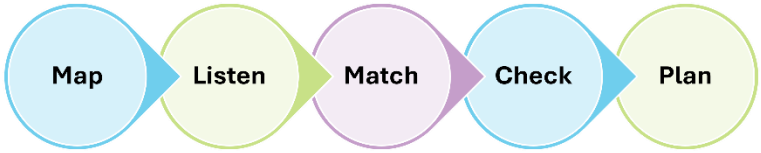
How to Use the Global AAC Planning Framework



Use this tool to build a practical AAC plan with the person, family, and team. This document is designed as a planning guide. Move through the five steps in order, but revisit earlier steps as the learner, family priorities, tools, and routines change.

Step 1: Map

Map- Languages and Settings
Start by identifying where communication happens.

Use the table to list every place the person communicates.

- **Where:** Start with the settings already listed: home, school or work, community, therapy or clinic, clubs, recreation or sports, and online or technology-based settings.
- **Other:** Use the "Other" rows for any place not listed, such as faith community, a grandparent's home, or the bus.
- **Who they communicate with:** Write the people the person talks with in that setting. Include family, peers, teachers, therapists, coworkers, and friends.
- **Languages/Dialects:** Write each language or dialect used with those people. A person may use different languages in different settings.
- **Communication Method:** Write the ways the person already communicates there.

Remember that communication may include speech, AAC, spelling, signs, gestures, body language, facial expressions, or partner-assisted communication.

Step 2: Listen

Listen- Family priorities and Routines
Before choosing words or tools, learn what matters most to the person and their family.

- **What's important to this person**? Write the activities, people, routines, and experiences that matter most. Examples are family meals, a favorite sport, or time with a grandparent.
- **How important is it right now?** Note how much this matters at this time, such as very important, somewhat important, or not right now.
- **Words, people, topics, phrases to include**: List the words and ideas the person may need to take part in that activity. Think about:
    - Actions (eat, play, go)
    - Describers (hot, fun, tired)
    - Comments (I like it, that's funny)
    - Questions (What's next? Who's coming?)
    - People, places, and things (names, school, favorite foods)
- **Use the example row as a guide, then replace or delete it.**

Ask first, then recommend. Focus on what is important before suggesting any tools or vocabulary. Families and familiar partners are experts on what is meaningful and realistic.

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Step 3: Match

Match- AAC Tools and Resources

Review what supports are currently available for communication.

- **Supports Available**: Go through each type of support listed. Aided single words or spelling, aided phrases or visual scenes, communication boards or books, partner-assisted communication, signs, gestures, body language, spoken words or approximations, communication partners, and interpreters or translators. Use the "Other" row for any support not listed.
- **In place now**? Mark whether the support is already in use, such as yes, no, or sometimes.
- **Language(s) available**? Write each language or dialect the support can be used in. Note if a language is missing.
- **Strengths/Challenges/Needed Supports**: Write what is working well, what makes it hard to use, and what would help. Examples are training for partners, new vocabulary, or access to an interpreter.

Choose supports that fit real-life routines and available resources. Look at the whole picture. A support may work in one setting or language but not in another. Focus on what can be used now, while keeping a path toward more vocabulary and expanded communication.

Step 4: Check

Check- Vocabulary Gaps within Tools

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

- **Important Communication Opportunity**: Pick one activity, routine, or relationship from the Listen step and write it in the box above the table.
- **Things to Check**: Use these questions to guide your responses to the Notes/Changes Needed and What barriers are there to accessing the supports we need? columns.
- **Notes/Changes Needed:** Write what is in place and what to add or change.
- **What barriers are there to accessing the supports we need**? Write anything that blocks access, such as cost, training, or time.
- What are possible solutions to the barrier? Write down a few solutions to work on the barrier.
- **Repeat for other opportunities as needed.**

Remember: Vocabulary should reflect the person's languages, routines, and participation needs.

Step 5: Plan

Plan- Small First Targets

Based on the communication opportunity in the Check step, start with a few moments that can be supported right away.

- **Step or Communication Moment**: Choose 2–3 meaningful steps or moments and write one in each numbered row. Use the example row as a guide, then replace or delete it.
- **Core Words, Concepts,** Topic Words: List the core, concept, and meaningful topic words to model for that moment.
- **What could the partner say & model?** Write what partners might say and model to show those words.
- **Communication Supports Needed**: List the supports that need to be ready, such as a communication board, an app, or a visual schedule**.**

Remember: Keep the first plan small and practical. Small successes build momentum and confidence.·

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