

Teach for S.T.I.L.E – A Highly Structured Teaching Model

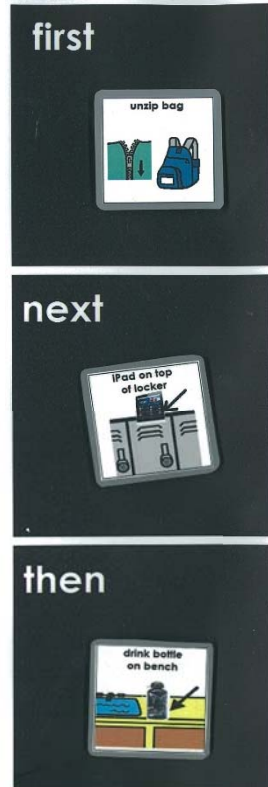


S Self Management
T Through Transitions
I Independence
L Lifelong Learning
E Empowerment of all Students

Structured Teaching

Consists of four main elements

1. Physical Structure
2. Visual Schedule
3. Individual Tasks
4. Work Systems



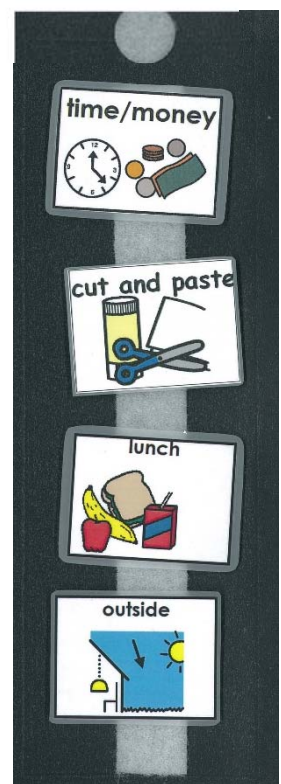
Structured Teaching

Goals:

- Meaningful Learning Situations
- Predictability
- Independence
- Skills for Adulthood

Relies strongly on visual support to:

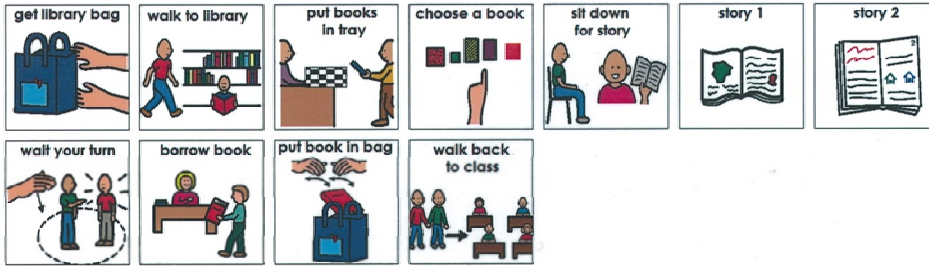
- Promote engagement in productive activities
- Reduce the confusion and distress of too much language processing



Structured Teaching

Visual Schedules – tell the student what is happening now and how to complete the task

- Individualised and based on visual comprehension assessment
- Length of each activity
- Initiation – ‘getting started’, transition cues
- Manipulation – how is the schedule used eg finished box, tick off
- Location – where will it be, bring to student, central location, portable

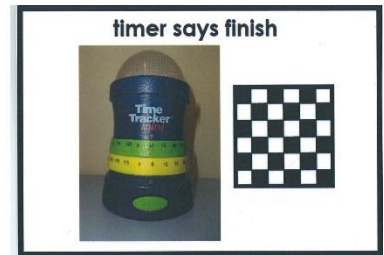
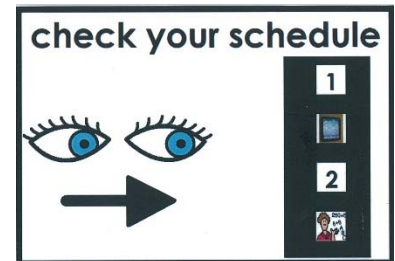


Library Routine

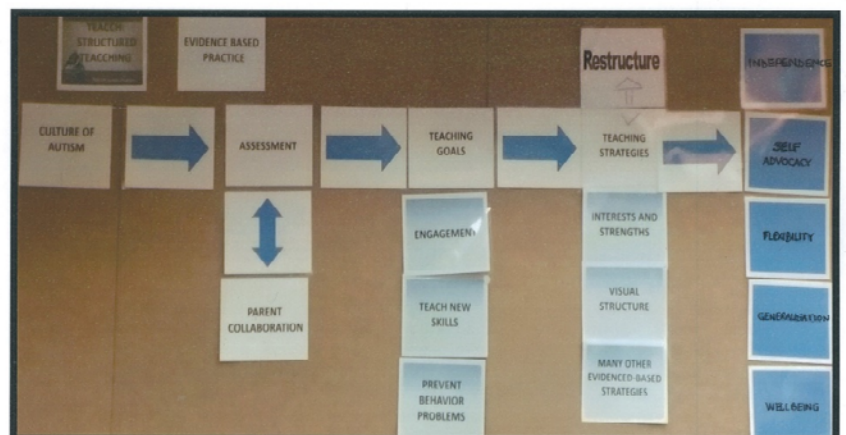
Name _____

Week 1/2/3/4/5/6/7/8/9/10/11

	Physical and Verbal	Physical Assistance	Gestural Point/Tap	Visual	Independent
Get library bag					
Walk to library					
Put books in basket					
Choose a book					
Sit down for story					
Story 1					
Story 2					
Wait your turn					
Borrow book					
Put book in bag					
Line up/wait at door					
Walk back to class					



Highly Structured Teaching



Name: _____

Measuring Cups Routine Week 1/2/3/4/5/6/7/8/9/10/11

	Physical and verbal	Physical and verbal	Cue and point or tap	Visual	Independent	Physical and verbal	Physical and verbal	Cue and point or tap	Visual	Independent	Physical and verbal	Physical and verbal	Cue and point or tap	Visual	Independent	Physical and verbal	Physical and verbal	Cue and point or tap	Visual	Independent	
cup																					
Locate																					
Fill																					
Scrape																					
Check																					
Empty																					



	Physical and verbal	Physical and verbal	Cue and point or tap	Visual	Independent	Physical and verbal	Physical and verbal	Cue and point or tap	Visual	Independent	Physical and verbal	Physical and verbal	Cue and point or tap	Visual	Independent	Physical and verbal	Physical and verbal	Cue and point or tap	Visual	Independent	
cup																					
Locate																					
Fill																					
Scrape																					
Check																					
Empty																					



Step 1.
Locate the 1 cup.



Step 2.
Fill the 1 cup to top.



Step 3.
Scrape the top flat.



Step 4.
Check the cup is full.



Step 5.
Empty the cup into bowl.



Step 1.
Locate the 1/2 cup.



Step 2.
Fill the 1/2 cup to top.



Step 3.
Scrape the top flat.



Step 4.
Check the cup is full.



Step 5.
Empty the cup into bowl.



Step 1.
Locate the 1/3 cup.



Step 2.
Fill the 1/3 cup to top.



Step 3.
Scrape the top flat.



Step 4.
Check the cup is full.



Step 5.
Empty the cup into bowl.



Step 1.
Locate the 1/4 cup.



Step 2.
Fill the 1/4 cup to top.



Step 3.
Scrape the top flat.



Step 4.
Check the cup is full.



Step 5.
Empty the cup into bowl.

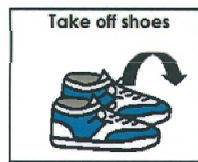
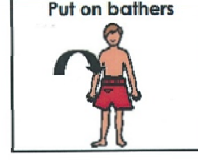
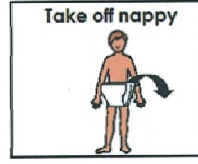
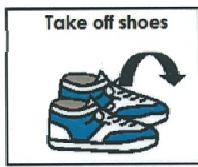
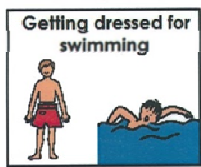
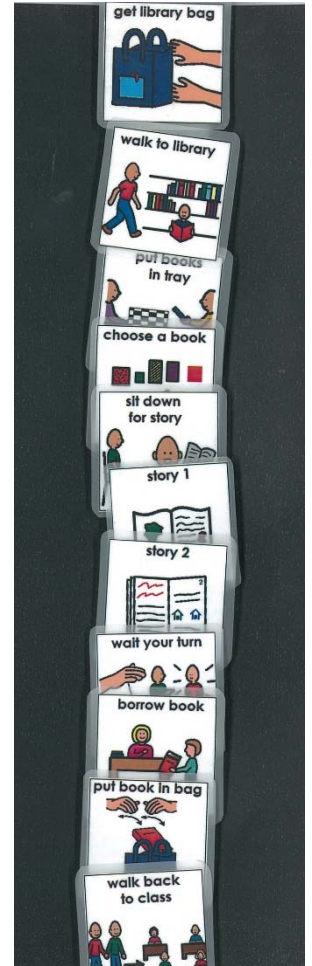
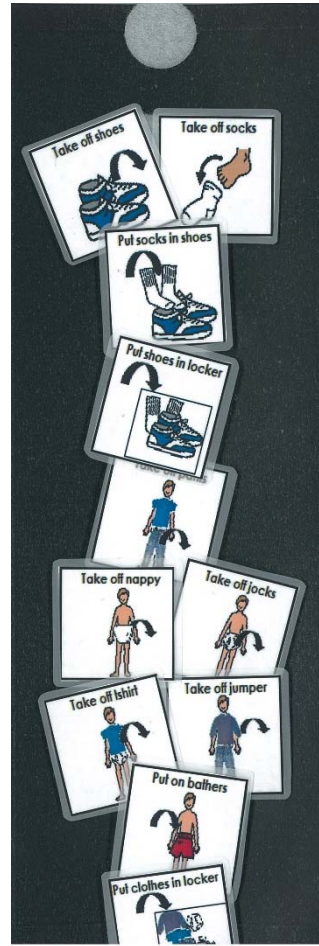
Swimming – Undress / Dress

Name _____

Date _____

	Physical and Verbal	Physical Assistance	Gestural Point/Tap	Visual	Independent
Take off shoes					
Take off socks					
Put socks in shoes					
Put shoes in locker					
Take off pants					
Take off underwear/nappy/pull ups					
Take off top/s					
Put on bathers					
Put clothes in locker					

	Physical and Verbal	Physical Assistance	Gestural Point/Tap	Visual	independent
Take bathers off					
Dry body with towel					
Put on underwear/nappy/pull ups					
Put on top/s					
Put on pants					
Put on socks					
Put on shoes					
Put towel in bag					
Put bathers in bag					



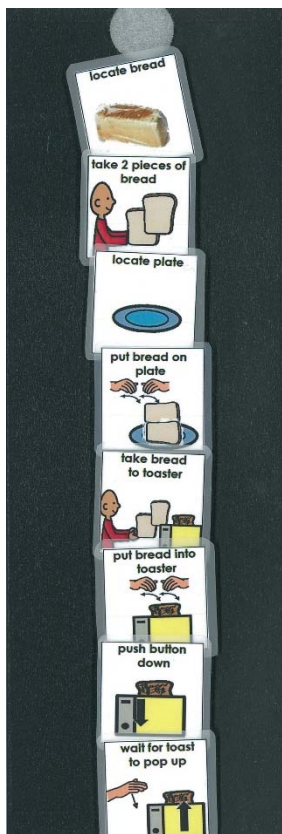
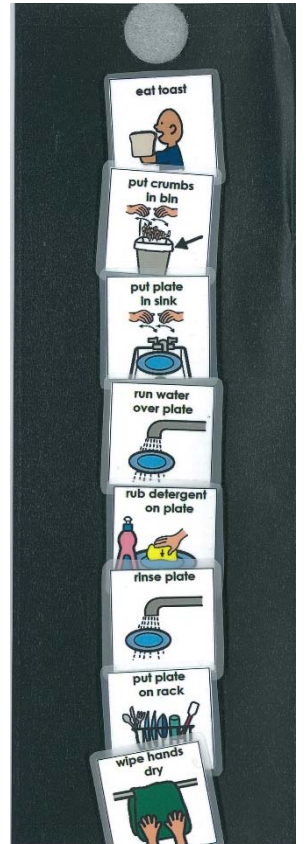
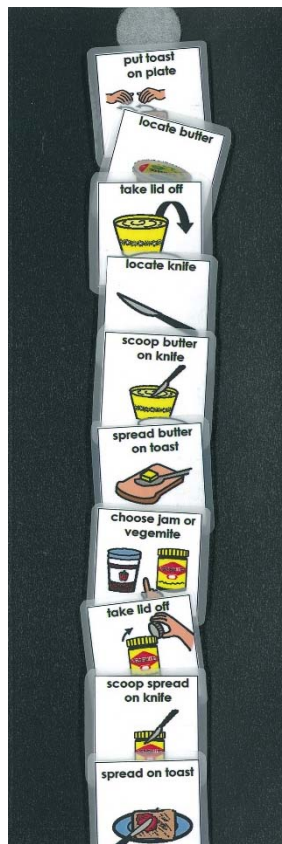


Cooking Toast



Cooking - Toast Name _____ Date _____

	Physical and Verbal	Physical Assistance	Gestural Point/ Tap	Visual	Independent
Washes hands					
Wipes hands					
Sits at table					
Waits for turn					
	Physical and Verbal	Physical Assistance	Gestural Point/ Tap	Visual	Independent
Locates bread					
Takes 2 pieces of bread					
Locates plate					
Puts bread on plate					
Takes bread to toaster					
Puts bread into toaster					
Pushes button down					
Waits for toast to pop up					
	Physical and Verbal cue	Physical Assistance	Gestural Point/ Tap	Visual	Independent
Puts toast on plate					
Locates butter					
Takes lid off					
Locates knife					
Scoops butter on knife					
Spreads butter on toast					
Chooses jam Or vegemite					
Takes lid off					
Scoops spread onto knife					
Spreads onto bread					
	Physical and Verbal	Physical Assistance	Gestural Point/ Tap	Visual	Independent
Puts crumbs in bin					
Puts plate in sink					
Runs water over plate					
Rubs detergent on plate					
Rinses plate					
Puts plate on rack					
Wipes hands dry					



Structured Teaching

Work Systems – basis for lesson plans

- Comprises of set activities already in student repertoire
- Incorporates 3-4 tasks the student will succeed in
- Is meaningfully challenging – new goals (supported by visual schedules)
- Shows students what is scheduled after last activity
- What will I do next

