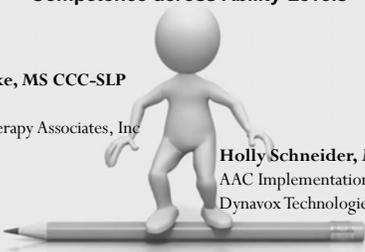


GPAT Summer Institute 2011

A Dynamic AAC Goals Planning Guide: Addressing Competence across Ability Levels

Vicki Clarke, MS CCC-SLP
President
Dynamic Therapy Associates, Inc

Holly Schneider, MA CCC-SLP
AAC Implementation Specialist
DynaVox Technologies




Dynamic Therapy Associates

Who? We are a practice of speech language pathologists and occupational therapists who specialize in AAC.

What do we do? We do individual therapy sessions, do intervention planning with current AAC device owners, conduct speech generating device evaluations to help patients acquire devices, consult with and train other professionals, share resources & experiences via Facebook, Twitter & Blogspot

Where? We work in our clinic, in numerous local school districts and present at local, state & national assistive technology and speech language pathology conferences.

Why? Because we believe that every person has the right to communicate anything they want, whenever, wherever and to whomever they want!





Dynamic Therapy Associates, Inc. is a family focused speech language pathology practice. Our specialty is augmentative communication (AAC) and other assistive technologies (AT) addressing academics and communication. We utilize state-of-the-art technology for patients at all levels of functioning for the school learners, non-verbal and low-verbal patients, and those who are simply fine-tuning their strategies and skills. Our patients receive innovative treatment options through our on-going professional relationships with several assistive technology manufacturers and software companies.

Our website is a forum for us to share information between ourselves, our parents and other professionals who strive to better the lives of our clients with communication & developmental difficulties. We hope you will find information, strategies, materials and resources that will assist you in your efforts!

www.mydynamictherapy.com



Holly Schneider, MA CCC-SLP

Who?
SLP & Clinical Applications Specialist with DynaVox Mayer-Johnson



Solutions to help individuals participate actively in their daily environments

What?
Our team at DynaVox contributes to the development of new products and presents at local and national conferences about AAC topics. DynaVox products and services to clinicians and consumers.

Why? Because we believe that every person has the right to communicate anything they want, whenever, wherever and to whomever they want!





Part Two Agenda

Writing Dynamic Goals Using the Dynamic AAC Goals Planning Guide

Systematically Progressing a Goal Monitoring and Recording Progress

Everyone has the desire to express his or her "needs, wants, preferences; to have choices and to say "no"; to play; to learn; and to be respected."
(Yoder, 2001)

Three Questions to be Answered

1. **Do you struggle with developing goals and implementation plans for AAC users?**
2. **Do you have AAC users who have been stuck on the same goal for a considerable length of time?**
3. **Do you have difficulty figuring out a way to monitor progress and justify treatment when an AAC user appears to make minimal progress?**

Question 2: Do you have AAC users who have been stuck on the same goal for a considerable length of time?

Answer: Increasing Complexity of Goals

How we can we increase complexity?

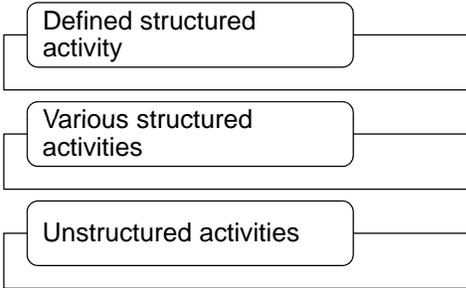
- Levels of prompting
- Levels of activities
- Levels of their environment
- Levels of communication partners

Level of Prompting



- Natural Cue = Goal Met (GM)
- Indirect Cue (IC)
- Direct Verbal Cue (DVC)
- Direct Pointer Cue (DPC)
- Physical Assistance (PA)

Hierarchy of Activities



Hierarchy of Activities

Routine structured activity (activity used to teach the skill)

Requesting – snack activity



Various structured activities

Want client to be able to use skill in a variety of structured activities

Requesting – Mr. Potato head, puzzle pieces, blocks

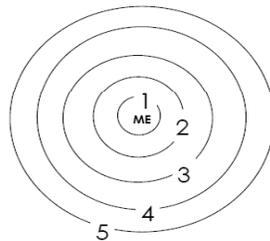
Unstructured Activities

Not specifically set up to target skill

Allow for natural cues to stimulate response

**Hierarchy of Communication Partners
(S. Blackstone & M. Hunt-Berg)**

1. Family/Life Partners:
2. Good Friends:
3. Neighbors and Acquaintances:
4. Paid Workers:
5. Unfamiliar Partners:

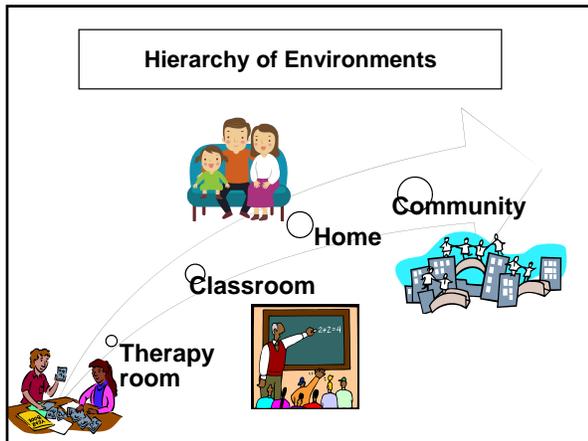


Circles of Communication Partners
Adapted from Blackstone, S. & Hunt-Berg, M. (2003)

Hierarchy of Communication Partners

1. **Teacher/therapist (individual teaching skill)**
2. **Familiar adult or peer**
 1. **Start with partner client is most comfortable with**
3. **Unfamiliar**





Hierarchy of Environments

Environment in which skill is taught
Therapy room or Classroom 

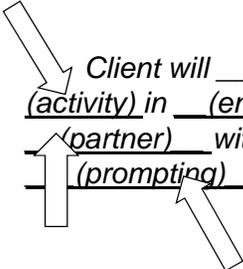
Environment client is highly familiar with
Classroom or Home
May even move around different areas in familiar environment

Unfamiliar Environments (not a part of daily routine)
Places in the community:
Grocery store
Movie theater
Doctor's office
Restaurant 

- ### Three Questions to be Answered
1. Do you struggle with developing goals and implementation plans for AAC users?
 2. Do you have AAC users who have been stuck on the same goal for a considerable length of time?
 3. Do you have difficulty figuring out a way to monitor progress and justify treatment when an AAC user appears to make minimal progress?

Increase Complexity of Goals!

•Systematically increase ALL 4 COMPLEXITY LEVELS



 Client will (skill) during (activity) in (environment) with (partner) with (prompting) with % accuracy.

ANNUAL TARGET SKILLS

GOAL	SKILL From AAC Goals Grid	PARTNERS Familiar/Unfamiliar	ACTIVITY Routine/Novel	PROMPTING LEVEL	CRITERIA % or # of occurrences	COMPLEXITIES TO BE ADDRESSED		
						Engage	Structure	Share
1				<input type="radio"/> IND <input type="radio"/> IC <input type="radio"/> IC <input type="radio"/> SC <input type="radio"/> SC <input type="radio"/> FN				
2				<input type="radio"/> IND <input type="radio"/> IC <input type="radio"/> IC <input type="radio"/> SC <input type="radio"/> SC <input type="radio"/> FN				
3				<input type="radio"/> IND <input type="radio"/> IC <input type="radio"/> IC <input type="radio"/> SC <input type="radio"/> SC <input type="radio"/> FN				
4				<input type="radio"/> IND <input type="radio"/> IC <input type="radio"/> IC <input type="radio"/> SC <input type="radio"/> SC <input type="radio"/> FN				

Increasing Complexity with Linguistic Goal

Annual Goal:
Will use carrier phrase "I see" during various structured activities in the classroom with peers (familiar partner) with IC with 80% accuracy

SHORT TERM GOAL 1: Will use carrier phrase "I see" during routine structured activities in the speech therapy room with familiar communication partner with DPC with 80% accuracy

SHORT TERM GOAL 2: Will use carrier phrase "I see" during various structured activities in the speech therapy room with familiar peers with DVC with 80% accuracy

Increasing Complexity with Linguistic Goal

Ultimate Goal!

Will use carrier phrase "I see" during unstructured activities in unfamiliar environment with unfamiliar partners with **NC** with 80% accuracy

Goal Achieved!!

Three Questions to be Answered

1. Do you struggle with developing goals and implementation plans for AAC users?
2. Do you have AAC users who have been stuck on the same goal for a considerable length of time?
3. Do you have difficulty figuring out a way to monitor progress and justify treatment when an AAC user appears to make minimal progress?

Monitoring Progress



Learning to write dynamic goals:
Allows for easier tracking of progress

Provides justification for targeting "same goal" over time

Develops communicative competence and independent communication

Monitoring Progress

Now that you know how to write dynamic goals...Let's talk...

DATA!!



DATA PROGRESS FORM

Use the Data Progress Form to record daily enhancement toward annual target goals. The form is setup in a simple SOAP format: Subjective, Objective, Assessment, Plan.
Attach this form in the designated place in the Dynamic IAC Planning Guide.

NAME:		DATE OF BIRTH:						
ANNUAL GOALS DATES:								
FORM/SERVICE DATE:								
Subjective								
Objective	MC	%	MC	%	MC	%	MC	%
	IC	%	IC	%	IC	%	IC	%
	DPC	%	DPC	%	DPC	%	DPC	%
	DPC	%	DPC	%	DPC	%	DPC	%
	PA	%	PA	%	PA	%	PA	%
	IC	%	IC	%	IC	%	IC	%
	DPC	%	DPC	%	DPC	%	DPC	%
	PA	%	PA	%	PA	%	PA	%
	IC	%	IC	%	IC	%	IC	%
	DPC	%	DPC	%	DPC	%	DPC	%
Assessment Plan								
ASSESSMENT								
PLAN								
CLINICIAN SIGNATURE								

DATA PROGRESS FORM

Use the Data Progress Form to record daily enhancement toward annual target goals. The form is setup in a simple SOAP format: Subjective, Objective, Assessment, Plan.
Attach this form in the designated place in the Dynamic IAC Planning Guide.

NAME:		DATE OF BIRTH:						
ANNUAL GOALS DATES:								
FORM/SERVICE DATE:								
Subjective								
Objective	MC	%	MC	%	MC	%	MC	%
	IC	%	IC	%	IC	%	IC	%
	DPC	%	DPC	%	DPC	%	DPC	%
	DPC	%	DPC	%	DPC	%	DPC	%
	PA	%	PA	%	PA	%	PA	%
	IC	%	IC	%	IC	%	IC	%
	DPC	%	DPC	%	DPC	%	DPC	%
	PA	%	PA	%	PA	%	PA	%
	IC	%	IC	%	IC	%	IC	%
	DPC	%	DPC	%	DPC	%	DPC	%
Assessment Plan								
ASSESSMENT								
PLAN								
CLINICIAN SIGNATURE								

DYNAMIC AAC GOALS PLANNING GUIDE

DEMOGRAPHIC INFORMATION:

Name: _____ Date of Birth: _____

Primary Location: Home School Community Day Program Other _____

Enabling Team Member: _____

Working Area: _____

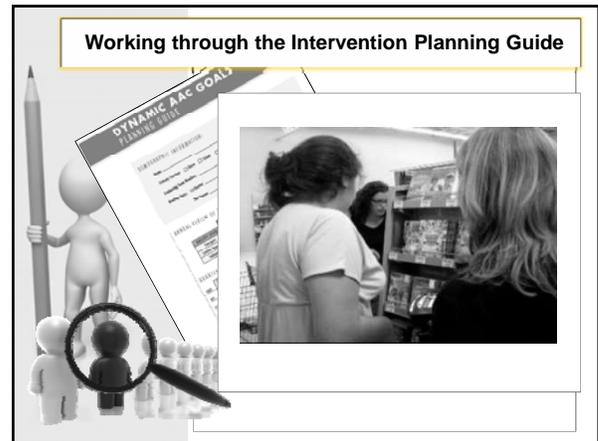
Staff Name: _____ All Staff: _____

ANNUAL REVIEW OF AAC GOALS GRID:

ABILITY LEVEL	LINGUISTIC	OPERATIONAL	SOCIAL	STRATEGIC
Emergent	%	%	%	%
Context-Dependent	%	%	%	%
Context-Independent	%	%	%	%

QUANTIFY PROGRESS TOWARD TARGET SKILLS

Not Started
 In Progress
 Completed



Step 1: Determine Communication Ability Level

EMERGENT **CONTEXT-DEPENDENT** **INDEPENDENT**

COMMUNICATOR

- May be starting to follow directions within routines and familiar activities.
- May be communicating non-verbally using facial expression, body language, gestures and/or behaviors before socially appropriate behaviors or challenging behaviors.
- May have a few messages for the communicator and/or other staff printed or any method listed above.
- Frequency and reliability of both understanding and expression varies from sporadic and/or activity-specific.
- Focuses more on increase both comprehension and expression.
- Attempts to communicate one most frequent + meaningful situations or routine activities.
- Using picture symbols, use one picture at a time to communicate messages.
- May be beginning to use clear and simple symbols including objects, photographs and picture symbols in motivating situations and/or routine activities.
- Benefits from help from his/her communication partner to communicate successfully in narrowing choices, page navigation, interpreting gestures/body language.
- May be starting to show interest in social interactions, especially in specific situations.

ENVIRONMENT

- Understands general conversations and directions as well as some single pages.
- Understands picture symbols for represent objects and common actions (e.g., run, point, eat).
- Starting to understand more abstract picture symbols (e.g., think, big, hot, love, pretend, surprise).
- Uses symbols and objects spontaneously to communicate basic needs and wants.
- Uses a combination of communication methods (e.g., pictures, objects, pointing/gestures, speech) to express or request messages.
- Beginning to combine two or more symbols to create longer and/or more complex messages.
- Communicates best in routines and regarding familiar topics.
- Benefits from help to initiate social interaction and/or use additional forms in conversation.
- Benefits from help to participate in interactions in new environments and with new people.
- May continue to benefit from the help of his/her communication partner to narrow down choices, navigate pages, interpret body language/gestures or these skills themselves.
- Literacy skills developing by letter names and sounds, six words, spelling of simple words.

COMMUNICATOR PARTNER

- Understands communication the same as typically developing peers.
- Able to talk about a broad range of age-appropriate topics in flexible ways.
- Combines single words, spelling, phrases and complex messages together to create novel communication about a variety of subjects as would expect of his/her age.
- Changes the way words and phrases are combined based on the communication partner and situation.
- Literacy skills on par with same-age peers.
- Social interaction skills, environment, and activities are similar to others of his/her age.
- Participates in age-appropriate environments and activities.
- Actively participates with communication partner when communication breakdown occur.

NOTE: Children's natural actions and behaviors are the only path to AAC. Best outcomes will be achieved when the gradual development of these complex communication skills includes language. (Creech & Anderson, 2010)

Step 2: Identify skill strengths and target skills

Step 3: Identify least possible support needed to perform skills

DYNAMIC AAC GOAL GRID

ABILITY LEVEL	EMERGENT	CONTEXT-DEPENDENT	INDEPENDENT
Emergent	<ul style="list-style-type: none"> 1. Follows directions within routines and familiar activities. 2. Communicates non-verbally using facial expression, body language, gestures and/or behaviors before socially appropriate behaviors or challenging behaviors. 3. Has a few messages for the communicator and/or other staff printed or any method listed above. 4. Frequency and reliability of both understanding and expression varies from sporadic and/or activity-specific. 5. Focuses more on increase both comprehension and expression. 6. Attempts to communicate one most frequent + meaningful situations or routine activities. 7. Using picture symbols, use one picture at a time to communicate messages. 8. May be beginning to use clear and simple symbols including objects, photographs and picture symbols in motivating situations and/or routine activities. 9. Benefits from help from his/her communication partner to communicate successfully in narrowing choices, page navigation, interpreting gestures/body language. 10. May be starting to show interest in social interactions, especially in specific situations. 	<ul style="list-style-type: none"> 1. Understands general conversations and directions as well as some single pages. 2. Understands picture symbols for represent objects and common actions (e.g., run, point, eat). 3. Starting to understand more abstract picture symbols (e.g., think, big, hot, love, pretend, surprise). 4. Uses symbols and objects spontaneously to communicate basic needs and wants. 5. Uses a combination of communication methods (e.g., pictures, objects, pointing/gestures, speech) to express or request messages. 6. Beginning to combine two or more symbols to create longer and/or more complex messages. 7. Communicates best in routines and regarding familiar topics. 8. Benefits from help to initiate social interaction and/or use additional forms in conversation. 9. Benefits from help to participate in interactions in new environments and with new people. 10. May continue to benefit from the help of his/her communication partner to narrow down choices, navigate pages, interpret body language/gestures or these skills themselves. 11. Literacy skills developing by letter names and sounds, six words, spelling of simple words. 	<ul style="list-style-type: none"> 1. Understands communication the same as typically developing peers. 2. Able to talk about a broad range of age-appropriate topics in flexible ways. 3. Combines single words, spelling, phrases and complex messages together to create novel communication about a variety of subjects as would expect of his/her age. 4. Changes the way words and phrases are combined based on the communication partner and situation. 5. Literacy skills on par with same-age peers. 6. Social interaction skills, environment, and activities are similar to others of his/her age. 7. Participates in age-appropriate environments and activities. 8. Actively participates with communication partner when communication breakdown occur.

Step 5: Identify annual goals

SKILL FOR AAC GOALS GRID	PARTNERS (FAMILIAR OR BROAD)	ACTIVITY (ROUTINE/NOV)	PROMPTING LEVEL	CRITERIA (L.A.M.F. ACCURACIES)	COMPETENCIES TO BE ASSESSED
1. turn device on/off	familiar	routine (2x per day)	Use cues related to activity <input type="checkbox"/> C <input checked="" type="checkbox"/> DPC <input type="checkbox"/> P <input type="checkbox"/> N	80%	<input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> DPC <input type="checkbox"/> P <input type="checkbox"/> N
2. request an action - pick movie to change	familiar partners	ask to pick a movie or change it - (Daily Take-TV) picture restriction	Use cues related to activity <input type="checkbox"/> C <input checked="" type="checkbox"/> DPC <input type="checkbox"/> P <input type="checkbox"/> N	80%	<input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> DPC <input type="checkbox"/> P <input type="checkbox"/> N
3. requests or obtains things when needed	familiar	routine daily activities	Use cues related to activity <input type="checkbox"/> C <input checked="" type="checkbox"/> DPC <input type="checkbox"/> P <input type="checkbox"/> N	80%	<input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> DPC <input type="checkbox"/> P <input type="checkbox"/> N
4. place items in position to be changed. Participate in setup	familiar	routine bedtime activity	Use cues related to activity <input type="checkbox"/> C <input checked="" type="checkbox"/> DPC <input type="checkbox"/> P <input type="checkbox"/> N	80%	<input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> DPC <input type="checkbox"/> P <input type="checkbox"/> N

5. Sequence - tell a personally meaningful story using position cues	familiar partner support	routine (Stories)	Use cues related to activity <input type="checkbox"/> C <input checked="" type="checkbox"/> DPC <input type="checkbox"/> P <input type="checkbox"/> N	80%	<input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> DPC <input type="checkbox"/> P <input type="checkbox"/> N
6. include favorite conversation & scripted prepared msgs.	familiar	routine (Photo Albums - Homebrews)	Use cues related to activity <input type="checkbox"/> C <input checked="" type="checkbox"/> DPC <input type="checkbox"/> P <input type="checkbox"/> N	80%	<input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> DPC <input type="checkbox"/> P <input type="checkbox"/> N
7. introduce new partner to her use of things to take	familiar partner support	routine	Use cues related to activity <input type="checkbox"/> C <input checked="" type="checkbox"/> DPC <input type="checkbox"/> P <input type="checkbox"/> N	80%	<input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> DPC <input type="checkbox"/> P <input type="checkbox"/> N

Dynamic Therapy Associates, Inc.
 Speech Language Therapy Notes and Summary
 3105 Creekside Village Dr., Suite 604 Kennesaw, GA 30144
 Ph: 770-974-2424 Fax: 866-384-6431 Email: Vicki@dynamictherapy.com

Name: **Katie Bauer** DOB: **12/7/1992** Location: **Office**
 Address/Phone: **770-926-0285** pg 1 of 2 Provider: **V. Clarke, MS CCC-SLP**
 ICD Codes: **9269 (1) 9250(1) 9269 (1) 9250(1) 9269 (1) 9250(1)**
 Plan/Service Date: **12/10/10**

Diagnosis: **autism**

Subjective:
Meeting Goals on the Tango:
 • push
 • go over 1 pg pushing
 • key on right
 on/off button on left side
 rubber button on top

turn the device on/off with familiar partner, routine time
 request/obtain Tango when needed, familiar partner, routine daily activities
 place Tango in position to be charged & help with setup at bedtime.
 request an action (a) pick a movie (b) change it

Assessment:
HOME (push house button on top left)
 • Daily Talk
 • go over 1 pg to "T.V. and movies" (Katie can find this)
 • "I want to pick"
 • "change it"

Plan:
 Clinician Signature: _____
 NC = natural cue / I

DATA PROGRESS FORM - Home
 The data recording form is designed to give partners a place to record data achievement toward target goals. The form is set up in a simple SOAP format: Subjective, Objective, Assessment, Plan. Attach this form in the designated place in the Dynamic AAC Planning Guide.

NAME: **Katie Bauer** DATE OF BIRTH: **12/2/1992**

ANNUAL GOALS DATES: **3/7/2010-3/7/2011**

ANNUAL GOALS DATE	3/7/2010	3/7/2011	3/7/2010	3/7/2011	3/7/2010	3/7/2011	3/7/2010	3/7/2011	3/7/2010	3/7/2011	3/7/2010	3/7/2011	3/7/2010	3/7/2011	3/7/2010	3/7/2011	3/7/2010	3/7/2011		
turn the device on/off with familiar partner, routine time	NC	I	NC	I																
request/obtain Tango when needed, familiar partner, routine daily activities	NC	I	NC	I																
place Tango in position to be charged & help with setup at bedtime	NC	I	NC	I																
request an action (a) pick a movie (b) change it	NC	I	NC	I																

ASSESSMENT:
PLAN
 CLINICIAN SIGNATURE: _____
 PLAN: _____
 CLINICIAN SIGNATURE: _____

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 • "I want to pick"
 • "change it"

Plan:
 Clinician Signature: _____
 NC = natural cue / independent; IC = indirect cue; DVC = direct verbal cue; DPC = direct point cue; PA = physical assist

DYNAMIC AAC GOALS PLANNING GUIDE

DEMOGRAPHIC INFORMATION:
 Name: **Katie Bauer** Role of Birth: _____
 Primary Location: Home School Community Day Program Other
 Enrolling Team Member: **Tina Bauer, L.S. Clark**
 Meeting Dates: 1st Session: **3/11/10** 3rd Session: _____
 2nd Session: **4/11/10** 4th Session: _____

ANNUAL REVIEW OF AAC GOALS GRID:

ANNUAL LEVEL	EMERGENT	OPERATIONAL	INITIAL	STRATEGIC
Target	10	10	10	10
Current Expectation	10	10	10	10
Independent	0	0	0	0

QUARTERLY PROGRESS TOWARD TARGET SKILLS

SKILL	Q1	Q2	Q3	Q4
GA				
IC				
DVC				
PA				

CHAIN OF CUES PRESENTATION HIERARCHY
 NC = natural cue / independent; IC = indirect cue; DVC = direct verbal cue; DPC = direct point cue; PA = physical assist

Three Questions to be Answered

1. **Do you struggle with developing goals and implementation plans for AAC users?**
2. **Do you have AAC users who have been stuck on the same goal for a considerable length of time?**
3. **Do you have difficulty figuring out a way to monitor progress and justify treatment when an AAC user appears to make minimal progress?**

A Few Final Thoughts...

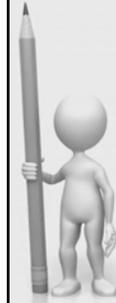
"In the midst of all the complications that come with technology use, it can be helpful to remember that **AAC technologies are simply tools that provide the child with access to language.**

Most children who use AAC experience language deficits, and the purpose of AAC is to provide the child with a means of **overcoming** these deficits.

A Few Final Thoughts...

Given these facts, **the goals, objectives and intervention techniques** that SLPs use with children who use AAC, should not, in many cases, be very different from the goals and techniques for children who primarily rely on speech to communicate.”

(Binger, 2008)



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Questions?

holly.schneider@dynavotech.com

vicki@mydynamictherapy.com