

**DAY 2**

**TEACCH**

**HANDOUTS**

## **VISUAL SUPPORT FOR AUTISM**

- **STRUCTURED TEACChing is FRAMEWORK or a specially designed support system to help students with autism function better**

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## **STRUCTURED TEACChING**

**START** = Interested / Attention / Motivation / Meaning / Need / Show

**HOW TO** = Clear instruction / Each student / Step by step / Learn by doing / Praise for effort / Concept of finished / Understood Concept

**CONCLUSION** = Goals met / where to go next / usefulness / next steps / praise / interest /

2

## **Teaching Activities**

- Based on meaningful IEP goals
- Have a clear beginning and end
- Individualized for the student
- Developed to support visual teaching strategies

3

## **3 Visual Structure**

- **Visual organization**
- **Visual instructions**
- **Visual clarity**

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## **Visual Organization**

**What organizes the student's approach to the activity?**

- Containers for materials.
- Making the activity one unit.
- Putting materials in the order they will be used.

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## **Container Organization**



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### ORGANIZING ACTIONS



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### ORGANIZING ACTIONS



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### ORGANIZING MATERIALS



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### FOLDERS



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### Shoobox Tasks



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Helps to know where to start  
therefore this = Organization



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### One step / Folders



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### Separating Materials



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### Separating Materials



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### SEPARATING MATERIALS



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### NO ORGANIZATION



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### ORGANIZED



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### Visual Instruction

What tells the student what to do?

- Materials
- Directions:
  - Objects
  - Photos
  - Jigs
  - Line drawings/Icons, Arrows
  - Written

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### Materials Instruct



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### Materials Instruct



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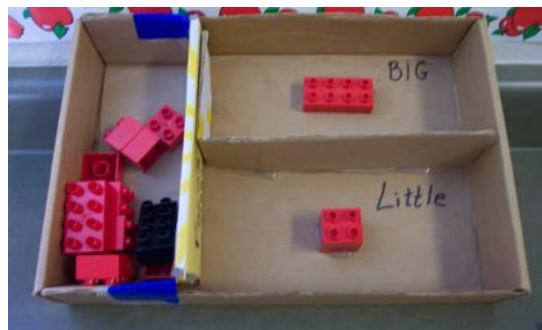
### Object Instruction



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### Object Instruction



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### Object Instruction



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### Photo Instructions



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### Photo Instructions



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### This Jig = Instructs



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### Outline Jig = shows steps



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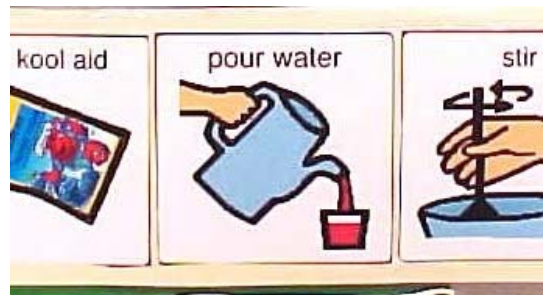
### Photo Instructions = step by step



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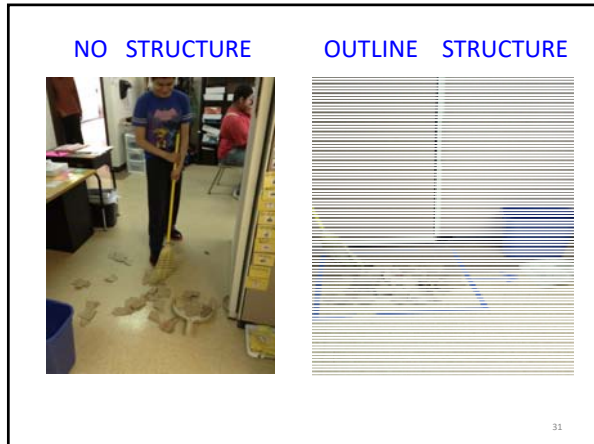
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### Line drawing/Icon Instructions

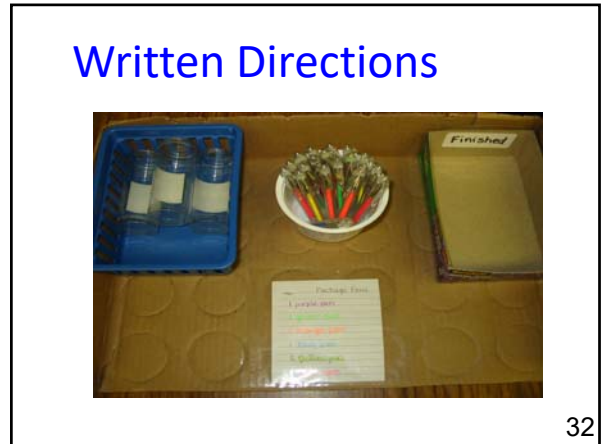


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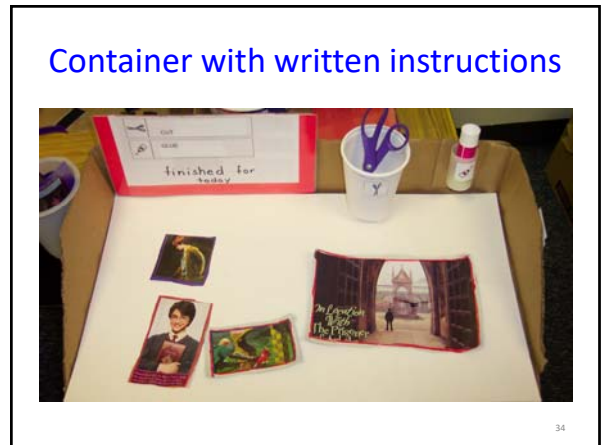
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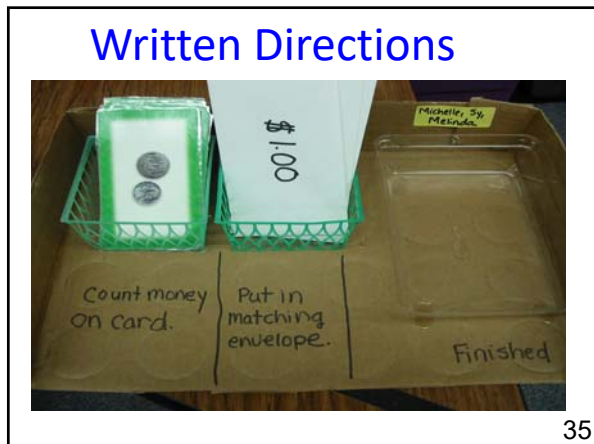
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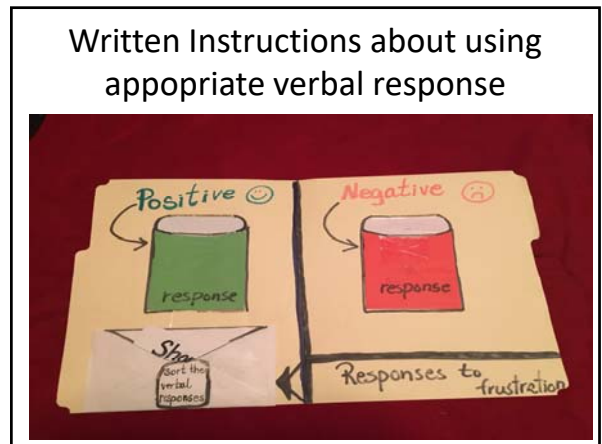
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WRITTEN INSTRUCTION/ due to lack of auditory processing



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Written Directions = count 1-2-3 while watering each plants



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Written Instructions -photo



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Clarify

- **Highlight** essential information
- **Direct attention** to important information
- **Emphasize** parts of the instruction

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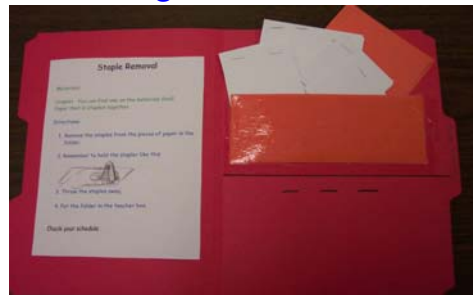
Clarify with Color



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Clarity: Change color font

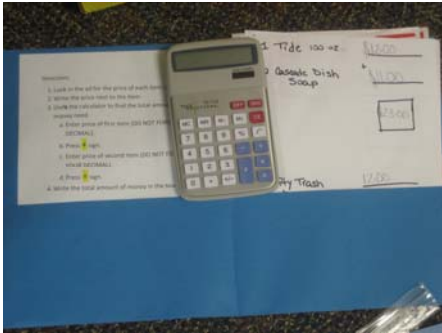


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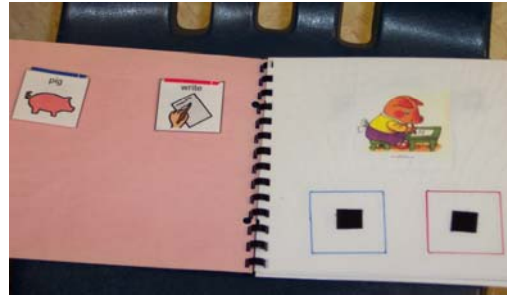
### Clarify with Highlighting



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### Clarity: Outlines



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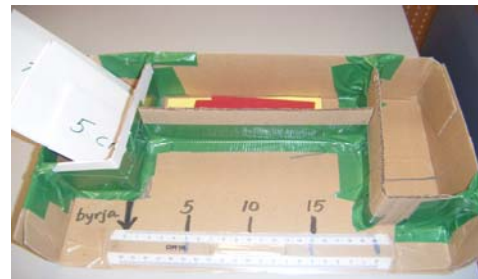
### Clarity: Labels



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### Measuring



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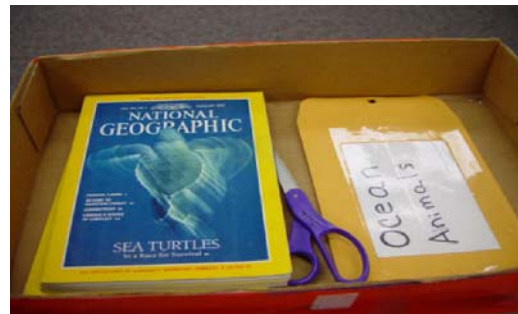
### Cutting and sorting



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### Finding and cutting specific pictures



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### Packaging CD's



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### Wiping a table



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### Recycling



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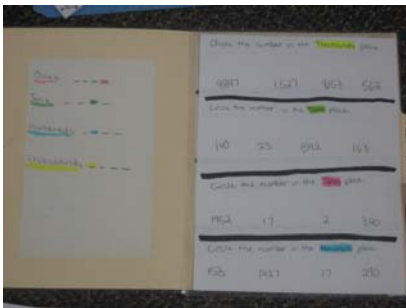
### Handwriting



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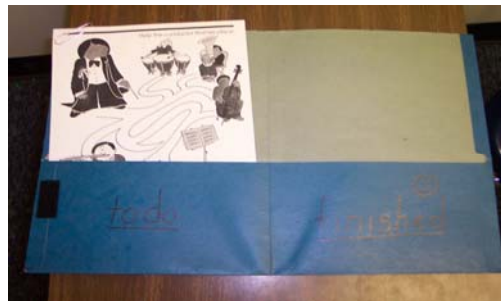
### Math Activity



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### Organizing Homework



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### Organised Activity/ object use



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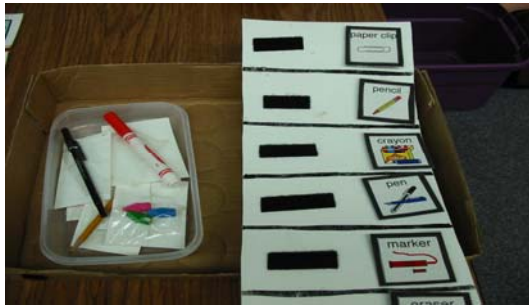
### Picture/word match



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### Object to Icon Match



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### Number Match



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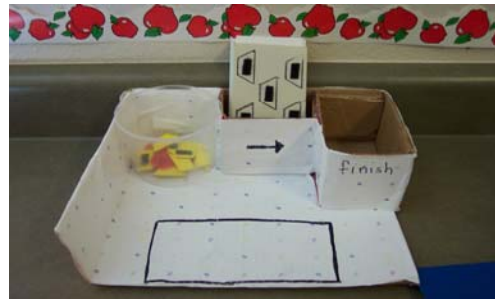
### Sorting



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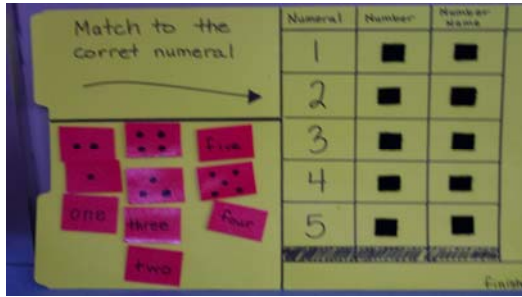
### Matching



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### Number/Name Match



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### Pen Assembly & Sort



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### Packaging



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### Duplo Assembly



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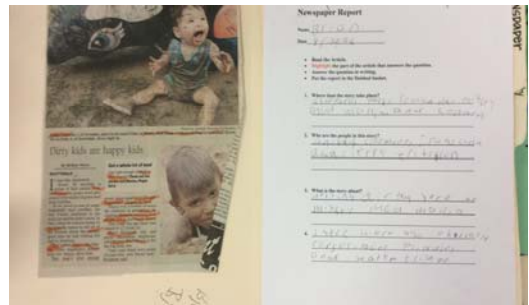
### Beginning Sentences



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### MORE ADVANCED SENTENCES



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### Sequencing



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### Sorting



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### Watering Plants



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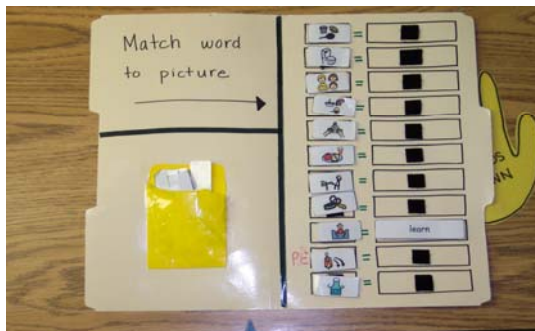
### Picture Word Match



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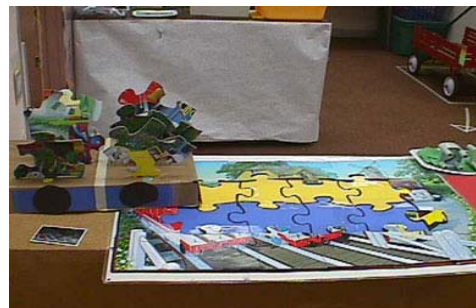
### Picture Word Match



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### Puzzle Assembly



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### Adapted Book



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### USE INTEREST IN TRAIN TRACK.....



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### USE INTEREST IN TRAIN TRACK - BOOK



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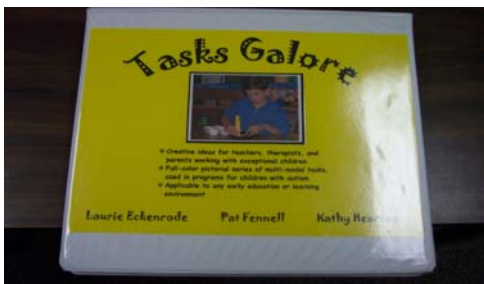
### Use Interest



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### Tasks Galore



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### Teaching the Activity

- Taught in one on one
- Then transfer to independent
- Use skill in new context
- Flexibility: new location, different materials
- Ongoing assessment

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### A Task A Day Keeps The Behavior Away!



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### Task Making:

#### THE RULES :

- Match Tasks to IEP Objectives
- Clear Beginning and End
- Meaningful to the student
- Based on student's strengths and interests
- Can be performed independently

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### Make a Task

- 1. Math
- 2. Science
- 3. Reading comprehension
- 4. Self help
- 5. Vocational
- 6. Exercise – p.E.

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# TEACHING COMMUNICATION SKILLS

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Autism – Communication Specialist  
TEACCH advanced certified trainer*

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- WHAT IS COMMUNICATION ?
- HOW DO WE COMMUNICATE ?
- HOW CAN I TEACH COMMUNICATION ?
- WHY IS IT SO HARD FOR STUDENTS WITH AUTISM TO COMMUNICATE ?

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## FUNCTIONAL COMMUNICATION:

Student is successfully sending a message and you understand and receive it !

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## SOCIAL ENGAGEMENT EXPERIMENT !

• <https://youtu.be/apzXGEbZht0>

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**Social Engagement**

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## SAMPLE OF AUTISM behavior = COMMUNICATION

• <https://youtu.be/yTU8WbTbZMI>

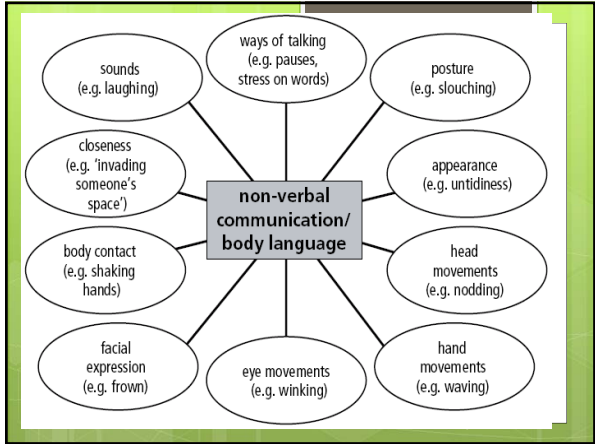
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# COMMUNICATION

• *“Talking and words are not automatically tied to communication”*

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# COMMUNICATION CONCEPTS

- *How to communicate?*
- *Why we communicate?*
- *Where we communicate?*
- *Who to communicate to?*
- *What to communicate about?*

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# HOW = TANTRUM

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# HOW = GESTURES

hello!	call me!	great job!
me?	oh, no!	hmm.....

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# HOW = USE OF OBJECTS

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## HOW= USE PICTURE




Student will get the picture from the choice board and then give it to you.

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## HOW= TOUCH- SOUND- SHOW



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## HOW=PICTURE BOOKS



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## HOW = TOUCH/SOUND - LOOK



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High-Tech Static Devices



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## HOW=SIGN LANGUAGE



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## HOW = WRITTEN TEXT



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## HOW = TALK TO L..



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## BASIC Sample Of How - start



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## Sample of HOW – snack time



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## FUNCTION OF COMMUNICATION

- REQUEST
- REJECT
- GET ATTENTION
- COMMENT
- GIVE INFO – SEEK INFO
- EXPRESS FEELINGS

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## REQUESTING: ACTION, ITEM



I want toy  
I want juice  
I want to swing

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## SOCIAL INTERACTION



The child initiates:  
"Hi John, how are you, nice to see you again."  
(show, greet, ask or request interaction)

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## JOINT ATTENTION

Child says :  
" Mom look"  
( *Looks at mom then at the bowl and back to mom. (triangle)* )  
They share the experience !



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## Direct attention

Mom says:  
" Look here"  
The child looks at the object but may not look at mom, as he engages in the activity.



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## TEACCH PHILOSOPHY

The use of Structured Teaching has its foundations from early research in language development, which showed us that consistent daily routines increase receptive skills and intent. (Bruner, Piaget)

"Knowing what to expect, provides predictability and will minimize students anxiety."  
(Schopler, Mesibov '87)

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## VISUAL SUPPORT

The Schedule provided the student with info so that he knew what to do.  
- INTENT -

He likes to be independent !

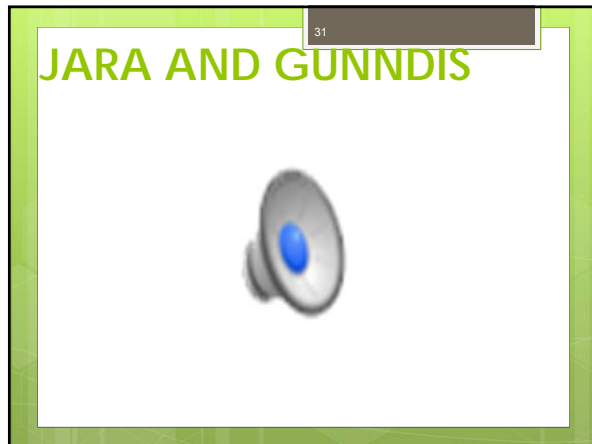


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## AUTISM CULTURE



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## LECACY RESEARCH

- PRIZANT ' 1983
- “Individuals with autism have trouble segmenting incoming speech into meaningful word units”
- *Prizant B.M. (1983) Language and Communication in Autism: Toward and understanding of the "Whole" of it . Journal of Speech and Hearing Disorders 48 296-307*

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## FUNCTIONAL COMMUNICATION:

- The child can use – eyes, smile, and a hand gesture – **as an indication for intent.**
- *This usually happens around 9 months of age.*
- *(Prizant '92, '96 '99) (Geraldine Dawson ('88 '98)*

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## SHE IS SHOWING INTENT AND has learned to LOOK

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## LEARN TO GET ATTENTION

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## DEVELOPMENT OF COMMUNICATION

- Keep attention **on face, look at you**
- Look at **object** and then at **you**
- Knows **how to get attention**
- Uses signal, objects, pictures
- **Concrete thinking ( IMAGES)**
- Connecting objects – action (LITERAL)
- **Abstract thinking ( COMPLEX )**

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## TEACHING COMMUNICATION

- ◆ Where do we start?
- ◆ How do children learn to understand their environment?
- ◆ How do we increase receptive skills ?

• Preschool issues, chapters in Schoplers, Mesibov, '87

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## Teach how to communicate:

We must show them how to: **model**

They need to experience it as a form of exchange: **give and take**.

We use simple **play routines** or social engagement.

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## The Structured TEACCHing Model USE PICTURES TO COMMUNICATE:

- <https://youtu.be/mECI6PKVFIA>

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## PICTURE EXCHANGE II

- <https://youtu.be/N2sAmHxgOUg>

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## Strategy for

- <https://youtu.be/BdzlTyknaH8>

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## Next: Let's assess:

- Social partner**
- Language partner**
- Conversational partner**

Show HANEN - video tape !

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Social partner learns to interact during play and may use pictures to:

- ◆ ask for a toy, food
- ◆ initiate interaction
- ◆ get attention

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Language partner learns to:

- ◆ Use words in play
- ◆ Use words for wants and needs
- ◆ Use words in a give and take social interaction

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Conversational partners:

- ◆ Learns to give information, explain, and problem solve.
- ◆ Learns to listen and take the perspective of others.
- ◆ Knows how to start and stop talking, and modify language according to the listeners interest and by reading non verbal cues.

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Social partner:

We do play Routines to support INITIATIONS because they are predictable, repetitive, often with high interest

Routines always have the same beginning and end.

Song routines; toys routines; activity routine (swing)

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SOCIAL PARTNER:  
NON – VERBAL STUDENTS

- Always use objects or pictures when you talk to or interact with them.
- This will help the student focus on what is important.

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Initiations happen when there is:


- ◆ *Motivation*
- ◆ *Understanding of the need*
- ◆ *Wanting attention*
- ◆ *Wanting to say or do something*

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## SOCIAL PARTNER – NON VERBAL

**START A ROUTINE**



Teacher pauses to get eye contact so he will ask again

**INTERACTION**

Learning the HOW and the WHY to communicate. We can start to teach them to USE MOVEMENT AS A WAY TO INDICATE MORE

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## Social partner – Social routine



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## Social Partner routine



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## Social partner:

**Teach how to Request:**  
Blowing bubbles / balloon / physical interactions such as tickles or swings and motor games / songs rolling / spinning object.

**Teach request things:** Toys that are out of reach but in view.

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**Teach protest:** You stand in front of doorway/destination ( go away - move )

**Teach ask for help:** Use containers that child cannot open independently.

**Teach how to get attention:** Look away from the child and wait for him to ask for you

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## LANGUAGE PARTNER – VERBAL STUDENT

- Teach them to use language in appropriate way in different settings
- Teach them to use language as a tool for problem solving.

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## LANGUAGE PARTNER

- HOW TO USE LANGUAGE IN SHOPPING GAME –

- Show student Unnar Ingi...DVD.



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## Language Partner: Use his interest -



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## Language partner .... learning to put words on action



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- Give child Dad's shoes...he will respond "No, not my shoe"
- Put block on plate at snack time "No block"
- Leave out needed tool/ object, such as spoon when eating.
- "I need a spoon"
- Spill something? WAIT for "Clean up"

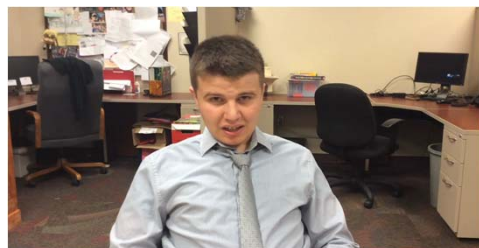
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## Language partner: learn to use words in play



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## PRACTICE use of LANGUAGE



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## Conversation Partner / ISSUES:

Social understanding of knowing when to listen and then also knowing what to do with what was said.

Will not learn by watching others, can imitate but without understanding why and therefore we provide that experience.

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## CONVERSATIONAL PARTNER needed SKILLS:

Initiating and Stopping  
Maintaining Topic  
Choosing Topic/Shared interest  
Teach Reciprocity with an item  
Listen and respond to other  
Understand non-verbal cues.

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## Conversation partner:

Strategies :

- Talk about: CAUSE AND EFFECT
- Predicting outcome



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## STRATEGIES :

- Make sure you teach the child to say:
  - “GO AWAY” - “STOP” - “HELP”
  - “I NEED A BREAK”
  -
- Build routines when you work with them so they know what to expect, but then gradually start to change the routine so they will ask you Why? What? When?

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## CONSIDER HOW YOU COMMUNICATE?

- Do you use joint attention
- Where are you in relationship to the child?
- What kind of message do you send?
- Do you use comments or questions?
- Do you provide time to process?
- Do you use - objects - picture - written words?

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## Factors That Affect Communication Effectiveness

- Level of demand in the communicative situation
- Changes in the environment
- Changes in communication partners
- Distractibility, disorganization, poor memory
  
- Signals may be unfamiliar and hard to interpret:  
FATIGUE AND STRESS

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**GROUP WORK: 2 people in group**

**Make a Communication activity:**

**PICK ONE OF FOLLOWING:**

- 1. TEACH HOW TO GET ATTENTION**
- 2. TEACH HOW TO ASK FOR THINGS**
- 3. MAKE A COMMUNICATION PRESS!**
- 4. How do we increase initiation?**

**What tools to use: OBJECT – PICTURE –  
VERBAL - WORDS**

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