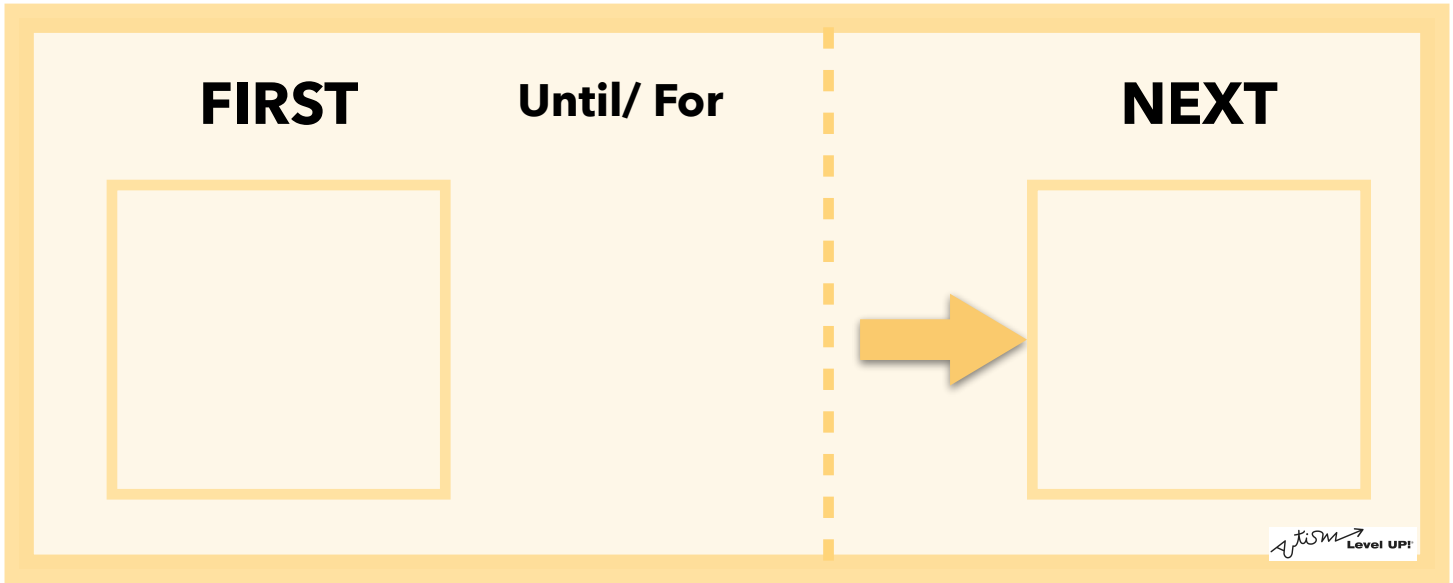


**FIRST:** read this, **FOR** as long as it takes **UNTIL** you really understand and internalize the message.  
**NEXT:** implement the strategy to help support people.

This is a support to provide information NOT a support to exert control or to hold hostage the "next" activity. The break and switch cards should always be available to the person being supported. If the person being supported uses those cards to communicate a need or desire, it should be honored. That is, the break or switch should be granted, or a logical rationale for why it cannot be granted should be explicitly provided in a way that is accessible to the learner.



**time**

**as long as you want**

**IT'S YOUR CHOICE**

**the activity is complete**

**ALL DONE**

**break**

**everyone has a turn**

**you do \_\_\_ ✓**

**zig zag**  
(Unpredictable event)

**switch**

**A reminder because it can't be emphasized enough~**

**FIRST:** read this, **FOR** as long as it takes **UNTIL** you really understand and internalize the message. **NEXT:** implement the strategy to help support people.

This is a support to provide information NOT a support to exert control or to hold hostage the "next" activity. The break and switch cards should always be available to the person being supported. If the person being supported uses those cards to communicate a need or desire, it should be honored. That is, the break or switch should be granted, or a logical rationale for why it cannot be granted should be explicitly provided in a way that is accessible to the learner.

**Read the information below to ensure that you will use the "For/Until" cards for the purposes that they were created, in ways that provide support and information.** We know that these will not cover every For/Until scenario. We hope you will write in different information on the board when it is necessary to provide appropriate support.

**time**



This card should be used to convey information to the individual about the duration of the "first" activity when there is a predetermined endpoint that is tied to an amount of time (e.g., FOR 15 minutes) or a specific time (e.g., UNTIL 1:20pm).

**the activity is complete**



This card should be used to convey information to the individual about the duration of the "first" activity when it is bound by a natural end point (e.g., the end of a known routine, the completion of a class block, the conclusion of a science experiment, etc.).

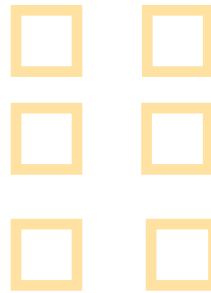
**as long as you need**

**IT'S YOUR CHOICE**



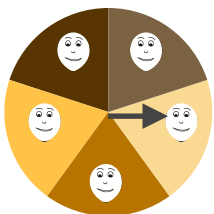
This card should be used to convey information to the individual about the duration of the "first" activity when there is NO predetermined end point. It is at the individual's discretion when they are ready to transition to the "next" activity.

**you do \_\_\_ ✓**



This card should be used to convey information to the individual about the duration of the "first" activity when there is a predetermined number of turns or tasks involved (e.g., singing 3 songs, reading 5 pages, kicking 6 balls, etc.).

**everyone has a turn**



This card should be used to convey information to the individual about the duration of the "first" activity when the length of the activity is determined by a full rotation through a group of people completing some task.

**zig zag**

(Unpredictable event)



This card should be used when a change needs to be made to the "Until/For" card information that was previously shared with an individual. The reason for the change should be a **real need** and shared in a way that is accessible to the learner.