# SAMPLE – SPEECH PATHOLOGIST/AAC USE-COMMUNICATION COMPETENCIES

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>☒ Elementary</th>
<th>☑ Middle School</th>
<th>☐ High School</th>
</tr>
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<tbody>
<tr>
<td>Goal Type:</td>
<td>☒ Individual Goal</td>
<td>☐ Team Goal</td>
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## SLG GOAL 1

### Content Standards/Skills

Students who use an Augmentative and Alternative Communication (AAC) system will improve their communicative competencies:

1. **Operational**
   - CCSS.ELA-Literacy.SL.1.1.c
   - CCSS.ELA-Literacy.SL.1.1.a

2. **Strategic**
   - CCSS.ELA-Literacy.SL.1.1.b
   - CCSS.ELA-Literacy.SL.1.1.c

3. **Social**
   - CCSS.ELA-Literacy.SL.1.1.b

4. **Linguistic**
   - CCSS.ELA-Literacy.SL.1.1
   - CCSS.ELA-Literacy.SL.1.1.a

- **CCSS.ELA-Literacy.SL.1.1**
  - Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

- **CCSS.ELA-Literacy.SL.1.1.a**
  - Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

- **CCSS.ELA-Literacy.SL.1.1.b**
  - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

- **CCSS.ELA-Literacy.SL.1.1.c**
  - Ask questions to clear up any confusion about the topics and texts under discussion.

### Assessments

**Category 2**

- District-wide assessments (used by all speech pathologists in the district).
- Language Sample/Communication competencies
- Communication Matrix ([http://www.communicationmatrix.org](http://www.communicationmatrix.org))

### Context/Students

- 3 students who use AAC systems

### Baseline Data

- **Operational:** Students require frequent cues to keep their AAC system with them at all time, frequent cues to alert adults when they are not properly
- **Strategic:** Students use AAC systems when prompted and in structured interactions such as snack to request items.
- **Social:** Students use AAC systems inconsistently to initiate and maintain communication with peers and teachers, significant promoting is required
- **Linguistic:** Students demonstrate understanding of at least 50 Picture Communication Symbols and use 15 expressively with or without prompts

### Student Growth Goal (Targets)

- **Operational:** Students will take increased responsibility for transporting their AAC system within the classroom and school setting, requiring no more than visual or verbal 2-3 prompts daily
- **Strategic:** Students will demonstrate increased use of their AAC system in routines and obligatory contexts (80%) to a) greet peers and teachers
  - request breaks
  - c) comment (cool! Wow! Awesome! Gross!) d) request and reject items activities during choice time vocabulary
- **Social:** Students will use AAC systems to initiate and maintain communication with peers and teachers at least 3 times daily with minimal prompts (Want to play? How are you? How was your weekend?)
- **Linguistic:** Students will demonstrate understanding and use of monthly identified curricular vocabulary (80%)
<table>
<thead>
<tr>
<th>Rationale</th>
<th>The development of language and the effective use of an Augmentative and Alternative Communication System for students with complex communication needs requires that knowledge and skills be addresses in all 4 competency areas during formal and informal instruction.</th>
</tr>
</thead>
</table>
| Strategies | • Operational: a) Visual reminders placed around the classroom b) teacher modeling c) positive reinforcement for remembering to bring the system d) establishment of classroom routines  
• Strategic: a) consistent modeling throughout the day by peers and teachers b) structured opportunities to learn the skill and practice c) positive reinforcement  
• Social: a) Visual reminders placed around the classroom b) teacher modeling c) positive reinforcement  
• Linguistic: a) target vocabulary added to AAC system b) teacher/peer modeling of its use in context c) positive reinforcement |
| Professional Learning and Support | Time to collaborate with classroom teacher  
Opportunities to teach in the classroom (co-teach or one teaches, one observes) |
## SLG GOAL 2

<table>
<thead>
<tr>
<th>Content Standards/Skills</th>
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<tr>
<td>Assessments</td>
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<tr>
<td>- Category 1</td>
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<td>Student Growth Goal (Targets)</td>
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<tr>
<td>Rationale</td>
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<tr>
<td>Strategies</td>
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<td>Professional Learning and Support</td>
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**Sign-Off at Initial Collaborative Meeting:**

Date: __________  
Teacher: ____________________________  
Principal: ____________________________
### Mid-Year Review

<table>
<thead>
<tr>
<th>Collaborative Mid-Year Goal Review</th>
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<tbody>
<tr>
<td>Strategy Modification</td>
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**Teacher Signature:** [Signature]<br>**Date:** [Date]<br>**Administrator/evaluator Signature:** [Signature]<br>**Date:** [Date]

### Year-End Goal Conference

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<tr>
<th>End-of-Year Data</th>
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<tr>
<td>Reflection on Results</td>
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<tr>
<td>Professional Growth Plan Implications</td>
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**Teacher Signature:** [Signature]<br>**Date:** [Date]<br>**Administrator/Evaluator Signature:** [Signature]<br>**Date:** [Date]