



Visual Task Plan

- A task board helps students to start **work independently** and to **complete tasks**. It supports **attention** and **memory** difficulties and helps **reduce anxiety** related to the unknown.
- Task boards can be made up in different **formats**:
 - **Written word**: A list of tasks to be completed during the lesson, written down for the student. It can be printed or handwritten, on paper or whiteboard or even on sticky notes. Use the language level of student.
 - **Written word + Symbols**: If writing a list for a student with language and/or literacy difficulties, you can support the written word with a symbol or picture.
- Talk through the steps the student needs to do in order to complete the activity. Check the student has understood what is needed in each step. Write the key steps with picture support when needed on to the task board. Encourage the student to write/draw their own steps.
- Students need to have a way of **marking completion** of each task. Use whichever works best for the individual e.g. Mark off each task with a tick or a line through it or erase it from the whiteboard.
- Initially the adult can look for signs that the student has lost focus to the task. Adults can use non-verbal/ verbal prompt to indicate to the student to check what they should be doing or what they need to do next. The aim is to use the board to refocus their own attention and move themselves through each step to complete the task.
- For speed of production, store a copy of a **generic task board** somewhere that all staff can access (staffroom / on a 'shared school data' drive). This can be laminated then written on in non-permanent marker, and rubbed off again for repeated use. It can be adapted to make it more meaningful to particular students.



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What I need to do.

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