**Writing AAC Goal Statements** ![MMAG00218_0000[1]]()

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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.)
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| **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
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| **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
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| **Prompt hierarchy**least to most | Set up environmental cues and pauseOpen question and pausePartial prompt or request for verbalization and pauseProvide 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
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