



# EduZone AAC Implementation Companion Pack

Printable tools for schools, teachers, therapists, parents and project partners

## Purpose of this companion pack

This pack translates the EduZone curriculum integration guide into practical, printable templates that schools can use during planning, classroom testing, parent cooperation, monitoring, reporting and dissemination.

Field	Information
Project title	EduZone. Inclusive communication for all
Project acronym	AAC ZONE
Project number	2025-1-RO01-KA220-SCH-000353640
Programme	Erasmus+ KA220-SCH Cooperation Partnership in School Education
Work package link	WP5 Dissemination and sustainability, connected with WP2 curriculum work, WP3 training and WP4 digital platform
Lead organisation for this output	Phoenix Knowledge Wings gGmbH
Document type	Companion pack to the Curriculum Integration Guide
Suggested use	Print selected tools, adapt them locally and upload partner evidence to the EduZone dissemination and sustainability workflow



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## How to use this companion pack

This companion pack is designed as a practical extension of the EduZone Curriculum Integration Guide. It does not replace professional assessment, speech and language therapy, local school procedures or national legislation. Its function is to help schools move from general agreement that AAC is important to clear, documented and repeatable classroom action.

### Working principle

Use only the tools that fit the immediate situation, keep the first pilot small, document one learner agency moment, and then adapt the tool to the language, curriculum, family routines and support services of the local school.

## Contents at a glance

No.	Annex	Main use
1	School readiness checklist	For senior leaders and coordinators before the first pilot
2	30-60-90 day AAC implementation roadmap	For planning a staged school route
3	Individual AAC profile sheet	For describing learner communication access
4	AAC routine audit	For checking daily school situations
5	Lesson adaptation template	For teachers adapting one lesson
6	Parent-school communication bridge	For connecting school and home routines
7	Weekly observation sheet	For low-burden monitoring
8	Learner agency monitoring sheet	For measuring choice, voice and participation
9	Behaviour as communication decision tree	For responding before labelling behaviour
10	Low-resource AAC action sheet	For schools with limited time, printing or devices
11	Minimum viable classroom AAC kit	For preparing a starter classroom set
12	Partner evidence log for reporting	For project documentation and dissemination
13	Case study writing template	For partner examples and platform upload
14	30-minute dissemination workshop plan	For school staff, parents and local stakeholders

## Annex 1. School readiness checklist

### When to use this tool

Use this before a school starts an AAC pilot, because it helps the team check whether the basics are in place before asking teachers, learners and families to change practice.

Check	Area	What to confirm
<input type="checkbox"/>	Leadership and consent	A named school contact is responsible for coordinating the pilot, and consent or information procedures are clear for families.
<input type="checkbox"/>	Learner selection	The school has identified one or two learners whose participation could improve through AAC-supported routines.
<input type="checkbox"/>	Professional input	A speech-language therapist, special education teacher, psychologist or relevant support specialist can advise on the first steps.
<input type="checkbox"/>	Classroom routine	The pilot focuses on one real routine, such as arrival, lesson start, break request, group work or going home.
<input type="checkbox"/>	Communication partners	At least one teacher, assistant, therapist or parent understands how to wait, model, confirm and expand communication.
<input type="checkbox"/>	Access and visibility	The communication board, device or visual support is visible, reachable and available during the routine, not locked away.
<input type="checkbox"/>	Low-resource option	A paper-based or black-and-white version exists in case digital access, printing or devices are limited.
<input type="checkbox"/>	Review point	A date is set for reviewing what changed, what did not work and what support is needed next.

### Practical note

A school is ready enough to start when it can protect communication access, choose one routine, coach at least one adult and review one learner agency indicator after the first week.

## Annex 2. 30-60-90 day AAC implementation roadmap

### When to use this tool

Use this as a planning route for a new school or a new class. The aim is not to change everything at once, but to make AAC visible, usable and reviewable in ordinary school life.

Period	Focus	Core action	Expected evidence
Days 1-30	Map needs and choose one pilot routine	Identify one learner, one routine, one communication goal and one adult who can coach others.	One learner profile, one routine board and one date for review.
Days 31-60	Use AAC in daily classroom moments	Model communication, wait for responses, document choices, refusals, help requests and peer participation.	Weekly observation notes and one parent-school bridge message.
Days 61-90	Review, adapt and disseminate	Adjust vocabulary, add local examples, prepare one short case story and share the route with another class or partner school.	One short case study, one revised template and one dissemination action.

### Workshop use

This roadmap can be printed as a one-page planning sheet during staff training, because it turns the general phrase “we need AAC” into an immediate 30-day classroom decision.

## Annex 3. Individual AAC profile sheet

### When to use this tool

Use this to describe the learner's communication access in ordinary language before selecting tools, symbols, routines or digital resources.

Profile field	Notes
Learner name or code	
Age / class	
Languages used at school and home	
Communication strengths already observed	
Current speech, gestures, signs, symbols, device or other methods	
Situations where communication is easiest	
Situations where communication breaks down	
Ways the learner says yes, no, stop, help, more, finished or break	
Important people to involve	
First AAC goal for the next two weeks	

### Respect note

This profile should describe what the learner can already do and what adults need to change, not only what the learner cannot do.

## Annex 4. AAC routine audit

### When to use this tool

Use this to check whether AAC is present across the real school day, not only during therapy, assessment or special sessions.

Routine	Communication access question	Next adaptation
Arrival	Can the learner greet, choose where to sit, say how they feel or ask for help?	
Lesson start	Can the learner say I know, I do not know, repeat, wait, please or my turn?	
Group work	Can the learner choose a role, ask a peer, comment, joke or refuse a task safely?	
Break time	Can the learner join a game, ask for space, report teasing or ask for help?	
Lunch	Can the learner choose food, say yes, no, thirsty, more or finished?	
Assessment	Can the learner show what they know without being limited to speech or handwriting?	
Going home	Can the learner show what happened today and what they want tomorrow?	

## Annex 5. Lesson adaptation template

### When to use this tool

Use this when a teacher wants to adapt one ordinary lesson without redesigning the whole curriculum.

Planning field	Teacher notes
Lesson topic	
Main learning objective	
Communication objective	
Words, symbols or signs needed before the lesson starts	
Moment where the learner can choose	
Moment where the learner can ask for help or repetition	
Moment where the learner can contribute to group work	
Alternative way to show knowledge	
What the teacher will model	
What evidence will be collected after the lesson	

### Low-prep route

For a first adaptation, the teacher can keep the same lesson plan and add only three communication opportunities: choose, ask and show.

## Annex 6. Parent-school communication bridge

### When to use this tool

Use this to connect school AAC routines with home situations without asking families to become therapists or produce long written reports.

Bridge field	Short note
This week at school we used AAC for	
The learner communicated by using	
One successful moment was	
One difficult moment was	
At home, the family can try the same communication during	
Useful words, symbols or choices to add	
Family observation or question	
School response or next step	

### Family respect note

A strong parent-school bridge uses short, concrete and non-judgemental language, because families need usable information rather than professional jargon.

# Annex 7. Weekly observation sheet

### When to use this tool

Use this to record visible changes in communication without turning monitoring into a heavy administrative burden.

Day	Routine observed	Communication attempt	Adult response	Next adjustment
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

### Observation rule

Record one real communication moment per day. Five honest observations are more useful than a long form completed without classroom evidence.

## Annex 8. Learner agency monitoring sheet

### When to use this tool

Use this to track whether AAC is increasing choice, refusal, questions, participation and self-advocacy rather than only producing more adult-led responses.

Agency level	Observable sign	Evidence this week	Next support
I am noticed	Adults respond to signals and communication attempts.		
I can choose	The learner selects activities, partners, tools, places or breaks.		
I can ask	The learner requests help, repetition, time, access or clarification.		
I can refuse	The learner says no, stop, not now, too much, finished or break.		
I can join	The learner takes turns, comments, jokes, answers or contributes in a group.		
I can lead	The learner explains preferences, sets goals or helps others understand their voice.		

## Annex 9. Behaviour as communication decision tree

### When to use this tool

Use this when a behaviour is being interpreted as refusal, disruption or lack of cooperation, and the team needs to check communication access first.

Step	Question	Practical interpretation
1	What happened?	Describe the behaviour neutrally, without labels such as lazy, rude, manipulative or stubborn.
2	What was the learner expected to do?	Check whether the instruction, task, transition or social expectation was clear and accessible.
3	Did the learner have a way to communicate?	Check whether help, break, too hard, repeat, stop, yes, no, finished or another choice was available.
4	Was the AAC support reachable and accepted?	Check whether the board, device, symbol, sign or partner support was physically and socially available.
5	What adult response helped?	Record whether waiting, modelling, offering choices, reducing language load or changing the task improved participation.
6	What should change next time?	Adapt the routine, vocabulary, seating, timing, sensory load, peer role or adult prompt before repeating the same demand.

### Ethical warning

AAC access should not be removed as a punishment, because communication is part of participation, safety and dignity.

## Annex 10. Low-resource AAC action sheet

### When to use this tool

Use this when a school has limited time, staff, printing, internet access or devices, but still wants to begin responsibly.

Constraint	Low-resource response
If there is no device today	Use a paper board with core words, emotions, help, break, yes, no, more and finished.
If printing is limited	Print one shared class board, laminate only the core board and reuse the same visual routine across subjects.
If teachers have little time	Add AAC to one repeated routine rather than creating a new activity.
If adults are unsure what to say	Use the sequence ask, pause, point, wait, confirm and expand.
If parents are overloaded	Send one short example from the week and one home situation to try.
If the school is not ready for full implementation	Pilot in one class, collect one case story and decide the next small step.

## Annex 11. Minimum viable classroom AAC kit

### When to use this tool

Use this to prepare a small starter kit for one classroom without waiting for a perfect digital solution.

Check	Item	Purpose
<input type="checkbox"/>	Core communication board	Includes yes, no, help, more, finished, stop, break, wait, repeat, I choose, I do not understand.
<input type="checkbox"/>	Emotion and regulation strip	Includes calm, tired, worried, angry, too loud, too much, I need a break.
<input type="checkbox"/>	First-then card	Supports predictable transitions without long verbal explanations.
<input type="checkbox"/>	Choice board	Allows learners to choose task, partner, material, place or break.
<input type="checkbox"/>	Home-school mini-note	Connects one school routine with one home routine each week.
<input type="checkbox"/>	Observation card	Records one agency moment and one adult support that helped.
<input type="checkbox"/>	Peer interaction card	Supports turn-taking, asking a peer, joining a game and commenting.

## Annex 12. Partner evidence log for reporting

### When to use this tool

Use this to collect project evidence that is useful for dissemination, sustainability and Erasmus+ reporting, without relying only on photographs or attendance lists.

Evidence field	Partner note
Partner organisation	
Country / region	
School or local context	
Annex used from this pack	
Learner agency moment observed	
Teacher or therapist reflection	
Family or learner feedback if available	
Adaptation made for local language, curriculum or resources	
Evidence item stored with consent	
Recommendation for another school	

### Reporting value

A short evidence log helps the project show transferability, not only activity delivery. It records what changed in practice and what another school could reuse.

## Annex 13. Case study writing template

### When to use this tool

Use this to prepare a short, anonymised and transferable example for the EduZone platform, dissemination events or the final report.

Case study element	Draft text
Case title	
Country and school context	
Learner profile in anonymised terms	
Initial participation barrier	
AAC support selected	
Classroom routine changed	
What adults did differently	
What the learner could do after the change	
What did not work immediately	
Local adaptation lesson for other schools	
Consent and privacy check completed	

### Writing style

A useful case study is specific enough to be believable, but anonymised enough to protect the learner, family and school.

## Annex 14. 30-minute dissemination workshop plan

### When to use this tool

Use this for a short staff meeting, parent session, local stakeholder event or partner dissemination activity.

Time	Activity	Facilitator instruction
0-5 min	Why AAC matters	Explain that AAC is about participation, agency and access to learning, not only tools.
5-10 min	One learner scenario	Present one anonymised classroom situation where communication access changes participation.
10-17 min	Try the board	Participants use a simple communication board to choose, ask, refuse and comment.
17-23 min	Adapt one routine	Small groups choose arrival, lesson start, group work, break or going home and add AAC support.
23-28 min	Plan next step	Each participant writes one action they can try in the next week.
28-30 min	Collect evidence	Facilitator explains how to document one learner agency moment and share it with the project team.

### Dissemination rule

A strong dissemination event does not only present the project. It gives participants one tool they can use the next day and one way to feed evidence back to EduZone.

## Support sources and further orientation

The following organisations and frameworks can support schools and project partners with further orientation. They are included as reference points for professional learning and resource discovery; they do not replace national procedures or local professional judgement.

Source	Why it is useful for this pack
ASHA Practice Portal	AAC overview, assessment and intervention orientation for speech-language professionals.
CAST UDL Guidelines	Universal Design for Learning framework for engagement, representation, action and expression.
ISAAC	International AAC network, webinars and global professional community.
Communication Matters	AAC information, communication access resources and practical support orientation.
European Agency for Special Needs and Inclusive Education	Inclusive education policy and professional learning resources across Europe.
Education Endowment Foundation	Behaviour and classroom management guidance useful for prevention, routines and consistency.

### Use and adaptation note

This companion pack is intentionally modular. Partners can translate individual tools, simplify them for local schools, or upload adapted versions to the EduZone platform, provided that learner privacy, consent and national procedures are respected.