AAC Goal Bank

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These are examples of short-term goals to improve developmental communication, language, literacy, and writing skills of AAC learners. It is not an exclusive list. Consider the specific skills and developmental needs of your learners as you identify objectives for each book. You can mix and match these goals for learners as needed. Include wording to reflect how the outcomes will be measured.

Emergent Literacy

Reading/Sound/Letter Awareness

When provided with a robust AAC system, the student will use single words/multi-word combinations to:

- make predictions during shared reading activities
- direct the actions of others
- describe characters or objects
- express negation

The student will:

- independently select reading material when offered a variety of options
- recognize that words are made up of syllables by clapping, tapping, or nodding as two-, three-, and four-syllable words are spoken aloud
- indicate if pairs of words spoken aloud rhyme by indicating yes or no using their AAC system or other recognized signals

When provided with a list of spoken words beginning with the same sounds, the student will share a different word/words with the same initial sound, either from their SGD or from a group of picture cards.





Writing

When provided with a robust AAC system, the student will:

- use single words to complete a story frame
- write a list poem by using at least five single words to describe a photo prompt
- use single words/multi-word combinations to caption a photo prompt

When provided with the full alphabet on either a robust AAC device or a lite-tech spelling board, student will choose a topic to write about from several self-selected, personally relevant prompts.

When provided with the full alphabet on either a robust AAC device or a lite-tech spelling board and a self-selected writing prompt, the student will:

- write by creating strings of text
- demonstrate increased complexity in writing by producing longer strings of text
- demonstrate increased complexity in writing by using at least one space in a string of text
- demonstrate increased complexity in writing by using at least one letter's sound that can be attributed to the writing prompt

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Conventional Literacy

Anchor

When provided with a robust AAC system and a discussion about the targeted text, the student will:

- use single words/multi-word combinations to share the purpose for reading
- use single words/multi-word combinations to complete the first two sections of a KWL chart

When provided with a robust AAC system, the student will use single words/multi-word combinations to make predictions about the content of the text

When provided with a robust AAC system and discussion of targeted vocabulary words in the text, the student will use single words/multi-word combinations to describe Tier 2/3 words.

Apply

When provided with a robust AAC system and a discussion about the targeted text, the student will use single words/multi-word combinations to describe the genre of the book.

When provided with a robust AAC system, the student will:

- use single words/multi-word combinations and sequence cards, student will retell the major events from the story
- use single words/multi-word combinations to define Tier 2/3 targeted vocabulary from the text

When provided with a robust AAC system and discussion about the reading, the student will use single words/multi-word combinations to describe the problem and solution from the text.

Spelling/Decoding

When provided with 5 individual cards with one vowel and 4 consonants each, the student will arrange cards to make new words with adult guidance as needed.

When provided with cards containing words of two targeted word families (-an, -as), the student will sort words by patterns with adult guidance as needed.

When provided with a robust AAC system, the student will:

- blend the onset and rime of a word spoken aloud (c-at) by recalling the word from their vocabulary or identifying a picture of the word from a group
- blend the onset and rime of a word shown in print (cat) by recalling the word from their vocabulary or identifying a picture of the word from a group



Writing

When provided with a robust AAC system, including access to a keyboard for spelling, and discussion of targeted text, the student will:

- use single words/multi-word combinations to complete a compare/contrast Venn diagram of characters or objects from selected reading
- choose a related topic to write about
- use single words/multi-word combinations to complete the KWL chart written before reading the targeted text
- write about a self-selected topic

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