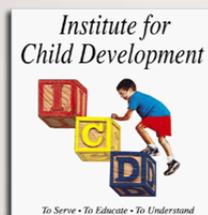


# Chapter 3.3 Part 2

## Schedules & Transitional Supports



# Learning Objectives

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- Define schedules.
- Identify 3 prerequisite skills required for schedules.
- Define group schedules.
- Identify 4 types of group schedules.
- Define individual schedules.
- Identify 5 types of individual schedules.

# What is a Schedule?

(Mesibov, Shea, & Schopler, 2004)

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- **Schedules** are a visual way to communicate the general sequence of daily activities and upcoming events.
- The primary function of a schedule is to provide structure for daily events by indicating:
  - Current activity
  - Time of the activity
  - Order of future and past activities

# Research on Schedules

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- Schedules are shown to be a highly effective teaching tool for individuals with autism.
  - **Increased independence in task completion** (McClannahan & Krantz, 1999; Pierce & Schreibman, 1994).
  - **Increased social initiations** (Morrison, Sainato, Benchaaban, & Endo, 2002).
  - **Increased on-task behavior** (Bryan & Gast, 2000; MacDuff, Krantz, & McClannahan, 1993).
  - **Decreased inappropriate behavior** (Krantz, MacDuff, & McClannahan, 1993).

# Starting to Use Schedules

[McClannahan & Krantz, 1999]

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- Using activity schedules requires that the learner have a specific set of prerequisite skills which include:
  - Ability to identify a picture from background.
  - Ability to match identical objects.
  - Ability to make picture to object correspondence.

# Identifying Picture vs. Background

This skill indicates that the individual is able to discriminate between the picture and the background that it is on (McClannahan & Krantz, 1999).



# Identifying Picture vs. Background

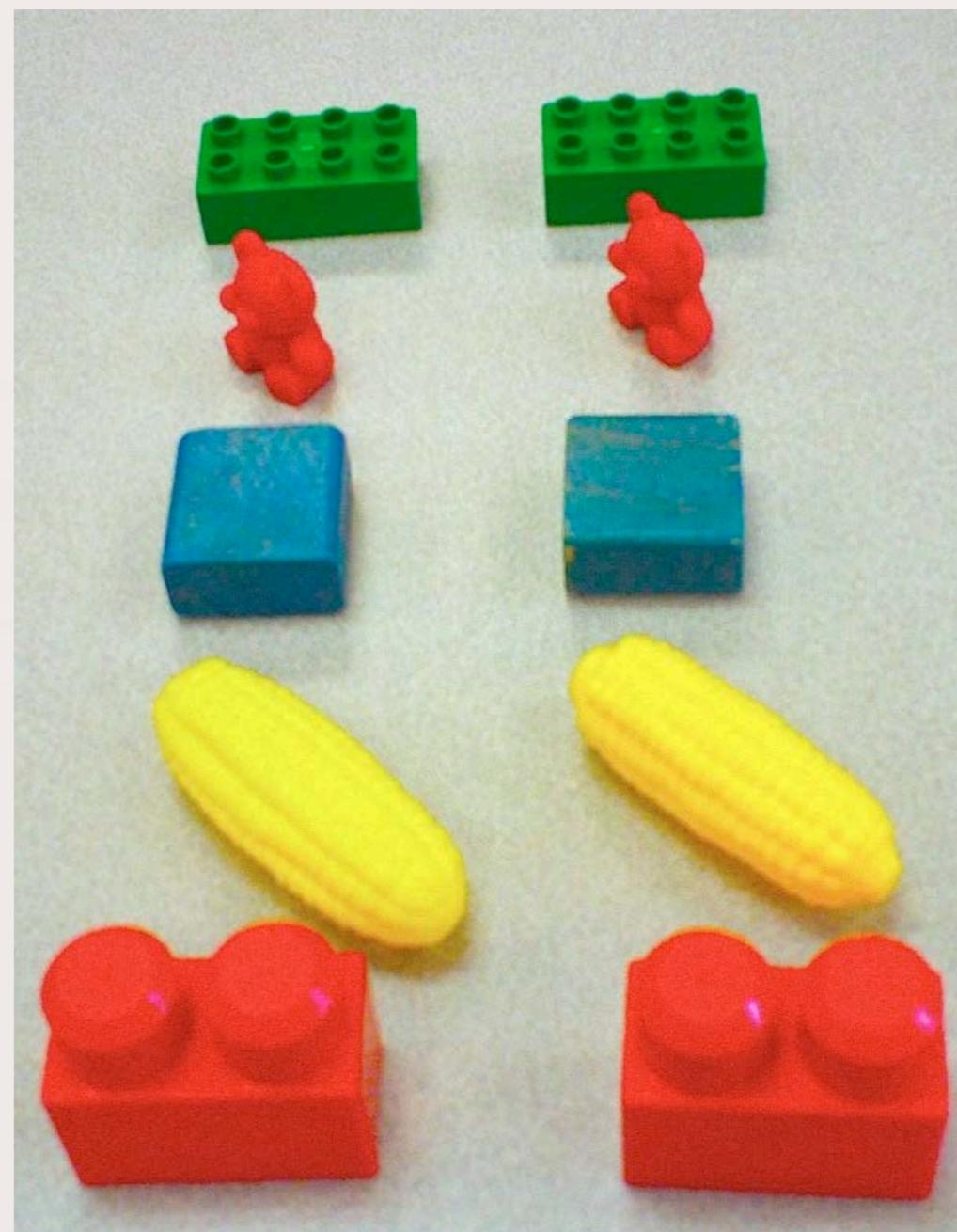
- **Assessing the skill:** A discrimination task can be used in which the individual is asked to say or point to where the picture is located on a blank paper (McClannahan & Krantz, 1999).



# Matching Identical Objects

This skill requires matching two or more identical three-dimensional objects, such as food, toys, puzzle pieces, or other items.

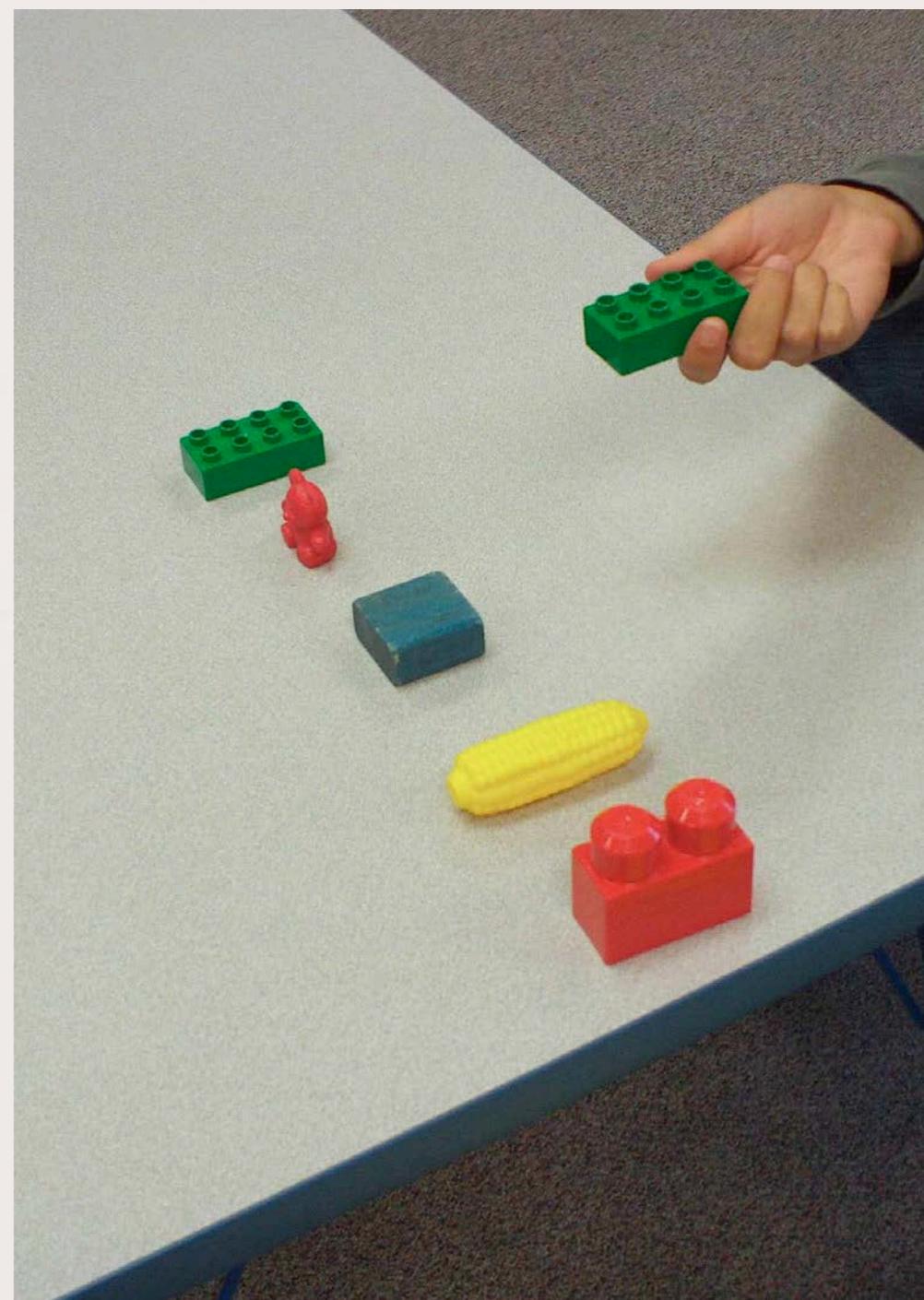
(McClannahan & Krantz, 1999).



# Matching Identical Objects

- **Assessing the skill:**  
Display an array of five objects on a table in front of the individual and hold up an object that is identical to another object present in the array. Ask the individual to point to the matching object.

(McClannahan & Krantz, 1999).



# Picture Object Correspondence

This skill indicates that the individual understands that objects depicted in pictures represent real objects

(McClannahan & Krantz, 1999).



# Picture Object Correspondence

- **Assessing the skill:**  
Collect five objects and five pictures of those objects. Place the array of objects in front of the individual and hold up a picture of one of the objects. Ask the individual to point to the picture and find the object depicted in the picture (McClannahan & Krantz, 1999).



# Criterion

(McClannahan & Krantz, 1999)

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- If the individual can correctly complete the task 80% of the time, it is safe to assume that the skill has been learned.
- If the amount of correct responses is below 80%, the skill should be taught until an 80% criterion is reached.

# Teaching the Skill

(McClannahan & Krantz, 1999)

- Re-administer the task first used to conduct the assessment of the skill.
- If necessary, gently provide physical guidance by moving the individual's hand.
- If successful, with or without assistance, give enthusiastic praise and descriptive feedback.
- Special rewards, such as preferred activities, should be reserved for when the individual responds correctly without assistance.

# Schedules

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- **Group schedules-** schedule that indicates the general sequence of activities and events that the whole group follows throughout the day.
- **Individual schedules-** schedule for an individual that indicates personal activities and events.

# Group Schedules

- Designed around the needs of the whole group.
- Should mix fun activities with more challenging activities  
(Sundberg & Partington, 1998).
- The schedules should mostly stay the same from week to week.



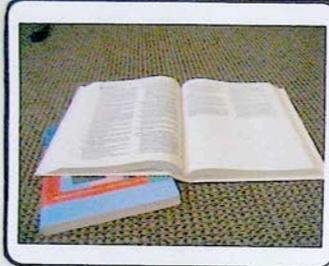
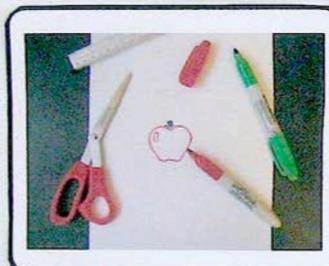
# Guidelines for Creating Group Schedules

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- Group's ability level
- Representative activities
- Displaying the schedule
- Size of the schedule
- Type of group schedules

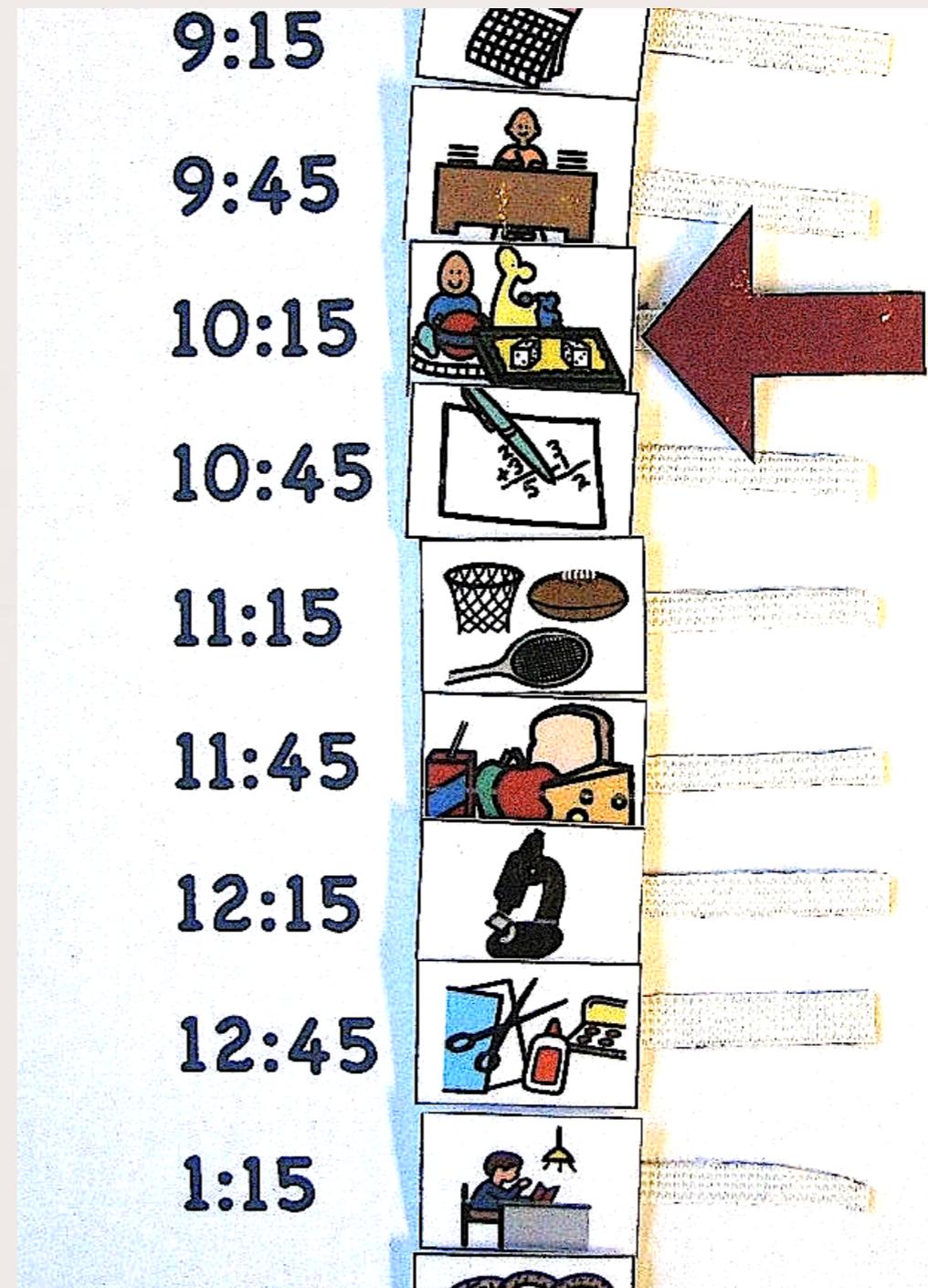
# Types of Group Schedules

- **Photographs** (Krantz et al., 1993; Mesibov et al., 2004)

	8:45-9:00
	9:00-9:45
	9:45-10:00
	10:00-10:30
	10:30-11:00

# Types of Group Schedules

- **Icons** (Krantz et al., 1993; Mesibov et al., 2004)



# Types of Group Schedules

- **Written words or phrases** (Krantz et al., 1993; Mesibov et al., 2004)

<b>7:00</b>	<u>Wake up - Brush teeth</u>
<b>7:15</b>	<u>Breakfast</u>
<b>7:45</b>	<u>Get ready for school</u>
<b>8:00</b>	<u>Take bus to school</u>
<b>8:15</b>	<u>Home room</u>
<b>8:45</b>	<u>Math Class</u>
<b>9:30</b>	<u>Art</u>
<b>10:15</b>	<u>History class</u>
<b>11:00</b>	<u>Break</u>
<b>11:15</b>	<u>Lunch</u>

# Types of Group Schedules

- **Checklists** (Krantz et al., 1993; Mesibov et al., 2004)

**Monday's Schedule** 

<input checked="" type="checkbox"/>	Breakfast
<input checked="" type="checkbox"/>	Go to bus station
<input checked="" type="checkbox"/>	School
<input type="checkbox"/>	Free time
<input type="checkbox"/>	Homework hour
<input type="checkbox"/>	Dinner
<input type="checkbox"/>	Clean up

# Individual Schedules

- Designed around specific activities for an individual.
- Individuals participate in sequencing activities in order to make them more autonomous  
(McClannahan & Krantz, 1999)
- Unlike group schedules, individual schedules should change frequently.



# Guidelines for Individual Schedules

(Cohen & Sloan, 2007)

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- Choose representative activities for the individual.
- Length of the schedule (Sundberg & Partington, 1998).
- Good portability and durability.
- Types of individual schedules.

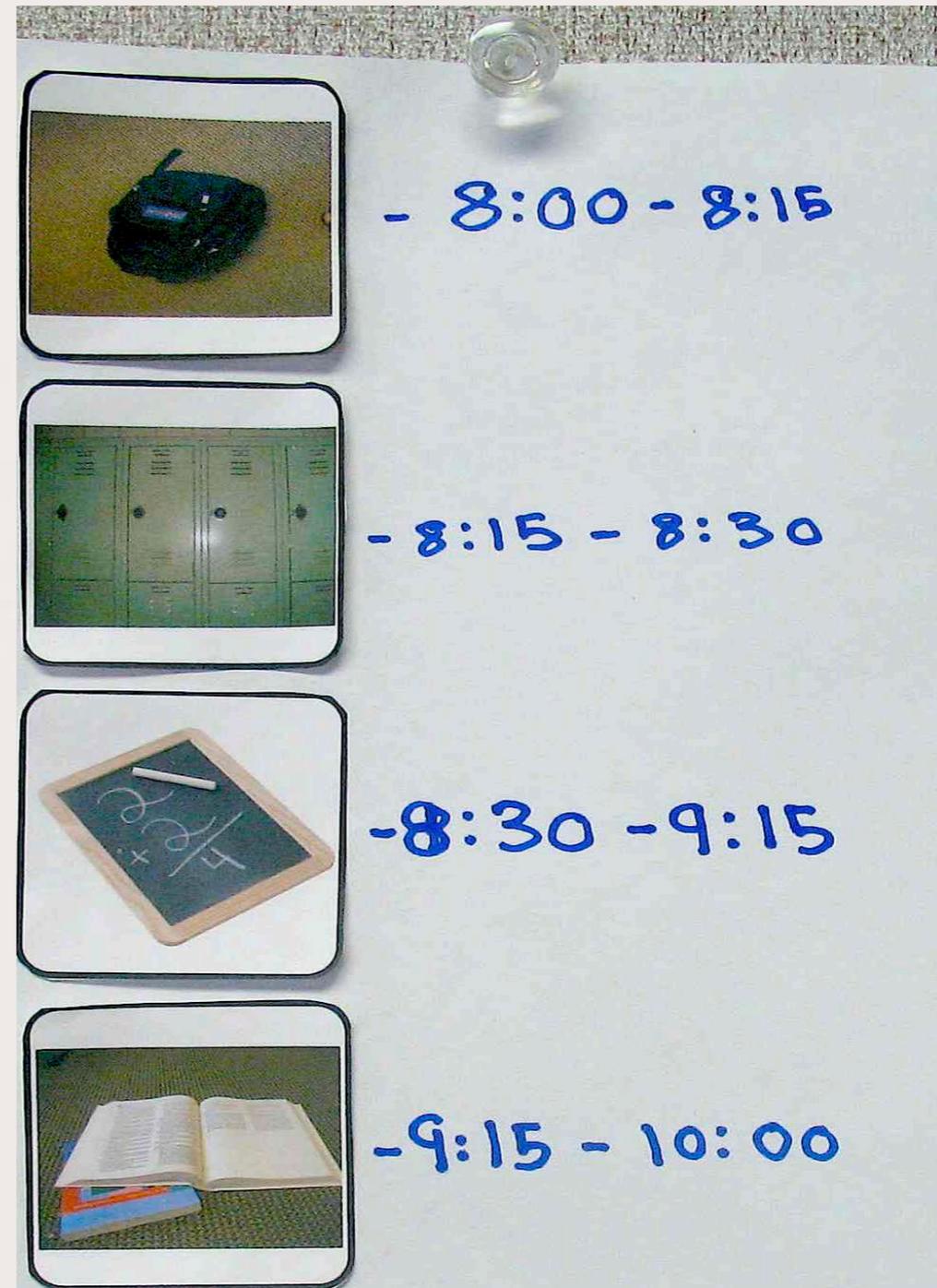
# Types of Individual Schedules

- **Objects** (Krantz et al., 1993; Mesibov et al., 2004)



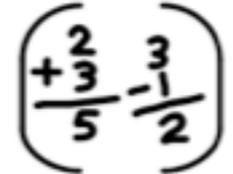
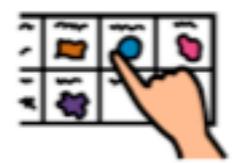
# Types of Individual Schedules

- **Photographs** (Krantz et al., 1993; Mesibov et al., 2004)



# Types of Individual Schedules

- **Icons** (Krantz et al., 1993; Mesibov et al., 2004)

8:45 - 9:00	
9:00 - 9:15	
9:15 - 9:30	
9:30 - 10:00	
10:00 - 10:15	
10:15 - 10:45	
10:45 - 11:15	

# Types of Individual Schedules

- **Written words or phrases** (Krantz et al., 1993; Mesibov et al., 2004)

Date 03/21/07

Time	Activities
7:30	Brush teeth
7:45	Break fast
8:00	Pack books for school
8:10	Take bus to school
8:30	Homeroom
9:00	Science class
9:45	Math class
10:30	Locker break
10:45	History class
11:30	Lunch period
12:00	Recess
12:30	Art class
1:15	Social studies
2:00	Homeroom - Wait for dismissal
2:15	Take bus home
2:30	Free time
3:30	Start working on homework

# Types of Individual Schedules

- **Checklists** (Krantz et al., 1993; Mesibov et al., 2004)

Date: April 22, 2006

## Allen's Daily Schedule

- Brush teeth**
- Eat breakfast**
- Pack your bag**
- Be at bus stop by 8 am**
- Go to homeroom**
- Hand in note to teacher**
- 1st Period: Math**
- 2nd Period: History**
- Break: Go to locker**

# Teaching Schedules

(McClannahan & Krantz, 1999)

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- Teaching schedules for the first time can be difficult for both the instructor and learner.
- Initially, it is better to over teach using prompting procedures.
- However, these prompts should be faded out as soon as possible to prevent prompt dependency.

# Teaching Schedules Continued

(McClannahan & Krantz, 1999)

- Prompts can also be useful for transitioning from one activity to another because they are listed in order on the schedule.
- Transitions from activity to activity can also be easier if the activities are sequenced strategically.
- For example, transitions from lunch might be easier if highly motivating activities are scheduled immediately following lunch (Sundberg & Partington, 1998).

# Tips for Implementing Schedules

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- Set aside time for planning, gathering materials, and reviewing goals with everyone before starting (Cohen & Sloan, 2007).
- It is also helpful to go over the activities on the schedule early in the day.
- Using group and individual schedules simultaneously (Mesibov et al., 2004).

# Additional Tips

(McClannahan & Krantz, 1999)

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## DO NOT:

1. Teach in a disorganized environment.

Get between the individual and the materials.

Use rewards specific to following the schedules at other times.

Tell the individual what is next.

Point, gesture, model, or reach in front of the individual.

Deliver rewards when the individual is delaying or behaving inappropriately.

# Additional Tips

(McClannahan & Krantz, 1999)

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## DO:

1. Display materials on a shelf or a bookcase.
2. Prepare ahead of time not to answer the door or the phone.
3. Arrange materials in sequence.
4. Prepare rewards in advance.
5. Give one initial instruction.
6. Use manual guidance, and guide quickly to prevent errors or delays.
7. Deliver rewards frequently.