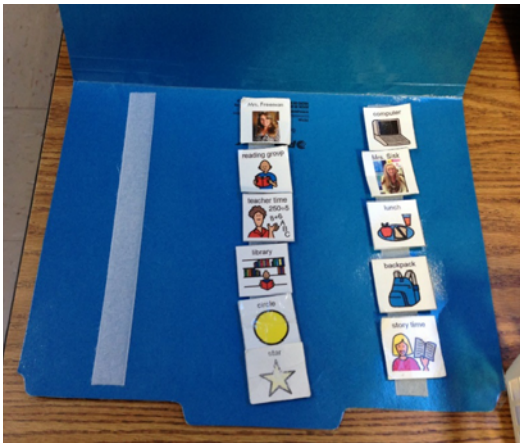
Schedules (Line Drawings): An Overview

Definition and Purpose	A schedule is an ordered list of specific activities to be completed during a given time period. Schedules are considered an **antecedent-based intervention**, which is an evidence-based practice for autistic students that "includes a variety of modifications that are made to the environment/context in an attempt to change or shape a learner's behavior." (Steinbrenner et al. 63). Line drawings are visuals that help learners understand information, directions, and daily routines. For learners who benefit from visual learning, they serve as an alternative to word schedules or written instructions. By customizing line drawings, educators can create visual aids that are tailored to suit the unique needs of each learner.
When to Use Schedules	Ideal times to use schedules with autistic students, or other students with or without disabilities, could include (but are not limited to): » throughout the entire day for a whole group, for a small group, or for individual students, » throughout an activity or instructional block to break down the specifics of that subject, class, or time-period (e.g., activity schedule for circle time, activity schedule for literacy block), or » during new or different activities (e.g., field trips, assemblies).
Why Use Schedules	Schedules are beneficial for autistic students because they: » increase predictability about the events of the day, » clarify expectations about where a student should be and what the student should be doing, » promote student independence within the classroom and the school setting; and, » teach flexibility to students by helping them anticipate when changes may occur.
Critical Components of Schedules	Schedules for autistic students should: » be visible to the learner and presented in a format that the student can comprehend (e.g., photos, words and pictures, written, etc.), » be broken down into reasonable steps, » include a clear way to indicate when an activity is finished, » be referenced before and after each activity listed on the schedule, » be handled by the student if possible, » include a consistent phrase to prompt the student to reference their schedule (e.g., "Check the schedule," or "Let's see what is next…") and, » include a visual representation of a schedule change.

Schedules in Action	
Assembly Tips	1. Print and laminate the schedule activity pieces. 2. Place a hard-sided Velcro strip on a folder, paint stick, or laminated strip of construction paper. 3. Place soft-sided Velcro on the back of each schedule piece. 4. Lay out the daily schedule appropriately, with part or all of the day represented. 5. Consider where to post the schedule (e.g., taped on a desk or in a locker, carried with the student in a folder or attached to a planner).
Using Schedules to Support Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP)	A functional behavior assessment (FBA) is a process for gathering, analyzing, and summarizing information about the relationship (i.e., function) between a person's challenging behavior and their environment (Cooper, et al., 2019). An FBA provides specific information around how behavior interventions should be individualized in consideration of a person's skills, preferences, sensitivities, and environment. For students in schools, an FBA must be conducted to address one or more of the following situations: » a change of placement to a more restrictive setting is considered due to a student's behavior, » a student with an Individualized Education Program (IEP) is removed from their current placement for more than 10 school days for behavior determined to be a manifestation of their disability, » the IEP provides for the use of restraint or isolation, » a student's behavior impedes learning for self or peers, » a student's behavior threatens safety of self or others, » when determined appropriate by the student's IEP team, » a behavior intervention plan (BIP) is considered ineffective by virtue of incomplete or flawed understanding of the student's behavior, and/or » a student's behavior limits student engagement, inclusion, and/or independence. *See* State Board of Education Rule 0520-01-09-.24.

Using Schedules to Support Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) *Continued*	An FBA may be conducted, as appropriate, in the following situations: » a student with an IEP is removed from their current placement for more than 10 school days for behavior not determined to be a manifestation of their disability, or » a student with an IEP is removed to an interim alternative education setting for up to 45 school days for a zero-tolerance offense. *See* State Board of Education Rule 0520-01-09-.24. Ultimately, a complete FBA will present one or more functional hypotheses supported by available evidence as to why behaviors of concern are occurring, along with an appraisal of student's skill deficits that are impacting the behavior targeted within the FBA. The results of this FBA are used to individualize the BIP. The BIP focuses on decreasing challenging behavior and increasing appropriate behavior (Cooper, et al., 2019). Schedules are an evidence-based practice that can be used within the antecedent support strategy of the BIP.
Behavior Intervention Plan (BIP) and Antecedent Supports	A BIP should include antecedent strategies that will be effective and actionable in the context in which the behavior targeted within the FBA occurred. These strategies are meant to prevent challenging behavior by either modifying the context or providing supports or prompts to the student before challenging behavior occurs. Antecedent strategies should consider the student's unique needs by clarifying expectations, establishing predictability, promoting skill acquisition, fostering independent functioning, and/or reducing stressors. Schedules are an evidence-based practice that can be used as an antecedent support strategy in a BIP to set a student up for success and reduce the likelihood of challenging behavior. In the antecedent strategies area of the BIP, make sure to include when a schedule would be beneficial for a student, when to reinforce a student using the schedule, and who will be implementing the schedule for the student. The following is an example of a schedule intervention description within the Antecedent Supports section of a behavior intervention plan.

EXAMPLE DESCRIPTION WITHIN A BEHAVIOR INTERVENTION PLAN	
Intervention Description	When <antecedent event identified in FBA> is relevant, staff will prompt the student to check schedule to identify the next activity or event. At the beginning of the day, the teacher will show the schedule to the student and say, "Here is your schedule for the day." At the end of each activity, the adult will prompt the student to move the line image to the completed side of the folder and reference the next activity on the schedule.
Who will implement?	Educator
When will it occur? (e.g., time of day, days of week)	At the beginning of the day and before transitions
When will the intervention begin?	8/1/24
Materials Needed	Schedule board, laminated schedule pieces

Learn More	View TRIAD resources and trainings at triad.vumc.org/schools. Visit our online learning portal to access courses about **schedules**. To access the following free courses, first register for an account or log in to an existing account at triad.vkclearning.org. Then click on the link below to launch. » **Setting Up Schedules in the Classroom [two-part series]** https://bit.ly/3TI9y4Q » **Using Schedules [six-part series]** https://bit.ly/3TnReN4 » **Early Childhood Schedules [four-part series]** https://bit.ly/4cl7irA
References	» Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2020). Evidence-based practices for children, youth, and young adults with Autism. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team. https://ncaep.fpg.unc.edu/sites/ncaep.fpg.unc.edu/files/imce/documents/EBP%20Report%202020.pdf » Cooper, J. O., Heron, T. E., & Heward, W. L. (2019). *Applied Behavior Analysis (3rd Edition)*. Hoboken, NJ: Pearson Education.

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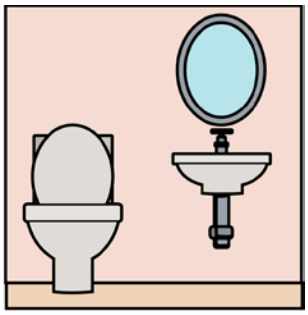
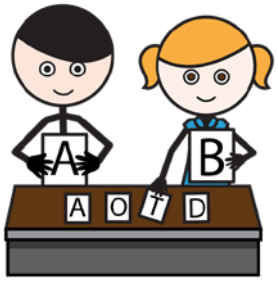
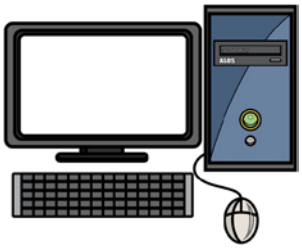
Schedule Pieces: Individual Line Drawing Schedule

Art	Bathroom 	Break Time	Breakfast
Centers 	Computer 	Gym	Guidance
Home	Homeroom	Independent Work	Large Group

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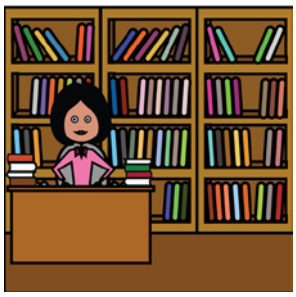
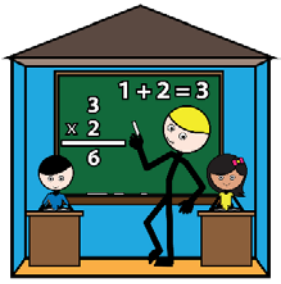
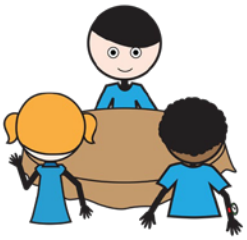
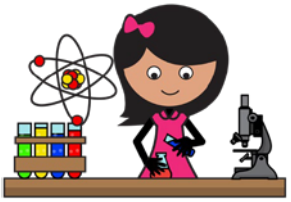
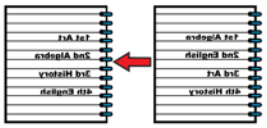
Schedule Pieces: Individual Line Drawing Schedule

Library 	Lunch	Math 	Morning Meeting
Music	Occupational Therapy	Oops	Reading
Recess	Small Group Work 	Science 	Schedule Change 
Snack	Social Studies	Writing	Bus

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