TEACCH

A structured and organisational approach for students with Autism

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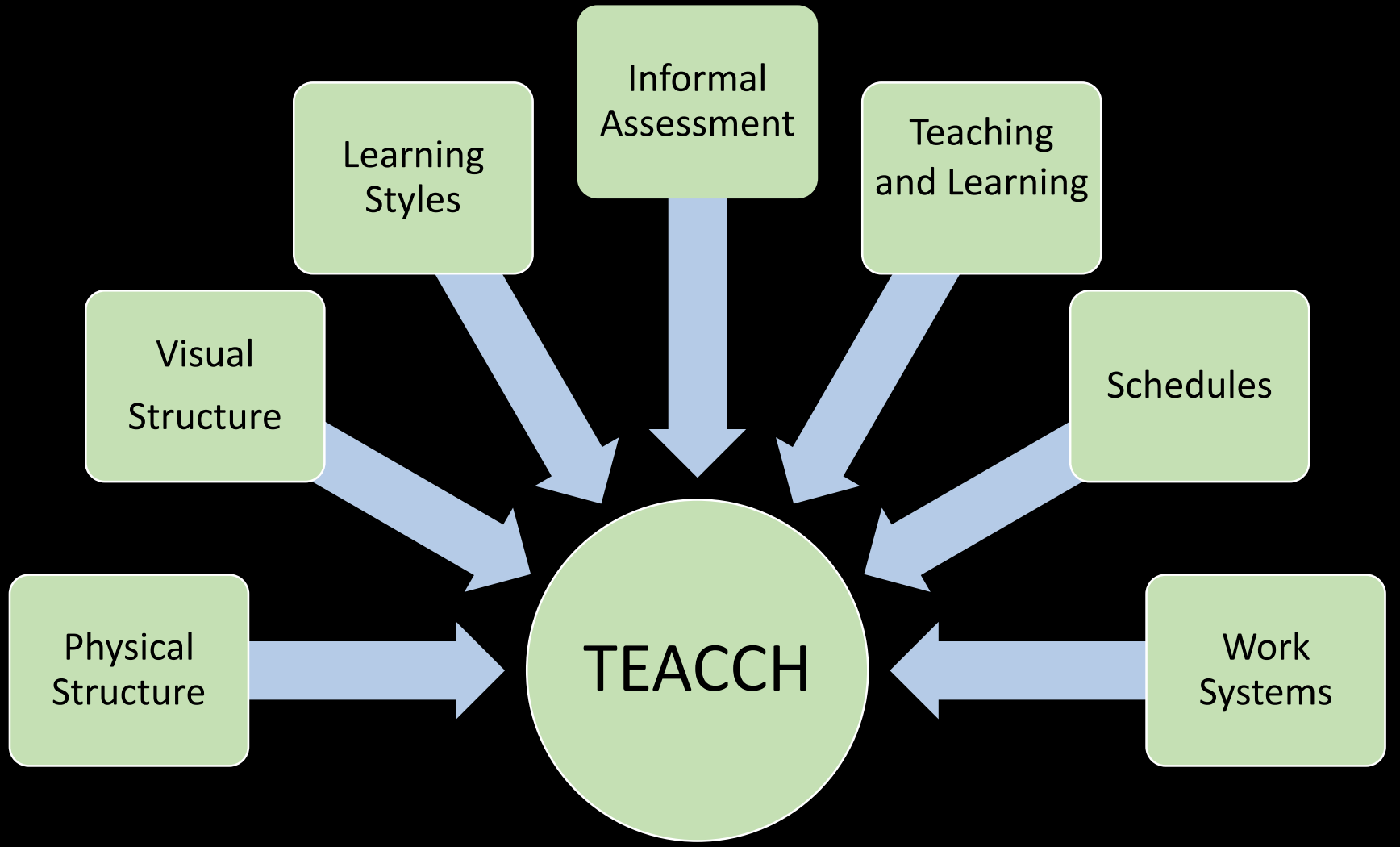
What is TEACCH?

Structured Teaching--The TEACCH Method

Structured teaching via the TEACCH method was developed by Professor Eric Schopler and many of his colleagues at the University of North Carolina at Chapel Hill. The TEACCH method is not considered an actual therapy but rather a therapeutic tool to help autistic individuals understand their surroundings.
Autistic individuals often have difficulty with receptive and expressive language, sequential memory, and handling changes in their environment.

The TEACCH method provides the individual with structure and organization.

Structure and Organisation



Sometimes I Wish
The Macquarie Dictionary
Australia
BE GENTLE!
I go to the DOCTOR
Tumble TED
CALIF.
86

WHY Physical Structure?

To identify specific areas

To add meaning and context to an area

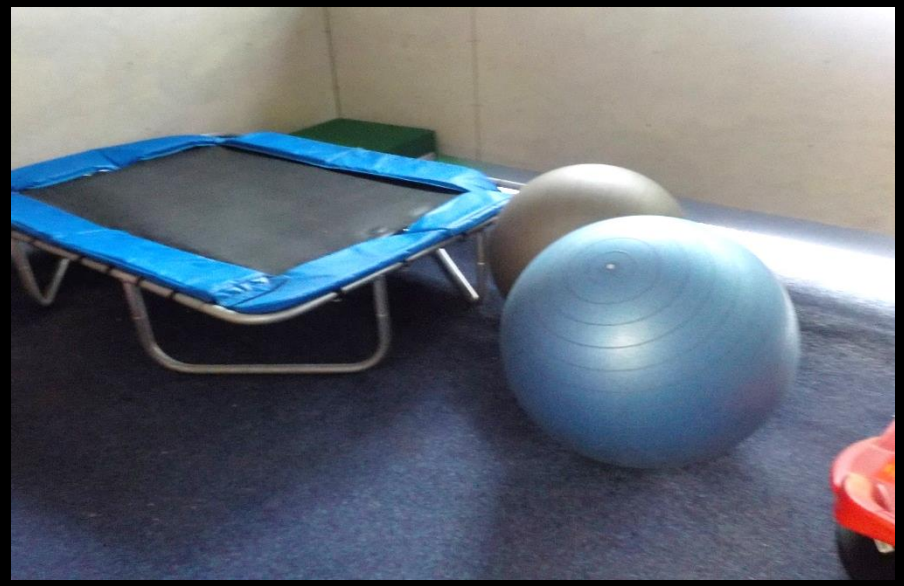
Control distractions in learning environments

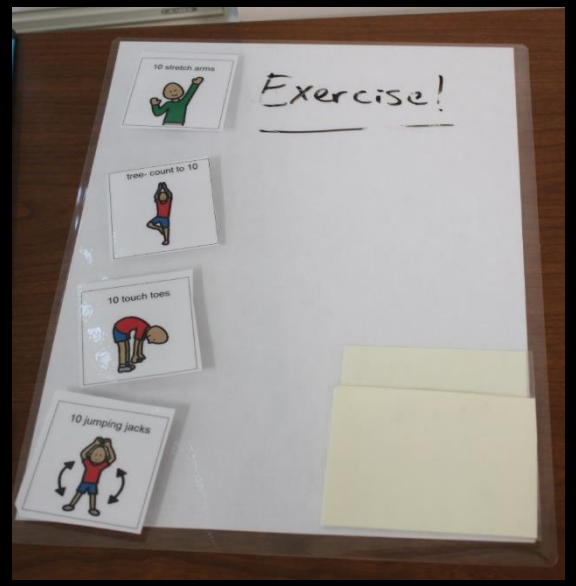
Help organise student's behaviour

A meeting area with independent work area behind the chairs

A class with trays of work tasks, work tables and teacher/learning desk (left front)

Students are taught how to use areas





A relax area used for movement break, with big balls and trampoline.

A area in the classroom visually structured with drawing/colouring paper and pencils to indicate use

Reading Area

Music Area

A Relax and Reading Areas

Storage of Independent Work Tasks

How to Change use of Physical Areas Using Visual Structures

Lunch area changed to art or sensory areas

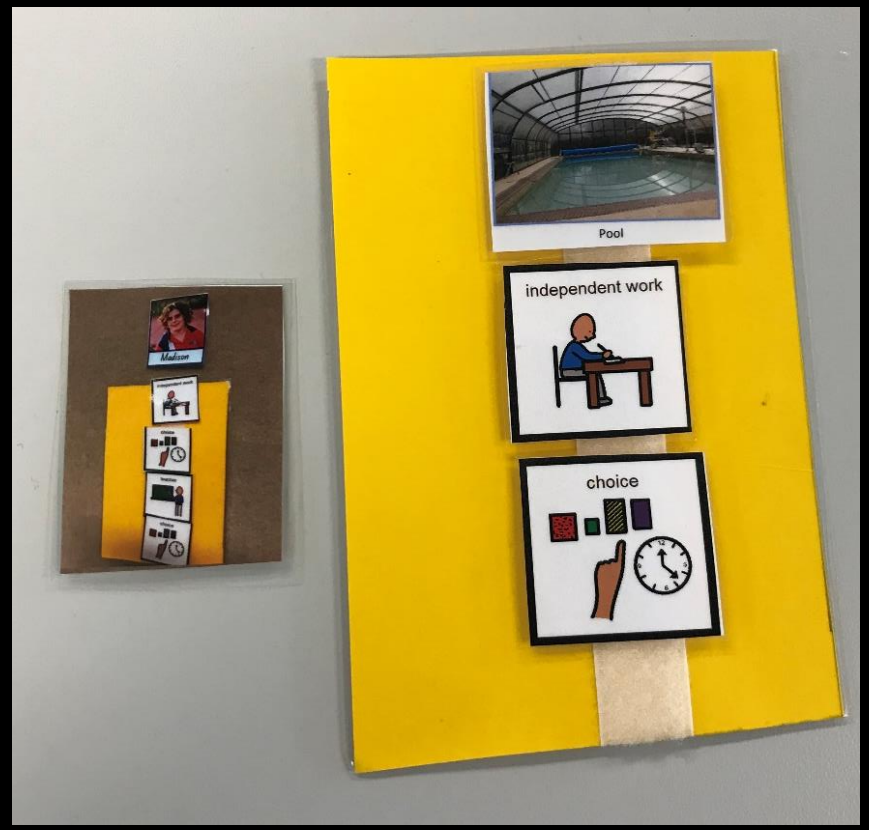
Learning Styles and Characteristics

Transition Cues
to Initiate use of Schedules

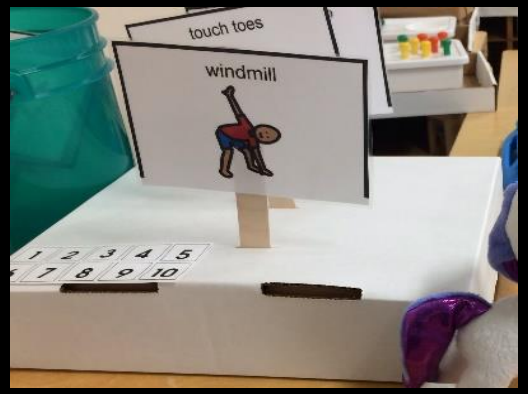
Teacher Directed /Learning Table

Real Object Transition Cues
to Initiate where to go

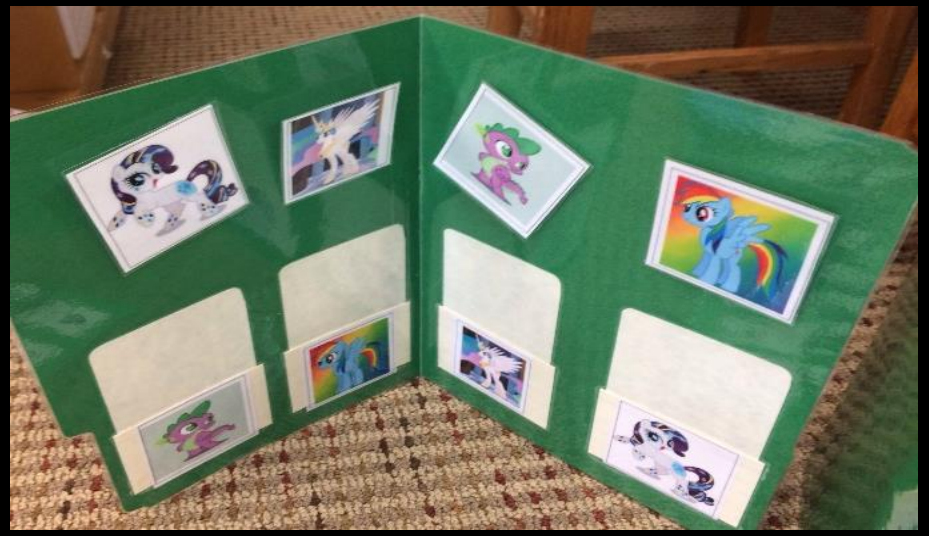
Transition Cues
to Initiate use of Schedules



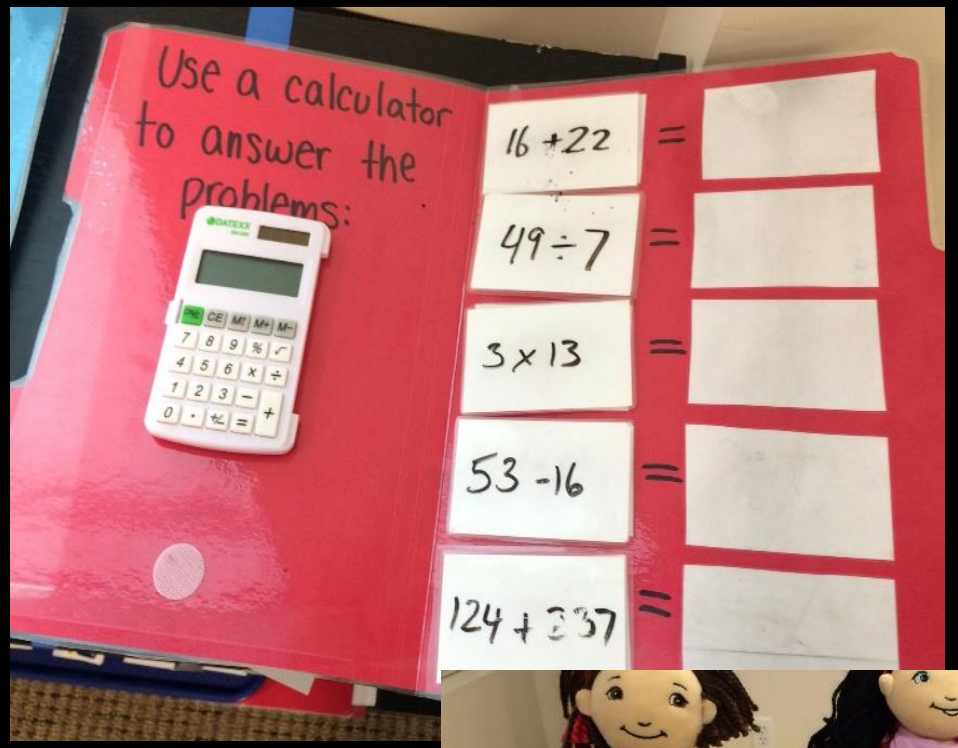
Visual Learning Tasks



Left to Right
Top to Bottom



Learning Tasks



Schedules
Guide Students
WHERE TO GO
in the Class

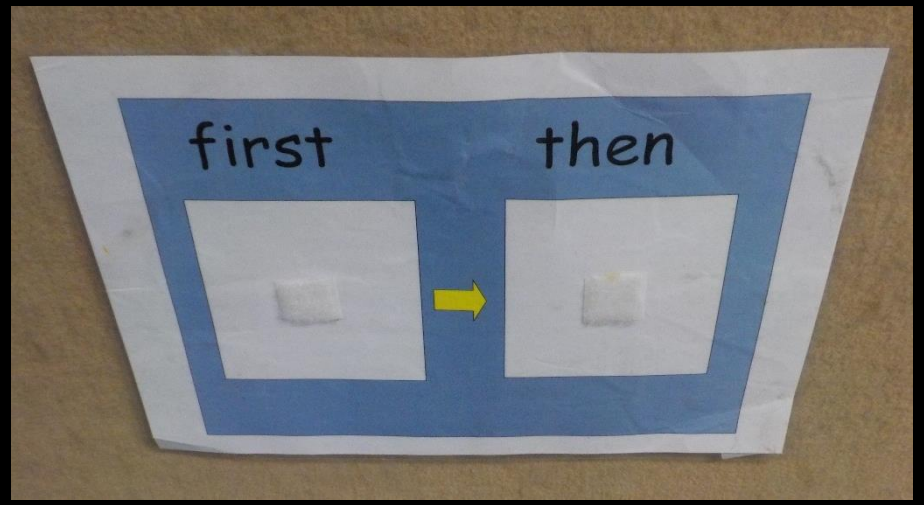
A Schedule is a GPS

Components of Schedules

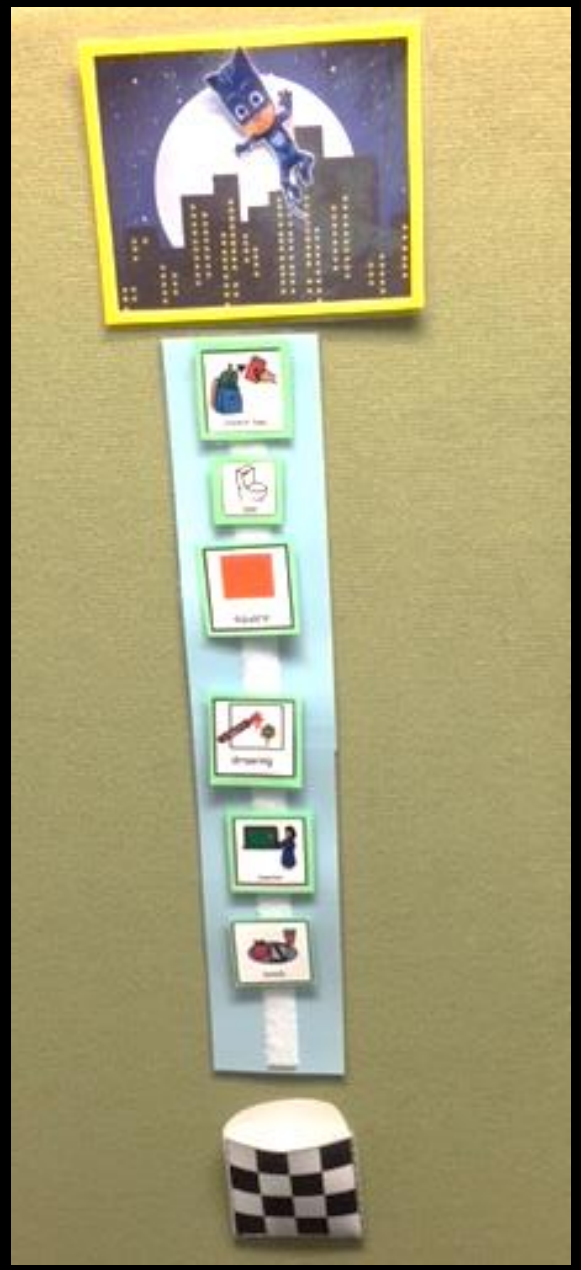
- Form
- Cue Length
- Location
- Transition Cue
- What Next

Real Object Schedule

Real Object	Meaning/Purpose
Painting Apron / Paint roller	Time (now) for Art and Craft
Drum	Time (now) for Drumbala
Australian Flag	Time (now) to go to the Hall
Head phones	Time (now) to listen to music
Glue Stick	Time (now) paste in work books
Sweal band	Time (now) for a walk
Drink bottle	Time (now) drink
Lunch Box	Time (now) for eating
Plastic Chopping Board	Time (now) to cook
Nappy	Time (now) for toilet time
Trampoline mat	Time (now) Trampoline (inside/outside)
Mouse	Time (now) for computer work



The task is placed in the finished pouch (put in/post)



Schedules using symbolic Pictures

Student move the arrows to indicate what they doing.

Different Types of Written Schedules

Henry's Schedule

_____ **9.00 Sign in hang up bag. Get clip Board**

_____ **9.15 Go to office to deliver messages**

_____ **10.00 Return to class and start work**

_____ **11.00 Morning Tea in lunch room**

_____ **11.30 History in room 6**

_____ **12.30 Lunch break in lunch room**

_____ **1.30 Change in swimmers in change room**

_____ **1.30 Swimming with Mr Harrison**

_____**2.30 Change into school clothes**

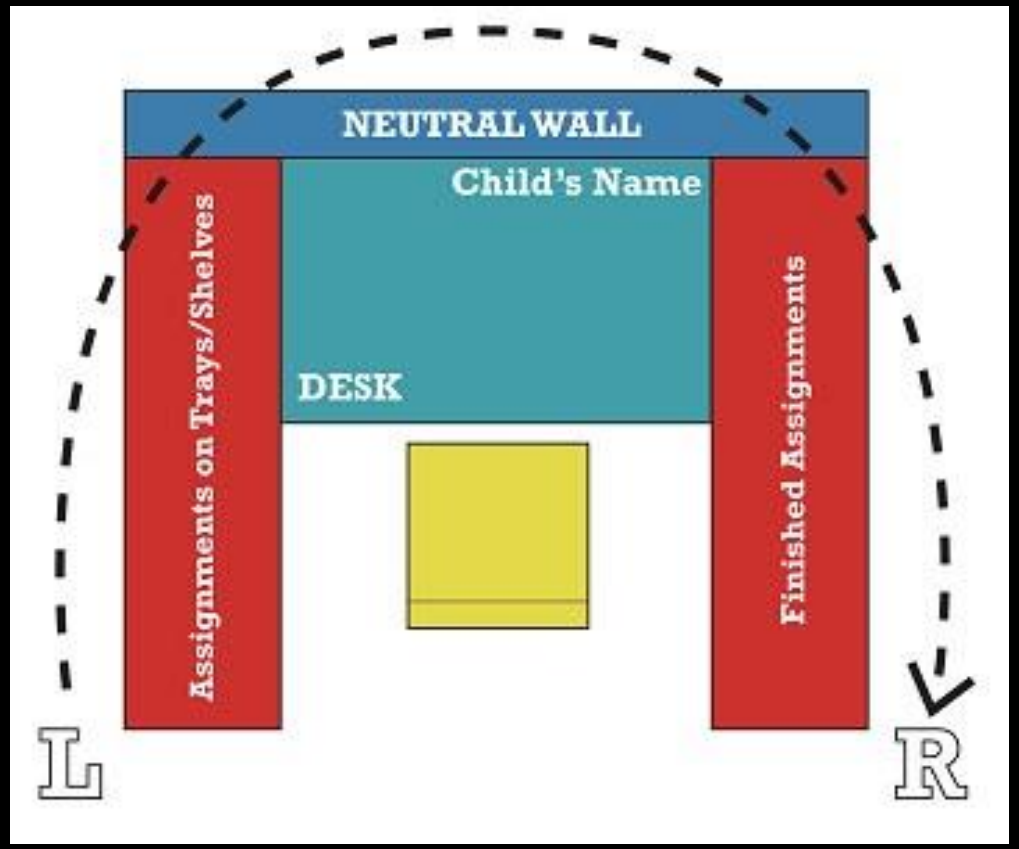
_____ **3.00 Return to class**

_____ **3.15 Walk to bus lines to go home**

Robert's Monday Schedule				
Tick	Time	Class	Teacher	Room
	9.05 – 10.05	Home room	Gera	8
	10.10 – 11.00	Science	Treay	10
	11.05 – 11.30	Morning Tea	Diamantes	12
	11.35 – 12.25	English	Stewart	3
	12.30 -1.30	Music	Lord	6
	1.35 – 2.00	Lunch	Hall	12
	2.05 – 3.10	P.E	Noble	9
	3.15 - 3.30	Pack up	Little	8

Work Systems

Must be Independent and without Adult Interference

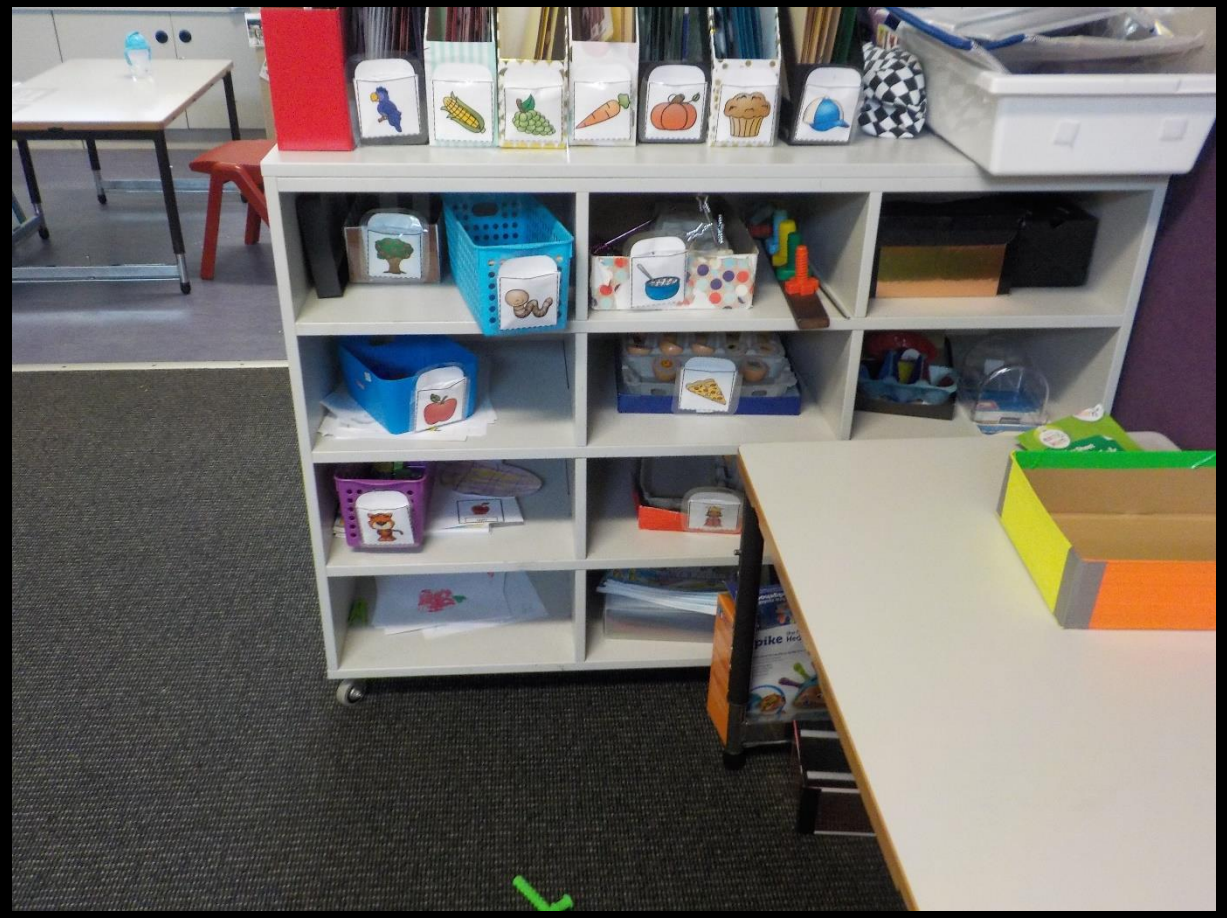


A Work System Left to Right

A work area that uses screens to prevent distractibility

A Work System

Students check their work schedule, collect tasks from the shelf and place them in the finished box/basket when completed



What does working independently look like?

Any Questions about the structure and organisation of TEACCH approach?

Work Shop

In groups design your classroom using the TEACCH physical structures

Physical Structure
Physical structure refers to the actual layout or surroundings of a person's environment, such as a classroom, home, or group home.

1. Arrange materials and physical space to **segment the environment** into meaningful parts.
2. **Create boundaries** help the student understand where they are supposed to be.
3. Add **contextual cues** to provide a general idea of **WHAT** he/she is expected to do there.

Workshop Teaching and Learning

In small groups discuss

Think of a student you know and discuss how would you create a visual structure to teach the student to learn a task?

Australia
BE GENTLE!

FEED BACK PLEASE

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References

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