Expression Access: My Practical Support Plan

Use fictional examples. Leave out diagnoses, medical information, names, passwords and contact details.

Learning goal: Create a practical plan for speech and language differences that preserves intellectual challenge.

A useful support plan names an action, not a label. Choose one learning situation and one feasible change. Adults help provide access; you do not have to earn it.

1. Choose a real or made-up learning situation. Leave out names, diagnoses and private details.
2. Explore the three activities. Choose supports that fit you; skip any that do not.
3. Write, type, draw, point, sign, use AAC or ask someone to scribe your own ideas.
4. Choose one next step and an adult who can help make it possible.

Grades 3–5 support: Use the prompts and examples, or explain your ideas in your own way. Ask for words, a scribe or one direction at a time.

Choose the learning task

Explain competing solutions to a mystery using evidence, with extra time and a chosen communication mode.

Learning goal and first step

Access condition needed

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Build an if–then support plan

If finding words or producing speech under time pressure becomes a barrier, choose a support rather than lowering the thinking goal.

Optional choices · choose any, none or your own

☐ AAC ☐ Signed or typed response ☐ Vocabulary organizer ☐ Processing time and a scribe

If this barrier appears…

Then this support/adult action will help…

Optional deeper thinking · Grades 6–8

Identify interacting barriers and prioritize the first access change using a reasoned explanation.

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Check and revise

Try the plan with agreement or rehearse it using a made-up example. Notice participation and understanding.

What would show the support is usable?

A backup or revision I can request

My next step

What will I try, and who can support it? Write, draw, dictate, sign or use AAC.

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Accessibility & alternative responses

Use one step at a time and the learner’s chosen communication mode. No medical information, performance ranking or diagnosis is needed.

Teacher facilitation

Presume competence without assuming a particular language skill. Keep AAC available, avoid finishing sentences without agreement and coordinate individualized language supports.

Family-use suggestion

Invite the learner to choose what to share. Try one support together, ask what helped, and change the plan with their permission. Do not turn this sheet into a test or require private information.

Specialist formats

These printouts are not Braille. Embossed Braille and specialist tactile materials need qualified, technically validated production. The accessible digital version supplies structured text, not a specialist-format substitute.

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