The Fundamental Elements of Structured Teaching

- Visual Structure of Tasks
- Routines and Strategies
- Work Systems
- Individual Schedules
- Physical Structure
When we present information verbally, the words are available for a brief moment.

When we present information visually, it can be there for as long as the student needs it.

Visuals build independence…
Talk less….TEACCH more!

**Visual Structure**

- **Definition:** The process of incorporating concrete visual cues into a task or activity.
- **Purpose:** To capitalize on visual strengths, while minimizing reliance on weaker auditory processing skills.
- **Three Key Elements Of Visual Structure:**
  - Visual instruction
  - Visual organization
  - Visual clarity
Visual Instructions

- Show how to combine and organize a series of parts to obtain the desired outcome.
- Provide the necessary information to put parts or details of a task together in a systematic and meaningful way.
- Promote the use of the student’s strong visual skills in a functional way.

Levels

- **Materials** define the task.
- **Jigs**: show the **layout** of materials in the correct **sequence** to complete the task.
  - Cut out (inset) jig
  - Picture jigs - life-size pictures, drawings, outlines
  - Referral jig – smaller, representational pictures or components
  - Repetitive jig – one jig used multiple times
  - Variable jig – different jigs for same materials, variety of combinations.
- **Picture list**: shows correct sequence to complete the task.
Levels

- Picture dictionary: reference list of pictures paired with the written word.
- Written instructions: single words or multiple word sequences to tell the student what to do.
- Product sample: a previously prepared example of the finished product.

Visual Organization

- Modulates sensory input by organizing materials and space within the work environment:
  - Placement of distinct materials into separate containers helps reduce distractions
  - Limiting the work area space helps direct focus to relevant details
  - Self-contained tasks.
Visual Clarity

- Further clarification of relevant information and key materials.
- Emphasizes significant parts of visual instructions.
- Shifts child’s focus to relevant details:
  - Colors
  - Pictures
  - Numbers
  - Words
  - Removal of unnecessary or extra materials

Let’s Put It All Together!
(Examples)
Visual Instruction: Materials define the task.
Visual Organization: Self-contained task, each ring is kept in its own slot.
Visual Clarity: Each slot is outlined with the color that corresponds to the ring, colored dots on slots correspond to dots on the tower.

Visual Instruction: Material defines task
Visual Organization: Self-contained task in flat box, materials placed left to right
Visual Clarity: Color coded outline corresponds to paint color, numbers indicate sequence of steps, paint colors not used are covered up
Visual Instruction: The materials define this matching and put in task.

Visual Organization: Single unit task set up in a left to right manner. Separate container for the colored bears.

Visual Clarity: Colors around the slots corresponds to the colors of the bears.

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Visual Instruction: The materials define this task. Big objects go into the larger container labeled “big”. Small objects go into the smaller container labeled “little”.

Visual Organization: All materials are combined to create a single unit.

Visual Clarity: The objects and containers are separated using different background colors and a thick line.
Visual Instruction: Materials define the task.

Visual Organization: All materials are contained in a single unit. Lines to be measured are on one surface and the answers are on a different surface.

Visual Clarity: Lines are highlighted in different colors.

Visual Instruction: The materials define this task.

Visual Organization: Materials are organized into a single unit. There is a separate container for the pieces of the train and tracks. There is a separate container to put in the “my turn” cards.

Visual Clarity: The ends of the track pieces are color coded to help with set up. There is a start and stop cue on the board. “My turn” cards are added to encourage play with others. The containers are labeled with pictures and words.
Visual Instruction: Cut out jig
Visual Organization: Self-contained task, separate container for materials.
Visual Clarity: Color coding around outline of shapes.

Visual Instruction: A referral jig is used for this spelling activity.

Visual Organization: Task is self-contained in a flat, cardboard box. Materials are contained in a separate area of the box which is created by elevating the work surface.

Visual Clarity: The color on the letter blocks corresponds to the colors on the jig. Pictures that represent the words are also included.
Visual Instruction: A repetitive, picture jig is used.
Visual Organization: Materials are self-contained in a flat, cardboard box, separate containers for each Lego color, the jig, and finished product.
Visual Clarity: Color coded jig, Legos are placed in the order that they will be used.

Visual Instruction: Variable jigs provide a variety of combination for putting Legos together. A picture of the final product is also used.
Visual Organization: What could be added?
Visual Clarity: A green dot indicates where to start. Jig is color coded to correspond to the Legos. Arrows show the order of stacking the Legos.
Visual Instruction: Picture list using actual photographs.

Visual Organization: All materials contained in a flat, cardboard box.

Visual Clarity: Pictures are numbered.

Visual Instructions: Materials define the task.

Visual Organization: Materials are self-contained in a single unit. Start/Finished containers are used for Bingo letters/numbers. The Bingo cards are laid out in separate areas.

Visual Clarity: Start container is labeled with green and the finished container is labeled with red. The Bingo cards are color coded to correspond with the cards that have the letter/number that is to be found. A visual cue is added to remind the student to check for a winning card.
Visual Instruction: A picture dictionary is used to teach spelling.

Visual Organization: This task is contained in a folder. The picture dictionary is on the left, the work sheet is on the right and the letters needed to spell the words are on a separate flap attached above the worksheet.

Visual Clarity: What could be added?

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Art Project

Visual Instruction: Written list with some pictures

Visual Organization: Self-contained folder with “work to do” pocket containing instructions, page protectors containing material, and “finished” pocket.

Visual Clarity: Start/Finished cues, color coded tabs corresponds to color coded instructions.
Visual Instruction: Words with picture.  Written list for daily work. Written lists for how to create the different pieces of the roller coaster (support beams, straight track, curves, etc.)
Visual Organization: All materials were organized in a binder. The daily instructions were placed in the “work to do” pocket. The instructions for each piece and the templates to make the pieces were placed in page protectors. Visual Clarity: Templates were copied on colored paper and that color was used in the instructions. Each instruction sheet was also tabbed with the same color.
GENERAL BUSINESS:  
Managing a checking account

GENERAL BUSINESS
You have a current balance of $127 in your checkbook. Record the following transactions using your signature for the drawer.
*October 2. You write check 321 for $17 to Alan for film developing.
*October 5. You write check 322 for $15 to Present Auto Parts for oil and filters.
*October 9. You write check 323 for $95 (cont'd) to Dilley for notebook paper.
*October 11. You write check 324 for $95 for your monthly car insurance to State Farm.
*October 14. You write check 325 for $18 for gas to Quick Trip.
Forward your balance to next check stub.

Visual Instruction: Written words.
Visual Organization: This worksheet was presented to the student in a single folder. The transactions and the checks and deposit slips were cut apart and grouped together.
Visual Clarity: Start/Keep Going/Finished cues were added. Color coding was used
Math Worksheet:
Range, Mode, and Median

Notes

Modified Worksheet

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Periodic Table Project

Visual Instruction:
Written List

Visual Clarity:
Start/Finished Cues,
Color Coding

Periodic Table Project
Visual Organization

- Folder with “work to do” pocket containing student worksheet and written list, page protector with color coded example of the finished product, “finished” pocket.
### Periodic Table Project

**Before** Visual Structure

![Before Image]

**After** Visual Structure

![After Image]

### Seeing Is Believing!
More Before & After Pictures

**Before**

![Before Image]

**After**

![After Image]
Task Galore

Limit Table Space with Tape, Making the Dirty Areas More Obvious (Arrows Indicate Directions)

Dots on Table for Spraying Cleaner (One-to-One Correspondence Dots Made with Washable Markers)

FACS Cooking Class
Kool-Aid Person

Visual Instruction: Picture check off list
Visual Clarity: Numbered list, Start/Finished cues

Visual Organization: Kool-Aid “Kit” containing everything that will be needed for task
Stamping popcorn bags for the concession stand

Visual Instruction: Product sample, picture jig showing where to lay bag to be stamped.

Visual Instruction: Written list with some pictures.
Visual Clarity: Start/Finished Cues, color coding, arrows to show steps that repeat.

Visual Organization:
- Written instructions tell the student how to organize his work space in a left to right manner so he can do that independently.
- Separate containers for “work to do” and “finished” product. A separate folder contains the product sample and jig.
Visual Instruction: A cut out jig is used.

Visual Organization: All materials are combined into a single unit. Separate containers are used for the pieces of the flashlight and the finished product. The basket with the pieces of the flashlight was further divided.

Visual Clarity: What could be added?
Things To Consider

• Creating a “dependence” on visually-mediated aspects of the child's learning materials and environment is unique to the Structured Teaching Approach.

• Use of visual structure promotes independence, defines expectations and incorporates strengths and interests into the learning experience for individuals with autism.

Things To Consider

• Visual structure can be incorporated into any living or working environment as a support for the individual with autism, and should follow the individual throughout their life as they are exposed to new situations.

• Use of visual strategies also give strong visual cues that the individual has responded correctly to the task, which is important for the development of self-efficacy.
Things To Consider

- Visual structure addresses the important issue of generalization.

- Visual supports are considered to be integral to the learning/generalization process of individuals for all ages.

Things To Consider

- Directing attention and engagement around a strategy, or system of approach, to a task or a vocational activity, will result in independent functioning.

- An emphasis on directives from a person often leads to a lack of independence and greater prompt dependence.
Assessment – Taking Data

- Observe the student completing the task. Note any physical, verbal, or gestural help needed to complete the task, no matter how minimal.

- What to take data on:
  1. Get correct task
  2. Begins task
  3. Completes task
  4. Correct

- Restructure

Data Sheet

Work Tasks

- Records data on 4 different skill areas in completing a task.
- Records data on 5 different tasks with space for comments.
- Records the level of support from 1-fail to 6-independent.
Let’s Summarize

- Visual structure…
  - Engages attention.
  - Prevents distractions.
  - Reduces frequency of behaviors.
  - Increases INDEPENDENCE!