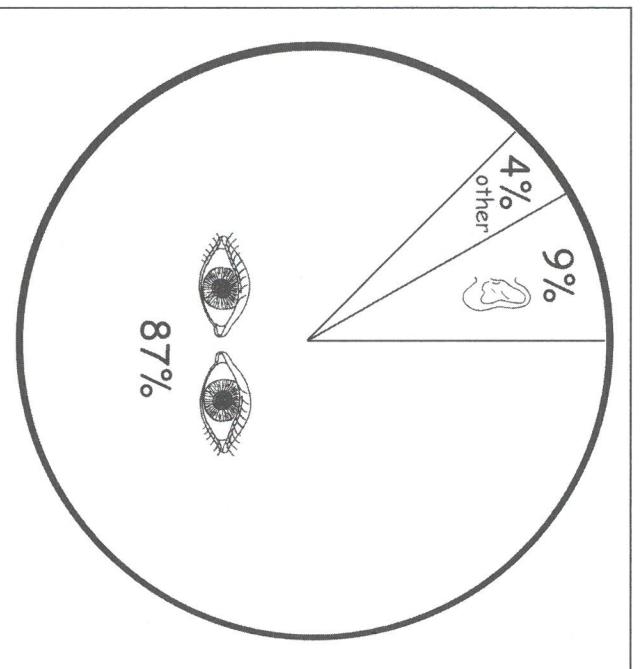


### 3.2 VISUAL STRATEGIES & INDEPENDENT LEARNING

A lot of information in schools is conveyed by adults talking and students listening. This relies on good listening skills. However, it is suggested that our minds are organised and more prepared to receive information through the visual route.



Visual strategies can help visual learners but they can also be useful for other students, especially those with language difficulties. These students often find it very difficult to remember instructions and keep on task. They may receive a repetition of the information, but this usually involves words and quite often lots of words many times and perhaps expressed in slightly different ways!

Making the verbal instructions VISUAL so the student can SEE and REFER BACK to what they have to do might help. This, in turn, can help students to work more independently.

### 3.3 TASK PLANS

- The instructions are represented visually.
- Task plans can be kept and used on other occasions. This can help the student to recognise similarities between tasks.
- If task plans are copied onto a consistent coloured card the student will be able find it easily.
- Sometimes more detail is required during the task. An action plan may be helpful.

Maggie Johnson supports the use of Task Plans also see, Mesibov, G and Howley, M,

*Accessing the Curriculum for Pupils with ASD.*

TASK PLAN

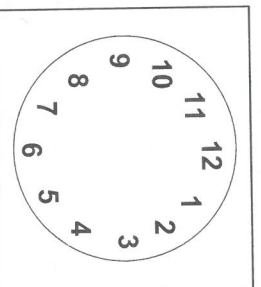
**The challenge**

**What do I need?**

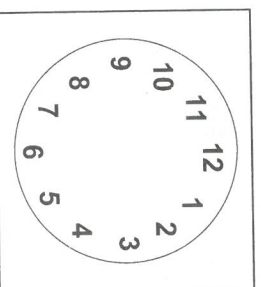
**What do I need to do?**

**What happens after that?**



**Start**



**Finish**



## AN EXAMPLE OF A TASK PLAN

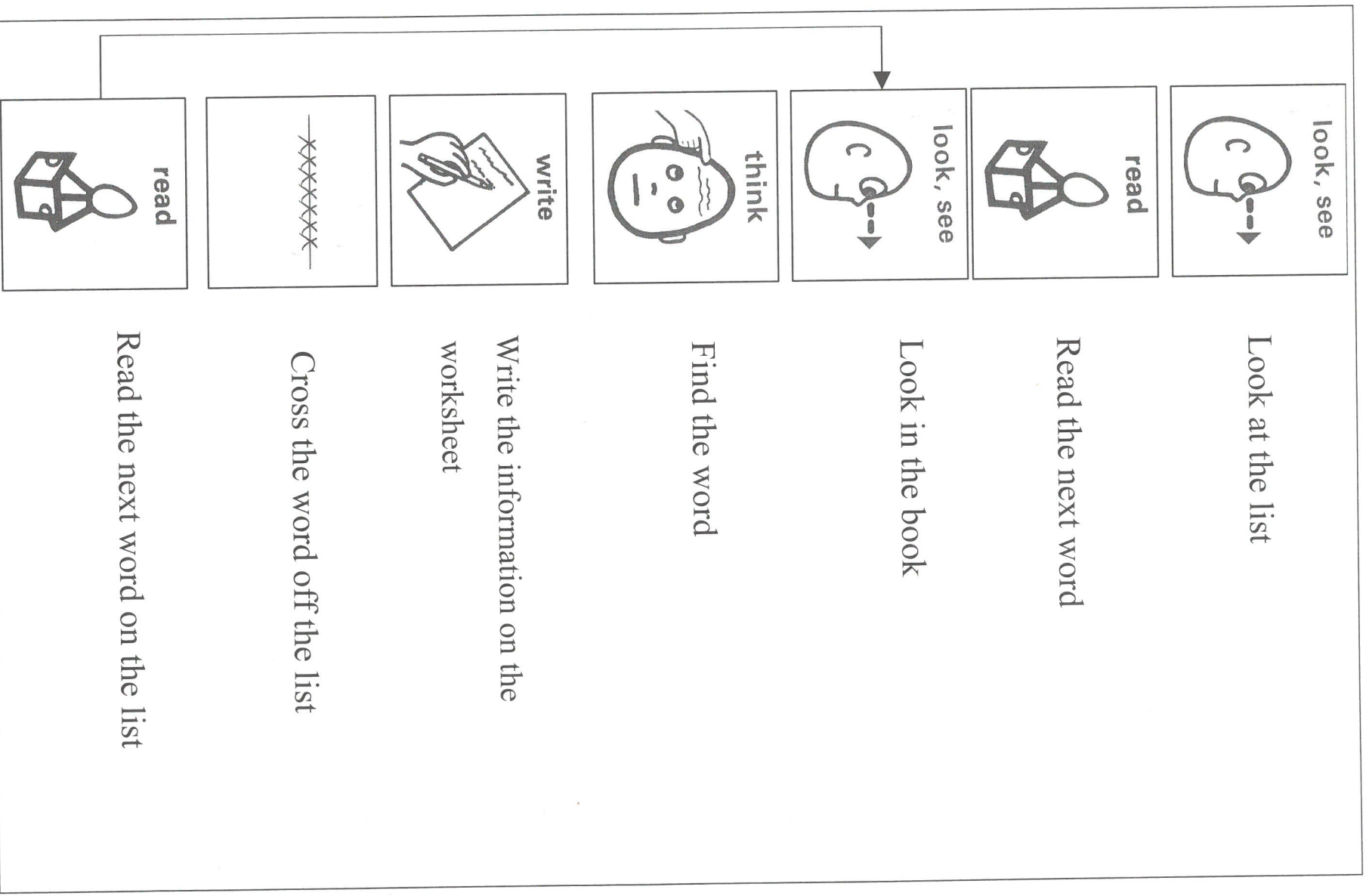
Task Plan	
<p><b>The challenge</b> Write the names of 7 continents on a world map</p>	
<p><b>What do I need?</b> Map of the world sheet Atlas List of continents Pen and erasers</p>	
<p><b>What do I need to do?</b> Find the continents in the Atlas North America South America Europe Asia Africa Antarctica Oceania Write the name on the map of the world sheet</p>	
<p><b>What happens after that?</b> Colour each continent a different colour</p>	
<p><b>Start</b></p> 	<p><b>Finish</b></p> 

## ACTION PLANS

Sometimes, more detail is required at the 'what do I need to do?' stage e.g. an Action Plan.

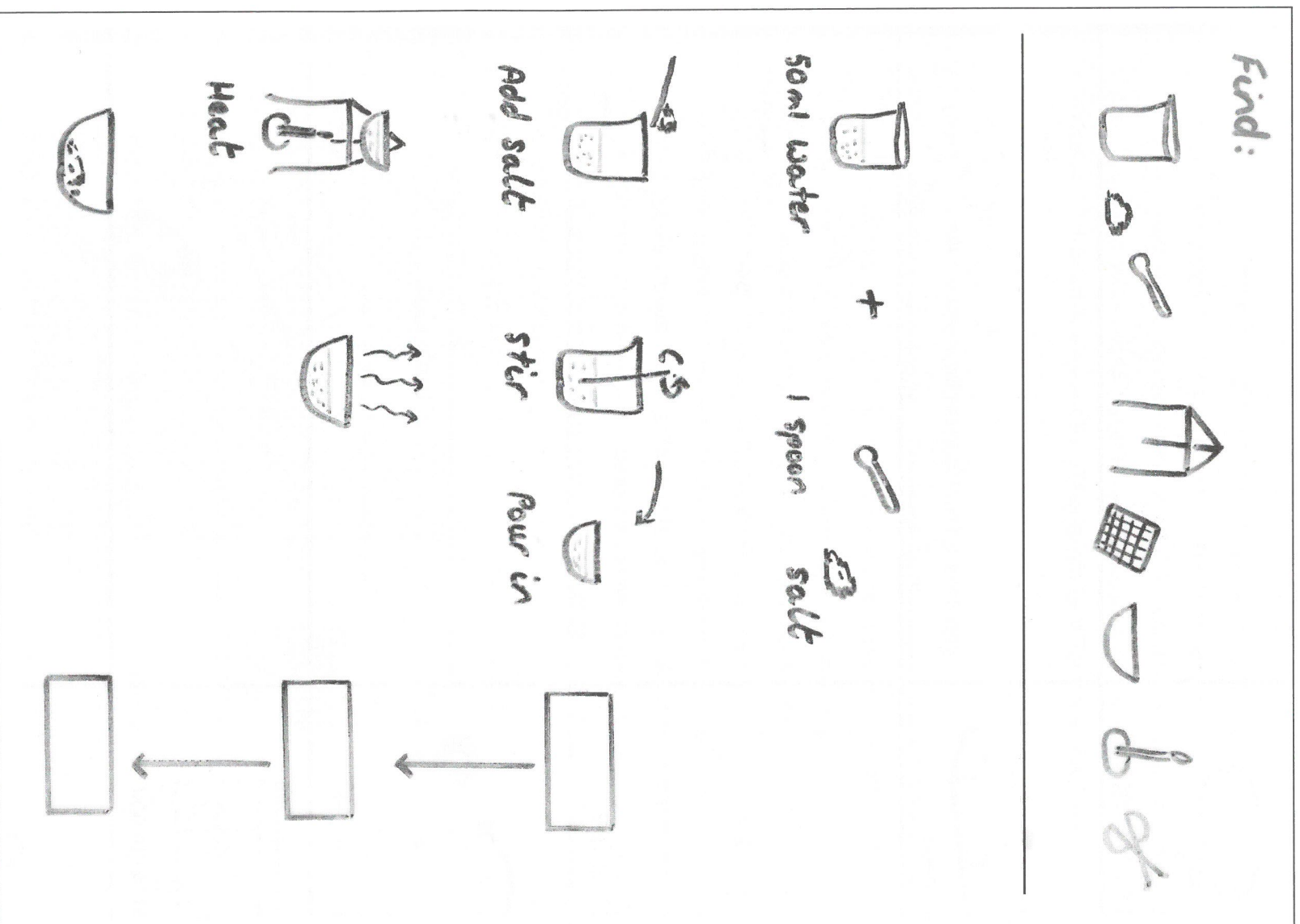
- Before doing an activity, explain each step.
- Talk about each step using clear, simple language.
- Use a card (using the same bright coloured card helps the student to find the action plan.) Make a list of visual prompts as you explain each step. This could include drawings, symbols, words or short sentences.
- Gradually encourage the student to take over more and more of the drawing and planning.
- Read the Action Plan together to check that the student understands the task.
- Initially work through each step together. At each stage of the activity, encourage the student to refer back to the Action Plan, and ask the student to explain what must be done next.
- Once the student is more confident, he should be given opportunities to do the next couple of steps alone.
- Gradually increase the number of steps the student has to complete before asking for support or feedback.
- Finally, encourage the student to evaluate his own work.

AN EXAMPLE OF AN ACTION PLAN (To go with the task plan on page 29)







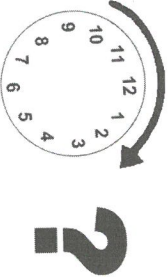
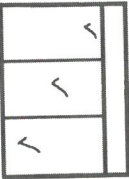
Another visual plan



VISUAL FRAMEWORKS

A task plan is a visual representation of instructions. A visual framework is a consistent guide that can be applied to a variety of learning situations, such as a narrative grid for writing stories (see page 87) or a planning and investigation framework to use in science.

A PLANNING AND INVESTIGATION TEMPLATE

 What am I finding out?	
 What I need	
<div data-bbox="1198 383 1460 587"><div>1.</div><div>2.</div></div> What I will do?	
 What will happen?	
 What happened?	
<div data-bbox="336 438 407 491">?</div> Why did it happen?	