT

INVITING/EXPECTANT PAUSE - Pause and wait for the individual to respond. Consider using a clock to ensure you are waiting long enough. Some individuals need just a few seconds, others need much longer. For individuals with anxiety, an inviting, distracted pause may be more effective.

WAIT

INDIRECT VISUAL CUE - Use a gesture, point a light at, move the communication system closer or otherwise help the individual direct attention to communicating a message. Use an inviting, expectant pause.

WAIT

DIRECT VISUAL CUE - Directly point at or otherwise indicate possible messages the individual may want to use. Use an inviting expectant pause.

WAIT

INDIRECT VERBAL CUE - Give a hint, use a partial verbal cue such as phonemic cue or unfinished sentence. Ask what they think. Use an inviting, expectant pause.

WAIT

DIRECT VERBAL CUE - Directly tell the individual possible messages they might want to share. "I wonder if you think it's..." Use an inviting, expectant pause.

WAIT

NON-DIRECTIVE MODEL - Tell the individual something like "Some people might say..." or "I think it's..." and then model some possible messages. Use an inviting, expectant pause.

WAIT

INCREASE MOTIVATION AND RE-EXPOSE TO TARGET VOCABULARY - Communication is always a choice, which means that it is ok if the individual does not communicate or says something other than what you were expecting. When this happens, increase motivation and re-expose to target vocabulary. Avoid physical prompts as these remove the choice and increase risk of physical and sexual abuse by grooming compliance behaviors.

(C) Kate Ahern, M.S.Ed 2016 with Shelane Nielsen

Unity

AAC Goal Framework

prc-saltillo

DATE: _____

GOAL: _____ will improve his/her ☐ Linguistic ☐ Operational ☐ Social ☐ Strategic skills as they relate to use of his/her AAC system, in order to become a more competent communicator.

GOAL ATTAINMENT SCALE	OBJECTIVES	
	1)	2)
LEVEL 5: BEST EXPECTED		
LEVEL 4: MORE THAN EXPECTED		
LEVEL 3: EXPECTED** (GOAL MET)		
LEVEL 2: LESS THAN EXPECTED		
LEVEL 1: BASELINE		

**Goal met when EXPECTED LEVEL is reached. EXPECTED LEVEL to be reached by _____ (date).

Clifford & Hettenhausen (2017) modified from Hanson (2007)

References

AAC Language Lab. *AAC Language Lab Stages Chart: Pragmatics*. Retrieved from: https://aaclanguagelab.com

Ahearn, K. (2014, April 8). Meaningful and Evidence-Based Goals – Part One AAC. [Blog Post]. Retrieved from: http://teachinglearnerswithmultipleneeds.blogspot.com/2014/04/meaningful-and-evidence-based-goals.html

Ahern, K. (2016). Prompt Hierarchy. Retrieved from: https://www.bing.com/images/search?view=detailV2&ccid=UqrFDHgL&id=24059ED141CB21B0E7E99E36840F241760DA4915&thid=OIP.UqrFDHgLJ5AMEiYmzJ8QkQDbEc&mediaurl=https%3a%2f%2fi.pinimg.com%2f736x%2f35%2f56%2fc0%2f3556c0d42bf5c40a5d8b8ef07ca56db0.jpg&exph=720&expw=556&q=ahern%2c+k+2016+.+prompt+hierarchy&simid=608020569220320748&selectedIndex=0&qpvt=ahern%2c+k+2016+.+prompt+hierarchy&ajaxhist=0

Anderson, G. H. (2013, May). Goals to Support AAC Use. [Blog Post]. Retrieved from: http://atclassroom.blogspot.com/2013/05/goals-to-support-aac-use.html

American Speech-Language-Hearing Association. Developmental Norms for Speech and Language. Retrieved from: https://www.asha.org/slp/schools/prof-consult/norms/

American Speech-Language-Hearing Association. Social Communication. Retrieved from: http://www.asha.org/public/speech/development/Pragmatics

Banajee, M., DiCarlo, C. & Stricklin, C. (2003). Core Vocabulary Determination for Toddlers. *Augmentative and Alternative Communication*, 19, 2, 67-73.

Bateman, B. D., & Herr., & C. M. (2006). Part 1: About GO/Bs. *Writing Measurable IEP Goals and Objectives*. Verona Wisc. IEP Resources (pp 19).

Beukelman, D. R., Jones, R.S. & Rowan, M. (1989). Frequency of word usage by nondisabled peers in integrated preschool classrooms. *Augmentative and Alternative Communication*, 5, 243-248.

Beukelman, D. R., McGinnis, J. & Morrow, D. (1991) Vocabulary selection in augmentative and alternative communication. *Augmentative and Alternative Communication*, 7, 171–185.

Beukelman, D. R., & Mirenda, P. (2005). Principles of Assessment. In D. R. Beukelman & P. Mirenda (Eds.), *Augmentative & Alternative Communication: Supporting Children & Adults with Complex Communication Needs* (pp. 133-158).

Beukelman, D. R., & Mirenda, P. (2005). Assessment Specific Capabilities. In D. R. Beukelman & P. Mirenda (Eds.), *Augmentative & Alternative Communication: Supporting Children & Adults with Complex Communication Needs* (pp. 159-218).

Bloom & Lahey, M. (2009). Bloom & Lahey Model: Normal Developmental Sequence of Expressive Language. Adapted from: Lahey, M. (1988). Language Disorders and Language Development. New York: Macmillan. Retrieved from: http://www.firstyears.org/c4/bloom-lahey/BLchart.pdf

Bowen, C. (1998). Brown's Stages of Syntactic and Morphological Development. Retrieved from www.speech-language-therapy.com/index.php?option=com_content&view=article&id=33 on [February 16, 2017]

Brown, R. (1973). A first language: The early stages. Cambridge, MA: Harvard University Press.

Burkhart, L. "Two Switches to Success" Handout that provides steps to switch access process. Retrieved from: http://lindaburkhart.com/wp-content/uploads/2016/07/switch_handout_3_12_Burkhart.pdf

Burkhart, L. & Porter, G. (2010). Writing IEP Goals and Objectives for Authentic Communication – for Children with Complex Communication Needs. Retrieved from: http://lburkhart.com/Writing_IEP_Goals_rev11.pdf

Clarke, V. (2016). AAC Skills Assessment Protocol. *Dynamic Therapy Associate*s. Retrieved from: http://praacticalaac.org/?wpfb_dl=276

Cross, R. T. (2005). QUAD Profile: Checklists for Profiling Language Samples. *The Speech Dudes Word Press*. Retrieved from: https://app.box.com/s/odleh8npwj7wmlxbd213rpwxl90l0g1x.

Cumley, J., & Wirkus, M. (2007). Creating Communication Environments: An Overview. Wisconsin Assistive Technology Initiative.

Flahive, L. K., & Lanza J. R. (2012) Communication Milestones. Published by LinguiSystems. Retrieved from: https://www.linguisystems.com/linguilist/index/freedownloads

Goberis, D. (1999). Teacher's Rating Scale: Pragmatic Language Evaluation. Retrieved from: http://midcentral-coop.org/uploads/Pragmatics%20Checklists%20Examples.pdf

Goldstein, A. P., & McGinnis, E. Research, Press Publishers. Retrieved from: http://www.skillstreaming.com

Hanson, E. K. (2007). Documentation in AAC Using Goal Attainment Scaling. *Perspectives on Augmentative and Alternative Communication*, 16(4), 6-9.

Haughey, D. Smart Goals. Retrieved from: https://www.projectsmart.co.uk/smart-goals.php

Hendrix, R., Palmer, K. J., Tarshis, N., & Winner, M. G. (2017). Teaching Social Thinking in the Preschool and Early Elementary Years. Social Thinking Workshop, St. Louis.

Korsten, J. E., Foss, T. V., & Berry, L. M. (2007). Every Move Counts Clicks and Chats: Sensory-based Strategies for Communication and Assistive Technology. Kansas City: EMC, Inc. http://everymovecounts.net

Kovach, T. M. (2009). Augmentative & Alternative Communication Profile: A Continuum of Learning. East Moline, IL: LinguiSystems.

Light, J. (1988). Interaction Involving Individuals Using Augmentative and Alternative Communication Systems: State of the Art and future directions. *Augmentative and Alternative Communication* 4, 66-82.

Light, J. (1989). Toward a Definition of Communicative Competence for Individuals Using Augmentative and Alternative Communication Systems. *Augmentative and Alternative Communication*, 5(2), 137-144.

Light, J. (1997). "Communication is the essence of human life": Reflections on communicative competence. *Augmentative and Alternative Communication, 13*, 61–70.

Light, J. (2016). AAC intervention to build communication, language, and literacy skills with children with complex communication needs: Advances in the field and future directions. *Augmentative and Alternative Communication, 32,* 238-240.

Light, J. C., Binger, C., Agate, T. L., & Ramsay, K. N. (1999). Teaching Partner-Focused Questions to Individuals Who Use Augmentative and Alternative Communication to Enhance Their Communicative Competence. *Journal of Speech, Language and Hearing Research*, 42, 241-255.

Light, J. & McNaughton, D. (2013). Putting people first: Re-thinking the role of technology in augmentative and alternative communication Intervention. *Augmentative and Alternative Communication*, 29, 299-309.

Light, J., & McNaughton, D. (2014). Communicative competence for individuals who require augmentative and alternative communication: A new definition for a new era of communication?. *Augmentative and Alternative Communication*, 30, 1-18.

Madel, R. Building Operational AAC Skills. *Every Child Deserves a Voice*. Retrieved from: https://www.rachelmadel.com/operationalskills/?rq=operation

Missouri Department of Elementary and Secondary Education. Frequently Asked Questions: Measurable Goals & Objectives. Retrieved from: https://dese.mo.gov/faqs/measurable%20goals%20&%20objectives

Parker, R. (2013, April 24). PrAACtical AAC Goals That Matter. [Blog post]. Retrieved from: http://praacticalaac.org/praactical/praactical-aac-goals/

Prentke Romich Company (2015). Realize Language. Available from: https://realizelanguage.com

Rowland, C. (2016). *The communication matrix*. Retrieved from: http://communicationMatrix.org

Saltillo Corporation. Let's Teach Core. Retrieved from: https://saltillo.com/chatcorner/content/34

Schlosser, R. W. (2004). Goal attainment scaling as a clinical measurement technique in communication disorders: A critical review. *Journal of Communication Disorders*, 37, 217- 239.

Stafford, C. (2017). Writing AAC Goals: Got Precepts? *Northwest Augmentative Communication Society.* Retrieved from: http://www.nwacs.info/blog/2017/11/writing-aac-goals-got-precepts

Stephen, J. (2014, Jul 25). Ongoing Assessments in AAC. *Conversation in Speech Pathology Podcast*, Episode 9 with Tracy Kovach. Retrieved from: https://itunes.apple.com/us/podcast/conversations-in-speech-pathology/id791327219?mt=2

Tobii-Dynavox. AAC Goal Grid. Retrieved from: http://www.dynavoxtech.com/training/toolkit/details.aspx?id=32

Van Tatenhove, G. M. (2013). AAC in the IEP. Retrieved from: http://www.vantatenhove.com/files/handouts/AACInIEP.pdf

Westby, C. E. (1980). Assessment of Cognition and Language Abilities Through Play. *Language, Speech, and Hearing Services in School* 11 (3), 154-168.

Winner, M. G. (2007). Thinking About You Thinking About Me. San Joes, CA: Think Social Publishing.

Winner, M. G. Thoughts on Assessment and Data Keeping. *Social Thinking*. Retrieved from: https://www.socialthinking.com/Articles?name=Thoughts%20on%20Assessment%20and%20Data%20Keeping%20Article

Zangari, C. (2013, August 22). 5 Things to Consider About Data Collection in AAC. [Blog post]. Retrieved from: *http://praacticalaac.org/praactical/5-things-to-consider-about-data-collection-in-aac/*

Zangari, C. (2013, November 7). Writing Goals for AAC Learners. [Blog post]. Retrieved from: http://praacticalaac.org/praactical/writing-goals-for-aac-learners/

Zangari, C. (2015, April 23). More PrAACtical AAC Goals That Matter. [Blog post]. Retrieved from: http://praacticalaac.org/praactical/more-praactical-aac-goals-that-matter/

Zangari, C. (2016, April 22). PrAACtically Pinteresting with Lauren Enders. [Blog post]. Retrieved from: http://praacticalaac.org/praactical/praactically-pinteresting-with-lauren-enders-writing-aac-goals-and-objectives/

Zangari. C. (2016, June 20). Three Ways to Use AAC Goals to Strengthen Implementation. [Blog post]. Retrieved from: http://praacticalaac.org/praactical/three-ways-to-use-aac-goals-to-strengthen-implementation/

Zangari, C. (2017, February 20). PrAACtical Resources: Data Collection Form for Communication Partners. [Blog post]. Retrieved from: http://praacticalaac.org/praactical/praactical-resources-data-collection-form-for-communication-partners/

prc-saltillo

Strategic Competency: A Brainstorming Tool

Environmental Barriers and Strategies	Comments
☐ Uses strategies to be able to use device during loud/noisy environments ☐ Uses strategies to use device while talking on the phone/texting ☐ Uses device outside or during water activities ☐ Request and/or use low-tech board ☐ Request/learn to clean device	
Social Barriers and Strategies	**Comments**
☐ Repeats message when misunderstood ☐ Ask communication partner to slow down to allow time for message formulation ☐ Uses introductory message that explains communication method ☐ Gains attention of communication partner	
Linguistic Barriers and Strategies	**Comments**
☐ Use word prediction for words not in vocabulary ☐ Uses 'save message' or 'notebook' to save long messages in advance ☐ Use pre-programmed message to repair breakdown ☐ Uses 'help' when need immediate assistance ☐ New word added to vocabulary or request made for new word added to vocabulary	
Operational Barriers and Strategies	**Comments**
☐ Use low-tech board to identify issue with the device ☐ Use of alternative means of communication when necessary ☐ Indicate mistake on device (i.e. oops!)	

This is not a comprehensive or hierarchical list. All examples are suggestions and should be modified appropriately for individual needs.

prc-saltillo

Operational Competencies: A Brainstorming Tool

CHARGE DEVICE	COMMENTS
☐ Use battery status button/Aware of battery status ☐ Indicate that device needs to be charged ☐ Participate in charging process (e.g., plug in device, bring device to a "charging station").	
ADJUST VOLUME	
☐ Locate & use volume control within device or volume buttons ☐ Adjust volume based on a natural cue (e.g., "I can't hear you") or a direct prompt (e.g., "Turn it down/up.") ☐ Adjust volume based on the environment (e.g., library)	
UTILIZE DYNAMIC DISPLAY	
☐ Navigate to or away from a vocabulary page ☐ Use "lock page" button to stay on a page ☐ Navigate to more vocabulary using the "next" or "more" arrow ☐ Using punctuation ☐ Clear message from SDB ☐ Delete a single word or letter from the SDB	
CUSTOMIZE DEVICE/ADD VOCABULARY	
☐ Identify when you can't find a word (e.g., "help me") ☐ Indicate word is not on device (e.g., "not here") ☐ Request a word be added to the device. ☐ Use "Word Finder" feature to locate new words ☐ Participate in customizing device	
ACCESS DEVICE	
☐ Wake up and/or turn on device ☐ Position device and/or set the kickstand to use device. ☐ Open correct App ☐ Adjust for lighting ☐ Get device out. Carry device around environment. ☐ Instruct others on where/how to get or mount device ☐ Increase skills related to accessing device (e.g., direct selection, eye tracking, head tracking, switch scanning)	

This is not a comprehensive or hierarchical list. All examples are suggestions and should be modified appropriately for individual needs.

AAC Goal Framework

prc-saltillo

DATE: _____

GOAL: _____ will improve his/her Linguistic Operational Social Strategic

skills as they relate to use of his/her AAC system, in order to become a more competent communicator.

		OBJECTIVES	
		1)	**2)**
	LEVEL 5: BEST EXPECTED		
	LEVEL 4: MORE THAN EXPECTED		
	LEVEL 3: EXPECTED (GOAL MET)**		
	LEVEL 2: LESS THAN EXPECTED		
	LEVEL 1: BASELINE		

Clifford & Hettenhausen (2017)modified from Hanson (2007)

**Goal met when EXPECTED LEVEL is reached. EXPECTED LEVEL to be reached by _____ (date).