<table>
<thead>
<tr>
<th>Evidence-Based Practice Link</th>
<th>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 “include 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).</th>
</tr>
</thead>
</table>
| 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), and  
  • during new or different activities (e.g., field trips, assemblies). |
| Why Use Schedules           | • Increases predictability about the events of the day  
  • Clarifies expectations about where a student should be and what the student should be doing  
  • Promotes student independence within the classroom and the school setting  
  • Teaches 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

![Schedules in Action](image)
<table>
<thead>
<tr>
<th>Assembly Tips</th>
<th>TRIAD Resources to Learn More</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Print and laminate the check off schedule.</td>
<td>Modules about schedules are available here:</td>
</tr>
<tr>
<td>2. Cut out the individual schedule activity pieces.</td>
<td>• Learn more about upcoming TRIAD training opportunities:</td>
</tr>
<tr>
<td>3. Place a hard-sided Velcro strip on a folder, paint stick, or laminated strip of construction paper.</td>
<td>triad.vumc.org/live-training</td>
</tr>
<tr>
<td>4. Place soft-sided Velcro on the back of each schedule activity piece.</td>
<td>• Two-part series about using schedules in classrooms available <a href="#">here</a></td>
</tr>
<tr>
<td>5. Lay out the daily schedule appropriately, with part or all of the day represented.</td>
<td>• Six-part series about using schedules in a variety of educational environments available <a href="#">here</a></td>
</tr>
<tr>
<td>6. 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).</td>
<td>• Four-part series about using schedules with young students available <a href="#">here</a></td>
</tr>
</tbody>
</table>

*Must create a free account to access


Morning Work

Breakfast

Calendar

Reading
Science

Social Studies

Intervention

Independent Work
Recess

Snack

Schedule Change

Pack Up