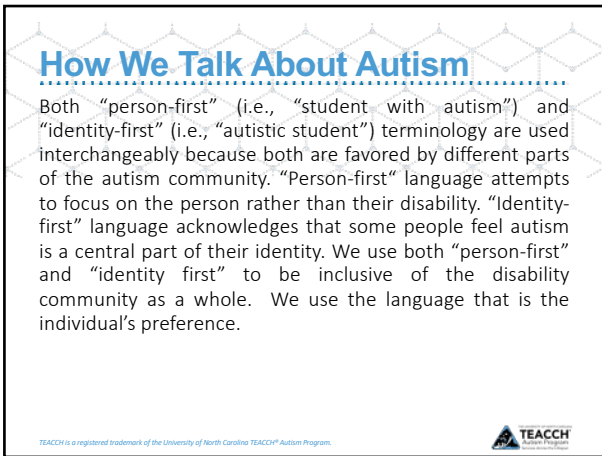
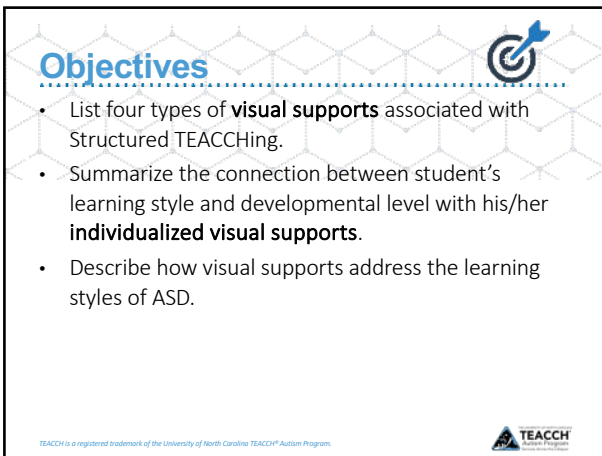




1



2



3

Types Of Visual Supports

- Daily schedule
- Work system
- Material structure and supports
- Physical organization

TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.



4

Use Visual Supports to Answer These Key Questions for the Learner.....

- Where am I going? **schedule**
- What and how much will I do? **work system**
- When will I be finished? **work system**
- What happens next? **work system**
- How will I do it? **material structure and visual supports**
- What happens here? **physical organization**

????



TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.



5

SCHEDULES



TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.



6

Schedule

- A **visual cue or cues** which indicates what activities will occur and in what sequence
- An **organizational system of time**
- **Supports student as they move** throughout the classroom, school, or community
- Helps with understanding and retaining verbal and **sequenced information**
- Improves **tolerance for changes** that occur

TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.



7

Schedule Design and Content

Components

- Form
- Cue to initiate
- Location
- Length
- Method to manage

Potential Content

- Destination
- Subject/activity
- Teacher
- Materials
- Time

TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.



8

Schedule Components: Form

The type of visual cue (or combination of visual cues) used on the schedule.

- Written
- Clipart
- Photo
- Object
- Combination of forms



TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.



9

Schedule Components: Cue to Initiate

The cue that signals the student check/refer to their personal schedule.

- Verbal direction
- Written and/or picture
- Object
- Schedule cue is brought to the student at the time of each transition



TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.



10

Schedule Components: Location

The place (transition area) where the student will find their schedule

- Mobile: student carries the whole schedule throughout the day
- Stationary: set location
 - Student's personal space - desk/cubby/locker
 - Neutral area – near others' schedule
 - Neutral area – separate and away from others' schedule
- No transition area: schedule cue brought to the individuals at the time of each transition.

TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.



11

Mobile

Student carries the schedule throughout the day



TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.



12

Stationary: Set Location

Individual's Personal Space

Desk/Locker/Cubby



Neutral Area

Separate and Away from Others' Schedules




TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.

TEACCH

13

No Transition Area

Schedule cue brought to the individual at the time of each transition



TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.

TEACCH

14


Schedule Components: Length

The number of items/activities presented on the schedule at one time:

- Full day
- Part day
- One schedule cue at a time

Read your schedule
Place an X on the blue line

Sign In	
Free Choice Music or Draw	
Group Calendar	
Work Desk	
Relaxation Exercise	
10:15 Cafeteria Job	
Work with Teacher	
Computer Lab	
Social Group - Mr. Hsu's room	
Run 6 Laps	
Lunch	
Hygiene	
2:00 Work in School Office	
3:00 Bus Home	



TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.

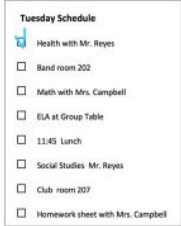

TEACCH

15

Schedule Components: Method to Manage

The way the student manages (interacts) with their schedule at the beginning or end of each transition

- Mark off
- Turn over
- Carry and match
- Carry and use

TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.

16

Individualization of Schedule Components

Form

- *Written*

Cue to Initiate


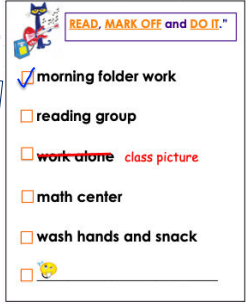
- *verbal + pencil*

Length

- *part day*

Method to manage



- *mark off*
- **Before:** Read – Mark – Do

TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.

17

Individualization of Schedule Components

Form

- *written and pictures*

Cue to Initiate


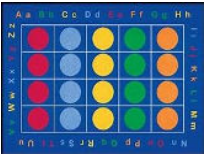
- *verbal plus photo*

Length

- *part day*

Method to manage

- *carry and match*

TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.

18

Individualization of Schedule Components

Form

- *objects*

Cue to Initiate

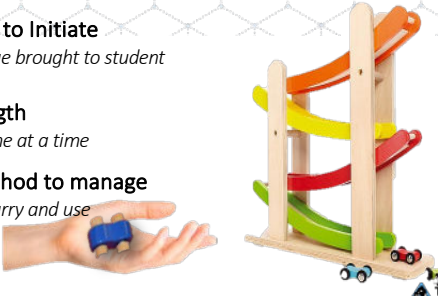
- *cue brought to student*

Length

- *one at a time*

Method to manage

- *carry and use*




TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.


19

Selecting the Best Form – Visual Cue


- Developmentally appropriate – visual cues that student understands on their worst day
 - Comprehend words, pictures, photos, object
- Concrete visual cues




word



clip art



photo



object

Schedule is designed to give information,
not a tool to teach academic skills

TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.

20


Individualized Teaching Strategies

- Consistently direct the student to use the schedule for transitions and information
- Use intentional language that supports the student in the transition.
 - Focus teaching (and adult's language) on use of the schedule
 - Match adult's language to student's developmental level


TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.

21


WORK SYSTEMS




Rocky




Chase




Skye



Marshall



schedule

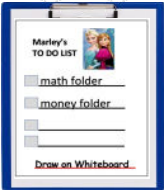
TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.



22

Components of a Work System

A work system gives the individual a systematic way to approach the work/activities that need to be completed

- **Form:** The level (visual format) of the visual cue that indicates what and how much to do.
- **Organization:** The sequence that the student follows to complete the work/activities he/she is assigned.
- **Track Progress:** The method the student uses to know when the work/activity is finished?
- **Transition To Where/What Happens Next:** The next location/activity that the student will go (do) when all the work/activities are finished.



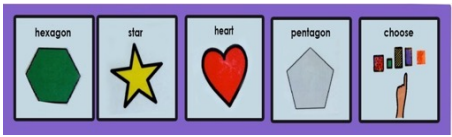
TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.



23

Four Questions of the Work System

The components answer these four questions

- What work?
- How much work?
- Concept of finished?
- What happens next?



TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.


24

Individualization of Work System Components

Form

- written

Organization

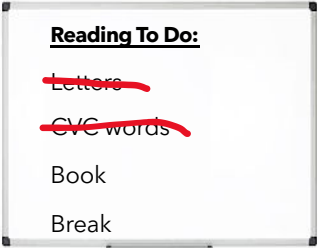
- list – top to bottom

Track progress

- mark off

What's next

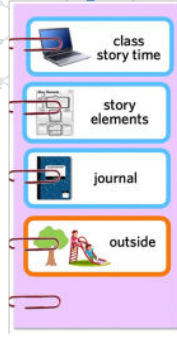
- activity - break



TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.

25

Individualization of Work System Components



Form

- picture and written

Organization

- cards arranged top to bottom

Track progress

- turn over

What's next

- area - outside

TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.

26

Individualization of Work System Components

Form

- picture

Organization

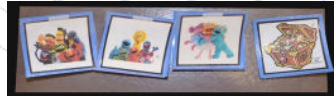

- cards arranged left to right

Track progress

- cards disappear; match to work

What's next

- treasure chest

TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.

27

Individualization of Work System Components

Form

- Work/activities

Organization

- left to right

Track progress

- moved from original start location to finished basket

What's next

- book center



TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.



28

Components of Work System: Answers the Four Questions

What work?

- activities

How much work?

- work on the left, no sequence

Concept of finished?

- work disappears

What happens next?

- play



TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.



29

Use of Work System for Individuals with Autism

- Address Learning Style of Implicit Learning
 - **Generalization:** Ability to generalize the skill and completion of work (assignments) to other environments
- Addresses Learning Style of Executive Functioning
 - **Sequence and Planning:**
 - Predict and anticipate what will happen in a teaching session and the concept of finished.
 - Independently complete work (or a series of assignments) without direct teacher/staff instruction.

TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.



30

Activity

- With a few people around you
- **Discuss:** What did you learn about Schedules and Work Systems?
 - Write at least one thing on a sticky note and put these on the chart paper.
- **Discuss:** What is one new thing you will do in your classroom/space for Schedules and Work Systems?
 - Write at least one new thing on a sticky note and put these on the chart paper.

TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.



31

MATERIAL STRUCTURE AND VISUAL SUPPORTS

TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.



32

Material Structure and Visual Supports

- Visuals support the verbal instruction and delayed auditory processing
- Components
 - Form of the visual instruction
 - Sequence
 - Highlight and enhance
 - Organization

TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.



33

Form

- Visual instructions answers the question, “**HOW** to complete this activity or assignment?”
- The **form** of the instruction is the type of visual cue used to tell the individual how to complete the activity.

written word

Put 6 pepperoni on pizza

pictures

objects

TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.

34

Thinking in Pictures

Using pictures to clarify abstract concepts or newly learned skills

who?

what doing?

where?

1 2 3 4 5

TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.

35

Form

TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.

36

Sequence

- Clarify the order that the student is expected to follow to complete the activity.
 - Numbered instructions
 - Flip book
 - Placement of cues/materials
 - Left to right
 - Top to bottom
- A method to track progress/finished
 - Boxes or lines to mark off or fill in
 - Materials empty out (move to another place)

TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.



37

Order

- Numbered Sequence
- Flip Book

Making SLIME

- ☒ 1. Put $\frac{1}{2}$ cup warm water in bowl.
- ☐ 2. Put $\frac{1}{2}$ cup white glue in bowl.
- ☐ 3. Stir the water and glue counting to 25.
- ☐ 4. Put $\frac{1}{4}$ cup of borax in bowl.
- ☐ 5. Add 10 drops of blue food coloring into bowl.
- ☐ 6. Stir counting to 20.
- ☐ 7. Squeeze SLIME 20 times.

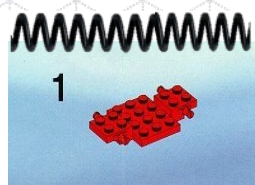
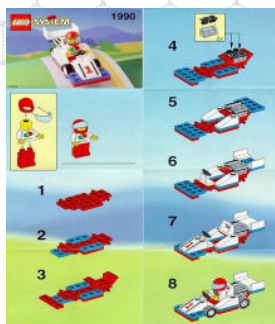


TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.



38

Order



TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.



39

Order: Placement of Materials Left to Right

TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.

40

Track Progress Through to Finish: Mark Off


Writing Assignment

Use the words in the word bank and type sentences about monkeys.

Cross off after you use each word.

WORD BANK

- ~~Africa~~
- ~~Asia~~
- ~~swamps~~
- ~~climb~~
- ~~tail~~
- ~~bugs~~
- birds



Monkeys live in Africa and Asia. Monkeys climb trees and hang from their tails. Some monkeys live in swamps. Monkeys eat bugs.

TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.

41

Track Progress Through to Finish: Materials Empty Out



TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.

42

Track Progress Through to Finish: Option to Implement in the Moment...

Boxes to Mark

Tray Fills Up

TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.

TEACCH

43

Highlight and Enhance

ATTENTION PLEASE

- Engage and direct attention to the relevant and important aspects of the instruction and/or materials
- Emphasize relevant and important information
 - Font size, space and color
 - Highlight, outline, underline, or circle
 - Limit amount of information
 - Number of words, pictures, or materials
- Incorporate interests

TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.

TEACCH

44

Highlight, Font Size, and Color.....

Name:

1. COUNT and write number in **blue** box.
2. ADD and write sum in **red** box.

★

□

+

★ ★ ★

□

=

□

★ ★ ★

□

+

★ ★ ★

□

=

□

45

Outline

TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.

46

Incorporate Interests

Capitalization

Directions:

- Read the word in a sentence.
- Write the word in the box.
- Write the word in the box.
- Write the word in the box.

Write the sentence below using correct capitalization.

- the city of sacramento is the capital of california.
- caroline and jake will travel to london to work in an orphanage.
- the jackson elementary school band will perform "jackson double."
- my friend eddy and i are visiting the novel the phantom of the opera.
- the train will stop in atlanta, montgomery, and jacksonville.
- nickie likes paper, but nicola and nicola prefer cars.
- the faces of four presidents are carved on mt. rushmore.
- are you going to go to caroline's party on saturday?
- the new school year will begin in august or september.
- the american women's league meeting will be held on tuesday.
- we celebrate valentine's day in february, not in october.
- sean planned a christmas party at lakeview park this december.

Editing

MAKEUP, THE EDITOR PROCESSES NEED YOUR HELP! PLEASE HELP THEM FIND AND CORRECT THE EDITING MISTAKES CAN YOU FIND AT LEAST 10 MISTAKES?

- READ ALOUD TO MYSELF
- PUT A LINE UNDER LETTERS THAT SHOULD BE CAPITALIZED.

Example: My name is caroline.

- CHOOSE AND PUT IN THE PUNCTUATION MARKS THAT ARE MISSING.

once upon a time, belle and cinderella were planning a birthday party for snow white. they wanted to invite arnie, jammie, and Rapunzel.

the princesses sent invitations with a picture of a birthday cake and balloons.

everyone was so excited about the party in the city of chapel hill.

belle said, "i want to give snow white a sparkly crown for her present."

cinderella said, "i want to give snow white a basket for her present."

TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.

47

Incorporate Interests

TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.

48

Organization of Information and Materials

Organize information and materials to support easy and efficient access

- Designate a place for information and materials
 - Lines and boxes
 - Labels and diagrams
 - Containers
- Organize the information and materials
 - Segment materials(muffin tin, egg carton, etc.)
 - Segment information (scanning board, separate pages)
 - Stabilize - one unit

A place for everything, everything in its place!


TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.




49


Lines and Boxes

Write the details in each shape.




who
characters






where
setting



doing what
actions




FIRST Highlight the **key word**

THEN Write and solve the equation on the whiteboard

FINALLY Write your answer in the **red box**

1. Leonard filled 19 buckets of water and Austin filled 12 buckets of water to put in the mold of the sandcastle. How many buckets of water were there all together?



Write three facts about the great white shark.

- _____
- _____
- _____

TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.



50

Containers and Labels



TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.



51

Segment Information

Garden Variety, #4

Add the two numbers together for each problem. Write your answers below each one.

52 + 44	24 + 34	56 + 13	30 + 51
16 + 72	12 + 82	58 + 20	21 + 74
40 + 14	17 + 52	87 + 11	12 + 13

TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.

52

Segment Materials

TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.

53

Segment and Stabilize

where

cafeteria

gym

lake

pool

I am **fishing** with **Mr. K.** at the **lake**.

TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.

54

Stabilize- One Unit



TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.



55

Individualization of Teaching Strategies of Visual Supports

- Identify developmentally appropriate skills
- Incorporate engaging materials
- Direct the instruction (adult's language and actions) to teach the individual how to access the visual supports
- Use the visual supports when teaching accuracy of work or making corrections



TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.



56

Use of Material Structure for Individuals with Autism

Addresses Learning Style of Implicit Learning

- **Generalization:** Ability to generalize the use of skills across environments

Addresses Learning Style of Differences in Attention

- **Focus on details:** Focuses attention on the relevant details
- **Shifting:** Visual cues help to disengage and shift attention

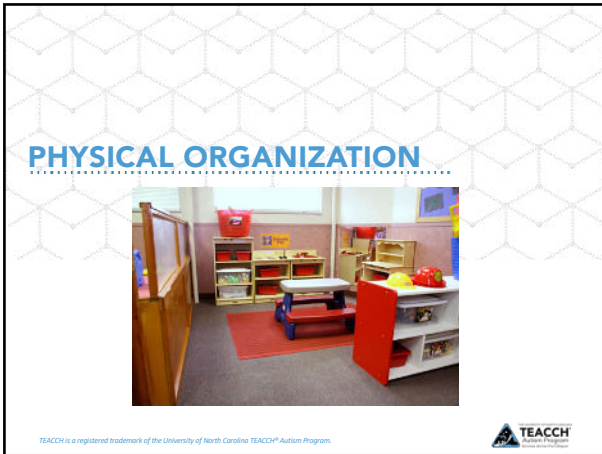
Addresses Learning Style of Executive Functioning

- **Sequencing and planning:** Supports the understanding and retention of verbal and sequenced information
- **Flexibility:** Can increase flexible use of materials

TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.



57



58

Physical Organization

- Physical organization is based on the curriculum and learning needs of the student.
 - Arrange furniture and physical space to **segment the environment** into smaller meaningful parts to reduce stimulation and minimize distractions
 - Create boundaries** to help the student understand **WHERE** the student is supposed to be
 - Add **contextual cues** to provide a general idea of **WHAT** the student is expected to do in that location.

TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.

59

Physical Organization

- Instructional Areas
 - Direct instruction:** designated areas where new concepts and skills are introduced
 - Whole class
 - Small group
 - Individual
 - Theme-based instructional areas**
 - Independent-practice:** designated areas where a student practices learned/mastered skills without direct adult instruction

TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.

60

Direct Instruction: Whole Class



TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.



61

Whole Class: Preferential Seating

- Goal is to engage and maintain attention
- Planned strategy— not a negative consequence



TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.



62

Direct Instruction: Small Group

Considerations for small group Instruction

- Teacher access to all students
- Is interaction between the students a goal?
- Do peers enhance engagement in the learning or are they a distraction?

TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.



63

Direct Instruction: Individual

Position of teacher to student is determined by

- Skill(s) being taught and where student's attention needs to be directed
- Student's need for personal space
- Level and type of adult instruction required by the student

TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.



64

Individual Independent-Practice

Students with ASD need the opportunity to practice learned skills without direct teacher instruction to support generalization.

Considerations

- Size of table/desk
- Location of work
- Identify what is distracting



Remember: activities/tasks should be mastered

TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.



65

Independent vs. Direct Instruction Areas

Some students need a separate independent work area from a direct instruction area?

- The expectations are different when working independently from instructional time
- Some students rely on environmental contextual cues to understand expectations



TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.



66

Theme-Based Instructional Areas

- Designed on a curriculum theme which provides context and routines for learning
 - Daily living
 - Vocational



TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.



67

Theme-Based Center: Daily Living

Snack area

- Hygiene
- Set tables
- Food preparation
- Order/pay
- Clean surfaces



Laundry

- Wash/dry/fold

TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.



68

Theme-Based Center: Vocational

Office

- Photocopy/scan
- Word process
- Data entry
- File
- Sort mail
- Delivery



TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.



69

Theme-Based Center:

Other Vocational

Store/Warehouse

- Shopping
- Budgeting
- Stocking
- Inventory

Garden

- Planting
- Watering
- Weeding



TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.



70

Physical Organization

- Instructional areas
- **Play/Leisure Areas:** a place where students can learn and engage in meaningful play/leisure activities.
 - Create clear boundaries: visual and/or physical.
 - Need for physical boundaries often decrease with age and developmental level
 - Add contextual cues: using the materials to clarify the theme of the area

TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.



71

Leisure: Identified Place



TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.



72

Play: Visual and Physical Boundaries



TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.



73

Play: Physical Boundaries



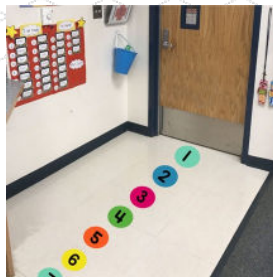
TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.



74

Physical Organization

- Instructional areas
- Play/Leisure areas
- Transition areas
 - Location of schedules
 - Wait place



TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.



75

Transition: Location of Schedule(s)



- Location of transition in the classroom
 - Student's learning style and independence within a transition
 - Ability to move through their environment
- Number of transition areas
- Supervision of transitions

TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.



76

Transition: Wait Place

Teach the skill of waiting: where, what to do and when finished



TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.



77

Transition: Wait Place

Standing



TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.



78

Multi-Use of Areas

One area can have more than one function.

- Change the context (look and feel of the area)
- Label areas for student's understanding, be flexible



TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.



79

Advantages of Using Structured TEACCHing and Visual Supports

- Organizes the environment to make it calm, orderly and predictable.
- Provides ongoing visual supports of sequential information.
- Incorporates routines to increase familiarity.
- Increases meaning and engagement
- Focuses on the development of independence.

TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.



80

Activity

With a few people around you:

- Discuss: What did you learn about Material Structure and Organization and Physical Structure?
 - Write at least one thing on a sticky note and put these on the chart paper.
- Discuss: What is one new thing you will do in your classroom/space for Material Structure and Organization and Physical Structure?
 - Write at least one new thing on a sticky note and put these on the chart paper.

TEACCH is a registered trademark of the University of North Carolina TEACCH® Autism Program.



81

Stay Connected



THE UNIVERSITY OF NORTH CAROLINA
TEACCH[®]
Autism Program
Services Across the Lifespan



Go to www.teacch.com and join our
TEACCH Training mailing list to stay current
on all TEACCH Training opportunities