



Welcome to the Summer Institute Follow-Up Webinars

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The Powers of Structured Teaching in the General Education Classroom



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Learning Objectives

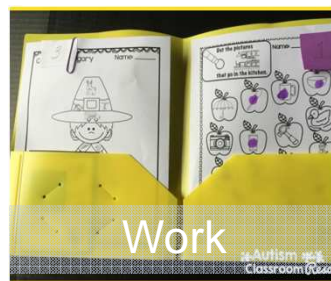
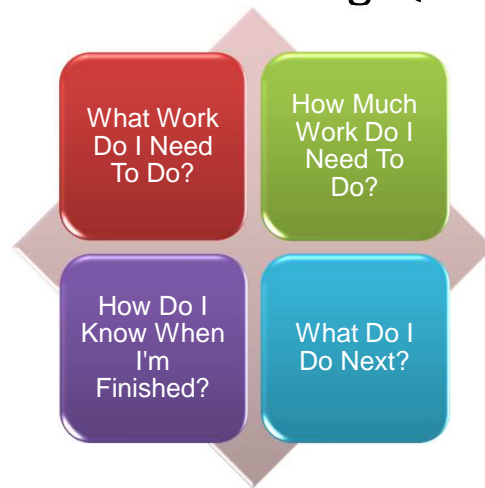
Participants will:

- Be able to identify the 3 areas of structured teaching as they apply to supporting students with ASD in the general education environment.
- Identify multiple considerations in determining how to organize the physical environment and considerations of seat arrangements for learners on the spectrum in a general education classroom.
- Become familiar with at least 4 different types of visual schedules that can help support students in general education environments.
- Review at least 3 different types of structured work systems that could be easily implemented in the general education environment.

What is Structured Teaching?

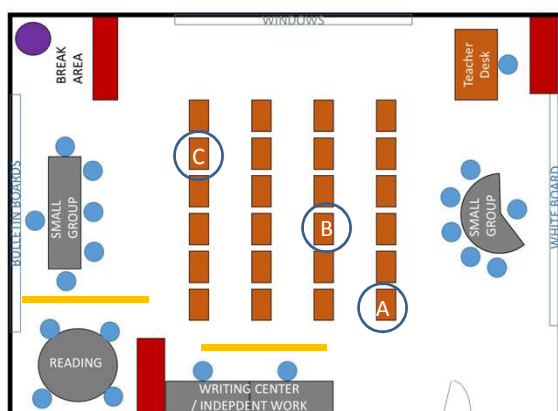
- Organizing the classroom environment and visual supports to capitalize on the visual strengths of students with autism and similar disabilities.
- Setting up environments so that the expectations are visually clear to the student

Structured Teaching Environments Address the Following Questions

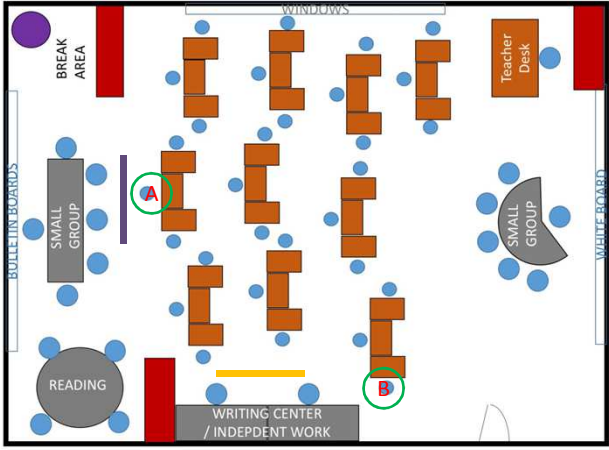


Physical Space in the Gen Ed. Class

- Reduce clutter and distractions
- Assure the student has sight of the most important person / place in the room
- Materials on the wall relate directly to instruction
- Consistent seating plan
- Visual cues within the environment



- Desks in rows
- Students close together, may distract each other
- Everyone facing the teacher for whole group
- Works well as long as students aren't working at small group by white board
- Seat A = close to door for breaks--far from break area in room
- Seat B--more involved but possibly more distracting
- Seat C--Closer to break area in room
- Yellow bars behind independent work and between reading and small group can be tape or divider to block distractions



The diagram illustrates a classroom layout with several key features: a 'BREAK AREA' in the top left, a 'READING' area in the bottom left, a 'WRITING CENTER / INDEPENDENT WORK' area at the bottom, and a 'Teacher Desk' in the top right. Two 'SMALL GROUP' areas are shown, one on the left and one on the right. A 'BULLETIN BOARD' is on the left wall, and a 'WHITE BOARD' is on the right wall. 'WINDOWS' are at the top. Two specific seats are highlighted: 'A' is circled in green and 'B' is circled in red. A purple tape is shown behind seat A, and a yellow bar is shown behind the independent work area.

- Good for frequent cooperative group learning
- May result in conversation at desks
- Putting student in seat A—faces board, near break area, center of small group
- Seat B—faces window, more distraction; far from break area
- Purple tape behind seat A may keep student at desk
- Yellow bar behind independent work can be tape or divider to block distractions

Tape Separates iPad Spaces



<http://www.theagerteacher.com/>

Use Tape to Structure Space



Material Organization

- Where do materials go?
- Where do students keep their materials?
- Where do they put things away?
- Where does finished work go?
- Where do students store homework?

Organizing Materials







Organize Drawers

Checklists

<p>I need to be careful with the things I own. It is important to keep track of and not lose my things.</p> <p>Before I leave school for the day, I have to check for...</p> <p><input type="checkbox"/> -my hat</p> <p><input type="checkbox"/> -my gloves</p> <p><input type="checkbox"/> -my wallet</p> <p><input type="checkbox"/> -my lunch bag</p> <p><input type="checkbox"/> -my school bag</p> <p><input type="checkbox"/> -the books I need</p> <p><input type="checkbox"/> -my agenda</p> <p><input type="checkbox"/> -anything else I brought with me</p>	<p>What do I need to take home for homework today?</p> <p>1) _____ <input type="checkbox"/></p> <p>2) _____ <input type="checkbox"/></p> <p>3) _____ <input type="checkbox"/></p> <p>4) _____ <input type="checkbox"/></p> <p>5) _____ <input type="checkbox"/></p> <p>6) _____ <input type="checkbox"/></p> <p>7) _____ <input type="checkbox"/></p> <p>8) _____ <input type="checkbox"/></p>
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Download free at
<http://www.autismclassroomresources.com/2h5z>

Elearning (visuals)--<http://bit.ly/wKcH6l>

<p>Mrs. Jones' Math Class</p>  <p>I Need:</p> <ul style="list-style-type: none"> <input type="checkbox"/> green textbook <input type="checkbox"/> green notebook <input type="checkbox"/> green pencil case <input type="checkbox"/> calculator <hr/> <p>Routine:</p> <ul style="list-style-type: none"> <input type="checkbox"/> go to seat <input type="checkbox"/> put homework in green basket <input type="checkbox"/> get assignment <input type="checkbox"/> copy notes <input type="checkbox"/> listen to teacher <input type="checkbox"/> raise hand to answer question 	<p>math</p>  <ul style="list-style-type: none"> <input type="checkbox"/> pencil <input type="checkbox"/> textbook <input type="checkbox"/> paper <input type="checkbox"/> calculator <input type="checkbox"/> ruler <input type="checkbox"/> markers 	<p>geography</p>  <ul style="list-style-type: none"> <input type="checkbox"/> pencil <input type="checkbox"/> textbook <input type="checkbox"/> atlas <input type="checkbox"/> binder <input type="checkbox"/> ruler <input type="checkbox"/> markers 	<p>science</p>  <ul style="list-style-type: none"> <input type="checkbox"/> pen <input type="checkbox"/> textbook <input type="checkbox"/> paper <input type="checkbox"/> folders <input type="checkbox"/> laptop <input type="checkbox"/> headphones
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Polling Question 1

Structured teaching can be used for which of the following purposes in a general education classroom?

- A. Providing cues about where to sit
- B. Providing boundaries for the student's workspace
- C. Helping a student be prepared with materials for class
- D. All of the above.



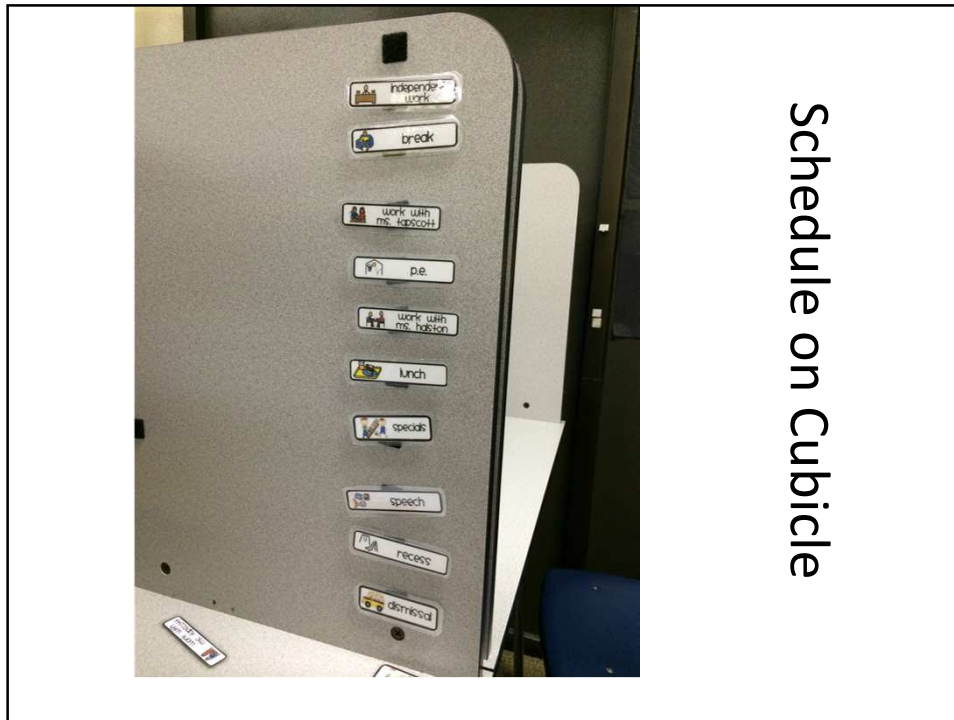
Schedules



Written Schedule

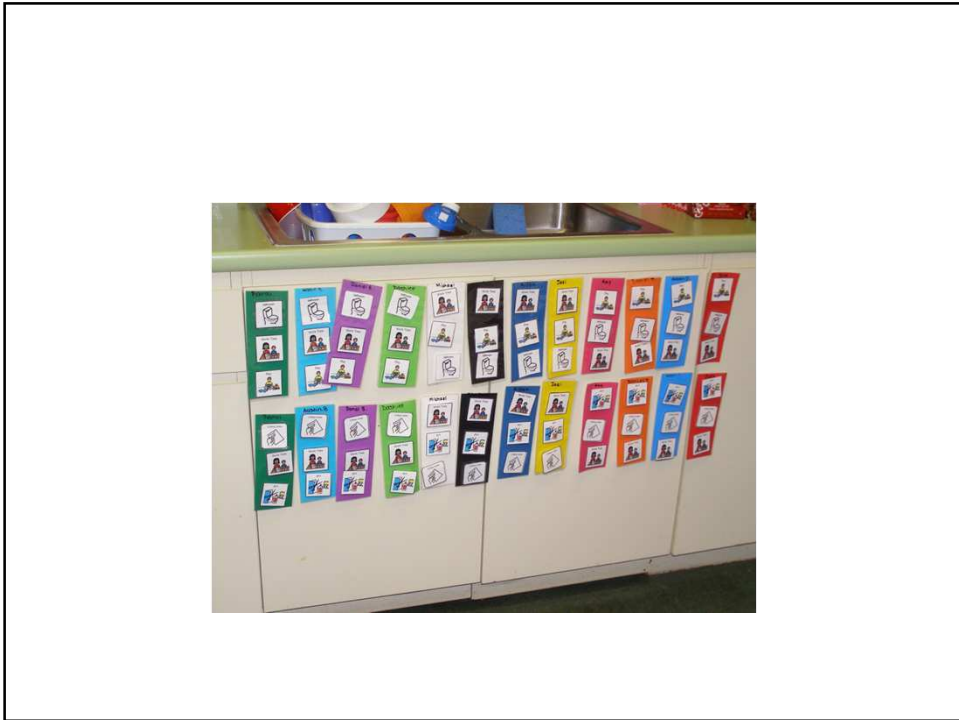


Notebook Schedule

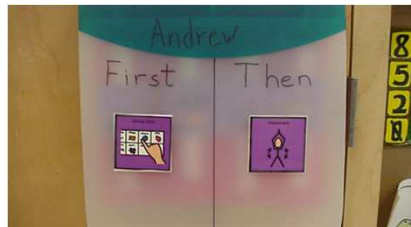


Use Cross-bars for Traveling

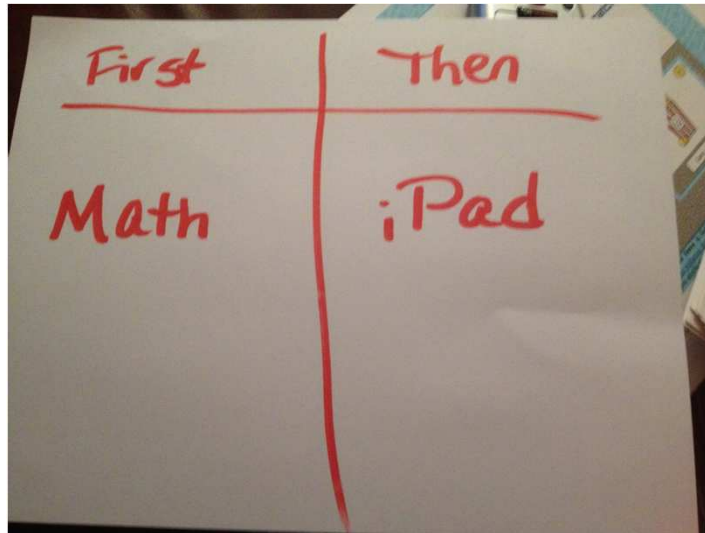




First-Then



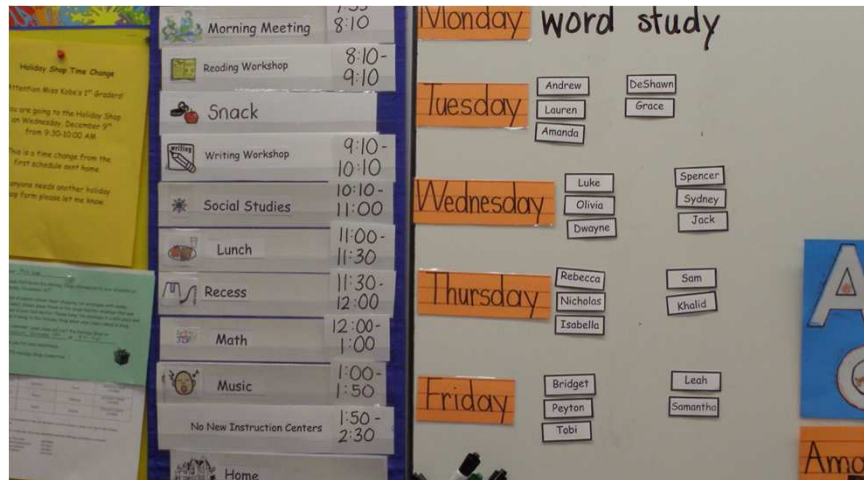
First-Then on the Fly



Bathroom Pass with Schedule




Classroom Schedule-General Ed.



Center Schedule-1st Grade Class



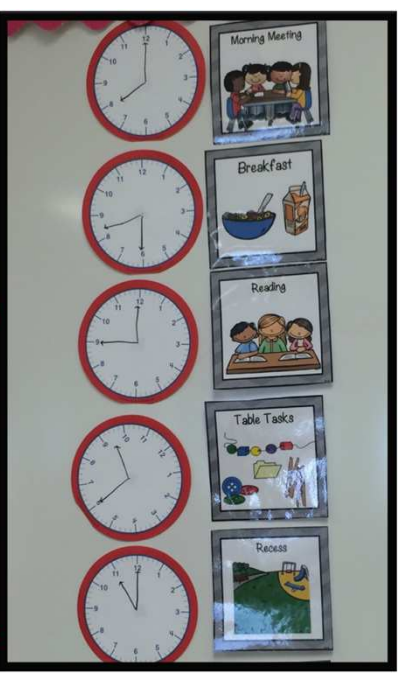



Our Schedule

- 8-9:10 Arrival, sign-in, morning centers, independent work
- 9:10-9:30 Morning meeting / calendar
- 9:30-10:05 Related Arts
 - Monday - Library
 - Tuesday - Music
 - Wednesday - PE
 - Thursday - Computer
 - Friday - Laker Friday
- 10:10-10:25 Storytime
- 10:25-10:40 Group activity
- 10:40-11:10 Lunch
- 11:15-11:45 Recess
- 11:50-12:05 Let's Find Out About It / Let's Talk About It
- 12:05-1:15 Naptime prep/Nap
- 1:15-1:30 Put away mats / Restroom
- 1:30-1:50 Songs, Word Play & Letters
- 1:50-2:15 Snack
- 2:15-2:50 Social Skills, Centers, Teacher Time
- 2:50-3:00 Clean-up/ Pack-up
- 3:00 Dismissal

Class Schedule

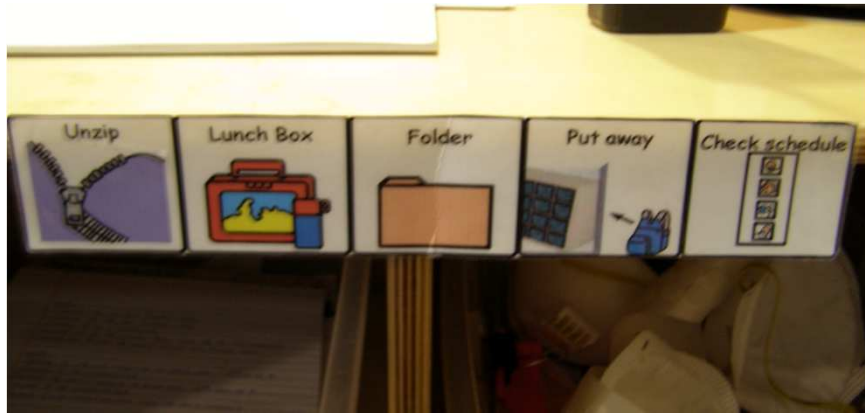
Group Schedule



The group schedule is displayed on a whiteboard with a red scalloped border. It features two columns of clock faces, each paired with an activity card. The activities shown in the close-up are:

- Morning Meeting (8:00)
- Breakfast (9:00)
- Reading (10:00)
- Table Tasks (11:00)
- Recess (12:00)

Arrival Task Analysis



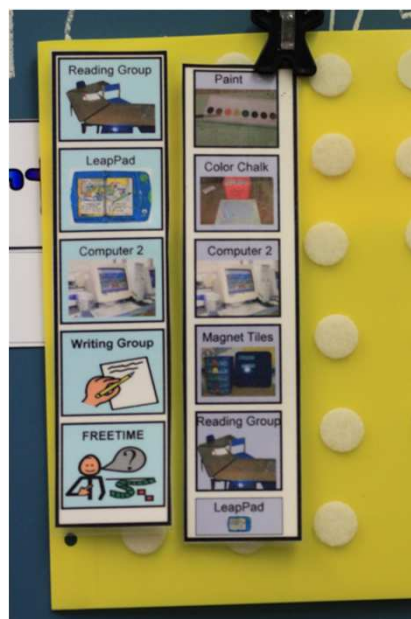
Schedules for Play

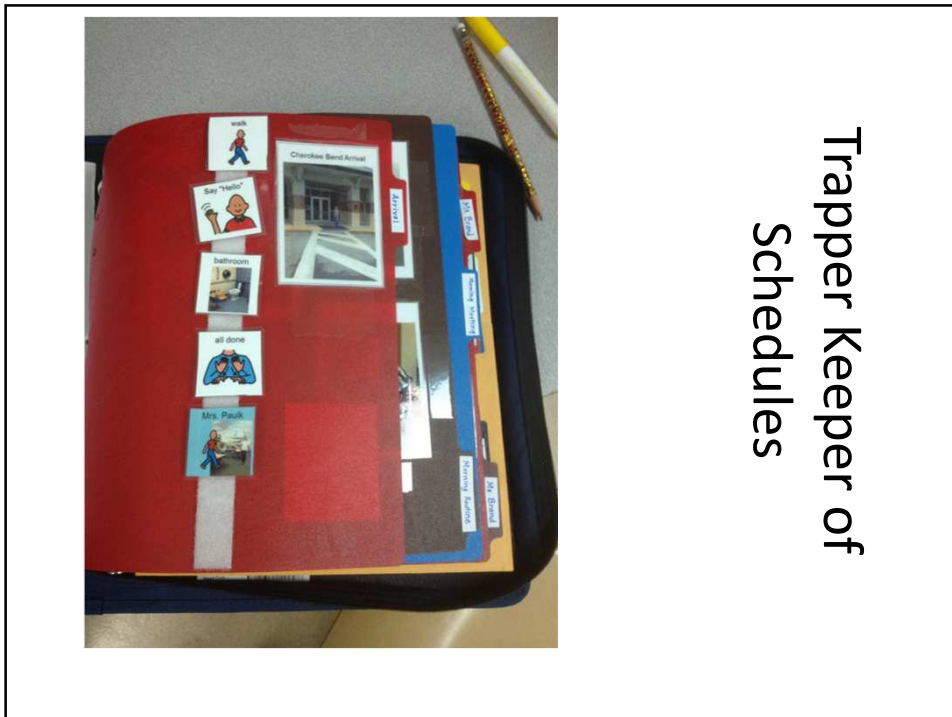


Schedule for Circle Time

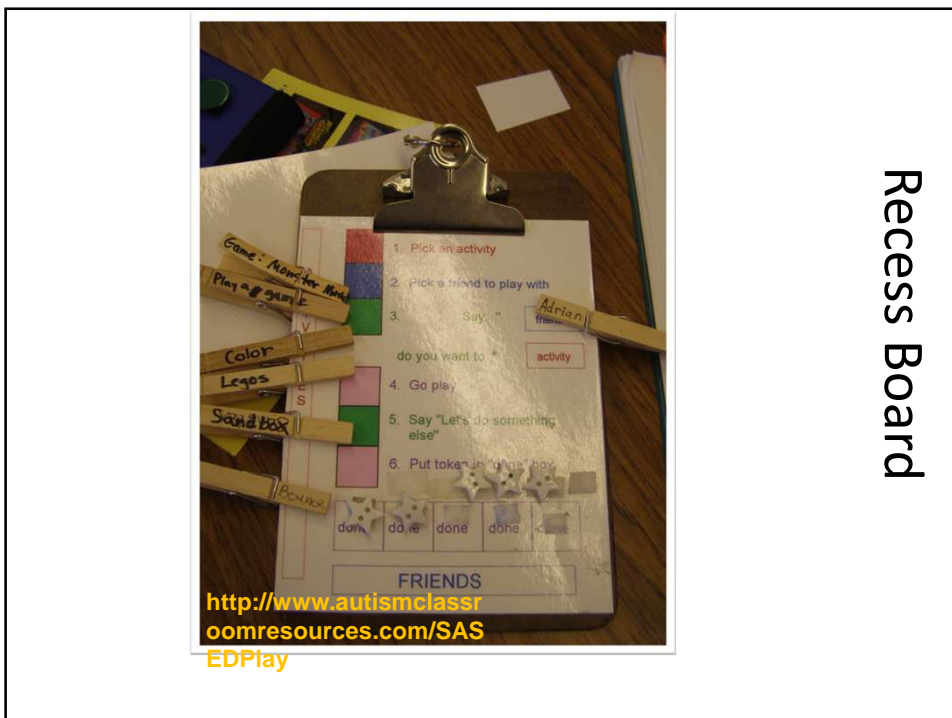


Center Rotation Schedule





Trapper Keeper of
Schedules



Recess Board


<http://www.autismclassroomresources.com/SAS>
EDPlay



In library I will...

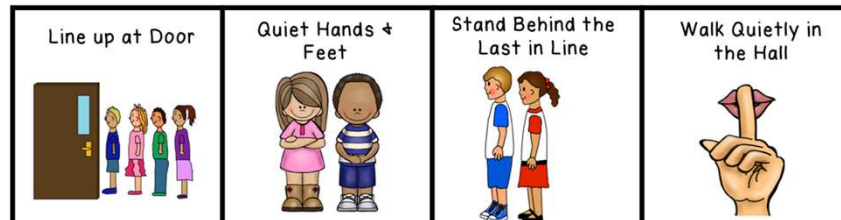
1. computer
2. write about Thomas Jefferson
3. Starfall
4. check out book
5. Read with a friend

Library Schedule



Recess Mini Schedule

Reminders

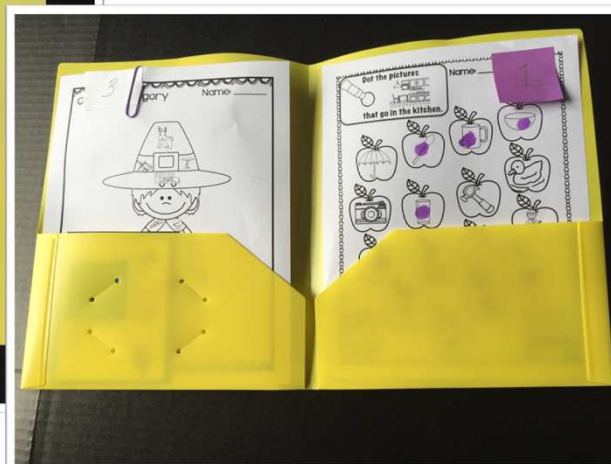


Polling Question 2

- Students with ASD need visual cues in the general education environment:
 - A. Less than in the special education classroom
 - B. More than in the special education classroom
 - C. Students in general education do not need visual supports

Work Systems / Structuring Tasks

- Work systems / baskets
- Structuring worksheets / assignments
- Visual cues in agendas or tests for time management

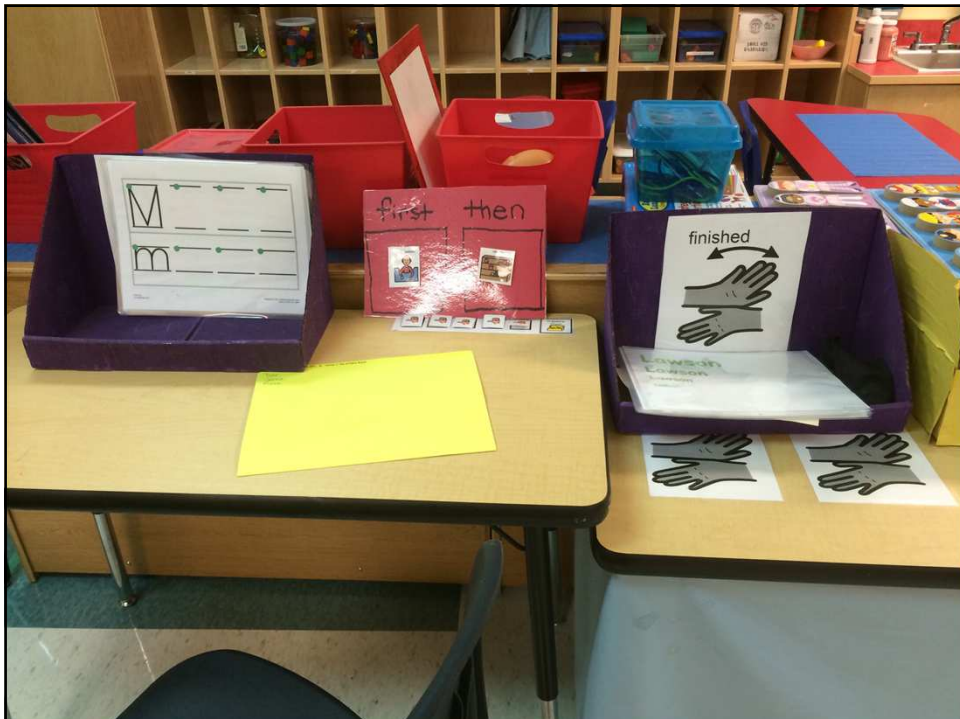




Folder Work System



Work Systems



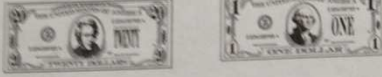


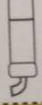



Accommodating Work

PAW PAWS' PETS

NAME: _____ DATE: _____

Directions: Cut and paste each item from the store and match it to the amount needed to buy it.

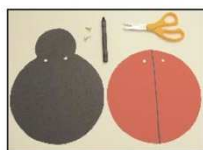
I need this much money...	To buy from the store
	 Food Dish \$15.00
	 Leash \$21.00
	 Water Bottle \$5.00
	<div style="border: 1px dashed black; padding: 5px; display: inline-block;"> Finished <input checked="" type="checkbox"/> </div>

Materials Have Pictures and a Template



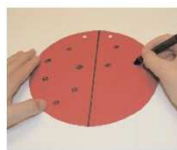
Structuring Art Projects Art Obstacles from Tasks Galore

Ladybug



Ladybug Supplies:

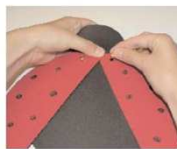
- black ladybug body
- red circle
- two brads
- black crayon
- scissors



1. Draw dots on the red circle.



2. Cut the red circle.



3. Put two brads into the holes.



4. Did you know a ladybug is a type of beetle?

Directions for Food Groups Flip Flap

Cut the excess from each of the pages.

Put glue on the spine of the bottom page.

Glue the spines together and fold the spine forward.

Cut along the dotted line for each category.

Stop cutting at the solid line of the spine.

FINISHED
Ready to paste or write food items in each category.

**Visual Directions for
Academic Tasks**

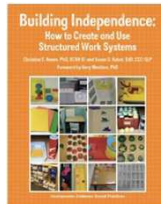
Participant Poll 3

Which of the following represents a way to structure a task using structured teaching?

- A. Drawing lines to break the task up into sections that the student completes sequentially.
- B. Telling the student to only complete the top half of a full worksheet.
- C. Instructing the student to complete just the odd problems on the page.
- D. All of the above

Resources

- Geneva Centre Visuals: <http://www.autismclassroomresources.com/k2tn>
- My Pinterest Visuals Board:
<http://www.autismclassroomresources.com/aml8>
- Special Education Technology British Columbia:
<http://www.autismclassroomresources.com/vyuy>
- Victories 'N Autism Visuals
<http://www.autismclassroomresources.com/zev0>
- **Visual Supports Posts from my blog**
<http://www.autismclassroomresources.com/edrj>



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