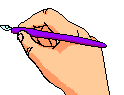
**Writing AAC Goal Statements** 

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| --- | --- |
| **Template** | * Environmental cue (ex. during \_\_ activity; when \_\_happens;   if \_\_happens; when appropriate)   * the student will \_\_[add specific communication task using communication verb] * with \_\_[add partner: peer, teacher, unfamiliar partner] * measurable criteria or % |
| **Communication verbs** | announces, answers, asks, clarifies, comments, describes, discusses, explains, expresses, greets, names, orders, recalls, recites, reports, requests, retells, says, tells |
| **Measurable criteria** | * With \_% accuracy   (80% over several trials is considered mastery)   * \_ times in \_ minutes * \_ times out of \_ opportunities * # of work samples * Amount of on-task time * Number/ type of interactions over 3o minute period (ex.) taken 1 time/month (ex.) |
| **Multimodal strategies**  (include AAC tools) | * Using any communication modality * Using picture sequence strip * Using manual communication board * Using a voice output communication device * Using manual signs/ sign approximations/ gestures * Using single word approximations * Using 2-3 symbol combinations |
| **Self-advocacy** | * Asks for device when needed * Asks to have new vocabulary added * Asks to have vocabulary changed * Reports a problem with the device * Programs own new vocabulary * Calls for technical support |
| **Prompt hierarchy**  least to most | Set up environmental cues and pause  Open question and pause  Partial prompt or request for verbalization and pause  Provide full model for student to imitate and pause |
| **Communication tasks** | * Announces job assignments * Answers wh- questions * Asks questions about the story * Asks for help or clarification when needed * Asks questions related to classwork or homework assignments * Asks for needed materials * Asks communication partner to repeat if necessary * Asks communication partner to wait a minute while he creates his message * Clarifies a message when not understood by partner * Comments on leisure time/cooking/snack activity * Describes word relationships   + Makes comparisons   + Tells what an object does (function)   + Tells about other associated objects   + Tells what is same and different * Describes specific needs for assistance * Describes pictures/objects/book/movie/pets * Discusses school time activities with family and friends * Expresses opinions/comments * Greets friends and teachers * Identifies errors in word usage * Identifies sounds in words * Identifies the main idea/ characters/setting/problem/solution of what is read * Initiates conversation with teacher and peers * Names pictures and objects in “I spy” game * Orders lunch in school cafeteria and area restaurants * Recalls details from something read * Reads stories aloud to reading buddy * Repairs miscommunications by repeating or changing the message as needed * Retells familiar stories * Says who is absent and who is in attendance * Says please when making a request * Says thank you * Says which of three choices (ex.) he’d prefer * Stays on the subject when talking * Tells sequence of events in the correct order * Tells communication partner appropriate sequence steps for making cookies/doing laundry/running copy machine * Tells classroom staff when there is a problem * Tells staff about personal needs as appropriate * Tells teacher what he wants or needs * Tells full name * Tells a joke * Uses attention getting phrase to get the attention of a listener * Uses words effectively to get needs met |