

Plan It. Do It. Check It.

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

Learning goal: Use a visible planning loop with realistic checkpoints and flexible revision.

A plan can hold steps so your brain does not have to hold them all. Checking means noticing what to change, not blaming yourself. Use the organizer in words, symbols or another chosen format.

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: chunk the project

Imagine creating a model bridge explanation. Choose three manageable steps and estimate effort.

Step one and estimated effort

Step two and estimated effort

Step three and estimated effort

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DO: use a checkpoint

Choose a checkpoint and a way to externalize what comes next.

My checkpoint

My reminder, materials or help

Optional deeper thinking · Grades 6–8

Plan a larger project with dependencies, buffer time and a reasoned adjustment after the first checkpoint.

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CHECK: adjust the plan

Compare an estimate with what happened, or use a fictional trial. Change the plan rather than judging yourself.

Estimated / actual effort and what I noticed

One useful adjustment for next time

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 audio reminders, tactile tokens or large text. Avoid requiring time tracking if it increases distress; use effort words instead.

Teacher facilitation

Teach estimation as an experiment, not a deadline promise. Model a backpack/materials check and a homework step list. Keep adult support available.

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.