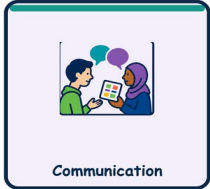


My Journey

Elementary Symbol-Supported IEP & Access Toolkit

Communication first • multi-grade • ages 11–21 where developmentally appropriate

 Communication	 Languages	 Classroom	 Regulation
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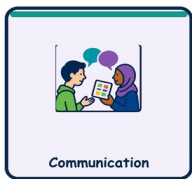
Purpose: Make classroom access, learner voice and IEP implementation easier for students who communicate in different ways or are still learning English.

School / program

Teacher / team

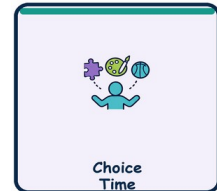
Use safely: These are classroom planning and communication supports, not an official IEP form or legal advice. Follow the student's IEP, district procedures and communication system. Keep completed student records private.

Original My Journey pictograms created for this toolkit. Personalize symbols, photos, objects and AAC supports to the learner's established communication system.



Communication Passport

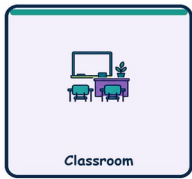
Complete with the learner, family, bilingual staff and related-service providers.



I communicate by...	Speech / AAC / signs / gestures / pointing / eye gaze / movement / behavior / objects / pictures / other:
My strongest language(s)	Home language(s), receptive language, expressive language and preferred words:
To offer a choice...	Number of choices, symbol size, field arrangement, partner position and wait time:
To check yes / no...	Describe the learner's reliable yes, no, unsure and "not now" responses:
When I do not respond...	Pause, reduce language, model, re-present, change access method or return later:
Do not assume...	Silence, delayed response, echolalia, movement or behavior may not mean lack of understanding:

Words / symbols used at home Write the exact word, gesture or symbol and what it means.

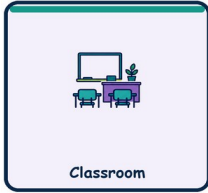
Team check: Can every adult recognize and honor the learner's yes, no, stop, break, help and choice responses?



Classroom

Learner Access Profile

Record what adults should do before asking the learner to perform.



Classroom



Regulation

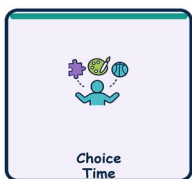

Occupational
Therapy


1:1

Strengths & interests	Preferred people, topics, objects, movement, sensory experiences and motivators:
Vision / hearing / motor	Positioning, contrast, symbol size, scanning, reach, eye gaze and access tools:
Attention & processing	Chunk size, wait time, repetition, previewing, first-then and predictable routines:
Sensory & regulation	Early signs, known triggers, helpful supports, recovery time and quiet locations:
Cultural & language access	Interpreter/translation needs, names, routines, examples and family preferences:
Dignity & autonomy	How the learner can refuse, pause, ask for privacy and make authentic choices:

Non-negotiable access supports Supports that must be available throughout the day.

What success looks like today Use observable communication, participation and independence indicators.



I Need...

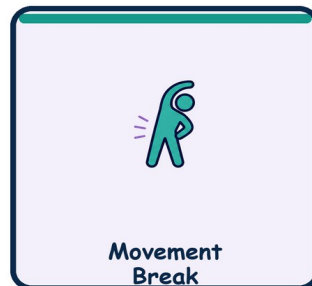
Show only the choices that are real and available. The learner may point, touch, look, sign, vocalize or use AAC.



Home word: _____



Home word: _____



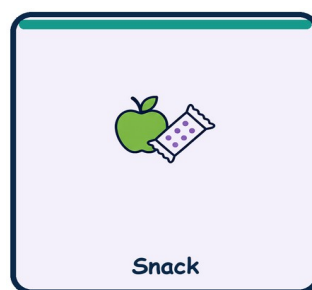
Home word: _____



Home word: _____



Home word: _____



Home word: _____

Adult response: Acknowledge the selection immediately. If a choice cannot happen now, say when it can happen and offer an honest alternative. Do not require speech.

My learner's "help" symbol / response Insert the learner's established communication symbol, AAC icon, object cue or photo.

My learner's "stop / no / not now" response Describe exactly what adults should notice and honor.



My School Day

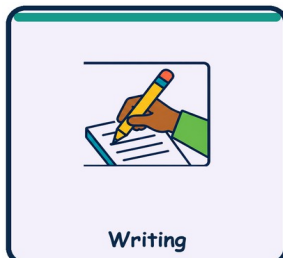
Use this board to preview, choose, answer “what next?” or show where the learner is going.



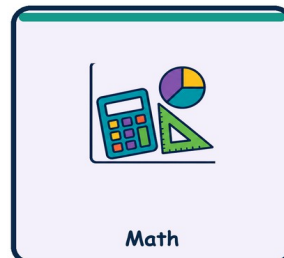
Home word:



Home word:



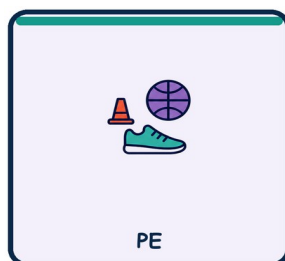
Home word:



Home word:



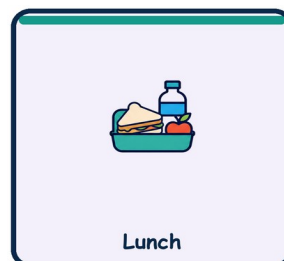
Home word:



Home word:



Home word:



Home word:

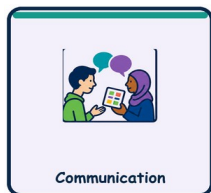
Now → Next NOW: _____ NEXT: _____

Language access: Say the home-language word if known, point to the symbol, and allow extra processing time. Keep the spoken message short and consistent.

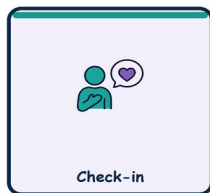


How I Show My Answer

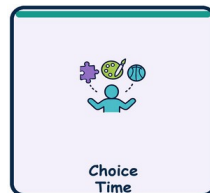
Build a reliable response system before measuring knowledge.



Communication



Check-in



Choice Time

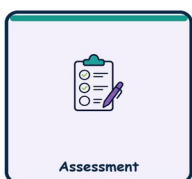


Reflection

YES	Insert the learner's established symbol or AAC response. Describe gesture, gaze, sound or action:
NO	Insert the learner's established symbol or AAC response. Describe gesture, gaze, sound or action:
NOT SURE	How the learner indicates uncertainty, needs repetition or wants more time:
HELP	How the learner requests assistance and what level of help to offer first:
STOP / FINISHED	How the learner ends, refuses or asks to pause without penalty:
MY CHOICE	How choices are presented: field size, left/right placement, partner-assisted scan or eye gaze:

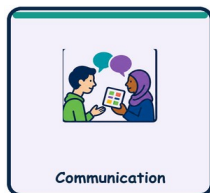
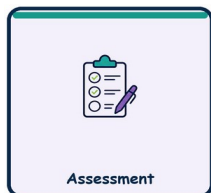
Partner directions Exact prompt, wait time, confirmation routine and what counts as a response.

Assessment rule: Do not score expressive speech, English proficiency or motor speed when the target is knowledge in another area.



Accommodation Implementation Record

Connect the written accommodation to a visible classroom routine.



IEP accommodation	Copy the exact wording from the current IEP:
Student need / barrier	What access barrier is this intended to reduce?
Materials ready	Symbols, AAC, visual schedule, adapted paper, seating, technology or sensory tools:
Adult action	What staff will do, when they will do it and what prompt language they will use:
Learner response	How the learner can accept, refuse, request or change the support:
Implementation evidence	Date, context, whether provided, student access and instructional next step:

Consistency check across settings Classroom / specials / lunch / recess / transportation / assessment / community:

Important: An accommodation changes access, timing, response or presentation; it does not lower the learning target unless the IEP identifies a modification.



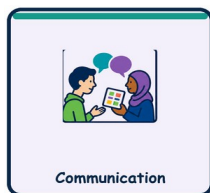
Classroom

Symbol-Supported Lesson Planner

Plan one shared learning goal with multiple ways to access, respond and participate.



Classroom



Communication



Languages



Regulation

Learning target	What should learners understand or do? Write it in plain language:
Essential symbols	Which symbols, objects, photos or real materials will carry meaning?
Input	Model, demonstration, read-aloud, gesture, visuals, bilingual preview, audio or tactile access:
Response	Point, choose, match, sort, build, act, eye gaze, sign, AAC, speak, write or create:
Participation	Independent, partner, small group, adult-supported, movement-based or community setting:
Regulation	Breaks, sensory tools, reduced demand, predictable sequence and re-entry plan:

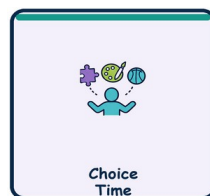
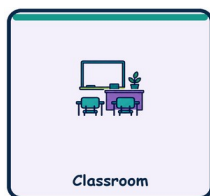
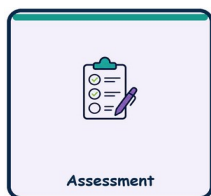
Three levels of the same task Entry access / developing independence / extending or generalizing:

Evidence to capture What will count, who records it and how language/motor demands are separated from the target?



IEP Goal-to-Activity Bridge

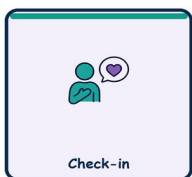
Turn a goal into meaningful, age-respectful practice across routines.



Goal / objective	Copy or summarize the measurable skill without changing the criterion:
Current baseline	What can the learner do now, under which conditions and with which supports?
Meaningful context	Where does this skill matter in school, home, community, relationships or future life?
Symbol / communication access	Vocabulary, field size, home-language support, AAC pathway and wait time:
Prompt plan	Independent → environmental cue → gesture → model → verbal/physical support, as appropriate:
Generalization plan	Change person, place, material, wording or time while maintaining access:

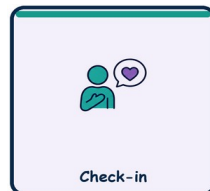
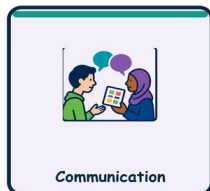
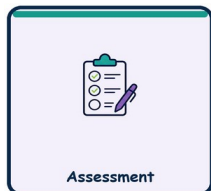
Practice ideas across grade levels Elementary-style entry point plus an age-respectful version for older learners with similar support needs.

Data rule Define a correct response and how prompts, refusals, breaks and communication repairs are recorded.



A-K-I-C-G Observation

A fast record of access, knowledge, independence, communication and generalization.



A — Access & engagement Which symbols, language supports, materials, positioning or regulation supports enabled participation?

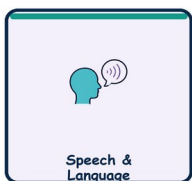
K — Knowledge & quality What exact action, selection, creation or performance showed understanding?

I — Independence What prompts or partner actions were present? What was initiated independently?

C — Communication & agency What did the learner choose, refuse, request, repair, share or advocate for?

G — Generalization What changed from previous practice: person, place, material, wording or time?

Instructional decision Continue / change / explicitly teach / fade / test next:



Team Communication Map

Keep classroom, family, language and related-service supports aligned.



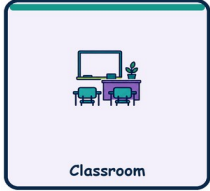
Learner voice	What the learner has chosen, refused, enjoyed, initiated or asked adults to understand:
Family knowledge	Home language, routines, cultural context, priorities and communication that works at home:
Teacher / paraprofessional	Where access succeeds or breaks down during real classroom routines:
SLP / AAC team	Vocabulary, symbol use, access method, modeling, partner training and device consistency:
OT / PT / health	Positioning, sensory, motor, fatigue, personal-care and equipment considerations:
Bilingual / interpreter support	How meaning will be checked without treating English acquisition as disability:

One shared priority for the next two weeks Observable, meaningful and realistic across settings.

Who will do what, where and by when?

How and when we will ask the learner Include symbols/AAC, setting, communication partner and wait time.

 Clean Up	Personalize Before Use A short setup checklist for safe, consistent communication access.
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 Choice Time	 Communication	 Regulation	 Classroom
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- ☐ Confirm symbols match the learner's established communication system.
- ☐ Replace generic choices with real choices available in that setting.
- ☐ Add home-language words with family/interpreter input; do not rely on automatic translation alone.
- ☐ Print symbols large enough for the learner's vision, motor access and scanning field.
- ☐ Decide how the learner will point, touch, eye gaze, scan, sign, vocalize or use AAC.
- ☐ Teach all communication partners to wait, confirm and honor refusals.
- ☐ Keep activities age-respectful even when the learner's communication level is emerging.
- ☐ Collect evidence about access—not only correctness—and adjust the supports.

Publish blank templates only. Do not upload completed student pages. Confirm that any third-party symbols, photos or AAC content you add may be shared with the intended audience.

Symbols or photos still needed Examples: yes, no, help, finished, specific people, rooms, foods, transport and preferred activities.

Original My Journey pictograms • Created for classroom and family use