inclusion ED
supporting diverse learners

Practice implementation template

Use this template to help you keep track of what is working and what is not as you implement practices to create a more inclusive classroom.

Practice name: Visual schedules

What challenge I am trying to address?

Mel and Ahmed are often off task. I'm spending a lot of time reminding them about what to do next.

What is my strategy?

Develop and display a visual lesson schedule that clearly defines the activities that need to be completed during the lesson.

Subject/Year level: Year 7

Implementation timeframe: Term 1, Week 3

Using this strategy...

What worked?

1. The visual lesson schedule helped with transitions between activities.
2. Most of the class found it useful.
3. Mel and Ahmed remained on task more often and didn't ask as often what was coming next.

What didn't?

1. There wasn't enough information on the visual lesson schedule for some students.
2. Some students didn't refer to the schedule during class.
3. The schedule may have been more effective if students were reminded to refer to it at the beginning of each class.

Who did I talk to for additional support or ideas?

[X] Colleague

[ ] Mentor

[ ] Learning support lead

[ ] Inclusive support staff

[ ] Other _____

Record suggestions/ideas from colleagues:

Notes: Sarah said to stand beside the visual schedule as I refer to it, to help focus student attention on it.

What do I need to change/adjust?

- Explain then discuss the visual lesson schedule with students before using it.
- Refer to the schedule at the beginning of each lesson — step the class through the lesson's activities.
- Make sure the explanation on the schedule explains what's expected. For instance, instead of English, write English: Persuasive writing.
- Stand next to the schedule when referring to it.
- Check-in with students throughout the lesson, referring them back to the schedule to reinforce it.

Next steps (actions)

1. Try again next week with the same 3 tasks but with clearer info.
2. Reposition the schedule so it's easy to see and refer to.
3. Ask students to identify tasks on the schedules.
4. Share what I am doing or what I have learnt with colleagues.

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What is my strategy?

Subject/Year level: _____   Implementation timeframe: _____

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What didn't?

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☐ Learning support lead   ☐ Inclusive support staff

☐ Other _____

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What do I need to change/adjust?

Next steps (actions)