

The Social Detective

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

Learning goal: Use context and explicit communication while recognizing uncertainty in social cues.

Detectives look for evidence and acknowledge what they do not know. Social clues can be incomplete. Asking is often more reliable than guessing from a face or tone.

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.

Read the situation

During group work, Sam looks away and does not answer immediately. The room is noisy and the question has three parts.

Facts in the scenario

Two possible explanations

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Choose a respectful check

What could you ask without demanding eye contact or an immediate spoken reply?

My question or written message

Time or response choice I can offer

Optional deeper thinking · Grades 6–8

Develop a group protocol for clarifying meaning and adjusting roles without making one style the standard.

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Share group roles

Choose roles that allow different ways to contribute; people can change roles.

Optional choices · choose any, none or your own

☐ Idea builder ☐ Evidence finder ☐ Model maker ☐ Question writer ☐ Time/support checker

Two useful role choices

How the group will confirm understanding

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

Provide written scenarios, AAC response options and nonspoken roles. Treat body language as ambiguous, not a diagnostic signal.

Teacher facilitation

Possible explanations include processing time, sensory distraction, another communication preference or something unknown. Do not require a particular interpretation or teach masking. Make role choice mutual.

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.