

Visually Structured Tasks Teaching Plan

Student:

Date:

Student Characteristics

- | | |
|---|--------------------------------|
| <input type="checkbox"/> Student makes frequent errors
<input type="checkbox"/> Student does not attend to things in the environment
<input type="checkbox"/> Student has difficulty initiating once instruction is given
<input type="checkbox"/> Student has difficulty completing independent tasks
<input type="checkbox"/> Student leaves area | <input type="checkbox"/> Other |
|---|--------------------------------|

Skills to be Taught

-
- Accepts or retrieves task when instructed
-
-
- Completes task correctly
-
-
- Responds to visual instructions
-
-
- Responds to visual organization
-
-
- Responds to visual clarity

Prompt Hierarchy (Number 1-3)

- Gestural
 Verbal
 Visual
 Model
 Physical (full, partial)

Prompt Interval

- 3 sec.
 5 sec.
 Other ____

Teacher Proximity

- Sit/stand behind
 Sit/stand across
 Sit/stand to left
 Sit/stand to right

Correct Response: Reinforcement

Behavior specific praise and...

1. _____
2. _____
3. _____

Consideration for Teaching

- Strategies to increase motivation
 - * Alternate preferred and non-preferred tasks
 - * Pairing
 - * Incorporating special interests
- Training of staff
- Fidelity data
- Environmental factors

Special Teaching Instructions and/or Script:

1. Get attention _____
2. Deliver instruction _____
3. Provide prompt _____
4. Wait for response (see prompt interval) _____
5. Respond to attempts (see reinforcement) _____
6. Collect and analyze data (see data sheet) _____

Notes to restructure: