

Structural learning for integrated students with autism

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Autism spectrum disorder (ASD)

Complex disorders of brain development.

Difficulties in:

- social interaction and understanding
- verbal and nonverbal communication
- adaptation and repetitive behaviors

ASD can be associated with intellectual disability, or not (Asperger syndrome)



Joins in only if adult insists and assists



One sided interaction



No eye contact



Variety is not the spice of life



Does not play with other children



Talks incessantly about only one topic



Lack of creative pretend play



Bizarre behaviour



Echolalic, copies words like a parrot



Likes to spin objects



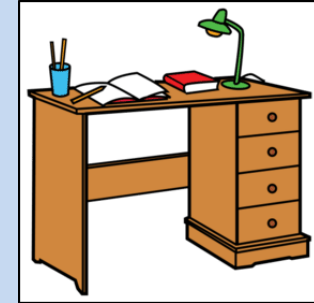
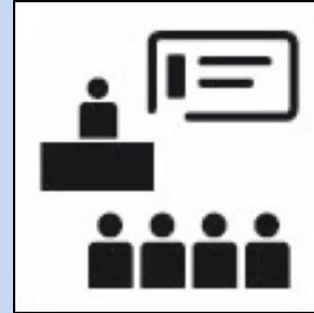
Can do some things very well, very quickly but not tasks involving social understanding

PRINCIPLES OF STRUCTURED TEACCHING:

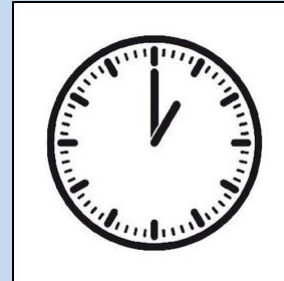
- Developing an individualized plan for each student, rather than using a standard curriculum
- Structuring the physical environment
- Using visual supports to make daily activities predictable and understandable
- Find motivation of individual student

Teaching with structure

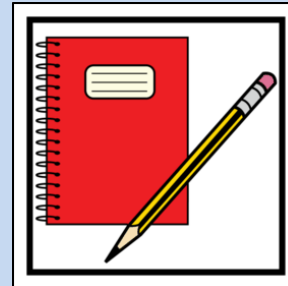
- Structure of the space



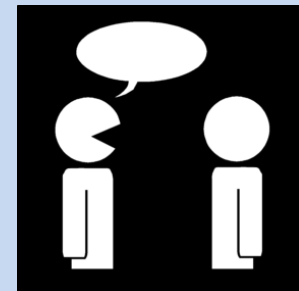
- Structure of the time



- Structure of the task

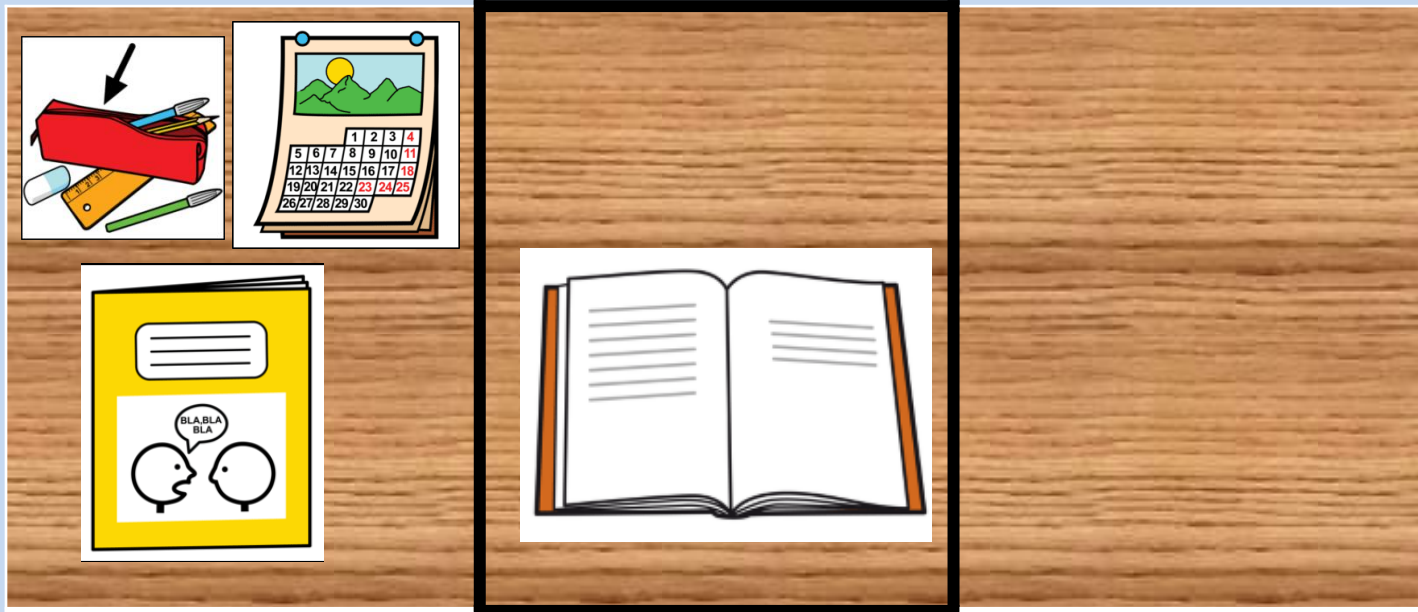


- Structure of the communication



Structure of the space

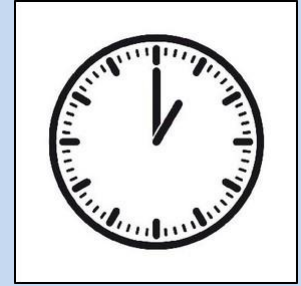
- Place for work x place for leisure time activity
- Always have the same seat and desk.
- Organize tools on the desk



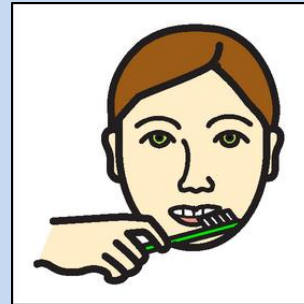
Structure of the space – class



Structure of the time



Real object – photo – picture – word



toothbrush

Program for today: Monday 1.2. 2016



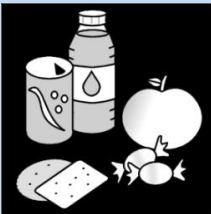
- Prepare diary and pencil case on your desk



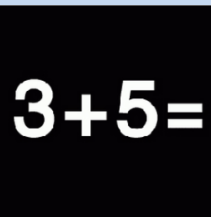
- **English**



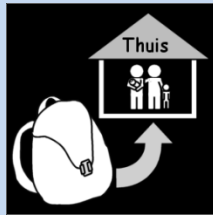
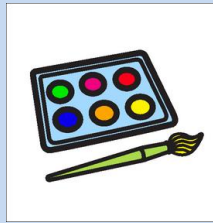
- Break, use toilet,
wash your hands,



- snack



- **Math**



- Break, put on the dress for gym
- **Gymm**
- Break, put on your school clothes

- **Art class**

- Lunch, pack your things into your bag

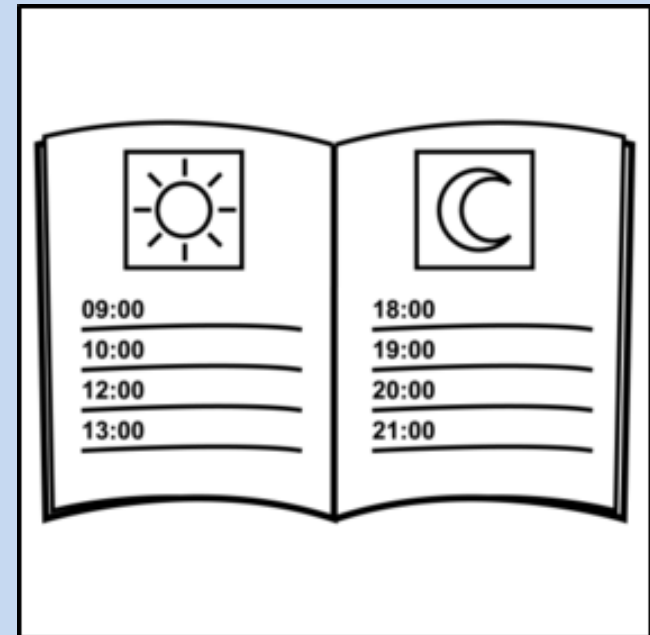
- Go home

Diarry, notebook

Communication between teacher, parents, and assistant of the student.

- Share information and feedback
- Homeworks
- Dates of tests
- Praise

Avoid changes of school routine or let him know in advance!



private diary, for older student

21.1.2016

Program today:

**History – test
Homework –
English**

18:00 swimming

20:00 - TV

**Today I have to
do:**

**Send e-mail to
father**

**Prepare for Math
test on Friday**

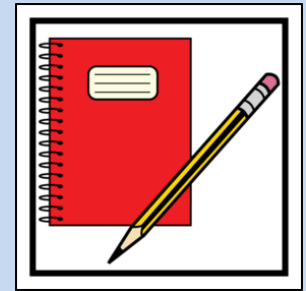
**Hoover my
room**

Journal space

**I enjoyed the
swimming today.**

**I hate my
teacher of
history.**

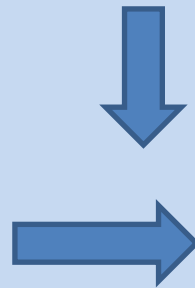
Structure of the task



- Short sentences
- Clear questions
- **Highlight** important information
- Overview – important notes from the lesson from the teacher

System of the work

- From up to down
- From left to right



Structure of the communication

I want 

 <p>big wheel</p>	 <p>golf</p>	 <p>trampoline</p>
 <p>bubble blower</p>	 <p>sand and water table</p>	 <p>sidewalk chalk</p>

Communication books

PECS is picture exchange communication system



scheme of process – washing hands



Positive motivation system

Individual key to behavior influence

Types of reward:

- material (food),
- favourite activity,
- verbal praise

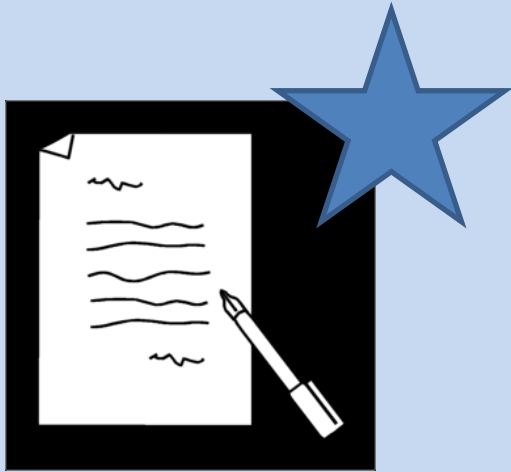


Use computer – improve writing skills, motivation to work

Use individual interest for motivation and program for breaks

(magazine, computer, book,...)

Token economy:

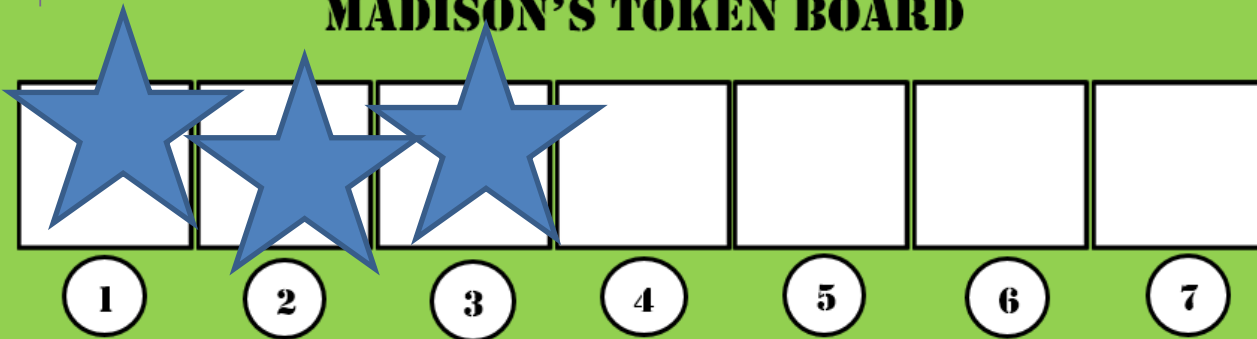


Work



game for 10 minutes

MADISON'S TOKEN BOARD



I EARN...



I need ___ out of 7 tokens

Web sites

- <https://www.teacch.com> – TEACCH program
- <https://www.autismspeaks.org/>
- <http://www.noodlenook.net/token-economy-in-life-skills/#sthash.MZofxO0y.dpbs> – free to downloads
- <http://www.educateautism.com/token-economy.html>
- <http://awareuk.homestead.com/Autism.html>
- <https://www.tes.com/teaching-resource/autism-overview-mind-map-6329270> - english
- <http://csppno.sk/postery.html> - slovak

