TRI-STATE WEBINAR SERIES

Elements of Structure: Routines & Strategies

Presented by:
Mary Woodworth, Ed.S. & Mary Flory, M.S.Ed.

Tri-State Autism Spectrum Disorder Webinar Series

This material was developed under a grant from the Colorado Department of Education. The content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

The content of this material was developed under an agreement from the Federal Department of Education to the Kansas Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Kansas Department of Education or the Federal Government. TASN Autism and Tertiary Behavior Supports does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Deputy Director, Keystone Learning Services, 500 E. Sunflower, Ozawkie, KS 66070, 785-876-2214.

The contents of this power point presentation were developed under a grant from the Nebraska Department of Education, IDEA parts B and C from the U.S. Department of Education. However, this content does not necessarily represent the policy of the U.S. Department of Education and you should not assume endorsement by the Federal Government.
Presenter Information

Mary Woodworth Ed.S.
Mary is a School Psychologist and the Transition and Training Coordinator for TASN-Autism and Tertiary Behavior Supports, in Kansas.

Mary Flory, M. Ed.
Mary is the Southeast ASD Coordinator with the Nebraska ASD Network.

Learner Objectives

• Understand the connection between work systems and routines
• Understand and define routines
• Understand the significance of teaching routines
• Understand the importance of structuring routines across environments for a variety of learner levels
• Understand how routines become strategies for the learner
Summary

This presentation will focus on the relationship between work systems and routines, the importance of teaching routines to help make the environment more meaningful, and support the development of strategies as a foundation for independence in all students.

Elements of Structure

- Physical Structure
- Individual Schedules
- Work Systems
- Routines and Strategies
Learning Challenges

• Attention
• Organization and Sequencing
• Independent Initiation
• Difficulty with Transitions
• Difficulty Interpreting Social Cues

Why Teach Routines?

• Teaches meaning in an environment
• Large amounts of materials are often confusing, overwhelming, or incomprehensible
• Adding physical and visual structure to tasks have been shown to be a highly effective means of instruction
Why Teach Routines?

- Strategy for understanding and predicting the order of events
- Helps maintain consistency in instruction
- Decreases anxiety
- Increases independence
- Supports the development of independence

*A routine, over time, becomes a strategy that enables success.*

Polling Question 1:

One reason to use structure to teach a student a routine would be __________________________.
Polling Question 1:

Any of the following responses would be correct:

• Structure gives meaning to the environment;
• Structure involves breaking large amounts of work or activities into smaller, more manageable parts;
• Structured routines maintain consistency in instruction across instructors;
• Verbal explanations often don’t work because of weakness in auditory processing skills;
• Structured routines provide the order of events; or
• Having a structured routine to follow decreases anxiety.

Developing and Establishing Routines

1. Determine the role of routines throughout the day
2. Analyze the current routines
3. Analyze the steps required
4. Develop a visual representation
5. Teach the routine
6. Assess, restructure, assess, restructure…
Developing and Establishing Routines

1. Determine the role of routines throughout the day
2. Analyze the current routines
3. Analyze the steps required
4. Develop a visual representation
5. Teach the routine
6. Assess, restructure, assess, restructure…

Examples of Routines

- Checking the schedule
- Following a Work System
- Independent Work
- Self-calming/relaxation
- Getting lunch in the cafeteria
- Waiting--in a variety of contexts
- Making a choice
- Asking questions in a class
- Beginning and end of class procedures
- End of the day procedures
- Using the restroom
Flip card work system teaches routine for Watering Plants
Physical Structure of Supports and Routines

- 5 Point Scale
- Classroom Rules
- Individual Daily Schedule
- Seminar work System
- Study Skills Work System

Work System as Routine for Seminar and Study Skills Classes
Work System as Routine for Seminar and Study Skills Classes

Schedules

**Daily**
- Agenda
- The BIG Picture
- Often mirrors classroom schedule
- Major events

**Mini**
- Schedule within a schedule
- Steps in an activity / task analysis
- Activities within a class or lesson
- Job lists
Mini-Schedules

- Complements the daily schedule
- Allows for greater individualization
- Will help direct the student through a lesson or class
- Increases Independence

Mini-Schedules for Functional Routines

Washing Hands Routine
- Water on
- Get soap
- Scrub and rinse
- Water off
- Dry hands

Functional Routines
- Pull down pants
- Sit and go potty
- Get paper & wipe bottom
- Pull up pants
School Routines

Class Routines

Story Routine:
- Sit on floor or in chair
- Listen to story
- Quiet
- Keep objects in hands or on laps
- Fill in sheet

Math Routines:
- Sit with group
- Teacher calls on students
- Students teach group
- Raise hand to be called on
- Fill in sheet
Task Lists

Name: ___________________________  Date: ___________________________

Class: ___________________________

Mark boxes when done: ____________

1.  [ ]
2.  [ ]
3.  [ ]
4.  [ ]
5.  [ ]

Raise hand to talk

Do your work

[Drawings of a hand raising and a student working]
Task Lists

<table>
<thead>
<tr>
<th>Task</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Task Lists

Class: __________________ Date: ____________

1. ___________________________ Sit up
2. ___________________________ Lean forward
3. ___________________________ Ask questions
4. ___________________________ Nod yes or no
5. ___________________________ Track teacher

I was successful using S.L.A.N.T. Score 5 4 3 2 1
(5=Awesome; 4=almost all of class; 3=most of class; 2=sometimes; 1=not much)

Total Points ____________/10
Task Lists…simply made!

Polling Question #2:

If a student is challenged with independent initiation, what can be incorporated into a routine to increase independence?
Polling Question #2:

*When determining all of the steps required to perform the routine, include how to start and how to end the routine.*

Student’s Preference as Part of a Routine

- Student’s personal level of interest
- Self-selected skills
- Real-life recreation and leisure
- Share with the family
System for Selecting from among School Menu Items

Available Options

Number of options defined by the tray

Used in Daily Routine before Meals

- Breakfast
- Lunch
Systems for Offering Choice

Routine for Asking Questions

Problem: Repetitive ?'s
Solution: ? Journal
Routine for Asking Questions

Example of Q & A

Repetitive Q & A

Polling Question #3

A student’s preference should be included in teaching a routine.

True or False?
Polling Question #3

A student’s preference should be included in teaching a routine.

True

Flexibility and Change

• Ability to adapt to new situations
• Ability to change according to circumstances
• Has to be taught to many children on the Spectrum
How to Teach Flexibility

• “Flex Activities”
  – Drink of water
  – Sharpen pencils
  – Deliver to office for another classroom
  – Books to library
  – Empty trash can
  – 4 pieces of puzzle
  – 1 page of book

• Add different flex activities each day to the student’s schedule
• Use “flexible language” with the student- “Oh look, yesterday we got a drink before Math and today we are going to the office- that is different and that is okay!!”

Teaching Change

• Surprise!!
• Use a “Change Card”
• Use a sticky note
• Highlight changes
• Run schedule on different color
Polling Question #4:

Why do we need to teach flexibility and change to students with autism?

A. Life is not invariable, so we need to prepare students for changes that occur in life.
B. Individuals who learn to be flexible and accept change have decreased anxiety.
C. Adapting to change allows individuals to have greater access to the world around them.
D. All of the above
Questions

References


Thank You!

Mary Woodworth, Ed. S. & Mary Flory, M. Ed.
maryw@tasnatbs.org
mary.flory@esu6.org