LITTLE SEED COUNSELING

The Accessibility Audit

A practice & treatment center worksheet for examining rules, expectations and environments.

PURPOSE: Identify where treatment structure may unintentionally create barriers for neurodivergent clients. The goal is not to eliminate structure or accountability, but to ask whether the same clinical goal can be reached in a more accessible way.

1. Audit your environment & expectations

For each area, consider: What do we expect? What barrier could that create? What is the clinical purpose? Could the same goal be met another way?

Area	Current expectation / rule	Possible barrier	More accessible option
Sensory environment			
Group size & structure			
Schedule predictability			
Written / verbal communication			
Movement & breaks			
Attendance requirements			
Meeting expectations			
Peer interaction			
Phone / clothing / food policies			

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2. Pick a rule

Choose one rule, policy or expectation in your program that clients frequently struggle with.

The rule / expectation:

What is the actual clinical purpose of this rule?

What happens when someone cannot meet it?

Who is most likely to struggle with this expectation? Why?

3. Ask the hard questions

Is this necessary for safety?	
Is this necessary to achieve the treatment goal?	
Is this evidence-based or primarily "how we have always done it"?	
Does everyone need to do it the same way for the treatment goal to be achieved?	
Could difficulty following this rule reflect executive functioning, sensory needs, communication differences, disability, trauma or another access barrier?	

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4. Keep the goal. Examine the path.

What is the treatment goal underneath the rule?

What parts actually need to remain?

What could be flexible?

What accommodation could remove the barrier while preserving the treatment goal?

ACCOMMODATION ≠ LOWER EXPECTATIONS

An accommodation changes access to the goal, not necessarily the goal itself.

5. Flip the question

INSTEAD OF ASKING:	TRY ASKING:
"Why won't this client follow the program?"	"What is this environment asking this person's brain and body to do - and what is getting in the way?"

Before labeling a behavior as resistant, manipulative, unmotivated or noncompliant, ask:

Is the person unwilling to participate - or is the way we require participation inaccessible?

ONE CHANGE WE CAN MAKE:

Identify one rule, expectation or environmental feature your program will revisit.