TRI-STATE WEBINAR SERIES

Elements of Structure: Visual Structure of Tasks

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Presenter Information

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Learner Objectives

- Understand that visual structure of tasks is a key element of structured teaching
- Understand visual instructions
- Understand visual organization
- Understand visual clarity
- Understand how adding visual structure to tasks and systems supports generalization of skills
Presentation Summary

This presentation will focus on the use of visual structure of tasks in order to capitalize on the visual strengths of the learners. The three components of visual structure will be presented: visual instructions, visual organization, and visual clarity.

Elements of Structure

- Visual Structure of Tasks
- Routines and Strategies
- Work Systems
- Individual Schedules
- Physical Structure
IV. Visual Structure of Tasks

- Definition: Use of visual cues to provide the organization, clarification, and instruction necessary for completing tasks independently.

- Purpose: To capitalize on a student’s visual strengths, while minimizing reliance on weaker auditory processing skills.

Three Key Elements

- 1. Visual instructions
- 2. Visual organization
- 3. Visual clarity
Polling Question 1:

The three key elements needed for a structured task are visual ________________, visual ________________, and visual ________________.

1. Visual Instructions

• 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 student’s strong visual skills in a functional way.
Concrete Learner Level

- Materials define the task
- Jigs
- Photograph Dictionary

Materials Define the Task
Jigs: Cut Out

Jigs
Picture Jig

Repetitive Jigs
Photograph Dictionary

Moving towards Abstract Learners

- Pictures and text descriptions define the task
- Jigs
- Picture Dictionary
- Written Instructions
- Product Sample
Pictures and Text Define the Task

Cut Out Jig
Picture Lists

1.) 2.) 3.) 4.)

- Put start/stop markers on shelves!
- Scan the barcode of each book in order!
- Error message: "This item appears to be shelved incorrectly"!
- Put book in correct spot!
- Stop at red stop marker!
- Take a break!
- • Move markers and keep going!
- Check the computer screen for error messages!
- All other error messages:
  - Scan again
  - If error doesn’t go away:
    - Turn book down!

Picture Dictionary

- Inventory/materials:
  - Barcode scanner
  - Start/stop markers!

1.)
- Push start/stop markers:
  - on shelves!

2.)
- Scan 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!
  - Start/stop markers
  - Barcode scanner
  - Take a break!
  - Move markers and keep going!

Check the computer screen for error messages!

- Alphabetical messages:
  - Sample:
    - How do we know today?
    - Today is Monday!
Written Instructions: Checklist System

Written Instructions in a List Format
**Product Sample**

![Product Sample Image]

**Abstract Learners**

- Written description defines the task
- Jigs
- Picture Dictionary
- Written Instruction
- Product Sample
Description Defines the Task

Picture Jig
Picture Dictionary

Written Instructions
Written Instructions

Diagram and written instructions not legible in the image.
Polling Question 2:

What strength or characteristic is capitalized on when developing a structured task?
2. Visual Organization

- Modulates sensory input
- Controls extra stimulation
- Assists in understanding the objective of a task

Concrete Learner Level

- Organizing materials
- Organizing space
- Self-contained tasks
Organizing Materials

Visual Organization of Space
Self-Contained Tasks

Moving towards Abstract Level

• Organizing Materials
• Organizing Space
• Single Unit Tasks
Organizing Materials

Organization of Space
Single Unit Tasks

Abstract Learner Level

- Organization of materials
- Organizations of space
- Organization of single unit systems
Organization of Materials

Organization of Materials
Organization of Space

Organization of Space
Single Unit Systems

Polling Question 3:

Visual organization modulates sensory input by organizing _____________ and space within the work environment:

A. interests
B. materials
C. activities
D. none of the above
3. Visual Clarity

- Further clarification of relevant information
- Emphasizes significant parts of visual instructions
- Shifts focus to relevant details
- Supports understanding significant parts of visual instructions

Concrete Learner Level

- Materials
- Emphasizing basic components of Visual Instructions
- Shifting focus to relevant details
Limiting Task Materials

Emphasize Visual Instructions
Shifting Focus to Relevant Details

Moving Towards Abstract Level

• Clarification of relevant information
• Emphasis on significant parts of Visual Instructions
• Shift focus to important details
Clarification of Relevant Information

Emphasis on Significant Parts of Visual Instructions
Shifting Focus to Important Details

Abstract Learner Level

- Clarification through systems
- Emphasizes significant parts of Visual Instructions
- Shifts focus to relevant details
Clarification through Visual Systems

Emphasis on Significant Parts of Visual Instructions
Shifting Focus to Relevant Details
Considerations

- Creating a “dependence on things”
- Visual structure promotes independence
- Can be incorporated into any living or working environment
- Important for the development of self-efficacy
- Generalization
- Directives from a person often leads to a lack of independence

Polling Question 4:

True or False

As individuals with autism age, their need for structure and visual supports decreases.
References


Thank You!

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