Family Resources · Parents & Families · Grades 3–5 · FREE

Preparing for Unexpected Changes

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

Learning goal: Offer clear information, acceptable choices and processing time.

A planned outing or school activity changes unexpectedly. State what changes and what stays, preview the new plan and offer a chosen support. Use a fictional or de-identified example here; the learner controls what to share.

1. Use a fictional example or discuss the situation without identifying a child.
2. Complete each planning section with the learner's choices at the center.
3. Select one feasible change, who will provide it and when you will check it.
4. Keep any completed paper privately; do not use it to diagnose, rank or label a learner.

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.

Understand the goal and access

State what changes and what stays, preview the new plan and offer a chosen support. Separate the thinking goal from an access barrier.

Meaningful learning goal or interest

Barrier or preference to check with the learner

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Choose an action together

Invite the learner’s response in their preferred communication mode. Choose one feasible change and an adult responsibility.

Learner’s choice or question

Support action, responsible adult and timing

Optional deeper thinking · Grades 6–8

Compare two support choices for the same intellectually demanding goal and identify how the learner’s preferences shape the decision.

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Review and keep it respectful

During acute distress reduce demands and seek trusted support rather than forcing an immediate explanation. Decide how you will check the support with the learner, not just compliance or speed.

Evidence of access or participation to look for

Review question and next adjustment

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 selectable text, clear headings, AAC/partner-assisted participation, read-aloud or large print as chosen. Keep completed plans private; no diagnosis or medical details are needed.

Teacher facilitation

State what changes and what stays, preview the new plan and offer a chosen support. During acute distress reduce demands and seek trusted support rather than forcing an immediate explanation.

Family-use suggestion

State what changes and what stays, preview the new plan and offer a chosen support. During acute distress reduce demands and seek trusted support rather than forcing an immediate explanation.

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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