

INTRODUCTION TO **DIGITAL** **EDUCATION**

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Start Presentation →

Figure 1: Illustration of robotic arm holding a phone (Canva N.D)



Digital Visual Timetable Toolkit



Classroom Management

What the Toolkit Contains

A personalised daily visual timetable

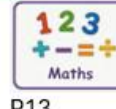
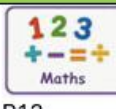
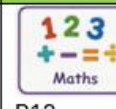
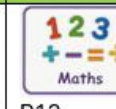
Subject-specific symbols and images

Intervention sessions

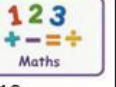
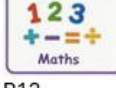
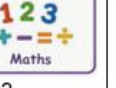
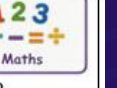
Extracurricular activities

Visual transition reminders

Flexible editing through SharePoint

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	 Registration S17	 Registration S17	 Registration S17	 Registration S17	 Registration S17
Lesson 1	 Spanish S2	 Well-being S17	 Art C8	 Computing P18	 Geography C23
Break					
Lesson 2	 Physical Education 3G	 Drama C18	 Maths P13	 English S14	 Science C14
Lesson 3	 Music C18	 English S14	 Music C17	 Science C14	 History C22
Lunch					
Lesson 4	 Maths P13	 Welsh S9	 Science C14	 Maths P13	 Maths P13
Lesson 5	 English S14	 Science C14	 English S14	 Food and Nutrition P2	 Physical Education 3GB



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Lesson 5	 English S14	 Science C14	 English S14	 Food and Nutrition P2	 Physical Education 3GB



Demonstration of Use

- A visual image or symbol
- A written label



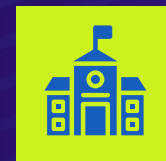
How to Use



How the Toolkit Supports Classroom Management



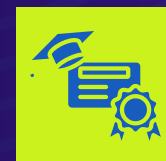
Structure and
Routine



Learning
Environments



Relationships



Behavior
Support



Critical Evaluation of Classroom Management theories.





Critical Analysis of Environment, Routines and Relationships

01

Clear routines provide **predictability**, which is particularly important for learners with **executive functioning difficulties**

02

Behaviour should not always be viewed as an individual issue. Instead, it can often reflect how effectively the environment supports a learners needs.



Reflection and Professional Practice



Pupils who struggle with executive functioning often require multiple reminders about lessons, interventions and changes to routine. This can affect both their independence and engagement with learning



Conclusion and Call to Action

01 providing structure

02 promoting independence

03 supporting communication between staff

04 reducing anxiety



THANK YOU

I APPRECIATE YOUR ATTENTION



Figure 4: illustration of a robot reading (Canva N.D)

Reference List

Bandura. A, (1997) Self-Efficacy: The Exercise of Control. New York: Freeman

Figure 1: Illustration of robotic arm holding a phone (N.D.) [Online Image]. Canva. Available at: <https://www.canva.com> (Accessed 23rd September 2026)

Figure 2: Image of a visual Timetable, Williams. Z (2026)

Figure 3: Image of a Intervention symbols, Williams. Z (2026)

Figure 4: Illustration of robot reading a book (N.D.) [Online Image]. Canva. Available at: <https://www.canva.com> (Accessed 23rd September 2026)

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