

My Communication Choices

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

Learning goal: Select comfortable ways to request clarification, time and participation options.

Communication can use speech, signs, typing, pictures, gestures or AAC. A pause does not mean you have no ideas. Make a request that others can understand and honor.

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 my message

Select requests that could make learning more accessible.

— Optional choices · choose any, none or your own —

- ☐ Please clarify the first step
- ☐ I need processing time
- ☐ I need a quieter place
- ☐ May I respond another way?

A request I would use

How I want to send it

My Communication Choices

Make a request card

Create one message with a word, symbol, gesture description or device phrase.

My message

What an adult can do when they receive it

Optional deeper thinking · Grades 6–8

Develop a group-discussion participation agreement that allows several communication modes and thoughtful response time.

My Communication Choices

Practice a response agreement

Imagine a teacher asks a complex question and waits. Decide what signal and response would help.

My signal for time or help

An agreed next step

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

Support AAC access and partner-assisted selection; ask the learner how to confirm a message. Offer a quiet nonpublic practice.

Teacher facilitation

Honor the communication mode chosen. Wait without repeated prompts and confirm meaning rather than guessing. Do not require speech or eye contact to obtain support.

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.