

Lighting Detective

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

Learning goal: Identify lighting barriers and request a practical environmental adjustment.

Brightness, glare or flicker can affect access differently. You do not need to stare at a light to investigate it. Describe what you already notice and ask an adult to inspect equipment safely.

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.

Notice without exposure

Think about a familiar workspace; do not look directly at bright or flickering lights.

Where glare, brightness or flicker is a barrier

When it affects reading or thinking

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Choose an adjustment

Select an option to discuss with an adult. Never alter electrical fixtures yourself.

Optional choices · choose any, none or your own _____

- ☐ Different seat
- ☐ Reduce screen glare
- ☐ Adjust allowed task lighting
- ☐ Less visual clutter
- ☐ Report flicker to facilities

Adjustment I would like to try

Adult action needed

Optional deeper thinking · Grades 6–8

Design a classroom lighting audit that separates individual preferences, equipment problems and access constraints.

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Check access after a change

After an approved change, describe access to the task. It is okay if another change is needed.

What became easier or stayed difficult

My next 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

Offer verbal environmental descriptions and large print; no visual detection test is required. Learners may skip the observation entirely.

Teacher facilitation

Check lighting and screen glare without exposing the student to distress. Electrical/facilities work belongs to qualified adults. Individualize changes and maintain access for the whole group.

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.