


# **Overview of Structure**

# Structure Supports:

- Focussing attention
- Processing information
- Generalisation of skills
- Organisational skills
- Visual learning style
- Sensory Processing difficulties

# Effect of Structure on Individuals with ASD

- Improves understanding
- Decreases anxiety
- Manages behaviour
- Improves learning
- Aids independence



Supports an individual with ASD to feel **confident** and **competent**

## PROSTHETIC DEVICE

# Factors affecting individualisation of structure

- Degree of autism
- Ability to generate abstract, imaginative and creative thought
- Focussing attention on relevant detail
- Sensory Processing Difficulties
- Organisational and sequencing skills
- Ability to generalise learning and concepts
- Academic Ability/Developmental Level

# Concepts of Structured TEACCHing

1. Physical Organisation
2. Schedules and Change Systems
3. Work Systems
4. Visual Structure

**The manifestation of structure is determined by appropriate individualisation**

# 1. Physical Organisation

## Functions of Physical Organisation:

- Arranges materials and physical space to **segment the environment** into meaningful parts:
  - Work: Teaching  
Independent
  - Play/Leisure
  - Calming/Sensory Area
  - Transition
- Communicates **physical** and **visual boundaries** of activities
- Gives **contextual cues** to provide a general idea of what is expected
- Supports individual sensory needs; **minimises distractions and stimulation**

# Teaching:



# Teaching and Independent work separated into 2 different areas:





# Teaching and Independent work organised through contextual cues:



# Independent work organised through contextual cues



# Work: Minimise Distractions



3 ½ / 4 sides

3 sides



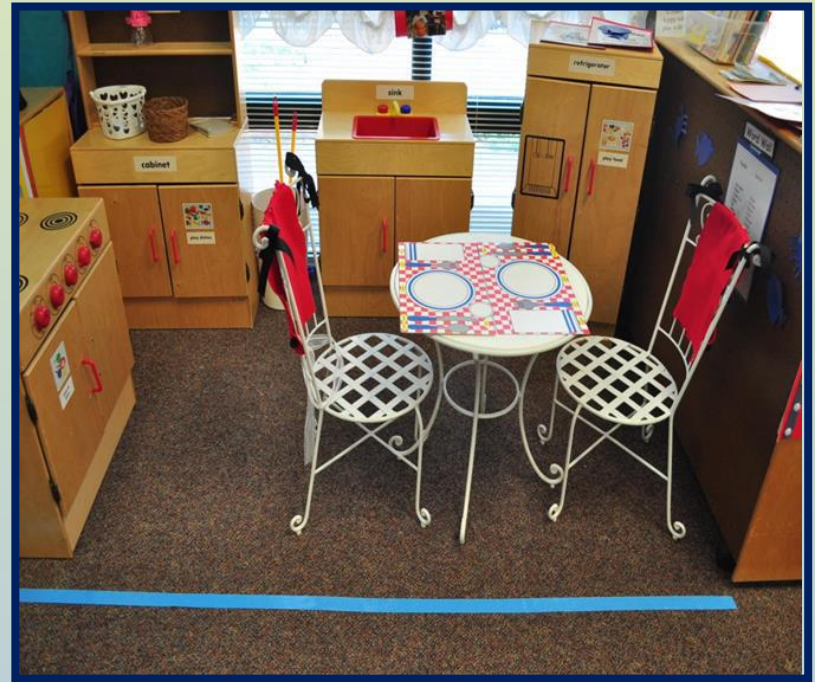
2 sides



# Work: Minimise Distractions



# Play/Leisure: Clear physical or visual boundaries



# Play/Leisure: Contextual Cues



# Play/Leisure: Minimise distraction and stimulation and limit choices



# Transition:



Individual transition area



Lining up to leave classroom

Group transition area





# 2. Schedules

## Functions of Schedules:

- **Provide information;** what will occur, when (and where)
- Provide **organisation** and **predictability:** order of occurrence
- Support **transition:** signal visually that events will change
- Teach **flexibility:** unpredictable changes can be managed.

# Types of schedules

To maximise the effectiveness of a schedule choose a meaningful form, length and order:

- Form: Written, Picture, Object
- Length: Full Day, Part Day, First-Then, Teacher Directed
- Order: Top to Bottom or Left to Right

# Form of Communication

Choose form of communication that already makes sense to the student:

- Form: - Object: Functional or Representational
  - Picture
  - Written

# Functional Object brought to and used by student



Functional Object given to student

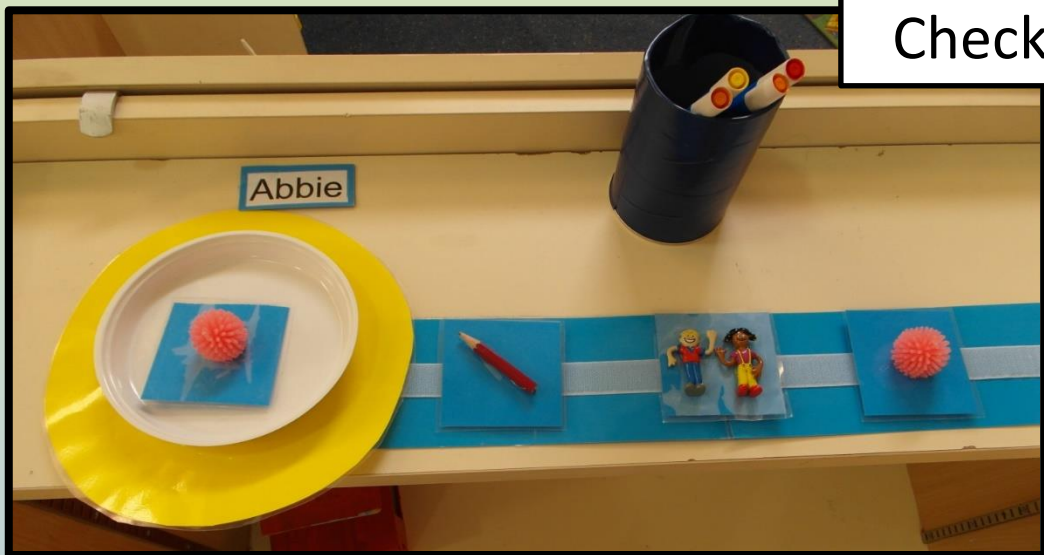


Carry and Use

# Representational Object



Check Schedule Cue



Carry and Post

