



## Summer Institute: Using Evidence-based Practices within the Structured Teaching Framework “Look Fors” For Implementation

### Overview

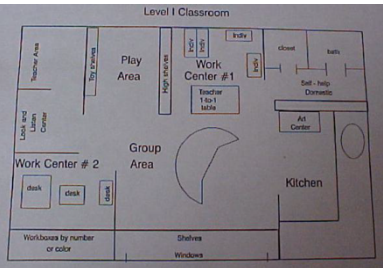
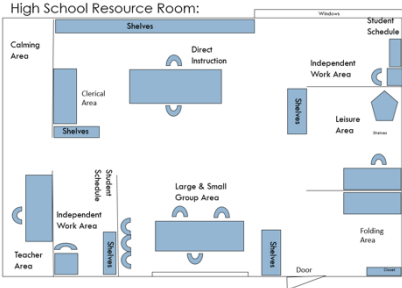

Structured Teaching is a visually based approach to creating highly structured environments that support individuals with autism spectrum disorder (ASD) in a variety of educational, community, and home/living settings (Mesibov, Shea, & Schopler, 2005). This comprehensive treatment model consists of focused interventions that have been designated as evidence-based practices (EBP) that support the neurology of individuals with ASD by helping them understand their environment and daily activities through the use of various forms of visual structure.

There are five major elements of Structured Teaching including physical structure, visual schedules, work systems, visual structure of tasks and routines. We have also included other evidence-based instructional strategies that can be utilized within the Structured Teaching framework to create a comprehensive educational program.

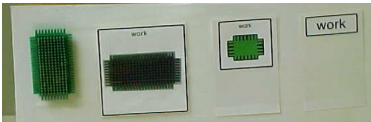



The following pages provide a description and considerations, specific details and examples of each element.

<b>CHARACTERISTICS OF AUTISM</b>		
<b>Description and Considerations</b>	<b>Specifics</b>	<b>Examples</b>
<ul style="list-style-type: none"> <li>● Respect the “culture of autism”</li> <li>● Different combinations of characteristics in every individual with ASD require individualized programming.</li> <li>● ” ...see the world through their eyes...”</li> </ul>	Triad of Impairments: <ul style="list-style-type: none"> <li>● Impairments in communication.</li> <li>● Restricted, repetitive and stereotyped patterns of behavior, interests and activities.</li> <li>● Impairments in social interactions</li> </ul>	Individuals with ASD... <ul style="list-style-type: none"> <li>● Visually process information</li> <li>● Difficulty combining ideas</li> <li>● Distractible</li> <li>● Communication Problems</li> <li>● Difficulty with concept of time</li> <li>● Attached to routines</li> <li>● Strong interests and impulses</li> <li>● Sensory preferences and aversions</li> <li>● Need for predictability</li> <li>● Need for motivation</li> </ul>

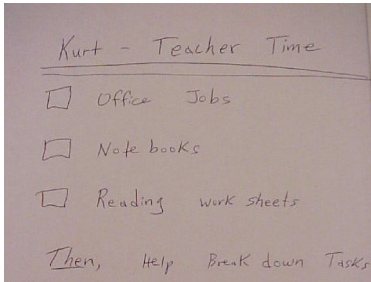
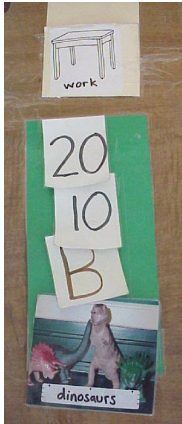
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	PHYSICAL STRUCTURE	
Description and Considerations	Specifics	Examples
<p>The physical arrangement and organization of materials, furniture and equipment within the learning environment.</p> <ul style="list-style-type: none"> <li>Developed based on each classroom's unique curriculum (TEACH 2016) student strengths and needs</li> <li>Allows for supervision of all students</li> <li>Reduces distractions &amp; maximize focus.</li> <li>Spacing is appropriate for individual needs and activities</li> <li>Allows for maximum independence.</li> </ul>	<p>Areas:</p> <ul style="list-style-type: none"> <li><b>Play/Leisure Areas:</b> Area with a focus on the development of play and leisure skills (TEACCH 2016)</li> <li><b>Learning Environments:</b> Areas based on the curriculum and meet the needs of the student to maximize his/her learning (TEACCH 2016) <ul style="list-style-type: none"> <li><b>Direct Instruction:</b> Area where highly individualized instruction is provided for students (Kabot, Reeve 2010)</li> <li><b>Independent Work:</b> Area where student works independently on previously mastered tasks</li> <li><b>Small Group:</b> Area where a small number of students (2-3) participate in guided practice of previously introduced skills</li> <li><b>Large Group:</b> Area where students work on whole group skills such as waiting, requesting, turn taking, etc.</li> <li><b>Centers/Curriculum Areas:</b> Areas to teach and practice life and employment skills</li> </ul> </li> <li><b>Transition Area:</b> Location of the student's schedule and/or where they wait for new information (TEACCH 2016)</li> <li><b>Calming Area:</b> Place where student can go to relax or regulate his/her emotions (TEACCH 2016)</li> <li><b>Organizational Areas:</b> Areas for staff and students to organize materials (TEACCH 2016)</li> </ul>	  

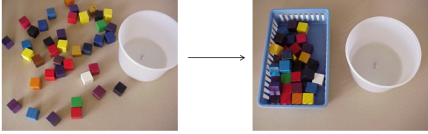
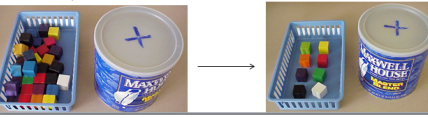

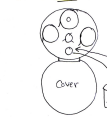
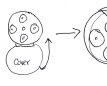
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	INDIVIDUAL VISUAL SCHEDULES (Visual Support)	
Description and Considerations	Specifics	Examples
<p>A visual schedule is a visual, concrete method used to tell a child the activities that will make up their day and the order in which they will occur.</p> <ul style="list-style-type: none"> <li>Answers “Where am I going?” and “What is next?”</li> <li>Uses symbols, words, pictures, photographs icons, actual objects or a combination</li> <li>Based on assessment and individualized to the student’s strengths and needs</li> <li>Special interests were considered</li> <li>Appropriate for age and ability level</li> </ul>	<ul style="list-style-type: none"> <li>Form of Representation <ul style="list-style-type: none"> <li>Object (functional or representational)</li> <li>T.O.B.I. (True Object Based Icon)</li> <li>Photograph</li> <li>Icon or line drawing</li> </ul> </li> </ul>  <ul style="list-style-type: none"> <li>Length and presentation format</li> <li>Method of manipulating</li> <li>Location</li> <li>Method to initiate</li> <li>Method to promote staying on track</li> <li>Method to promote concept of finished</li> </ul>	  



Notes:

	<b>WORK SYSTEMS (Activity Schedule)</b>	
<b>Description and Considerations</b>	<b>Specifics</b>	<b>Examples</b>
<p>A work system or activity schedule is a systematic and organized presentation of tasks and materials (Schopler, Mesibov, &amp; Hearsey, 1995) used to provide opportunities to practice previously taught skills, concepts, or activities (Schopler, 1995)</p> <ul style="list-style-type: none"> <li>• Allows the student to work independently</li> <li>• Student works left to right</li> <li>• Finished receptacle used to teach the concept of finished</li> <li>• Extra materials and other distractions have been removed or minimized</li> <li>• Work system and tasks are set up prior to student arriving to the area</li> <li>• The cue indicating the next activity is in place and materials for that activity are ready to go</li> </ul>	<p>Visually answers 4 key questions</p> <ul style="list-style-type: none"> <li>• What work? What type of visual cue will label each task, container or folder?</li> <li>• How much work? Sequence in which cues or tasks are presented.</li> <li>• When is task finished? How will student mark progress through the work system and know when he is finished?</li> <li>• What comes next? What type of visual cue is used to communicate what's next/choice?</li> </ul>	 <p>Kurt - Teacher Time</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Office Jobs</li> <li><input type="checkbox"/> Note books</li> <li><input type="checkbox"/> Reading work sheets</li> </ul> <p>Then, Help Break down Tasks</p>  <p>work</p> <p>20 10 B</p> <p>dinosaurs</p>

Notes:

	VISUAL STRUCTURE	
Description and Considerations	Specifics	Examples
<p>Visual structure is the process of Incorporating concrete, visual cues into a task or activity (across all environments).</p> <ul style="list-style-type: none"> <li>Shows how to combine and organize a series of parts to obtain the desired outcome</li> <li>Provides the necessary information to put parts or details of a task together in a systematic and meaningful way</li> <li>Promotes the use of the individual's strong visual skills in a functional way</li> <li>Assists an individual in understanding the objective of a task: simplify the environment by providing visual instructions</li> <li>Promotes independence and self-efficacy</li> <li>Can be incorporated into any environment</li> </ul>	<p>Visual instructions</p> <ul style="list-style-type: none"> <li>Jigs</li> <li>Picture lists</li> <li>Written Instructions</li> <li>Product Sample</li> </ul> <p>Visual organization</p> <ul style="list-style-type: none"> <li>Single containers</li> <li>Student sees all components of task as one piece</li> <li>When stability is built into task, it builds independence</li> </ul> <p>Visual clarity</p> <ul style="list-style-type: none"> <li>Further clarification of relevant information and key materials</li> <li>Emphasizes significant parts</li> <li>Shifts child's focus to relevant details (colors, pictures, numbers, words)</li> </ul>	<p><b>Materials define the Task</b></p> <p>What is the intended activity? → Container helps draw focus to the blocks.</p>  <p><b>Visual Clarity</b></p> <p>Clarify the purpose, 'X' marks the spot! → Limit the amount of materials.</p>  <p><b>Toilet Paper Dispensers Directions</b></p> <p><b>To open</b></p> <ul style="list-style-type: none"> <li>Get key from binder</li> <li>Put key into key hole on top of dispenser</li> <li>Turn key</li> <li>Pull cover towards you ↓</li> </ul>  <p><b>To fill</b></p> <ul style="list-style-type: none"> <li>Remove empty toilet paper roll and throw in trash</li> <li>Put new toilet paper roll in its place</li> <li>The end of the toilet paper must hang on the left side</li> </ul>  <p><b>To close and lock</b></p> <ul style="list-style-type: none"> <li>Push cover up until you hear a clicking sound</li> </ul> 

Notes:

	<b>ROUTINES</b>	
<b>Description and Considerations</b>	<b>Specifics</b>	<b>Examples</b>
<p>Routines are regular or customary procedures with detailed steps required in carry out certain actions.</p> <ul style="list-style-type: none"> <li>• Based on assessment of student's strengths, needs and special interests</li> <li>• Creates a framework for activities that will occur within the individual's schedule</li> <li>• Assists with understanding the environment by providing clear directions and expectations</li> <li>• Assists with teaching flexibility</li> <li>• Promotes independence</li> </ul>	<ul style="list-style-type: none"> <li>• Identify routine to be taught based on assessment of student's strengths, needs and special interests</li> <li>• Create a task analysis of the steps required to complete the routine</li> <li>• Ask another adult to perform the steps to ensure accuracy</li> <li>• Develop visual supports to add clarity to the steps</li> <li>• Identify who will provide explicit instruction, the location of instruction and the instructional strategies that will be used to teach the routine (i.e. pairing, prompting, reinforcement, etc.)</li> <li>• Train staff who will be providing instruction</li> <li>• Provide multiple opportunities to teach and practice. Consider teaching and practicing in the natural environment to promote generalization.</li> <li>• Monitor progress using the <a href="#">Task Analysis Data Sheet</a>.</li> </ul>	<p><a href="#">Rules and Routines Video</a></p>  

Notes:

	<b>EVIDENCE-BASED INSTRUCTIONAL STRATEGIES</b>	
<b>Description and Considerations</b>	<b>Specifics</b>	<b>Examples</b>
<p>Evidence-based instructional strategies are focused interventions that have evidence of efficacy in promoting positive outcomes for learners with Autism. These interventions are considered the building blocks of educational programs and should be a part of a comprehensive treatment model such as Structured Teaching.</p> <ul style="list-style-type: none"> <li>• <a href="#">Evidence-Based Practices for Children, Youth, and Young Adults with Autism</a></li> </ul>	<p>Embedding these evidence-based instructional strategies into a Structured Teaching framework can improve student outcomes by creating a comprehensive program.</p> <p><a href="#">Nine Effective Teaching Procedures:</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Pairing</a></li> <li>• Fade in number of demands</li> <li>• Fade in effort and difficulty</li> <li>• <a href="#">Prompting (errorless teaching)</a> to reduce student errors</li> <li>• <a href="#">Intersperse easy and hard</a></li> <li>• <a href="#">Mix and vary or task variation</a></li> <li>• Use escape-extinction for off task responses</li> <li>• Fast-paced instruction</li> <li>• Teach to fluency</li> </ul> <p>Additional evidence-based instructional strategies</p> <ul style="list-style-type: none"> <li>• <a href="#">Providing choice</a></li> <li>• Novelty of task</li> <li>• <a href="#">Reinforcement</a></li> </ul>	<ul style="list-style-type: none"> <li>• Pair the classroom areas and staff with reinforcement</li> <li>• To reduce frustration, teach skills, including the elements of Structured Teaching, errorlessly using prompting procedures with a plan to fade those prompts</li> <li>• Keep the pace of instruction quick by having materials organized and ready to go</li> <li>• Use the work system to fade in demands and intersperse easy and hard tasks</li> <li>• Embed opportunities to access reinforcement into the work system</li> </ul>

Notes:

## Tools to Support Implementation

### ASSESS:

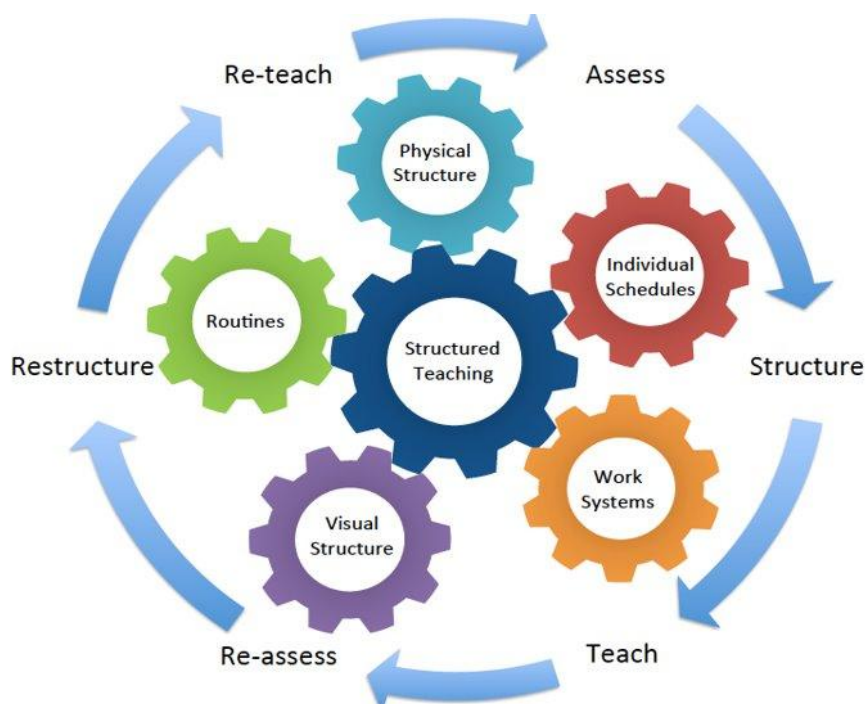
- Student File Review
- [Student Summary Worksheet](#)
- [Mode & Direction Assessment](#)
- [TEACCH Structured Teaching Assessment](#)

### STRUCTURE:

- [Instructional Area Worksheet](#)
- [Individual Schedule Planning Form](#)
- [Work System Planning Form](#)
- [Visual Structure Planning Form](#)

### TEACH:

- [Physical Structure Teaching Plan](#)
- [Individual Schedule Teaching Plan](#)
- [Work System Teaching Plan](#)
- [Visual Structure Teaching Plan](#)



### RE-ASSESS

- [Physical Structure Data Sheet](#)
- [Individual Schedule Data Sheet](#)
- [Work System Data Sheet](#)
- [Visual Structure Data Sheet](#)
- [Task Analysis Data Sheet](#)

### RESTRUCTURE:

- [Strategies for Restructuring](#)

### RE-TEACH:

- Review teaching plan and make adjustments as needed

Note: all resources are on the [TASN ATBS Structured Teaching page](#) on the KSDE TASN website

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