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

pecial Education Resource Unit

- Self Management
- Through Transitions
- 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



**Government of South Australia** 







then







Physical Structure - tells the student what happens where

- Set up clear boundaries •
- Identified with spatial support (eg signs, mats) that tell • students what happens where
- Students navigate the environment independently
- Environment is free of clutter.



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**Foilet Data Collection** 

#### Structured Teaching Skill Building Checklist

Name of Teacher		Classroom					
Lesson	Date / Time	Observer	Observation #				
4 Elements	Competencies	Comments (strengths, areas for improvement and suggestions)					
1. Physical Structure	<ul> <li>Evident with clear boundaries consisting of furniture, partitions, fluid boundaries, etc.</li> <li>The environment is coded with spatial supports that tells students what happens where.</li> </ul>						
	Students navigate the environment Independently.     Environment is clutter free and gives meaning to students						
2. Visual Schedules	Form - Individualized based on visual comprehension assessment Length (Full Day, Half Day, First-Then, One Item-transition) matches student needs inlifeting (Initig to student, Tremition Ore) Monjouletton (Object as lead, Carries visuals to location, Hinshed box, Tak Anf)						
<ol> <li>Individual Work Activities</li> </ol>	Content (sing to student, Central Location, Portable)      Makes clear to student:     What I am supposed to do?     How fing the activity will list?     How of I have I am making progress?     How of I have I am making progress?     What Will do not?     What Will do not?						
4. Work Systems	Comprises a set of activities already in student repertoire     Incorporates 9-4 tasks that student will succeed in     Is meaningfully challenging     Shows students what is scheduled after last activity						
5. Differentiation in curriculum	Icaming goals, tasks, level of support and assessment is differentiated     Units to Australian Curriculum are evident     Cross curriculum links are evident     Teaching strategies are clear and relevant to the lesson intent     Uses spropriate tasks for student learning						

For the first observation, please sketch classroom layout on reverse side. Please also update with a sketch every time the physical structure is changed

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ns water off besthands dry	Puts paper towel in bin
	Tuns water off Wipes hands dy

Highly Structured Teaching	Readir	ig material				
framework	Observations in pilot class- recommended 3					
	Attend workshops for training and practice					
	Negotiate instruc	tional coaching times				
	Reduced verbal language					
Physical Environment		-clutter				
,	Install w	ork stations				
	Developing work	systems (left-to-right)				
	Visual structures	Morning routine				
		Gross motor				
		Curriculum session a.m.				
		Curriculum session				
		middle				
		Curriculum session p.m.				
Australian Curriculum	Assessment for curr	ent level of performance				
	(CLOP)					
	Review A.C. achievement standards					
	Data collection	for new NEP goals				
		goals to A.C.				
Differentiation	Adjustments	Environmental				
	,	Instructional				
		Curriculum				
	Planned	Units of work				
	Structured	weekly schedule				
Data driven practice	Student uses work	With verbal prompt				
Butu uniten procise	system	Physical assistance				
	-,	Extended arm and point				
		Arm close and point				
		Tap				
		No prompt				
	Produ	ct analysis				
		lysis checklist				
Transitions		irect student to task				
Hunstions		sual schedule				
		work tray				
	********************	m to appointed table				
chool Community and Families		with SSO's				
chool community and Families		rvation with P.O.				
	Communicate with families Include guest staff in the framework					

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



### **Highly Structured Teaching**



#### Individual Tasks - tell the student

- What am I supposed to do
- How long will the activity last
- How do I know I am making progress
- How do I know the activity is finished
- What will I do next



### Messenger Delivery Assessment

Work Skill:	Name:			Group	Week:	Term:
Messenger Delivery						
		Physical & Verbal	Physica		Visual	Independent
Picks up bag of wrapped Messeng	er newspapers					
Carries bag of newspapers on shou	ulder					
Uses map to locate delivery area		1				
Walks with group to the start of de	elivery area					
Obeys road safety and road aware	ness					
Selects one Messenger paper from	n bag					
Throws Messenger paper on driver letterbox	way close to			14		
Selects another paper from bag						
Recognises old Messenger papers	on driveway					
Doesn't throw new Messenger wit papers	h existing old					
Completes assigned area on map					-	
Waits at designated meeting point						

### Messenger Folding and Collating Assessment

Work Skill: Messenger Folding and Collating	Name:		-	Group A B C	Week:	Term:
		Physical & Verbal	Physica Assist		Visual	Independen
Opens Messenger paper fro	m paper stack					
Selects insert(s) (If required)						
Opens Messenger newspape lay insert(s) onto page	er to middle page and					
Closes Messenger paper						
Folds Messenger paper in h	alf					
Folds Messenger newspape Title Header 'Messenger'	r in half again displaying					
Collects one plastic bag/wra	pper					
Identifies opening of plastic	wrapper					
Slides Messenger newspape	r into bag/wrapper					
Flattens Messenger paper in	nto wrapper					
Folds top lip of wrapper dow	vn					
Pulls sticky tape on dispense	er (5cm)			-		
Tear sticky tape off dispense	er					
Places sticky tape over top	ip of Messenger paper					
Places completed Messenge	er into shopping bag					
Repeats the work skill task						







#### Name:

#### Measuring Cups Routine

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

	Thysical and verbel	Physical assis- tence	Gestural paint or tap	Viousi	Inde- pendant	Physicel and verbal	Physical scric- tance	Gestural point or tap	Vieual	Inda- pendent	Physical and verbal	Physical assis- tance	Gectural point or tap	Virval	Inde- pendonr	Physical and verbal	Physical activ- lance	Gestural point or las	Vesal	Inde- pendent	Physical and verbal	Physical atala- taice	Garchizal point or 149	Vical	inde- pend
cup																									
Locate																									Γ
FII																									
Scrape																									F
Check	$\square$			-																					F
Empty																									
																									_
	Physical and vertial	Physical accis- tance	Gestural point or tap	Voval	inde- pendent	Physical and uarthal		Gestural point or rap	Vaual	Inde- pandent	Physical and verbal	Physical asses- tance	Gectural point or tap	Vauel	Inde- pendent	Physical and verbal	attit-	Gestrural point or Lase	Vicual	inde- pendent	Physical and veicel	Physical assis- tence	Georgia point or tap	Vitual	inde- send
cup																									
Locate																									
Fill																									
Scrape																									
Check						$\vdash$		<u> </u>			<u> </u>	<u> </u>			<u> </u>	<u> </u>		<u> </u>							











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 1/3 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.



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 1/4 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 under- wear/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 panfs					
Put on socks					
Put on shoes					
Put towel in bag					
Put bathers in bag					

Take off shoes

Take off jumper

C



Put shoes in locker

Put on bathers

















Put on bathers







Take off socks

M

Take off tshirt

Ø





Put socks in shoes

Take off nappy

Ø









pread					
Locates plate					
Puts bread on plate					
Takes bread to toaster					
Puts bread into toaster					· -
Pushes button down		81			-
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					

	ds V.M.		Paper In bin						
c	Cooking – Toast	Name	Do		te				
	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		81			-				
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			140						
Spreads onto									



















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

collect work tray work at table

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