

tobii
dynavox

success is a
Journey

Unlocking the
Power of
TD Snap



TD For Professionals

Speech Pathologists can access versions of all software for free via a mytobiidynavox professional account:

- Demonstrate and trial the software with clients
- Get to know the software your clients are using
- Customise and set up pages before a trial



bit.ly/Professional-TD-Account

TD Free Trial

Anyone can avail of the TD Snap 60 Free Trial

- Get to know TD Snap before you buy
- Use during funding process and save your progress on your MTD
- Customise and set up pages before you receive your AAC device



tobiidynavox.com/TDSnapFreeTrial

Stay Connected with the #TDSnapTour!

We'd love to see your photos from today's workshop
– **tag us** on social media

Australia

Instagram: <https://www.instagram.com/linkassistive>

Facebook: <https://www.facebook.com/linkassistivetechology>

New Zealand

Instagram: <https://www.instagram.com/linkassistivenz>

Facebook: <https://www.facebook.com/linkassistiveNZ>

LinkedIn

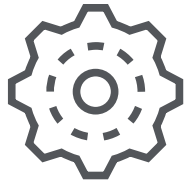
<https://www.linkedin.com/company/link-at/>



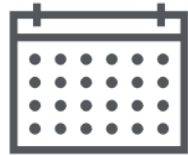
Don't forget to use our hashtag:
#TDSnapTour



What you'll learn:



Navigate TD Snap Page Sets & Settings



Use TD Snap Beyond AAC



Access Practical Resources for Implementation



Understand Dedicated Communication devices and their role



Apply strategies to measure success in classrooms & therapy

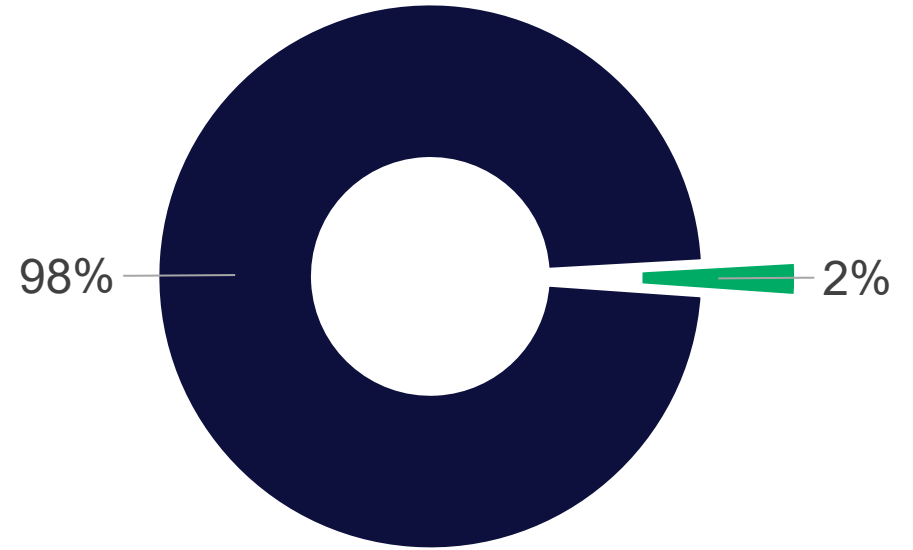


Discover Practical ways to Integrate TD Snap into everyday communication

Empower people to do what they once did, or never thought possible.

~50M

50 million people around the world today cannot communicate effectively without a communication aid.



Only 2% of people diagnosed with a communication disability receive a communication aid.

Why is AAC important?

- AAC is a tool, strategy, support or any form of communication used in addition to or in place of the spoken word.
- Technology is advancing and becoming apart of daily life
- Facilitates social inclusion, reduces frustration and promotes independence



“ —

The average **18** month old child
has been exposed to **4,380** hrs

of oral language at a rate of **8** hours
a day

A child who has an **AAC** system
and receives speech therapy **2** times
per week

for **20-30 minutes** will reach the

SAME AMOUNT of language

exposure in their

AAC language

in **84** yrs.

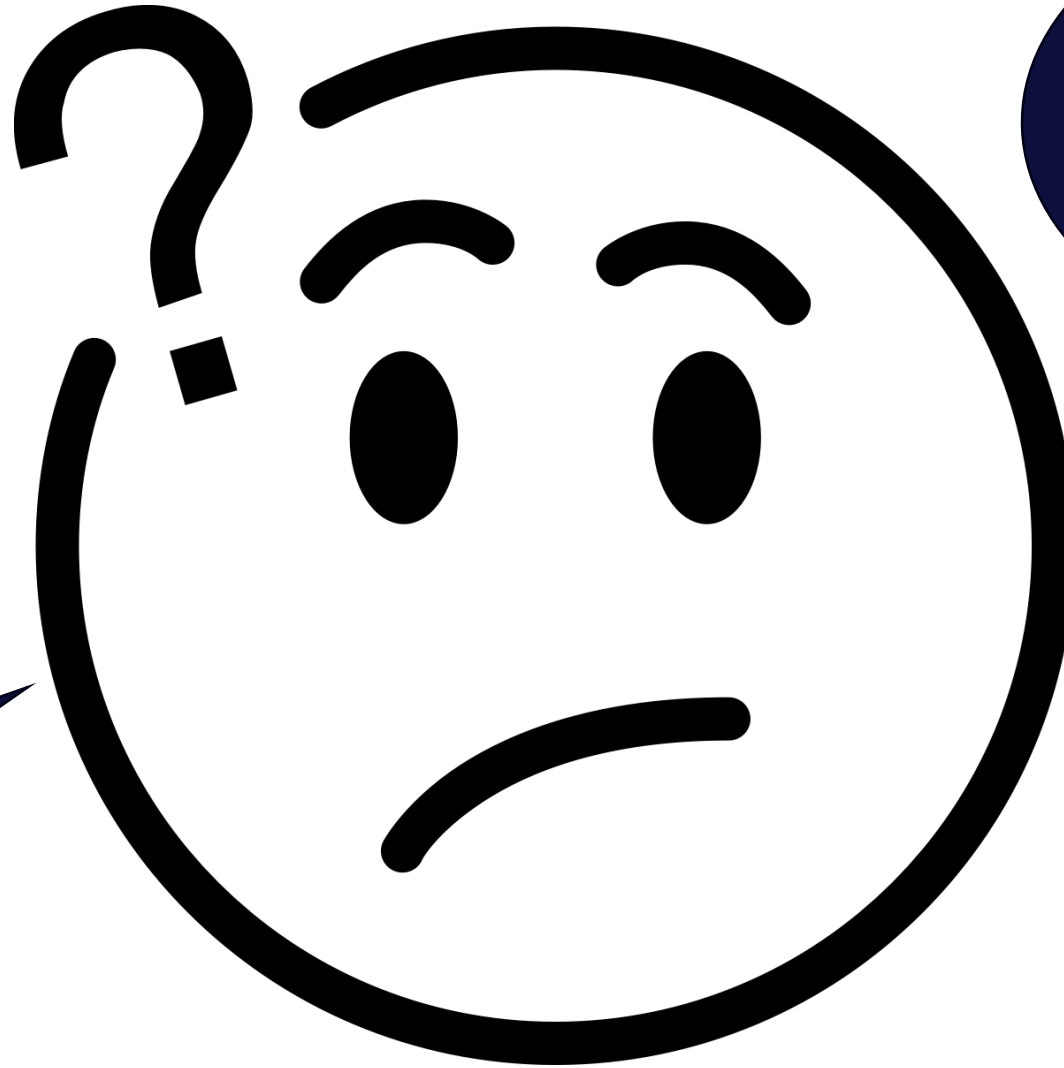
- Korsten 2011



They are too young to start AAC?

AAC is Complicated and difficult to use?

AAC will keep my child from speaking?



[Full list of Myths Here](#)



Health Economic Study



Connections

67% of parents of kids using AAC said it meant they could get to know their child on a deeper level



Expression

86% of Caregivers say the biggest benefit is being able to express will and preferences



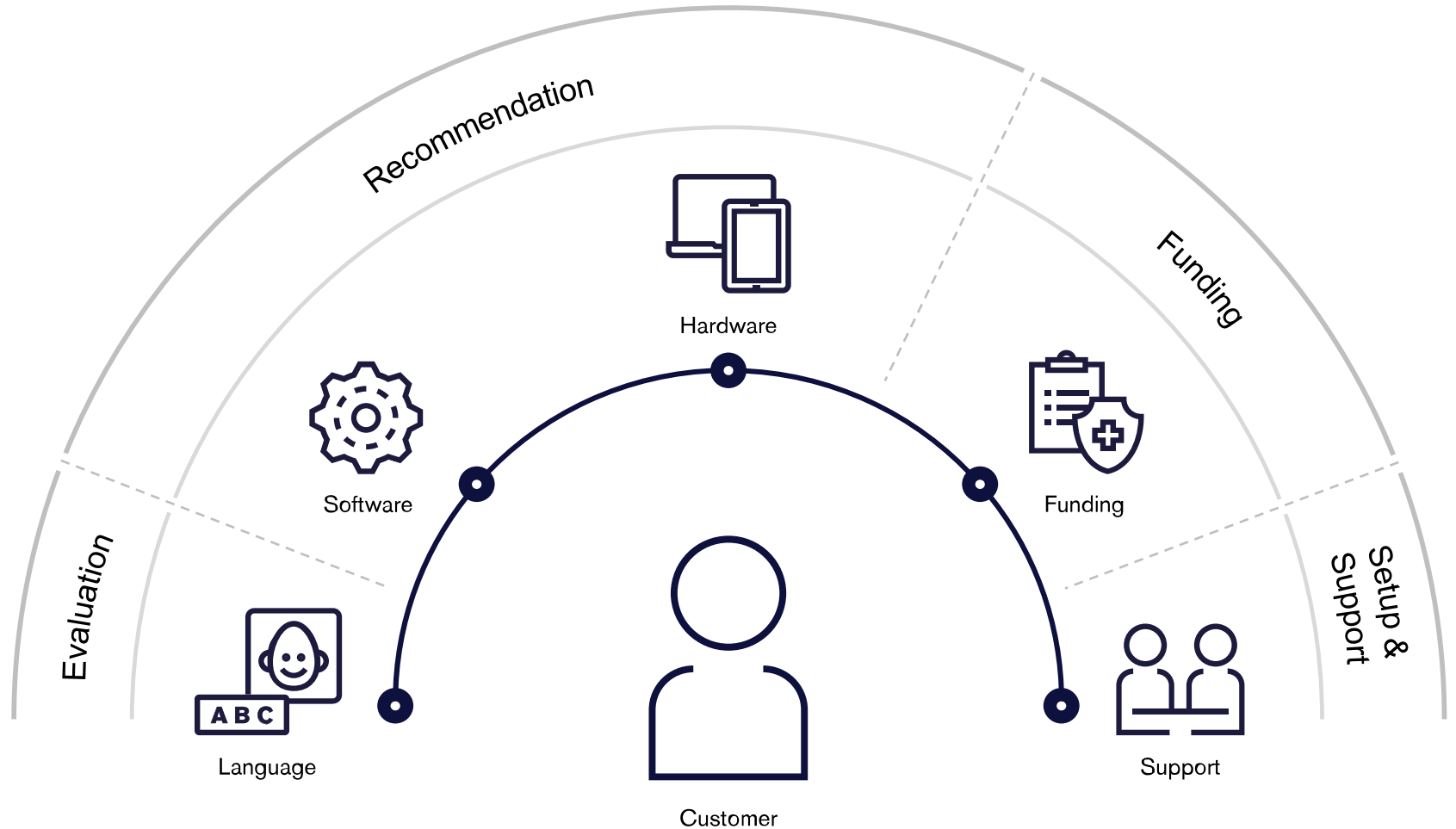
Independence

65% of caregivers report increased independence

Success is a journey

Tobii Dynavox partners with clinicians to navigate the process of recommending, securing, and customizing AAC solutions.

With guidance, resources, and tools, we empower clinicians to confidently support their clients with communication disabilities as their needs and goals evolve.



Success is a journey - Support

For successful implementation of our solutions, we recognise there are **Four key players** to support the user

- Clinical Support- SLT
- Family Support
- School/Carers Support
- Company Support (TD)



Clinical Support - SLT

How:

Regular Assessments and visits (Clinic Days)

Team Training to upskill and empower

Technical Support

Customer Success

Resources:

MYTD for Professionals

Trials and Loans

DAGG3

Learning Hub



Parent/ Family Support

How:

Device Setup

Drop in TD Snap Sessions

Online Webinars

Technical Support

Resources:

Learning Hub



School/Carers Support

How:

Regular Trainings – Special Schools

Webinars and Online Training

Resources:

TD Snap for Schools

Learning Hub

Boardmaker

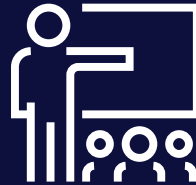


Overview



Clinical

Assist Therapists to find the right solutions for the clients



School/Carers

As many of our users spend a lot of time in schools or care facilities our aim is to help them feel more supported



Family

If families are confident in how to support the user, they have a greater chance of success



Measuring Success in Ireland

Some TD Snap Success Stories

IS (Aged 8 Autism)

Telling his teacher he hates Lavendar. It was sprayed every morning in school

AW (Aged 14)

Being told she would never use AAC. She introduced herself to a new staff member in her school

EL (Aged 13)

Nurse: "Can you show me your talker?"
EL: "No"
Nurse to SLP: "Is she accurate?"
EL: "Yes I am, Goodbye".

EB (Aged 78 APHASIA)

Using the TD Snap Aphasia page, focusing mainly on the scheduling tools and Word Lists at the moment

SR (Aged 9)

Now has a voice to be cheeky. When we are out walking, he uses his voice to say "Help!" then erupts into laughter, asking people to help him get away.

CS (Aged 37 CP)

CS has Cerebral Palsy and is using TD Snap Text on TD Pilot. He has created music and worked in gaming development

RW (Aged 14)

Received device 3 years ago. Using supports, the device has helped to reduce behavioural differences and for the first time recently he said my name

LG (Aged 11)

Mom telling me that she feels her own illness has slowed down (CA) because God is helping her stay alive now that she hears her daughter's voice

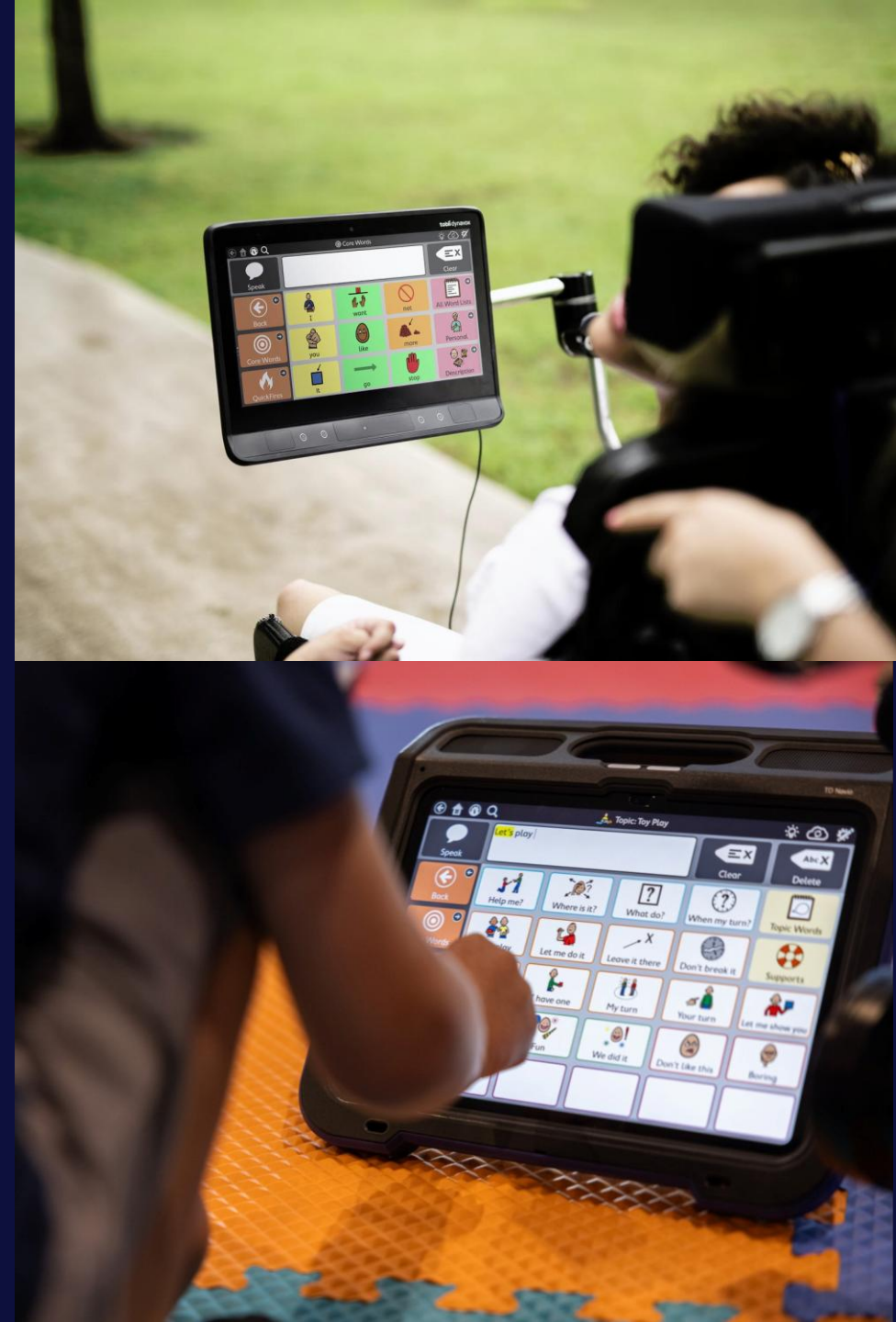
LON (54) MND

Diagnosed with MND, SLT reached out to us at very early stages of diagnosis. Voice is banked and using TD Snap Text / TD Suite on an I-Series with .4 Dwell

NN (Aged 6)

Asked for Sudocream for a sore bum when his nappy needed to be changed

Who is TD Snap for?



TD Snap is for Symbol & Text Users

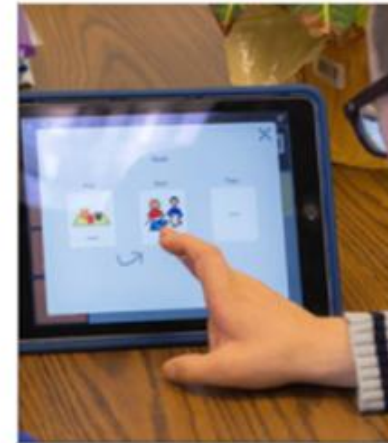
Can be used by children and adults who require symbol & Text support

Varying diagnoses

Variety of physical and sensory abilities.

Language abilities from emerging to more complex language skills

Various Access Methods available



Our Solutions support a range of needs



ALS /MND
Autism
Cerebral Palsy
Down's Syndrome
Huntington's
Aphasia

Multiple Sclerosis
Stroke
Parkinson's
Rett Syndrome
Spinal Muscular Dystrophy
Spinal Cord Injury

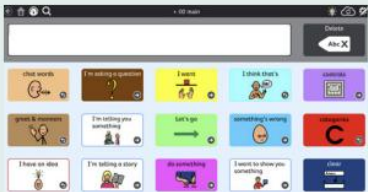
Symbol-Based



TD Snap® Motor Plan INCLUDED

Core approach designed using motor planning principles, organization of fringe words by form and function, and intuitive PCS symbols. Focused on:

- Generative language concepts (brick-by-brick sentence building)
- Some common phrase-based communication (QuickFires)
- MP 30 optimized for eye gaze



TD Snap® PODD In-app Subscription

Pragmatic Organization Dynamic Display.



TD Snap® Core First INCLUDED

Core and pre-stored messages (Topics and QuickFires) designed with fringe words organized by theme or event.

- Two ways to grow (location centered or by grid size)
- Topics organized by communicative intents: Questions, General Comments, Positives, Negatives



TD Snap® Gateway In-app Subscription

Core Vocabulary designed with sentence



TD Snap® Express INCLUDED

Designed with a focus on simplicity and ease of use while supporting movement forward in communication and language skills. Each Theme or context contains common sentence starters, single words, and full messages.



TD Snap® Core First Scanning INCLUDED

Aphasia



TD Snap® Aphasia INCLUDED

Designed specifically based on the needs and strengths of people with aphasia by focusing on providing visual context and focusing on word and message retrieval. Also provided: Keyboard, Visual Scenes, Whiteboard, Photo Albums, Topics, Word Lists and Rating Scales.

Text-Based



TD Snap® Text INCLUDED

Designed for literate individuals.





Symbol-Based

FEATURES	TD Snap® Motor Plan	TD Snap® Core First	TD Snap® Core First Scanning	TD Snap® Express	TD Snap® PODD	TD Snap® Gateway
Creator	Tobii Dynavox	Tobii Dynavox	Tobii Dynavox	Tobii Dynavox	Gayle Porter	Joan Bruno
Languages	English (US/UK/AU), German, Spanish (ES/MX) Bilingual Support: English/Spanish (US)	Arabic, Chinese (simplified), Czech, Danish, Dutch, English (US/UK), Finnish, French (FR/CA), German (PCS/Metacom 9), Hebrew, Icelandic, Italian, Japanese (Hiragana/Kanji keyboard), Norwegian (Bokmål), Portuguese (BR/PT), Spanish (ES/MX), Swedish, Swiss German (PCS/Metacom 9), Turkish Bilingual Support: English/Spanish (US), English/French (CA)	English (US), German	English (US/UK/AU), Dutch, German, Spanish (LATAM)	English (US/AU), Danish	English (US)
Grid Sizes	2-3 grids: 30, 40, 66 Grid sizes are not customizable.	12 optimized grids: 1x2, 1x2, 2x2, 2x3, 3x3, 3x4, 4x4, 5x5, 6x6, 7x7, 7x9, 8x10 All grid sizes are customizable.	3 grids: 3x3, 4x3, 6x5 All grid sizes are customizable.	Single grid size: 18 buttons	PODD PODD 15 Plus Preschool PODD 15 Plus School PODD 15 School PODD 15 Preschool PODD 60 Complex PODD 60 EKW	Child Functional (3x3, 4x5, 5x6, 6x10, 8x10, 9x11), Teen/Adult Functional (3x3, 4x5, 5x6, 5x8, 6x10, 8x10, 9x11), Child Language and Literacy (3x3, 4x5, 5x6, 5x8, 6x10, 8x10, 9x11), Advanced Communicator (5x8, 6x10, 8x10, 9x11), Text (5x8, 6x10, 8x10, 9x11), Gateway Pro 11x13



Symbol-Based

FEATURES	TD Snap® Motor Plan	TD Snap® Core First	TD Snap® Core First Scanning	TD Snap® Express	TD Snap® PODD	TD Snap® Gateway
Whole Message Organization	QuickFires, No Topics (can be added)	QuickFires, Topics-by context or activity	QuickFires, Topics-by context or activity	Message builders, whole messages in each Theme, Chat	Chat Words, Pragmatic function organization	Quick Chat, Themes by context or activity
Toolbar	On home page only	On all pages	On all pages	On all pages	No	On all pages
Vocabulary Manager	Yes: Vocabulary Filter	No: Hide words individually	No: Hide words individually	No: Hide words individually	No: Hide words individually	No: Hide words individually
Path to get to words	Only 1 path (2 exceptions: orange, may)	More than 1 path	More than 1 path	More than 1 path	More than 1 path	More than 1 path
Grammar support (Auto morphology/Manual morphology)	Yes: Auto morphology and Manual morphology. TD Motor Plan (English) includes an advanced automatic morphology system that uses artificial intelligence to make better predictions. <ul style="list-style-type: none"> Looks at preceding 12 words Treats all verbs individually 	Yes: Auto morphology and Manual morphology. TD Core First automatically inflects words to an appropriate form, based on preceding context. <ul style="list-style-type: none"> Looks at preceding 3 words Treats all verbs the same 	Yes: Auto morphology and Manual morphology. TD Core First automatically inflects words to an appropriate form, based on preceding context. <ul style="list-style-type: none"> Looks at preceding 3 words Treats all verbs the same 	None	Only in PODD 60: Word forms provided on a separate page	Yes
Keyboards	Automatically grid matches with QWERTY, ABC options	QWERTY, ABC, AEIOU, Grid Matching, Frequency	AEIOU, QWERTY, Frequency	Grid Matching, QWERTY, ABC	PODD Complex and PODD EKW-QWERTY	QWERTY, ABC, AEIOU, Frequency
Supports (e.g. First Then, Schedule)	Yes (Dashboard)	Yes (Topics)	Yes (Topics)	Yes (Dashboard)	No (can import)	No (can import)
Boardmaker Player	Yes (Dashboard)	Yes (Dashboard and Toolbar)	Yes (Dashboard and Toolbar)	No	Yes (in edit and controls)	No (can import)

	 Text-Based	 Aphasia
FEATURES	TD Snap® Text	TD Snap® Aphasia
Creator	Tobii Dynavox	Tobii Dynavox
Languages	English (US/UK/AU), Spanish	English (US), German, Spanish (LATAM)
Grid Sizes	1 pre-made grid size: 7x10 Grid size is customizable .	3 pre-made grids: 3x3, 4x3, 6x5 All grid sizes are customizable .
Toolbar	On all pages	On all pages
Vocabulary Manager	No: Hide buttons individually	No: Hide buttons individually
Whole Message Organization	Phrases-by context or activity	Topics-by context or activity; Visual Scene or Grid Based
Quick messages for use in any context	QuickFires	QuickFires
Only 1 path to get to words	NA	NA
Grammar support (Auto morphology/Manual morphology)	NA	NA
Keyboards	QWERTY, ABC	QWERTY, ABC
Supports	No (can import)	No (can import)
Boardmaker Player	No (can import)	No (can import)
Whiteboard	Yes (Dashboard)	Yes (Toolbar)
Google Assistant, Siri, Alexa	Yes (Dashboard)	Yes (Dashboard)

Note: Editing or Customizing a button/symbol is the same across all page sets.

Consistent features available across all vocabulary's

Familiar
layout

Visual
Supports

Data
Tracking

Copy to
button

Editing and
Settings

Whiteboard

Google
Assistant

Print Vocab

50,000 plus
PCS
Symbols

Choice of
keyboard
layouts

Boardmaker
Activity
Player

Access IT

Consistent features available across all vocabulary's

YouTube
Player

Symbol editor
& Integrated
Web search

Syncing and
Sharing

Pageset
Central

Multilingual
Options

Environmental
Control

Hide, resize
and move
buttons

Books and
Photos

TD Snap – Consistent Button options



The Search tool shows you where to find any word in TD Snap. Simply enter a search term, then follow the visual cues. The visual cues lead you to the target word, so that you can find the word again later on your own.



Use the Dashboard button to quickly access your Dashboard page. The Dashboard is a page for easy access to frequently-used buttons, such as volume control, remotes, whiteboards and Books & Photos.

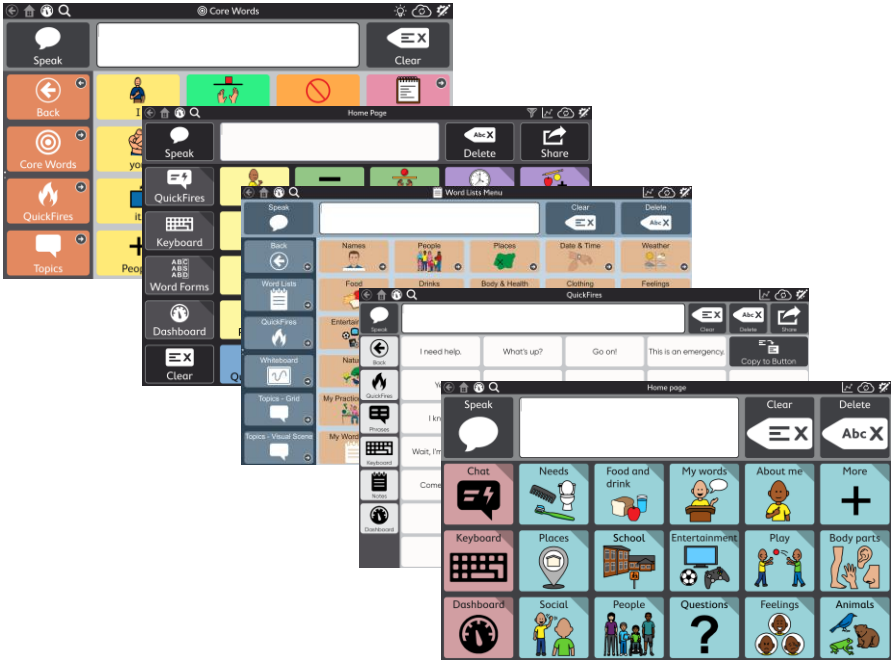


The Sync button is used to start sharing a Page Set for Syncing or to update a Page Set that is already shared for Syncing



Select the Edit button to make changes to your Page Set and access Settings.

TD Snap Consistent Editing Options



Button	Page	Page Set	User	System
--------	------	----------	------	--------





Beyond AAC

Visual
Supports

YouTube
Player

Google
Assistant

Boardmaker
Activity
Player

Books and
Photos

Access IT

Rating
Scales

Daily /
Weekly
Schedules



Implementation
Resources



Dynamic AAC Goals Grid-3: Updates and Use

Bethany Diener, MS, CCC-SLP
Manager, Clinical Team

Agenda

- History of the Dynamic AAC Goals Grid (DAGG)
- Updates to DAGG-3
- Using DAGG-3

DAGG-3 Updates and Use

History

DAGG
2010

DYNAMIC AAC GOAL GRID

LINGUISTIC

EMERGENT

GM

Communicates behaviorally (eye gaze, point, pull partner to, etc.) to request/respond/comment and socially interact

IC

DVC

PA

GM

Rejects undesired propositions or items behaviorally

IC

DVC

PA

GM

Responds positively to propositions, activities and/or offered items behaviorally (brief glance, nod, eye contact, smile or touch)

IC

DVC

PA

GM

Uses reliable signals (e.g. sign/sign approx., obj/sic symbol, verbal/verbal approx.) to represent intended message in immediate environment

IC

DVC

PA

GM

Request/comment/labels a tangible object with single noun symbol given an array of 2 or more symbols in familiar routine/context with setup as needed

IC

DVC

PA

GM

Request/comment/labels a familiar concrete action with single verb symbol given an array of 2 or more symbols during a familiar routine/context with setup as needed

IC

DVC

PA

GM

Selects single button messages in familiar contexts to participate in or move an interaction along with setup as needed

IC

DVC

PA

Q1

Q2

Q3

Q4

CONTEXT DEPENDENT

GM

Selects scene or category symbol to navigate to appropriate message/s for present context/activity

IC

DVC

PA

GM

Understands and uses action concepts (at least 10 verbs across situations)

IC

DVC

PA

GM

Uses learned sentence constructions (carrier phrases) for creative 2+ word phrases (e.g. "I want _____" "I see _____" "I have _____")

IC

DVC

PA

GM

Generates novel or creative 2+ word simple sentences

IC

DVC

PA

GM

Understands and uses abstract descriptive concepts: quantitative/qualitative/spatial (at least 3 in each category)

IC

DVC

PA

GM

Sequences information in a logical manner to tell or rehearse a story (narrative)

IC

DVC

PA

GM

Asks and answers a variety of prestored question forms

IC

DVC

PA

GM

Generates simple grammatical sentences using present ("ing") and past ("ed") tense

IC

DVC

PA

GM

Uses plural "s" to denote more than one

IC

DVC

PA

GM

Recognizes letter/sound associations

IC

DVC

PA

GM

Recognizes and uses high frequency onsets and dyes to spell familiar words

IC

DVC

PA

Q1

Q2

Q3

Q4

INDEPENDENT

GM

Uses existing vocabulary to describe new word/concept out in device (flexible vocabulary use)

IC

DVC

PA

GM

Generates creative messages by combining individual words/phrases/spelling, with increased length and/or complexity

IC

DVC

PA

GM

Understands and uses morphological endings to qualify verbs ("er", "ly")

IC

DVC

PA

GM

Demonstrates independent spelling skills at age level with or without word prediction

IC

DVC

PA

GM

Constructs complex and compound sentences ("because," "and," "that," etc.)

IC

DVC

PA

GM

Uses question reversals conversationally ("Can I?" "Did you?" "Are they?")

IC

DVC

PA

GM

Demonstrates the ability to understand and discuss linguistic structures and forms related to communication systems

IC

DVC

PA

Q1

Q2

Q3

Q4

OPERATIONAL

EMERGENT

GM

Demonstrates ability to turn (or asks) system on/off when appropriate with setup as needed

IC

DVC

PA

GM

Locates high frequency and high interest vocabulary on device with setup as needed

IC

DVC

PA

GM

Demonstrates ability to follow (or asks) charging schedule with setup as needed

IC

DVC

PA

GM

Transports device (or asks) with setup as needed

IC

DVC

PA

GM

Positions device (or asks) for use with setup as needed

IC

DVC

PA

GM

Exhibits motor memory for consistently placed navigational buttons (e.g. close paper book on top left side of page; Quicklines on top right side of page)

IC

DVC

PA

Q1

Q2

Q3

CONTEXT DEPENDENT

GM

Asks for assistance if equipment requires adjustment

IC

DVC

PA

GM

Adjusts volume and speech controls (rate/voice)

IC

DVC

PA

GM

Demonstrates ability (or asks) to change and care for device

IC

DVC

PA

GM

Adjusts (or asks) screen or position for best visibility and access

IC

DVC

PA

GM

Locates commonly used vocabulary

IC

DVC

PA

GM

Participates in adding vocabulary

IC

DVC

PA

GM

Navigates to logical page/message/vocabulary during an interaction

IC

DVC

PA

GM

Demonstrates ability to access external equipment with setup (text, computer, IR)

IC

DVC

PA

GM

Demonstrates ability to manage simple Message Window or

IC

DVC

PA

Q1

Q2

INDEPENDENT

GM

Meets communicative needs by independently navigating components (page-oriented and/or generative) within system

IC

DVC

PA

GM

Arranges equipment upgrades, troubleshooting, etc.

IC

DVC

PA

GM

Independently adds vocabulary specific to context

IC

DVC

PA

GM

Demonstrates ability to access external equipment (computer, IR)

IC

DVC

PA

GM

Independently stores files, customized messages

IC

DVC

PA

GM

Demonstrates understanding of the appeal/prediction, pronunciation exceptions, etc.

IC

DVC

PA

Q1

Q2

DYNAMIC AAC GOALS

The Dynamic AAC Goals Grid is a tool for assessment and measurement of an individual's current level of communication ability across communicative competencies. In addition, it may be used to assist with planning more appropriate future communication goals with the overall goal of achieving successful communication as independently as possible.

Developed in conjunction with Dynamic Therapy Associates of Kennesaw, GA. www.mymynamictherapy.com

COMMUNICATIVE COMPETENCIES

Skills in these four areas are directly related to conversational interactions using an AAC system:

- Linguistic:** Receptive and expressive language; Learning and using vocabulary, sentence structure and pre-programmed messages in increasing number, variety and complexity
- Operational:** Skills related to the maintenance and operation of the AAC system
- Social:** Skills needed to communicate effectively and in socially appropriate ways such as initiating, maintaining, developing and terminating an interaction
- Strategic:** Strategies to overcome or minimize the functional limitations of AAC and to prevent or repair communication breakdowns

COMMUNICATION ABILITY LEVEL

Each Communicative Competency has been organized into three levels - Emergent, Context-Dependent, Independent. In the AAC Goals Grid, these levels provide a way to define observable communication behaviors for present and progressing competency skills. We suggest evaluating from Emergent moving forward through Independent (See InterAAC Framework checklist on last page).

PROMPTING HIERARCHY

When we are trying to teach a target skill, we often use a graduated or "least to most" prompting hierarchy to elicit the communicative response. The ultimate goal is that the individual recognizes the opportunity to communicate given only natural conversational cues (e.g. facial expression, actions, gesture, statement or question) or natural environmental cues (e.g. desired object is out of reach). If the individual is using a "Natural Cue" the targeted goal would be met. Consider the following example:

- Goal Met (Natural Cue):** Other people saying hello
 - Indirect Cue (IC):**
 - Search light - randomly moving light/pointer over device
 - Verbal - "Did you hear what they said?" "I wonder if you could say something back?"
 - Visual/Gestural - shrug of shoulders, "I don't know" hand gesture
 - Direct Verbal Cue (DVC):** "They said hello to you." or "They were nice to say 'hello' to you."
 - Direct Pointer Cue (DPC):** Showing the location of "hi" on the device without activating it
 - Physical Assistance (PA):** Provide some means of activating the appropriate message

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Schneider, H. (2008) *A DASH*

Schneider, H. (2008) *A DASH*

CHAIN OF CUES PROMPTING HIERARCHY
GM: GOAL MET (USES CUES NATURAL TO SKILL/ACTIVITY) • IC: INDIRECT CUE • DVC: DIRECT VERBAL CUE • DPC: DIRECT

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Developed in conjunction with Dynamic Therapy Associates of Kennesaw, GA www.mydynamicttherapy.com

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PROMPTING HIERARCHY

When we are trying to teach a target skill, we often use a graduated or "least to most" prompting hierarchy to elicit the communicative response. The ultimate goal is that the individual recognizes the opportunity to communicate given only natural conversational cues (e.g. facial expression, actions, gesture, statement or question) or natural environmental cues (e.g. desired object is out of reach). If the individual is using a "Natural Cue" the targeted goal would be met. Consider the following example:

- Goal Met (Natural Cue):** Other people saying hello
 - Indirect Cue (IC)**
 - Search light - randomly moving light/pointer over device
 - Verbal - "Did you hear what they said?" "I wonder if you could say something back?"
 - Visual/Gestural - shrug of shoulders, "I don't know" hand gesture
 - Direct Verbal Cue (DVC):** "They said hello to you." or "They were nice to say 'hello' to you."
 - Direct Pointer Cue (DPC):** Showing the location of "hi" on the device without activating it
 - Physical Assistance (PA):** Provide some means of physical assistance to activate the appropriate message on device

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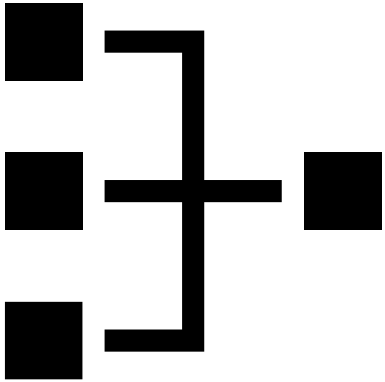


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Developed by DynaVox in conjunction with Dynamic Therapy Associates of Kennesaw, GA, Clark and Schneider, 2010

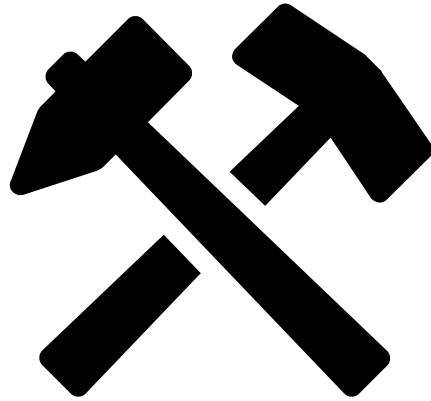
Copyright notification: User manual, patient manual



Purpose of DAGG



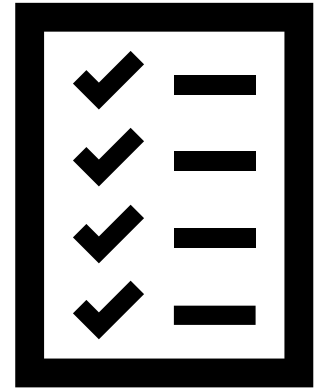
Systematic
assessment (and
reassessment)



Tools to develop
communicative
independence



Encourage effective
AAC use across
competencies



Support goal
writing

Authors of DAGG

Partnership between Vicki Clarke and **tobii** dynavox




<https://praacticalaac.org/praactical/how-we-do-it-assessing-aac-skills-and-competencies-to-inform-intervention-show-progress/>



Foundations of DAGG

Organization

- Competencies
- Communication Ability Levels

DYNAMIC AAC GOAL GRID																			
LINGUISTIC				OPERATIONAL				SOCIAL				STRATEGIC							
EMERGENT				EMERGENT				EMERGENT				EMERGENT							
501	Communicates behaviorally (eye gaze, point, pull partner to, etc.) to request/respond/comment and socially interact	IC	DVC	PA	601	Demonstrates ability to turn (or asks) system on/off when appropriate with setup as needed	IC	DVC	PA	601	Interacts socially through behaviors (smiling, object-based turn taking, waving)-e.g. understands social cause and effect	IC	DVC	PA	601	Understands that his/her communication (regardless of modality) has an effect on the environment or communication partner	IC	DVC	PA
502	Rejects undesired propositions or items behaviorally	IC	DVC	PA	602	Locates high frequency and high interest vocabulary on device with setup as needed	IC	DVC	PA	602	Responds to communication	IC	DVC	PA	602	Recognizes the need to obtain the communication partner's attention before initiating a message with setup as needed	IC	DVC	PA
503	Responds positively to propositions, activities and/or offered items behaviorally (brief glance, nod, eye contact, smile or touch)	IC	DVC	PA	603	Demonstrates ability to follow (or asks) changing schedule with setup as needed	IC	DVC	PA	603	Periodically references communication partner during interaction through brief glance, nod, eye contact, proximity or touch (joint attention)	IC	DVC	PA	603	Uses an introduction strategy with unfamiliar communication partner with setup as needed (e.g. "I use this device to talk", pointing to the device to show they use it to communicate)	IC	DVC	PA
504	Uses reliable signals (e.g. sign/sign approx., obj/pic symbol, verbal/ verbal approx.) to represent intended message in immediate environment	IC	DVC	PA	604	Recognizes device (or asks) with setup as needed	IC	DVC	PA	604	Uses communication techniques to replace challenging behaviors (e.g. "move", "all done") with setup as needed	IC	DVC	PA	604	Recognizes the need to repeat message when intended message is misunderstood or ignored	IC	DVC	PA
505	Request/comment/labels a tangible object with single noun symbol given an array of 2 or more symbols in familiar routine/context with setup as needed	IC	DVC	PA	605	Positions device (or asks) for use with setup as needed	IC	DVC	PA	605	Comments appropriately when engaged in activity with setup as needed	IC	DVC	PA	605	Uses different mode of communication (e.g. gesture, vocalization, behavior, etc.) for misunderstood message with setup as needed	IC	DVC	PA
506	Request/comment/labels a familiar concrete action with single verb symbol given an array of 2 or more symbols during a familiar routine/context with setup as needed	IC	DVC	PA	606	Exhibits motor memory for consistently placed navigational buttons (e.g. close popup/go back on top left side of page, Quicklinks on top right side of page)	IC	DVC	PA	606	Initiates, terminates interactions using pre-stored messages with setup as needed (e.g. scripted greetings)	IC	DVC	PA	606	Requests or obtains the communication system when appropriate	IC	DVC	PA
507	Selects single button messages in familiar contexts to participate in or move an interaction along with setup as needed	IC	DVC	PA	607	Demonstrates ability to access external equipment independently (phone, email, text, computer, etc.)	IC	DVC	PA	607	Demonstrates conversational turn taking in errorless or familiar interaction/activity with setup as needed	IC	DVC	PA	607		IC	DVC	PA
508		IC	DVC	PA	608	Shares several pieces of preprogrammed "news"/information with setup as needed	IC	DVC	PA	608	Shares several pieces of preprogrammed "news"/information with setup as needed	IC	DVC	PA	608		IC	DVC	PA
Q1 _____ Q2 _____ Q3 _____ Q4 _____				Q1 _____ Q2 _____ Q3 _____ Q4 _____				Q1 _____ Q2 _____ Q3 _____ Q4 _____				Q1 _____ Q2 _____ Q3 _____ Q4 _____							
CONTEXT DEPENDENT				CONTEXT DEPENDENT				CONTEXT DEPENDENT				CONTEXT DEPENDENT							
601	Selects scene or category symbol to navigate to appropriate message/s for present context/activity	IC	DVC	PA	601	Asks for assistance if equipment requires adjustment	IC	DVC	PA	601	Maintains eye contact as appropriate	IC	DVC	PA	601	Engages communication partner(s) visually during the interaction to monitor their attention and understanding	IC	DVC	PA
602	Understands and uses action concepts (at least 10 verbs across situations)	IC	DVC	PA	602	Adjusts volume and speech controls (rate/voice)	IC	DVC	PA	602	Initiates, terminates conversations using scripted preprogrammed messages	IC	DVC	PA	602	Adjusts volume to fit the setting	IC	DVC	PA
603	Understands and uses action concepts (at least 10 verbs across situations)	IC	DVC	PA	603	Demonstrates ability (or asks) to change and care for device	IC	DVC	PA	603	Demonstrates conversational turn-taking (social/activity based)	IC	DVC	PA	603	Independently uses an introduction strategy with unfamiliar communication partner (e.g. descriptive instructions on how best to communicate with him/her)	IC	DVC	PA
604	Understands and uses action concepts (at least 10 verbs across situations)	IC	DVC	PA	604	Adjusts (or asks) screen or position for best visibility and access	IC	DVC	PA	604	Maintains topic with a non-obligatory turn (e.g. head nod or comment "cool", "yuck", "me too")	IC	DVC	PA	604	Recognizes the intended message was not understood and uses a message to alert ("Wrong by again" or "Let me tell you another way" or "Wait", shaking head)	IC	DVC	PA
605	Understands and uses action concepts (at least 10 verbs across situations)	IC	DVC	PA	605	Locates commonly used vocabulary	IC	DVC	PA	605	Shows personally meaningful novel information using phrases, word lists, core words, and/or keyboard	IC	DVC	PA	605	Uses an repeat strategy for communication breakdowns (e.g. report, aphasia, provide additional key word or information, draw attention to message window, use non-verbal cues gesture/body or facial expression, first letter cue)	IC	DVC	PA
606	Understands and uses action concepts (at least 10 verbs across situations)	IC	DVC	PA	606	Participates in adding vocabulary	IC	DVC	PA	606	Shows spontaneous greetings and farewells using rote/learned repertoire	IC	DVC	PA	606	Selects a communication mode appropriate to the situation with a familiar communication partner	IC	DVC	PA
607	Understands and uses action concepts (at least 10 verbs across situations)	IC	DVC	PA	607	Navigates to logical page/message/vocabulary during an interaction	IC	DVC	PA	607	Shifts topics smoothly with suggestions (e.g. common sequers such as "I have something to tell you" or "Guess what?")	IC	DVC	PA	607	Proactively manages the interaction (e.g. interrupts with "wait" or "hang on" while he/she receives message or "yuck" "uh-huh" letting listener know he/she is engaged)	IC	DVC	PA
608	Understands and uses action concepts (at least 10 verbs across situations)	IC	DVC	PA	608	Demonstrates ability to access external equipment with setup as needed (phone, email, text, computer, etc.)	IC	DVC	PA	608	Requests information (e.g. "When?" or "Where?")	IC	DVC	PA	608	Demonstrates emerging use of simple rate enhancement strategies (e.g. ideographic strategy)	IC	DVC	PA
609	Understands and uses action concepts (at least 10 verbs across situations)	IC	DVC	PA	609	Demonstrates ability to manage simple Message Window operations (e.g. close, delete)	IC	DVC	PA	609	Requests a variety of actions (e.g. "Turn the page" or "Get the ___ for me")	IC	DVC	PA	609		IC	DVC	PA
610	Understands and uses action concepts (at least 10 verbs across situations)	IC	DVC	PA	610		IC	DVC	PA	610	Asks partner focused questions using pre-stored messages (e.g. "What did you do?")	IC	DVC	PA	610		IC	DVC	PA
611	Understands and uses action concepts (at least 10 verbs across situations)	IC	DVC	PA	611		IC	DVC	PA	611	Uses humor	IC	DVC	PA	611		IC	DVC	PA
Q1 _____ Q2 _____ Q3 _____ Q4 _____				Q1 _____ Q2 _____ Q3 _____ Q4 _____				Q1 _____ Q2 _____ Q3 _____ Q4 _____				Q1 _____ Q2 _____ Q3 _____ Q4 _____							
INDEPENDENT				INDEPENDENT				INDEPENDENT				INDEPENDENT							
601	Understands and uses action concepts (at least 10 verbs across situations)	IC	DVC	PA	601	Meets communicative needs by independently navigating to appropriate language components (pre-programmed and/or generative messages/words/phrases/spelling) within system	IC	DVC	PA	601	Selects topic of mutual interest to self and communication partner	IC	DVC	PA	601	Independently utilizes several strategies to prevent communication breakdowns	IC	DVC	PA
602	Understands and uses action concepts (at least 10 verbs across situations)	IC	DVC	PA	602	Arranges equipment upgrades, troubleshoots, initiates repair procedures	IC	DVC	PA	602	Requests clarification	IC	DVC	PA	602	Communicates intent to contribute to a conversation (e.g. "I have a question")	IC	DVC	PA
603	Understands and uses action concepts (at least 10 verbs across situations)	IC	DVC	PA	603	Independently adds vocabulary specific to constructs of the system	IC	DVC	PA	603	Uses non-obligatory commenting and/or questions related to conversational topic	IC	DVC	PA	603	Persists ahead to contribute effectively in a conversation (e.g. compare and share messages for doctor before contribute)	IC	DVC	PA
604	Understands and uses action concepts (at least 10 verbs across situations)	IC	DVC	PA	604	Demonstrates ability to access external equipment independently (phone, email, text, computer, etc.)	IC	DVC	PA	604	Initiates/drops a conversation using a variety of both pre-programmed and/or generative messages	IC	DVC	PA	604	Selects a communication mode appropriate to a variety of situations and listeners	IC	DVC	PA
605	Understands and uses action concepts (at least 10 verbs across situations)	IC	DVC	PA	605	Independently stores files, customized messages and sequences	IC	DVC	PA	605	Uses partner focused questions to continue conversation with specific subject related vocabulary	IC	DVC	PA	605	Effectively uses device features to communicate effectively and efficiently	IC	DVC	PA
606	Understands and uses action concepts (at least 10 verbs across situations)	IC	DVC	PA	606	Demonstrates understanding of the operation of device software features (e.g. word prediction, pronunciation exceptions, editing features, etc.)	IC	DVC	PA	606	Demonstrates ability to initiate, maintain, extend and terminate conversations appropriately	IC	DVC	PA	606	Signals a topic change with appropriate message	IC	DVC	PA
607	Understands and uses action concepts (at least 10 verbs across situations)	IC	DVC	PA	607		IC	DVC	PA	607		IC	DVC	PA	607	Independently analyzes errors in communication interactions and devises strategies to address it	IC	DVC	PA
608	Understands and uses action concepts (at least 10 verbs across situations)	IC	DVC	PA	608		IC	DVC	PA	608		IC	DVC	PA	608	Demonstrates mature or independent use of rate enhancement strategies (e.g. ideographic, ideographic or text-speed strategy, character/word/phrases prediction)	IC	DVC	PA
Q1 _____ Q2 _____ Q3 _____ Q4 _____				Q1 _____ Q2 _____ Q3 _____ Q4 _____				Q1 _____ Q2 _____ Q3 _____ Q4 _____				Q1 _____ Q2 _____ Q3 _____ Q4 _____							
CHAIN OF CUES PROMPTING HIERARCHY																			
GM: GOAL MET (USES CUES NATURAL TO SKILL/ACTIVITY) • IC: INDIRECT CUE • DVC: DIRECT VERBAL CUE • DPC: DIRECT POINTER CUE • PA: PHYSICAL ASSISTANCE																			
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Foundations of DAGG

- Content
 - Developmental model
 - Cueing strategy
- Languages
 - English
 - German – same organization, same content except linguistic goals

DYNAMIC AAC GOALS

The Dynamic AAC Goals Grid is a tool for assessment and measurement of an individual's current level of communication ability across communicative competencies. In addition, it may be used to assist with planning more appropriate future communication goals with the overall goal of achieving successful communication as independently as possible.

Developed in conjunction with Dynamic Therapy Associates of Kennesaw, GA. www.mydynamicttherapy.com

COMMUNICATIVE COMPETENCIES

Skills in these four areas are directly related to conversational interactions using an AAC system:

- **Linguistic:** Receptive and expressive language; Learning and using vocabulary, sentence structure and pre-programmed messages in increasing number, variety and complexity
- **Operational:** Skills related to the maintenance and operation of the AAC system
- **Social:** Skills needed to communicate effectively and in socially appropriate ways such as initiating, maintaining, developing and terminating an interaction
- **Strategic:** Strategies to overcome or minimize the functional limitations of AAC and to prevent or repair communication breakdowns

COMMUNICATION ABILITY LEVEL

Each Communicative Competency has been organized into three levels - Emergent, Context-Dependent, Independent. In the AAC Goals Grid, these levels provide a way to define observable communication behaviors for present and progressing competency skills. We suggest evaluating from Emergent moving forward through Independent (see InterAACt Framework checklist on last page).

PROMPTING HIERARCHY

When we are trying to teach a target skill, we often use a graduated or "least to most" prompting hierarchy to elicit the communicative response. The ultimate goal is that the individual recognizes the opportunity to communicate given only natural conversational cues (e.g. facial expression, actions, gesture, statement or question) or natural environmental cues (e.g. desired object is out of reach). If the individual is using a "Natural Cue" the targeted goal would be met. Consider the following example:

- **Goal Met (Natural Cue):** Other people saying hello
- **Indirect Cue (IC)**
 - Search light – randomly moving light/pointer over device
 - Verbal – "Did you hear what they said?" "I wonder if you could say something back?"
 - Visual/Gestural – shrug of shoulders, "I don't know" hand gesture
- **Direct Verbal Cue (DVC):** "They said hello to you." or "They were nice to say 'hello' to you."
- **Direct Pointer Cue (DPC):** Showing the location of "hi" on the device without activating it
- **Physical Assistance (PA):** Provide some means of physical assistance to activate the appropriate message on device

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Feedback

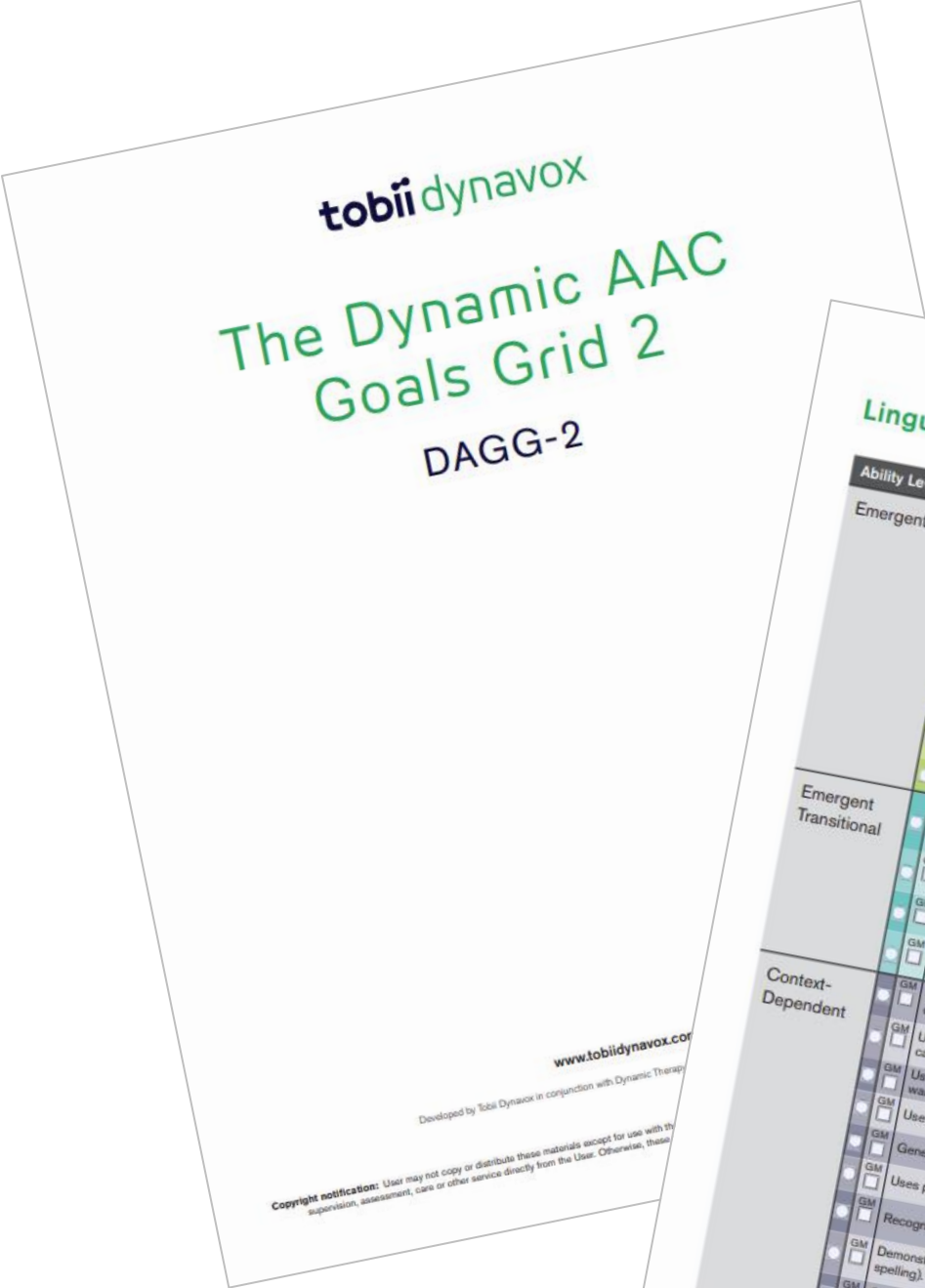
Positives

- Thorough
- Useful for assessment, tracking progress, and planning intervention
- Recommended broadly in presentations, blogs, and social media

Challenges

- Difficult to classify Communication Ability Level
- Not enough support for use
- No way to track progress
- Goals seem not aligned to correct competency

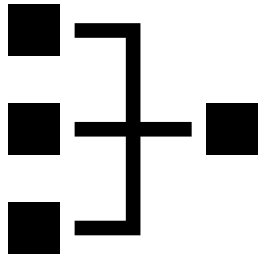
DAGG-2
2014



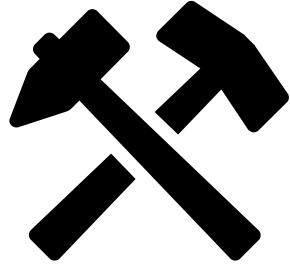
Linguistic Competency

Ability Levels	Goals	Chain of Cues			
Emergent	<input type="checkbox"/> GM Communicates behaviorally (e.g., eye gaze, point, pull partner toward) to request/respond/comment and socially interact.	<input type="checkbox"/> IC	<input type="checkbox"/> DVC	<input type="checkbox"/> DPC	<input type="checkbox"/> PA
	<input type="checkbox"/> GM Rejects undesired propositions or items behaviorally (e.g., brief glance, nod, eye contact, smile or touch).	<input type="checkbox"/> IC	<input type="checkbox"/> DVC	<input type="checkbox"/> DPC	<input type="checkbox"/> PA
	<input type="checkbox"/> GM Accepts propositions, activities and/or offered items behaviorally.	<input type="checkbox"/> IC	<input type="checkbox"/> DVC	<input type="checkbox"/> DPC	<input type="checkbox"/> PA
	<input type="checkbox"/> GM Demonstrates intent to communicate with a partner such as selecting single button message in a joint action routine (e.g., repeated story line, request repetition of preferred activity).	<input type="checkbox"/> IC	<input type="checkbox"/> DVC	<input type="checkbox"/> DPC	<input type="checkbox"/> PA
	<input type="checkbox"/> GM Signals a desire for something (e.g., gesture, device, speech).	<input type="checkbox"/> IC	<input type="checkbox"/> DVC	<input type="checkbox"/> DPC	<input type="checkbox"/> PA
	<input type="checkbox"/> GM Engages in turn-taking for one communication exchange (can include gestures, pointing, facial expression, eye movement).	<input type="checkbox"/> IC	<input type="checkbox"/> DVC	<input type="checkbox"/> DPC	<input type="checkbox"/> PA
	<input type="checkbox"/> GM Demonstrates joint attention toward an object with partner.	<input type="checkbox"/> IC	<input type="checkbox"/> DVC	<input type="checkbox"/> DPC	<input type="checkbox"/> PA
Emergent Transitional	<input type="checkbox"/> GM Uses at least 3 reliable signals (e.g., sign/sign approx., obj/pic symbol, verbal/verbal approx.) to control their immediate environment (e.g., "More," "All done," or "Stop!").	<input type="checkbox"/> IC	<input type="checkbox"/> DVC	<input type="checkbox"/> DPC	<input type="checkbox"/> PA
	<input type="checkbox"/> GM Requests/comments/labels a tangible object with single noun symbol, array of 2 or more symbols in familiar routine/context.	<input type="checkbox"/> IC	<input type="checkbox"/> DVC	<input type="checkbox"/> DPC	<input type="checkbox"/> PA
	<input type="checkbox"/> GM Requests/comments/labels a familiar concrete action with single verb symbol given an array of 2 or more symbols during a familiar routine/context.	<input type="checkbox"/> IC	<input type="checkbox"/> DVC	<input type="checkbox"/> DPC	<input type="checkbox"/> PA
Context-Dependent	<input type="checkbox"/> GM Selects single button messages in familiar contexts to participate in or move an interaction along.	<input type="checkbox"/> IC	<input type="checkbox"/> DVC	<input type="checkbox"/> DPC	<input type="checkbox"/> PA
	<input type="checkbox"/> GM Uses a variety of nouns in categories to include 7 categories with 5 examples in each category.	<input type="checkbox"/> IC	<input type="checkbox"/> DVC	<input type="checkbox"/> DPC	<input type="checkbox"/> PA
	<input type="checkbox"/> GM Uses abstract descriptive concepts: quantitative/qualitative/spatial (at least 2 in each category).	<input type="checkbox"/> IC	<input type="checkbox"/> DVC	<input type="checkbox"/> DPC	<input type="checkbox"/> PA
	<input type="checkbox"/> GM Uses learned sentence constructions (carrier phrases) for creative 2+ word phrases (e.g., "I want ____," "I see ____," "I have ____") in structured or routine activities.	<input type="checkbox"/> IC	<input type="checkbox"/> DVC	<input type="checkbox"/> DPC	<input type="checkbox"/> PA
	<input type="checkbox"/> GM Uses action concepts (at least 10 verbs across situations).	<input type="checkbox"/> IC	<input type="checkbox"/> DVC	<input type="checkbox"/> DPC	<input type="checkbox"/> PA
	<input type="checkbox"/> GM Generates novel or creative 2+ word simple sentences.	<input type="checkbox"/> IC	<input type="checkbox"/> DVC	<input type="checkbox"/> DPC	<input type="checkbox"/> PA
	<input type="checkbox"/> GM Uses plural "s" to denote more than one.	<input type="checkbox"/> IC	<input type="checkbox"/> DVC	<input type="checkbox"/> DPC	<input type="checkbox"/> PA
	<input type="checkbox"/> GM Recognizes letter/sound associations.	<input type="checkbox"/> IC	<input type="checkbox"/> DVC	<input type="checkbox"/> DPC	<input type="checkbox"/> PA
	<input type="checkbox"/> GM Demonstrates early use of letter combinations (e.g., initial sound recognition, creative spelling).	<input type="checkbox"/> IC	<input type="checkbox"/> DVC	<input type="checkbox"/> DPC	<input type="checkbox"/> PA
	<input type="checkbox"/> GM Generates simple grammatical sentences using present ("ing") and past ("ed") tense.	<input type="checkbox"/> IC	<input type="checkbox"/> DVC	<input type="checkbox"/> DPC	<input type="checkbox"/> PA

Purpose of DAGG-2



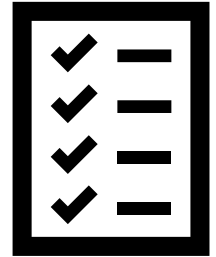
Systematic
assessment (and
reassessment)



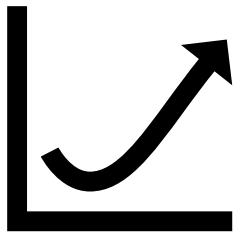
Tools to develop
communicative
independence



Encourage effective
AAC use across
competencies



Support goal
writing



Tools to track
progress



Expanded
instructions

Content of DAGG in Pathways for Core First (2017)

- Changes
 - Simplified language
 - Included TD terms (e.g., QuickFires)
- Additions
 - Four new literacy goals
 - Lesson plans for every goal
- Localization
 - Spanish
 - Swedish
 - Norwegian
 - German
 - French – paper-based only



Feedback

Positives

- Thorough
- Useful for assessment, tracking progress, and planning intervention
- Recommended broadly in presentations, blogs, and social media

Challenges

- Language is too complicated
- Process for use is too complicated
- Does not include current practices
 - Psychosocial competency (Light, 2014)
 - Access goals
 - Literacy goals
 - Use of physical assistance

DAGG-3 Updates and Use

Updates to DAGG-3

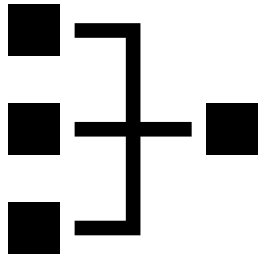
Authors

Partnership between Vicki Clarke and Tobii Dynavox

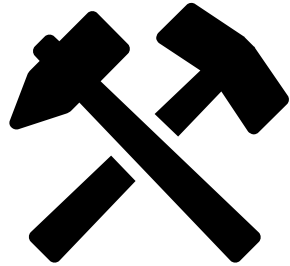


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Purpose of DAGG-3



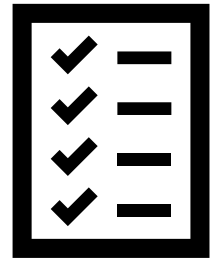
Systematic
assessment (and
reassessment)



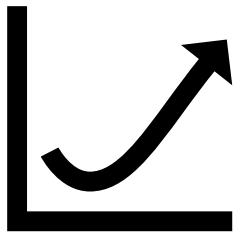
Tools to develop
communicative
independence



Encourage effective
AAC use across
competencies



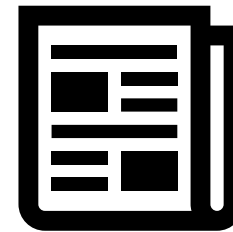
Support goal
writing



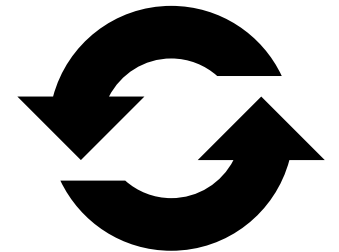
Tools to track
progress



Improved
instructions



Reflect current
research and
best practices



Facilitate relevant
updates

Changes in DAGG-3

- Match current research and best practices
 - 2014 competencies – Psychosocial
 - Access
 - Literacy
 - Prompting
- Increase readability and usability for anyone
- Simplified activities (US English version only)
- Space for personal goals
- Remove TD terms used in PWCF

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 works of Patricia Dowden, PhD (1999), and Janice Light, PhD (1989, 2014).

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Name: Language Spoken at Home:
 Address: Gender: ID#
 City: Current Grade:
 State: Zip: School/Agency:
 Home Phone: Examiner:

Progress Summary

Review Date: Review Date:

Skills	Ability Level				
	Emergent	Emergent Transitional	Context Dependent	Transitional Independent	Independent
Linguistic	100 %	100 %	100 %	100 %	100 %
Operational	100 %	100 %	100 %	100 %	75 %
Social	100 %	100 %	100 %	100 %	70 %
Strategic	100 %	100 %	100 %	100 %	

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

Writable PDF of DAGG-3

Linguistic Competency

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

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Separate Instructions and Goals

DAGG-3

Dynamic AAC Goals Grid Instructions 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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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: _____

Language Spoken at Home: _____

Address:

Gender: ID#

City:

Current Grade: _____

State: _____ Zip: _____

School/Agency: _____

Home Phone: _____

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	%	%	%	%	%

Simplified Instructions in DAGG-3

Ability Level Continuum*

Use this guide to help provide insight to current and potential target skills and strengths. Mark the statements that best describes an individual's observable communication behaviors. You may not check all of the boxes in any skill area. You may also find that you check boxes in more than one Ability Level.

Ability Level 1: Emergent	Ability Level 2: Emergent Transitional
Understanding <ul style="list-style-type: none"><input type="checkbox"/> Limited or no understanding that symbols (e.g., pictures, words) represent ideas.<input type="checkbox"/> Pictures may or may not help increase understanding and expression.<input type="checkbox"/> Difficult to determine how much he/she understands verbally.	Understanding <ul style="list-style-type: none"><input type="checkbox"/> Responds to common gestures (e.g., come here, go away, greetings).<input type="checkbox"/> Shows understanding of the use of common objects.<input type="checkbox"/> Pictures seem to help increase both understanding and expression.<input type="checkbox"/> May be starting to follow simple directions within familiar routines and activities.
Expression <ul style="list-style-type: none"><input type="checkbox"/> May communicate most successfully using facial expression, body language, gestures, and/or behavior (either socially appropriate or challenging).<input type="checkbox"/> May indicate acceptance (e.g., smile) or rejection (e.g., turn away) but does not reliably answer other yes/no questions.<input type="checkbox"/> May desire or try to communicate in familiar and motivating activities.<input type="checkbox"/> Requires help from communication partner to communicate successfully (e.g., narrowing choices, interpreting gestures/body language/behavior).<input type="checkbox"/> Sensory behavior is very important for calming (e.g., rocking, mouthing objects) and determining likes and dislikes.	Expression <ul style="list-style-type: none"><input type="checkbox"/> Understands symbols (e.g., objects, pictures) for basic, common or concrete items.<input type="checkbox"/> Starting to use clear and simple symbols (including objects, photographs and picture symbols) in motivating situations or favorite activities.<input type="checkbox"/> If using picture symbols, he/she will use one picture at a time to communicate messages.<input type="checkbox"/> May use gestures, body language, facial expression or behavior intentionally to communicate (e.g., pointing, showing, giving); however, reliability varies from day to day or activity to activity.
Social Interaction <ul style="list-style-type: none"><input type="checkbox"/> Reacts to familiar people and/or motivating activities.<input type="checkbox"/> Takes turns in familiar and motivating routines (e.g., "high five" or when someone spreads arms to receive a hug).<input type="checkbox"/> May respond to close physical interaction by looking, smiling, or reaching.	Social Interaction <ul style="list-style-type: none"><input type="checkbox"/> Shows clear preference for certain objects, activities, and people.<input type="checkbox"/> May be starting to show some interest in social interactions, especially in specific situations.<input type="checkbox"/> May not use symbols to interact socially.
Literacy Skills <ul style="list-style-type: none"><input type="checkbox"/> May not be interested in reading or book activities.	Literacy Skills <ul style="list-style-type: none"><input type="checkbox"/> May demonstrate a beginning interest in participating in shared reading and/or is beginning to engage with books more independently.<input type="checkbox"/> May be able to identify own name and a few other frequently seen words.
Other <ul style="list-style-type: none"><input type="checkbox"/> Performance with forms of AAC may be inconsistent.<input type="checkbox"/> Benefits from help from his/her communication partner as skills are developing.	Other <ul style="list-style-type: none"><input type="checkbox"/> Performance with forms of AAC may be inconsistent.<input type="checkbox"/> Benefits from help from his/her communication partner as skills are developing.

*Adapted from Patricia Dowden, Ph.D., CCC-SLP, University of Washington, Communicative Independence Model.

Step:1 Identify the Communication Ability Level continued

Emergent Communicator		Emergent Transitional Communicator	
Definition	An emergent communicator may have limited or no understanding that symbols (e.g., photos, line drawings) represent things, places, ideas, etc. and may not yet have a consistent method of communication.	Definition	Emergent Transitional Communicators are beginning to demonstrate purposeful communication within motivating activities or interacting with preferred people.
Communication characteristics may include	<ul style="list-style-type: none">■ Difficult for others to determine how much the individual understands■ May communicate most successfully using facial expressions, body language, gestures, and/or behavior (either socially appropriate or challenging)■ Requires help from communication partner to communicate successfully■ May indicate acceptance (e.g., smile) or rejection (e.g., turn away) but does not reliably answer other yes/no questions■ Reacts to familiar people and/or motivating activities■ Inconsistent in all communication	Communication characteristics may include	<ul style="list-style-type: none">■ Following simple directions within familiar routines and activities■ Understanding concrete symbols for motivating or common items■ Beginning to use clear and simple symbols (including objects, photographs, and picture symbols) one at a time in familiar and motivating situations■ Developing emergent literacy skills (e.g., interest in books)■ Showing some interest in social interactions, especially in specific situations■ Responding positively to help from their communication partner
Case Example	<p>Note: Although these behaviors can occur involuntarily, they can be shaped into intentional communication messages through use of AAC intervention.</p> <p>At mealtimes, Sam's mother notices that he often turns his head when he is done eating or cries if he is still hungry. Sam reaches for the foods he likes and pushes away the foods he does not want. Sam's mother has started showing picture symbols for his food choices and Sam smiles when she shows a picture symbol for a preferred food. Sam will inconsistently reach for a symbol but may not always pay attention to the selection he is making. Sam's mother notes he has a picture book about cars at home that he is beginning to show interest in.</p>	Case Example	Lorena used to cry and kick her feet when she did not get a toy she wanted. Recently, when her parents play with her, Lorena is pointing to what she wants to play with in the room. Lorena is getting more consistent in pointing during familiar playtime routines. Lorena also uses the symbols for 'more' and 'all done' (with support from a communication partner) when playing with motivating toys.

Simplified Goals in DAGG-3

Linguistic Competency

Ability Levels	Goals	Chain of Cues
Emergent	<div><div>GM</div><div><input type="checkbox"/></div></div> Communicates behaviorally (e.g., eye gaze, point, pull partner toward) to request/respond/comment and socially interact.	<div><div>IC</div><div><input type="checkbox"/></div></div> <div><div>DVC</div><div><input type="checkbox"/></div></div> <div><div>DPC</div><div><input type="checkbox"/></div></div> <div><div>PA</div><div><input type="checkbox"/></div></div>
	<div><div>GM</div><div><input type="checkbox"/></div></div> Rejects undesired propositions or items behaviorally (e.g., brief glance, nod, eye contact, smile or touch).	<div><div>IC</div><div><input type="checkbox"/></div></div> <div><div>DVC</div><div><input type="checkbox"/></div></div> <div><div>DPC</div><div><input type="checkbox"/></div></div> <div><div>PA</div><div><input type="checkbox"/></div></div>
	<div><div>GM</div><div><input type="checkbox"/></div></div> Accepts propositions, activities and/or offered items behaviorally.	<div><div>IC</div><div><input type="checkbox"/></div></div> <div><div>DVC</div><div><input type="checkbox"/></div></div> <div><div>DPC</div><div><input type="checkbox"/></div></div> <div><div>PA</div><div><input type="checkbox"/></div></div>
	<div><div>GM</div><div><input type="checkbox"/></div></div> Demonstrates intent to communicate with a partner such as selecting single button message in a joint action routine (e.g., repeated story line, request repetition of preferred activity).	<div><div>IC</div><div><input type="checkbox"/></div></div> <div><div>DVC</div><div><input type="checkbox"/></div></div> <div><div>DPC</div><div><input type="checkbox"/></div></div> <div><div>PA</div><div><input type="checkbox"/></div></div>
	<div><div>GM</div><div><input type="checkbox"/></div></div> Signals a desire for something (e.g., gesture, device, speech).	<div><div>IC</div><div><input type="checkbox"/></div></div> <div><div>DVC</div><div><input type="checkbox"/></div></div> <div><div>DPC</div><div><input type="checkbox"/></div></div> <div><div>PA</div><div><input type="checkbox"/></div></div>
	<div><div>GM</div><div><input type="checkbox"/></div></div> Engages in turn-taking for one communication exchange (can include gestures, pointing, facial expression, eye movement).	<div><div>IC</div><div><input type="checkbox"/></div></div> <div><div>DVC</div><div><input type="checkbox"/></div></div> <div><div>DPC</div><div><input type="checkbox"/></div></div> <div><div>PA</div><div><input type="checkbox"/></div></div>
	<div><div>GM</div><div><input type="checkbox"/></div></div> Demonstrates joint attention toward an object with partner.	<div><div>IC</div><div><input type="checkbox"/></div></div> <div><div>DVC</div><div><input type="checkbox"/></div></div> <div><div>DPC</div><div><input type="checkbox"/></div></div> <div><div>PA</div><div><input type="checkbox"/></div></div>
Emergent Transitional	<div><div>GM</div><div><input type="checkbox"/></div></div> Uses at least 3 reliable signals (e.g., sign/sign approx., obj/pic symbol, verbal/verbal approx.) to control their immediate environment (e.g., "More," "All done," or "Stop!").	<div><div>IC</div><div><input type="checkbox"/></div></div> <div><div>DVC</div><div><input type="checkbox"/></div></div> <div><div>DPC</div><div><input type="checkbox"/></div></div> <div><div>PA</div><div><input type="checkbox"/></div></div>
	<div><div>GM</div><div><input type="checkbox"/></div></div> Requests/comments/labels a tangible object with single noun symbol given an array of 2 or more symbols in familiar routine/context.	<div><div>IC</div><div><input type="checkbox"/></div></div> <div><div>DVC</div><div><input type="checkbox"/></div></div> <div><div>DPC</div><div><input type="checkbox"/></div></div> <div><div>PA</div><div><input type="checkbox"/></div></div>
	<div><div>GM</div><div><input type="checkbox"/></div></div> Requests/comments/labels a familiar concrete action with single verb symbol given an array of 2 or more symbols during a familiar routine/context.	<div><div>IC</div><div><input type="checkbox"/></div></div> <div><div>DVC</div><div><input type="checkbox"/></div></div> <div><div>DPC</div><div><input type="checkbox"/></div></div> <div><div>PA</div><div><input type="checkbox"/></div></div>
	<div><div>GM</div><div><input type="checkbox"/></div></div> Selects single button messages in familiar contexts to participate in or move an interaction along.	<div><div>IC</div><div><input type="checkbox"/></div></div> <div><div>DVC</div><div><input type="checkbox"/></div></div> <div><div>DPC</div><div><input type="checkbox"/></div></div> <div><div>PA</div><div><input type="checkbox"/></div></div>
Context-Dependent	<div><div>GM</div><div><input type="checkbox"/></div></div> Uses a variety of nouns in categories to include 7 categories with 5 examples in each category.	<div><div>IC</div><div><input type="checkbox"/></div></div> <div><div>DVC</div><div><input type="checkbox"/></div></div> <div><div>DPC</div><div><input type="checkbox"/></div></div> <div><div>PA</div><div><input type="checkbox"/></div></div>
	<div><div>GM</div><div><input type="checkbox"/></div></div> Uses abstract descriptive concepts: quantitative/qualitative/spatial (at least 2 in each category).	<div><div>IC</div><div><input type="checkbox"/></div></div> <div><div>DVC</div><div><input type="checkbox"/></div></div> <div><div>DPC</div><div><input type="checkbox"/></div></div> <div><div>PA</div><div><input type="checkbox"/></div></div>
	<div><div>GM</div><div><input type="checkbox"/></div></div> Uses learned sentence constructions (carrier phrases) for creative 2+ word phrases (e.g., "I want ____," "I see ____," "I have ____") in structured or routine activities.	<div><div>IC</div><div><input type="checkbox"/></div></div> <div><div>DVC</div><div><input type="checkbox"/></div></div> <div><div>DPC</div><div><input type="checkbox"/></div></div> <div><div>PA</div><div><input type="checkbox"/></div></div>
	<div><div>GM</div><div><input type="checkbox"/></div></div> Uses action concepts (at least 10 verbs across situations).	<div><div>IC</div><div><input type="checkbox"/></div></div> <div><div>DVC</div><div><input type="checkbox"/></div></div> <div><div>DPC</div><div><input type="checkbox"/></div></div> <div><div>PA</div><div><input type="checkbox"/></div></div>
	<div><div>GM</div><div><input type="checkbox"/></div></div> Generates novel or creative 2+ word simple sentences.	<div><div>IC</div><div><input type="checkbox"/></div></div> <div><div>DVC</div><div><input type="checkbox"/></div></div> <div><div>DPC</div><div><input type="checkbox"/></div></div> <div><div>PA</div><div><input type="checkbox"/></div></div>
	<div><div>GM</div><div><input type="checkbox"/></div></div> Uses plural "s" to denote more than one.	<div><div>IC</div><div><input type="checkbox"/></div></div> <div><div>DVC</div><div><input type="checkbox"/></div></div> <div><div>DPC</div><div><input type="checkbox"/></div></div> <div><div>PA</div><div><input type="checkbox"/></div></div>
	<div><div>GM</div><div><input type="checkbox"/></div></div> Recognizes letter/sound associations.	<div><div>IC</div><div><input type="checkbox"/></div></div> <div><div>DVC</div><div><input type="checkbox"/></div></div> <div><div>DPC</div><div><input type="checkbox"/></div></div> <div><div>PA</div><div><input type="checkbox"/></div></div>
	<div><div>GM</div><div><input type="checkbox"/></div></div> Demonstrates early use of letter combinations (e.g., initial sound recognition, creative spelling).	<div><div>IC</div><div><input type="checkbox"/></div></div> <div><div>DVC</div><div><input type="checkbox"/></div></div> <div><div>DPC</div><div><input type="checkbox"/></div></div> <div><div>PA</div><div><input type="checkbox"/></div></div>
	<div><div>GM</div><div><input type="checkbox"/></div></div> Generates simple grammatical sentences using present ("ing") and past ("ed") tense.	<div><div>IC</div><div><input type="checkbox"/></div></div> <div><div>DVC</div><div><input type="checkbox"/></div></div> <div><div>DPC</div><div><input type="checkbox"/></div></div> <div><div>PA</div><div><input type="checkbox"/></div></div>

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.

New Goals in DAGG-3 - Psychosocial

Included in social goals

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.	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)	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)	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)	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)	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)	N ○	I ○	D ○	M ○
	GP ○	GM □	N/A ○	Explores various messages related to feelings during social interactions and daily activities. (Regulating emotions and behaviors)	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)	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.	N ○	I ○	D ○	M ○

New Goals in DAGG-3 - Literacy

Vetted by
literacy experts

Linguistic Competency, continued

Context Dependent	GP	GM	N/A	Combines various communicative intents to expand and increase the complexity of interactions.	N	I	D	M
	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	GP	GM	N/A	Uses object names from common categories appropriately during daily activities.	N	I	D	M
	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	GP	GM	N/A	Uses 10 verbs appropriately during daily activities.	N	I	D	M
	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	GP	GM	N/A	Uses 10 adjectives appropriately in daily activities.	N	I	D	M
	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	GP	GM	N/A	Responds to close-ended questions in daily activities.	N	I	D	M
	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	GP	GM	N/A	Recognizes letter names and sounds in familiar and personally relevant words. (Literacy: Print awareness)	N	I	D	M
	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	GP	GM	N/A	Recognizes upper and lower case letters are related and can match them in personally relevant words. (Literacy: Print awareness)	N	I	D	M
	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	GP	GM	N/A	Combines two methods of communication during daily activities.	N	I	D	M
	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	GP	GM	N/A	Combines a pronoun and action word as a common sentence starter.	N	I	D	M
	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	GP	GM	N/A	Uses question words appropriately during daily activities.	N	I	D	M
	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	GP	GM	N/A	Uses creative two-word sentences in daily activities.	N	I	D	M
	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	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)	N	I	D	M
	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

New Goals in DAGG-3 - Access

Appropriate for
all access
methods

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"/>

New Goals in DAGG-3 – Personalized Goals

Can include Gestalt goals

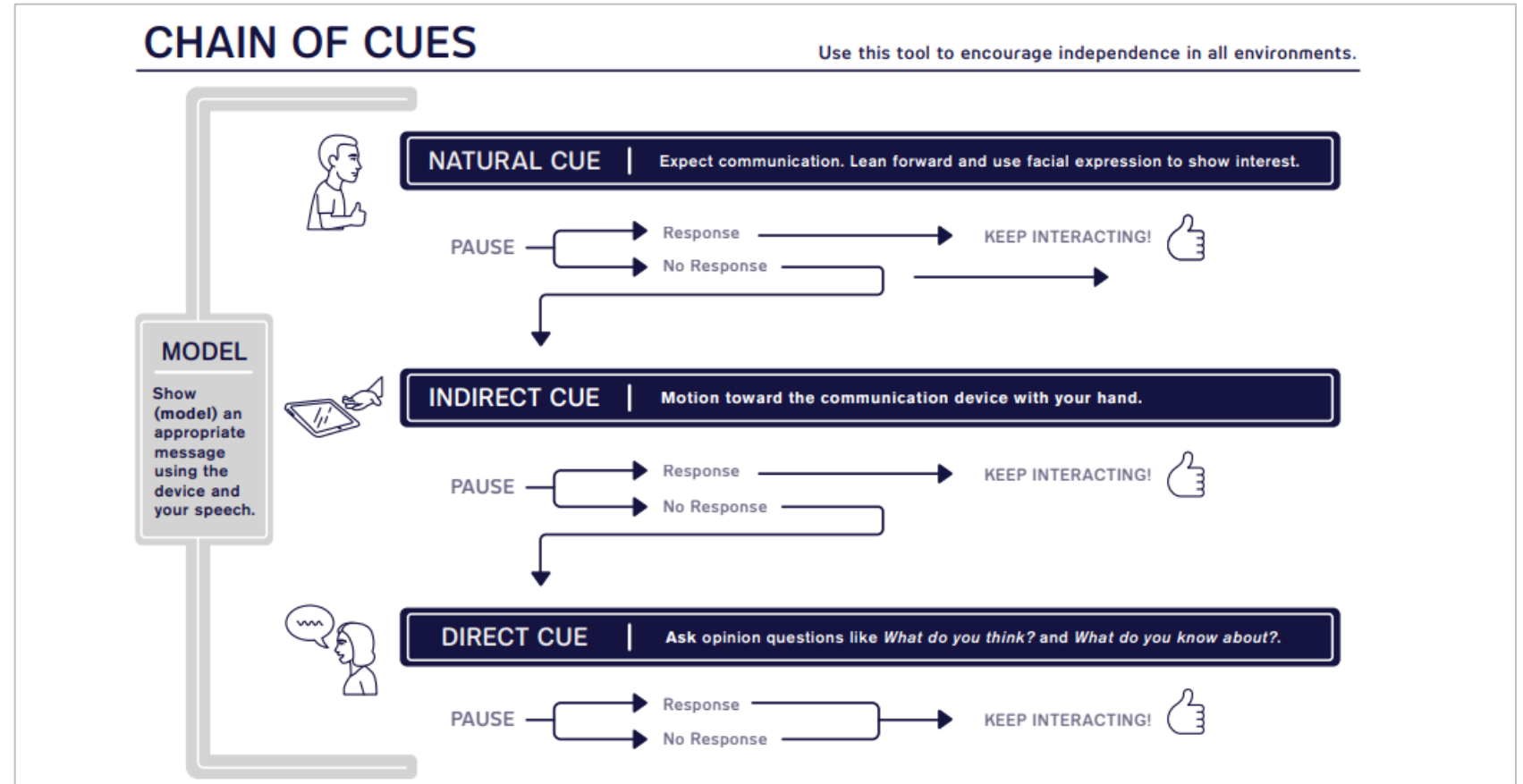
Additional Goals

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"/>

Modified Prompting Hierarchy

CHAIN OF CUES EXAMPLE

- **Situation:** Entering a room
- **Communication Opportunity Targeted:** Greeting others ("Hi!")
- **Natural Cue:** Others saying hello.
- **Indirect Cue:**
 - **Search light** – randomly moving light/pointer over device
 - **Verbal** – "Did you hear what they said?" or "I wonder if there is something you could say back."
 - **Visual/Gestural** – waving hand or pointing to the people
- **Direct Verbal Cue:** "They said, *hello* to you."
- **Direct Pointer/Light Cue:** Showing the location of "Hi!" on the device without activating it.
- **Physical Assistance:** Brief physical help to select the correct button or picture.



Simplified Activities

Quick Lesson Guide

Day 1: Introduce Skill		
Activities	Model	Carryover
<ul style="list-style-type: none"> Read the object names book. Review the object names in the book and model them. 	<ul style="list-style-type: none"> Use the device to model the use of object names in longer messages. 	<ul style="list-style-type: none"> Send letter and materials to other important communication partners.
Day 2: Build Skill		
Activities	Model	
<ul style="list-style-type: none"> Re-read the object names book, and then model the object names. Make your own object names book. 	<ul style="list-style-type: none"> Use the device to model the use of object names in longer messages. 	
Day 3: Build Skill		
Activities	Model	Carryover
<ul style="list-style-type: none"> Make an object chart. Do a Word Hunt. 	<ul style="list-style-type: none"> Use the device to model the use of object names in longer messages. 	<ul style="list-style-type: none"> Send activity instructions and materials to other important communication partners.
Day 4: Use Skill		
Activities	Model	
<ul style="list-style-type: none"> Play Mystery Box. Read a book. 	<ul style="list-style-type: none"> Use the device to model the use of object names in longer messages. 	
Day 5: Use Skill		
Activities	Model	Carryover
<ul style="list-style-type: none"> Read a book. Play I Spy. 	<ul style="list-style-type: none"> Use the device to model the use of object names in longer messages. 	<ul style="list-style-type: none"> Send ideas for using object names in daily life to other important communication partners.

Expanding Vocabulary - Object Names



Linguistic Context-Dependent:



Goal

Uses object names from common categories appropriately during daily activities.



Preparation

- Prepare a list of common objects and ensure the words are in the individual's device or communication book (or add them to appropriate locations if not).
- If you want to avoid having the individual locate items from different pages on the device, pick objects from one category only.
 - Category to target: _____
- If using TD Snap Core First or TD Snap Motor Plan, locate the Word Lists, Word Categories, or Related Word Lists you will use during the activity.
 - Word List: _____
- Think about the actions you will use to demonstrate the use of an object for a game of Object Charades.
- Review the vocabulary choices with the individual before beginning the activity.



Materials

- Communication device or communication book.
- Your best acting abilities!
- Visual supports, like object photographs and actual objects, if needed.



Tips for Success

- The individual may not be familiar with any form of charades. Be sure to review the object of the game if needed.
- You may have to repeat this activity multiple times. You can use a different category each time.
- Make sure to wait even longer than you expect to let the individual respond.
- Pick objects that you know they are familiar with and preferably select objects they are motivated by (e.g., tools, makeup, gardening tools).



Activity with Steps

Object Charades

- Introduce the game and the category or categories you are going to target.
- Begin by reviewing where these categories and words are located on their system. Model use of the words as needed.
- Act out using one secret object, do not tell the individual what the object is. Let them guess. You may want to give the category or 'hints' to assist with their guessing.
 - For example, if the targeted object was a hammer, you could say, "this is a tool, and I'm going to show you how someone uses it." Then you act as if you are hammering an imaginary nail into the table.
- Take turns guessing what the individual is acting out too and let them use a category as their bank of choices.
- If the activity goes well, try in a group setting or introduce more categories.

Remove TD Terms Used in PWCF

Core First®

Getting Started

Build Skills

Customize Core First

Top Tips

Goals Grid

Help & Resources

Goals Grid

Scroll to see goals for the Linguistic competency at each communication ability level and lesson suggestion

Linguistic ?

Uses common or routine actions (e.g., go, get, put).

Uses creative 2+ word sentences during daily activities (e.g., Dog go in., That man fall. vs. I want __, I have __).

Answers questions using Topic Messages and QuickFires.

Uses plural -s to show more than one (e.g., dogs, cookies).

Recognizes letter/sound associations (p = puh, s = sss).

Linguistic Competency, continued

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

2025-11-25

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Goals

GP: Goals in Progress

N/A: Not Applicable

Chain of Cues

N: Natural Cue – Expect communication. Lean forward and use facial expression to show interest.

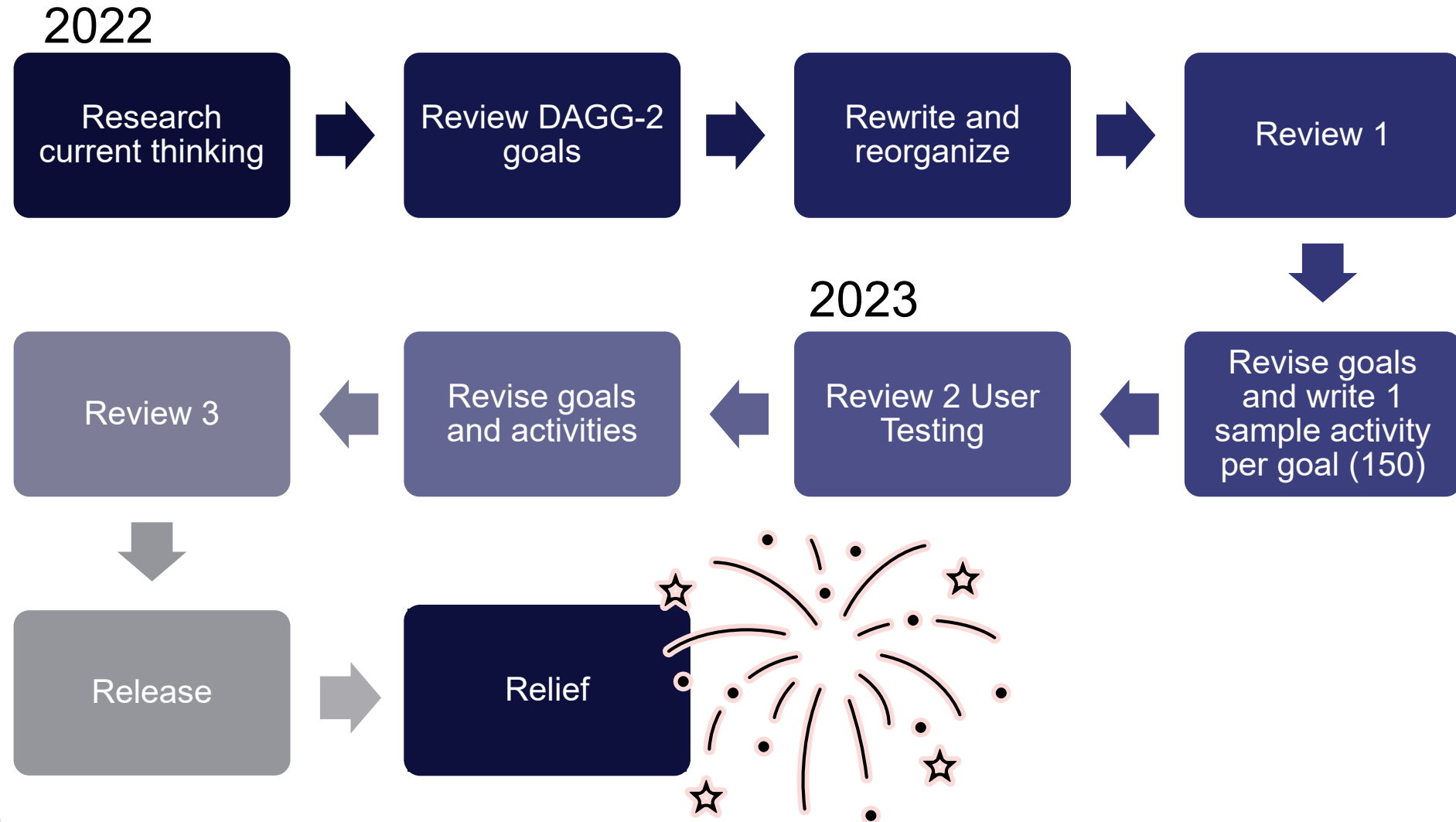
I: Indirect Cue – Gesture toward the communication device and wait expectantly.

D: Direct Cue – Ask opinion questions or specific questions to elicit a response.

M: Manual Cue – Point to the communication device.

Publ)

Process



Participants in Reviews - Experts

Participant	Role	Experience	Location	Review
C.L.	SLP/TD Employee	Expert	US	1 and 2
L.Z.	SLP/TD Employee	Expert	US	1 and 2
K.H.G.	SLP/TD Employee	Expert	US	1 and 2
S.M.	TD Trainer	Expert	EUROW	1 and 2
TD Clinical Team	6 SLPs	Experts	US/EUROW	All
R.K.	Educator	Expert	US	All
M.D.	Educator/Literacy Expert	Expert	US	1 and 2
J.V.	Educator/Literacy Expert	Expert	EUROW	1
M.F.	SLT/TD Employee	Expert	EUROW	1 and 2
C.C.	SLT	Expert	EUROW	2
S.S.	SLT/Professor	Expert	EUROW	2
A.M.	SLP	Expert	US	2
A.O.	SLP	Expert	US	2
L.T.	SLP	Expert	US	2
V.C. Team	7 SLPs	Experts	US	2 and 3

Participants in Reviews - Novice

Participant	Role	Experience	Location	Review
W.B.	SLP	Novice	US	2
L.Z.C.	SLP	Novice	US	2
S. H.	SLP	Novice	US	2
D. P. R.	SLP	Novice	US	2
M.M.	SLP	Novice	US	2

Quotes from Reviewers

It's great that the goals on the emergent level are more specific to a high tech AAC systems and that all goals now have an activity included.

I like that its much shorter and easier to go through. It's great that the instructions and the goals are separate. It's nice that the chain of cues is more explicit. (M.F.)

I love the DAGG! I use it all the time myself and constantly...regardless of their specific communication system.

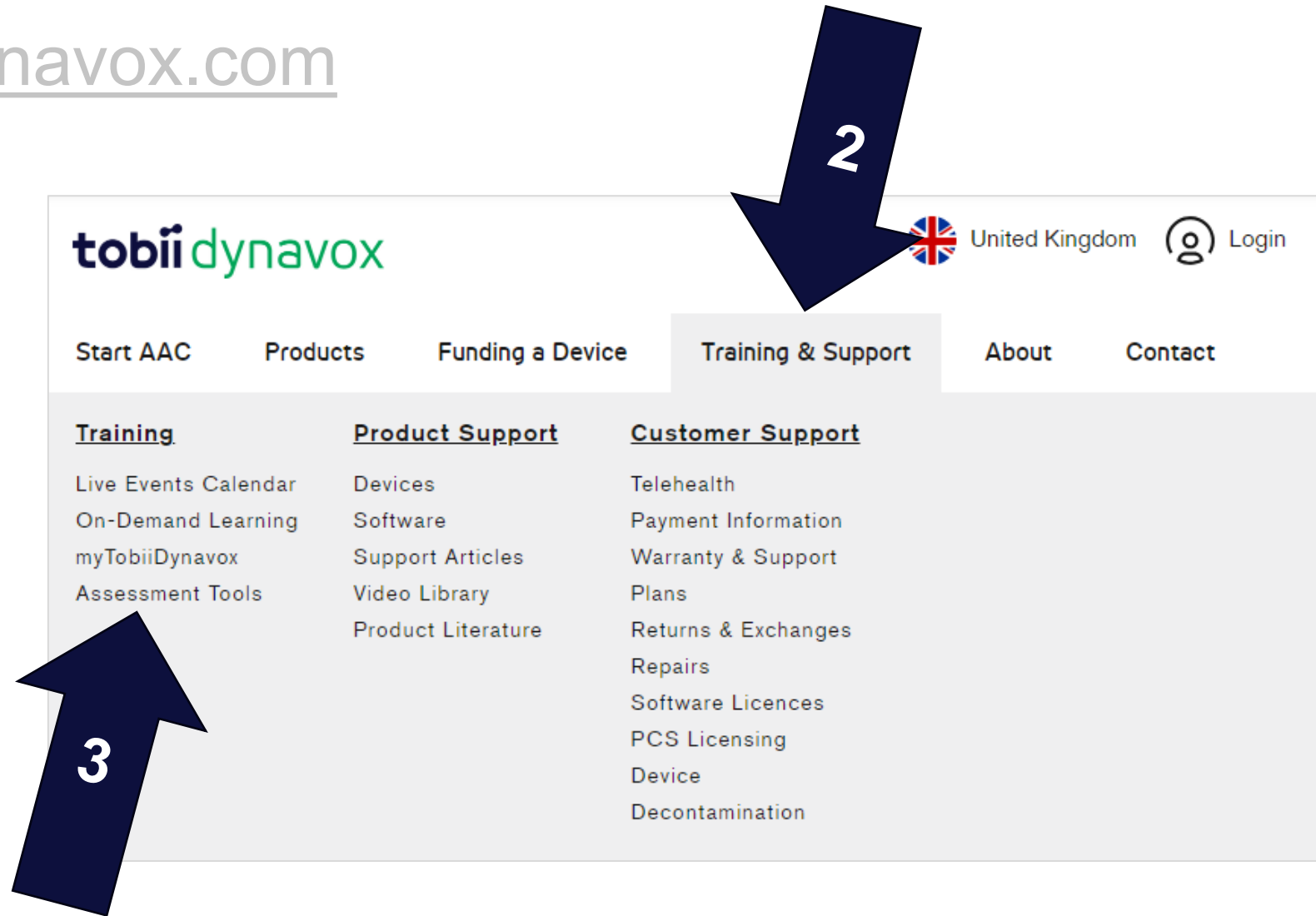
I share this with all my graduate students as a great tool for establishing goals and monitoring progress...help[s] us [patients in clinic] think about where to go next when we get stuck.

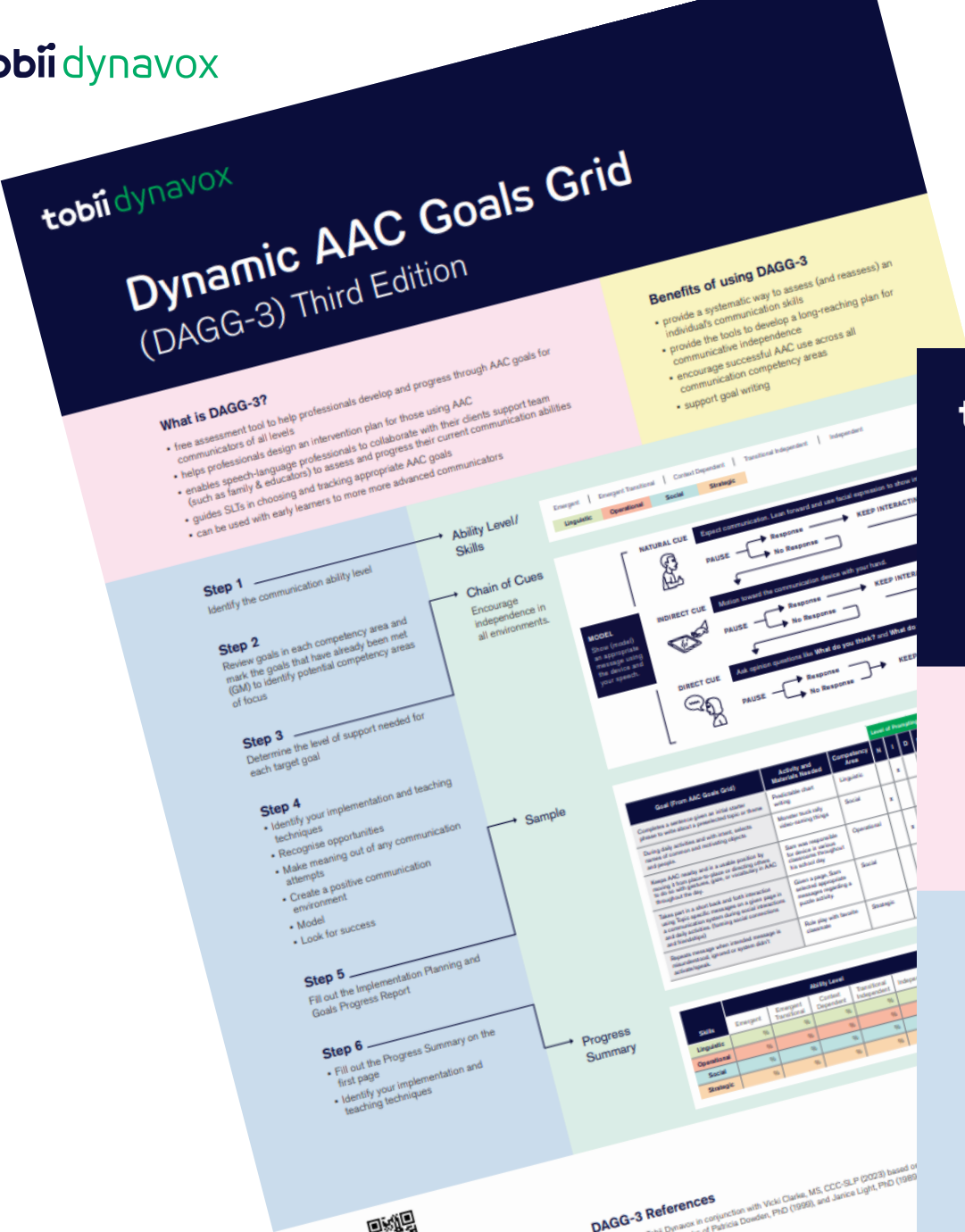
Thank you for creating such a functional and easy to use resource! (A.O.)

Available on uk.tobiidynavox.com

1. Go to uk.tobiidynavox.com
2. Select *Training & Support*
3. Under *Training*, select *Assessment Tools*
4. Select *DAGG-3*

Follow the remainder of the steps to obtain DAGG-3 instructions, goals, and activities.





tobii dynamox

Dynamic AAC Goals Grid (DAGG-3) Third Edition

What is DAGG-3?

- free assessment tool to help professionals develop and progress through AAC goals for communicators of all levels
- helps professionals design an intervention plan for those using AAC
- enables speech-language professionals to collaborate with their clients support team (such as family & educators) to assess and progress their current communication abilities
- guides SLTs in choosing and tracking appropriate AAC goals
- can be used with early learners to more advanced communicators

Benefits of using DAGG-3

- provide a systematic way to assess (and reassess) an individual's communication skills
- provide the tools to develop a long-reaching plan for communicative independence
- encourage successful AAC use across all communication competency areas
- support goal writing

Step 1 Identify the communication ability level

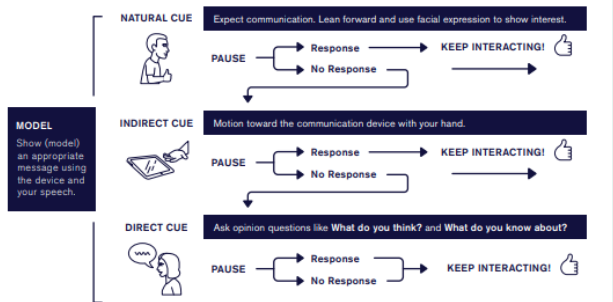
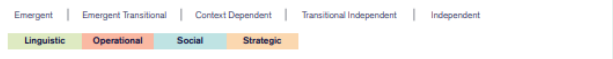
Ability Level/ Skills

Step 2 Review goals in each competency area and mark the goals that have already been met (GM) to identify potential competency areas of focus

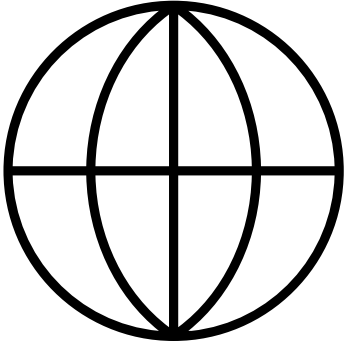
Chain of Cues
Encourage independence in all environments.

Step 3 Determine the level of support needed for each target goal

Step 4 Identify your implementation and teaching techniques

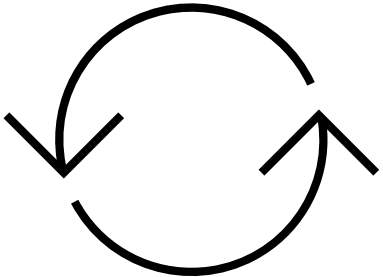


Plans for DAGG-3



Localization

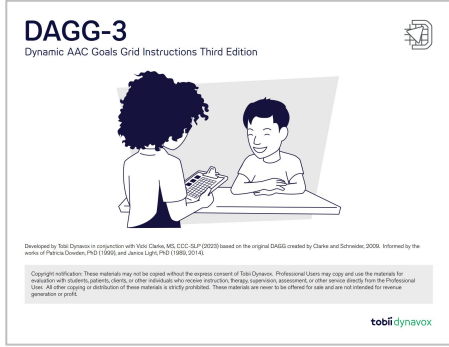
- Consistent organization
- Consistent content, except where language and culture differ
- Currently available in English-US, Dutch, Danish, German, Chinese, Italian, Japanese, Spanish, Portuguese-Brazil, Portuguese - EU, French, Norwegian



Ongoing changes to reflect research, best practices, and feedback

DAGG-3 Updates and Use

Using DAGG-3



Using DAGG-3

1

Identify current Communication Ability Level

3

Determine level of support

5

Use lessons to build skills

7

Review progress

2

Use strengths to identify target goals

4

Identify teaching techniques

6

Track with progress reports

Download all DAGG resources from our website

DAGG-3

How to use DAGG-3

Sample report using DAGG-3

DAGG-3 Activities



[DAGG-3 resources download page - Tobii Dynavox UK](#)



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☐ 4 AAC in Action (CEU... (29)

▶ ☐ 5 Devices (10)

▶ ☐ 6 Software & Apps (120)

▶ ☐ 7 Light-Tech/Printable (9)

☐ Help - Learning Hub (1)




AAC Foundations

1 AAC Foundations / a. AAC General

Basics of AAC (1A001)

Wondering if AAC is something that would benefit you or someone you support? Get started here to learn more. For more like this, you may also search: ALS, amyotrophic lateral sclerosis, aphasia, progressive, stroke, educators, family,...




AAC Foundations

1 AAC Foundations / a. AAC General

Introduction to Access or Selection Methods for AAC (1A002)

Access and selection methods are the ways in which a person controls their AAC, how they navigate and select the desired content. Explore what options are available here. For more like this, you may also search: AAC Basics, eye gaze, switch,...



AAC Foundations

1 AAC Foundations / a. AAC General

AAC Myths (1A003)

There are many misconceptions about what AAC is and how it can or cannot support people. Learn the truth and dispel common myths with these resources. For more like this, you may also search: Research, evidenced based, speech, language,...

The Learning Hub: Useful Resources

Core First Resource Library:

[Click Here](#)

Motor Plan Resource Library

[Click Here](#)

Aphasia Resource Library:

[Click Here](#)

Express Resource Library

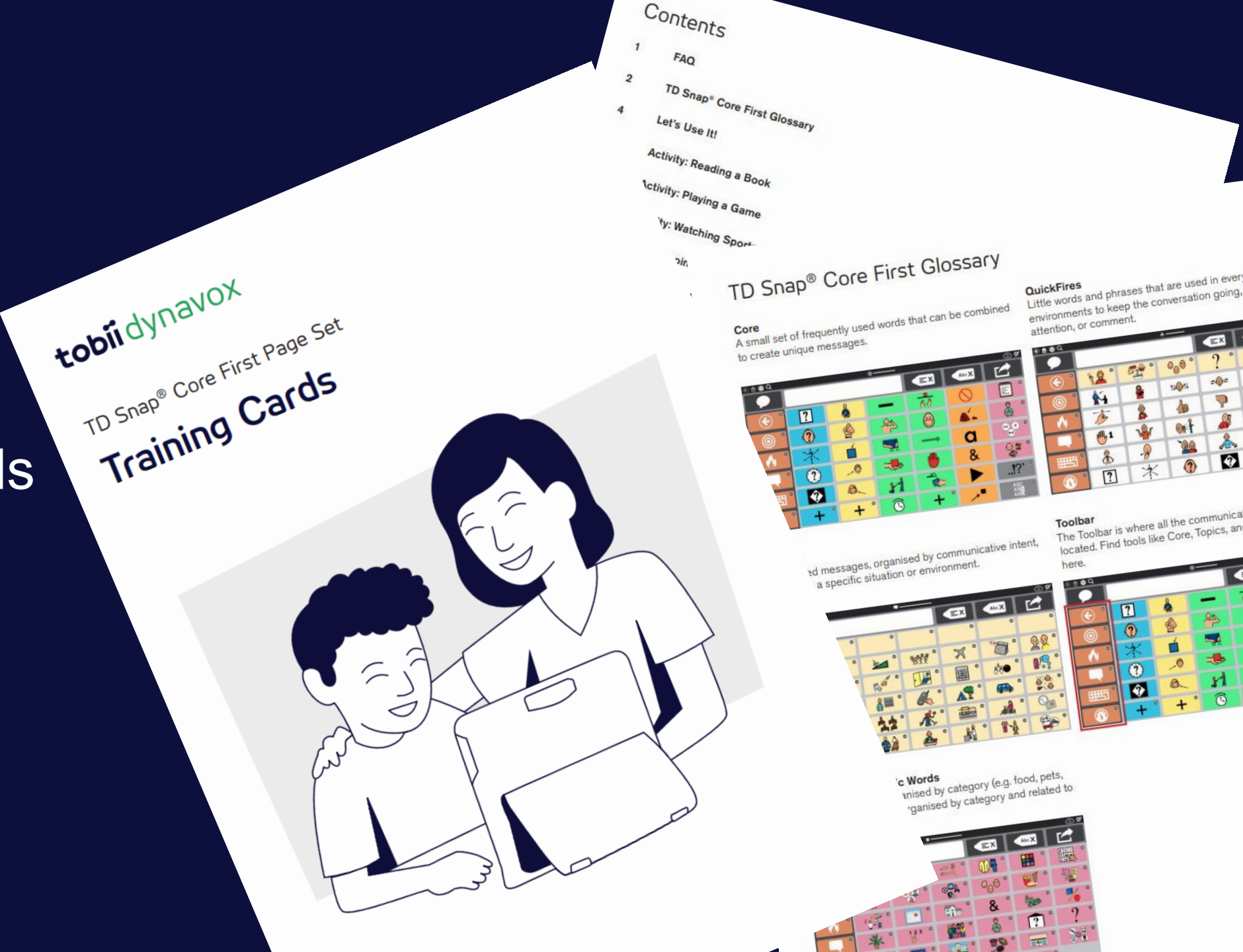
[Click Here](#)

Text Resource Library

[Click Here](#)

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Training Cards



Training Cards: www.tobiidynavox.com/TrainingCards

TD Snap Basics Training Cards

[Click Here](#)



TD Snap Aphasia Training Cards

[Click Here](#)



TD Snap Core First Training Cards

[Click Here](#)



TD Snap Motor Plan Training Cards

[Click Here](#)



TD Snap Low Tech Resources



tobiidynavox.com/pages/resource-center

Resource center

Search or filter for quick links to all our downloadable, printable AAC resources to use independently or in combination with our high-tech communication software and devices.



Page Set Central

Updates available. Review All

English Create account

mytobii dynamox

Store Pageset Central Support Community

Pageset Central

Pageset Central

Pageset Central provides inspiration and ideas for use with the Tobii Dynamox communication software. Easily search for and download pagesets that have been created by other users, or upload and share the content that you've created. This is the central idea of Pageset Central - to give and take!

Want to share something you've created? Simply upload the pageset to your account, click the "Share" link that appears below the pageset and follow the steps to share it on Pageset Central.

Search by name or description

Search for...

Category

☐ Aphasia - (68)

☐ Calendars and Schedules - (218)

☐ Device Templates - (410)

☐ Education - (1453)

☐ Email, Chat, SMS - (94)

☐ Environmental Control - (55)

Showing 1-12 of 5231 Results

<123...435436

System Plurality Page

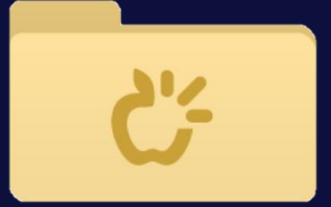
9x14 system/plurality page

Greetings- updated 11/2025

by Greta Wodny

2025-11-25

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Page Set Central

Provides inspiration and ideas

Search for and download Page Sets created by other users

Upload and share the content that you've created.




mytobiidynavox.com/pageset-central




Steal With Pride

⌵		Button	Page	Page Set	User	System	☰
Page Set	Symbol Colours						
Grid Size	Skin Colour Diverse →						
Style	Hair Colour Diverse →						


Diversity




you




can




like




do




go




you




can




like



it



do



go

Languages

- Choose from multiple Page Sets that are language specific
- Use Bilingual Page Sets
- Switch between Page Sets of different languages
- Import Language Specific Page Sets i.e English Page Set / Chinese Food and Drink Page

	Symbol-Based					
FEATURES	TD Snap® Motor Plan	TD Snap® Core First	TD Snap® Core First Scanning	TD Snap® Express	TD Snap® PODD	TD Snap® Gateway
Creator	Tobii Dynavox	Tobii Dynavox	Tobii Dynavox	Tobii Dynavox	Gayle Porter	Joan Bruno
Languages	English (US/UK/AU), German, Spanish (ES/MX) Bilingual Support: English/Spanish (US)	Arabic, Chinese (simplified), Czech, Danish, Dutch, English (US/UK), Finnish, French (FR/CA), German (PCS/Metacom 9), Hebrew, Icelandic, Italian, Japanese (Hiragana/Kanji keyboard), Norwegian (Bokmål), Portuguese (BR/PT), Spanish (ES/MX), Swedish, Swiss German (PCS/Metacom 9), Turkish Bilingual Support: English/Spanish (US), English/French (CA)	English (US), German	English (US/UK/AU), Dutch, German, Spanish (LATAM)	English (US/AU), Danish	English (US)

≡

ButtonPagePage SetUserSystem

User

Logged in as: michael@safecaretechnologies.com

Log out

Preferences

Voice

Access Method

Speaking voice Harry

→

Data Tracking

Voice rate

🔊

10

Voice pitch

🔊

10

Pronunciation exceptions

→

Speech output device Default

→

Language-specific voices

→

PCS[®] symbol request

Need a new PCS[®] (Picture Communication Symbol) for your communication solution, therapy practice, or classroom?



How to Submit Feedback and Logs from within TD Snap® System Settings

1. Open TD Snap
2. Choose Settings/Editing Button (Top Right Corner)
3. Select the System Tab (Along the Bottom)
4. Then Choose About (Along the Left)
5. Now Select Send Feedback
6. Enter your Email if you intend on Receiving feedback
7. Complete the Feedback Section
8. Turn On Include Log File for Performance Issues
9. Then Send to Submit your Feedback



Organisational Services at



Services Link Assistive provide:

Clinical support

Technical support

Device support and troubleshooting

Device loans and rentals

Assessment and trial support resources

Pre-recorded webinars (on website)

MyTobiiDynavox + Learning Hub

TD Snap for Schools

TD Snap for Schools





What is TD Snap for Schools?

- **Free** TD Snap Classroom License to help you implement AAC in your day-to-day instruction
- AAC software that uses **symbols and text** to provide users a robust and personalised experience to meet individual communication needs.
- You receive the license and can project TD Snap on your whiteboard, facilitating a whole classroom approach to teaching
- Allows you to **model and practice** using TD Snap for yourself and your students, both AAC and non-AAC users.



Speak

Clear

Delete

Share

Back

Core Words

TD Snap for Schools

QuickFires

Topics

Keyboard

Dashboard

Good morning!	How are you	What are we doing	What's next?	Almost done!	I need help	Break	Goodbye!	Supports
Bathroom	Canteen	Snacks	Reading	Art Lesson	Playground	Break Time	Mr. Potato Head	
Classroom	Circle Time	Seasons	Sensory Experience	My Emotions	Presentation	Topic: Playdough	Music	How-To
								Morning
Maths	Science	Physical Education	Geography	Shapes	School Words	School Places	Toys & Games	Afternoon session
teacher	head teacher	secretary	classroom	friends	school bus	chair	table	Home time

Holy Family School Cavan

Case Study – Holy Family School

First linked with the Holy Family School in 2019 alongside local SLT clinic

The school had recognised the potential of PCS and introduced Boardmaker in all classrooms quite early on, making use of visuals throughout the school grounds

Over the years they have purchased AAC devices for their students and currently there are just under 100 children that have AAC devices in the school

They implemented TD Snap for Schools in 2023 which has taken the communication journey to the next level



TD Snap in Schools

Scoile Bhríde Kildare

Case Study - Scoile Bhríde

Cliona, an SLT in Kildare contacted us as she was working with 3 kids, trialling Devices and exploring the possibility of AAC intervention

She saw progress so reached out to get TD Snap implemented in their classroom on the Whiteboard

In conjunction with the teachers, she created resources for that classroom for the three students to use TD Snap

This led to 11 children in the classroom interacting and communicating using TD Snap.

All children have shown success with TD Snap and communication and have now all received a device.

Find out more and apply





Thank you!