

TRI-STATE WEBINAR SERIES

Elements of Structure: Visual Structure of Tasks

Presented by:
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Tri-State Autism Spectrum Disorder Webinar Series



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Presenter Information



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Mary is the Southeast ASD Coordinator with the Nebraska ASD Network.

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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



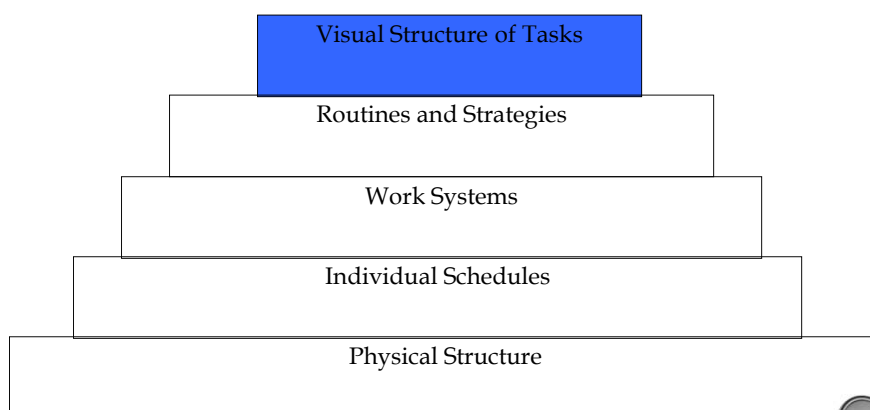
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Presentation Summary

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



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 as structured task are visual _____, visual _____, and visual _____.



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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.

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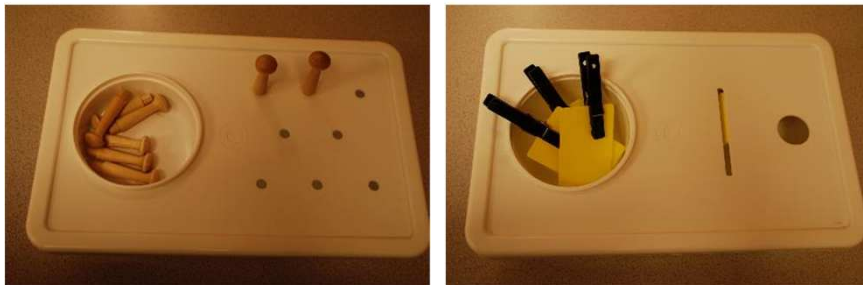
Concrete Learner Level

- Materials define the task
- Jigs
- Photograph Dictionary



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Materials Define the Task



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Jigs: Cut Out



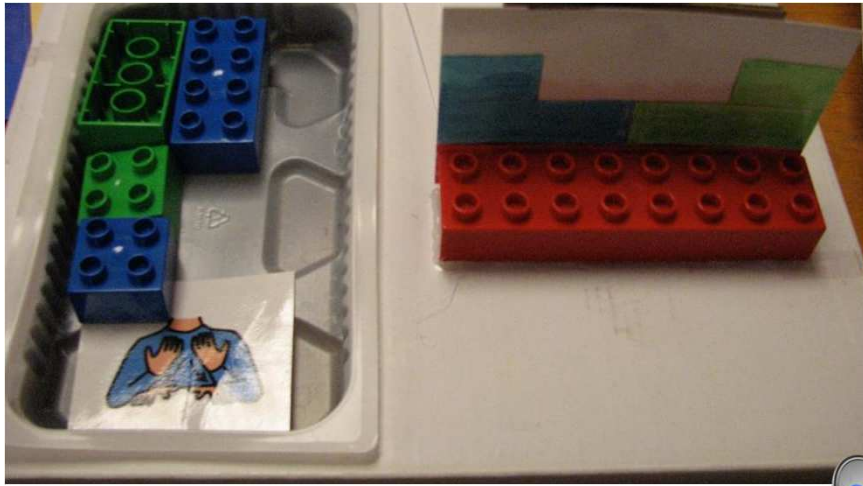
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Jigs



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Picture Jig



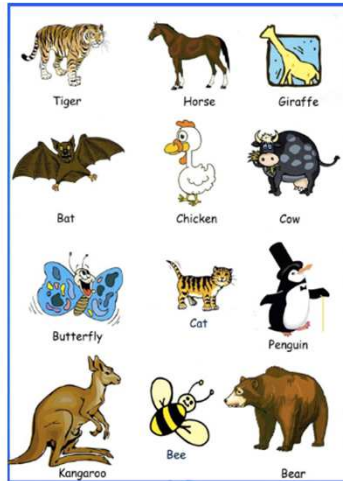
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Repetitive Jigs



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Photograph Dictionary



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Moving towards Abstract Learners

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

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Pictures and Text Define the Task



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Cut Out Jig



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Picture Lists



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Picture Dictionary

Inventory materials)



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

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Written Instructions: Checklist System



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Written Instructions in a List Format



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Product Sample



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Abstract Learners


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

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Description Defines the Task

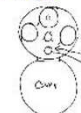
Told Paper Dispenser Directions

To open



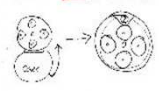
- Get key from binder
- Put key into key hole on top of dispenser
- Turn key
- Roll cover: business you

To fill



- Insert empty toilet paper roll and flush in trash
- Put new toilet paper roll in its place
- The end of the toilet paper hangs on the left side

To Close and lock



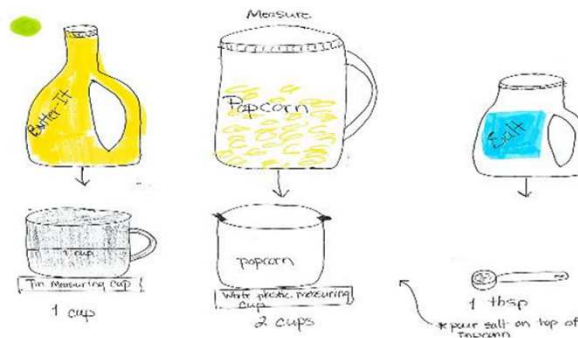
- push cover up until you hear a clicking sound

UNDERLINE - U
(Word 2003 - PC)

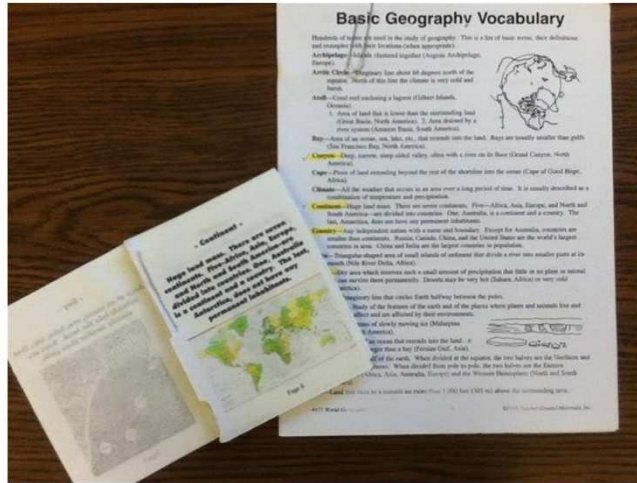
*There are 2 ways to underline words. Choose 1:

- 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, highlight the words you want to underline by clicking and dragging your cursor over the word.

Picture Jig

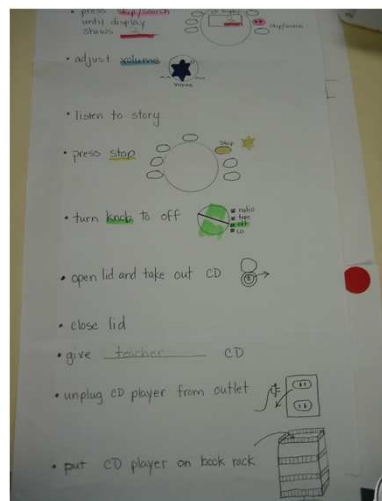
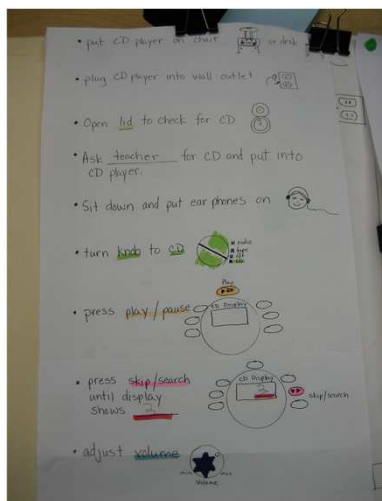


Picture Dictionary



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Written Instructions



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Written Instructions

STAMP POPCORN BAGS

- 1. Get 1000 boxes and 1000 bags. Put them on worktable.
- 2. Get Popcorn Bag Template from teacher.
- 3. Set up worktable.
- 4. Get 1 popcorn bag. Lay it on the template.
- 5. Get the stamp.
- 6. Put bottom cover on stamp.
- 7. Make sure the wording on the stamp is facing the right way.
- 8. Count out 1000, press down on blue handle.
- 9. Lift stamp up. Make sure the stamp looks good on the bag. If you're not sure, ask your aide's.
- 10. Put stamped bag in the finished box.
- 11. Get 1 more popcorn bag.
- 12. Repeat steps 4-11 until all bags are stamped.
- 13. Put bottom cover on stamp.
- 14. Put all material away.

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Product Sample



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Polling Question 2:

What strength or characteristic is capitalized on when developing a structured task?



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2. Visual Organization

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



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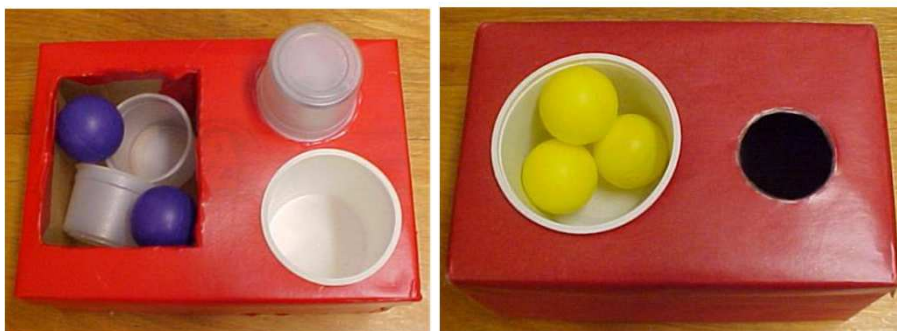
Concrete Learner Level

- Organizing materials
- Organizing space
- Self-contained tasks



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Organizing Materials



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Visual Organization of Space



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Self-Contained Tasks



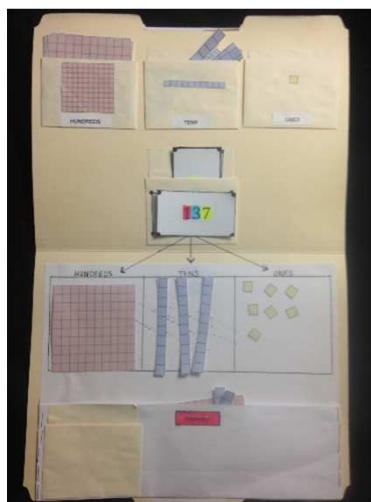
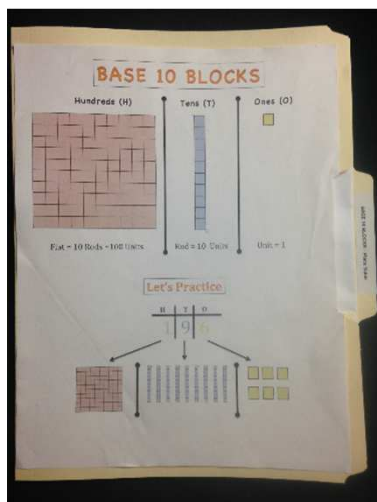
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Moving towards Abstract Level

- Organizing Materials
- Organizing Space
- Single Unit Tasks

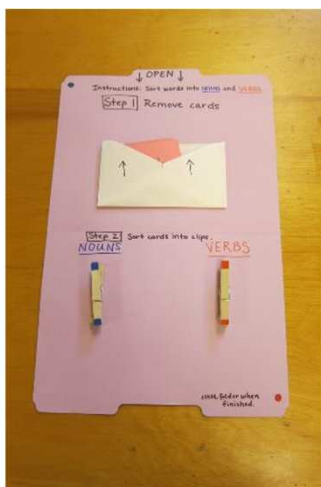
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Organizing Materials



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Organization of Space



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Single Unit Tasks



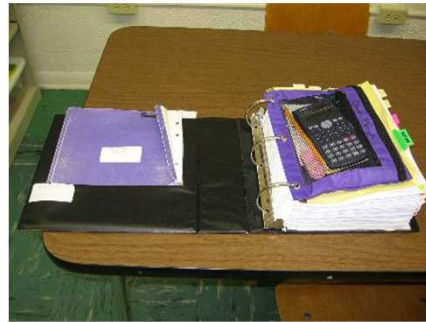
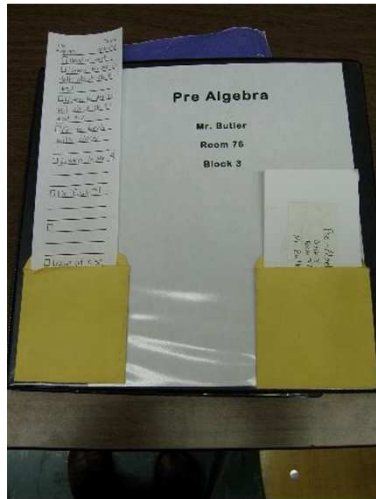
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Abstract Learner Level

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

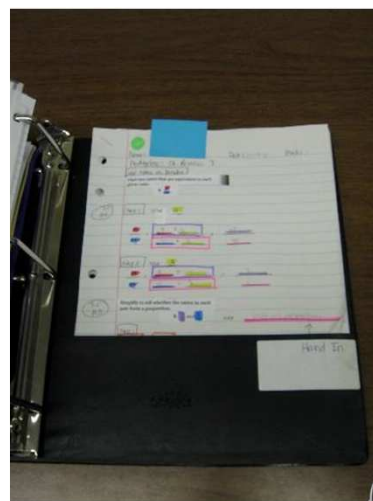
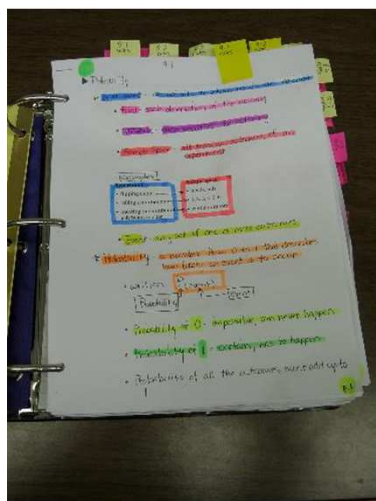
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Organization of Materials



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Organization of Materials



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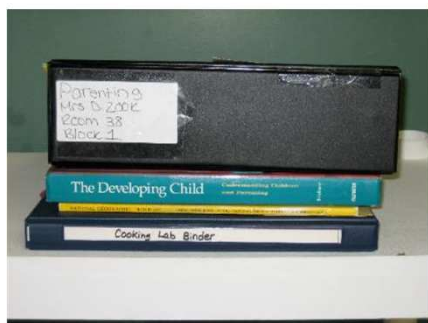
Organization of Space



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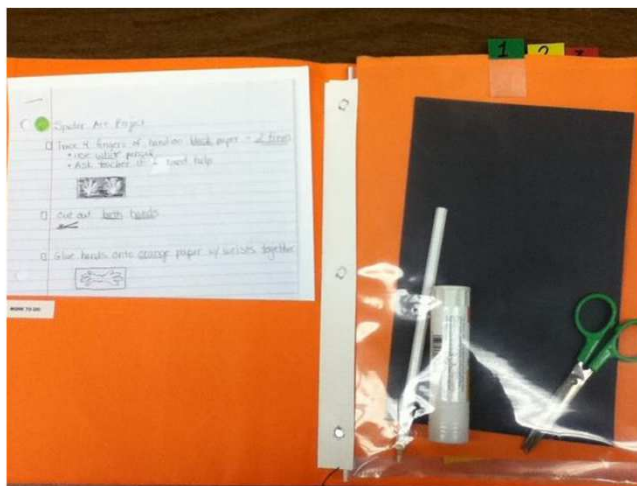
Organization of Space



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Single Unit Systems



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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



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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

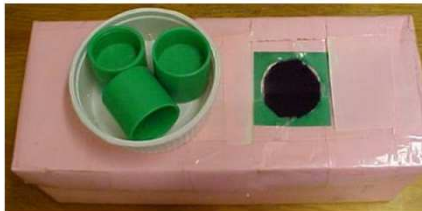
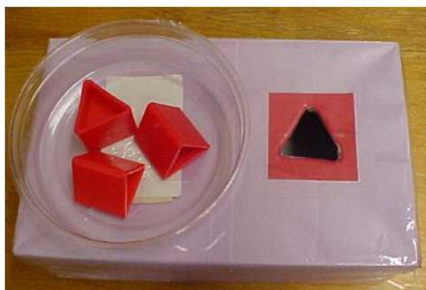


Limiting Task Materials



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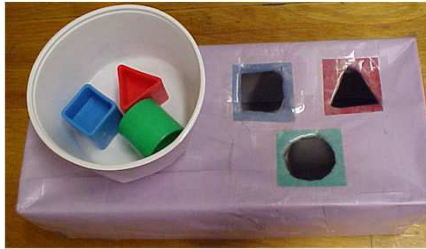
Emphasize Visual Instructions



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Shifting Focus to Relevant Details



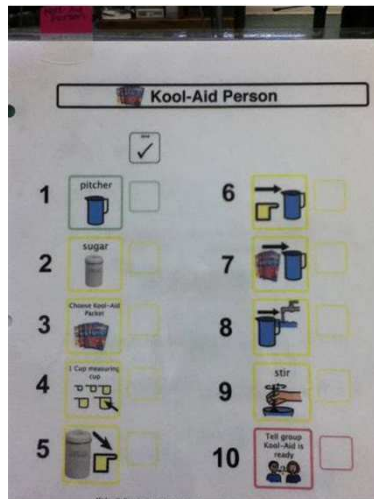
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Moving Towards Abstract Level

- Clarification of relevant information
- Emphasis on significant parts of Visual Instructions
- Shift focus to important details

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Clarification of Relevant Information



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Emphasis on Significant Parts of Visual Instructions



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Shifting Focus to Important Details

Which is Greater? Name: _____

1. **FIRST**, look at the number of items in the small boxes. **THEN**, fill in the box with the correct sign: $>$, $<$, or $=$.

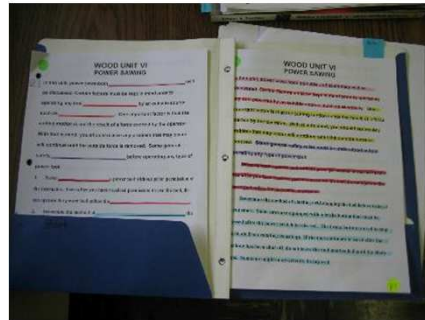
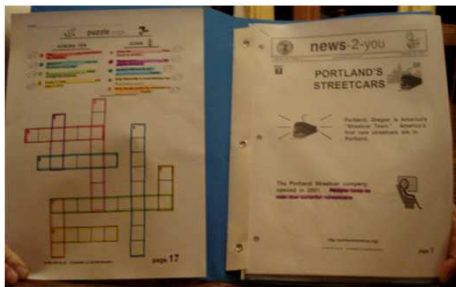
2. Use **SHRINK** or **STRETCH** to make the items the same size.



Abstract Learner Level

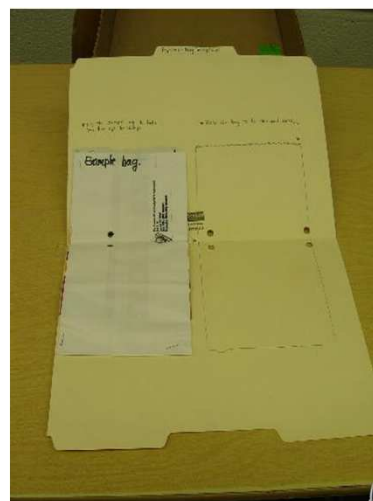
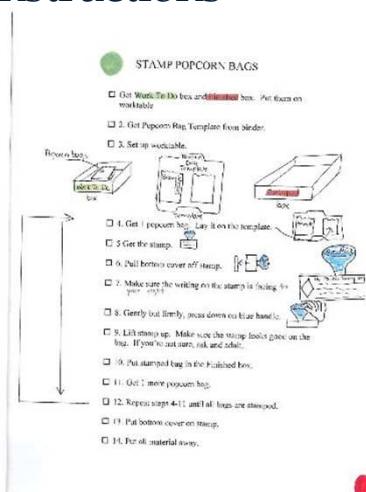
- Clarification through systems
- Emphasizes significant parts of Visual Instructions
- Shifts focus to relevant details

Clarification through Visual Systems



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Emphasis on Significant Parts of Visual Instructions

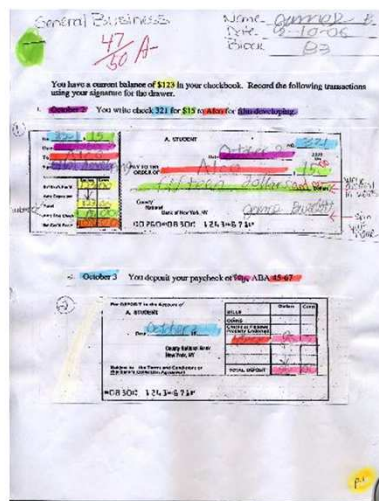
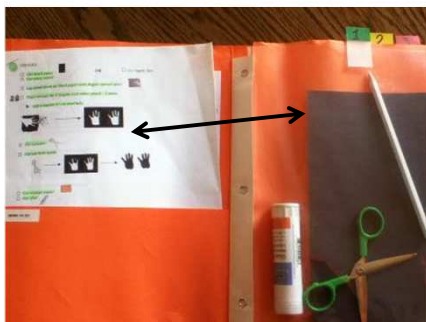


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Shifting Focus to Relevant Details



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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



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Polling Question 4:

True or False

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



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References

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- Simpson, R.L. et al. (2005). *Autism Spectrum Disorders: Interventions and treatments for children and youth*. Thousand Oaks, CA: Corwin Press.
- University of North Carolina, Division TEACCH: Treatment and Education of Autistic and related Communication handicapped Children. (n.d.). *Structured teaching*. Retrieved February 16, 2008, from www.teacch.com.
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- Carnahan, C. (2009). Structured teaching: Online training module (Columbus, OH: OCALI). In Ohio Center for Autism and Low Incidence (OCALI), *Autism Internet Modules*, www.autisminternetmodules.org. Columbus, OH: OCALI.

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Thank You!

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