TEACCH Autism Program Activities

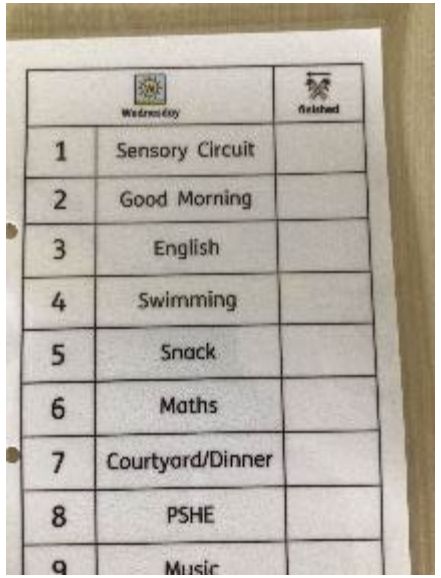
11th February 2025

Presenter: Lyuba Kisel

Elements of Structured TEACCHing

Types of Visual Support

- Daily timetable
- Work system
- Material Structure and Support
- Physical Organisation



Daily Timetable

Types of Visual Support

- A visual cue of cues which indicates what activities will occur and in what sequence
- An organisation system of time
- Support students as they move throughout home, school or community environment
- Helps with understanding and retaining verbal and sequenced information
- Improves tolerance for changes that occur

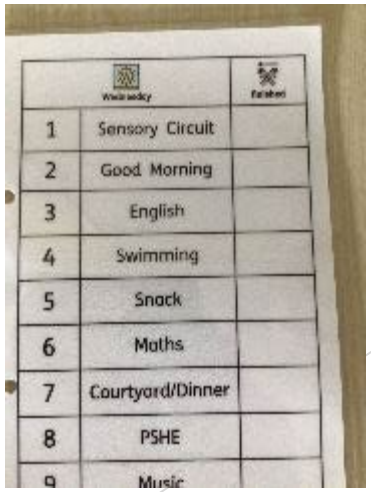
Timetable Design

Components

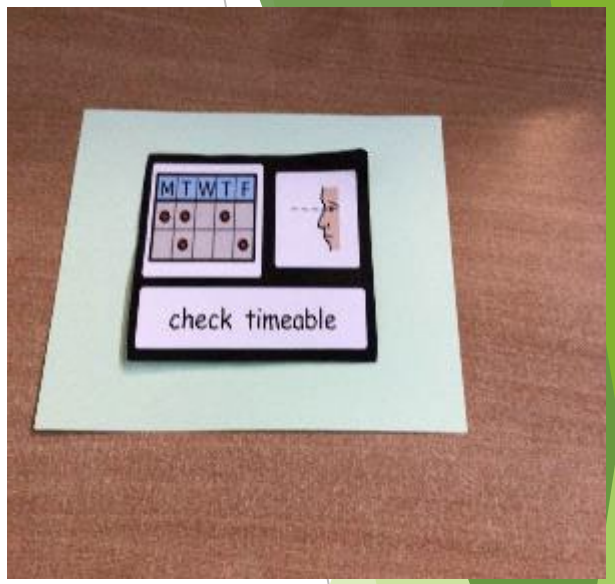
- Form
- Cue to initiate
- Location
- Length
- Method to manage

Schedule Components: Form

- Objects
- Photo
- Symbols
- Written words
- Combination of forms



Schedule Components: Cue to initiate



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

- Verbal direction
- Written or picture
- Object is brought to the student at the time of each transition, for example, nappy-for toilet, plate and cup- for shack
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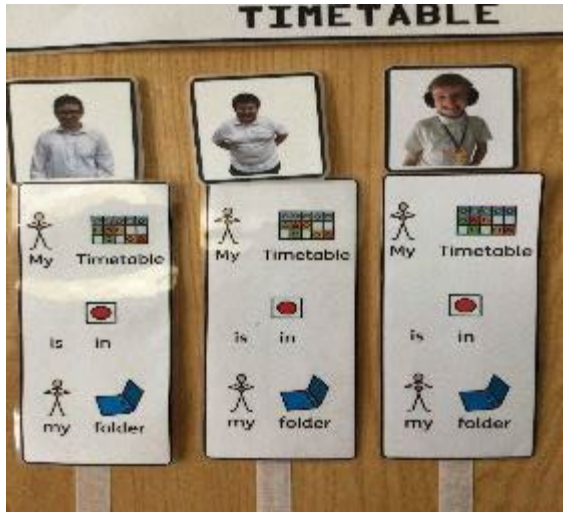
Schedule Components: Location

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

- Mobile - student carries whole timetable throughout the day, e.g. communication folder
- Stationary - set location, e.g. student's personal space, desk, near other timetables or separate from others
- No transition area, e.g. timetable cue brought to the individual at the time of each transition



Schedule Components: Length

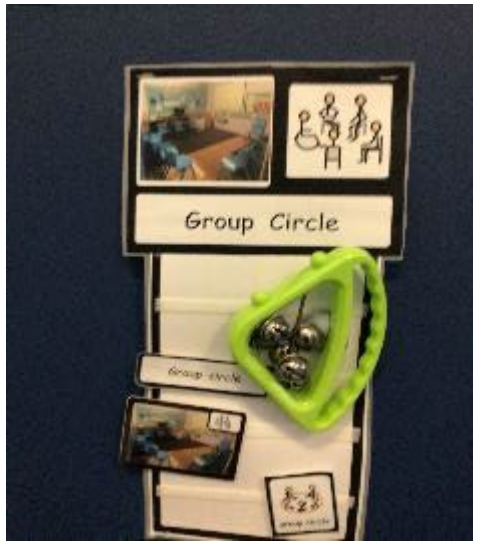
The number of activities presented on the timetable at one time

- Full day
- Part day
- One activity cue a the time

Schedule Components: Method to Manage

The way the student manages (interacts) with their timetable at the beginning of each session

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



Select the Best Form - Visual Cue

- Developmentally appropriate – visual cues that students understands on their worst day
- Concrete visual cues
  - Written words
  - Pictures
  - Photos,
  - Objects
- Timetable is designed to give information, not to teach academic skills
- Consistently direct the student to use the timetable for transitions and information
- Use intentional language that supports the student in the transition
- Match adult's language to student's developmental level

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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TEACCH Autism Program

Components of a Work Systems

- Work system gives the student a systematic way to approach the work/ activities that needed to be completed
- Form: The level (visual format) of the visual cue that indicates what and how much to do.
- Organisation: The sequence that the student follows to complete the work he is assigned.
- Track of progress: The method the student uses to know when the work is finished?
- Transition to Where /What happens Next: The next activity that the student will go (do) when all the work is finished.

Use of Work System for ASD students

- Address Learning Style of Implicit Learning
  - Generalization: Ability to generalize the skill and completion of work(assignment) 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 series of assignments) without direct teacher/ staff instruction.

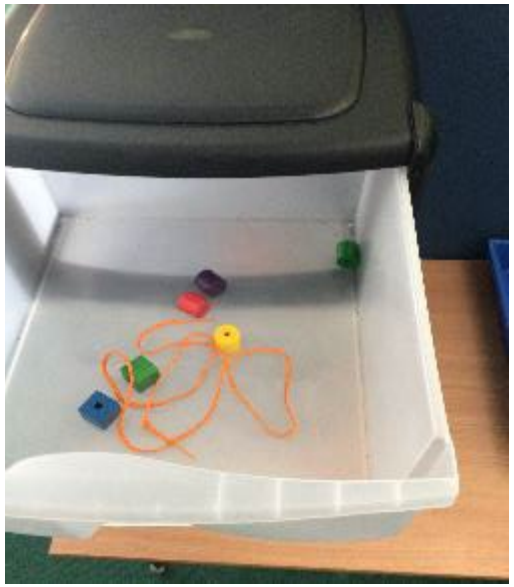
Group Activity

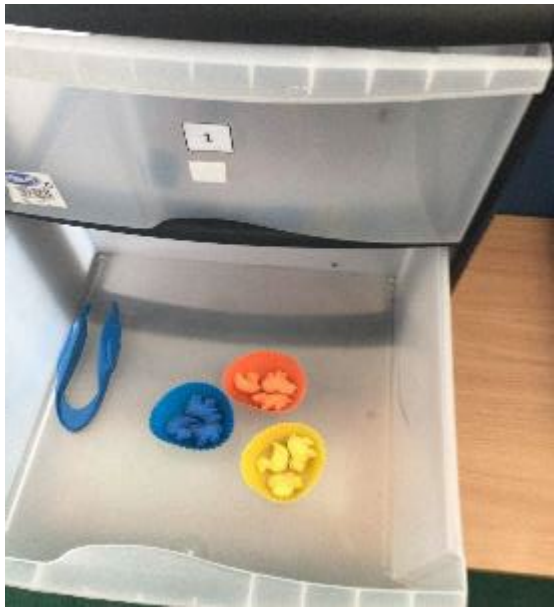
- Discuss what did you learn about the Timetable and Work System
- Discuss what is one new thing you will do in your classroom/space for timetable and work system
- Write at least one thing on a sticky note and put these on the chart paper

Time: 5 Minutes

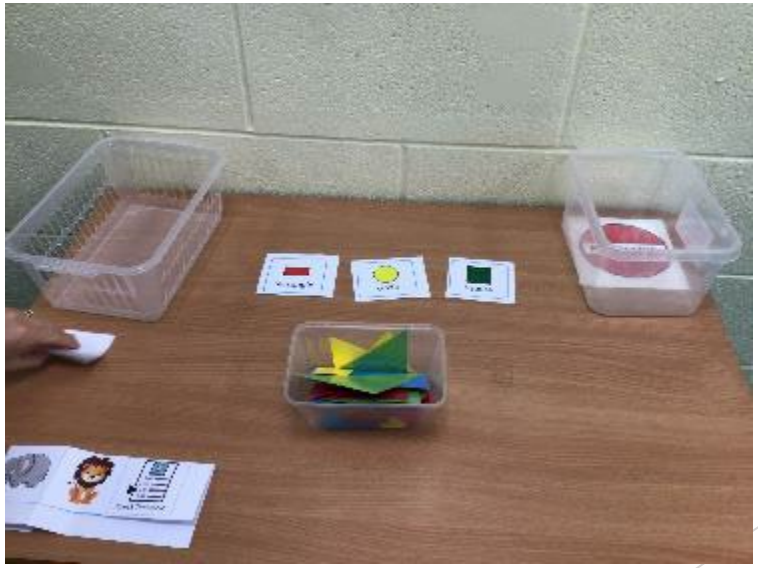
Material Structure and Visual Support

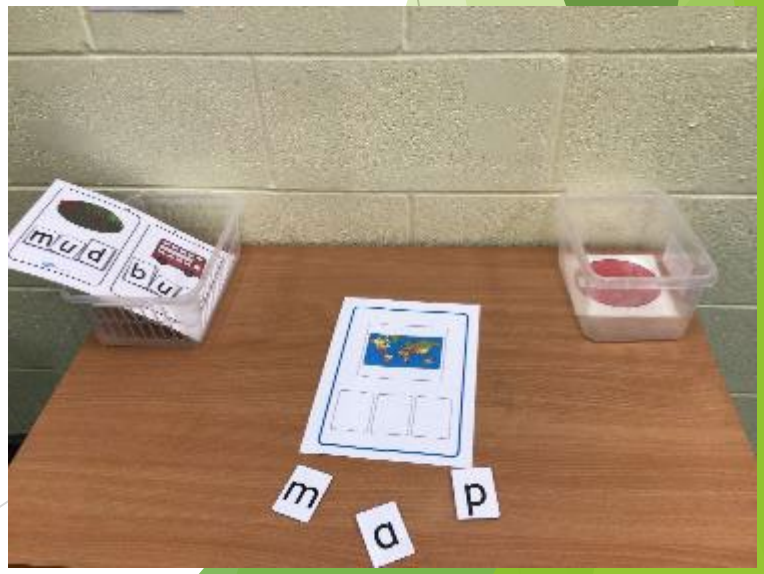
- Visual instruction answers the question, '**HOW** to complete the activity'
- The **FORM** of the instruction is based on the student's developmental level and ability to process visual information





Objects



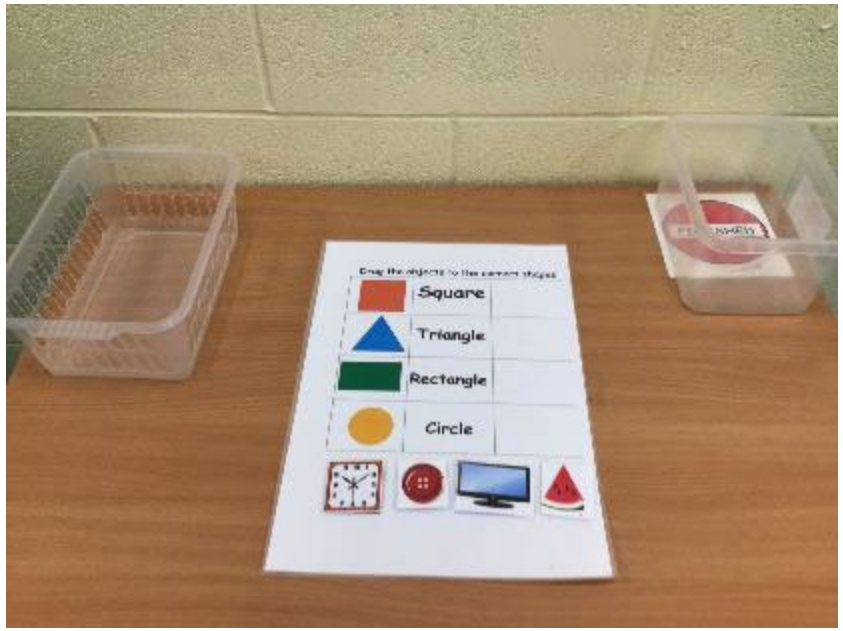


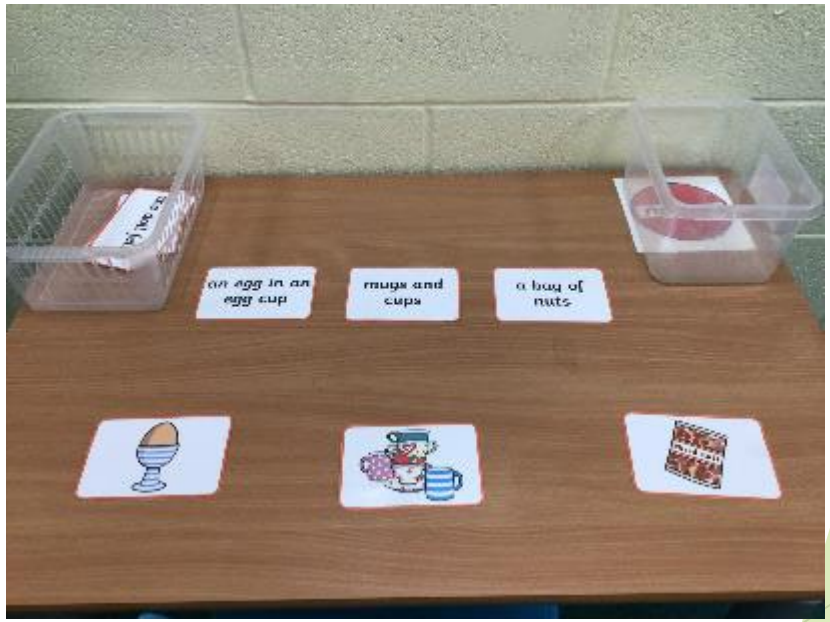
Material Structure and Visual Support

- Visual instructions
- Individualize the visual support to:
  - Clarify concepts
  - Sequence
  - Engage and direct attention
  - Organize the information and materials
  - Incorporate interests
- School Drive(F)/Staff Shared/ TEACCH Training 13th September/ class folder/watch videos 0971, 0972, 0973, 0974,

Order: Placement of Cues/Materials Left to Right

Organize the Materials





Benefits of the Use of Material Structure for ASD students

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 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 flexibility use of materials

'To help children with autism, we don't need to change them or fix them. We need to work to understand them, and then change what we do'

Barry Prizant (Uniquely Human)

'

Structure and routine– To work *with* ASD individuals learning preferences. To increase predictability therefore decrease anxiety, increase wellbeing & provide a secure framework within which pupils can focus and learn.

Learning areas – To aid situational understanding, so pupils' haves some idea what they will do when they arrive at a particular area. Making things predictable.

Visual supports – ASD students are visual learners and have an interest in visual details therefore they learn well through visual channels. Visual supports can then be used to support their relatively weaker skills.

Visual timetables – For information. To inform pupils what happens, when and in what order. As a means of informing pupils of unexpected change. To show them the passage of time. To promote independence and less reliance on adults. To encourage communication. To learn to reference a timetable for information – something which can be continued throughout their lives and can be adapted over time to suit each individuals level of understanding.

Tidy workspaces – In order to help pupils concentrate on the task in hand. Remove all external distractions for more focussed learning.

Sensory circuits – Some pupils are unable to concentrate on their learning if they are affected by sensory issues. Some pupils require sensory input in order to self-regulate.

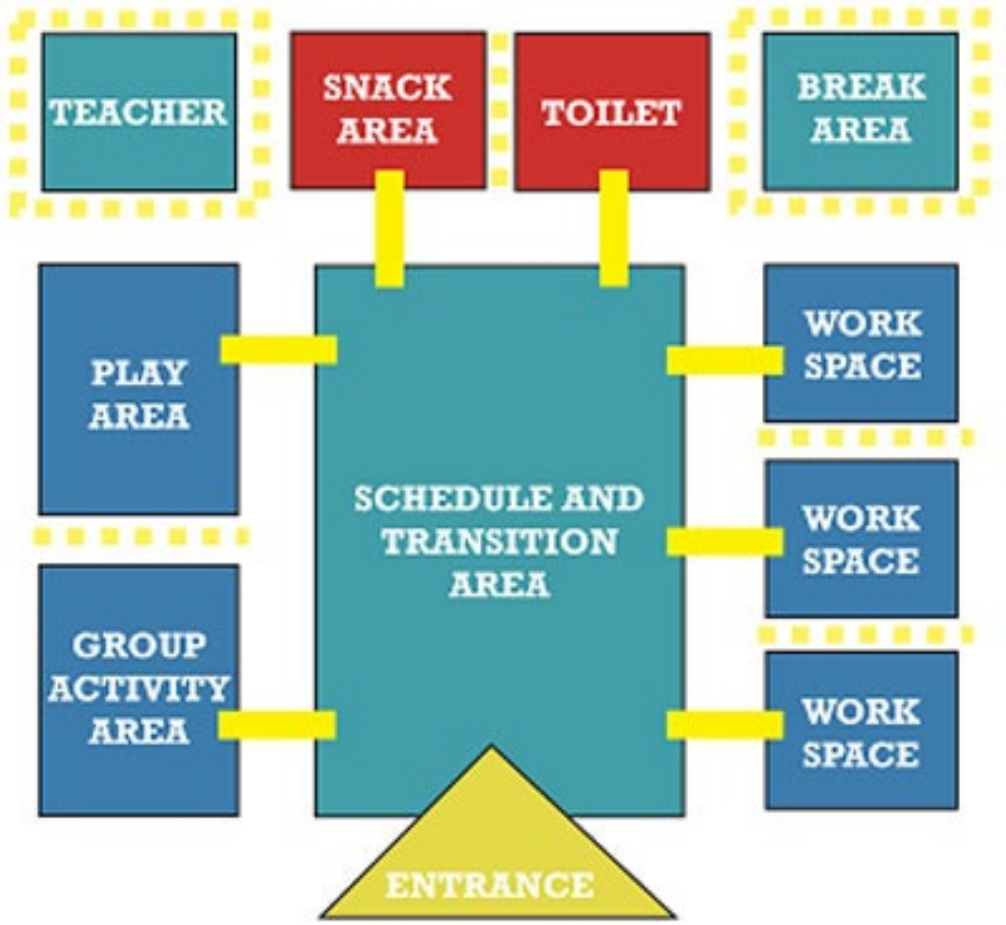
Zones of regulation-to support student's emotional wellbeing and sensory regulation

Physical Organisation

Physical organisation is based on learning needs of the student

- Arrange furniture and physical space to segment the environment into smaller meaningful parts to reduce stimulation and minimize the distraction
- Create boundaries to help the students understand WHERE the student supposed to be
- Add contextual cues to provide a general idea of WHAT the student is expected to do in that location.
- Designated areas where new concepts are introduced: small groups, individual
- Independent –practice- designated arears where a student practices learned/ mastered skills without direct adult instruction

Example of the Classroom Structure



Thank you