Expression Access: Teacher Accommodation Checklist

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

Learning goal: Plan and check individualized access for speech and language differences.

Accommodations provide access and do not automatically reduce intellectual expectations. Ask the learner which options are useful and coordinate with the appropriate support team. This checklist supports implementation, not diagnosis or legal compliance certification.

1. Use a fictional example or discuss the situation without identifying a child.
2. Complete each planning section with the learner's choices at the center.
3. Select one feasible change, who will provide it and when you will check it.
4. Keep any completed paper privately; do not use it to diagnose, rank or label a learner.

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.

Access before instruction

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

Optional choices · choose any, none or your own

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

Advanced learning goal

Barrier in materials, environment or response demand

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Implement with responsibility

Select one agreed support and confirm who will provide it before the lesson.

Support, responsible adult and timing

Learner’s preferred communication/check-in

Optional deeper thinking · Grades 6–8

Audit whether the assessment measures the content goal or an unrelated access demand.

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Review without blame

Use participation and work evidence to assess whether access improved. Revise the support, not the learner’s identity.

Evidence of usable access

Needed revision and review date

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

Discuss access privately; use de-identified planning. Coordinate specialist formats and equipment rather than claiming a general worksheet provides them.

Teacher facilitation

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

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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