

| Physical Structure Teaching Plan | | |
|--|--|---|
| Student: | Date: | |
| Student Characteristics | | |
| <input type="checkbox"/> Student makes frequent errors <input type="checkbox"/> Student does not attend to things in the environment <input type="checkbox"/> Student has difficulty initiating once instruction is given <input type="checkbox"/> Student has difficulty completing individual skills <input type="checkbox"/> Student leaves area | <input type="checkbox"/> Other | |
| Skills to be Taught | | |
| <input type="checkbox"/> Demonstrates understanding of boundaries for activities in each area of the classroom <input type="checkbox"/> Movement during transitions is appropriate and deliberate <input type="checkbox"/> Maintains focus during activities in each area of the room <input type="checkbox"/> Student accesses, uses and returns materials and supports during activities and routines | | |
| Prompting Levels (Number 1-3) _____ Gestural _____ Verbal _____ Visual _____ Model _____ Physical (full, partial) | Prompt Interval <input type="checkbox"/> 3 sec. <input type="checkbox"/> 5 sec. | Teacher Proximity <input type="checkbox"/> Sit/stand behind <input type="checkbox"/> Sit/stand across <input type="checkbox"/> Sit/stand to left <input type="checkbox"/> Sit/stand to right |
| Correct Response: Reinforcement Behavior specific praise and... 1. _____ 2. _____ 3. _____ | Consideration for Teaching <ul style="list-style-type: none"> • Strategies to increase motivation <ul style="list-style-type: none"> * Interspersing * Pairing * Visual support • Training of staff • Fidelity data • Environmental factors | |
| Special Teaching Instructions and/or Script: | | |
| 1. Get attention _____ 2. Deliver instruction _____ 3. Provide prompt _____ 4. Wait for response (see prompt interval) _____ 5. Respond to attempts (see reinforcement) _____ 6. Collect and analyze data (see data sheet) _____ | | |
| Notes to restructure: | | |