



# Teaching Schedules and Routines to Students with ASD



NEBRASKA  
**esu13**  
special populations

**Presented By: Ashley Meyer, M.Ed., BCBA**  
**Western Region Coordinator**  
**NE ASD Network**  
**ESU #13**

# Overview

- Reasons for teaching schedules and routines
- Types of schedules and routines
- Teaching sequence for schedules and routines
  - Reinforcement and fading prompts for independence

# Why do we need to teach schedules and routines??

“Building and sustaining a routine is an integral component of well-managed autism classrooms.” (Cramer, et. al., 2011).

“Results suggest that visual schedules can be considered an EBP for individuals with ASD, especially when used in combination with systematic instructional procedures.” (Knight, et. al., 2015).

“These techniques [activity schedules and social scripting] take advantage of visual discrimination and auditory imitation skills that are often areas of strength for individuals with autism.” (Higbee & Brodhead, 2016).

# What does that mean in our world?

- ❑ Visual Supports is an Evidence-Based Practice for Students with ASD!  
(<https://autismpdc.fpg.unc.edu/evidence-based-practices>)
  
- ❑ Visuals are permanent supports, not transitory like oral directives
  
- ❑ Students need to learn the sequence of activities that come throughout their day and how to appropriately complete daily routines.
  - ❑ Increases independence – We won't always be there to help them with these tasks
  - ❑ Decreases stigma by not having an adult to help them all the time

# Types of Schedules and Routines in Schools

## Schedules in Schools

Whole-class  
School-wide (bell schedule)  
Small group  
Individual  
Whole-day  
Partial-day  
Within-activity (mini-schedule)  
Project schedules

## Routines in Schools

Arriving in the morning  
Taking attendance  
Safety routines  
Getting supplies  
Heading papers  
Leaving for the restroom  
When assignments are complete

**There are TONS of these!**

# Purpose of Schedules

- ❑ Helps establish routines
- ❑ Promotes independence
- ❑ Provides structure and predictability for transitions
- ❑ Allows for systematic introduction and acceptance of change
- ❑ Provide flexibility and predictability
- ❑ Teach concept of discrete events
- ❑ Accommodate receptive language difficulties
- ❑ Emphasizes visual strengths
- ❑ Teaches about sequence of events, time, and cause and effect



# Individual Daily Schedules

An individual daily schedule visually tells students what activities will occur and in what sequence (in a way they can understand)

- ❑ Schedules should be arranged TOP to BOTTOM and/or
- ❑ LEFT to RIGHT
- ❑ Each student should have a way to manipulate the schedule to indicate when an activity is finished
- ❑ Balance the schedule (alternate desirable activities and less preferred activities)

# Developing a Meaningful Schedule

- ❑ *Independence* is the goal
  - ❑ Independence may be achieved if the schedule is meaningful
  - ❑ Higher level is not necessarily better—use the level where child can be successful independently
- ❑ Include a “surprise card” to help with change/flexibility



# Developing a Meaningful Schedule Individualized to Each Student's Developmental/Skill Level

- ❑ Determine the developmentally appropriate visual cue
- ❑ Objects (generally begin with pictures)
  - ❑ Pictures (photo or line drawing)
  - ❑ Words
  - ❑ Combination
- ❑ Length
  - ❑ First, then sequence
  - ❑ Partial day or full day
- ❑ Manipulation
  - ❑ Carry item to transition and match to same (especially effective for students who have difficulty transitioning or need to work on independence)
  - ❑ Take off system
  - ❑ Cross off system
  - ❑ Portable vs. stationary



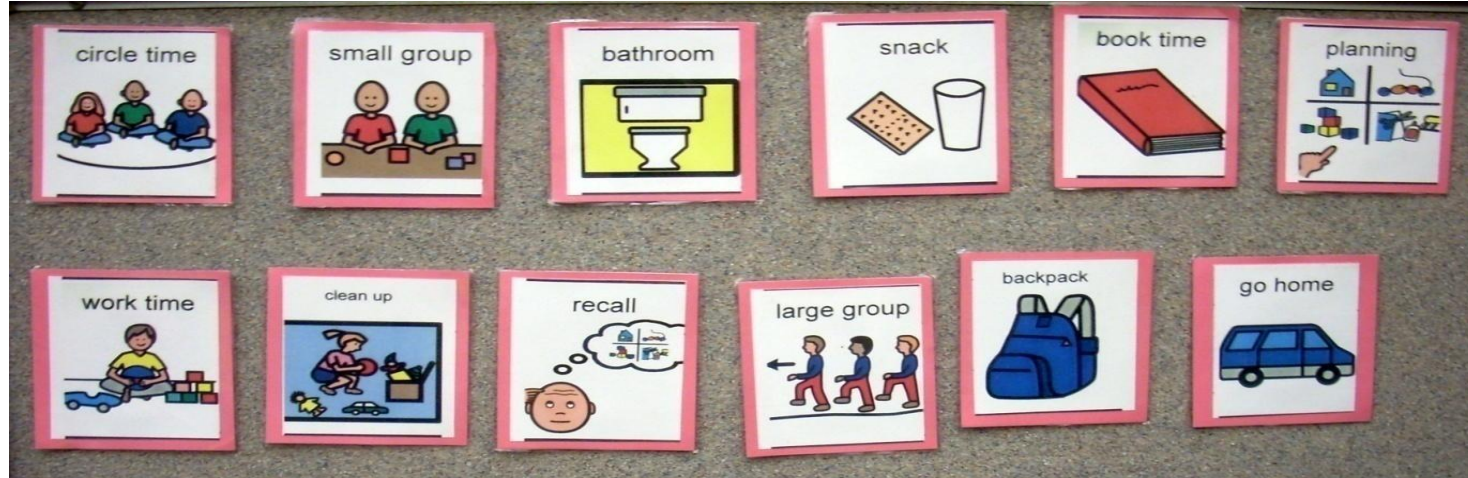
# Object Schedule Examples



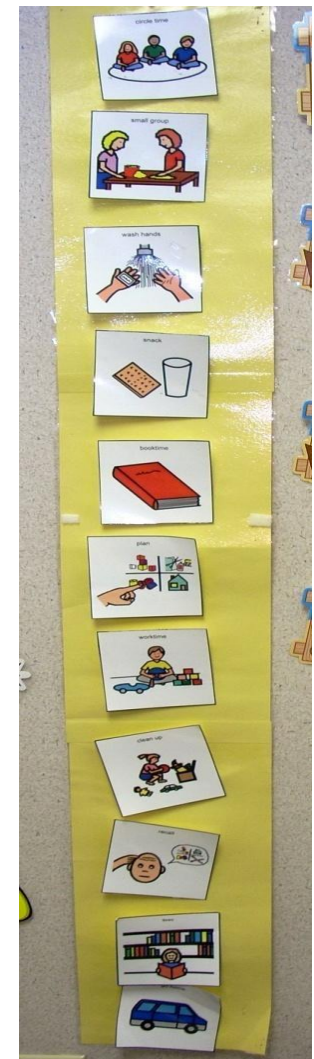
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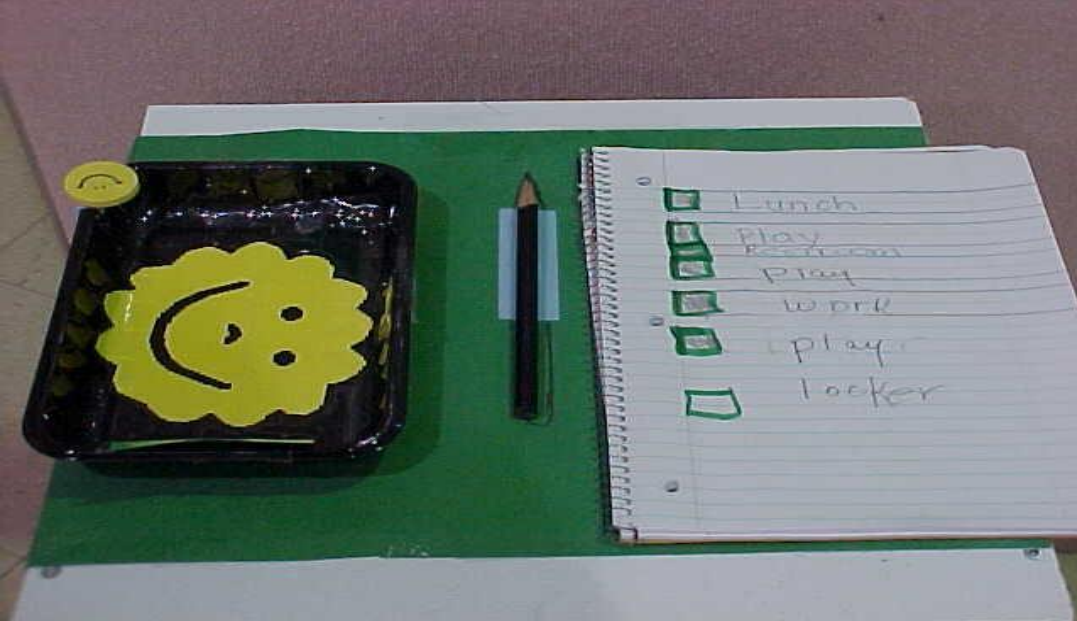


# Line Drawing Schedule Examples

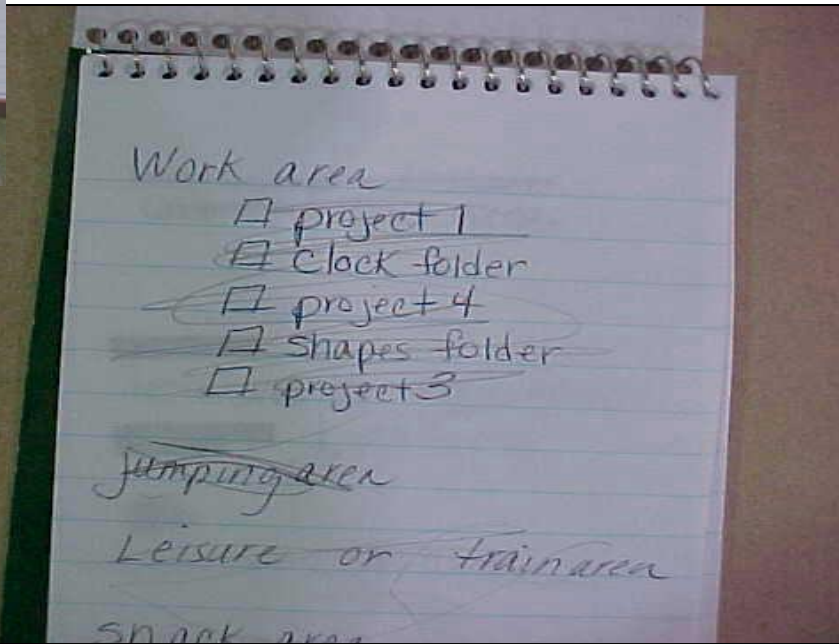




Line Drawing Examples



## Written Schedule Examples



### Work area

- ☐ project 1
- ☒ clock folder
- ☒ project 4
- ☒ shapes folder
- ☒ project 3

jumping area

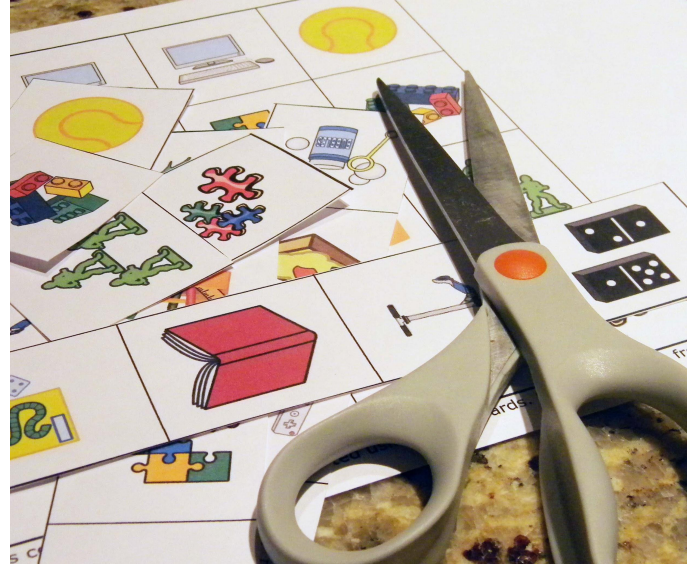
Leisure or train area

snack area



# How to Establish A Schedule

- ❑ Collect materials
- ❑ Determine length, type and system
- ❑ Collect object/picture of each event
- ❑ Select order (Top to Bottom, Left-Right)
- ❑ Color code with student name and photo
- ❑ Coordinate location of matching object/picture
- ❑ Laminate
- ❑ Make several copies of picture cards to have on hand



# Activity: Individual Schedules



Kansas Technical Assistance System Network

[goo.gl/1g9MuE](https://goo.gl/1g9MuE)



# Teaching a Schedule

- Limited or no verbal
- Take the student to the schedule
- Retrieve the correct picture
- Student, and the picture, go to the correct area/activity etc. (for schedule used as locator)
- Use prompts as needed (see prompt hierarchy)
- Fade prompts quickly



## Prompt Fading Hierarchy

- ☐ Full Physical
- ☐ Partial Physical
- ☐ Gestures
- ☐ Pointing
- ☐ Visual cue

# Levels of Prompting

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| ← Most Invasive  |  |  | Least Invasive →   |  |  |
| <b>Verbal</b>  | <b>Full Physical</b>   | <b>Partial Physical</b>  | <b>Model</b>   | <b>Gesture</b>   | <b>Visual</b>  |
| A step-by-step narration is given to the student in order for the task / direction to be completed | An adult offers hand-over-hand manipulation of the student to control / direct motor movements | An adult moves a student's body in the direction he needs to go or towards the targeted object | An adult or another student demonstrates the task / direction that is requested of the student | An adult points or makes an action to indicate the next step of a task / direction | An adult points to a visual or an object that is the next step of the task / direction |
| ← Dependent  |  |  | Independent →  |  |  |

# Introducing the Schedule

- ❑ When using a verbal prompt say “*check schedule*” and “*match to same*”
- ❑ Use a transition object or picture to return to the schedule
- ❑ Review the visuals with the student and require visual attention to the object or card

# **Be Consistent with Verbal Cues**

**“Check Schedule”**

**“Match to Same”**

# Using the Schedule to Teach Flexibility and Change

- ❑ Flexibility is the ability to adapt to new situations
- ❑ It is the ability to change or be changed according to circumstances
- ❑ Flexibility has to be taught to many children on the Spectrum
- ❑ Introduce changes slowly, i.e., one at a time with ample time to assimilate each change

# How to Teach Flexibility

- ❑ “Flex Activities”
  - ❑ Drink of water
  - ❑ Sharpen pencils
  - ❑ Deliver to office for another classroom
  - ❑ Books to library
  - ❑ Empty trash can
  - ❑ 4 pieces of puzzle
  - ❑ 1 page of book
- ❑ Add different flex activities each day to the student's schedule
- ❑ Use “flexible language” with the student- “Oh look, yesterday we got a drink before Math and today we are going to the office- that is different and that is okay!!”



# Teaching Change

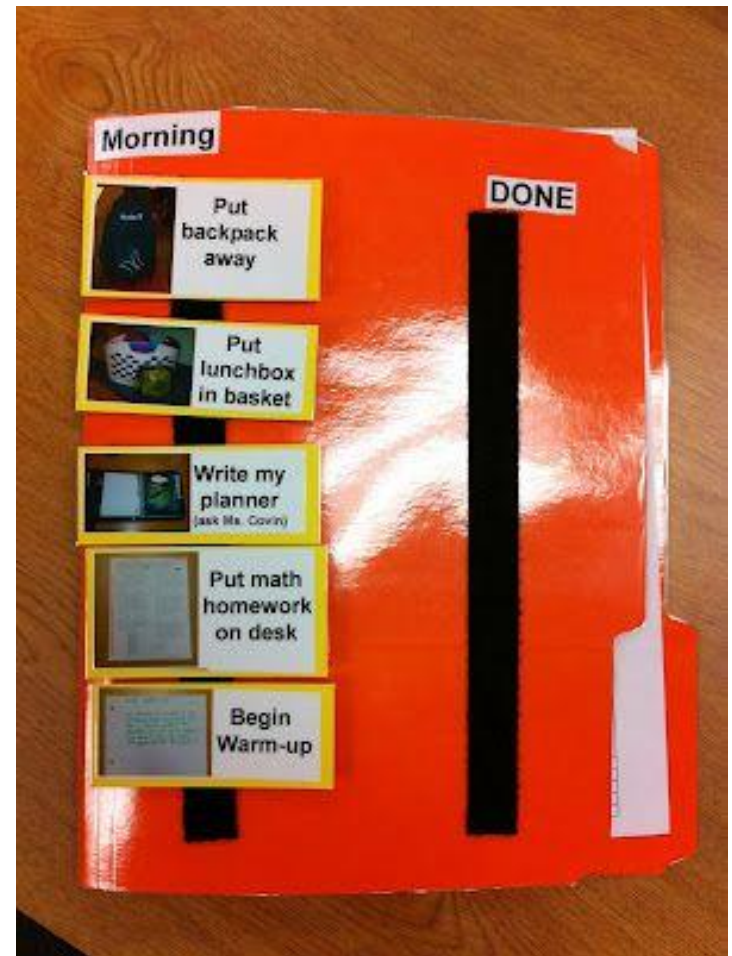


- ❑ Surprise!!
- ❑ For unexpected changes, teach a “Change Card”



# Location of Schedule

- ☐ Adult presents object/picture
- ☐ Area in room with least activity
- ☐ Desk
- ☐ Shelf
- ☐ Belt loop
- ☐ Folder
- ☐ iPad (or other technology)





# Schedule Considerations for Included Students

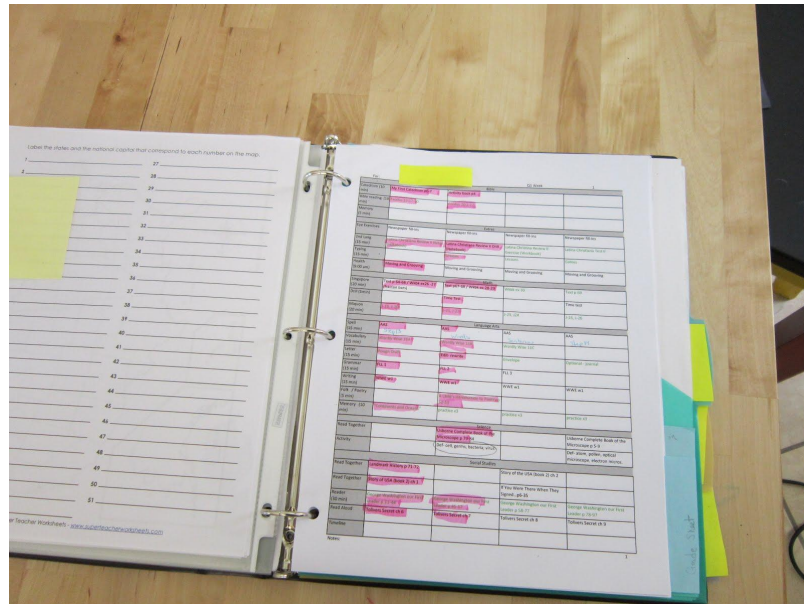
- ❑ Where is the most appropriate location?  
(notebook, backpack, locker, home class)
- ❑ What information is important?  
(subject, teacher, class number, time)
- ❑ How does the student mark off the activities to indicate finished?
- ❑ Who indicates change on the schedule?  
(Is there a teacher assigned to the responsibility of making changes, or does the student make the change?)

Example Template for a Visual Schedule:

[goo.gl/wvwpp7](http://goo.gl/wvwpp7)

Example picture icons:

[goo.gl/kVN1YY](http://goo.gl/kVN1YY)



# Visual Work Schedules (Mini-Schedules or Within-Task Schedules)

- ❑ A daily schedule gives a picture of the whole day
- ❑ A work schedule breaks down what will happen during a smaller part of the day
- ❑ Work schedules visually depict a routine (going to the library) or a specified activity (math). They contain specific information not included in the daily schedule

# Two Kinds of Schedules

## Daily Schedule

- ❑ Agenda
- ❑ The “Big Picture”
- ❑ Often Mirrors the classroom schedule
- ❑ Major events throughout the day

## Mini Schedule

- ❑ Schedule within a schedule
- ❑ Steps within an activity/tasks analysis
- ❑ Activities in a class or lesson
- ❑ Job lists

Mini-schedules break down an activity into manageable steps. They are a visual form of task analysis.

Examples of other routines which lend themselves well to a mini-schedule:

- washing dishes
- circle time activities
- assembly tasks
- cooking tasks
- bathroom routine

Here is an example of a mini-schedule for getting ready for a winter recess.



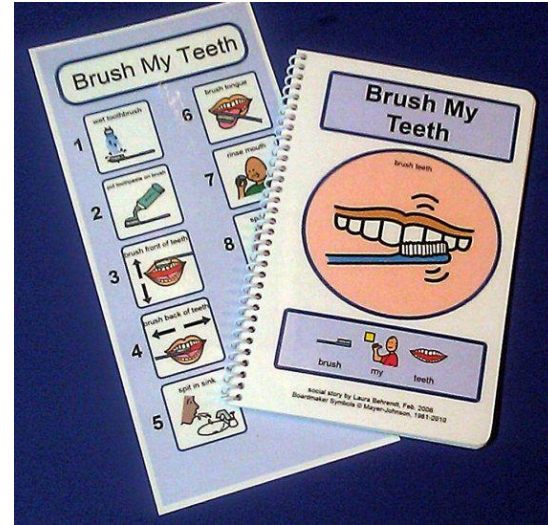
# Mini Schedule for a younger student on an art project



# Routines

Definition: a regular, habitual practice of daily life

- A routine is a procedure that does not vary greatly from day to day
- Examples:
  - Washing hands
  - Riding the bus
  - Lunch



*Suggestion: Perform the steps of the routine yourself prior to teaching the student*

# Visual Routine Strip for Washing Hands



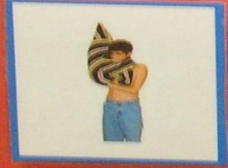
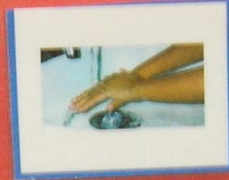
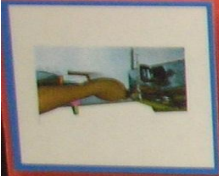


# Visual Routine Strip for Toileting





# Additional Examples of Routines





## Lunch Routine

**lunch bag**



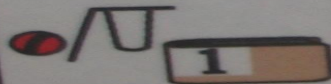
**Get lunch bag.**

**jacket**



**Get jacket or coat.**

**recess board**



**Get recess board.**

**line up**



**Line up on a number.**

**lunch**



**Go to lunch.**

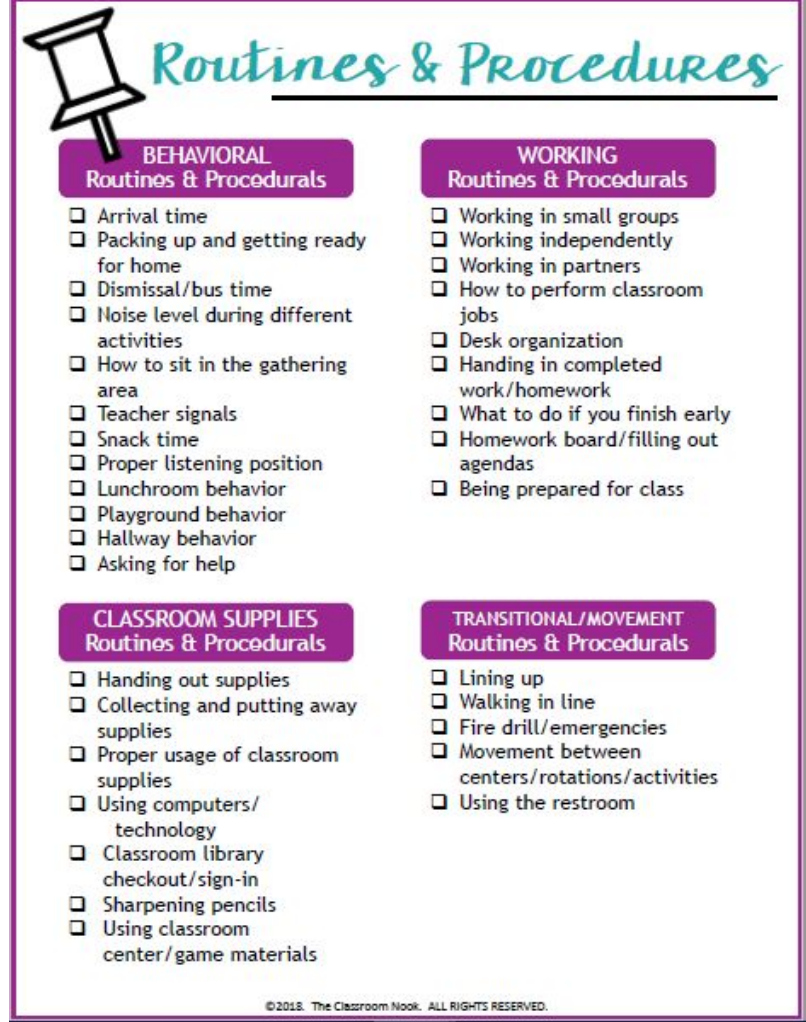


# Routines Checklist

*Suggestion: Make a list of all of your routines/procedures and mark them off as you have taught them!*

We have to teach these expected behaviors just like we teach anything else that student's need to know.

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## Routines & Procedures

- BEHAVIORAL Routines & Procedures**
  - ☐ Arrival time
  - ☐ Packing up and getting ready for home
  - ☐ Dismissal/bus time
  - ☐ Noise level during different activities
  - ☐ How to sit in the gathering area
  - ☐ Teacher signals
  - ☐ Snack time
  - ☐ Proper listening position
  - ☐ Lunchroom behavior
  - ☐ Playground behavior
  - ☐ Hallway behavior
  - ☐ Asking for help
- WORKING Routines & Procedures**
  - ☐ Working in small groups
  - ☐ Working independently
  - ☐ Working in partners
  - ☐ How to perform classroom jobs
  - ☐ Desk organization
  - ☐ Handling in completed work/homework
  - ☐ What to do if you finish early
  - ☐ Homework board/filling out agendas
  - ☐ Being prepared for class
- CLASSROOM SUPPLIES Routines & Procedures**
  - ☐ Handing out supplies
  - ☐ Collecting and putting away supplies
  - ☐ Proper usage of classroom supplies
  - ☐ Using computers/technology
  - ☐ Classroom library checkout/sign-in
  - ☐ Sharpening pencils
  - ☐ Using classroom center/game materials
- TRANSITIONAL/MOVEMENT Routines & Procedures**
  - ☐ Lining up
  - ☐ Walking in line
  - ☐ Fire drill/emergencies
  - ☐ Movement between centers/rotations/activities
  - ☐ Using the restroom

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# Errorless Teaching

What is it?

- ❑ Errorless teaching is an instructional method for teaching new skills and monitoring learned skills.
- ❑ Errorless teaching involves using prompts that must be faded over time.

Why use it?

- ❑ Used for individuals with learning difficulties and problem behaviors
- ❑ Faster acquisition of skills
- ❑ More opportunities to access reinforcement
- ❑ Positive learning environment
- ❑ Engaging (fast-paced and varied tasks)

# How to Teach Errorlessly

## Steps in Teaching Procedure:

- 1) Prompt
  - Give enough of a prompt so that the student gets it correct right away, but be careful not to over-prompt
- 2) Transfer
  - Reduce the prompt until the student can do it completely on their own
  - This may be one trial (from prompted to unprompted) or it could be multiple trials (from prompted- and possibly repeated prompts, to lesser prompts, lesser prompts, and eventually unprompted)
- 3) Distract
  - Have the student to something that they know how to do that is quick and easy
  - This allows a break from the new/harder skill and allows them to feel some easy success, keeping it positive
- 4) Check
  - Go back to the same skill and have the student do it completely on their own (NO prompting)

# Summary

- ❑ Nearly every adult uses schedules and routines daily- We have to teach them and start at an early age!
- ❑ Learning schedules and routines increases independence and self-management
- ❑ As a team, determine what type of schedules are needed and how you will teach them- remember to plan for how to fade prompts and how the schedule will evolve (e.g. shorter to longer, objects to pictures, etc.)
- ❑ Include interests and preferred items/activities when teaching schedules and routines
- ❑ Teach errorlessly in order to increase success!

# Resources for More Information

The National Professional Development Center (NPDC) on Autism Spectrum Disorder <https://autismpdc.fpg.unc.edu/evidence-based-practices>

Steps for Visual Schedules from NPDC:

[https://drive.google.com/file/d/1gHYy3j-uM9t4c1\\_7liJZg535DzK\\_KujW/view?usp=sharing](https://drive.google.com/file/d/1gHYy3j-uM9t4c1_7liJZg535DzK_KujW/view?usp=sharing)

Free Webinar on Errorless Teaching:

<https://www.unl.edu/asdnetwork/errorless-teaching>

Visual Supports Toolkit from Autism Speaks and Vanderbilt Kennedy Center:

<https://drive.google.com/file/d/11tLaiqyySIJZeWajAKMPSOTluSSUyGbi/view?usp=sharing>

# References

Cramer, M., Hirano, S. H., Tentori, M., Yeganyan, M. T., & Hayes, G. R. (2011, May). Classroom-based assistive technology: collective use of interactive visual schedules by students with autism. In *CHI* (Vol. 11, pp. 1-10).

Higbee, T., & Brodhead, M. (2016). Promoting independence, verbal behavior and social skills in individuals with autism through activity schedules and script fading. *International Journal of Behavior Analysis & Autism Spectrum Disorders*, 1(2), 1-8.

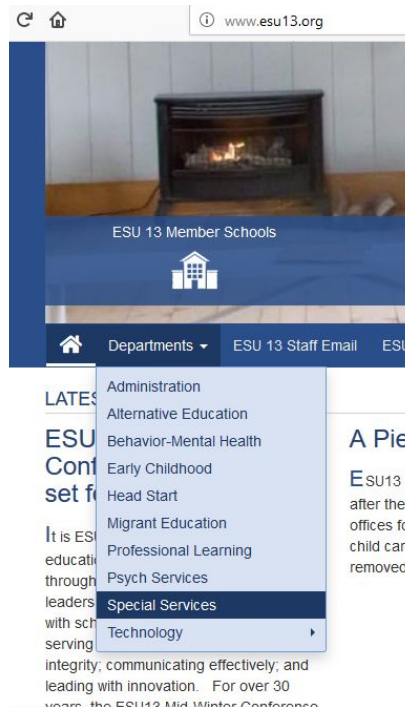
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<https://doi.org/10.1007/s10803-014-2201-z>



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| Date      | Title   | Presenter             | Link to Webinar and Materials   | Survey to Complete After Watching Webinar   |
|-----------|---|-----------------------|---|---|
| 8/27/2018 | Job Coach Fading and Independence                   | Pamela Brezenski, EdD | video:<br><a href="https://live.mvtrspot.com/iframe?v=MDMwNTFmZWFIOTlmNjUwMTIjZjEwN2JjYjdkNWEzNTE">https://live.mvtrspot.com/iframe?v=MDMwNTFmZWFIOTlmNjUwMTIjZjEwN2JjYjdkNWEzNTE</a>           | <a href="https://goo.gl/forms/wTFag0kzPFb04tdj2">https://goo.gl/forms/wTFag0kzPFb04tdj2</a> |
|           |   |                       | materials:<br><a href="https://live.mvtrspot.com/file?v=NTQxYTBlNGYwOWY0NjUxOTAiNjIhNTFmNmI1OWYyNDY.docx">https://live.mvtrspot.com/file?v=NTQxYTBlNGYwOWY0NjUxOTAiNjIhNTFmNmI1OWYyNDY.docx</a> |   |
| 9/10/2018 | Transition Policy and Practice #1: Rule 51 and IDEA | Pamela Brezenski, EdD | <a href="https://live.mvtrspot.com/iframe?v=Y2RlNTYwNzc2ZDlhNzMyMTVmOTVhNzY0Y2IyZGMzYjU">https://live.mvtrspot.com/iframe?v=Y2RlNTYwNzc2ZDlhNzMyMTVmOTVhNzY0Y2IyZGMzYjU</a>                     | <a href="https://goo.gl/forms/wTFag0kzPFb04tdj2">https://goo.gl/forms/wTFag0kzPFb04tdj2</a> |

# Thank you!!

Ashley Meyer

[ameyer@esu13.org](mailto:ameyer@esu13.org)