### Praactical AAC: Goals That Matter

There are two sections in this document: **Qualifiers** (for information applying to all goals) and **Goal Areas** (for actual goals). Please add any goals you would like to see added to the list in Section 2. If you would like to be credited as a collaborator on this document, please add your name at the end. If you would prefer, you can also email your suggestions for goals to carole@prAACticalAAC.org or robin@prAACticalAAC.org. This is not meant to be a comprehensive list. Instead, it is meant to be used as a starting point for a collaborative document. We hope to get contributions from a wide variety of speech-language professionals.

### **SECTION 1: QUALIFIERS**

- Each goal can be prefaced with a description of the communicator's AAC system or the elements of that system can be named.
- 2. Terms used in this document
- a. Prestored Message: An utterance that was pre-assembled by someone other

than the communicator; Can be on a voice-output device or no-tech communication aid. For example, a single button or cell that says "Hi, how are you?" or "I want" or "I pledge allegiance to the flag of the...."

2. Sentence: An utterance assembled by the communicator that has at least 2

words For example, a sentence put together by the communicator with

these single words: "I" + "want" + "more" + "music."

Contextually-appropriate: Conceptually related to the activity or topic at

hand

4. Meaningful context: Event, exchange, or activity in which the communicator

sees relevance, value, or meaning

5. Linguistically-based AAC/communication aid: A no-tech, low-tech, or high-

tech communication tool which has the following characteristics: a) more single word buttons/cells that longer message buttons/cells; b) rich pool of core words; c)ability to modify word forms; d) organized in a fashion that allows for further language growth.

- 3. If independence is not the target level of performance, specify the level of assistance (e.g., partial prompts; full assistance).
- 4. Specify the context to ensure appropriate implementation (e.g., in meaningful contexts; in daily living routines; in regular classroom activities).
- 5. Specify the level, such as in structured tasks, in unstructured activities, or natural conversation.
- 6. Specify the frequency to ensure adequate implementation (e.g., at least once per activity; 8-10 times/day; in every class period)
- 7. Criterion can be specified based on assessment or baseline data.
- 8. Consider some goals that focus on generalizing skills that the learner uses in

structured situations (such as a defined therapy task) to a variety of more functional activities throughout the day.

1

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## **SECTION 2: GOAL AREAS**

# **Expressive Language**

**Using Prestored Messages** (i.e., multiple words/sentences on one cell/button; E.g., a button with "I

want music")

- 1. Request a turn using prestored messages (e.g., "Hey, don't forget me! I want a turn.")
- 2. Request desired objects/actions using prestored messages (e.g., "Turn the page, please"

or "I want more")

 Protest (or reject) undesired objects/actions/activities using prestored messages (e.g.,

"No, thank you. I don't like that.")

4. Gain attention using prestored messages (e.g., "Excuse me. I need you for a minute."

"Look at this!")

5. Express a repeated line in a book, chant, or song (e.g., "All around the town!" "Clean up,

clean up, everybody, everywhere")

- 6. Use greetings appropriate to the context (e.g., "Hello" "See you later")
- 7. Show off (e.g., "Look at me!" "I made it.")
- 8. Make a contextually-appropriate comment (e.g., "That's just crazy!")
- 9. Tell about a prior or planned event (e.g., "We played Hungry Hippos in speech today!"

"Jenna's class is having a pizza party on Friday.")

10. Tell a personal narrative (Note: this can be prestored in one cell/button or distributed

across several)

- 11. Retell a story/event (Note: Can be prestored in 1 cell/button or distributed across several)
- 12. Ask a question (e.g., "What's that?" "What do you think?")
- 13. Express agreement or disagreement (e.g., "That's right." "I don't think so.")
- 14. Give directions (e.g., "Red Group, line up" "Put it in my backpack, please.")
- 15. Use interjections (e.g., "Awesome job!" "No way!" "Wow! That's crazy!"
- 16. Use introductory messages (e.g., "Hi. How are you?" "Good to see you")
- 17. Use continuers (e.g., "I see." "Hmm. That's interesting." "Okay")
- 18. Use termination messages (e.g. "Okay, see you later." "I gotta run.")

19.	Ask partner-focused questions (e.g., "What do you think?" "Did anything like that ever	
	happen to you?")	
20.	Contribute to group discussions by expressing agreement, disagreement,	
	encouragement, or new information (e.g., "I'm not sure about that." "You have a point	
	there." "That sounds good to me.")	
22.	Invite a peer to play, hang out, or participate Ask to hold or share something	
23.	Welcome guests or visitors (e.g., "Thanks for visiting Room 113. I'm Jenna, the Class	
	Ambassador. Can you sign our Visitor's Sheet, please? It's on the clipboard by the door.") 11/6/13 DRAFT www.PrAACticalAAC.org	
2		
24.	Provide partner instructions (e.g., "It's going to take me a minute. Please hang with me." "Say each word as I point to it. If you're wrong, I'll shake my head and show you the right one." "Ask me yes/no questions."	
25.	Provide reminders (e.g., "Our Word of the Day is and it means" "Don't forget to make the font big and bold.")	
_	Single Words That Can be Combined into Sentences (i.e., 1 er cell/button; e.g. l+want+music="l want music")	
	ven an array of preferred activities/objects/people, request a ed activity/object	
21. Given a field of to options (some preferred, some non-preferred), choose a preferred object/activity/person		
	equest recurrence with single words (e.g., "more," "again") or short nces (e.g., "more tickle," "Read it again.")	
23.Use short sentences to request preferred objects, actions/activities, or people		

24.Use short sentences to request help or attention 25.Use short sentences to protest or reject undesired objects, actions/activities, or people 26.Use contextually-appropriate action + object sentences (or agent + action + object

#### sentences)

27.Use contextually-appropriate agent + action sentences

28. Use contextually-appropriate action + modifier sentences

29. Use contextually-appropriate descriptors/modifiers/attributes in sentences

30.Use contextually-appropriate prepositions and locatives in sentences

31. Use subject pronouns correctly (e.g., (I, you, we, it)

32. Use object pronouns correctly (e.g., me, her, us, them)

33. Use indefinite pronouns correctly (e.g., all, another, someone, anybody)

34.Use time-related words(e.g., 'yesterday', 'now', 'soon', 'later')

35. Ask relevant 'What' questions or 'What doing' questions

36. Ask relevant 'Where' questions

37. Ask relevant 'When' questions

38. Ask relevant 'Why' questions

39. Ask relevant 'How' questions

40.Request clarification (e.g., "Can you explain?" "Huh?" "What did you say?") 41.Ask relevant partner-focused questions (e.g., "What do you think?" "How was your

weekend?" "What's new?")

42. Use adjectives correctly to modify nouns based on color, size, amount, shape, and

temperature (e.g., warm, tiny, bright, round)

43. Use adjectives and adverbs correctly to modify nouns based/verbs on distance and

time (e.g., far, sometimes, early, never, short, always, immediately)
44.Respond to 'What' and 'What doing' questions with appropriate
answers 45.Respond to 'Where' questions with appropriate answers
46.Respond to 'When' questions with appropriate answers
47.Respond to 'Why' questions with appropriate answers
48.Respond to 'How' questions with appropriate answers
49.Respond to 'yes/no' questions to denote choice

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50.Respond to 'yes/no' questions to provide information 51.Tell or retell a story with \_\_\_\_ number of critical elements 52.Tell or retell a story in the proper sequence 53.Ask specific questions

54. Take several turns in a conversation

55.Construct utterances about future events

56.Construct utterances about current events

57. Construct utterances about past events

58. Use non-literal language (idioms, figurative language) appropriately

59. Request an explanation or elaboration

60. Use existing vocabulary to describe new word/concept

61.Use at least \_\_ new words per week

62. Use correct word forms and morphological endings for verb conjugations and tenses

(e.g., I am, you are; I am, I was; walks, walked)

63.Use modal and auxiliary verbs (e.g., could, would, may, might) correctly

64. Use words to indicate spatial locations (e.g., in, on, over, above) correctly

65. Use words to indicated spatial relationships (e.g., with, next to, between, among)

#### correctly

66.Use temporal terms correctly (e.g., now, later, then, soon) 67.Use coordinating conjunctions (e.g., and, for, but, or) correctly 68.Use subordinating conjunctions (e.g., because, while, though, since, after.

### although)correctly

69.Initiate interaction

70. Respond appropriately to partner-initiated communication

71. Maintain conversations with acknowledgements ('Cool," "So interesting") 72. Maintain conversations by providing new information about the topic

73.Re-direct the topic of conversation using cohesive messages (e.g., "That reminds me

of..." "I forgot to tell you about..." "I remember..." "Another thing that...") 74.Use topic setters to alert partner of the topic/subject

75. Terminate conversation using socially-appropriate language 76. Complain or vent about a situation

77.Use polite social forms (i.e., "please", "thank you")
78.Compliment others about concrete attributes (e.g., "I like your hair."
"Nice dress") or

abstract characteristics (e.g., "You're so nice!" "That was a smart thing to ask.") 79. Respond to requests for clarification by rephrasing misunderstood messages 80. Respond to requests for clarification by repeating misunderstood messages 81. Tell appropriate jokes or humorous anecdotes in social interactions

- 82. Vary the message tone to match the situation (e.g., formal, informal)
- 83. Convey information with sufficient detail
- 84.Provide relevant reasons and rationales
- 85. Convince or persuade with logical reasoning
- 86. Use Tier 2 vocabulary 87. Acknowledge criticism appropriately
- 88.Express appreciation
- 89. Express concerns appropriately 90. Offer suggestions appropriately

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4

## **Operational & Strategic Competence**

- 91. Transport the aid/device when transitioning between activities or locations
- 92. Use word prediction effectively
- 93. Turn device on and off
- 94. Get the aid/device when needed
- 95. Charge device at the end of the day
- 96. Ask for help when device does not work
- 97. Adjust volume of device based on context
- 98. Adjust rate of speech depending upon context
- 99. Change voice depending upon listener and/or context
- 100. Select or activate the desired message with fewer than \_\_\_\_\_ miss-hits
- Self-correct miss-hit OR Self-correct errors in targeting a message

- 102. Navigate between main page and at least one other page
- 103. Navigate between multiple pages
- 104. Use function keys/buttons (e.g., speak all, clear) appropriately
- 105. Suggest words to be added to fringe vocabulary page or add words to pages
- 106. Use the most efficient communication strategy (e.g., single word buttons rather

than spelling; word prediction rather than spelling the whole message) 107. Use a communication method appropriate for the audience and message (e.g., communicating via sign to signers and using voice output for non-signers)

- 108. Store files, presentations, or pre-programmed sequences
- 109. Send messages to word processor or other programs
- 110. Use SGD to access external devices (phone, email, text) for communication

## **Receptive Communication**

- 111. Follow visual schedules in transitioning from one activity to another
- 112. Follow visual schedules to complete an activity or task
- 113. Participate in selecting choices to create a personal schedule
- 114. Use visual supports for self-calming
- 115. Use visual cues to guide behavior (e.g., "Wait." "Stand up")

5

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