

DAGG-3

Dynamic AAC Goals Grid Third Edition



Developed by Tobii Dynavox in conjunction with Vicki Clarke, MS, CCC-SLP (2023) based on the original DAGG created by Clarke and Schneider, 2009. Informed by the works of Patricia Dowden, PhD (1999), and Janice Light, PhD (1989, 2014).

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Name: _____

Address: _____

City: _____

State: _____ Zip: _____

Home Phone: _____

Language Spoken at Home: _____

Gender: _____ ID# _____

Current Grade: _____

School/Agency: _____

Examiner: _____

Progress Summary

Review Date: _____

Review Date: _____

Skills	Ability Level				
	Emergent	Emergent Transitional	Context Dependent	Transitional Independent	Independent
Linguistic	%	%	%	%	%
Operational	%	%	%	%	%
Social	%	%	%	%	%
Strategic	%	%	%	%	%

Skills	Ability Level				
	Emergent	Emergent Transitional	Context Dependent	Transitional Independent	Independent
Linguistic	%	%	%	%	%
Operational	%	%	%	%	%
Social	%	%	%	%	%
Strategic	%	%	%	%	%

Name: _____

Review Date: _____

Review Date: _____

Skills	Ability Level				
	Emergent	Emergent Transitional	Context Dependent	Transitional Independent	Independent
Linguistic	%	%	%	%	%
Operational	%	%	%	%	%
Social	%	%	%	%	%
Strategic	%	%	%	%	%

Skills	Ability Level				
	Emergent	Emergent Transitional	Context Dependent	Transitional Independent	Independent
Linguistic	%	%	%	%	%
Operational	%	%	%	%	%
Social	%	%	%	%	%
Strategic	%	%	%	%	%

The Dynamic AAC Goals Grid-3 (DAGG-3) is a tool to help professionals collaborate with the support team (e.g., educators, family, related services, etc.) as they design a solid intervention plan for individuals using both low- and high-tech augmentative and alternative communication (AAC).

For detailed instructions
using the DAGG

Scan QR code
or qrco.de/tddaggl



Linguistic Competency

Ability Levels	Goals				Chain of Cues			
Emergent	GP	GM	N/A	Selects any message or word, with or without intent, when given a communication page during an interaction. Activity: Making Selections	N	I	D	M
	GP	GM	N/A	Shows preference for symbols that represent motivating items or activities by selecting them more often than others. Activity: Communicating Preferences	N	I	D	M
	GP	GM	N/A	Demonstrates a beginning interest in books by attending for short periods while a partner reads, turns pages, looks at pictures, etc. (Literacy: Book Awareness) Activity: Interest in Books	N	I	D	M
Emergent Transitional	GP	GM	N/A	Selects any letter on the keyboard page on a communication system during an interaction. (Literacy: Writing Awareness) Activity: Letters on Keyboard	N	I	D	M
	GP	GM	N/A	Intentionally uses one or more messages, in an appropriate context when given a communication page during motivating activities. Activity: Intentionally Using Messages	N	I	D	M
	GP	GM	N/A	Responds to comments or questions about a book, even if the response is inconsistent or inaccurate. (Literacy: Book Awareness) Activity: Reading Responses	N	I	D	M
	GP	GM	N/A	Completes a sentence given an initial starter phrase regarding a preselected topic or theme. Activity: Completing a Starter Phrase	N	I	D	M
	GP	GM	N/A	Intentionally selects the names of motivating objects and people during structured activities. Activity: Motivating Objects and People	N	I	D	M
	GP	GM	N/A	Selects words from a core word communication page for common action verbs in daily activities and interactions. Activity: Common Action Words	N	I	D	M
	GP	GM	N/A	Uses 'not' and 'more' as single word productions in daily activities and interactions. Activity: Using 'not' and 'more'	N	I	D	M
	GP	GM	N/A	Uses description words in daily activities and interactions Activity: Using Describing Words	N	I	D	M
	GP	GM	N/A	Identifies one to five letters. (Literacy: Print Awareness) Activity: Letters Identification	N	I	D	M

Goals

GP: Goals in Progress

N/A: Not Applicable

GM: Goal Met (Natural Cue)

Chain of Cues

N: Natural Cue – Expect communication. Lean forward and use facial expression to show interest.

I: Indirect Cue – Gesture toward the communication device and wait expectantly.

D: Direct Cue – Ask opinion questions or specific questions to elicit a response.

M: Model – Show (model) an appropriate message using the device and your speech.

Linguistic Competency, continued

Context Dependent	GP	GM	N/A	Combines various communicative intents to expand and increase the complexity of interactions. <u>Activity: Communicative Intents</u>	N	I	D	M
	GP	GM	N/A	Uses object names from common categories appropriately during daily activities. <u>Activity: Expanding Vocabulary – Object Names</u>	N	I	D	M
	GP	GM	N/A	Uses 10 verbs appropriately during daily activities. <u>Activity: Expanding Vocabulary – Action Words</u>	N	I	D	M
	GP	GM	N/A	Uses 10 adjectives appropriately in daily activities. <u>Activity: Expanding Vocabulary – Descriptions</u>	N	I	D	M
	GP	GM	N/A	Responds to close-ended questions in daily activities. <u>Activity: Responding to Questions</u>	N	I	D	M
	GP	GM	N/A	Recognizes letter names and sounds in familiar and personally relevant words. (Literacy: Print awareness) <u>Activity: Recognizing Letters</u>	N	I	D	M
	GP	GM	N/A	Recognizes upper and lower case letters are related and can match them in personally relevant words. (Literacy: Print awareness) <u>Activity: Upper- and Lower-Case Letters</u>	N	I	D	M
	GP	GM	N/A	Combines two methods of communication during daily activities. <u>Activity: Combining Communication Methods</u>	N	I	D	M
	GP	GM	N/A	Combines a pronoun and action word as a common sentence starter. <u>Activity: Creating Sentence Starters</u>	N	I	D	M
	GP	GM	N/A	Uses question words appropriately during daily activities. <u>Activity: Using Question Words</u>	N	I	D	M
	GP	GM	N/A	Uses creative two-word sentences in daily activities. <u>Activity: Combining Two Words</u>	N	I	D	M
	GP	GM	N/A	Recognizes where one word ends and the next begins to make initial connections between spoken and written words. (Literacy: Text Awareness) <u>Activity: Learning about Words</u>	N	I	D	M
	GP	GM	N/A	Consistently responds to comments or questions during shared reading, even if the response is inaccurate. (Literacy: Book Awareness) <u>Activity: Shared Reading</u>	N	I	D	M

Goals

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N/A: Not Applicable

GM: Goal Met (Natural Cue)

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M: Model – Show (model) an appropriate message using the device and your speech.

Linguistic Competency, continued

Transitional Independent	GP	GM	N/A	Identifies common rhymes and uses that knowledge to read or spell related words. (Literacy: Phonological/Phonemic Awareness) Activity: Word Families	N	I	D	M
	GP	GM	N/A	Uses invented spelling for communication with a few correct letters. (Literacy: Writing Awareness) Activity: Invented Spelling	N	I	D	M
	GP	GM	N/A	Uses plural -s to show more than one in daily activities. Activity: Plural –S	N	I	D	M
	GP	GM	N/A	Uses pronouns to refer to self, others, or objects in daily activities. Activity: Pronouns	N	I	D	M
	GP	GM	N/A	Uses creative 3-word sentences in daily activities. Activity: Creating 3- Word Sentences	N	I	D	M
	GP	GM	N/A	Uses the word 'and' in daily activities. Activity: Conjunction: And	N	I	D	M
	GP	GM	N/A	Uses -ed verb endings to communicate past tense in daily activities. Activity: Regular Past Tense –ed	N	I	D	M
	GP	GM	N/A	Uses creative 4+ word sentences in structured activities. Activity: Creating 4+ word sentences	N	I	D	M
	GP	GM	N/A	Uses 'is + -ing' verb endings to communicate present tense in daily activities. Activity: Present Tense –ing	N	I	D	M
	GP	GM	N/A	Uses non-wh question words during conversation. Activity: Questions in Conversations	N	I	D	M

Goals

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N/A: Not Applicable

GM: Goal Met (Natural Cue)

Chain of Cues

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M: Model – Show (model) an appropriate message using the device and your speech.

Linguistic Competency, continued

Independent	GP	GM	N/A	Uses the possessive 's in daily activities. Activity: Uses Possessive's	N	I	D	M
	GP	GM	N/A	Communicates complex or compound sentences in daily activities. Activity: Complex and/or Compound Sentences	N	I	D	M
	GP	GM	N/A	Uses -er and -est adjective endings to communicate comparisons. Activity: Adjective Endings: -er and -est	N	I	D	M
	GP	GM	N/A	Uses -ly endings to make an adjective an adverb. Activity: Word Endings: -LY	N	I	D	M
	GP	GM	N/A	Uses 'will' before a verb to communicate future tense in daily activities. Activity: Future Verb Tense: Will	N	I	D	M
	GP	GM	N/A	Retells a story in sequence and with enough detail so that others can follow along and understand. Activity: Retells a Story	N	I	D	M
	GP	GM	N/A	Writes words, sentences, and employs knowledge of phonics as well as a range of spelling conventions. (Literacy: Written Expression) Activity: Writing words or sentences	N	I	D	M
	GP	GM	N/A	Uses capitalization and punctuation appropriately when writing. (Literacy: Written Expression) Activity: Capitalization and Punctuation	N	I	D	M

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Operational Competency

Ability Levels				Goals	Chain of Cues			
Emergent	GP	GM	N/A	Attends to the AAC system by looking at it, quieting to listen to it, or moving towards it. Activity: Attends to AAC	N	I	D	M
	GP	GM	N/A	Explores the AAC system in a physical, non-communicative manner. Activity: Physically Explores AAC	N	I	D	M
	GP	GM	N/A	Makes selections on a given page with or without intention and with no expectation that the user will independently navigate to the page. Activity: Selections with AAC	N	I	D	M
Emergent Transitional	GP	GM	N/A	When using selected access method, attempts to activate buttons even if accuracy is inconsistent. Activity: Attempting Access	N	I	D	M
	GP	GM	N/A	Improves accuracy of making selections during a preferred game or activity using the selected access method. Activity: Targeting Accuracy	N	I	D	M
	GP	GM	N/A	Activates the "Speak" button with partner support during activities of interest. Activity: Activates "Speak"	N	I	D	M
	GP	GM	N/A	Activates the "Clear" button when finished speaking a message or if errors are made with partner support . Activity: Activates "Clear"	N	I	D	M

Goals

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N/A: Not Applicable

GM: Goal Met (Natural Cue)

Chain of Cues

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Operational Competency, continued

Context Dependent	GP	GM	N/A	Increases accuracy of selection on the entire screen during a motivating activity using selected access method. Activity: Accuracy Range	N	I	D	M
	GP	GM	N/A	Explores back, scroll buttons, or swiping for basic navigation throughout the day with partner support. Activity: Explore Navigation Tools	N	I	D	M
	GP	GM	N/A	Activates and deactivates the pause button during daily activities. (This goal is for people using eye gaze and mouse dwell only.) Activity: Pause Button	N	I	D	M
	GP	GM	N/A	Keeps AAC nearby and in a usable position by moving it from place to place or directing others to do so with gestures, gaze, or AAC throughout the day. Activity: Positioning AAC	N	I	D	M
	GP	GM	N/A	Navigates to pages containing appropriate categories or messages for familiar environments, activities, or topics. Activity: Navigating to Vocabulary	N	I	D	M
	GP	GM	N/A	Turns communication device on and off when appropriate or asks for others to do it throughout the day Activity: Turning System on/off	N	I	D	M
	GP	GM	N/A	Navigates to dashboard or other application launcher to open software with partner support. Activity: Navigates to other apps	N	I	D	M
	GP	GM	N/A	Activates “delete word” appropriately with partner support. Activity: Activates “Delete Word”	N	I	D	M
	GP	GM	N/A	Moves the cursor to the top and bottom of the message window text with support. Activity: Moves the Cursor	N	I	D	M
	GP	GM	N/A	Reviews the message in the Message Window and makes edits with partner support in structured activities. Activity: Editing the Message Window	N	I	D	M

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N/A: Not Applicable

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M: Model – Show (model) an appropriate message using the device and your speech.

Operational Competency, continued

Transitional Independent	GP	GM	N/A	Charges device or asks others to do so independently. <u>Activity: Charging the System</u>	N	I	D	M
	GP	GM	N/A	Adjusts volume appropriate to the environment as needed. <u>Activity: Adjusting Volume</u>	N	I	D	M
	GP	GM	N/A	Navigates to the appropriate pages for new or unusual environments, activities, or topics. <u>Activity: Navigating to New Pages</u>	N	I	D	M
	GP	GM	N/A	Adjusts the device or their positioning, or asks others to do so, to achieve better accuracy. <u>Activity: Adjusting for Better Access</u>	N	I	D	M
	GP	GM	N/A	Cleans device or asks others to do so independently as needed. <u>Activity: Cleaning Device</u>	N	I	D	M
	GP	GM	N/A	When needed, uses software outside of the communication system. <u>Activity: Controlling Other Programs</u>	N	I	D	M
	GP	GM	N/A	Saves important messages to buttons. <u>Activity: Saving Messages</u>	N	I	D	M
	GP	GM	N/A	Uses the “chat function” when appropriate during conversations. <u>Activity: Using Chat Function</u>	N	I	D	M
	GP	GM	N/A	Moves cursor or uses the ‘move’ and ‘select’ buttons when editing messages, as needed. <u>Activity: Cursor Movement</u>	N	I	D	M
	GP	GM	N/A	When typing for writing, demonstrates the use of Shift Key, Space Bar, and punctuation. <u>Activity: Shift, Space, and Punctuation</u>	N	I	D	M

Goals

GP: Goals in Progress

N/A: Not Applicable

GM: Goal Met (Natural Cue)

Chain of Cues

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I: Indirect Cue – Gesture toward the communication device and wait expectantly.

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M: Model – Show (model) an appropriate message using the device and your speech.

Operational Competency, continued

Independent	GP	GM	N/A	Independently adjusts device or requests assistance when access becomes difficult. Activity: <u>Troubleshooting Access</u>	N	I	D	M
	GP	GM	N/A	Participates in programming by identifying additional topics, categories, or vocabulary needed regularly. Activity: <u>Independently Programming</u>	N	I	D	M
	GP	GM	N/A	Participates in programming by selecting appropriate buttons for the editing process or directing others to do so. Activity: <u>Independently Programming</u>	N	I	D	M
	GP	GM	N/A	Selects the most direct navigational route to produce messages in an efficient manner. Activity: <u>Efficient Navigation</u>	N	I	D	M
	GP	GM	N/A	Arranges equipment upgrades, troubleshoots, and initiates repair procedures. Activity: <u>Troubleshooting Issues</u>	N	I	D	M
	GP	GM	N/A	Shares a message from the message window to another application. Activity: <u>Sharing from the Message Window</u>	N	I	D	M
	GP	GM	N/A	Uses cut, copy and paste to put text into other applications. Activity: <u>Cut, Copy and Paste</u>	N	I	D	M
	GP	GM	N/A	When editing a message, moves the cursor letter by letter as needed. Activity: <u>Cursor Movement for Edits</u>	N	I	D	M

Goals

GP: Goals in Progress

N/A: Not Applicable

GM: Goal Met (Natural Cue)

Chain of Cues

N: Natural Cue – Expect communication. Lean forward and use facial expression to show interest.

I: Indirect Cue – Gesture toward the communication device and wait expectantly.

D: Direct Cue – Ask opinion questions or specific questions to elicit a response.

M: Model – Show (model) an appropriate message using the device and your speech.

Social Competency

Ability Levels	Goals				Chain of Cues			
Emergent	GP	GM	N/A	Acknowledges a communication partner during a greeting or introduction in any way possible with partner support. Activity: Introduce or Share Motivating Information	N	I	D	M
	GP	GM	N/A	Engages in a short social exchange by making any selection, either intentional or unintentional, with partner support. (Forming social connections and friendships) Activity: Social Exchange	N	I	D	M
	GP	GM	N/A	Communicates the concept of 'mine' or 'my' over personally motivating objects in daily activities and social interactions, with partner support. (Building communication confidence) Activity: "Mine" Concept	N	I	D	M
Emergent Transitional	GP	GM	N/A	Responds to others waving hello or goodbye by selecting social responses on a given page on communication device. (Greetings and recognizing social cues) Activity: Respond to Hello/Goodbye	N	I	D	M
	GP	GM	N/A	Takes part in a short back and forth interaction on a given page in a communication system during social interactions and daily activities. (Forming social connections and friendships) Activity: Interaction with topic-specific messages	N	I	D	M
	GP	GM	N/A	Uses several different communicative intents (requesting, commenting, etc.) to engage in a conversation during daily activities and social interactions. (Matching communication to setting) Activity: Communicative Intents	N	I	D	M
	GP	GM	N/A	Explores various messages related to feelings during social interactions and daily activities. (Regulating emotions and behaviors) Activity: Feelings	N	I	D	M
	GP	GM	N/A	Follows the sequence on a First-Then support, Visual Timer, Social Narrative, Script or Schedule to prepare for various events and situations, with partner support. (Regulate emotions and behaviors) Activity: Getting Familiar with Supports	N	I	D	M
	GP	GM	N/A	Explores various attention-getting words and/or phrases on a communication system, during daily activities and social interactions. Activity: Getting Attention	N	I	D	M

Goals

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N/A: Not Applicable

GM: Goal Met (Natural Cue)

Chain of Cues

N: Natural Cue – Expect communication. Lean forward and use facial expression to show interest.

I: Indirect Cue – Gesture toward the communication device and wait expectantly.

D: Direct Cue – Ask opinion questions or specific questions to elicit a response.

M: Model – Show (model) an appropriate message using the device and your speech.

Social Competency, continued

Context Dependent	GP	GM	N/A	Matches basic feelings to experiences during daily activities and social interactions. (Regulating emotions and behaviors) Activity: Matches Basic Feelings to Experiences	N	I	D	M
	GP	GM	N/A	Communicates positive and negative responses in a variety of daily experiences and social interactions. (Regulating emotions and behaviors) Activity: Communicative Positive and Negative Responses	N	I	D	M
	GP	GM	N/A	Produces humorous comments and jokes using AAC in a variety of daily activities and social interactions. (Forming social connections and friendships, increasing competence and self esteem) Activity: Telling Jokes	N	I	D	M
	GP	GM	N/A	Asks questions to gain information from communication partners in a variety of daily activities and social interactions. (Forming social connections and friendships, increasing competence and self esteem) Activity: Asks Questions to Gain Information	N	I	D	M
	GP	GM	N/A	Takes part in back-and-forth interactions with two or more turns per person using self-selected messages in AAC in a variety of social interactions. (Interpersonal and listening skills, Recognize social cues) Activity: Taking Conversational Turns	N	I	D	M
	GP	GM	N/A	Starts and ends conversations politely and appropriately in a variety of activities and social interactions. (Forming social connections and friendships, increasing competence and self-esteem) Activity: Starts and Ends Conversation	N	I	D	M
	GP	GM	N/A	Uses a photo album or other support to tell a personal story. Activity: Photo Album Personal Story	N	I	D	M

Goals

GP: Goals in Progress

N/A: Not Applicable

GM: Goal Met (Natural Cue)

Chain of Cues

N: Natural Cue – Expect communication. Lean forward and use facial expression to show interest.

I: Indirect Cue – Gesture toward the communication device and wait expectantly.

D: Direct Cue – Ask opinion questions or specific questions to elicit a response.

M: Model – Show (model) an appropriate message using the device and your speech.

Social Competency, continued

Transitional Independent	GP	GM	N/A	Uses polite words and phrases with occasional reminders in a variety of daily activities and social interaction. (Increasing competence and self esteem, and empathy) Activity: Polite words and Phrases Daily Activities	N	I	D	M
	GP	GM	N/A	Actively engages by commenting and checking for comprehension during a variety of daily activities and social interactions. (Recognize social cues, interpersonal and listening skills) Activity: Social Transitional Independent	N	I	D	M
	GP	GM	N/A	Constructs context-appropriate questions to gain information and request permission in a variety of daily activities and social situations. (Forming social connections and friendships, Matching communication to setting) Activity: Context Appropriate Questions	N	I	D	M
	GP	GM	N/A	Shares personally meaningful new or unusual information in a variety of daily activities and social interactions. (Forming social connections and friendships) Activity: Shares Personally Meaningful New or Unusual Information	N	I	D	M

Goals

GP: Goals in Progress

N/A: Not Applicable

GM: Goal Met (Natural Cue)

Chain of Cues

N: Natural Cue – Expect communication. Lean forward and use facial expression to show interest.

I: Indirect Cue – Gesture toward the communication device and wait expectantly.

D: Direct Cue – Ask opinion questions or specific questions to elicit a response.

M: Model – Show (model) an appropriate message using the device and your speech.

Social Competency, continued

Independent	GP	GM	N/A	Changes topics smoothly in a variety of daily activities and social interactions. Activity: Changes Topic Smoothly	N	I	D	M
	GP	GM	N/A	Interrupts or initiates a contribution in a variety of daily activities and social interactions. Activity: Interrupts or Initiates a Contribution	N	I	D	M
	GP	GM	N/A	Asks partner-focused questions in a variety of daily activities and social interactions. Activity: Partner-Focused Questions	N	I	D	M
	GP	GM	N/A	Selects topic of shared interest or changes communication style based on reaction of partner to create a more appropriate and engaging conversation. Activity: Selects Topics of Shared Interest or Changes Communication Style	N	I	D	M
	GP	GM	N/A	Maintains topic of conversation by asking pertinent questions and making comments in a variety of daily activities and social interactions. Activity: Maintains Topic of Conversation	N	I	D	M
	GP	GM	N/A	Expresses humor appropriately based on relationship with partner in a variety of activities and social situations. Activity: Expresses Humor Appropriately	N	I	D	M
	GP	GM	N/A	Corrects errors of others appropriately in a variety of activities and social situations. Activity: Corrects Errors of Others	N	I	D	M
	GP	GM	N/A	Tells simple stories about wishes, dreams, fantasies, or make-believe in a variety of social interactions. (Forming social connections and friendships) Activity: Tells Simple Stories	N	I	D	M
	GP	GM	N/A	Tells complex stories with a central character and clear beginning, middle, and end in a variety of activities and social situations. Activity: Tells Complete Stories	N	I	D	M
	GP	GM	N/A	Discusses emotions and feelings in a variety of daily activities and social interactions. (Forming social connections and friendships, interpersonal and listening skills) Activity: Discuss Emotions and Feelings	N	I	D	M

Goals

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N/A: Not Applicable

GM: Goal Met (Natural Cue)

Chain of Cues

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I: Indirect Cue – Gesture toward the communication device and wait expectantly.

D: Direct Cue – Ask opinion questions or specific questions to elicit a response.

M: Model – Show (model) an appropriate message using the device and your speech.

Strategic Competency

Ability Levels	Goals				Chain of Cues			
Emergent	GP	GM	N/A	Gains the attention of the communication partner by touching anything on the device or through vocalizations or gestures. Activity: Gaining Attention	N	I	D	M
Emergent Transitional	GP	GM	N/A	Repeats vocalization, facial expression, body language, or AAC use if first attempt to communicate fails with partner support. Activity: Repeating When Needed	N	I	D	M
	GP	GM	N/A	Uses an alternate method of communication if the first attempt fails with partner support. Activity: Using alternate communication	N	I	D	M
	GP	GM	N/A	Begins to use conversational floor holders to insert into a conversation with support. Activity: Conversational Floor Holders	N	I	D	M
Context Dependent	GP	GM	N/A	Repeats message when intended message is misunderstood, ignored, or communication system didn't speak correctly. Activity: Repeating a Misunderstood Message	N	I	D	M
	GP	GM	N/A	Uses a new or alternate message on the communication system if the first attempt fails with partner support as needed. Activity: Rewording or Selecting Another Message as Needed	N	I	D	M
	GP	GM	N/A	Uses different mode of communication when AAC is misunderstood. Activity: Using Different Modes of Communication When Needed	N	I	D	M
	GP	GM	N/A	Uses regulatory statements when they have made an error in a message or when the partner has misunderstood a message. Activity: Using Regulatory Statements When Misunderstood	N	I	D	M
	GP	GM	N/A	Uses floor holders to manage and control conversations in group situations, phone calls, or meeting someone new. Activity: Using Floor Holders in Various Situations	N	I	D	M
	GP	GM	N/A	Uses an introduction strategy with unfamiliar communication partners in a variety of social situations. Activity: Introducing Your Strategies	N	I	D	M

Goals

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N/A: Not Applicable

GM: Goal Met (Natural Cue)

Chain of Cues

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I: Indirect Cue – Gesture toward the communication device and wait expectantly.

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M: Model – Show (model) an appropriate message using the device and your speech.

Strategic Competency, continued

Transitional Independent	GP	GM	N/A	When needed, instructs communication partner in strategies to facilitate the interaction. Activity: Instructing Communication Partners	N	I	D	M
	GP	GM	N/A	Manages the interaction during conversations using messages and options within the AAC system. Activity: Managing Interactions	N	I	D	M
	GP	GM	N/A	Requests clarification from the communication partner when they don't understand. Activity: Requesting Clarification	N	I	D	M
	GP	GM	N/A	Uses creative strategies to produce words not in the AAC system. Activity: Producing Words Not in the System	N	I	D	M
Independent	GP	GM	N/A	Plans ahead to contribute effectively in a conversation or presentation. Activity: Storing Messages for Later Use	N	I	D	M
	GP	GM	N/A	Selects a communication mode appropriate to a variety of situations and listeners. Activity: Flexible Communication	N	I	D	M
	GP	GM	N/A	Creatively combines communication tools to communicate effectively and efficiently. Activity: Creativity with Communication Tools	N	I	D	M
	GP	GM	N/A	Independently analyzes errors in communication interactions and devises strategies to address it. Activity: Analyzing Communication Breakdowns	N	I	D	M

Goals

GP: Goals in Progress

N/A: Not Applicable

GM: Goal Met (Natural Cue)

Chain of Cues

N: Natural Cue – Expect communication. Lean forward and use facial expression to show interest.

I: Indirect Cue – Gesture toward the communication device and wait expectantly.

D: Direct Cue – Ask opinion questions or specific questions to elicit a response.

M: Model – Show (model) an appropriate message using the device and your speech.

Additional Goals

Ability Levels	Goals			Chain of Cues				
	GP	GM	N/A		N	I	D	M
	GP	GM	N/A		N	I	D	M
	GP	GM	N/A		N	I	D	M
	GP	GM	N/A		N	I	D	M
	GP	GM	N/A		N	I	D	M

Implementation Planning and Goals Progress

Name: _____

Address: _____

City: _____

State: _____ Zip: _____

Home Phone: _____

Language Spoken at Home: _____

Gender: _____ ID# _____

Current Grade: _____

School/Agency: _____

Examiner: _____

Review Date: _____

Goal (From AAC Goals Grid)	Activity and Materials Needed	Competency Area	Level of Prompting				Criteria % or # of occurrences	Familiar or Unfamiliar task or partner
			N	I	D	M		

Implementation Planning and Goals Progress, continued

Name: _____

Review Date: _____

Goal (From AAC Goals Grid)	Activity and Materials Needed	Competency Area	Level of Prompting				Criteria % or # of occurrences	Familiar or Unfamiliar task or partner
			N	I	D	M		

Implementation Planning and Goals Progress, continued

Name: _____

Review Date: _____

Goal (From AAC Goals Grid)	Activity and Materials Needed	Competency Area	Level of Prompting				Criteria % or # of occurrences	Familiar or Unfamiliar task or partner
			N	I	D	M		

Implementation Planning and Goals Progress, continued

Name: _____

Review Date: _____

Goal (From AAC Goals Grid)	Activity and Materials Needed	Competency Area	Level of Prompting				Criteria % or # of occurrences	Familiar or Unfamiliar task or partner
			N	I	D	M		