

TRI-STATE WEBINAR SERIES

Elements of Structure: Routines & Strategies

Presented by:
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Tri-State Autism Spectrum Disorder Webinar Series



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Presenter Information



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Mary is a School Psychologist and the Transition and Training Coordinator for TASN-Autism and Tertiary Behavior Supports, in Kansas.



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

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Learner Objectives

- Understand the connection between work systems and routines
- Understand and define routines
- Understand the significance of teaching routines
- Understand the importance of structuring routines across environments for a variety of learner levels
- Understand how routines become strategies for the learner



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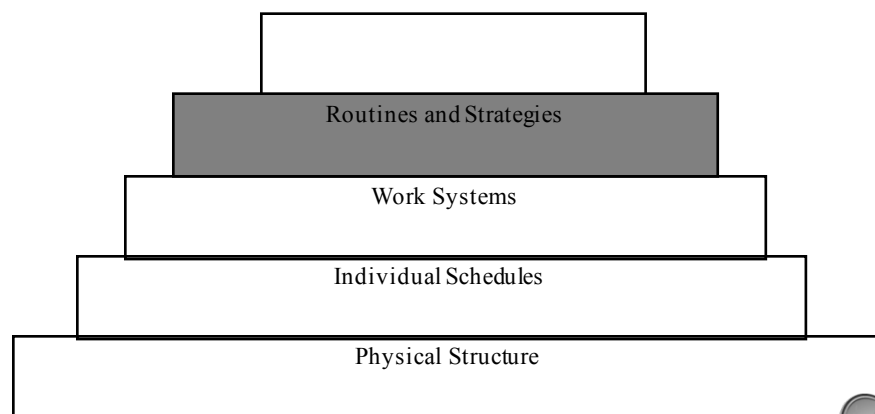
Summary

This presentation will focus on the relationship between work systems and routines, the importance of teaching routines to help make the environment more meaningful, and support the development of strategies as a foundation for independence in all students.



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Elements of Structure



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Learning Challenges

- Attention
- Organization and Sequencing
- Independent Initiation
- Difficulty with Transitions
- Difficulty Interpreting Social Cues



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Why Teach Routines?

- Teaches meaning in an environment
- Large amounts of materials are often confusing, overwhelming, or incomprehensible
- Adding physical and visual structure to tasks have been shown to be a highly **effective means of instruction**



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Why Teach Routines?

- Strategy for understanding and predicting the order of events
- Helps maintain consistency in instruction
- Decreases anxiety
- Increases independence
- Supports the development of independence

A routine, over time, becomes a strategy that enables success.



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Polling Question 1:

One reason to use structure to teach a student a routine would be _____.



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Polling Question 1:

Any of the following responses would be correct:

- Structure gives meaning to the environment;
- Structure involves breaking large amounts of work or activities into smaller, more manageable parts;
- Structured routines maintain consistency in instruction across instructors;
- Verbal explanations often don't work because of weakness in auditory processing skills;
- Structured routines provide the order of events; or
- Having a structured routine to follow decreases anxiety

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Developing and Establishing Routines

1. Determine the role of routines throughout the day
2. Analyze the current routines
3. Analyze the steps required
4. Develop a visual representation
5. Teach the routine
6. Assess, restructure, assess, restructure...

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Examples of Routines

- Checking the schedule
- Following a Work System
- Independent Work
- Self-calming/relaxation
- Getting lunch in the cafeteria
- Waiting--in a variety of contexts
- Making a choice
- Asking questions in a class
- Beginning and end of class procedures
- End of the day procedures
- Using the restroom



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Flip card work system teaches routine for Watering Plants



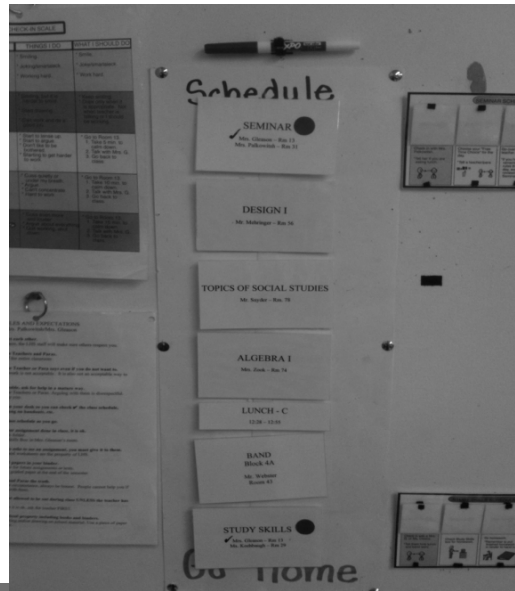
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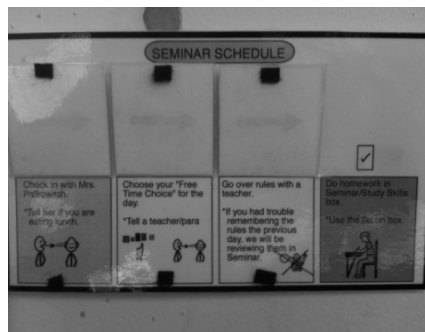
Physical Structure of Supports and Routines

- 5 Point Scale
- Classroom Rules
- Individual Daily Schedule
- Seminar work System
- Study Skills Work System



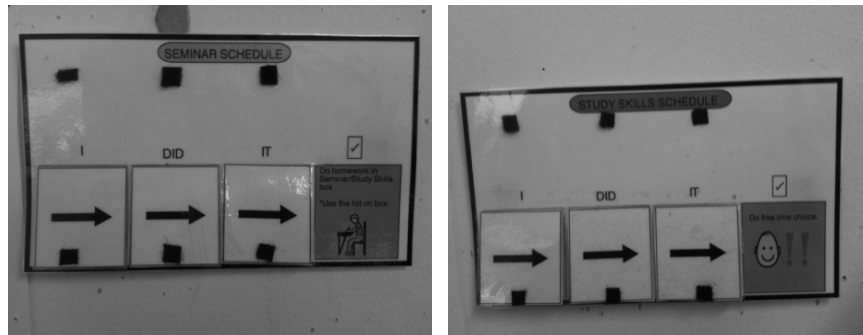
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Work System as Routine for Seminar and Study Skills Classes



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Work System as Routine for Seminar and Study Skills Classes



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Schedules

Daily

- Agenda
- The BIG Picture
- Often mirrors classroom schedule
- Major events

Mini

- Schedule within a schedule
- Steps in an activity / task analysis
- Activities within a class or lesson
- Job lists

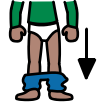




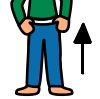



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Mini-Schedules

- Complements the daily schedule
- Allows for greater individualization
- Will help direct the student through a lesson or class
- Increases Independence

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Mini-Schedules for Functional Routines

pull down pants 	Washing Hands Routine
sit and go potty 	water on 
get paper & wipe bottom 	get soap 
pull up pants 	scrub and rinse 
	water off 
	dry hands 

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School Routines



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Class Routines



Story Routine

Sit on floor or in chair

Listen to story

Quiet

Keep fidgets in hands or wrist.

Fill in sheet!



Math Routines

Sit with group

fingers

money

math board

Code

clock

Teacher calls on students

Students teach group

Raise hand to be called on

Fill in sheet!



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color cut glue write put in done check schedule


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Task Lists

Name: _____ Date _____
Class: _____ Mark boxes when done













- _____
- _____
- _____
- _____
- _____

Raise hand to talk 

Do your work 

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Task Lists

Task	Assignment	✓
1	  	
2	  	
3	  	
4	  	


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Task Lists

Class: _____ Date: _____

- 1. _____ Sit up
- 2. _____ Lean forward
- 3. _____ Ask questions
- 4. _____ Nod yes or no
- 5. _____ Track teacher

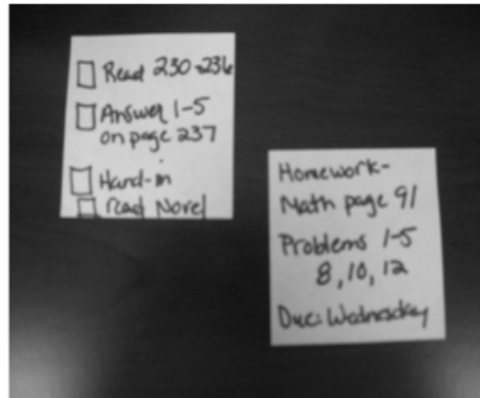
I was successful using S.L.A.N.T.  Score 5 4 3 2 1
 (5=Awesome; 4=almost all of class; 3=most of class; 2=sometimes; 1=not much)

Total Points ____/10

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Task Lists...simply made!



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Polling Question #2:



If a student is challenged with independent initiation, what can be incorporated into a routine to increase independence?

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Polling Question #2:



When determining all of the steps required to perform the routine, include how to start and how to end the routine.

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Student's Preference as Part of a Routine

- Student's personal level of interest
- Self-selected skills
- Real-life recreation and leisure
- Share with the family

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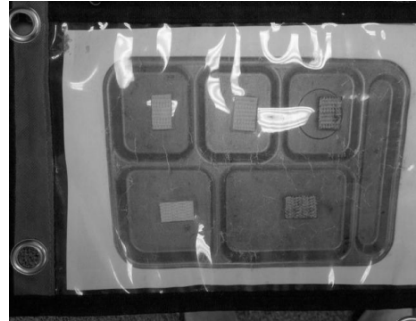


System for Selecting from among School Menu Items

Available Options



Number of options defined by the tray



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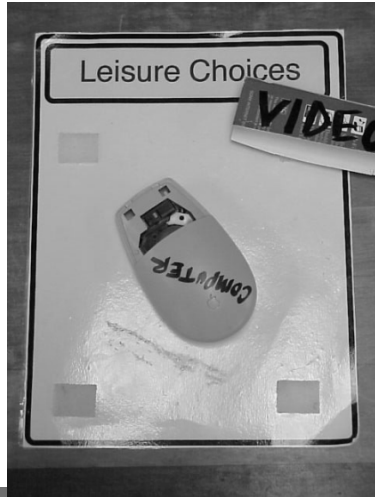
Used in Daily Routine before Meals



- Breakfast
- Lunch

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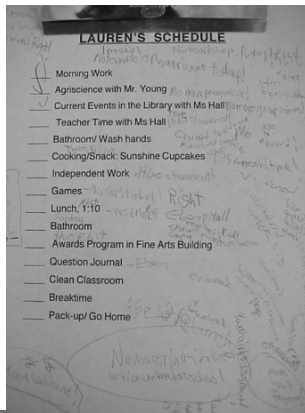
Systems for Offering Choice



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Routine for Asking Questions

Problem: Repetitive ?'s



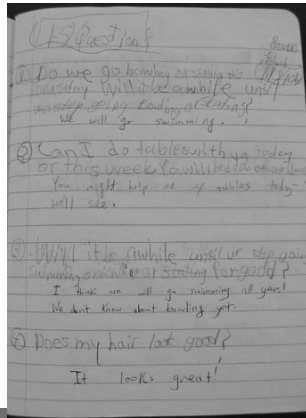
Solution: ? Journal



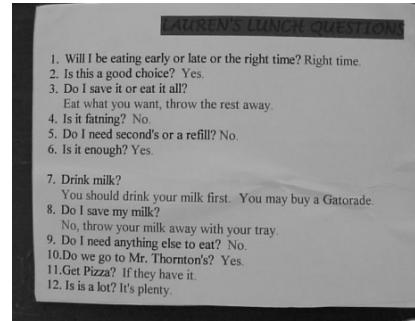
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Routine for Asking Questions

Example of Q & A



Repetitive Q & A



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Polling Question #3

A student's preference should be included in teaching a routine.

True or False?

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Polling Question #3

A student's preference should be included in teaching a routine.

True



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Flexibility and Change

- Ability to adapt to new situations
- Ability to change according to circumstances
- Has to be taught to many children on the Spectrum



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How to Teach Flexibility

- “Flex Activities”
 - Drink of water
 - Sharpen pencils
 - Deliver to office for another classroom
 - Books to library
 - Empty trash can
 - 4 pieces of puzzle
 - 1 page of book
- Add different flex activities each day to the student’s schedule
- Use “flexible language” with the student- “Oh look, yesterday we got a drink before Math and today we are going to the office- that is different and that is okay!!”



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Teaching Change

- Surprise!!
- Use a “Change Card”
- Use a sticky note
- Highlight changes
- Run schedule on different color



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Polling Question #4:



Why do we need to teach flexibility and change to students with autism?

- A. Life is not invariable, so we need to prepare students for changes that occur in life.
- B. Individuals who learn to be flexible and accept change have decreased anxiety.
- C. Adapting to change allows individuals to have greater access to the world around them.
- D. All of the above



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Polling Question #4:



Why do we need to teach flexibility and change to students with autism?

- A. Life is not invariable, so we need to prepare students for changes that occur in life.
- B. Individuals who learn to be flexible and accept change have decreased anxiety.
- C. Adapting to change allows individuals to have greater access to the world around them.
- D. All of the above**



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Questions



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References

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Thank You!

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