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.

<table>
<thead>
<tr>
<th>Visual Instructions</th>
<th>Looks Like…</th>
<th>What to do…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials define the task</td>
<td>Necessary materials presented in a simple, organized manner.</td>
<td>Individual sees what to do simply by looking at materials.</td>
</tr>
<tr>
<td></td>
<td><img src="image1.jpg" alt="Materials Image" /></td>
<td></td>
</tr>
<tr>
<td>Jigs</td>
<td>Cut Out: The jig instructs the individual as to which materials are needed to assemble or package a product.</td>
<td>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.</td>
</tr>
<tr>
<td>Replica incorporating</td>
<td>• Inset puzzle</td>
<td>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 photographs of the necessary components (referral jig). Individual repetitively uses the jig until all materials are depleted (repetitive jig).</td>
</tr>
<tr>
<td></td>
<td>• Pictures: Provides visual instruction necessary to assemble or package a product.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Full-size photographs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Referral jig - smaller, representational photographs of components</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Repetitive jig – same jig used over and over</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Photograph list - shows correct sequence to complete</td>
<td></td>
</tr>
</tbody>
</table>
### Photograph Dictionary

<table>
<thead>
<tr>
<th>Tiger</th>
<th>Horse</th>
<th>Giraffe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cat</td>
<td>Chicken</td>
<td>Cow</td>
</tr>
<tr>
<td>Elephant</td>
<td>Bird</td>
<td>Butterfly</td>
</tr>
</tbody>
</table>

Reference list of photographs, which may or may not be paired with the written word.

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.

---

TASN Autism and Tertiary Behavior Supports is funded through Part B funds administered by the Kansas State Department of Education's Early Childhood, Special Education and Title Services. TASN Autism and Tertiary Behavior Supports does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Deputy Director, Keystone Learning Services, 500 E. Sunflower, Ozawkie, KS 66070, 785-876-2214.
**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.
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<table>
<thead>
<tr>
<th>Visual Instructions</th>
<th>Looks Like…</th>
<th>What to do…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pictures and text descriptions define the task</td>
<td>Necessary materials presented in a simple, organized manner.</td>
<td>Individual sees what to do simply by looking at pictures and simple text directions.</td>
</tr>
</tbody>
</table>

![Vending at Church: Great Job! Now](image)

<table>
<thead>
<tr>
<th>Jigs</th>
<th>Cut Out</th>
<th>Cut Out Jig: Individual inserts specific pieces of a task into their identical shapes, which have been cut into thick cardboard or Styrofoam.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Inset puzzle</td>
<td>Picture Jigs: Full-size Jig - Individual can place materials directly on a jig consisting of life-sized drawings, pictures, drawings, and outlines to complete a task.</td>
</tr>
<tr>
<td></td>
<td>Full-size photographs, drawings, outlines</td>
<td>Referral Jig – Individual simply refers to smaller representational pictures of the necessary components to complete a task.</td>
</tr>
<tr>
<td></td>
<td>Referral jig - smaller, representational drawings or outlines of components</td>
<td>Repetitive Jig - Individual repetitively uses a single jig until all materials are depleted.</td>
</tr>
<tr>
<td></td>
<td>Repetitive jig – same jig used over and over</td>
<td>Variable Jig - Helps individual generalize the skill of following visual instructions by using several different jigs for one task, taking</td>
</tr>
<tr>
<td></td>
<td>Variable jig – different jigs show same materials, 2-3 combinations</td>
<td>advantage of varied visual inputs.</td>
</tr>
<tr>
<td></td>
<td>Photograph list - shows correct sequence to complete task</td>
<td></td>
</tr>
<tr>
<td>Inventory materials:</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| 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 or • 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. |}

<table>
<thead>
<tr>
<th>Picture Dictionary</th>
<th>Reference list of photographs and drawings paired with the written word.</th>
<th>Typically used when the individual has beginning reading skills and is required to follow written instructions as part of the task.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written instructions</td>
<td>Single words or multiple word sequences to tell the individual what to do.</td>
<td>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.</td>
</tr>
</tbody>
</table>

Mary Woodworth & Karine Gleason

10-24-14
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

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</thead>
<tbody>
<tr>
<td>Description defines the task.</td>
<td>Procedural task analysis, text list format with small drawings to support understanding.</td>
<td>Individual sees what to do simply by looking at text directions that range from a single word list to a sentence list.</td>
</tr>
</tbody>
</table>
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.
### Written instructions

Multiple word sequences to tell the child what to do.

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.

### Product sample

A previously prepared example of the finished product.

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.