SOFTWARE & TECH

The Dynamic Aac Goals Grid 2 Mytobiidynavox

PUBLISHED
November 25, 2026

REFERENCE
#1795581438133101

Introduction: Unlocking Potential with the Dynamic AAC Goals Grid 2

For speech-language pathologists, educators, and families navigating the world of Augmentative and Alternative Communication (AAC), the journey toward effective communication is often a complex and deeply personal one. Every individual who uses AAC has a unique set of strengths, challenges, and aspirations. This is where a structured, flexible, and evidence-based tool becomes indispensable. Enter **The Dynamic AAC Goals Grid 2 (DAGG-2)**, an evolution of the original DAGG, designed specifically to align with modern AAC best practices. When paired with resources from **mytobiidynavox**, the leading platform for AAC solutions, the DAGG-2 transforms from a simple assessment form into a powerful roadmap for communication success. This article explores the core components of the DAGG-2, its practical applications, and how integrating it with the Tobii Dynavox ecosystem can elevate goal-setting for AAC users of all ages and abilities.

The DAGG-2 is not merely a checklist; it is a dynamic framework that tracks progress across four critical communicative competencies: Linguistic, Operational, Social, and Strategic. By systematically evaluating a user's abilities in these domains, teams can create individualized goals that are measurable, meaningful, and motivating. The updated version, the DAGG-2, reflects the latest research in language development, motor planning, and social interaction in AAC, making it a cornerstone tool for any professional committed to functional outcomes. In this article, we will unpack each domain, discuss how to use the DAGG-2 effectively, and explore how mytobiidynavox resources can support the entire process.

What is The Dynamic AAC Goals Grid 2?

The Dynamic AAC Goals Grid 2 is a criterion-referenced assessment and goal-setting tool developed by Dr. Gail Van Tatenhove and the Tobii Dynavox clinical team. It replaces the original DAGG with updated language, more precise descriptors, and a greater emphasis on the dynamic nature of AAC learning. The "grid" format provides a visual map of skills ranging from emergent to advanced, allowing teams to pinpoint where a user currently performs and identify the next logical step. The DAGG-2 is designed to be used repeatedly over time, charting growth and adapting goals as the user's proficiency increases.

Purpose and Philosophy Behind the DAGG-2

The core philosophy of the DAGG-2 is that AAC competencies are not linear but interconnected. A user may be advanced in operational skills (e.g., navigating their device) but still emerging in social skills (e.g., initiating a conversation). The grid's design respects this variability. It encourages a holistic view of the communicator, ensuring that goals address all four pillars of communicative competence. This aligns perfectly with the mission of **mytobiidynavox**, which provides not just AAC devices but comprehensive clinical resources to support every step of the user's journey.

Understanding each domain is essential to effective implementation. Here we break down what each area covers, along with examples of how they translate into practical goals.

1. Linguistic Competence: Building the Language of AAC

Linguistic competence refers to the user's ability to understand and produce language using their AAC system. This includes vocabulary knowledge, grammar, and the ability to combine symbols to create novel messages. In the DAGG-2, this domain is broken down into receptive and expressive skills, ranging from using single words to generating complex sentences.

- Emergent Linguistic Goals: The user will select a core word vocabulary symbol to request a preferred item with one touch.
- Intermediate Linguistic Goals: The user will combine two core words (e.g., "want" + "more") to request continuation of an activity.
- Advanced Linguistic Goals: The user will use grammatical markers (e.g., past tense "-ed") on their device to describe a past event in a structured activity.

The DAGG-2 provides clear benchmarks for each level, helping clinicians set realistic, data-driven targets. The resource library at **mytobiidynavox**offers downloadable pre-made goal banks aligned with these levels, drastically reducing prep time.

2. Operational Competence: Mastering the System

Operational competence covers the technical skills needed to operate the AAC system, whether it's a low-tech paper board, a high-tech speech-generating device, or an app. This includes navigating pages, using the device's keyboard, managing the volume, and troubleshooting basic issues. The DAGG-2 addresses this with a focus on motor planning and efficiency.

- Emergent Operational Goals: The user will activate a single target button on a high-tech device with a direct touch or switch activation within 30 seconds.
- Intermediate Operational Goals: The user will navigate to a sub-page to access a specific fringe vocabulary item from a main menu with minimal prompting.
- Advanced Operational Goals: The user will use the word prediction feature to increase typing speed by 10% compared to baseline.

Integration with **mytobiidynavox**means that clinicians can access device-specific tutorials and troubleshooting guides to support operational goal achievement. For example, the Tobii Dynavox Snap + Core First pages are designed to align with the DAGG-2 operational skill sequence.

3. Social Competence: Connecting and Interacting

Perhaps the most crucial domain for quality of life, social competence involves using AAC for genuine interaction: greeting, commenting, asking questions, telling jokes, and managing conversations. The DAGG-2 emphasizes that social use goes beyond requesting. It includes turn-taking, maintaining a topic, and repairing communication breakdowns.

- Emergent Social Goals: The user will initiate a communication turn (e.g., a greeting) using their AAC system during a structured social routine with 80% accuracy across three sessions.
- Intermediate Social Goals: The user will use their device to ask a peer a simple question (e.g., "What do you like?") and wait for a response in a small group activity.
- Advanced Social Goals: The user will use a pre-stored script on their AAC device to introduce themselves to a new person across two different school settings.

The **mytobiidynavox**community forum and clinical resources provide real-world examples of social scripts,

aided language stimulation techniques, and peer training modules that directly support social competence goals from the DAGG-2.

4. Strategic Competence: Overcoming Barriers

Strategic competence is the ability to communicate effectively even when the system or the environment presents obstacles. This includes skills such as repeating a message, spelling a word when the symbol is not available, using gestures to augment the message, or asking for help. The DAGG-2 recognizes that every communicator needs a toolkit of repair strategies.

- Emergent Strategic Goals: The user will use a “try again” button or select “help” on their device when their first attempt is unsuccessful (e.g., wrong word selected).
- Intermediate Strategic Goals: The user will use a standard phrase such as “Did you understand?” to check for comprehension after delivering a message.
- Advanced Strategic Goals: The user will independently use an alternative access method (e.g., switch scanning) when their primary method (direct touch) is unavailable due to positioning.

The DAGG-2’s strategic domain often reveals hidden strengths. By using the grid, teams can identify that a user who is intermediate in linguistic skills may be advanced in strategic repair, and they can leverage that strength to support other domains.

How to Use The Dynamic AAC Goals Grid 2 Effectively

Implementing the DAGG-2 is a collaborative process involving the AAC user, family, educators, and therapists. Here are the recommended steps to get the most out of this tool, with support from **mytobiidynavox**.

Step 1: Gather Baseline Data

Before using the grid, collect observational data across the four domains. This can involve video recordings, communication logs, and structured play sessions. The DAGG-2 form itself guides you by describing behaviors for each level. The mytobiidynavox website offers free downloadable DAGG-2 scoring sheets and tutorials on how to code observed behaviors.

Step 2: Plot Current Performance on the Grid

Transfer your observations onto the grid, marking the user’s current level for each domain (e.g., Linguistic: Intermediate; Operational: Emergent; Social: Intermediate; Strategic: Advanced). This visual representation immediately shows areas of strength and priority needs. Many clinicians use the color-coded version available on mytobiidynavox to create a clear “communication profile.”

Step 3: Write SMART Goals from the Grid

Using the descriptors in the next column (the next skill level), write goals that are Specific, Measurable, Achievable, Relevant, and Time-bound. The DAGG-2 provides the “what”; you add the “how often” and “under what conditions.” For example, from the operational domain: “Within 8 weeks, the student will independently navigate from the home page to a specific social page using a two-button sequence, with 90% accuracy in 3 consecutive therapy sessions.” The mytobiidynavox Goal Lab tool can help generate these SMART goals automatically.

Step 4: Embed Goals into Daily Routines

The DAGG-2 emphasizes that goals are not just for therapy; they must be practiced throughout the day. Share the goals with the whole team (classroom aides, parents, etc.). Use the implementation strategies, lesson plans, and activity ideas available on mytobiidynavox to infuse target skills into art, lunch, circle time, and home routines.

Step 5: Reassess and Update Regularly

Because the grid is dynamic, it encourages frequent reassessment—every 3 to 6 months, or whenever a major change occurs (new device, new classroom, medical event). Plot the new data beside the old to visualize growth. Celebrate small wins and adjust goals that are too easy or too difficult. The mytobiidynavox platform allows for digital tracking so that progress can be easily shared across teams.

Integrating the DAGG-2 with mytobiidynavox Resources

One of the greatest advantages of using the DAGG-2 is the breadth of support provided by **mytobiidynavox**. The platform is not just a store for devices; it is a comprehensive clinical and educational ecosystem. Below are key resources that align with the DAGG-2.

Pre-Made Goal Banks and Data Sheets

On mytobiidynavox, clinicians can access goal libraries that are directly cross-referenced with the DAGG-2. These save hours of documentation time and ensure consistency across settings. There are also customizable data collection sheets that match the grid's levels, making progress monitoring straightforward.

Training and Webinars

Tobii Dynavox offers free and paid webinars on using the DAGG-2 effectively. Topics include "Writing AAC Goals That Stick," "Using the DAGG-2 with Non-verbal Learners," and "Advanced Goal Writing for Social Competence." These are invaluable for SLPs new to AAC or those wishing to refine their practice.

Implementation Guides for Snap + Core First

Snap + Core First is a popular AAC vocabulary system from Tobii Dynavox. The mytobiidynavox site provides implementation guides that show exactly how to teach the skills outlined in the DAGG-2 using the Snap + Core First pages. For example, the "Core Word of the Week" materials directly support the linguistic goals at the emergent and intermediate levels.

Community and Peer Support

For families and educators, the mytobiidynavox community forums offer a space to ask questions, share success stories, and get troubleshooting advice. Many experienced AAC specialists and parent advocates are active there, providing real-world tips on adapting DAGG-2 goals to specific users.

Case Example: Applying the DAGG-2 in a School Setting

Consider Maya, a 7-year-old with cerebral palsy who uses a Tobii Dynavox speech-generating device with eye-gaze access. Her team completed the DAGG-2 and found:**Linguistic:** Intermediate (can combine 2-3 core words)**Operational:** Emergent (still learning to calibrate eye-gaze consistently)

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