

EMLS Facilitator Quick Start Guide

First practical steps for safe, accessible EMLS delivery

Document type	Practical delivery support download
Use status	Customer-facing guidance - not a legal, clinical or accreditation document
Version	v0.1 draft for EMLS webpage
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Purpose

Give facilitators a clear first-step guide for preparing, running and closing an EMLS session without overcomplicating the system.

This guide is designed to support safe, accessible and consistent facilitation. It should be adapted to the participant group, site context and approved EduLinked materials in use.

Start here: the facilitator role

- Create a calm, clear learning environment.
- Use only the approved module materials for the session.
- Offer communication choices before asking participants to perform.
- Notice access needs early and adjust the pace, format or support.
- Record completion and evidence only in the agreed format.

Before the session

Done	Step	Practical prompt
<input type="checkbox"/>	Confirm the module	Which approved EMLS module is being delivered today?
<input type="checkbox"/>	Check participant access information	Communication preferences, sensory needs, support roles and consent requirements.
<input type="checkbox"/>	Prepare materials	Cards, handbooks, visual supports, worksheets, device chargers and backup copies.
<input type="checkbox"/>	Set up the space	Quiet option, movement path, seating choice, visual clarity and low clutter.
<input type="checkbox"/>	Agree support roles	Who greets, who supports communication, who records evidence, who handles distress?

During the session

Action	Do this	Avoid this
Open	Explain what will happen, how long it may take and how people can pause.	Starting with a test or performance demand.
Facilitate	Use short instructions, visual prompts, modelling and wait time.	Rapid questioning or correcting communication style.
Adapt	Offer choice: speak, point, write, use AAC, demonstrate, or work with support.	Treating one response mode as the only valid evidence.
Verify	Capture agreed evidence of participation, skill demonstration or reflection.	Collecting unnecessary personal information.
Close	Summarise what was completed and what happens next.	Ending without transition or a recovery option.

Simple session rhythm

1. 1. Welcome and orientation.
2. 2. Access check and communication preferences.
3. 3. Module activity or station sequence.
4. 4. Supported reflection or evidence capture.
5. 5. Completion check and next-step message.

When to pause or escalate

- A participant asks to stop, withdraws, becomes distressed or appears overwhelmed.
- The space becomes unsafe, overstimulating or inaccessible.
- A support need arises that is outside the facilitator role.
- There is uncertainty about consent, safeguarding or reporting.