

Dynamic AAC Goal Grid

COMMUNICATIVE COMPETENCY

COMMUNICATIVE ABILITY LEVEL	LINGUISTIC						OPERATIONAL						SOCIAL						STRATEGIC									
	EMERGENT						EMERGENT						EMERGENT						EMERGENT									
EMERGENT	<input type="checkbox"/> Identify and establish the first reliable signal for symbolic communication	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Carrying own device	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Demonstrates Turn Taking (Object Based)	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Cause and effect	SI	NC	IC	DVC	DD	PA
	<input type="checkbox"/> Reliable "want" or "don't want" given choices ("partner assisted scanning")	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Putting device in position for communication	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Responds to communication	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Demonstrate ownership of device ("This is mine" or "I use this to talk")	SI	NC	IC	DVC	DD	PA
	<input type="checkbox"/> Matches personally meaningful visual scenes to context (photos or pictures)	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Turning device on/off	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> References communication partner	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Select single button message (or other communication mode) to signal a misunderstood message (e.g. "That's not right" or repeat message)	SI	NC	IC	DVC	DD	PA
	<input type="checkbox"/> Understands basic vocabulary within familiar routines and themes (animals; ADLs; family/friends photos) within context of visual scenes	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Charging (in routine)	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Cause/effect with social consequences (come here; leave; break; finished)	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Gains partner's attention	SI	NC	IC	DVC	DD	PA
	<input type="checkbox"/> Single button messages	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Simple errorless message selection via touch/step or automatic scanning	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Requesting Motivating Activities/Objects	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Introduces self when appropriate	SI	NC	IC	DVC	DD	PA
	<input type="checkbox"/> Reliable choice making	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Partner assisted navigation to specific pages for activity	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Greetings and farewells with partner assisted navigation	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Use different mode of communicating misunderstood message (e.g. gestures, pointing, vocalizing)	SI	NC	IC	DVC	DD	PA
	<input type="checkbox"/> Respond/request with single word	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Partner assisted navigation to specific page appropriate to the communicative demand	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Uses humor with partner assisted navigation	SI	NC	IC	DVC	DD	PA							
	<input type="checkbox"/> Understanding and use of simple/concrete symbols	SI	NC	IC	DVC	DD	PA																					
								*The individual may either perform the operational skill or direct someone to perform the skill as appropriate.																				
CONTEXT DEPENDENT	<input type="checkbox"/> Understands and uses themes/levels/context	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Operational device management with on-screen sequences: ex: soft reset, volume control, voice controls	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Maintains eye contact	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Select from 1 or more messages to prevent communication breakdown (e.g. descriptive instructions on how to communicate with him/her or guessing word/phrase)	SI	NC	IC	DVC	DD	PA
	<input type="checkbox"/> Understands and uses symbols to reference time ("today/tomorrow")	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Programming participation (symbol and message selection with choice)	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Initiates Conversations with partner assisted navigation to preprogrammed pages	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Select from 2 or more messages to signal a misunderstood message (e.g. "Wrong, try again" or "Let me tell you another way")	SI	NC	IC	DVC	DD	PA
	<input type="checkbox"/> Tells or retells a story	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Retrieving device	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Demonstrates turn-taking (Social/Activity Based)	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> *After signaling misunderstanding, utilize 1 or more strategies to repair misunderstanding:						
	<input type="checkbox"/> Able to denote "more than one"	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Asks for assistance when problem arises	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Maintains topic	SI	NC	IC	DVC	DD	PA	<ul style="list-style-type: none">Repeat all/part of message	SI	NC	IC	DVC	DD	PA
	<input type="checkbox"/> Understands and uses abstracts symbols (verbs and concepts: quantitative/qualitative/spatial)	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Touching/Scanning to select meaningful choices with distractors present (avoidance of blank buttons)	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Terminates conversation with partner assisted navigation to preprogrammed pages	SI	NC	IC	DVC	DD	PA	<ul style="list-style-type: none">Change speech output (vol/rate)	SI	NC	IC	DVC	DD	PA
	<input type="checkbox"/> Beginning to combine 2-3 word messages	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Touch/switch activation to select "correct" or "logical" choices within the context of the event/discussion/activity	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Share several pieces of preprogrammed "news"/information on an activity board	SI	NC	IC	DVC	DD	PA	<ul style="list-style-type: none">Rephrase message/words	SI	NC	IC	DVC	DD	PA
	<input type="checkbox"/> Recognizes letter/sound associations	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Selection of a page back button with consistent location on all pages	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Spontaneous greeting and farewells with navigation	SI	NC	IC	DVC	DD	PA	<ul style="list-style-type: none">Expand intended message	SI	NC	IC	DVC	DD	PA
	<input type="checkbox"/> Matches visual scenes to context	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Selection of linking pages with action symbols	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Shifts topics smoothly with suggestions	SI	NC	IC	DVC	DD	PA							
	<input type="checkbox"/> Uses short, quick, multifunctional messages to maintain/control/comment as appropriate to conversation ("Cool", "Hang on", "That stinks", etc)	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Selection of linking pages with category symbols	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Requests Information	SI	NC	IC	DVC	DD	PA							
	<input type="checkbox"/> Understands and uses descriptive words to clarify nouns (adjectives)	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Selection of linking pages with location cues (ex: scene based pages or row/column scanning)	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Requests Actions	SI	NC	IC	DVC	DD	PA							
								<input type="checkbox"/> Navigation and use of word-based pages for intended message	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Asks partner focused questions	SI	NC	IC	DVC	DD	PA							
														<input type="checkbox"/> Uses Humor	SI	NC	IC	DVC	DD	PA								
INDEPENDENT	<input type="checkbox"/> Understands and uses morphological endings to denote time concepts (past "ed"/present "ing")	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Page navigation	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Demonstrates turn-taking	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Choose appropriate message/strategy to prevent a communication breakdown	SI	NC	IC	DVC	DD	PA
	<input type="checkbox"/> Uses plural "s" to denote "more than one"	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Takes care of AAC device and components	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Requests Clarification	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Choose appropriate message/strategy to signal a communication breakdown	SI	NC	IC	DVC	DD	PA
	<input type="checkbox"/> Uses existing vocabulary to describe new word/concept not in device	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Increased independence in programming (access programming menus)	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Uses Social Language- verbal/non-verbal fillers	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Signal a topic change with appropriate message	SI	NC	IC	DVC	DD	PA
	<input type="checkbox"/> Produces messages with increased length and/or complexity (e.g. different sentence forms, questions, flexibility in message choice)	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Increased access to external devices (phone, email, IR controls)	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Changes message to ensure listener understands	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Use appropriate rate enhancement strategy (e.g. telegraphic message; abbreviate/shorten words; use number or single letter 4="for")	SI	NC	IC	DVC	DD	PA
	<input type="checkbox"/> Understands and uses morphological endings to qualify verbs (er/ly)	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Stores files, customized messages and sequences	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Uses polite social forms	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Use gesture/message to indicate intent of using a "first letter" strategy, then provide first letter of word for listener to guess	SI	NC	IC	DVC	DD	PA
	<input type="checkbox"/> Demonstrates independent spelling skills at age level with or without word prediction	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Row/Column/Group Scanning with purposeful selection of "correct" or "logical" choices	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Initiation of conversation using standard page sets and navigation	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Use appropriate "start over" strategy when message becomes lost through too many attempts to repair	SI	NC	IC	DVC	DD	PA
													<input type="checkbox"/> Closure of conversation using standard page sets and navigation	SI	NC	IC	DVC	DD	PA	<input type="checkbox"/> Break down message into smaller parts to increase understanding	SI	NC	IC	DVC	DD	PA		
													<input type="checkbox"/> Use of partner focused questioning to continue conversation	SI	NC	IC	DVC	DD	PA									
													<input type="checkbox"/> Shifts topics smoothly with suggestions	SI	NC	IC	DVC	DD	PA									

CHAIN OF CUES PROMPTING HIERARCHY

SI Self Initiated	NC Natural Cue	IC Indirect Cue	DVC Direct Verbal Cue	DD Direct Pointer/Light or Direct Visual/Gestural Cue	PA Physical Assistance
-----------------------------	--------------------------	---------------------------	---------------------------------	---	----------------------------------

interAACI

FRAMEWORK

Use this guide to determine important characteristics about an individual's communication and stage in life.

	E M E R G E N T	C O N T E X T - D E P E N D E N T	I N D E P E N D E N T
YOUNG CHILD 2-6 <input type="checkbox"/>	<input type="checkbox"/> Follows directions within routines and familiar activities. <input type="checkbox"/> Communicates most successfully using facial expression, body language, gestures and/or behaviors (either socially appropriate behaviors or challenging behaviors). <input type="checkbox"/> Frequency and reliability of both understanding and expression varies from day-to-day and/or activity-to-activity. <input type="checkbox"/> Pictures seem to increase both comprehension and expression. <input type="checkbox"/> Has a few messages that (s)he communicates well and/or often. <input type="checkbox"/> Attempts to communicate are most frequent in motivating situations or favorite activities. <input type="checkbox"/> If using picture symbols, uses one picture at a time to communicate messages <input type="checkbox"/> Beginning to use clear and simple symbols (including objects, photographs and picture symbols) in motivating situations and/or favorite activities <input type="checkbox"/> Benefits from help from his/her communication partner to communicate successfully (e.g., narrowing choices, page navigation, interpreting gestures/body language) <input type="checkbox"/> Starting to develop social interactions, especially in specific situations	<input type="checkbox"/> Understands general conversations and directions as well as same age peers. <input type="checkbox"/> Understands picture symbols that represent objects and common actions (e.g., run, paint, eat). <input type="checkbox"/> Starting to understand more abstract picture symbols (e.g., think, big, hot, few). <input type="checkbox"/> Uses symbols and objects spontaneously to communicate basic needs and wants. <input type="checkbox"/> Uses a combination of communication methods (e.g., pictures, objects, pointing/gestures, speech/vocalizations) to express messages. <input type="checkbox"/> Beginning to combine 2 or more symbols to create longer and/or more complex messages. <input type="checkbox"/> Communicates best in routines and regarding familiar topics. <input type="checkbox"/> Benefits from help to initiate social interaction and/or take additional turns in conversation. <input type="checkbox"/> Benefits from help to participate in interactions in new environments and with new people. <input type="checkbox"/> Social interaction skills developing. <input type="checkbox"/> Literacy skills developing (e.g. letter names and sounds, site words, spelling of simple words).	<input type="checkbox"/> Understands communication the same as same-age peers. <input type="checkbox"/> Able to talk about a broad range of age-appropriate topics in flexible ways. <input type="checkbox"/> Combines single words, spelling and phrases together to create novel communication about a variety of subjects as would others of his/her age. <input type="checkbox"/> Changes the way words and phrases are combined based on the communication partner and situation. <input type="checkbox"/> Literacy skills on par with same-age peers. <input type="checkbox"/> Social interaction skills, environments, and activities are similar to others of his/her age <input type="checkbox"/> Participates in age-appropriate environments and activities. <input type="checkbox"/> Actively participates with communication partner when communication breakdowns occur.
CHILD 7-13 <input type="checkbox"/>	<input type="checkbox"/> Follows directions within routines and familiar activities. <input type="checkbox"/> Communicates most successfully using facial expression, body language, gestures and/or behaviors (either socially appropriate behaviors or challenging behaviors). <input type="checkbox"/> Frequency and reliability of both understanding and expression varies from day-to-day and/or activity-to-activity. <input type="checkbox"/> Pictures seem to increase both comprehension and expression. <input type="checkbox"/> Has a few messages that (s)he communicates well and/or often. <input type="checkbox"/> Attempts to communicate are most frequent in motivating situations or favorite activities. <input type="checkbox"/> If using picture symbols, uses one picture at a time to communicate messages <input type="checkbox"/> Beginning to use clear and simple symbols (including objects, photographs and picture symbols) in motivating situations and/or favorite activities <input type="checkbox"/> Benefits from help from his/her communication partner to communicate successfully (e.g., narrowing choices, page navigation, interpreting gestures/body language) <input type="checkbox"/> Starting to develop social interactions, especially in specific situations	<input type="checkbox"/> Understands general conversations and directions as well as same age peers. <input type="checkbox"/> Understands picture symbols that represent objects and common actions (e.g., run, paint, eat). <input type="checkbox"/> Starting to understand more abstract picture symbols (e.g., think, big, hot, few). <input type="checkbox"/> Uses symbols and objects spontaneously to communicate basic needs and wants. <input type="checkbox"/> Uses a combination of communication methods (e.g., pictures, objects, pointing/gestures, speech/vocalizations) to express messages. <input type="checkbox"/> Beginning to combine 2 or more symbols to create longer and/or more complex messages. <input type="checkbox"/> Communicates best in routines and regarding familiar topics. <input type="checkbox"/> Benefits from help to initiate social interaction and/or take additional turns in conversation. <input type="checkbox"/> Benefits from help to participate in interactions in new environments and with new people. <input type="checkbox"/> Social interaction skills developing. <input type="checkbox"/> Literacy skills developing (e.g. letter names and sounds, site words, spelling of simple words).	<input type="checkbox"/> Understands communication the same as same-age peers. <input type="checkbox"/> Able to talk about a broad range of age-appropriate topics in flexible ways. <input type="checkbox"/> Combines single words, spelling and phrases together to create novel communication about a variety of subjects as would others of his/her age. <input type="checkbox"/> Changes the way words and phrases are combined based on the communication partner and situation. <input type="checkbox"/> Literacy skills on par with same-age peers. <input type="checkbox"/> Social interaction skills, environments, and activities are similar to others of his/her age <input type="checkbox"/> Participates in age-appropriate environments and activities. <input type="checkbox"/> Actively participates with communication partner when communication breakdowns occur.
TEEN 14-21 <input type="checkbox"/>	<input type="checkbox"/> Follows directions within routines and familiar activities. <input type="checkbox"/> Communicates most successfully using facial expression, body language, gestures and/or behaviors (either socially appropriate behaviors or challenging behaviors). <input type="checkbox"/> Frequency and reliability of both understanding and expression varies from day-to-day and/or activity-to-activity. <input type="checkbox"/> Pictures seem to increase both comprehension and expression. <input type="checkbox"/> Has a few messages that (s)he communicates well and/or often. <input type="checkbox"/> Attempts to communicate are most frequent in motivating situations or favorite activities. <input type="checkbox"/> If using picture symbols, uses one picture at a time to communicate messages <input type="checkbox"/> Beginning to use clear and simple symbols (including objects, photographs and picture symbols) in motivating situations and/or favorite activities <input type="checkbox"/> Benefits from help from his/her communication partner to communicate successfully (e.g., narrowing choices, page navigation, interpreting gestures/body language) <input type="checkbox"/> Starting to develop social interactions, especially in specific situations	<input type="checkbox"/> Understands general conversations and directions as well as same age peers. <input type="checkbox"/> Understands picture symbols that represent objects and common actions (e.g., run, paint, eat). <input type="checkbox"/> Starting to understand more abstract picture symbols (e.g., think, big, hot, few). <input type="checkbox"/> Uses symbols and objects spontaneously to communicate basic needs and wants. <input type="checkbox"/> Uses a combination of communication methods (e.g., pictures, objects, pointing/gestures, speech/vocalizations) to express messages. <input type="checkbox"/> Beginning to combine 2 or more symbols to create longer and/or more complex messages. <input type="checkbox"/> Communicates best in routines and regarding familiar topics. <input type="checkbox"/> Benefits from help to initiate social interaction and/or take additional turns in conversation. <input type="checkbox"/> Benefits from help to participate in interactions in new environments and with new people. <input type="checkbox"/> Social interaction skills developing. <input type="checkbox"/> Literacy skills developing (e.g. letter names and sounds, site words, spelling of simple words).	<input type="checkbox"/> Understands communication the same as same-age peers. <input type="checkbox"/> Able to talk about a broad range of age-appropriate topics in flexible ways. <input type="checkbox"/> Combines single words, spelling and phrases together to create novel communication about a variety of subjects as would others of his/her age. <input type="checkbox"/> Changes the way words and phrases are combined based on the communication partner and situation. <input type="checkbox"/> Literacy skills on par with same-age peers. <input type="checkbox"/> Social interaction skills, environments, and activities are similar to others of his/her age <input type="checkbox"/> Participates in age-appropriate environments and activities. <input type="checkbox"/> Actively participates with communication partner when communication breakdowns occur.
YOUNG ADULT 22-50 <input type="checkbox"/>	<input type="checkbox"/> Follows directions within routines and familiar activities. <input type="checkbox"/> Communicates most successfully using facial expression, body language, gestures and/or behaviors (either socially appropriate behaviors or challenging behaviors). <input type="checkbox"/> Frequency and reliability of both understanding and expression varies from day-to-day and/or activity-to-activity. <input type="checkbox"/> Pictures seem to increase both comprehension and expression. <input type="checkbox"/> Has a few messages that (s)he communicates well and/or often. <input type="checkbox"/> Attempts to communicate are most frequent in motivating situations or favorite activities. <input type="checkbox"/> If using picture symbols, uses one picture at a time to communicate messages <input type="checkbox"/> Beginning to use clear and simple symbols (including objects, photographs and picture symbols) in motivating situations and/or favorite activities <input type="checkbox"/> Benefits from help from his/her communication partner to communicate successfully (e.g., narrowing choices, page navigation, interpreting gestures/body language) <input type="checkbox"/> Starting to develop social interactions, especially in specific situations	<input type="checkbox"/> Understands general conversations and directions as well as same age peers. <input type="checkbox"/> Understands picture symbols that represent objects and common actions (e.g., run, paint, eat). <input type="checkbox"/> Starting to understand more abstract picture symbols (e.g., think, big, hot, few). <input type="checkbox"/> Uses symbols and objects spontaneously to communicate basic needs and wants. <input type="checkbox"/> Uses a combination of communication methods (e.g., pictures, objects, pointing/gestures, speech/vocalizations) to express messages. <input type="checkbox"/> Beginning to combine 2 or more symbols to create longer and/or more complex messages. <input type="checkbox"/> Communicates best in routines and regarding familiar topics. <input type="checkbox"/> Benefits from help to initiate social interaction and/or take additional turns in conversation. <input type="checkbox"/> Benefits from help to participate in interactions in new environments and with new people. <input type="checkbox"/> Social interaction skills developing. <input type="checkbox"/> Literacy skills developing (e.g. letter names and sounds, site words, spelling of simple words).	<input type="checkbox"/> Understands communication the same as same-age peers. <input type="checkbox"/> Able to talk about a broad range of age-appropriate topics in flexible ways. <input type="checkbox"/> Combines single words, spelling and phrases together to create novel communication about a variety of subjects as would others of his/her age. <input type="checkbox"/> Changes the way words and phrases are combined based on the communication partner and situation. <input type="checkbox"/> Literacy skills on par with same-age peers. <input type="checkbox"/> Social interaction skills, environments, and activities are similar to others of his/her age <input type="checkbox"/> Participates in age-appropriate environments and activities. <input type="checkbox"/> Actively participates with communication partner when communication breakdowns occur.
ADULT 55+ <input type="checkbox"/>	<input type="checkbox"/> Follows directions within routines and familiar activities. <input type="checkbox"/> Communicates most successfully using facial expression, body language, gestures and/or behaviors (either socially appropriate behaviors or challenging behaviors). <input type="checkbox"/> Frequency and reliability of both understanding and expression varies from day-to-day and/or activity-to-activity. <input type="checkbox"/> Pictures seem to increase both comprehension and expression. <input type="checkbox"/> Has a few messages that (s)he communicates well and/or often. <input type="checkbox"/> Attempts to communicate are most frequent in motivating situations or favorite activities. <input type="checkbox"/> If using picture symbols, uses one picture at a time to communicate messages <input type="checkbox"/> Beginning to use clear and simple symbols (including objects, photographs and picture symbols) in motivating situations and/or favorite activities <input type="checkbox"/> Benefits from help from his/her communication partner to communicate successfully (e.g., narrowing choices, page navigation, interpreting gestures/body language) <input type="checkbox"/> Starting to develop social interactions, especially in specific situations	<input type="checkbox"/> Understands general conversations and directions as well as same age peers. <input type="checkbox"/> Understands picture symbols that represent objects and common actions (e.g., run, paint, eat). <input type="checkbox"/> Starting to understand more abstract picture symbols (e.g., think, big, hot, few). <input type="checkbox"/> Uses symbols and objects spontaneously to communicate basic needs and wants. <input type="checkbox"/> Uses a combination of communication methods (e.g., pictures, objects, pointing/gestures, speech/vocalizations) to express messages. <input type="checkbox"/> Beginning to combine 2 or more symbols to create longer and/or more complex messages. <input type="checkbox"/> Communicates best in routines and regarding familiar topics. <input type="checkbox"/> Benefits from help to initiate social interaction and/or take additional turns in conversation. <input type="checkbox"/> Benefits from help to participate in interactions in new environments and with new people. <input type="checkbox"/> Social interaction skills developing. <input type="checkbox"/> Literacy skills developing (e.g. letter names and sounds, site words, spelling of simple words).	<input type="checkbox"/> Understands communication the same as same-age peers. <input type="checkbox"/> Able to talk about a broad range of age-appropriate topics in flexible ways. <input type="checkbox"/> Combines single words, spelling and phrases together to create novel communication about a variety of subjects as would others of his/her age. <input type="checkbox"/> Changes the way words and phrases are combined based on the communication partner and situation. <input type="checkbox"/> Literacy skills on par with same-age peers. <input type="checkbox"/> Social interaction skills, environments, and activities are similar to others of his/her age <input type="checkbox"/> Participates in age-appropriate environments and activities. <input type="checkbox"/> Actively participates with communication partner when communication breakdowns occur.

Clarke and Schneider, 2008

Intervention Planning Part Four: Targets

AAC User: _____ Meeting Date: _____ Implementation Date: _____

Planning Team _____

Directions: Write the goals in order from the schedule sheets. Write in specific targeted vocabulary. Select the targeted communication competency area. Describe in detail where on the device the vocabulary is located. Decide who is going to be responsible for carrying out this goal.

Goal	Vocabulary	Communication Competencies Addressed?				Location/Navigation	Facilitator
		Linguistic	Operational	Social	Strategic		