



# STRUCTURED TEACHING GUIDE + Assessments

*Toni Flowers/Kris Baker/Mary Irvin  
Special Services, Johnson County Schools*

**Revised 2012 - Toni Flowers**

## TABLE OF CONTENTS

Pg 3 -4	What is Structured Teaching?
Pg 5	Physical Structure
Pg 6 - 7	Assessments/checklist
Pg 8	Visual Schedules
Pg 9 - 10	Assessments/checklist
Pg 11 - 12	Work Systems
Pg 13 - 14	Assessments/checklist
Pg 15 - 16	Visual Structure
Pg 17 - 18	Tasks - Assessments/checklist
Pg 19	School Based Activities
Pg 26	Assessments/checklists
Pg 27	TO DO

## WHAT IS STRUCTURED TEACHING?

Structured teaching is a method of instruction developed by TEACCH (Treatment and Education of Autistic and related Communication Children) research. This approach is built around the individual with autism's skills, interests, and needs. It organizes their environment to allow for maximum independence.

Autism affects individuals in ways that make it difficult for them:

- to make sense of incoming stimuli
- to organize themselves effectively
- to understand language and to use it to communicate
- To relate socially with others.

Meltdowns and disturbing behaviors can be the result of an inability to communicate. Severe auditory processing problems, along with social, sensory, and communication deficits make it hard for most students with autism to benefit fully from many traditional special and general educational teaching methods.

Structured teaching was developed with all of these challenges in mind, as well as the knowledge that most individuals on the spectrum are visual learners. In many cases, visuals are their primary language.

Some of the common effective interventions are:

- minimizing unnecessary auditory and visual stimuli
- limiting verbal instructions to simple routine words and phrases
- using the students' visual strengths by setting up activities in which the directions and expectations are visually clear
- developing visual routines and schedules
- utilizing visual supports throughout the students' day and across all environments

Independent functioning should be a high priority when developing goals and designing activities for students on the spectrum.

The effort you spend in creating:

- Structured work tasks
- Visual schedules
- Work systems

...may result in the difference between a bored or acting out student and one who is busily engaged in interesting work. The more self-sufficient a student is the more likelihood of successful employment later in life.

The following KEY CONCEPTS are crucial to the success of Structured Teaching:

### UNDERSTANDING OF AUTISM

- All person's working with students on the spectrum should have an understanding of autism.

### INDIVIDUALIZED PROGRAMMING

- Each students' program should reflect their unique strengths and challenges.
- The visual systems in place should reflect these individual needs and stress independence for each student.
- Each student should have a modified environment based on their individual needs

### ASSESSMENT

- Each student should be assessed on a regular basis (each grading period for example) and their program adjusted to reflect their present needs.

## COMPONENTS OF STRUCTURED TEACHING

- **Physical structure**  
This is the way the environment is set up so each area is visually organized, and each space has a specific purpose and set of expectations.
- **Visual Schedules**  
The visual schedule tells the student where they need to be, where activities occur, and the order in which they will take place.
- **Work systems**  
The work system tells the student what they will be doing once they are where they need to be in the environment. The work system clarifies information for the student.
- **Visual structure**  
The visual structure is what helps the student keep working by providing information within the environment that clarifies, organizes, or instructs.

## PHYSICAL STRUCTURE



Physical structure refers to the way the classroom or learning environment is set up so that each area is visually organized, each space has a specific purpose and set of expectations.

Structuring the environment helps:

- To minimize visual and auditory distractions to help the student focus on the concept and not the details
- To develop basic teaching areas based on the needs of the students
- To adapt the environment to make it orderly and predictable
- To incorporate routines and make things familiar

BASIC TEACHING AREAS to consider creating in a classroom or learning environment:

- Independent work area
- 1:1 work area (possibly several)
- Small group area
- Large group area
- Snack/cooking/art area
- Transition area
- Sensory area
- Quiet area
- Various center areas (computer, library, listening, free choice, crafts, etc.)
- Personal belonging area
- Self-help area
- Vocational/workshop area
- Other

Physical Structure will be more apparent in a preschool, primary, or self contained special education class, than in a general education setting. If more structure is needed in a general education setting, it should be individualized for the student and as close to age appropriate as possible.

## Checklist for Physical Structure

Teacher: \_\_\_\_\_ School: \_\_\_\_\_

Date: \_\_\_\_\_

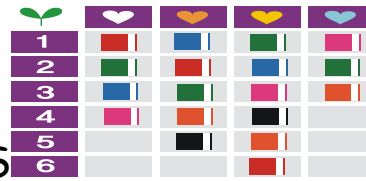


Physical Structure	Yes	No	Not Observed	Comments/suggestions:
1. Designated areas for all students:				
• 1 on 1 work area				
• Independent work area.				
• Small group				
• Large group				
• Snack				
• Transition				
• Sensory				
• Quiet area				
• Centers (computer, library, art, etc.)				
• Personal Belongings				
• Self-help				
• Vocational				
• Other:				
2. Daily activities are consistently located in designated areas.				
3. Classroom arrangement allows for supervision of all students at all times.				
4. Classroom boundaries are clear. (Use of furniture, tape , etc.)				
5. Classroom arrangement allows for maximum independence in student transitions and access to: schedules, materials				
6. Lower lighting considered				
7. Calming music considered				
Review physical structure at least every nine weeks				



Individual Students:

Name:	Independent Work Area  Y or N	1:1 Work Area  Y or N	Comments/ Suggestions



## VISUAL SCHEDULES

A daily visual schedule is a critical component in a structured environment.

The visual schedule helps the student to manage and predict daily events. The visual schedule tells the student where they need to be, where activities will occur, and the order in which they will take place.

The schedule also alerts students to any changes that might occur.

The visual schedule is also important because it:

- Helps to address the student's difficulty with sequential memory and organization of time.
- Assists with language comprehension problems to understand what is expected.
- Lessens anxiety levels, and thus reduces possible meltdowns.
- Teaches independence. The schedule assists the student in transitioning between activities and environments. This decreases the need for constant adult supervision.
- Increases a student's motivation to complete a less desired activity by visually alternating preferred activities with less preferred activities.

The visual schedule should not be considered a temporary tool. Instead, the visual schedule should be thought of as an 'assistive tech' device. The consistent use of the visual schedule has the potential to increase independent functioning for the rest of the student's life. The appearance of the schedule will change over time and hopefully evolve into a tool similar to that used by peers.

Possible Visual Schedules:			
Made up of:	Appearance:	Length of schedule	How student uses:
<ul style="list-style-type: none"> <li>• Object</li> </ul>	Objects placed in holder	<ul style="list-style-type: none"> <li>• Portion of day (one activity, half day, etc.)</li> </ul>	Student can take object to area of activity
<ul style="list-style-type: none"> <li>• Photograph</li> <li>• Picture Symbol (Boardmaker/clip art)</li> <li>• Picture/Word Icon (Boardmaker/clip art)</li> </ul>	Symbol or photograph placed on strips with Velcro. Displayed either vertical or horizontal.	<ul style="list-style-type: none"> <li>• Portion of day</li> <li>• Entire day</li> </ul>	Student can pull off activity and place in area of activity
	One page with list of activities in picture or picture/word with place to mark when finished with each activity		Student can check off activities when finished (can use stickers, marker, etc.)
Written list	Page with list of activities to check off	<ul style="list-style-type: none"> <li>• Portion of day</li> <li>• Entire day</li> <li>• Week</li> <li>• Month</li> </ul>	Student can refer to list and check/cross off activity when finished or know what is next without checking off
	Page with list of activities to refer to		
Sentence schedule			



**Checklist for Individualization of Schedules**

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

School: \_\_\_\_\_

Student names:						
<b>Things to consider:</b>						
Identified Disability Area						
Matching ability (Y or N) Simple shapes/colors, etc.						
Sight Words (Y or N) If Yes - How many?						
Fine motor skill level - can they manipulate schedule pcs? (Y or N)						
Attention span - in minutes when doing non-preferred activity						
Grade Level - approximate						
Processing ability - Understands how many step directions?						
Level of persistence - will they problem solve?						
Useful cues and prompts - verbal/visual/physical?						
Ability to organize materials/tasks (Y or N)						
What is motivating - Special interests?						
<b>Form of schedule representation</b> (consider matching, reading and fine motor) <ol style="list-style-type: none"> <li>Object that will be used in activity (<i>unable to match and/or poor fine motor</i>)</li> <li>Object that is symbolic of activity/area (<i>emerging matching and/or poor fine motor</i>)</li> <li>Photograph (<i>emerging matching and/or able to match</i>)</li> <li>Icon (<i>able to match</i>)</li> <li>Picture/word combination (<i>able to match and/or emerging reading</i>)</li> <li>Single word (<i>able to match and read</i>)</li> <li>Phrases or sentences (<i>able to match and read</i>)</li> </ol>						
<b>Length of schedule</b> (consider attention span and processing ability) <ol style="list-style-type: none"> <li>1 item at a time</li> <li>2-4 items, (specify)</li> <li>½ day</li> <li>Full day</li> </ol>						
<b>Presentation format</b> (attention span and processing ability) <ol style="list-style-type: none"> <li>1 item at a time</li> <li>Left to right sequence</li> <li>Top to bottom sequence</li> <li>Multiple rows</li> </ol> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: 100px;">             Strip, notebook, 1 page, small flip chart, clip board etc...           </div>						
<b>Way of manipulating schedule</b> (consider fine motor) <ol style="list-style-type: none"> <li>Carry object to use</li> <li>Carry visual cue to match at location of activity</li> <li>Turn over or flip visual cue on schedule as completed</li> <li>Mark or check off visual cue on schedule as completed</li> </ol>						
<b>Location of Schedule</b> <ol style="list-style-type: none"> <li>Teacher takes schedule info to student</li> <li>Stationary schedule in transition area</li> <li>Portable schedule with pull off items to match</li> <li>Portable schedule with pull off items to store (clipboard or notebook, store beside or on back)</li> <li>Portable schedule to check off items as completed (clip board, or notebook)</li> </ol>						

<b>Student use of schedule</b> 1. Teacher takes schedule info to student 2. Student travels to schedule w/ transition symbol 3. Student travels to schedule using verbal cue 4. Student spontaneously checks schedule					
<b>Ongoing Student Schedule Evaluation:</b>					
<b>Level of schedule independence?</b> 1. Needs physical prompts 2. Emerging 3. Independent					
<b>Ongoing Staff Schedule Evaluation:</b>					
Schedule is reset and ready for next session/day? Y or N					
Schedule is assessed and modified on a regular basis? Y or N					

## Schedule Tips:

- The student needs to be taught how to manipulate and use the schedule.
- Schedules don't go (away) they grow with the student.
- If the student tries to change the schedule to a preferred activity, this indicates they understand the schedule concepts.
- The schedule needs to be created so that the student can use it on their WORST day.
- The schedule needs to be set prior to the student arriving at school.
- An organizational system needs to be developed to keep track of the icons or pictures.



## WORK SYSTEMS

The work system tells the student what they will be doing once they are where they need to be. A work system visually communicates information that will facilitate the student's ability to complete an assignment/task or participate in an activity.

A work system can reflect any type of task(s) or activities (e.g. academic, daily living skills, recreation and leisure, etc.)

The work system should visually convey:

- **What work?**  
 What is the nature of the task? (sorting by colors, adding/subtracting, making a sandwich, cleaning tables, doing office work, etc.)  
 What type of visual cue is used? (object, color, symbol, or the written word)
- **How much work?**  
 Most students rely on their visual channel to process information; therefore seeing a whole stack of work to complete can be overwhelming. Provide only the materials the student will need to complete the task/activity in order to decrease confusion and provide the understanding of how much work is to be done.
- **When am I finished?**  
 The student needs to independently recognize when they are finished with a task/activity. Some examples of ways student's may know they are finished are:  
 The task itself may define this; the use of a timer; use of visual cue, such as a red dot, to indicate where to stop; work schedule may be empty; all tasks may be crossed off to do list; all tasks may be in finished bin.
- **What comes next?**  
 The student could be visually directed back to their visual schedule.  
 The student may be visually directed to a preferred activity.  
 The student may make visual choices (choice board).  
 The student may receive reward on incentive.  
 Or combinations of above.

Types of work systems

### Left to right

- Works for concrete learner with beginning level skills.
- Teaches the student to move items from left to right as they are completed.

Revised 9/18/12

- All items are arranged before the student arrives.
- On the right of the student is a place for completed work. (Bin or basket, etc.)
- Should be visual information letting the student know what is next. (check schedule, make choice, etc.)

### Matching

- More sophisticated
- Individual needs to match attributes
- The student uses icons, pictures, letters, colors, etc. that are affixed to workspace using Velcro that correspond to designated activities
- The student matches the icon, etc. and matches it to the corresponding activity
- When finished with that activity, the student gets the next icon, etc. and moves it to the corresponding activity
- The last item tells the student what to do next.

### Written

- A written list of "work jobs" to be completed in sequential order.
- A written list describes both what activities need to be completed and how many activities need to be completed
- Students are provided an overview of all required activities, and learn to cross off each activity when completed
- Students may use a finished box or replace materials when completed

Work systems can be used during any activity. They should be individualized to meet the student's needs. They may include objects, photos, line drawings, symbols, words or written lists. Regardless of the visual cue used, the info should be clearly presented and organized from left to right or top to bottom.

The following example illustrates the use of a work system with a preschooler during a circle activity. A preschool child is directed to the circle time group by an icon on his visual schedule. There is a group work system in place that consists of 4 pictures arranged from left to right. There is a picture of a person waving hello, a picture of a calendar, a picture of a person singing, and a transition schedule card. The left to right picture card work system informs the child what is expected of him during this activity (say hello, calendar, and sing a song) how much he has to do (3 activities), when he is finished (after the song), and what happens next (he checks his schedule).

Checklist for Individualization of Work Systems

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

School: \_\_\_\_\_

Student names:					
<b>Things to consider:</b>					
Identified Disability Area					
Matching Ability (Y or N) Simple shapes/colors,etc.					
Sight words (Y or N) If yes, how many?					
Fine motor skill level - can manipulate schedule pcs? (Y or N)					
Attention span - in minutes when doing non-preferred activity					
Grade level - approximate					
Processing ability - can follow how many step directions?					
Level of persistence - will problem solve? (Y or N)					
Useful cues and prompts - verbal/visual/physical?					
Ability to organize materials/tasks (Y or N)					
What is motivating? - Special Interests					
<b>Form of Representation (choose one)</b> 1. Tasks arranged left-to-right 2. Match visual symbols (colors, shapes, letters, numbers) to containers (baskets, files, etc) holding tasks 3. Match words on cards to containers holding tasks 4. Follow written list of selected tasks					
<b>Sequencing (choose one)</b> 1. All tasks are available to the left of the student to complete in any order 2. Tasks completed in order by motor pattern (left to right, top to bottom) 3. Tasks completed by following a sequence of visual cues (arranged left-to-right or top-to-bottom) that match to task containers 4. Tasks completed in order by following a written list					
<b>Concept of finished (choose one)</b> 1. Materials are placed in a container on the right side 2. Materials are placed on shelf or table on right side 3. All visual symbols on work system are gone from work system and matched to assigned task containers (ignoring extra "distractor" tasks on shelf) 4. All items on list are marked/checked off after tasks are completed					
<b>Length (choose one)</b> 1. 1 task 2. 2 tasks 3. _____ tasks Tasks are engineered to a specific length of time.					
<b>Mobility (choose one)</b> 1. No out of seat to complete work (all tasks and materials accessible within their independent work area) 2. 1 or 2 physical steps to get or replace tasks, all within clear view from seat 3. Several steps to get or replace tasks, moving past distractors 4. Moves to various locations around the room to get or replace tasks or needed materials					

Does the work system answer the following:					
What work? Y or N					
How much work? Y or N					
When am I finished? Y or N					
What comes next? Y or N					
Work systems are assessed and modified on a regular basis? Y or N					

### Work System Tips:

- Never EVER let a student undo their work. It is equal to erasing their assignment. (Another student can undo the work as part of their responsibilities)
- The system needs to be set up and ready before the student enters independent area.
- Students need to be taught to use the work system.
- Students need to work from left to right or top to bottom to facilitate reading or reading readiness skills.
- Monotony can be calming for some students. It is okay for the student to have tasks that they do each time they are working independently.



## VISUAL STRUCTURE (supports) for One on One or Independent Tasks/School Based Activities

Visual structure incorporates concrete visual cues into the task/activity. This allows the student to complete tasks independently.

Visual structure should clarify, organize and instruct:

- Visual clarity - Clarifies by drawing attention to the important details. (labeling, highlighting, color-coding...anything that makes the relevant more obvious)
- Visual organization - Organizes materials needed to complete task
- Visual instruction - Instructs by giving visual information about how to complete the task. (jigs, arrows, pictures, product samples, etc.

### Visual clarity

The purpose of visual clarity is to highlight the important information, concepts, specific parts of the instruction and key materials.

The most concrete level of visual clarity is achieved by limiting the materials needed to complete the task successfully (removing unnecessary, irrelevant materials).

The nature of the task is designed to prompt the student to focus on the important details of the assignment. These details are highlighted through colors, pictures, numbers or words.

Providing visual clarity promotes student independence rather than relying upon adults for guidance.

Some examples of visual clarity:

- Color coding
- Labeling

### Visual organization

Visual organization involves presenting the materials and space in an organized manner so that the sensory input or extra stimulation is reduced.

Some examples of visual organizations:

- Use of containers to organize materials for tasks
- Limit the area (use masking tape to enclose area to vacuum)

### Visual instructions

A student should be able to sequentially complete a task/activity by looking at and following the visual instructions given.

Visual instructions will help the student to combine and organize a series of steps to obtain a desired outcome.

Some examples of visual instructions:

- Putting rings on a stick with the rings located in a container on the left, and the stick standing upright on the right - following left to right sequence.
- An outline or cut-out jig (outline of silverware and a plate to direct the student to where to place items on a placemat).
- A picture jig (a picture of various clothing items or toys in specific locations for the student to match the real object to)
- Written instruction (written steps to complete a task or sequenced activity like morning work, tooth brushing, etc.)
- Product sample or model of finished task. (Completed craft project)



**Checklist for Tasks**

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

- Tasks are materials a student interacts with in a one on one or independent activity.

Student names:					
Things to consider:					
Identified Disability Area					
Current goals - are goals reflected in tasks? (Y or N)					
Matching Ability (Y or N) Simple shapes, colors, etc.					
Sight words (Y or N) If yes, how many?					
Fine motor skill level - Can manipulate schedule ? (Y or N)					
Attention span - in minutes when doing non-preferred activity					
Grade level - approximate					
Processing ability - understands how many step directions?					
Level of persistence - will problem solve? (Y or N)					
Useful cues and prompts - verbal/visual/physical					
Ability to organize materials/tasks (Y or N)					
What is motivating - Special Interests?					

Task (describe): \_\_\_\_\_

One on one or independent task? \_\_\_\_\_

Student interest incorporated? If yes, explain: \_\_\_\_\_

- Visual Organization: uses space and containers to organize the materials and to limit the focus of attention.
- Visual Clarity: draws or engages the student's attention to important and relevant information.
- Visual Instructions: a visual cue that gives the student a systematic strategy for putting separate parts of the task together in the correct sequence.

**Types of Tasks:**

- **Assembly/disassembly and use of tools**
- **Matching, sorting, categorization**
- **Packaging**
- **Functional academics: math, reading, etc...**
- **Independent living: self-care, domestic, community**
- **Play/leisure**
- **Communication and social**      \* **Other** \_\_\_\_\_

Type of Visual Structure	Specific Visual Structure	Yes, No, Not Applicable	Comments/Suggestions
<b>Visual Organization</b>	Limiting the area		
	Stabilizing materials		
	Container organization		
	Limiting materials		
	Limiting number of steps		
	Obscuring irrelevant details		
<b>Visual Instructions</b>	Materials define task		
	Define order (L to R, T to B)		
	Cut out jig		
	Picture jig		
	Picture dictionary		
	Picture instructions		
	Picture/written instructions		
	Written Instructions		
	Object product sample		
	Pictured product sample		
<b>Visual Clarity</b>	Highlighting		
	Labeling		
	Color coding		
	Outlining		
	Other: (please explain)		
Tasks are assessed & modified at lease every 9 weeks			

## Visual Supports for School Based Activities

Date: \_\_\_\_\_

<b>High Structure Activities</b> (Lesson plan)	<b>Low Structure Activities</b> (No lesson plan)
<b>Calendar</b>	<b>Lunch (cafeteria)</b>
<b>Circle Time</b>	<b>Restroom Breaks</b>
<b>Centers/Stations</b>	<b>Convocations</b>
<b>Snack</b>	<b>Indoor Recess</b>
<b>Art</b>	<b>Outdoor Recess</b>
<b>Music</b>	<b>Free Time/Break Time</b>
<b>Gym</b>	<b>Passing Periods</b>
<b>Library</b>	<b>Bus</b>
<b>Computer Lab</b>	<b>Field Trips</b>
<b>Leisure Activities</b>	<b>Self care</b>
<b>Sensory Break</b>	<b>Drills</b>
<b>Desk work/seat work</b>	
<b>Programs</b>	

If you are presenting information to students with challenges in auditory processing, focusing, or communication, and you are using primarily auditory cues to teach these students, you are asking them to learn using their weakest skills. You cannot rely on auditory information alone. Using visual supports to give students information can make a tremendous difference in their learning and behaviors.

Visual supports are powerful tools, and there are unlimited visuals available, but you have to have the right fit. It may take several trials to find a support that will work with a student in a particular situation.

The examples of visual supports listed below to use in High Structure and Low Structure activities cover a variety of skill levels. These are not all inclusive lists, but rather a few suggestions for each activity to get the visual process started. Visual supports such as; Social Stories, behavior reinforcement systems, communication systems, and visual schedules should follow the student throughout their day.

## Visual Supports for High Structure Activities:

### Calendar/Circle Time:

- Visually defined seat or area with name/picture etc. Keep it consistent.
- Student held calendar that that can be manipulated to follow group calendar.
- Cue Cards to increase appropriate participation (turn taking, etc.) and decrease inappropriate participation ( blurting, off topic comments).
- Visuals to show steps or choices in each part of the group activity.

### Centers and stations:

- Visual limit for the number of students in an area
- Visual instructions for appropriate interaction with materials.
- Defined seat or activity area with name, picture, colored tape.
- Materials in the center limited to what is necessary for the task.

### Snack:

- Visual method to communicate desired choices and to make requests.
- Limit the number of snack items to 2 or 3 to encourage communication and requests for more.
- Visually defined area: place mat, colored tape, name or picture on seat or placemat
- Visual cue for requests (I want more \_\_\_\_\_ please)

### Art:

- Defined seat or area with name/picture etc. Keep it consistent.
- Individual visual agenda for class activities
- Visual or gestural cues for giving directions.
- Prime the student for upcoming activities before art (social stories).
- Prime the student if there is going to be a substitute teacher.
- Cue Cards to increase appropriate participation (turn taking, etc.) and decrease inappropriate participation ( blurting, off topic comments).
- Visually pre-warn students of the ending of an activity and forewarn of any known upcoming changes.
- Visual break card if needed.
- Stop or universal NO sign on materials that are not to be touched or areas that are off limits.

- Provide an example of the final product.
- Visual examples or list the steps to complete the project.
- For multi-step projects, mark on students' personal calendar - dates of the specific steps, when it will be completed and when the student will be able to take the project home

### **Library:**

- Visually define where the student sits and keep it consistent, sit on the parameter of circle or at the end of a table to give more space.
- Individual visual agenda for expectations during library.
- Use visual or gestural cues when giving directions.
- Prime the student for upcoming activities before Library (social stories) .
- Prime the student if there is going to be a substitute teacher.
- Cue Cards to increase appropriate participation (turn taking, etc.) and decrease inappropriate participation ( blurting, off topic comments).
- Visually pre-warn students of the ending of an activity and forewarn of any known upcoming changes.
- Visual break card if needed
- Stop or universal NO sign on materials that are not to be touched, or areas off limits.
- Visuals for what to do when . . . for situations that seem common to most
- List of books the student has already checked out or a list of AR books with points.
- Visual or written instructions for checking out books or provide a individual box of books for a student to choose from if overwhelmed .
- Visual or written instructions of what to do when finished checking out.

### **Music:**

- Visually define where the student sits and keep it consistent , sit on the parameter of circle or at the end of a table to give more space.
- Use visual or gestural cues when giving directions.
- Prime the student for upcoming activities before music (social stories).
- Prime the student if there is going to be a substitute teacher.
- Cue Cards to increase appropriate participation (turn taking, etc.) and decrease inappropriate participation ( blurting, off topic comments).
- Provide visuals for songs.

- Visually pre-warn students of the ending of an activity and forewarn of any known upcoming changes.
- Visual break card if needed.
- Stop or universal NO sign on materials that are not to be touched, or areas off limits.
- Visuals for what to do when . . . for situations that seem common to most
- Personal calendar for dates of concerts or presentations along with dates for any rehearsals.

**PE:**

- Visually define where the student sits and keep it consistent, may put student at end of squad to allow more space.
- Individual visual agenda for class activities.
- Use visual or gestural cues when giving directions.
- Prime the student for upcoming activities before gym (social stories).
- Prime the student if there is going to be a substitute teacher.
- Cue Cards to increase appropriate participation (turn taking, etc.) and decrease inappropriate participation ( blurting, off topic comments).
- Visually pre-warn students of the ending of an activity and forewarn of any known upcoming changes.
- Visual break card if needed.
- Stop or universal NO sign on materials that are not to be touched, or areas off limits.
- Visuals for what to do when . . . for situations that seem common to most.
- Prime for location of activity (indoor, outdoor).
- Label the equipment.
- Visual components for games (poker chips, punch cards or check off list for number of laps).
- Break games down in to smaller steps and model steps.
- Video modeling of games

**Computer Lab:**

- Visually define where the student sits and keep it consistent
- Individual visual agenda for class activities
- Use visual or gestural cues when giving directions.
- Cue Cards to increase appropriate participation (turn taking, etc.) and decrease inappropriate participation ( blurting, off topic comments).

- Visually pre-warn students of the ending of an activity and forewarn of any known upcoming changes
- Visual break card if needed
- Stop or universal NO sign on materials that are not to be touched, or areas off limits.
- Visuals for what to do when . . . for situations that seem common to most

#### **Leisure Activities:**

- Choice board or activity menu.
- Visually define leisure area.
- Instructions for games.
- Visuals for turn taking.
- Visual timers to limit activity time.

**Sensory Break:** a true sensory break should be designed for individual students with appropriate visual supports. Consult OT for assistance with appropriate activities during sensory break.

#### **Seat work:**

- Visually define where the student sits and keep it consistent.
- Individual agenda for seat work activities.
- Use visual or gestural cues when giving directions.
- Cue Cards to increase appropriate participation (turn taking, etc.) and decrease inappropriate participation ( blurting, off topic comments).
- Visually pre-warn students of the ending of an activity and forewarn of any known upcoming changes.
- Visual break card if needed
- Visuals for what to do when . . . for situations that seem common to most.
- Limit materials inside desk to eliminate distractions, visually organize materials in desk, color code materials.

#### **Programs: plays, concerts, graduations**

- Personal calendar for dates of concerts or presentations along with dates for any rehearsals.
- Student preferred activities for down time.
- If possible, allow student to view a play before participating.

## **Visual Supports for Low Structure Activities:**

### **Cafeteria/Lunch:**

- Visuals of cafeteria procedures; including choosing food items, where to go, where to sit, rules, returning tray.
- Student preferred activities for down time.

### **Restroom Breaks:**

- Provide visuals for self care in a designated stall, visuals for washing and drying hands.
- Include restroom break on visual schedule to allow student to go with fewer students, or alone.

### **Convocations:**

- Visually define an alternate location to sit.
- Provide a box of quiet items.
- Provide a visual agenda and indicate when the convocation should end (visual timer).
- Visual card to communicate if they need to leave.

### **Indoor/Outdoor Recess:**

- Visual for location of recess (indoor/outdoor).
- Timer to indicate when recess is finished.
- Choice board or menu for recess activities.
- Recess schedule if appropriate.
- Cue cards to initiate interactions and turn taking.

### **Free time/Break time:**

- Choice board or menu for activities.
- Timer to indicate when free/break time is finished.
- Visually define space for free time and break time.

### **Passing Periods/Lockers:**

- Include locker break on visual schedule to allow student to go with fewer students, or alone.
- Visually schedule earlier or later passing period.
- Maps for passing periods with times.



- Lockers located on the end to allow more space, near home room teachers. or special education teachers.
- Organize locker using color coordinated folders and materials,
- Visual identification for their locker
- Alternate lock instead of padlock.
- Provide visual cue on padlocks.
- Use a visual system to help assist in getting materials home for homework, and back to school.

#### **Bus:**

- Post rules for individual students.
- Visually define seat and keep it consistent
- Appropriate materials to keep student occupied especially for longer trips. (fidgets, music, favorite doll or toy).
- Forewarn of bus drills.
- If field trip - individual agenda, visual timer
- Forewarn of bus sub, if bus is going to be changed, if bus number will change

#### **Field Trip:**

- Provide information and visuals about where they are going, when they are going, maps of location if available, other flyers on the location
- Field trip agenda.
- Activity to engage the student during down times.
- Visual reinforcers
- Timers.
- Choice board for needs/wants.

#### **Self-Care:**

- Provide visual cue for steps such as: toileting needs, brushing teeth, pre-teen/teen issues for girls, showering, using deodorant etc . . .

#### **Drills: (fire, tornado, earthquake, lockdown)**

- Social stories to prime students before the drills
- Communication cards to express needs when stressed.
- Visuals of how to stand and how to sit during the drills.
- Photograph of the student in the required positions.

• Checklist for Individualization of Visual Supports for School Based Activities Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ School: \_\_\_\_\_

Student	High Structure Activity	Strategy	Notes
Student	Low Structure Activity	Strategy	Notes



## STRUCTURED TEACHING Follow Up

### Comments & Suggestions

Teacher:

School:

Team:

Starting date:

#### Suggestions in bold

<b>AREA: Physical Structure</b>
Date:
Date:
Date:
<b>AREA: Visual Schedule</b>
<p><i>Remember:</i></p> <ul style="list-style-type: none"> <li>• <i>Schedule tells student where to go. Keep it simple and clear.</i></li> <li>• <i>Students who are manipulating schedules by carrying the visual cue to match at location of activity need an identical visual cue at the site of the activity to match the cue to.</i></li> <li>• <i>Students have to be taught to use their schedule. They may need physical prompts in the beginning.</i></li> <li>• <i>Consistency is the key to teaching the schedules. The students have to learn that the schedule tells them <u>where to go, not what to do</u>. It has to be valid and 'tell the truth' in order for them to learn to rely on it to get them where they need to be. They need to use it each time they transition. (There are a few exceptions...bathroom for example. You can't always schedule toilet time. However, you can provide visuals that students can use for bathroom that are separate from the schedule.)</i></li> </ul>
Date:
Date:
Date:
<b>AREA: Work Systems</b>
Remember: The Work system should visually convey WHAT WORK? HOW MUCH WORK? WHEN AM I FINISHED? WHAT COMES NEXT?
Date:
Date:
Date:
<b>AREA: Visual Structure</b>
Date:
Date:
Date:

