

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
 1. 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."
 3. 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 than 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.
2. If independence is not the target level of performance, specify the level of assistance (e.g., partial prompts; full assistance).
3. Specify the context to ensure appropriate implementation (e.g., in meaningful contexts; in daily living routines; in regular classroom activities).
4. Specify the level, such as in structured tasks, in unstructured activities, or natural conversation.
5. Specify the frequency to ensure adequate implementation (e.g., at least once per activity; 8-10 times/day; in every class period)

6. Criterion can be specified based on assessment or baseline data.
7. 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." 9 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
20. Given a field of ___ to ___ options (some preferred, some non-preferred), choose a preferred object/activity/person
20. Request recurrence with single words (e.g., "more," "again") or short sentences (e.g., "more tickle," "Read it again.")
20. Use short sentences to request preferred objects, actions/activities, or people
20. Use short sentences to request help or attention
20. Use short sentences to protest or reject undesired objects, actions/activities, or people
20. Use contextually-appropriate action + object sentences (or agent + action + object sentences)
20. Use contextually-appropriate agent + action sentences
20. Use contextually-appropriate action + modifier sentences
20. Use contextually-appropriate descriptors/modifiers/attributes in sentences
20. Use contextually-appropriate prepositions and locatives in sentences
20. Use subject pronouns correctly (e.g., (I, you, we, it)
20. Use object pronouns correctly (e.g., me, her, us, them)
20. Use indefinite pronouns correctly (e.g., all, another, someone, anybody)
20. Use time-related words (e.g., 'yesterday', 'now', 'soon', 'later')
20. Ask relevant 'What' questions or 'What doing' questions
20. Ask relevant 'Where' questions
20. Ask relevant 'When' questions
20. Ask relevant 'Why' questions
20. Ask relevant 'How' questions
20. Request clarification (e.g., "Can you explain?" "Huh?" "What did you say?")
20. Ask relevant partner-focused questions (e.g., "What do you think?" "How was your weekend?" "What's new?")
20. Use adjectives correctly to modify nouns based on color, size, amount, shape, and temperature (e.g., warm, tiny, bright, round)

- 20. Use adjectives and adverbs correctly to modify nouns based/verbs on distance and time (e.g., far, sometimes, early, never, short, always, immediately)
- 20. Respond to 'What' and 'What doing' questions with appropriate answers
- 20. Respond to 'Where' questions with appropriate answers
- 20. Respond to 'When' questions with appropriate answers
- 20. Respond to 'Why' questions with appropriate answers
- 20. Respond to 'How' questions with appropriate answers
- 20. Respond to 'yes/no' questions to denote choice
- 20. Respond to 'yes/no' questions to provide information
- 20. Tell or retell a story with ____ number of critical elements
- 20. Take several turns in a conversation
- 20. Construct utterances about future events
- 20. Construct utterances about current events
- 20. Construct utterances about past events
- 20. Use non-literal language (idioms, figurative language) appropriately
- 20. Request an explanation or elaboration
- 20. Use existing vocabulary to describe new word/concept
- 20. Use at least __ new words per week
- 20. Use correct morphological endings for verb conjugations and tenses (e.g., I am, you are; I am, I was)
- 20. Use modal and auxiliary verbs (e.g., could, would, may, might) correctly
- 20. Use words to indicate spatial locations (e.g., in, on, over, above) correctly
- 20. Use words to indicated spatial relationships (e.g., with, next to, between, among) correctly
- 20. Use coordinating conjunctions (e.g., and, for, but, or) correctly
- 20. Use subordinating conjunctions (e.g., because, while, though, since, after, although)correctly
- 20. Initiate interaction
- 20. Respond appropriately to partner-initiated communication
- 20. Maintain conversations with acknowledgements ('Cool," "So interesting")
- 20. Maintain conversations by providing new information about the topic
- 20. 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...")
- 20. Use topic setters to alert partner of the topic/subject
- 20. Terminate conversation using socially-appropriate language

- 20. Complain or vent about a situation
- 20. Use polite social forms (i.e., "please", "thank you")
- 20. 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.")
- 20. Respond to requests for clarification by rephrasing misunderstood messages
- 20. Respond to requests for clarification by repeating misunderstood messages
- 20. Tell appropriate jokes or humorous anecdotes in social interactions
- 20. Provide relevant reasons and rationales
- 20. Convince or persuade with logical reasoning

Operational & Strategic Competence

- 21. Transport the aid/device when transitioning between activities or locations
- 22. Use word prediction effectively
- 23. Turn device on and off
- 24. Get the aid/device when needed
- 25. Charge device at the end of the day
- 26. Ask for help when device does not work
- 27. Adjust volume of device based on context
- 28. Adjust rate of speech depending upon context
- 29. Change voice depending upon listener and/or context
- 30. Select or activate the desired message with fewer than ____ miss-hits
 - 31. Self-correct miss-hit OR Self-correct errors in targeting a message
 - 32. Navigate between main page and at least one other page
- 33. Navigate between multiple pages
 - 34. Use function keys/buttons (e.g., speak all, clear) appropriately
- 35. Suggest words to be added to fringe vocabulary page or add words to pages
- 36. Use the most efficient communication strategy (e.g., single word buttons rather than spelling; word prediction rather than spelling the whole message)
 - 37. Use a communication method appropriate for the audience and message (e.g., communicating via sign to signers and using voice output for non-signers)
 - 38. Store files, presentations, or pre-programmed sequences
 - 39. Send messages to word processor or other programs
 - 40. Use SGD to access external devices (phone, email, text) for communication

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