TEACCH Autism Program

Twilight Session 13th September

Agenda

- TEACCH overview and deep dive
  - Main hall, 3.30 PM - 4.45 PM
- Break
  - 4.45 PM -5.15 PM
- TEACCH practical activities
  - In classes, 5.15 PM - 6.30 PM

ASD Progress

Academic Year 2022 – 2023:

- Introduced and embedded personalised time tables
  - to meet cognitive abilities of each individual student
- Provided sensory training for All Staff
  - to meet and develop sensory needs and prepare students to learn

Academic Year 2023 – 2024:

- Introduce daily sensory circuits and sensory play in all ASD classes
  - to help pupils to improve sensory processing

TEACCH Induction Course

- Attendees
  - Kelly Hughes, Catarina Francisco, Mollie Boulter, Stacey Oliver, Dorota Maurya, Prabhjot Badh, Sadie Robbins, Lyuba Kisel
- Duration
  - June 26th -28th
- Rationale
  - Each department will have a designated ‘go to‘ person for TEACCH support, including:
    - ✓ The way pupils interact and manage their daily timetable
    - ✓ Flexible work system
    - ✓ Material structure and support
    - ✓ Physical organisation

TEACCH Induction Course

Lead by

Mary E. Van Bourgondien, Ph. D

Psychologist

University North Carolina, USA
TEACCH program Professor

Psychiatry

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Director of Transition Services

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TEACCH Program Clinical Instructor

Psychiatry

THE UNIVERSITY of NORTH CAROLINA at CHAPEL HILL

TEACCH is a Researched Based Program

- Established as a program in the University of North Carolina School of Medicine, 1965
- To recognise the unique needs of individuals with ASD

TEACCH Objectives

- Understand the unique learning styles and symptoms of individual with ASD
- Understand the connection between learning styles, challenging behaviours and Evidenced-Based Practices of Structured TEACCH strategies and visual supports
- Develop and implement interventions based on individual learning styles and developmental differences
- Understand the Culture of Autism
  - ✓ Learning Styles
  - ✓ Behaviours
  - ✓ Strategies

TEACCH Goals

Beginner

- Engagement
- Learn new skills
- Decrease behaviour problems

Lifelong learner

- Independence
- Flexibility
- Generalization
- Self-Advocacy
- Well-Being happy, healthy, self-efficacy, competence

Autism Spectrum Disorder

Neurodevelopmental disorder - brain organised and functions differently

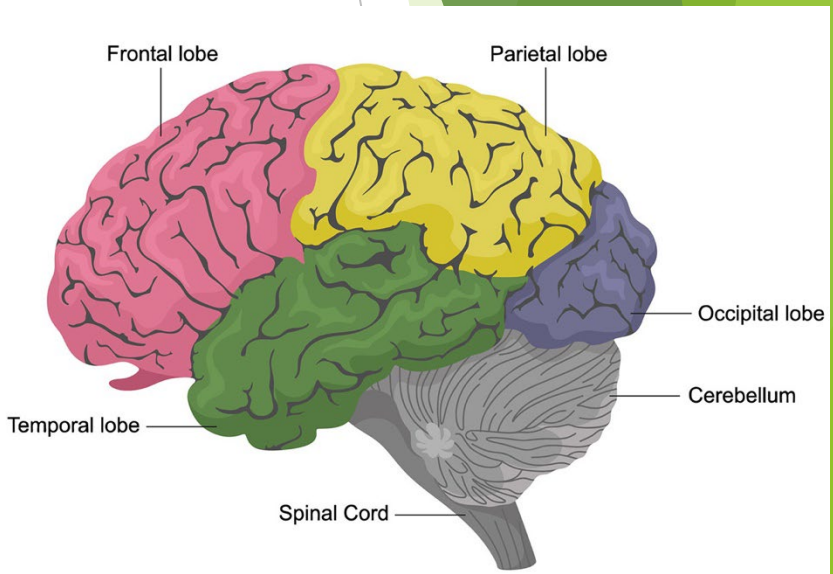
Starts early in life but presentation of symptoms may be delayed

Social Communication : deficit in social and emotional reciprocity, deficit in nonverbal communicative behaviours, deficit in developing and maintaining relationship

Restricted, repetitive Patterns of Behaviour, Interest or Activities: stereotyped or repetitive speech, movements , or objects.

Excessive adherence to routine, ritualized verbal or nonverbal behaviour

Hyper- or –hypo reactivity to sensory aspects of environment



‘Once you have met one person with autism, you’ve met one person with autism’

Attributed to many including Stephen Shore

- **Learning Styles of ASD:**
  - Implicit learning
  - Auditory processing
  - Attention
  - Executive Functioning
  - Social cognition
  - Sensory Processing

Implicit Learning: Difficulty Learning Things Automatically

Difficulty with generalisation

- Trouble exhibiting the same skills across people, places and materials
- Knowing what to do based on prior learning or experience

'Temple [Grandin] had longed for friends at school. While they admired her intelligence, the never accepted her as part of their community. I could never figure out what I was doing wrong. I had an odd luck of awareness that I was different. I could never figure out why I did not fit in. Something was going on between the other kids, something swift, subtle, constantly changing – an exchange of meanings, a negotiation, a swiftness of understanding so remarkable that sometimes she wondered if they were all telepathic.'

Oliver Sachs writing about Temple Grandin

Teaching and Intervention

- Use direct, explicit instruction to teach skills and clarify what ‘to do’
- Use specific language
- Use visual support to teach new skills
- Use TEACCH strategies to support generalisation
- Use visual reminders to implement routine strategies
- Create narratives to explain the ‘hidden’ rules of social expectations

Learning Styles: Auditory Processing

- Strength in visual processing
- Difficulty with abstract language (concrete or literal thinking)
- Delayed processing of language
- ‘Behave’’- one word, many meanings

‘I think in pictures. Words are like a second language to me. I translate both spoken and written words into full colour movies, complete with sounds which runs like a VCR tape in my head. When someone speaks to me, his words are instantly translated into pictures.’

Temple Grandin

Teaching and Intervention

- Use gestures, meaningful concreate examples and visual instructions and support
- Allow time to process information and formulate a response
- Apply rule: ‘if you cannot draw it, it might be too abstract’

Learning Styles: Attention

- Sticky Attention:
  - Strong attention for high –interest
  - Difficulty disengaging and shifting
  - Problems seeing big picture
- Narrow Beam:
  - Strength in focusing on details and facts
  - Difficulty determining relevant/ non relevant

Teaching and Intervention

- Organise and segment the environment to engage and maintain attention
- Use visuals structure to direct attention to important and relevant information
- Use visual support to enhance meaning and understanding of abstract concepts
- Use a variety of visual cues to help disengage and shift attention
- Incorporate special interests to engage attention

Learning Styles: Executive Functioning

- Week organisation skills
- Sequencing/planning
- Trouble with initiation
- Understanding ‘finished’
- Flexibility
- Difficult with transitions

Teaching and Intervention

- Provide visual sequences of activities
  - Pupils need predictability
  - Routines are predictable, but routines can encourage rigidity therefore
  - Need to …. TEACH FLEXIBILITY
- Develop and teach organisational strategies

Learning Styles: Social Cognition

- Joint attention
- Respond to other's emotions
- Theory of mind
- Inability to understand that others have perspectives that are different from one's own.

Teaching and Intervention

- Use visual cues to support social understanding and promote social interaction
- Use social stories to teach social understanding and clarify expectations
- Incorporate interests to promote social engagement and joint attention
- Directly teach about emotions in self and others

Sensory Processing Impacts Learning

- Problems filtering and understanding input
  - Hyper – reactivity (over-stimulated)
    - Aversion, avoidance, over-aroused
  - Hypo –reactivity (under-stimulated)
    - Sensory seeking, may not notice sensory input
- Difficulty dealing with open space

Teaching and intervention

- Organise and segment the environment to decrease stimulation
- Provide calm and quiet spaces
- Schedule breaks throughout the day

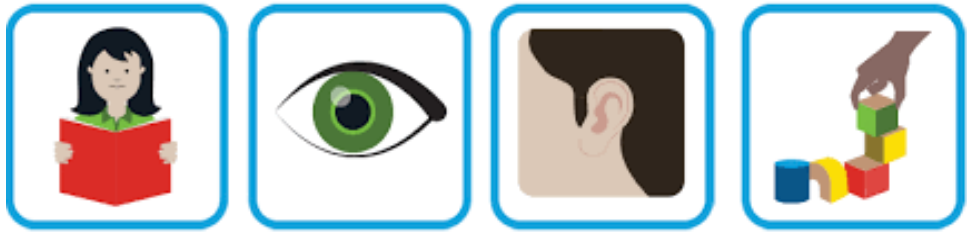
Summary: Learning Styles in ASD

Strength

- ✓ Explicit learning
  - ✓ rules and routines
- ✓ Visual information
- ✓ Fosus on details
- ✓ Restricted interests
  - ✓ increased motivation

Weaknesses

- ✓ Intuitive (implicit) learning
- ✓ Sticky attention
- ✓ Theory of mind
- ✓ Executive functioning
  - ✓ panning, organisation, time



Activity:
Identify Learning Style of an Individual with ASD

Behaviour

James has been playing with cars. The teacher tells James that it is time to go into the library. James is upset, when he has to stop playing with his cars, cries and drops to the ground.

Activity:
Identify Learning Style of an Individual with ASD

Learning styles

- Visual learner: cannot understand verbal explanation of what is happening next.
- Attention; difficulty disengaging and shifting attention.
- Time and organisation does not know when he can play with cars again
- Multiple perspectives: problems with perspective taking
- Restricted or repetitive behaviours : strong interest in cars

Activity:
Identify a behaviour Problem for your Student

- WHY From the Perspective of Autism?
- Visual learner
- Attention
- Problem with multiple perspectives
- Time and organisation
- Sensory Processing
- Social and communication
- Restricted or repetitive behaviours

Summary

Structured TEACCHing is an evidence based approach

- Based on the understanding of individual learning styles of ASD pupils
- Capitalizes on the individual's strengths
- Uses strategies and visual support to provide meaning and promote independence

TEACCH
Autism Program

Elements of Structured TEACCHing

Types of Visual Support

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

- Timetable to progress
  - Get ready before half term
  - Lets start after half term

Backup

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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Thank you