

Field Trips

Accessibility means ensuring that the entire school environment—classrooms, library, playground, restrooms, cafeteria—are designed for every learner. This is a key condition for enabling students with physical, visual, auditory, and intellectual disabilities to navigate and learn independently. Utilizing a whole child approach to plan for students with visual impairment helps to confirm that everyone's needs are addressed, including those of staff and students. Building teams can use the following components to guide discussions about planning to support environmental access.

- Read each component and indicate a Yes, No, or Unsure response.
- Take turns sharing observations and ideas.
- Note possible safety and accessibility problems.
- Suggest specific changes or supports that would help.
- Identify any additional components that need to be addressed.
- Document who will follow up and by when.

Universal Components

Table 1 Universal Components

Points	Yes	No	Unsure
1. Pre-planning includes communication with facility about accessibility for the space (e.g., restrooms, entrances/exits, accommodations).			
2. Onsite contact has been determined for questions and making accommodation requests.			
3. Chaperones are briefed on any necessary student needs, their roles, and how to offer assistance in a way that respects student preference and autonomy.			
4. Medications, equipment, and first aids supplies are readily available during transport.			
5. Sensory considerations like noise levels and crowds for the space have been discussed.			
6. Opportunities to engage using tactile or auditory methods are available.			
7. Dietary and nutrition considerations are made available while offsite.			
8. Field trip security measures include discussion with the students, staff, chaperones and the facility contact about what to do if someone is separated from the group.			

Points	Yes	No	Unsure
9. Trip preparation includes discussion with students about activities and expectations and the use of tools to support emotional well-being (i.e., virtual tours, social stories, visual supports).			

Targeted Components

Table 2 Targeted Points

1. Feedback from a Teacher of the Visually Impaired is required to address accessibility considerations for the trip.			
2. Consultation from an Orientation and Mobility Specialist to provide assistance during the trip, or offer a preview lesson in the location, would increase access.			
3. Preparation to support full participation during the trip includes the use of maps and models in the student's preferred media for exploration.			
4. Demonstration of human guide techniques have been provided to chaperones.			
5. Assistive technology is available to the student throughout the trip to increase access to visual information such as exhibit labels and signage.			
6. Clear points of contact for accessibility concerns before and during the trip have been determined and shared for student self-advocacy.			
7. Opportunities for social interaction among students during the trip are made available and may include choice-making for bus seating, buddy system, small groups, preferred chaperones, etc.			
8. Following the trip, accommodations and support provided are discussed to promote self-determination skill development.			
9. All additional considerations, questions, and concerns shared specific to the student have been documented for follow up.			