

Visual Instructions

Adult guide - short, supported practice

Purpose

Practise following visible directions about shape, size, filled/outlined and position. Instructions stay available. The tasks involve reading and visual discrimination; they do not assess listening comprehension or general ability.

Teach the vocabulary first

Show filled and outlined shapes and compare large with small. Teach top, middle, bottom, left, right and centre using the pupil's view. Model one step before trying two or three.

Use the card set

Cut the 16 cards on page 2. Begin with four large filled shapes. Add outlined shapes, then size differences when ready. Ask for one clearly specified item at a time before combining steps.

Keep the instruction visible

Write or display the instruction while the pupil works. For example: 1. Choose the small outlined circle. 2. Choose the large filled square. The order matters. Page 3 provides a grid for position tasks.

Record the support honestly

If an adult reads or explains the instruction, record the response as supported. Independent app checks require understanding the written instructions. Use new examples and everyday directions to explore whether the skill transfers.

Review and back up

A single correct choice can be a guess. Look for consistent performance on varied examples and ask how the pupil decided. Keep paper observations secure and download separate Visual Instructions pupil backups from adult controls.

Description cards

Cut along the borders - large/small and filled/outlined



large filled
circle



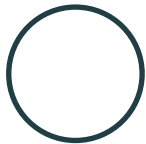
large filled
triangle



large filled
square



large filled
diamond



large outlined
circle



large outlined
triangle



large outlined
square



large outlined
diamond



small filled
circle



small filled
triangle



small filled
square



small filled
diamond



small outlined
circle



small outlined
triangle



small outlined
square

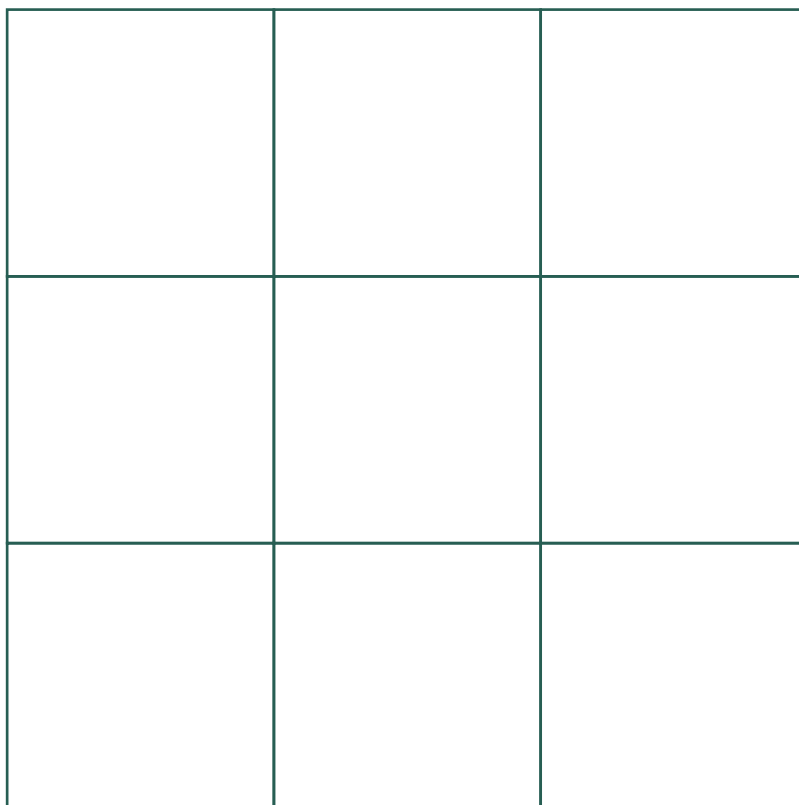


small outlined
diamond

Follow the position

Leave the instruction visible - use the pupil's view

Place this grid in front of the pupil. Begin with one step, then add another.



1. Tap the top left.

2. Then tap the bottom right.

Adult: cover the example above and write a fresh direction for the next trial.

For teaching, label the grid or model the directions. Record this as support.

Visual Instructions record

Observation sheet - keep securely; use initials or a nickname

Pupil: _____ Date: _____ Adult: _____

Activity / level or sequence length: _____

Mode: teaching / independent Support given: _____

Trial	Task / expected response	Pupil response / help	Correct?
1			
2			
3			
4			
5			
6			

What was understood? What was difficult? What will we model next?