Blind & Low-Vision Students · Students · Grades 3–5 · FREE

My Accessible Learning Toolkit

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

Learning goal: Choose individualized tools for reading, creating and reasoning.

Access tools let you work with interesting ideas independently or with chosen help. Different tools suit different tasks. A printed page is not usable Braille; your accessible materials should match your needs.

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 tools to explore

Identify familiar tools and one you would like to discuss with an access specialist.

Optional choices · choose any, none or your own

☐ Braille ☐ Audio ☐ Screen reader ☐ Magnification ☐ Tactile model ☐ Accessible digital text

Tool I use and for which task

Tool or material I want to explore

Free for classroom and personal educational use; do not resell.

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Match access to challenge

A class is comparing shapes in a structure. Choose materials that give access to the same reasoning.

Reasoning goal

Tactile, text or other access I need

Optional deeper thinking · Grades 6–8

Compare two ways of representing a complex diagram and explain what information each preserves or loses.

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Check before the lesson

Prepare a request that lets an adult arrange materials in advance.

Please provide… before…

How I will check that it is usable

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

Digital text is structured for screen readers. Large print is available, but embossed Braille and specialist tactile graphics require separately validated production; no Braille-ready download is claimed.

Teacher facilitation

Coordinate accessible formats with the learner and qualified vision/access professionals. Ensure headings and reading order are meaningful. Do not present ordinary print or dot graphics as Braille.

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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