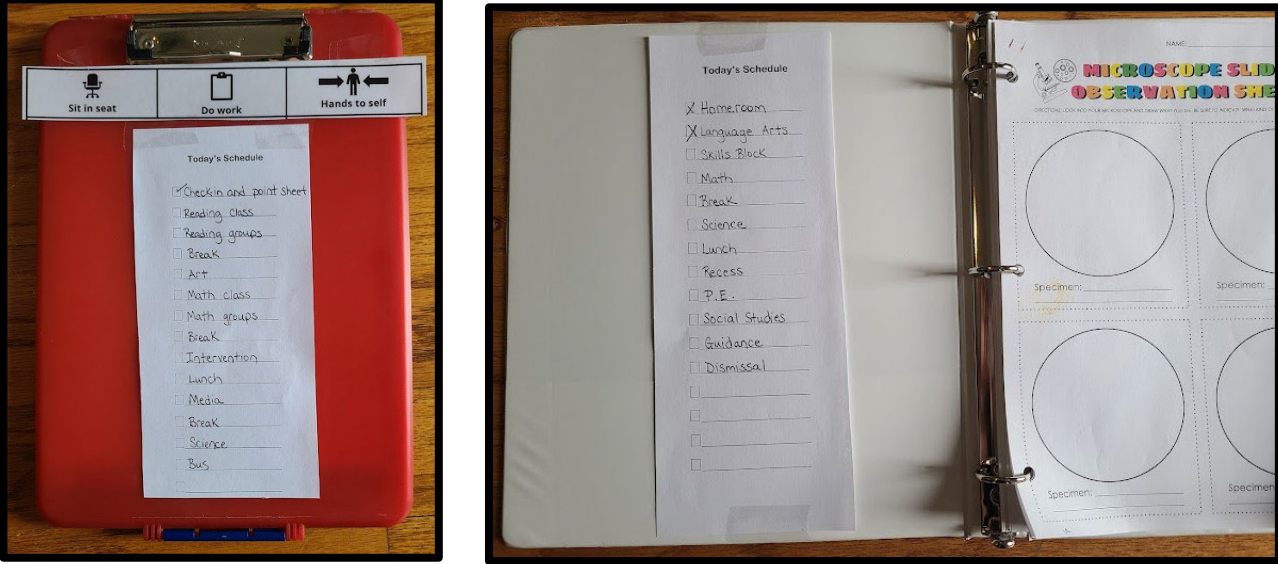


## Schedules (Written) - An Overview

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 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).
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): <ul style="list-style-type: none"> <li>• throughout the entire day for a whole group, for a small group, or for individual students;</li> <li>• 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</li> <li>• during new or different activities (e.g., field trips, assemblies).</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 student should be and what the student should be doing</li> <li>• Promotes student independence within the classroom and the school setting</li> <li>• Teaches flexibility to students by helping them anticipate when changes may occur</li> </ul>
Critical Components of Schedules	Schedules for autistic students should: <ul style="list-style-type: none"> <li>• be visible to the learner and presented in a format that the student 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 student if possible,</li> <li>• 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</li> <li>• include a visual representation of a schedule change.</li> </ul>

<h3>Schedules in Action</h3>	
<h3>Assembly Tips</h3>	<ol style="list-style-type: none"> <li>1. Print and laminate the check off schedule.</li> <li>2. 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).</li> </ol>
<h3>TRIAD Resources to Learn More</h3>	<p>Modules about schedules are available here:</p> <ul style="list-style-type: none"> <li>• Learn more about upcoming TRIAD training opportunities: <a href="https://triad.vumc.org/live-training">triad.vumc.org/live-training</a></li> <li>• Two-part series about using schedules in classrooms available <a href="#">here</a></li> <li>• Six-part series about using schedules in a variety of educational environments 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.

