

TRI-STATE WEBINAR SERIES

Elements of Structure: Assessing Student Schedules and Structured Work Systems

Presented by: Mary Woodworth Ed. S.



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Tri-State Autism Spectrum Disorder Webinar Series



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Presenter Information



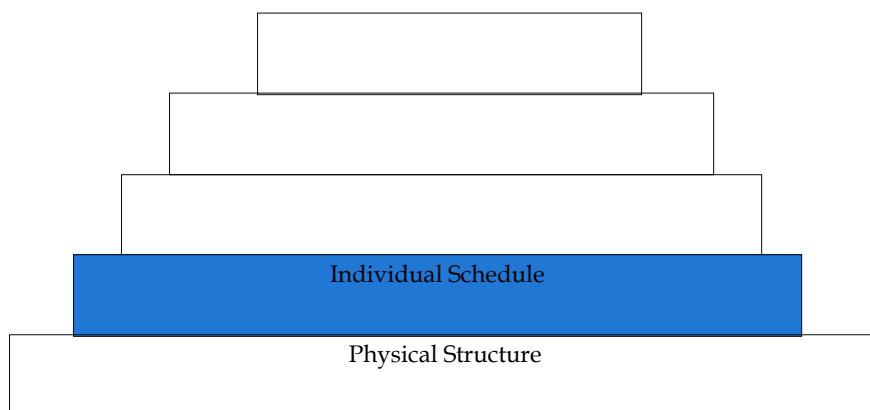
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Mary is the Southeast ASD Coordinator with the Nebraska ASD Network.

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Elements of Structure



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Learner Objectives

The learner will be able to:

- Define what a visual schedule is and give the purpose for using a visual schedule with their students.
- Define what a work system is and give the purpose for using a work system.
- Describe the similarities and differences between a visual schedule and a work system.

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Presentation Summary

Visual Schedules and Work Systems are the next two steps in learning about the Elements of Structured Teaching. Each of these elements has key skills associated with them for the student to master, and a specific means for teachers to assess and individualize them for their students.

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II. Individual Schedule

- Definition: A visual/concrete method used to tell a student which activities will make up their day and the order in which they will occur.
- Purpose: To teach flexibility; top to bottom or left to right progression; to aid in transitions; to provide predictability; to establish a routine; to teach the concepts of first-then and finished; and, to accommodate receptive language deficits.

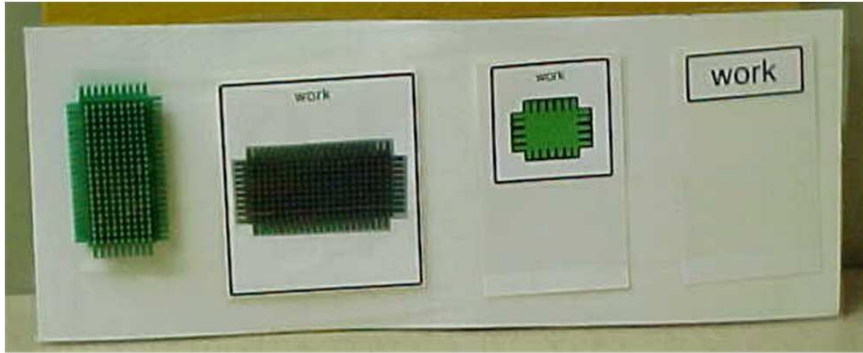
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Understands Meaning of the Visual Schedule Cue

- What type of cue does the student most easily understand?
- What is his/her understanding of abstractness?

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Symbolic Understanding: Concrete to Abstract Progression



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Understands Meaning of the Visual Schedule Cue: (2)

- Actual labels or logos
- True Object Based Icons (T.O.B.I.)
 - With or without text
- Photographs
 - Color or black and white
 - With or without text
- Realistic drawings
 - Color or black and white
 - With or without text
- Symbolic drawings or commercial picture symbols
 - Color or black and white
 - With or without text

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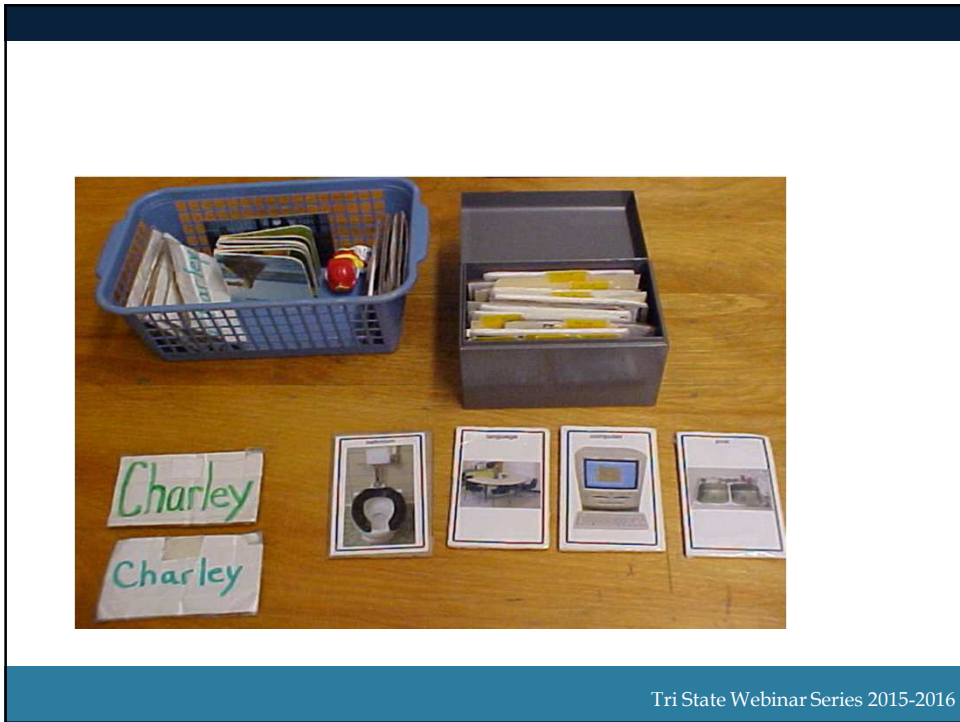
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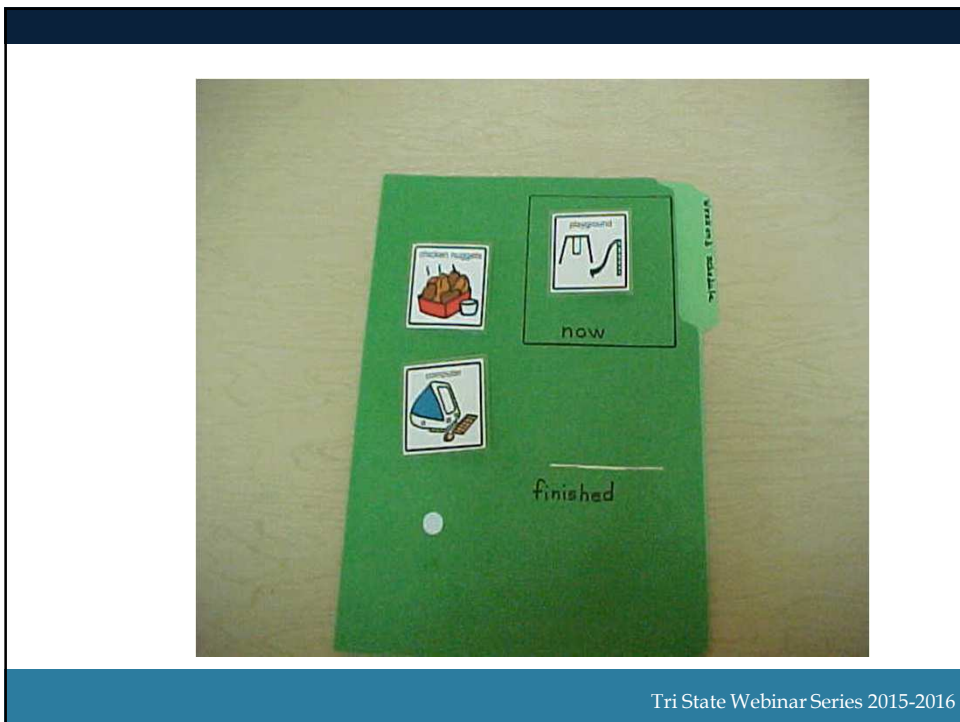
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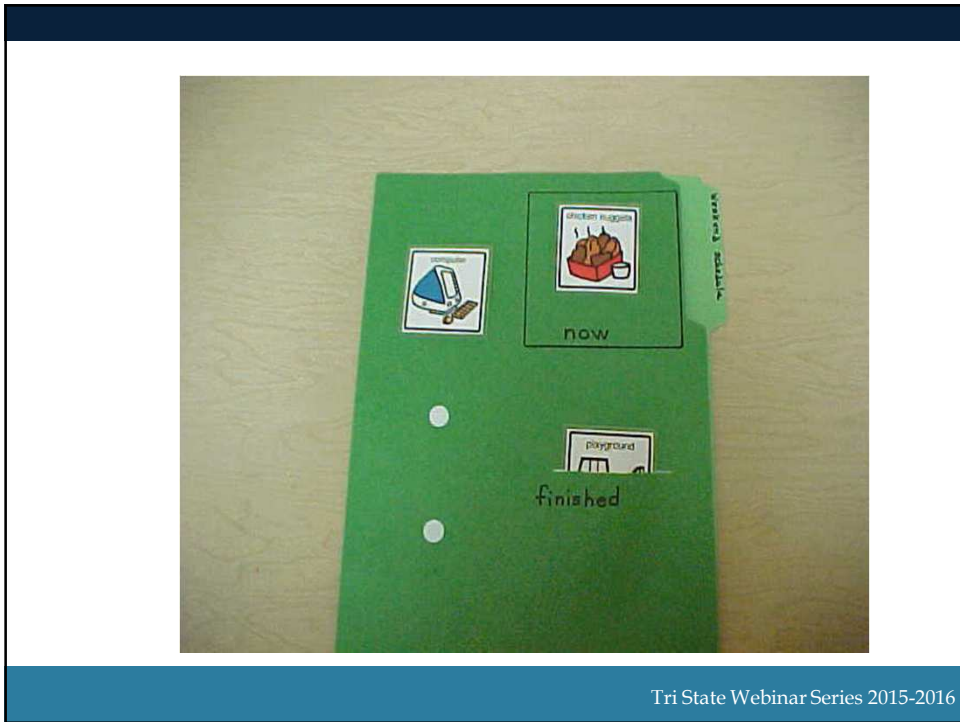
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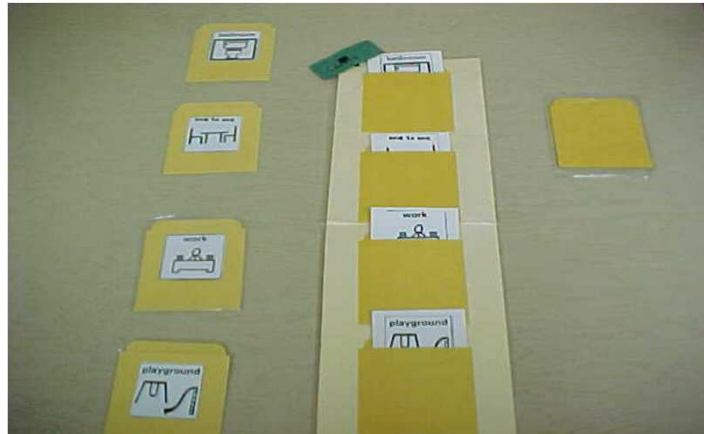
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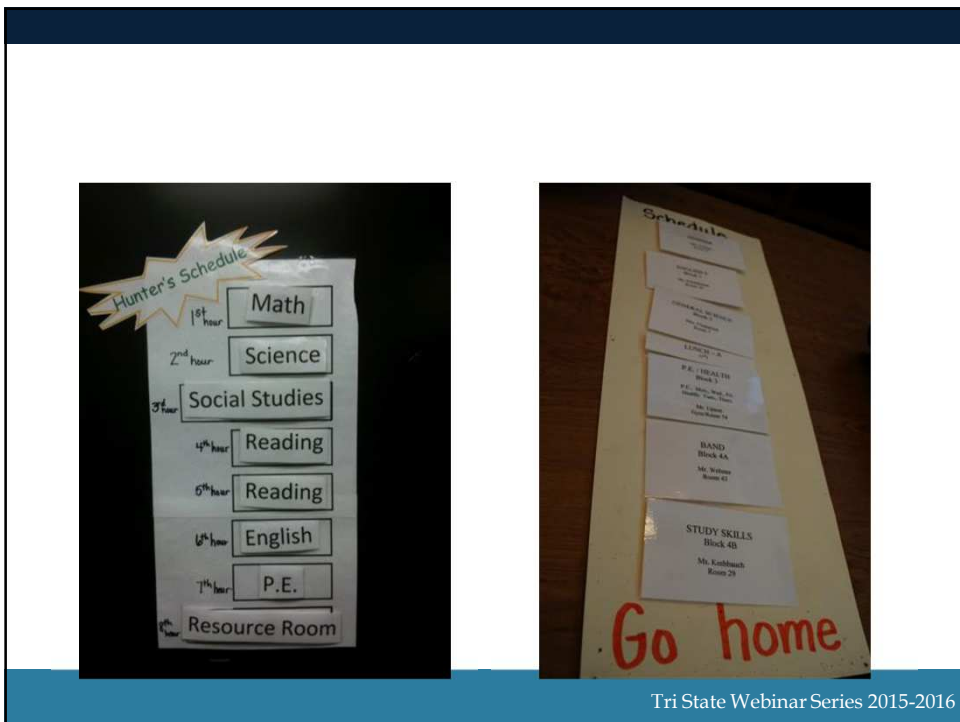
Understands Meaning of the Visual Schedule Cue: (3)

- Written is the next level of visual cue:
 - Written schedules may contain single words in combination with small pictures or symbols;
 - Single words; or
 - Short phrases or sentences.

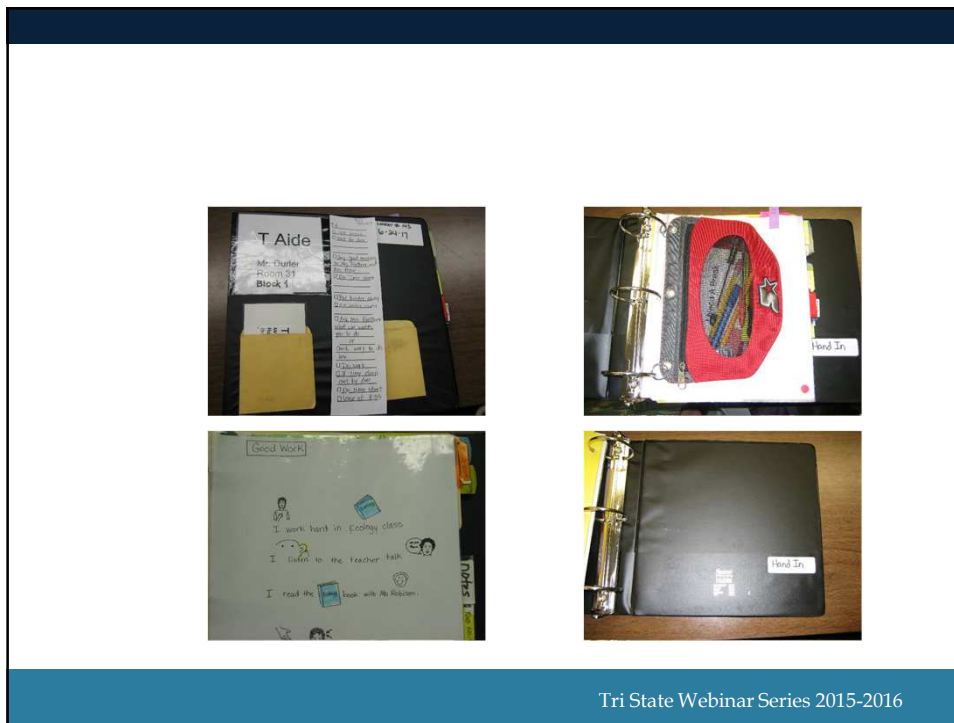
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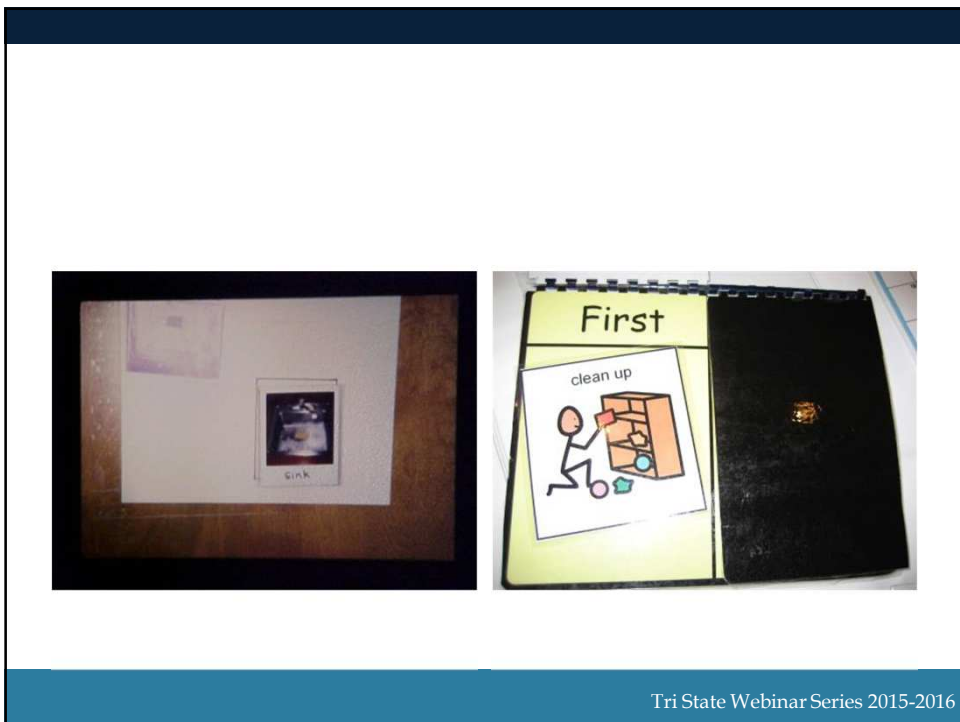
Identifies Which Cue is Next in Sequence

- Student is presented one cue at a time
- One item at a time is presented on the schedule
- Two cues in a first-then format
- A sequence of three to four items
- A sequence of more than 4, but less than half day
- Part day
- Full day

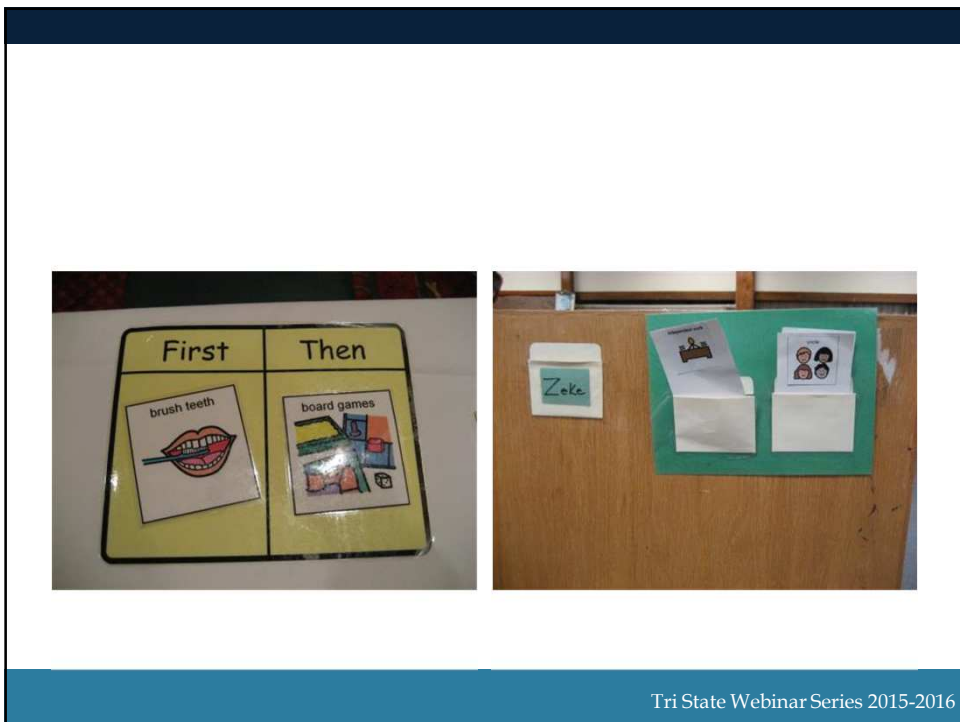
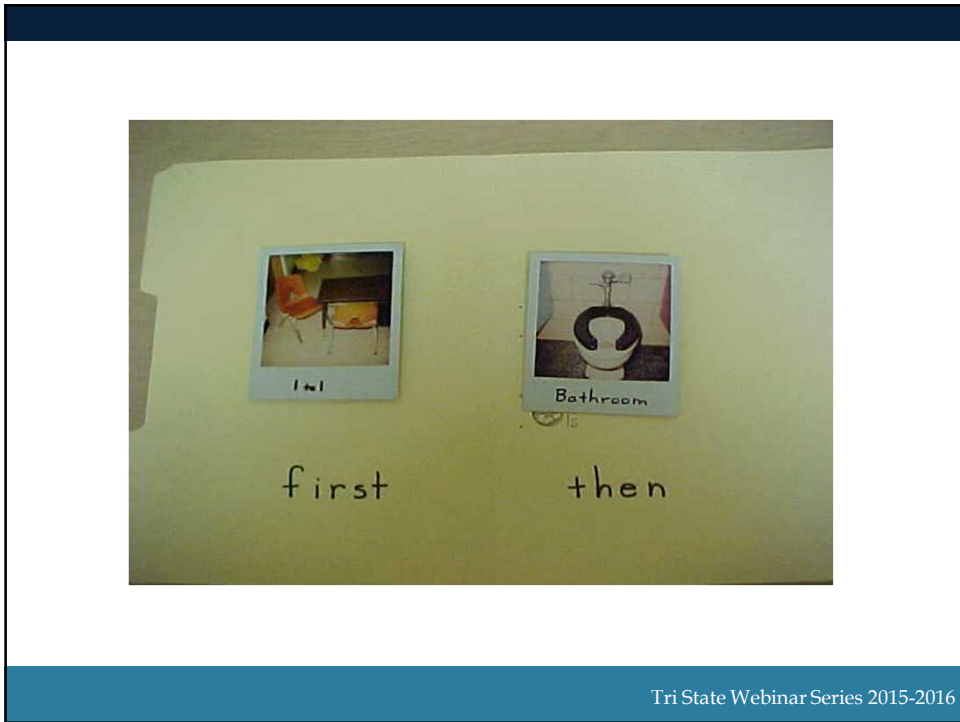
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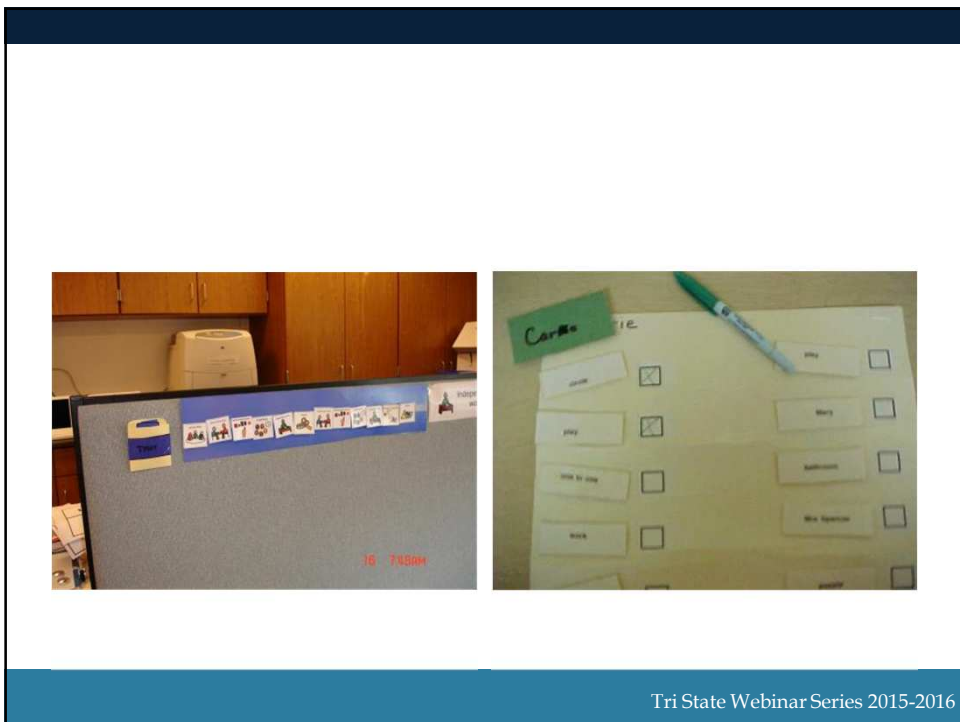
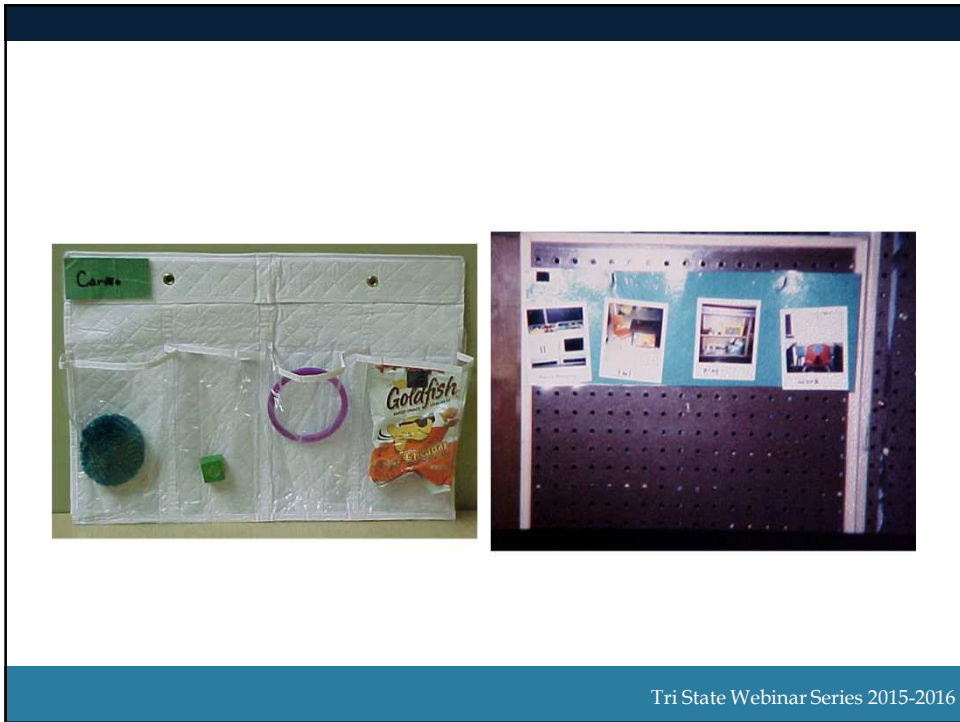


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Staying on Track and Concept of Finished

“What does the student do with the visual cue at the initiation, during, and the completion of each transition?”

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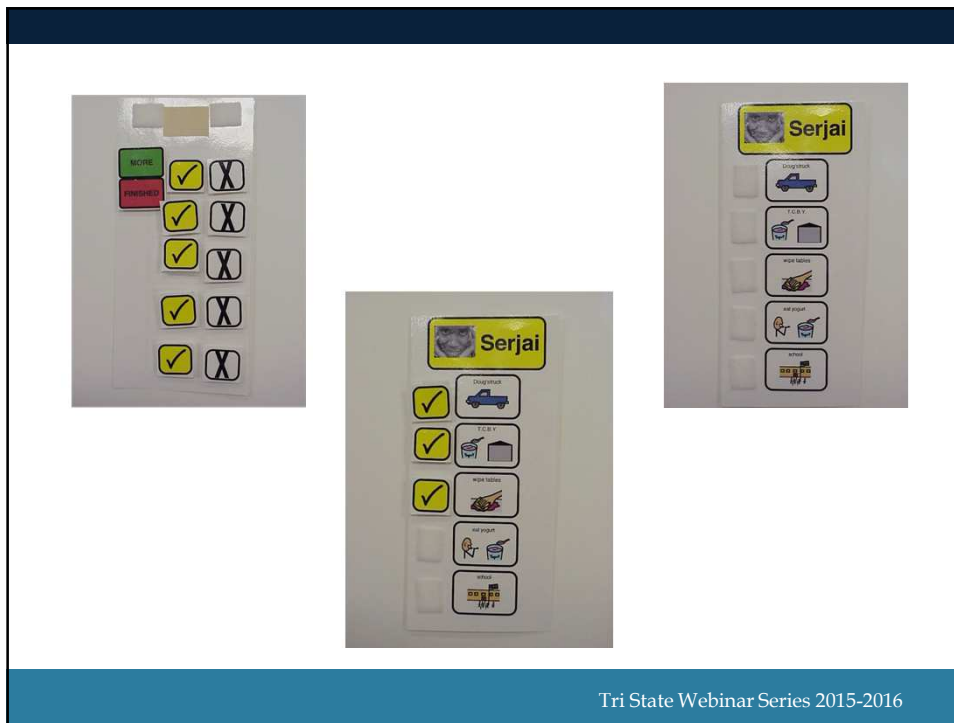
Staying on Track (2)

- Marks off the text list or text and small visual cue list on the schedule
 - At the start of each transition
 - As each transition is completed

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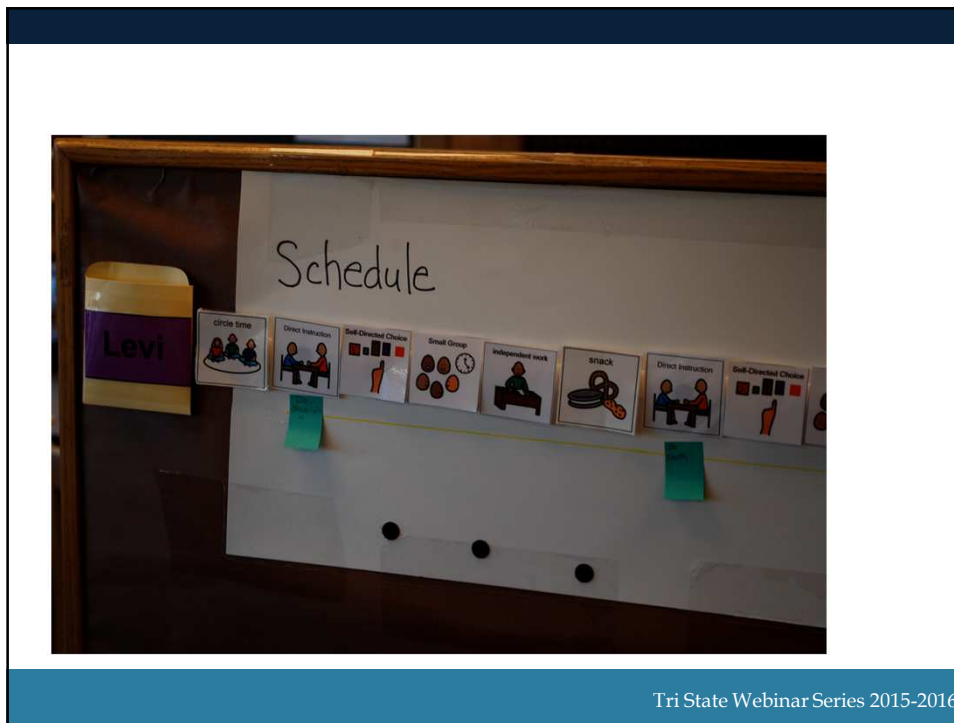


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Considerations:

- Individualizing for a student
 - Level of functioning
 - Format for presentation
 - Flexibility of the student

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Considerations:

- Schedule as a system
- Mobility
- Transition area
- Student routine for checking schedule\
- Visual cue

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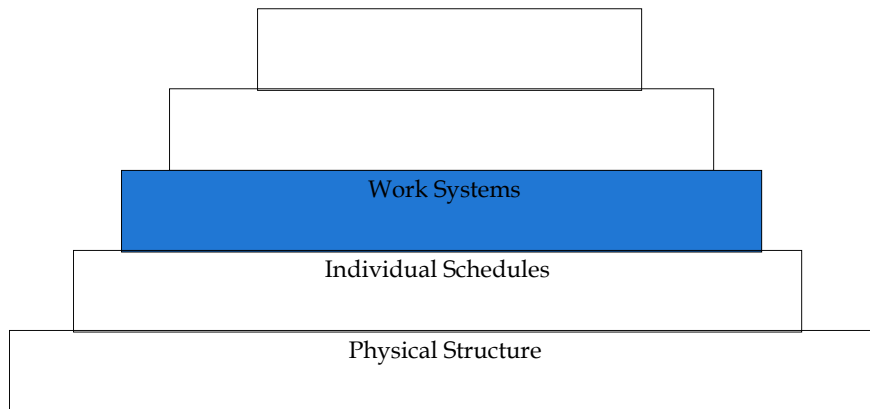
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Polling Question 1:

- True or False: Your goal in designing a visual schedule is to provide the student with a visual system that will support him/her in making independent transitions from point A to point B.

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Elements of Structure



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Work Systems

- Definition: A systematic means of presenting information in a way that is received and understood by the student.
- Purpose: To answer four key questions for the student:
 1. How much work?
 2. What work?
 3. When is the task finished?
 4. What comes next?

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Identification of What Work: Concrete Level

“What type of visual cue will label each task, container or folder?”

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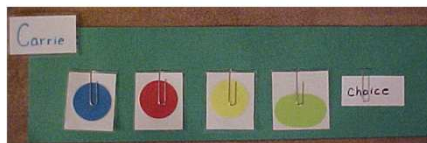


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Identification of What Work: Moving towards Abstract Level

- Matching work system: Tasks are in separate baskets, folders or bins which are labeled with its match on the work system

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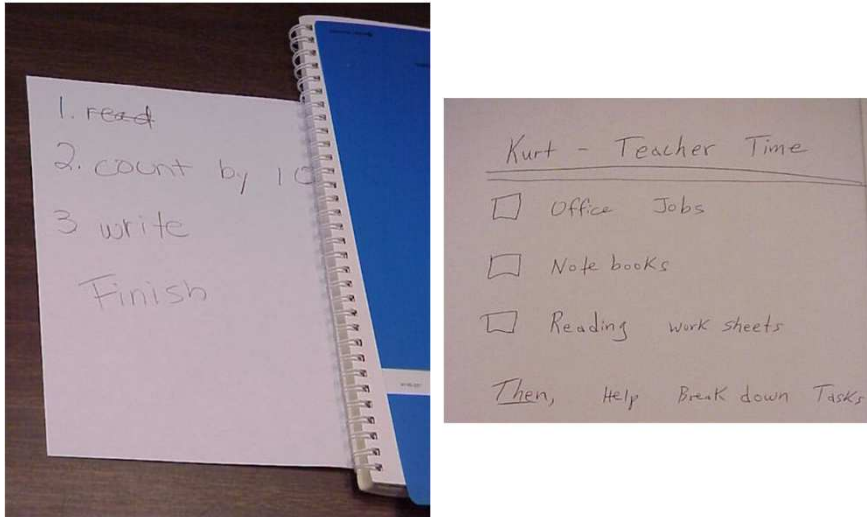


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Identification of What Work: Abstract Level

- Written words on cards
- Written list on a single sheet of paper
- Written list in combination with the schedule

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1. read
2. count by 10
3 write
Finish

Kurt - Teacher Time

- Office Jobs
- Note books
- Reading work sheets

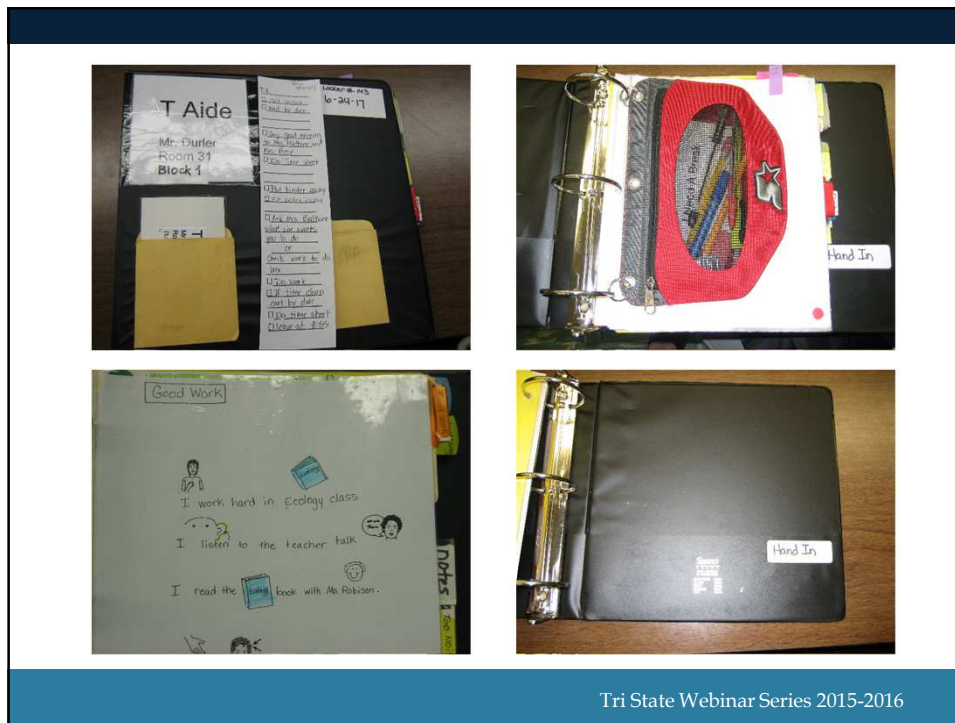
Then, Help Break down Tasks

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- Watering work system.



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Understanding How Much Work

"In what Sequence will cues or tasks be presented?"

- Left-to-right
- Already set-up and take tasks in correct sequence
- Matching system (left-to-right, top-to-bottom)
- Written List

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Concrete Level



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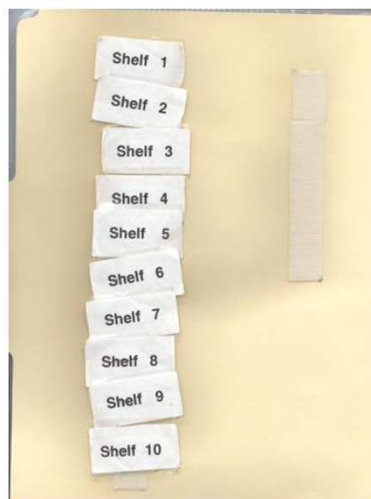
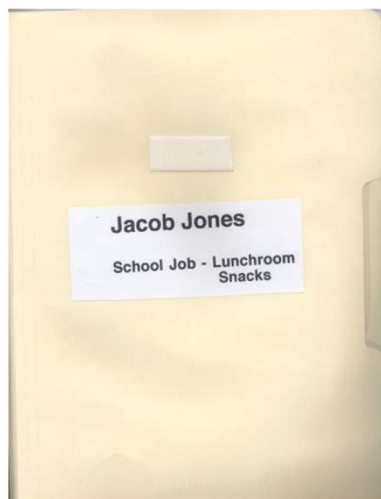
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Moving to Abstract Level



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Abstract Level



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Jacob Jones

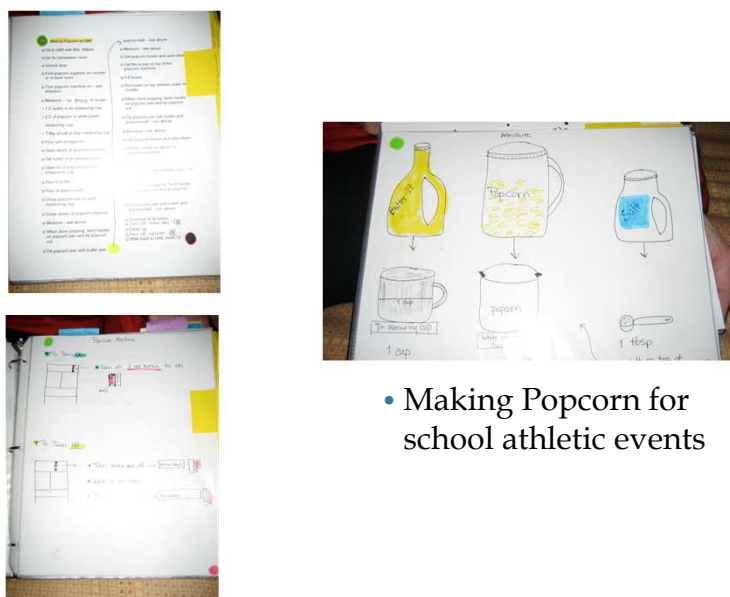
1. Pull out carts
2. Put numbers on cart.
3. Do you need snack on:
 - Shelf 1
 - Shelf 2
 - Shelf 3
 - Shelf 4
 - Shelf 5
4. Do you need chips and pringles on the other cart?
 - Shelf 6
 - Shelf 7
 - Shelf 8

Shelf 9

Shelf 10

5. Sit down at table - teacher will tell you when to take boxes outside.
6. Take boxes outside.
7. Pull numbers off cart and put on card.
8. Go back to room.

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• Making Popcorn for school athletic events

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Staying on Track/Concept of Finished

“How will the student know when an individual task is finished?”

“How will the student know when all tasks are finished?”

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Concrete Level

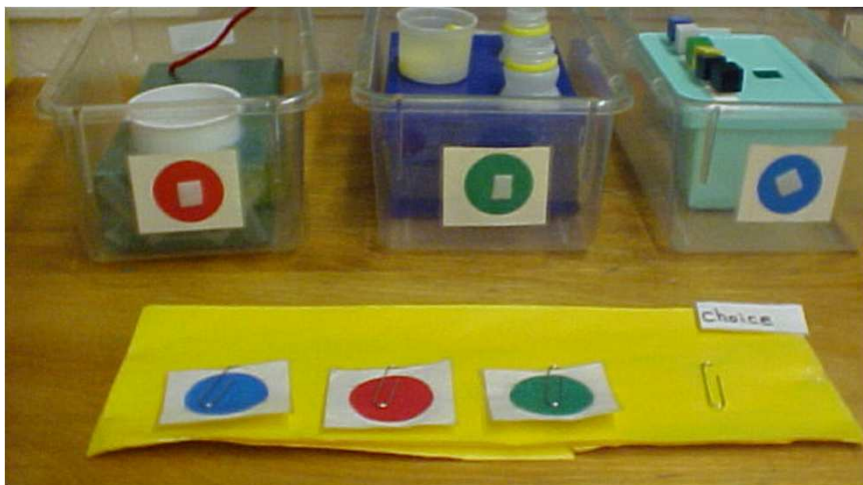


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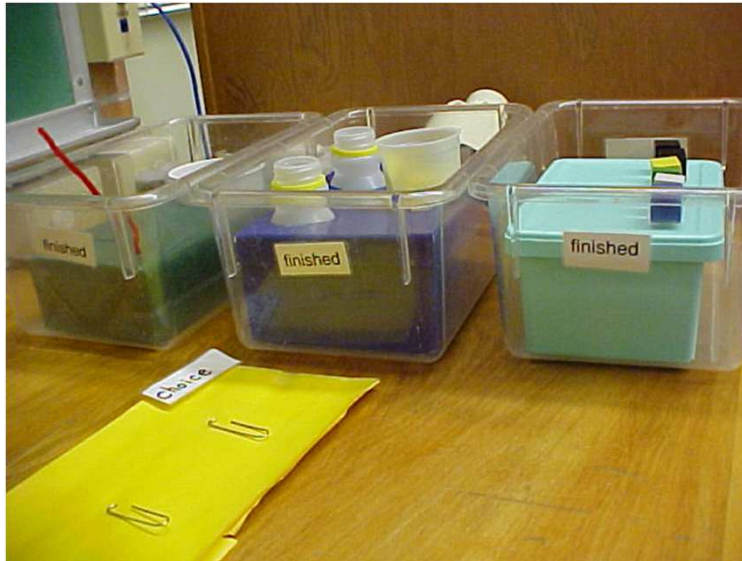


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Moving towards Abstract Level



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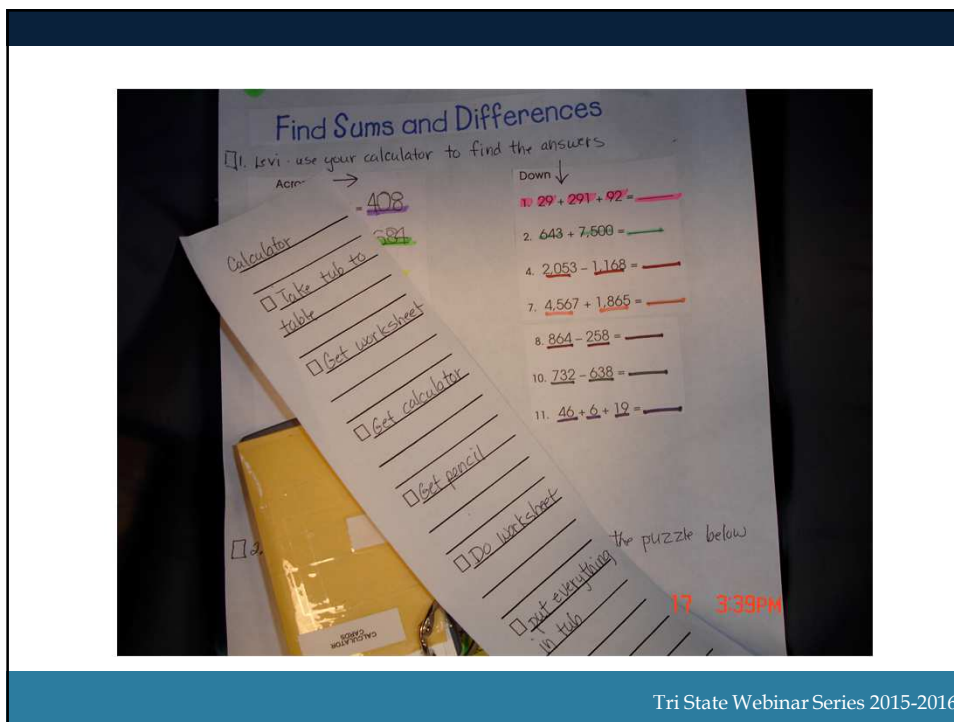


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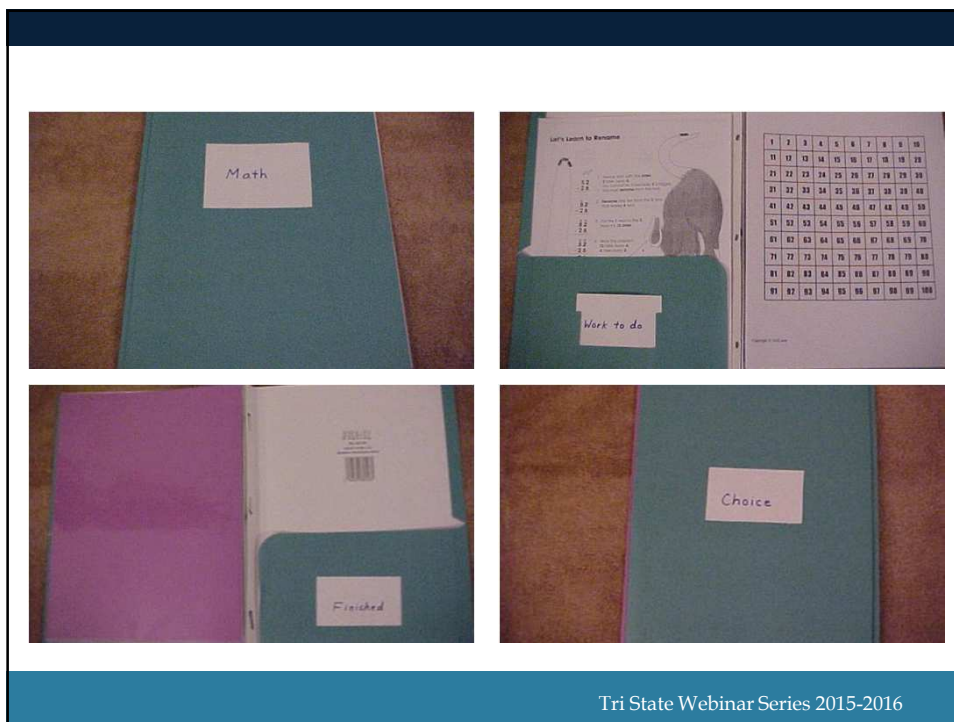
Staying on Track/Concept of Finished at the Abstract Level of Understanding

- Written List
 - Crossing it out
 - Checking a box
 - Check mark
 - What comes next is written as the last item

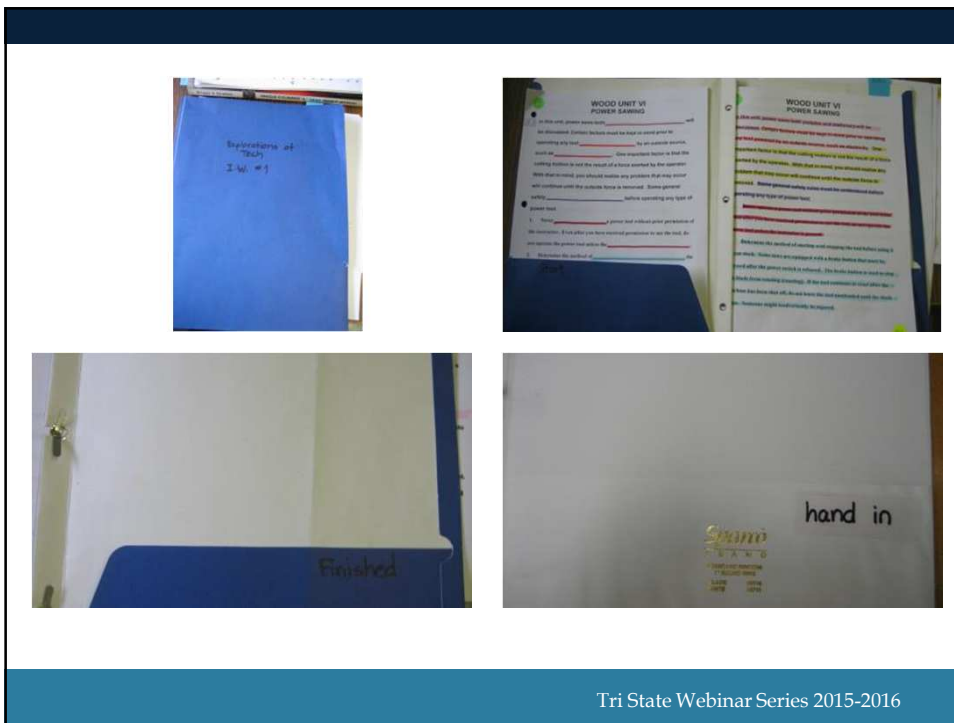
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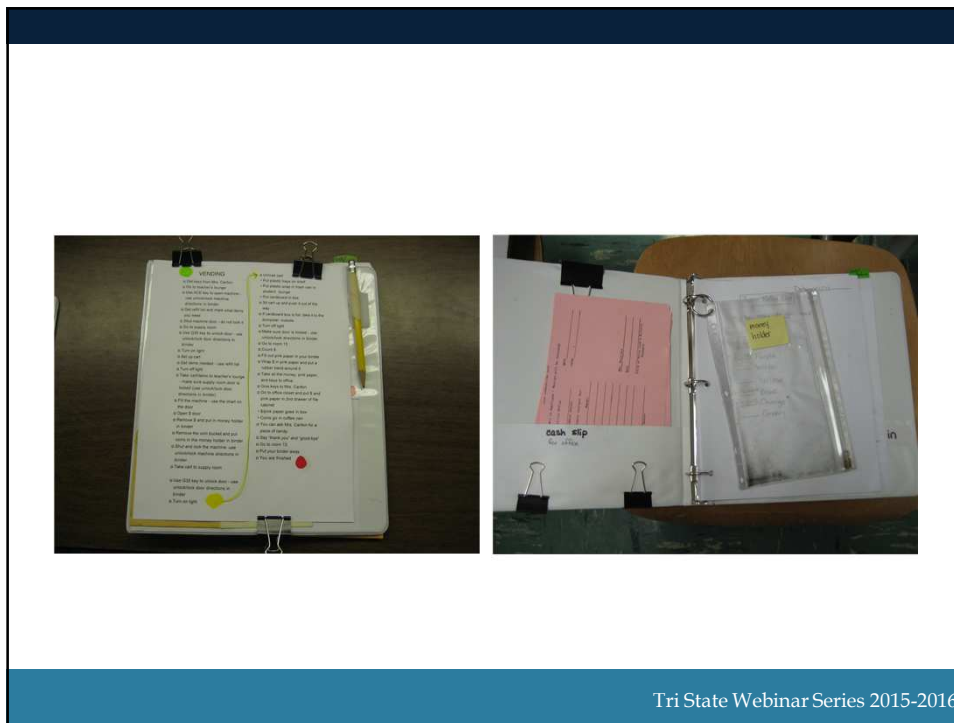
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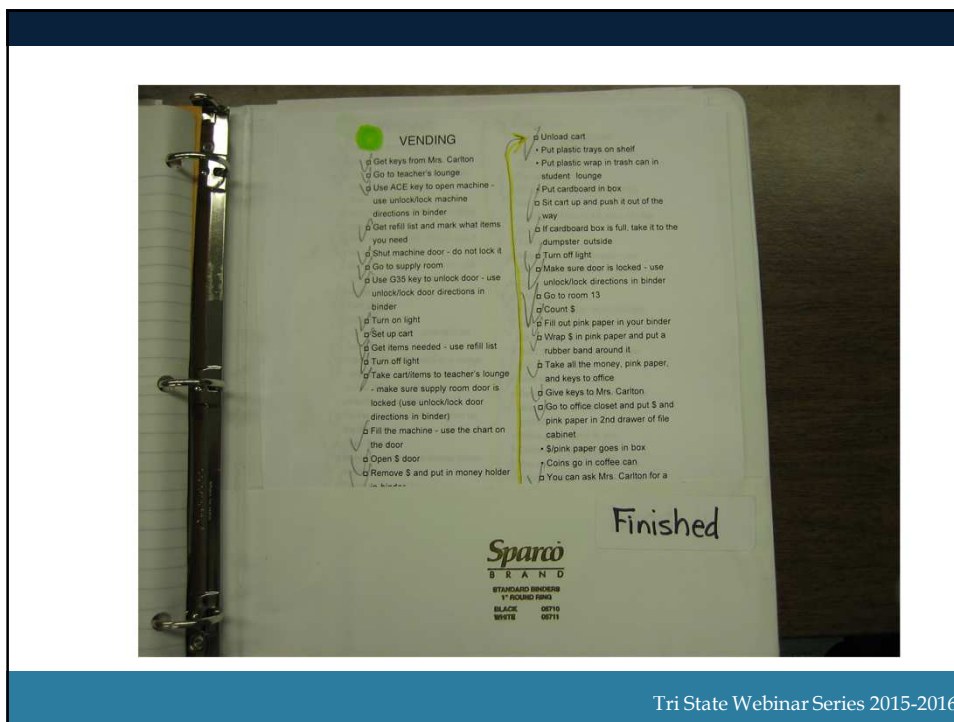
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Understanding What Comes Next:

“What type of visual cue is used to communicate what comes next to the student once work is completed?”

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Polling Question 2:

- Fill in the blanks: What is the purpose for using a Work System?
- The purpose of the Work System is to answer these 4 key questions:
 - 1
 - 2
 - 3
 - 4

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Where to use a Work System

- A work system should be included in all aspects of the student's environment to support independent functioning.

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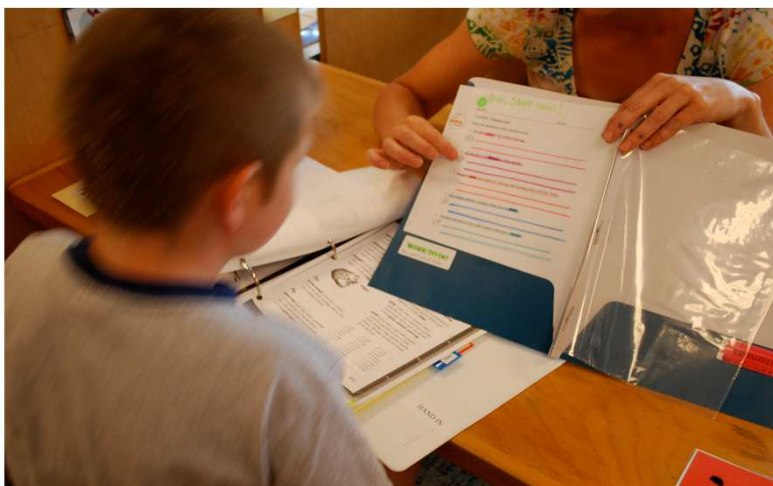
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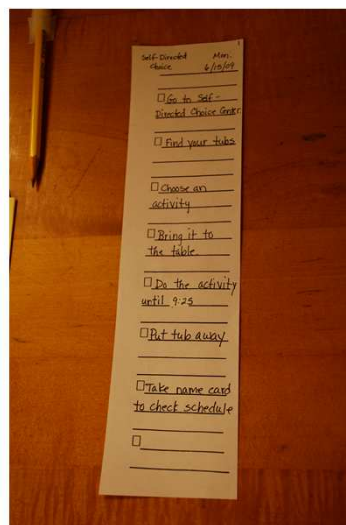


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Work System Generalized to Self-Directed Choice Area



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Work System for Leisure Activities



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Why Use a Work System?

- Productivity increases when a person has a way of knowing how much work they have to do and when they are finished.
- A work system clarifies the concept of finished and the teacher's expectations for what to do during independent work/choice times and, what comes next.
- For a student with autism, work is play and play is work.

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Polling Question 3

- How are a Visual Schedule and a Work System are alike?
- A. Both teach flexibility
- B. Both support transition
- C. Both support independent functioning
- D. Both provide predictability
- E. All of the above

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To Find out More about Assessing Schedule and Work System

- The TEACCH Structured Teaching Assessment: Guides to Individualizing the Schedule and Work System
- Mode Assessment
- www.ksdetasn.org search under Resources tab
- Information on Shoebox Tasks can be found at www.shoeboxtasks.com

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Advantages of Using Structure

- Can be used across environments
- Teaches flexibility and adaptability
- Is a proactive approach to behavior management
- Provides the learner with tools that allow him/her to use newly learned skills, in a variety of settings
- Focuses on the development of independence for all learners

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Polling Question 4: True or False

- Adding structure to an environment is only effective for learners with autism.

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THANK YOU!

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