

Strategies for Restructuring

(This is not an all-inclusive list!)

Strategies for Restructuring Physical Structure		
Skill Area	Independent	Not Independent
Student demonstrates understanding of boundaries for activities in each area of room.	<ul style="list-style-type: none"> Structure physical environment in another setting. 	<ul style="list-style-type: none"> Add more concrete boundaries (i.e., carpet squares, hula hoops, furniture, taped area, etc.)
Student movement during transitions is appropriate and deliberate.	<ul style="list-style-type: none"> Structure physical environment in another setting. Fade staff presence. 	<ul style="list-style-type: none"> Create boundaries that will slow the student's path Set workspace away from distractions. Does student need opportunities for functional movement added to his schedule?
Student maintains focus during activities in each area of room.	<ul style="list-style-type: none"> Develop functional jobs in the school. 	<ul style="list-style-type: none"> Provide rocking chair. Have materials ready to immediately begin instruction. Consider if area is high-traffic Consider noise level.
Student accesses, uses, and returns materials and supports during activities and routines.	<ul style="list-style-type: none"> Increase distance of the material location. 	<ul style="list-style-type: none"> Provide visual supports. Decrease distance for access to materials. Does the student need more time to learn the system? Reteach system.
What might you add?		

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Strategies for Restructuring Visual Schedule		
Skill Area	Independent	Not Independent
Accepts cue or initiates checking	<ul style="list-style-type: none"> Add the cue to the end of work systems, task analysis, etc. 	<ul style="list-style-type: none"> Re-assess, restructure, reteach Has the student received adequate teaching about the meaning of the cue? Does the cue need to be changed? Is the schedule at the student's eye level? Are there too many schedules grouped together? What other environmental factors could be causing the student not to respond? Are staff consistent in presenting the cue throughout the day?
Discriminates own schedule from other student schedules	<ul style="list-style-type: none"> Expand schedule use into other settings. 	<ul style="list-style-type: none"> Re-assess, restructure, reteach Has the student received adequate teaching on locating his schedule? Does the student need something to match the cue at the schedule location?
Knows which cue signifies the next activity in sequence	<ul style="list-style-type: none"> Expand schedule use into other settings. 	<ul style="list-style-type: none"> Re-assess, restructure, reteach If the student is "shopping", consider fewer icons at a time. Are the number of icons on the schedule overwhelming or distracting? Reteach using a hierarchy of prompting levels to prevent errors.
Transitions to correct location after referring to cue	<ul style="list-style-type: none"> Fade the use of transition receptacles(?) by using a flip over or mark off schedule system. 	<ul style="list-style-type: none"> Re-assess, restructure, reteach Are expectations clear? Do they understand the meaning of the picture or text? Does the cue adequately represent where the student is going? Are activity areas clearly marked and accessible by the student? Is the path in the transition too cumbersome due to other students, noise, etc.?
Completes using transition receptacle or mark off system	<ul style="list-style-type: none"> Fade the use of transition receptacles(?) by using a flip over or mark off schedule system. 	<ul style="list-style-type: none"> Re-assess, restructure, reteach Is the student carrying the schedule or a schedule cue to remind them where they are going? Is there a way to make the transitions shorter? Is there a way to reduce the number of steps within the transition (i.e., use a mobile schedule)
What might you add?		

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Strategies for Restructuring Work Systems		
Skill Area	Independent	Not Independent
Knows what work to do	<ul style="list-style-type: none"> Change matching system (i.e., capital letters to lower case, one to 1, red to red, etc.) 	<ul style="list-style-type: none"> Re-assess, restructure, reteach Incorporate student's interests Does work system include enough detail for the student to understand? Intentionally teach and consistently use color-coding strategies Embed finished cues within all work Include steps for identifying work in the task analysis
Knows how much work to do (which task to begin with; follows the assigned sequence)	<ul style="list-style-type: none"> Gradually increase number of tasks to be completed. Include work systems in other settings Embed work system into other settings 	<ul style="list-style-type: none"> Re-assess, restructure, reteach Are visual instructions on assignments and routines explicit enough?
Brings task to desk / work area	<ul style="list-style-type: none"> Expand distance between work area and work tasks 	<ul style="list-style-type: none"> Re-assess, restructure, reteach Is the distance between getting work and bringing work to desk too far?
Knows when work is finished	<ul style="list-style-type: none"> Increase number of trials Change materials in the task Interrupt work; stop work before finished Add request for "help" to task Change location of work with task Add excess materials to task Add request for work to be checked Use task set-up jig Collect materials necessary for task Work with a peer to complete the task Combine one or more acquired skills to the task Change format or layout of the task 	<ul style="list-style-type: none"> Re-assess, restructure, reteach Intersperse work (easy, hard, easy hard) Use a timer Embed reinforcement system
Places completed work in proper location	<ul style="list-style-type: none"> Increase distance between work area and finished Change organizational placement of finished items 	<ul style="list-style-type: none"> Re-assess, restructure, reteach Reteach process in Direct Instruction Add visual reminder or cue of where finished work should go Add this step to the task analysis Evaluate whether the finished container needs to look different Embed reinforcement or high interest into placing items in finished
Makes transition to the next activity	<ul style="list-style-type: none"> Place check schedule cue on the end of work system 	<ul style="list-style-type: none"> Re-assess, restructure, reteach
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Strategies for Restructuring Visual Structure of Work		
Skill Area	Independent	Not Independent
Follows visual instructions	<ul style="list-style-type: none"> • Increase number of trials • Interrupt work; stop work before finished • Add request for “help” to task • Add request for work to be checked • Collect materials necessary for task • Work with a peer to complete the task • 	<ul style="list-style-type: none"> • Re-assess, restructure, reteach • Add written instructions • Add pictured written instructions • Picture dictionary • Pictured instructions (actions) • Picture Instructions matching • Cut outs / slots • Model (example)
Demonstrates understanding of visual clarity within the work	<ul style="list-style-type: none"> • Use task set-up jig • Combine one or more acquired skills to the task • Change location of work with task • 	<ul style="list-style-type: none"> • Re-assess, restructure, reteach • Number instructions • Lines/boxes to mark or check off • Lines/boxes for answers • Color Coding / Matching • Highlighting • Indicate Quantity • Add self-correcting • Materials disappear • Labeling with drawings/photos • Label with words • Use arrows or other visuals to direct attention to important information
Follows the visual organization of the task	<ul style="list-style-type: none"> • Add excess materials to task • Change format or layout of the task • Change materials in the task 	<ul style="list-style-type: none"> • Re-assess, restructure, reteach • Do materials need to be stabilized? • Consider putting materials in a self-contained unit • Separate or segment materials • Limit information or materials
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Strategies for Restructuring Routines & Flexibility		
Skill Area	Independent	Not Independent
	<ul style="list-style-type: none"> Add supports to an additional setting Change the materials used 	<ul style="list-style-type: none"> Re-assess, restructure, reteach Consider the strategies for restructuring for physical structure, schedule, work system, and visually structuring work. Does each step have visual instruction, visual clarity and visual organization? Do the skills within the task analysis need to be broken down into smaller steps? Intentionally teach each step using a hierarchy of prompting levels Embed reinforcement Are visual supports at the student's ability level or adequate in helping to teach the new skill? Are the visual supports too cumbersome for the staff and/or student to use? Are the steps being taught consistently across staff?
What might you add?		

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