

When My Schedule Changes

SECTION 1 · THE STORY, CARDS AND PRACTICE

SCHEDULE CHANGES

STORY When My Schedule Changes (Color)

Six plain sentences, one picture beside each, about a schedule card changing. This is the color set; the same story in the ink-saver set is on page 11.

DATE _____

THIS STORY BELONGS TO _____

1



CALENDAR

I have a schedule for my day.

2



CALENDAR

Sometimes a card on my schedule changes.

3



ADULT

An adult shows me the new card.

4



WORRIED

I can feel worried when a card changes.

5



LOOK

I look at the new card and the new plan.

6



HAPPY

My day still works even when a card changes.

Social Story: When My Schedule Changes

Page 6 of 22

+ BRIGHT PATH SPED

CARDS AND PRACTICE

Story Cards (Color)

SCHEDULE CHANGES

Story (page 6), as cut-apart, 2-inch cards. Print, cut on the dashed lines, and the story travels. This is the color set; the same cards in the ink-saver set are on page 12.



card: card 1 is
ment a card on
he pocket, a
ard, not the
other card is a

THREE QUICK WAYS TO USE THE CARDS

- ☐ Clip the set to a lanyard or keyring so it travels between rooms with the student.
- ☐ Hand one card at a time as the story is retold, in order, one to six.
- ☐ Send the set home the week this story is new (page 18).

IF A PICTURE READS DIFFERENTLY TO YOUR STUDENT

The six sentences do not change, but a student may read a picture differently — cover the card and use the blank page (page 9) with a picture or word they recognize instead, and keep using it the same way as the printed cards.

Page 7 of 22

+ BRIGHT PATH SPED

+ BRIGHT PATH SPED

What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 The Story, Cards and Practice

PAGES 6–9



When My
Schedule Changes
(Color)
STORY

6



Pocket Story
Cards (Color)
CARDS

7



Practice: When My
Schedule Changes
PRACTICE

8



Write Your Own
Story (Type or
Draw)
STORY

9

02 The Ink-Saver Set

PAGES 11–12



When My
Schedule Changes
(Ink-Saver)
STORY

11



Pocket Story
Cards (Ink-Saver)
CARDS

12

03 Using It, Data and Home

PAGES 14–21



How to Use This
Story
REFERENCE

14



Schedule Change
Log
LOG

15



Weekly Roll-Up
and Graph
TRACKER

16



Filled Example
EXAMPLE

17



Family Page
NOTES

18



Hand-Off to
Another Adult or
Room
NOTES

19



Phrase Bank for
Writing a New
Story
REFERENCE

20



Storage and
Binder Labels
REFERENCE

21

HOW THE TAGS ON EACH PAGE WORK

Every page carries a small tag: **Story** the picture story itself, **Cards** a sheet to cut apart, **Practice** the student practice page, **Log** the data sheet, **Tracker** the weekly summary, **Example** the filled-in sample, **Notes** a page to send out or hand off, and **Reference** everything else you read rather than write on.

Start Here — Three Steps



1

Print the story

Print it from the color set (page 6) or the ink-saver set (page 11). Type the student's name on it first if you like.

The cut-apart cards (page 7) put the same six pictures on cards for a pocket, a keyring or a desk; the blank page (page 9) is for a story of your own.



2

Read it, then practice

Read the story in a calm moment, pointing to each picture, the same way every time. After a read, do the practice page (page 8): three "what can I do?" moments, a Monday-to-Friday strip, and three things to try with an adult.

The how-to page (page 14) has the rest: what counts as a change, and reading it the same way in every room.



3

Log it, roll it up, send it home

One row on the log (page 15) each school day: was the story read, by whom, how many schedule changes came up, and in how many the student did what the story says.

Total the week on the roll-up (page 16) and dot the graph. Send the family page (page 18) home the week the story is new; the hand-off page (page 19) goes with the story to any other adult.

WHAT THIS FILE IS

A fillable PDF: one short picture story (6 sentences, 5 pictures) in a color set and an ink-saver set, cut-apart pocket cards, a practice page, a write-your-own page and the data pages behind them, with type-in fields throughout. It works offline with no account or subscription and prints the same on every machine.

WHAT THIS FILE IS NOT

Not an editable online slideshow or word-processor document, and not a behavior plan or a legal or clinical procedure of any kind. It follows no named method, supplies no prompt hierarchy, fading schedule or mastery rule and promises no outcome; it tells a student, in pictures, what a changed schedule card looks like and what they can do, and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A card on a student's schedule is about to change	The story, page 6; cards, page 7
A student needs to practice what to do when a card changes	Practice page, page 8
A situation this story does not cover	Blank story, page 9; phrase bank, page 20
A photocopier or a copy to send home	Ink-saver set, page 11
The IEP meeting or a family conference	Roll-up and graph, page 16; example, page 17

IF SOMETHING DOES NOT WORK, AND WHERE THIS FILE LIVES

A field will not hold my typing. Open the file in Acrobat Reader or Preview, not a browser tab. **A picture reads as a different word.** Cover it and use the blank page instead; the **Ask a Question** tab reaches me for a free update. **Confidentiality:** initials only on anything that leaves your hands, first name only on the family page.

STORY

When My Schedule Changes (Color)

Six plain sentences, one picture beside each, about a schedule card changing. This is the color set; the same story in the ink-saver set is on page 11.

THIS STORY BELONGS TO

DATE

1



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LOOK

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6



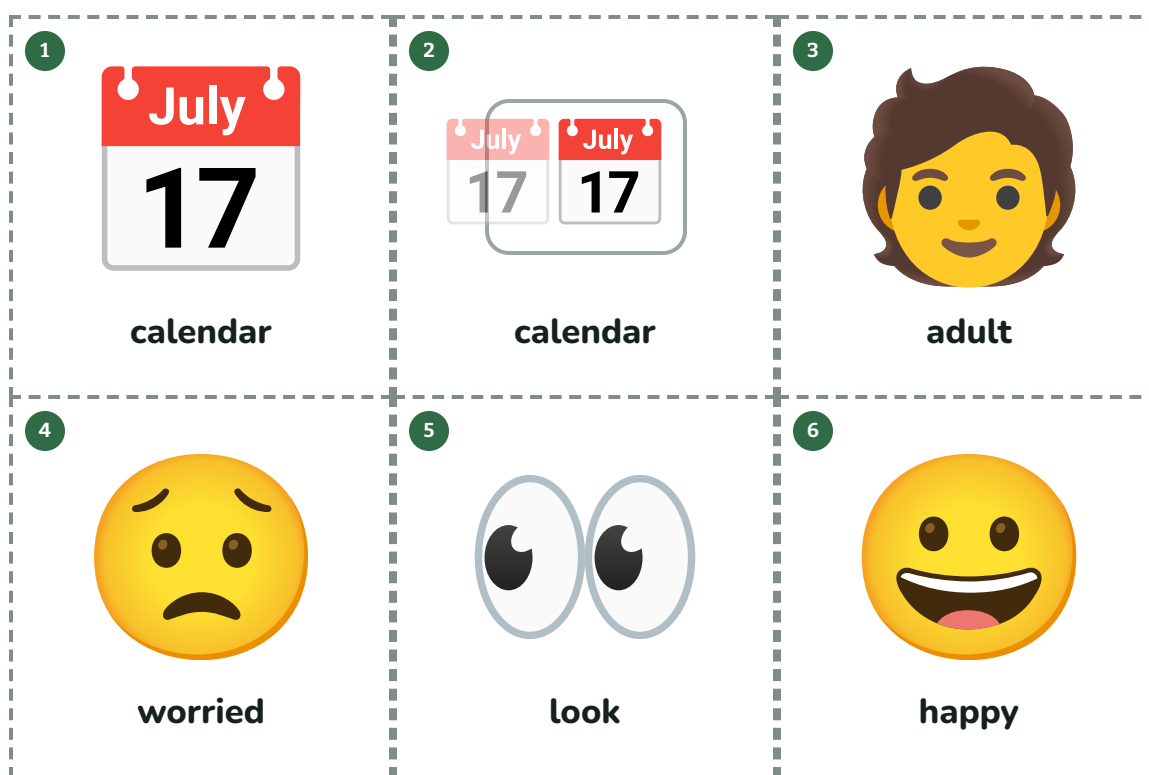
HAPPY

My day still works even when a card changes.

CARDS

Pocket Story Cards (Color)

The six pictures from the story (page 6), as cut-apart, 2-inch cards. Print, cut on the dashed lines, and the story travels in a pocket or on a keyring. This is the color set; the same cards in the ink-saver set are on page 12.



A NOTE ON THE REPEATED PICTURE

Cards 1 and 2 both show a calendar card: card 1 is the schedule itself, card 2 is the moment a card on it changes (one card fading out of the pocket, a new one in it). The number on the card, not the picture, keeps the set in order; every other card is a different picture.

THREE QUICK WAYS TO USE THE CARDS

- ☐ Clip the set to a lanyard or keyring so it travels between rooms with the student.
- ☐ Hand one card at a time as the story is retold, in order, one to six.
- ☐ Send the set home the week this story is new (page 18).

PRINTING AND SIZING

Cardstock holds up better to daily handling than paper; laminate a card that travels in a pocket or on a keyring every day. Every card prints at the same 2-inch size in this set and the ink-saver one, so a card from either set can sit in the same pocket.

IF A PICTURE READS DIFFERENTLY TO YOUR STUDENT

The six sentences do not change, but a student may read a picture differently — cover the card and use the blank page (page 9) with a picture or word they recognize instead, and keep using it the same way as the printed cards.

STORY

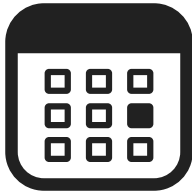
When My Schedule Changes (Ink-Saver)

Six plain sentences, one picture beside each, about a schedule card changing. This is the ink-saver set; the same story in the color set is on page 6.

THIS STORY BELONGS TO

DATE

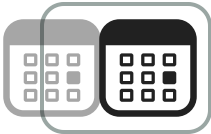
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CALENDAR

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HAPPY

My day still works even when a card changes.

PRACTICE

Practice: When My Schedule Changes

Goes with the story (page 6). Read the story together, then do this page.

NAME

DATE

READ THE STORY WITH

WHAT CAN I DO? (READ THE STORY FIRST)

#	WHEN THIS HAPPENS...	WHAT CAN I DO?	I DID IT (Y / N)
1	A card on my schedule is different today.		
2	My schedule shows a new activity I was not expecting.		
3	An adult tells me the plan changed.		

I DID THIS TODAY (MARK THE DAY)

THIS WEEK	MON	TUE	WED	THU	FRI
I read the story					
I did what the story says					

PUT THE STORY IN ORDER

1

2

3

4

5

6

Cut the story cards (page 7) and put them in order, one to six. Then tell the story.

TRY IT WITH AN ADULT

☐ Show me how you look at a new schedule card.

☐ Point to the card that is different today.

☐ Tell me one thing that stays the same even when a card changes.

MY OWN WORDS ABOUT THIS STORY

 LOG

Schedule Change Log

One row per school day. It counts two things: whether the story was read, and how many of the day’s schedule changes the student did what it says.

STUDENT		WEEK OF		WHO RECORDED	
#	DATE	READ BY (ADULT / TOGETHER / STUDENT)	SCHEDULE CHANGES SEEN	USED IT	INITIALS
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					

WHAT “READ BY” MEANS ON THIS SHEET

Your own short word for how the read went: an adult read it, you read it together, or the student read it alone. Leave the row’s read-by column blank on a day it was not read; the change columns still count.

WHAT THE TWO CHANGE COLUMNS MEAN

Schedule changes seen: how many cards on the schedule actually changed that day. Used it: how many of those the student did what the story says. Total both on the roll-up (page 16) at the end of the week.

TRACKER

Weekly Roll-Up and Graph

One row and one dot per week, from the log. Eight weeks across, 0 to 100 percent.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	DAYS READ	CHANGES SEEN	USED IT	PERCENT	NOTES
1						
2						
3						
4						
5						
6						
7						
8						

PERCENT OF SCHEDULE CHANGES THE STUDENT USED IT · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

Add the log's two change columns (page 15) for the week. Used it divided by changes seen, times 100, rounded to the nearest whole number. Days read is how many rows that week show a read.

BRINGING THIS PAGE TO A MEETING

A rising line says the student is doing what the story says in more of the changes it is about. The criterion field above is where your team's own number goes, so every dot is read against the same line. This page counts what is plotted; it does not decide what a flat line means.

 EXAMPLE

Filled Example

 SAMPLE · INVENTED STUDENT

Every number in the read-out is re-counted straight from the two tables above.

Noah is invented, and so is every mark on this page. One week on the log, then three weeks on the roll-up, to show how the two pages read once real marks are on them.

The log, one week (page 15)

#	DATE	READ BY	SCHEDULE CHANGES SEEN	USED IT
1	9/8	adult	1	1
2	9/9	together	2	1
3	9/10	together	1	1
4	9/11	student	2	1
5	9/12	together	1	1

The roll-up, three weeks (page 16)

#	WEEK OF	DAYS READ	CHANGES SEEN	USED IT	PERCENT
1	9/8	5	7	5	71%
2	9/15	4	6	5	83%
3	9/22	5	8	7	88%

READING THE NUMBERS

The week above: 7 schedule changes seen across 5 days, used it in 5, 71 percent. The story was read by an adult 1 time, together 3 times and by Noah alone 1 time. The weeks: 5 of 7 (71 percent), then 5 of 6 (83 percent), then 7 of 8 (88 percent) — a line rising week on week. Every percent is that row’s own used-it count divided by its changes seen.

A LINE THIS SHEET COULD WRITE

“With the story read 5 days that week, Noah did what the story says when a card changed in 7 of 8 changes seen the week of 9/22 (88 percent), up from 5 of 7 the week of 9/8.”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 16) at 71, 83 and 88, joined by a line that rises. The “read by” column on the week above shows the read shifting from an adult to the student, which the log records but does not score.

WHAT THIS EXAMPLE IS NOT

One invented child’s week and three weeks of totals. It sets no typical rate, predicts nothing about a real student, and the criterion field would hold whatever Noah’s team wrote — not a number this file supplies.

THE PRACTICE STRIP THAT WEEK (PAGE 8)

On the Monday-to-Friday strip, Noah marked “I read the story” on 5 days and “I did what the story says” on 5 days. The strip is the student’s own mark; the log is the adult’s count. They agree here because the example was built that way, not because they must.