

Teaching Students with Autism Spectrum Disorders Section 80

EDSE 218D

Spring 2024 3 Unit(s) 01/24/2024 to 05/13/2024 Modified 01/11/2024

Contact Information

Course and Contact Information

Instructor:	Dr. Sudha Krishnan
Office Location:	SH 217
Telephone:	(408) 924-3681
Email:	Sudha.v.krishnan@sjsu.edu
Office Hours:	Wednesday 2:00-4:00 pm (online at link provided below) or by appointment
Class Days/Time:	Online Asynchronous
Prerequisites:	Department or Instructor Consent

Course Information

Course Format

This course follows an online asynchronous format with all the materials posted on Canvas. Students should have access to the internet to view course materials and submit assignments. Course materials including the syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning

Management System at <http://sjsu.instructure.com>. Students are responsible for regularly checking with the messaging system through [MySJSU](#) at <http://my.sjsu.edu> and their SJSU email account to learn of any updates.

Office Hours

Zoom Option: Wednesday 2:00 pm to 4:00 pm

Join from PC, Mac, Linux, iOS or Android: <https://sjsu.zoom.us/j/6686669094>

Or iPhone one-tap :

US: +16694449171,,6686669094# or +16699006833,,6686669094#

Or Telephone:

Dial(for higher quality, dial a number based on your current location)

US: +1 669 444 9171 or +1 669 900 6833 or +1 346 248 7799 or +1 719 359 4580 or +1 253 205 0468 or +1 253 215 8782 or +1 386 347 5053 or +1 507 473 4847 or +1 564 217 2000 or +1 646 876 9923 or +1 646 931 3860 or +1 689 278 1000 or +1 301 715 8592 or +1 305 224 1968 or +1 309 205 3325 or +1 312 626 6799 or +1 360 209 5623

Meeting ID: 668 666 9094

International numbers available: <https://sjsu.zoom.us/j/6686669094>

Or an H.323/SIP room system:

H.323:

162.255.37.138

Meeting ID: 668 666 9094

SIP: 6686669094@vip2.zoomcrc.com

Appointment Option

Course Description and Requisites

Theoretical foundations and application of evidence-based best practices for students with ASD including social language interventions, social stories, integrated playgroups, positive behavior support, self-advocacy skills, recreation and leisure skills, collaboration with parents and siblings, and special interventions for young children. The course emphasizes inclusive education for students with ASD.

Prerequisite(s): Department or Instructor Consent.

Letter Graded

* Classroom Protocols

Classroom Protocol

All students are expected to conduct themselves in a professional manner as members of this course. At a minimum, candidates are expected to adhere to the following:

Technology Requirements

- Ensure access to the necessary technology and a reliable internet connection.
- Notify the instructor promptly if you need help with technical difficulties.

Communication

- Use respectful and professional language in all written and verbal communications.
- Check course announcements, emails, and discussion boards regularly for updates.

Assignment Submission

- Adhere to deadlines for assignments and assessments.
- Follow specified submission formats and guidelines.

Plagiarism and Academic Integrity

- Submit the original work and give proper credit to the sources used.
- Familiarize yourself with the course's policy on plagiarism and academic integrity.

Respect for Diversity

- Treat classmates and the instructor with respect, regardless of differences.
- Avoid discriminatory language or behavior.

Netiquette

- Practice good "netiquette" during online discussions, considering tone and language.

- Avoid all-caps messages and excessive use of emojis.

Privacy and Security

- Respect the privacy of others by not sharing personal information without consent.
- Follow guidelines regarding the secure use of online platforms and tools.

Engagement with Course Material

- Review assigned readings, materials, and resources to stay informed.
- Actively engage with course content during online discussions and activities.

Time Management

- Manage your time effectively to keep up with course requirements.
- Plan ahead to ensure timely submissions and complete assignments.

Late Policy

It is part of the ethos of the Department of Special Education to prepare students for the role of special education teacher. This role requires careful attention be paid to due dates (e.g., a late IEP meeting can lead to legal action). It is, therefore, important that you practice the skills necessary to manage your time as part of your coursework. Therefore, submission portals for assignments will close two weeks after the submission deadline. Students will need to request permission to submit an assignment more than two weeks late.

At the same time, it is important to practice grace. Please contact me at least 24 hours BEFORE the due date to make arrangements if you will not be able to submit the assignment on time. Otherwise, grades will automatically have a 10% deduction on the points earned for each week the assignment is turned in late as follows:

Days Late	Late Deduction	Notes
1-6 days	10%	No need to contact instructor
7-13 days	20%	No need to contact instructor

14-20 days	30%	Must contact instructor
21+ days	40%	Must contact instructor

*** Any discussion or collaborative activity will not be accepted as late work. These activities will not be accepted past their due date as they require interaction with your classmates to be successful. If your group needs help scheduling common time for collaborative assignments, contact your instructor. ***

Program Information

LCOE Department of Special Education Mission

We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

LCOE Department of Special Education Program Learning Outcomes

- **PLO 1** Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- **PLO 2** Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- **PLO 3** Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- **PLO 4** Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- **PLO 5** Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

[Link to Education Specialist TPEs \(pps 13 – 42\). \(https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45\)](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. Articulate the unique characteristics and core challenges of learners with autism spectrum disorders and the impact of these characteristics and challenges on student success in the general curriculum.
1. Implement evidence-based instructional strategies as put forth by the National Professional Development Center on Autism Spectrum Disorders for teaching students with autism spectrum disorders in a variety of settings including, antecedent based interventions, visual supports and schedules, video modeling, peer mediated interventions, and social narratives.
1. Implement systematic instruction and discrete trial training, including task analysis, appropriate data collection measures, and prompting and reinforcement systems, and will be able to use these systems so that students with ASD are successful in academic and community settings.
1. Demonstrate understanding of strategies to foster the development of appropriate social communication skills in students with ASD.
1. Implement a variety of communication supports for students with ASD and understand the basic constructs of a Picture Exchange Communication System.
1. Discuss the immediate and long-term impact of ASD on families across the lifespan as well as articulate best practices for working with families including person-centered planning and self-advocacy, communication and collaboration, family training, and multicultural perspectives.
1. Explain their roles as special education professionals in program planning and service delivery, demonstrate collaboration skills with families and other professionals, and deliver professional development
1. Establish collaborative strategies for inclusive education, modify general education curriculum and instruction for individuals with ASD included in general education and employment settings, and develop strategies for students with ASD to participate in all aspects of the education community.

Course Materials

Required Texts/Readings

Textbook

Methods for Teaching Students with Autism Spectrum Disorders: Evidence-Based Practices

Authors: Wheeler, Mayton, & Carter (2014)

Pearson Publishing

ISBN-10: 0133833666 ISBN-13: 978-0133833669

Reading/Response to Prompts

Selected Chapters from:

We're not Broken: Changing the Autism Conversation

Author: Erik Garcia

ISBN-10: 1328587843

ISBN-13: 978-1328587848

Other Required Readings

<https://ncaep.fpg.unc.edu/sites/ncaep.fpg.unc.edu/files/imce/documents/EBP%20Report%202020.pdf>

Report can be retrieved online from the [National Professional Development Center on Autism Spectrum Disorders](#) at [EBP Report](#)

Supplemental Readings: Research Journal Articles

Bryan, L. C., & Gast, D. L. (2000). Teaching on-task and on-schedule behaviors to high-functioning children with autism via picture activity schedules. *Journal of Autism and Developmental Disorders*, 30(6), 553–567.

Charlop, M. H., & Haymes, L. K. (1998). Using objects of obsession as token reinforcers for children with autism. *Journal of Autism and Developmental Disorders*, 28(3), 189–198

Conroy, M. A., Asmus, J. M., Sellers, J. A., & Ladwig, C. N. (2005). The use of an antecedent-based intervention to decrease stereotypic behavior in a general education classroom: A case study. *Focus on Autism and Developmental Disabilities, 20*(4), 223–230.

D'Ateno, P., Mangiapanello, K., & Taylor, B. A. (2003). Using video modeling to teach complex play sequences to a preschooler with autism. *Journal of Positive Behavior Interventions, 5*, 5-11.

Ganz, J.B., & Simpson, R. L. (2004) Effects on communicative requesting and speech development of the Picture Exchange Communication System in children with characteristics of autism. *Journal of Autism and Developmental Disorders, 34*, 395-409.

Harper, C. B., Symon, J. B., & Frea, W. D. (2008). Recess is Time-in: Using peers to improve social skills of children with autism. *Journal of Autism and Developmental Disorders, 38*, 815-826.

Hendricks, D. R., & Wehman, P. (2009). Transition from school to adulthood for youth with autism spectrum disorders: Review and recommendations. *Focus on Autism and Other Developmental Disabilities.*

Hume, K., & Odom, S. (2007). Effects of an individual work system on the independent functioning of students with autism. *Journal of Autism and Developmental Disorders, 37*, 1166-1180.

Kamps, et al. (2014). The use of peer-networks to increase communicative acts of students with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities, 29*, 230-245

Lorimer, P. A., Simpson, R. L., Myles, B. S., & Ganz, J. B. (2002). The use of social stories as a preventative behavioral intervention in a home setting with a child with autism. *Journal of Positive Behavior Interventions, 4*(1), 53-60.

Parker, D., & Kamps, D. (2011). Effects of a task analysis and self-monitoring for children with autism in multiple social settings. *Focus on Autism and Other Developmental Disabilities, 26*(3), 131-142.

Van Laarhoven, T., Kraus, E., Karpman, K., Nizzi, R., & Valentino, J. (2010). A comparison of picture and video prompts to teach daily living skills to individuals with autism. *Focus on Autism and Other Developmental Disabilities, 25*(4), 195-208.

Optional Readings from TEACHING Exceptional Children:

Banda, D.R., Grimmert, E., & Hart, S.L. (2009). Activity schedules: Helping students with autism spectrum disorders in general education classrooms manage transition issues. *TEACHING Exceptional Children, 41*(4), 16-21.

Carnahan, C.R., Hume, K., Clarke, L., & Borders, C. (2009). Using structured work systems to promote independence and engagement for students with autism spectrum disorders. *TEACHING Exceptional Children, 41*(4), 6-14.

Meadan, H., Ostrosky, M.M., Triplett, B., Michna, A., & Fettig, A. (2011). Using visual supports with young children with Autism Spectrum Disorder. *TEACHING Exceptional Children, 43*(6), 28-35.

Ogilvie, C.R. (2011). Step-by-step: Social skills instruction for students with Autism Spectrum Disorder using video models and peer mentors. *TEACHING Exceptional Children, 43*(6), 20-26.

Simpson, L. A., & Oh, K. (2013). Using circle time books to increase participation in the morning circle routine. *TEACHING Exceptional Children, 45*, 30-36.

Library Liaison

The Special Education Library Liaison is Mantra Roy

Email: Mantra.Roy@sjsu.edu

Course Requirements and Assignments

COURSE REQUIREMENTS AND ASSIGNMENTS

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally **three hours per unit per week**) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical

practica. Other course structures will have equivalent workload expectations as described in the syllabus." Students are strongly encouraged to plan ahead to complete assignments in a timely manner and seek assistance from the course instructor early in the process.

- Online Autism Modules (Autism Internet Modules) (5X20) 100 points (25 % of grade)

CLO 1-5; *TPE MM1.6 (I); 4.3(I) TPE MM 2.5 (I) TPE ESN 4.1 (I) TPE ESN 1.8 (P) TPE ESN 2.8 (I) TPE ECSE 4.7 (I)*

Students will complete five online modules and submit the post-module assessment results to CANVAS. Students may choose to use *Autism Internet Modules (AIM)* or *AFIRM Modules* to complete this assignment.

List of Required Modules:

Prompting

Social Narratives

Discrete Trial Teaching

Self-Management

Functional Communication Training (AFIRM)

2) Online Discussions on Readings (5X20) 100 points (25% of grade)

CLO 6; *TPE MM 1.6 (I); TPE MM 3.3(A) TPE ESN1.7 (I)*

Students will participate in an online discussion responding to prompts from the book *We're Not Broken* by Eric Garcia.

Prompt #1: (Chapter 1) What kind of historical misinformation has been responsible in part for the social stigma of autism? How does the school system contribute to the social stigma surrounding autism?

Prompt #2: (Chapter 2 and 3) What are some institutional barriers that are apparent in Garcia's analysis of Education and Work? How can educators respond to these barriers?

Prompt #3: (Chapter 4: Housing) What are the possibilities of independence demonstrated by Garcia's friends, mentioned in Chapter 4?

Prompt #4: What are some problems surrounding medical treatment for autistic individuals mentioned in Chapter 5?

Prompt #5: After reading Chapter 6, what would you teach your students about relationships?

3) Evidence-Based Practices

12. Part 1: EBP TOOLKIT (Group Project) 50 points (12.5% of grade)

CLO 2-4; *TPE MM2.1 (P) TPE MM 4.3 (I) TPE ESN 2.13 (I) TPE ESN 4.1 (I) TPE ECSE 4.7 (I)*

Students will create a "toolkit" of materials to demonstrate competency with THREE evidence-based practices. The toolkit should include a complete and detailed example of the EBP and an accompanying data collection sheet that could be used when implementing the EBP. EBP could include the following:

- Visual support
- Video model
- Social narrative
- Positive reinforcement
- Discrete trial teaching
- Task Analysis

B. Part 2: Case Study using EBP (Individual Project) 50 points (12.5% of grade)

CLO 1-8 *TPE U 1.2 (P); TPE MM 2.10 (P); TPE MM 4.3 (I); TPE ESN 2.13 (I); TPE ESN 4.1 (I); TPE ECSE 1.6 (A)*

The student should identify the behavior or skill to address with one evidence-based practice, collect baseline data, implement the strategy and collect data for one week with the use of the strategy. Each student will prepare a written paper that includes the following information:

- Description of the focus student to include strengths, interests, and challenges (5-7 sentences)

2) Description of the behavior or skill to be addressed and Rationale for the chosen evidence-based strategy (You can go to the AFIRM module: Selecting an Evidence-Based Practice to learn more how to select the right EBP)(5-7 sentences)

- Description of how the strategy was implemented (5-7 sentences)
- Data sheet with baseline data and implementation data and a Graph that includes baseline data and implementation data
- Discussion of the results of the implementation and how you would communicate this information to parents (5-7 sentences)
- Reflection of how implementation of this strategy informs candidate's practice as a special educator (5-7 sentences)

Submitting the Case Study Project will be considered as the Final Examination.

4) Weekly Assignments (12x7 + 16=100 points) 25% of the grade.

Students will work on 8 weekly assignments based on the weekly readings and video lectures.

Grading Information

Grading Information

Assignment	Points	Percentage of Grade	Course Learning Objectives	Teaching Performance Expectations
Autism Internet Modules	100 pts	25%	CLO 1-5	<i>TPE MM1.6 (I); 4.3(I) TPE MM 2.5 (I) TPE ESN 4.1 (I) TPE ESN 1.8 (P) TPE ESN 2.8 (I) TPE ECSE 4.7 (I)</i>

Online Discussion on First-Person Narratives	100 pts	25%	CLO 6	<p><i>TPE MM 1.6 (I);</i> <i>TPE MM 3.3(A)</i> <i>TPE ESN1.7 (I)</i></p>
Evidence-Based Practices (Part 1 and Part 2)	100 pts	25%	CLO 2-5	<p><i>Part 1: TPE MM2.1 (P); TPE MM 4.3 (I);</i> <i>TPE ESN 2.13 (I);</i> <i>TPE ESN 4.1 (I);</i> <i>TPE ECSE 4.7 (I)</i></p> <p><i>Part 2:</i> <i>TPE U 1.2 (P); TPE MM 2.10 (P); TPE MM 4.3 (I);</i> <i>TPE ESN 2.13 (I);</i> <i>TPE ESN 4.1 (I);</i> <i>TPE ECSE 1.6 (A)</i></p>

Weekly Assignments	100	25%	CLO 2-5	<i>TPE MM1.6 (I); 4.3(I) TPE MM 2.5 (I) TPE ESN 4.1 (I) TPE ESN 1.8 (P) TPE ESN 2.8 (I) TPE ECSE 4.7 (I)</i>
Total	400 pts	100%		

Determination of Grades

A+	=	98 – 100%
A	=	92 – 97%
A-	=	90 – 91%
B+	=	88 – 89%
B	=	82 – 87%
B-	=	80 – 81%
C	=	less than 80%

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

EDSE 218D Teaching Students with Autism Spectrum Disorders

Spring 2024

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines	C T
1	Jan 24	<p>Introduction to the Course</p> <ul style="list-style-type: none"> ● Syllabus and Assignments ● EBP Assignment Details/ Pick an EBP and a focus student for Case Study ● Introduction to Online Modules <p>Introduction to Autism: Chapter 1</p> <ul style="list-style-type: none"> ● Video lecture ● View and Discuss Characteristics of children with typical development and those at risk for ASD using video glossary. 	C T 3. E: 1.
2	Week of Jan 29	<ul style="list-style-type: none"> ● Introduction to Evidence Based Interventions for Students with Autism <p>Readings</p> <p>Textbook Chapter 2</p> <ul style="list-style-type: none"> ● https://ncaep.fpg.unc.edu/sites/ncaep.fpg.unc.edu/files/imce/documents/EBP%20Report%202020.pdf 	C T M 4. M T E: T 1. T 2. E: (I,

3	Week of Feb 5	<ul style="list-style-type: none"> ● Work on Online Module #1 <p><i>Discrete Trial</i></p> <p>Use:</p> <p>https://autisminternetmodules.org/m/1201</p> <ul style="list-style-type: none"> ● <i>Online Discussion: Chapter 1 from We're Not Broken by Eric Garcia</i> <p>Prompt #1:</p> <p>Prompt #1: (Chapter 1) What kind of historical misinformation has been responsible in part for the social stigma of autism? How does the school system contribute to the social stigma surrounding autism?</p>	C T M 4. (E: 1. (4. M 3. E:
4	Week of Feb 12	<p>Early Childhood</p> <ul style="list-style-type: none"> ● Screening and Assessment Instruments for Children with ASD <p>Screening and assessment instruments</p> <p>Practice with MCHAT and CARS</p> <p>Preview Early Start Denver Model</p> <ul style="list-style-type: none"> ● Teaming with Families <p>EBP</p> <p>Case Study Information:</p> <ul style="list-style-type: none"> ● Making data sheets with baseline data and implementation data and a Graph that includes baseline data and implementation data for the Case Study <p>Read</p> <ul style="list-style-type: none"> ● Textbook Chapter 3 and 4 	C T E: (E: U M (E: (

5	Week of Feb 19	<ul style="list-style-type: none"> ● Work on Online Module #2 <p><i>Prompting</i></p> <p><i>Use:</i></p> <p>https://autisminternetmodules.org/m/493</p> <ul style="list-style-type: none"> ● <i>Online Discussion: Chapter 2, 3 from We're Not Broken by Eric Garcia</i> <p>Prompt #2: (Chapter 2 and 3) What are some institutional barriers that are apparent in Garcia's analysis of Education and Work? How can educators respond to these barriers?</p>	C T M 4. (E: 1. (4. M 3. E:
6	Week of Feb 26	<p>School Age</p> <ul style="list-style-type: none"> ● Teaching Communication Skills ● Developing Social Competence <p>Read:</p> <ul style="list-style-type: none"> ● Textbook Chapter 5 and 6 	C T M 2. (E: 1. 1. (

7	Week of Mar 4	<ul style="list-style-type: none"> ● Work on Online Module <i>Functional Communication Training</i> Use: https://autisminternetmodules.org/m/486 ● <i>Online Discussion: Eric Garcia Chapter 4</i> <p>Prompt #3: (Chapter 4: Housing) What are the possibilities of independence demonstrated by Garcia's friends, mentioned in Chapter 4?</p>	C T M 4. (E: 1. (4. M 3. E: T U
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8	Week of Mar 11	<p>School Age</p> <ul style="list-style-type: none"> ● Methods for Building School Based Repertoires ● Facilitating Academic Skills <p>Read</p> <p>Textbook Chapter 7, 9</p>	C 6 T M (1 E 1. (1 4.
9	Week of Mar 18	<ul style="list-style-type: none"> ● Work on Online Module <p><i>Self-Management</i></p> <p><i>Use:</i></p> <p>https://autisminternetmodules.org/m/1210</p> <p><i>Online Discussion: Eric Garcia Chapter 5 Prompt #4: What are some problems surrounding medical treatment for autistic individuals mentioned in Chapter 5?</i></p>	C T M 4. (1 E: 1. (1 4. M 3. E:

10	Week of Mar 25	<ul style="list-style-type: none"> ● Self-determination & Transition to Adulthood <p>Fostering self-determination skills</p> <p>Transition to adulthood with ASD</p> <p>Person Centered Planning</p> <p>Read:</p> <ul style="list-style-type: none"> ● Textbook Chapter 10 - 11 	C T M 1. E 2
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Spring Break April 1-April 5

11	Week of April 8	<ul style="list-style-type: none"> ● Work on Online Module <p><i>Social Narratives</i></p> <p>Use:</p> <p>https://autisminternetmodules.org/m/526</p> <ul style="list-style-type: none"> ● <i>Online Discussion: Eric Garcia Chapter 6</i> <p>Prompt #5: After reading Chapter 6, what would you teach your students about relationships?</p>	C 5 T 2 2. (l E 4.
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12	Week of April 15	Work on EBP Toolkit	C M M ((
13	Week of April 22	Ableism, Intersectionality, and Disability Justice Presentation by Lydia X. Z. Brown	C T U M

14

Week
of
April
29

Swim Team (<https://login.libaccess.sjlibrary.org/login?url=https://video.alexanderstreet.com/p/WPo2LOXDE>)

Watch video and answer the following prompts:

Reflecting on the film experience:

1. In a word (or phrase), what was your initial reaction to the film?
2. If a friend asked you what this film was about, what would you say?
3. Describe a moment or scene in the film that you found particularly disturbing or moving. What was it about that scene that was especially compelling for you?
4. What did you learn from this film that you wish everyone knew? What would change if everyone knew it?
5. If you could require one person (or one group) to view this film, who would it be? What would you hope their main takeaway would be?

15	Week of May 6	Work on Case Study	C T 1 (M 2 (4 (E 2 (4 (E 1 (
16	Week of May 13	Final Examination: submit Case Study on Canvas	

Schedule subject to change with due notice.