
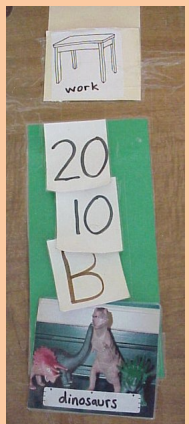
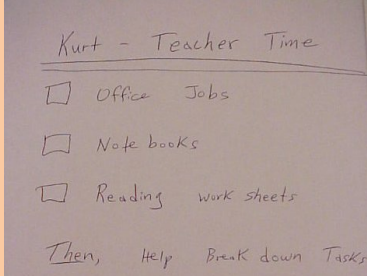
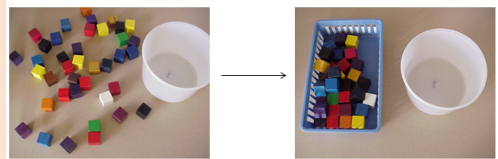
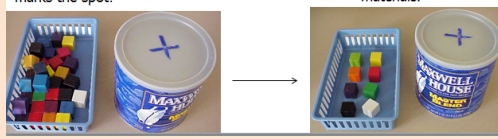
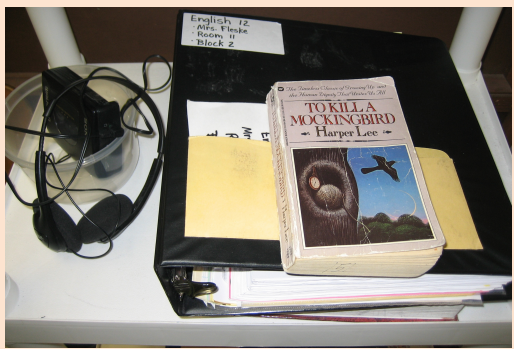


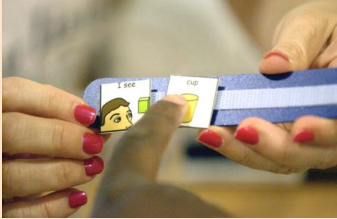




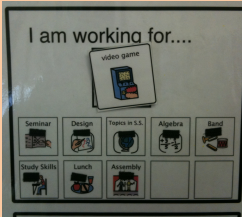
COMPONENTS OF STRUCTURED TEACHING

Components	Specifics	Considerations
<p>ASD Characteristics</p> <p>Respecting the “culture of autism”</p>	<p>TRIAD OF IMPAIRMENTS</p> <ul style="list-style-type: none"> • Impairments in communication. • Restricted repetitive and stereotyped patterns of behavior, interests and activities. • Impairments in social interactions. 	<div data-bbox="885 231 1063 472" data-label="Image"> </div> <p>“...see the world through their eyes...”</p> <p>Children with ASD...</p> <ul style="list-style-type: none"> ➢ Visually process information ➢ Difficulty combining ideas ➢ Distractible ➢ Communication Problems ➢ Difficulty with concept of time ➢ Attached to routines ➢ Strong interests and impulses ➢ Sensory preferences and aversions <p><i>Different combinations of characteristics in every individual w/ASDs require individualized programming.</i></p>
<p>Physical Structure</p> <p>The physical arrangement and organization of materials, furniture and equipment within the learning environment.</p>	<ul style="list-style-type: none"> • Physical arrangement of environment • Schedules • Self-directed Choice • Group Areas • Sensory/Safe Spot • Independent Area • Direct Instruction • Leisure/Play Areas 	<div data-bbox="925 787 1502 1165" data-label="Diagram"> </div> <ul style="list-style-type: none"> ➢ Allow for supervision of all students ➢ Reduce distractions & maximize focus. ➢ Spacing appropriate for individual needs. ➢ Allow for maximum independence.
<p>Individual Schedules</p> <p>A visual concrete method used to tell a child which activities will make up their day and the order in which they will occur.</p>	<ul style="list-style-type: none"> • How does student know when to check his/her schedule? • Determine length of schedule (# of cues on schedule) • Determine what type of cue student understands (Mode Assessment) • Staying on track: What does student do with visual cue at initiation or completion of each activity? (Concept of finished) 	<div data-bbox="876 1354 1274 1491" data-label="Image"> </div> <div data-bbox="876 1522 1274 1638" data-label="Image"> </div> <div data-bbox="933 1669 1193 1858" data-label="Image"> </div> <div data-bbox="1258 1669 1518 1858" data-label="Image"> </div> <ul style="list-style-type: none"> ○ Level of functioning ○ Format for presentation ○ Mobility & Flexibility ○ Routine for checking schedule ○ Student's interest ○ Visual cue for schedule

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<p>Work Systems</p> <p>Visually answers 4 key questions.</p>	<ul style="list-style-type: none"> • What work? What type of visual cue will label each task, container or folder? • How much work? Sequence in which cues or tasks are presented. • When is task finished? How will student mark progress through the work system and know when he is finished? • What comes next? What type of visual cue is used to communicate what's next/choice? 	  
<p>Visual Structure</p> <p>Incorporating concrete visual cues into a task or activity (across all environments).</p>	<p>Visual instructions</p> <ul style="list-style-type: none"> • Jigs • Picture lists • Written Instructions • Product Sample <p>Visual organization</p> <ul style="list-style-type: none"> • Single containers • Student sees all components of task as one piece • When stability is built into task, it builds independence <p>Visual clarity</p> <ul style="list-style-type: none"> • Further clarification of relevant information and key materials • Emphasizes significant parts • Shifts child's focus to relevant details (colors, pictures, numbers, words) 	<p>Materials define the Task</p> <p>What is the intended activity? → Container helps draw focus to the blocks.</p>  <p>Visual Clarity</p> <p>Clarify the purpose, 'X' marks the spot! → Limit the amount of materials.</p>   <ul style="list-style-type: none"> ➤ Visual structure promotes independence ➤ Can be incorporated into any environment ➤ Promotes self-efficacy

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<p>Communication</p> <p>Neurological differences in children with ASD can interfere with the communication process.</p> <p>Sensory differences may distort input being received.</p>	<p>System - Ways to communicate</p> <ul style="list-style-type: none"> • AAC • PECS • Interactive Communication • VOCA • Sign Language <p>Content - What to communicate</p> <ul style="list-style-type: none"> • Multiple opportunities throughout the day • Set-up opportunities • Use meaningful and motivating settings • Natural settings <p>Function – Why communicate</p> <ul style="list-style-type: none"> • Requesting • Rejecting/refusing • Giving information • Seeking information • Expressive feelings • Getting attention • Social routines • Commenting 	<div style="display: flex; justify-content: space-around;">   </div> <p>Using speech generating devices to communicate during play</p> <ul style="list-style-type: none"> ➤ Teach functional, intentional, meaningful communication ➤ Use meaningful and motivating settings ➤ Use natural settings when possible <p>It is important to provide an individual with ASD a communication system that will allow them to <u>independently</u> communicate their needs to another person.</p>
<p>Behavior</p> <p>Behavior Management using structured teaching</p> <ul style="list-style-type: none"> • Student centered approach • Appeals to the individual with autism's strengths • Teaches concepts • Promotes understanding through meaning • Respects the culture of autism 	<p>Be Proactive – Not Reactive</p> <p>Strategies for maintaining behavior:</p> <ul style="list-style-type: none"> • Understanding the fundamental features of autism • Respecting the culture of autism • Setting up structure • Developing pro-active routines • Developing effective communication systems • Building on individual strengths and interests in developing the curriculum • Expanding social and leisure interests and meaningful opportunities for practice. <p>Support Behavior Positively:</p> <ul style="list-style-type: none"> • Understand characteristics of autism that may influence student's ability to function in the learning environment. • Use Iceberg analogy in addition to ABC Model to reframe the problem from student's perspective • Target interventions at causes of behavior rather than effects of behavior. • Behavior serves a function and is a form of communication • Use functional behavior assessment to determine basis of behavior • Positively reinforce the smallest steps toward shaping a behavior. 	 <p>Specific Behaviors</p> <p>Underlying Deficits</p> <p>Hidden Depths</p> <ul style="list-style-type: none"> ➤ Define behavior ➤ Collect data to determine function of behavior ➤ Develop a plan ➤ Implement for at least 2 weeks ➤ Re-evaluate to see if interventions are working <div style="display: flex; justify-content: space-around;">   </div> <p>➤ Incorporate high interests.</p>  <p>I am working for...</p> <ul style="list-style-type: none"> ➤ Be consistent ➤ Incorporate into daily routine
<p>Data Collection</p>	<p>On all components, assess, restructure, reassess, restructure, etc.</p>	

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