

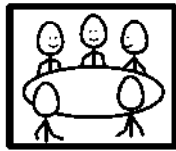
Structured Teaching

Structured Teaching is a strategy which helps students to understand, predict and control their environment. It was originally developed for use with students on the Autism Spectrum, however we feel that many of the basic principles underlying Structured Teaching are applicable throughout our school and will be of benefit to all of our students. This approach provides the clarity and predictability that students with learning difficulties (including ASD) need, in order to access and enhance their learning.

The four main elements of Structured Teaching are:

Physical structure

Clearly defined areas within the classroom and the school, can help the students to understand what they should be doing in each place. For example, individual work area, group work tables, circle time area, play/leisure area.

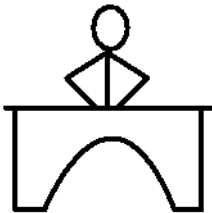


Timetables

M	T	W	T	F
●	●		●	
	●			●

Each class has a visual timetable, either written, pictures/symbols or photos of the different lessons & activities within the day. This helps the students understand what they are doing, when they should do it and what will happen next. This should reduce anxiety and increase their independence when changing between activities.

Work



Within a Structured Teaching work system, students are supported to work independently. The work system will visually tell the student, what work they are expected to do, how much work, when it is finished and what will happen next (this could be a reward or motivator). There can be different types of work systems depending on the individual needs of the student.

Visual instructions/prompts

These are more permanent than verbal instructions, and support the visual learning strengths of many of our pupils. They can be used in instructions for tasks/work, to support communication, social prompts, behaviour prompts, to allow the introduction of change/surprise and many other purposes within the school day.

