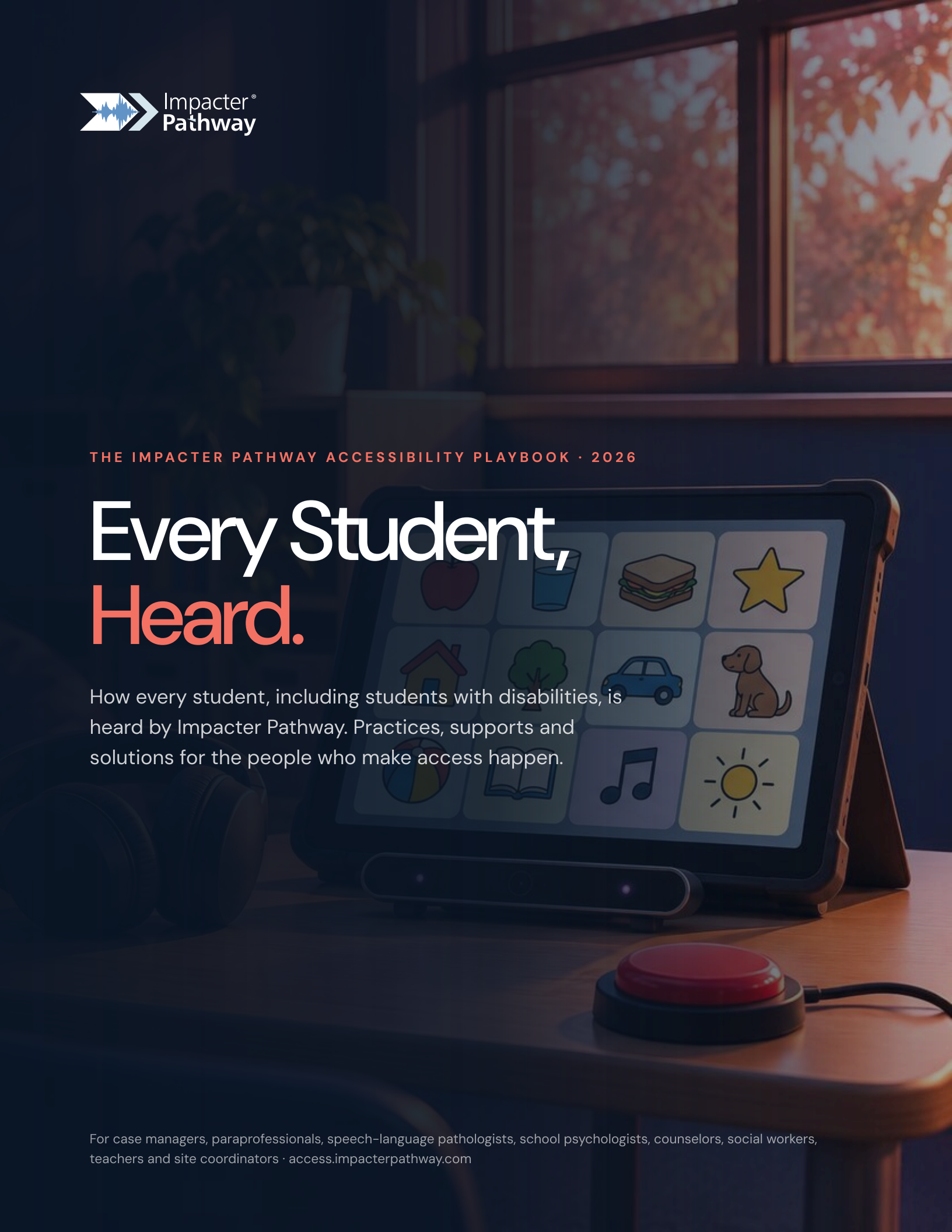
Impacter® Pathway

THE IMPACTER PATHWAY ACCESSIBILITY PLAYBOOK · 2026

Every Student, Heard.

How every student, including students with disabilities, is heard by Impacter Pathway. Practices, supports and solutions for the people who make access happen.



For case managers, paraprofessionals, speech-language pathologists, school psychologists, counselors, social workers, teachers and site coordinators · access.impacterpathway.com

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1 Every Student Has Something To Say

The Promise: The question is the same for every student. The road to the answer is the student's own.

1.1 What Impacter Is

Students answer short prompts. A woman named Rachel asks each prompt on video. Every video has captions, in English and in Spanish.

TK–2 students get a short scenario first. They tap a picture choice. Then they hear the question.

Students answer by speaking, which is recorded and transcribed. They can type. They can write on paper and upload a photo, using the backup kit at backup.impacterpathway.com/bh.

The platform reads their language. It reads for durable skills, the Portrait of a Graduate competencies. Or it reads for behavioral health, through a strengths-based screener that counselors, psychologists and social workers use inside MTSS.

Educators run it with an implementation kit. The kit holds seven rollout models, from a class period block to a student-guided window.

1.2 The Principle: We Read Language, Not Performance

Impacter listens to what a student says in their own words. It does not grade how fast they read, how clearly they speak, how neatly they write or how still they sit.

That means the format must never stand in the way. A student who cannot see the screen still has something to say. A student who cannot speak still has something to say. A student who needs forty minutes still has something to say.

Your job is to clear the road. Never shrink the prompt. Never change the question. Change the way the question arrives and the way the answer leaves.

1.3 The Three Questions

Ask these about every student, before the first prompt.

1. **Can the student perceive the prompt?** See it, hear it, or both.
2. **Can the student take it in?** At a pace, in a language and in a chunk size that works.
3. **Can the student answer in a way that is theirs?** Through a mode the student controls.

If any answer is no, there is a support for it. The rest of this manual shows which one.

1.4 Where Access Lives

Access is built in four layers. Most students need only the first. Some need all four.

Layer	Who Owns It	What It Holds
Platform settings	The student, with help	Captions, text size, contrast, playback speed, read-aloud, response modes
Setting and schedule	The educator	Rollout model, room, group size, time of day, breaks, sessions
People	The facilitator	Reading aloud, operating the device, scribing exactly what the student communicates
Plan	The IEP or 504 team	Which supports a student uses, written into the plan and carried into the session

1.5 Our Commitments

- Our work with ETS commits us to WCAG 2.1 AA testing and remediation. Every student-facing screen is tested against it and fixed when it falls short.
- The screener prompt set was co-developed with the South County SELPA in San Diego County, so the language of the prompts was shaped with special education leaders from the start.
- IEP status is a field districts can roster. A student's supports can follow them into the session without anyone retyping a plan.
- Students never record video of themselves. Answers come by voice, by typing or by paper photo.

1.6 How We Name Things

We use person-first language: students with disabilities, a student with dyslexia. We use identity-first language where the community prefers it: Deaf students, autistic students. When a student or family tells you how they describe themselves, use their words.

1.7 Who Does What

Role	What You Do
Case manager	Matches the IEP or 504 to Impacter settings, builds the Support Profile, decides who facilitates
Paraprofessional	Sets up the device, stays close, reads aloud or scribes when the plan calls for it
Speech-language pathologist	Sets up picture boards and AAC, coaches facilitators on exact capture of communication
School psychologist	Advises on pacing, regulation and the screener setting, facilitates when the student needs a known adult
Counselor or social worker	Runs screener sessions, holds the protocol for anything worrying a student shares
Teacher	Runs the class period, protects privacy, makes room for the quiet setting

Role	What You Do
Site coordinator	Schedules rooms, devices and windows, keeps headphones, switches and mounts stocked

2 See, Read, Magnify

The Promise: Every prompt can be watched, read, enlarged and heard, and none of it depends on color, motion or fine print.

2.1 Captions On Every Prompt

Every prompt video Rachel delivers carries captions, in English and in Spanish. Captions are on for any student who turns them on, and a student never has to ask for them twice. The setting stays with the student from prompt to prompt.

Captions are not only for Deaf and hard of hearing students. Many students follow better when they can read and listen together.

2.2 Caption Size And Position

Students choose how captions look.

- **Size:** several steps, from standard to very large.
- **Position:** bottom, top, or away from the part of the picture they need to see.
- **Background:** a solid backing behind the words so they hold against any frame.

Set these once in student settings. They apply to every prompt.

2.3 Transcripts

Every prompt has a full written transcript. A student can read the prompt as text without playing the video, in the same language as the video. A transcript works with a screen reader, a Braille display and a magnifier. Students can open it beside the video or in place of it.

2.4 ASL Video Prompts

Each prompt has a sign language version. A signer delivers the same prompt, word for word in meaning, in American Sign Language. Deaf students who use ASL can watch the ASL video as the prompt itself, with captions as a second channel if they want it.

The ASL video appears in a picture-in-picture window beside Rachel or full screen. Students can enlarge it and move it.

2.5 Bigger Text

Text enlarges in several steps. Everything the student reads grows together: prompts, buttons, instructions, the transcript of their own answer. Layout reflows so nothing runs off the screen and nothing needs sideways scrolling.

2.6 High-Contrast And Low-Glare Color Modes

- **High contrast:** strong dark-on-light or light-on-dark pairings for students with low vision.
- **Low glare:** softer backgrounds and warmer tones for students who find bright white painful, including students with light sensitivity after a brain injury or students with dyslexia who find stark white hard to read.
- **Color never carries meaning alone.** Selected, ready and recording states also use shape, a label and a sound.

2.7 Dyslexia-Friendly Font And Spacing

Students can switch to a dyslexia-friendly typeface and widen letter, word and line spacing. A reading ruler can highlight one line at a time.

2.8 Reduced Motion

Reduced motion removes transitions, animated backgrounds and anything that slides or fades. The prompt video still plays, because that is the prompt. Everything around it holds still.

2.9 Focus Mode

Focus mode puts one thing on screen at a time. The prompt plays. Then only the answer area appears. Then only the review step. No progress clutter, no side panels.

Focus mode helps students with attention differences, autism, traumatic brain injury and anyone who gets overwhelmed by a full screen.

2.10 Screen Readers And Braille

Every control, label, state and transcript works with VoiceOver, NVDA and JAWS. Headings are real headings. Buttons announce what they do and what state they are in. A refreshable Braille display shows the transcript and the student's own words.

2.11 TK–2 Picture Choices

Each picture choice in the TK–2 scenario carries a spoken description and a text label. A student who cannot see the pictures hears each choice read aloud and taps or selects the one they mean. A student who cannot tap can scan to it with a switch or select it with eye gaze.

2.12 Visual Settings At A Glance

If The Student...	Turn On
Needs to read along	Captions, transcript
Is Deaf and uses ASL	ASL video prompt, captions as backup

If The Student...	Turn On
Has low vision	Bigger text, high contrast, magnification
Is light sensitive	Low glare, reduced motion
Has dyslexia	Dyslexia-friendly font, wider spacing, reading ruler
Is overwhelmed by a full screen	Focus mode, reduced motion
Is blind	Screen reader, Braille display, read-aloud

2.13 Checklist: Seeing

- [ ] Captions are on and the size is comfortable.
- [ ] Text is big enough to read without leaning in.
- [ ] Contrast or glare mode matches the student's eyes.
- [ ] Screen glare from windows and lights is controlled.
- [ ] The student has said, by any means, that they can see the whole prompt.

3 Hear And Listen

The Promise: Every prompt can be heard clearly, heard again and heard at the student's pace, and every sound has a visible twin.

3.1 Listen Again

A student can replay any prompt as many times as they need. Replay is always on screen. It never counts against the student and never ends the session.

3.2 Slower Playback

Playback speed slows in steps. Rachel's voice and the captions slow together, and pitch stays natural. Students who process language more slowly, students learning English and students with auditory processing differences use this most.

3.3 Read-Aloud Of Every On-Screen Word

Anything written on screen can be read aloud: instructions, buttons, the transcript, picture labels, the student's own typed answer. Students tap a word, a line or a block, and it is spoken. This is for students with dyslexia, low vision, intellectual disability, developmental delay and early readers.

Read-aloud is a tool the student controls. It is never a replacement for Rachel's video.

3.4 Assisted Listening

Impacter works with the listening technology students already use.

Technology	How It Works With Impacter
Hearing aids	Use the device speaker, or connect through the aid's own streaming or a neck loop
Cochlear implant streaming	Stream device audio straight to the processor through the manufacturer's cable or wireless link
FM or DM systems	Plug the transmitter into the headphone jack, or place the transmitter microphone next to the speaker
Personal amplifiers	Plug the headphone output into the amplifier
Bone conduction headphones	Pair or plug in as for any headphones

A student who relies on assisted listening should do a sound check first (see 3.8). Ask the audiologist or teacher of the Deaf for the student's preferred connection before the session.

3.5 Visual Cues For Every Audio Cue

Every sound in the experience has something to see. A tone that signals recording also shows a clear on-screen recording indicator. A chime that signals success shows a visible check and a label. Nothing important is communicated by sound alone.

3.6 Volume And Balance

Students set their own volume and left-right balance. Balance matters for students with hearing in one ear and for students whose assisted listening favors one side. Mono audio is available so both ears hear the full prompt.

3.7 Headphones

Headphones are recommended for every student. They keep the room's noise out and the student's answer private. A fully silent room can make students self-conscious, so headphones also give a little cover. Have a few styles ready: over-ear for comfort, a lightweight option for students who dislike pressure, and wired choices for students who need a direct connection.

Never force headphones on a student who finds them intolerable. Move to a quiet setting and use device speakers at low volume.

3.8 Sound Check

Before the first prompt, a sound check plays a short sample. The student says, by voice, by sign, by gesture or through a facilitator, whether they heard it clearly. Adjust volume, balance, speed and connection until they say yes.

3.9 Checklist: Hearing

- [ ] Sound check done with the student's own listening technology.
- [ ] Volume and balance set by the student.
- [ ] Captions on if the student wants them, ASL video offered if the student signs.
- [ ] Room noise is low, or the student has headphones on.
- [ ] Replay is shown to the student as the answer to "I missed that."

4 Answer In Your Own Way

The Promise: A student can answer by talking, typing, writing, drawing, pointing, scanning, gazing or using their own communication device, and every route is a real answer.

4.1 Choosing A Mode

Start with the student, not the menu. Ask which way is easiest and most comfortable. Offer a try before you decide.

If The Student...	Start With	Also Consider
Speaks easily	Talk	Type for privacy
Is anxious about recording	Type, or paper photo	Talk after a few practice prompts
Writes by hand more comfortably than on a keyboard	Photo of paper	Type with word prediction
Has trouble with spelling and writing	Talk with speech-to-text	Word prediction
Uses a speech-generating device	The student's own AAC device	Picture board
Has limited speech	Picture board	Talk, with a facilitator capturing exactly what is said
Cannot use hands for a keyboard or touch	Switch scanning	Eye gaze
Controls a computer with their eyes	Eye gaze	Switch scanning
Is blind	Talk	Type with a screen reader, Braille keyboard entry
Signs	Signed answer through an interpreter	Type
Is in TK–2	Tap picture choices, then talk	Draw or point

4.2 Talk

The student speaks. The answer is recorded and transcribed. The student sees the transcript and can listen back, record again or fix words that were misheard.

For students whose speech is unclear, the transcript may be imperfect. The student is the authority on what they meant. They review the transcript and correct it. If they cannot, a facilitator reads the transcript back and records the student's confirmation or correction exactly.

4.3 Type

Students type on a physical keyboard, an on-screen keyboard or a Braille keyboard. Two helpers sit on top of typing.

- **Speech-to-text on the device:** the student dictates and the words appear. The student checks them.
- **Word prediction:** as the student types, likely words appear and can be chosen with a tap, a switch or a gaze. It speeds typing and reduces spelling load.

Spelling is never held against a student. The platform reads meaning.

4.4 Photo Of Paper

A student writes or draws on paper and uploads a photo. The backup kit at backup.impacterpathway.com/bh supports this, with printables in English and Spanish. The handwriting is read and transcribed, and the student reviews and edits the transcription before it is submitted.

Paper helps students who find the screen too much, students who think best with a pencil and students who do not want to be recorded. It also helps on a day when the Wi-Fi, a device or a login does not cooperate.

4.5 Upload A File

Students can upload a file they prepared with other tools, such as a document written with their own assistive technology or a picture they made. The facilitator helps attach it. The student confirms it is theirs.

4.6 Draw Or Point

Some students show instead of tell. They draw on the screen or on paper, or point to a picture, an object or a choice.

A drawing or a point becomes an answer when it carries the student's own label. The student names it by voice, by tile, by typing or through their AAC device. If the student cannot add a label, the facilitator records what they pointed to, exactly, and marks the answer as facilitated. Nobody guesses what a drawing means.

4.7 Picture Board

A picture board is a grid of symbol tiles, the kind used in AAC. The student taps tiles and the tiles build a sentence. The sentence appears in text and can be spoken aloud. The student reviews the sentence, changes tiles and submits it.

The speech-language pathologist sets up the board: which tiles, how many, what size, what layout. Boards can be matched to the student's regular AAC vocabulary so the symbols are familiar.

4.8 Switch Scanning

A switch lets a student answer with a single movement, like a press of a hand, a head, an elbow or a knee.

- **One switch:** the screen steps through choices on a timer. The student presses to select. Scan speed is adjustable.
- **Two switches:** one switch steps to the next choice, the second selects.

Scanning works on picture choices, picture boards, the on-screen keyboard and the review and submit controls. Switches connect through a standard switch interface, over USB or Bluetooth.

4.9 Eye Gaze

A student with an eye-tracking device, such as a Tobii, selects by looking. Dwell-to-select tiles activate when the student holds their gaze on a tile for the set dwell time.

- Calibrate the device before the session.
- Set the dwell time to match the student. Shorter dwell is faster. Longer dwell prevents accidental selections.
- Tiles are large, spaced and easy to keep apart.
- Fatigue is real. Plan breaks and keep sessions short.

4.10 The Student's Own AAC Device

Students who use a speech-generating device or an AAC app can answer with it. There are two routes.

- **By microphone:** the device speaks and the microphone captures it, just as it captures any voice. The result is transcribed.
- **By typing:** the student, or a facilitator following the student's device, types the message into the answer box, word for word.

A student's AAC voice is their voice. It is handled exactly like speech. Do not ask a student to switch to a different voice or mode just because it is easier for the platform.

4.11 Keyboard-Only And Screen Reader

Every part of Impacter works without a mouse. Tab and arrow keys move between controls. Enter and space select. Focus is always visible. Keyboard shortcuts for replay, pause and next are shown on screen and are never the only way to do something. Screen readers announce each control and each change.

4.12 Signed Answers Through An Interpreter

Students never record video of themselves. A student who signs can answer through a qualified interpreter who voices the student's signed answer into the microphone, or types it, as the student signs. The interpretation is marked as interpreted, so the record shows that an interpreter carried the words.

4.13 Review Before Submit

Every answer ends with a review. The student reads or hears what they said, then picks one of three actions: submit, change or start again. The review is the student's. A facilitator may help the student operate the controls but does not decide.

4.14 Checklist: Answering

- [ ] The student has tried at least one mode and chosen one.
- [ ] A second mode is ready in case the first is hard on the day.
- [ ] Any device needed (switch, eye tracker, AAC) is working before the session.
- [ ] The student knows how to review, change and start again.
- [ ] The facilitator knows exactly what to capture and what never to add.

5 Time And Setting

The Promise: A student can take the time, the room and the pace they need, and nothing about the schedule changes what they are asked.

5.1 No Time Limits

Impacter has no timer on any prompt or on the session. A student can think for as long as they like. The only clock is the one the educator keeps for the room.

5.2 Pause Anywhere

A student can pause the prompt video, pause a recording or step away during typing. Their place is saved. When they come back, they pick up where they stopped.

5.3 Breaks And Multiple Sessions

A student can take a break at any prompt. The session saves. A student can finish across several sittings, over several days, in different rooms. Plan a break before it is needed, not after a student is exhausted.

5.4 Chunking A Prompt

A prompt can be taken in parts. The student hears a short piece, answers or confirms, then hears the next piece. Chunking helps students with working memory differences, intellectual disability, traumatic brain injury and students who need to process language in smaller bites. The prompt's wording is not changed. It is only delivered in smaller steps.

5.5 Quiet Setting And Small Group

A separate quiet room lowers noise, movement and the feeling of being watched. A small group keeps a student close to a trusted adult without isolating them. Pick the one the student prefers and the plan supports.

5.6 Adult Read-Aloud

An adult can read the prompt aloud for any student, whenever the plan or the student calls for it. For K–5, adult read-aloud is a standard option. The adult reads exactly what is on screen, at the student's pace, and does not explain it.

5.7 Extended Time

Extended time is built in, so there is nothing to request. If the school's plan lists extended time, no setting needs to change. Tell the student they can take as long as they like.

5.8 The Seven Rollout Models Through An Access Lens

Rollout Model	Access Strengths	Watch For
Class Period Block	Familiar room, familiar teacher, predictable	Noise, little privacy, pressure to finish with the class
Mobile Assessment Cart	Devices come to the student, privacy folders create separation	Limited device count for students who need special equipment
Small-Group Testing Center	Controlled setting, headphones, quiet	Unfamiliar room, travel time
Push-In Classroom Mini-Stations (IEP-friendly)	Student stays in class, with a para or case manager close by	Peers in earshot, use headphones and a screen cover
Pull-Out Targeted Sessions	Best for IEP and 504 students, English learner translation support and students anxious about recording	Missing class time, plan the time of day
Family-Assisted Remote	A familiar adult at home, a familiar place	Adults must learn what they may and may not do, see Chapter 11
Student-Guided Window	Student chooses the day and time, good for fatigue and flexible schedules	Needs reminders and a checkpoint

Decision rule: your student's biggest need usually points to the best model. If privacy is the need, use a small group or pull-out. If energy and timing are the need, use a window. If familiarity is the need, push in.

5.9 K–5 Timing

Younger students work in shorter blocks. Three blocks of about ten minutes each is the pattern. Before the first block, show the student what recording looks like. Plan adult read-aloud, and offer a calm break between blocks.

5.10 Time Of Day

Pick the time the student is at their best. Think about medication timing, fatigue after lunch, anxious mornings, energy after movement. Ask the student and the family.

5.11 Checklist: Time And Setting

- ☐ The rollout model fits the student's biggest need.
- ☐ The room is quiet enough, or headphones are ready.
- ☐ The first break is planned.
- ☐ The student knows there is no time limit.
- ☐ A second sitting is available if needed.

6 Calm And Ready

The Promise: Students know what is coming, can slow down whenever they need to, and never have to push through discomfort to be heard.

6.1 Preview The Room

Show the student the room before the session. Where they will sit. Who will be there. Where the device is. Where the exit is. For students with autism, anxiety or a history of difficult testing, this alone changes the experience.

6.2 Preview The Screen

Show the student what the screen will look like, including what recording looks like. A preview mode lets students see every screen type without answering. Students see Rachel, the answer buttons, the recording indicator and the review step ahead of time.

6.3 Social Story

A social story names what will happen in plain, positive sentences. Read it with the student the day before and on the day.

> Today I will answer some questions on a screen. A woman named Rachel asks each question in a video. I can listen again if I want to. I can pause whenever I need to. I can answer by talking, typing or writing on paper. There is no right or wrong way to answer. If I need a break, I can take one. A grown-up I know is with me.

Adapt the story to the student's reading level, language and routine. Use pictures if pictures help.

6.4 Visual Schedule

A visual schedule lays out the session in pictures or words: Sound check, Practice prompt, Prompts, Break, Prompts, Done. Students see how far they have come and what is next. No surprises.

6.5 Fidget Allowance

Students may hold or use a fidget or move quietly during the session. A seat cushion, a squeeze item or a standing option all work. A fidget is a tool, not a distraction. Keep fidgets quiet so recordings stay clear.

6.6 Calm-Down Break Button

A calm-down break button is always on screen. When pressed, the prompt pauses, the screen goes quiet and offers a breathing or stretching option. The student returns when ready. The session saves.

6.7 Low-Stimulation Mode

Low-stimulation mode removes decoration, softens color and mutes nonessential sounds. It combines reduced motion, low glare and focus mode in one switch.

6.8 Practice Prompt

A practice prompt lets students try the whole routine with nothing riding on it. They play the video, answer, review and submit a practice answer. The practice answer is separate from the student's real answers. Practice helps the most with students who need to rehearse.

6.9 Students May Pass

A student can pass on any prompt. Passing is respected. Do not coax a student to answer a prompt they have passed on. Note the pass and move on.

6.10 Trusted Adult Nearby

For students who feel safer with a known adult, let that adult sit beside them. Choose someone the student trusts and who knows the facilitator rules in Chapter 11.

6.11 Checklist: Calm

- [ ] The student has seen the room and the screen.
- [ ] A social story or visual schedule has been shared.
- [ ] The student knows how to take a break and how to pass.
- [ ] Fidgets and movement are welcomed.
- [ ] A practice prompt is done before the real ones.

7 Language

The Promise: Students hear the prompt in English or Spanish and answer in whatever language they think in.

7.1 Prompts In English And Spanish

Rachel asks every prompt in English and in Spanish, with captions in the same language. Students pick their language, and can switch at any prompt. For TK–2, the scenario, the picture choices and the spoken question all come in both languages.

7.2 Answer In Any Language

Students answer in any language they choose. They can speak or type in Spanish, Mixtec, Tagalog, Arabic or any other language they know. Mixing languages in a single answer is fine, because that is how many students think. Their words are read as they are spoken.

7.3 Translation Follow-Up

After an answer in a language other than English, a translation follow-up gives educators an English reading of the student's own words next to the original. The student's original answer is kept as the student gave it. The translation is a companion, never a replacement.

7.4 English Learners With Disabilities

Many students need both language and disability supports at the same time. The two sets stack. A Deaf English learner may use an ASL video prompt, Spanish captions and a typed answer. An English learner with a speech and language impairment may use a picture board in two languages.

Pull-Out Targeted Sessions, with a bilingual adult who can read aloud in the home language, is often the best fit. See Chapter 10 for more.

7.5 Read-Aloud In The Home Language

A bilingual adult can read the prompt aloud in the student's home language. The adult reads what is on screen, in translation, as faithfully as they can, and does not add explanation.

7.6 Language Options At A Glance

If The Student...	Use
Thinks in Spanish	Spanish prompt and captions, answer in Spanish
Thinks in another language	English or Spanish prompt, answer in the home language
Is learning English and has a disability	Captions, slower playback, picture board, home-language read-aloud

If The Student...	Use
Is Deaf and bilingual in ASL and English	ASL video prompt, English captions, typed answer

8 Planning With The IEP Team

The Promise: The supports in a student's plan carry straight into the Impacter session, with nothing lost in translation.

8.1 When To Plan

Plan before the first session. Put Impacter on the agenda at the annual IEP review, at a 504 meeting, at a transition meeting or at a short check-in with the case manager. If the plan already exists, add a one-page Support Profile to it.

8.2 Questions For The Meeting

- How does the student best take in a spoken or written question?
- How does the student best show what they know?
- What helps the student stay calm during something new?
- Which adult does the student trust?
- Which listening or communication technology does the student use?
- What time of day works?
- Does the family want to be there, or want a preview?

8.3 Crosswalk: IEP And 504 Accommodations To Impacter Settings

IEP Or 504 Accommodation	Impacter Setting	Where To Set It
Extended time	No time limits, pause anywhere	Built in
Frequent breaks	Calm-down break button, save and resume	Student settings, session plan
Multiple sessions	Save and resume across days	Session plan
Separate setting	Pull-Out Targeted Sessions, quiet room	Rollout model
Small-group administration	Small-Group Testing Center	Rollout model
Preferential seating	Push-In Mini-Stations, seating chosen by the student	Rollout model
Reduced distractions	Focus mode, low-stimulation mode, headphones	Student settings
Test read aloud	Read-aloud of every on-screen word, adult read-aloud	Student settings, Facilitator mode
Directions repeated	Listen again	Built in

IEP Or 504 Accommodation	Impacter Setting	Where To Set It
Directions clarified	Chunked prompt, picture preview, social story	Student settings, session plan
Directions chunked	Chunking a prompt	Student settings
Slower pace	Slower playback speed	Student settings
Large print	Bigger text	Student settings
Magnification	Bigger text, browser zoom, screen magnifier	Student settings, device
High contrast or color overlays	High-contrast and low-glare modes	Student settings
Dyslexia accommodations	Dyslexia-friendly font, spacing, reading ruler, read-aloud	Student settings
Captioning	Captions on every prompt	Student settings
Sign language interpreter	ASL video prompt, interpreter-voiced answers	Student settings, Facilitator mode
Hearing aids, cochlear implant, FM or DM system	Assisted listening connections	Device setup
Screen reader	VoiceOver, NVDA, JAWS support	Device setup
Braille	Braille display and Braille keyboard entry	Device setup
Scribe	Scribe entry with facilitator mark	Facilitator mode
Speech-to-text	Speech-to-text on the device	Student settings, device
Word prediction	Word prediction	Student settings
Assistive technology for writing	Type, word prediction, upload a file	Student settings
AAC or speech-generating device	Student's own AAC device, picture board	Response mode
Eye gaze or switch access	Eye gaze, switch scanning	Response mode, device setup
Alternative response mode	Talk, type, paper photo, draw or point, picture board	Response mode
Answers in the home language	Answer in any language, translation follow-up	Student settings
Bilingual dictionary or translation support	Prompts in Spanish, home-language read-aloud	Student settings, Facilitator mode
Visual schedule	Visual schedule, preview mode	Session plan
Social story or preview of the task	Social story, room and screen preview	Session plan

IEP Or 504 Accommodation	Impacter Setting	Where To Set It
Fidgets or movement breaks	Fidget allowance, break button	Session plan
Check for understanding	Review before submit, student confirmation	Built in
Familiar adult present	Trusted adult nearby	Facilitator mode
Behavior or crisis plan	Calm-down break button, school protocol	Session plan, school protocol
Positioning or mounting	Device mount, tablet stand, height-adjustable table	Device setup

8.4 Writing It Into The Plan

Short, plain language works best. Examples:

- "In Impacter, the student uses captions, slower playback and a picture board."
- "In Impacter, a case manager facilitates in a quiet room and records exactly what the student communicates."
- "In Impacter, the student answers by eye gaze with a dwell time set by the speech-language pathologist."

Name the support, the person and the setting. Avoid vague phrases like "assistance as needed."

8.5 IEP Status On The Roster

Districts can roster IEP status as a field. When it is rostered, the student's session opens with their Support Profile ready, so settings, response mode and facilitator travel with them. Roster the field and keep it current. Keep access to it limited to the people who need it.

8.6 The Support Profile

A Support Profile is one page for one student. It holds:

- Language and caption choices.
- Text, contrast and font settings.
- Playback speed and read-aloud use.
- Response mode and any device.
- Setting, time of day and breaks.
- The facilitator and what they may do.
- Calming routines.
- What to do on a bad day.

Build it with the student whenever possible. Update it after each session.

8.7 Family Voice

Invite family into the plan. Share the social story, the screen preview and the paper backup. Ask what works at home. Families know things no assessment tells you.

9 By Disability Area

The Promise: For every area of disability, you know which supports to start with and how to run the session.

Start with the student, not the category. These pages are starting points. The Support Profile is where a student's real needs live.

9.1 Autism

What To Know: Many autistic students prefer predictability, clear language and a calm sensory setting. Eye contact and quick answers are not required.

Turn On: focus mode, reduced motion, low-stimulation mode, social story, visual schedule, room and screen preview, practice prompt, headphones, typing as a response option.

Run The Session: preview before the day. Keep the routine the same each time. Use Push-In Mini-Stations or Pull-Out Targeted Sessions. Give processing time after each prompt. Let the student stim, fidget or move quietly.

Avoid: surprise changes, crowded rooms, requiring eye contact, rushing, explaining a prompt in new words.

9.2 Specific Learning Disability (Dyslexia, Dysgraphia)

What To Know: Reading and writing are the barriers, not thinking.

Turn On: read-aloud of every on-screen word, dyslexia-friendly font, wider spacing, reading ruler, captions as a second channel, talk with speech-to-text, word prediction, paper photo for students who write more easily by hand.

Run The Session: let the student talk. Never ask for neat handwriting or correct spelling. For dysgraphia, offer dictation first.

Avoid: insisting on typing, spelling corrections, reading the student's answer back in a way that changes their words.

9.3 Speech Or Language Impairment

What To Know: Understanding and expressing language can both be harder. Speech may be unclear. Word-finding can be slow.

Turn On: slower playback, listen again, chunked prompts, captions, picture board, type with word prediction, extended time, speech-language pathologist as facilitator.

Run The Session: wait. Silence is thinking. Offer the picture board alongside talking. When the transcript of speech is garbled, ask the student to confirm or correct it.

Avoid: finishing the student's sentences, offering word choices, hurrying.

9.4 Intellectual Disability

What To Know: Students benefit from concrete language, shorter chunks and plenty of time.

Turn On: chunked prompts, slower playback, read-aloud, picture board, picture choices, visual schedule, practice prompt, small group or pull-out, adult read-aloud.

Run The Session: use short sessions with breaks. Check the student's own words and confirm them. Celebrate effort, not content.

Avoid: speaking down, changing the prompt, answering for the student.

9.5 Emotional Disturbance

What To Know: Some students may find a task about feelings or experiences hard. Trust matters more than speed.

Turn On: a trusted adult nearby, calm-down break button, pass on any prompt, low-stimulation mode, quiet setting, typing or paper photo as private options, flexible window.

Run The Session: let the student choose the time and place. Keep the plan for a hard moment close. Know the school's protocol before you begin.

Avoid: pushing for an answer, reacting with alarm to an answer, promising secrecy. See 11.9.

9.6 Other Health Impairment (ADHD)

What To Know: Attention, energy and fatigue vary by day and by hour.

Turn On: focus mode, chunked prompts, break button, fidget allowance, headphones, pause anywhere, short blocks, talk as an easy first mode.

Run The Session: schedule at the student's best time of day. Use short blocks and movement breaks. Let the student stand or pace quietly.

Avoid: long unbroken sessions, forcing stillness, treating a break as a failure. For health conditions with fatigue or pain, plan flexible sessions and rest.

9.7 Hearing Impairment And Deafness

What To Know: Deaf students may use ASL, spoken English, hearing technology or all three. Many Deaf students prefer identity-first language. Ask.

Turn On: captions, ASL video prompt, transcript, visual cues for every audio cue, assisted listening connections, type as the answer mode, interpreter-voiced answers.

Run The Session: arrange seating so the student sees the screen and the interpreter. Do a sound check with the student's technology. Consult the teacher of the Deaf. Ensure the interpreter is qualified.

Avoid: speaking toward the screen, depending on audio alone, asking a student to lip-read.

9.8 Visual Impairment And Blindness

What To Know: Students may have low vision, no vision or fluctuating vision, and use magnification, a screen reader or Braille.

Turn On: screen reader, Braille display, Braille keyboard entry, bigger text, high contrast, magnification, read-aloud, described picture choices, transcripts, talk as an answer mode.

Run The Session: let the student set up their own device and technology. Describe the room before the session. Work with the teacher of students with visual impairments.

Avoid: moving things without telling, pointing at the screen, assuming a screen reader is all a student needs.

9.9 Deaf-Blindness

What To Know: Students have combined vision and hearing differences and often rely on touch, intervener support and individual communication systems.

Turn On: Braille display, tactile and large-print materials, captions in large high-contrast text, ASL video enlarged, bigger text, assisted listening where useful, interpreter or intervener-supported answers, extended time.

Run The Session: plan with the student's intervener and team. Allow plenty of time. Use the student's own communication system. Capture the student's communication exactly as the student and intervener give it.

Avoid: assuming one sense carries the whole prompt, rushing, touching without warning.

9.10 Orthopedic Impairment

What To Know: Physical access to the device is the barrier. Fatigue is common.

Turn On: switch scanning, eye gaze, speech-to-text, word prediction, keyboard-only, large touch targets, alternative pointing devices, talk as an answer mode.

Run The Session: mount the device in the student's reach and line of sight. Set up positioning. Plan rest breaks. Use the Mobile Assessment Cart or Pull-Out sessions when specialized equipment is needed.

Avoid: requiring fine motor precision, working at a height the student cannot reach, assuming limited movement means limited ideas.

9.11 Traumatic Brain Injury

What To Know: Memory, attention, processing speed, fatigue and light sensitivity can change from day to day.

Turn On: low glare, reduced motion, focus mode, chunked prompts, slower playback, listen again, break button, multiple sessions, extended time, quiet setting.

Run The Session: use short sessions. Reduce noise and light. Repeat nothing the student did not ask to hear again. Let the student set the pace.

Avoid: judging the student against what they could do before, scheduling when they are most fatigued.

9.12 Multiple Disabilities

What To Know: Combined needs mean a combined plan. The team knows the student best.

Turn On: whatever the Support Profile lists. Often a mix of picture board, switch scanning or eye gaze, captions, bigger text, read-aloud, chunking and a trusted adult.

Run The Session: convene the team: case manager, speech-language pathologist, teacher, para, family. Test the device path early. Build short sessions. Accept a slow, partial start.

Avoid: choosing support by diagnosis alone, doing everything for the student because it is faster.

9.13 Developmental Delay (TK–2)

What To Know: Young students are still building language, attention and comfort with screens.

Turn On: the TK–2 scenario with picture choices, adult read-aloud, listen again, slower playback, picture board, draw or point, visual schedule, short blocks, practice prompt.

Run The Session: plan three short blocks of about ten minutes. Show what recording looks like before starting. Sit alongside. Use an adult read-aloud when the student prefers it.

Avoid: long sessions, abstract instructions, treating a drawing as unreadable.

9.14 Quick Chooser By Disability Area

Disability Area	First Supports To Try
Autism	Focus mode, preview, social story, typing
Specific learning disability	Read-aloud, dyslexia font, speech-to-text
Speech or language impairment	Slower playback, picture board, extra wait time
Intellectual disability	Chunked prompts, read-aloud, picture board
Emotional disturbance	Trusted adult, break button, pass option, private mode
Other health impairment	Short blocks, fidgets, best time of day
Hearing impairment and deafness	Captions, ASL video, assisted listening
Visual impairment and blindness	Screen reader, Braille, magnification
Deaf-blindness	Braille display, large high-contrast captions, intervener
Orthopedic impairment	Switch, eye gaze, speech-to-text
Traumatic brain injury	Low glare, chunking, short sessions
Multiple disabilities	Team-built mix, short sessions

Disability Area	First Supports To Try
Developmental delay (TK–2)	Picture choices, adult read-aloud, short blocks

10 Communication Profiles

The Promise: Students who communicate in ways other than typical speech are heard in the way they communicate.

10.1 Non-Verbal And Minimally Verbal Students

A student who does not speak, or speaks few words, still has things to say.

- Offer the picture board, switch scanning, eye gaze, the student's own AAC and draw or point.
- Treat every communication as an answer: a tile, a gaze, a point, a vocalization the team knows.
- Include the speech-language pathologist in the plan.
- A facilitator who knows the student's communication system can capture it exactly, marked as facilitated.
- Allow a very slow start. A first session may be one prompt.

10.2 Students Who Use AAC

AAC is the student's voice.

- Match the picture board to the student's usual vocabulary.
- Let the student use their device in the way they usually do.
- Wait. AAC takes more time than speech, and rushing breaks the message.
- Do not model or suggest words during the session. Modeling belongs to teaching time, not assessment time.
- Never correct grammar or spelling in what the student built.

10.3 Selective Mutism

Students with selective mutism can speak in some places and not in others. Pressure to talk makes it worse.

- Offer typing and paper photo first.
- Put no spoken demand on the student. Do not ask them to say anything out loud.
- Use a quiet setting with a trusted adult or alone, whichever the student prefers.
- If the student wants to try talking later, let them record privately with headphones on.
- Never treat silence as refusal.

10.4 Anxiety About Recording

Many students are uneasy about being recorded.

- Show what recording looks like in the preview.
- Use the practice prompt.

- Offer type or paper photo, with no pressure to switch.
- Put headphones on, face the screen away from others and use a privacy folder on a cart.
- Explain plainly what happens to the recording, in the family-approved words from your school.
- A Pull-Out Targeted Session is often the gentlest start.

10.5 English Learners With Disabilities

See Chapter 7 for language supports. Add:

- Pair a bilingual adult with a disability-aware facilitator when possible.
- Let the student answer in the language easiest for them, and combine languages.
- Offer a picture board that carries both languages if the student uses one.
- Use translation follow-up so the educator reads the student's own words in English, next to the original.
- Check with the family about home language. A school record can miss it.

10.6 A Student Who Does Not Fit Any Profile

Start with the Three Questions in Chapter 1. Try two modes. Ask the student, in the way they communicate, which one they like. Keep a note of what works. Share it with the next adult.

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11 The Facilitator Guide

The Promise: A facilitator makes it possible for a student to be heard, and never changes what the student says.

11.1 Who Facilitates

The right facilitator is a person the student trusts and who knows the student's way of communicating.

Facilitator	Often The Best Fit For
Case manager	Students with IEPs who know their case manager well
Paraprofessional	Students who work with the para daily
Speech-language pathologist	Students who use AAC, picture boards, eye gaze or have complex communication
School psychologist	Students who need a known adult with a clinical eye for pacing and comfort
Counselor or social worker	Screener sessions where trust and protocol matter
Bilingual staff member	English learners who benefit from home-language read-aloud
Family member (remote)	Family-Assisted Remote sessions, with clear guidance

11.2 What A Facilitator May And May Not Do

A Facilitator May	A Facilitator May Not
Read the prompt aloud exactly as written	Rephrase, explain or simplify the prompt
Operate the device, switch, mouse or keyboard at the student's direction	Choose an answer for the student
Write or type exactly what the student says, signs, selects or communicates	Fill in words the student did not communicate
Repeat the prompt when the student asks	Add hints or examples
Offer a break	Pressure the student to continue
Offer a mode the student has used before	Steer the student to a "better" answer
Confirm with the student, "Is this what you meant?"	Interpret a drawing, a gesture or a silence
Mark the answer as facilitated	Hide that help was given
Stay calm and warm	Show approval or disapproval of an answer

The Test: if the words in the answer box would be different if the facilitator had been out of the room, the facilitator has changed the answer.

11.3 Before The Session

- [ ] Read the student's Support Profile and the IEP or 504 accommodations page.
- [ ] Confirm the student's mode, device and settings.
- [ ] Test the device, sound and any switch, eye tracker or AAC.
- [ ] Prepare the room: quiet, private, comfortable seating, a good screen angle.
- [ ] Preview the session with the student: room, screen, what recording looks like.
- [ ] Share the social story or visual schedule.
- [ ] Confirm family communication is complete.
- [ ] Know the school's protocol for anything worrying.
- [ ] Have a backup ready: the paper kit and a second device.

11.4 During The Session

- [ ] Start with the first five minutes script (see Chapter 12).
- [ ] Let the student set the pace.
- [ ] Wait after each prompt. Silence is thinking.
- [ ] Use only what the student communicates. Write exactly that.
- [ ] Read aloud word for word if asked.
- [ ] Offer a break before the student is tired.
- [ ] Keep your face and voice neutral and kind.
- [ ] Mark facilitated entries.
- [ ] Stop when the student is done or has had enough.

11.5 After The Session

- [ ] Confirm the answers were saved and submitted.
- [ ] Write the facilitation note (see 11.6).
- [ ] Update the Support Profile with what worked and what did not.
- [ ] Return headphones, switches and devices.
- [ ] Follow up with the family if the plan calls for it.
- [ ] Hand any concern to the right person through the school's protocol.

11.6 Documenting Facilitation

A facilitation mark shows that a facilitator helped on an answer. The facilitation note records:

- Who facilitated and their role.
- Which support was used (read-aloud, scribe, device operation, interpreter).
- Which answers were facilitated.
- Anything that interrupted the session.

- What the student seemed to prefer next time.

Keep notes factual and short. Record what was done, not what the student's answer meant. The mark is not a judgment. It is honest labeling, and it keeps the record trustworthy.

11.7 Honoring The IEP Or 504 Accommodations Page

The plan comes first. If the plan lists a support, use it. If the plan prohibits something, do not do it. If a support Impacter offers is not in the plan and the student wants it, tell the case manager so the plan can catch up. Do not add supports on your own that change what the student is asked.

11.8 Consent And Family Communication

Tell families, in their language and in plain words:

- What Impacter is: students answer short prompts in their own words.
- How the student will answer: talking, typing, paper or another way that fits.
- Which supports will be used.
- Who will be with the student.
- What happens to the answers and who sees them.
- That the student can pass on any prompt and take breaks.
- How to ask questions or opt out, following your district's process.

A sample note:

> Hello. Your student will answer short questions on a screen about how they are doing. A video of a woman named Rachel asks each question, with captions. Your student can answer by talking, typing or writing on paper. We will use the supports in their plan, including [list]. A familiar adult will be with them. They can take breaks and skip any question. Please tell us anything that helps your student feel comfortable. We would love to hear from you.

Ask about preferences the school may not know: a favorite adult, a calming routine, a fear of being recorded, a home language.

11.9 If A Student Shares Something Worrying

If a student tells you or shows you something that worries you, such as harm to themselves or someone else, abuse or neglect, or a crisis, act right away and follow your school's protocol.

1. **Stay with the student.** Stay calm and kind. Thank them for telling you.
2. **Do not promise secrecy.** Tell them you will make sure the right people help.
3. **Do not question further than needed.** Listen. Do not investigate.
4. **Follow your school's protocol immediately.** Contact the counselor, administrator or designated person the way your protocol says to. Mandated reporting rules apply to you.

5. **Do not wait for results.** Impacter is not a crisis line and does not replace your protocol. Do not wait for a platform report, a review or the end of the session.
6. **Document through the school's system,** not only in the facilitation note.
7. **Return to the student.** Stay with them until the right adult arrives.

The student's safety comes before finishing the session.

11.10 Facilitation In Family-Assisted Remote

When a family member facilitates at home, give them a one-page guide. It says what they may do (read aloud, help with the device, write exactly what the student says) and may not do (rephrase, hint, choose answers). Give them the first five minutes script. Give them a number to call if something goes wrong.

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12 Setup And The First Five Minutes

The Promise: The device works, the student is ready and the first five minutes feel safe.

12.1 Setup Checklist For Any Device

- ☐ The device is charged and on a reliable network.
- ☐ The student's browser is up to date.
- ☐ Sound plays and the microphone works.
- ☐ Headphones fit and are comfortable.
- ☐ Captions, text size and contrast are set from the Support Profile.
- ☐ The student's response mode is selected and working.
- ☐ The screen is at the right height and angle.
- ☐ Glare and distractions are reduced.
- ☐ A backup is ready: paper kit, a second device or a second mode.

12.2 Calibrating Eye Gaze

1. Position the eye tracker below the screen, facing the student's face.
2. Seat the student comfortably, at the distance the device recommends. Support head and trunk if needed.
3. Adjust lighting. Avoid bright light behind the student or direct sun in the eyes.
4. Open the device's own calibration. Ask the student to follow the dots.
5. Run calibration until the student's gaze lands accurately on each target.
6. Open Impacter and try a practice tile. If gaze drifts, calibrate again.
7. Set the dwell time. Start longer and shorten it as the student gets confident.
8. Keep tiles large and spaced.
9. Plan short sessions and breaks for eye fatigue.
10. Save the calibration profile for the student.

12.3 Pairing A Switch

1. Connect the switch interface by USB or Bluetooth and pair it with the device.
2. Place the switch where the student can press it reliably: hand, head, elbow, foot.
3. Open the switch setting in Impacter and choose one switch or two.
4. For one switch, set the scan speed. Start slow.
5. For two switches, assign one to move and one to select.
6. Try the practice prompt. Adjust the speed or position until selection is steady.
7. Check that the student can reach the break button and the submit control.
8. Note the switch position in the Support Profile.

12.4 Setting The AAC Board

1. Meet with the speech-language pathologist.
2. Choose the symbol set the student already uses.
3. Pick the number and size of tiles the student can reliably select.
4. Order tiles in the layout the student knows.
5. Add the student's core words and any answer words the team expects.
6. Choose the access method: touch, switch scanning or eye gaze.
7. Run the practice prompt and build a sentence together.
8. Save the board to the student's Support Profile.

12.5 Setting Up A Screen Reader

1. Turn on VoiceOver, NVDA or JAWS and confirm it reads the page.
2. Let the student set voice, speed and verbosity.
3. Open Impacter. Test by tabbing through the controls.
4. Confirm the prompt, the transcript and the controls are announced clearly.
5. If the student uses Braille, connect and confirm the display.
6. Use headphones so the screen reader does not bleed into the student's recording.

12.6 Setting Up Assisted Listening

1. Ask the student, family or audiologist for the preferred connection.
2. Connect the hearing aid, cochlear implant stream, FM or DM transmitter, or amplifier to the device audio.
3. Run the sound check.
4. Adjust volume and balance with the student.
5. Turn on captions as a backup.
6. Keep the connection stable by securing cords.

12.7 The First Five Minutes

Say this, in your own words, slowly, with the student's settings already in place. Read it aloud word for word the first few times so the routine is steady.

Minute One: Welcome

"Hi, [name]. I'm [your name]. I'm here with you today. We're going to answer some questions on this screen. There's no wrong way to do it."

Minute Two: What Will Happen

"A woman named Rachel will ask each question on video. You can listen again whenever you want. You can pause. You can slow it down. The words show on the screen too."

Minute Three: How To Answer

"You can answer by talking, typing, writing on paper, or [the student's mode]. You pick. You can change your mind. If you want, I'll help with the device. I'll only write what you tell me."

Minute Four: Your Control

"If you need a break, press this button, or tell me. You can skip any question. You can take as long as you like. I won't rush you."

Minute Five: Try One

"Let's try a practice question first. Nothing counts yet. Ready? You can press play."

After the practice, ask: "How did that feel? Do you want to change anything?" Adjust, then begin.

12.8 When Something Goes Wrong

What Happens	What To Do
The video will not play	Check the network. Move to the paper kit. Try again later
The student cannot hear	Redo the sound check, check the connection, turn on captions
The microphone does not pick up speech	Test the microphone. Move closer. Offer type or paper
The transcript is wrong	Let the student correct it. Never fix it for them
The eye tracker drifts	Recalibrate, adjust lighting and position, lengthen dwell, take a break
The switch is unreliable	Reposition, check the connection, slow the scan
The student is upset	Press the break button. Stop. Offer calm. Do not continue until the student is ready
The student shares something worrying	Follow the school's protocol right away, see 11.9
The student refuses	Honor it. Try another day, another mode or another adult
The session ran long	Save. Finish in another sitting

Glossary

AAC (Augmentative And Alternative Communication): Ways of communicating other than speech, such as picture boards, symbol apps and speech-generating devices.

ASL (American Sign Language): A complete language, used by many Deaf students in the United States.

504 Plan: A plan under Section 504 of the Rehabilitation Act that lists accommodations for a student with a disability.

Calibration: Setting an eye tracker so it knows where a student is looking.

Case Manager: The adult who coordinates a student's IEP.

Chunking: Delivering a prompt in smaller steps without changing its words.

Dwell Time: How long a student holds their gaze on a tile before it is selected.

DM System: A digital modulation system, a wireless link between a teacher's microphone and a student's hearing technology. FM systems do the same with a different signal.

Durable Skills: The Portrait of a Graduate competencies, such as curiosity, grit and perspective-taking, that Impacter reads from student language.

Facilitator: A trusted adult who helps a student operate the device, read aloud or scribe exactly what the student communicates.

Facilitation Mark: A label on an answer showing that a facilitator helped.

Focus Mode: A display with one thing on screen at a time.

IDEA: The Individuals with Disabilities Education Act, the law that sets the disability categories used in special education.

IEP (Individualized Education Program): A written plan for a student who receives special education.

Listen Again: Replaying a prompt as often as the student needs.

MTSS (Multi-Tiered System Of Supports): A framework that gives students support at the level they need. The behavioral health screener is used inside it.

Picture Board: A grid of symbol tiles that build a sentence.

Portrait Of A Graduate: A district's description of what it wants every graduate to be able to do and be.

Rachel: The woman who asks each prompt on video.

Reduced Motion: A display that removes animation and movement.

Scribe: An adult who writes exactly what a student says or communicates.

Screener: A strengths-based set of prompts used by counselors, psychologists and social workers to hear how students are doing.

SELPA (Special Education Local Plan Area): A regional group of districts that plans special education services in California.

Social Story: A short, positive description of what will happen in a situation, used to prepare a student.

Support Profile: A one-page record of the supports one student uses in Impacter.

Switch Scanning: Selecting by pressing a switch while the screen steps through choices.

WCAG 2.1 AA: The Web Content Accessibility Guidelines, version 2.1, level AA, the standard we test and remediate against.

Quick Reference

The Three Questions

1. Can the student perceive the prompt?
2. Can the student take it in?
3. Can the student answer in a way that is theirs?

Fast Fixes

Student Says Or Shows	Try
"I can't see it"	Bigger text, high contrast, screen reader, read-aloud
"I can't hear it"	Captions, ASL video, volume and balance, assisted listening connection
"Too fast"	Slower playback, listen again, chunked prompt
"Too much"	Focus mode, low-stimulation mode, headphones, break
"I can't say it"	Type, picture board, paper photo, AAC, switch, eye gaze
"I can't type"	Talk, speech-to-text, word prediction, switch, eye gaze
"I don't want to be recorded"	Type or paper photo, practice prompt, private setting
"I'm not sure what's going to happen"	Preview, social story, visual schedule
"I'm tired"	Break, save, another sitting
"I think in another language"	Pick the language, answer in any language

Facilitator In One Breath

Read exactly. Write exactly. Wait. Offer breaks. Mark your help. Never rephrase, hint or interpret.

The Facilitator Test

If the answer would be different had you been out of the room, you changed it.

First Five Minutes

Welcome. What will happen. How to answer. Your control. Try one.

Something Worrying

Stay with the student. Do not promise secrecy. Follow your school's protocol right away. Impacter is not a crisis line.

Before Every Session

- [ ] Support Profile read
- [ ] Device, sound and access method tested
- [ ] Room ready and private
- [ ] Preview and social story done
- [ ] Backup ready (paper kit, second mode)
- [ ] Family informed
- [ ] Protocol known

The Seven Rollout Models

Class Period Block. Mobile Assessment Cart. Small-Group Testing Center. Push-In Classroom Mini-Stations (IEP-friendly). Pull-Out Targeted Sessions (IEP and 504, English learner translation support, students anxious about recording). Family-Assisted Remote. Student-Guided Window.

Where To Go

Backup kit: backup.impacterpathway.com/bh Interactive playbook: access.impacterpathway.com