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

1. 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. <u>Prestored Message</u>: 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...."
   b. <u>Sentence</u>: 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."
   c. <u>Contextually-appropriate</u>: Conceptually related to the activity or topic at hand
   d. <u>Meaningful context</u>: Event, exchange, or activity in which the communicator sees relevance, value, or meaning
   e. <u>Linguistically-based AAC/communication aid</u>: 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.

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")
3. 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. Using termination messages (e.g. "Okay, see you later." "I gotta run.")
19. 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."

Using Single Words That Can be Combined into Sentences (i.e., 1 word per cell/button; e.g. I+want+music="I want music")

20. Given an array of preferred activities/objects/people, request a desired activity/object
21. Given a field of ___ to ___ options (some preferred, some non-preferred), choose a preferred object/activity/person

22. Request recurrence with single words (e.g., "more," "again") or short sentences (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
50. Respond to 'yes/no' questions to provide information
51. Tell or retell a story with _____ number of critical elements
52. Take several turns in a conversation
53. Construct utterances about future events
54. Construct utterances about current events
55. Construct utterances about past events
56. Use non-literal language (idioms, figurative language) appropriately
57. Request an explanation or elaboration
58. Use existing vocabulary to describe new word/concept
59. Use at least __ new words per week
60. Use correct morphological endings for verb conjugations and tenses (e.g., I am, you are; I am, I was)
61. Use modal and auxiliary verbs (e.g., could, would, may, might) correctly

62. Use words to indicate spatial locations (e.g., in, on, over, above) correctly
63. Use words to indicated spatial relationships (e.g., with, next to, between, among) correctly
64. Use coordinating conjunctions (e.g., and, for, but, or) correctly
65. Use subordinating conjunctions (e.g., because, while, though, since, after, although)correctly
66. Initiate interaction
67. Respond appropriately to partner-initiated communication
68. Maintain conversations with acknowledgements ('Cool," "So interesting")
69. Maintain conversations by providing new information about the topic
70. 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…")
71. Use topic setters to alert partner of the topic/subject
72. Terminate conversation using socially-appropriate language
73. Complain or vent about a situation
74. Use polite social forms (i.e, "please", "thank you")
75. 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.")
76. Respond to requests for clarification by rephrasing misunderstood messages
77. Respond to requests for clarification by repeating misunderstood messages
78. Tell appropriate jokes or humorous anecdotes in social interactions
79. Provide relevant reasons and rationales
80. Convince or persuade with logical reasoning

Operational & Strategic Competence

81. Transport the aid/device when transitioning between activities or locations
82. Use word prediction effectively
83. Turn device on and off
84. Get the aid/device when needed
85. Charge device at the end of the day
86. Ask for help when device does not work
87. Adjust volume of device based on context
88. Adjust rate of speech depending upon context
89. Change voice depending upon listener and/or context
90. Select or activate the desired message with fewer than _____ miss-hits
91. Self-correct miss-hit OR Self-correct errors in targeting a message
92. Navigate between main page and at least one other page
93. Navigate between multiple pages
94. Use function keys/buttons (e.g., speak all, clear) appropriately
95. Suggest words to be added to fringe vocabulary page or add words to pages
96. Use the most efficient communication strategy (e.g., single word buttons rather than spelling; word prediction rather than spelling the whole message)

97. Use a communication method appropriate for the audience and message (e.g., communicating via sign to signers and using voice output for non-signers)
98. Store files, presentations, or pre-programmed sequences
99. Send messages to word processor or other programs
100. Use SGD to access external devices (phone, email, text) for communication

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