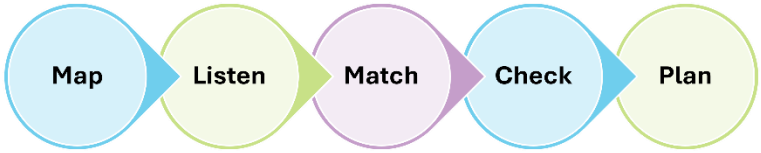
Global AAC Planning Framework

Supporting vocabulary targeting and AAC modeling across cultures, languages, and resource contexts.



Purpose
This framework helps teams create AAC plans that are practical, culturally responsive, and meaningful for the learner and the people who support them. The goal is not to complete paperwork. The goal is to identify communication opportunities that can be supported right away in everyday life

AAC Client's Name: _____

Team Members:

(include family members, caregivers, SLP, OT, PT, any other communication partners)

_____ _____ _____

_____ _____ _____

_____ _____ _____

Before You Start
- Include the AAC user whenever possible.
- Invite family members and familiar communication partners to participate.
- Focus on understanding before making recommendations.
- There is no requirement to complete the entire framework in one meeting.
- Complete 1 to 2 pages at a time, gather information, and return as needed.

Remember
- Start with the person, not the device.
- Families are partners in planning.
- Communication support should fit daily life.
- Plans can change as needs, routines, and supports change.
- Progress begins with meaningful opportunities to communicate.

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Global AAC Planning Framework

Map- Languages and Settings

Purpose: Identify where communication happens, which languages or dialects are used, who is involved, and which communication modes are already working.

Think about all the places where communication happens

- Write who the person communicates with
- List languages, dialects, and communication methods used
- Remember to list any other settings where communication happens

Where communication happens	Who they communicate with	Languages/ Dialects	Communication Method
Home			
School/ Work			
Community			
Therapy/ Clinic			
Clubs / Recreation / Sports			
Online / Technology – Based Settings			
Other			
Other			

What have we learned?

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Global AAC Planning Framework

Listen- family priorities and routines

Purpose: Ask before recommending. Families and familiar partners help identify routines, relationships, traditions, vocabulary words, and what happens in daily life.

Start by listening

- Write activities, people, and experiences that matter most.
- List words or ideas the person may need. Think about actions, describers, comments, and questions, as well as people, places, and things.
- Focus on what is important before making recommendations.

What's important to this person?	How important is it right now?	Words, people, topics, phrases to include
EXAMPLE: Family meals	Very important	Food, funny stories, school news, family members

What have we learned?

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Match- AAC Tools and Resources

Purpose: Select supports that can be used now, while keeping a pathway toward robust vocabulary and expanded communication access.

Review what supports are currently available for communication.

- Check all communication methods currently used.
- Note available languages and supports.
- Identify strengths, barriers and needed supports.

Supports Available	In place now?	Language(s) available?	Strengths/Challenges/Needed Supports
Aided Single Words/Spelling			
Aided Phrases/Visual Scenes			
Unaided Communication Boards or Books			
Partner Assisted Communication			
Signs/Gestures/ Body Language			
Spoken Words/ Approximations			
Communication Partners			
Interpreters/translators			
Other			

What have we learned?

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Check- Vocabulary gaps within tools and resources

Purpose: Do not rely only on translated word lists. Check whether the system includes words and concepts needed for meaningful participation in the learner's languages and routines.

Are the tools we have in place already enough for the communication opportunities that matter?

- Review the important communication opportunities identified in Listen step
- List anything that needs to be added or changed

Important Communication Opportunity	

Things to Check	**Notes/Changes Needed**	**What barriers are there to accessing the supports we need?**	**Possible Solutions**
Are the right communication tools available?			
Are important people, places and activities included?			
Are all relevant languages and dialects represented?			
Do communication partners feel confident supporting communication?			
Are there regular opportunities to communicate?			

What have we learned?

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Global AAC Planning Framework

Plan- Small first targets

Purpose: Select a few high-value words or concepts that partners can model immediately in routines that matter. Keep the first plan small enough to use right away.

Make a plan you can use. Based on the communication opportunity in the Check step:

- Choose 2–3 meaningful steps or communication moments
- Select core, concept, and meaningful topic words to model
- Plan what partners might say and model
- Have the needed communication supports ready

Keep the first plan small and practical.

Step or Communication Moment	Core Words, Concepts, Topic Words	What could the partner say & model?	Communication Supports Needed
EXAMPLE: Serving meal	Core: want, more, get, give, like Concepts: more/less, hot/cold Topic: family names, favorite foods	"Do you want more?" "Give some to Dad." "I like it."	Robust AAC; food vocabulary; family names; home-language vocabulary; gestures/ speech as appropriate
1.			
2.			
3.			

What have we learned?

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