

AAC Goals Development and Implementation: How We Do It!

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Relevant Financial and Non-financial Disclosures:

- ▶ Holly Schneider is a full-time employee of Tobii Dynavox.
- ▶ Vicki Clarke has no relevant financial relationships to disclose.
- ▶ Vicki Clarke has no relevant non-financial relationships to disclose.

Communicative Competence *ensures that we are able to attain our communication goals.*

(Light, 1997)

▶ There are five main purposes (or goals) to communication (Light, 1988):

- ▶ Communication of needs/wants
- ▶ Information transfer
- ▶ Social closeness
- ▶ Social etiquette
- ▶ Specific communicative functions
 - ▶ Information gathering
 - ▶ Protest
 - ▶ Self-expression

Communicative Competence

- ▶ Goals for Communicative Competence
 - ▶ Four communicative competencies (Light, 1989):
 - ▶ Linguistic
 - ▶ Operational
 - ▶ Social
 - ▶ Strategic



Communicative Competence

- ▶ Linguistic Competence
 - ▶ Receptive and expressive language
 - ▶ Learning and using
 - ▶ Vocabulary—increasing size and complexity
 - ▶ Sentence structure—learning to use words generatively and with increasing syntactic complexity
 - ▶ Pre-programmed messages—increasing number and variety

Communicative Competence

- ▶ Operational Competence
 - ▶ Skills related to the maintenance and operation of the AAC system
 - ▶ Accessing the system (touch, scanning, etc.)
 - ▶ Positioning the system
 - ▶ Adjusting the volume
 - ▶ Charging the device
 - ▶ Programming the device
 - ▶ Troubleshooting common technical problems, etc.

Communicative Competence

- ▶ Social Competence
 - ▶ Skills needed to communicate effectively and in socially appropriate ways to:
 - ▶ Interact with others
 - ▶ Gain attention
 - ▶ Introduce a topic
 - ▶ Change a topic
 - ▶ Make comments
 - ▶ Ask questions
 - ▶ Communicate about a variety of topics
 - ▶ Use a variety of communicative functions

Communicative Competence

- ▶ Strategic Competence
 - ▶ Strategies to overcome or minimize the functional limitations of AAC
 - ▶ Slower rate
 - ▶ "Computerized" speech
 - ▶ Strategies to prevent or repair communication breakdowns
 - ▶ AAC user doesn't understand
 - ▶ Communication partner doesn't understand

Dynamic AAC Goal Writing - 5 steps!

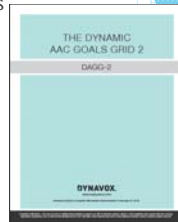
1. Determine the communication ability level
2. Identify skill strengths and target skills
3. Identify least possible support needed to perform skills
4. Determine contexts in which to teach target skills
5. Identify long-term and short-term goals



Dynamic AAC Goal Writing

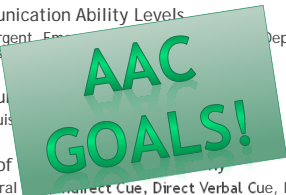
The Dynamic AAC Goals Grid-2 (DAGG-2)

- ▶ To provide a systematic means to assess (and reassess) an individual's current skills
- ▶ To assist in developing a comprehensive, long-reaching plan for enhancing the AAC user's communicative independence



DAGG-2 Components

- ▶ Communication Ability Levels
 - ▶ Emergent, Emergent-Dependent, Trans
- ▶ Communication Skills
 - ▶ Linguistic
- ▶ Chain of Communication
 - ▶ Natural, Direct Cue, Direct Verbal Cue, Direct Pointer Cue, Physical Assistance
- ▶ AAC Goals!




Dynamic AAC Goal Writing - 5 steps!

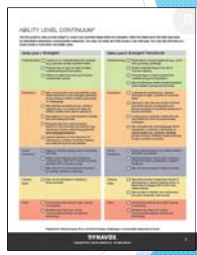
1. Determine the communication ability level
 - > DAGG-2: Ability Level Continuum
2. Identify skill strengths and target skills
 - > DAGG-2: AAC Goals Grid
3. Identify least possible support needed to perform skills
 - > DAGG-2: Chain of Cues (Prompting Hierarchy)
4. Determine contexts in which to teach target skills
 - > DAGG-2: Schedule of Daily & Novel Events
5. Identify long-term and short-term goals
 - > DAGG-2: AAC Goals Worksheet



1. Determine Communication Ability Level



- ▶ Emergent
- ▶ Transitional Emergent
- ▶ Context-Dependent
- ▶ Independent Transitional
- ▶ Independent



Communication Ability Level

Ability Level 2: Context-Dependent	Ability Level 4: Transitional Independent
Understanding <ul style="list-style-type: none"> Understands photographs or picture symbols representing objects, common actions (e.g., sit, jump, walk, jump) or situations. Beginning to understand more abstract picture symbols (e.g., think, big, hot, love). Follows simple instructions in both familiar and unfamiliar contexts. Understands and follows general conversational. 	Understanding <ul style="list-style-type: none"> Understands conversations as well as some age peers. Follows simple to complex directions given verbally.
Expression <ul style="list-style-type: none"> Uses a combination of communication methods to express messages (e.g., gestures, pointing, symbols, speech, vocalizations, and devices). Uses symbols and objects spontaneously to communicate basic needs and make a variety of requests. Beginning to use symbols to comment and/or ask questions with support. Communicates based in routines, about familiar topics, and with familiar communication partners. Beginning to combine two or more symbols to create longer messages (e.g., some carrier phrases "I want! like I see..."). 	Expression <ul style="list-style-type: none"> Communicates about a broad range of topics with both familiar and unfamiliar communication partners. Consistently combines 2 or more symbols to create longer, more complex and/or more varied messages. Uses a wider variety of vocabulary within his/her communication device.
Social Interaction <ul style="list-style-type: none"> Initiates conversations and social interactions with familiar communication partners. Responds from bids to take additional turns in 	Social Interaction <ul style="list-style-type: none"> Uses socially appropriate conversational/ conditions to interact with familiar communication partners.

Communication Ability Level

ABILITY LEVEL SUMMARY

In the chart below, mark the individual's Ability Level for each skill area to provide you with a "big picture" view.

SKILLS	ABILITY LEVEL					NOTES:
	Emergent	Emergent Transitional	Context-Dependent	Context-Dependent Transitional	Independent	
Understanding				X		
Expression			X			needs to expand navigation to a broader base of vocabulary words
Social Interaction			X			needs improvement in expanded topics, including partner questions to continue conversation
Literacy Skills		X				shows literacy specific disability, need symbol support for all language
Other						

2. Identify Target Skills

- ▶ Goals in the DAGG-2:
 1. Goal are defined by their intersection of communication ability levels and each area of communicative competence.
 2. Each goal incorporates the chain of cues prompting hierarchy.
 - To indicate the amount of support required to be successful (i.e., competent).
 - To reflect progress in individuals who might take a longer time to meet a goal.

2. Identifying Target Skills

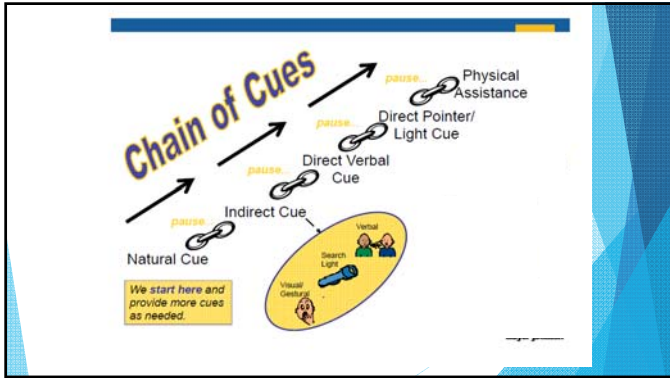
LINGUISTIC COMPETENCY

OPERATIONAL COMPETENCY

SOCIAL COMPETENCY

STRATEGIC COMPETENCY

Ability Levels	Goals	Chain of Cues
Emergent	<ul style="list-style-type: none"> Understands that his/her communication (regardless of modality) has an effect on the environment or communication partner. Recognizes the intended message was not conveyed by exhibiting non-communicative behaviors. 	<ul style="list-style-type: none"> VC DM SPC
Emergent Transitional	<ul style="list-style-type: none"> Recognizes the need to obtain the communication partner's attention before initiating a message. Recognizes the need to repeat message when intended message is misunderstood, ignored or system did not activate/track. 	<ul style="list-style-type: none"> VC DM SPC
Context-Dependent	<ul style="list-style-type: none"> Uses different mode of communication (e.g., gestures, vocalization, behavior) for misunderstood message. Requests or obtains the communication system when appropriate. 	<ul style="list-style-type: none"> VC DM SPC



Friend walks into the room and says "Hello!"

- Communication Opportunity Targeted: Greeting
- Goal Met (Natural Cue): Saying "hello" in response
- Indirect Cue:
 - Search light - randomly moving light/pointer over device
 - Verbal - "Did you hear what she said? ", "I wonder what you could say."
 - Visual/Gestural - shrug of shoulders, "I don't know" hand gesture
- Direct Verbal Cue: "She said hello to you."
- Direct Model: Showing the location of "Hello" on the device without activating it (pen light/point)
- Physical Assistance

LINGUISTIC COMPETENCY

Ability Levels	Goals	Chain of Cues*
Emergent	SM Communicates behaviorally (e.g., eye gaze, point, pull partner toward) to request/respond/comment and socially interact.	IC DVC OPC PA
	SM Reacts understood propositions or items behaviorally (e.g., brief glance, nod, eye contact, smile or touch).	IC DVC OPC PA
	SM Accepts propositions, activities and/or offered items behaviorally.	IC DVC OPC PA
	SM 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).	IC DVC OPC PA
	SM Signals a desire for something (e.g., gestures, device, speech).	IC DVC OPC PA
Emergent Transitional	SM Engages in turn taking for one communication exchange (can include gestures, pointing, facial expression, eye movement).	IC DVC OPC PA
	SM Decomposes joint attention toward an object with partner.	IC DVC OPC PA
	SM Uses at least 3 reliable signals (e.g., sign/high approx., iconic symbol, verbal/verbal approx.) to control their immediate environment (e.g., "Music," "All done," or "Stop").	IC DVC OPC PA
	SM Requests/comments/labels a tangible object with single noun symbol given an array of 2 or more symbols in familiar routine/context.	IC DVC OPC PA

- If we address goals in all 4 competency areas:
 - Linguistic, Operational, Social and Strategic

AND

- If we ensure success and independent communication through prompting hierarchy...

We will facilitate Communicative Competence!

4. Determine contexts in which to teach target skills - Schedule of Daily Activities

Schedule of Daily Routine: Continued

Activity	Environment (Natural/Artificial)	Priority	Relevant Vocabulary	Relevant Competency
Use Learning		<input type="checkbox"/> Independence <input type="checkbox"/> Assistance <input type="checkbox"/> Physical Support	Use Learning	Use Learning
Use Learning		<input type="checkbox"/> Independence <input type="checkbox"/> Assistance <input type="checkbox"/> Physical Support	Use Learning	Use Learning
Use Learning		<input type="checkbox"/> Independence <input type="checkbox"/> Assistance <input type="checkbox"/> Physical Support	Use Learning	Use Learning
Use Learning		<input type="checkbox"/> Independence <input type="checkbox"/> Assistance <input type="checkbox"/> Physical Support	Use Learning	Use Learning
Use Learning		<input type="checkbox"/> Independence <input type="checkbox"/> Assistance <input type="checkbox"/> Physical Support	Use Learning	Use Learning

Schedule of Novel Activities

Novel activities are events that occur and frequently are only dependent on one other novel event that they can be dependent on the individual. The activities, however, occur frequently or sporadically during the school day. They occur on a student's schedule only during only months. If novel events are occurring, consider using a communication page that is always filled out. For any given set of activity pages and task pages, if you supplement these pages with additional support (narrative), you may need to introduce them multiple times until the students do not need very support.

Directions: Write down the novel event activities to which the individual responds. Use the following format for any and all the novel activities.

Activity	Priority	Relevant Vocabulary	Relevant Competency	Relevant Environment
Use Learning		<input type="checkbox"/> Independence <input type="checkbox"/> Assistance <input type="checkbox"/> Physical Support	Use Learning	Use Learning
Use Learning		<input type="checkbox"/> Independence <input type="checkbox"/> Assistance <input type="checkbox"/> Physical Support	Use Learning	Use Learning
Use Learning		<input type="checkbox"/> Independence <input type="checkbox"/> Assistance <input type="checkbox"/> Physical Support	Use Learning	Use Learning
Use Learning		<input type="checkbox"/> Independence <input type="checkbox"/> Assistance <input type="checkbox"/> Physical Support	Use Learning	Use Learning
Use Learning		<input type="checkbox"/> Independence <input type="checkbox"/> Assistance <input type="checkbox"/> Physical Support	Use Learning	Use Learning

DYNAVOX

Identifying Activities

- ▶ Activities
 - ▶ Include any "subset" of activities that may occur

Identifying Activities

- ▶ Communication Partners/Environment
 - ▶ One to one? Group? Adult or peer? Familiar or unfamiliar?
 - ▶ Loud? Quite? Inside? Outside? Classroom or therapy room? Other?

Identifying Activities

Priority Factors

- Motivating
- Important
- Frustrating
- Socially Significant

- ▶ Motivating = engaged/focused
- ▶ Important = others may identify
- ▶ Frustrating = may require quick communication for challenging situation
- ▶ Socially significant = connecting with others

Identifying Activities

- ▶ Relevant Vocabulary
 - ▶ Specific to activity
 - ▶ Identify preferences
 - ▶ Identify pre-existing vocabulary /Topics

Relevant Vocabulary	DynaVox Compass Topic/s
Jokes	Use Existing: <u>OF/QP</u>
Greetings	Edit Topic/s: _____
QuickFires	Create New Topic/s: _____
questions	_____Joke page/tab

Identifying Activities

- ▶ Prioritize
 - ▶ Compare the activities and number by importance
 - ▶ Use the priority factors!

5. Identify Long and Short-term goals

- ▶ AAC Goals Worksheet!



Measuring Progress with the DAGG-2

- ▶ Using this tool, an individual's progress could be measured in several ways:
 - ▶ Movement along the Ability Level Continuum
 - ▶ Mastering more goals in a specific communicative competency
 - ▶ Mastering more goals in more areas of communicative competence
 - ▶ Reducing the level of prompting needed to meet a specific goal
 - ▶ Increased complexity of a goal

Monitoring Progress:
Adjusting the Complexity of a Goal

AAC Periodic Progress Report

- ▶ Use to record progress towards goals in each competency area and/or each Ability Level

COMPETENCY	ABILITY LEVEL				
	Emergent	Emergent Transitional	Context-Dependent	Transitional Independent	Independent
Linguistic	100 %	50 %	0 %	0 %	0 %
Operational	75 %	25 %	0 %	0 %	0 %
Social	100 %	50 %	10 %	0 %	0 %
Strategic	50 %	0 %	0 %	0 %	0 %

Dynamic AAC Goal Writing

Contact Us!

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THANK YOU!

