

DAY 1

TEACCH

HANDOUTS



THE UNIVERSITY of NORTH CAROLINA
TEACCH
Autism Program
Services Across the Lifespan

**Understanding Autism
and Structured TEACCHing**

SVANHILDUR SVAVARSDOTTIR M.SC.CCSLP
TEACCH ADVANCED CERTIFIED TRAINER

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Welcome – these are our 3 trainers

- Svanhildur Svavarsdottir
- Bjorg LeSueur
- Adam Lovelady

• *Joanne Phillips* is the coordinator of this training

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Team work :
Understanding Each Other

- In your groups please introduce yourselves to each other
- Share briefly what brought you to the 3 day
- As a group set 3-5 ground rules for the next 3 days
 - We will share out after 10 min.

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UNIVERSITY OF NORTH CAROLINA TEACCH Autism Program

- Part of the UNC – Chapel Hill School of Medicine and NC AHEC program
- Pilot project in 1972, created by dr. Eric Schopler and dr. Reichler
- TEACCH EXECUTIVE DIRECTORS :
- Dr. Eric Schopler
- Dr. Gary Mesibov
- Dr. Laura Klinger



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TEACCH Autism Program

• *Clinical services across the lifespan are as follows :*

1. Diagnostic Evaluations (Toddlers up through adulthood)
2. Intervention services :
 - A) In home and center based early intervention
 - B) Parent teaching and coaching
 - C) School aged intervention groups
 - D) Adult counseling

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TEACCH Autism Program Continue :

- Professional Trainings - several through out the year
- Research across lifespan
- Carolina Living and Learning Center
- Supported Employment program

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TEACCH Autism Program Intervention Philosophy

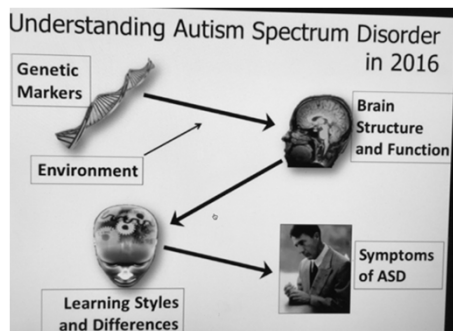
- Family collaboration
- Whole person view
- Learning Styles and Differences
- STRUCTURED TEACCHing

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**WHAT IS AUTISM?
WRITE DOWN ON
THE BOARD ALL
YOU ALREADY
KNOW ABOUT
AUTISM**

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TEACCH Principles

- AUTISM is a neurologically based disorder.



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DSM-5: Core Symptoms & Associated Conditions



Klinger, Dawson, Barnes and Crisler (2014)

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Mild Autism Spectrum Symptoms Social Difficulties Minimally Affect Adaptation

Impaired Cognitive Skills
IQ: Intellectual Disability
Lack of verbal skills
Poor Academic Skills

RRB
Extreme Rigidity

Severe Autism Spectrum Symptoms
Social Difficulties
Severely Affect Adaptation

RRB
More Flexible

Intact Cognitive Skills
IQ: Average or Above
Verbal
Good Academic Skills

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BRAIN RESEARCH

Autism and the brain

Researchers are finding that the brains of autistic persons are measurably different.

- Cells in certain areas are smaller and more densely packed; others have shorter and less-developed connections.
- The **amygdala**, involved in processing emotion, and the **hippocampus**, involved in memory and learning, are smaller. Similarly, the **cerebellum** and **caudate nucleus**, thought to be involved in shifting attention to different tasks, are significantly reduced.

Some research suggests autism may be linked to several physical abnormalities within the brain. Example: A shortening of the brain stem that results in certain structures being bunched closer together, reducing some in size and apparently eliminating others.

Normal brain

Autistic brain

SOURCES: The Journal of NIH Research; Scientific American; Union-Tribune research

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DIFFERENT BRAIN FUNCTION

Normal Brain

Autistic Brain

Broken message to rest of body

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What Causes Autism?

Brain structure is different

Cause of autism is currently unknown

<http://www.nlm.nih.gov>

Major Brain Structures Implicated in Autism

Cerebral cortex - A thin layer of gray matter on the surface of the cerebrum. Responsible for higher functions, general perception, and behavioral reactions.

Amygdala - Involved in processing emotions, especially fear, and is linked to memory.

Hippocampus - Involved in learning and memory.

Brain stem - Located in front of the cerebrum, it serves as a relay station, sending messages between various parts of the body and the cerebral cortex. Primitive functions essential to survival (breathing and heart rate control) are located here.

Basal ganglia - One of several deep structures in the cerebrum that serves as a control center for movement, learning, and emotion.

Corpus callosum - Connects the two halves of the brain, allowing for communication between them.

Cerebellum - Located at the back of the brain, it is responsible for motor activity, regulating balance, posture, coordination, and fine-tuning movements.

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CAUSES OF AUTISM :

- 1. Genetic risk - and chromosomal disorders
- 2. Under activation of Mirror cells
- 3. Overgrowth of cells
- 4. Imbalance in strength of neurons
- 5. Born prematurely
- 6. Neurochemical Studies

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UNDERSTANDING AUTISM

- More children have autism now than before:
- 2003 = 1 in 300
- 2006 = 1 in 166
- 2009 = 1 in 110
- 2010 = 1 - 68
- Today latest research is = 1 – 59 Gender : 4boys – 1 girl

If you have a child with autism there is a
19% chance of having another child with autism

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CURRENT UNDERSTANDING OF AUTISM

- 1. Social communication differences
- 2. Restricted Repetitive Behaviors
- 3. Sensory differences
- 4. Motor differences

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Brain Research AND Temple Grandin

- <https://youtu.be/2o6KYlw2yww>

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TEACCH VIEW :

ASD = LEARNING DISABILITY

How does the Autism impact his learning and ability to function in his or her daily life?

When we understand how the autism is impacting, we can start setting up a plan.

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Characteristics of ASD that Influence Learning

- Implicit Learning
- Differences in Attention
- Visual Learner
- Executive Function Difficulties
- Difficulties with Multiple Perspective
- Sensory Processing

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Learning Styles : Implicit Learning

- *Implicit Learning (automatic learning) is a relative weakness for individuals with ASD*

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Learning Styles : Implicit Learning

- *Students with ASD have difficulties with learning things automatically – or implicit learning*
- *(reading between the lines or imitate what others are doing)*

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Learning Styles : Implicit Learning

- *Difficulties with Generalization, showing the same skills across people, places, and materials.*
- *Knowing what to do based on prior learning or experience.*

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Learning Styles : Implicit Learning

- *IMPLICATIONS FOR INTERVENTION*
- *a) use concrete language to teach a skill*
- *b) teach at every location*
- *c) teach use of visuals to support*

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Learning Styles: Attention

- Sticky Attention
 - Narrow Beam
 - Difficulty disengaging and shifting
 - Problems seeing big picture
 - Focus on Details
 - Relevant vs. non relevant



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Problem seeing big picture: Central Coherence issues

- *Knowing what to pay attention to: draw conclusion from it.*



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Learning Styles : Visual Learner

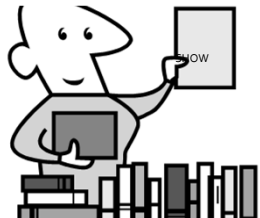
- Strength in visual processing
- Learn from what they see
- Thinking in pictures
- Auditory processing not as strong
- Concrete thinking
- Delayed processing



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Learning Styles : Visual Learner

- IMPLICATIONS FOR INTERVENTION
- 1. Match language to level of receptive understanding
- 2. Use gestures, concrete samples, visual supports.
- 3. Allow time to process information
- 4. Reduce talking.



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Learning Styles: Multiple Perspectives

- *Joint Attention (shared attention)*
- *Responding to other's emotions*
- *Theory of Mind (Frith, Baron-Cohen)*
 - *Inability to understand that others have beliefs that are different from one's own.*



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Learning Styles : Multiple Perspective

• IMPLICATIONS FOR INTERVENTION :

- 1. Use visual prompts to support social engagement and interaction
- 2. Use interest to promote social engagement and joint attention
- 3. Directly teach about emotions in self and others
- 4. Create narratives to enhance social understanding



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SENSORY PROCESSING :

- Overstimulation.
- Problems with filtering and modulating input.
- Sensory seeking versus aversion
- Difficulties dealing with open space



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Learning Styles: Executive Functioning

- Weak Organizational skills
- Sequencing/planning
- Trouble with initiation
- Understanding "finished"
- Set shifting/Flexibility
 - Difficulty with transitions



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Learning Styles: Auditory Processing Difficulties

- Delayed processing of Language
- Difficulty with abstract language (concrete or literal thinking)
- Auditory processing not as strong
 - Leads to a strength in visual processing
 - Learn from what they see
 - Thinking in pictures



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Autism is Unique to each individual

Always
Unique
Totally
Interesting
SOMETIMES
MYSTERIOUS



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Structured TEACCHing

- Method based on the TEACCH approach. UNC Chapel Hill
- Built on the understanding of the common characteristics of Autism

I'm not misbehaving

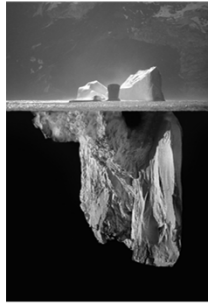


I have Autism

Please be understanding

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Structured TEACCHing focuses on the underlying causes of ASD and systematically works toward supporting student skill building in order to function more independently.



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MEDICAL / SOCIAL MODELS

Medical And Social Model Thinking In Schools

MEDICAL MODEL THINKING	SOCIAL MODEL THINKING
Child is faulty	Child is Valued
Diagnosis	Strengths and Needs defined by self and others
Labeling	Identify Barriers and develop solutions
Impairment becomes Focus of attention	Outcome based programme designed
Assessment, monitoring, programmes of therapy imposed	Resources are made available to Ordinary services
Segregation and alternative services	Training for Parents and Professionals
Ordinary needs put on hold	Relationships nurtured
Reentry if normal enough OR Permanent Exclusion	Diversity Welcomed, Child is Included
Society remains unchanged	Society Evolves

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Structure TEACCHing

- Many of the components of Structured TEACCHing have been refined in classrooms; however it's original work was based on pioneering work with parents as co-therapists (Schopler, Eric, 1986).
- Structure TEACCHing is based on direct experience working with parents, teachers and children.
- It is impossible to understand structured TEACCHing without some basic understanding of the characteristics of ASD.

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TEACCH PRINCIPLES:

Most effective approach involves:

Focusing on skill enhancement for children and parents using strengths.

Focusing on recognition and acceptance of deficits.

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Structured TEACCHing

- The goals of Structured TEACCHing are to promote independence and the development of meaning by making the world predictable and less confusing .
- Emphasis on modifying the environment and teaching skills based on students strengths.
- Structure teaching methods have been demonstrated to reduce behavioral problems and improve independence.
 - Hume, Kara, Idom, Sam (2007);Mesibov, Gay B. (1997)

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TEACCH® Principles:

- To help people with autism we must understand how they experience the world and create a bridge to our world.
- Create "autism friendly" world



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"Culture of Autism"

- People with autism are people just like us but simply think, behave, and interact differently.
- Our role is to understand this new culture, to find similarities and differences.



Gary Mesibov

Previous Director of TEACCH

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AUTISM AS A CULTURE

- Learn their "language"
- Learn the social customs
- Avoid Americanizing
- Seek "cultural compromises"



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AUTISM CULTURE

- People with autism are people just like us but simply think, behave, and interact differently.
- Our role is to understand this new culture, to find similarities and differences.

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TEMPLE GRANDIN- FIRST TIME



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TEMPLE GRANDIN - LATER



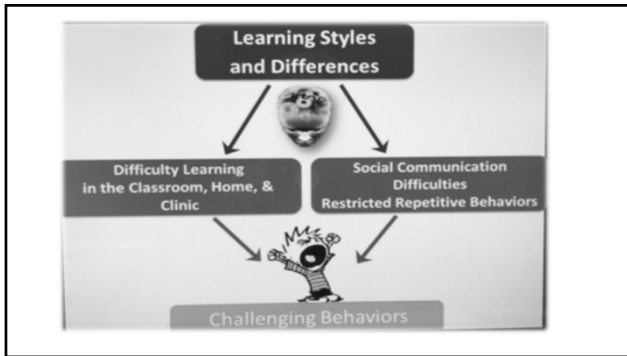
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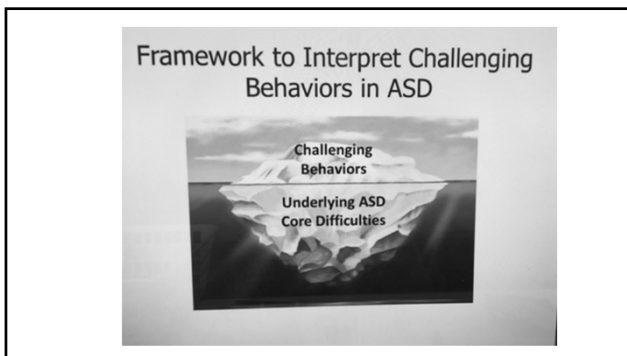
Understanding Learning styles in ASD

- | | |
|---|--|
| <ul style="list-style-type: none"> • WEAKNESSES: • 1. Intuitive learning (implicit) • 2. Selective Attention • 3. Theory of Mind • 4. Executive Functioning • 5. Generalization | <ul style="list-style-type: none"> • STRENGTHS : • 1. Explicit learning (Rules, routines) • 2. Visual information • 3. Focus on details • 4. Restricted interest |
|---|--|

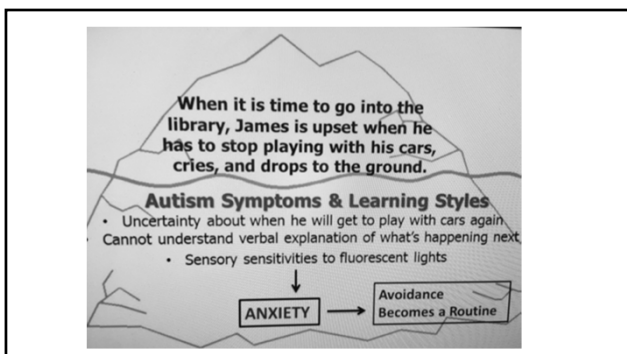
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Culture of Autism

- Is a way to understand autism as different, not inferior.
- Not on changing a person per se, but accommodating differences with respect, tolerance, and focus on strengths.



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How does the autism impact his learning and ability to function in his or her daily life?

When we understand how the autism is impacting, we can start setting up a plan.

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TEACCH CORE VALUES

- 1. Understanding and appreciating people with autism
- 2. Commitment to excellence and strong work ethics
- 3. TEACCH professionals do not stand on ceremony or become overly impressed with status, discipline or position
- 4. Spirit of cooperation and collaboration characterizes our work
- 5. We look for the best in others and ourselves

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STRUCTURED TEACHING MODEL

ASSESSMENT AND MONITORING FOR PROGRESS

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Sound Teaching begins with a good assessment

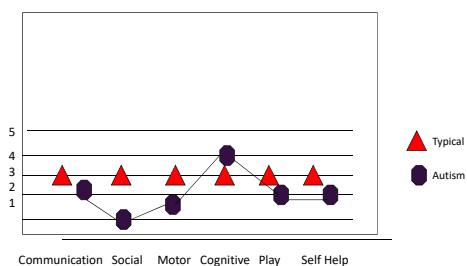
It gives you information about a student's:

- Skill levels
- Learning style
- Strengths
- Interests
- Needs

2

2

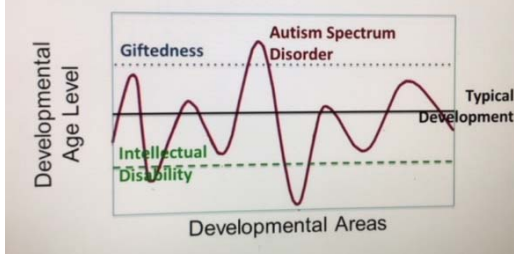
Comparison of Developmental Profiles



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Uneven Patterns of Development



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Two Types of Assessment

Formal: IEP Goals

These are usually standardized tests which are administered by a specialist who has been trained to use the assessment instruments.

Informal: Individualized Teaching

These are usually given by teachers and parents and do not require special training. They use observation and do not require special materials or forms.

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ASSESSMENT

Formal:

- +Intellectual assessment (Leiter-R, WISC-IV, RIAS, etc.)
- +Developmental assessment (PEP-3 and TTAP)
- +Academic assessment (Brigance, K-TEA, and more)
- +Speech language assessment (CELF-IV, PPVT, EVT and more)
- +Motor skills assessment (PDMS, VMI and more)
- +Autism Specific Assessment (ADOS-2, CARS-2 and more)

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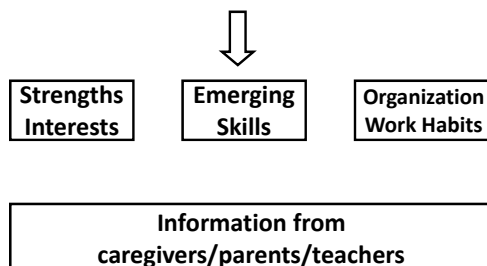
INFORMAL ASSESSMENT

- **Observations-** *throughout the day and in different environments*
- **Try and See-** *gather materials and try each one with the child to see what he does with them.*
- **Video tape-** *during different activities*
- **Play/Social-** *lunch, outside, PE, play/game time*
- **Curriculum based measures-** *teacher made assessments*
- **Information from Parent-** *talk to them about skills at home, expectations, difficulties, successes.*

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Informal Assessment



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We need to know

- **Developmental level**
- **Level of skills**
 - Communication: receptive and expressive
 - Academic
 - Motor: fine and gross
 - Social/play
 - Vocational
- **Preferred learning style**
- **Strengths and Interests**
- **Emerging Skills**
- **Organizational Skills**

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Look at Skill Level: Degree of Independence

- P** = **PASS** The student performs the tasks correctly, independently and **easily**
- E** = **Emerge** **Partial or beginning skills. A ready to learn skill.**
- F** = **Fail** Lack of skill and understanding. Depends on others to complete task. **Too hard**

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Organization and Work Habits What to Look For

- Attention**
 - Length, Shifting, Coordination
- Organizing Information**
 - Matching, Sorting, Categorizing, Sequencing
- Problem Solve**
 - Trial/Error, Scanning
- Concept of Time**
 - First/Then, This, this and then this, Part of the day/All day
- Managing Materials**
 - Coordination, Cooperative use of hands

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Levels of Attention

First level : 0 – 12 month

- Attention will be very fleeting, going from one activity to the next, one person to another. Any new action distract the child right away, anyone walking by or talking close to.

Second level : 1 – 2 year

- The child can concentrate on action, activity, but can not tolerate any intrusion from parent either verbal or visual. He seems stubborn but in fact he can only pay attention to one thing at a time and must therefore exclude any outside distractions to be able to concentrate.

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Levels of Attention

Third level. 2 – 3 years

•The child can still only concentrate on one thing at a time, he can not process verbal and visual input at the same time. He can therefore not listen to instructions from a parent while he is playing or occupied with an activity. However he can look at the parent and will stop playing and will need help – need directions to get back to his play.

Forth level. 3 – 4 years

•The child must still divide his attention between the auditory input and the visual activity, however he can turn to the verbal input and then get back to his visual activity without any help from the parent. He will enjoy singing and listening to a story in a small group.

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Levels of Attention

Fifth level : 4 – 5 years

•Now the child can pay attention to two sensory input, he can process verbal input and still work on his activity, he does not need to stop and look at the person to be able to listen. His attention span is still rather limited however he is now able to participate in a small group. (wait)

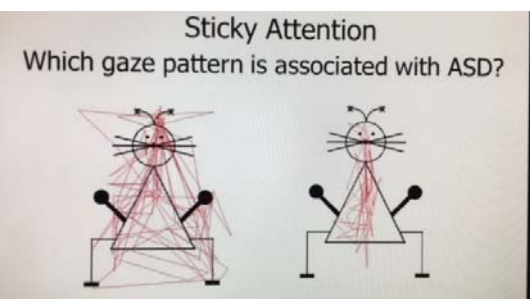
Sixth level. 5-6 years

•The sensory input of auditory, visual and motor are now intertwined. The child can easily pay attention and continue on tasks. The child can participate in a big group.

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Sticky Attention



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Organization and Work Habits

• Questions to Answer!

Approach to Task

- How organized is your student
- How well does he handle Multiple Materials
- How well does he scan
- How well does he understand starting and finishing an activity

Attention Span

- How distractible is your student
- Can your student pick out relevant information
- What prompt/cues help to get and keep your student's attention
- What prompts/cues help shift attention

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Collecting Assessment Information

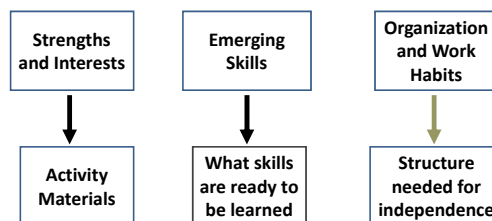
Develop your own Assessment Form:

1. Make a list of curriculum areas to assess
2. List skills in those areas in developmental sequence
3. Add specific organization and work habits
4. Make columns for Pass, Emerge, Fail

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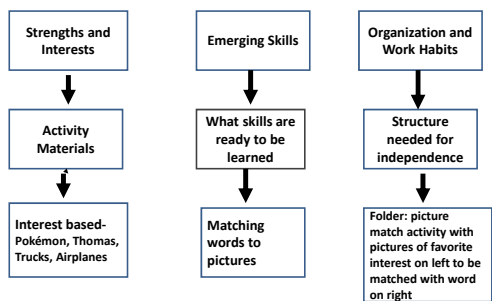
From Assessment to Structure



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From Assessment to Activity



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Data Form

Skill/Activity	P	E	F

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Data: Hitting Ball with a Bat

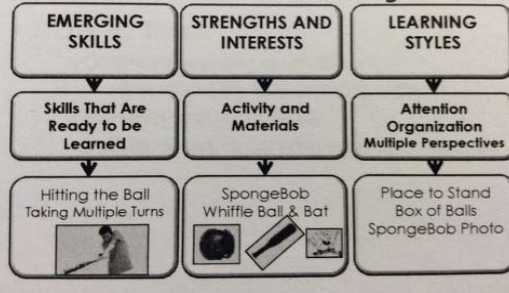
Skill/Activity	P	E	F	Interests	Learning Styles and ASD Symptoms How approach the task/activity?
Put ball on stand	X				
Hold bat correctly	X			Excited to get bat	
Swing bat at ball	X				
Hit ball		X		Never frustrated when he missed	Swung until he hit the ball Stood all around the ball
Take multiple turns		X			Once he hit the ball, put bat away.

*Likes SpongeBob SquarePants

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Informal Assessment to Individualized Teaching



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Activities tied to Learning objectives

- The activities we create should be tied to IEP goals and learning objectives.
 - Learning Objectives include:
 - Condition, Action and Criteria
- EX: John will **swing** and **hit** 4 out of 6 baseballs off the tee at the **Spongebob target**.

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Considerations When Deciding What to Teach



- Developmental appropriateness
- Functionality and use of interest
- Parental priorities and practices
- Movement to independence

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Monitoring for Progress

Informal Assessment is an ongoing process that addresses:

- What we teach
- How we teach
- The materials used
- The structure of the activity

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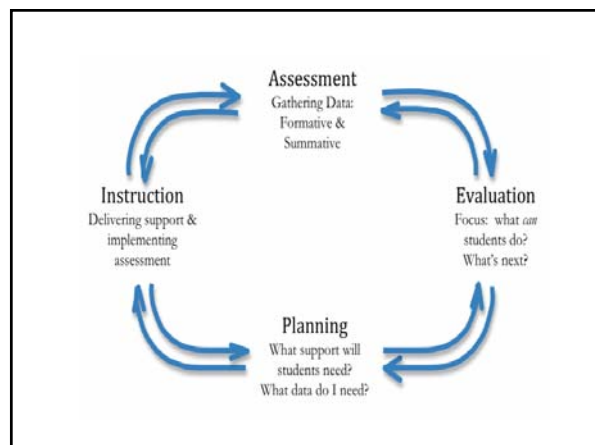
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Ways to keep records

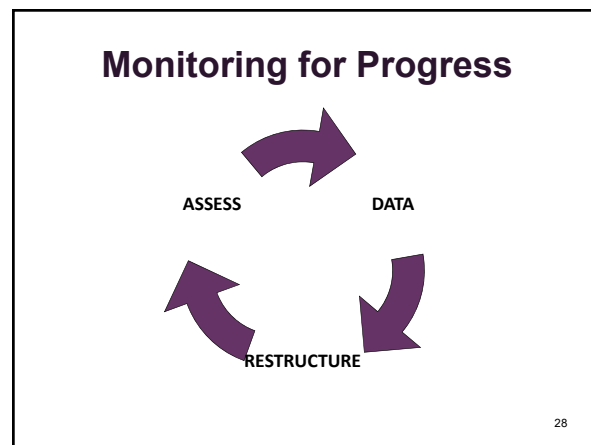
- Anecdotal Notes
- Video recording
- Data Sheets
- iPad Apps
- Combination of methods

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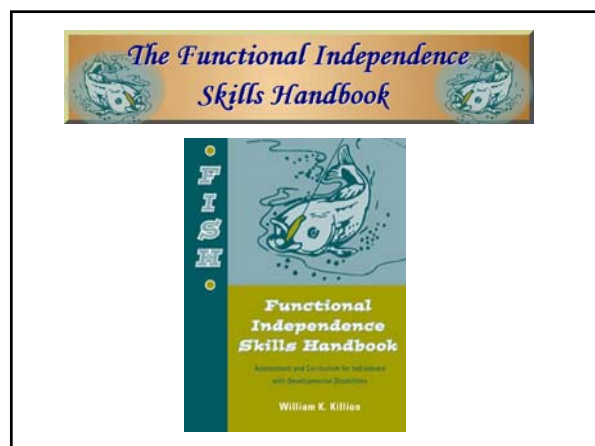
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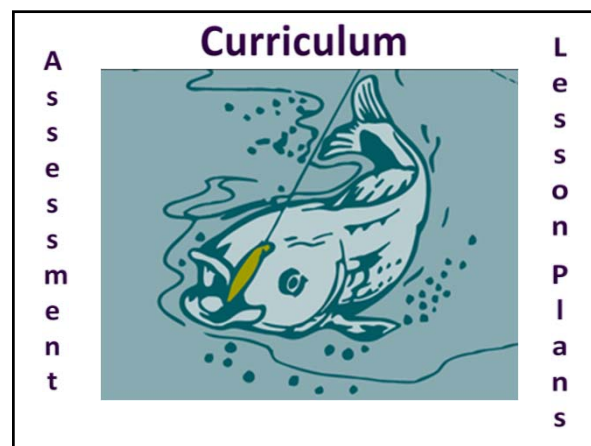
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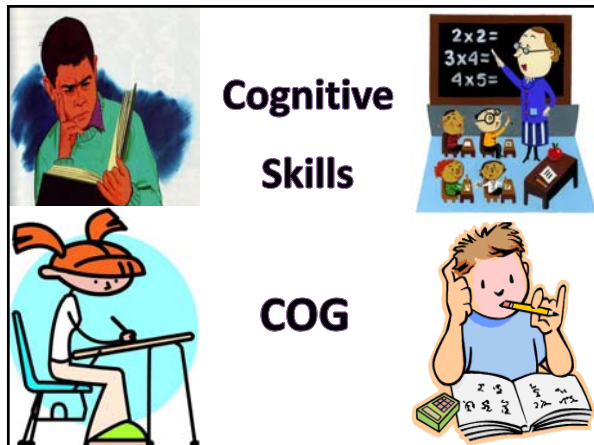
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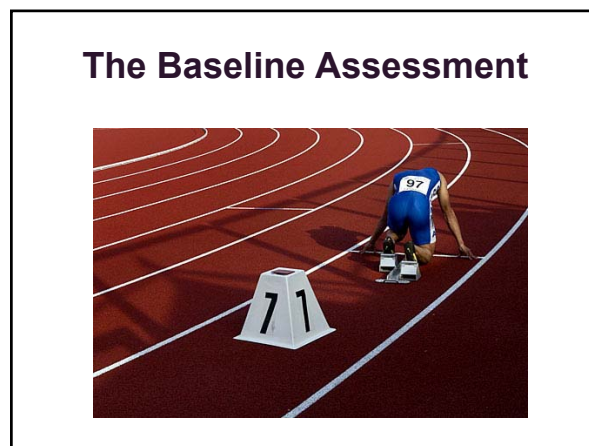
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Five Steps to Getting the FISH Information


- 1.) Find a person to act as the Respondent, which needs to be someone who knows the client well. This could be a caregiver, parent or close family member. In some cases the client themselves could serve this role.
- 2.) In a setting as free of distractions as reasonable, explain to the Respondent the meaning of "Independent", "Non-applicable" and "Dependent". Briefly show and explain the test form to the Respondent. The assessment can be given over a number of sessions if needed.
- 3.) Using the test form go over each item, with the Respondent, for skills known be "Independent" or "Non-Applicable", making check marks as appropriate. If doubt seems present for an item, review the actual FISH objective with the Respondent. Leave the "Dependent" items unchecked.
- 4.) Using the formula provided in the FISH manual, plot the score on the graph for each of the 7 domains.
- 5.) Observe and/or interact with the client either before or after meeting with the Respondent to verify some of the skills that were reported.

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Scoring

Independence ☒ 
Can perform on own or with a single total task prompt

Non-applicable ☐ ☒ 
Physically or reasonably impossible considering the client's condition.

Dependent ☐ 
Needs at least some assistance or guidance to accomplish

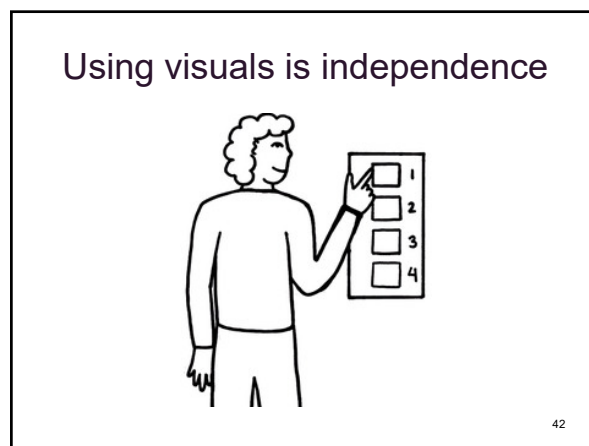
Note: A task can not be both Independent and Non-applicable

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F.I.S.H. Assessment

Domain	Adaptive Behavior	Independent	Not	Independent
Code	Program	Baseline	Applicable	Follow Up
ADT 1 *	Can "attend" to object or task	✓		
ADT 2 *	Responds to nearby activities	✓		
ADT 3 *	Will hold objects in hand		✓	
ADT 4 *	Can point to or identify an object.	✓		
ADT 5 *	Can discriminate between two items	✓		
ADT 6 *	Identifying associated objects			
ADT 7 *	Identify objects for use in eating.			
ADT 8	Use water fountain.			
ADT 9 *	Drinking from a cup or glass.			
ADT 10 *	Eating finger foods.			
ADT 11 *	Eating with a spoon.			
ADT 12 *	Eating with a fork.			

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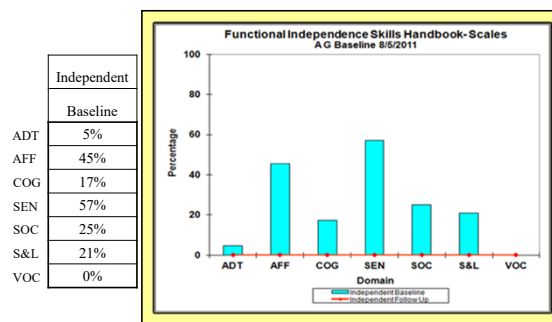
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Using an assistive device is independence



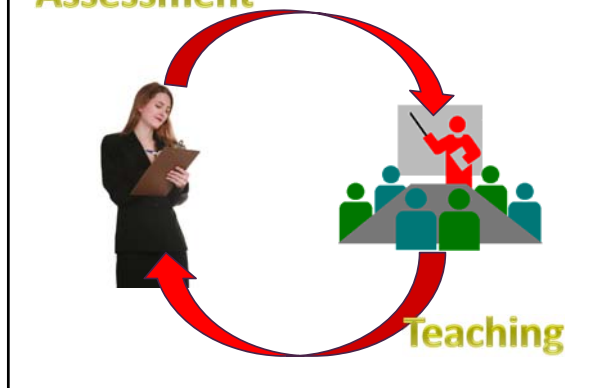
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F.I.S.H. Baseline Graph Example



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Assessment



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Lesson Plans



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Task Analysis



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Levels of Prompts



Physical



Gestural



Verbal

Independent
or Total Task



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Selecting lesson plans

- 1.) Solicit the opinion of the client, the family and/or the caregiver as to what un-mastered skills would be the most desired.
- 2.) With respect to the information from step one, select items that are close to an "Independent" item. Use Appendix A to determine if the prerequisite skills are present. Remember, prerequisite skills are only a guideline, not a requirement.
- 3.) If difficulties are encountered with a lesson, briefly attempt an already mastered skill/ lesson to give the student more confidence in the learning environment.
- 4.) Modify lesson plans as may be needed to focus on client interests. Materials and techniques can be changed in any functional ways. The objective, however, should remain the same.

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If an asterisk is next to a program code, it means that the task can lead to other skills in the program.

ADT 6*

Identifying associated objects

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ADT 6- Sample Program

Task: Identifying associated objects.

Prerequisites: ADT 1, ADT 2 and ADT 4

Concept: The concept of association is the beginning of memory skills. The identification of items that "go together" also begins the process of multiple step task performance. In this exercise real objects that are used in the student's environment are the most effective teaching tools. Although lesson ADT 5, Can discriminate between two items, is not a prerequisite for this skill, the lesson may go easier if ADT 5 is tried first.

51

Behavioral Objective: When presented with 3 items common to the environment, 2 that are related in function and 1 that is not, the student will be able to indicate by pointing or eye gaze which of the 2 objects "go together" to an 80% accuracy over 20 trials.

Materials: Items common to the environment such as a toothbrush & toothpaste, a comb & brush, a spoon & fork, a pencil & paper, a cup & bowl, etc.

52

Task Analysis:

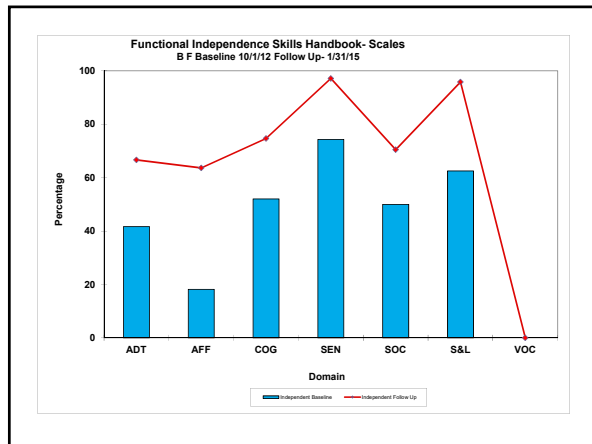
- 1.) Verify that the student can identify each of the items that have been selected as materials. (See prerequisite ADT 4.)
- 2.) Place 3 objects, 2 related (e.g.- comb & brush) and 1 not related (e.g.- cup) in front of the student and ask "Show me which two go together?" If some positive response is noted go to step 7, otherwise continue on to the next step.
- 3.) Arrange each grouping of materials that "go together". Describe and explain how they are used and why each item is related to the other.
- 4.) Present to the student groupings of 2 items, some that do go together and some that do not. Seek and encourage yes/no answers as to whether or not the items shown "go together". Use physical guidance as needed to encourage correct response.

53

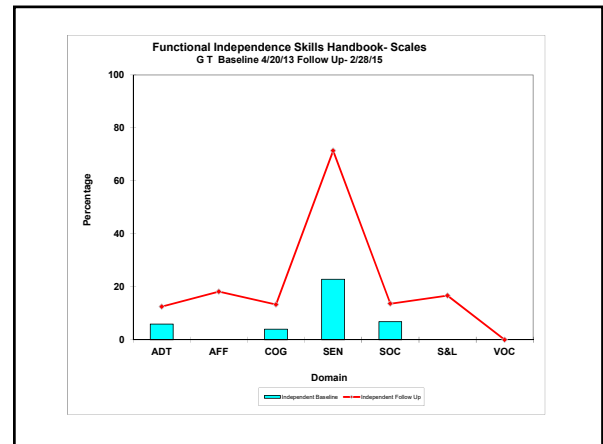
ADT 6- Sample Program (continued)

- 5.) Continue on with step 4, using only gestural prompting.
- 6.) Continue with step 4, using no prompting.
- 7.) Provide continuous social reinforcement for each successful identification of items that go together until an 80% or greater level of accuracy is noted for 20 trials.
- 8.) Systematically reduce reinforcement down to only 1 time for 20 trials and continue until program criteria are met (80% for 20 trials).

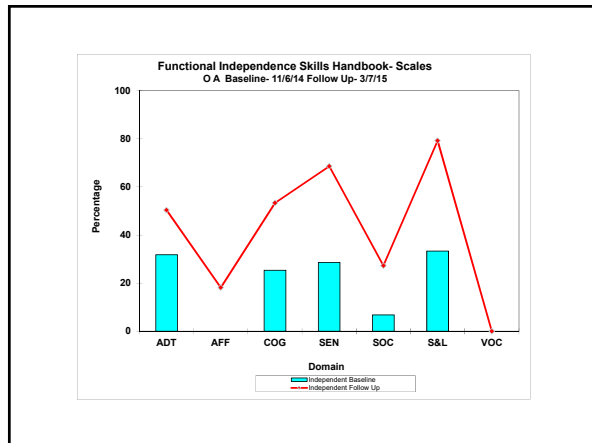
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61



62



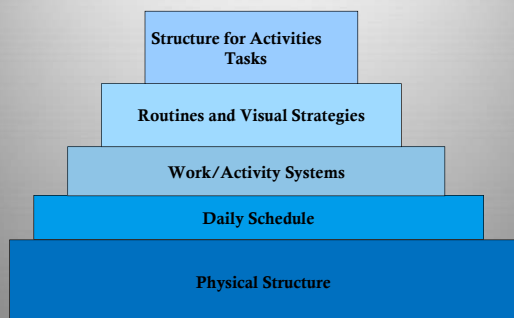
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64

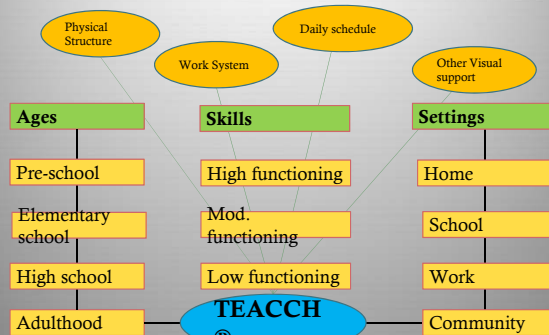
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Structured TEACCHing Model



1

TEACCH® philosophy can be adapted to all settings, all ages and different skills



2

STRUCTURED TEACCHing MODEL: ICEBERG - SYMBOL



3

TYPES OF STRUCTURE

1. Physical Structure
2. Daily Schedule
3. Work/Activity Systems
4. Routines
5. Visual Structure for Activities/
Tasks

4

BEFORE YOU START



5

PHYSICAL STRUCTURE:

The way you arrange the furniture and materials to add meaning and context to the area or environment.

6

Why Structure?

- ✦ Helps with strategies for individualization
- ✦ Understanding my environment
- ✦ Understanding what to do
- ✦ Understanding when I am done

7

Why Structure?

- ✦ Teaches the student meaningful communication in the most meaningful settings.

8

Structure = Communication

We provide better understanding when using visual structure.

We help them read their environment with use of visual structure.

We show rather than tell.

9

Structure = Communication

Think about what he needs to be able to say in different locations:

- ✦ Ask for food during snack
- ✦ Ask for help during work
- ✦ Initiate interaction in play
- ✦ Ask fordifferent needs and wants

10

“Structured TEACCHing”

Is considered a FRAMEWORK:

- ✦ Takes into consideration how the autism can impact each individual child's learning.
- ✦ For educating and teaching children with autism .
- ✦ Provides children with meaningful – functional experiences which they will make use of and learn from.

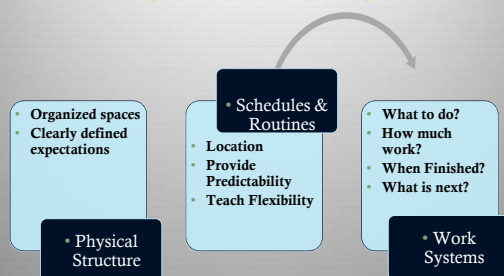
11

Structured teaching will focus on:

- ✦ Making it meaningful
- ✦ Making it visual
- ✦ Making it interesting
- ✦ Making it organized
- ✦ Making it motivating

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Structured TEACCHing Model



13

Physical Structure



14

Physical Structure



15

Physical Structure



16

Physical Structure



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PHYSICAL STRUCTURE

Provides boundaries to help the student understand where each area begins and ends.

Reducing auditory and visual distractions

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18

Physical Structure



19

Physical Structure

Disorganized area and poor information



Organized and less interruption



20

Physical Structure



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Boundaries

Can be Concrete, visual or conceptual

Identify context and segment the environment

Individualized based on learners needs

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22

Concrete Boundaries



23

Visual Boundaries



24

Physical Structure Visual boundaries



25

Visual Boundaries



26

Conceptual Boundaries



27

Conceptual Boundaries



28

Physical Boundaries in Special ed.



29

Physical Boundaries - STM class



30

Physical Boundaries



31

Physical Boundaries



32

Conceptual and physical boundaries



33

Boundaries define each area



34

USE OF PHYSICAL Boundaries



35

Grow With Learners



36

Individualizing



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37

Flexible and Adaptable



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38

Clear Boundaries



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39

PHYSICAL STRUCTURE

Identify Teaching Areas
Establish context
Segment the environment

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TEACHING AREAS

One to One or New Skills Table

Independent Work

Play or Break

Snack

Group

Transition Area

Others as appropriate: Computer, Reading, Sensory

41

Physical Structure One to one

- ✦ Learning area with teacher.
- ✦ Teaching new skills
- ✦ Use interest in Work System.
- ✦ Finish Box.
- ✦ Something fun at the end...rewards.



42

PHYSICAL STRUCTURE = ONE ON ONE



43

Physical Structure One on One Teaching



44

Physical Structure One on One TEACHING



45

Physical Structure Independent Work/play



46

Physical Structure Independent Work - video



47

Physical Structure Independent Work

Therapy ball to stay focused

Need for more separation during independent work



48

Physical Structure - Inclusion



49

Physical Structure : Application in Vocational Settings



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Physical Structure: INDEPENDENT WORK



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Physical Structure: INDEPENDENT AREA



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Physical Structure: Independent Work Area



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Physical Structure: PLAY AREA



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Physical Structure: Break Area



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Physical Structure: GROUP AREA



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Physical Structure: GROUP AREA



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57

Physical Structure: TRANSITION AREA



58

Physical Structure: TRANSITION AREA = Schedules



59

Physical Structure: TRANSITION AREA



60

Physical Structure: READING AREA



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61

Physical Structure: RELAX AREA



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Physical Structure: WAITING AREA



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63

Physical Structure: LINING UP



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64

CLEAR – UNCLEAR Physical Visual Organization

Unstructured



Structured



65

Boundaries reduce distractions



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REDUCING AUDITORY AND VISUAL DISTRACTIONS



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Reduce distractions/use blinds



68

Reduce distractions/card board



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CLASSROOM STRUCTURE



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Structure TEACCHing concepts

- ✦ <https://www.youtube.com/watch?v=EXzs1qe03c8&list=PLoLwGC18aDwxUifZyRAC96jbOu0xfvaf>
- ✦ <https://www.youtube.com/watch?v=vkymZzmg4jw>

71

IN YOUR GROUPS

- ✦ AT YOUR TABLES DIVIDE INTO 2 GROUPS
- ✦ SHARE BRIEFLY ABOUT YOUR OWN CLASSROOMS
- ✦ MAP OUT ONE CLASSROOM PER GROUP
- ✦ IDENTIFYING VARIOUS TEACHING AREAS
- ✦ CLEAR BOUNDARIES
- ✦ SEE NEXT SLIDE

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MAP OUT A CLASSROOM

1. INDEPENDENT WORK STATION FOR EACH STUDENT
2. ONE TO ONE TEACHING AREA FOR EACH STAFF MEMBER
3. GROUP AREA
4. SNACK AREA
5. BREAK AREA/CHILL ZONE
6. TRANSITION AREA – FOR THE SCHEDULES
7. RELAX – CALM DOWN AREA
8. LEARNING CENTERS AS APPROPRIATE
(COMPUTER AREA, ART, LISTENING, SCIENCE, DOMESTIC,
OFFICE, GAMES, BOOKS)

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SCHEDULES

Schedules are set up in **CENTRAL** location in the classroom.

Schedules are arranged top to bottom or left to right

Schedules are used to teach independence and flexibility.

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SCHEDULES



A visual cue or cues that tell what activities will occur during the day

Arranged in the order the activities will happen

A way for the student to predict what will happen next.

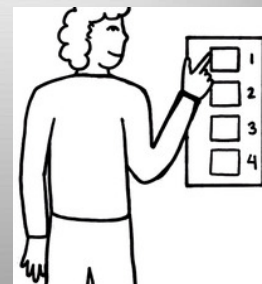
A basis for teaching flexibility

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Daily Schedule - cue

- ✦ How can you encourage your student to check their schedule?
- ✦ Use their interest.
- ✦ **CHECK SCHEDULE CUE**



76

How to use Daily Schedules

- ✦ Make them easy for the teacher and student to use.
- ✦ Think about how long – half day/ full day
- ✦ Use the **CHECK SCHEDULE CUE**-consistently
- ✦ Remember to include information that is important and interesting to the student and relevant to that day.

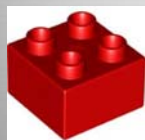
77

TYPES OF SCHEDULES

- ✦ **OBJECT**
- ✦ **PHOTOGRAPHS**
- ✦ **LINE DRAWINGS/ ICONS**
- ✦ **WRITTEN**

78

Object SCHEDULE



Duplo=work



Thomas=play area



Diaper=Bathroom= Toilet

79

Daily Schedule-Object

- ✦ Use object for transition -from one plays to another.
- ✦ Meaningful objects , such as fork for lunch.
- ✦ This is called Teacher directed stage .



80

How to use Daily Schedules



81

Different - Daily Schedules

Objects



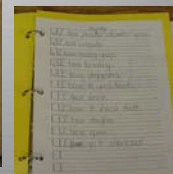
Photos



Drawing

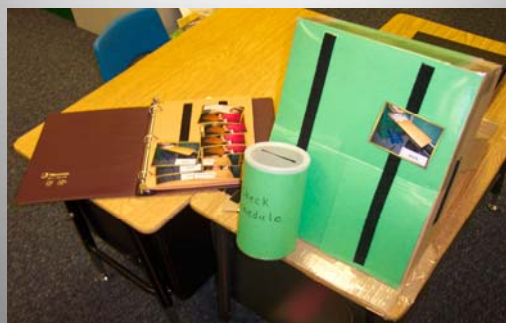


Written



82

PHOTO SCHEDULE



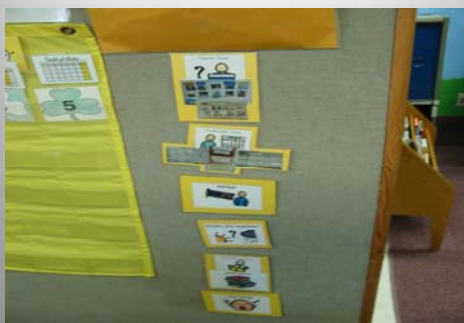
83

PHOTO SCHEDULE



84

LINE DRAWING/ICON SCHEDULE



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85

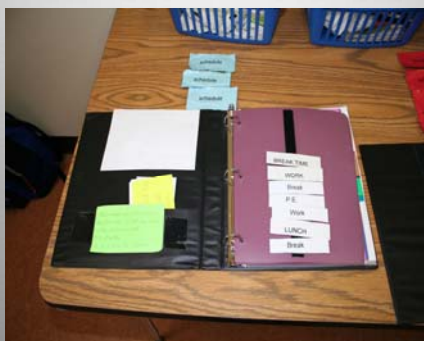
WRITTEN SCHEDULE



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WRITTEN SCHEDULE



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INDIVIDUALIZING

Type of Visual Cue

-object, photo, /picture/icon, word or combination

Length of Schedule

-one cue, First/Then, part day, full day

Organization of Schedule

-Top to bottom, left to right

88

How to use Daily Schedule

- ✦ Child carries cue
 - ✦ uses it in activity
 - ✦ puts it in a container at location matches it to like cue
- ✦ Turn over on schedule
- ✦ Puts cue in finish pocket at end of schedule
- ✦ Close "finished"
- ✦ Crosses off, checks off
- ✦ Looking at the cue and "keeping the information in his head"



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INDIVIDUALIZING

Manipulation of Schedule

-carry, turn over, mark off

Mobility

portability

Interest and Motivation

Use favorite characters, consuming interests, and meaningful objects for transitions

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Object First/Then



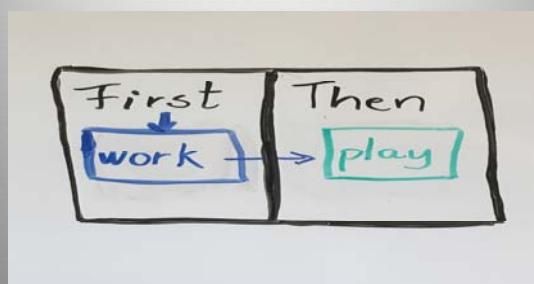
91

Photo First/Then



92

WORDS : FIRST – THEN



93

OBJECTS Length: Part Day



94

PICTURE/ Length: Part Day



95

WORDS / Length: Full Day



96

Organizing the Schedule

Top to Bottom Object Schedule



97

Organizing the Photo Schedule

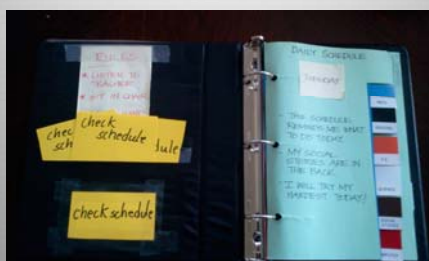
>>>Left to Right



98

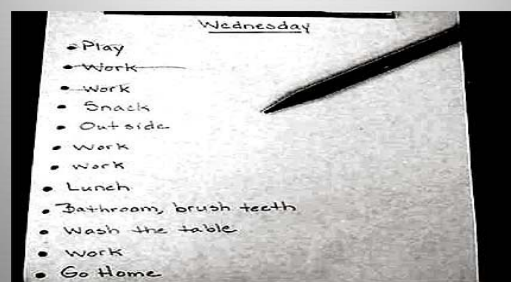
Organizing the Schedule

Included Student Notebook



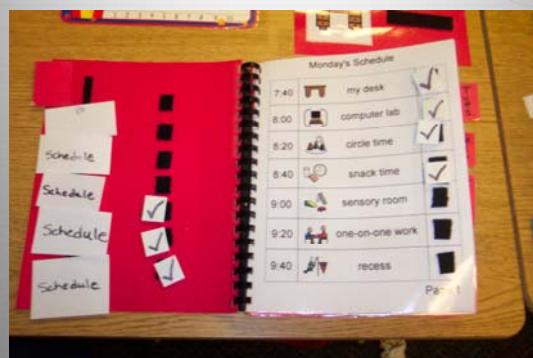
99

Simple and fast... does not need to be laminated



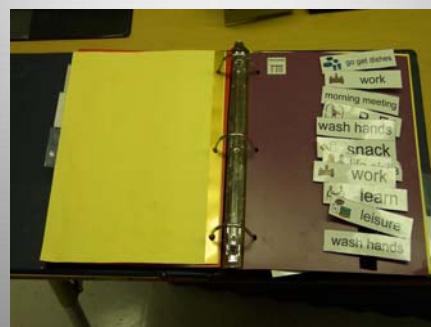
100

Manipulating the schedule



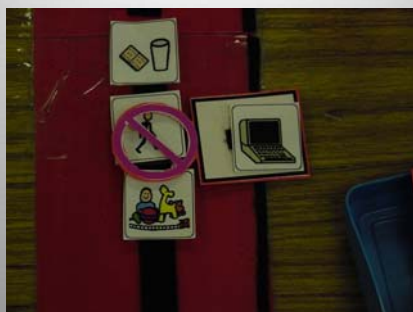
101

Portability



102

Changes



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103

More advanced Student Sets up his/her Schedule



104

On the run- Schedules



105

MONTHLY SCHEDULE



106

STAFF SCHEDULE



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107

We must teach how to use THE SCHEDULE

Teacher Directed

-you are the schedule & carry the cues with you.

Teach in one to one

- what each cue means
- role play using the cue for each transition
- introduce the check schedule cue & use it for each transition

Make the schedule meaningful for the student.

108

A few extra tips for schedules

Make them easy for the teacher and student to use.

Think about how long – half day/ full day

Use the CHECK SCHEDULE CUE - consistently

Remember to include information that is important and interesting to the student and relevant to that day....

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Daily Schedule-Object



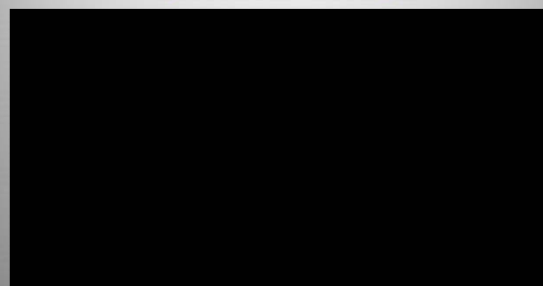
110

Daily Schedule – electronic device

✦ <https://www.youtube.com/watch?v=zNJ-SjAZcYc>

111

Daily Schedule Functional use of Schedule - Maggi



112

CHECK SCHEDULE – USE CARD



113

SCHEDULE/WORK SYSTEM



114

GROUP WORK

- ✦ DIVIDE INTO 2 GROUPS AT YOUR TABLE
- ✦ THINK ABOUT/SHARE ABOUT A STUDENT
- ✦ DISCUSS HOW THIS STUDENT COMMUNICATES
- ✦ PICK ONE STUDENT TO CREATE A SCHEDULE FOR
- ✦ BASED ON INFORMATION DEVELOP ONE SCHEDULE PER GROUP
- ✦ SEE NEXT SLIDE

115

GROUP WORK

BEFORE WE START WE MUST ASSESS...

Incorporate Interest

Pokemon, Cat in the Hat, Trains, Dinosaurs

Level of functioning/Level of communication

Object, picture, drawing, words, written

How much information at one time

One item, 2 items, half day, part day, full day

How does he get to the schedule

CHECK SCHEDULE CUE

How does he interact with the schedule

EX: CHECK OFF, TAKE ITEM TO LOCATION TO DROP OFF, MOVE PICTURE, CLOSE TAB

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WORK/ACTIVITY SYSTEM

The individual work/activity system gives the student a **systematic way to approach** the activities that need to **be completed** at each location.

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WORK SYSTEMS tell you:

WHAT WORK?

HOW MUCH WORK?

WHEN FINISHED?

WHAT'S NEXT?

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118

We need Work Systems in every location!

- ✦ At Snack time
- ✦ At Group time
- ✦ At Recess
- ✦ At P.E.
- ✦ At Lunch
- ✦ At Independent
- ✦ At One on One
- ✦ Everywhere!

119

CHECK SCHEDULE/ WORK SYSTEM at group



120

Types of Work Systems

Pull from a shelf in front

Left to Right

Matching (Color, Shape, Alphabet or Numbers)

Written

Pictures

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WORK SYSTEM- PULL FROM FRONT



122

Work System at Home



123

WORK SYSTEM – LEFT TO RIGHT



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124

WORK SYSTEM- LEFT TO RIGHT



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125

WORK SYSTEM- SHAPE MATCH



126

WORK SYSTEM- COLOR MATCH



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127

WORK SYSTEM NUMBER MATCH what is missing?



128

Picture/Word Work System = Morning Routine



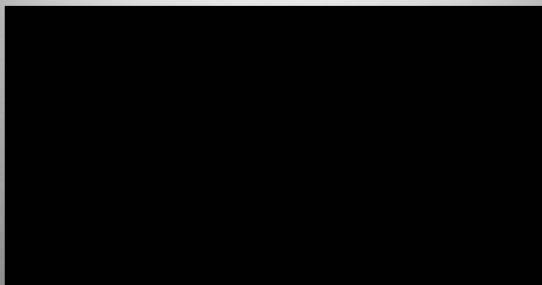
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WORK SYSTEM



130

WORK SYSTEM



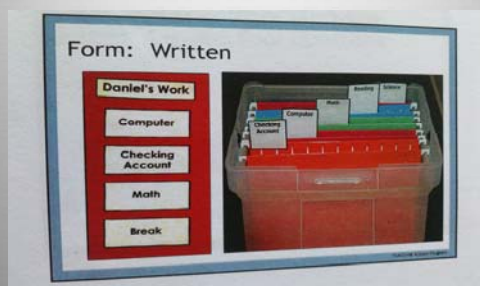
131

WORK SYSTEM



132

Work System-Word Match



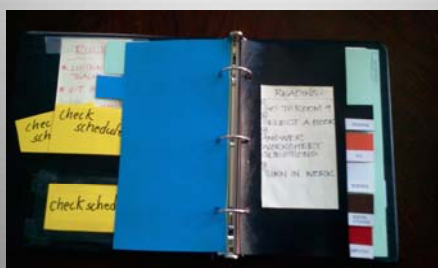
133

Work System MORNING Routine



134

Work System Written List



135

Use interest in a work system



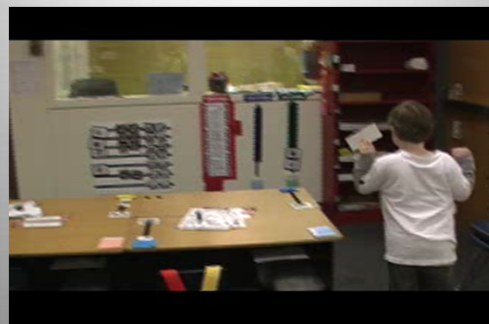
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THE INTEREST is:



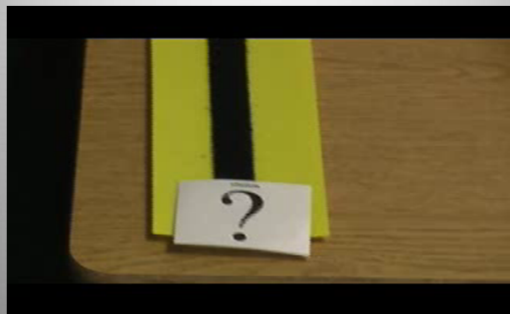
137

N-STAYS – the other Travels



138

WHAT IS NEXT?



139

Work System



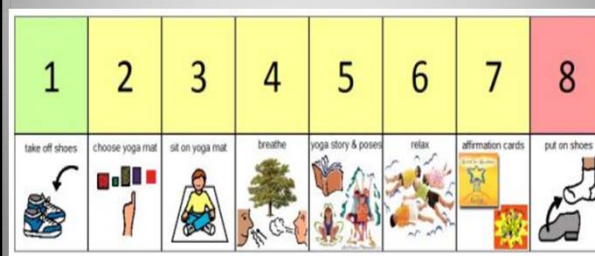
140

Work System



141

Work System- Yoga Lesson



142

Work System – Outside



143

SHOW the Concept of Finished

Pushing task to the right

Finished box

Finished shelf

Replacing task on start shelf

144

Concept of Finished

A finished place on the table for tasks.



145

Concept of Finished

Finished
Boxes



146

Concept of Finished

Finished Shelf



147

Concept of Finished

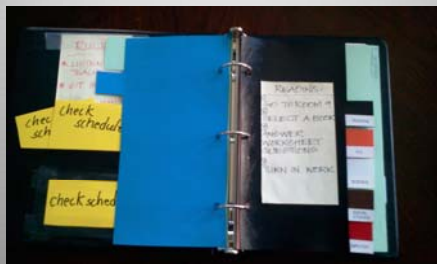
Return to Start Shelf



148

Concept of Finished

Reminder



149

WORK SYSTEM



150

WORK SYSTEM



151

GROUP WORK

- ✦ **DIVIDE INTO 2 GROUPS AT YOUR TABLE**
- ✦ **Each group will MAKE A WORK SYSTEM FOR ONE STUDENT**

152

MAKE A WORK SYSTEM

Before you start you must ASSESS!

Think level of functioning

Think age level

Think interest

Think clear - start – end

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