This house is a visual representation of the HANDS in Autism® Model. It does not completely capture the complexities or depth of individualizing instruction for students with autism spectrum disorder (ASD) or those with social, communication, or behavioral challenges. However, it does demonstrate many of the elements which we feel are key to this process. While the exterior of each child’s instruction should be unique, there are key elements to providing individualized, appropriate, and effective instruction and intervention. The foundation of the house is the environment, including both physical and visual elements. The remaining four components - two walls and each side of the roof - represent the typical process of individualizing instruction for each student. The structure of the curriculum corresponds with the School WORK © 2005 HANDS in Autism® and other internally developed HANDS in Autism® measures that are used to objectively evaluate and inform programming and associated training processes.

Only after assessing a student can appropriate goals be developed. These goals are the key to implementing ongoing data-driven decision making. With clearly and appropriately written goals, the focus then becomes teaching. Teaching incorporates a variety of techniques, skills, and strategies so that each student learns at their optimal pace and according to their learning style.

Generally, the process of individualizing instruction begins with assessment, and includes a variety of assessment types and functions. The foundation of each house is the environment, including both physical and visual elements. The process is not linear, thus the arrows point in each direction from any given structural element.