

With teachers – for teachers

## The Diverse Learners Hub

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## Diverse Learners Hub

*Designed with teachers for teachers*



### Discover Diverse Learning

*This Hub is for anyone who is supporting or teaching diverse learners, discover more about our founding principles.*



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Diverse Learning



Evidence-base



Vision and Values



Learning Community

## Core Research

*The Diverse Learners Hub practices are developed from evidence-based research, check them out below.*



Needs of Diverse Learners

78



Models of Practice

66



Structured Teaching

53



Explore Diverse Learning

## Explore Diverse Learning

### Practices

All of the practices from the Diverse Learners Hub are developed on a Strong evidence-base, choose one to use in your classroom today.

#### Teacher Practices



**Visual Schedules** 93  
Primary Years | 30 min | ★★★★★



**Instructional Sequences** 93  
Middle Years | 30 min | ★★★★★



**Work Systems** 93  
Middle Years | 30 min | ★★★★★

#### School Practices



Practices	 Social Robotics Club <span>53</span> Middle Years   3 Months   ★★★★★	 Emergent Literacy <span>50</span> Middle Years   40 min   ★★★★★	 How was your day <span>31</span> Middle Years   30 min   ★★★★★	
	New Releases	 Fostering Sense of Self <span>32</span> Middle Years   30 min   ★★★★★	 Modeling Interactions <span>53</span> Middle Years   30 min   ★★★★★	 Social Problem Solving <span>09</span> Middle Years   30 min   ★★★★★
		Trending Practices	 Numeracy <span>14</span> Middle Years   30 min   ★★★★★	 Teaching Communication <span>31</span> Middle Years   30 min   ★★★★★

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**Diverse Learners Hub**  
Designed with teachers for teachers



**Summary:** The Autism CRC celebrates the diversity of Australian classrooms.  
The Autism CRC has translated the findings of our research into supporting learners with autism so that teachers can use these to guide their everyday teaching practices and meet the needs of most students in their class.  
The principles of Universal Design for Learning underpin our work and has provided us with a blueprint for the creation of instructional goals, method, materials, and assessments that work for everyone – not a single,



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The principles of Universal Design for Learning underpin our work and has provided us with a blueprint for the creation of instructional goals, method, materials, and assessments that work for everyone – not a single, one-size-fits-all solution but rather flexible approaches that can be customised and adjusted for individual needs. By using the Universal Design for Learning principles, teachers and schools give all students equal opportunities to learn.

**The principles of Diverse Learners Hub are:**



Provides multiple means of representation



Provides multiple means of action and expression



Provides multiple means of engagement

**Background:**



**Background:**



**Equal, static instruction.**  
(c.f. "Traditional Instruction")



**Equitable, support based on student need.**  
(c.f. "accommodations and modifications")



**Flexible learning experiences, such that variable learners have access.** (c.f. UDL)

You can learn more about Universal Design for Learning [here](http://udlguidelines.cast.org/) (<http://udlguidelines.cast.org/>)

**Goals**

Goals are often described as learning expectations. They represent the knowledge, concepts, and skills all students should master, and are generally aligned to standards. Within the UDL framework, goals themselves are articulated in a way that acknowledges learner variability...



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## Structured Teaching

**Aim:** In partnership with Australian teachers, the Structured teaching project team developed and evaluated the effectiveness of the structured teaching approach which has been well-established in special education settings to support students with autism.

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The Autism CRC project investigated two elements of structured teaching in mainstream classrooms: visual schedules and work systems. Learn about our evidence-base here ([Link to Evidence-based](#)).



Elements of structured teaching



Quick reference guide & checklist for teachers



**What is structured teaching?**

What is Structured Teaching

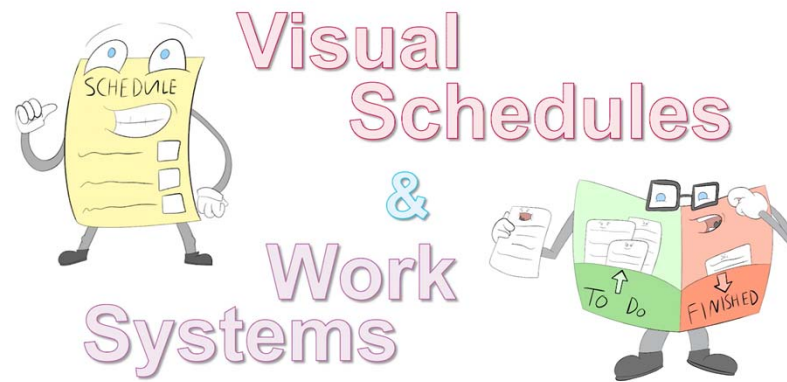


Elements of structured teaching

Quick reference guide & checklist for teachers

**What is structured teaching?**

**Supporting students to stay on task and move between tasks using**



**A students perspective**

## A students perspective



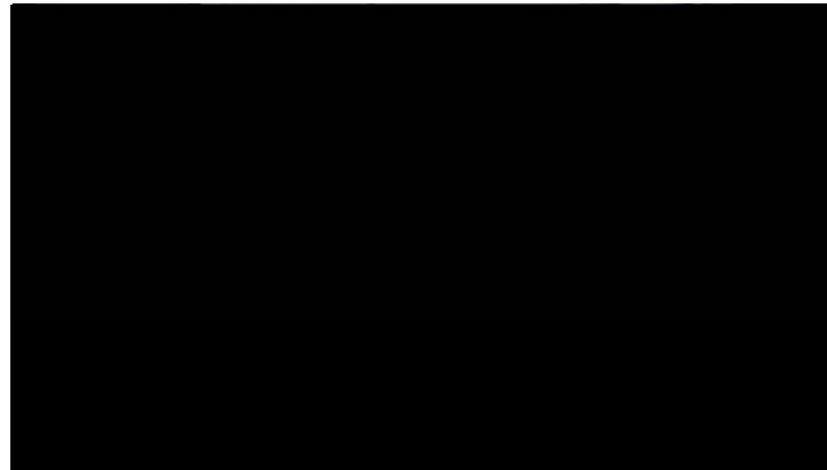
Take Home message



Libby McDonald: The need for Autism friendly classrooms



## A students perspective



Take Home message



Libby McDonald: The need for Autism friendly classrooms



AutismCRC

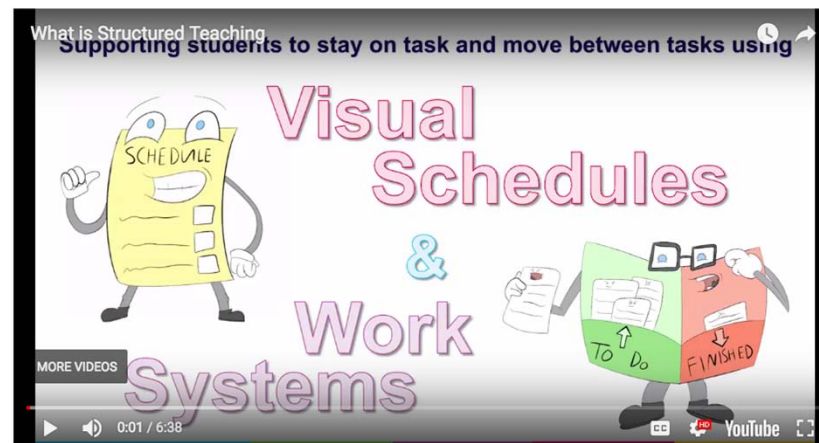
Elements of structured teaching



Quick reference guide & checklist for teachers



**What is structured teaching?**





## Elements of structured teaching

Structured teaching element	Strategies
<p><b>Physical structure of environment</b> Supports sensory and executive functioning differences by adding meaning and context (Mesibov et al., 2016).</p>	<ul style="list-style-type: none"> <li>▪ Clearly defined areas for activities</li> <li>▪ Clear labelling and positioning of materials</li> <li>▪ Minimising auditory and visual distractions</li> <li>▪ Seating arrangements that suit the individual needs of students on the spectrum (e.g., providing physical space around desks, seating students on the spectrum at the back or near the teacher, etc...)</li> <li>▪ Provision of a sanctuary space</li> <li>▪ Use of routines</li> </ul>
<p><b>Visual schedules</b> Provide visual cues to sequence predictable events, give notice of anticipated changes and encourage independent transitions.</p>	<ul style="list-style-type: none"> <li>▪ Weekly schedules</li> <li>▪ Individualised timetables</li> <li>▪ Pictorial schedules</li> <li>▪ Photographic schedules</li> <li>▪ Temporal order visual representations (e.g., first-then or what-next?)</li> </ul>
<p><b>Work systems and task organisation</b> Structures tasks systematically such that visual and physical cues answer the following:</p> <ol style="list-style-type: none"> <li>1) What is the task or activity to do?</li> <li>2) How much work is there to do and how much time will it take?</li> </ol>	<ul style="list-style-type: none"> <li>▪ Individual work systems at desks with numbered tasks on the left finished work to be placed on the right</li> <li>▪ Work systems in folders with left to right organisation (unless right to left is more culturally appropriate) and itemised tasks</li> <li>▪ Tasks broken down and organised visually so that they are easy to follow</li> </ul>

**Visual structure**  
Supports understandings of the environment and activities by presenting information with visual clarity.

- Using text or images to convey rules or instructions
- Organising materials to make their function clear
- The use of white space to make parts of instructions clear
- Colour coding

Quick reference guide & checklist for teachers



### What is structured teaching?



## Elements of structured teaching

## Quick reference guide & checklist for teachers

### Elements of Structured Teaching: A Checklist for Teachers

#### Step 1: Physical Structure

- Does the organisation of the classroom minimise auditory and visual distractors?
- Is the student placed appropriately in the classroom?

#### Step 2: Visual Schedules

- Does the visual information regarding the activity depict:  
What?   
Where?   
When?

#### Step 3: Work Systems

- Does the visual information inform:  
What to do?   
How much to do?   
When the task is finished?   
What task to do next?

#### Step 4: Visual Structures

- Have you used:  
Visual clarity (colour coding, highlighting, labelling)?   
Visual organisation (arrangement of materials and space)?   
Visual instructions (clear information on where to start and finish the sequencing of steps)?

### Structured Teaching



#### What is Structured Teaching?

An educational strategy and comprehensive intervention originally designed to support students on the autism spectrum.

Structured Teaching provides a **systematic approach** to learning and teaching through the:

- Organisation of learning environment
- Routine, structure and visual clarity

It meets **students' needs** by:

- Individualising materials and methods
- Using individual interests or strengths

#### Where is Structured Teaching used?

It has been mostly used in special schools and autism-specific schools, and **adapted for use in mainstream classroom settings**.

#### What is the focus of Structured Teaching?

To work with the strengths and interests of each student. This is achieved by:

1. Creating a structured and predictable environment.
2. Clearly defining tasks and expectations.
3. Adapting the classroom to cater for patterns of behaviour of students on the spectrum.

#### What are the benefits of Structured Teaching?

For students on the autism spectrum, using the elements of visual schedules and work systems can lead to:

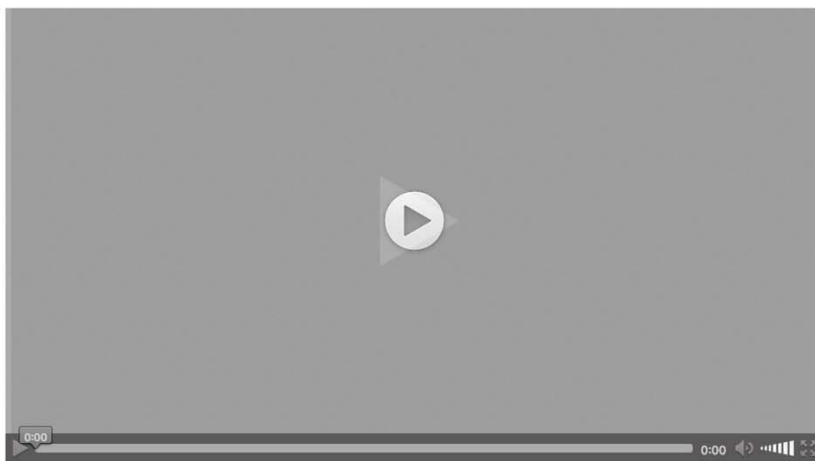
- On-task behaviour
- Independent transitions
- Task accuracy
- Engagement
- Reduced teacher prompting

View the presentation -  
Structured Teaching:  
An Introduction to learn  
more about this strategy.

Take Home message



Libby McDonald: The need for Autism friendly classrooms



Aims and Findings of Study: Phase 1

Aims and Findings of Study: Phase 2

Aims and Findings of Study: Phase 3

Aims and Findings of Study: Phase 1-3

### Teacher Practices

**Visual Schedules** 53  
Primary Years | 30 min | ★★★★★

**Instructional Sequences** 53  
Middle Years | 30 min | ★★★★★

**Work Systems** 53  
Middle Years | 30 min | ★★★★★

### Evidence-base:

1 teacher and 1 student  
took part in a case-study

41 Australian

### ACKNOWLEDGEMENTS

Libby McDonald: The need for Autism friendly classrooms

Aims and Findings of Study: Phase 1

### Phase 1.

#### What:

- a. Case-study
- b. Teacher implemented the original program
- c. Social validity and implementation fidelity investigated
- d. Piloted the process to identify and measure on- and off- task behaviours for individual students
- e. Made amendments to the original program.

**Where:** Classroom in regional Queensland



### Evidence-base:



1 teacher and 1 student  
took part in a case-study  
Regional school, Qld



41 Australian  
teachers completed an  
on-line survey



Single case experimental  
design 4 students & 4  
teachers participated  
Regional schools, Qld

4 Australian teachers  
took part as  
case-studies



### ACKNOWLEDGEMENTS



Autism CRC and the research partners in  
this study sincerely thank the participants  
in this study for their time and their  
willingness to share their opinions and  
ideas. Without these contributions, this  
study would not have been possible.



Meet the Researchers



Publications from the projects



Articles informing the project







Join the Diverse Learning Hub



AutismCRC

Regional schools, Qld case-studies

Meet the Researchers

Publications from the projects

Macdonald, E., Trembath, D., Ashburner, J., Costley, D., & Keen., D. (2018). The use of visual schedules and work systems to increase the on-task behaviour of students on the autism spectrum in mainstream classrooms. Journal of Research in Special Education Needs, early online. doi: 10.1111/1471-3802.12409 (StructuredTeachingPaper1.pdf)  
<https://onlinelibrary.wiley.com/doi/abs/10.1111/1471-3802.12409> [Download PDF](#)

Macdonald, L., & Haas, K. (2016). Finished! The on-task toolkit: A teacher's guide to using visual schedules and work systems in mainstream classrooms (Intervention package). Brisbane: Cooperative Research Centre for Living with Autism (Autism CRC). (Finished\_The on-task toolkit.pdf) [Download PDF](#)

Macdonald, L., Keen, D. Trembath, D., Ashburner, J., Costley, D. and Haas, K. (2018). The use of structured teaching strategies to support students on the autism spectrum to stay on-task in





## Diverse Learners Hub

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Search term  [Search](#)

**A resource for students:**  
[Early years](#) [Middle years](#) [Later years](#)

**A resource for:**  
[Teachers](#) [Principles](#) [Support staff](#)

**Duration:**  
[Minutes](#) [Hours](#) [Days](#) [Months](#)

**Focusing on:**  
[In class](#) [School time](#) [At home](#)

**Involving:**  
[One Student](#) [Pairs](#) [Small Groups](#) [Whole class](#) [Whole school](#)

[Less Options](#)

### Results

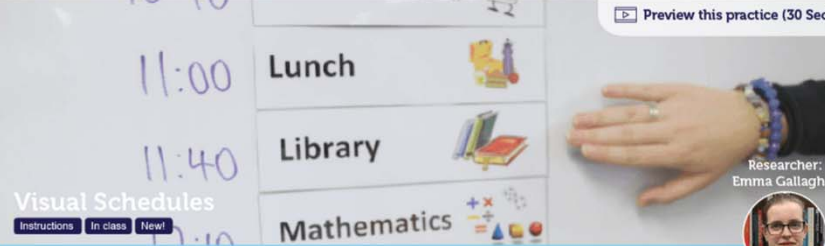
1 2 3 Next



## Results

1 2 3 Next

Preview this practice (30 Sec)



**Visual Schedules**

Instructions In class New!

Primary Years 30 min ★★★★★ 53

Teachers provide a clear visual instructional sequence at the beginning of each lesson.

Researcher: Emma Gallagher

Send Save

Preview this practice (30 Sec)



**Instructional Sequences**

Organisation In class Social

Early Years 45 min ★★★★★ 27

Organise the physical environment, materials, and activities in ways that encourage social interaction.

Researcher: Emma Gallagher

Send Save

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## Diverse Learners Hub

*Designed with teachers for teachers*

Group work In class

### Instructional Sequences

Send Save

Primary Years

1 hour



45

**Summary:** Teachers promote student understanding and a sense of predictability by providing a clear instructional sequence at the beginning of each lesson. 5-10 minutes

**This practice will help students:**



Learn  
Independently



Have Clarity

**This practice will help teachers to:**



More students  
will be on-tools



Students will be  
more engaged

**How it works:**



How it works:



How to put it into action:

A. Explore

B. Plan

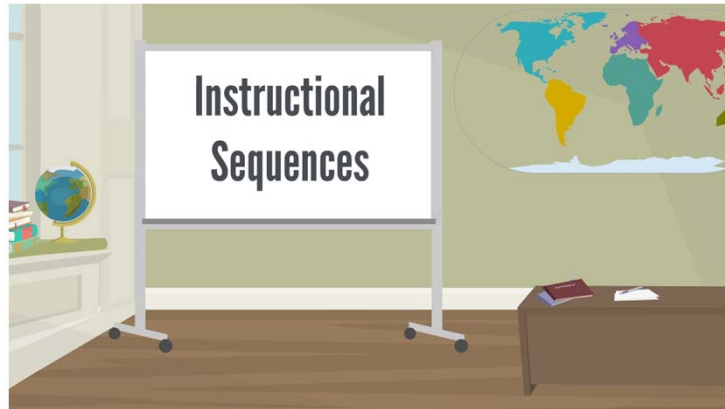
C. Act

D. Reflect

E. Share

Show resources

How it works:



How to put it into action:

A. Explore

B. Plan

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E. Share

Show resources

How to put it into action:

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B. Plan

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**What is it?** A visual instructional sequence that gives students a road map of what will happen in a specific lesson, keeping them more engaged and on track.

**What's involved?** An instructional sequence is presented to students at the beginning of a lesson. It can be presented on the board and/or as a handout. It includes information about the main topic and learning objectives of the lesson, a numbered sequence of teaching/learning activities to be completed in the lesson, and any homework, reminders

**How does it work?** Instructional sequences help students orient themselves to the lesson content and objectives. A clear instructional sequence that provides a visual map of a lesson helps students understand not only what an activity is but also why they are doing it. It also helps students to understand the purpose of class activities and demonstrate how to break bigger tasks into smaller components, a crucial organisational skill.



**PODCAST**

*Practice description and aims*



**VIDEO**

*Watch an example of Instructional Sequences*

How to put it into action:

A. Explore

B. Plan

C. Act

D. Reflect

E. Share

1

Teachers plan the main topic and learning objectives for each lesson, listing the sequence of learning activities and any additional material that could help

2

Teachers decide how they will present the instructional sequence, taking into account the learning preferences of all students, i.e., whiteboard, handout, or a number of modalities. If students have difficulty reading, teachers can use an individually tailored pictorial sequences.

3

If providing a printed handout, ensure to prepare and print in advance.



**PODCAST**

*Practice description  
and aims*



**PDF**

*Instructional  
Sequences  
Template*



AutismCRC



Hide resources


Next >

### Similar Practices:

Group work In class



**Visual Schedules** 53  
Primary Years | 30 min | ★★★★★



**Instructional Sequences** 53  
Middle Years | 30 min | ★★★★★



**Work Systems** 53  
Middle Years | 30 min | ★★★★★

Responses: 45



Write a response...



**Jenny Stephens:** Sep 10

[FOLLOW](#)

I used this successfully with my Year 9 class; I did have to chunk the information a little so I split it over three different slides and just pulled up the slide that matched what I was talking about. It seemed to work well.

[REPLY](#)