University of North Carolina TEACCH Autism Program

Structured TEACCHing

Autism Independent UK, Kettering 2024

THE UNIVERSITY of NORTH CAROLINA at CHAPEL HILL

TEACCH® Autism Program
Services Across the Lifespan

Ground Rules

⚠ Let me know if I should slow down, speed up, or repeat something.

? Ask questions (or make a note to yourself to ask later) when something is not clear.

👀 Lead with compassion and assume best (or neutral) intentions.

☕ Take a break if/when you need.

How We Talk About Autism

Both "person-first" (i.e., "student with autism") and "identity-first" (i.e., "autistic student") terminology are used interchangeably because both are favored by different parts of the autism community. "Person-first" language attempts to focus on the person rather than their disability. "Identity-first" language acknowledges that some people feel autism is a central part of their identity. We use both "person-first" and "identity first" to be inclusive of the disability community as a whole. We use the language that is the individual's preference.

Objectives

- List four types of **visual supports** associated with Structured TEACCHing.
- Summarize the connection between student's learning style and developmental level with his/her **individualized visual supports**.
- Describe how visual supports address the learning styles of ASD.

Types Of Visual Supports

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

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

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SCHEDULES

Schedule

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

Schedule Design and Content

Components

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

Potential Content

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

Schedule Components: Form

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

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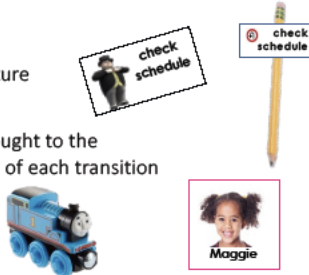- Clipart
- Photo
- Object
- Combination of forms

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

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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.

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Mobile

Student carries the schedule throughout the day

Sam

Stationary: Set Location

Individual's Personal Space
Desk/Locker/Cubby

Neutral Area
Near Others' Schedule

No Transition Area

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

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Schedule Components: Length

The number of items/activities presented on the schedule at one time.
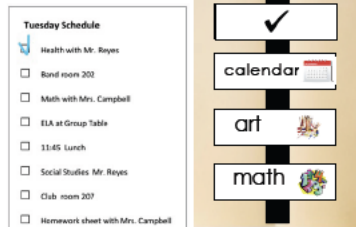
- Full day
- Part day
- One schedule cue at a time
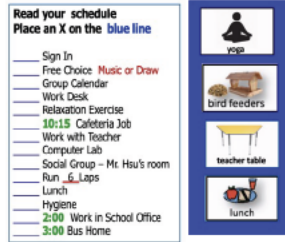
Read your schedule
Place an X on the blue line

_____	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

yoga

bird feeders

teacher table

lunch

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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

Tuesday Schedule

- Health with Mr. Reyes
- ☐ Band room 202
- ☐ Math with Mrs. Campbell
- ☐ ELA at Group Table
- ☐ 11:45 Lunch
- ☐ Social Studies Mr. Reyes
- ☐ Club room 207
- ☐ Homework sheet with Mrs. Campbell

TO DO

✓

calendar

art

math

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Individualization of Schedule Components

Form
- *Written*

Cue to Initiate
- *verbal + pencil*

Length
- *part day*

Method to manage
- *mark off*
  - *Before*: Read – Mark – Do

READ, MARK OFF and DO IT.

- ✓ morning folder work
- ☐ reading group
- ☐ work alone class picture
- ☐ math center
- ☐ wash hands and snack
- ☐

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Individualization of Schedule Components

Andrew	morning meeting	writer's workshop	math group	snack
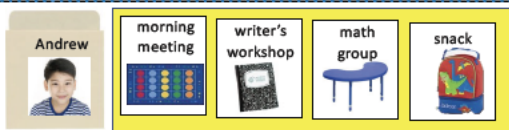
Form
- *written and pictures*

Cue to Initiate
- *verbal plus photo*

morning meeting

Length
- *part day*

Method to manage
- *carry and match*

Individualization of Schedule Components

Form
- *objects*

Cue to Initiate
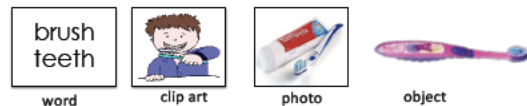- *cue brought to student*

Length
- *one at a time*

Method to manage
- *carry and use*

Selecting the Best Form – Visual Cue

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

brush teeth			
word	clip art	photo	object

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

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

WORK SYSTEMS

	Rocky
	Chase
	Skye
	Marshall
✓	schedule

Components of a Work System

A <u>work system</u> 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.
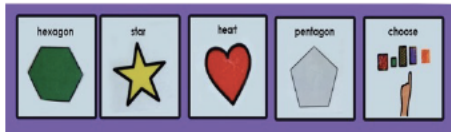
Marley's
TO DO LIST
☐ math folder
☐ money folder
☐ ____
☐ ____
Draw on Whiteboard

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Four Questions of the Work System

The components answer these four questions
- What work?
- How much work?
- Concept of finished?
- What happens next?

hexagon	star	heart	pentagon	choose

Individualization of Work System Components

Form
- written

Organization
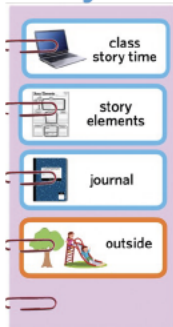- list – top to bottom

Track progress
- mark off

What's next
- activity - break
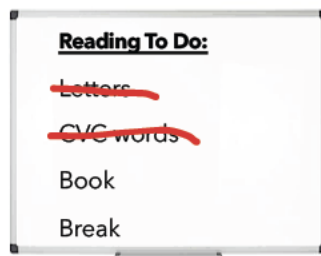
Reading To Do:

~~Letters~~

~~CVC words~~

Book

Break

Individualization of Work System Components

- class story time
- story elements
- journal
- outside

Form
- picture and written

Organization
- cards arranged top to bottom

Track progress
- turn over

What's next
- area - outside

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

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

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

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Use of Work System for Individuals with Autism

- Address Learning Style of Implicit Learning
  - <u>Generalization:</u> Ability to generalize the skill and completion of work (assignments) to other environments

- Addresses Learning Style of Executive Functioning
  - <u>Sequence and Planning</u>:
    - 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.

Activity

- With a few people around you
- <u>Discuss:</u> 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.
- <u>Discuss:</u> 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.

MATERIAL STRUCTURE AND VISUAL SUPPORTS

Material Structure and Visual Supports

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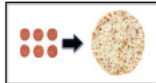 - Highlight and enhance
  - Organization

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

Thinking in Pictures

Using pictures to clarify abstract concepts or newly learned skills

| who? | what doing? |
| where? | |

1 2 3 4 5

----penny----1 ¢

----nickel----5 ¢

------dime------10 ¢

----quarter---25 ¢

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Form

pig   cow
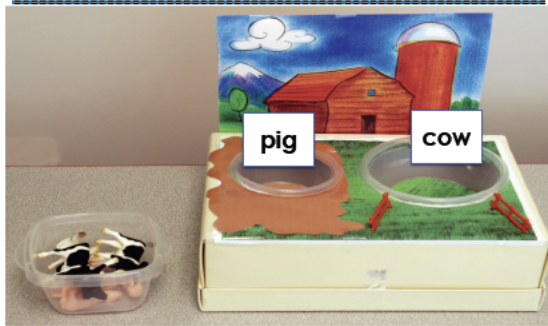
Sequence

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

Order

- **Numbered Sequence**

Making SLIME

- ☑ 1. Put ½ cup   warm water in bowl.
- ☐ 2. Put ½ cup   white glue   in bowl.
- ☐ 3. Stir the water and glue counting to 25.
- ☐ 4. Put ¼ 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.

- **Flip Book**

Peel banana.

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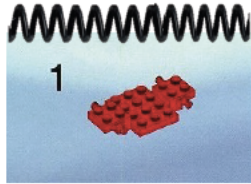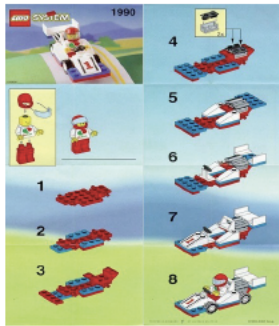
Order

Order: Placement of Materials Left to Right

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.

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Track Progress Through to Finish: Materials Empty Out

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

Boxes to Mark

Tray Fills Up

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

Highlight, Font Size, and Color

Name: _____

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

☆ ☆☆☆

[ ] + [ ] = [ ]

★★ ★★

[ ] + [ ] = [ ]

Outline

Incorporate Interests

Incorporate Interests

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!

Lines and Boxes

Containers and Labels

Segment Information

Segment Materials

Segment and Stabilize

where
- cafeteria
- gym
- lake
- pool

I am [fishing] with [Mr. K.] at the [____].

Stabilize- One Unit

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

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Use of Material Structure for Individuals with Autism

Addresses Learning Style of Implicit Learning
- <u>Generalization:</u> Ability to generalize the use of skills across environments

Addresses Learning Style of Differences in Attention
- <u>Focus on details:</u> Focuses attention on the relevant details
- <u>Shifting:</u> Visual cues help to disengage and shift attention

Addresses Learning Style of Executive Functioning
- <u>Sequencing and planning:</u> Supports the understanding and retention of verbal and sequenced information
- <u>Flexibility:</u> Can increase flexible use of materials

PHYSICAL ORGANIZATION

Physical Organization

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

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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

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Direct Instruction: Whole Class

Whole Class: Preferential Seating

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

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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?

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

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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

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Independent vs. Direct InstructionAreas

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
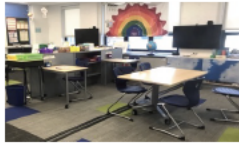
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Theme-Based Instructional Areas

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

Theme-Based Center: Daily Living

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

Laundry
- Wash/dry/fold

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Theme-Based Center:
Vocational

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

Theme-Based Center:
Other Vocational

Store/Warehouse
- Shopping
- Budgeting
- Stocking
- Inventory

Garden
- Planting
- Watering
- Weeding

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

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Leisure: Identified Place

Play:
Visual and Physical Boundaries

Play: Physical Boundaries

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Physical Organization

- Instructional areas
- Play/Leisure areas
- Transition areas
  - Location of schedules
  - Wait place
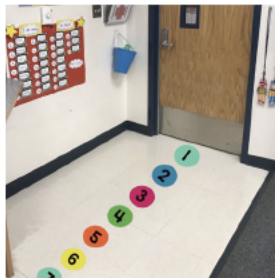
Transition:
Location of Schedule(s)

- 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

Transition: Wait Place

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

Transition: Wait Place

Standing

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

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.

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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.

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INDIVIDUALIZATION of SCHEDULE

Client's Name: _____ **Age:** _____

COMPONENTS	INDIVIDUALIZATION OF THE COMPONENTS *circle and describe*	OBSERVATIONS TO SUPPORT INDIVIDUALIZATION
FORM: The type of visual cue (or combination of visual cues) used on the schedule. *Does the individual go to the correct location after referring to the cue?*	• *written word* • *clip art* • *photo* • *object* **indicate if there is a combination (which forms)*	
CUE TO INITIATE: The cue that signals the individual to check/refer to their personal schedule. *Does the individual stop what they are doing and transition to schedule (or area) when given the cue?*	• *verbal direction* • *written and/or picture:* _____ • *object:* _____ • *schedule cue brought to the individual at the time of each transition* **indicate if there is a combination of cues*	
LOCATION: The place (transition area) where the individual will find their schedule. *Does the individual locate their own schedule, discriminating it from other individuals' schedules?*	• *mobile – individual carries the whole schedule throughout the day* • *stationary – individual's personal space (desk/cubby/locker)* • *stationary neutral: near others' schedule* • *stationary neutral: separate and away from others' schedule* • *no transition area: schedule cue brought to individual at the time of each transition*	

COMPONENTS	INDIVIDUALIZATION OF THE COMPONENTS *circle and describe*	OBSERVATIONS TO SUPPORT INDIVIDUALIZATION
LENGTH: The number of activities presented on the schedule at one time. *Does the individual follow the correct sequence of the cues?*	• *full day* • *part day (~6 activities)* *indicate the number of activities shown at one time _____* • *one schedule cue at a time*	
METHOD TO MANAGE: The way the individual manages (interacts) their schedule at the beginning or end of each transition. *Does the individual manage (interact) with their schedule?*	• *mark off – (before or after): indicate which _____* • *turn over* • *carry and match* • *carry and use*	
Are the **individual's interests** incorporated into the schedule and if yes, how?		

INDIVIDUALIZATION of WORK/ACTIVITY SYSTEMS

Individual's First Name: _____   **Age**: _____

COMPONENTS	INDIVIDUALIZATION of COMPONENTS *Circle and Describe*
FORM: the level (format) of the visual cue that indicates **what work** and **how much work** the individual is expected to complete *Does the individual get the correct task/activity?*	• *Written words* • *Written word cards* • *Pictures (with or without written words)* • *Work/activities*
ORGANIZATION: The **sequence** (if any) the individual follows to complete the assigned work/activities *Does the individual complete the tasks/activities in the designated sequence?*	• *Written list* • *Written cards/pictures arranged top to bottom* • *Written cards/pictures arranged left to right* • *No sequence*
TRACK PROGRESS: The method the individual uses to manage their work system to know when the work/activity is **finished**. *Does the individual manage their work system, tracking progress until the session is finished?*	• *Check (mark) off* • *Cues disappear (match to corresponding work)* • *Work/activities disappear (moved from original start location)*
TRANSITION TO WHERE/WHAT HAPPENS NEXT: The **next** location/activity that the individual will go (do) when the work/activities are finished. *Does the individual transition to the "what's next" activity at the end of this work system?*	*Transition to at the end of this work system* • *schedule* • *choice* • *activity-area*
Other Considerations	
LOCATION: the location of the work/activities in relation to the individual's seat or work area *Does the individual need to leave their seat (work area) to retrieve the work/activities/materials?*	• *Travel to multiple locations to gather materials for activity* • *Travel to one central location to retrieve the work/activities* • *Remain in seat to retrieve the work/activities*
PLACEMENT OF FINISHED WORK/ACTIVITY: the location where the individual places the completed work/activity *Does the individual place their completed work/activity in the designated location?* **(The individual should not take apart their completed work.)**	*Finished work/activity is:* • *re-shelved back to original location* • *different shelf/location from where work was originally located* • *finished basket/bin*
Are the individual's **INTERESTS** Incorporated into the work system? Describe.	