

Sequencing Tasks

What you might see	What this could mean	Strategies
<ul style="list-style-type: none"> • Child has difficulty recognising/ understanding a sequence of events. • Child completes tasks out of order. • Child only completes part of task set. • Child has difficulty completing more complex tasks and following directions. 	<ul style="list-style-type: none"> • Child may have a sequencing or planning deficit. • Receptive language difficulty. • Difficulty attending to the whole sequenced task. 	<ul style="list-style-type: none"> • Limit the number of steps child is asked to complete at any one time. • Restructure instructions into a sequence of short steps. • Use visual, written cues or verbal prompts to assist child in remembering the steps. • Tell the student how many steps there are and discuss one step at a time. • Have child verbally rehearse steps. • Make a written list of the sequence of steps and have the child cross off when completed. • Teach child how to use plans to problem solve and organise self. e.g. "What do I need to do, which one first? Next? Etc.