

AAC Goal Framework

Student/Client: Matthew

Date: 07/14/26

Goal: Matthew will improve their

☒ Linguistic

☐ Operational

☐ Social

☐ Strategic

Skills as they relate to the use of their AAC system, to become a more competent communicator.

		OBJECTIVES	
		1. Increase use of prepositions (e.g. in/out, on/off, up/down).	2. Increase ability to state his likes and dislikes.
GOAL ATTAINMENT SCALE	LEVEL 5: BEST EXPECTED	Matthew will use 6 target prepositions spontaneously when appropriate.	When presented with an item/activity, and asked "What do you think?" Matthew will state his opinion.
	LEVEL 4: MORE THAN EXPECTED	Matthew will use 6 target prepositions during less structured activities.	Matthew will express "dislike" to indicate dissatisfaction for 10 known non-preferred items or activities.
	LEVEL 3: EXPECTED** (GOAL MET)	Matthew will use 6 target prepositions to direct action during structured play given aided language input.	Matthew will express "like" to indicate satisfaction for 10 known preferred items or activities when asked his opinion. (e.g. What think?)
	LEVEL 2: LESS THAN EXPECTED	Matthew will use 6 target prepositions to direct action during structured play given aided language and 1 prompt.	Matthew will express "like" to indicate satisfaction for 5 known preferred items or activities when asked his opinion (e.g. What think?)
	LEVEL 1: BASELINE	Matthew expresses (via sign, verbalizations, or SGD) 18 core words, but does not express any prepositions.	Matthew says "no" when asked "Do you want?" & plugs his ears or rocks when experiencing things he doesn't like.

**Goal met when EXPECTED LEVEL is reached. EXPECTED LEVEL to be reached by _____ (date).

Remember to make your goal SMART!

Specific	Measurable	Agreed Upon	Realistic	Time Bound
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Clifford & Hettenhausen (2017)

Modified from Hanson (2007)

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		OBJECTIVES	
		1. Wake up the device.	2. Carry AAC system independently throughout the day.
GOAL ATTAINMENT SCALE	LEVEL 5: BEST EXPECTED	Matthew will wake up his device independently throughout his day.	Matthew will independently carry his AAC system with him during transitions throughout his day.
	LEVEL 4: MORE THAN EXPECTED	Matthew will wake up his device when needed during his school day.	Matthew will independently carry his AAC system with him during 5 transitions when appropriate.
	LEVEL 3: EXPECTED** (GOAL MET)	Matthew will wake up his device at least 4x per day with indirect verbal cues.	Matthew will carry his AAC system with him for 5 daily transitions with 1 gestural and verbal cue (i.e. bring what you need.)
	LEVEL 2: LESS THAN EXPECTED	Matthew will wake up the device at least 2x per day with direct verbal cues.	Matthew will carry his AAC system from one location to another for 3 daily transitions with 1 gestural prompt and verbal cue.
	LEVEL 1: BASELINE	Matthew cannot wake up his device independently.	Between activities, Matthew's aide carries his device. Matthew holds his device by the handle with instruction.

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		OBJECTIVES	
		1. Use social greetings to initiate a conversation.	2. Matthew will ask social questions.
GOAL ATTAINMENT SCALE	LEVEL 5: BEST EXPECTED	Matthew will use social greetings appropriately when initiating a conversation when meeting new people.	Matthew will ask questions to anyone with whom he interacts.
	LEVEL 4: MORE THAN EXPECTED	Matthew will use social greetings to people with whom he interacts with daily.	Matthew will ask social questions to people in his school building.
	LEVEL 3: EXPECTED** (GOAL MET)	Matthew will use social greetings to start a conversation to at least 5 people per day at school with 3 indirect verbal prompts.	Matthew will ask 3 social questions to peers/teachers in his classroom with indirect visual prompts.
	LEVEL 2: LESS THAN EXPECTED	Matthew will use social greetings to start a conversation to at least 3 people per day at school with 3 indirect verbal prompts.	Matthew will ask social questions by selecting preprogrammed messages on his device to peers/teacher in his classroom with direct verbal prompts.
	LEVEL 1: BASELINE	Matthew will use greetings only when prompted.	Matthew does not ask questions to peers.

**Goal met when EXPECTED LEVEL is reached. EXPECTED LEVEL to be reached by _____ (date).

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		OBJECTIVES	
		1. Matthew will use an introductory statement to explain his device.	2. Matthew will repeat a message when misunderstood.
GOAL ATTAINMENT SCALE	LEVEL 5: BEST EXPECTED	Matthew will use an introductory statement to explain his device when asked or to self-advocate.	Matthew will repeat his message when misunderstood in any environment with a variety of people.
	LEVEL 4: MORE THAN EXPECTED	Matthew will use an introductory statement to explain the device to a variety of people in a variety of environments.	Matthew will repeat his message when misunderstood to people with whom he knows in familiar environments.
	LEVEL 3: EXPECTED** (GOAL MET)	When asked, "What is that?", Matthew will use an introductory statement to explain his AAC device to 5 different people.	When prompted with, "I didn't understand that." Matthew will repeat his message in at least 5 opportunities given 3 verbal prompts.
	LEVEL 2: LESS THAN EXPECTED	Matthew will use an introductory statement to explain his device to 2 different people with 1 gestural prompt.	Matthew will repeat his message when given gestural prompts.
	LEVEL 1: BASELINE	Matthew does not use any introductory statements to explain his device.	Matthew gets frustrated when he is not understood.

**Goal met when EXPECTED LEVEL is reached. EXPECTED LEVEL to be reached by _____ (date).

Remember to make your goal SMART!

Specific	Measurable	Agreed Upon	Realistic	Time Bound
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Fine Tuning Goals Activity

- S** pecific
- M** easurable
- A** greed Upon
- R** ealisitic or Relevant
(today & tomorrow)
- T** ime-bound

Using the SMART GUIDE Checklist, rewrite the following goals/objectives to be SMART. The first example is completed for you. Note the changes in **BOLD**.

ORIGINAL GOAL	SMART REWRITE
1. Matthew will use 6 target prepositions to direct action during structured play activities with minimal support.	By May 2027 , Matthew will use 6 early developing target prepositions (e.g. on/off, in/out, up/down) to direct action during motivating structured play activities given aided language input and an indirect visual cue .
2. Matthew will carry his AAC system with him for 5 daily transitions with 1 gestural prompt and 1 verbal cue (e.g. bring what you need).	
3. Matthew will use social greetings to start a conversation to at least 5 peers/teachers with 3 indirect visual cues.	
4. When asked “What is that (pointing to his device)?” Matthew will use an introductory statement to explain his AAC device to 5 different people.	

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