

**Dynamic AAC Competency Goals Checklist –
Context Dependent – Transitional Independent Communicator**

Student:

School:

		Date	Date	Date
	Operational Competence			
Context Dependent	Asks for assistance if system requires adjustment			
	Adjusts volume appropriate for environment			
	Demonstrates ability to charge/care for device (or asks)			
	Adjusts screen or position for best visibility/access (or asks)			
	Navigates to logical page/message/vocabulary within familiar topic or context			
	Navigates by noun categories			
	Manages simple message window operations (clear, delete)			
	Participates in vocabulary selection by selecting symbols, location, or choosing from offered message choices			
	Recognizes need to transfer AAC system from one activity/environment to another or requests help			
Transitional Independent	Recognizes the need for additional vocabulary and begins to actively participate in programming or the process of programming			
	Adjusts volume and speech controls (rate/voice) appropriate to environment			
	Navigates to logical page/message/vocabulary for novel topics and partners			
	Navigates between different message types (pre-programmed, single words, keyboard)			
	Navigates by grammatical categories			
	Linguistic Competence			
Context Dependent	Uses a variety of noun categories (7 categories with 5 examples in each)			
	Uses abstract descriptive concepts: quantitative/qualitative/spatial (at least 2 in each category)			
	Uses learned sentence constructions (carrier phrases) for creative 2+ word phrases (I want/I see/I have) in routine activities			
	Uses action concepts (at least 10 across situations)			
	Generates novel or creative 2+ word simple sentences			
	Uses plural "s" to denote more than one			
	Recognizes letter/sound associations			
	Demonstrates early use of letter combinations (initial sound recognition, creative spelling)			
	Generates simple grammatical sentences using present (ing) and past (ed) tense			
Transitional Independent	Sequences information in a logical manner to tell or retell a story			
	Asks and answers a variety of pre-stored question forms			
	Generates creative messages (at least 3 words) by combining individual words/phrases/spelling in novel activities			
	Uses abstract descriptive concepts: quantitative/qualitative/spatial (at least 6 in each category)			
	Able to use available words/messages to convey a new meaning or substitute for a word/concept that is not available			
	Recognizes and uses high frequency onsets and rimes to spell familiar words			

	Social Competence			
Context Dependent	Comments appropriately when engaged in activity with navigational support as needed			
	Uses polite social forms (please, thank you)			
	Initiates/terminates conversations using scripted or pre-programmed messages for more than 2 conversational turns			
	Shares several pieces of pre-programmed "news"/information with partner navigational assistance and/or reminders as needed			
	Demonstrates conversational turn-taking (social/activity-based) for more than 2 turns			
	Uses humor			
	Demonstrates ability to continue conversation by selecting comments or general questions			
	Requests a variety of actions (turn the page, get the _____ for me)			
Transitional Independent	Maintains topic with non-obligatory turn (cool, yuk, me too)			
	Shares personally meaningful novel information using phrases, word lists, core words, and/or keyboard			
	Shifts topics smoothly with suggestions (guess what? I have something to tell you)			
	Selects topic of mutual interest to self and communication partner			
	Shifts communication style based on partner or situation			
	Knows when/how to interrupt an interaction			
	Requests information (Where? When?)			
	Asks partner focused questions specific to conversation			
	Strategic Competence			
Context Dependent	Uses an introduction strategy with unfamiliar communication partner (I use the device to talk)			
	Actively engages communication partner during the interaction to monitor their attention and understanding			
	Uses a repair strategy for communication breakdowns (repeat, re-phrase, first letter strategy, nonverbal cue)			
	Demonstrates beginning use of simple rate enhancement strategies			
	Persists in repeating message when intended message is misunderstood, ignored, or system didn't activate/speak			
Transitional Independent	Independently utilizes several strategies to prevent or repair communication breakdowns			
	Plans ahead to contribute effectively in a conversation (compose and store messages for field trip)			
	Selects a communication mode appropriate to a variety of situations and listeners			
	Creatively uses system features to communicate effectively and efficiently			
	Independently analyzes errors in communication interactions and devises strategies to address it			

Cues: use a check if the student does the skill independently or with an environmental cue, otherwise indicate the level of cuing required: open question – OQ; partial prompt – PP; full model - FM; physical assistance (hand under hand) - PA