## Components of Structured Teaching

<table>
<thead>
<tr>
<th>Components</th>
<th>Specifics</th>
<th>Considerations</th>
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<tbody>
<tr>
<td><strong>ASD Characteristics</strong></td>
<td><strong>TRIAD OF IMPAIRMENTS</strong></td>
<td>&quot;...see the world through their eyes...”</td>
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<tr>
<td></td>
<td>• Impairments in communication.</td>
<td>Children with ASD…</td>
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<tr>
<td></td>
<td>• Restricted repetitive and stereotyped patterns of behavior, interests and activities.</td>
<td>➢ Visually process information</td>
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<td></td>
<td>• Impairments in social interactions.</td>
<td>➢ Difficulty combining ideas</td>
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<td></td>
<td></td>
<td>➢ Distractible</td>
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<td></td>
<td></td>
<td>➢ Communication Problems</td>
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<td></td>
<td></td>
<td>➢ Difficulty with concept of time</td>
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<td>➢ Attached to routines</td>
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<td></td>
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<td>➢ Strong interests and impulses</td>
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<td>➢ Sensory preferences and aversions</td>
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<td><strong>Different combinations of characteristics in every individual w/ASDs require individualized programming.</strong></td>
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<td></td>
<td><strong>Respecting the “culture of autism”</strong></td>
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<tr>
<td><strong>Physical Structure</strong></td>
<td><strong>Physical arrangement of environment</strong></td>
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<td></td>
<td>• Schedules</td>
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<td></td>
<td>• Self-directed Choice</td>
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<td>• Group Areas</td>
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<td>• Sensory/Safe Spot</td>
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<td></td>
<td>• Independent Area</td>
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<td>• Direct Instruction</td>
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<td>• Leisure/Play Areas</td>
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<td></td>
<td>➢ Allow for supervision of all students</td>
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<td>➢ Reduce distractions &amp; maximize focus.</td>
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<td>➢ Spacing appropriate for individual needs.</td>
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<td>➢ Allow for maximum independence.</td>
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<tr>
<td><strong>Individual Schedules</strong></td>
<td><strong>How does student know when to check his/her schedule?</strong></td>
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<tr>
<td></td>
<td>• Determine length of schedule (# of cues on schedule)</td>
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<td></td>
<td>• Determine what type of cue student understands (Mode Assessment)</td>
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<td></td>
<td>• Staying on track: What does student do with visual cue at initiation or completion of each activity? (Concept of finished)</td>
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- Level of functioning
- Format for presentation
- Mobility & Flexibility
- Routine for checking schedule
- Student’s interest
- Visual cue for schedule
## Components of Structured Teaching

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<tr>
<th>Components</th>
<th>Specifications</th>
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<td><strong>Work Systems</strong></td>
<td>Visually answers 4 key questions.</td>
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<td></td>
<td>• What work? What type of visual cue will label each task, container or folder?</td>
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<td></td>
<td>• How much work? Sequence in which cues or tasks are presented.</td>
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<td>• When is task finished? How will student mark progress through the work system and know when he is finished?</td>
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<td></td>
<td>• What comes next? What type of visual cue is used to communicate what’s next/choice?</td>
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**Visual Structure**
Incorporating concrete visual cues into a task or activity (across all environments).

**Visual instructions**
- Jigs
- Picture lists
- Written Instructions
- Product Sample

**Visual organization**
- Single containers
- Student sees all components of task as one piece
- When stability is built into task, it builds independence

**Visual clarity**
- Further clarification of relevant information and key materials
- Emphasizes significant parts
- Shifts child’s focus to relevant details (colors, pictures, numbers, words)

- Visual structure promotes independence
- Can be incorporated into any environment
- Promotes self-efficacy
## COMPONENTS OF STRUCTURED TEACHING

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| Communication | **System - Ways to communicate** | ➢ Teach functional, intentional, meaningful communication  
➤ Use meaningful and motivating settings  
➤ Use natural settings when possible |
| Neurological differences in children with ASD can interfere with the communication process. | ➢ Define behavior  
➤ Collect data to determine function of behavior  
➤ Develop a plan  
➤ Implement for at least 2 weeks  
➤ Re-evaluate to see if interventions are working |
| Sensory differences may distort input being received. | ➢ Incorporate high interests.  
➤ Be consistent  
➤ Incorporate into daily routine |
| **Content - What to communicate** | ➢ Teach functional, intentional, meaningful communication  
➤ Use meaningful and motivating settings  
➤ Use natural settings when possible |
| Multiple opportunities throughout the day  
Set-up opportunities  
Use meaningful and motivating settings  
Natural settings | ➢ Define behavior  
➤ Collect data to determine function of behavior  
➤ Develop a plan  
➤ Implement for at least 2 weeks  
➤ Re-evaluate to see if interventions are working |
| **Function – Why communicate** | ➢ Incorporate high interests.  
➤ Be consistent  
➤ Incorporate into daily routine |
| ➢ Requesting  
➤ Rejecting/refusing  
➤ Giving information  
➤ Seeking information  
➤ Expressive feelings  
➤ Getting attention  
➤ Social routines  
➤ Commenting | ➢ Incorporate high interests.  
➤ Be consistent  
➤ Incorporate into daily routine |
| **Behavior** | **Behavior Management using structured teaching** | ➢ Be proactive – Not reactive |
| ➢ Student centered approach  
➤ Appeals to the individual with autism’s strengths  
➤ Teaches concepts  
➤ Promotes understanding through meaning  
➤ Respects the culture of autism | Be proactive – Not Reactive  
**Strategies for maintaining behavior:**  
➤ Understanding the fundamental features of autism  
➤ Respecting the culture of autism  
➤ Setting up structure  
➤ Developing pro-active routines  
➤ Developing effective communication systems  
➤ Building on individual strengths and interests in developing the curriculum  
➤ Expanding social and leisure interests and meaningful opportunities for practice. |
| **Support Behavior Positively:** | ➢ Define behavior  
➤ Collect data to determine function of behavior  
➤ Develop a plan  
➤ Implement for at least 2 weeks  
➤ Re-evaluate to see if interventions are working |
| ➢ Understand characteristics of autism that may influence student’s ability to function in the learning environment.  
➤ Use Iceberg analogy in addition to ABC Model to reframe the problem from student’s perspective  
➤ Target interventions at causes of behavior rather than effects of behavior.  
➤ Behavior serves a function and is a form of communication  
➤ Use functional behavior assessment to determine basis of behavior  
➤ Positively reinforce the smallest steps toward shaping a behavior. | ➢ Be proactive – Not reactive  
**Strategies for maintaining behavior:**  
➤ Understanding the fundamental features of autism  
➤ Respecting the culture of autism  
➤ Setting up structure  
➤ Developing pro-active routines  
➤ Developing effective communication systems  
➤ Building on individual strengths and interests in developing the curriculum  
➤ Expanding social and leisure interests and meaningful opportunities for practice. |
| **Data Collection** | On all components, assess, restructure, reassess, restructure, etc. | ➢ Be proactive – Not reactive  
**Strategies for maintaining behavior:**  
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