



Andi Anglin-Alonso – Special Education Resource Teacher

Students with executive function deficits often have a difficult time processing and planning throughout the day. Visual schedules are a good way for them to map out their day and week for the completion of routines.

I teach a student in a plug-in/pull-out resource setting who continually asked off-topic and non-school related questions. In fact, this behavior consumed 56% of his instructional day. To remedy this situation, I developed a visual schedule for this student to plan times when he can ask off-topic and non-school related questions. This allowed the student to recognize and plan for appropriate times when he was permitted to ask his questions. Prior to implementing the Visual Schedule for Planning Strategy, I discussed it with the student and he agreed to try it. The student worked with me to select the pictures used in the schedule and the times when he would be permitted to ask his off topic and non-school related questions. The times for questioning were designated for mid-day during the last 5 minutes of his lunch period when he visited me in the Resource Room, and at the end of the day when he returned to the Resource Room to pack his materials for home. Baseline data was collected on the student's use of this visual weekly schedule. An analysis of the baseline data for the first week revealed that student was able to independently adhere to the times scheduled for him to ask off-topic questions and the number of off-topic questions asked during instructional time decreased by 42%.

Taken from: Strosnider, R. and Sharpe, V. (2019). *The executive function guidebook: Strategies to help all students achieve success*. Thousand Oaks, CA: Corwin, pp. 117-118.