

# TEACCH



## What is it and why would you use it?

TEACCH stands for 'Treatment and Education of Autistic and related Communication Handicapped Children'

The TEACCH approach is broad-based. It takes into account all aspects of the lives of people with autism and their families.

Independent work skills are emphasised, but it is also recognised that life is not all work. Social and leisure skills have an important impact on wellbeing.

An important part of any TEACCH curriculum is developing communication skills, pursuing social and leisure interests, and encouraging people with autism to engage in more of these opportunities.

The primary aim of the TEACCH programme is to help and prepare people with autism to live or work more effectively at home, at school and in the community.

TEACCH considers all aspects of Autism which can be challenging for pupils. These are: visual thinking, need for processing time, sensory needs, single channelled attention to detail, difficulties with sequencing, need for predictability and difficulties with social interactions. These are addressed through structural teaching.

The main purpose of structured teaching is to increase independence and support appropriate behaviour by considering the cognitive skills, needs and interests of individuals with autism and adjusting the environment accordingly. Structured teaching can facilitate teaching and learning.

Four components to structured teaching:

- Physical organisation
- Schedules
- Work systems
- Visual structure and information

## Who is it for?

TEACCH, although originally designed for pupils with autism, can be used for any pupils within the school for who we feel it is appropriate for. As with all approaches we can adapt and tweak to best meet the needs of our pupils.



## What does it look like?

### Structured teaching

Physical organisation – it is important to ensure the physical environment is conducive to the learning styles and needs, and sensory needs of pupils with autism.

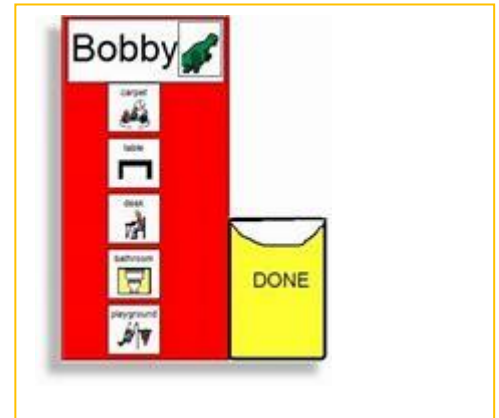
Schedules – The timetable / schedule will look very different and be dependent upon the needs of the pupil.

Work systems – The work system is the way that work is structured so that the pupil knows what to do.

Work systems are visual and support pupils with autism to learn to work without adult assistance or direct supervision.

Individual work systems communicate four pieces of information to the pupil:

- What work are they supposed to do?
- How much work are they required to do?
- How they know they are making progress and when they have finished.
- What happens after the work is complete?



### Visual structure and information

Visual structure provides the pupil with a strategy for approaching the task.

Visual instructions show the pupil how to complete the task and can help with sequencing.

Organising the materials into containers and in the order of the task helps the pupil understand what needs to be done.

The work designed to be carried out in the independent work area is known as TEACCH tasks.



TEACCH tasks incorporates the schedule / timetable, work system and visual structure.

The tasks themselves are self-contained activities which contain all the materials and instructions required for the pupil to complete independently. Tasks can be contained in boxes, baskets, in deep or flat trays, in plastic wallets, in folders, files or on clipboards. One pupil may be able to access tasks of a variety of designs.

Tasks are designed to meet individual needs, skills and interests. Tasks should be designed to be motivating to the pupil. It is key to remember that the task should be something the pupil can complete without any adult support.