



Tip Sheet & Printable Resource

Predictability Audit Tool

The *Predictability Audit Tool* helps educators assess what is already in place to enhance predictability and to identify practical next steps. It is designed to be flexible. It can be used by an individual educator reflecting on their own practice, a team planning together, or a whole school reviewing systems.

Using the *Predictability Audit Tool*

The *Predictability Audit Tool* is built around five key questions that enhance predictability for students:



When will it happen?



Where will it happen?



What will happen and what will I do?



What is **expected** of me and what are my **options**?



What happens if/when...?

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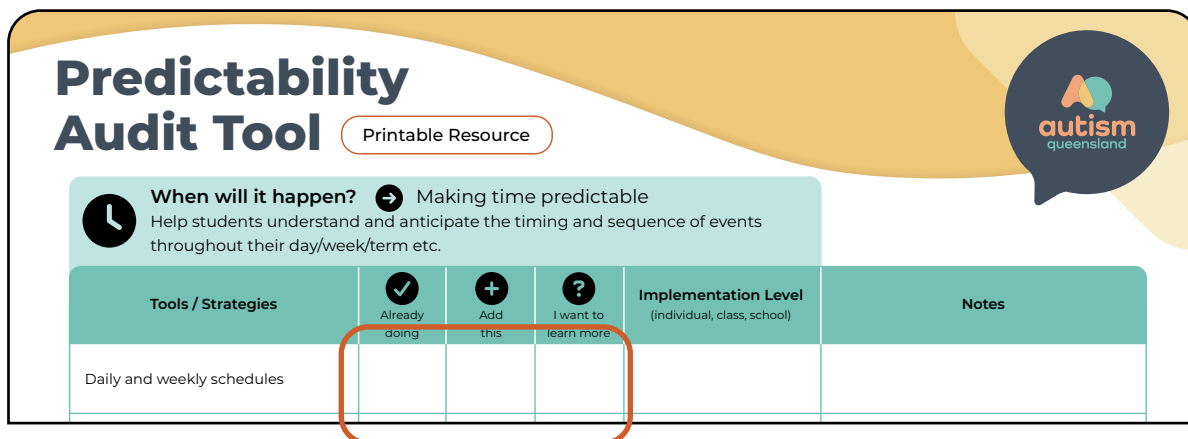


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Getting started:

1. Work through each of the five sections:

For each tool or strategy listed, mark whether you are already doing it, whether you want to add it, or whether you'd like to learn more.



Tools / Strategies	✓ Already doing	+Add this	? I want to learn more	Implementation Level (individual, class, school)	Notes
Daily and weekly schedules					

2. Consider implementation level:

Some strategies are most powerful when they are consistent across a whole class or an entire school while others may be tailored to specific students' needs.

3. Identify your priorities:

Look for patterns. Which areas are already strong? Which areas have the most gaps? Where would a small change have the biggest impact?

4. Review and refine:

Revisit the audit each term to see progress, adjust what isn't working, and add new priorities as previous ones become embedded practice.


On the following pages you will find a printable template for the #Safe2BeMe project's Predictability Audit Tool.



Scan QR code for more #Safe2BeMe Toolkit resources designed to ensure all students feel safe and supported at school.

Autism Queensland is here to help—get in touch to learn more:

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Printable Resource



When will it happen? → Making time predictable:

Help students understand and anticipate the timing and sequence of events throughout their day/week/term etc.




Tools / Strategies	Already doing	Add this	I want to learn more	Implementation Level (individual, class, school)	Notes
Daily and weekly schedules					
Visual routines					
Timers and countdowns					
To-do lists and task sequences					
Transition cues and processes					
Processes for managing changes					

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Where will it happen? ➔ Making space & environment predictable:

Create clear, consistent, and accessible physical environments that students can navigate and understand.




Tools / Strategies	 Already doing	 Add this	 I want to learn more	Implementation Level (individual, class, school)	Notes
Maps and wayfinding systems					
Colour coding for zones / materials					
Structured teaching environments					
Universal design principles for physical spaces					
Sensory mapping or zoning					
Consistent physical layouts (e.g. desk arrangement, activity setup etc.)					

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What will happen and what will I do? → Making activities, events, and tasks predictable:

Provide clear information about upcoming activities, events, and the specific tasks students will engage in.




Tools / Strategies	 Already doing	 Add this	 I want to learn more	Implementation Level (individual, class, school)	Notes
"What to expect" / Welcome / Visual stories					
Walk-throughs and rehearsals					
Video models of activities					
Sensory previews of events					
Task analysis and breakdowns					
Explicit information about activities					

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What's expected of me? What are my options? → Making expectations and choices predictable:

Clearly communicate behavioural and learning expectations while providing clear and consistent choices and alternatives.




Tools / Strategies	 Already doing	 Add this	 I want to learn more	Implementation Level (individual, class, school)	Notes
Clear instructions (visual & verbal)					
Explicit teaching of expectations (behaviour, social, etc.)					
Defined choices and alternatives					
Universal Design for Learning approaches					
Designated safe places and exit plans					
Choice boards and menus					

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What happens if/when...? → Making responses, changes, and the unexpected predictable:

Establish consistent, clear processes for how situations are handled, how unexpected changes are communicated, and how support is provided.

Tools / Strategies	 Already doing	 Add this	 I want to learn more	Implementation Level (individual, class, school)	Notes
Processes for communicating unexpected changes (e.g. change cards & visuals, now/next strategies)					
Restorative practice processes					
Consistent response systems (e.g. when mistakes happen, when help is need or goes wrong etc.)					
Clear support structures (e.g. who to ask, where to go, what happens next etc.)					
Consistent problem-solving frameworks (e.g. conflict resolution, restorative practice, self-advocacy)					
Communication protocols (e.g. how to ask for help, check in/out systems, communication pathways)					

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