



**Erasmus+ project
Augmentative and Alternative Communication
technique for Inclusion**

AAC-Inclusion Toolkit

Practical guide for parents and teachers

**English Version
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Chapter 1: General Introduction to Augmentative and Alternative Communication (AAC)

1.1. Communication at the heart of human development

Communication is one of the essential foundations of a child's development. From the first months of life, it allows us to express needs, to enter into relationships with others and to gradually build an understanding of the world. It is not limited to speech: it includes gestures, looks, facial expressions and, more broadly, all the means by which a message can be conveyed.

In an educational context, communication plays a decisive role in learning. It allows the child to ask questions, participate in activities, understand instructions and develop social skills. When it is hindered, the consequences can be multiple: isolation, frustration, behavioural difficulties, even delay in learning.

It is in this context that Augmentative and Alternative Communication (AAC) is introduced, which offers concrete solutions to support or replace oral communication when it is limited or absent.

1.2. Definition of Augmentative and Alternative Communication (AAC)

Augmentative and Alternative Communication (AAC) includes all the methods, tools and strategies for complementing or replacing speech.

It has two main dimensions:

- **Augmented communication** : it supports existing speech (for example by using pictograms in addition to oral language)
- **Alternative communication** : it completely replaces speech when it is not functional

The forms of AAC are very varied and can include:

- gestures (sign language, pointing)
- visual media (images, pictograms, photographs)
- communication boards
- digital devices (applications, voice synthesis)

The objective is not to systematically replace speech, but to **give the child the means to communicate effectively**, regardless of the channel used.

1.3. Audiences concerned by the AAC

Contrary to some preconceived ideas, AAC is not only intended for children with severe disorders. It can benefit a wide range of profiles, including:

- children with autism spectrum disorder (ASD)
- children with language disorders (dysphasia, language delay)
- Children with motor disabilities affecting speech
- children with temporary communication difficulties
- Allophone children in the language acquisition phase

In all of these cases, AAC helps reduce **communication barriers** and promote the active participation of the child.

1.4. The challenges of the lack of functional communication

When a child does not have an effective means of communication, the consequences can be significant and visible on a daily basis.

Among the most common effects are:

- an increase in frustrated behaviours (screaming, crying, agitation)
- Difficulty interacting with other children
- increased dependence on adults
- limited participation in educational activities
- Weakened self-esteem

It is essential to understand that these behaviours are not problems in themselves, but **manifestations of difficulty communicating**.

The implementation of AAC tools often makes it possible to transform these situations by offering the child a clear and structured alternative to express himself.

1.5. AAC Fundamentals

To be effective, AAC is based on several key principles that must guide its implementation:

- **Accessibility**

The tools must be simple, understandable and adapted to the child's abilities.

- **Consistency**

The same symbols and strategies should be used in all environments (school, home).

- **Progressiveness**

The materials must evolve gradually, according to the child's progress.

- **Modeling**

The adult must show how to use the tools, integrating them into daily interactions.

- **Repetition**

Learning involves repetition in a variety of situations.

1.6. The role of adults: teachers and parents

The success of AAC is largely based on the involvement of the adults around the child.

Teachers play a central role in the integration of tools in the school context. They must:

- integrate AAC into educational activities
- adapt the materials to the needs of the students
- Encourage participation

Parents, on the other hand, ensure continuity at home. Their role is essential to:

- Reinforcing learning
- Use tools in daily routines
- support the child in his or her interactions

The collaboration between school and family is therefore a determining factor.

1.7. The importance of visual aids

Among the different forms of AAC, visual aids occupy a central place.

They have several advantages:

- they are stable (unlike speech, which disappears)
- they make it easier to understand
- they reduce cognitive load
- They allow you to anticipate situations

Pictograms, particularly those offered by ARASAAC, are now an international reference in terms of visual aids.

Their use helps to ensure consistency and shared understanding, including in multilingual contexts.

1.8. Objectives of this manual

The purpose of this manual is to provide:

- a clear understanding of AAC
- Concrete and directly usable tools
- Detailed user guides
- Examples from real-life situations
- Actionable visual aids

It is aimed at a wide audience, including teachers, parents and support professionals.

It was designed as part of the AAC-Inclusion project, in response to the needs identified on the ground, and aims to facilitate the implementation of inclusive practices.

1.9. Organization of the document

The document is structured in several complementary chapters:

- Needs analysis (survey)
- Overview of the Toolkit Components
- How-to Guides
- Case Studies
- Visual appendices

This organization allows for a progressive reading, from understanding the issues to concrete implementation.

Chapter 2: Needs Analysis: Teacher and Parent Survey Results

2.1. Introduction: role of needs analysis in the project

In the context of the AAC-Inclusion project, the development of the toolkit is based on a fundamental step: the analysis of end-user needs. This approach ensures that the resources produced are not only theoretical, but that they respond to concrete problems encountered in the field.

The questionnaires were administered to two main target groups:

- teachers, working in different educational contexts (regular education, inclusion, special education)
- Parents, accompanying children with communication difficulties

The objective of this survey was twofold:

1. Identify the difficulties encountered in supporting communication
2. Understand the expectations for tools and training

2.2. Survey methodology

The survey was conducted in several project partner countries, to reflect a diversity of educational and cultural contexts.

Types of questions

The questionnaires included:

- closed-ended questions (scales, multiple choice)
- open-ended questions (feedback, expectations)

Topics covered

- Level of knowledge of AAC
- Current practices
- Challenges
- Tool requirements
- Training needs

Respondent profile

- teachers of different levels (elementary, secondary, specialized)
- Parents of children with language or communication disorders

This diversity has made it possible to obtain a global and nuanced vision of needs.

2.3. Main results: teachers' point of view

The teachers' responses highlight several strong trends.

1. A lack of practical training

A significant proportion of teachers indicated that they had not received sufficient training in AAC.

When training exists, it is often perceived as:

- too theoretical
- Not very applicable in the classroom
- insufficiently supported

This creates a feeling of insecurity in the use of tools.

2. Difficulty integrating into the classroom

The teachers emphasize that:

- Time is limited
- Classes are heterogeneous
- The needs are multiple

In this context, they express difficulties in integrating AAC into their daily practice.

They are therefore looking for tools:

- Simple
- Quick to set up
- Compatible with classroom management

3. Lack of ready-to-use media

A very clear need emerges: to have supports that can be used directly.

Teachers want to:

- Visual cards
- communication boards
- Reproducible models

without having to create all the tools themselves.

4. Need for pedagogical coherence

Teachers also insist on the need to:

- structure the materials
- avoid dispersion
- Use consistent systems

It is in this context that standardized resources such as those of ARASAAC are particularly relevant.

2.4. Key Results: Parents' Perspective

The parents' responses complement and enrich this analysis.

1. Feeling of lack of reference points

Many parents express:

- uncertainty about their child's needs
- difficulty understanding the proposed methods

They ask for tools:

- Simple
- explicit
- Easy to use at home

2. Difficulty dealing with frustration

Parents frequently describe situations where the child:

- cry
- gets angry
- refuses to cooperate

These behaviors are often linked to an inability to express a need.

AAC appears here as an essential lever for:

- Reduce frustration
- improve mutual understanding

3. Need for continuity with school

A central point stands out:

the lack of coherence between school and family practices

Parents indicate that they do not always have:

- the same tools as the school
- of the same instructions

- of the same strategies

This limits the effectiveness of interventions.

4. Waiting for concrete support

Parents are not only asking for tools, but also:

- Simple explanations
- Real-world examples
- Step-by-step guides

hence the importance of a structured manual.

2.5. Cross-analysis of results

The comparison of the responses of teachers and parents makes it possible to identify several major findings.

Observation 1: massive need for simplification

The two groups converge on one point:

Tools should be simple and accessible

Observation 2: need for standardized visual aids

Visual aids appear as:

- effective
- Universal
- Easily transferable

Observation 3: need for structured support

Users don't just want tools, but also:

- a frame
- a method
- A guide

Finding 4: Importance of school-family coherence

The success of the systems is based on: the alignment of practices in the different environments

2.6. Implications for the design of the toolkit

These results directly influenced the design of the AAC-Inclusion Toolkit.

The toolkit has been designed to meet precisely the needs identified:

1. Offer ready-to-use tools

- Visual cards
- Communication boards
- Printable Templates

2. Offer clear guides

- Detailed steps
- Concrete examples
- Practical recommendations

3. Ensure consistency

- Use of standardized pictograms
- Structured organization

4. Foster collaboration

- Tools for use at school and at home
- common language

2.7. Conclusion

The needs analysis is an essential foundation of the AAC-Inclusion project.

It clearly shows that:

- The difficulties are shared
- Expectations are converging
- Solutions must be practical and accessible

The proposed toolkit is fully in line with this logic, by offering a structured, progressive and user-centric response.

Chapter 3: AAC-Inclusion Toolkit Definition and Toolkit Architecture

3.1. Introduction: from the identified need to the structured solution

In light of the results presented in the previous chapter, it is clear that teachers and parents need concrete, accessible and directly applicable solutions. The transition from needs analysis to the design of an adapted response is a key step in the AAC-Inclusion project.

It is with this in mind that the **AAC-Inclusion Toolkit** was designed, envisioned not as a simple document, but as a **coherent system of educational resources**.

This toolkit aims to transform findings from the field into operational tools to improve communication and inclusion of children.

3.2. Definition of a toolkit in the Erasmus+ framework

In the framework of Erasmus+ projects, a Toolkit is defined as:

A structured set of practical resources that enable users to implement the results of a project in their professional or personal environment.

It differs from a classic report in several key features:

✓ Action-oriented

The toolkit is not just about explaining, it allows you to **do it**.

✓ Accessibility

Content is designed to be understood and used by a non-expert audience.

✓ Transferability

The tools can be used in different countries, contexts and environments.

✓ Modularity

The individual components can be used independently or together.

3.3. Specific positioning of the AAC-Inclusion toolkit

The AAC-Inclusion toolkit is at the intersection of several objectives:

- **Pedagogical** : supporting educational practices
- **Social** : Fostering Inclusion
- **Practical** : providing tools that are immediately usable
- **Collaborative** : Strengthening the bonds between school and family

It stands out for its approach:

- User-centric
- progressive
- Visual
- adaptable

3.4. Toolkit Operational Objectives

The AAC-Inclusion Toolkit aims to achieve several concrete goals:

✓ Facilitate communication

To allow the child to express:

- its needs
- his emotions
- His intentions

✓ Reduce frustration

By offering alternative means of communication, the toolkit helps to:

- Decrease problematic behaviors
- improve mutual understanding

✓ Promoting autonomy

The child gradually becomes able to:

- Making choices
- Initiate interactions
- Actively participate

✓ Supporting adults

The toolkit provides teachers and parents with:

- Benchmarks
- Tools
- methods

✓ Ensuring consistency of practice

Thanks to common media, it becomes possible to:

- Harmonize interventions
- Facilitating educational continuity

3.5. Toolkit Design Principles

The design of the toolkit is based on several fundamental principles, directly derived from the needs analysis.

✓ Simplicity

The tools must be:

- Easy to understand
- Quick to use
- Immediately usable

Avoid unnecessary complexity.

✓ Progressiveness

The toolkit is designed to:

- Start with simple supports
- Moving to more complex tools

Respect the child's rhythm.

✓ Standardization

The use of pictograms from ARASAAC makes it possible to:

- Visual consistency
- Shared understanding
- International compatibility

✓ Flexibility

The tools can be:

- adapted
- Personalized
- Combined

according to specific needs.

✓ Immediate applicability

Each component of the toolkit must be able to be used:

- without complex preparation
- without prior long-term training

3.6. Global Toolkit Architecture

The AAC-Inclusion Toolkit is structured into several **complementary components**, each addressing an identified need.

Component 1: A Fundamental Guide to AAC

This part provides:

- Theoretical bases
- The essential principles
- Benchmarks for understanding AAC

It allows us to establish a common framework.

Component 2: Visual Aids

It includes:

- Visual cards
- Pictograms
- Sequences

Used to structure communication.

Component 3: Communication Boards

These tools make it possible to:

- to organize choices
- de structurer les messages
- to encourage expression

Component 4: Step-by-step guides

They offer:

- Clear steps
- use cases
- Practical recommendations

Essentials for beginners.

Component 5: Digital tools

This component introduces:

- applications AAC
- Digital media

in addition to physical tools.

Component 6: Monitoring and evaluation

It allows you to:

- Measuring progress
- Adjusting practices

Component 7: School-Family Collaboration

It offers:

- Coordination tools
- Common strategies

key to success.

Component 8: Practical activities

It includes:

- Games
- Scenarios
- Concrete situations

to reinforce learning.

Component 9: Training

It aims to:

- Supporting users
- Build skills

3.7. Articulation between the components

The effectiveness of the toolkit is based on the **complementarity of the components**.

For example:

- Visual **cards** are used in **communication boards**
- **Step-by-step guides** explain how to use cards
- monitoring makes it possible to evaluate their effectiveness

The toolkit therefore works as a **coherent ecosystem**.

3.8. Target audiences and uses

The toolkit is mainly aimed at:

- **Teachers**
 - Use in the classroom
 - Pedagogical adaptation

- **Parents**
 - Home Use
 - Daily support

- **Professionals**
 - Specialized support
 - Targeted intervention

3.9. Conclusion

The AAC-Inclusion Toolkit is a structured and coherent response to the needs identified in the field.

It is distinguished by:

- its simplicity
- its modularity
- its practical orientation
- its anchoring in recognized resources

It lays the foundation for effective implementation of AAC in different contexts.

Chapter 4: Component 1 - Augmentative and Alternative Communication (AAC) Fundamentals Guide

4.1. Introduction to the Component

The first component of the AAC-Inclusion toolkit forms the basis of the entire system. It aims to provide users — teachers, parents, and professionals — with a clear, accessible, and directly actionable understanding of Augmentative and Alternative Communication (AAC).

Indeed, the effectiveness of the tools proposed in the other components depends heavily on the ability of adults to understand the principles of AAC and to apply them consistently.

This component directly addresses a need identified in the survey: a lack of practical training and clear benchmarks on AAC

4.2. Why is AAC essential?

In many situations, children with communication difficulties face a double barrier:

- they cannot clearly express their needs
- they are not always understood by those around them

This situation can lead to:

- frustration
- Social withdrawal
- maladaptive behaviors

AAC helps to remove these barriers by providing **alternative means of communication** that are accessible and understandable.

Concrete example

A child who wants to drink but cannot communicate clearly:

- crying
- screaming
- Pull an adult

With the AAC, he can simply: point to a "DRINK" card

Result :

- The message is clear
- Frustration decreases

- Interaction becomes positive

4.3. The different types of AACs

AAC is not limited to a single tool. It includes several complementary forms.

1. AAC without help (natural low-tech)

It includes: gestures, facial expressions, pointing, body expressions.

- Advantage: immediate and accessible
- Limit: sometimes insufficient for complex messages

2. AAC with visual aids (low-tech)

It includes: pictograms, images, photos, visual cards.

- Advantage: Stability and clarity
- Widely used in the toolkit

The pictograms from ARASAAC are particularly recommended for their standardization.

3. AAC with digital tools (high-tech)

It includes: AAC apps, tablets, text-to-speech devices

- Advantage: great expressive richness
- Limit: requires equipment and accompaniment

4.4. Preconceived ideas about AAC

The survey revealed several misconceptions that need to be corrected.

"AAC prevents the child from speaking" → False

On the contrary, AAC **often promotes the emergence of oral language.**

"It's too complicated to set up" → False

With simple tools (cards, pictograms), implementation can be very accessible.

"It's reserved for serious cases" → False

The AAC can be used temporarily or partially.

Conclusion

AAC is an **enabling tool**, not a permanent replacement.

4.5. The basic principles of use

To be effective, the AAC must follow certain rules.

1. Modeling

The adult must demonstrate how to use the tools.

Example: The teacher shows the card "PLAY" while saying the word.

2. Active Standby

After offering a support, it is necessary to: give the child time

3. Positive reinforcement

Any attempt at communication must be valued, even if it is partial.

4. Repetition

Learning is based on: repetition in different contexts

5. Generalization

The tools must be used:

- at school
- at home
- in the activities

4.6. How to choose the right tools?

The choice of tools must be adapted to each child.

Main criteria

- Age
- level of understanding
- Motor skills
- Environment

Example

- Beginner child → single cards (2 choices)
- Advanced child → structured board

4.7. Role of the adult in support

The adult is not only an observer: he is an **actor in communication**.

Role of the teacher

- Integrating AAC into operations
- adapt the materials
- Encourage participation

Role of the parent

- Use the tools on a daily basis
- Create communication situations
- Reinforcing learning

Importance of consistency

When both environments use the same tools: progress is faster

4.8. Common mistakes to avoid

Too many tools at once: risk of confusion

Lack of modelling: the child does not know what to do

Lack of consistency: loss of efficiency

Constantly changing pictograms: loss of reference points

4.9. Mini Practical Guide (Operational Summary)

To get started:

1. Choose 2–3 cards
2. use them in a simple situation
3. Model
4. Wait
5. encourage

Repeat every day

4.10. Conclusion

This first component forms the basis of the AAC-Inclusion toolkit.

It allows you to:

- Understanding AAC
- Avoid mistakes
- Laying the foundation for effective implementation

It thus prepares the user to fully exploit the tools presented in the following chapters.

Chapter 5: Component 2 - Visual Aids (AAC Cards and Visual Aids)

5.1. Introduction: The Role of Visual Aids in AAC

Visual aids are the operational heart of Augmentative and Alternative Communication. They make communication **visible, stable and accessible**, especially for children who have difficulty understanding or producing oral language.

Unlike speech, which is ephemeral, a visual medium remains present in the environment. It can be observed, pointed, manipulated and reused. This permanence is a major asset for learning.

As part of the AAC-Inclusion project, visual aids have been identified as:

- The most anticipated tool
- Most easily transferable
- Fastest usable

5.2. Types of Visual Aids

Visual aids can take many forms, depending on the needs of the child and the context of use.

1. Pictograms

Pictograms are simple and universal graphic representations of a word or idea.

They have several advantages:

- Quick comprehension
- Standardization
- Ease of reproduction

The pictograms from ARASAAC are particularly recommended in this context.

2. Photographs

Photos may be used when:

- The child needs concrete reference points
- The pictograms are too abstract

Example: photo of the child's personal glass to "drink"

3. Real Items

In some cases, the object itself can be used as a communication medium.

Example:

- show a spoon to "eat"

4. Visual sequences

It is a succession of images representing an activity.

Example :

- wash your hands (turn on the faucet → soap → rinse → dry)

5.3. AAC Visual Cards

Visual cards are the main tool of this component.

They are generally composed of:

- an image (pictogram)
- a word (in capital letters)
- possibly a simple sentence

Recommended map structure

[PICTOGRAM]

EAT

I want to eat

5.4. Organization of the cards (pedagogical logic)

For ease of use, the cards are organized into categories.

1. Needs

To express:

- Eat
- Drink
- toilet
- Sleep

These are the first cards to be introduced.

2. Actions

To express:

- Play
- Stop
- help
- Wait

They allow you to interact with the environment.

3. Emotions

To express:

- content
- sad
- anger
- fear

Very important to reduce frustrations.

5.5. Guide to Using Visual Cards

✓ Step 1: Start simple

Introduce: 2 cards maximum

Example:

- EAT
- DRINK

Step 2: Model

The adult shows: the card + the word

Step 3: Propose a choice

"Do you want to EAT or DRINK?"

Step 4: Wait

Give the child time to:

- point
- Watch
- React

✓ Step 5: Strengthen

Respond immediately to the request.

5.6. Concrete example (house)

A child comes home from school and seems agitated.

The parent:

1. Presents the cards:
 - DRINK
 - EAT
2. Observe the reaction
3. the child points DRINK
4. the parent gives water

Result :

- Successful communication
- Frustration avoided

5.7. Concrete example (class)

During an activity, a student becomes inattentive.

The teacher:

1. shows the cards:
 - PLAY
 - STOP
2. Ask the student to choose
3. the student points STOP

The activity is adapted.

5.8. Common mistakes to avoid

- **Too many cards at the beginning:** cognitive overload
- **Non-visible cards:** Ineffectiveness
- **Irregular use:** loss of learning
- **Constant change of pictograms:** loss of reference points

5.9. Integration of cards into everyday life

The cards must be used in:

At home

- Meals
- routines
- Games

At school

- Activities
- transitions
- interactions

5.10. Preparing the Cards (Practical Guide)

Materials needed

- Printer
- thick paper
- Lamination (recommended)
- Velcro (optional)

Steps

1. Print the cards
2. cut out
3. Laminate
4. Organize by categories

5.11. Link to the Toolkit Annexes

The cards presented in this chapter are available in:

- **Appendix 1: Printable AAC Visual Cards**
- **Appendix 2: Visual communication board**

These annexes are designed to be:

- printed
- Handled
- used directly

5.12. Conclusion

Visual aids are an essential lever for:

- Facilitate communication
- structurer les interactions
- Reduce frustration

They represent a simple, effective solution that can be immediately applied in different contexts.

Chapter 6: Component 3 - Communication Boards

6.1. Introduction: from the isolated word to structured communication

After the introduction of visual cards (Chapter 5), the next step is to structure the communication. Communication boards make it possible to move from a one-off use of cards to a coherent organization of exchanges.

A communication board is a visual support grouping together several pictograms or words, organized in a logical way to allow the child to:

- Making choices
- expressing intentions
- gradually build messages

As part of the AAC-Inclusion project, communication boards meet a clearly identified need: to help children organize their thinking and structure their interactions

6.2. Definition and function of a communication board

A communication board is a medium (paper or digital) on which several pictograms or symbols are placed.

The child can interact with this board by:

- pointing to a pictogram
- Looking at a symbol
- touching an area

The board thus becomes a **tool for active expression**.

Main functions

Communication boards make it possible to:

- express needs (I want...)
- expressing emotions (I feel...)
- express actions (I do...)
- Initiate an interaction
- participate in an activity

6.3. Recommended pedagogical structure

As part of this toolkit, a simple and effective structure is proposed:

Organization in three categories

I WANT	I FEEL	I DO
EAT	CONTENT	PLAY
DRINK	SAD	STOP
TOILET	ANGER	HELP

Why this structure?

It allows you to:

- Simplify understanding
- Organize communication
- cover essential needs

6.4. Types of communication boards

1. Simple Table (Beginner)

- 2 to 4 pictograms
- Used in a specific situation

Example:

- EAT / DRINK

2. Intermediate table

- 6 to 12 pictograms
- Several categories

This allows for more choice.

3. Advanced Chart

- Complete organization
- Combination of pictograms

This is used to construct sentences.

6.5. Communication Board User Guide

Step 1: Introduction

Start with a simple table:

- few pictograms
- Clear situation (e.g. meals)

Step 2: Modeling

The adult demonstrates how to use the board.

Example:

"You want to DRINK" → point DRINK

Step 3: Interaction

Ask a question: "What do you want?"

Step 4: Child's response

The child can:

- point
- Watch
- Touch

Step 5: Validation

The adult: confirms and acts.

6.6. Concrete example (meals)

Situation: a child does not ask for a drink.

Implementation:

1. table with:
 - EAT
 - DRINK
2. the adult asks: "What do you want?"
3. the child points DRINK
4. The adult gives water

Result :

- Functional communication
- Reduced frustration

6.7. Concrete example (class)

Location: collective activity.

The table contains:

- PLAY
- STOP
- HELP

The student:

- points to HELP

The teacher intervenes.

6.8. Progress in use

The use of the table must evolve gradually.

Level 1

- Simple choices
- Guided Answers

Level 2

- More choices
- spontaneous responses

Level 3

- Combination of pictograms
- beginning of sentence construction

6.9. Relationship with standardised pictograms

To ensure consistency, it is recommended to use pictograms from ARASAAC.

This makes it possible to:

- Faster recognition
- Continuity between tools
- International standardization

6.10. Common mistakes to avoid

Overloaded board: cognitive overload

Poor organization: confusion

Lack of modelling: misunderstanding

Non-regular use: loss of effectiveness

6.11. Adaptation according to contexts

At home

- Simplified table
- Everyday situations

At school

- richer picture
- Suitable for activities

In a specialized context

- Personalized table
- Enhanced support

6.12. Preparing the table (practical guide)

Material

- cardboard or plasticized support
- Printed pictograms
- Velcro (optional)

Steps

1. Choose pictograms
2. Organize by categories
3. Attach to the stand
4. Test with the child

6.13. Relationship to the Appendices

The tables presented in this chapter are available in:

- **Appendix 2: Printable visual communication board**

- **Appendix 3: Evolving Tables (Beginner → Advanced)**

6.14. Conclusion

Communication boards are a key step in the implementation of AAC.

They make it possible to:

- structure communication
- Promote autonomy
- Improving participation

They are a central tool of the AAC-Inclusion toolkit.

Chapter 7: Component 4 - Step-by-Step Guides for Implementing AAC

7.1. Introduction: From Tool to Action

The previous chapters have presented the fundamental tools of AAC: visual aids and communication boards. However, the survey conducted as part of the AAC-Inclusion project showed that teachers and parents often encounter a major difficulty:

- know how to use these tools concretely on a daily basis

This is precisely the objective of this component: to offer **simple, progressive and directly applicable step-by-step guides** that allow you to move from theory to practice.

7.2. General principles of step-by-step guides

Before presenting the concrete scenarios, it is important to remember a few principles that apply to all situations.

Simplicity

Always start with:

- Few tools
- Few choices

Progressiveness

Introducing the tools:

- Step by step
- without precipitation

Repetition

Repeating the same situations: to promote learning

Consistency

Use the same media: at home and at school

Adaptation

Every child is different: adjusting tools and steps

7.3. Guide n°1: Introducing AAC (first contact)

Objective

To allow the child to understand that he or she can use a visual aid to communicate.

Material

- 2 cards (e.g. EAT / DRINK)
- simple pictograms (ideally ARASAAC)

Steps

1. **Choosing a quiet time:** example: meal
2. **Presenting the cards:** showing them clearly
3. **Model:** say: "DRINK" while pointing to the map
4. **Offer a choice:** "Do you want to EAT or DRINK?"
5. **Wait for the answer:** look / point
6. **React immediately:** give something to drink if DRINK

Expected result

- The child understands the link between card and action

7.4. Guide n°2: Using the cards on a daily basis

Objective

Integrate the cards into daily routines.

Example (house)

Situation : goûter

Steps:

1. Present 2 cards
2. Propose a choice
3. Wait
4. Reply

Repeat daily.

Example (class)

Location: Activity

1. show cards PLAY/STOP

2. let you choose
3. Adapt the activity

Expected result

- Regular use
- Smoother communication

7.5. Guide n°3: Introducing a communication board

Objective

Moving from isolated cards to an organized system.

Material

- Simple table (2–4 pictograms)

Steps

1. Present the table
2. Show how to use it
3. ask a question: "What do you want?"
4. guide if necessary
5. Strengthen the response

Expected result

- Understanding the board
- Beginning of autonomy

7.6. Guide n°4: Dealing with a Frustrated Situation

Objective

Replace problematic behavior with communication.

Situation

The child cries or becomes angry.

Steps

1. Stay calm
2. Offering cards:
 - HELP
 - STOP
 - SAD

3. Naming the emotion
4. Encourage the child to point to the card
5. Responding to demand

Expected result

- Reduction of meltdowns
- Better understanding

7.7. Guide n°5: Developing autonomy

Objective

Encourage the child to use the tools without assistance.

Steps

1. Phasing out aid
2. wait longer
3. Encourage initiative
4. valuing efforts

Expected result

- spontaneous communication

7.8. Guide n°6: Generalization (key to success)

Objective

Use the tools in different contexts.

Steps

1. Use at home
2. Use in school
3. Use in outputs
4. Use with different people

✓ Expected result

- Functional communication in all situations

7.9. Full Example (Synthesized Real Case)

Profile

5-year-old child, non-verbal.

Initial situation

- frequent crying
- frustration
- Few interactions

Intervention

- introduction cards EAT / DRINK
- then simple table

Result

- Card pointing
- Reduction of meltdowns
- Positive interactions

7.10. Common mistakes to avoid

- **Going too fast:** the child does not follow.
- **Not modeling:** misunderstanding.
- **Giving up too soon:** loss of knowledge
- **Irregular use:** ineffective.

7.11. Operational summary

To succeed:

- Start Simple
- Repeat
- Model
- encourage
- generalize

7.12. Conclusion

Step-by-step guides are a central part of the AAC-Inclusion toolkit.

They make it possible to:

- Making tools accessible
- Facilitate their implementation
- Supporting users

They respond directly to the needs expressed by teachers and parents.

Chapter 8: Component 5 - Digital Tools in Augmentative and Alternative Communication (AAC)

8.1. Introduction: The Role of Digital in AAC

The evolution of digital technologies has profoundly transformed practices in Augmentative and Alternative Communication. Digital tools now make it possible to considerably enrich the possibilities of expression of children with communication difficulties.

In the context of the AAC-Inclusion project, digital tools do not replace physical media (cards, tables), but complement **and reinforce them**.

They offer:

- Greater flexibility
- Advanced customization
- increased attractiveness for some children

8.2. Types of digital tools in AAC

Digital tools in AAC can be classified into several categories.

1. AAC apps (tablets and smartphones)

These applications make it possible to:

- display pictograms
- to produce a speech synthesis
- to construct sentences

Example of use:

The child selects "I WANT" → "DRINK"

app says the sentence.

2. Devices with Text-to-Speech

These are tools dedicated to communication, allowing the child to:

- Select Symbols
- Generate an oral message

Especially useful for nonverbal children.

3. Personalized digital media

- Digital communication boards
- Interactive visual sequences
- Digital educational materials

To be adaptable as needed.

8.3. Benefits of digital tools

Accessibility

Interfaces are often:

- visual
- intuitives
- Easy to handle

Customization

Digital tools make it possible to:

- Add pictograms
- Adapting vocabulary
- Edit Levels

Motivation

Some children are particularly sensitive:

- on screens
- touch interactions

Vocal Production

Voice synthesis makes it possible to: give a voice to the child.

8.4. Limits and precautions

Despite their advantages, digital tools have certain limitations.

Hardware Dependency

- tablet required
- Battery
- maintenance

Risk of distraction

Screens can: distract attention.

Complexity

Some tools are: too complex for beginner use.

Affordability

- Cost of applications
- Material cost

8.5. Place of pictograms in digital tools

Pictograms remain essential, even in digital tools.

The integration of pictograms from ARASAAC makes it possible to:

- Continuity between paper and digital media
- Visual consistency
- Better understanding

The child finds the same bearings.

8.6. Guide to choosing a digital tool

The choice of a tool must be well thought out and adapted.

Main criteria

- Age of the child
- Level of communication
- Motor skills
- Environment (School/Home)

Getting started

- Simple application
- few pictograms
- Clear interface

For an advanced level

- Sentence construction
- Extensive vocabulary
- Customization

8.7. User Guide (Step-by-Step)

Step 1: Introduction

Present the tool: no overload

Step 2: Modeling

The adult shows: how to select a pictogram.

Step 3: Interaction

Propose a situation: "What do you want?"

Step 4: Response

The child:

- Tap the screen
- Select

Step 5: Reinforcement

The adult: valid and answers.

8.8. Concrete example (house)

Situation

A child uses a tablet.

Implementation

1. Open the app
2. Show 2 choices:
 - EAT
 - DRINK
3. The child selects
4. the tablet pronounces

Result

- communication claire
- interaction positive

8.9. Concrete example (class)

Situation

Collective activity.

Implementation

1. Digital board
2. Pictograms:
 - PLAY
 - HELP
3. the student selects HELP

Result

- Increased participation
- Easier interaction

8.10. Articulation with physical media

An essential point of the toolkit: digital does not replace paper.

Complementarity

- Cards → start
- Table → Structuring
- Digital → enrichment

Consistency

Always use: the same pictograms.

8.11. Common Mistakes to Avoid

Introducing digital technology too soon

- surcharge

Completely replace cards

- Loss of reference points

Choosing a tool that is too complex

- Discouragement

Lack of support

- Misuse

8.12. Practical recommendations

- **Start with paper**
- **Introducing digital gradually**
- **Maintain visual consistency**
- **Supporting the child**

8.13. Conclusion

Digital tools are an important complementary component of AAC.

They allow:

- enrich communication
- diversify the media
- Empower

However, their effectiveness depends on their consistent integration with the other tools in the toolkit.

Chapter 9: Component 6 - Monitoring and Evaluation of Progress in AAC

9.1. Introduction: why evaluate?

In any educational process, evaluation plays an essential role. It not only makes it possible to measure the progress made, but also to adjust practices according to the child's real needs.

In the context of Augmentative and Alternative Communication (AAC), this dimension is particularly important. Indeed, progress is not always immediately visible and requires careful and structured observation.

The survey conducted as part of the AAC-Inclusion project showed that:

- Teachers and parents often lack simple tools to track progress

This component of the toolkit therefore aims to meet this need by offering accessible and directly usable evaluation methods.

9.2. Objectives of AAC monitoring

Monitoring progress in AAC makes it possible to:

Observing developments

- Increased interactions
- Improved understanding

Adjust tools

- simplify or enrich the materials
- adjust strategies

Boost motivation

- Valuing progress
- Encourage the child

Foster coordination

- Sharing observations between school and family

9.3. Principles of effective evaluation

Simplicity

The assessment must be: easy to implement

Regularity

Observe: Continuously

Objectivity

Based on: observable facts

Share

The results must be: communicated between the actors

9.4. Key indicators of progress

To assess progress, several indicators can be used.

1. Frequency of Communications

- Number of applications
- Number of interactions

2. Level of autonomy

- with help
- with guidance
- alone

3. Type of communication

- Reaction
- Answer
- initiative

4. Reduced frustration

- Less crying
- Fewer problematic behaviors

5. Understanding

- Response to instructions
- Appropriate use of cards

9.5. Proposed monitoring tools

The AAC-Inclusion toolkit offers simple and practical tools.

1. Daily observation grid

Allows you to note:

- Situations
- Reactions
- Progress

Example

Day	Situation	Communication	Autonomy	Observation
Monday	Meals	DRINK	With help	Correct answer
Tuesday	Class	HELP	Alone	Initiative

2. Weekly Progress Board

Allows you to track progress over several days.

3. Individual tracking sheet

Includes:

- Profile of the child
- Objectives
- observations

9.6. Guide to using the monitoring tools

Step 1: Observe

Note: what the child does

Step 2: Save

Use a simple grid.

Step 3: Analyze

Identifier :

- Progress
- Difficulties

Step 4: Adapt

Edit:

- Tools
- Strategies

Step 5: Share

Contact:

- Teachers
- parents

9.7. Concrete example (home follow-up)

Situation

A child uses the cards at home.

Observation

Week 1:

- Used with assistance

Week 2:

- starts pointing alone

Week 3:

- initiates communication

Conclusion

Significant Progression

9.8. Concrete example (classroom follow-up)

Situation

Use of a communication board.

Observation

- Start: No participation
- after 2 weeks: answers
- After 1 month: Initiatives

Result

- Better participation
- Increased engagement

9.9. Link to Standardized Tools

The use of pictograms from ARASAAC also facilitates the evaluation:

- Consistency of media
- Comparability of observations
- Coordinate System Stability

9.10. Common Mistakes to Avoid

Evaluation too complex

- Abandon

Lack of consistency

- Information source

Subjective judgments

- Biases

No sharing

- Consistency

9.11. Importance of valuing progress

Even small advances should be valued:

- Point to a map
- Look at a pictogram

This makes it possible to:

- Build trust
- Encourage the child

9.12. Conclusion

Monitoring and evaluation are essential components of the AAC-Inclusion toolkit.

They make it possible to:

- Measure the effectiveness of the tools
- Adapting practices
- Strengthen collaboration

They help to make the process **structured, measurable and scalable**, which is particularly important in the context of an Erasmus+ project.

Chapter 10: Component 7 - School–Family Collaboration in the Implementation of AAC

10.1. Introduction: an essential condition for success

The implementation of Augmentative and Alternative Communication (AAC) can only be fully effective if it is part of a coherent and shared approach between the different environments of the child's life.

One of the key findings from the survey conducted as part of the AAC-Inclusion project is the following:

- The lack of coordination between school and family severely limits the effectiveness of communication tools

Indeed, when a child uses different media, incoherent pictograms or divergent strategies depending on the context, he or she can quickly lose his or her bearings.

This chapter therefore aims to propose **concrete strategies to build an effective, sustainable and structured collaboration.**

10.2. Why is collaboration essential?

1. Ensure consistency of practice

When the same tools are used:

- at school
- at home

The child understands more quickly

2. Reinforce learning

Repetition in different contexts allows:

- Better memorization
- generalization of skills

3. Reduce misunderstandings

Clear communication between adults allows:

- avoid contradictions

- better understand the child's behaviours

4. Valuing progress

Sharing observations makes it possible to:

- Follow the evolution
- Encourage the child

10.3. Identified obstacles

The investigation identified several obstacles to this collaboration.

1. Lack of communication

- Few regular exchanges
- Limited information

2. Differences in practices

- Different tools
- Divergent methods

3. Lack of training

- poorly trained parents
- teachers with little support

4. Time constraints

- Busy schedule
- Organisational difficulties

10.4. Principles of effective collaboration

Simplicity

Implementing: simple tools

Regularity

Maintain: regular contact

Clarity

Sharing: understandable information

Mutual respect

Acknowledging: everyone's role

Common goals

Working towards: child well-being

10.5. Concrete tools for collaboration

1. AAC Liaison Notebook

Allows you to share:

- observations
- Success stories
- Difficulties

Example

Date	Situation	Communication	Note
Monday	Meals	DRINK	Successful on your own
Tuesday	Class	HELP	Need help

2. Digital communication

- messages
- Photos
- Quick exchanges

Ease of continuity

3. Shared tracking sheets

- Common goals
- Progress

4. Common Kit

Use:

- The same cards and pictograms

10.6. Role of teachers

Teachers have a structuring role in the implementation of AAC.

Responsibilities

- Introduce the tools
- explain their use
- Sharing practices
- adapt the materials

Best practices

- Organize times of exchange
- Provide support to parents
- Explain the objectives

10.7. Role of parents

Parents play an essential role in continuity.

Responsibilities

- Use the tools on a daily basis
- Observe reactions
- Contacting the school

Best practices

- Integrate cards into routines
- Encourage the child
- Valuing progress

10.8. Concrete example of successful collaboration

Situation

6-year-old child with communication difficulties.

Implementation

- Same cards at school and at home
- Liaison notebook
- Regular exchanges

Results

- Use of cards in both contexts
- Reduced frustration
- Improved interactions

10.9. Link with standardised pictograms

The use of pictograms from ARASAAC makes it possible to:

- Ensure visual consistency
- Facilitate understanding
- harmonize practices

Key element of collaboration

10.10. Recommended Strategy (Summary)

For effective collaboration:

1. Use the same tools
2. communicate regularly
3. Share observations
4. Adjust together
5. Valuing progress

10.11. Common Mistakes to Avoid

Lack of communication

Consistency Adjustment

Different tools

Confusion

Lack of involvement

Efficiency

Non-shared goals

Misalignment

10.12. Conclusion

School-family collaboration is a key pillar of the AAC-Inclusion toolkit.

It allows you to:

- Enhance tool effectiveness
- Ensure consistency of practice
- Supporting child development

It transforms AAC into a comprehensive, integrated and sustainable approach.

Chapter 11: Component 8 - Practical Activities and Scenarios of AAC

11.1. Introduction: Learning in a real-life situation

After presenting the tools (cards, tables, numerical) and methods (step-by-step guides), it is essential to show how AAC fits into real-world situations.

The survey conducted as part of the AAC-Inclusion project revealed a strong expectation:

- Have concrete and directly applicable examples

Hands-on activities help to:

- Contextualize the use of tools
- Reinforcing learning
- Promote motivation
- Developing autonomy

11.2. Principles of AAC activities

✓ Anchoring in everyday life

Activities must be integrated into:

- Routines
- Games
- natural interactions

Simplicity

- Few goals at once
- Clear instructions

Repetition

- same repeated activity = reinforced learning

Motivation

Activities must be:

- tailored to the interests of the child

Progressiveness

- Start Simple
- gradually make it more complex

11.3. Activity n°1: Making a choice (basic activity)

Objective

Enable the child to: express a choice

Material

- 2 cards (e.g. JUICE / WATER)
- pictograms (ideally ARASAAC)

Procedure

1. Present both cards
2. ask the question: "What do you want?"
3. wait for the answer
4. Validate and act

Expected result

- Understanding Choice
- Beginning of expression

11.4. Activity n°2: Request game

Objective

Learn how to: request an item

Material

- motivating object (toy, food)
- Corresponding map

Procedure

1. Show Item
2. Show map
3. Model
4. Wait
5. give the object

Expected result

- Associating → Action Card

11.5. Activity nº3: Daily routine (e.g. hand washing)

Objective

Structure an activity in stages.

Material

- Visual sequence:
 - Open
 - Wash
 - rinse
 - Dry

Procedure

1. Show each step
2. Accompany
3. Repeat

Expected result

- Understanding the steps
- Progressive autonomy

11.6. Activity nº4: Expression of emotions

Objective

Enable the child to: identify and express his or her emotions

Material

- Emotions Cards:
 - CONTENT
 - SAD
 - ANGER

Procedure

1. Observe the child
2. Propose the cards
3. Naming the emotion
4. Encouraging choice

Expected result

- Reduced frustration

- Better emotional regulation

11.7. Activity n°5: Interactive game (turn-turn)

Objective

Developing: Social interaction

Material

- Cards:
 - AGAIN
 - STOP

Procedure

1. Playing with the child
2. Propose the cards
3. let you choose
4. Adapt the game

Expected result

- interaction
- participation

11.8. Activity n°6: Sentence construction (advanced level)

Objective

Allow the child to: combine several pictograms

Material

- Table:
 - I WANT + DRINK

Procedure

1. Show structure
2. Model
3. Guide
4. encourage

Expected result

- beginning of language structuring

11.9. Full Scenario (Home)

Situation : goûter

1. Propose cards:
 - EAT
 - DRINK
2. Chosen child
3. parent answers
4. Strengthen

Result

- Functional communication

11.10. Full Scenario (Class)

Situation: collective activity

1. Table:
 - PLAY
 - STOP
 - HELP
2. chosen student
3. adapted teacher

Result

- participation active

11.11. Adaptation of activities

By age

- Young children → simple activities
- Older children → complex scenarios

Depending on abilities

- Beginner → 2 choices
- Advanced → sentences

Context-specific

- Home → routines
- School → educational activities

11.12. Common Mistakes to Avoid

Overly complex activities

- Discouragement

Lack of repetition

- Limited learning

Lack of motivation

- Disengagement

Irregular use

- inefficiency

11.13. Conclusion

Hands-on activities are an essential part of the AAC-Inclusion toolkit.

They make it possible to:

- Making AAC a reality
- Facilitate its appropriation
- Strengthen communication skills

They transform tools into **lived experiences**, thus promoting sustainable learning.

Chapter 12: Component 9 - Training and support for users of the AAC-Inclusion toolkit

12.1. Introduction: Training to ensure impact

The quality of an educational tool is not only based on its design, but also on the ability of users to use it effectively.

The needs analysis carried out as part of the AAC-Inclusion project highlighted a key finding:

- Teachers and parents not only lack tools, but also support to use them

Thus, training and support are an essential lever for:

- Ensure correct use of tools
- Strengthen user skills
- Guarantee the sustainability of the project

12.2. Objectives of the training

The training offered as part of the AAC-Inclusion toolkit has several complementary objectives.

Understanding AAC

- Fundamental principles
- Objectives
- How it works

Know how to use the tools

- Visual Cards
- Communication boards
- Digital tools

Develop practical skills

- Implementation in real-world situations
- Adaptation to needs

Foster collaboration

- School-Family Communication
- Sharing practices

12.3. Target audiences

The training is aimed at several profiles.

Teachers

- teachers in ordinary settings
- special education teachers

Parents

- Home support
- Daily support

Professionals

- Educators
- Speech therapists
- accompanying persons

12.4. Training content

The training is structured around several modules.

Module 1: Introduction to AAC

- Definition
- Challenges
- Public

Module 2: Visual Aids

- Use of Cards
- Organization
- Examples

Module 3: Communication Boards

- Creation
- Use
- progression

Module 4: Implementation

- Step-by-step guides
- Scenarios

Module 5: Digital tools

- applications
- Integration

Module 6: Monitoring and Evaluation

- Indicators
- Tools

Module 7 : Collaboration

- Strategies
- Tools

12.5. Training methods

Face-to-face training

- Practical workshops
- Demonstrations
- Exchanges

Online training

- modules e-learning
- Videos
- Digital resources

Hybrid training

- combination of the two

Particularly suitable for Erasmus+ projects

12.6. Pedagogical approach

Training is based on an active approach.

Learning by doing

- Tool Handling
- simulations

Case Studies

- Real situations
- Analysis

Exchanges between participants

- Sharing of experiences
- co-construction

Feedback

- Regular returns
- Adjustments

12.7. Training Tools

Teaching materials

- Presentations
- Guides
- Practical information sheets

AAC Materials

- Visual Cards
- Tables

Digital resources

- Platforms
- applications

References

The pictograms from ARASAAC are a central resource in the training.

12.8. User support

Initial training must be supplemented by continuous support.

Post-training follow-up

- Exchanges
- Tips

Community of Practice

- Sharing between users
- Pooling

Support technique

- Usage assistance
- Problem solving

12.9. Example of a training path

Step 1: Awareness

- Introduction to AAC

Step 2: Hands-on training

- Using the tools

Step 3: Implementation

- Field Application

Step 4: Follow-up

- Adjustment

Step 5: Consolidation

- MORE INFO

12.10. Success Factors

✓ Involvement of participants

✓ Regular practice

✓ Institutional support

✓ Collaboration

12.11. Common Mistakes to Avoid

Too theoretical training

Impact M

Lack of follow-up

Abandon of practices

Lack of adaptation

Efficiency

One-time training

Insufficient

12.12. Expected Impact

Effective training allows:

- Better use of tools
- Increased interactions
- Reduced frustrations
- Improved inclusion

12.13. Conclusion

Training and coaching is a key pillar of the AAC-Inclusion toolkit.

They guarantee:

- the quality of implementation
- the sustainability of the project
- Impact on the ground

They make it possible to transform a set of tools into a **structured and effective educational approach.**

Overall conclusion

13.1. Overall summary

The AAC-Inclusion project was designed to meet a concrete and widely shared need: to improve the communication of children with language difficulties, by offering simple, accessible and effective tools.

Through this manual and the associated toolkit, several objectives have been achieved:

- provide a clear understanding of Augmentative and Alternative Communication (AAC)
- Provide practical tools that can be used directly
- Supporting teachers and parents in their implementation
- Fostering an inclusive and collaborative approach

13.2. Contributions of the toolkit

Le toolkit AAC-Inclusion se distingue par :

✓ its simplicity

Tools that are easy to understand and use

✓ Its structure

A clear and progressive organisation

✓ its anchoring in needs

Design based on survey results

✓ its transferability

Resources that can be adapted to different contexts

13.3. Expected impact

The implementation of the toolkit makes it possible to:

- Improved communication
- Reduced frustration
- improved communication
- better educational and social inclusion

13.4. Central role of actors

The success of the scheme is based on:

- Teacher involvement
- Parent Engagement
- The collaboration between the two

13.5. Openness and prospects

The AAC-Inclusion Toolkit provides a basis that can be:

- enriched
- adapted
- Expanded

The use of standardised resources such as those of ARASAAC also opens up prospects for international harmonisation.

13.6. Final Conclusion

Augmentative and Alternative Communication is not just a set of tools:

- It is an inclusive, child-centred approach aimed at giving them a voice.
- The AAC-Inclusion toolkit is fully in line with this ambition.

Appendix 1: AAC Visual Cards (Core Pack)

Needs

- EAT
- DRINK
- TOILET
- SLEEP
- HELP
- AGAIN

Actions

- PLAY
- STOP
- COMING SOON
- LEAVE
- WAIT
- WATCH

Emotions

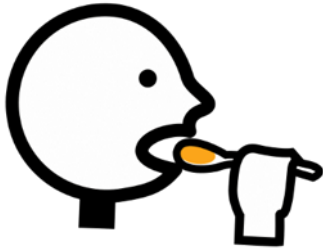
- CONTENT
- SAD
- ANGER
- FEAR
- CALM
- TIRED

Recommended Use:

- Print
- Laminate
- Organize by categories

Appendix 2: Visual Map Template

Structure standard



EAT

I want to eat

Recommendations

- use consistent pictograms (ARASAAC)
- Write in capital letters
- Add a simple sentence

Pictograms from ARASAAC (<https://arasaac.org>) — Creative Commons License (CC BY-NC-SA).

Appendix 3: Communication Table (Beginner)

I WANT	I FEEL	I DO
EAT	CONTENT	PLAY
DRINK	SAD	STOP

Use:

- Offering choices
- Encouraging pointing

Appendix 4: Communication Table (Intermediate)

I WANT	I FEEL	I DO
EAT	CONTENT	PLAY
DRINK	SAD	STOP
HELP	ANGER	WAIT

Appendix 5: Progress Tracking Matrix

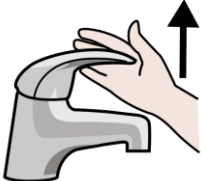




Date	Situation	Communication	Autonomy	Observation
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To use:

- daily
- in the classroom and at home

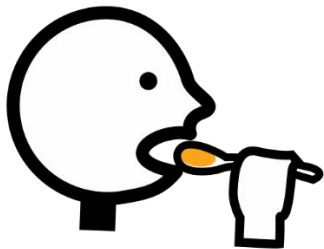



Appendix 6: Example of a visual sequence






Hand washing


Step	Pictogram	Text
1		Turn on the tap
2		Apply soap
3		Rub hands
4		Rinse
5		Dry hands

Pictograms from ARASAAC (<https://arasaac.org>) — Creative Commons License (CC BY-NC-SA).

Appendix 7: List of Recommended Pictograms (ARASAAC)

Pictogram	Word (ARASAAC)	Usage
 A black and white line drawing of a person's head in profile, facing right. The mouth is open, and a hand is holding a small orange object (like a slice of fruit) to the mouth.	Eat	Express the need to eat
 A black and white line drawing of a person's head in profile, facing right. The mouth is open, and a hand is holding a glass to the mouth.	Drink	Expressing the need to drink
 A black and white line drawing of a toilet with the lid up, enclosed in a square frame.	Toilets	Request the toilet
 A black and white line drawing of a stick figure person standing next to a pile of colorful puzzle pieces and a colorful toy block tower.	Play	Express an activity

	<p>Help</p>	<p>Asking for help</p>
	<p>Stop</p>	<p>Stop an activity</p>
	<p>Happy</p>	<p>Expressing a positive emotion</p>
	<p>Sad</p>	<p>Expressing sadness</p>
	<p>Angry</p>	<p>Expressing anger</p>

	Wait	Learning to be patient
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Pictograms from ARASAAC (<https://arasaac.org>) — Creative Commons License (CC BY-NC-SA).

Appendix 8: Quick Guide (Field Sheet)

Quick Start

1. Choose 2 cards
2. Model
3. Propose a choice
4. Wait
5. Strengthen

Key rules

- Simplicity
- Repetition
- Consistency

Appendix 9: Presentation of the ARASAAC platform

General presentation

ARASAAC (Aragonese Centre for Augmentative and Alternative Communication) is an international reference platform dedicated to Augmentative and Alternative Communication (AAC).

Its objective is to facilitate communication for people with language difficulties, by providing accessible, free and standardised visual resources.

Resources offered by the platform

The ARASAAC website is a real online toolkit, offering in particular:

- **Pictograms**

A large database of pictograms (objects, actions, emotions, etc.) that can be used to create easily downloadable visual aids.

- **Communication materials**

- Communication boards
- Visual agendas
- Ready-to-use media

- **Authoring tools**

- Generation of custom media
- Creating visual sequences
- Adaptation to specific needs

- **Educational Resources**

- User Guides
- Activities
- Practical examples

- **Training area (Aula Abierta)**

- modules de formation
- Tutorials
- Usage Scenarios

Interest in the AAC-Inclusion toolkit

Using ARASAAC resources in this toolkit allows you to:

- Ensure visual consistency
- use internationally recognized pictograms

- Facilitate understanding
- strengthen the transferability of the project

Access to the platform

Official website: <https://arasaac.org>

Conclusion

ARASAAC is a critical resource for the implementation of the AAC.

Its integration into the AAC-Inclusion toolkit helps to improve the quality, consistency and effectiveness of the materials offered.