

Structured Tasks

Structure and order are often sought out by autistic people. Adding structure to everyday life skills and play tasks can make it easier for them to learn these skills with a level of independence and enjoyment. We can use varying levels of structure and clarity to help explain what is expected, but we must firstly assess the level of competency and motivation to complete the task. Once applied this principle can then be applied to various tasks.

Using the Foot Spa

This activity provides step by step instructions and promotes tidying up after use. Some photographs in the sequence maybe reduced once activity can be independently completed.

Using the Foot Spa

1.



Take the Foot Spa out of the box.

2.



Fill the Foot Spa with warm water. Mummy will help.

3.



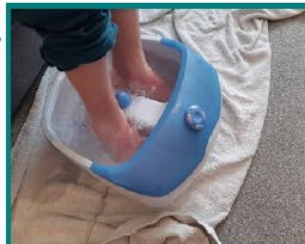
Plug in Foot Spa and turn on.

4.



Turn Foot Spa to:

5.



Put feet in for 15 minutes - ENJOY!

6.



Take feet out.

7.



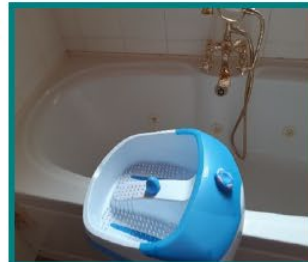
Dry feet.

8.



Turn off switch and take out plug.

9.



Tip water out of Foot spa into bath.

10.



Dry Foot spa.

11.



Put Foot spa back in box.

Using a Bubble machine

This supports the child to use this item independently. Visual cues are used to clarify where to put bubble mixture and where to turn on.

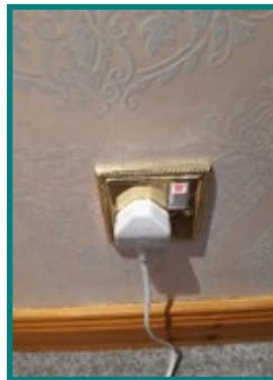


Using a globe

This task provides the learner with step by step instructions to complete a geography activity. Using special interests also helps to provide motivation to complete the task.



1. Take globe from box.



2. Plug in globe and turn on switch.



Using a globe

3. Can you find these countries and stick on their flags?

- Africa, where it is very hot.
- China, where they eat lots of rice.
- Australia, where the Wiggles live.
- The United States of America, where Disney is.
- The United Kingdom, where the Queen lives.



4. Turn off switch and take out plug.



5. Put globe back into box.

Gardening

This task supports the young person to independently water flowers he has grown.

The pots are contained in a box to help identify the 3 plants, water capacity is colour coded which corresponds to the numbers of each plant pot.



Jonah's flowers need some water.



Fill the jug with water to the **blue** line.

Pour water on plant 1 and **STOP!**

Pour water on plant 2 and **STOP!**

Planting a Tree

This activity supports the young person to complete the task independently using a sequenced task analysis. The digging activity can help to provide proprioceptive input (heavy work) to the young person to help with sensory modulation.



1. Dig



2. Plant



3. Cover with peat



Good job! You have
planted an apple tree.

Colour matching

This activity supports colour to colour match and pre colour to number. An example can be provided to illustrate which colour matches each area.



Fine motor skills

This task provides structure in supporting the learner to follow the left to right sequence, colour match and complete. Fine motor skills are targeted with selecting the peg and placing the lids on the boxes.



Managing time for devices

This provides a visual reminder when a device is not available for use. It is still in view and by putting it in a open box it gives it a designated place when not in use. A time reminder may also be used, for example, 'on pause for 15 minutes.'



Playing skittles

This activity provides visual structure by organising materials in a specific place with visual reminders of where to stand and to take turns. A turn taking board may also be used to support this task.

