

Visual structure

Functions of Visual Structure

Provides the student with a strategy for approaching the task independently, answering the question 'How do I complete this task or activity?'

- **Visual Instructions**
- **Visual Organisation**
- **Visual Clarity**

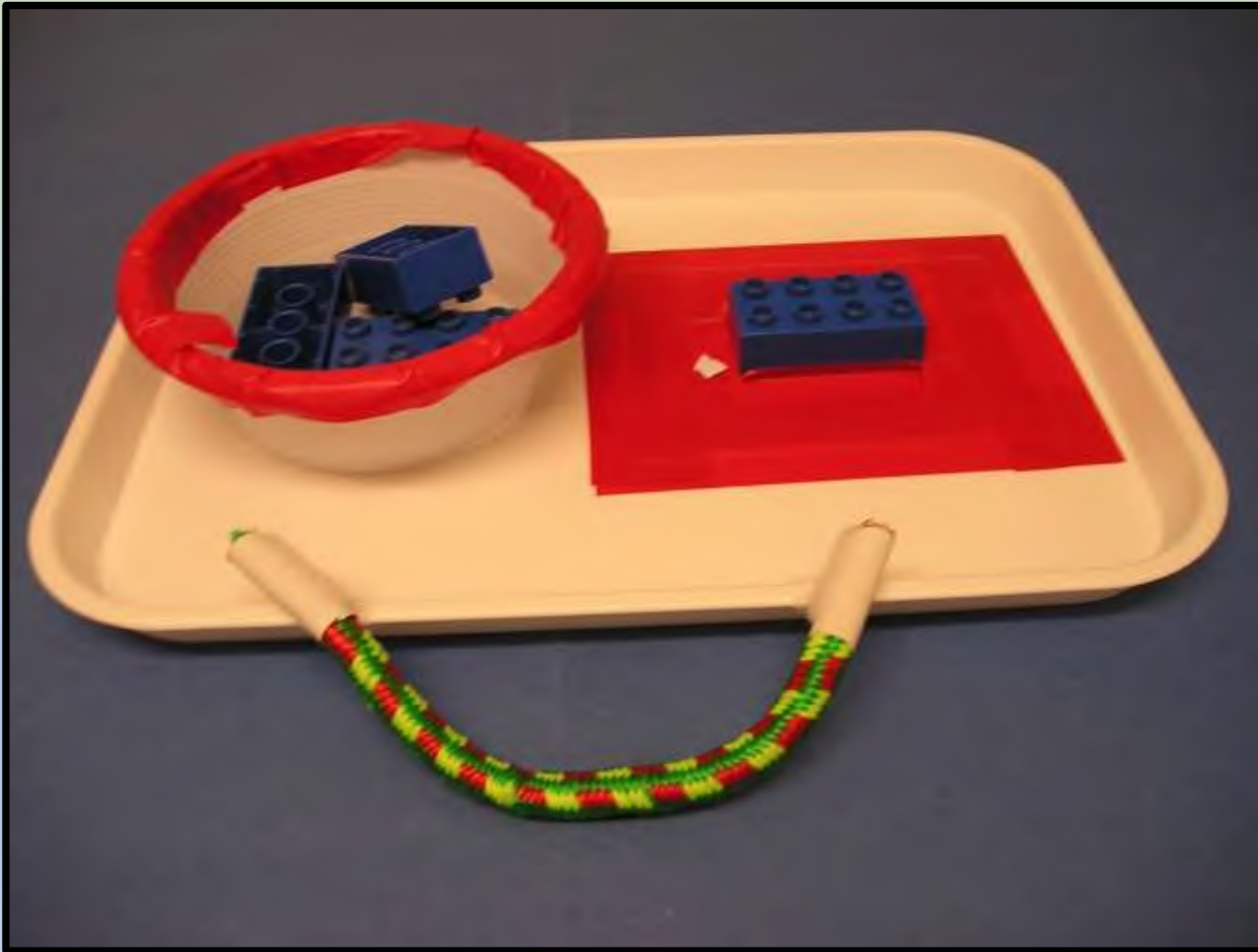
Visual Instructions:

A visual presentation of information that gives the student instructions of how to complete an activity.

To maximise the effectiveness of visual instructions they need to be in a meaningful form:

- Materials define task
- Jig
- Product Sample
- Quota System
- Picture Instructions
- Written Instructions

Materials define task:



Materials Define Task:



Materials Define Task:



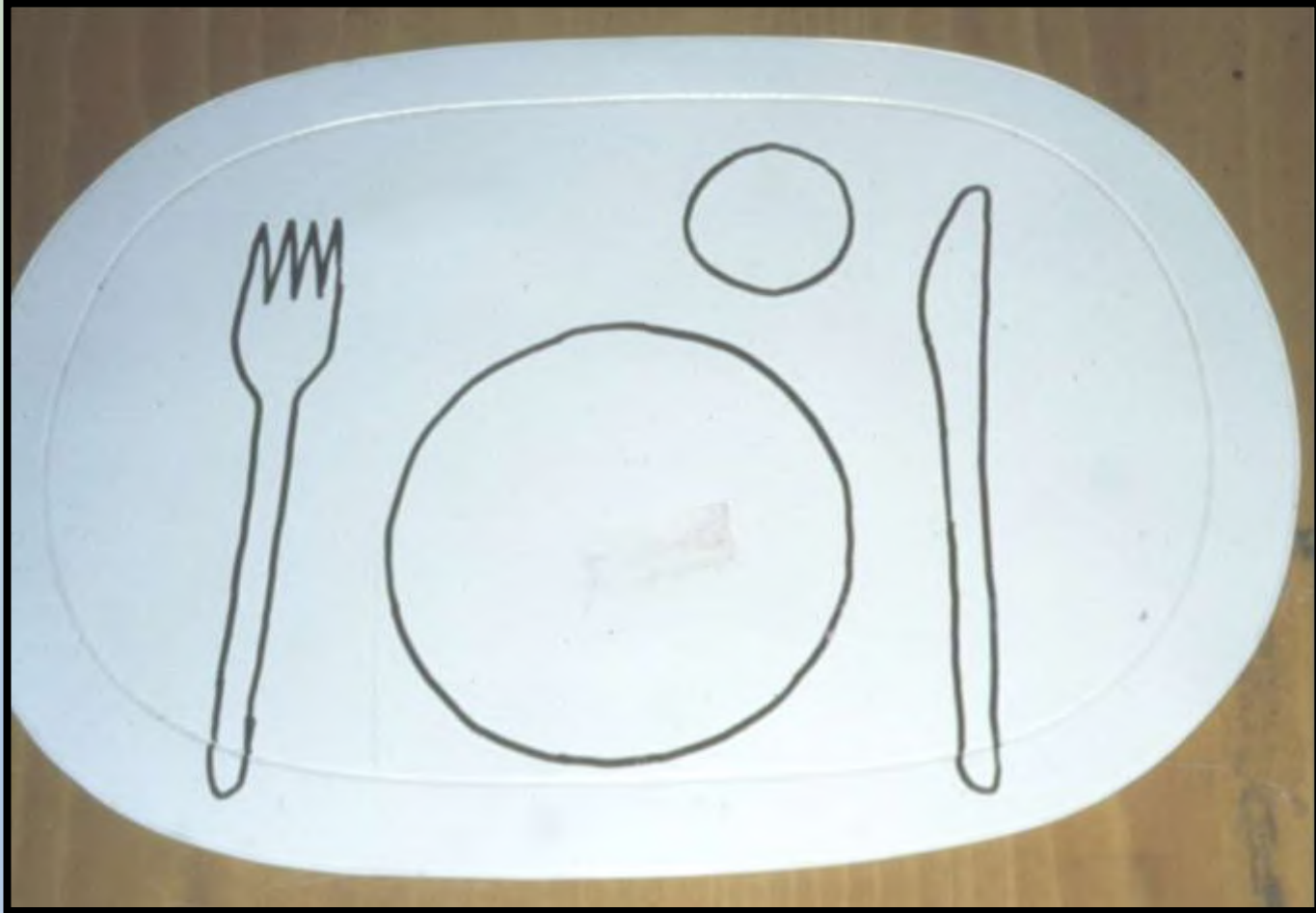
Materials Define Task:



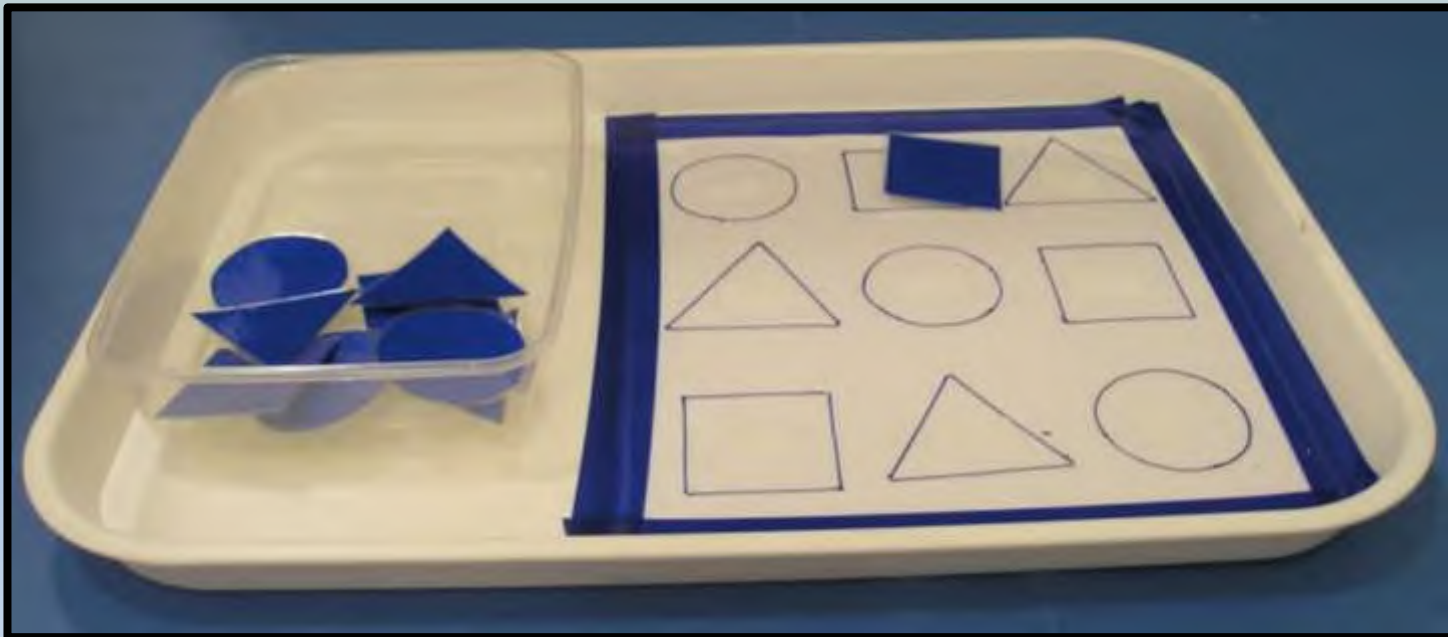
Materials Define Task:



Jig:



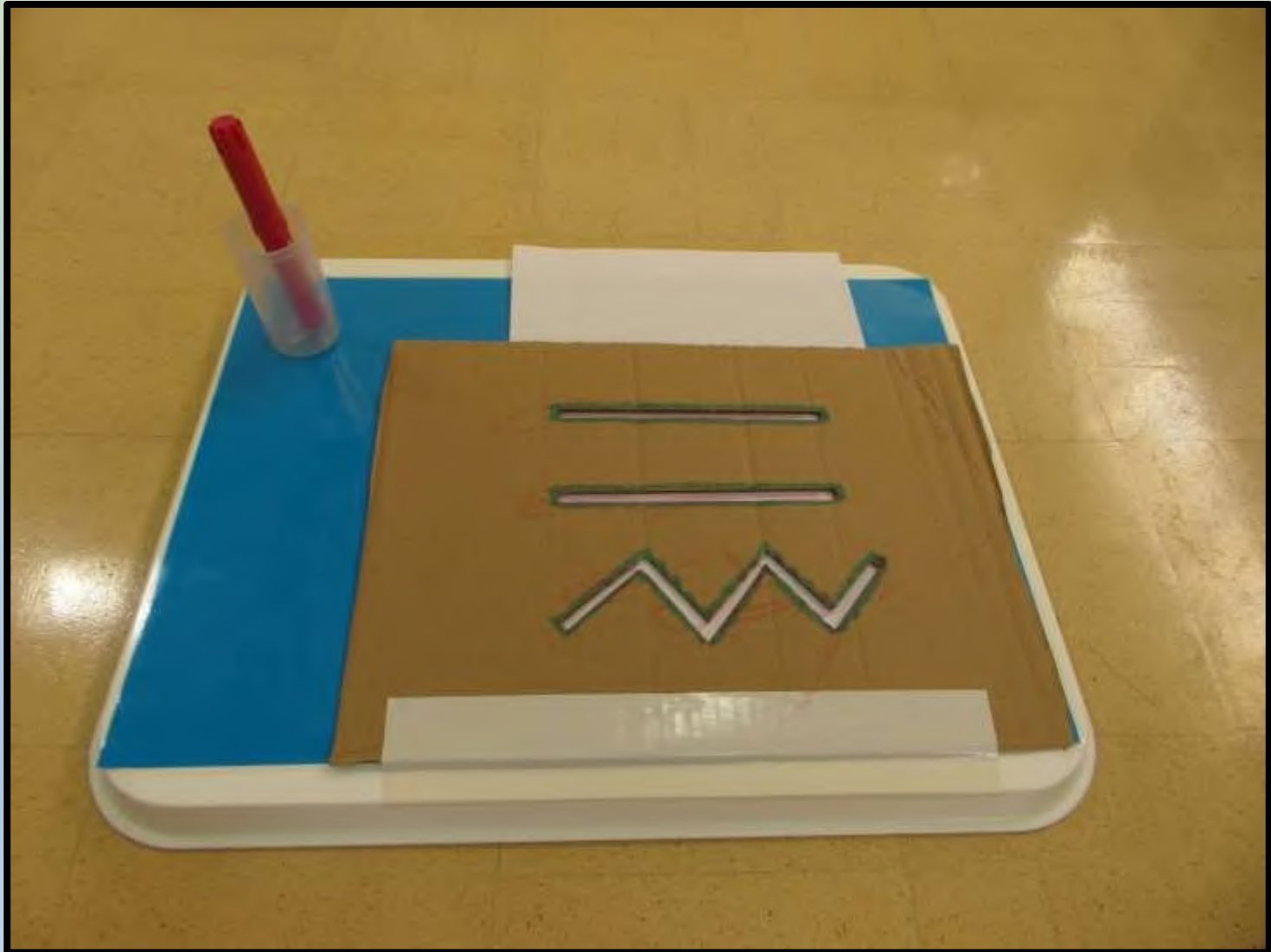
Jig:



Jig:



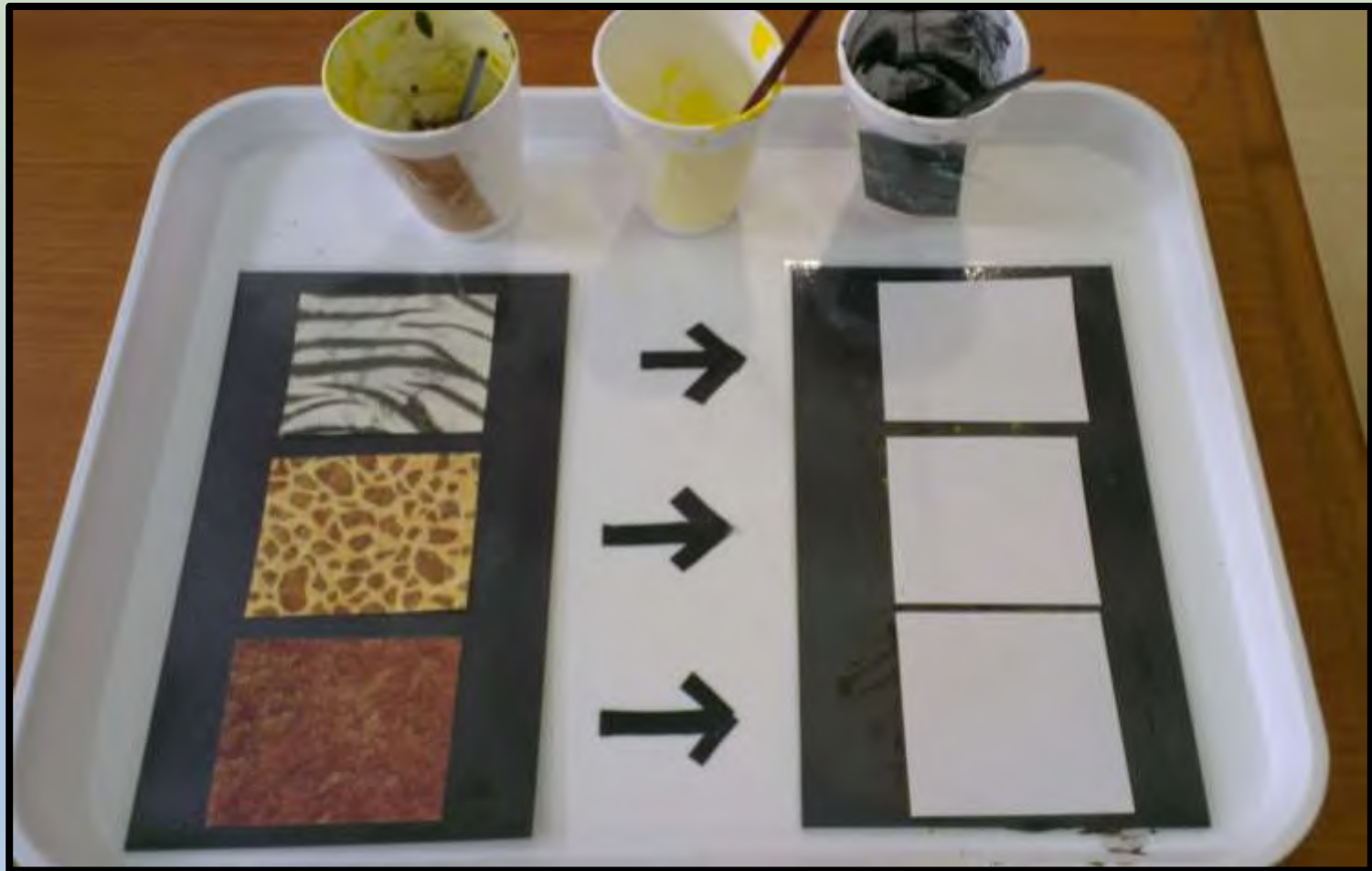
Jig:



Jig:



Product Sample:



Product Sample:



Product Sample:



Quota System:



Quota System:



Quota System:



Picture Instructions:



Picture Instructions:



Picture Instructions:



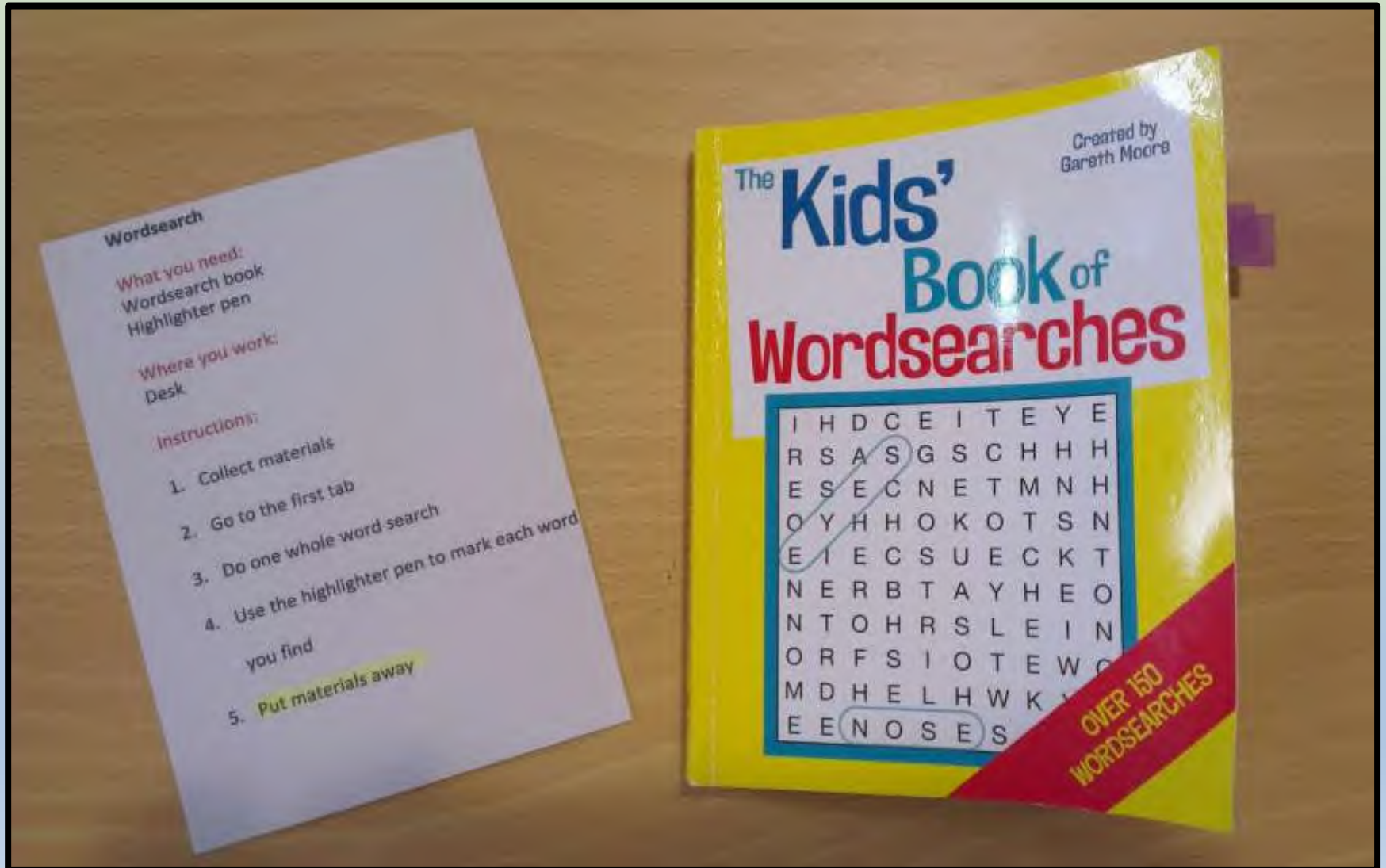
Picture Instructions:



Written Instructions:



Written Instructions:



Written Instructions:

INSTRUCTIONS

Read Pages 20 – 27

Number and write answers on another piece of paper

- 1. How many months was Columbus at sea?
- 2. Name 2 things that told Columbus he saw land?
- 3. Why did the sailors kiss the land?

Written Instructions:

Geography

What you need:

AA Town Plans
Work folder

Where you work:

Desk

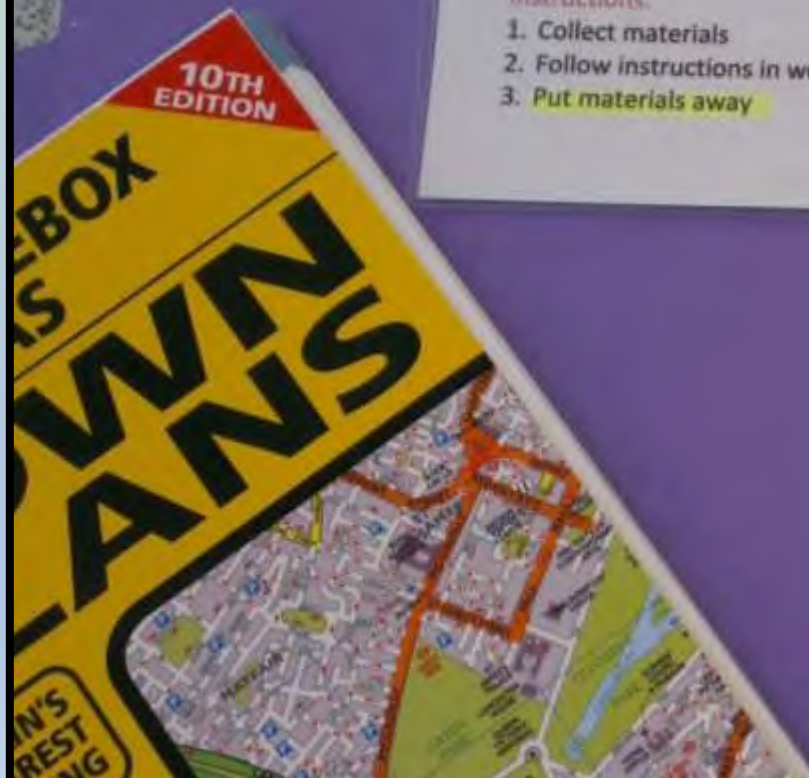
Instructions:

1. Collect materials
2. Follow instructions in work folder
3. Put materials away

Geography

- Go to page 66
- Use 'post it' to mark where the 3 places are:

1. Square C3 – St Georges shopping centre
2. Square D4 – School
3. Square B1 – Moor lane



Visual Organisation

Organisation of task materials and work space to support the student in managing:

- Organisational skills
- Sensory Information
- Attentional Focus

Types of Visual Organisation

- Order workflow
- Limit materials
- Organise materials efficiently
- Separate materials
- Organise into containers
- Keep materials together
- Define work space

Order Workflow - Left-to-Right:



Order Workflow:



Order Workflow - Left-to-Right:



Workflow that helps the individual to succeed:

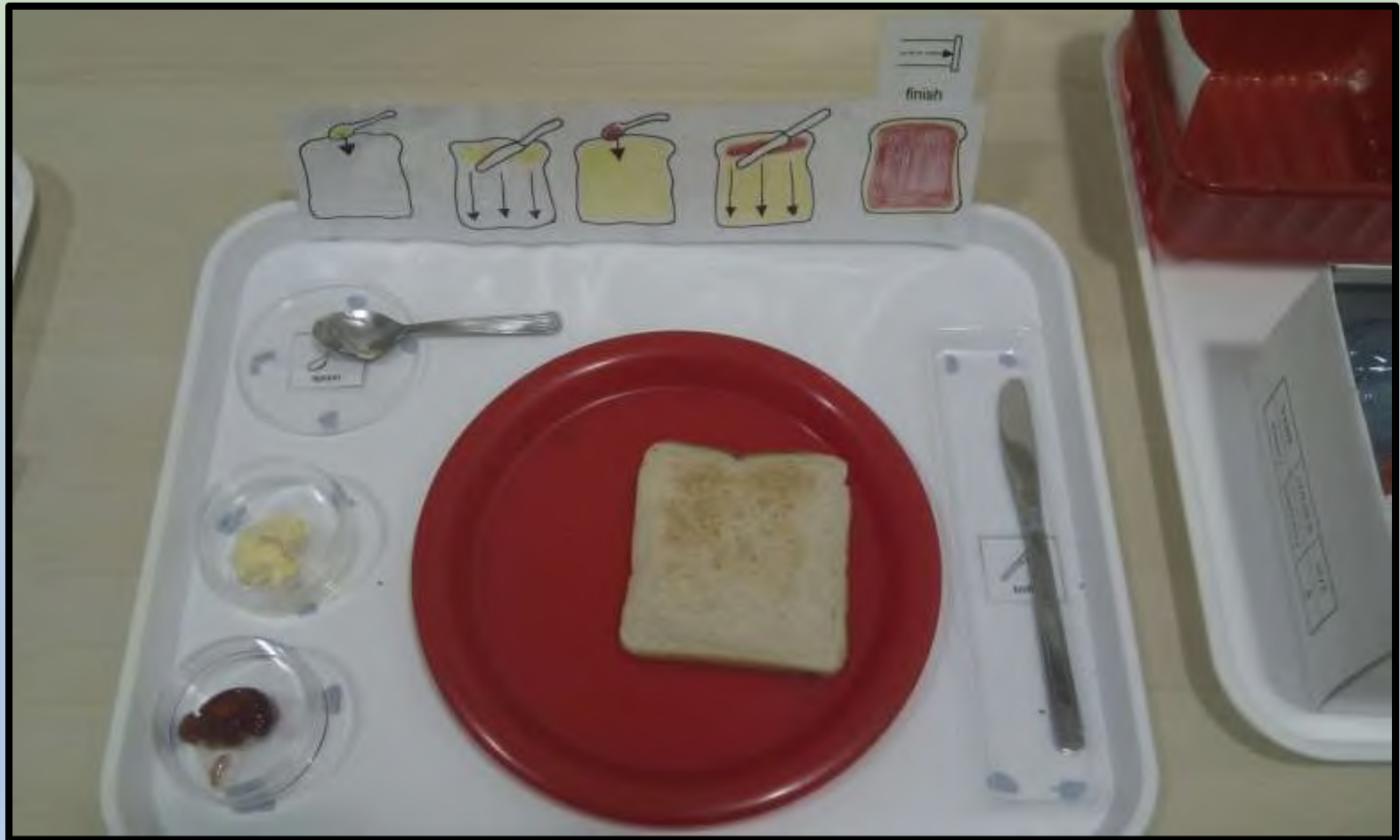


L → R



R → L

Limit Materials:



Limit Materials:

S 4.4

<u>3</u>	<u>6</u>	<u>5</u>	<u>7</u>	<u>8</u>
<u>- 2</u>	<u>- 1</u>	<u>- 0</u>	<u>- 2</u>	<u>- 4</u>

<u>6</u>	<u>8</u>	<u>9</u>	<u>14</u>	<u>9</u>
<u>- 6</u>	<u>- 2</u>	<u>- 1</u>	<u>- 7</u>	<u>- 2</u>

<u>16</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>11</u>
<u>- 8</u>	<u>- 0</u>	<u>- 2</u>	<u>- 1</u>	<u>- 2</u>

<u>8</u>	<u>12</u>	<u>5</u>	<u>3</u>	<u>6</u>
<u>- 0</u>	<u>- 6</u>	<u>- 2</u>	<u>- 1</u>	<u>- 3</u>

<u>10</u>	<u>18</u>	<u>7</u>	<u>6</u>	<u>7</u>
<u>- 2</u>	<u>- 9</u>	<u>- 1</u>	<u>- 2</u>	<u>- 7</u>

<u>3</u>	<u>6</u>	<u>5</u>	<u>7</u>	<u>8</u>
<u>- 2</u>	<u>- 1</u>	<u>- 0</u>	<u>- 2</u>	<u>- 4</u>

Organise materials efficiently:



Organise materials efficiently:



Organise materials efficiently:



Separate materials:



Separate materials:



Separate materials:



Organise into containers:



Organise into containers:



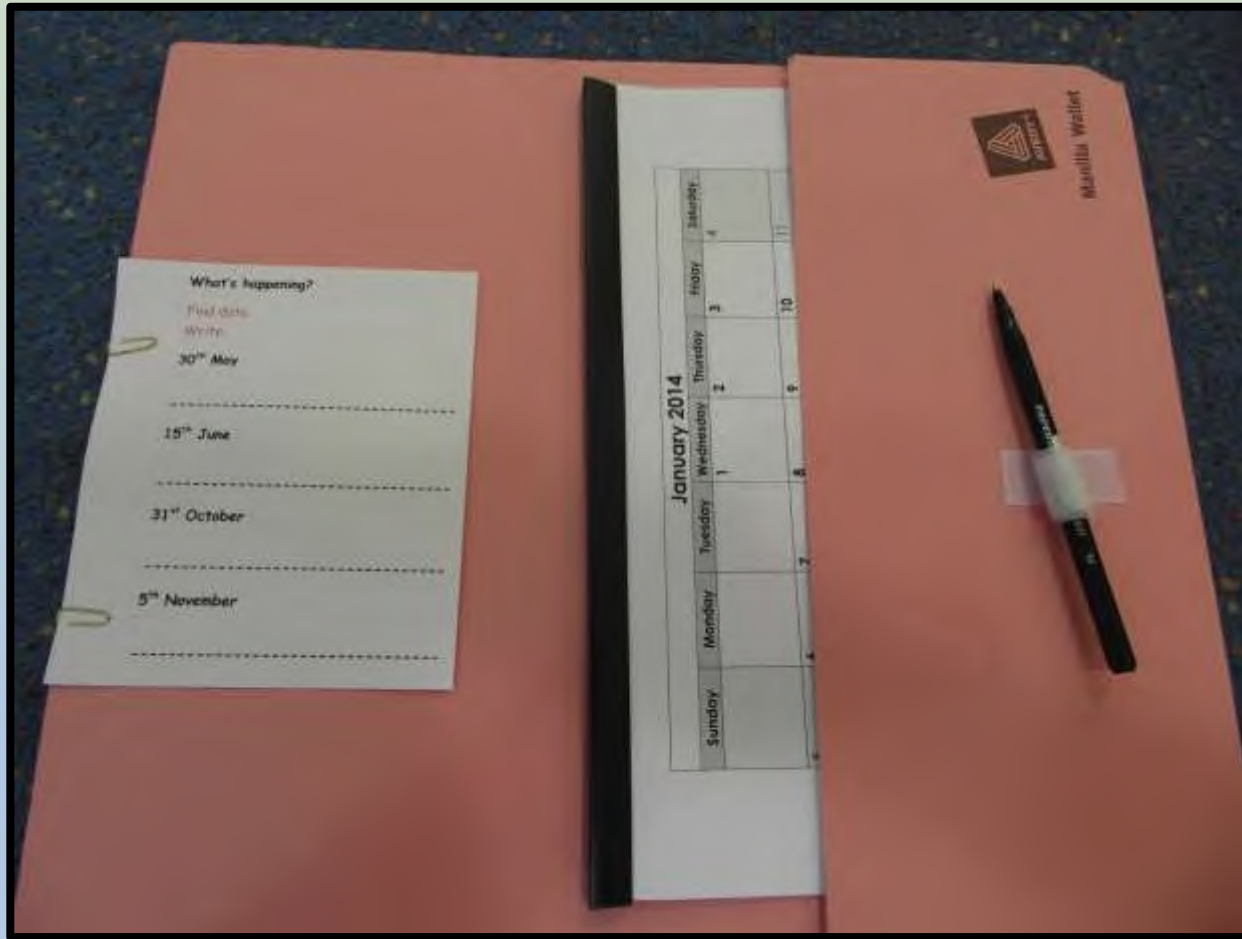
Organise into containers:



Keep materials together:



Keeps materials together:



Define work space:



Naturally occurring visual structure



**VISUAL INSTRUCTION
AND INFORMATION**

VISUAL ORGANISATION



VISUAL CLARITY



Naturally occurring visual structure



PICTURE INSTRUCTION



PRODUCT SAMPLE



PICTURE DICTIONARY

Naturally occurring visual structure

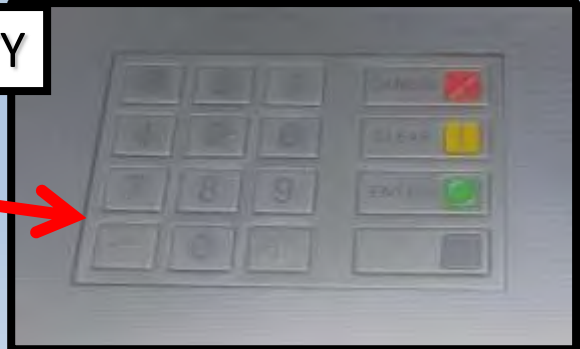


VISUAL ORGANISATION

VISUAL INSTRUCTION



VISUAL CLARITY



Visual Clarity

To enhance relevant aspects of the instruction to engage or focus the student's attention.

- Use of **colour** and **highlighting** to **draw attention** to assist the process of task completion
- Clarify **placement of materials** and **answers**

Highlight:

Home Books

What you need:

Home Books tray

Where your work:

Classroom and Lecture room

Instructions:

1. Collect home book from each trainer
2. Say: **Name excuse me, can I have your home book**
3. Check there are 5 books
4. Go to Lecture Room
5. Say: **Excuse me Shirley, I am here to deliver the home books**
6. Say: **When I say your name please raise your hand**
7. Give out the books
8. What's next?

Highlight:

THINGS
you know about
BRITISH
HISTORY

British History

You are going to make an Irish Brooch.
Go to page 18.
Red the section in the red box.
Answer the questions below:

1. Write a list of the equipment you will need:

2. Which two shapes do you need to cut out?

3. What is the name of the colour you will use?

4. On which side of the brooch do you need to stick the safety pin?

Colour:

Popcorn Making Instructions

wait 3min



2 SET THE MICROWAVE ON HIGH (FULL POWER). APPROXIMATE COOKING TIMES ARE: 950W 1 1/2 TO 2 1/2 MINUTES, 800W 2 TO 3 MINUTES, 650W 2 1/2 TO 3 1/2 MINUTES. POPPING TIMES VARY DEPENDING UPON THE MICROWAVE, AND THESE TIMINGS ARE GUIDELINES ONLY. DO NOT USE IN MICROWAVES OVER 950 WATTS.



Colour:

The image shows a worksheet with four rows, each containing an analog clock and its digital representation. The analog clocks have a blue hour hand and a red minute hand. The digital representations are on a grid with a red top line and a blue bottom line. The time shown in each row is as follows:

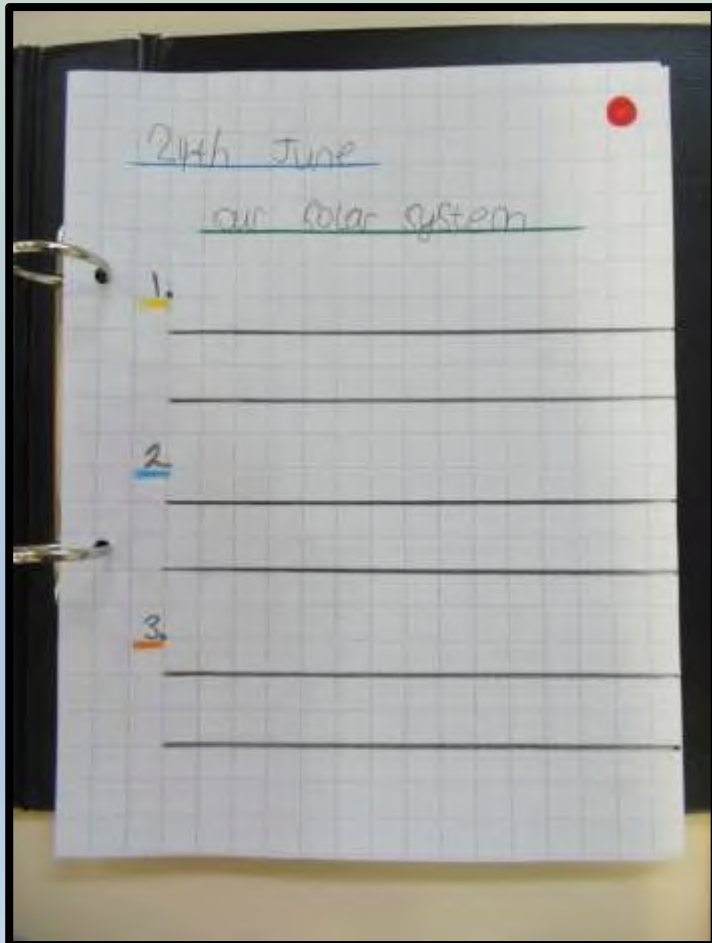
Row	Analog Clock Time	Digital Representation
1	1:00	1 : 00
2	5:00	5 : 00
3	3:00	3 : 00
4	10:00	10 : 00

Colour:

1. The planet we live on is called earth

2. Earth travels in orbit around the Sun

3. Our sun is a star



OUR PLANET

We live on a planet.
We call it Earth.

EARTH'S ORBIT

Earth travels around the sun.
The path it follows is called an orbit.
It takes one year for Earth to make
an orbit of the sun.

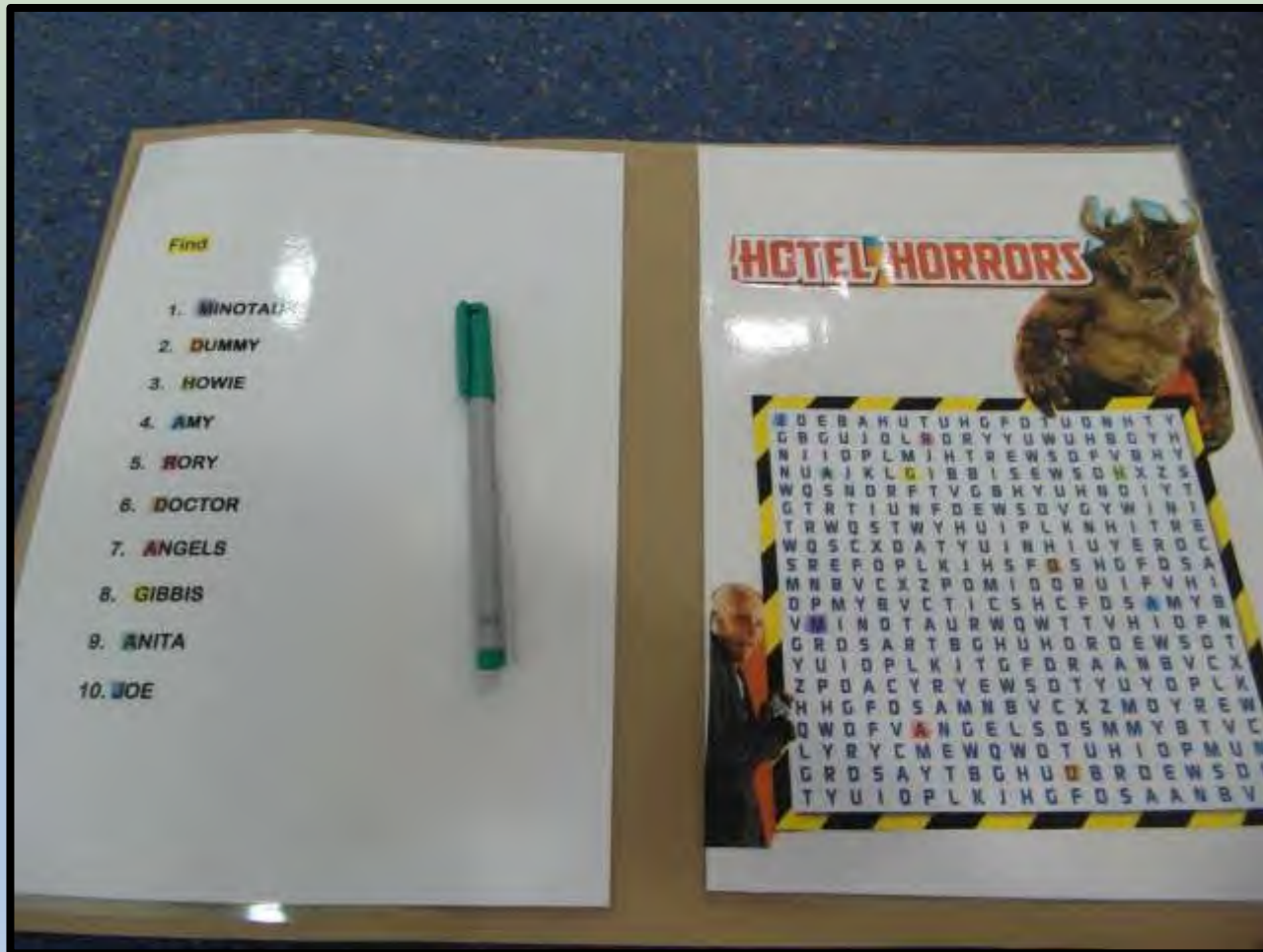
THE SEASONS

Earth is slightly tilted. This
tilt causes seasons. When
part of Earth is tilted closer
to the sun, it is summer in
that area. When part of

Size:



Size:



Making dirty more obvious:

