

AAC: Ready - Set - GOAL!



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Note: it may be helpful to rip this out of your packet, 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



Communicative Competencies

AAC Goal Framework

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. **DATE:** _____

		OBJECTIVES	
		1)	2)
GOAL ATTAINMENT SCALE	LEVEL 5: BEST EXPECTED	Long-term hope	
	LEVEL 4: MORE THAN EXPECTED		
	LEVEL 3: EXPECTED** (GOAL MET)	Expected destination given time	
	LEVEL 2: LESS THAN EXPECTED		
	LEVEL 1: BASELINE	Starting point	

SMART

**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)

NOTES

Case Study for Today's Goal Examples



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 noises

What does he like?



- What goals/objectives will we write for him today?

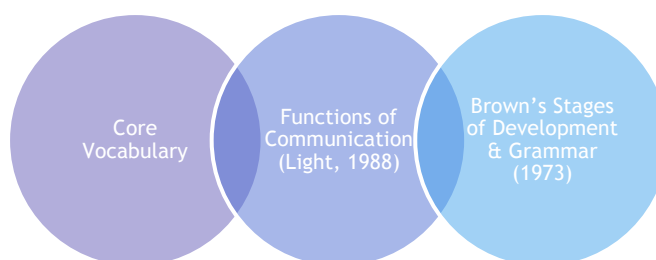
	LINGUISTIC	OPERATIONAL	SOCIAL	STRATEGIC
OBJECTIVE 1	Increase use of prepositions.	Speak message by using the "Smart period"	Ask personal questions.	Use an introductory statement to explain his device.
OBJECTIVE 2	Increase ability to state likes/dislikes	Carry device	Answer personal questions.	Use a low-tech board for outside and water-based activities.

Linguistic Competency

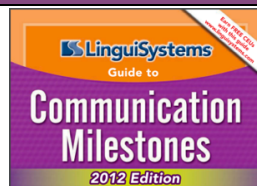


The ability to use and understand language.

“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



LinguSystems 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® Profile

Checklists for Profiling
Language Samples



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		
Wants/Needs	Expresses a preference	Expresses Dislikes/Discomfort
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	

Functions of Communication

- Full version included in handout (p. 6)

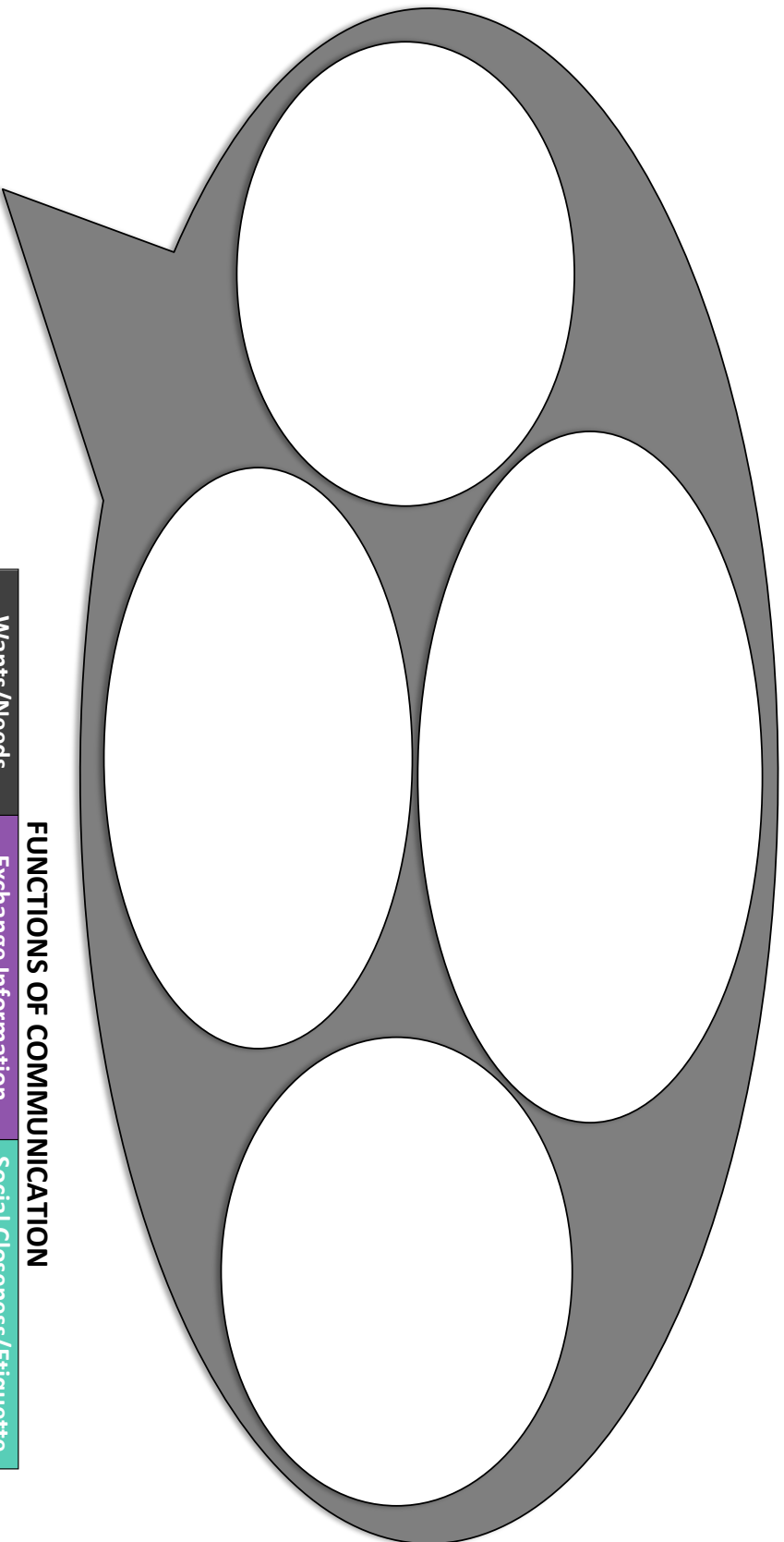


Core Vocabulary Word Lists

- 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)

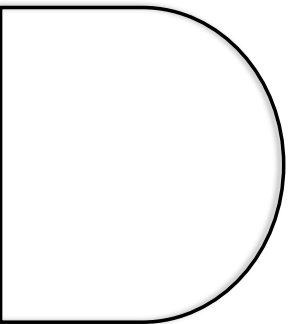
NOTES

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	



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

CLINICAL APPLICATION

First 8 Words:

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

First 15 Words:

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

First 30 Words:

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

©Van Tatenhove, 2005

Language Functions & Early Generative Language Production

First 50 Words

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

Adding to the Top 50

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

FOLLOW ALONG & COMPLETE AS WE THINK THROUGH A GOAL FOR MATTHEW

AAC Goal Framework



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)
GOAL ATTAINMENT SCALE	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).

S pecific	M easurable	A greed Upon	R ealistic	T ime-bound
------------------	--------------------	---------------------	-------------------	--------------------

Clifford & Hettenhausen (2018)

modified from Hanson (2007)

SAMPLE GOAL & OBJECTIVES TO INCREASE LINGUISTIC COMPETENCE: CASE STUDY

AAC Goal Framework



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) Increase use of prepositions (e.g., in/out, on/off, up/down).	2) Increase ability to state his likes/dislikes.
GOAL ATTAINMENT SCALE	LEVEL 5: BEST EXPECTED	Matthew will use 6 target prepositions <u>spontaneously when appropriate.</u>	When presented with an item/activity, and asked "What do you think?" Matthew will accurately indicate his preference. Matthew will express
	LEVEL 4: MORE THAN EXPECTED	Matthew will use <u>6 target prepositions</u> during <u>less structured activities</u>	"dislike" to indicate dissatisfaction for 10 known non-preferred items or activities.
	LEVEL 3: EXPECTED** (GOAL MET)	Matthew will use <u>6 target prepositions</u> to direct action during structured play given aided language input.	Matthew will express "like" to indicate satisfaction for <u>10 known preferred items or activities</u> when asked his opinion (e.g., What think?)
	LEVEL 2: LESS THAN EXPECTED	Matthew will use <u>6 target prepositions</u> to direct action during structured play given aided language + 1 prompt.	Matthew will express "like" to indicate satisfaction for <u>5 known preferred items or activities</u> 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
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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?)

NEEDED COMMUNICATION PARTNER SKILLS

- Use Word Finder feature to locate words
- Know where the target words (e.g., prepositions) are within the vocabulary
- Provide aided language input, or model on the device
- Know those things Matthew likes and doesn't like
- Prompt appropriately

LINGUISTIC OBJECTIVE


Matthew will use 6 target prepositions to direct action during structures play given aided language input + 1 prompt.

LINGUISTIC OBEJCTIVE 1: Increase use of prepositions

First, set up ball activity in a familiar location (e.g., classroom).
Play "hide the ball," taking turns with Matthew to choose where to put the ball (e.g., in, out, on, off, up and down). Ask him, "Where should I put the ball?"

<<WAIT 5 seconds.>>



If he selects a preposition, follow his direction (e.g., put the ball in something) and say "I put it  . Now it's my turn to tell you what to do. Put the ball..."

If he doesn't select a preposition gesture to the right bottom corner on his WordPower 60 Basic home page

<<WAIT 5 seconds.>>

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.

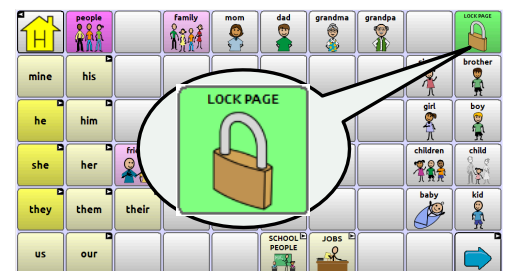
Bring device to a "charging station."

UTILIZE DYNAMIC DISPLAY

"I like that."



Clear using the button or hold down the "X"

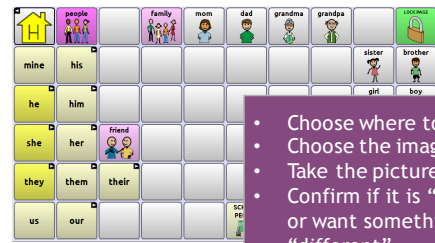
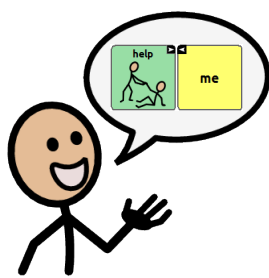


Use "smart period" to speak message.

Clear message from speech display bar

Use "lock page" button to remain on page

CUSTOMIZE DEVICE/ADD VOCABULARY



- Choose where to put it.
- Choose the image
- Take the picture
- Confirm if it is "good" or want something "different"

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

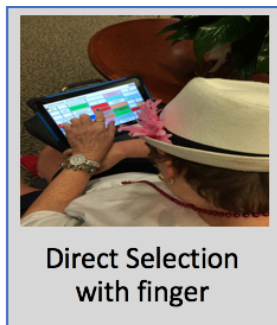
ACCESS DEVICE



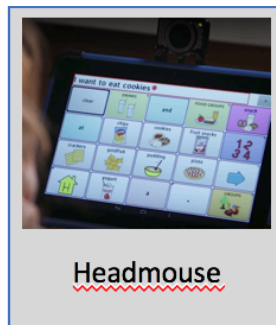
Wake up and/or turn on the device

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



Headmouse



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/>

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

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

FOLLOW ALONG & COMPLETE AS WE THINK THROUGH A GOAL FOR MATTHEW

AAC Goal Framework



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)
GOAL ATTAINMENT SCALE	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).

S pecific	M easurable	A greed Upon	R ealistic	T ime-bound
------------------	--------------------	---------------------	-------------------	--------------------

Clifford & Hettenhausen (2018)

modified from Hanson (2007)

AAC Goal Framework



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 with 1 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 with 1 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)

NEEDED COMMUNICATION PARTNER SKILLS

- Know how to use the “smart period.”
- Know how to prompt appropriately


OPERATIONAL OBJECTIVE

Matthew will use the smart period to speak his message of 2+ words with no more than 1 visual and 1 verbal prompt.

OPERATIONAL OBEJCTIVE 1: Use smart period to speak message in SBD.

Ask Matthew to speak the message in his SBD (“say it all together”).


<<WAIT 5 seconds.>>

If he doesn’t respond, hover your finger above the  and then,

<<WAIT 5 seconds.>>

If he selects  listen and respond naturally (e.g., Awesome!”

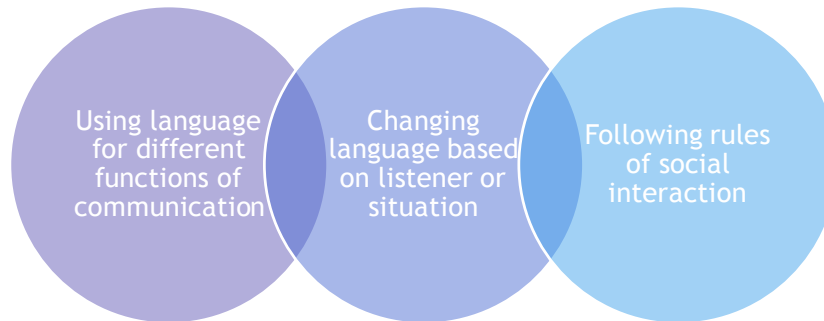
“Thank you for telling me.” “That makes sense!”)

If he doesn’t select  you push it for him, listen, and say (“This is the smart period. It says all of your words together so that I understand.”)

Social Competency



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



RESOURCES

	<p>"Think Social" A Social Thinking Curriculum for School-Age Students, Michelle Garcia Winner www.socialthinking.com</p>
	<p>LinguSystems Guide to Communication Milestones FREE: https://www.linguisystems.com/pdf/Milestonesguide.pdf</p>
	<p>Pragmatic Language Checklists – Goberis, D. (1999) Midcentral FREE: http://midcentral-coop.org/uploads/Pragmatics%20Checklists%20Examples.pdf</p>
	<p>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/</p>
	<p>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</p>
	<p>Functions of Communication Full version included in handout (p. 6)</p>
	<p>PRC Language Lab Stages Chart: Pragmatics Available in the "paid" section of AAC Language Lab Included in packet (p. 17) with PRC permission</p>

AAC Language Lab Stages Chart

AACLanguageLab.com

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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.

Description	Stage One	Stage Two	Stage Three	Stage Four	Stage Five	Stage Six
Approx. Vocab. Size	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
MLU-M Range	up to 75 words	75 to 200 + words	200 to 1000 words	1000 to 2000 words	2000 to 3000 words	3000 + words
MLU-M Mean	1	1.5 - 2.5	2.5 - 3.0	3.0 - 3.75	3.75 - 4.5	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 Resisting 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 "There 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. Spelman (1994). *Assessing the Pragmatic Capabilities of Children: Part 1. Organizational Framework and Assessment Parameters*. Journal of Speech and Hearing Disorders, 49, 1-11.
 Sidi, Giora, and Carolin Zigan. *Practically Speaking: Language, Literacy, and Academic Development for Students with AAC Needs*. Brooks 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

FOLLOW ALONG & COMPLETE AS WE THINK THROUGH A GOAL FOR MATTHEW

AAC Goal Framework



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)
GOAL ATTAINMENT SCALE	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).

S pecific	M easurable	A greed Upon	R ealistic	T ime-bound
------------------	--------------------	---------------------	-------------------	--------------------

Clifford & Hettenhausen (2018)

modified from Hanson (2007)

AAC Goal Framework



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

		OBJECTIVES	
		1) Answer questions related to personal information.	2)
GOAL ATTAINMENT SCALE	LEVEL 5: BEST EXPECTED	Matthew will answer practiced and novel questions related to personal information or indicate "I don't know."	
	LEVEL 4: MORE THAN EXPECTED	Matthew will answer (verbally or by navigating to and selecting from messages on his PERSONAL page) personal information questions.	
	LEVEL 3: EXPECTED** (GOAL MET)	Matthew will answer 5 personal information questions by selecting preprogrammed messages from a field of 5 on an PERSONAL page.	
	LEVEL 2: LESS THAN EXPECTED	Matthew will answer 3 personal information questions by selecting preprogrammed messages from a field of 5 on an PERSONAL page given .	
	LEVEL 1: BASELINE	Matthew can verbally answer "What is your name?" He will select buttons when on the PERSONAL page, but is not accurate in responses	

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

Specific	Measurable	Agreed Upon	Realistic	Time-bound
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Clifford & Hettenhausen (2017)

modified from Hanson (2007)

NEEDED COMMUNICATION PARTNER SKILLS

- Know how to create opportunities to practice answering and asking questions.
- Know how to hide/show answers as needed.
- Know how to customize personal info.
- Know how to navigate to and model the target information.
- Know how to prompt appropriately.

SOCIAL OBJECTIVE

Matthew will answer 3 personal information questions by selecting preprogrammed messages from a field of 5 on a PERSONAL page given aided language input and no more than one prompt.

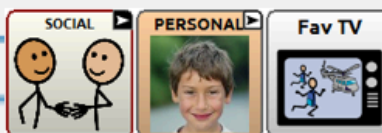
SOCIAL OBJECTIVE 1: Answer personal (about me) questions.

Ask Matthew, "What is your favorite TV show?"

<<WAIT 5 seconds.>>

If he doesn't respond, model the target

<<WAIT 5 seconds.>>



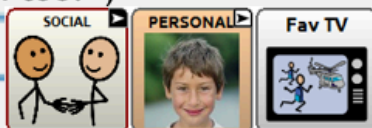
If he selects



respond positively (e.g., "Cool!

"My son loves Batman too!")

If he doesn't select



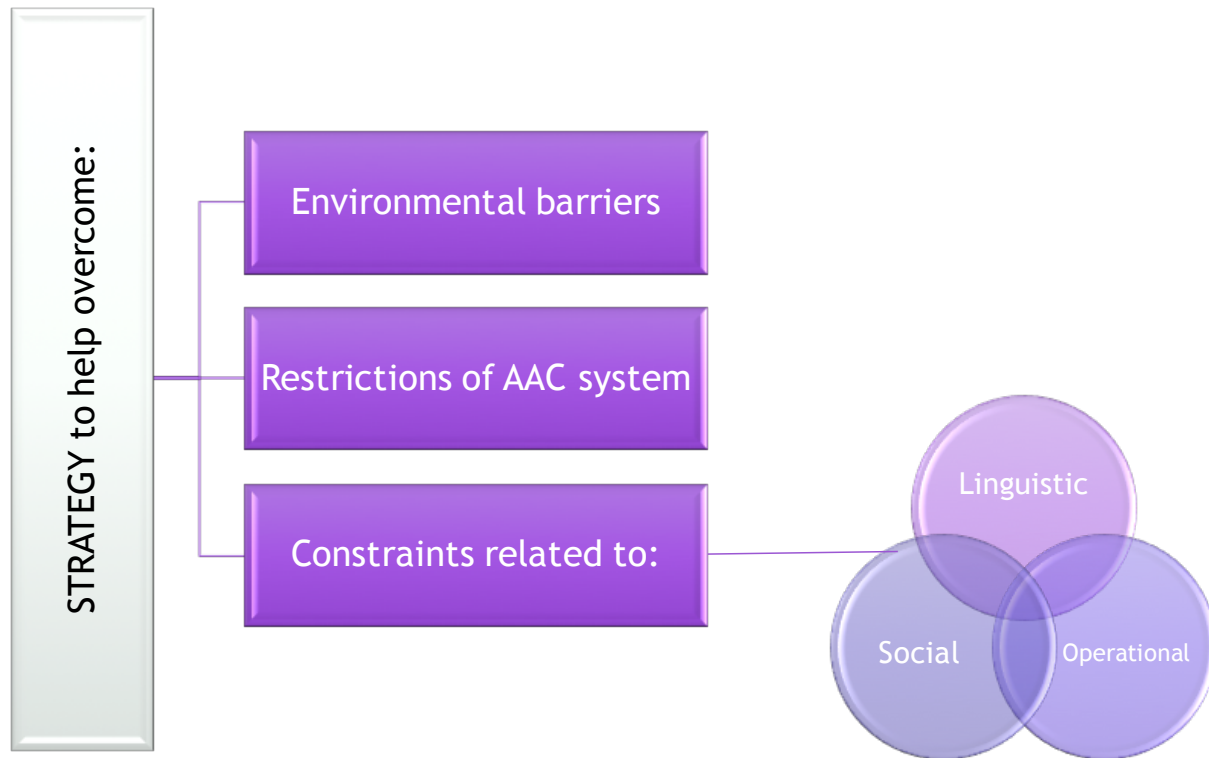
you push it for him,

"Remember, this is how you share your favorite TV show. Now, you try."

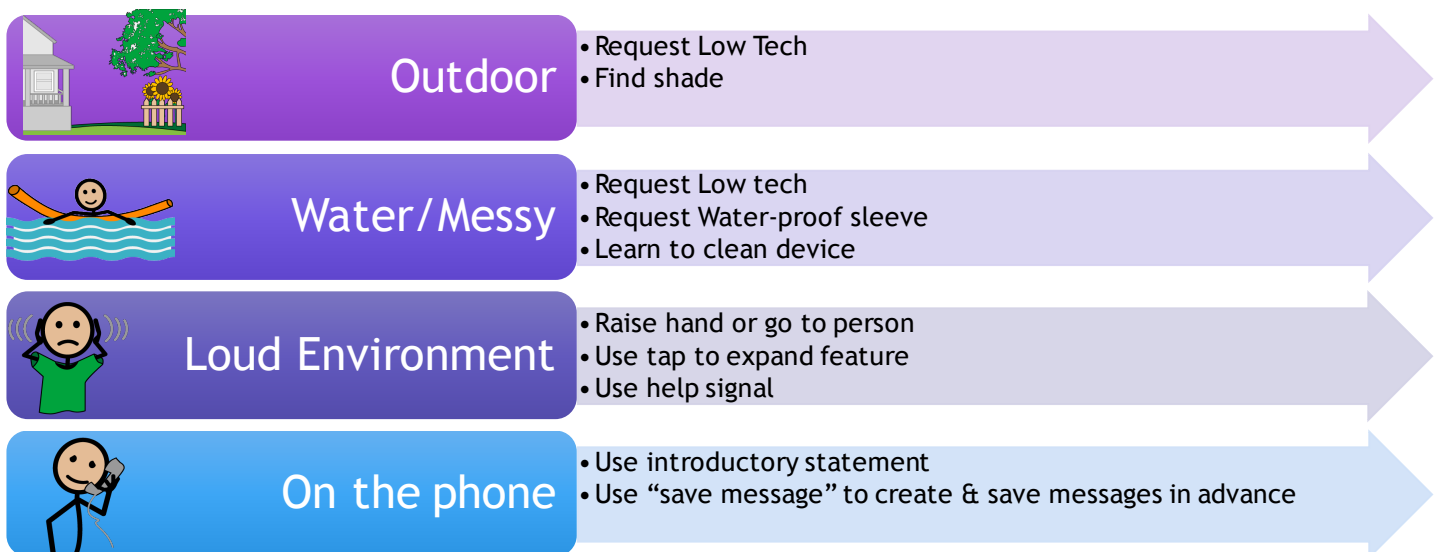
Strategic Competency



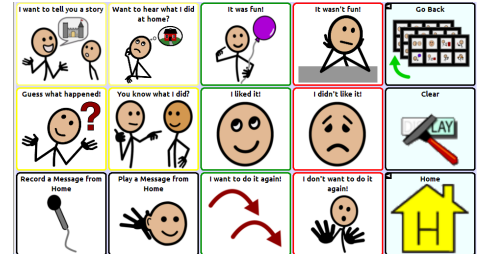
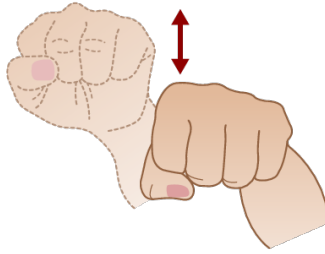
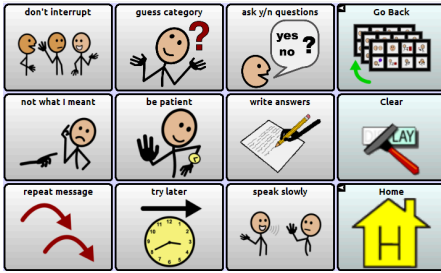
Use of compensatory strategies to overcome environmental barriers, restrictions of the AAC system, and/or personal limitations of other linguistic, operational and/or social competencies. The ability to prevent or repair communication breakdowns (Light, 1989).



ENVIRONMENTAL BARRIERS & STRATEGIES



STRATEGIES FOR LINGUISTIC CONSTRAINT



Use a pre-programmed phrase to repair a communication breakdown

Use a different communication modality (e.g., write, gesture) when you don't have or can't find the word.

Use "voice recording" to store longer message.

STRATEGIES FOR SOCIAL CONSTRAINTS



Use introductory statement with new communication partner "this is a communication device and I am using it to help me speak."



Gain attention using prestored messages (e.g., "Excuse me." "Come here." "I need you for a minute." "Look at this!")



Use the "tap to expand feature" during situations that he/she should be quiet (e.g., class quiet work)

NOTES



Strategic Competency: A Brainstorming Tool

AAC: Ready, Set, GOAL!!

ENVIRONMENTAL BARRIERS & STRATEGIES	COMMENTS
Uses device outside <input type="checkbox"/> Request and/or use Low Tech board <input type="checkbox"/> Find shade Uses device during water or messy activities <input type="checkbox"/> Request and/or use Low Tech board <input type="checkbox"/> Request water-proof sleeve <input type="checkbox"/> Learn to clean device after/during Uses device during loud/noisy environments <input type="checkbox"/> Raise hand or go to the person <input type="checkbox"/> Use "tap to expand feature" to show your message <input type="checkbox"/> Use "help signal" <input type="checkbox"/> Turn up the volume using paddle and/or button Uses device while talking on the phone <input type="checkbox"/> Use introductory statement <input type="checkbox"/> Use "save message" to store messages in advance	
RESTRICTIONS OF AAC SYSTEM	COMMENTS
Limited volume/speaker disconnects <input type="checkbox"/> Raise hand <input type="checkbox"/> Get assistance to charge and/or connect speaker Limited vocabulary <input type="checkbox"/> Indicate "something different" or "not on the device." <input type="checkbox"/> Request help to add vocabulary <input type="checkbox"/> Use other forms of communication	
LINGUISTIC CONSTRAINTS	COMMENTS
<input type="checkbox"/> Use a pre-programmed phrase to repair breakdown. <input type="checkbox"/> Use a different communication modality (e.g., sign, write) when you don't have or can't find the word. <input type="checkbox"/> Describe what you are trying to say if can't find word. <input type="checkbox"/> Use "voice recording" option to store longer message.	
OPERATIONAL CONSTRAINTS	COMMENTS
<input type="checkbox"/> Indicate mistake using "oops" button or gesture <input type="checkbox"/> Use low-tech board to identify the issue with device <input type="checkbox"/> Use alternative mode of communication (e.g., gesture)	
SOCIAL CONSTRAINTS	COMMENTS
<input type="checkbox"/> Gain attention using pre-stored message <input type="checkbox"/> Use "tap to expand" feature during quiet situation <input type="checkbox"/> Use intro statement to explain device	

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

FOLLOW ALONG & COMPLETE AS WE THINK THROUGH A GOAL FOR MATTHEW

AAC Goal Framework



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)
GOAL ATTAINMENT SCALE	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).

S pecific	M easurable	A greed Upon	R ealistic	T ime-bound
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Clifford & Hettenhausen (2018)

modified from Hanson (2007)

AAC Goal Framework



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

		OBJECTIVES	
		1) Use an introductory statement to explain his AAC system.	2) Use a corresponding low tech communication board during activities involving use of liquid.
GOAL ATTAINMENT SCALE	LEVEL 5: BEST EXPECTED	Matthew will use an introductory statement to explain his device when asked or to self-advocate (e.g., peer touches his device).	Matthew will directly select on his low-tech communication book during structured and unstructured activities that involve liquids (e.g., crafts and cooking).
	LEVEL 4: MORE THAN EXPECTED	Matthew will use the introductory statement to explain device to a variety of people in a variety of environments.	Matthew will directly select on his low-tech communication book given aided language input provided by his teachers and therapists 5 times during art class.
	LEVEL 3: EXPECTED** (GOAL MET)	When asked, "What is that (pointing to his device)?" Matthew will navigate to and use an introductory statement to explain it to 5 people.	Matthew will directly select on his low-tech communication book given aided language input provided by his teachers and therapists 5 times during water play.
	LEVEL 2: LESS THAN EXPECTED	When asked, "What is that (pointing to his device)?" Matthew will navigate to and use an introductory statement to explain it to <u>2 different people with 1 gestural prompt.</u>	Matthew will directly select on his low-tech communication book with verbal reminders and aided language input provided by his teachers and therapists 5 times during water play.
	LEVEL 1: BASELINE	Matthew uses preprogrammed messages from his SOCIAL page. If asked "What is that (device)?" he will select a button randomly. He will get the device when directed.	During art class and water play activities, Matthew pays close attention as his communication partners model language use on laminated vocabulary pages from his Word Power 60 Basic vocabulary file.

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

Specific	Measurable	Agreed Upon	Realistic	Time-bound
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Clifford & Hettenhausen (2017)

modified from Hanson (2007)

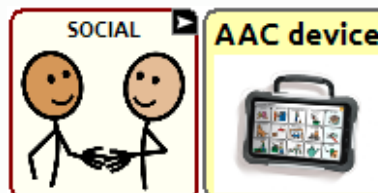
NEEDED COMMUNICATION PARTNER SKILLS

- Customize the vocabulary
- Create opportunities
- Navigate the vocabulary
- Provide aided language input (Model on the device)
- Prompt appropriately

OPERATIONAL OBJECTIVE 1:

When asked, “What is that (pointing to his device)?” Matthew will navigate to and use an **introductory statement** to explain it to 5 people.

Help him by modeling it and/or pointing to the buttons on his device.



OPERATIONAL OBJECTIVE 1: Use intro statement for NOVA chat

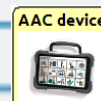
Ask Matthew, “What is that (and point to his NOVA Chat)?”

<<WAIT 5 seconds.>>

If he doesn't respond, point to

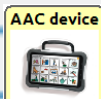


on his device, then



<<WAIT 5 seconds.>>

If he selects



listen and respond naturally (e.g., That's neat!”

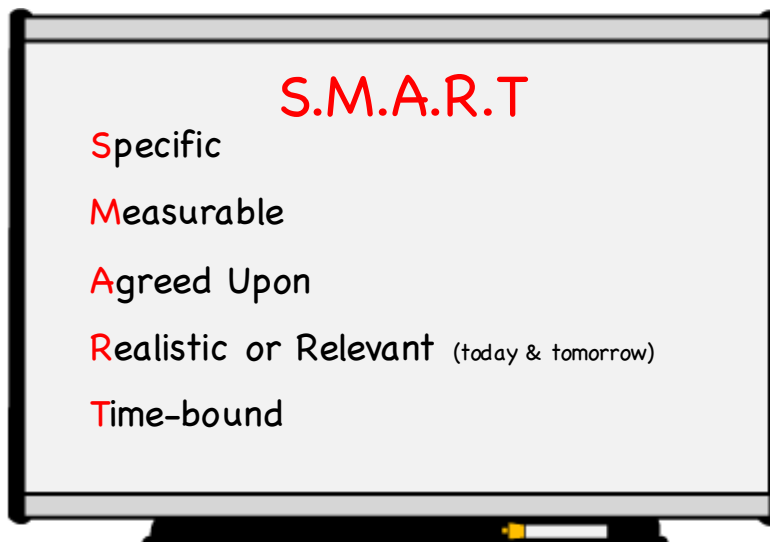
“Thank you for telling me.” “I like it!”)

If he doesn't select



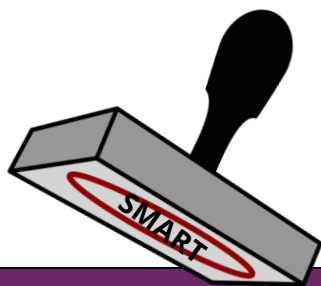
you push it for him, listen, and say (“I think this is your NOVA chat device. It helps you tell me what you want.”)

Fine Tuning



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. Matthew will answer personal information questions by selecting a preprogrammed message from a field of 5 on a PERSONAL page.	
4. When asked, "What is that (pointing to his device)?" Matthew will navigate to and use an introductory statement to explain it to 5 people.	



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.

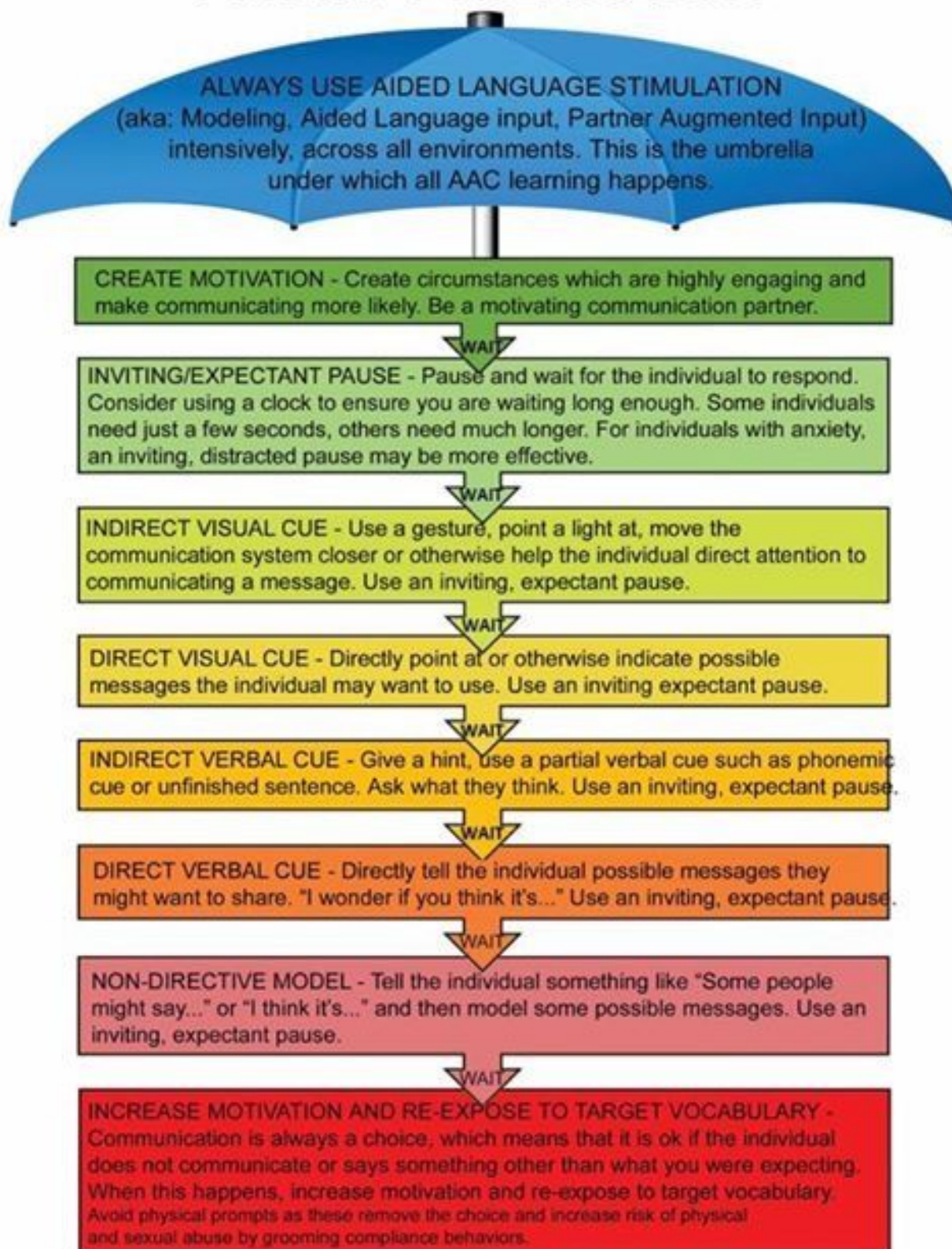
Use Doing Words:		Avoid Slippery Words:
Add	Pours	Apply
Answers	Puts on /Takes Off	Appreciate
Circle	Reaches	Be able to
Classify	Remains	Believes
Complete	Removes	Communicate
Copies	Seeks	Comprehends
Counts	Selects	Demonstrates
Cuts	Sign	Enjoy
Draw	Sing	Grasp/Understand
Gives	Smile	Identify
Groups	Sort	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



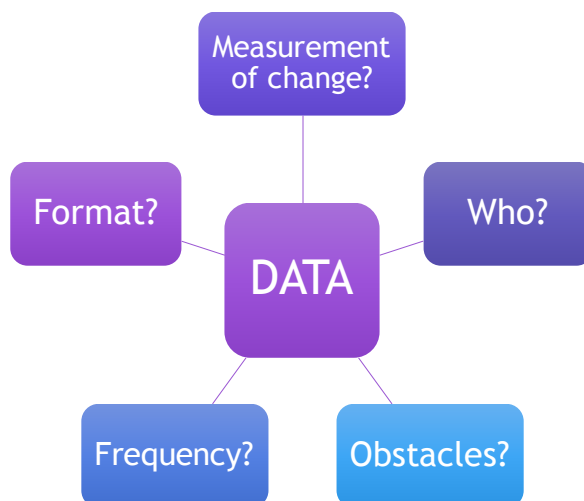
(C) Kate Ahern, M.S.Ed 2016 with Shelane Nielsen

Monitoring Progress



A goal is only as good as your ability to measure it.

What do you need to consider in your data collection?



Example: “By May 2018, Matthew will use 6 target prepositions to direct action during motivating structured play activities given aided language input and an indirect visual cue (e.g., point towards his device).”

Measurement of Change?	# of prepositions	level of support
Who will collect?	SLP	Aide
What are possible obstacles/factors?	Not motivated by activity	Not given enough opportunities
What is the frequency?	Track activity, prepositions, general support each session	Probe and collect trial data 2/month
Format?	Data sheet	Occasional video

Find Data Sheets: www.praacticalaac.org (Data Collection)
www.pinterst.com (Lauren Enders, MA, CCC-SLP, AAC Data Collection)

Additional Progress Monitoring Tools:

- Communication Matrix: www.communicationmatrix.org
- QUAD Profile: <https://speechdudes.wordpress.com/2015/05/21/the-quad-profile-a-quick-and-simple-language-evaluation-tool/>
- Augmentative & Alternative Communication Profile: www.linguisystems.com
- Realize Language: www.realizelanguage.com

Goal:		Name:	
Objective:		Who is collecting data:	

		Target(s)	Support			Obstacles/Factors		PROBE
Date	Activity(ies)		ALI					

PROBE: Fill in information above as usual. Setup the session to provide the support according to the objective. Track data below for up to 10 trials. Indicate "+" if demonstrated and "-" if not demonstrated. Transfer data to PROBE column.

	10	10	10	10
	9	9	9	9
	8	8	8	8
	7	7	7	7
	6	6	6	6
	5	5	5	5
	4	4	4	4
	3	3	3	3
	2	2	2	2
	1	1	1	1
	0	0	0	0
date:				
comments:				

Client Name: _____ Date: _____

**MEASURING PROGRESS
USING GOAL ATTAINMENT SCALE**

Goal Attainment Levels

5
4
3
2
1

☐ Baseline
☐ Progress

Objective 1	Objective 2	Objective 3

Goal:

Client Name: _____ Date: _____

**MEASURING PROGRESS
USING GOAL ATTAINMENT SCALE**

Goal Attainment Levels

5
4
3
2
1

☐ Baseline
☐ Progress

Objective 1	Objective 2	Objective 3

Goal:

Client Name: _____ Date: _____

**MEASURING PROGRESS
USING GOAL ATTAINMENT SCALE**

Goal Attainment Levels

5
4
3
2
1

☐ Baseline
☐ Progress

Objective 1	Objective 2	Objective 3

Goal:

Client Name: _____ Date: _____

**MEASURING PROGRESS
USING GOAL ATTAINMENT SCALE**

Goal Attainment Levels

5
4
3
2
1

☐ Baseline
☐ Progress

Objective 1	Objective 2	Objective 3

Goal:

AAC Goal Framework



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.

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Clifford & Hettenhausen (2018)

modified from Hanson (2007)

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