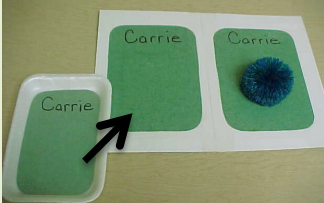

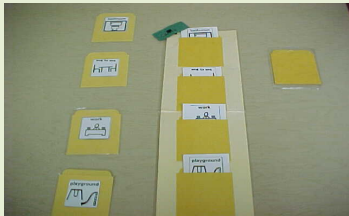
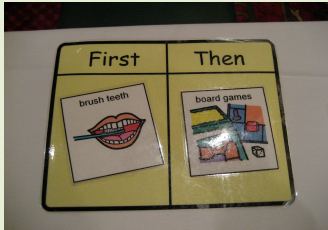


## Individual Schedule Level: Concrete Learner

**Schedule:** A visual representation of planned activities in the order in which they will occur, using symbols, words, pictures, photographs icons or actual objects.

Schedule Type	Looks Like...	What to do...
<b>Adult is the schedule</b>	Adult brings the schedule cue to the individual for every transition.	<p>Approach the individual.</p> <p>Present the check schedule cue to the individual.</p> <p>Wait for the individual to shift mental focus.</p> <p>Individual stops what he/she is doing to take the cue.</p>
<b>Initiation</b>	Individual extends hand or reaches to accept cue.	<p>Adult keeps presenting cue until individual takes it.</p> <p>No verbal prompting.</p>
<b>Identifies own schedule</b>  	Individual independently accepts cue.	
<b>Follows Sequence / Identify the next cue</b>	N/A because individual is given one cue at a time.	
<b>Understands Meaning of Cue</b>  	<p>Cue could be:</p> <ul style="list-style-type: none"> <li>• Object</li> <li>• Representational</li> <li>• True Object Based Icon (TOBI)</li> <li>• Photo</li> <li>• Line Drawing</li> </ul>	<p>Follow individual to see if they go to the correct area. If needed, use body blocking to help guide the individual to the correct place.</p> <p>Record data to analyze whether individual understands the area the cue is intended to represent.</p>



**Stays on Track**



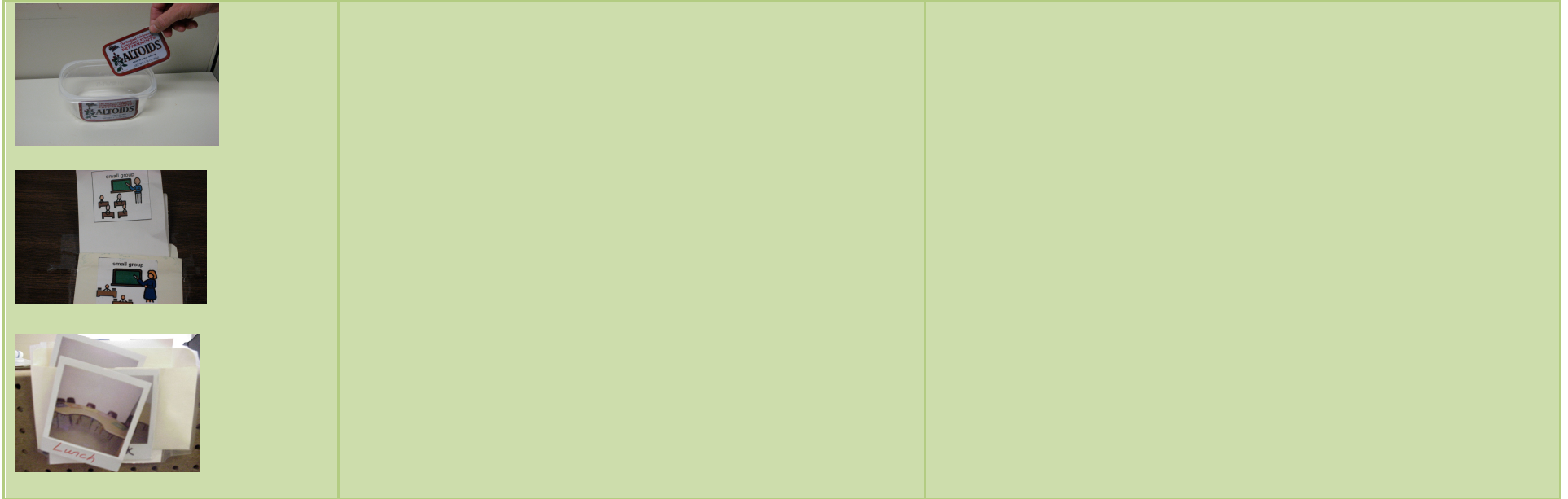
Individual carries the cue during transition.

Individual places the cue in a container with a matching cue at the intended destination.

Shadow the individual to correct area.

Provide no verbalizations.

Use body positioning to visually block distractions.




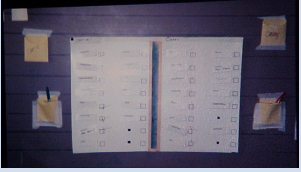



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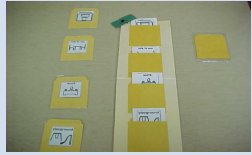
## Individual Schedule

### Level: Moving Towards Abstract

**Schedule:** A visual representation of planned activities in the order in which they will occur, using symbols, words, pictures, photographs icons or actual objects.

Schedule Type	Looks Like...	What to do...
<p><b>Matching</b></p> 	<ul style="list-style-type: none"> <li>• Cues are in a top to bottom or left to right sequence</li> <li>• Can have anywhere from one cue up to entire day</li> <li>• Can be mobile or stationary</li> </ul> <p>Check schedule cue is a color-coded card with the individual's name on it.</p>	<p>Adult approaches individual at the time of transition and hands them the check schedule cue.</p>

		
<p><b>Initiation</b></p>	<p>Individual extends hand or reaches to accept cue.</p>	<p>Adult waits for individual to shift focus from activity they are engaged in to upcoming transition.</p> <p>Adult keeps presenting cue visually until individual takes it,</p> <p>No verbal prompting.</p>
<p><b>Identifies own schedule</b></p>  	<p>Individual independently accepts cue and moves toward his/her mobile or stationary scheduled.</p> <p>Individual places the check schedule cue in a container or pocket at the schedule location.</p>	<p>Take data.</p>
<p><b>Follows Sequence / Identify the next cue</b></p>	<p>Individual takes first cue in the sequence (2 to full day).</p>	<p>Observe the individual at the schedule and take data on whether the individual takes the correct cue.</p> <p>If individual is a “shopper” may need to reduce the number of cues on scheduled down to 1.</p>
<p><b>Understands Meaning of Cue</b></p> 	<p>Cue could be:</p> <ul style="list-style-type: none"> <li>• Representational</li> <li>• True Object Based Icon (TOBI)</li> <li>• Photo</li> <li>• Line Drawing</li> <li>• Text</li> </ul>	<p>Follow individual to see if they go to the correct area. If needed, use body blocking to help guide the individual to the correct place.</p> <p>Record data to analyze whether individual understands the area. the cue is intended to represent.</p>



### Stays on Track



Individual carries the cue during transition.

Individual places the cue in a container with a matching cue at the intended destination.

Shadow the individual to correct area.

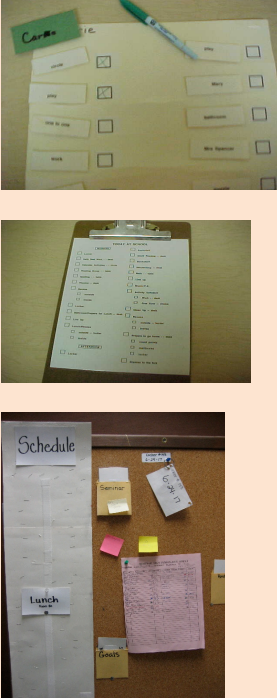
Provide no verbalizations.

Use body positioning to visually block distractions.

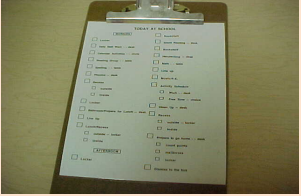
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## Individual Schedule Level: Abstract Learner

**Schedule:** A visual representation of planned activities in the order in which they will occur, using symbols, words, pictures, photographs icons or actual objects.

Schedule Type	Looks Like...	What the teacher / staff does...
<p><b>Text list</b></p> 	<p>A written list of planned activities/transitions for the day, in the order in which they will occur.</p> <p>Can include single words, words supported by small pictures, or short phrases with key words highlighted.</p>	<p>Prepare schedule before individual arrives, highlighting any changes.</p> <p>Review list with individual, pointing out changes.</p>
<p><b>Initiation</b></p>	<p>Individual receives cue from an adult. This could be direction by adult, school bell, or other indicator that class is over.</p>	<p>No additional prompting once instruction is given.</p>

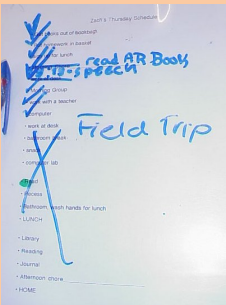
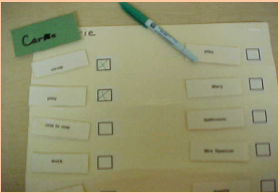
**Identifies own schedule**



Individual locates stationary or mobile schedule.

Record data to determine if individual does this independently.

**Follows Sequence**



Individual marks off or checks off at the beginning of the transition.

Record data to ensure individual is checking boxes at the time of each transition.

**Understands Meaning of Cue**

Individual demonstrates understanding by traveling to intended location.

Follow individual to see if they go to the correct area if needed.

Record data to analyze whether individual understands the area the written word(s) is intended to represent.



## Stays on Track






Individual will track progress through his/her scheduled activities by marking a check box or line adjacent to the items listed.



Review completed schedule at the end of the day.

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## Work System Level: Concrete Learner

**Work System:** A systematic means of presenting information in a way that is received and understood by the individual. Following the system allows the individual to work independently.

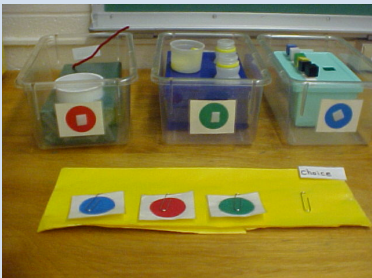
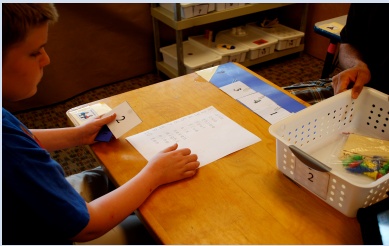

Work System Type	Looks Like...	What to do...
<p><b>Identification of What Work?</b></p> 	<p>Tasks are presented in a left to right order, with finished on the right.</p> <ul style="list-style-type: none"> <li>• Tasks in single units with no label or card system</li> <li>• May be working on in-seat behavior</li> <li>• May need to put item that will hold individual's attention in task</li> </ul>	<p>Begin by teaching and modeling the work system in direct instruction and other instructional activities (i.e., group).</p> 
<p><b>Identification of How Much Work?</b></p> 	<p>Tasks are on immediate left of seat.</p>	<p>Observe and record data if individual takes each task. Individual should select task, one at a time and complete in any order.</p>
<p><b>Movement while working.</b></p> 	<p>Tasks are on immediate left of seat.</p>	<p>Take data on whether individual independently reaches for tasks.</p>
<p><b>Stays on Track /</b></p>	<p>Finished is incorporated within each task.</p>	<p>Take data on whether individual places task in finished area/basket.</p>




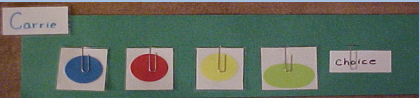
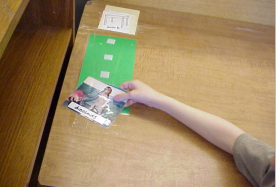
<p><b>Concept of Finished</b></p> 	<p>Finished area/basket is located on the right, just below the table (object permanence).</p>	<p>Take data on whether individual leaves tasks in finished area.</p>
<p><b>Movement after each task.</b></p>	<p>Individual remains seated after placing work in finished basket. Individual reaches for next task.</p>	<p>Record data to reflect if individual remains seated after placing work in finished, and reaches for next task in the work system.</p>
<p><b>Understand of What Comes Next?</b></p> 	<p>Working for last item on work system, which should be choice, reinforcement item, schedule cue, etc.).</p> <p>Last item should indicate to the individual what to do with their time when they are finished.</p>	<p>As individual is finishing last work bin, staff put last box (reinforcer, choice, schedule cue) on individuals left.</p> <p>Record data on whether individual engages in choice activity, reinforcer, etc.</p>

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## Work System Level: Matching

**Work System:** A systematic means of presenting information in a way that is received and understood by the individual. Following the system allows the individual to work independently.

Work System Type	Looks Like...	What to do...
<p><b>Identification of What Work?</b></p> 	<p>Tasks in single units with one-to-one matching system identifying them. Matching may be:</p> <ul style="list-style-type: none"> <li>• Shapes</li> <li>• Colors</li> <li>• Numerals</li> <li>• Letters</li> <li>• Other symbols meaningful to individual</li> <li>• Any combination of the above</li> </ul>	<p>Teach/model in Direct Instruction and other instructional activities (i.e., group).</p> 
<p><b>Identification of How Much Work?</b></p> 	<p>Tasks located to individual's immediate left, with matching cards from the system, one at a time in correct sequence, moving from left to right or top to bottom.</p> <p>Assigned numbers of tasks are indicated by the cue cards on the work system.</p>	<p>Place system cards in non-numerical or non-alphabetic order (to reinforce concept of matching).</p> <p>Record data on whether individual is following intended sequence (left to right or top to bottom).</p>
<p><b>Movement while working.</b></p>	<p>Individual independently reaches for tasks, which are within easy reach on his/her left, to match the system card without leaving seat.</p>	<p>Record data on whether individual stays in their seat.</p>

		
<p><b>Stays on Track / Concept of Finished</b></p> 	<p>Finished is included in each task, pulls card from system and matches to a bin. All tasks put in large finished basket.</p> <p>Individual monitors progress by independently pulling the card from work system and matching it to the task.</p>	<p>Record data on individual's independence in following the work system by matching cue to bins.</p>
<p><b>Movement after each task.</b></p> 	<p>Finished basket located on immediate right, either at table level or just below.</p>	<p>Record data on whether the individual can stretch to right to place tasks in finished, and then reaches for the next cue.</p>
<p><b>Understand of What Comes Next?</b></p>  	<p>Bin with reinforcer, check schedule cue, or choice is last item on work system.</p>	<p>Record data on whether individual engages in choice activity, reinforcer, etc.</p>

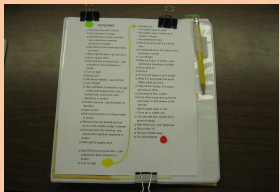
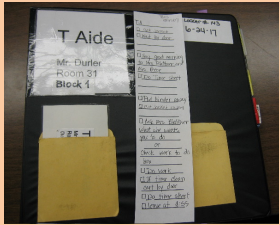
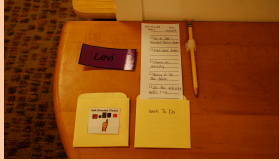
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## Work System Level: Abstract Learner

**Work System:** A systematic means of presenting information in a way that is received and understood by the individual. Following the system allows the individual to work independently.

Work System Type	Looks Like...	What to do...
<p><b>Identification of What Work?</b></p>	<p>Written list system to identify the tasks (relevant or key instructional words highlighted).</p>	<p>Highlight key phrases and instructions on <u>all</u> materials that are part of the task.</p> <p>Teach the highlighting system in Direct Instruction.</p> <p>Present task analysis/visual instructions within those activities and modified materials.</p> <p>Record data on individual progressing through system independently, assess and restructure as needed.</p>

**Identification of How Much Work?**



Individual follows written list of key highlighted information.

Record data on individual following the list, in order.

**Movement while working.**



Assigned tasks are waiting on a shelf or table three or four steps to his/her left. Individual independently retrieves assigned tasks.

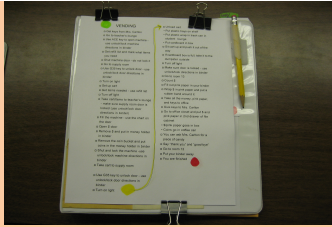
Record data on whether individual independently retrieves the task and returns to work station.

**Stays on Track / Concept of Finished**

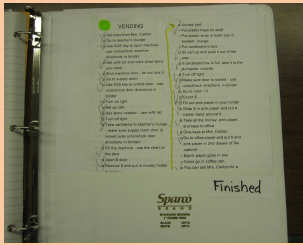
Individual is provided written list before work session. Individual marks progress by independently marking (either at the beginning or at the end of the assignment):

- Crosses out. Either: Beginning or End
- Check boxes. Either: Beginning or End

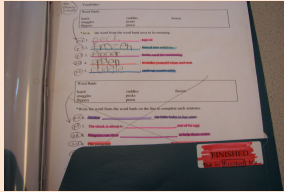
Record data on whether individual marks off item as it is started or completed.



- Checkmark on a line. Either: Beginning or End



**Movement after each task.**



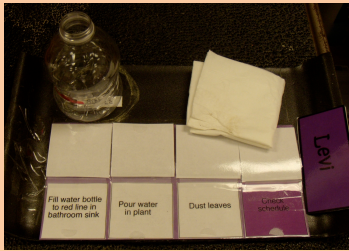
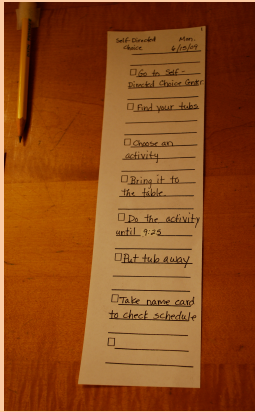
Individual independently deposits completed task or work in finished spot (i.e., finished folder, teacher's in box, etc.).

Record data on whether individual completes task and places work in designated finished location.





## Understand of What Comes Next?



Working for last item on work system, which should be choice, reinforcement item, schedule cue, etc.).

Last item should indicate to the individual what to do with their time when they are finished.

Record data on whether individual engages in choice activity, reinforcer, etc.

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## Visual Structure of Tasks


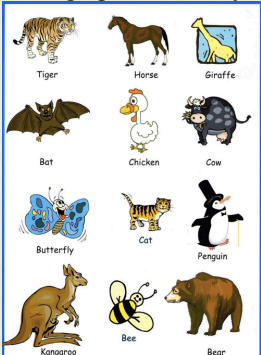
### Visual Instruction

### Level: Concrete Learner

**VISUAL STRUCTURE OF TASKS:**

- Show how to combine and organize a series of parts to obtain the desired outcome.
- Provide the necessary information to put parts or details of a task together in a systematic and meaningful way.
- Promote the use of the individual's strong visual skills in a functional way.
- Assists an individual in understanding the objective of a task: simplify the environment by providing visual instructions.

Visual Instructions	Looks Like...	What to do...
<p>Materials define the task</p> 	<p>Necessary materials presented in a simple, organized manner.</p>	<p>Individual sees what to do simply by looking at materials.</p>
<p>Jigs Replica incorporating</p> 	<p>Cut Out: The jig instructs the individual as to which materials are needed to assemble or package a product.</p> <ul style="list-style-type: none"> <li>• Inset puzzle</li> </ul> <p>Pictures: Provides visual instruction necessary to assemble or package a product.</p> <ul style="list-style-type: none"> <li>• Full-size photographs</li> <li>• Referral jig - smaller, representational photographs of components</li> <li>• Repetitive jig – same jig used over and over</li> <li>• Photograph list - shows correct sequence to complete</li> </ul>	<p>Cut Out Jig: Trace the shape of each piece, then cut along the traced outline to make a cut out jig. Individual inserts specific pieces of a task into their identical shapes, which have been cut into thick cardboard or Styrofoam.</p> <p>Picture Jig: Individual can either place materials directly on a jig consisting of life-sized drawings, pictures, drawings, and outlines; or simply refer to smaller representational pictures of the necessary components (referral jig). Individual repetitively uses the jig until all materials are depleted (repetitive jig).</p>

	<p>task</p>	
<p>Photograph Dictionary</p> 	<p>Reference list of photographs, which may or may not be paired with the written word.</p>	<p>Individual sees text paired with photographs of materials in tasks to support pre-reading skills and the soft skills required to ask for more or missing materials.</p>

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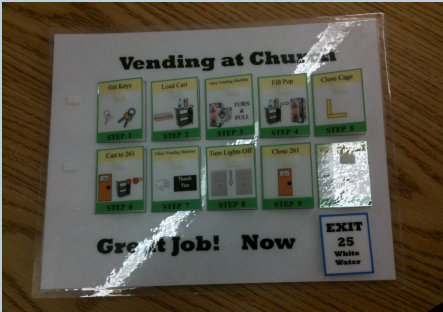

## Visual Structure of Tasks

### Visual Instruction

### Level: Moving Towards Abstract

#### VISUAL STRUCTURE OF TASKS:

- Show how to combine and organize a series of parts to obtain the desired outcome.
- Provide the necessary information to put parts or details of a task together in a systematic and meaningful way.
- Promote the use of the individual's strong visual skills in a functional way.
- Assists an individual in understanding the objective of a task: simplify the environment by providing visual instructions.

Visual Instructions	Looks Like...	What to do...
<p>Pictures and text descriptions define the task</p> 	<p>Necessary materials presented in a simple, organized manner.</p>	<p>Individual sees what to do simply by looking at pictures and simple text directions.</p>
<p>Jigs</p> 	<p>Cut Out</p> <ul style="list-style-type: none"> <li>• Inset puzzle</li> </ul> <p>Picture Jigs</p> <ul style="list-style-type: none"> <li>• Full-size photographs, drawings, outlines</li> <li>• Referral jig - smaller, representational drawings or outlines of components</li> <li>• Repetitive jig— same jig used over and over</li> <li>• Variable jig – different jigs show same materials, 2-3 combinations</li> <li>• Photograph list - shows correct sequence to complete task</li> </ul>	<p>Cut Out Jig: Individual inserts specific pieces of a task into their identical shapes, which have been cut into thick cardboard or Styrofoam.</p> <p>Picture Jigs:</p> <p>Full-size Jig - Individual can place materials directly on a jig consisting of life-sized drawings, pictures, drawings, and outlines to complete a task.</p> <p>Referral Jig – Individual simply refers to smaller representational pictures of the necessary components to complete a task.</p> <p>Repetitive Jig - Individual repetitively uses a single jig until all materials are depleted.</p> <p>Variable Jig - Helps individual generalize the skill of following visual instructions by using several different jigs for one task, taking</p>



one at a time. Each variable jig requires the individual to follow a different sequence or combination of materials within a task.  
 Photograph List – Refers to the photograph list, which shows the correct sequence to complete the task.





**Picture Dictionary**

Reference list of photographs and drawings paired with the written word.

Typically used when the individual has beginning reading skills and is required to follow written instructions as part of the task.

**Inventory materials:**

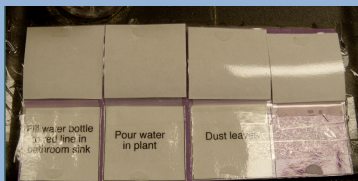


<p><b>1.</b> Put start/stop markers on shelves</p> 	<p><b>2.</b> Scan the barcode of each book in order</p> 	<p><b>3.</b> Error message: "This item appears to be placed incorrectly" put book in correct spot</p>	<p><b>4.</b> Stop at red stop marker</p> <ul style="list-style-type: none"> <li>Take a break or</li> <li>Place markers and keep going</li> </ul>
<p>Check the computer screen for error messages</p> 		<p><b>All other error messages:</b></p> <ul style="list-style-type: none"> <li>Scan again</li> <li>Turn book down</li> </ul> 	

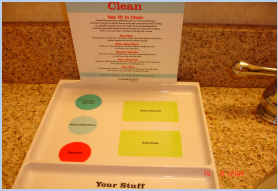
**Written instructions**

Single words or multiple word sequences to tell the individual what to do.

Instruction can be written to provide a single instruction or can take form of a short sequential list, 3-4 steps which the individual marks off in sequence as completed.



Product sample



A previously prepared example of the finished product.

Individual refers to the product sample while completing the task.

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## Visual Structure of Tasks Visual Instruction Level: Abstract Learner

### VISUAL STRUCTURE OF TASKS:

- Show how to combine and organize a series of parts to obtain the desired outcome.
- Provide the necessary information to put parts or details of a task together in a systematic and meaningful way.
- Promote the use of the individual's strong visual skills in a functional way.
- Assists an individual in understanding the objective of a task: simplify the environment by providing visual instructions.

Visual Instructions	Looks Like...	What to do...
<p>Description defines the task.</p>	<p>Procedural task analysis, text list format with small drawings to support understanding.</p>	<p>Individual sees what to do simply by looking at text directions that range from a single word list to a sentence list.</p>

**UNDERLINE - 1!**  
(Word 2003 - FC)

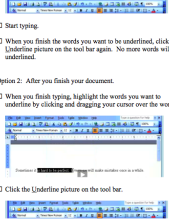
\*There are 2 ways to underline words. Choose 1:

- Option 1: Before you start typing the words to be underlined.
  - Click the Underline picture on the tool bar. Everything you type will be underlined.
- Option 2: After you finish your document.
  - When you finish typing the words you want to be underlined, click the Underline picture on the tool bar again. No more words will be underlined.

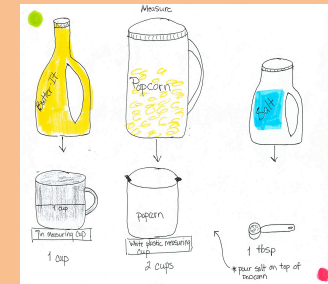
Start typing

- When you finish typing the words you want to be underlined, click the Underline picture on the tool bar again. No more words will be underlined.

Click the Underline picture on the tool bar.



**Jigs**



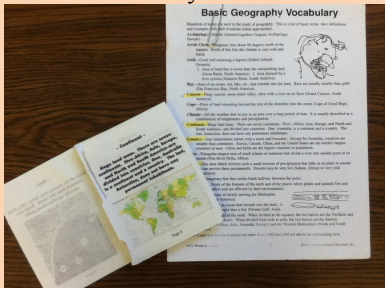
**Picture Jigs:**

- Referral jig - smaller, representational drawings or outlines of components
- Repetitive jig- use same jig over and over for self-correction
- Variable jig – different jigs for same materials, variety of combinations
- Picture list - shows correct sequence to complete task

**Picture Jigs:**

Referral Jig – Individual simply refers to smaller representational pictures of the necessary components to complete a task.  
 Repetitive Jig - Individual repetitively uses a single jig until all materials are depleted.  
 Variable Jig - Requires individual to generalize the skill of following visual instructions by using several different jigs for one task, taking one at a time. Each variable jig requires the individual to follow a different sequence or combination of materials within a task.  
 Picture List – Refers to a picture (icons, line drawings, photographs) list, which shows the correct sequence to complete the task.



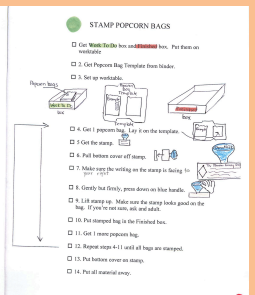
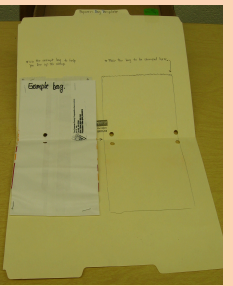
**Picture Dictionary**



Reference list of pictures (icons, line drawings, photographs) paired with written descriptions.

Used when the individual has reading skills and can access resources to find information that will assist in following written instructions as part of a task.



<p>Inventory materials:</p>  <table border="1" data-bbox="136 227 483 341"> <tr> <td>1. Put start/stop markers on shelves</td> <td>2. Scan the barcode of each book in order</td> <td>3. Error message: "This item appears to be shelved incorrectly" put book in correct spot</td> <td>4. Stop at red stop marker</td> </tr> <tr> <td>Check the computer screen for error messages</td> <td colspan="2">All other error messages: Scan again If error doesn't go away Turn book down</td> <td>Take a book OR Move markers and barcode</td> </tr> </table>	1. Put start/stop markers on shelves	2. Scan the barcode of each book in order	3. Error message: "This item appears to be shelved incorrectly" put book in correct spot	4. Stop at red stop marker	Check the computer screen for error messages	All other error messages: Scan again If error doesn't go away Turn book down		Take a book OR Move markers and barcode		
1. Put start/stop markers on shelves	2. Scan the barcode of each book in order	3. Error message: "This item appears to be shelved incorrectly" put book in correct spot	4. Stop at red stop marker							
Check the computer screen for error messages	All other error messages: Scan again If error doesn't go away Turn book down		Take a book OR Move markers and barcode							
<p>Written instructions</p>  	<p>Multiple word sequences to tell the child what to do.</p>	<p>Instruction can be written to provide a single instruction or can take form of a sequential list. Number of steps will be dependent on complexity of task and individual's level of distractibility, and need for closure. The individual marks off instructions in sequence as completed.</p>								
<p>Product sample</p> 	<p>A previously prepared example of the finished product.</p>	<p>Individual refers to the product sample while completing the task. Individual must determine the strategy and sequence to follow in making the product look the same as the sample product without other visual instruction.</p>								

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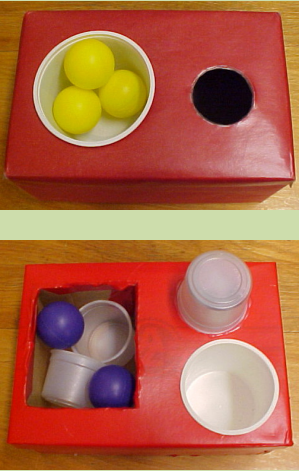
## Visual Structure of Tasks


### Visual Organization

#### Level: Concrete Learner

**VISUAL STRUCTURE OF TASKS:**

- Modulates sensory input by organizing the materials and space in the work environment.
- Controls extra stimulation, making it easier for individual to understand the task before them.
- Assists an individual in understanding the objective of a task: organizing the materials into separate containers.

Visual Organization	Looks Like...	What to do...
<p>Organizing of materials</p> 	<p>Modulates sensory input. Separate containers help to organize and simplify the individual items used in the task.</p>	<p>Distinct materials are placed into separate containers to help reduce distractions.</p>
<p>Organization of space</p> 	<p>Limiting the space helps reduce stimulation and draws focus to relevant details by creating physical and visual boundaries to limit the size of the work area.</p>	<p>Define the work area space to help direct focus to relevant details.</p>

<p>Self-contained Tasks</p> 	<p>Most structured way to organize materials.</p> <p>Single containers and loose materials are stabilized and fastened onto a base container such as a tray, box lid, tub, or basket.</p>	<p>Activity made into one unit prior to presenting to the individual.</p> <p>Glue or Velcro containers (small plastic food containers, plastic cups, Styrofoam meat trays, ice cube trays, muffin tins, cans, boxes, etc.) onto a base container.</p>
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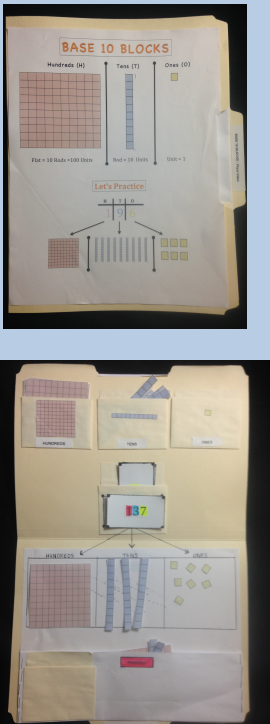
## Visual Structure of Tasks

### Visual Organization

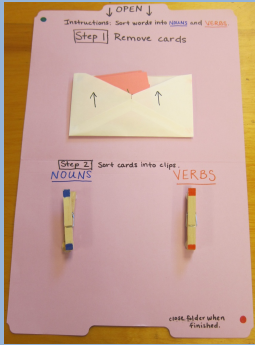
#### Level: Moving Towards Abstract

#### VISUAL STRUCTURE OF TASKS:

- **Modulates sensory input by organizing the materials and space in the work environment.**
- **Controls extra stimulation, making it easier for individual to understand the task before them.**
- **Assists an individual in understanding the objective of a task: organizing the materials into separate containers.**

Visual Organization	Looks Like...	What to do...
<p>Organizing of materials</p> 	<p>Modulates sensory input.</p> <p>Containers (library pockets, envelopes, Velcro, file folders, sectioned boxes with lids, pencil box/pouch, zip lock bags, etc.) help to organize and store the individual items used in the task.</p>	<p>Loose materials are placed into separate containers to help reduce distractions.</p>

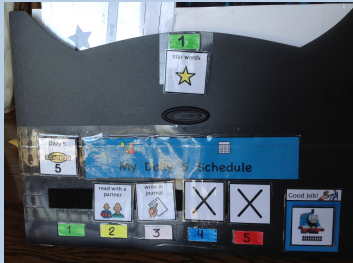
### Organization of space



Limiting the space helps reduce stimulation and draws focus to relevant details by creating physical and visual boundaries to limit the size of the work area.

Limiting the work area space helps direct focus to relevant details.

### Single Unit Tasks



A structured way to organize task materials.

Task framework and loose materials are organized and stored together in a container such as a bin, basket, box, folder or binder.

Activity made into a single unit prior to presenting to the individual.

Task components are affixed (glued, taped, contact paper or laminated) to create the framework for the task. Loose materials are organized and stored using Velcro, library pockets/envelopes, zip lock bags, sectioned boxes, pencil boxes/pouches, etc.

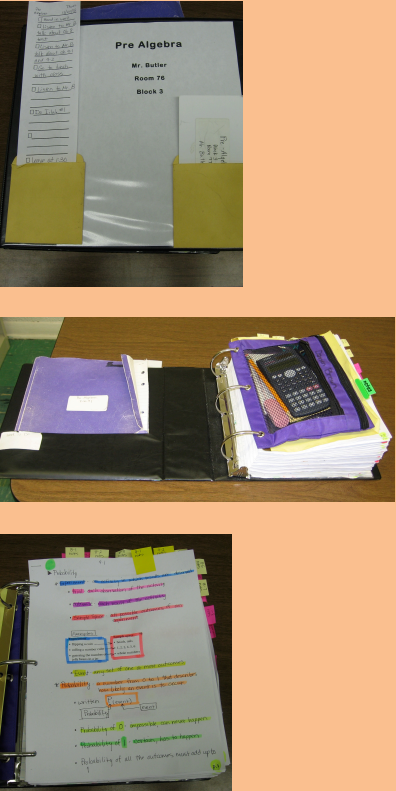
Present task framework and components to the individual in a bin, basket, box, folder or binder.

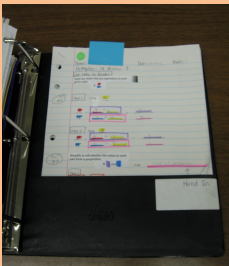
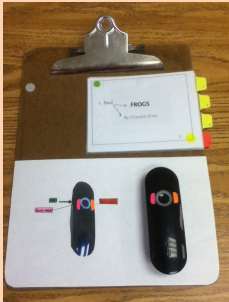

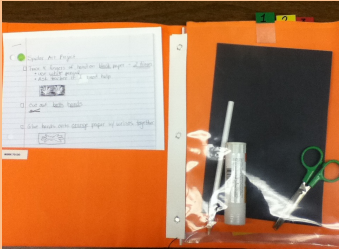
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## Visual Structure of Tasks Visual Organization Level: Abstract Learner

### VISUAL STRUCTURE OF TASKS:

- Modulates sensory input by organizing the materials and space in the work environment.
- Controls extra stimulation, making it easier for individual to understand the task before them.
- Assists an individual in understanding the objective of a task: organizing the materials into separate containers.

Visual Organization	Looks Like...	What to do...
<p>Organizing of materials</p> 	<p>Modulates sensory input.</p> <p>Containers (library pockets, envelopes, pocket folders, page protectors, sectioned boxes with lids, pencil pouch, tabbed binder dividers, binder rings, binder clips, etc.) help to organize and structure the items used in the task.</p>	<p>Relevant task components (daily class schedule, schedule cards, class notes, calculators, social stories, graded work, task analysis, etc.) are placed into designated containers/locations in the system to help reduce distractions.</p>

		
<p>Organization of space</p>  	<p>Defining the space helps reduce stimulation and draws focus to relevant details by creating physical and visual boundaries to limit the size of the work area.</p>	<p>Defining the work area space helps direct focus to relevant details.</p>
<p>Single Unit Systems</p> 	<p>A structured way to organize materials.</p> <p>Assigned work and supporting materials are organized and stored together in a container such as a clipboard, pocket folders or binders.</p>	<p>Skills are clustered by subject, topic, activity or vocational skill area and placed in a single unit system.</p> <p>New skills can be added to the single unit system at any time.</p> <p>Present single unit system to the individual in a clipboard, pocket folder or binder.</p> <p>Once skills are learned, the single unit system can be used to reference previously mastered skills for an individual experiencing a rough day.</p>

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## Visual Structure of Tasks

### Visual Clarity

#### Level: Concrete Learner

**VISUAL STRUCTURE OF TASKS:**

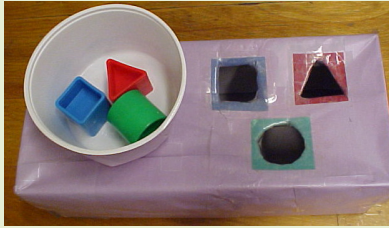
- Provides clarification of relevant information through materials.
- Emphasizes basic components of visual instructions.
- Shifts individual's focus to important task details.
- Assists an individual in understanding the objective of a task: accentuate the relevant details.

Visual Clarity	Looks Like...	What to do...
<p>Clarification through materials</p> 	<p>Limiting task materials.</p>	<p>Remove unnecessary, irrelevant, or extra materials from self-contained tasks. Provide exactly what is needed to complete the task.</p>
<p>Emphasizes basic components of visual instructions</p>  	<p>Cut Out Jigs: The jig instructs the individual as to which materials are needed to assemble or package a product.</p> <ul style="list-style-type: none"> <li>• Inset puzzle</li> <li>•</li> </ul> <p>Picture Jigs: Provides visual instruction necessary to assemble or package a product.</p> <ul style="list-style-type: none"> <li>• Full-size photographs</li> <li>• Referral jig - smaller, representational photographs of components</li> <li>• Repetitive jig – same jig used over and over</li> <li>• Photograph list - shows correct sequence to complete task</li> </ul>	<p>Cut Out Jigs: Use contrasting colors or textures to differentiate between the jig's frame and likeness.</p> <p>Picture Jigs: Raise the borders of each of the components depicted on the jig. Visually simplify complex jigs by adding in additional blank space between components of the jig.</p>





Shifts child's focus to relevant details



Incorporate the following to draw the individual's attention to relevant details:

- Colors
- Shapes
- Pictures
- Numbers

Use green to indicate where to start and red to indicate finished. Highlight container openings to make them more obvious. Incorporate color matching when creating tasks.

Duplicate the shape of sorting items in container openings. Incorporate shape matching when creating tasks.

Incorporate, picture matching when creating tasks.

Use numbering to introduce basic sequencing.

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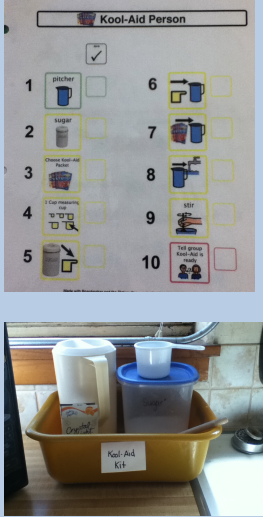
## Visual Structure of Tasks

### Visual Clarity

#### Level: Moving Towards Abstract

#### VISUAL STRUCTURE OF TASKS:

- Provides additional clarification of relevant information and key materials.
- Emphasizes significant parts of visual instructions for more subtle (less concrete) activities.
- Shifts individual's focus to important details.
- Assists an individual in understanding the objective of a task: making critical details more noticeable.

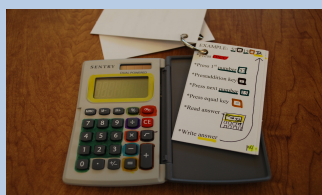
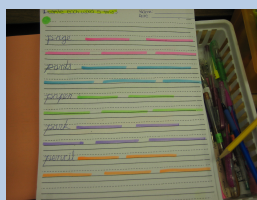
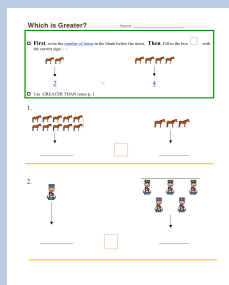
Visual Clarity	Looks Like...	What to do...
<p>Clarification of relevant information and key materials</p> 	<p>Limiting materials to only those needed in the task. Label process steps (start to finish) as part of the task.</p>	<p>Remove unnecessary, irrelevant, or extra materials.</p> <p>Provide exactly what is needed to complete the task.</p> <p>Label procedural components of tasks (start, turn the page, finished).</p>
<p>Emphasis on significant parts of visual instructions for more subtle activities</p>	<p>Pictures Jigs: Provides visual instruction necessary to assemble or package a product. Provides information to the individual about what materials are being used and in what quantity.</p> <ul style="list-style-type: none"> <li>• Referral jig - smaller, representational photographs of components</li> <li>• Repetitive jig – same jig used over and over</li> </ul>	<p>Move from more concrete tasks to less concrete by changing the format of the task, moving from self-contained tasks to folder tasks that resemble more traditional schoolwork.</p> <p>Create jigs that designate how components of the task go together.</p> <p>Task materials can be housed in colored containers. Individuals can</p>



- Photograph list - shows correct sequence to complete task
- Set Up jig – template that shows correct placement of task components

match the colors of the containers to color coded container outlines on the work surface.

Shifts child's focus to important details



Incorporate the following to draw the individual's attention to relevant details:

- Colors
- Shapes
- Pictures
- Numbers
- Symbols

Use green to indicate where to start, yellow to indicate that there is more, and red to indicate finished.

Highlight openings of containers to make them more visually obvious.

Circle information, put a box around text to make it stand out, add grid lines to visually chunk information.

Small photographs, line drawings or representational icons.

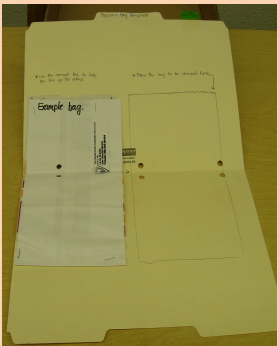
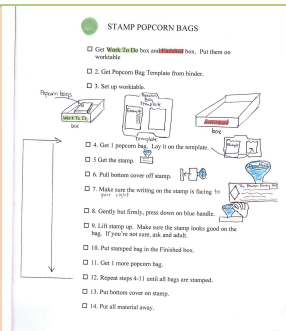
Numbers can be included to designate sequence or order of completion.

Symbols like arrows are included to indicate directionality or flow of steps.

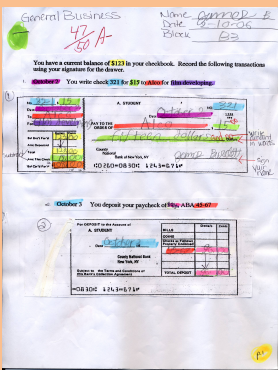
Teach the individual to look for aspects of visual clarity to assist them in completing tasks independently.

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Shifts individual's focus to relevant details



Incorporate the following to draw the individual's attention to relevant details:

- Colors
- Shapes
- Pictures
- Numbers

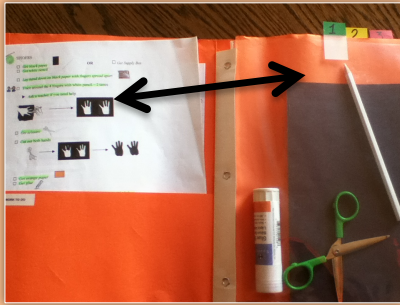
Highlighting, color matching, and color coding using colored pencils, markers, index tabs, post-it flags, etc.; and imbedding a color system (green to indicate start, yellow means there's more, and red to indicate finished).

Circle information, put a box around text to make it stand out, add grid lines to chunk information, use thought bubbles for information that the individual needs to think about or consider.

Line drawings or representational icons.

Page numbers for the system itself, numbers used to indicate sequence of the steps in the task.

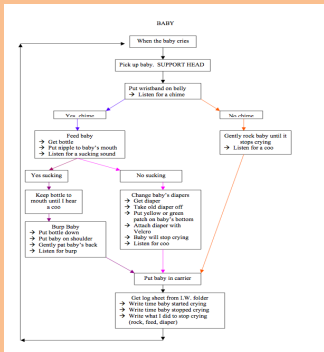
Include symbols to indicate directionality or flow of steps.



- Symbols
- Text formatting

Text formatting such as bold, italics, bullets, check boxes, underlining, all caps, different font and text styles, etc. included to call attention to relevant details.

Teach the individual to look for aspects of visual clarity to assist them in completing tasks independently.



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