

University of North Carolina TEACCH Autism Program

Priorities: Preparing For The Future 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.

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Objectives



- Implement strategies for teaching **flexibility and generalization** of skills.
- Understand the importance for **explicitly teaching the application of skills** beyond the classroom
- Identify strategies that increase **independence in daily living and community-based activities.**

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Priorities Supporting Positive Adult Outcomes

- Flexibility
- Generalization
- Application of skills and strategies beyond the classroom



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TEACCH Autism in Middle Adulthood Study Caregiver Survey – 278 Adults with Autism

Employment for Adults
with autism in TEACCH



Best Predictor of Employment:

- Activities of Daily Living

Being Employed is Associated with:

- Higher quality of life
- Increased contact with friends
- Fewer symptoms of anxiety
- Fewer symptoms of depression



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Priorities: Flexibility

- Explicitly teach flexibility by varying the visual instruction or information so that the materials are used in a different ways or sequences
 - Vary the activities or sequence
 - Visualize change
 - Concept of unknown/surprise
 - Plan for interruption
 - Vary the instruction or information

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Need for Predictability Routines are Predictable

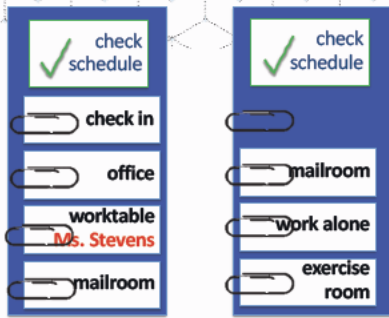


But, routines can encourage rigidity
So.... **TEACH FLEXIBILITY**

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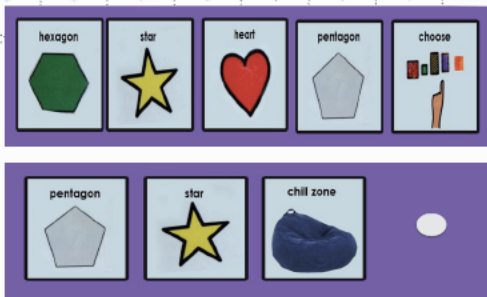
Vary the Activities or Sequence



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Vary the Activities or Sequence



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Vary the Activities

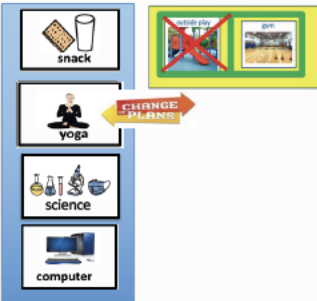


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Visualize Change

- ☒ Work with Teacher
- ☒ Social Group
- ☒ Snack
- ☐ Warehouse
- ☒ ~~Exercise~~ **table games**
- ☐ Kitchen Lunch-Prep
- ☐ Outside games with Spencer
- ☐ ???
- ☐ Lunch
- ☐ Kitchen clean up



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Concept of Surprise or Placeholder

- **FIRST**, schedule builds positive routine
- **THEN**, schedule is used to help students understand changes or prepare for the unknown

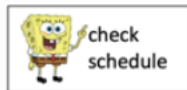


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Plan for Interruption

- Preparation time
- Place for unfinished materials
- Cue to transition to next activity



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Vary the Instruction



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Vary the Instruction

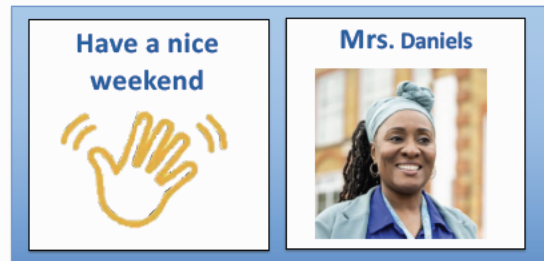


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Vary the Instruction

Change the Script



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Priorities: Generalization

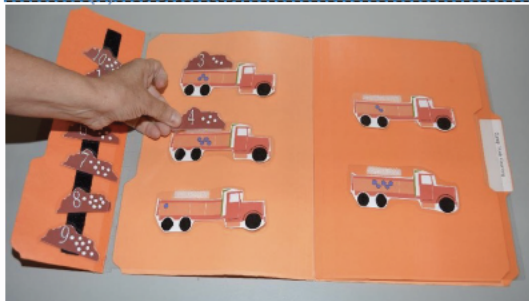
- Ability to use learned skills or strategies in different environments.
- The process of taking one skill and applying it in a different way.
- Explicitly teach generalization of a skill or strategy
 - Same skill/strategy - change the material
 - Use visuals and routines to support the generalization
 - Teach additional skills needed for application of the skill beyond the classroom

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Skill – Match Sets to Numerals

Material(s): folder task



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Skill – Match Sets to Numerals

Material(s): cans and plastic animals



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Skill: Match Colors

Material(s): plastic nuts and bolts



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Skill: Match Colors

Material(s): place settings

Environments: snack table



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Skill: Match Colors

Material(s): watering cans and plants

Environment: life skills room



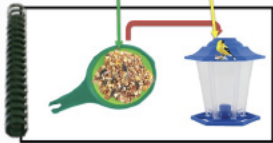
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Skill: Match Colors

Material(s): bird feeders, colored measuring cups

Environment: outside



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Skill: Match Colors

Material(s): data and computer

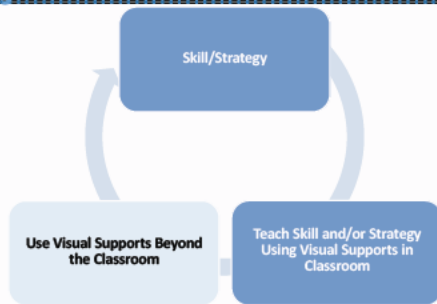
Environments: office



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Generalization and Application Beyond the Classroom



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Skill: Match Object to Picture

Materials: *school supplies*



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Skill: Match Object to Picture

Materials: *party supplies*



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Skill: Match Object to Picture

Material: groceries

Environment: grocery store



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Additional Skills That Needed for the Application Beyond the Classroom

- Where to find an item
- Communicate needs/questions to employee
- Problem solve if out of an item
- Stand/wait in line
- How/where to carry a wallet
- Give money to cashier
- Put change and receipt in wallet
- Budgeting



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avior

Follows rigid routines
Distracted by the larger environment

Impact of
tism

- Implicit learning (rule-based learner) – difficulty with generalization of skills and strategies
- Attention: stuck on one part of the task/activity, difficulty understanding the broader picture/goal of the activity
- Executive functioning: difficulty organizing materials and space, planning, and problem solving
- Social communication – difficulty communicating needs or desires with unfamiliar people

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Strategies for Teaching Daily Living and Community-Based Activities

- Organize space and materials
- Visual sequences
- Visual supports to clarify quantity and quality



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Organize Space and Materials

- Label locations
- Clarify boundaries
- Segment areas
- Start and stop signs



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Strategy: Segment Areas

Skill: *respecting the boundary*

Working at standing table.



Raking grass.



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Strategy: Segment Area

Skill: *respecting the boundary*

Activity: *sweeping designated area*



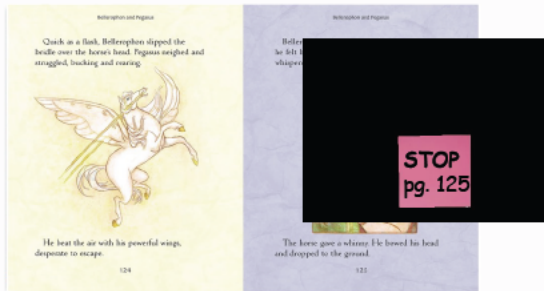
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Strategy: Start and Stop Signs

Skill: *follow visual cues to start and stop*

Activity: *reading assigned pages*



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Strategy: Start and Stop Signs

Skill: *follow visual cues to start and stop*

Activity: *organizing library books*



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Visual Sequences

- Flip book
- Sequence cards
- Checklist

Strawberry Banana Smoothie



Directions

- ☐ 1. Peel one banana and put in blender
- ☐ 2. Take the tops off 5 strawberries and put in blender
- ☐ 3. Pour 3/4 cup orange juice in blender
- ☐ 4. Put 1 cup vanilla yogurt in blender
- ☐ 5. Put top on blender
- ☐ 6. Turn blender on and count to 30
- ☐ 7. Turn blender off
- ☐ 8. Pour smoothie into cup and ENJOY
- ☐ 9. Clean up

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Strategy: Flip Book

Skill: *turn one page at a time, in order*



Make Lunch

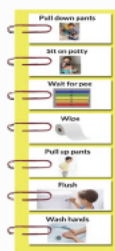
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Strategy: Sequence Cards

Skill: *follow sequenced instructions, top to bottom*

Bathroom routine



Lunchroom routine



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Visual Supports to Clarify Quantity or Quality

- Dots, X's or marks as targets
- Color code amounts
- Strategy to cover a space
- Strategy for checking work for quality or accuracy.



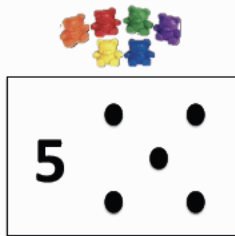
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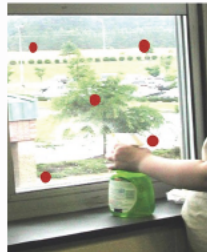
Strategy: Dots or Marks

Skill: 1:1 Correspondence

Activity: *counting bears*



Activity: *cleaning windows*



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Strategy: X's or Marks

Skill: 1:1 Correspondence

Activity: *Cleaning a surface*



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Strategy: Color/Highlight Amount

Skill: follow meaning of color/highlight



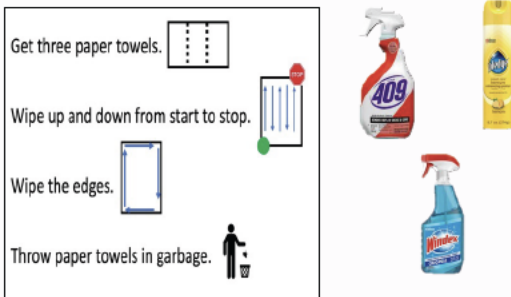
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Strategy: L to R, Top to Bottom

Skill: follow left to right and top to bottom movement

Activity: covering an area



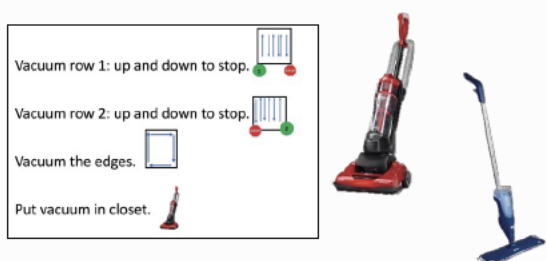
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Strategy: L to R, Top to Bottom

Skill: follow left to right and top to bottom movement

Activity: covering an area

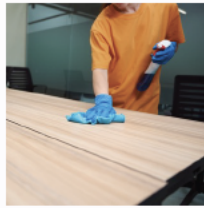
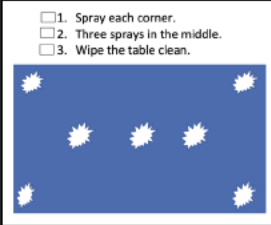


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Clarify Quality or Accuracy

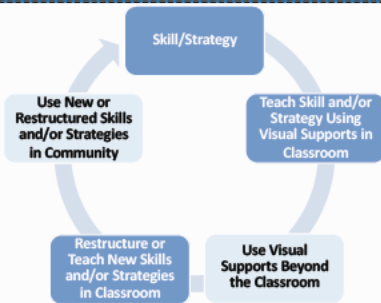
- First teach a strategy for for completing the task
- Then teach a strategy to check quality or accuracy



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Generalization and Application Beyond the Classroom



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Teach Skill Using Visual Supports in the Classroom

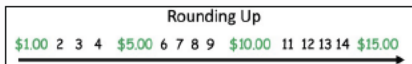
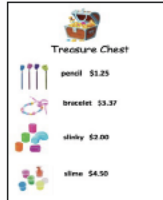


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Use Visual Supports to Generalize Skill in Classroom

- Set up centers and activities to practice making a purchase
- Classroom Snack Store
- Classroom Treasure Chest Store
- Visual Supports
 - Options to purchase and cost in pictures
 - Rounding up dollar line



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Application Beyond the Classroom: Buying a Book at the Bookstore

Material: *money and wallet*



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Preparation and Visual Supports in Community

Preparation Story

Today I am going to Barnes and Noble.

I can go to Barnes and Noble's 2nd section and look at books. I can sit on the floor or sit on the benches and read a book about animals, or Star Wars or princesses. Kathy will wait the time for 20 minutes.

Then I can choose ONE book to buy. I need to select a book that cost \$10.00 or less. Once I choose a book then I will go to the cashier and pay.

If I do not have the exact number of dollars and change, I can round up to the next dollar or to the next five dollars.

I will have an AMAZING time at Barnes and Noble!

Money, Wallet, Round Up Line



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Restructure or Teach New Skills and/or Strategies in Classroom

- What new skills might we need to teach Marley?
- Concept of unexpected
- Stress reduction routine

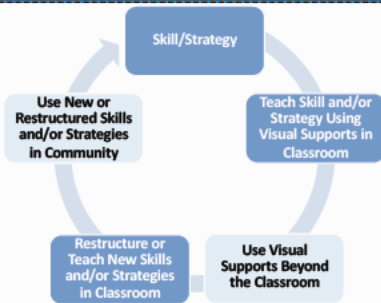
Shopping can be a fun. People usually have an idea of things they want to buy when they go to the store. Sometimes, they get to the store and item they want are gone! Unavailable items on shopping trip are **UNEXPECTED EVENTS**. Sometimes when I go shopping the store will not have the item I want. That is an **UNEXPECTED EVENT**. I will be disappointed, but I can choose something else.



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Generalization and Application Beyond the Classroom



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Activity

- Partner with someone around you who is teaching a different age group:
- Discuss opportunities for teaching generalization to Kylie using the skill of 2-3 piece assembly/disassembly (left side) or color matching (right side). How could Kylie use these skills in different environments and with different materials?
- List different possibilities on sticky notes and add these to the Generalization chart.

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