

My Ideas Are Bigger Than My Pencil

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

Learning goal: Separate advanced idea development from handwriting and transcription demands.

A pencil is one tool, not a measure of your thinking. You can plan an ambitious idea before deciding how to record it. Choose the way that lets your ideas come through.

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.

Catch the idea

Imagine a new invention that would improve a learning space. Speak, draw, type or describe it.

My invention and who it helps

The problem it solves

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Build the reasoning

Explain how your invention works and one trade-off you would consider.

How it would work

A trade-off or unanswered question

Optional deeper thinking · Grades 6–8

Add a counterargument to your design and respond with evidence, using the same accessible recording route.

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Choose the recording route

Plan how to share your idea without unnecessary transcription barriers.

Optional choices · choose any, none or your own

☐ Typing ☐ Speech-to-text ☐ Scribe ☐ Drawing with explanation ☐ Handwriting by choice

My tool and any adult support

How I will check that my meaning is clear

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

Allow oral, AAC, typed, tactile and visual responses. Offer larger spaces and low-motor ways to select choices.

Teacher facilitation

Assess reasoning separately from handwriting. Offer a scribe, keyboard or speech-to-text; check recognition errors with the learner. If handwriting is the explicit learning goal, name it separately and retain access to challenging content.

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.