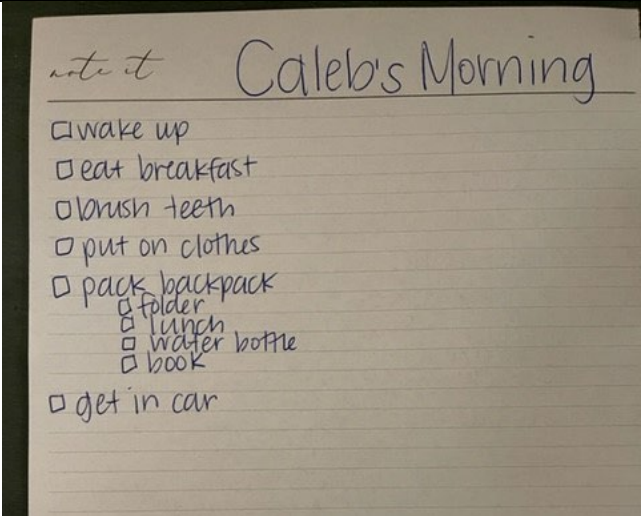


## Schedules (Written) - An Overview

Evidence-Based Practice Link	A schedule is an ordered list of specific activities to be completed during a given time period. Schedules are considered an <b><i>antecedent-based intervention</i></b> , which is an evidence-based practice for autistic individuals 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).
When to Use Schedules	Ideal times to use schedules with autistic children, or other children with or without disabilities, could include (but are not limited to): <ul style="list-style-type: none"> <li>• everyday routines (morning and bedtime),</li> <li>• throughout an activity to break down the specifics of that task (steps to make a recipe),</li> <li>• household chores to complete,</li> <li>• during new or different activities (family outings or activities).</li> </ul>
Why Use Schedules	<ul style="list-style-type: none"> <li>• increases predictability about the events of the day</li> <li>• clarifies expectations about where a child should be and what the child should be doing</li> <li>• promotes independence</li> <li>• teaches flexibility by helping children anticipate when changes may occur</li> </ul>
Critical Components of Schedules	Schedules should: <ul style="list-style-type: none"> <li>• be visible to the learner and presented in a format that the child can comprehend (e.g., photos, words and pictures, written, etc.),</li> <li>• be broken down into reasonable steps,</li> <li>• include a clear way to indicate when an activity is finished,</li> <li>• be referenced before and after each activity listed on the schedule,</li> <li>• be handled by the child, if possible,</li> <li>• include a consistent phrase to prompt the child to reference their schedule (e.g., “Check the schedule,” or “Let’s see what is next...”), and</li> <li>• include a visual representation of a schedule change.</li> </ul>

<p>Schedules in Action</p>	
<p>Assembly Tips</p>	<ul style="list-style-type: none"> <li>• Print and laminate the check off schedule.</li> <li>• Consider where to post the schedule (e.g., taped on a desk or refrigerator, carried in a folder or on a clipboard).</li> <li>• If unable to laminate, write the schedule on a piece of paper. Make sure to include a check box or other way for the child to mark that a task is complete.</li> </ul>
<p>TRIAD Resources to Learn More</p>	<p>Modules about schedules are available here:</p> <ul style="list-style-type: none"> <li>• Two-part series about using schedules in classrooms available <a href="#">here</a></li> <li>• Four-part series about using schedules with young students available <a href="#">here</a></li> </ul> <p>*Must create a free account to access</p>

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>

