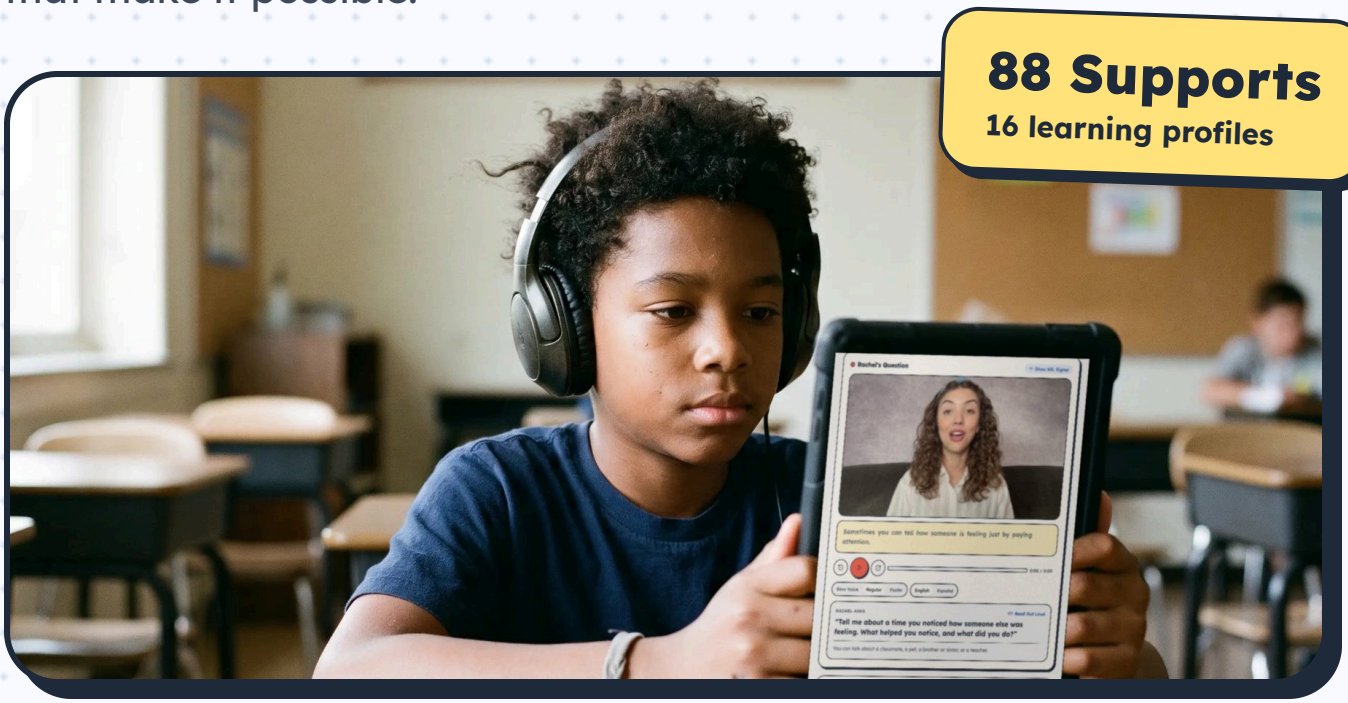
Impacter Pathway

A Practitioner Manual

Impacter Pathway Presents

The Impacter Pathway Accessibility Playbook

How every student is heard, and the supports that make it possible.



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

impacterpathway.com

Contents

Thirteen chapters, from the first question to the first five minutes.

1 **Every Student Has Something To Say** — 3
The principle, the three questions and who does what

2 **See, Read, Magnify** — 9
Captions, ASL, text, contrast, motion and screen readers

3 **Hear And Listen** — 13
Replay, speed, read-aloud and assisted listening

4 **Answer In Your Own Way** — 17
Talk, type, paper, draw, board, switch, gaze and your own AAC

5 **Time And Setting** — 22
No timers, breaks, chunking and seven rollout models

6 **Calm And Ready** — 26
Previews, social stories, schedules and calm breaks

7 **Language** — 30
Ten prompt languages, and any language a student thinks in

8 **Learning Profiles** — 33
Sixteen profiles, each shown together with its supports

9 **Students With Cognitive And Intellectual Disabilities** — 39
Eleven practices, and how we do each one

10 **The Supports Matrix** — 44
All 88 supports, grouped by need and matched to profiles

11 **Planning With The IEP Team** — 56
IEP and 504 crosswalk, state codes and the Support Profile

12 **The Facilitator Guide** — 63
What a facilitator may do, and how every answer stays the student's own

13 **Setup And The First Five Minutes** — 69
Device setup and a five-minute script for the first session

\+ **Glossary** — 75

\+ **Quick Reference** — 76

Chapter

01

Every Student Has Something To Say

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



In This Chapter

1.1 What Impacter Is

1.2 The Principle: We Listen To Language

1.3 The Three Questions

1.4 Where Access Lives

1.5 Our Commitments

1.6 How We Name Things

1.7 Who Does What

1.8 Find It Fast

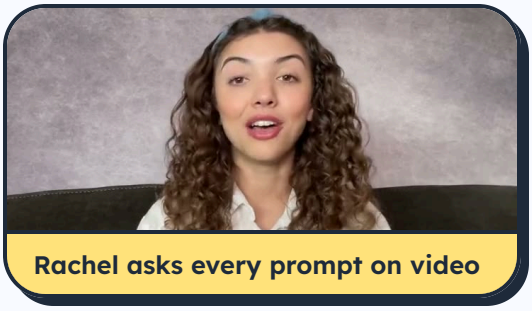
Impacter Pathway's accessibility studio lets a student, a case manager or a family try every support, build a learning profile and leave with a plan. This playbook is the printed companion, for the people who make access happen.

88
supports a student can switch on

16
learning profiles with supports built in

7
groups of need, from seeing to facilitating

5
states in the crosswalk: CA, TX, NY, FL, NC



Rachel asks every prompt on video

1. **One Friendly Voice**
   Rachel asks the same question for every student.
2. **Captions And ASL**
   Every prompt captioned in ten languages, with a signed version.
3. **Replay And Pause**
   Listen again as often as a student likes.
4. **Any Way To Answer**
   Talk, type, write, draw, point, scan, gaze or use your own device.

1.1 What Impacter Is

Students answer short prompts. A woman named Rachel asks each prompt on video. Every video has captions, in ten languages.

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 Listen To Language

Impacter listens to what a student says in their own words. It listens for meaning, so reading speed, clear speech, neat handwriting and sitting still play no part.

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. Keep the prompt whole and the question the same. 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.

1	**Platform settings** The student, with help	Captions, text size, contrast, playback speed, read-aloud, response modes
2	**Setting and schedule** The educator	Rollout model, room, group size, time of day, breaks, sessions
3	**People** The facilitator	Reading aloud, operating the device, scribing exactly what the student communicates
4	**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
Site coordinator	Schedules rooms, devices and windows, keeps headphones, switches and mounts stocked

1.8 Find It Fast

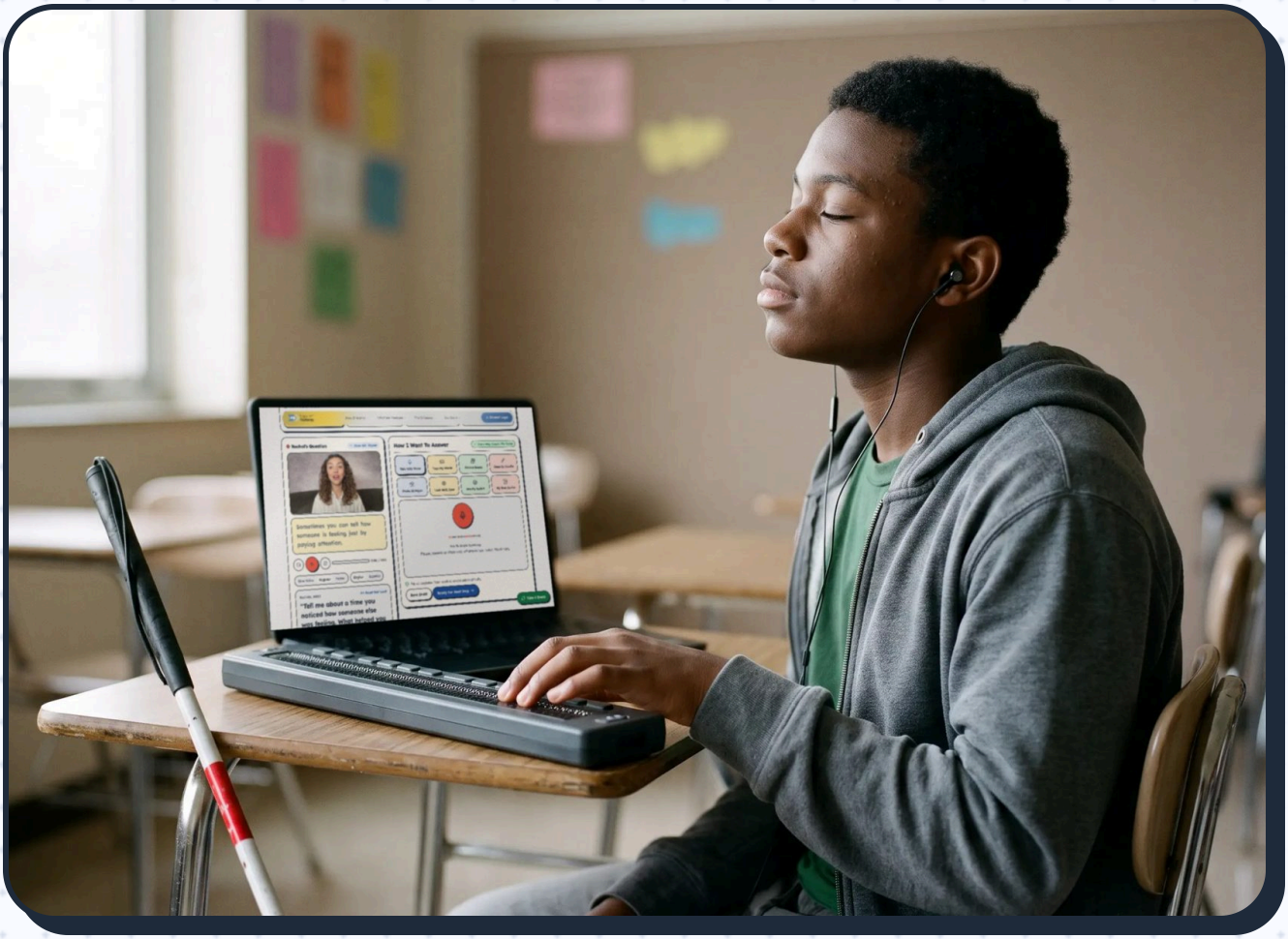
If You Are Looking For	Go To
Captions, text, replay, speed and listening technology	Chapters 2 and 3, See And Hear
Talk, type, paper, picture board, switch, eye gaze and AAC	Chapter 4, Answer In Your Own Way
Breaks, pace, previews, schedules and rollout models	Chapters 5 and 6, Time, Setting, Calm
Languages, learning profiles and cognitive and intellectual disabilities	Chapters 7, 8 and 9
Every support, IEP and 504 plans, and state codes	Chapters 10 and 11
Facilitator rules, setup and the first five minutes	Chapters 12 and 13

Chapter

02

See, Read, Magnify

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



In This Chapter

2.1 Captions On Every Prompt
2.2 Caption Size And Position
2.3 Transcripts
2.4 ASL Video Prompts
2.5 Bigger Text
2.6 High-Contrast And Low-Glare Color Modes
2.7 Dyslexia-Friendly Font And Spacing
2.8 Reduced Motion
2.9 Focus Mode
2.10 Screen Readers And Braille
2.11 TK-2 Picture Choices
2.12 Visual Settings At A Glance
2.13 Checklist: Seeing

2.1 Captions On Every Prompt

Every prompt video Rachel delivers carries captions, in any of ten languages. 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
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.

Chapter

03

Hear And Listen

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



In This Chapter

3.1 Listen Again
3.2 Slower Playback
3.3 Read-Aloud Of Every On-Screen Word
3.4 Assisted Listening
3.5 Visual Cues For Every Audio Cue
3.6 Volume And Balance
3.7 Headphones
3.8 Sound Check
3.9 Checklist: Hearing
3.10 Hearing Settings At A Glance

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."

3.10 Hearing Settings At A Glance

If The Student...	Turn On
Needs to hear it again	Listen again, slower playback
Uses hearing aids, a cochlear implant or an FM or DM system	Assisted listening connection, sound check, captions as backup
Hears more in one ear, or is sensitive to noise	Volume and balance, mono audio, headphones, a quiet setting
Follows better with text	Captions, read-aloud of every on-screen word
Signs	ASL video prompt, visual cues for every audio cue

Chapter

04

Answer In Your Own Way

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.



In This Chapter

4.1 Choosing A Mode
4.2 Talk
4.3 Type
4.4 Photo Of Paper
4.5 Upload A File
4.6 Draw Or Point
4.7 Picture Board
4.8 Switch Scanning
4.9 Eye Gaze
4.10 The Student's Own AAC Device
4.11 Keyboard-Only And Screen Reader
4.12 Signed Answers Through An Interpreter
4.13 Review Before Submit
4.14 Checklist: Answering

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.

Chapter

05

Time And Setting

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



In This Chapter

5.1 No Time Limits

5.2 Pause Anywhere

5.3 Breaks And Multiple Sessions

5.4 Chunking A Prompt

5.5 Quiet Setting And Small Group

5.6 Adult Read-Aloud

5.7 Extended Time

5.8 The Seven Rollout Models Through An Access Lens

5.9 K-5 Timing

5.10 Time Of Day

5.11 Checklist: Time And Setting

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 12
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.

Chapter

06

Calm And Ready

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



In This Chapter

6.1 Preview The Room
6.2 Preview The Screen
6.3 Social Story
6.4 Visual Schedule
6.5 Fidget Allowance
6.6 Calm-Down Break Button
6.7 Low-Stimulation Mode
6.8 Practice Prompt
6.9 Students May Pass
6.10 Trusted Adult Nearby
6.11 Checklist: Calm
6.12 A Visual Schedule Example
6.13 The Calm-Down Break, In Three Steps

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.

Social Story

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 12.

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.

6.12 A Visual Schedule Example



A visual schedule lays the session out in the order it will happen. Checked pieces show how far the student has come, and the last piece shows the end.

6.13 The Calm-Down Break, In Three Steps

Pause
The prompt pauses and the screen goes quiet.

Breathe Or Stretch
The student picks a breathing or stretching option.

Return When Ready
The session is saved and picks up where it stopped.

Chapter

07

Language

Students hear the prompt in ten languages and answer in whatever language they think in.



In This Chapter

7.1 Prompts In Ten Languages

7.2 Answer In Any Language

7.3 Translation Follow-Up

7.4 English Learners With Disabilities

7.5 Read-Aloud In The Home Language

7.6 Language Options At A Glance

7.1 Prompts In Ten Languages

Rachel asks every prompt in her own voice in English and Spanish, with captions in the same language. Eight more languages arrive with the question and captions translated: Vietnamese, Chinese, Arabic, Tagalog, Korean, Russian, Portuguese and French. 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 English and Spanish.

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 8 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	A prompt in any of ten languages, answer in the home language
Is learning English and has a disability	Captions, slower playback, picture board, home-language read-aloud
Is Deaf and bilingual in ASL and English	ASL video prompt, English captions, typed answer

Chapter

08

Learning Profiles

Sixteen profiles, built around how a student learns, with the supports that fit each one.



In This Chapter

8.1 How To Use The Profiles

8.2 A Student Who Fits No Profile

8.3 Naming, With Respect

8.4 A Support Profile Example

8.1 How To Use The Profiles

Start With The Student
Ask how they take in a prompt and how they like to answer.

Pick Two Or Three
Most students blend profiles. Take the supports from each.

Write It Down
Copy the mix into the Support Profile and update it after each session.

8.2 A Student Who Fits No 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 and share it with the next adult.

8.3 Naming, With Respect

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.

8.4 A Support Profile Example

One Student Who Blends Profiles 6, 9 And 13, As A Support Profile

Language English prompts with Spanish captions.	**Display** Bigger text, low-stimulation mode, slower playback.
Response Picture board built on the student's own core words.	**Setting** Pull-out session in a quiet room, mornings.
Facilitator The speech-language pathologist, who writes exactly what the student selects.	**Calming** Social story the day before and a visual schedule.
Break The break button is always in reach, and the student may pass.	**On A Hard Day** Stop, save and try another day or another adult.

Learning Profiles 1 To 4

Perceive · Take It In · Answer · Feel Ready

1 Follows With Eyes And Hands

Takes in prompts through captions, transcripts or ASL video, and answers by typing or with an interpreter.

In The Session

Seat the student to see screen and interpreter. Sound-check with their own technology.

Start With

- Captions On Every Prompt
- ASL Video Prompt
- Prompt Transcript

2 Reads By Sound And Touch

Uses a screen reader, Braille, magnification or large high-contrast text, and often answers by talking.

In The Session

The student sets up their own device. Describe the room first and say before moving anything.

Start With

- Screen Reader Support
- Braille Display Support
- Bigger Text

3 Uses Touch, Sight And Sound Together

Combines Braille, large high-contrast text, enlarged ASL and an intervener to take in each prompt.

In The Session

Plan with the intervener and allow plenty of time. Capture communication exactly.

Start With

- Braille Display Support
- Bigger Text
- High-Contrast Mode

4 Needs Light And Pace Adjusted

Does best with soft light, less motion and a pace that follows energy that changes day to day.

In The Session

Short sessions in a quiet, softly lit room. The student sets the pace and the day.

Start With

- Low-Glare Mode
- Reduced Motion
- Focus Mode

Learning Profiles 5 To 8

Perceive · Take It In · Answer · Feel Ready

5 Reads And Writes With Support

Has plenty to say and answers best when listening and talking carry the work of reading and writing.

In The Session

Offer talking first. Spelling and handwriting play no part in what the platform reads.

Start With

- Read-Aloud Of Every On-Screen Word
- Dyslexia-Friendly Font
- Reading Ruler

6 Takes In Language At Their Own Pace

Understands more when prompts arrive slowly, in smaller pieces, with words and pictures together.

In The Session

Wait, because silence is thinking. Offer a picture board and confirm any transcript.

Start With

- Slower Playback
- Listen Again
- Chunked Prompt

7 Thinks In Concrete, Chunked Steps

Learns through plain words, one step at a time, with pictures, practice and time. See Chapter 9.

In The Session

Short sessions with breaks. Confirm the student's own words and celebrate effort.

Start With

- Chunked Prompt
- Read-Aloud Of Every On-Screen Word
- Picture Board

8 Starts Early

Is building language and comfort with screens, and enjoys pictures, choices and a grown-up close by.

In The Session

Three blocks of about ten minutes. Show what recording looks like and sit alongside.

Start With

- Described Picture Choices
- Bilingual TK-2 Scenario
- Adult Read-Aloud

Learning Profiles 9 To 12

Perceive Take It In Answer Feel Ready

9 Communicates Beyond Speech

Answers through a picture board, switch, eye gaze, drawing, pointing or a personal communication device.

In The Session

Treat every communication as an answer. Match the board to the student's vocabulary.

Start With

- Picture Board
- The Student's Own AAC Device
- Eye Gaze

10 Reaches The Screen Another Way

Ideas flow once the device fits the body: a switch, eye gaze, a mount, dictation or another pointer.

In The Session

Mount the device within reach and sight, plan rest breaks. Limited movement never limits ideas.

Start With

- Two-Switch Scanning
- Eye Gaze
- Dwell Time Setting

11 Thinks In More Than One Language

Hears prompts in any of ten languages and answers in the language of home, mixing freely.

In The Session

Pair a bilingual adult with a familiar facilitator and ask the family about home language.

Start With

- Prompts In Ten Languages
- Answer In Any Language
- Translation Follow-Up

12 Answers Best In Private

Feels most at ease typing or writing on paper, with headphones on and no one watching.

In The Session

Put no spoken demand on the student. Show what recording looks like, then let them choose.

Start With

- Type
- Photo Of Paper
- Practice Prompt

Learning Profiles 13 To 16

Perceive · Take It In · Answer · Feel Ready

13 Learns Best With Predictability

Feels calm when the routine is clear, the language is plain and the room and schedule are known ahead.

In The Session

Preview the day before and keep the routine the same. Allow time after each prompt.

Start With

Focus Mode · Low-Stimulation Mode · Social Story

14 Needs Trust Before Talking

Opens up with a familiar adult, a choice of time and place, and the freedom to pass or pause.

In The Session

Let the student choose time and place. Keep the school protocol close by.

Start With

Trusted Adult Nearby · Calm-Down Break Button · Pass On Any Prompt

15 Has Energy That Changes By The Hour

Does best in short blocks at the right time of day, with room to move, fidget or stand.

In The Session

Schedule at the student's best time. Offer movement breaks as part of the plan.

Start With

Focus Mode · Chunked Prompt · Fidget Allowance

16 Combines Several Needs

Brings together several profiles, with a team that knows the student best choosing the mix.

In The Session

Convene the team, test the device path early and welcome a slow, partial start.

Start With

Support Profile · Facilitator Mode · IEP Status On The Roster

Chapter

09

Students With Cognitive And Intellectual Disabilities

Every student answers the same questions, in language, steps and time that fit.



In This Chapter

9.1 Eleven Practices, Here Is How We Do That

9.2 One Prompt, Three Forms

9.3 A Session, Step By Step

9.4 The Fidelity Note, At A Glance

9.5 What Every Student Can Count On

9.6 Planning It With The Team

Every student answers the same questions. For students with cognitive and intellectual disabilities, Impacter Pathway changes the language, the pace and the way the answer comes back, and keeps the question whole. Here are the eleven practices we use, and how each one works.

Same Question
The prompt keeps its meaning for every student.

Own Words
Answers are the student's own, in the form that fits.

Honest Record
Every helper and every confirmation is written down.

9.1 Eleven Practices, Here Is How We Do That

1 Simplified Language Prompts

Every prompt has a plain-language version with short sentences, everyday words and one idea at a time. The question stays the same and only the wording gets easier to hold. The original is always one tap away.

Built On: Chunked Prompt, Student Settings

2 Picture-Supported Prompts And AAC Core Vocabulary

A symbol sits beside each key word of the prompt. The picture board is built on core words such as I, feel, want, like, more, stop and help, matched to the symbols the student already uses, so it looks familiar on day one.

Built On: Picture Board, Described Picture Choices

3 Read-Aloud

Every word on screen can be spoken with one tap. A trusted adult can also read the prompt aloud, exactly as written, at the student's pace. The student chooses who reads.

Built On: Read-Aloud, Adult Read-Aloud

4 One Question At A Time

The chunked flow shows one piece of the prompt, then one set of choices, then one review step. Nothing else is on screen, so the student always knows what comes next and when this step is done.

Built On: Chunked Prompt, Focus Mode

5 Visual Schedule

A picture schedule shows the whole session: sound check, practice, prompts, break, done. Each piece checks off as it finishes, so the end stays in sight from the start.

Built On: Visual Schedule, Room Preview

6 Extra Time And No Timers

There is no timer anywhere. Students take the time they need to listen, think and answer, rest when they like and finish across several sittings.

Built On: No Time Limits, Save And Resume

7 Facilitator-Supported Response With Fidelity Notes

A trusted adult operates the device and records exactly what the student says, selects or shows. A fidelity note keeps what the student communicated, how it was confirmed and what help was given, so every answer stays the student's own.

Built On: Scribe Entry, Facilitation Note

8 Partner-Assisted Scanning

The partner names or points to each choice in the same order with the same pause, and the student signals the one they mean by a look, a sound, a gesture or a switch. The partner says the choice back to confirm.

Built On: Switch Scanning, Facilitator Mode

9 Choice-Making Answers

Two or three clear choices, shown as pictures with words, let a student answer by choosing. The number of choices grows as comfort grows, and choices come from the student's own words and symbols.

Built On: Picture Board, Described Picture Choices

10 Repeated-Practice Prompts

The practice prompt repeats across days with the same routine, voice and layout until the student is ready. Practice answers are kept apart from real answers, so rehearsal costs nothing.

Built On: Practice Prompt, Save And Resume

11 Caregiver Input

Caregivers tell us how their student says yes and no, which words and symbols they know, what calms them and which time of day works. That goes straight into the Support Profile so every adult follows one plan.

Built On: Support Profile, Family Communication Note

9.2 One Prompt, Three Forms

Standard Wording

Tell about a time you kept trying even though something was hard.

Plain Language

Think of something hard. You kept trying. What happened?

Picture-Supported



An illustration of the idea. The student chooses the form, and every form asks the same question.

9.3 A Session, Step By Step

1. Preview The Room And Screen
2. Practice Prompt
3. First Small Piece
4. Choose Or Answer
5. Confirm With The Student
6. Break Or Next Piece
7. Done, Saved

Say This, Partner-Assisted Scanning

"I will say each choice. Show me yes when you hear the one you mean. Take your time."

"You showed me yes for the second one. Is that what you want to say?"

9.4 The Fidelity Note, At A Glance

Written After Each Answer That Had Help

What Was Said The student's words, tiles, gaze or points, exactly.	**How It Came** Voice, tile, switch, gaze, point or partner scan.	**How It Was Confirmed** The choice said back and the student's signal.
Who Helped Name, role and the help given.	**Next Time** What the student seemed to prefer.	

9.5 What Every Student Can Count On

- The same question as every other student, in a form that fits.
- Time to listen, time to think and time to rest.
- An adult who writes exactly what the student communicates.
- A record that shows when help was given.

9.6 Planning It With The Team

Put the forms, the supports and the facilitator into the Support Profile with the case manager, the speech-language pathologist and the family. Name the support, the person and the setting, and update it after every session.

Chapter

10

The Supports Matrix

Eighty-eight supports in seven groups, each matched to the learning profiles it serves.



In This Chapter

10.1 See
10.2 Hear
10.3 Respond
10.4 Time And Setting
10.5 Calm And Ready
10.6 Language
10.7 Facilitation
10.8 Supports By Group

Eighty-eight supports in seven groups. A dot shows the learning profiles each support is built for, using the numbers from Chapter 8.

1 Follows With Eyes And Hands
2 Reads By Sound And Touch
3 Uses Touch, Sight And Sound Together
4 Needs Light And Pace Adjusted
5 Reads And Writes With Support
6 Takes In Language At Their Own Pace
7 Thinks In Concrete, Chunked Steps
8 Starts Early
9 Communicates Beyond Speech
10 Reaches The Screen Another Way
11 Thinks In More Than One Language
12 Answers Best In Private
13 Learns Best With Predictability
14 Needs Trust Before Talking
15 Has Energy That Changes By The Hour
16 Combines Several Needs

Support	Turn It On	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	All
See Everything A Student Looks At · 20 Supports																		
Captions On Every Prompt Shows every word Rachel says as captions, in the student's language.	Captions turn on in Student Settings and stay on for every prompt.	●	·	●	·	●	●	●	·	·	·	●	·	●	·	·	●	●
Caption Size Makes captions larger in several steps.	Choose a caption size in Student Settings, under Captions.	●	●	●	·	●	·	·	·	·	·	·	·	·	·	·	·	·
Caption Position Moves captions to the top, bottom or away from the part of the picture the student needs.	Choose a caption position in Student Settings, under Captions.	●	●	·	●	·	·	·	·	·	·	·	·	·	·	·	·	·
Caption Background Puts a solid backing behind captions so words hold against any frame.	Switch on Caption Background in Student Settings.	●	●	●	·	●	·	·	·	·	·	·	·	·	·	·	·	·
Prompt Transcript Gives the full prompt as text that works with screen readers, Braille displays and magnifiers.	Open Transcript beside the video or choose Transcript Instead Of Video.	●	●	●	·	●	·	·	·	·	·	●	·	·	·	·	·	●
ASL Video Prompt Delivers each prompt in American Sign Language by a signer.	Choose ASL Video in Student Settings; enlarge or move the window as needed.	●	·	●	·	·	·	·	·	·	·	·	·	·	·	·	●	·

Support	Turn It On	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	All
Bigger Text Enlarges all text in several steps while the layout reflows.	Choose a Text Size step in Student Settings.	·	●	●	●	●	·	·	·	·	·	·	·	·	·	·	·	●
High-Contrast Mode Uses strong color pairings for low vision.	Choose High Contrast under Color in Student Settings.	·	●	●	●	·	·	·	·	·	·	·	·	·	·	·	·	·
Low-Glare Mode Softens backgrounds and warms tones for light sensitivity.	Choose Low Glare under Color in Student Settings.	·	●	·	●	●	·	·	·	·	·	·	·	●	·	●	·	·
Dyslexia-Friendly Font Switches to a typeface designed for easier reading.	Choose Dyslexia-Friendly Font under Text in Student Settings.	·	·	·	·	●	·	●	●	·	·	●	·	·	·	·	·	·
Wider Letter, Word And Line Spacing Adds space between letters, words and lines.	Choose a Spacing step under Text in Student Settings.	·	●	·	●	●	·	·	·	·	·	·	·	·	·	·	·	·
Reading Ruler Highlights one line of text at a time.	Switch on Reading Ruler under Text in Student Settings.	·	·	·	●	●	·	●	·	·	·	·	·	·	·	●	·	·
Reduced Motion Removes animation and transitions, leaving the prompt video as the only motion.	Switch on Reduced Motion in Student Settings.	·	·	·	●	·	·	·	·	·	·	·	●	●	●	●	·	·
Focus Mode Shows one thing on screen at a time.	Switch on Focus Mode in Student Settings.	·	·	·	●	·	·	●	●	·	·	·	·	●	●	●	·	·
Screen Reader Support Announces every control, state and transcript through VoiceOver, NVDA and JAWS.	Turn on the screen reader in the device settings, then open Impacter.	·	●	●	·	·	·	·	·	·	·	·	·	·	·	·	·	·
Braille Display Support Shows the transcript and the student's own words on a refreshable Braille display.	Connect the Braille display to the device and open Impacter.	·	●	●	·	·	·	·	·	·	·	·	·	·	·	·	·	·

Support	Turn It On	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	All
Described Picture Choices Reads aloud a description of each TK–2 picture choice.	Switch on Picture Descriptions in Student Settings.	·	●	●	·	·	·	●	●	·	·	·	·	·	·	·	·	·
Meaning Beyond Color Marks every state with a shape, label and sound as well as color.	Always on for every student.	·	●	·	·	·	·	·	·	·	·	·	·	·	·	·	·	●
Magnification And Zoom Works with browser zoom and screen magnifiers without breaking the layout.	Use browser zoom or the device magnifier; the layout reflows.	·	●	●	·	·	·	·	·	·	·	·	·	·	·	·	·	·
Large Touch Targets Makes buttons and tiles large and well spaced.	Choose Large Targets in Student Settings.	·	●	·	·	·	·	·	●	·	●	·	·	·	·	·	●	·
Hear Everything A Student Listens To · 12 Supports																		
Listen Again Replays any prompt as many times as the student wants.	Press Replay under the video; it is always visible.	●	·	·	●	●	●	●	·	·	·	●	·	·	·	·	·	●
Slower Playback Slows Rachel's voice and captions together while keeping a natural pitch.	Choose a Speed step under the video.	●	·	·	●	·	●	●	·	·	·	●	·	·	·	·	·	●
Read-Aloud Of Every On-Screen Word Speaks any word, line or block of on-screen text when the student taps it.	Switch on Read Aloud in Student Settings and tap any text.	·	●	·	·	●	·	●	●	·	·	●	·	·	·	·	·	·
Volume And Balance Lets students set their own volume and left-right balance.	Use the Volume and Balance sliders in Student Settings.	●	·	●	·	·	·	·	·	·	·	·	·	·	·	·	·	·
Mono Audio Plays the full prompt in both ears.	Switch on Mono Audio in Student Settings.	●	·	●	·	·	·	·	·	·	·	·	·	·	·	·	·	·

Support	Turn It On	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	All
Hearing Aid Compatibility Works with hearing aids through the device speaker, streaming or a neck loop.	Connect the aid's streaming or loop to the device, then run the sound check.	●	·	●	·	·	·	·	·	·	·	·	·	·	·	·	·	·
Cochlear Implant Streaming Sends prompt audio directly to a cochlear implant processor.	Connect the processor's cable or wireless link, then run the sound check.	●	·	●	·	·	·	·	·	·	·	·	·	·	·	·	·	·
FM And DM System Compatibility Works with the transmitter in the headphone jack or placed beside the speaker.	Plug the FM or DM transmitter into the headphone jack, then run the sound check.	●	·	●	·	·	·	·	·	·	·	·	·	·	·	·	·	·
Personal Amplifier Compatibility Passes prompt audio through a personal amplifier.	Plug the headphone output into the amplifier, then run the sound check.	●	·	·	·	·	·	·	·	·	·	·	·	·	·	·	·	·
Visual Cues For Every Audio Cue Pairs every tone and chime with a visible indicator and label.	Always on for every student.	●	·	●	·	·	·	·	·	·	·	·	·	·	·	·	·	●
Headphones Keeps room noise out and the student's answer private.	Hand the student headphones and run the sound check.	·	·	·	·	·	·	·	·	·	·	●	●	●	●	·	·	●
Sound Check Plays a short sample so the student can confirm they hear it clearly.	Choose Sound Check at the start of the session.	●	·	●	·	·	·	·	·	·	·	●	·	·	·	·	·	●
Respond Every Way To Answer · 19 Supports																		
Talk Records the student's spoken answer and transcribes it for review.	Choose Talk on the answer screen and press the record button.	·	●	·	·	●	·	·	·	·	●	●	·	·	·	·	·	●

Support	Turn It On	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	All
Type Lets the student type an answer on a physical, on-screen or Braille keyboard.	Choose Type on the answer screen.	●	·	·	·	●	·	·	·	·	·	·	●	●	·	·	·	●
Photo Of Paper Lets the student write or draw on paper and upload a photo that is transcribed for the student to review.	Choose Paper Photo, or use the backup kit at backup.impacterpathway.com/bh.	·	·	·	·	●	·	·	·	·	●	·	●	●	●	·	·	·
Upload A File Lets a student upload a document or picture made with their own tools.	Choose Upload A File and attach the file with help if needed.	·	●	·	·	●	·	·	·	·	●	·	·	·	·	·	●	·
Draw Or Point Lets a student answer by drawing or pointing, with a label the student supplies.	Choose Draw Or Point on the answer screen.	·	·	·	·	·	·	●	●	●	·	·	·	●	·	·	●	·
Picture Board Builds a sentence from AAC symbol tiles that the student taps.	Choose Picture Board; the speech-language pathologist sets tiles in the Support Profile.	·	·	·	·	·	●	●	●	●	·	·	·	●	·	·	●	·
One-Switch Scanning Steps through choices on a timer so a single press selects.	Pair the switch, choose One Switch under Access and set the scan speed.	·	·	·	●	·	·	·	·	●	●	·	·	·	·	·	●	·
Two-Switch Scanning Uses one switch to step and a second to select.	Pair both switches and choose Two Switches under Access.	·	·	·	·	·	·	·	·	●	●	·	·	·	·	·	●	·
Eye Gaze Selects large tiles when the student's gaze rests on them.	Calibrate the eye tracker, then choose Eye Gaze under Access.	·	·	·	●	·	·	·	·	●	●	·	·	·	·	·	●	·
Dwell Time Setting Sets how long gaze must rest on a tile before it is selected.	Adjust Dwell Time under Eye Gaze in Access settings.	·	·	·	·	·	·	·	·	●	●	·	·	·	·	·	●	·

Support	Turn It On	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	All
The Student's Own AAC Device Captures a student's speech-generating device or AAC app through the microphone or typed entry.	Choose Talk and let the device speak, or choose Type and enter the message word for word.	·	·	·	·	·	●	·	·	●	·	·	·	·	·	·	●	·
Keyboard-Only Use Makes every part of Impacter usable without a mouse, with visible focus.	Use Tab, arrow keys, Enter and Space; no setting needed.	·	●	●	·	·	·	·	·	·	●	·	·	·	·	·	●	·
Speech-To-Text On The Device Turns dictation into typed words the student can check.	Turn on dictation in the device keyboard settings and choose Type.	·	·	·	·	●	●	·	·	·	●	·	·	·	·	·	·	●
Word Prediction Offers likely words as the student types.	Switch on Word Prediction in Student Settings.	·	·	·	·	●	●	●	·	·	●	●	·	·	·	·	·	·
Braille Keyboard Entry Accepts answers typed on a Braille keyboard.	Connect the Braille keyboard and choose Type.	·	●	●	·	·	·	·	·	·	·	·	·	·	·	·	·	·
Alternative Pointing Devices Works with a stylus, head pointer, mouth stick or adapted mouse.	Connect the device and use Large Targets.	·	·	·	·	·	·	·	·	·	●	·	·	·	·	·	●	·
Review Before Submit Lets the student read or hear their answer, then submit, change or start again.	Always on after every answer.	·	·	·	·	·	·	·	·	·	·	·	·	·	·	·	·	●
Interpreter-Voiced Answers Lets a qualified interpreter voice or type a student's signed answer, marked as interpreted.	The facilitator chooses Interpreter Entry in Facilitator Mode.	●	·	●	·	·	·	·	·	·	·	·	·	·	·	·	·	·
Pass On Any Prompt Lets a student pass on a prompt without penalty.	Press Pass on the answer screen.	·	·	·	·	·	·	·	·	·	·	·	●	●	●	·	·	●

Support	Turn It On	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	All
Time And Setting Pace, Place And People · 15 Supports																		
No Time Limits Removes every timer from the prompt and the session.	Always on for every student.	·	·	·	·	·	·	·	·	·	·	·	·	·	·	·	·	●
Pause Anywhere Pauses the video, a recording or typing and saves the place.	Press Pause at any time.	·	·	·	·	·	·	·	·	·	·	·	·	·	·	●	·	●
Save And Resume Saves progress so a student finishes across several sittings.	Progress saves automatically; the student chooses Continue Later.	·	·	·	●	·	·	●	●	·	●	·	·	·	·	●	●	·
Breaks Lets a student stop for a break at any prompt.	Press Break or tell the facilitator.	·	·	·	●	·	·	·	●	·	●	·	·	●	●	●	·	●
Chunked Prompt Delivers a prompt in short parts without changing its wording.	Choose Chunked Prompts in Student Settings.	·	·	·	●	·	●	●	●	·	·	●	·	·	·	●	●	·
Extended Time Gives every student as long as they need.	Built in; tell the student there is no limit.	·	·	●	·	·	●	·	·	·	·	·	·	·	·	·	·	●
Separate Quiet Setting Moves the session to a low-noise room.	Schedule a Pull-Out Targeted Session or a quiet room.	·	·	·	●	·	·	·	·	·	·	·	●	●	●	●	·	·
Small Group Runs the session with a few students and a trusted adult.	Schedule a Small-Group Testing Center session.	·	·	·	·	·	·	●	·	·	·	●	●	●	●	·	·	·
Adult Read-Aloud Has an adult read the prompt aloud exactly as written.	Choose Read-Aloud By Adult in the Support Profile.	·	●	·	·	●	·	●	●	·	·	●	·	·	·	·	·	·
Seven Rollout Models Matches the student's biggest need to a setting such as Push-In Mini-Stations, Pull-Out Sessions or a Student-Guided Window.	Choose a model with the case manager in the Session Plan.	·	·	·	·	·	·	·	·	·	·	·	·	·	·	·	·	●

Support	Turn It On	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	All
Short K-5 Blocks Splits the session into short blocks with breaks and adult read-aloud.	Choose Short Blocks in the Session Plan.	·	·	·	·	·	·	●	●	·	·	·	·	●	·	●	·	·
Best Time Of Day Schedules the session when the student is at their best.	Set the time in the Session Plan with the student and family.	·	·	·	●	·	·	·	·	·	●	·	·	●	●	●	·	·
Device Positioning And Mounting Places the screen and device within the student's reach and line of sight.	Mount the device and adjust height and angle before the session.	·	●	·	●	·	·	·	·	·	●	·	·	·	·	·	●	·
Family-Assisted Remote Lets a familiar adult at home help the student with the session.	Choose Family-Assisted Remote and send the family guide.	·	·	·	·	·	·	·	·	·	·	·	●	·	●	●	●	·
Student-Guided Window Lets students choose their own day and time within an open window.	Choose Student-Guided Window in the Session Plan.	·	·	·	●	·	·	·	·	·	·	·	●	·	●	●	·	·
Calm And Ready Feeling Safe And Prepared · 9 Supports																		
Room Preview Shows the student the room, the people and the device before the session.	Walk through the room with the student the day before.	·	·	·	·	·	·	·	·	·	·	·	●	●	●	·	·	·
Screen Preview Shows every screen, including what recording looks like, without answering.	Choose Preview Mode before the real session.	·	·	·	·	·	·	·	●	·	·	·	●	●	●	·	·	·
Social Story Describes what will happen in plain, positive sentences.	Read the story with the student the day before and on the day.	·	·	·	·	·	·	●	●	·	·	·	●	●	●	·	·	·
Visual Schedule Lays out the session in pictures or words.	Switch on Visual Schedule in the Session Plan.	·	·	·	·	·	·	●	●	·	·	·	·	●	●	·	●	·

Support	Turn It On	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	All
Fidget Allowance Welcomes quiet fidgets, movement and standing.	Tell the student fidgets are welcome.	·	·	·	·	·	·	·	·	·	·	·	●	●	●	●	·	·
Calm-Down Break Button Pauses the prompt and offers a quiet moment.	Always on screen; the student presses it when needed.	·	·	·	●	·	·	·	●	·	·	·	●	●	●	●	·	●
Low-Stimulation Mode Combines reduced motion, low glare and focus mode with muted sounds.	Switch on Low-Stimulation Mode in Student Settings.	·	·	·	●	·	·	·	·	·	·	·	●	●	●	●	·	·
Practice Prompt Lets students try the full routine with nothing counting.	Choose Practice Prompt before the first real prompt.	·	·	·	·	·	·	●	●	·	·	●	●	●	·	·	·	●
Trusted Adult Nearby Seats a known adult beside the student.	Name the adult in the Support Profile.	·	·	·	·	·	·	·	●	·	·	·	●	●	●	·	●	·
Language Prompts And Answers In Any Language · 5 Supports																		
Prompts In Ten Languages Delivers every prompt in ten languages with matching captions. Rachel speaks English and Spanish herself, and the other eight have the question and captions translated.	Choose a language at the start; switch at any prompt.	·	·	·	·	·	·	·	·	·	·	●	·	·	·	·	·	●
Answer In Any Language Reads the student's answer in any language they choose, including mixed languages.	Answer by talking or typing in any language.	·	·	·	·	·	·	·	·	·	·	●	·	·	·	·	·	●
Translation Follow-Up Shows an English reading beside the student's original answer.	Switch on Translation Follow-Up in the Support Profile.	·	·	·	·	·	·	·	·	·	·	●	·	·	·	·	·	·
Home-Language Read-Aloud Lets a bilingual adult read the prompt aloud in the home language.	Name the bilingual adult in the Support Profile.	·	·	·	·	·	●	●	·	·	·	●	·	·	·	·	·	·

Support	Turn It On	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	All
Bilingual TK-2 Scenario Delivers the TK-2 scenario, picture choices and spoken question in both languages.	Choose a language at the start; the TK-2 flow follows.	·	·	·	·	·	·	·	●	·	·	●	·	·	·	·	·	·
Facilitation Trusted Adults And The Plan · 8 Supports																		
Scribe Entry With Facilitator Mark Lets a facilitator record exactly what the student communicates and marks the answer as facilitated.	The facilitator chooses Scribe Entry in Facilitator Mode.	·	·	●	·	●	·	·	·	●	●	·	·	·	·	·	●	·
Facilitator Mode Gives the facilitator the controls to operate the device at the student's direction.	Sign in as a facilitator and open the student's session.	·	·	●	·	·	·	·	·	●	●	·	·	·	·	·	●	·
Facilitation Note Records who helped, with which support, on which answers.	Fill in the note at the end of the session.	·	·	·	·	·	·	·	·	·	·	·	·	·	·	·	·	●
Support Profile Saves one student's settings, response mode, device and facilitator for every session.	Build the profile with the student and case manager before the first session.	·	·	·	·	·	·	·	·	·	·	·	·	·	·	·	●	●
IEP Status On The Roster Lets districts roster IEP status so supports can follow the student.	Roster the IEP status field in the district upload.	·	·	·	·	·	·	·	·	·	·	·	·	·	·	·	●	●
Facilitator May And May Not Card Puts the facilitator rules on one card to keep help exact.	Open the Facilitator Card from Facilitator Mode.	·	·	·	·	·	·	·	·	·	·	·	·	·	·	·	·	●
Family Communication Note Gives families a plain-language note about the session and its supports.	Send the family note in the family's language before the session.	·	·	·	·	·	·	·	·	·	·	·	·	·	·	·	·	●

Support	Turn It On	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	All
Worrying Share Protocol Card Reminds the facilitator to follow the school's protocol right away.	Open the Protocol Card from Facilitator Mode.	·	·	·	·	·	·	·	·	·	·	·	●	·	●	·	·	●

10.8 Supports By Group



Chapter

11

Planning With The IEP Team

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



In This Chapter

11.1 When To Plan

11.2 Questions For The Meeting

11.3 Crosswalk: IEP And 504 Accommodations To Impacter Settings

11.4 State Crosswalk: Settings To State Codes

11.5 Writing It Into The Plan

11.6 IEP Status On The Roster

11.7 The Support Profile

11.8 Family Voice

11.9 Plan Language, Before And After

11.1 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.

11.2 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?

11.3 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

IEP Or 504 Accommodation	Impacter Setting	Where To Set It
Test read aloud	Read-aloud of every on-screen word, adult read-aloud	Student settings, Facilitator mode
Directions repeated	Listen again	Built in
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

IEP Or 504 Accommodation	Impacter Setting	Where To Set It
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 the student's language, 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
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

11.4 State Crosswalk: Settings To State Codes

UT, Universal Tool, built in for everyone

DS, Designated Support

AC, Accommodation

Support	CA California	TX Texas	NY New York	FL Florida	NC North Carolina
Captions Under The Video	DS CA-DS-04	DS TX-DS-11	AC NY-TA-07	AC FL-AA-02	AC NC-TA-14
Full Transcript	DS CA-DS-05	DS TX-DS-12	AC NY-TA-08	AC FL-AA-03	AC NC-TA-15
ASL Interpreter	AC CA-AC-01	AC TX-AC-03	AC NY-TA-02	AC FL-AA-01	AC NC-TA-03
Text-To-Speech And Read Aloud	DS CA-DS-09	DS TX-DS-01	AC NY-TA-11	AC FL-AA-06	AC NC-TA-21
Slower Prompt Pacing	UT CA-UT-12	DS TX-DS-07	AC NY-TA-01	AC FL-AA-09	AC NC-TA-01
Bigger Text And Magnification	UT CA-UT-15	DS TX-DS-04	AC NY-TA-04	AC FL-AA-04	AC NC-TA-06
High Contrast And Color Tone	DS CA-DS-02	DS TX-DS-05	AC NY-TA-12	AC FL-AA-12	AC NC-TA-10
Readable Font	UT CA-UT-08	DS TX-DS-09	AC NY-TA-13	AC FL-AA-13	AC NC-TA-11
Spotlight Focus	DS CA-DS-07	DS TX-DS-14	AC NY-TA-05	AC FL-AA-15	AC NC-TA-08
Breaks Whenever Needed	UT CA-UT-02	DS TX-DS-06	AC NY-TA-03	AC FL-AA-10	AC NC-TA-02
Picture Board (Symbol AAC)	AC CA-AC-06	AC TX-AC-08	AC NY-TA-09	AC FL-AA-16	AC NC-TA-17
Eye Gaze And Switch Access	AC CA-AC-06	AC TX-AC-09	AC NY-TA-10	AC FL-AA-17	AC NC-TA-17
Scribe And Speech-To-Text	AC CA-AC-09	AC TX-AC-05	AC NY-TA-06	AC FL-AA-07	AC NC-TA-19
Prompt In The Student's Language	DS CA-DS-12	DS TX-DS-16	AC NY-EL-02	AC FL-EL-01	AC NC-EL-03

Each support has a name and a code in every state. The Accessibility Crosswalk PDF lists them all, grouped by learning need, with the state name for each one. Match the codes to your state department's current list when you write a plan.

11.5 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."

11.6 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.

11.7 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.

11.8 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.

11.9 Plan Language, Before And After

Vague Wording	Specific Wording
Assistance as needed	In Impacter, the student uses captions, slower playback and a picture board.
Accommodations for testing	In Impacter, a case manager facilitates in a quiet room and records exactly what the student communicates.
Alternative response mode	In Impacter, the student answers by eye gaze with a dwell time set by the speech-language pathologist.
Extra time	Built in: no timers, pause anywhere and finish across several sittings.

Chapter

12

The Facilitator Guide

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



In This Chapter

12.1 Who Facilitates

12.2 What A Facilitator May And May Not Do

12.3 Before The Session

12.4 During The Session

12.5 After The Session

12.6 Documenting Facilitation

12.7 Honoring The IEP Or 504 Accommodations Page

12.8 Consent And Family Communication

12.9 If A Student Shares Something Worrying

12.10 Facilitation In Family-Assisted Remote

12.1 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

12.2 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

A Facilitator May	A Facilitator May Not
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.

12.3 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.

12.4 During The Session

- [ ] Start with the first five minutes script (see Chapter 13).
- [ ] 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.

12.5 After The Session

- [ ] Confirm the answers were saved and submitted.
- [ ] Write the facilitation note (see 12.6).
- [ ] 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.

12.6 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.

12.7 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.

12.8 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:

Sample Family 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.

12.9 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.

12.10 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.

Chapter

13

Setup And The First Five Minutes

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



In This Chapter

13.1 Setup Checklist For Any Device
13.2 Calibrating Eye Gaze
13.3 Pairing A Switch
13.4 Setting The AAC Board
13.5 Setting Up A Screen Reader
13.6 Setting Up Assisted Listening
13.7 The First Five Minutes
13.8 When Something Goes Wrong
13.9 Calibration Cheat Sheet
13.10 Session Day At A Glance

13.1 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.

13.2 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.

13.3 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.

13.4 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.

13.5 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.

13.6 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.

13.7 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.

1

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."

2

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."

3

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."

4

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."

5

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.

13.8 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

What Happens	What To Do
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 12.9
The student refuses	Honor it. Try another day, another mode or another adult
The session ran long	Save. Finish in another sitting

13.9 Calibration Cheat Sheet

Tool	Start With	Adjust When
Eye gaze	Long dwell time and large, spaced tiles	Gaze drifts: recalibrate, lengthen dwell, take a break
Switch	Slow scan speed	Selection is unsteady: reposition, check the connection, slow the scan
Picture board	The student's own symbol set and tile size	Selecting is hard: use fewer, larger tiles
Screen reader	The student's own voice and speed	Sound bleeds into the recording: use headphones
Assisted listening	The preferred connection and a sound check	Sound is unclear: adjust volume and balance, add captions

13.10 Session Day At A Glance

Before

Read the Support Profile, test the device and preview the room and screen.

During

Let the student set the pace, write exactly what is communicated and offer breaks early.

After

Confirm answers are saved, write the facilitation note and update the Support Profile.

Glossary

The words in this playbook

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.

Keep It On The Wall

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?

First Five Minutes

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

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.

Something Worrying

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

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

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
- Pull-Out Targeted Sessions
- Family-Assisted Remote
- Student-Guided Window

Where To Go

Paper backup kit:
backup.impacterpathway.com/bh
Try every support: access.impacterpathway.com

Impacter Pathway

Every Student Has Something To Say.



impacterpathway.com

Try Every Support
access.impacterpathway.com

Paper Backup Kit
backup.impacterpathway.com/bh