



Key Supports Defined

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The Role of Structure for Play

Structure refers to amount of information built within the space or activity so the expectation is clear and meaningful to your child. Time and space is organized so it makes sense to the child.

The different means of Structure in an activity:

- DETERMINE what the play will be
- WHERE the fun will happen
- HOW LONG will this play last

Physical Structure ensures the expectation in the space is clear.

- Location: How much space do I use?
- Purpose: What am I suppose to do in this space?

Daily Structure shows what your day will look like. This tells your child where they are supposed to be, what they are doing there and the order in which the daily events will happen. Time for play is easily included!

Work System Structure helps the child to go from one activity to the next without a person prompting and guiding them.

Task Structure organizes and shows what am I supposed to do with this activity?

- What am I doing?
- When am I done?
- How much should I do?
- What am I doing?

Visual Structure is information given through the use of visual drawings, icons, photos or the written word so the individual relies on their eyes as a source of information vs. auditory information.

(Based on the work at the University of North Carolina/Division TEACCH, Structured Teaching)

Social Narratives and Play

Use a Social Narrative as a teaching tool to support the child to be successful. The Social Narrative can be used to “prep” a child when one anticipates an upcoming event that may be challenge, or anxiety provoking for the child.

- Describes the social situation / what is happening
- Typically is written in 3rd or first person
- Highlights important information /cues
- Is individualized according to child's needs and language level
- Explains what others are doing, feeling and thinking
- Can include visual images

Video Modeling and Play

Video modeling is a visual teaching tool that is used to teach children specific skills or behaviors by watching a video that targets and models the expectations. After watching the video, the goal is for the child to imitate and later generalize the skill or behavior shown. Video modeling is proven to be highly effective because it is motivating for many children. Through video modeling the adult can monitor the pace of the material being presented. The child can watch a skill and the tape can be paused or stopped for the child to practice or see again.