

# My Predictable Day

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

**Learning goal:** Create a flexible first/next/then schedule with a clear change plan.

Knowing what comes next can free attention for learning. A schedule is a support, not a promise that nothing changes. Plan how a change can be explained and what choice you will have.

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.

## First / next / then

Choose a short learning sequence. Use words, symbols or descriptions.

### FIRST: task and what finished means

### NEXT: task and support

### THEN: task or chosen break

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## A change to the plan

Imagine the library closes unexpectedly. Mark what stays the same and what changes.

### What stays the same

### What changes and how I want to be told

## Optional deeper thinking · Grades 6–8

Plan a project timeline with dependencies and explain how one changed deadline affects later steps.

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## My change support

Choose a useful support and a question to ask before restarting.

Optional choices · choose any, none or your own

- ☐ Written update
- ☐ Preview of new place
- ☐ More processing time
- ☐ Choice of first step
- ☐ Trusted adult check-in

## Support I can request

## Question I want answered

## My next step

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

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## Accessibility & alternative responses

Use tactile objects, high-contrast symbols or selectable text as chosen. Describe all visual schedules verbally; avoid color-only meaning.

## Teacher facilitation

Preview transitions and describe changes concretely. Let the learner revise the sequence. Do not remove schedule access or breaks as a punishment.

## 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.