



Implementing Structured Approaches

Putting theory into practice

First Steps

Share **what** you are doing and **why** with:

- Leadership team
- Departmental heads
- Classroom staff team
- Parents
- Mid-day supervisors
- The site agent



*Work towards creating an autistic friendly culture in your organisation

Never miss an opportunity to talk to staff about:

- Autism
 - Why autistic children need structure
 - How behaviours need to be understood in relation to autism
 - Independence
- *look for formal (CPD) or informal (staff meetings etc..) to do this

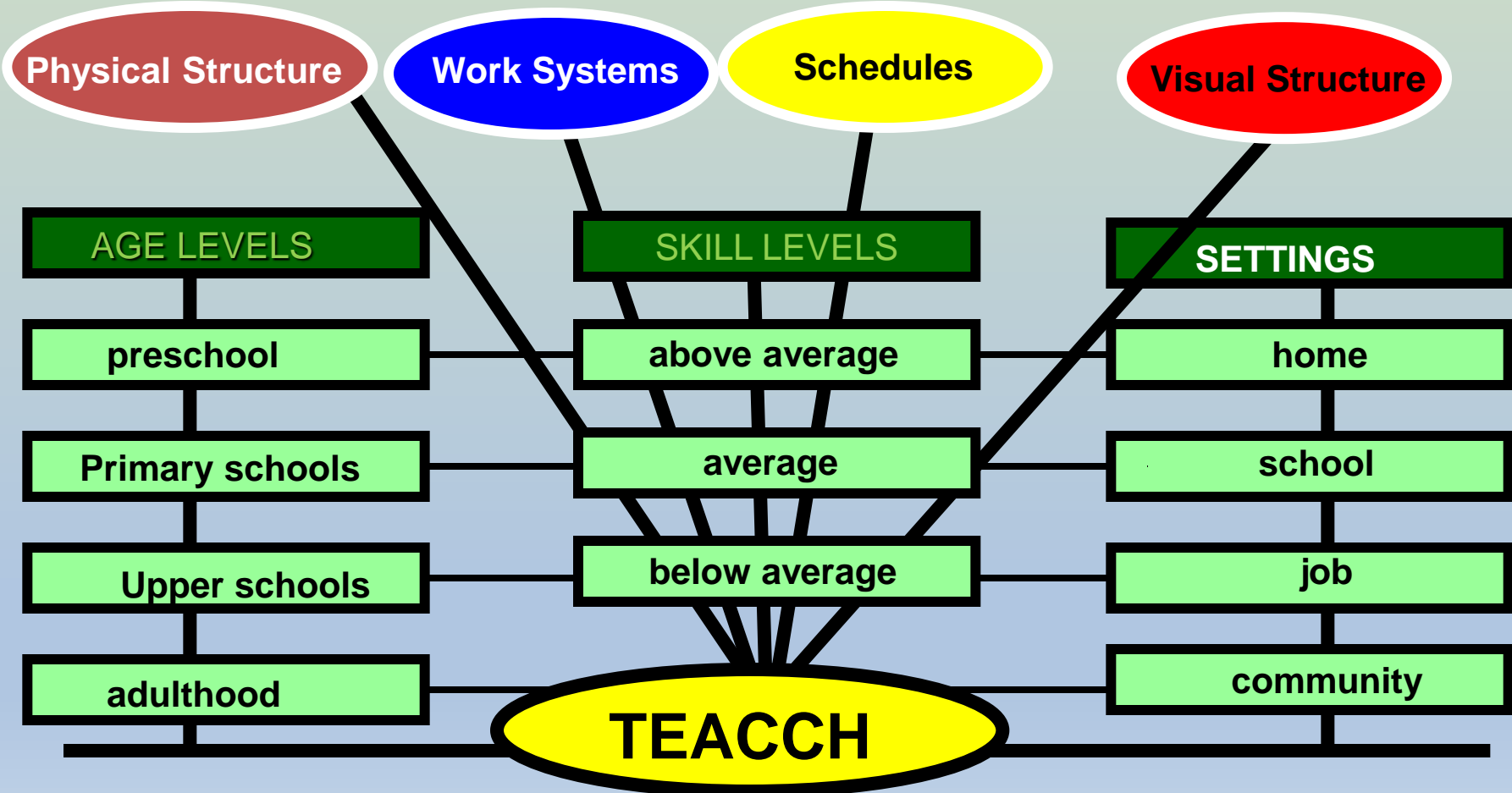
Understanding and implementing Structured approaches:

Takes:

- Time
- Energy
- Intellectual and physical effort and
- Teamwork



Structured approaches are adjustable across all age and developmental stages, skill levels and settings



Individualisation

- Always keep in mind each individual learners strengths and interests
- Remember Structured TEACCHING is a conceptual model and its physical manifestation is a reflection of each learners Autism
- Ensure that assessment informs the design and development of the structure you are putting in place

Make a plan

- Take time to think it through
- Base it on students
- Liaise with parents
- Work as a team
- Share what you are doing with others including the leadership team
- Build in time for observation/assessment.



You will need to consider

- Developmental level
- Impact of autism
- Strengths and interests
- Skill levels
- Sensory needs
- Curriculum priorities



Install the structure one piece at a time

- Let your situation guide the order of installation.
- But generally start with the environment (Physical structure)
- Don't invest too much time making materials until you know you have got your assessment right.



- Remember to teach pupils how to use structure.
- If structure is not enabling independence redesign/increase the structure

Collaboration is essential

The Classroom is only one of the pupils environments.

Children and adults need to be able to generalise skills across the school, to the home environment, the community and work environment,

Explain what you are doing and why to other staff, parents, siblings and when appropriate to members of the public.

Structure as a prosthetic device

- Remember the structure you create is for an individual child.
- Pass it on with the child when they move class
- Explain to receiving staff how it promotes independence so they can continue to update it as the child develops

*You may want to plan and deliver training for other staff at key points of transition throughout the year

If you need help

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Autism > Structure

Difficulties with:

- Social Interaction
 - Communication
 - Generalisation
 - Organisation
 - Sensory Processing
 - Attention and Focus, Details and Concepts
 - Inflexibility in Thinking and Behaviour
- >
- Physical Organisation
 - Schedules and Change Systems
 - Visual Structure
 - Work System

