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Implementing Structured Teaching In A Classroom to Improve Student Outcome

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Objectives

As a result of this presentation, participants will…

- increase their knowledge about the characteristics of Autism
- review the components of Structured Teaching
- learn and practice a systematic process to help implement the components of Structured Teaching in a classroom setting

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Introductions

Karine and Peggy

TASN ATBS

Who's in the audience?

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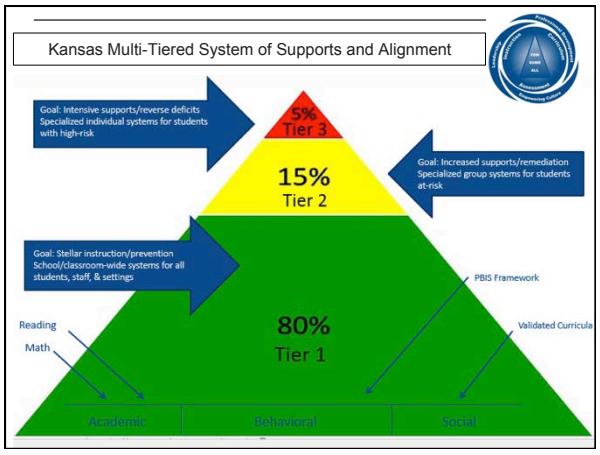
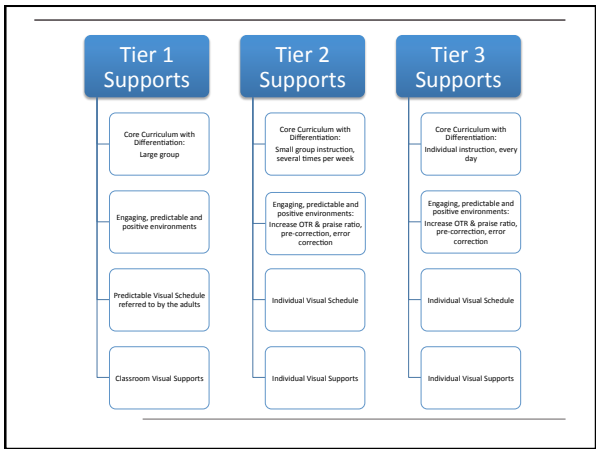
School-wide Positive Behavior Programs (MTSS, CHAMPS, re-design schools, etc.)





What is autism?

Autism spectrum disorder (ASD) is a neurodevelopmental disorder characterized by challenges in social interactions, social communication and by restricted, repetitive patterns of behavior.

National Autism Center

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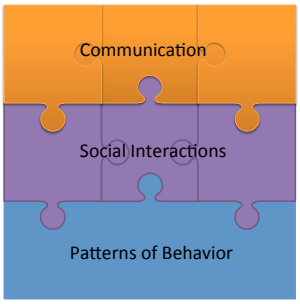
Characteristics of Autism



- Sensory Processing
- Cognition
- Motor Skills
- Emotional vulnerability
- Medical and other biological factors

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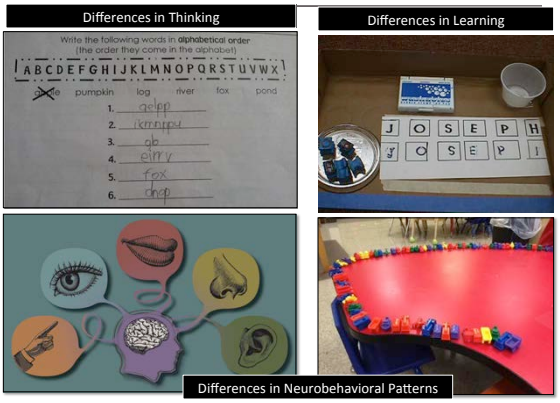

There is no one intervention that is effective with all children with autism spectrum disorders.

National Autism Center at May Institute

National Standards Project-Phase 2
http://www.nationalautismcenter.org/national-standards-project/phase-2/

Structured Teaching

Definition, goals & elements

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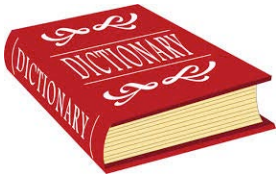
Structured Teaching



…is a visually based approach to creating highly structured environments that support individuals with autism in a variety of educational, community, and home/ living settings (Mesibov, Shea, & Schopler, 2005)

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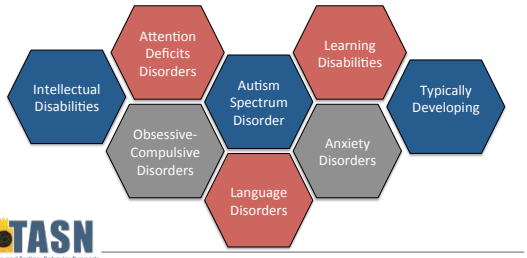
Using components of Structured Teaching can benefit many individuals.

"Many of the characteristics observed in ASD are also seen in other developmental disabilities and psychiatric conditions. What separates ASD from other disabilities are the number, severity, combination, and interactions of characteristics" (Mesibov, Shea, Schopler, 2005).



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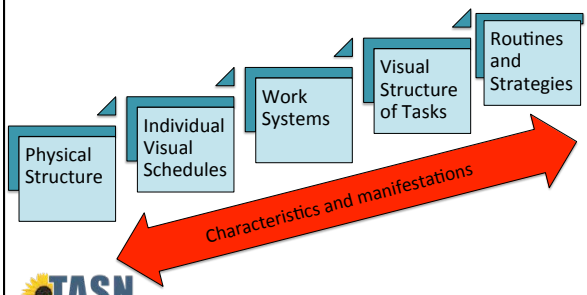
Goals for Structured Teaching

- Provides meaning and understanding within the environment.
- Provides feelings of calm and comfort.
- Makes learning possible by eliminating unnecessary stimuli, focusing attention on relevant information.
- Provides visual systems and supports so student can learn and then generalize skills and appropriate behaviors.
- Promotes independence.

(Mesibov & Shea, 2008); http://www.teacch.com/whatis.html

Elements of Structured Teaching



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Physical Structure

…using visual supports such as furniture, labels, icons, etc., to create visual boundaries that make environments comprehensible and manageable.

Alanna Harryman, Derby

Rationale for Physical Structure

Physical structure is used to:

- Promote independence
- Segment the environment into meaningful parts
- Add contextual cues to provide an idea of expectations in that area
- Segment the environment into meaningful parts
- Provide clear visual and physical boundaries to help student understanding of where he is supposed to go
- Reduce stimulation and minimize visual and auditory distractions (TEACCH, 2016).

Components of Physical Structure

Classrooms are organized into well-defined instructional areas which are developed based on each classroom's unique curriculum (TEACCH, 2016). Each area should be visually organized and have a specific purpose and set of expectations.

- Learning areas
- Transition areas
- Sensory areas
- Organizational areas

Learning Areas

Used to meet the needs of the student and to maximize his/her learning by providing access to the curriculum

- Direct instruction
- Small group
- Large group
- Independent work
- Centers or work zones

Transition Areas

- Location of the students' schedules
- Location where students wait for new information

Alanna Harryman, Derby

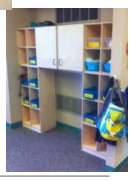
Sensory Areas

- Provides a place where students can go to relax or regulate their emotions
- Includes sensory items individualized for each student (fidgets, music, items with visual effects, etc.)
- Time in the sensory area should be voluntary and used to prevent problem behaviors
- Not to be used as a time-out area

Organizational Areas

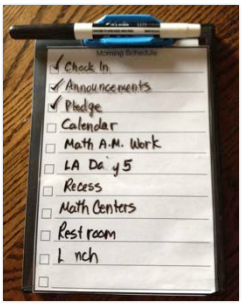
- Students keep personal belongings
- Staff keep personal belongings and/or confidential documents
- Storage for instructional materials
- Work surface/area for staff

Alanna Harryman, Derby



Individual Visual Schedules

…a visual/concrete method used to tell a person which activities will make up their day and the order in which they will occur.



Rationale for Individual Schedules

- Teaches flexibility and routines
- Capitalizes on the the visual processing strengths of most individuals with ASD
- Aids in transitions
- Provides predictability
- Teaches concept of first/then and finished
- Decreases student anxiety
- Promotes independence

(Davies, 2008)

Components of Individual Schedules

- Form of Representation
- Cue to Initiate Use
- Location & Portability
- Length
- Method to Manage

Work Systems

…are systematic and organized presentation of tasks and materials used to provide opportunities to practice previously taught skills, concepts, or activities (Schopler, Mesibov, & Hearsey, 1995).

Alanna Harryman, Derby

Rationale for Work Systems

- Focus on important details
- Maintains attention to tasks
- Reduces anxiety by providing predictability
- Generalizes skills to new settings
- Promotes independence

Components of Work Systems

- What work?
- How much work?
- When is the work finished?
- What comes next?

Movement while working

Tasks are within easy reach to the left of the individual

Individual "stretches" or walks a short distance to get tasks

Individual gathers materials needed for the task from various locations

Movement after each task

The "finished" location is within easy reach to the right of the individual

Individual "stretches" or walks a short distance to reach the "finished" location

Individual turns in completed work at specific times and in specific locations

Visual Structure

…incorporating visual cues into a task or activity.

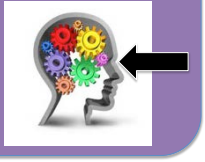
Rationale for Visual Structure

- Promotes use of visual strengths
- Increases meaning and understanding of activities and tasks
- Increases attention and engagement
- Allows for incorporation of student interests and motivation
- Decreases reliance on prompts
- Increases independence

(Mesibov, Shea, & Schopler, 2004)

When we present information verbally, the words are available for a brief moment.

When we present information visually, it can be there for as long as the student needs it.



Components of Visual Structure

- Visual instruction
- Visual organization
- Visual clarity

Routines

…strategies for understanding and predicting the order of events

- Involve breaking large amounts of work or activities into smaller, more manageable parts. These parts are chained or link together
- Routines detail the steps required for carrying out certain actions.

Rationale for Routines

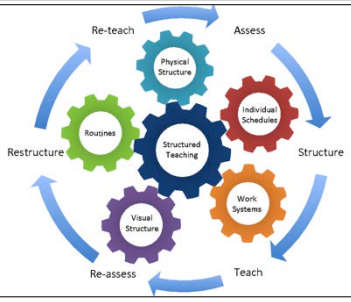
- Address difficulties with distractibility
- Support challenges with time management and sequencing
- Helps maintain consistency in instruction across instructors
- Teaches meaning in an environment
- Increases independence
- Without explicitly taught routines, individuals with autism may develop their own- which may not be adaptive or effective (Mesibov, Shea, & Schopler, 2005).

Routines

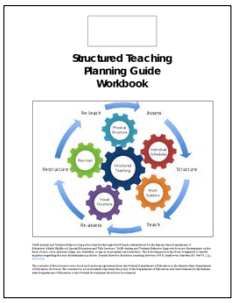
- Established by the teacher
- Taught the first day of school

- Classroom
- Home
- Community
- Job site
- School activities
- Communication

Implementation Cycle



Structured Teaching Planning Guide



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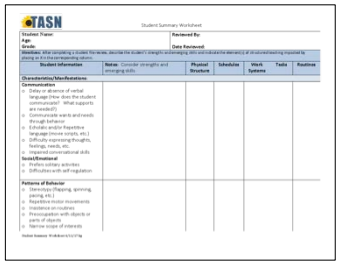
Assess: characteristics and skills

- Watch video
- Identify characteristics and skills on the Student Summary Worksheet
- Share with shoulder partner
- Share with large group



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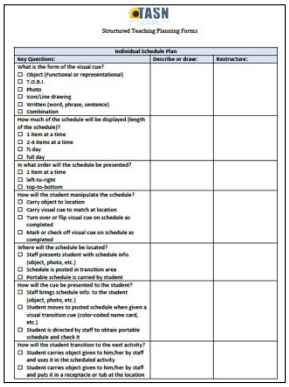
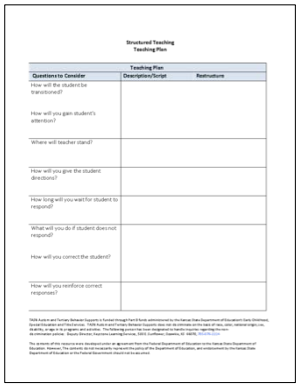
Structure: create an individual visual schedule

- Using the information from the Student Summary Worksheet, complete the schedule planning form
- Share with shoulder partner
- Share with large group



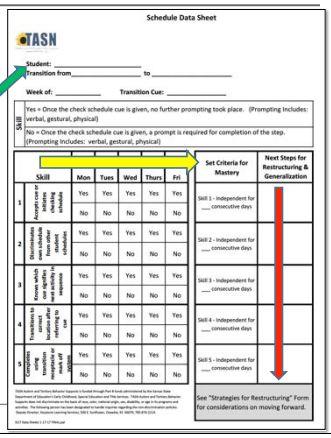
Teach: create a plan to teach the individual visual schedule

- Complete the questions on the Teaching Planning form
- Share with shoulder partner
- Share with large group



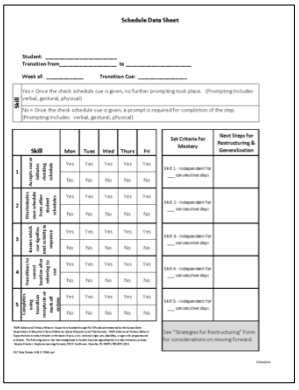
Data Collection Questions

- What data?
- How much data?
- When am I finished?
- What comes next?



Re-assess:

- Watch the video and complete the data sheet
- Share with shoulder partner
- Share with large group



Restructure:

- Review the Strategies for Restructuring and identify ways to restructure or expand
- Share with shoulder partner
- Share with large group

Strategies for Restructuring
(This is not an all-inclusive list!)

Strategies for Restructuring Visual Schedule

Skill Area	Independent	Not Independent
Accepts cue or initiates checking	• Add the cue to the end of work systems, task analysis, etc.	• Pre-assess, Instruct/cue, 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	• Expand schedule use into other settings	• Pre-assess, Instruct/cue, 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	• Expand schedule use into other settings	• Pre-assess, Instruct/cue, reteach • If the student is "shopping", consider fewer items on it • 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	• Fade the use of transition receptacles(?) by using a flip over or mark off schedule system.	• Pre-assess, Instruct/cue, reteach • Are expectations clear? • Do they understand the meaning of the picture or text? • Does the cue adequately represent where they are 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	• Fade the use of transition receptacles(?) by using a flip over or mark off schedule system.	• Pre-assess, Instruct/cue, 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 quicker? • Is there a way to reduce the number of steps within the transition (i.e., use a mobile schedule)
What might you add?		

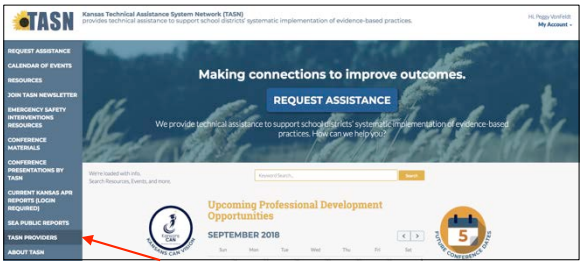
Reteach:

- Complete the questions on the Teaching Planning form
- Share with shoulder partner
- Share with large group

Structured Teaching
Teaching Plan

Teaching Plan		
Questions to Consider	Description/Script	Restructure
How will the student be transitioned?		
How will you gain student's attention?		
Where will teacher stand?		
How will you give the student directions?		
How long will you wait for student to respond?		
What will you do if student does not respond?		
How will you correct the student?		
How will you reinforce correct responses?		

Resources: You can find resources supporting a variety of topics including Structured Teaching on the ATBS page on the TASN KSDE website. Click on TASN Providers to find resources from all of the TASN projects.



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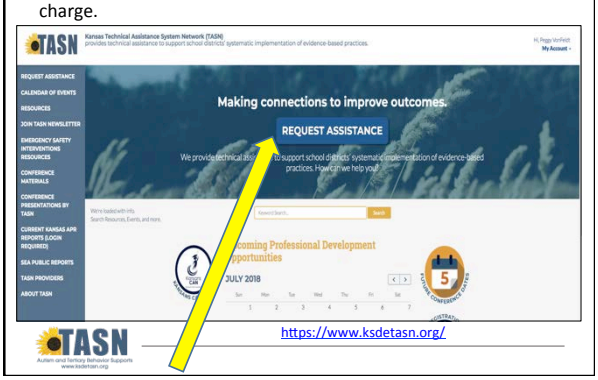
Request Assistance: If you have exhausted district resources for struggling students, you may ask TASN for help here, free of charge.



https://www.ksdetasn.org/

Free Training: These sites provide training on evidence-based practices. They are free! Training certificates provided at the end of each module.

Evidence-Based Practice

- Autism Internet Modules (AIM) – Smith, S. M. (2008). Visual supports: Online training module (Columbus: Ohio Center for Autism and Low Incidence). In Ohio Center for Autism and Low Incidence (OCALI), *Autism Internet Modules*, www.autisminternetmodules.org Columbus, OH: OCALI.

AUTISM INTERNET MODULES

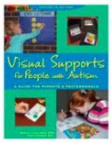
AFIRM

- Autism Focused Intervention Resources and Modules – Visual Supports, Time to complete module 1.5-2 hours
- AFIRM Team. (2015). *Visual supports.* Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorders, FPG Child Development Center, University of North Carolina. Retrieved from http://afirm.fpg.unc.edu/visual-supports

Evidence-Based Practice

Visual Thinking Strategies for Individuals with Autism Spectrum Disorders – The Language of Pictures
by Ellyn Lucas Arwood, Ed.D., Mabel Brown & Carole Kauliz, M.Ed., CCC-SLP, *Paperback, 199 Pages, Published 2009*

Making Visual Supports Work in the Home and Community: Strategies for Individuals with Autism and Asperger Syndrome
By Jennifer L. Sayner, & Brenda Smith Myles, Ph.D.
Paperback, Published 2000



Visual Supports for People with Autism – a Guide for Parents and Professionals (2nd Edition)
by Marlene J. Cohen & Peter F. Gerhardt,
Paperback, Published 2015

How to Develop and Implement Visual Supports
by T.Earles-Vollrath, K. Cook, & J. Ganz *Paperback, Published 2006*

Questions

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References

Autism Focused Intervention Resources and Modules:
http://afirm.fpg.unc.edu/peer-mediated-instruction-and-intervention

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Reeve, C. E., Kabot, S., & Mesibov, G. B. (2012). *Building independence: how to create and use structured work systems.* Shawnee Mission, Kan.: AAPC Pub.

Mesibov, G. B., Shea, V., & Schopler, E. (2005). *The TEACCH approach to autism spectrum disorders*. New York: Kluwer Academic/Plenum.

Hume, K., & Carnahan, C.(2008). Steps for implementation: Structured work systems. Chapel Hill, NC: The National Professional Development Center on Autism Spectrum Disorders, Frank Porter Graham Child Development Institute, The University of North Carolina.

Faherty, C. (1998). *TEACCH structured teaching assessment: guides to individualizing the schedule and the work system*. Chapel Hill, NC: University of Carolina.

AFIRM Team. (2015). *Visual supports*. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorders, FPG Child Development Center, University of North Carolina. Retrieved from http://afirm.fpg.unc.edu/visual-supports

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