

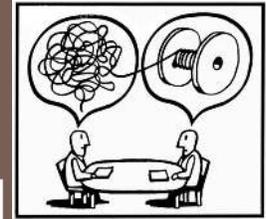
HOW TO CREATE A WELL-STRUCTURED CLASSROOM

Presented by:

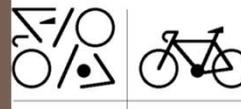
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What does structure do for us?



The unified whole is different from the sum of the parts.



Structured Teaching

- Describes the conditions under which a person should be taught, rather than what to teach
- A system for organizing the environment, developing appropriate activities, and helping people understand what is expected of them
- Address challenging behaviors in a proactive manner by creating appropriate and meaningful environments that reduce stress, anxiety, and frustration
- Aids in the development of independence

Top 10 Well-Structured Classroom Components

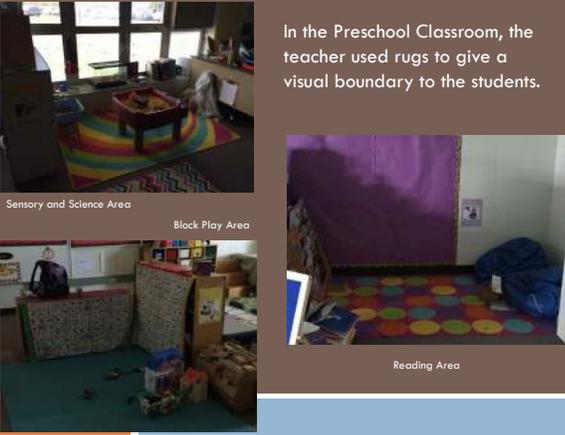
1. Physical Structure	2. Visual Supports	3. Schedules	4. Routines
5. To Do Lists	6. Transition Supports	7. Sensory Supports	Special Interests
	9. Emotional Regulation Supports	10. Behavior Management Plan	

1. Physical Structure

- **Definition:** refers to the way in which we set up and organize the person's physical environment
 - It emphasizes where/how we place the furniture and materials in the environment (including classroom, playground, hallway, locker/cubby areas, etc.)
- Close attention to physical structure is essential because:
 - Defines boundaries and segments the larger classroom into smaller areas
 - Adds meaning and context to the area/environment
 - Helps to minimize distractions in the learning environment



In the Preschool Classroom, the teacher used rugs to give a visual boundary to the students.



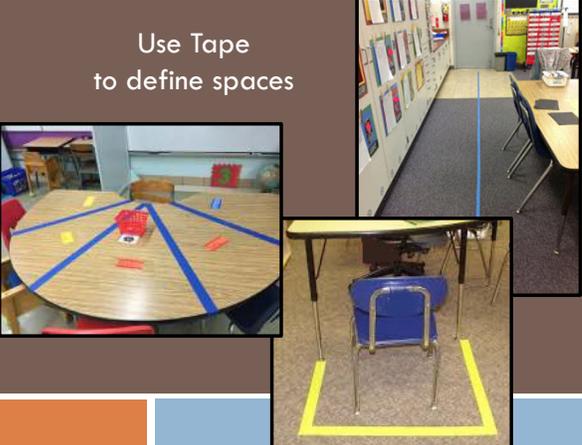
Sensory and Science Area

Block Play Area

Block Play Area

Reading Area

Use Tape to define spaces




2. Visual Supports

- Why Use Visual Supports?
 - We know that the majority (65%) of our students are visual learners.
 - Visuals can attract and hold a student's attention, helping the student focus on the message.
 - Visuals make abstract concepts more concrete, aiding language processing.
 - Visuals can be referenced over and over.

Visual Supports

- Visual Supports can be used ANYWHERE!
- Label supplies and materials to increase the predictability of the classroom environment
 - When students clean up, they know where everything is located
 - It helps adults too 😊



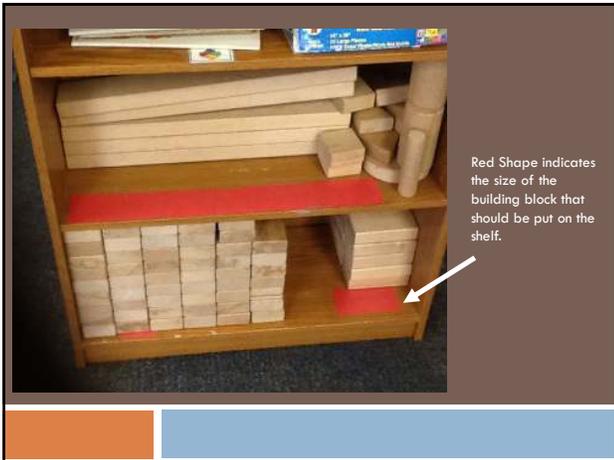
"When I see it, then I understand"



MRS. HEEREN'S HAPPENINGS

Turn-In TEARS

SHINE



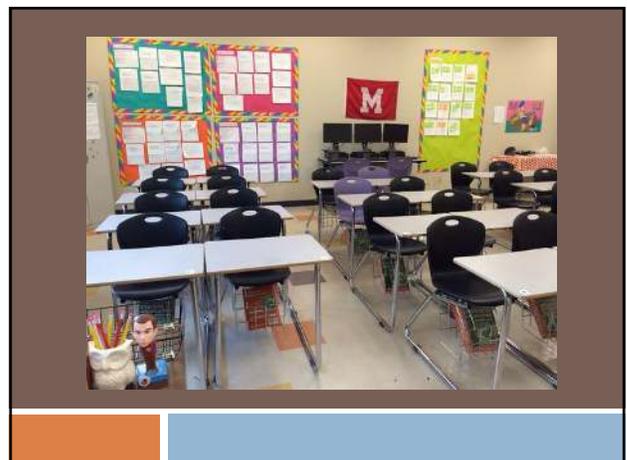
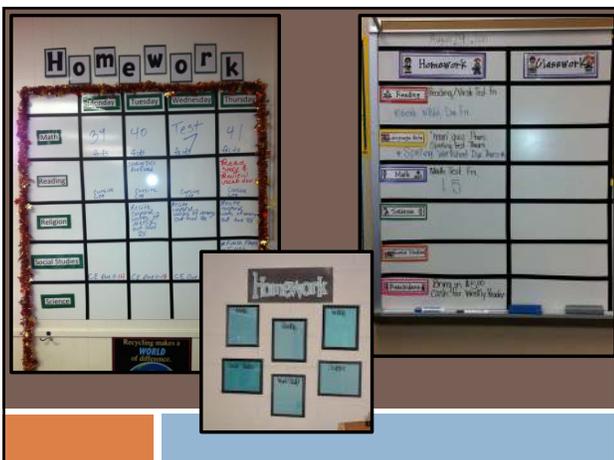
Visual Supports

- Write out visual directions and expectations for group work
 - Assign individual roles for group work

Job: Recorder	Keep a record of what the group does	Writes important ideas down	
Things I could say:	Could you say that again for me please?	Let me see if I have this right.	Which one should I write down?

Visual Supports

- Keep one bulletin board for all classroom business and label it. Post schedule, monthly lunch calendar, monthly classroom calendar, etc. Adults and students can always look and know what's going on.
- Warning: Only post visuals you actually use! Too many posters, bulletin boards, reminder charts, and artwork can be distracting and overwhelming for some students.



Visual Supports help teachers and students

Easily See the Students with Missing Work!



Visual Directions



If your work is finished, then...



Visual Supports for Behavior Expectations

<p>During Seat Work</p> <ol style="list-style-type: none"> Follow directions Work quietly Stay on task Raise my hand to ask for help Keep my hands to myself! 	<p>I can abuse someone</p> <ol style="list-style-type: none"> Fasting them with my body and my hand Keeping my body still Answering questions they ask Not interrupting 	<p>When I'm in line</p> <ol style="list-style-type: none"> Hands to myself Be quiet Remember personal space between me and others in line Stay in line
<p>When the teacher is talking</p> <ol style="list-style-type: none"> Face the teacher with my body and my head Follow directions Raise my hand to talk or ask a question Don't interrupt Sit quietly 	<p>When I'm talking to someone</p> <ol style="list-style-type: none"> Face them Take turns Say something that is on the same topic Ask questions about the topic 	<p>When I play a game</p> <ol style="list-style-type: none"> Follow the rules Take turns If I win: Smile and say "good game" or "nice try" If I lose: Say "good job" or "good game"

3. Schedules

- Definition: tells the student what activities will occur and in what sequence
- Whole Class Schedule



Individualized Visual Schedule

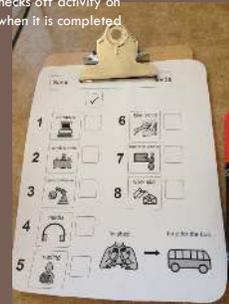
- Essential because:
 - Help address the student's difficulty with sequential memory and organization of time
 - Lessens the anxiety level of students, and thus reduces the possible occurrence of challenging behaviors, by providing the structure for the student predict daily and weekly events.
 - Schedules can be used to alert the student to any changes that might occur.
 - Assist the student in transitioning independently between activities and environments by showing them where they are to go next.
 - Can be used in all environments.

Individualized Visual Schedule

- Must be directly taught and consistently used
 - For the student with autism, the consistent use of a visual schedule in an extremely important skill. It has the potential to increase independent functioning throughout life.
- Individualized Schedule
 - Necessary to develop an individual schedule for the student with autism in addition to the general education classroom schedule.
 - An individual schedule will give the student with autism important information in a visual form that can be easily understood.

Picture/Written Schedules

Student checks off activity on schedule when it is completed



Student puts a stamp on his schedule when activity is completed

This schedule includes the times for the student's classes, along with a place to keep track of assigned work in the "TO DO" area.

There is also an area for reinforcement to remind the student what he will be able to do after he completes his work.

Adam's Daily Schedule		
Date:	TO DO	I must finish my work, then I can
1 7:30 - 7:45	STAR 3	
2 7:45 - 8:00	I & E	
3 8:00 - 9:00	Excel Science	
4 9:00 - 10:15	Math	
10:20 - 10:45	Lunch	
5 10:45 - 11:00	Global Studies	
6 11:45 - 12:00	PE/Health	
7 12:00 - 1:15	Science	
8 1:30 - 2:00	Language Arts	

William's Afternoon Schedule

- ___ Lunch
- ___ Computer Lab
- ___ Weight Training YOU WILL CHANGE
- ___ Bread Baking
- ___ Independent Work
- ___ Get Backpack
- ___ Go to Bus

Schedules can be typed or handwritten.

A change can be indicated using a sticky not or highlighting the change.

Brad, today Mrs. Smith isn't here. No speech today. She will see you on Monday.

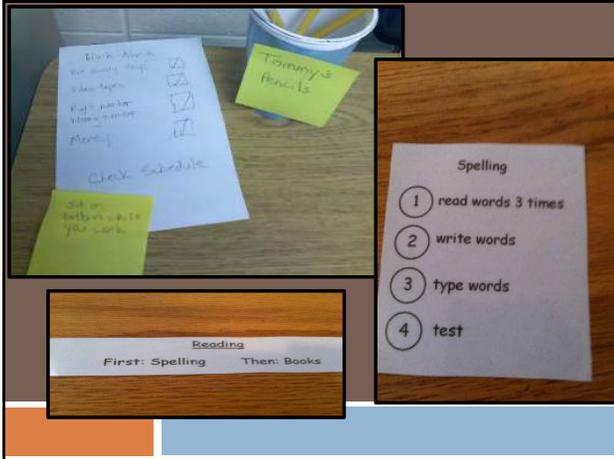
4. To Do Lists (Work System)

- Definition: refers to the systematic and organized presentation of tasks in order for students to learn to work independently, without adult directions/prompts, and increase success



Combined Individual Schedule and To Do List for classes

- ___ Unpack book bag
- ___ Break
- 8:30 **Math with Mrs. Moore**
 - ___ turn in homework
 - ___ test
 - ___ read book until bell rings
- 9:25 **Spanish with Mr. King**
 - ___ turn in homework
 - ___ class Spanish bee workbook pg. 99-101
 - ___ fill in the blanks
 - ___ read book until bell rings
- 10:20 **Work Independently in room 100**
 - ___ date entry
 - ___ journal
 - ___ office
 - ___ break
- 12:00 **Lunch**



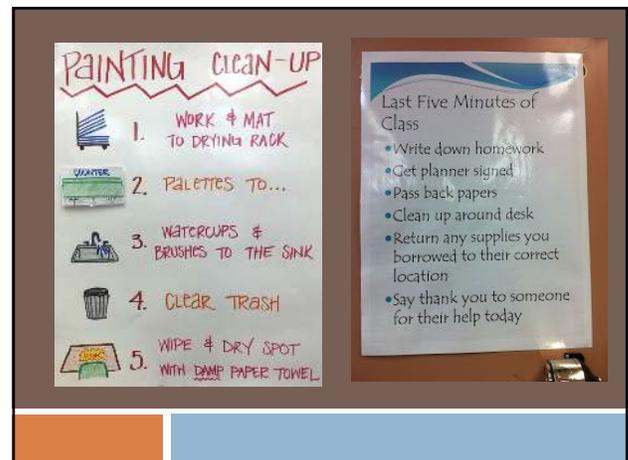
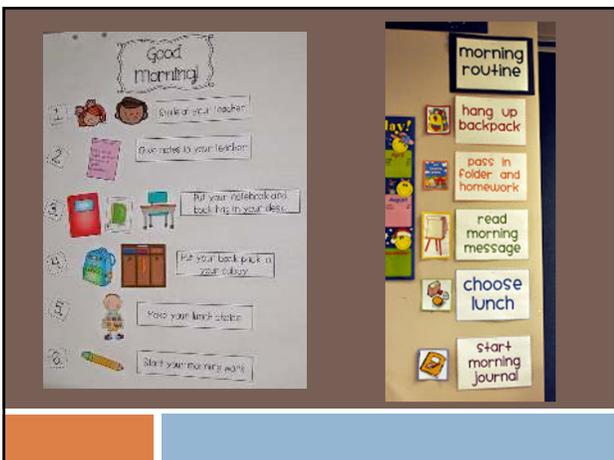
5. Routines

- Establish routines for activities in the classroom
 - Write them down
 - Videotape them
 - Take still pictures of the routines
 - Have a routine book to help new students learn routines

Routines

Routines that need to be directly taught:

- How to ask for help
- How and when to hand in work
- How to pass out papers
- How to organize materials so that they are accessible in desk, locker, backpack, cubby
- How to make up missed work
- When and what to throw away and where
- How to obtain school supplies when the student forgets to bring them
- How to line up for lunch, recess, music, etc
- How to walk down the hall with other students
- How to sharpen a pencil



<h3>Dismissal Procedures</h3>	<h3>Summary Statement</h3> <p>Written in agenda notebook every day Summary statement should begin with one of the following statements:</p> <ul style="list-style-type: none"> • Today I learned... • Today I loved... • I want to know more about... <p>We will take your notebook and agenda home and you will be responsible for getting them back and making sure they are clean and ready to use tomorrow.</p>
<h3>Backpacks</h3> <ul style="list-style-type: none"> • With permission, get your backpack from the cabinet at the end of the day return to your seat • Tighten packing your backpack with agenda notebook and a book for reading • Stack chair once you are packed • Sit in classroom library when finished 	<h3>Clean your Area</h3> <ul style="list-style-type: none"> • Clean your area EVERYDAY!!! • Straighten the materials in your desk • Clean your desk • Clean the floor around your desk • Put any materials you have away <p>***Ask yourself*** - Does the room look as good as it did this morning???</p>
<h3>Stack Chairs</h3> <ul style="list-style-type: none"> • Stack your chair every day • Handle should be no higher than 5 chairs • Place them against the wall next to the TV • Stack the chair at a 90° angle • Stack with chairs to the ground, NOT over head • Each morning you will return your chair and place it at your desk 	<h3>Leaving for the Day</h3> <ul style="list-style-type: none"> • Walk down stairs together • Stay closer to the front of the line in groups according to room #11111 • Get rulers and discuss students at the end of the line • In order to join the line, you MUST give your teacher a high 5 so they know you have left the line!

6. Transitions

- Communicating and preparing students for what will occur next will decrease anxiety
- Use Transition Supports
- Give the student a transition aid. Some students need to carry an object, picture, or other aid to facilitate their movement from one place to the next.



Transitions

- Ask peers to help in supporting transition time. In elementary classrooms, teachers can ask all students to move from place to place with a partner. In middle and high school classrooms, students with autism might choose a peer to walk with during passing time.



Transition Supports

- Give 5 and 1 minute reminders to whole class before any transition
- Providing the student or entire class with a transitional activity such as writing in a homework notebook or for younger students, singing a short song about "cleaning up".
- Countdown
- Use a visual timer
 - Allows the student to see time passing
 - Teaches the concept of time

CountDown

5
4
3
2
1

Finished!

Stop Light

Start
Almost Done
Finished

5

4

3

2

1

ALL DONE

Time Countdown Cards

5 minutes left of this activity.

2 minutes left of this activity.

1 minute left of this activity.

4 minutes left of this activity.

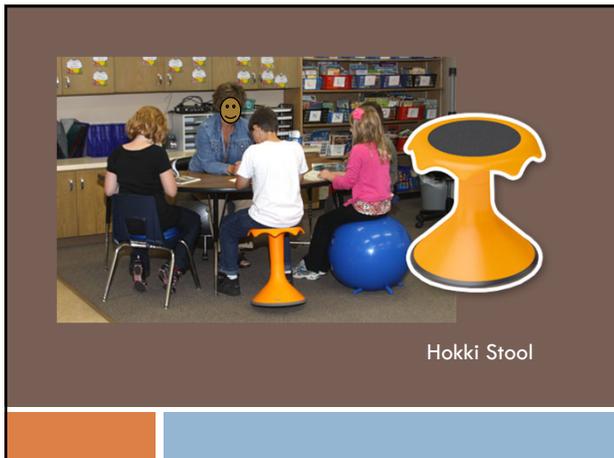
3 minutes left of this activity.

Time's Up

Time to move on to a different activity.

7. Sensory Supports

- Use Calming and Alerting Activities
- Alternate between difficult and less difficult tasks
- Provide “down time” during the day
- Brain Breaks
- Frequent breaks allow students to self-regulate sensory input and improve their attention and performance.
- Offer different seating options



8. Special Interests

- Using a child's special interest can help increase his/her attention to an activity. A special interest can be comforting to a student. Special interests can be used by choosing stickers of favorite characters to earn on a Reinforcement page, reading books about a favorite animal, coloring a picture of a special building to visit.



9. Emotional Regulation Supports

- Help decrease stress
- Change level of alertness
- Increases engagement in class
- Influences all aspects on life

Emotional Regulation Supports

- Have each student develop a menu of what strategies work for them.
- Prompt students to use their menu when they become agitated or overwhelmed. Show students their menu when you see their stress levels start to rise.
- Have a designated "chill out" space



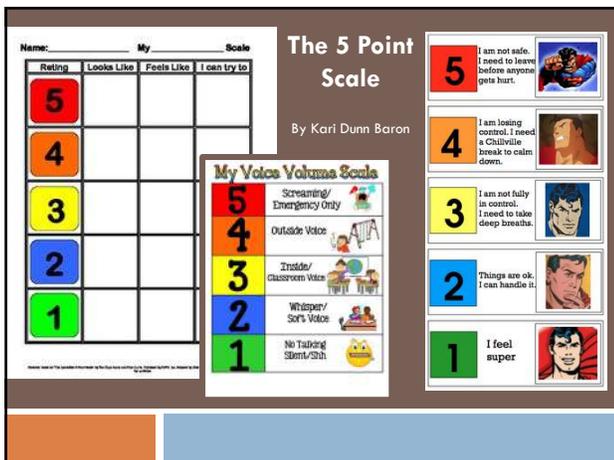
<http://www.lizs-early-learning-spot.com>

Emotional Regulation Supports

- Teach Relaxation Routines:

Before I take a test...

- I need to take 5 slow deep breaths
- Count to 10
- Take a few drinks of water
- Read the test directions
- Begin the test



10. Behavior Management Plan

- Rewards and positive reinforcement help increase desired behavior.
- Individualize to make the plan meaningful to the student.
- Some students will need more frequent reinforcement.



Indiana Resource Center for Autism
iirc.indiana.edu/irca

BEST WISHES!
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QUESTIONS???