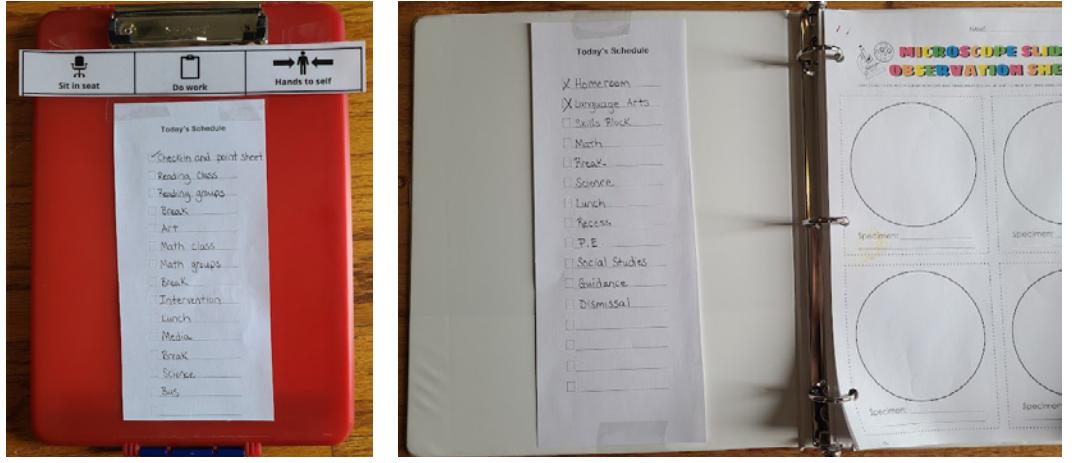


Schedules (Written): An Overview

Definition and Purpose	<p>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).</p>
When to Use Schedules	<p>Ideal times to use schedules with autistic students, or other students with or without disabilities, could include (but are not limited to):</p> <ul style="list-style-type: none"> » 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/or » during new or different activities (e.g., field trips, assemblies).
Why Use Schedules	<p>Schedules are beneficial for autistic students because they:</p> <ul style="list-style-type: none"> » 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/or » teach flexibility to students by helping them anticipate when changes may occur.
Critical Components of Schedules	<p>Schedules for autistic students should:</p> <ul style="list-style-type: none"> » 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	
Implementation Tips	<ol style="list-style-type: none"> 1. Print and laminate the check-off schedule. 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).
Using Schedules to Support Functional Behavior Assessment (FBA) and Behavior	<p>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 is conducted to address one or more of the following situations:</p> <ul style="list-style-type: none"> » a change of placement to a more restrictive setting is considered due to a student's behavior, » the Individualized Education Plan (IEP) provides for the use of restraint or isolation, » student exhibits a pattern of behaviors that impede learning for self or peers, » student exhibits a pattern of behaviors that threaten safety of self or others, » a behavior intervention plan (BIP) is considered ineffective by virtue of incomplete or flawed understanding of the student's behavior, » student behavior limits student engagement, inclusion, and/or independence. <p>Additionally, an FBA may be conducted in the following situations:</p> <ul style="list-style-type: none"> » a student with an IEP is removed from 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 an offense that constitutes a special circumstance under the Individuals with Disabilities Education Act (IDEA).

Using Schedules to Support Functional Behavior Assessment (FBA) and Behavior <i>(Continued)</i>	<p>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 the student 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).</p> <p>Schedules are an evidence-based practice that can be used as an antecedent support strategy in a BIP. When schedules are used as an antecedent strategy they take a proactive approach to increase student independence. Schedules also provide clarity on what to expect next.</p>
Using Schedules to Support Behavior Intervention Plan (BIP) and Antecedent Supports	<p>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.</p> <p>Below is an example of a schedule intervention description within the Antecedent Supports section of a behavior intervention plan.</p>

EXAMPLE DESCRIPTION WITHIN A BEHAVIOR INTERVENTION PLAN

Intervention Description	<p>When <antecedent event identified in FBA> is relevant, staff will prompt students to check the schedule to identify the next activity or event.</p> <p>At the beginning of the day, the teacher will show the schedule to the student and say, "Here is your schedule for the day." As the day progresses, the teacher will prompt the student to cross off what has been completed and identify what activity or event is next.</p>
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	<p>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 a link below to launch.</p> <ul style="list-style-type: none">» 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	<ul style="list-style-type: none">» 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). <i>Applied Behavior Analysis (3rd Edition)</i>. Hoboken, NJ: Pearson Education.

Today's Schedule

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