## 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 **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).

## 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

- 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

Assembly Tips
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).

TRIAD Resources to Learn More

- Learn more about upcoming TRIAD training opportunities: triad.vumc.org/live-training
- Two-part series about using schedules in classrooms available here
- Six-part series about using schedules in a variety of educational environments available here
- Four-part series about using schedules with young students available here

*Must create a free account to access

