

When Plans Change

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

Learning goal: Identify what changes, what stays and which support makes transition possible.

A changed plan can feel small to one person and large to another. You do not have to pretend it is easy. Make the new information clear and choose support before restarting.

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.

Expected / new plan

Imagine outdoor science moves indoors because of rain. Compare the plans.

Expected plan

New plan

What stays the same

When Plans Change

Name the missing information

What do you need to know before beginning the new activity?

Optional choices · choose any, none or your own _____

☐ Written update ☐ Preview ☐ Countdown if useful ☐ More time ☐ Trusted adult

My question about the change

A support I would choose

Optional deeper thinking · Grades 6–8

Plan for an unexpected project change, separating fixed constraints from negotiable choices.

When Plans Change

Choose a first step

Pick an accessible first action or a supported pause. Both can be reasonable.

My first step or pause choice

How an adult can help

My next step

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

When Plans Change

Accessibility & alternative responses

Use first/next/then text, objects or AAC. Do not require an immediate response or a visual social narrative.

Teacher facilitation

Give clear change notifications and time when available. Avoid forced compliance during distress; reduce demands, maintain safety and offer recovery/communication supports.

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.