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Examples of A-B-C Framework

A resource designed for the training *Accommodations and Modifications: A Framework for Access*.

Introduction

The following pages contain examples of the A-B-C Framework, the support planning document that was referenced in the training *Accommodations and Modifications: Changes that Matter*. Information from five different students was gathered to give you real-life examples of the A-B-C Framework process and product. These were chosen as good examples of the system, but not necessarily perfect. None of the content has been changed, so there may be entries that are incomplete, use shorthand, or have otherwise imperfect entries. The charts are not meant to guide you to specific recommendations. They are shared with you as a model, to give you the confidence to start where you are, with what you know.

You can do this!

– Maureen Nevers, M.S. CCC-SLP, Vermont I-Team AAC Consultant

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Student 1 A-B-C Example

Student: Middle School Student, verbal, no significant motor challenges, modified curriculum content

Context: Observation of student in end of day closing activity, described in column one. Looked for areas that may be making this difficult for him based on his profile. Made suggestions for changes.

A	B	C
Planned Activity	Potential Problems	Ideas to bridge mismatch
<u>End of Day Closing</u> Purpose: Reinforce goal setting, monitoring self; follow up, accountability; promote relationships; SEL <u>Measured by:</u> teacher notes <u>Description:</u> Full group at desks Adults and students take turns and say their goal and results for the day. Peers/adults give verbal feedback / encouragement to speaker white board for recording responses/ ratings	<u>Check for:</u> just-right challenge comfortable inclusive engaging teach > test Based on profile, potential problem areas: <i>Topic may not be high importance;</i> <i>saliency of topic</i> <i>seating may be awkward;</i> <i>auditory input</i> <i>wait time</i> <i>end of day</i> <i>auditory comprehension</i>	Allow for multiple seating options Checklist of names of students to monitor who has spoken, who is next Offer speech to text on Chromebook – he likes to watch words come up on screen as they are spoken (engagement, literacy). Prepare his answer earlier in the day and type or record it as an option to present.

Student 2 A-B-C Example

Students: elementary school, AAC users, few motor impairments, grade-level and modified content

Context: General descriptions of class activities were used to identify different options that could be considered based on identified barriers. This chart was used with multiple students in the class where their specific barriers were filled in and different 'change' options were identified.

Activity Format	A	B	C
	Description of Expectations	Barriers	Bridges
Across activities	content knowledge usually required social-emotional skills based on format	to be added	
Teacher Group	(presentation, Q/A, discussion, demonstration, task) watch, listen, speak, take turns/wait, comprehend information;		teacher positional cues; pre-cue turn; device displayed; white board input, options; SmartBoard for visuals
Peer Group	(discussion, task) watch, listen, speak, take turns/wait, comprehend information; social skills based on grouping, content, and activity		SGD for interactions; peer guidance; model target actions; independent exploration time

Activity Format	A	B	C
Independent Task	understand directions, information (heard, read), manage materials, record responses (+/- tech)		Leveled to PLP, SnapType to adapt page;
Student Presentation	speak, share information		pre-cue turn; prepare Q; teacher use scripted / formatted questions
Interactive Activity	physical access to materials, social skills, understand directions, wait turn,		pre-record on device button sequence;

Student 3 A-B-C Example

Student: Middle School Student, verbal, no motor impairments, modified curriculum content

Context: Descriptions of class activities were written based on interview with the general educator. Barriers were identified based on the team's knowledge of the student and the IEP. The next step was to work as a team to find the best way to minimize those barriers.

A	B	C
GEC Routines/Activity	Student Participation Barriers	Student Access Plan
Science		
Read, do research on chosen topic	Comprehension suspected limited Decoding skills Reading level unclear Can't organize Can't say choice	
Write info	Speed, legibility of handwriting	
Respond to key questions	Complexity of question Format of question (language or spoken vs written) Unable to use speech for answer	
Large group	Not verbal to respond Unsure if he understands or recalls the spoken question	
independent	lacks info or initiative to move through assignment – needs adult	

Student 4 A-B-C Example

Student: Elementary Student, AAC user, motor challenges, modified curriculum content

Context: Descriptions of class activities were written based on interview with the general educator. Barriers were identified based on the team's knowledge of the student and the IEP. Accessibility options were recommended and the team later make a plan and wrote out which of the options they were trying.

GE Subject / Lesson	Routines/Activity brief description	Student Participation Barriers	Student Accessibility Options
Literacy: Foundations: Writing words	Tap fingers and speak letter sounds create a word with all the letters Write out word	tapping speaking letters, word writing word	adult produces letters slowly, gradually blending into word; show student picture of word (bbbbbb- eeeeeee-ddddddd bed - pix) reverse process so student picks a picture and adult says the letter sounds to show blending (picks dog: dddd-oooo-gggg) adult write word +/- HOH
Literacy: Foundations: Spelling Words	Pick up, move letters on magnet board spell words with letters	moving letter tiles spelling skills	put copy set of letters on eye gaze board; partner moves letters on board as he picks them

GE Subject / Lesson	Routines/Activity brief description	Student Participation Barriers	Student Accessibility Options
Literacy: Large Group Passage Reading	Listen and look at text being read Reading scoop? Point to text Predict what might come next Attend to peers, teacher	Pointing Speaking prediction Text complexity	Preview simplified text for story line Partner point or use pointer, occluder, to follow text Write out or use images to offer options about what's next, eye gaze to choice
Math: Target Sum	with peer look/listen to number (sum) mentally create equations to produce a certain sum turn over cards tap when done	communicate with peer mental math math concepts - numbers, add, subtract, doubles equations move cards and tap	make equation visually with number cards and objects: show him number (sum) card and same number of items; show number cards and items up to the sum number; eye gaze to first number in equation; adult records number and moved items; repeat for second number with smaller set; show first sum and his sum as equal

Student 5 A-B-C Example

Student: Grade 2, nonspeaking AAC user (eye gaze and point), significant fine and gross motor challenges, academic skills not clear

Context: Descriptions of class activities for ELA, Math and Science were written based on interviews with the subject-area general educators. Barriers and accessibility options were recommended by the I-Team and the team later made a plan and wrote out which of the options they were trying.

GE Curriculum Activities	Barriers to participation	Options to bridge the gap
General Math Materials Smart Board Chrome Books Math manipulatives Game pieces Online games Splash Learn Math online [individual activities] Illustrative Math online [individual activities]	Barriers: Accuracy and fatigue impact his performance with electronics including his device Device needs better mounting to reduce effort	Changes (options) Encourage him to picture the concepts in his head Have continuum of participation options for fatigue factor Use different number page layouts based on the application Try to use fun content – count Grandpa – focus on engagement before skills

GE Curriculum Activities	Barriers to participation	Options to bridge the gap
Mystery Card Opener Students draw math mystery card Read clue aloud explain their thinking for subitizing grade level math content	Barriers: Drawing cards and sharing answers verbally; unsure of math level	Options: Use spinner, dice, other random chance to pick a number that corresponds to cards – peer can draw.
Workbook / Smart Board View projected page(s) on Smart board Answer teacher questions about content Show teacher answer individually, display as a group	Barriers: Takes more effort to visually attend to board; cannot speak out answer; not able to show his answer on the board	Changes (options) Take a photo of Smart Board and put in White Board in TD Snap and let him point to display to respond to questions.
Math Workbook With Manipulatives Working at desk Use 3-D math materials to show work	Barriers: – knocks them over and gets tired Limited ability to move objects Needs objects for concrete representation	Changes (options) Keep objects if possible S directs partner where to put items as he counts

GE Curriculum Activities	Barriers to participation	Options to bridge the gap
Math Games Board games – move game pieces; roll dice; read card/game materials, show GL math skills, talk informally / cooperate	Barriers: Cannot manage game pieces, peer interaction, spoken responses, or reading card/information	Changes (options) Electronic spinner as option for all kids S picks someone to move his piece and stop when they reach the target number
ELA General <i>Read, write, speak, listen, process...</i>	Barriers: Teacher needs to know what vocabulary he has available Needs a protocol for writing Options for fatigue Try to get universal decoding instruction	Changes (options) Printout pages of app for individual and/or class use Reference high tech or low tech versions of AAC for vocabulary Create document for his participation at different levels of availability Incorporate Independent Writing Protocol See list of generic questions – could they be used during discussions?

GE Curriculum Activities	Barriers to participation	Options to bridge the gap
Read Aloud Read from shared text to group – start with review from previous day Teacher asks questions about previous day's Students answer verbally Discuss book Direct instruction	Barriers: Speech, text positioned for tracking, uncertain reading ability	Changes (options) Encourage S to read aloud in his head Ask him "What's one thing you want to say about what we read yesterday?" Accept any answer he gives. Peers can contribute what they think he means. Preview videos when possible After watching once, ask him to say stop when you reach a part he wants to comment on during later discussion
Writing <i>Use writing tools or computer to generate and capture ideas</i>	Barriers: Writing materials put too much focus on physical aspect	Changes (options) Writing Protocol

GE Curriculum Activities	Barriers to participation	Options to bridge the gap
Letter Work <i>Listening to and producing letter sounds</i> <i>Writing letters, words</i> <i>Sounding out words and hearing the differences</i>	Barriers: Cannot verbally produce phonemes to get feedback	Changes (options) Phonics is critical for him for communication – add it in when you can! Encourage inner talk Partner produces sounds and student signals when they hear the one they want Pick sounds recorded on computer or in his app
Science <i>Science grade level standards</i>	Barriers: Unsure of knowledge of science but lack of world experience and physical access probably impacts his knowledge	Changes (options) Reference science entry points Reference high tech or low tech versions of AAC app for vocabulary What other ways can interface with peers that are fun and age-appropriate (vs toys)

GE Curriculum Activities	Barriers to participation	Options to bridge the gap
Morning Meeting <i>Large group</i> <i>Q/A verbally</i> <i>Commenting</i> <i>Process information from teacher...</i>	Barriers: Verbal response, timing of input, proximity to group and teacher/presentation	Changes (options) Partner Assisted Scanning to reduce fatigue, increase options Direct partner to complete task – give many options about how to do a task or timing of task Coordinate (row/column) displays Refer to Spectrum document – options for different physical abilities
Large Group Video <i>Watch video as group</i>	Barriers: Attention, memory for information, knowledge of relevant vocabulary and its location on device, ability to have a conversation or ask questions about the content...	Changes (options) Preview videos when possible to write a list of key vocabulary, practice its location, After watching once, ask him to say stop when you reach a part he wants to comment on

GE Curriculum Activities	Barriers to participation	Options to bridge the gap
Games <i>Move pieces, listen to instructions, negotiate with peers verbally maybe in timed situation,</i>	Barriers: Moving items and informal interactions likely to be more challenging.	Changes (options) Based on the game, see if the Announcer role makes sense. Have him be the one to use his device to ask group questions, start an activity, give the answer, etc. We still want to work on him participating with the content but this is a start.
Computer-Based Activities <i>Operate mouse and keyboard</i> <i>Read instructions and content on screen</i> <i>Navigate within and across screens</i>	Barriers: Mouse and keyboard not accessible; position of screen for contact may not be best for seeing; pointing accuracy not great and drag and drop hard to sustain contact with the screen; no good error id and correction	Changes (options) Touch screen Check out accessibility settings that might eliminate some of the motor challenges Use screen reader Use partner mediated access – he directs partner to do physical actions.

GE Curriculum Activities	Barriers to participation	Options to bridge the gap
Hands-On Experiences <i>Set up materials</i> <i>Follow directions</i> <i>Place materials within reach</i> <i>Manipulate materials</i> <i>Record information</i>	Barriers: Knocks things over, can't get to materials to set up, grasp and fine movements challenge	Changes (options) Video tape for him to watch what he may miss in real time Take photos of items and put on his whiteboard. He can answer questions or direct peers to do things. Try to preserve his access to items even to explore