# TRI-STATE WEBINAR SERIES

## The Principles of Structured Teaching

Developed by:
Mary Woodworth & Mary Flory
Presented by:
Mary Flory



# 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.

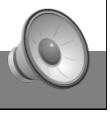
Mary Flory, M. Ed.
Mary is the Southeast ASD Coordinator with the Nebraska ASD Network.

# Learner Objectives

- Understand the culture of autism
- Understand the importance of individualized support
- Understand the concept of visually based support
- Understand the major components of Structured Teaching: physical organization and visual boundaries, schedules, work systems, routines, and task organization

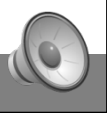
## Summary

This presentation will discuss the culture of autism and the TEACCH (Treatment and Education of Autistic and related Communication Handicapped Children) approach to instruction, which was developed by Eric Schopler in the late 1970s. An overview of the basic tenets for using visual supports to structure the environment to promote learning and independence will be presented.



## WHERE DID STRUCTURED TEACHING COME FROM?

University of North Carolina at Chapel Hill



## TEACCH

Founded in the early 1970s by the late Eric Schopler, Ph.D.

## TEACCH APPROACH

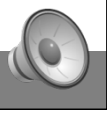
- **T**reatment and
- **E**ducation of
- **A**utistic and related
- **C**ommunication-handicapped
- **CH**ildren

## Culture of Autism

- Relative **strength** in and preference for processing ***visual*** **information**

  (difficulties with auditory processing, particularly of language)

- Frequent **attention to *details*** but difficulty understanding the meaning of how those details fit together



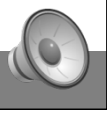
## Culture of Autism, continued

- Difficulty ***combining*** **ideas**
- Difficulty with ***organizing*** ideas, materials, and activities
- Difficulties with ***attention***—*too much or too little*
- ***Communication*** problems, which vary by developmental level but always include impairments in the social use of language

## Culture of Autism, continued

- Difficulty with **concepts of *time***
  --moving too quickly or too slowly
  --problems recognizing beginning, middle, or end of an activity

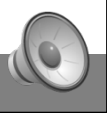
- Tendency to become ***attached to routines***
  --activities may be difficult to generalize
  --disruptions can be upsetting, confusing, or uncomfortable



## Culture of Autism, continued

- Very strong ***interests*** *and* ***impulses*** to engage in favored activities, with difficulties disengaging once engaged

- Marked ***sensory*** preferences and dislikes



Think time…

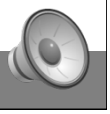
What are two challenges for individuals on the autism spectrum as described by the Culture of Autism?

Difficulty with:

- Attention to *details*
- *Combining ideas*
- *Organization*
- *Communication*
- *Concepts of time*
- *Attachment to routines*
- *Strong interests and impulses*
- *Sensory abnormalities*

## TEACCH

- Developed intervention called 'Structured Teaching'
- Use of visual supports to promote meaning and independence
- Well organized, highly structured environments
- Notable for flexible and individualized support



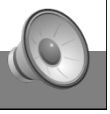
## Principles of Structured Teaching

- Understanding the culture of autism
- Individualized support
- Structuring the physical environment
- Visual support to make daily activities **predictabl**e and **understandable**
- Visual support to make individual tasks understandable

## Myths & Misunderstandings

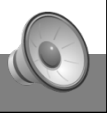
TEACCH is…

- only for children
- only for individuals with intellectual disabilities
- only for students in self-contained classrooms
- programs do not teach language



## So… What is Structured Teaching?

- Visually based
- Highly structured environments
- Clear understanding of:
  - --Schedules
  - --Activities
  - --Routines
  - --Expectations
- Goal is to create environment for independence



## Think Time…

If Structured Teaching focuses on independence, would one caution be that it can isolate individuals and cause them to be lonely?

A: True
B: False

## FALSE

## Structured Environments help individuals…

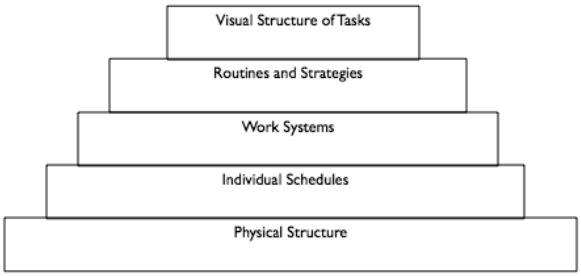
- Understand and predict what is happening
- Predict expectations of an environment
- Acquire new skills
- Generalize new skills from one setting to another

(Iovannone, Dunlap, Huber, & Kincaid, 2003)

## Major Components of ST

- Physical organization / visual boundaries
- Schedules
- Works systems
- Routines
- Task organization

## Elements of Structure

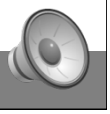



Think time…

Name at least 3 of the components of Structured Teaching.

## Components of Structured Teaching

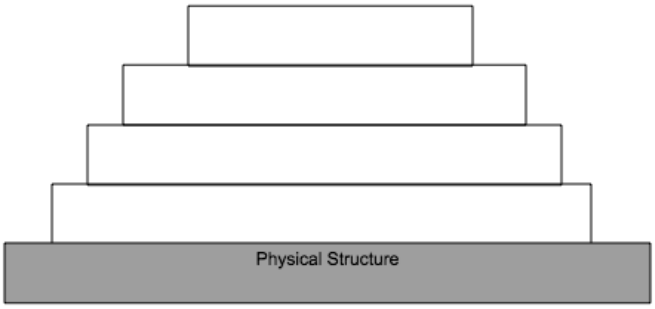
- Physical organization / visual boundaries
- Schedules
- Works systems
- Routines
- Task organization



# Physical Structure

Organizes the Environment

## Elements of Structure




## Physical Organization

- Organizes environment
- Clearly indicate the types of activities that occur in each area
- Promote increased understanding and attention to task
- Minimizes visual/auditory distractions

## Considerations….

- Level of functioning
- Classroom layout
- Teaching areas
- Number of students
- Accessibility of materials

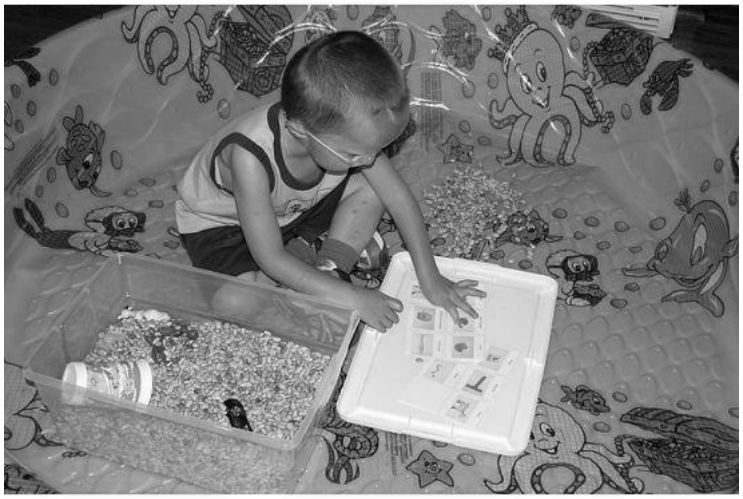
## Physical Structure to Give Cues

- Where to:
  - sit
  - stand
  - line up
  - to go next
  - put things
- What to attend to
- Which activities and choices are available

## Physical Structure Examples

- Furniture
- Tile vs. carpet
- Tape
- Labels
- Materials

## Furniture and Carpet to Define Areas



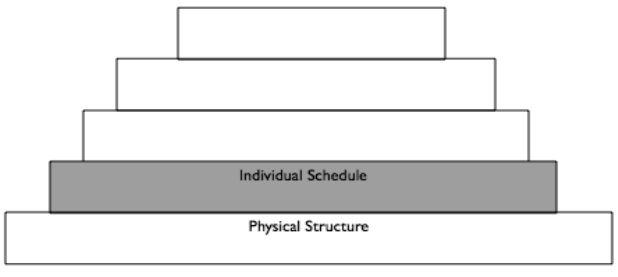
## Independent and Distraction Free Work Areas

## Secondary Resource Classrooms

# SCHEDULES…

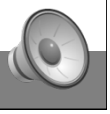
Tell students where to go!

## Elements of Structure



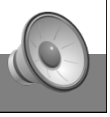
## Schedules

- Visual representation
- Planned activities in order they will occur
- Uses symbols, words, pictures, objects
- Promotes independence



## Schedules, etc.

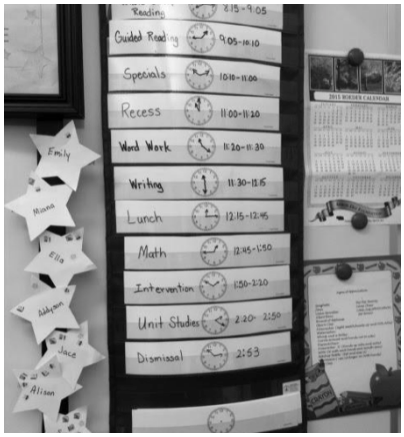
- Aid in transitions
- Provides flexibility and predictability
- Teaches concept of discrete events
- Accommodates receptive language difficulties

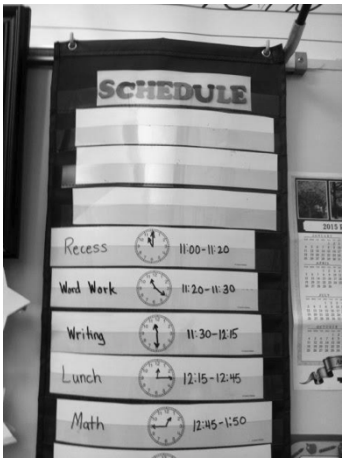


## Schedule: Considerations

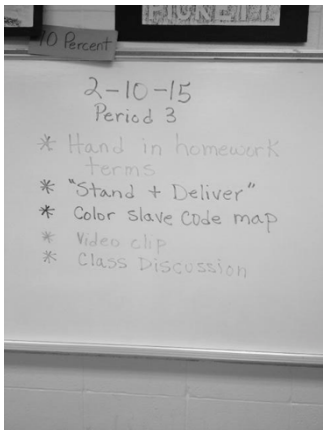
- Level of functioning
- Flexibility
- Portable vs. stationary
- Reference vs. locator
- Whole day vs. part day
- Individual vs. group

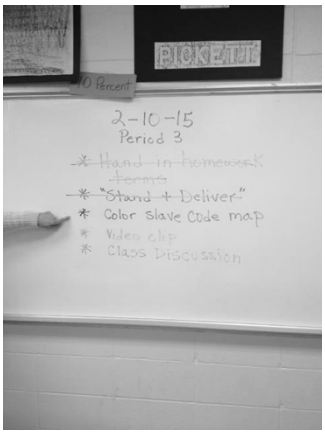
## Whole Class Schedule



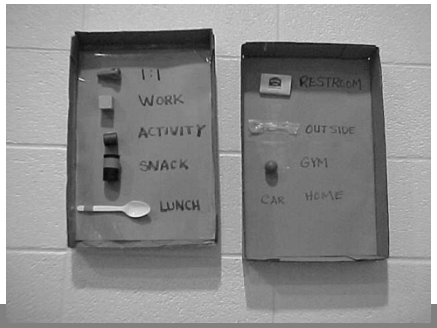



# Secondary Class Agenda

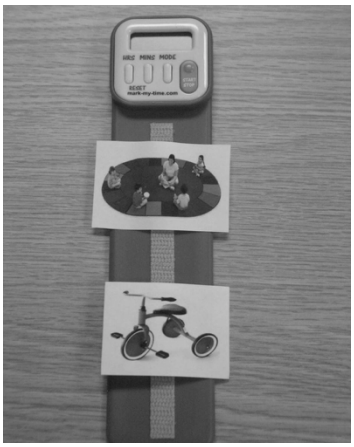


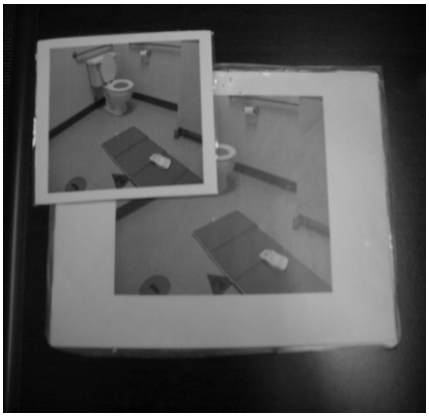

Object schedule examples




## First--Then

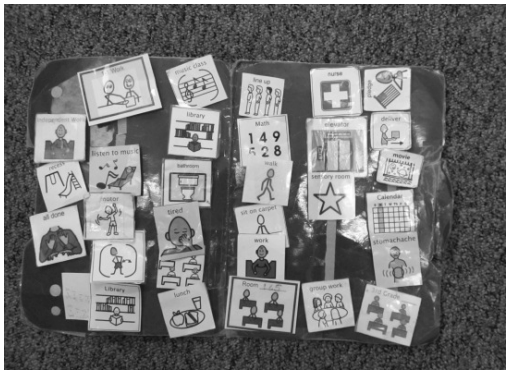



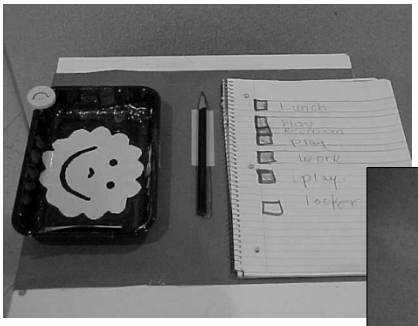
## Locator Schedule

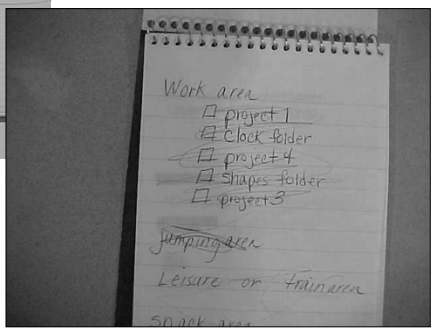


## Reference Schedule

# Portable Schedule







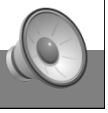

Written Schedule for HF Autism

# Teaching Change

- Surprise!!
- For unexpected changes, teach a "Change Card"

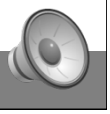
Think Time…

Name at least one purpose for teaching a student to use a visual schedule.



## Purposes for Teaching a Student to Use a Visual Schedule

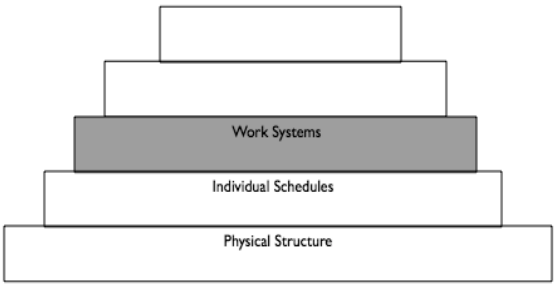
- Make abstract events more concrete
- Provide flexibility
- Help with transitions
- Make the day predictable
- Help with language difficulties
- Show the beginning and end
- Teach ‘change’



# Work Systems

Tell students what to do!

## Elements of Structure



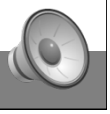

## Work Systems

- What work?
- How much work?
- When am I finished?
- What's next?

  *(What do I do or what do I get when I am finished?)*

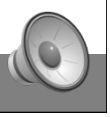
## Independent Work Systems

- Involve the student in a constructive, independent activity
- Review mastered material
- Provide a calming activity: easy, predictable, familiar
- Practice recently taught materials
  (e.g., seat work)



## Independent Work System Considerations

- Level of functioning
- Sustained attention
- Prompts
- Reinforcement
- Should increase as student develops skills





Susan Stokes, 20

Think time…

What **4 Questions** should be **visually answered** when developing a work system?

## The 4 Questions

- What work?
- How much work?
- When is it finished?
- What's next?

## Individualized Instruction *or* 1:1 Work

- A teaching period in the learning environment where a teacher works directly with a student.
- Teacher often uses behavioral principles to teach new skills or practice skills.
- Skills can then be made into a structured task for more independent practice
- A teacher can incorporate a work system into the child's one-on-one.

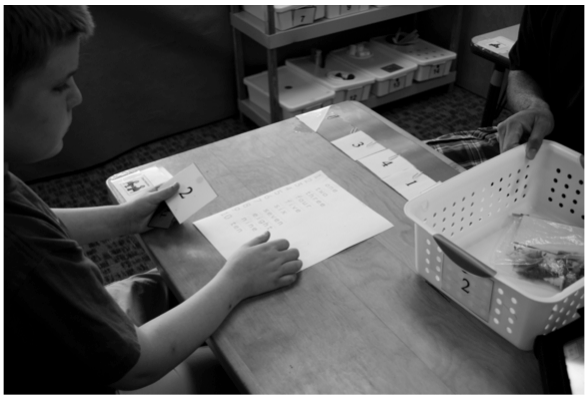
## 1-1 Work System

Same Visual System

- What work?
- How much work?
- When am I done?
- What do I do OR what do I get when done?

## 1-1 Work Systems

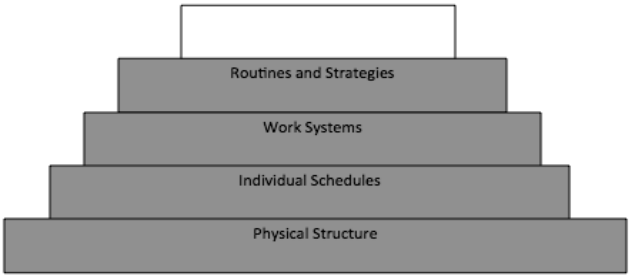
Can you see the work system in this picture?



# Routines and Strategies

Give meaning to the environment…

## Elements of Structure



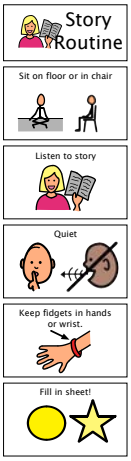

## Teaching Routines

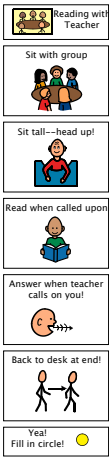
- Goal is to create a framework within the schedule
- Helps individuals become more flexible—change content once routine is established
- Activities within a lesson
- Steps in activity / task analysis
- Job lists

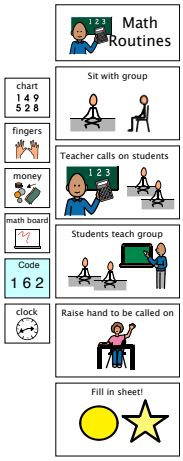
# Examples of Routines

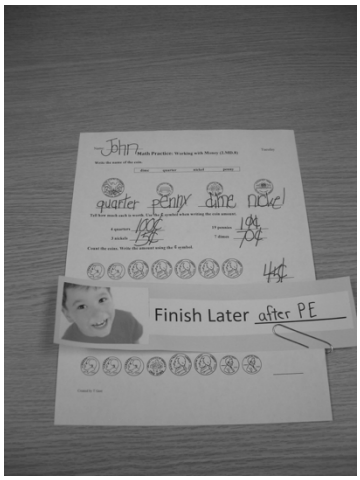
- Checking the schedule
- Following a Work System
- What to do with finished work
- Relaxing or calming self
- Entering a room
- Waiting
- Making a choice
- Asking questions

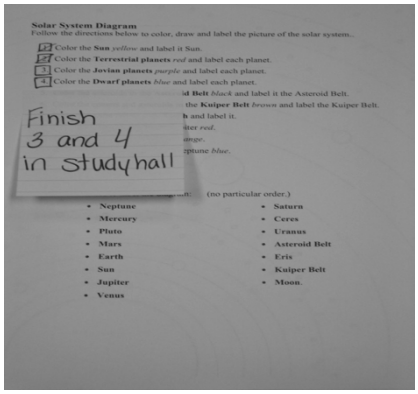
# Classroom Routines





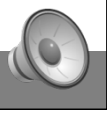




Think time…

Think about a school or home routine that may need to be taught to a student.

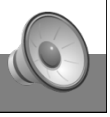
## Routine Examples

- Getting ready for school
- Riding the bus
- Getting ready for recess
- Making lunch choice
- Entering a room--cafeteria, library, classroom, gym
- Checking out a book from the Media Center
- Using the bathroom
- Gathering materials at end of day

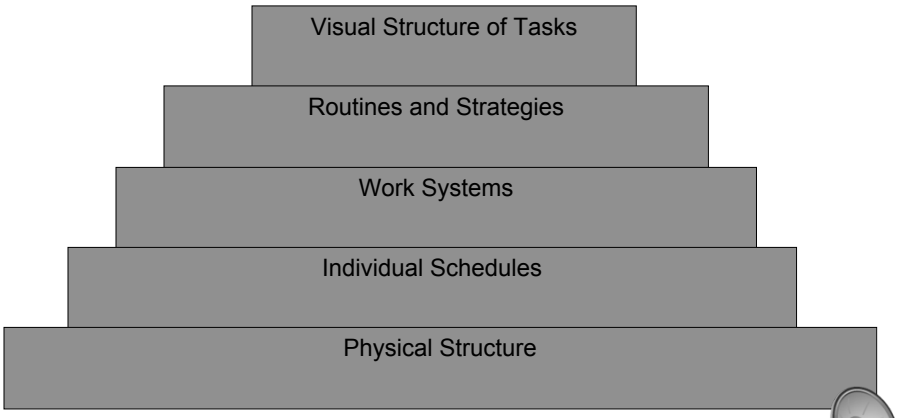


# Task Organization

The user knows what to do by looking at the task!



## Elements of Structure

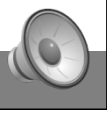



## Sometimes called…

- Work boxes
- Job boxes
- Structured Tasks
- Jigs
- Structured file folder activities/tasks

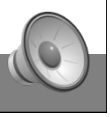
## Purpose of Tasks

- Teach basic skills
- Develop independent mastery of skills
- Provide predictable cues and structure when learning new skills



## Considerations for Task Development

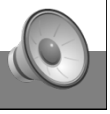
- Level of functioning/skill
- IEP goals
- Prerequisite skills
- Curriculum
- Age and developmentally appropriate



## Task Organization

Highly organized and incorporate visual instructions to clearly indicate:

- The activity to be completed
- The steps to completion
- Important or essential features of the task



## Effective Tasks

- Solid end product
- Set up and organized for student independence
- Flexible
- Concrete and meaningful

## Components of a Structured Task

- Visual organization
- Visual clarity
- Visual instructions

## Visual Organization

Reduce stimulation and sensory input

- Containers for organization
- Limit the work area
- Reduces anxiety

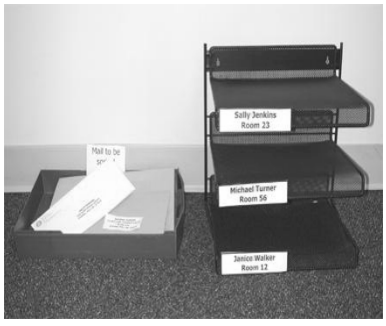
## Visual Clarity

Highlights important information

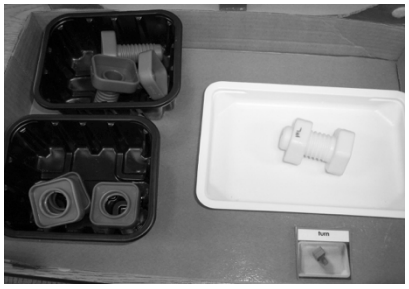
- Color coding
- Numbering
- Labeling
- Limiting materials

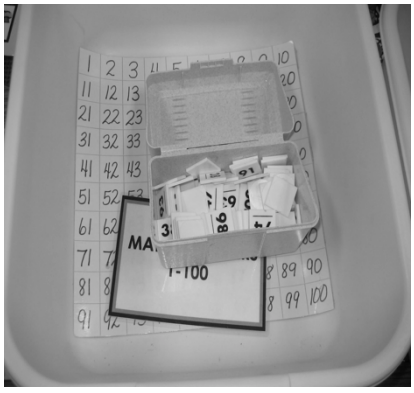
## Visual Instructions

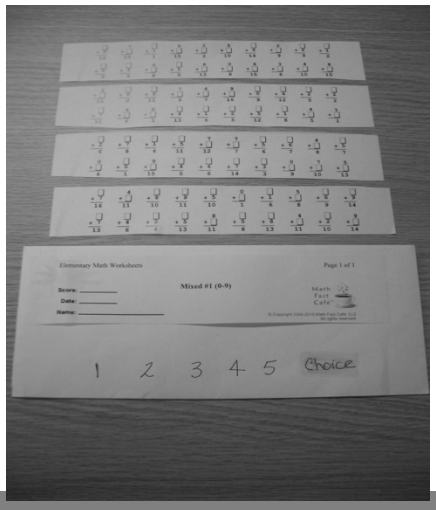
- Sequential
- Defines task
- Jigs
  - Cut out
  - Picture
  - Outline
- Written instructions
- Product sample

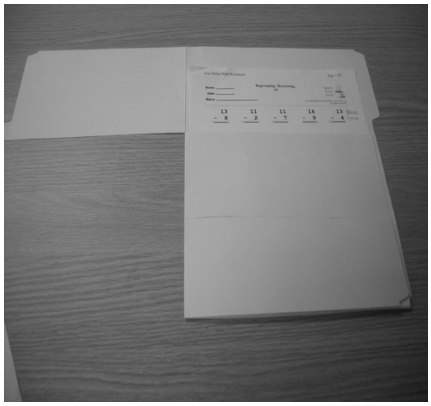


## Tasks to Teach Play Skills





## Structured Teaching Summary

- Pay attention to individual considerations
- Design the physical space and/or develop visual boundaries
- Develop the schedule
- Create the work system
- Teach the routines
- Organize tasks
- Implement and monitor progress

**Assess--Restructure--Assess--Restructure--Assess--Restructure**

# Questions?

# References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