My Plan A, Plan B, Plan C

Use fictional examples. Leave out diagnoses, medical information, names, passwords and contact details.

Learning goal: Build acceptable backup choices without making support conditional.

A backup plan is a choice you prepare, not a test of obedience. Plans can include help, a pause or a different route to the same learning. Choose options you actually find usable.

1. Choose a real or made-up learning situation. Leave out names, diagnoses and private details.
2. Explore the three activities. Choose supports that fit you; skip any that do not.
3. Write, type, draw, point, sign, use AAC or ask someone to scribe your own ideas.
4. Choose one next step and an adult who can help make it possible.

Grades 3–5 support: Use the prompts and examples, or explain your ideas in your own way. Ask for words, a scribe or one direction at a time.

Plan A

Choose a learning task and your preferred way to do it.

Task and preferred route

Support needed for Plan A

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My Plan A, Plan B, Plan C

Plan B / Plan C

Imagine a device is unavailable. Keep the thinking goal and design two acceptable options.

Plan B and support

Plan C and support

Optional deeper thinking · Grades 6–8

Create a decision tree for a complex project disruption and explain which supports remain available in every branch.

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My Plan A, Plan B, Plan C

Choose, do not force

Decide how you want an adult to present options and how you can signal that none works yet.

How I want choices offered

My request if I need another option

My next step

What will I try, and who can support it? Write, draw, dictate, sign or use AAC.

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My Plan A, Plan B, Plan C

Accessibility & alternative responses

Provide choices in the learner’s communication mode and offer processing time. A supported pause can be an acceptable plan.

Teacher facilitation

Co-design backups before transitions, then ask again in the moment. Do not use backup plans to withdraw accommodations. During acute distress prioritize safety and reduce demands.

Family-use suggestion

Invite the learner to choose what to share. Try one support together, ask what helped, and change the plan with their permission. Do not turn this sheet into a test or require private information.

Specialist formats

These printouts are not Braille. Embossed Braille and specialist tactile materials need qualified, technically validated production. The accessible digital version supplies structured text, not a specialist-format substitute.

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