>> Welcome to Closing The Gap Solutions.

This webinar, AAC Ready-Set-Goal for Unity and WordPower was recorded October 6th,

2020 and was presented by Liz Heisler.

Liz is a speech language pathologist and a PRC-Saltillo Regional Consultant.

>> Hi, everyone. Thanks for having me today.

Thanks for joining us today.

My name is Liz Heisler and I am a PRC-Saltillo Regional Consultant,

speech language pathologist and excited to present to you today

on Ready-Set-Goal: SMART Goals for Unity & WordPower.

Just a couple quick things,

a little bit about me.

This presentation will focus exclusively on PRC and Saltillo products and applications.

It will not include other information regarding

other similar or related products and applications.

Just so you know, I am an employee-owner of PRC-Saltillo.

I am an ASHA member,

an ASHA SIG 12 member,

and an ISHA member.

Just a little bit of background. Like I said,

I am a speech language pathologist.

Primarily before this role,

I worked in the schools.

I served Central Illinois and Northwest Illinois,

so just Western Chicago and Southern Chicago if everyone knows where that is.

I'm really excited to be here today to talk to you about goals.

It's one of my favorite things to discuss.

One thing I didn't do, I didn't share my webcam really quickly.

So let me just say hi really quickly.

I meant to do that during my introduction.

But hello, everyone.

Thanks for joining me today.

I know it's nice to put a face with a name.

I know I can't see all of you,

but I'm hopeful that you're in a wonderful environment for this course.

We'll spend the next 90 minutes talking all about goals and I

hope you walk away with something very meaningful,

worthwhile, and absolutely you can take away. Thanks for being here.

We will get going here.

For this presentation today,

we are here to share ideas and resources,

to give you somewhere to start.

A lot of times,

I like to start on our trainings with a why.

Why was this training created?

As a consultant, we often hear these questions like,

where should I start?

What do I work on next?

What does an AAC goal look like?

How do I know what to work on?

We really wanted to give people resources,

ideas, and somewhere to start,

really want to provide people with a framework for

thinking about goals. That's what we're gonna do today.

It's going to be all about that framework and how

to think about goals for your clients or students.

Another thing we want to acknowledge is that writing goals in general,

and perhaps more specifically,

AAC goals, can be difficult.

Although in theory, writing these goals shouldn't be that much

more difficult than writing other language or academic goals,

we find that they are. Why is that?

I think there's all of these reasons here: I don't know enough about AAC.

Language or learning can be different for people who use AAC.

There's so many things to work on sometimes.

Maybe you're just overwhelmed with all these different opportunities to work on.

The changes, their progress may be subtle or hard to measure.

I really truly feel like this,

that little success can look very,

or that big success can look very small on paper.

Again, sometimes you have to consider environment and partners,

and especially during this time of COVID-19,

I think that can be challenging as well.

We may not be able to answer all these questions today

[LAUGHTER] but we hope to give you enough tools to get you started.

There are numerous databanks and goals on the web,

but we've just found that those goals in a database,

they never always fit the client to a T. They always have to be tweaked.

What we want to do is provide you with a framework to work on these goals,

and that's what we're going to discuss today.

Our agenda for today, just so everyone knows,

is first we're going to go over that AAC framework like I referenced,

then we're going put it into practice one goal at a time.

We'll review goals for different case studies that I present

to you and we'll talk about communicative competencies and then goal attainment levels.

At the end, we'll really talk about fine tuning our goals and making them SMART goals,

which I think is going to be really important moving forward.

During this webinar today,

there are going to be a couple of polls.

I do encourage you to please ask questions

and put something in the chat window if you want to comment or ask questions.

I'm more than happy to look at that throughout.

It might be at the end that we actually review that,

but we're going to start out today with a quick poll.

Our first poll is,

what is your greatest challenge writing goals for AAC?

I'm going to launch this poll

and you can go ahead and answer if you don't know enough about AAC,

maybe language learning is different,

changes and progress may be subtle.

Maybe you have to consider the environment partners,

and if you choose other, that's perfectly fine.

I would love for you to put in the chat window if you do have option to see that.

You do have that chat window,

if you could put in what your other is.

Good. It looks like some people are voting.

Keep voting, I'd love to hear.

What's going on here is I'll show everybody

the percentages of who voted and what they thought.

It looks like just a few more people vote.

I'll give you about two more seconds.

Perfect. I'm going to close that and share it so everyone can see.

Our poll results, about 14 percent of you said,

I just don't know enough about AAC,

five percent said language learning can be different,

52 percent changes and progress maybe subtle, hard to measure,

24 percent need to consider different environments and partners.

Five percent said other. Great. We will go ahead and move on,

and I'm going to hide our poll right now.

Thanks for participating, it's always fun to have that.

Every child is different.

What you teach first and how you teach it is really determined by the individual student.

I know when I got started,

one of my biggest challenges was realizing that

my goals couldn't really be the same across all my clients.

There were so many different variables and factors to consider.

I really did want to [inaudible 00:07:05] bank when I started out,

but it just didn't seem to work.

I also had to think about what they want,

like the client, what they wanted,

and not always what I thought was best.

If you can only work on one skill,

I always like to think about what skill would make

the most difference in the life of this individual?

Or what skill would improve the quality of his or her life the most?

That's what I want us to think about at the end of this.

As we're going through this, to really think about that in the context of goals.

So as we said, you know what,

I want to provide you with a framework to use.

This framework will help us think about where we are,

the steps where we are going,

and then how to get started.

I think about it as a GPS to obtain directions on our GPS.

We don't need not only the destination,

we have to know where we're going, which is the goal.

But we also need to know where we are starting from,

which is our baseline.

We have that baseline our starting location,

the goal is the final destination.

Then our other benchmarks that show progress towards the destination along the way.

Here's the directions to get to the final destination,

ends up being your treatment plan.

So I like to think about on that GPS framework.

We may use different terminology.

There are goals, objectives, benchmarks, etc.

I don't want to get lost in the details today.

I want to help you figure out how to determine and how to reach your objective,

your aim or desired result.

That is, after all,

the definition of a goal.

This framework that I'm going talk about today,

it was developed by two Midwest Saltillo consultants and SLPs,

Amanda Hettenhausen and Betsy Clifford.

They're wonderful resources and really,

as they were reviewing the AAC goal writing

literature and pulling from personal experience,

they selected three important frameworks to use to

create this AAC Goal Framework worksheet.

These include communicative competencies,

Goal Attainment Scaling, and smart terminology.

This is our AAC Goal Framework worksheet.

You have this available in your handouts.

There's actually one that is a fillable Word document,

which is great because you could take that from today's training and

use it tomorrow and use it for your student.

You can see each of those three elements

that were in that funnel were put into the development of this form.

We'll spend time briefly discussing which each of them is and how you will use them.

First, let's start at the top of the poor communicative competencies.

Communicative competency is defined as the ability to communicate

functionally in natural environments and to make daily communication needs.

That is from Janice Light [inaudible 00:10:12].

They said that they can be divided into four interrelated domains or areas.

One, if you see on the side as linguistic, competency,

which is the ability to use and understand language.

The next is operational competency,

that refers to the technical skills to use an AAC system.

Then there's the social competency,

is the ability to use and understand rules of interaction and of our social language.

There's also the strategic competency.

And that relates to the use of compensatory strategies to

overcome obstacles and prevent and repair communication breakdowns.

Those are the communicative competencies that

are incorporated in this AAC Goal Framework.

Next is the inclusion of the Goal Attainment Scale.

This is your tool to help define and organize your path.

It was originally developed by Kiresuk and Sherman

as a way to measure behavioral change actually in the mental health field.

It has since grown in popularity in other fields including geriatrics,

early intervention, occupational therapy,

and more recently, speech and language therapy.

It is a way to measure progress for behavioral goals and objectives,

where traditional outcome criteria, trials,

and percentages don't always clearly capture progress.

It also helps measure and compare progress across goals.

So we'll get into this a little bit more,

but that's the Goal Attainment Scale.

Now, here, you can see the goal attainment scale.

First, we have that baseline at that starting point.

Then we have level 3,

that expected destination given time.

Then at level 5, we have that long-term hope.

Something to think about though is that when we're writing these goals,

we don't write for something we cannot do.

When we think about our starting point, our baseline,

we want to make sure you start where they have some level of immediate success.

Then you can go forward to level 3,

expected destination given the timeline,

and setting your working.

Whether that's the IP year or the 10

approved insurance visits to the clinic, things like that.

In level 5, it's not necessarily 100 percent accuracy.

It's really more long-term hope.

I'll get into that a little bit more,

and I think it will make sense as we discuss some goals and see this in action.

Really, the value of the goal attainment scale as practitioners in

AAC is that it measures client progress in functional situations,

and communicative exchanges that cannot otherwise be measured by percentages and trials.

I really want us to think about that,

it's really for those functional situations.

One of the first things that stood

out to that team Amanda when they were developing this,

because I've talked to them a lot about it,

was the rubric format that it is not an all or nothing setup.

It challenges the goals writer to consider each level

and how progress for each skill would be best year.

Furthermore, you might have heard of Linda Burkhart or Gayle Porter,

they always pointed out often communication,

especially true with social communication,

is measured by its appropriateness, not quantity.

When we think about this whole attainment scale,

that appropriateness is dependent on the interaction with

communication partners in specific contexts.

The last part, the last piece on this goal framework is going to be our SMART goals.

You've probably all heard of SMART goals.

This is purposely positioned at the bottom of the form as

the initial focus is really on getting the content of the goals.

SMART, at the end,

helps us fine tune our writing and ensure we have included

all the necessary components to be considered quality goals and objectives.

Like the goal attainment scale,

the SMART framework, it's not unique to AAC.

As I said, you probably all have heard of it.

It's been used widespread.

Sometimes, those individual letters take on different meanings.

But in this context,

I want to make sure that we understand.

The S is for specific or clear so that someone else,

including the person using AAC, can understand it.

The M, we want to make sure our goals are measurable as well,

so that can show progress.

We want to make sure those goals are agreed upon so

that they are sure to support the desires of all the team,

especially that of the person who uses AAC and his or her family.

I think this is the most important one,

agreed upon by the family and the AAC user.

Now, the realistic or relevant.

Realistic, given the knowledge, time, age,

availability of the resources,

and relevant for the person both today and tomorrow.

At the end of their time base so that we know how much time we have to work towards it.

That is the AAC goal framework.

Next, what we're going to review is our case studies for the day.

What we're going to do is then take the case studies,

develop goals for those,

and then show you how to put those goals within that goal framework.

We'll go ahead and get started.

Our first case study that we're going to talk about today is actually Matthew.

Matthew is a six-year-old boy with autism.

His fine motor, vision,

and hearing are within normal limits,

but he does not like loud noises.

He got a NovaChat 8 Classic two months ago and he's using the WordPower 60 Basic.

He uses 20 signs and 10 words to communicate right now.

Good things to know about.

A couple of things that he likes to do,

because I think this is really important to know and understand, what motivates him?

What does he like to do? What might you want to control?

That's one of the first things I ask the team when I'm

working with them is what motivates the student?

Why does he wants to communicate?

What does he like? I think this is really important.

Some of his likes are playing on the iPad, Disney,

he likes to swing,

he likes Simon Says and the ball and puzzles.

These are things to think back on because we'll

use these when we write the goals, in a way.

I'm actually going to tell you the goals upfront,

and then we'll talk about how we got to those goals.

With Matthew, we're going to work on linguistic and operational goals right now.

His linguistic goals are going to be,

increase the use of adjectives,

and increase ability to state likes or dislikes.

Operational will be to speak message by using the Smart period and to carry the device.

Next, we have Julia.

She'll be our other case study for today.

Julia is a 12-year-old with cerebral palsy.

She uses direct select with a finger and uses a wheelchair with mount.

She's had an Accent 800 for three years and she is using Unity 60 sequenced.

She currently communicates using

1-3 word utterances on her device for basic wants and needs.

Something to know about Julia,

because I think this is important, is she likes Taylor Swift,

she likes jokes, she's really likes friends and really wants to be social.

She likes her dog, she loves watching YouTube videos,

and she's really getting interested in cooking and baking.

For Julia, we're going to just talk about social and strategic goals for her,

and we'll get into this more in a little bit.

But just so you know in advance,

we're going to talk about using greetings to initiate

a conversation and asking social questions for our social.

Then for strategic, we're going to work

on using an introductory statement to explain her device,

and then repeat a message when misunderstood.

Those are the goals we're going to work on with Julia.

Like I said, I'll talk to you about how we get there.

The first one we're going to look at is our linguistic competency.

Like I discussed before,

linguistic is really the ability to use and understand language.

Here, we picked his goals as increase the use of

prepositions and increase the ability to state likes and dislikes.

We wanted to pick some areas within the linguistic competency that really

helped that were based on some of

the things that he liked as well as some of the areas that he really needed to work on.

The next question is typically how did we get to these goals?

Well, we use tools and resources available to us.

I have a question for you-all again.

What is your go-to tool for determining language goals for your clients?

I think it's important to think about.

Because what we're going to do here,

just so I can help you understand,

we're going to review each competency, linguistic first,

and then we're going to talk about, how did we get to choose that goal?

We're going to kind of explore tools and resources,

and then we're going to put that goal into the goal framework.

The first thing we're going to do here is discuss

the tools that we can use to help determine typical language development,

and guide our goal selection.

I'm going to launch another poll here.

I would love to know what is your go-to tool that you use

to determine typical language development and

guide language goals for other students and clients on your caseload?

Do you use formal standardized tests?

Do you use developmental milestones?

Maybe if you're not an SLP on here,

just go ahead and select what you use on maybe your other students that you have.

Give it a few more minutes here.

Looks like a lot of you have voted.

That's great, thank you so much.

If I share it, looks like 44 percent of you use formal standardized tests which is great,

56 percent of you use developmental milestone checklists,

61 percent of you use language samples.

Other, I would love to know what your others are.

The parent and the school, great,

makes the goals difficult sometimes to get input.

Thanks for sharing that.

Chat isn't open. The Communication Matrix. Thanks for putting those in here.

Sorry, the chat window isn't open, guys. I apologize.

Let me make sure I just have everybody who put this in their communication matrix.

Thank you. The communication matrix is a great example too.

Wonderful. Great. We're going to hide those.

What I'm going to do first is share to how we got to these linguistic goals.

One of the best resources you can use to determine target areas to work on

is really looking at

typical language development and thinking about typical language development.

There are a ton of crude available tools and charts.

As you said in here in your chats or by answering the polls,

you already use quite a bit of them.

But one of the most popular ones that I want to show

you is that Brown's Stages of Development and Grammar,

that's been used to develop many other frameworks,

it includes pragmatics, semantic, morphology,

and syntactic expectations based on

developmental language stages from the single-word productions to multi-word utterances.

Other tools you can look at are Functions of Communication which I'll go over,

and also Core Vocabulary.

I think that's a good place to think about our linguistic competency.

Brown's Stages of Development in Grammar,

just to go over them.

This is a nice tool so you can see it right here.

You can see that this is a great way to see,

okay, where is my client at?

Sometimes we have those students who we want to already start working on those three,

four word utterances, and then realize that they're

still not combining basic words together.

If you look at stage 1; combine basic words.

This is also really helpful to show parents and other providers too,

to understand maybe why we're working on some

of these stages before we're working on others.

Now, there are some different print-friendly versions of this.

If you have that LinguiSystems Guide to Communication Milestones,

I know I have a copy.

They used to have a PDF copy as well,

but it doesn't seem to be available anymore.

You can also find it at Caroline Bowen Phd speech-language-therapy.com,

if you're familiar with that as well,

if you're looking for a resource.

That's an awesome one too,

so you can find the Brown's Stages of Development in Grammar there.

Another resource that you can use is the QUAD Profile.

I'm not sure if anyone has heard of this one.

You can find that using the link here.

There's also a link in your handout as well,

but this is a great opportunity.

It just has checklists for profiling language samples.

Once again, it's using that language sample,

but just putting in a checklist so you can check off, okay,

what does my student have,

and then what does the student need to work on?

The functions of communication are another great opportunity

to see what you might need to work on for the linguistic competency.

For early communicators, this is an especially good place to start.

The functions of communication are the reasons of why we communicate.

Have you ever heard of that by Janice Light?

In 1988, she proposed these four general purposes of communication.

You can write goals to align with these.

Let me show you, the next slide has a really nice graphic here.

[NOISE] Excuse me.

Here you have the functions of communication.

The first column is communicating wants and needs.

This goes beyond requesting food and drinks and toys.

It includes things like requesting attention, requesting activities.

Another thing you can use is the next main area,

that is exchanging information.

This includes things like asking and answering questions, labeling,

sharing objects and events,

giving an opinion, stating personal info.

In the last area we combine those two to be social closeness and etiquette.

Your closeness are those things that you typically do with someone who's

close to you, family, friends.

This would be something like expressing feelings or gossiping, taking turns.

I really like to look at this in particular to give me ideas for

those linguistic competencies and

see if there's some different functions of communication I can work on.

Another tool.

This is the QUAD Profile again,

that I've already shown you,

but what's nice is it actually has a different type of checklist here.

It's a language functions checklists,

which is related to that same functions of language that I showed you by Janice

Light.

Here it has different things.

Again, this would be a really nice tool for some of our early communicators,

and you can start checking off some of the things that they do have.

The next one, I want to make sure I don't have any questions.

Sorry, I thought I saw a question raised.

The next one that we talked about was core vocabulary.

This is a great way to look at core vocab lists and see, okay,

what words does my student have,

and maybe what words do I want to work on with my student?

Because really at the end of the day,

core vocabulary, everyone uses it, it's flexible,

it supports natural language development,

it overlaps with academic vocabulary.

I think this is really important to show teachers and staff at schools.

It supports literacy.

You have that novel generation of language as

well with the core vocabulary that I think can be really important.

There are lots of different core vocabulary lists available and resources.

In your handout, you have a front and back collection of early core words by Banajee.

Let's start with core vocabulary.

These are the words we use.

Core vocabulary, those are the words that make up the majority of what we say.

I went over all this that at the end of

the day it really follows that natural language development.

You can see here that we have this resource available

that has the core words of the month

and showing 12 new words you could target each month.

The website for these are showing on the slide.

They're available under the implementation section of the Saltillo website,

under chat corner, so you do have that resource that is wonderful.

Then you can select, okay,

which word is my student using for core vocabulary,

what words do I maybe want to work on next?

How did we decide upon these two objectives for Matthew?

We have increased the use of prepositions and

increased the ability to state likes and dislikes.

We took a few of the resources we had available to us and we thought about his language.

First of all, when we started thinking about Matthew's core vocabulary,

we weren't really sure which core words he was currently using,

so we created this inventory of his language,

whether it was signed or word approximation or generated on the device.

This was based on a parent-teacher report and observation.

I think someone mentioned that that could be a way to get your data.

If we wanted to use another tool to help us know what words he wanted on the device,

we could also have used data logging,

which realized language a bit familiar with the art.

It's available on both PRC and Saltillo devices.

We can discuss that later in the training as well, but here,

we took all of his words, and we highlighted them on

this early word lists that I gave you from that Banajee,

about the core vocabulary.

We knew what words he was using and so then we were

able to reflect on the words he didn't have in his language use.

The first one you see is from that Banajee one,

the second one is actually from Gail Van Tatenhove.

You have both of these in your handout.

We took our highlighter and we highlighted the ones that he had.

Then we realized, well,

actually, based on these lists and the reports,

we decided we wanted to teach him some more prepositions because that was

an area that he did not have any prepositions of at all,

and so it's just really important.

Prepositions are words understood early in language development.

They are not currently in his repertoire and they

would give him the ability to direct action and comments,

so give him more purpose,

and functions for his communication.

Let's go ahead and move forward.

Then what we did is,

you have this in your hand out as well.

When we think about Matthew,

we knew he then communicated to request objects and he requested activities,

and is stimulable for directing action and denying.

You can see this here in this choosing functions of

communication because we worked on prepositions.

Now we had to figure out, okay,

what's next, what else we want to work on?

With that in mind, we chose to build on his current functions.

The preposition goal will already be working on the function of directing an action,

so we're going to build on that one.

This is where you realize there's so many things you can work on.

I think that's something that's always hard with these goals,

is there are so many things we want to work on,

but I'm giving you all the tools possible,

so you have a lot of big choices.

How do you decide? Don't allow yourself to feel overwhelmed.

You can go look at developmental charts.

We could see what would be typical development

or we could think about what would be most functional for Matthew.

That's why I gave you guys some of those ideas at the beginning,

like things he liked.

The team has expressed concern with how he currently

shuts down if and when he doesn't like something.

We decided to work on stating his opinion,

like starting at an introductory level of like and don't like.

We can do some more of this with his language and self advocate.

Then we ask ourselves, all right,

so we want him to state his opinion

because we asked ourselves

what will make the most difference in the life of this individual,

and for him at this moment when he gets so

frustrated because he can't say his likes or dislikes,

this is where we can just have him working on stating his opinion.

Once you already know what you want to work on,

you're ready to brainstorm what that might look

like as an objective or goal, and how to get there.

We discussed the increased use of

prepositions and increase ability to state likes and dislikes.

Now, we just plug it in to this lovely AAC goal framework and we're done.

I wish it was that easy.

But I want to go ahead and walk you through how to put one of these in

an AAC goal framework so that you can really understand it moving forward.

I hope this helps you with any of your clients that you have.

We're going to work on this together.

You have it filled out in your packet or you can,

if you want to think about another student as I'm going through this,

you can use that fillable doc word document that's available to you in your handouts.

First at the top we write his name,

and then we put there.

We're going to work on the linguistic competency today.

Then we write a goal to increase the use of prepositions.

When thinking about who's using WordPower 60 Basic,

we have these prepositions right on the home screen.

We chose in, out, on, off,

up, down as our examples because they're right there.

Using the information discussed,

we described his baseline.

What can Matthew do now?

As it relates to core vocabulary,

or more specifically, prepositions.

Well right now, he doesn't use prepositions.

But he's using some 18 core words,

via sign verbalization or his nova chat.

We just put that in there,

and that's okay, that is his baseline.

Based on that baseline info,

we jump a step.

We decide what he may expected to achieve during his IEP year.

Maybe if you're working at a clinic,

maybe it's during the next six months whenever you have to do

your updates for insurance purposes.

We decide in that Matthew will use six target prepositions.

That's what we want him to achieve within a year.

To direct action during structured play activities with minimal support.

That is our expected goal.

Then once we write that,

then we take a step back and say, "Okay,

now we want to write a step that would be

in-between where he is now and where he's expected to go."

How are we going to measure this change?

Well in this case,

we're going to measure it by the moderate versus minimal support.

We state Matthew will use six target prepositions to direct

action during structured play given moderate support,

instead of minimal support. That's how we're going to do it.

Now you could do it differently if you wanted to,

maybe you wanted to make this three type preposition.

It's really going to be dependent upon your experience,

your client, where you're working, all of that stuff.

Now if Matthew were to meet his goal,

what would we want him to do next?

Well, we want him to use those six prepositions,

probably during less structured activities.

Because then at the end of the day,

our ultimate goal is that

we want Matthew to use six target preposition spontaneously when appropriate.

You can see how as we build this out and I just threw you that for a second,

we didn't really think about this in a linear way.

Sometimes it makes sense to start at a baseline,

and then determine the expected goal for that time period.

But in some cases, after determining the baseline we've met,

make more sense to write out the best expected level

five before going back to what is our goal?

Go in that order,

what flows fast with your thought process.

There's no right way or wrong way,

I'm just showing you how we did It. All right.

Then ta-da and ta-da, you're done.

You can see that we did it on the other side that increase

the ability to state his likes and dislikes.

When presented with an item activity, he asked,

our best level here is that,

when asked what you think,

he'll indicate his preference accurately.

Suddenly you can see how we built up to that.

We gave an accurate description of his baseline,

that he said a no, [LAUGHTER] he asks what do you want?

He plugs his ears with rocks when experiencing things he doesn't like.

I think it's good to put that information in there.

Now, translating it into another format.

How might I incorporate this crazy brainstorming forum into what I'm currently doing?

One option is to attach it and treat it like a rubric.

You can cross out each levels as you go and put a date next to it.

You can also take the information and translate it into whatever form is

needed for your IP or clinic report, whatever it might be.

In here you can see how we did this as we put our goal,

our overall goal was to increase his expressive language skills.

Then here we decided,

his present level of performance is that baseline.

Then our objectives are level three is when we want our goal to be met.

Here is when we put that Matthew will use

six target prepositions to direct action during structured play given minimal support.

Then objected to, Matthew will express a like to indicate satisfaction.

These are just some questions just to think about.

Let's go ahead, I think we do have some questions here.

What does moderate and minimal support mean? That's a really good question.

We will actually get to that phrase at the end,

because actually how we have the goals written

right now probably aren't as smart as they should be.

That's that last step to make them

very specific because you don't know right now what is minimal versus moderate support.

That's how we threw that in there,

and then we'll go ahead and I'll show you how to change that, moving forward.

But great question, thanks for asking that.

Some other things to think about,

how do I help ensure Matthew can reach these objectives?

I think it's really important that everyone knows what the objectives are.

The parents, the entire school team.

It's really important to then think about,

what will working on these objectives look like?

Is it giving him food and asking him what he likes and doesn't like?

Well maybe that's not the best way to do it.

Maybe it's like preferred items that we know he likes,

so we really understands what like means.

Maybe it's using, he loves puzzles and he loves balls,

maybe it's using those things that he really likes

to work on those prepositions, putting in and out.

Once again, thinking about those things he likes,

and using those four advantage when we're working with our goals.

Just let me know if anyone else has any other questions,

you're welcome to chat them in the window.

I'd be happy to answer.

Next we're going to work on Operational Competency.

I'm going to have to acknowledge here that there might be some overlap of skills

that fall under more than one competencies.

You can see here how the linguistic,

operational, social, and strategic.

You can see how it's almost like a little Venn diagram.

You can see a little overlapping of them.

Some of them will overlap, and that is okay.

But the next one we're really going to target is Operational Competency.

Operational competence is the operational skills that

involves skills in the technical operation of AAC strategies and techniques.

Those technical skills involved in using the AAC system.

For Matthew, we decided that his operational goals would be to speak

the message using the smart period and to carry the device.

Those are some operational goals we worked on.

The goal is for the person use the AAC device to

operate the system without the burden of cognitive overlay.

[LAUGHTER]

In other words,

despite the access methods used,

the operational skill of AAC users are automatic.

Evaluating operational competence may be ongoing to allow

the AAC user sufficient practice to master those operational skills required.

Teaching people to use the AAC.

The mechanics of the technology they're using really helps build

independence and self advocacy skills as well.

It's just really important to think about operational skills.

I literally just had someone e-mail me right before I started this,

and they had asked, they said,

"Hey, this kid keeps turning off his device.

Can I turn that off?

Is there any way I can do that?"

I was like, "What no,

maybe we just need to teach him how to appropriately turn off the device,

and when it is appropriate to turn off the device".

Rather than just removing it because that is

an operational competency that might be wanting to work on because

when he is in

a quiet environment that could be something he could do is turn off the volume.

Next I have another quick goal.

If you just want to think about,

how aware are you of your clients or students skills as they relate to the device use?

But really what I want to know is,

do you have any goals written to specifically address operational skills?

I'm just curious.

Have you ever written any goals?

[inaudible 00:42:48]. That's some votes coming in.

Thanks for everybody voting.

So one that I have to share,

It looks pretty much 50-50.

I mean 50 percent of you said yes.

You have written operational goals.

Forty-five percent of you said no.

That's okay. Then 5 percent that I don't know. That's all right too.

That's why we're all here today.

Thanks for being honest in answering that question.

[NOISE] We will go ahead and move forward.

We think about Operational Competencies.

We've provided you a brainstorming tool.

Unlike those linguistic skills,

there aren't any like formal assessments or checklists.

For what skills are required.

In your handout you have this brainstorming tool.

This is what we're going to use today.

I'm in a variety of few examples of the skills,

and then we'll walk you through the goals we chose for Matthew.

I need to give a copy up here.

This brainstorming tool is not intended to be a comprehensive list.

It's not intended to be a hierarchy.

Really, these are just ideas,

and just need to be considered individually based on the person using the device,

and what is most functional for him or not.

Please, it's not comprehensive hierarchy goal,

and it's really just a brainstorming tool for you to use,

and we really hope it helps.

First, if we look at their operational competencies, the brainstorming tool.

One of the first few things we can talk about is charging the device.

We wanted to work on selecting a battery status button when asked,

"Is your device charged?" Maybe that's something.

We can do on our Nova Chat devices in more power under groups.

You do have the option of selecting the battery status button,

and then it'll tell you, what the battery status is on our accent devices.

You can typically see the battery status,

up in the right-hand corner.

Just being aware of the battery status,

maybe there's a pre-programmed message that can

be added to indicate that the device needs to be charged.

Maybe it's a, "Please charge my device" or maybe it's something else,

and then maybe it's a client who participates in that charging process.

Maybe they independently plug in the device when they know it needs to be charged,

or maybe they bring it to a charging station.

You can see here, this is an example of a client, Devon's charging station.

They made this in the classroom.

They had a little charging station.

When he needed his device charged,

put on the charging station.

Just some things to think about.

Moving forward for Operational Competency.

Something else, operational is really utilizing the dynamic display.

Maybe they can navigate to a page.

Navigate away from a page.

Maybe they can stay on a page or go to another page.

This is inward power, where you have the home button to take you back home.

You have those blue arrows on the bottom right-hand corner

that'll take you to another page.

Some other areas to utilize dynamic display would be to use punctuation.

There's a smart period,

and when you actually use a smart period our Nova Chat devices,

it would actually speaks the whole sentence for you.

Rather than having a touch that speech display bar over the top.

Maybe it's clearing the message from the speech display bar.

That would be an important skill to learn.

You could see that example there is on unity

60 where you can just click that clear button.

You can use that "Lock Page button" to remain on the page.

That is a feature on our Nova Chat devices,

and here we're in word power 60 basic,

where you can hit "Lock page" and it'll stay on that page.

Instead of going back to the home screen.

Maybe that's because we're just working.

We're going to meet all of our family members today,

so we're just going to stay on that page,

and learn to talk to all of them rather than having to go back and forth.

Again, it's just being able to utilize that dynamic display for Operational Competence,

and really helped them become that functionally competent communicator.

Next on, operational, we have the customize device or add vocab.

Maybe it's identifying when you can't find a word,

or indicate a word that's not in our device.

Maybe it saying help, maybe it's requesting a word to be added to device.

There's actually a button that says,

Add a words to my device in word power,

and then you can participate in adding a new word too.

Maybe the client wants to.

I worked with this team and this kid always

like to add his new action figures and

the names of his action figures that weren't in there,

and he would come to school,

and they programmed a button for him to add a new word,

and it was just awesome because he really took pride in that,

and that was something that was really operational and functional for him.

Other things to operate the device.

Maybe it's waking up the device by pressing that button on our Nova Chat.

It's using the kickstand to be able to see the vocabulary on the screen,

like being able to actually flip that

down and not having draw in somebody else to do that.

Or maybe its instruction communication partners on

where to get the device mounting or positioning.

Maybe they don't have the ability to use that kickstand physically.

Maybe It's telling someone, "Hey,

can you move my device over.

I'm not comfortable", or something like that.

I was just working with a client doing evaluation consults

and the client I believe she said,

"Hurts and uncomfortable", and she was head switch user and she was sinking in her chair.

So she was really having a hard time hitting the head switch,

and then all of a sudden they asked her,

"Do you need to get repositioned?"

She was like, "Yes" so that's huge because we need her to be able to access the device.

That just perfectly went into my next thing.

Another way that operational is really able to access

the device in whatever access method they choose.

Here you have, maybe it's increasing the speed,

maybe it's increasing the accuracy,

and a [inaudible 00:49:13] maybe it's increasing the independence.

We have direct selection with a finger, eye tracking,

head tracking, switch scanning, a lot of different things.

If you're looking for a few resources to help determine possible steps or

processes involved in developing skills related to access,

there is definitely a couple up here.

Linda Burkhart has Two Switches to Success, either in your handout.

Jane Korsten, Every Move Counts.

Some great resources.

Next, what skills will we select for Matthew?

Well, we looked at a brainstorming tool and we highlighted what he could do now.

Right? So he said okay.

He can use that volume control,

he can navigate to and away from the vocabulary page.

Here, he clears the message.

Sometimes it's too quickly.

He wakes up the device, he turns it on,

he wants to reposition it,

and he carries the device with prompts.

What do you think he doesn't do yet is use punctuation.

It's a new skill but it will definitely increase effectiveness of communication,

and then we also looked at the fact that he could carry

the device around the environment more independently, right?

We thought this is an emerging skill but if he is able to do this,

it can definitely increase independence in frequency.

So we use the AAC Framework to brainstorm for

these two objectives to help Matthew increase his independence

to operate the device for our operational scales.

We have speak message using the smart period and carry the device.

This is what it looks like.

Ta-da. [LAUGHTER]. I won't go over all this.

It is in your handout.

Feel free to use it for your own clients.

So you see here that we talked about using the smart period with two passwords,

and here we use a [inaudible 00:51:09].

If I looked at level three,

Matthew will carry his AAC system with him for five daily transitions.

They really want to work on that transition period

with one gestural prompt or verbal cues.

Up here, we really highlighted that, I just drew a prompter.

Verbal cue will be, bring what you need.

It's a little bit more specific [LAUGHTER].

Quick notes about operational skills.

Operational skills may not always be listed as part of an IEP or as

a speech goal but these skills should be

still part of your device plan toward that communicative competence.

Funding sources a lot of times still look for

operational skills that the person can complete as well.

Just a quick note there.

All right. Next, we're going to work on social competency.

For this one, we're actually going to bring back Julia,

who is our other case study that I talked about at the beginning of this.

So Defined Social Competency is the ability to understand and

adhere to the rules of social interaction. All right?

It's really about connecting with people.

Julia's social goals are using greetings to initiate

a conversation and asking social questions.

Those are her goals. So how do we get there?

Let's review how we set those goals.

Here, in social, we thought about typical social development,

similar to how we talked about typical language development.

We talked about using language for different functions of communication.

We thought about changing language based on a listener situation.

We thought about following rules of social interaction.

Right? There's a lot of different definitions of social skills,

but I think of them as the abilities necessary to get along with others and to

create and maintain satisfying relationships at the end of the day.

I'm not going to do another poll.

I feel like we've done enough,

but I'd love to know if anyone has some.

I'm going to review some tools that we recommend you use to determine social targets,

but if you have any others,

please go ahead and post them as a question and I'll read them out to the group.

There are tons of pragmatic language checklists and charts available.

We have these listed in your handout for you.

It's not an exclusive list nor are these the best ones.

Just some we've seen, like I said,

and used, and wanted to share.

First is that Social Thinking Curriculum by Michelle Garcia Winner.

You can use that as a checklist to figure out maybe what would be next.

There is definitely a lot of different pragmatic language templates out there.

Here is one by MidCentral,

Coop that's available in your handouts.

There is also this one from LinguiSystems as

well that's in that developmental milestone chart.

Some of these might be repeats,

the tools we use in other sections,

especially that functions of communication that I

talked about in that linguistics section.

I will say linguistic competency and social competency definitely overlap.

I think there is a lot of things that can be similar for them.

If you think about that, I mean,

if you just think about it,

we use language to be social, right?

There's just definitely like some overlap there and you'll see that here.

Now, there is also a chart from

our AAC Language Lab that was over the pragmatics of language.

This chart is actually only available on the paid portion of a language lab.

However, we've been given permission to use it today in your packet.

So you will see that in your packet as a reference.

There is also this Skillstreaming available as well that might be a nice opportunity.

I do want to just show you really quickly that if

you're looking for some of this in the AAC Language Lab,

it's just really quickly going to pop out.

I think this is important.

I'll just show you really briefly.

If you're looking for something here,

I'm actually not logged in.

There is also some resources on here.

You go to aaclanguagelab.com.

You can actually see under resources,

there is language charts.

Here, you can actually see the AAC language stages.

Oops. I just meant to hit Got It on the private policy.

Here, you can see there is different evaluation tools as well.

You have that QUAD Profile that I talked about earlier.

You have the Pragmatics Profile,

which can be something that's used for social.

You just have the Core Word or Starter Set,

and you just have pretty much every resource you can possibly use here,

and it should be a great way to start figuring out maybe what would be basked,

especially for the social one,

this Pragmatic Profiles, something I always like to point out.

It's just on the AAC Language Lab under Resources and Evaluation Tools.

Just something I like to point out.

Again, you have the handout and you have the chart in your handout,

but just something I would like to show.

All right. Let's get back.

All right. So what skills would I select for Julia?

Well, we could choose any of the many different pragmatic language checklists discussed.

Highlight where Julia is currently demonstrating skills and select skills based on that.

We can also reflect on Julia's interests in her friends.

In this case, as Julia moves to be more functional communicator and in need job skills,

we wanted to be able to ask and answer questions.

Okay. Therefore, we decided to include use greetings to

initiate a conversation as one of her first targets in the area of social competence,

and then we decided to couple this with asking

social questions to encourage that conversational turn-taking.

Definitely, we could have looked through

all of those checklists and I think those are really important.

Here, we knew friends was the biggest thing

and she really wasn't using her device with her friends yet.

We think about social issues so important.

I want to show you what that looks like on her vocabulary.

She is using Unity 60 sequence.

Here she can go into greetings and say,

hi, whatever she needs,

and then she can also go into social too and answer

those questions or ask more [LAUGHTER].

Right? She can also go into questions here and start with a question.

Maybe she wants to start with,

"How old are you?"

Or maybe she wants to ask, "Who are you?"

Or, "When is it time for lunch?"

Or what it might be, okay?

We put Julius together here and I

actually am going to walk you through this because I think this is really important.

When we started up at the top,

we put those two objectives to use

social greetings to initiate a conversation and ask them the questions,

then we started at the baseline and said that Julia will use

greetings only and reply if someone else is using a greeting.

All right. We decided that her goal met and level

three would be to use social greetings to start a conversation to at least five peers,

teachers per day in her class,

and asking social questions over here.

We decided her baseline was she can answer such questions,

but she doesn't ask questions of other people.

We also said that she is going to ask

social questions to her peers and teachers in the classroom.

Okay? You can see here that we actually did not put any support in there,

but we will get to that and make it definitely measurable and specific.

The last competency we're going to talk about today is our Strategic Competency.

We are going to use Julia,

our second case study for this,

remember Julia uses that Accent 800 device.

So Strategic Competency defined is the use of

compensatory strategies to overcome environmental barriers,

restrictions of the AAC system and or personal limitations.

So really, it comes back to the ability to prevent or repair communication breakdown.

Think of strategic competency as the compensatory strategies. All right?

I think this is really important to think about.

I think this is something that sometimes is overlooked when we

are writing goals that can be so important for

our AAC users to understand how to use

compensatory strategies in this strategic competency.

We can go ahead and if we had some more time,

I want to make sure we get to all of these.

I was going to have you maybe chat some of these in the window, but you know what?

We'll just go ahead and know how do you think about these.

What strategies is your client,

your student use as it relates to using the device?

What strategies might be helpful for him or her to learn how to do?

I think it's important to reflect on this if you can.

We gave you this,

now our strategic competency brainstorming tool.

Here, we have a brainstorming tool.

Again, it's not hierarchical,

it's not comprehensive, but again,

it's just a tool to help parents support you thinking about strategic competencies.

We're going to go through each one of these.

First is our strategic silver environmental barriers or

limitations that someone may encounter.

Of course, they're going to be individual and very widely,

and it's going to be difficult to give you this finite list.

But first, let's discuss environmental barriers.

First of all, if you think about environmental barriers for someone who is in the AAC,

sometimes maybe we're in loud or noisy environments.

Maybe it's using strategies to use the device during those loud or noisy environment,

maybe it is learning how to turn up and down the volume,

like my story from before.

Next, maybe it's using strategies to

be able to use the device to talk or texts on the phone.

Access devices, you do have that ability to connect it to a phone or to text,

to make those calls.

To text is a little different,

you need the Arrow text app and we can get into that if you have questions,

but then it also being able to use strategies to use the device outside.

I have those students who,

man our devices now are splash resistant,

we call them but you still can't swim with them.

There's are going to be some environmental barriers out there,

so thinking about strategies.

Maybe it's always having a low-tech board available

when we're going to the pool because we know we can't do that.

I've even see low-tech boards unlike kick boards, and things like that.

It looks like we definitely have some more questions here,

so I literally get to those at the end here too.

Thanks so much for asking those.

Another area of strategic is going to be social barriers.

Social barriers is something that we can work

on by repeating messages when misunderstood,

or asking someone to repeat what they've said.

Maybe it's asking a communication partner to slow down as it takes

time to create the message from it's users,

or maybe we use an introductory message to help overcome those social barriers.

They understand what is going on.

There's also some linguistic constraints or barriers

that can be overcome by the use of word prediction.

Like I mentioned, frozen is a topic that Julia likes,

maybe it isn't wearing her device,

maybe she doesn't know it, but she knows how to spell it.

She knows where it is and she knows how to spell it.

She's going to use word prediction to overcome that linguistic barrier.

You can use same messages or a notebook for those longer presentation and speeches.

I have a device user who uses touch Schadt, WordPower 80 actually.

She's in college, she goes to University of Illinois,

and she spoke with me when I presented it to their graduate class.

Their AAC graduate class and she predid her messages,

so she she could speak quickly and speak to

the whole class by saving all those messages and stories and scripts.

She would say long chunks at a time,

so a way to take her longtime when presenting.

That can be something to overcome those linguistic barriers.

Maybe it's overall repair,

communication breakdowns and some pre-programmed messages,

and you can definitely think about those.

Some operational barriers.

I mentioned this already using those low-tech boards when needed,

maybe the battery is dead.

Maybe something happens to the device,

and so thinking about those operational barriers you can overcome,

maybe using alternative means of communication when needed,

maybe when they're in the shower or things like that.

You can think about those things.

Maybe it's indicating the mistake on the device,

like, I didn't mean to do that.

Those are all things that you can consider.

Which skills would we select for Julia?

Well, here and just try to decide what skills Julia needs.

We determined what restrictions,

constraints or barriers are impacting her.

Thinking about Julia and her focus on social language,

we wanted to consider a strategy to facilitate

her social interactions by using

an introductory message and repeating a message when she is misunderstood.

We talked about using an introductory statement to explain

her device and repeating a message when misunderstood.

How about we look at her vocabulary?

So here we have unity 60 sequenced,

some here in that activity row.

She can select that talker and discuss this is my talker and helps me speak.

That's a really great way.

Here, we can write that goal for her to use

an interest statement to explain her AAC system,

and then at the end that's what we get.

Here, instead of just having her start a sentence with that,

we can see that her level 1 baseline

was she doesn't use an introductory statement right now.

Her level 3 expected goal would be when asked, "What is that?"

Julia will use an introductory statement to

explain her AAC device to five different people.

Definitely, it gives her some different opportunities

to use it and It's not just forced upon her it's really when she's asked a question,

she's able to answer that question.

Then honest, second objective we submit Julia will repeat a message when misunderstood.

When prompted with I didn't understand that,

Julia repeat her message at least five times

given three verbal prompts. Exactly what we did there.

I just want to see some more questions.

Like I said, I will answer these.

Good question. Why doesn't the unity 60 looks like it doesn't make a difference?

Good question. I wonder, are you using new voice or empower?

There's two different software systems.

I'm not sure the look we've seen,

So here's some questions I might.

It's very small in here so I can't see who asked the question.

Let me see. Did that help?

I believe it's, Terry?

This is empower, so it's a newer software version.

That's possible that might look like yours.

It's also possible that you're using 61 hit versus sequenced,

those two look little different as well.

I saw some of those other questions that they're all of it to those at the end because I

do think I'll touch and worry about them.

We'll keep going, so that part.

Now, we have a fun game to play and I know

it's hard because the chat window is not available right now,

but if you don't mind

we'll just go ahead and I'll have you guys just do this on your own.

It's little quiz, like name that competency to

see how much you've retained about what the different competencies are.

If this is in-person I'd be like throwing out candy or something to the first person,

but just imagine that for right now. What do we think?

Use a pre-program sentence to repair a communication breakdown.

What do we saying?

Did anybody say strategic?

That is a strategic competency, you're correct.

Next, independently navigates through vocabulary file.

What do we think that competency is?

We have the options are linguistic,

operational, social, or strategic.

It's operational, independently navigating

through a vocabulary file would be an operational competency.

Increase the use of core vocabulary by 20 words.

What do you think? Linguistic, operational, socialist, strategic.

It is linguistic.

Last uses six or more communicative functions.

This is a trick one, it's two.

It can be both linguistic or social.

Remember linguistic and social how I talked about they just overlap a lot.

When we talked about those communicative functions from Janice Light.

Those could be both linguistic or social.

Last but not least, we're going to talk about fine tuning our goals and objectives.

I think we're going to get into some of the questions or answer some of

those questions that we have.

We said at the beginning that this is not a goal right here,

I'm going to give you like

this whole list of all these goals that you could just pick from like a goal bank.

Please keep in mind that you still need to write these goals according to the rules,

policy or wherever you are working.

You also want to ensure that the goals and

objectives you write are smart at the end of the day.

The final element of our goal framework is the SMART terminology.

This is purposely positioned at the bottom of the form as

the initial focus is really on the content of the goals.

SMART plan helps us fine tune our writing and ensure we have

included all the necessary components to be considered,

you know, all the goals and objectives.

Let's go forwards, do you actually have this in your handout?

This is a SMART checklist that we created for you.

Then you also have this one on the right that has

the use doing words versus slippery words.

This is another great resource to have.

After you're finished brainstorming, you can go back,

and review these and make sure that it checks all these lists off and make sure

you're avoiding you're slippery words and using those doing words.

I'm not going to read over all of these.

I think we understand what specific measurable,

agreed-upon, realistic and time-bound means.

But I think what's going to be helpful is looking at the goals we already

created for Matthew and Julia and going back and being like review smart goals.

Because I think that's going to help you moving forward.

As you can see, Matthew will use six target prepositions

to direct action during structured play activities with minimal support.

That's not really smart goal.

I'm going to be completely honest with you.

First, let's just go through this one,

so is it specific?

We may want to change minimum support because it's like someone asked me earlier,

you know, that's going to vary from person-to-person,

what that looks like. Is it measurable?

Yes. It has six target prepositions.

Is it agreed-upon? Yeah. We've discussed that. Is it realistic?

Well, we may want to add that the activities are motivating activities.

We don't want to use something he hates and then expect to use these prepositions.

Is it time-bound?

Well, not really here but we could add a date or you know,

there's a date on the goal form or you could write it on here.

Let's review this again.

Here we've updated this goal to make it SMART goal.

We said, you know, by May of 2018,

Matthew will use six target prepositions to direct action during

motivating structured play activities

given aided language input in an indirect visual cue.

You might still be wondering,

what is an indirect visual cue?

This is where the prompt hierarchy comes in,

which is also in your handout it's from Katie Ahern.

You can use whatever prompt hierarchy you are familiar

with but make sure you have one that you use, I think.

Make sure that everyone on the team knows what you're using so that they understand,

what the goal is and what prompts to give.

I think this is really important.

You can see how we met all those things.

It's going to be time-bound,

it's going to be measurable,

it's going to be realistic and specific.

Now, if we go back to some of these original goals and we talk about our SMART rewrite.

I think it's a nice place to sit back and just review.

We got like 15 more minutes.

I think, we can go ahead and review how we can SMART rewrite these goals.

This isn't actually not been your overall handouts.

I do think it would be helpful.

I'm going to actually go back to some of the questions here and make sure

I answer these because I think some of these are going to universe.

First of all, Brice when you asked,

so I hope I answered your question there.

There's one mean hand over hand and then mild is mostly independent,

so really it's based on that prompt hierarchy you use.

I think that's going to be most important.

The next question, when you make a goal,

such as readings to five different teachers or peers,

how does an SLP take data on that?

Does the teacher need to help?

How do you approach the teacher to help them?

I really loved the idea.

Wonderful, I'm glad you like that.

I think and that's where it comes to thinking of that next step.

We've got our goal,

what's our next step?

In here, if we wanted to even SMART rewrite that goal if you see the original goals,

Julia will use social greetings to start a conversation to

at least five peers or teachers per day in her class.

If we wanted to make that a SMART rewrite,

maybe we do add in there,

we would want to add dates.

Maybe we want to add what social greetings we're working on?

Then I do think it'll be awesome if you had

a little tally sheet or something that the teacher could just check up on.

That way they could have that data for you in the classroom.

I hope that helps. I think it's a really great question.

I think, it's something to consider that we want to make

sure that you're able to see data on these goals.

Unfortunately in 90 minutes I just can't also talk about [LAUGHTER] data collection.

There's just too many things to talk about.

But I really do think that thinking about that next step is a perfect example.

Great. Let's keep going because anointing SMART questions.

I think, did I answer the one about the unity 60 looks different than ours?

Anyone else feeling like that?

Is there somebody else who would like me to address that?

I think that was Terry.

It might just be because I'm using Empower and you would have new voice,

which is a different software, that might be why it looks different.

But it's a good question.

I actually want to go over all of these with you and just do a quick SMART rewrite.

Typically agree we're doing this in-person.

We'd have a nice discussion about it but I think this is where we're at the end.

I want to make sure you're walking away with

at least some goals to look out and look back at.

Make sure they're SMART goals and make sure there's something

that can help you moving forward.

The first one is Matthew will carry his AAC system with him for

five daily transitions with one gestural prompt and one verbal cue.

I'd love to if anyone is able to,

I know it's a question and not a chat window.

But if you can tell me what else we need,

I think that would be great.

I know the first thing is the date,

so maybe we change the date by October, 2021.

Matthew will carry the AAC system with him for five years transitions.

I'm going to actually best see so

by October of 2021,

Matthew and this is not filled out in your handouts,

so I'd honestly recommend writing this down if you can.

Whereas carry his AAC system with him for

five daily transitions with

one gestural prompt and one verbal cue.

Eg, bring what you need.

Does everyone thinks this is a SMART goal?

Anybody have any comments or questions?

I think just by adding the date,

you make it a SMART goal.

If we went back to our SMART chart checklist like I'm doing right here.

We're using word that's clear,

it's measurable, it's agreed-upon,

it's realistic and it's time-bound.

We know what a gestural prompt would look like,

maybe we'd want to put that in there,

maybe it's a point or something like that.

The next one, Julia will use social greetings to start

a conversation to at least five peers/teachers per day and per class.

I think this one needs some work.

[LAUGHTER] Let's do another fun day.

By May 2019, let's say Julia will use social greetings to

start a conversation to

at least five peers or teachers per day in her class,

maybe with an indirect verbal cue.

If we remembered our prompt hierarchy,

that is something we want to do.

Now, we've made it specific and measurable.

We've made it agreed upon,

it's reliable and it's time-bound.

I think it's really important too to make sure everyone

knows what an indirect verbal cue is.

Then the last one, when asked what is that,

Julia will use an introductory statement to

explain her AAC device to five different people.

What do we need to add here?

We need to add the date.

By June 2021, when asked, "What is that?"

Maybe do we need some prompts here,

maybe with one verbal cue, perhaps.

I think this is important and I know you all are doing

this remotely and you don't have access to the chat window.

But please put questions in there if you think there's

something I'm missing or if you have a better idea.

But I'm hopeful that mean rewriting this with you can help you

see how you really use that smart terminology to check

your work and really make sure that someone

else who's going to take this goal is going to understand what that means.

It might be really specific.

We use the introductory statement programmed in her device under me.

You know exactly where the introductory statement is.

Maybe that is playing out to the teacher's aid or the teacher herself or himself.

Maybe it's pointing it out to the OT or PT that works with them too,

so they can all work on it together.

Those are our smart re-writes.

Like I said, these are not already done in your handout.

I would copy them if you can from here.

I know I'm in the other section here,

but we'll go ahead and get back to see them nice and big.

Really, if we go back to our original goal of today's training,

we're here to help you share ideas and resources.

Hopefully, we have helped you answer some of those questions.

We start off our training with a why,

when we talked about, where should I start?

What do I work on next?

We hope you're leaving with a framework for thinking about goals.

Please dream big, start small,

act now, join our news letter or follow us on social media.

We have a Saltillo and PRC brands.

This is my contact information.

I'm Liz Heisler, like I said,

speech pathologist and also regional consultant for PRC-Saltillo.

That is my email address.

You're more than welcome to contact me if you have any questions,

and that is my phone number.

You're more than welcome to call me if you have any questions.

We are finished with just about five minutes to spare,

which I swear never happens.

I'd love to know if you have any other questions,

please answer those in the chat window.

If you want me to show you something,

I'd be more than happy to do that as well.

You couldn't finish copying. I'm so sorry.

I think my questions and answers are out of order, I apologize.

Hold on just a second.

[NOISE] Let me go back so someone said they can finish copying.

How could you set up an operational objective in a low tech AAC system?

That is a good question, Diana.

I do think it comes back to operational is how to operate the device.

Maybe it's, do they carry it independently?

You could think about some of those things,

if I bring up looking at that. Hold on, I bring up them.

I see now that people have put in some of those.

I'm so sorry, my questions and answers are deploying out of order,

but it looks like Terry too,

you do have new voice, and that's why it looks different.

It's just that I'm using the Empower software,

which is a newer software.

Hopefully, you've had time to re-write those.

Let me pull up the operational competency here.

Here, carry the device around

the environment I think would be the best option there for you,

with that low tech, being able to carry it independently.

You could adjust it for lighting if you wanted it to.

But the low tech is likely going to be a little bit different. Good question.

For Julia, would you want to identify specific social greetings in the goal?

Yeah, let's go back to that.

Yeah, I agree.

I think that would be something good,

maybe hi, hey, or something like that.

You can definitely do that. I think that would be great,

especially if you're going to give this to a teacher to help to collect data on.

In the classroom, when I worked in the schools,

a lot of times on these social goals,

I would put me and the social worker on,

so we would both come together and take data on the same goal,

which was really helpful.

Parents really enjoyed that too because we were working together.

Then we can also both help the teacher to take data and the goal as well.

It wasn't just one or the other.

Great question. I'm getting no more questions.

Thank you so much. I'm so glad. Thank you.

When you make a goal such as gradients to partner with teachers, how does an SOP teach?

Okay, we went over that one.

Just for that last person who asked about unity 60,

I'm going to go ahead and pull up my Empower software so I can make sure.

You're going to get an email too as

well so you could always just reach out and get my email,

but I will just pull up Empower Unity 61 hit,

you can see what I'm looking at.

Hold on just a second, Empower is just coming up.

Anyone's welcome to stay on and I can show you really quickly, presenting more questions.

I'm happy to stay on and helping.

So this is

Unity 60 Sequenced.

I believe it is Terry who had asked that question,

but this is Unity 60 Sequenced.

It's possible you're in Unity 61 hit,

which would look a little bit differently.

On sequence, if I hit play here,

it'll take me to the verbs,

to adjectives, and the nouns.

Here I have, play,

and it will say play them.

I hope that answers everybody's question.

I'm so glad, thank you for all the feedback. This is wonderful.