Visual Structure of Tasks
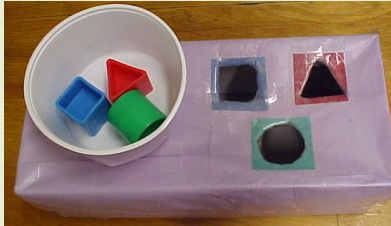# Visual Clarity
Level: Concrete Learner

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…
Clarification through materials	Limiting task materials.	Remove unnecessary, irrelevant, or extra materials from self-contained tasks. Provide exactly what is needed to complete the task.
Emphasizes basic components of visual instructions	Cut Out Jigs: The jig instructs the individual as to which materials are needed to assemble or package a product. • Inset puzzle • Pictures Jigs: Provides visual instruction necessary to assemble or package a product. • Full-size photographs • Referral jig - smaller, representational photographs of components • Repetitive jig – same jig used over and over • Photograph list - shows correct sequence to complete task	Cut Out Jigs: Use contrasting colors or textures to differentiate between the jig's frame and likeness. 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.

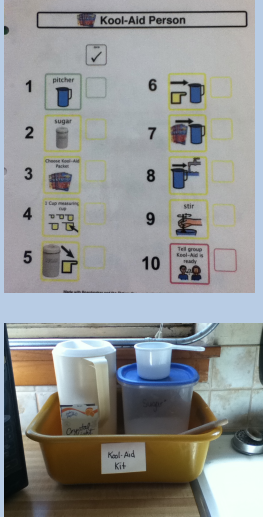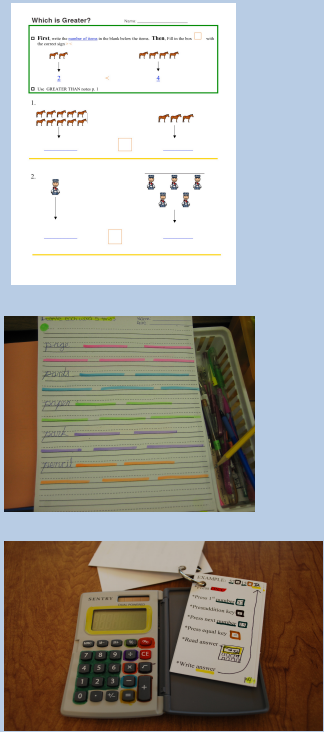|		
Shifts child's focus to relevant details	Incorporate the following to draw the individual's attention to relevant details: • Colors • Shapes • Pictures • Numbers	Use green to indicate where to start and red to indicate finished. Highlight container openings to make them more obvious. Incorporate 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.

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…
Clarification of relevant information and key materials	Limiting materials to only those needed in the task. Label process steps (start to finish) as part of the task.	Remove unnecessary, irrelevant, or extra materials. Provide exactly what is needed to complete the task. Label procedural components of tasks (start, turn the page, finished).
Emphasis on significant parts of visual instructions for more subtle activities	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. • Referral jig - smaller, representational photographs of components • Repetitive jig – same jig used over and over	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. Create jigs that designate how components of the task go together. Task materials can be housed in colored containers. Individuals can

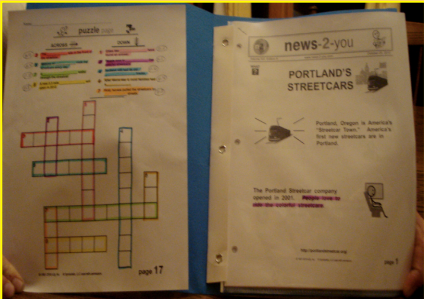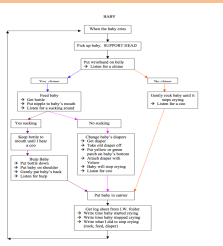|		
	• Photograph list - shows correct sequence to complete task • Set Up jig – template that shows correct placement of task components	match the colors of the containers to color coded container outlines on the work surface.
Shifts child's focus to important details 	Incorporate the following to draw 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.

Visual Structure of Tasks
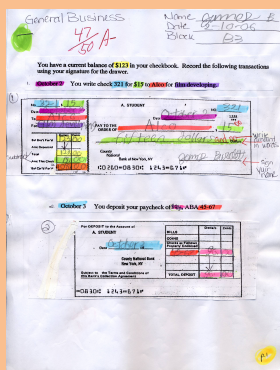# Visual Clarity
Level: Abstract Learner

VISUAL STRUCTURE OF TASKS:

- **Provides further clarification of relevant information and key materials through defined systems.**
- **Emphasizes significant parts of visual instructions: drawing attention to instructions.**
- **Shifts child's focus to necessary details for independent task completion.**
- **Assists an individual in understanding the objective of a task: calls attention to the fine points of following a visual system.**

Visual Clarity	Looks Like…	What to do…
Clarifies through visually defined systems	Labeling procedural elements. Layer in supplementary information. Layout of Procedural task analysis.	Label procedural elements of tasks (start, turn the page, finished). Layer in supplementary information such as references to supports, materials, or tools, etc.: • Page numbers in texts • Maps • Notes • Calculator • Text books • Diagrams • Office supply items Develop procedural task analysis and list steps in an outline format. Teach individual to look for these visual cues imbedded in their systems.
Emphasizes significant parts of visual instructions	A picture reference for task components (setting up work space, self correction, putting materials away) that is included in the procedural task analysis for task completion.	Label task components to correspond with references included in the procedural task analysis. Teach the individual to focus on necessary details for independent task completion.
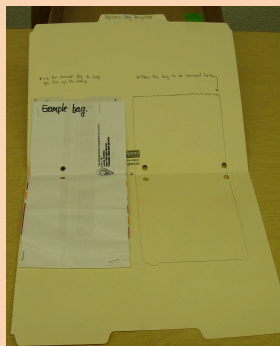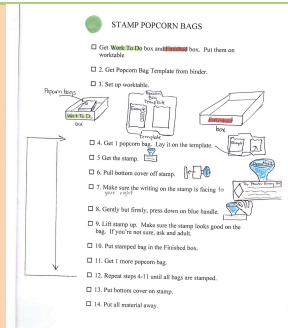
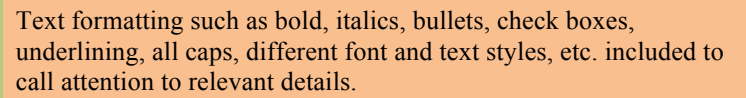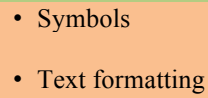|		
Shifts individual's focus to relevant details	Incorporate the following to draw the individual's attention to relevant details: • Colors • Shapes • Pictures • Numbers	Highlighting, color matching, and color coding using colored pencils, markers, index tabs, post-it flags, etc.; and imbedding a color 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.