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: _____

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

Review Date: _____

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

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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

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Linguistic Competency

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

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.
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Linguistic Competency, continued

Context Dependent	**GP** ○	**GM** ☐	**N/A** ○	Combines various communicative intents to expand and increase the complexity of interactions. **Activity: Communicative Intents**	N ○	I ○	D ○	M ○
	GP ○	**GM** ☐	**N/A** ○	Uses object names from common categories appropriately during daily activities. **Activity: Expanding Vocabulary – Object Names**	N ○	I ○	D ○	M ○
	GP ○	**GM** ☐	**N/A** ○	Uses 10 verbs appropriately during daily activities. **Activity: Expanding Vocabulary – Action Words**	N ○	I ○	D ○	M ○
	GP ○	**GM** ☐	**N/A** ○	Uses 10 adjectives appropriately in daily activities. **Activity: Expanding Vocabulary – Descriptions**	N ○	I ○	D ○	M ○
	GP ○	**GM** ☐	**N/A** ○	Responds to close-ended questions in daily activities. **Activity: Responding to Questions**	N ○	I ○	D ○	M ○
	GP ○	**GM** ☐	**N/A** ○	Recognizes letter names and sounds in familiar and personally relevant words. (Literacy: Print awareness) **Activity: Recognizing Letters**	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) **Activity: Upper- and Lower-Case Letters**	N ○	I ○	D ○	M ○
	GP ○	**GM** ☐	**N/A** ○	Combines two methods of communication during daily activities. **Activity: Combining Communication Methods**	N ○	I ○	D ○	M ○
	GP ○	**GM** ☐	**N/A** ○	Combines a pronoun and action word as a common sentence starter. **Activity: Creating Sentence Starters**	N ○	I ○	D ○	M ○
	GP ○	**GM** ☐	**N/A** ○	Uses question words appropriately during daily activities. **Activity: Using Question Words**	N ○	I ○	D ○	M ○
	GP ○	**GM** ☐	**N/A** ○	Uses creative two-word sentences in daily activities. **Activity: Combining Two Words**	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) **Activity: Learning about Words**	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) **Activity: Shared Reading**	N ○	I ○	D ○	M ○

Goals

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N/A: Not Applicable

GM: Goal Met (Natural Cue)

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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 ○

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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)

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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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Operational Competency, continued

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

Goals

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Operational Competency, continued

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

Goals

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GM: Goal Met (Natural Cue)

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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

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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.
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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

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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

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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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GM: Goal Met (Natural Cue)

Chain of Cues

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Strategic Competency

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

Goals

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GM: Goal Met (Natural Cue)

Chain of Cues

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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

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N/A: Not Applicable
GM: Goal Met (Natural Cue)

Chain of Cues

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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 ○

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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: _____

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

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Implementation Planning and Goals Progress, continued

Name: _____

Review Date: _____

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

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Implementation Planning and Goals Progress, continued

Name: _____

Review Date: _____

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

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Implementation Planning and Goals Progress, continued

Name: _____

Review Date: _____

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

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