Creating Learning Opportunities at Home

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Importance of Learning at home

- Home as a learning enviornment
- Parents as partners in learning
- Everyday opportunities for skill development





What are the characteristics of our special children that pose challenges in teaching them?

COGNITIVE-PERCEPTUAL DIFFICULTIES



- Problems of comprehension



- Poor verbal expression



- Attention deficit



- Disorganization

COGNITIVE-PERCEPTUAL DIFFICULTIES



- Deficits in auditory processing



- Marked sensory preferences & dislikes

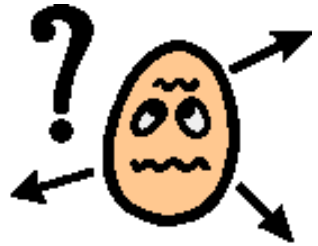


- Poor memory for non-special interest

COGNITIVE-PERCEPTUAL DIFFICULTIES



- Abstraction difficulties/concept of time



- Problems with generalizing information



- Difficulty with change

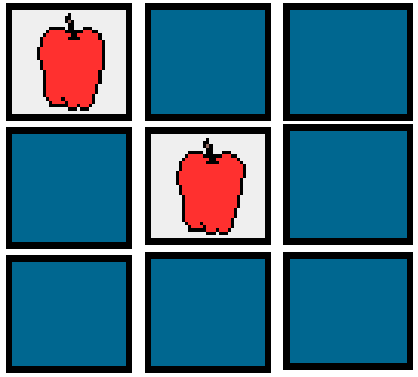
RELATIVE PATTERNS OF COGNITIVE STRENGTHS



- Special interests



- Processing visual information



- Rote memory skills

Natural Learning Opportunities

- Learning during daily routines
  Learning during play
  Learning in the community
  Learning through family interactions



STRUCTURED TEACHING

Not a curriculum, but the *framework*

- In which vocational, social and living skills are taught

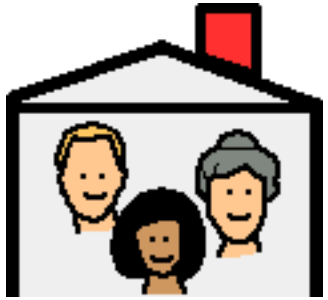
- Structured teaching is a way to develop teaching strategies and to change the environment to make world more meaningful for children with special needs

PRIMARY PURPOSE of STRUCTURED TEACHING



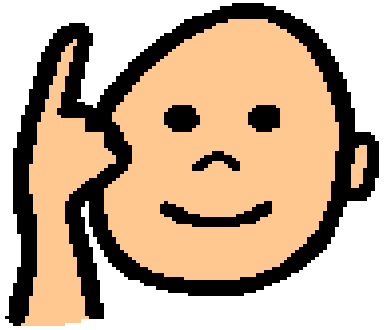
Improve adaptation thru…

- Improving level of skill using special interests

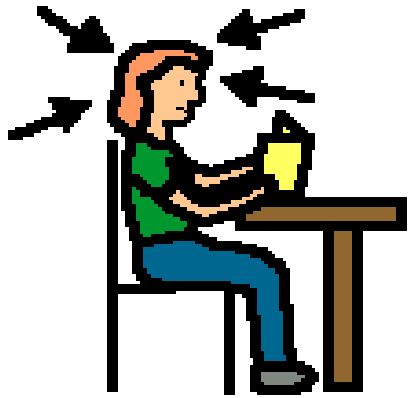


- Modifying or structuring the environment to accommodate learning deficits

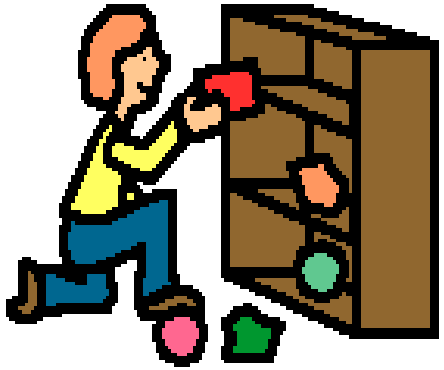
STRUCTURED LEARNING HELPS CHILD TO...

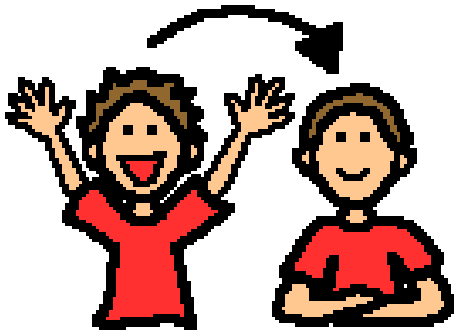






- Understand
- Organize
- Become Independent
- Be Calm
- Learn Better





WHAT IS STRUCTURED TEACHING ?

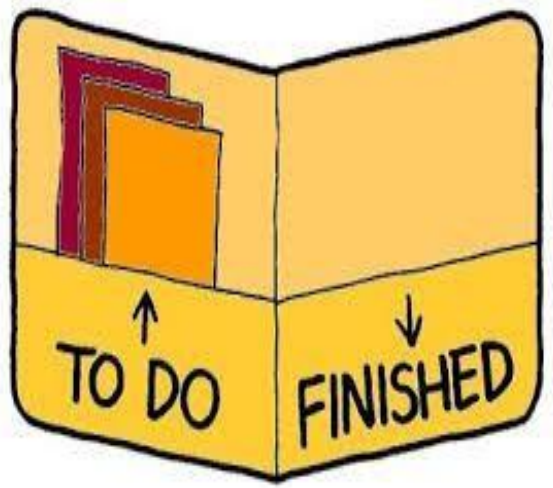




A system of organizing…

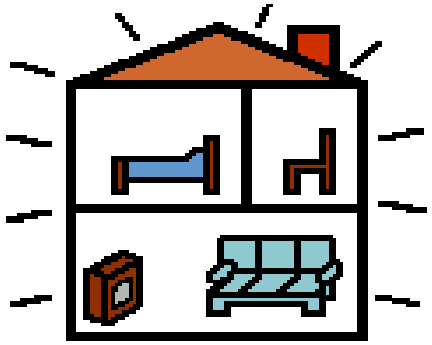
- Structure
- Change of activities with schedules
- Work/Study systems to facilitate learning process
- Material organization to promote independence

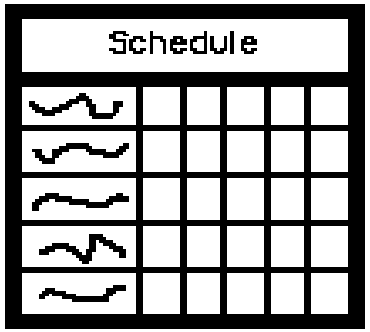




4 MAJOR COMPONENTS OF STRUCTURED TEACHING

1. Physical Structure

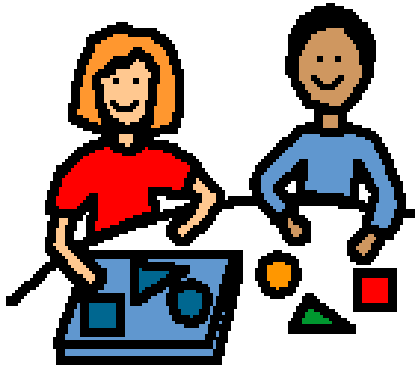




2. Daily Schedule

3. Individual Work Systems





4. Task Organization

PHYSICAL STRUCTURE

Physical lay-out of the room or space for teaching, working, leisure or living activities

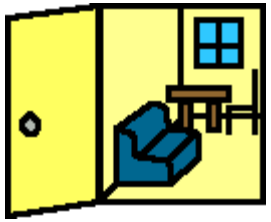
Concept of **where** activities and functions take place



Structuring the Physical Activity



1. Consistent, visually clear areas and boundaries for specific activities



2. Minimize visual and auditory distractions

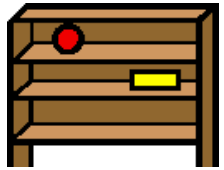


3. Safe physical structure

Materials used as markers



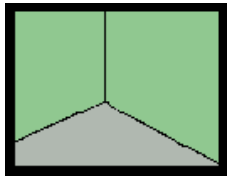
- Rugs, Mats, Carpets



- Shelves



- Furniture arrangement



- Partitions/Dividers



- Tape on floor



What materials were used as boundaries?

Physical Structure



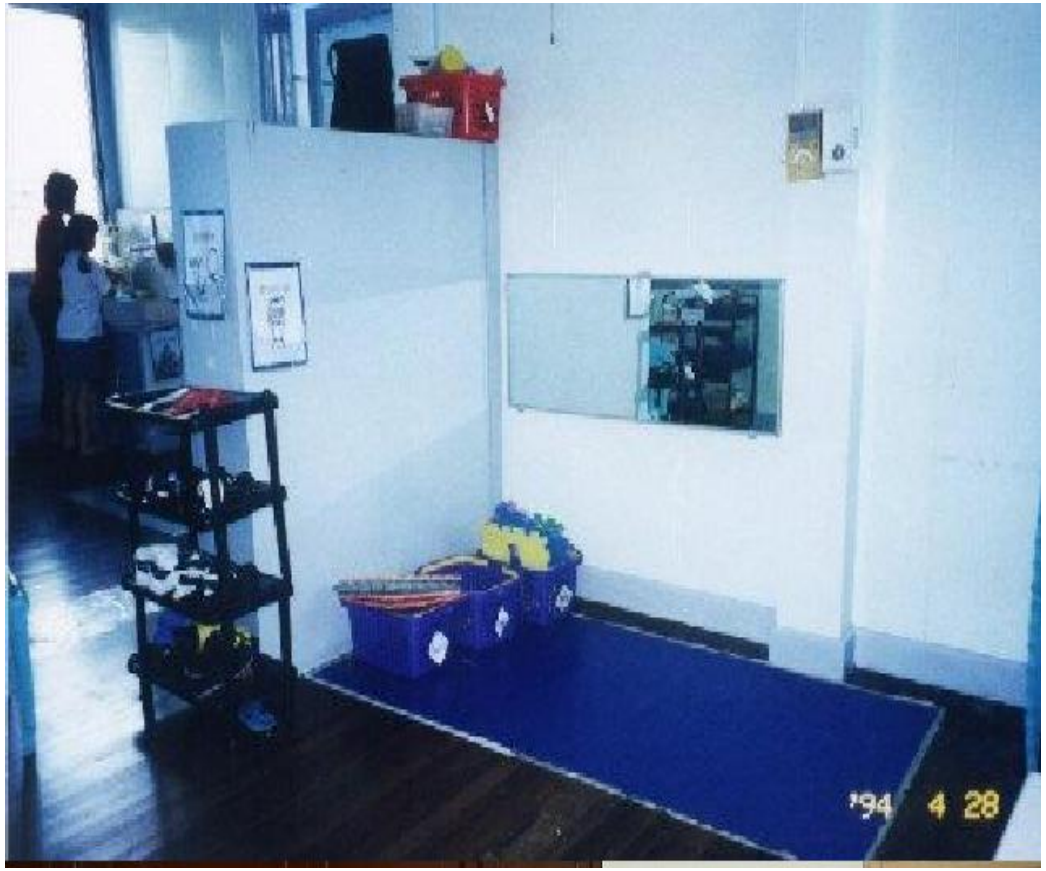




Individual Work Station

Boundries







Physical Structure at home



How to minimize distractions

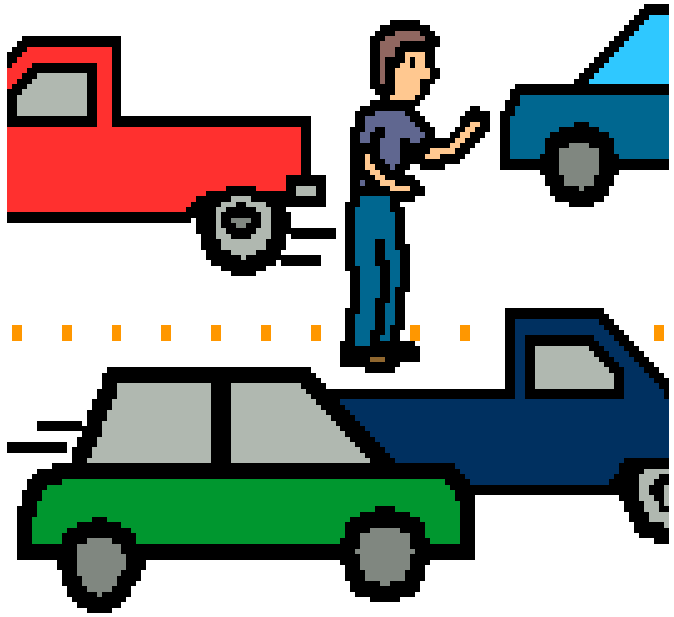
- Minimal use of wall decor or blank walls
- No distracting mirrors/windows
- Accessible materials
- Use window shades
- Use dividers
- Remove/Reduce clutter
- Provide adequate space




STOP

Safe Physical Structure

- Away from exits
- Away from multiple exits
- Safety factor






TOILET

In determining Physical Structure…

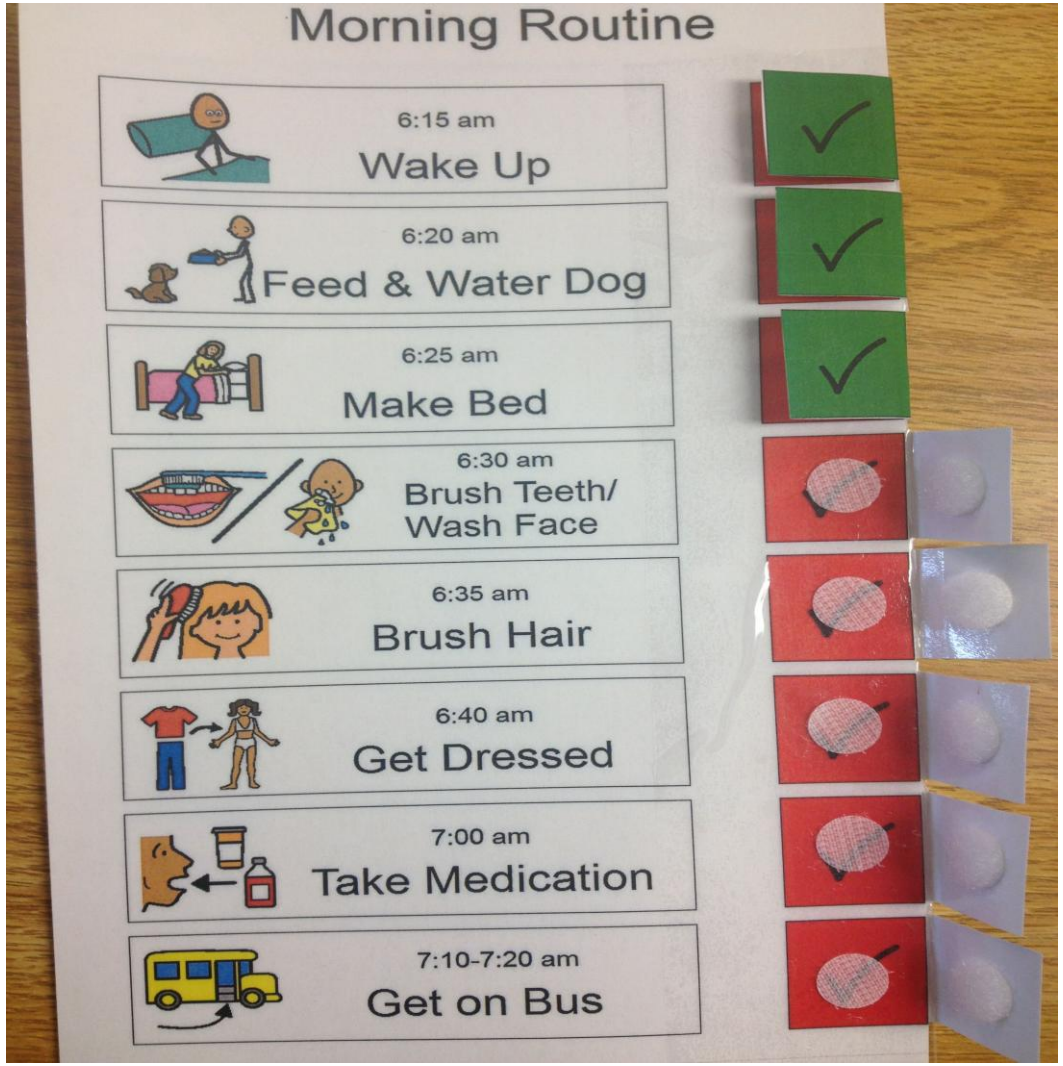
1. Assess your students' needs.
2. Determine the activities that are needed to address them.
3. Determine required equipment, furniture for each activity.
4. Assign areas for each activity taking note of space requirements, structure of the room and the flow of activities.

Visual Schedules

- Home schedule
- Morning schedule
- After-school schedule
- Bedtime schedule
- Community outing schedule

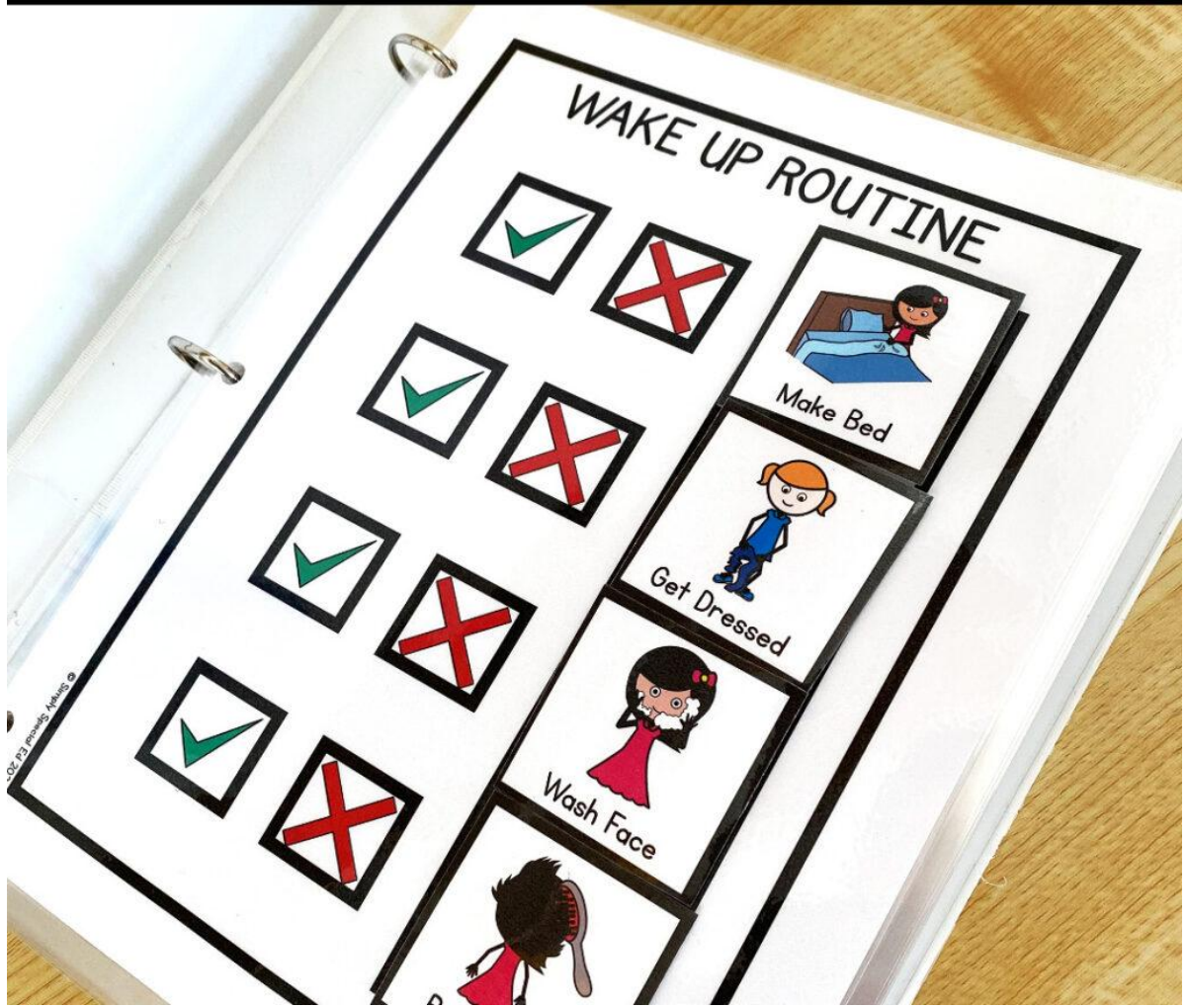





Morning Routine
6:15 am
Wake Up
6:20 am
Feed & Water Dog
6:25 am
Make Bed
6:30 am
Brush Teeth/
Wash Face
6:35 am
Brush Hair
6:40 am
Get Dressed
7:00 am
Take Medication
7:10-7:20 am
Get on Bus


Getting Dressed
Pick Up Toys
Make Bed
Help with
Do School/ Work

WAKE UP


WAKE UP ROUTINE
Make Bed
Get Dressed
Wash Face


simply SPECIAL ED
WEEKEND ROUTINE
SATURDAY
SUNDAY
Clean
Mall
Laundry
Library
Grocery Store
iPad
Dentist
Park
© Simply Special Ed 2022

Work System

What work?

How much work?

When am I finished?

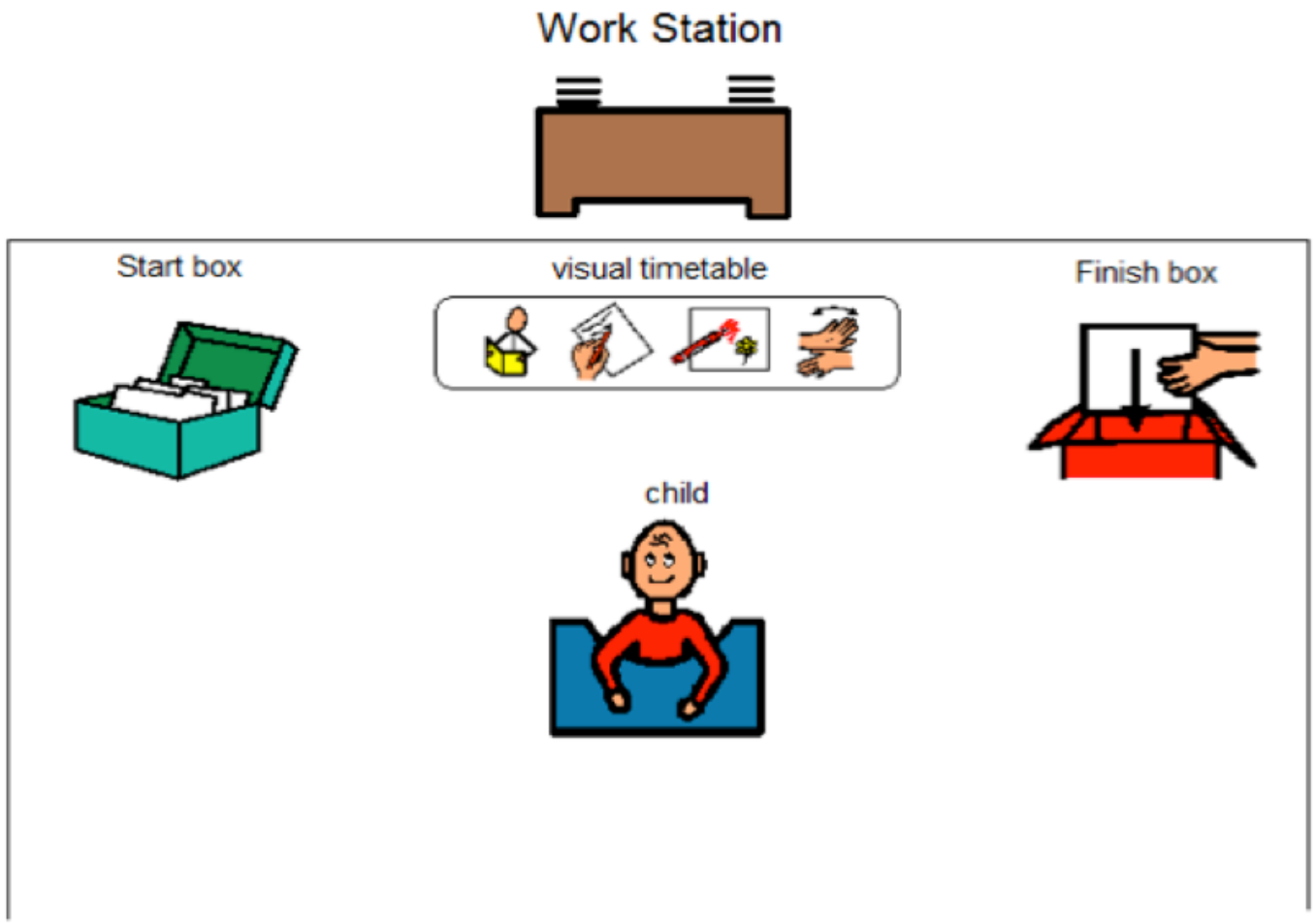
What happens next?



Visual overview of TEACCH task flow

These tasks are accessed left to right.

When the child completes an item, it goes into the "finished" box.











This work system is presented in order and does not require that the child gets out of seat
in order to retrieve the tasks.




STOP


A
B
1
2
C
D
3
4
5
6
7
8
9
10
11
12
Simply
SPECIAL ED

What work?

How much work?





When am I finished?



What comes next?

Task Organization

Organization of materials that provides visually clear guidelines on positional relationship between parts



Customized Tasks Examples

















Continue….






















1. Touch
2. Smell
3. Lick


YES
NO
Can I Eat This?


First
Then
Last







Visual OCI



- Visual **O**rganization
- Visual **C**larity
- Visual **I**nstructions











Materials should have specific locations for storage.

Visual Clarity



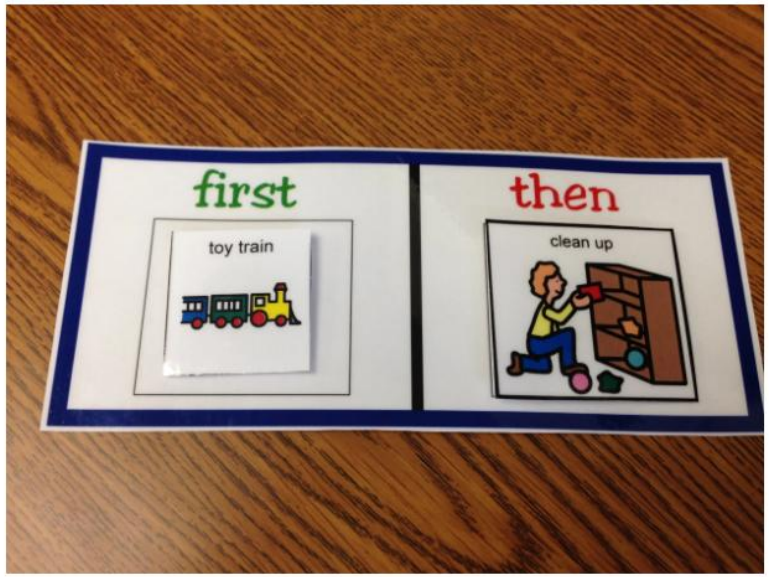






Shopping Schedule

Visual Schedules

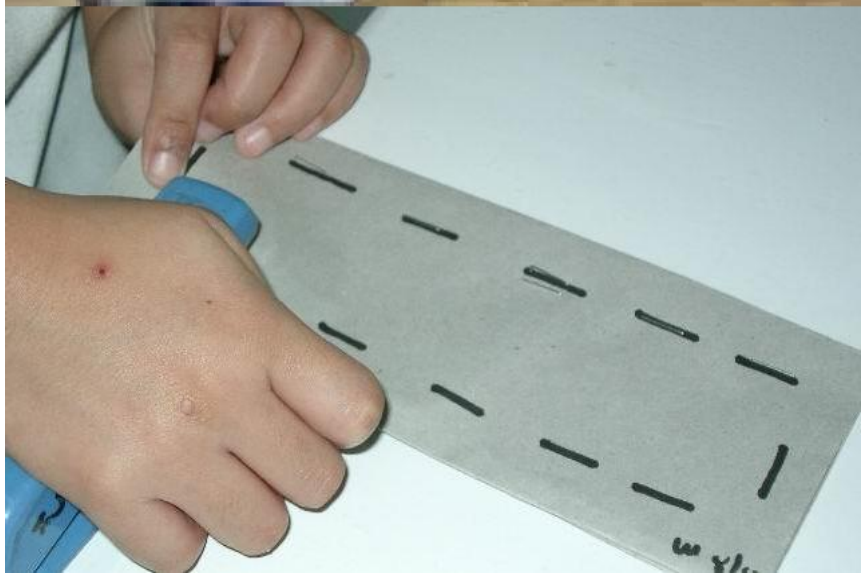






Labeling items inside the container





Visual Instructions





rinse hands



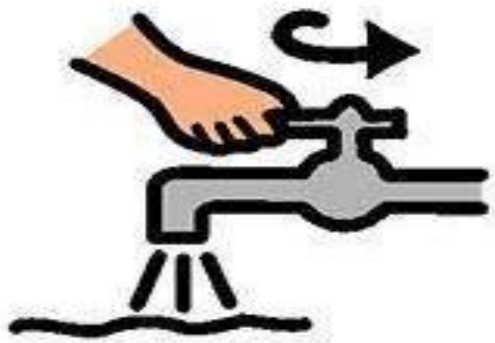
turn tap off



dry hands



turn tap on



get soap



scrub hands

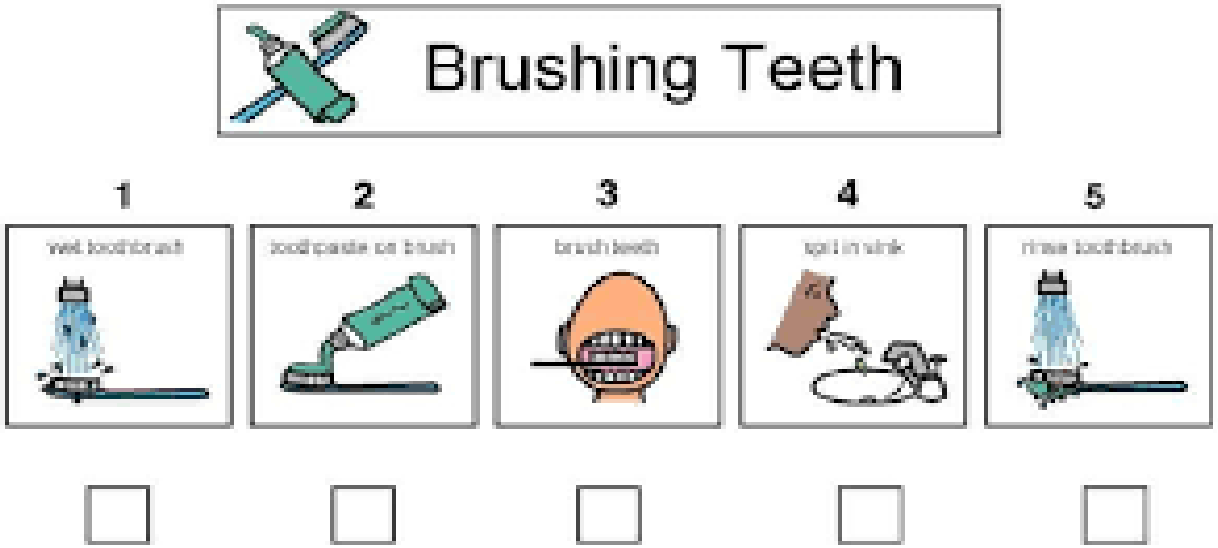






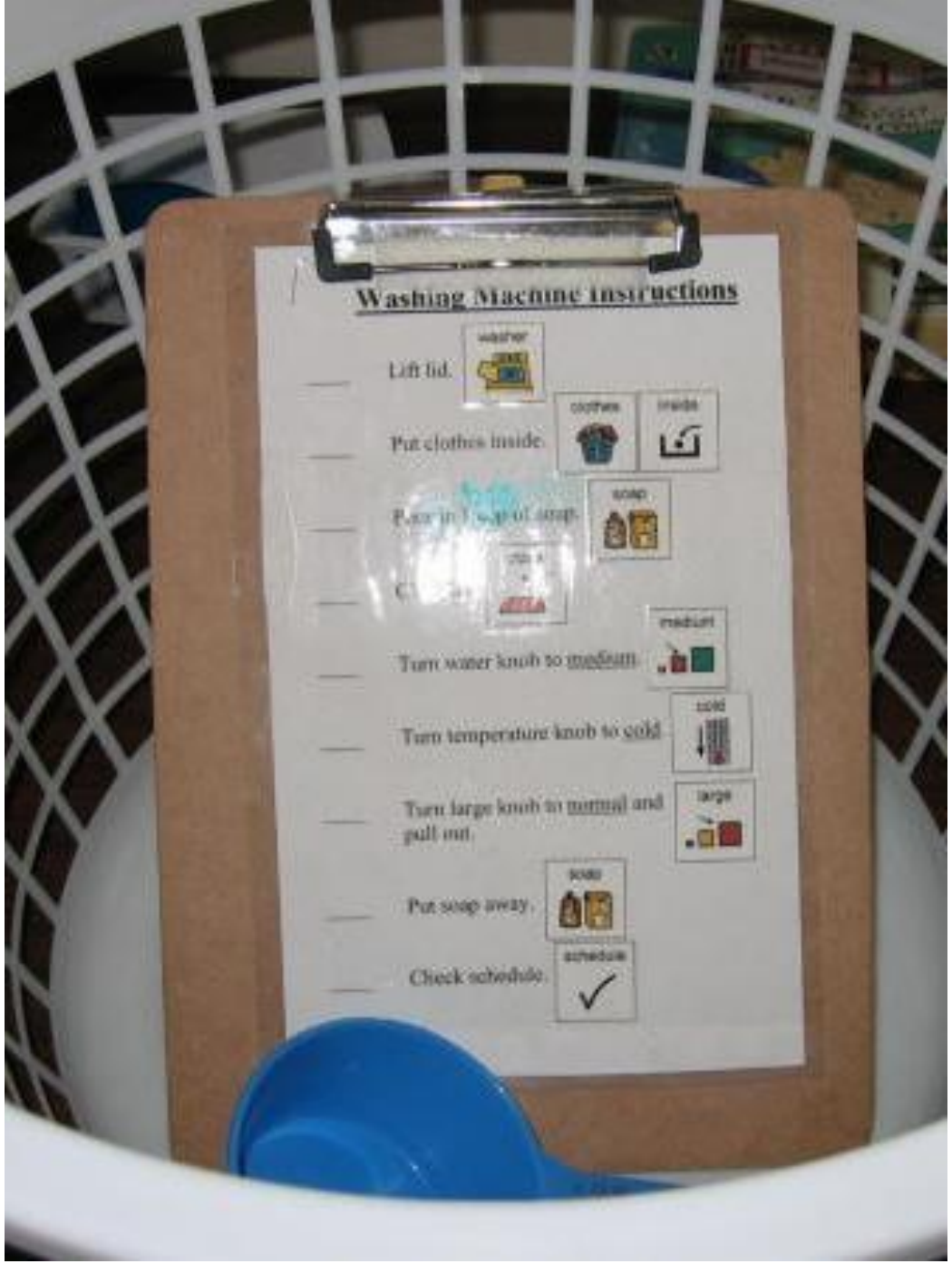


Can you tell what the task is?



Left to Right





Top
to
Bottom



Product Sample



Visual for Play Area

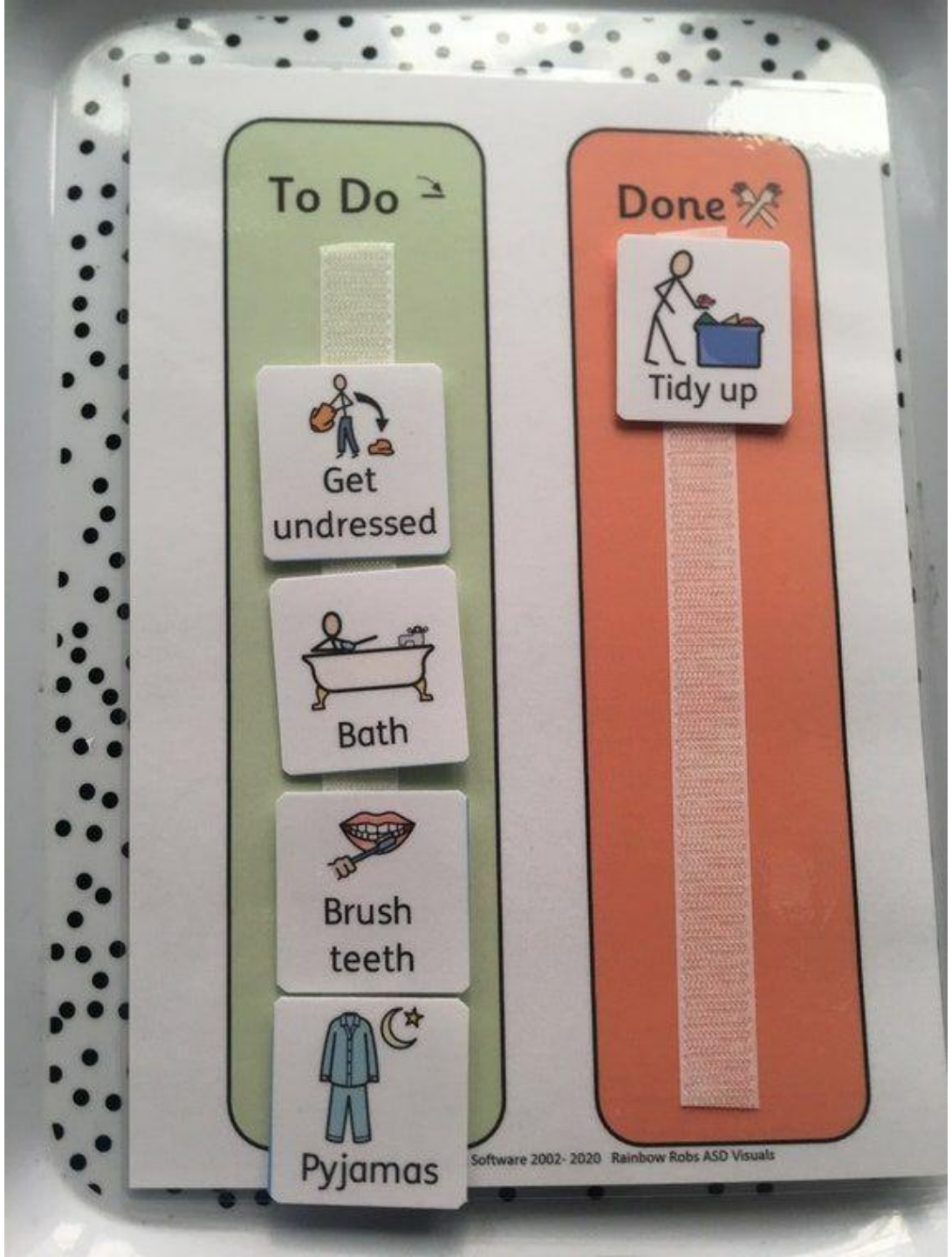
Visual for School





Visual for home


Go potty
pajamas
brush teeth
iPad
Eat at home
Spaghetti
FIRST → THEN
CHOICE BOARD


To Do
Done
Get undressed
Bath
Brush teeth
Pyjamas
Tidy up
Software 2002- 2020 Rainbow Robs ASD Visuals

Thank you