

**STAND
OUT**

SEPLA-CON 19

Monday 22nd July – Rosehill Racecourse
Tuesday 23rd July – Rydges Parramatta



TEACCH “An Organisational and Structured Approach to Teaching Students with Autism”

Ms Catherine Treay¹, Mrs Verney Diamantes¹

¹Clarke Road School

Biography:

Catherine Treay and Verney Diamantes are experienced teachers with a combined 40 years of teaching experience in Special Education. We have attended North Carolina University USA to study TEACCH Autism Program in 2017 and 2018. The TEACCH Autism Program is research based in the United States and is now practiced across the world.

TEACCH is a structured method of organising the environment and learning for students with autism.

TEACCH practices STAND OUT as it provides a link between well known special education practices within an organisational structure.

The TEACCH practices implemented at our school has significantly improved engagement in learning for our complex learners. Clarke Road School has six classes of the ten classes implementing TEACCH.

The TEACCH structure STANDS OUT because it make a difference to students' learning and independence. This presentation will improve teacher knowledge and practice in organising classrooms, structuring learning, refining resources, conducting informal assessment, creating meaningful and individualised visual structures and facilitates development of skills.

- Conducting a behavioural assessment and implement problem solving approaches to reduce behavioural difficulties by developing calming activities to self regulate.
- Implement strategies for working and collaborating with families of individuals with ASD
- Using strategies for students with comorbidity issues

What is TEACCH? The TEACCH Autism program structures and organisation and how this helps students with autism to develop independence. The premise of the TEACCH Autism Program is an understanding of the learning styles of individuals with ASD and how to use teaching strategies that capitalize on learning strengths to develop skills

in the areas of academics (literacy and numeracy), communication, independence, social and leisure, vocational, relaxation and coping strategies.

We will present how to visually structure the physical areas in the classroom by providing different areas for learning, waiting, relaxing, reading, technology etc. Use visual structures in the room to indicate a different use of the area for students with Autism. Make learning resources that are visually framed, working left to right or top to bottom. Differentiate classroom timetables and individual schedules based on the learning needs of the student, for example using real objects, photos, symbolic or written timetables or individual schedules to meet the needs of each student. How to use learning interest and learning characteristics to encourage engagement in learning. Informally assessing students to enable work to be adjusted to allow independence in their task. Use systems of transitioning students from schedule to work, classroom to classroom. Provide a work

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systems that indicates, how many, when it is finished and what to do next. Finally to individualise areas for choices and relaxation.