Using a Lesson Task Board

Supporting task initiation, organisation and independence in lessons

What is a lesson taskboard?

A lesson taskboard is a simple visual planning tool that shows an autistic learner what the main task is, what equipment they need, and the smaller steps they need to complete. Many autistic learners can find it harder to manage hidden expectations, remember several verbal instructions, sequence tasks, or know what "finished" looks like. A taskboard reduces uncertainty by making the lesson expectations visible, predictable and concrete. It can support independence because the learner can refer back to the board instead of needing repeated adult prompts.

How does it support executive function?

Executive function skills help autistic learners to plan, start, organise, remember instructions, manage time and monitor progress. Some learners may understand the lesson content but still find it difficult to work out where to begin, what to do next, or how to keep track of the steps. A taskboard reduces this demand by making the sequence visible and manageable.

When to use it

- At the start of a lesson, so the learner can see what is expected.
- Before an independent task, to check that the learner understands the steps.
- During longer activities, to support attention, organisation and completion.
- When a learner is unsure how to begin or frequently asks, "What do I do next?"
- For practical lessons, written tasks, group work, homework preparation or transitions between activities.

How to use it in a lesson

1. Write the main task in the Task box at the top.
2. List any resources or equipment the learner needs.
3. Break the task into clear steps using the numbered task list.
4. Check understanding by asking the learner to point to or read the first step.
5. Encourage the learner to tick, cross off or refer back to each step as they work.
6. Review the board at the end to show what has been completed and what may need finishing later.

Keep the language short and specific. Use one instruction per line where possible. The aim is to reduce memory load and help the learner see the task clearly.

My Taskboard

Task:	What equipment do I need?

Task list	Done
1.	☐
2.	☐
3.	☐
4.	☐
5.	☐
6.	☐
I will be finished when:	