

**SAMPLE – SPEECH PATHOLOGIST/AAC USE-COMMUNICATION COMPETENCIES**

Grade Level:  Elementary  Middle School  High School  
 Goal Type:  Individual Goal  Team Goal

SLG GOAL 1	
<b>Goal-Setting Conference</b>	<p><b>Content Standards/Skills</b></p> <p>Students who use an Augmentative and Alternative Communication (AAC) system will improve their communicative competencies 1) Operational 2) Strategic (CCSS.ELA-Literacy.SL.1.1.c; CCSS.ELA-Literacy.SL.1.1.a 3) Social CCSS.ELA-Literacy.SL.1.1.c; CCSS.ELA-Literacy.SL.1.1.b 4) Linguistic (CCSS.ELA-Literacy.SL.1.1)</p> <p>CCSS.ELA-Literacy.SL.1.1                      Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> 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.</p>
	<p><b>Assessments</b></p> <p><b>Category 2</b>                      District-wide assessments (used by all speech pathologists in the district).                      Language Sample/Communication competencies                      Communication Matrix ( <a href="http://www.communicationmatrix.org">http://www.communicationmatrix.org</a>)</p>
	<p><b>Context/Students</b></p> <p>3 students who use AAC systems</p>
	<p><b>Baseline Data</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Strategic: Students use AAC systems when prompted and in structured interactions such as snack to request items.</li> <li>Social: Students use AAC systems inconsistently to initiate and maintain communication with peers and teachers, significant promoting is required</li> <li>Linguistic: Students demonstrate understanding of at least 50 Picture Communication Symbols and use 15 expressively with or without prompts</li> </ul>
	<p><b>Student Growth Goal (Targets)</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Strategic: Students will demonstrate increased use of their AAC system in routines and obligatory contexts (80%) to a) greet peers and teachers b) request breaks c) comment (cool! Wow! Awesome! Gross!) d) request and reject items activities during choice time vocabulary</li> <li>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?)</li> <li>Linguistic: Students will demonstrate understanding and use of monthly identified curricular vocabulary (80%)</li> </ul>

<b>Rationale</b>	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.
<b>Strategies</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Strategic: a) consistent modeling throughout the day by peers and teachers b) structured opportunities to learn the skill and practice c) positive reinforcement</li> <li>• Social: a) Visual reminders placed around the classroom b) teacher modeling c) positive reinforcement</li> <li>• Linguistic: a) target vocabulary added to AAC system b) teacher/peer modeling of its use in context c) positive reinforcement</li> </ul>
<b>Professional Learning and Support</b>	Time to collaborate with classroom teacher Opportunities to teach in the classroom (co-teach or one teaches, one observes)

**SLG GOAL 2**

<b>SLG GOAL 2</b>	
<b>Content Standards/Skills</b>	
<b>Assessments</b>	<input type="checkbox"/> Category 1 _____ <input type="checkbox"/> Category 2 _____
<b>Context/Students</b>	
<b>Baseline Data</b>	
<b>Student Growth Goal (Targets)</b>	
<b>Rationale</b>	
<b>Strategies</b>	
<b>Professional Learning and Support</b>	
Sign-Off at Initial Collaborative Meeting: Date: _____ Teacher: _____ Principal: _____	
<b>Professional Growth Goal(s)</b>	
<b>Strategies</b>	
<b>Professional Learning and Support</b>	

<b>Mid-Year Review</b>	<b>Collaborative Mid-Year Goal Review</b>			
	<b>Strategy Modification</b>			
	<b>Teacher Signature:</b>	<b>Date:</b>	<b>Administrator/evaluator Signature:</b>	<b>Date:</b>

<b>Year-End Goal Conference</b>	<b>End-of-Year Data</b>			
	<b>Reflection on Results</b>			
	<b>Professional Growth Plan Implications</b>			
	<b>Teacher Signature:</b>	<b>Date:</b>	<b>Administrator/Evaluator Signature:</b>	<b>Date:</b>