

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/beBdlT



Linguistic Competency

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

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 <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Combines various communicative intents to expand and increase the complexity of interactions.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Uses object names from common categories appropriately during daily activities.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Uses 10 verbs appropriately during daily activities.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Uses 10 adjectives appropriately in daily activities.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Responds to close-ended questions in daily activities.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Recognizes letter names and sounds in familiar and personally relevant words. (Literacy: Print awareness)	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Recognizes upper and lower case letters are related and can match them in personally relevant words. (Literacy: Print awareness)	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Combines two methods of communication during daily activities.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Combines a pronoun and action word as a common sentence starter.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Uses question words appropriately during daily activities.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Uses creative two-word sentences in daily activities.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Recognizes where one word ends and the next begins to make initial connections between spoken and written words. (Literacy: Text Awareness)	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Consistently responds to comments or questions during shared reading, even if the response is inaccurate. (Literacy: Book Awareness)	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>

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.

Linguistic Competency, continued

Transitional Independent	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Identifies common rhymes and uses that knowledge to read or spell related words. (Literacy: Phonological/Phonemic Awareness)	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Uses invented spelling for communication with a few correct letters. (Literacy: Writing Awareness)	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Uses plural -s to show more than one in daily activities.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Uses pronouns to refer to self, others, or objects in daily activities.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Uses creative 3-word sentences in daily activities.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Uses the word 'and' in daily activities.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Uses -ed verb endings to communicate past tense in daily activities.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Uses creative 4+ word sentences in structured activities.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Uses 'is + -ing' verb endings to communicate present tense in daily activities.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Uses non-wh question words during conversation.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>

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.

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

Independent	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Uses the possessive 's in daily activities.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Communicates complex or compound sentences in daily activities.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Uses -er and -est adjective endings to communicate comparisons.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Uses -ly endings to make an adjective an adverb.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Uses 'will' before a verb to communicate future tense in daily activities.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Retells a story in sequence and with enough detail so that others can follow along and understand.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Writes words, sentences, and employs knowledge of phonics as well as a range of spelling conventions. (Literacy: Written Expression)	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Uses capitalization and punctuation appropriately when writing. (Literacy: Written Expression)	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>

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.

Operational Competency

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

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.

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.	N ○	I ○	D ○	M ○
	GP ○	GM □	N/A ○	Explores back, scroll buttons, or swiping for basic navigation throughout the day with partner support.	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.)	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.	N ○	I ○	D ○	M ○
	GP ○	GM □	N/A ○	Navigates to pages containing appropriate categories or messages for familiar environments, activities, or topics.	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	N ○	I ○	D ○	M ○
	GP ○	GM □	N/A ○	Navigates to dashboard or other application launcher to open software with partner support.	N ○	I ○	D ○	M ○
	GP ○	GM □	N/A ○	Activates “delete word” appropriately with partner support.	N ○	I ○	D ○	M ○
	GP ○	GM □	N/A ○	Moves the cursor to the top and bottom of the message window text with support.	N ○	I ○	D ○	M ○
	GP ○	GM □	N/A ○	Reviews the message in the Message Window and makes edits with partner support in structured activities.	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.

Operational Competency, continued

Transitional Independent	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Charges device or asks others to do so independently.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Adjusts volume appropriate to the environment as needed.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Navigates to the appropriate pages for new or unusual environments, activities, or topics.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Adjusts the device or their positioning, or asks others to do so, to achieve better accuracy.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Cleans device or asks others to do so independently as needed.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	When needed, uses software outside of the communication system.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Saves important messages to buttons.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Uses the “chat function” when appropriate during conversations.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Moves cursor or uses the ‘move’ and ‘select’ buttons when editing messages, as needed.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	When typing for writing, demonstrates the use of Shift Key, Space Bar, and punctuation.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>

Goals

GP: Goals in Progress

N/A: Not Applicable

GM: Goal Met (Natural Cue)

Chain of Cues

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Operational Competency, continued

Independent	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Independently adjusts device or requests assistance when access becomes difficult.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Participates in programming by identifying additional topics, categories, or vocabulary needed regularly.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Participates in programming by selecting appropriate buttons for the editing process or directing others to do so.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Selects the most direct navigational route to produce messages in an efficient manner.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Arranges equipment upgrades, troubleshoots, and initiates repair procedures.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Shares a message from the message window to another application.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Uses cut, copy and paste to put text into other applications.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	When editing a message, moves the cursor letter by letter as needed.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>

Goals

GP: Goals in Progress

N/A: Not Applicable

GM: Goal Met (Natural Cue)

Chain of Cues

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Social Competency

Ability Levels				Goals	Chain of Cues			
Emergent	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Acknowledges a communication partner during a greeting or introduction in any way possible with partner support.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Engages in a short social exchange by making any selection, either intentional or unintentional, with partner support. (Forming social connections and friendships)	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Communicates the concept of 'mine' or 'my' over personally motivating objects in daily activities and social interactions, with partner support. (Building communication confidence)	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
Emergent Transitional	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Responds to others waving hello or goodbye by selecting social responses on a given page on communication device. (Greetings and recognizing social cues)	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	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)	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Uses several different communicative intents (requesting, commenting, etc.) to engage in a conversation during daily activities and social interactions. (Matching communication to setting)	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Explores various messages related to feelings during social interactions and daily activities. (Regulating emotions and behaviors)	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	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)	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Explores various attention-getting words and/or phrases on a communication system, during daily activities and social interactions.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>

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

Context Dependent	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Matches basic feelings to experiences during daily activities and social interactions. (Regulating emotions and behaviors)	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Communicates positive and negative responses in a variety of daily experiences and social interactions. (Regulating emotions and behaviors)	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	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)	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	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)	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	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)	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	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)	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Uses a photo album or other support to tell a personal story.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>

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 <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Uses polite words and phrases with occasional reminders in a variety of daily activities and social interaction. (Increasing competence and self esteem, and empathy)	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Actively engages by commenting and checking for comprehension during a variety of daily activities and social interactions. (Recognize social cues, interpersonal and listening skills)	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	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)	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Shares personally meaningful new or unusual information in a variety of daily activities and social interactions. (Forming social connections and friendships)	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>

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 <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Changes topics smoothly in a variety of daily activities and social interactions.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Interrupts or initiates a contribution in a variety of daily activities and social interactions.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Asks partner-focused questions in a variety of daily activities and social interactions.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Selects topic of shared interest or changes communication style based on reaction of partner to create a more appropriate and engaging conversation.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Maintains topic of conversation by asking pertinent questions and making comments in a variety of daily activities and social interactions.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Expresses humor appropriately based on relationship with partner in a variety of activities and social situations.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Corrects errors of others appropriately in a variety of activities and social situations.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Tells simple stories about wishes, dreams, fantasies, or make-believe in a variety of social interactions. (Forming social connections and friendships)	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Tells complex stories with a central character and clear beginning, middle, and end in a variety of activities and social situations.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Discusses emotions and feelings in a variety of daily activities and social interactions. (Forming social connections and friendships, interpersonal and listening skills)	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>

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.

Strategic Competency

Ability Levels				Goals	Chain of Cues			
Emergent	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Gains the attention of the communication partner by touching anything on the device or through vocalizations or gestures.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Repeats vocalization, facial expression, body language, or AAC use if first attempt to communicate fails with partner support.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Uses an alternate method of communication if the first attempt fails with partner support.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
Context Dependent	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Begins to use conversational floor holders to insert into a conversation with support.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Repeats message when intended message is misunderstood, ignored, or communication system didn't speak correctly.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Uses a new or alternate message on the communication system if the first attempt fails with partner support as needed.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Uses different mode of communication when AAC is misunderstood.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Uses regulatory statements when they have made an error in a message or when the partner has misunderstood a message.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Uses floor holders to manage and control conversations in group situations, phone calls, or meeting someone new.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Uses an introduction strategy with unfamiliar communication partners in a variety of social situations.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>

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.

Strategic Competency, continued

Transitional Independent	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	When needed, instructs communication partner in strategies to facilitate the interaction.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Manages the interaction during conversations using messages and options within the AAC system.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Requests clarification from the communication partner when they don't understand.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Uses creative strategies to produce words not in the AAC system.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
Independent	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Plans ahead to contribute effectively in a conversation or presentation.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Selects a communication mode appropriate to a variety of situations and listeners.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Creatively combines communication tools to communicate effectively and efficiently.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>	Independently analyzes errors in communication interactions and devises strategies to address it.	N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>

Goals

GP: Goals in Progress

N/A: Not Applicable

GM: Goal Met (Natural Cue)

Chain of Cues

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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 <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>		N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>		N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>		N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>		N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>
	GP <input type="radio"/>	GM <input type="checkbox"/>	N/A <input type="radio"/>		N <input type="radio"/>	I <input type="radio"/>	D <input type="radio"/>	M <input type="radio"/>

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: _____

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