

TEACCH in the Virtual World: Home

1. Set up an area designated for schoolwork
 - a. A table against the wall (think a snack table, end table, night table, dining table, etc.-whatever table is available) with a suitable chair makes a school area. Helpful to put a sheet of white tag board on the table working area. Write child's name + Desk at the top (Mario's Desk). Some kids may work well in a beanbag chair or other arrangement (we have one student that sits in a storage tub with a lapboard-loves the confinement!)
 - b. Put a sign on the wall that says "School."
 - c. Other areas of the home may be used, as well. Cooking activities in the kitchen may have a special placement on the kitchen table, a space in the living room may have a special chair and sign for us (Break Areas), etc.

2. Post the individual schedule near the school area. Sitting time at the "desk" should be no more than the child's age + 8 minutes. Schedule should have various locations to go to. HINT: The location may need to be changed a bit to avoid confusion about what is done in that space. Change the chair, put an appropriate object on the desk to symbolize the work to be done in the space; change the color of the tag board, etc. Remember to put a corresponding schedule card at the desired location with a place to deposit the schedule card the child is bringing to the area. Think envelope, Velcro, paperclip, magnet, tape, etc. to hold. Schedule example:
 - a. Writing (Desk)
 - b. Treasure Hunt Reading
 - c. Cooking Math
 - d. Bathroom Break
 - e. Computer
 - f. Snack
 - g. Free Time
 - h. 1 on 1 time (your time to work with the student individually using the parent/caregiver/older sibling as your teacher aide/hands.

3. Another schedule should be posted on the child's bedroom door or other place for before and after school locations/activities; help make the child a valued, contributing family member by organizing their environment and activities in a meaningful way, so they can be more independent. Example:

- a. Homework
 - b. Computer
 - c. Free time
 - d. Laundry
 - e. Set table
 - f. Sweep floor
 - g. Fold clothes
 - h. Grocery Shopping
 - i. Lunch
 - j. Dinner
 - k. TV
 - l. Bath
 - m. Brush teeth
 - n. Brush Hair
 - o. Get dressed (underwear, shirt, shorts, shoes, etc.)
 - p. Pajamas
4. Post the work system to be used in each location. Write out the work system on paper (draw pictures, write words, script steps, etc.) The student should be able to do the task just looking at the instructions (work system). Make sure you have taught the concept first in a 1 on 1 teaching session.
- a. What to do?
 - b. How to do it?
 - c. How much to do?
 - d. When am I done?
 - e. What is next?
5. Tasks/Activities: MIX IT UP!! Sitting at a desk is boring; embed math concepts into a cooking activity (make Jell-O, pudding, sandwich cut in fourths) craft project, outdoor activity (Dig 2 small holes and 1 bigger hole. Fill the small holes with 2 sticks each and the bigger hole with 4 sticks. Add the sticks in the small holes together. How many? -You get the idea.) Do a treasure Hunt around the home looking for 4 things with a specific attribute, first letter sound, category, etc.
- a. Physical activity increases attention span and calms the student. Embed instruction/ concepts into play and physical activities around the home. That makes them meaningful and more engaging. Consider: would you be engaged if you were the student?

- b. Do not forget the “First-Then” card when they want to do a preferred activity instead. “No” can be a terrible word to them (=never) “YES. First reading, then computer.”
6. 1 to 1 teaching: MEANINGFUL & HIGH INTEREST!!! Engage the help of the parent, caretaker, older sibling, etc. Train them the way you train your parapro on use of the schedule, check schedule card, work system, etc. Use video chats to show parents how to use the schedule, task, work system, etc. and email it to them. Show them how to use toys to teach the concepts (Legos to sort, count, match, spell, etc. A favorite book for vocabulary, concepts, comprehension, recall, etc. Chores to teach quantitative, qualitative, spatial, concepts) . They become your hands during 1 on 1 instruction. If a doctor can tell a layperson on how to perform an emergency tracheotomy over the phone, you can do this!
7. Make a video of you and a “student” doing the task, if appropriate. Email the video to the parent. When on a video chat, you can walk them through it. Coach the parent/caregiver as they do the task with the student.
8. If school busses are used to deliver lunches, they can also deliver the student’s work for the parent to pick up.