

To Address These Issues

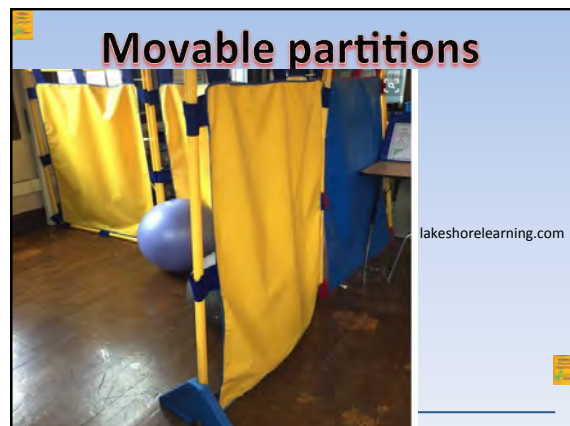
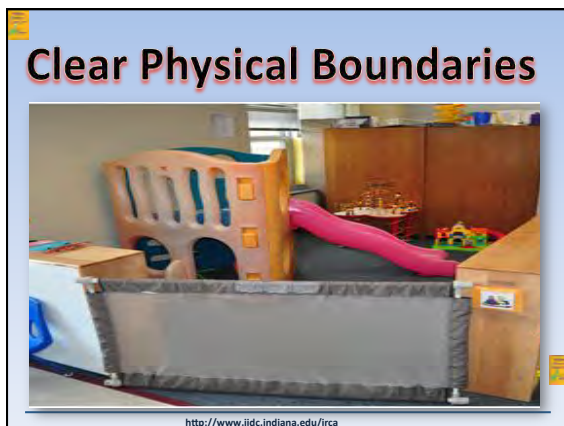
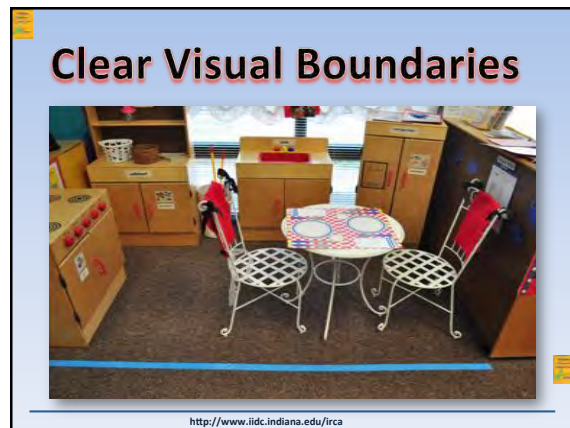
- ◆ Difficulties staying in an area/ running around the room
- ◆ Not understanding what the purpose of an area is and/or not following your verbal directions
- ◆ Confused about personal space or what materials/areas are theirs
- ◆ Easily distracted by things they see or hear in their environment

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USE PHYSICAL STRUCTURE

- ◆ Arrange materials and physical space to segment the environment into meaningful parts to reduce stimulation and minimize distractions
 - Define clear visual/physical boundaries
 - Minimize distractions

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Clear Physical and Visual Boundaries at Home



**Structure explains expectations:
Independent Work Areas**

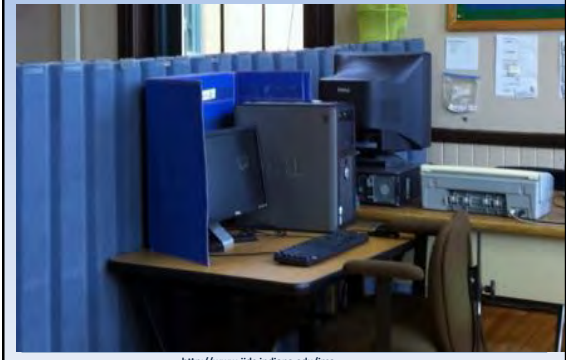


Work on my own- at home



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Computer Area- minimize distractions

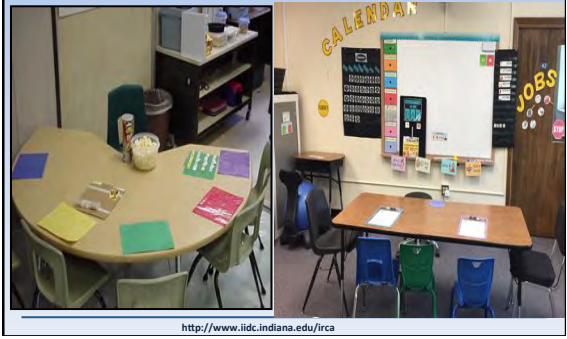


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Waiting Calming



Snack Circle



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If area has more than one function

Use objects to show what is about to happen

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Same concept at home

Dinner

Play

Transition Area- Schedule

Checklist for Physical Structure

- When you walk into the room the function of each area is clear
- There are sufficient boundaries to each area to ensure that learners stay within the area and are not distracted by something outside of the area
- Visual/auditory or other distractions have been removed or screened
- Each learner has a place to: work independently, work with an adult learning something new, work in a pair/group, take a break, check their schedule.

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To Address These Issues

- ◆ Over dependent on others to prompt them to go to the next lesson or area
- ◆ Inflexible- difficulty tolerating change or transitions
- ◆ Want to do things in the order they prefer and/or same things over and over
- ◆ Anxious or confused about their environment and what is happening next.

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USE: DAILY VISUAL SCHEDULE


- ◆ Visually tells what activities will occur and in what sequence so that learner can predict what will happen next.
- ◆ Promotes independence
- ◆ Can teach **flexibility** and tolerance of changes

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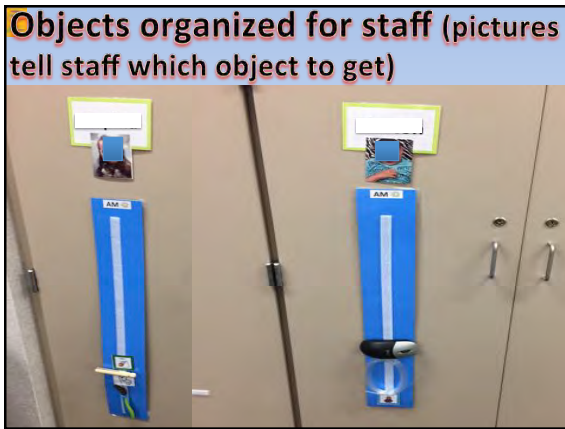
Individual Schedules

1. Objects
2. Photographs or pictures
3. Written

How do I decide which? – need to be able to follow the schedule independently on their worst day.



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Object schedule- post written list for staff/family

Sabrina's Object Schedule Descriptions

- Breakfast/Lunch/ Snack spoon
- Patty, diaper
- Art: paintbrush
- Library: small book
- Game: small ball
- Music: instrument (metronome)
- Stam: water toy
- Stations: block
- Teeth: toothbrush
- Block: small bean bag
- Game: box of crayons
- Computer: left mouse
- Society: nuttie
- Box: steel ball
- Block: matia
- Attachment: cookie cutter
- Glosser: dry erase marker

Area	Object
Table 2	big purple pencil
Table 1	orange block
Water	green block
SD - Art	lg. blue stick
SD - activity	blue marker
Cable: frame	yellow P
Read: About	yellow P
Guest: Trip	ball
Music	ball
Play	blue car
Computer	mouse
Book	red/blue spoon
Cafeteria / Lunch	Penner
Nurse	tubing
Bathroom	toilet paper
Beats	red foam square
Mask	blue handkerch
PL	yellow ball
Library	red mini book
Art	orange paint brush
Index	blue sponge
Gross Motor	colored pin
Playtime	brown/blue beanbag
Dinosaur	box

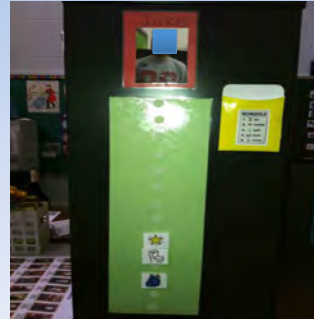


◆ Picture schedule – child matches pictures to identical ones in each area



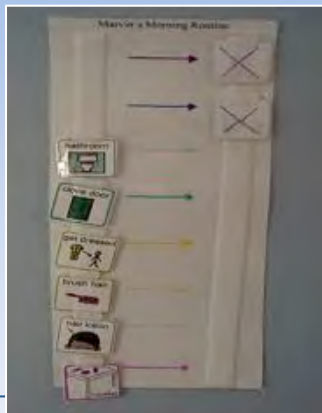
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Whole Day Icon Schedule



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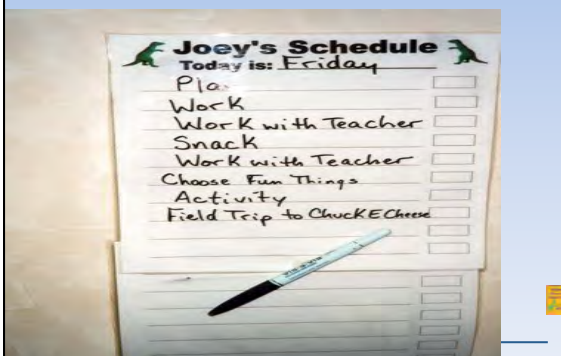
Icon + word
flip over (no
match)



Written matching schedule using interest to increase motivation



Written Schedule Partial Day



Schedule for Middle School learner with some organizational needs

Time	Class	Teacher	Room
7.55-8.05	Homeroom	Weber	201
8.10-9.00	Math	Miller	103
9.05-9.55	Science	Jones	224
10.00-10.50	History	Moore	104
10.55-11.45	PE	White	Gym
11.50-12.20	Lunch	Smith	201
12.20-2.00	LA	Johnson	116
2.00-2.50	German	Weber	201
2.50	Get books from locker		


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Individual Daily Schedule

◆ Teach *flexibility* by changing the order and highlighting changes

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Sara's Tuesday Schedule



William's Afternoon Schedule

- Lunch
- Computer Lab
- Weight Training
- Bread Baking
- Independent Work
- Get Backpack
- Go to Bus

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Checklist for Setting Up Schedules

- Learner has been taught to use schedule
- Schedule shows what will happen next in the day
- Schedule shows what has been completed and what hasn't
- Visual way for learner to know when to check schedule
- Learner using schedule independently to execute EVERY transition

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To Address These Issues

- ◆ Over dependent on others to prompt them to do the next task and/or not able to work alone
- ◆ Want to do tasks in the order they prefer and/or same things over and over
- ◆ Refusing to do tasks that are less preferred
- ◆ Struggling to generalize their learning from one place or person to another
- ◆ Not knowing what to do when they are done

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USE: INDIVIDUAL 'TO DO' LIST or WORK SYSTEM

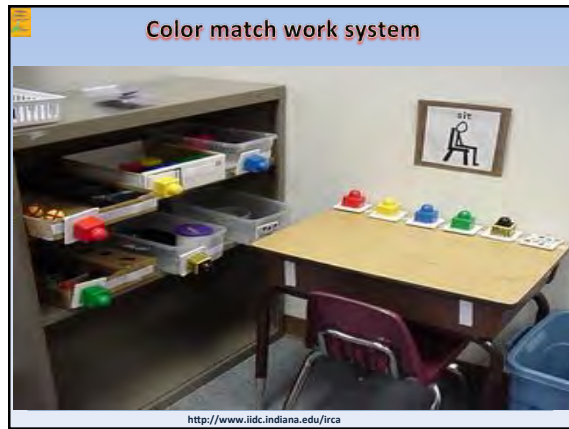
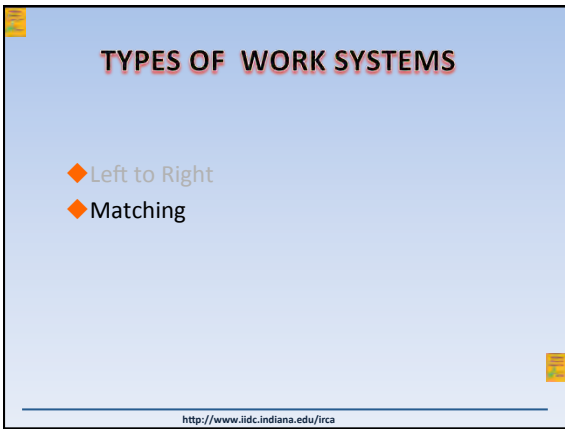
- ◆ While the schedule moves the person from place to place the work system tells them to do when they get there.
- ◆ System needs to answer 4 questions (visually)
 - What work?
 - How much work?
 - When am I finished?
 - What happens next?

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TYPES OF WORK SYSTEMS

- Left to Right (object)
- Matching (picture/color/number etc.)
- Written

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TYPES OF WORK SYSTEMS

- ◆ Left to Right
- ◆ Matching
- ◆ Written

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Caitlin's First Grade Work

Give homework papers to Ms. Eckman	<input type="checkbox"/>
Give this paper to Ms. Bullock	<input type="checkbox"/>
Color duck sheet and cut out	<input type="checkbox"/>
Math Test	<input type="checkbox"/>
Story: Write about clown picture REMEMBER: beginning, middle and end	<input type="checkbox"/>
Finish Mother's Day Card	<input type="checkbox"/>
Go Back to Ms. Eckenrode's class	<input type="checkbox"/>

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Using Work Systems in a variety of environments/activities

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Left to right system for washing dishes

From Tasksgalore.com
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Checklist for Work Systems

- Learner been taught to use the system
- Learner is able to complete the amount of tasks during the period
- System shows learner which things have been completed
- Activities and tasks are specific enough for learner to complete independently
- System includes 'what's next' (or 'if you finish early')
- Learner is able to complete the tasks independently and then move on to the 'what's next' activity

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To Address These Issues

- ◆ Over dependent on others to prompt/instruct them how to do a task and/or not able to complete it independently
- ◆ Disorganized, losing parts/materials or unable to set things up to start a task
- ◆ Refusing to do tasks that are less preferred
- ◆ Overly focused on seemingly irrelevant details within a task

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USE: VISUALLY STRUCTURED TASKS & MATERIALS

- ◆ Shows learner how to approach task
- ◆ Individualize to increase learner independence

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Organize & Stabilize in Containers

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Organize in Containers

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Segment Information

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Segment and Stabilize

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Visual Structure within Tasks - Tasks Galore Books

Readiness Color - Concepts

- Color sort into soap containers
- Package colored fish
- Package colored chips
- Package colored clothespins
- File pictures behind corresponding color tabs
- Match clothing by color

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Tasks Galore For the Real World

Vocational Skills - Measuring Weight or Volume

Fill Bird Feeder, Using Cut-Out Measuring Cup as a Counting System

Measure by Weight, Using Arrows to Highlight Correct Weight

Measure Flour, Matching Amounts with Corresponding Measuring Spoon

Fill Bird Feeder with Scoop, Moving Left to Right

Record Body Weight, Using a Digital Scale

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See handout for examples of

- ◆ Materials define the task
- ◆ Organizing materials to enable independence
- ◆ Making simple tasks age appropriate
- ◆ Using cut-out & picture jigs as instructions
- ◆ Picture and written directions
- ◆ Similar tasks with different levels of complexity
- ◆ Academic activities
- ◆ Tasks to teach concepts
- ◆ Vocational/domestic tasks
- ◆ Art Activities
- ◆ Leisure Activities

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Checklist for Visual Tasks

- Task includes a skill (or partial skill) that will be functional for that learner
- Task includes visual instructions at learner ability level (e.g. pictures for a non reader)
- Task and materials are organized in a way that allows learner to use them independently (e.g. in one box)
- Task uses visual way to highlight important details
- Learner has been taught the task
- Learner is able to complete task independently (unless it is a paired or group task)

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TYPES OF STRUCTURE

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How Do I Know When I Need to Add Something Visual?

- ◆ If you find yourself telling the person the same thing over and over again.
- ◆ If a certain situation always seems to cause a problem.
- ◆ If the person's skills in a certain area seem a long way behind their other abilities.

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Resources


- ◆ Pinterest search for things like 'visual schedule'
- ◆ www.iidc.indiana.edu/irca (includes free Visual Supports section as well as articles about structured teaching)
- ◆ www.shoebtasks.com
- ◆ www.tasksgalore.com
- ◆ Lessonpix.com (online program for making pictures)
- ◆ Do2learn.com (website with visual supports)
- ◆ Books & Research
 - Kabot, S. & Reeve, C. (2010). *Setting up Classroom Spaces That Support learners With Autism Spectrum Disorders*. Shawnee Mission, KS: AAPC Publishing.
 - Kabot, S. & Reeve, C. (2012). *Building Independence: How to Set Up & Create Structured Work Systems*. Shawnee Mission, KS: AAPC Publishing.
 - Mesibov, G.B. & Shea, V. (2010). The TEACCH program in the era of evidence-based practice. *Journal of Autism and Developmental Disorders*, 40, 570-579.
 - Tileston, D. W. (2010). *10 Best Teaching Practices: How Brain Research and Teaching Styles Define Learning Competencies*. 3rd Edition. Newbury Park, CA: Corwin

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Additional Examples in Handout

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Put-In Tasks=Materials define the task



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'Shoe box' tasks. Increase attention, independence and skills like fine motor



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Put-in



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Structured bubbles (blow one bubble with each wand - defines 'finished')



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Shoebbox Tasks U-tube resources

- ◆ Children with Autism: Learning How to Learn
<http://www.youtube.com/watch?v=p3pkzfliyW4>
- ◆ Shoebbox Tasks: Vocational Workshop for Adults
<http://www.youtube.com/watch?v=tFUu-9lvGs>

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Before you present materials to your learners organize them to increase independence

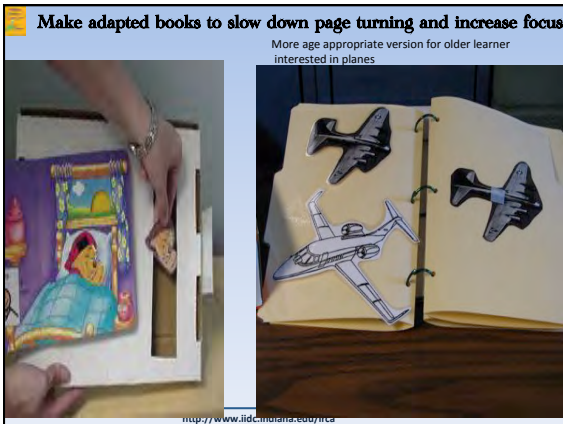
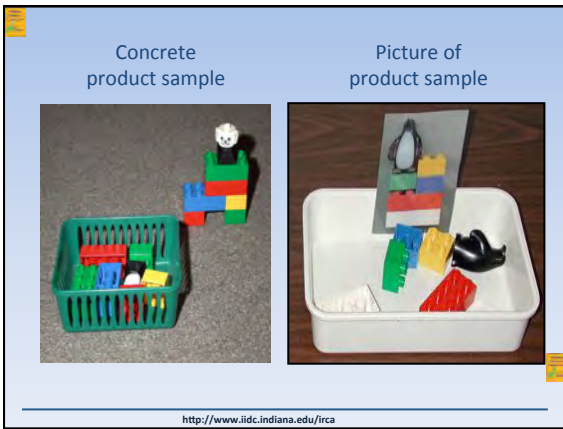
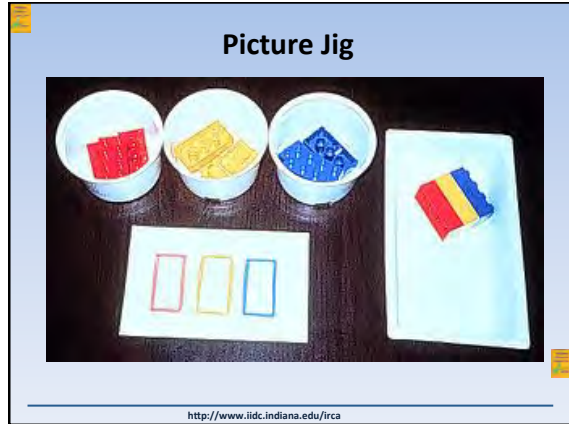
learner has to take all the small containers out of large box and organize them on the table before beginning task

Task presented to learner with containers glued to tray

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For older learners create age appropriate tasks that still work on basic skills e.g. sorting objects (uses office materials rather than toys)

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Add visual supports to everyday tasks to increase independence

popcorn

Time

2

3

0

Start

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Packaging Tasks increase concentration and attention and can be used with different types of instructions
Object level example- packaging silverware

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Picture jig instruction-packaging hygiene kits

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Written instructions with picture dictionary for unknown words-packaging pencil cases

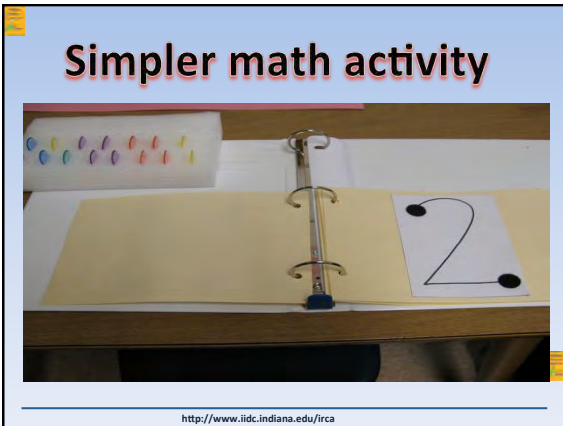
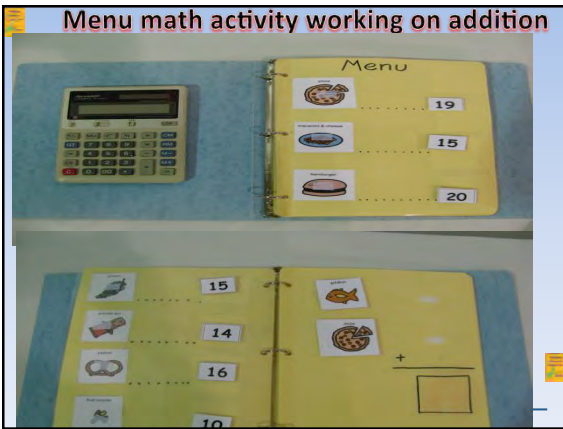
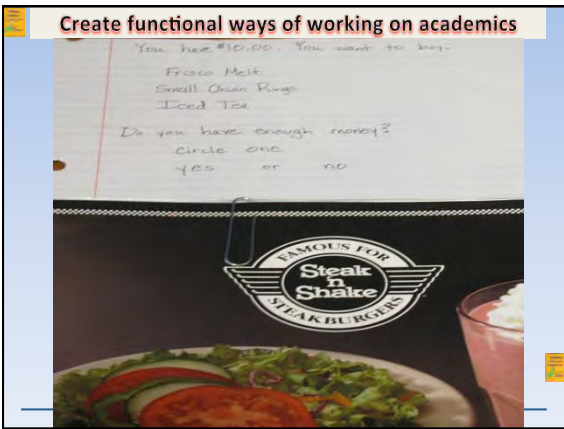
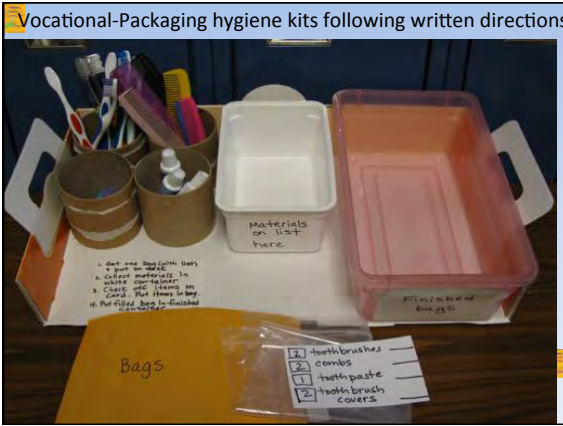
- eraser
- pencil
- scissors
- crayons
- glue stick
- paper clips

3 crayons
1 scissors
4 pencils

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Math – packaging objects into each bag

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Self Correcting Counting activity

A wooden board with five numbered lanes (1-5) and a green basket of yellow pegs. The board is used for a self-correcting counting activity.

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Think about Levels of Differentiation

Three worksheets showing differentiated reading comprehension questions. The questions are:

- Where can we save our money?
- Where can we get food?
- Where can we buy flowers?
- Where can we read letters?
- Where can we read books?

 Each question has multiple choice options and a small illustration. The third worksheet has a blank box for a question: "5. Where can we read books?"

Use file folders to make picture/written tasks

Reading comprehension using fast food interest

A collection of file folders with pictures and labels for fast food items:

- taco
- hamburger
- burrito
- milkshake
- mashed potatoes
- spin
- pie
- cheeseburger
- chicken sandwich
- soda
- salad
- French fries

Use file folders to make picture/written tasks

-Next dollar

A collection of file folders with pictures and prices for items:

- soap: \$3.50, \$4.00
- pizza: \$8.99, \$9.00
- candy bar: \$0.65, \$1.00
- CD: \$9.99, \$10.00
- soda: \$0.50, \$1.00
- magnets: \$5.50, \$6.00
- tennis shoes: \$15.85, \$16.00
- chips: \$2.70, \$3.00

Pre-reading – sorting items into where they go (places are ones that child visits frequently)

A sorting activity with four colored folders (yellow, blue, black, red) and a tray of small pictures to be sorted. The pictures include a car, a house, a school, and a park.

Create tasks that target understanding of concepts

A task where children sort words into categories based on what they do. The words are:

- talks
- lies
- swims
- don't
- it do?

 There is a small picture of a fish and a small picture of a person swimming.

Concept of size



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Sort hot cold



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Explain new/abstract ideas in written/visual form

A Level of Oral Retelling Actually Means...

Talk about what happened in the story.

Talk about the following who being asked:

- setting (detail, description, names)
- characters (detail, feelings, names)
- from the start and how they changed?
- plot (problem, events, solution)
- as I add examples from the story to make the connections (I say, you, and the area)
- author's message: lesson
- multiple perspectives of the main characters
- your opinions, thoughts, reflections
- the important part of the story why?

Inferencing

When the text said...	I can INFER...
She looked at the clock and said, "It's late!"	She is late for school.
They both looked at each other and said, "That's strange."	They are confused.
She had a sad expression on her face.	She is sad.
He looked at the clock and said, "It's late!"	He is late for school.
She looked at the clock and said, "It's late!"	She is late for school.
He looked at the clock and said, "It's late!"	He is late for school.
She looked at the clock and said, "It's late!"	She is late for school.
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Vocational/Domestic Examples

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Domestic – sorting socks



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Vary Shopping lists on next trip to increase flexibility

SHOPPING LIST	SHOPPING LIST
Bread 	Milk 
Grapes 	Milk 
Tide 	Choice _____
_____ Pay \$ 	_____ Pay \$ 

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Cleaning table



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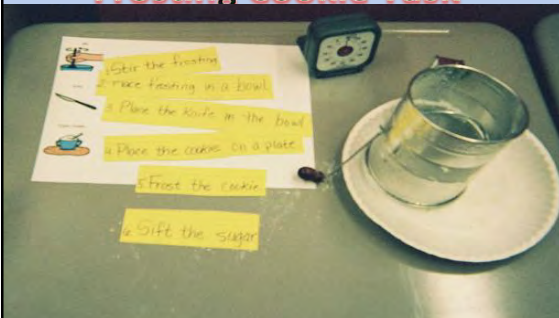
Shelving groceries

Simple More complex



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Written-Picture Instructions Frosting Cookie Task



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Learning how to use file box by color sorting

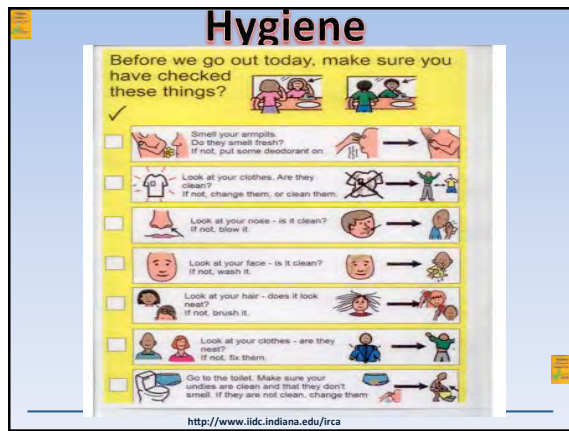
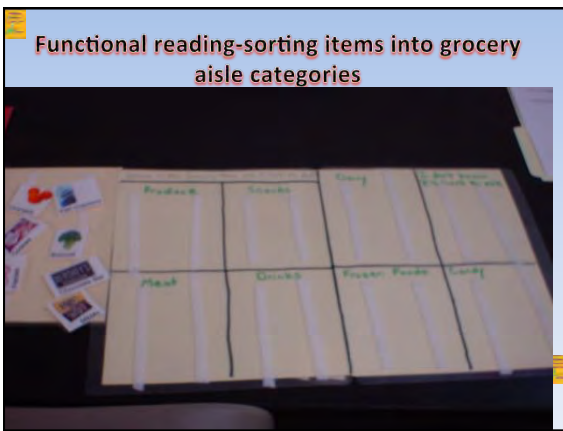
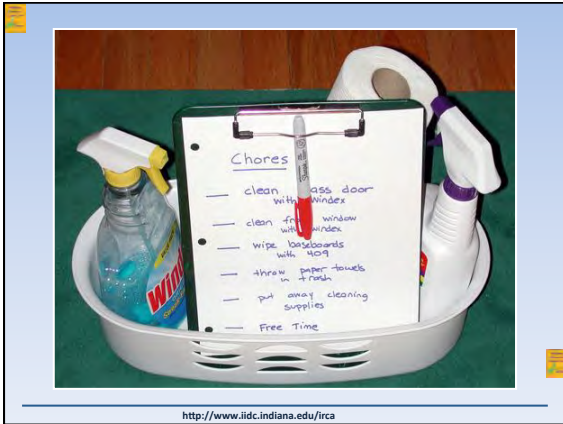


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Making trail mix to share at snack



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Art Activity



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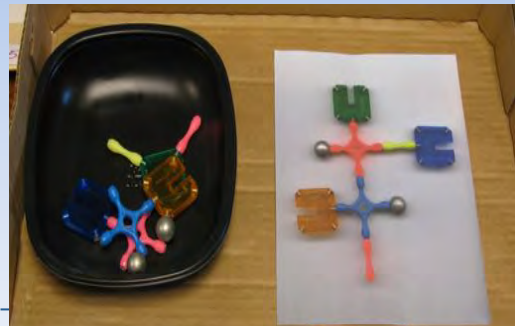
Leisure Activities

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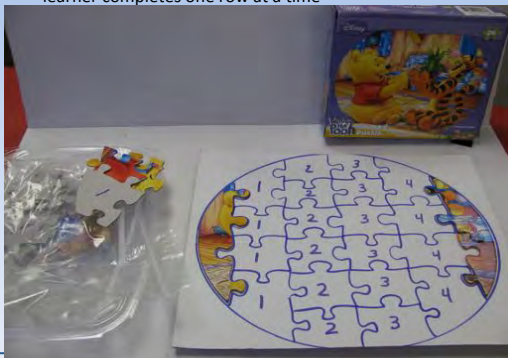
Devise ways to organize activities you already have so that your learners can do them independently



Leisure and pre-reading– matching objects to photo



Leisure- puzzle pieces for each row are bagged and numbered, learner completes one row at a time



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