

Linguistic Competency

Ability Levels	Goals		Chain of Cues			
Emergent	☐ ☐ GM	Communicates behaviorally (e.g., eye gaze, point, pull partner toward) to request/respond/comment and socially interact.	IC ☐	DVC ☐	DPC ☐	PA ☐
	☐ ☐ GM	Rejects undesired propositions or items behaviorally (e.g., brief glance, nod, eye contact, smile or touch).	IC ☐	DVC ☐	DPC ☐	PA ☐
	☐ ☐ GM	Accepts propositions, activities and/or offered items behaviorally.	IC ☐	DVC ☐	DPC ☐	PA ☐
	☐ ☐ GM	Demonstrates intent to communicate with a partner such as selecting single button message in a joint action routine (e.g., repeated story line, request repetition of preferred activity).	IC ☐	DVC ☐	DPC ☐	PA ☐
	☐ ☐ GM	Signals a desire for something (e.g., gesture, device, speech).	IC ☐	DVC ☐	DPC ☐	PA ☐
	☐ ☐ GM	Engages in turn-taking for one communication exchange (can include gestures, pointing, facial expression, eye movement).	IC ☐	DVC ☐	DPC ☐	PA ☐
	☐ ☐ GM	Demonstrates joint attention toward an object with partner.	IC ☐	DVC ☐	DPC ☐	PA ☐
Emergent Transitional	☐ ☐ GM	Uses at least 3 reliable signals (e.g., sign/sign approx., obj/pic symbol, verbal/verbal approx.) to control their immediate environment (e.g., "More," "All done," or "Stop!").	IC ☐	DVC ☐	DPC ☐	PA ☐
	☐ ☐ GM	Requests/comments/labels a tangible object with single noun symbol given an array of 2 or more symbols in familiar routine/context.	IC ☐	DVC ☐	DPC ☐	PA ☐
	☐ ☐ GM	Requests/comments/labels a familiar concrete action with single verb symbol given an array of 2 or more symbols during a familiar routine/context.	IC ☐	DVC ☐	DPC ☐	PA ☐
	☐ ☐ GM	Selects single button messages in familiar contexts to participate in or move an interaction along.	IC ☐	DVC ☐	DPC ☐	PA ☐
Context-Dependent	☐ ☐ GM	Uses a variety of nouns in categories to include 7 categories with 5 examples in each category.	IC ☐	DVC ☐	DPC ☐	PA ☐
	☐ ☐ GM	Uses abstract descriptive concepts: quantitative/qualitative/spatial (at least 2 in each category).	IC ☐	DVC ☐	DPC ☐	PA ☐
	☐ ☐ GM	Uses learned sentence constructions (carrier phrases) for creative 2+ word phrases (e.g., "I want ____," "I see ____," "I have ____") in structured or routine activities.	IC ☐	DVC ☐	DPC ☐	PA ☐
	☐ ☐ GM	Uses action concepts (at least 10 verbs across situations).	IC ☐	DVC ☐	DPC ☐	PA ☐
	☐ ☐ GM	Generates novel or creative 2+ word simple sentences.	IC ☐	DVC ☐	DPC ☐	PA ☐
	☐ ☐ GM	Uses plural "s" to denote more than one.	IC ☐	DVC ☐	DPC ☐	PA ☐
	☐ ☐ GM	Recognizes letter/sound associations.	IC ☐	DVC ☐	DPC ☐	PA ☐
	☐ ☐ GM	Demonstrates early use of letter combinations (e.g., initial sound recognition, creative spelling).	IC ☐	DVC ☐	DPC ☐	PA ☐
	☐ ☐ GM	Generates simple grammatical sentences using present ("ing") and past ("ed") tense.	IC ☐	DVC ☐	DPC ☐	PA ☐

The Dynamic AAC Goals Grid 2 Mytobiidynavox

**Nerissa Hall, Jenifer Juengling-
Sudkamp, Michelle L. Gutmann, Ellen R.
Cohn**

The Dynamic Aac Goals Grid 2 Mytobiidynavox:

Introduction to AAC Lesley E. Mayne, 2025-08-12 Written specifically for undergraduate level and speech language pathology assistant students Introduction to AAC focuses on AAC for children and adults It presents the foundational knowledge of AAC in a way that is engaging for beginning students incorporating pedagogical elements designed to encourage active learning such as Mindful Minute Reflection and Try It Out Reflection critical thinking opportunities embedded in each chapter The text also presents questions throughout the chapter rather than at the end in the format of declarative questions application tasks and open ended For thought questions The chapter conclusions are also designed to support learners absorb the information by using headers What did I learn Why does it matter and What s next to drive home overarching ideas The first header uses person first language to guide the learner to read the summary of the overarching concepts of the chapter Then the student learns about the implication of the importance of the information Finally concepts of the upcoming chapter are outlined detailing a natural progression that links the information from the current chapter to the following chapter Key Features Bolded terms The bolded term feature allows students to visually landmark on important concepts create associations with the surrounding text and identify them again more easily when preparing for assignments projects and exams Case studies Mini and full case studies create an opportunity to blend conceptual knowledge with a real world person They play a vital role in creativity allowing students to consider application of concepts to someone that they may work with or support in their future Mindful Minute At one or more points in the chapter a Mindful Minute opportunity is embedded that creates space for a learner to pause and consider the content The learner is asked to do something with a concept that was introduced Reflection encourage students to take a perspective consider their perspective think about prior experiences or establish new thoughts on a topic Try It Out Reflection challenges students on their understanding of a concept with a quick activity and reflection Please note ancillary materials such as eFlashcards activities and related resources are not included as with the print version of this book *Fundamentals of AAC* Nerissa Hall, Jenifer Juengling-Sudkamp, Michelle L. Gutmann, Ellen R. Cohn, 2025-10-15 The second edition of Fundamentals of AAC A Case Based Approach to Enhancing Communication continues to be a course friendly textbook designed to walk readers through the theoretical and clinical underpinnings of assessment intervention and consultation for individuals with complex communication needs across the lifespan Augmentative and alternative communication AAC encompasses a variety of communication methods and is used by those with a wide range of speech and language impairments With a consistent framework and descriptive case studies as well as input from various stakeholders readers can gain a comprehensive understanding of the needs of persons who use AAC and how to provide them with ethically and culturally considerate support Unlike other texts on this topic this book empowers readers to visualize AAC in action Each chapter begins with fundamental concepts and principles followed by a relevant case study that presents the concepts and principles in action

that guide the reader through the use of clinical decision making in AAC Every case study is designed to underscore the cultural linguistic and social variability inherent to the fields of AAC and communication sciences and how each individual influences the manifestation of the AAC system treatment and implementation plans Intended to easily translate into a 6 8 or 13 week semester course this textbook is divided into eight distinct sections Section I provides an overview of AAC no tech mid tech and high tech AAC systems as well as mobile technology and advancing technology Section II discusses language fundamentals Section III reviews AAC assessment intervention and implementation for toddlers preschoolers and school aged individuals along with goal writing and data collection Section IV covers assessment intervention and implementation for young adults and adults needing AAC Section V offers the reader detailed information and rich examples of the application of AAC for persons with developmental disabilities Section VI provides the theoretical foundation and exemplar case studies of AAC for persons with acquired disabilities Section VII details consultation and training for various stakeholders as well as tele AAC services Section VIII presents a collection of essays from various stakeholders New to the Second Edition A chapter dedicated to AAC and literacy Updated information about neuro affirming practice technology advancements like artificial intelligence and automation and implementation of AAC outside of intervention New photos and videos Updated intervention resources Report writing tools Enhanced instructor resources Key Features Overviews with key terms set the stage for each section 36 case studies with questions and visuals to clearly depict each case Boxes with practical tips and expert advice

Supporting Individuals Who Use Augmentative and Alternative Communication Eric J. Sanders, 2022-12-02

Individuals with complex communication needs who use Augmentative and Alternative Communication AAC frequently encounter barriers that limit their ability to achieve their full potential in communication and in life These barriers include access barriers limitations in the current capabilities of the AAC user or the communication systems that they use as well as opportunity barriers e g policy practice knowledge skill and attitude barriers that extend beyond the AAC user It is essential to consider both access and opportunity barriers when designing systems and supports for individuals who use AAC However often the emphasis of research and practice is on addressing issues related to access barriers with far less attention to opportunity barriers Supporting Individuals Who Use Augmentative and Alternative Communication Breaking Down Opportunity Barriers is the first book to focus specifically on practical strategies for breaking down opportunity barriers experienced by individuals who use AAC The text is divided into four sections with each section devoted to a frequently encountered opportunity barrier knowledge skill practice attitude and policy Within each section readers will a develop a deeper understanding of the impact of the barrier through the eyes of individuals who use AAC or their families b acquire knowledge based on current research and recommended practices related to addressing the barrier and c learn how professionals have successfully addressed the barrier via case examples from the field The final chapter provides readers with information as well as tools and examples about how to go beyond the book and actively address the unique opportunity

barriers they encounter Key Features Includes in depth interviews with individuals who use AAC and their families Identifies evidence based and promising practices for addressing opportunity barriers Provides tips tools and resources for addressing opportunity barriers Illustrates successful strategies for addressing opportunity barriers through case examples and step by step guidelines for implementation Includes contributions from professionals in the field who have successfully addressed opportunity barriers in home school workplace and community settings Who Should Read This Book This book is designed to support those who find themselves frustrated by the opportunity barriers experienced by individuals who use AAC and are searching for ways to break down those barriers including people who rely on AAC speech language pathologists special education teachers occupational therapists physical therapists family members university students faculty in higher education and other professionals in school healthcare and community settings

Assessment in Speech-Language Pathology Kenneth G. Shipley, Julie G. McAfee, 2023-11-10 Assessment in Speech Language Pathology A Resource Manual Seventh Edition is the bestselling book on assessment for academic courses and clinical practice The book covers the diagnosis and evaluation of a wide range of communication disorders in children and adults This one of a kind manual provides a comprehensive package of reference materials explanations of assessment procedures and practical stimulus suggestion Many reproducible worksheets forms reports and quick reference tables are provided Each chapter references many of the most used published tests and resources for assessing the given disorder Multiple links are provided for online testing materials including some standardized tests This highly practical resource is separated into two easy to navigate sections Part I highlights preparatory considerations Part II provides materials and suggestions for assessing communicative disorders New to the Seventh Edition New chapter describing an assessment from start to finish Reorganized and expanded content on psychometric principles of assessment New information on assessment via telepractice New information on play based assessment New information on sharing electronic medical information Reorganized and expanded content on medical and psychological conditions associated with communicative disorders Several new tables and figures throughout to improve ease of understanding the material Several new forms and worksheets for assessment Updates to each chapter to reflect current research and practice Updated and new recommendations for published assessment tools sources of additional information online resources and apps Multiple links to online assessment resources including free materials and standardized testing materials Key Features Full color design with images charts and illustrations to engage readers and display key concepts Each chapter concludes with practical forms including worksheets checklists and additional sources of information Glossary of key terms Disclaimer Please note that ancillary content such as eFlashcards quizzes and downloadable versions of the forms and worksheets are not be included as published in the original print version of this book

The book delves into The Dynamic Aac Goals Grid 2 Mytobiidynavox. The Dynamic Aac Goals Grid 2 Mytobiidynavox is a vital topic that must be grasped by everyone, from students and scholars to the general public. The book will furnish comprehensive and in-depth insights into The Dynamic Aac Goals Grid 2 Mytobiidynavox, encompassing both the fundamentals and more intricate discussions.

1. The book is structured into several chapters, namely:
 - Chapter 1: Introduction to The Dynamic Aac Goals Grid 2 Mytobiidynavox
 - Chapter 2: Essential Elements of The Dynamic Aac Goals Grid 2 Mytobiidynavox
 - Chapter 3: The Dynamic Aac Goals Grid 2 Mytobiidynavox in Everyday Life
 - Chapter 4: The Dynamic Aac Goals Grid 2 Mytobiidynavox in Specific Contexts
 - Chapter 5: Conclusion
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 3. In chapter 2, the author will delve into the foundational concepts of The Dynamic Aac Goals Grid 2 Mytobiidynavox. This chapter will elucidate the essential principles that need to be understood to grasp The Dynamic Aac Goals Grid 2 Mytobiidynavox in its entirety.
 4. In chapter 3, the author will examine the practical applications of The Dynamic Aac Goals Grid 2 Mytobiidynavox in daily life. This chapter will showcase real-world examples of how The Dynamic Aac Goals Grid 2 Mytobiidynavox can be effectively utilized in everyday scenarios.
 5. In chapter 4, this book will scrutinize the relevance of The Dynamic Aac Goals Grid 2 Mytobiidynavox in specific contexts. This chapter will explore how The Dynamic Aac Goals Grid 2 Mytobiidynavox is applied in specialized fields, such as education, business, and technology.
 6. In chapter 5, the author will draw a conclusion about The Dynamic Aac Goals Grid 2 Mytobiidynavox. The final chapter will summarize the key points that have been discussed throughout the book.
- This book is crafted in an easy-to-understand language and is complemented by engaging illustrations. It is highly recommended for anyone seeking to gain a comprehensive understanding of The Dynamic Aac Goals Grid 2 Mytobiidynavox.

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The Dynamic Aac Goals Grid 2 Mytobiidynavox Introduction

In this digital age, the convenience of accessing information at our fingertips has become a necessity. Whether its research papers, eBooks, or user manuals, PDF files have become the preferred format for sharing and reading documents. However, the cost associated with purchasing PDF files can sometimes be a barrier for many individuals and organizations. Thankfully, there are numerous websites and platforms that allow users to download free PDF files legally. In this article, we will explore some of the best platforms to download free PDFs. One of the most popular platforms to download free PDF files is Project

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