Our teacher introduction



Fill in the parts you want to share. Invite the child to choose what others should know.

Name or nickname

A first name or nickname is enough.

Interests and strengths

What would you like the teacher to know beyond hearing?

Ways our child communicates

Use the child's preferred language and communication descriptions.

What helps our child participate

Describe what works, and one situation we want to improve.

Our first request or question

What would we like to discuss together?

What we are comfortable sharing

What may be shared with staff or classmates? What stays private?

How I connect and participate



Use the child's own words when they want to contribute. Speech, sign, writing, pictures, or another way are welcome.

Name or nickname

Share only what you want.

My interests and strengths

What do I enjoy? What do I want people to know about me?

Ways I communicate

What languages, tools, or communication approaches help me?

What helps me participate

Consider clear instructions, taking turns, sightlines, and breaks.

What I want others to know / keep private

Let the child help decide what is shared.

Adults arrange reliable access. Children can share preferences without carrying responsibility for the whole plan.

Our shared next step



Bring one real example. Agree together on an action, an adult contact, and a time to review it.

The situation we noticed

What happened? Which information or participation was difficult?

Our question or request

What would we like the team to consider?

The adult who will help coordinate

Agree on a named school contact.

What adults will try

Who will do what, where, and when?

When and how we will check in

How can the child share what helps and what still needs changing?

Questions to bring: How is access supported across the school day? How will staff share missed information? How will we know the plan is helping?

Original Go Mabel planning template. Educational background: ASHA, Hearing Loss in Children; Washington Hands & Voices Family Toolkit. Sources checked November 1, 2026. This is not a diagnosis, eligibility decision, or individualized school plan.