Competencies

K4 Understanding of the possible communicative functions of behavior and the value of interventions designed to develop more positive communicative behaviors and social skills.

S1 Demonstrates the ability to provide structure and predictability for the student through consistent implementation of direct teaching methods that support prior learning and ongoing development of social, communication, and adaptive behavioral skills, etc. under the direction of licensed staff.

S5 Demonstrate the ability to consistently utilize proactive strategies, positive behavioral supports including; structured teaching methods, ABA methods including discrete trial and generalization approaches, and sensory interventions to enhance learning and prevent behavior problems, as directed by the teacher or related service staff.

Structured Teaching Methods to Support Positive Behaviors and Teach New Skills

Read the scenario and then answer the questions that follow.

Scenario
Tyler, a thirteen year old young man with ASD, is a student in your special education classroom at a public middle school. Because he has shown improvement in a number of skill areas, his IEP team has put into place some new skills for Tyler to work on. Now, after lunch, Tyler works on two skills which he previously had little exposure to. These new skills include printing letters (such as writing his name and other words) and use of concrete examples to work on expanding language skills. Though Tyler was quite tolerant of his old afternoon routine, it has become clear that he is frustrated by these new task demands. He often seems confused and agitated when involved in these new tasks, and it has become increasingly difficult to both help him calm down and transition him through his new afternoon routine.

Questions
Think about the various methods of structured teaching described in this lesson (physical structure, individual/visual schedules, independent work systems, and visual instruction). Considering the content of this lesson, answer the following questions about the above scenario.

1. How might the physical structure of the classroom be used to help Tyler tolerate and learn new tasks?
2. In what ways might a visual schedule help Tyler with the changes to his school day?

3. What four important pieces of information do work systems communicate to students? How might Tyler’s IEP team utilize work systems to help Tyler learn his new skills?

4. Give an example of how visual instruction might be used to facilitate instruction with Tyler.