EDUCARE+

European project on educating visually impaired with behavior challenges

Partners

- Royal Dutch VISIO – The Netherlands
- Budapest School for the Blind – Hungary
- SWW – Germany
- Jordanstown School – Northern-Ireland
- ZSSM LJ - Slovenia

Erasmus+

September 2015 - August 2017

EDUCARE+

TEACCH Approach

Treatment and **E**ducation of **A**utistic and related **C**ommunication handicapped **Ch**ildren

TEACCH® Autism Program developed the concept of the "Culture of Autism" as a way of thinking about the characteristic patterns of thinking and behavior seen in individuals with Autism Spectrum Disorders (ASD).

Erasmus+

EDUCARE+

TEACCH approach are now used with individuals from early childhood through adulthood in a variety of settings, including:

- early intervention programs;
- public and private school classrooms;
- families' homes,
- residential programs, and private housing;
- play and other social groups;
- summer camps and other recreation programs;
- individual and group counseling sessions;
- and sheltered employment sites.

Erasmus+

EDUCARE+

SUMMARY

The **TEACCH approach** is a family-centered, evidence-based practice for autism, based on a theoretical conceptualization of autism, supported by empirical research, enriched by extensive clinical expertise, and notable for its flexible and person-centered support of individuals of all ages and skill levels.

▶ Contact:
TEACCH Autism Program
Mailing Address:
CB# 7180 UNC-Chapel Hill
Chapel Hill, NC 27599
Physical Address:
100 Renee Lynne Court
Carrboro, NC 27510
P: 919.966.2174 **F:** 919.966.4127
TEACCH@unc.edu

Erasmus+

TEACCH philosophy:
1. Identify and understand autism
2. Partnership with parents
3. Striving for the optimum, but not healing
4. Individual diagnostics as a basis for individual support

5. Holistic (the importance of looking at the whole person, their families and their communities throughout the lifespan)

6. Structuring of the promotion situation (STRUCTURED TEACCHING)
7. Cognitive Psychology and Learning Theory
8. Orientation on the strengths
9. Long-term support

EDUCARE+

PRINCIPLES OF STRUCTURED TEACCHING:

▶ Understanding the "culture of autism"

▶ Developing an individualized person- and family-centered plan for each client or student, rather than using a standard curriculum

▶ Structuring the physical environment

▶ Using visual supports to make the sequence of daily activities predictable and understandable

▶ Using visual supports to make individual tasks understandable

Erasmus+

How can TEACCH support us?

► The elements from the TEACCH approach enable clarity and orientation, which makes learning possible.

► Working according to **TEACCH** means the person concerned needs a map and a compass and then we need to hand them over to them and to lead them to use them.

(a quote from Dr. Anne Häußler)

EDUCARE✚

What is meant by understanding the culture of autism?

"To understand is the basis for the action"

Essential characteristics and difficulties which are typical for people with ASD

(aspects as a cause of challenging behavior):

1. Organic factors (for example 30-50% of the people with ASD have an increased concentration of serotonin in the blood = disturbance of impulse control…..)

2. Special features in sensory perception (for example ignoring pain, heat or cold, fascinating with light, rotating objects…)

EDUCARE⁺

3. **Communication impairments** (stereotypical sentences, speech production without understanding of the meaning of the word….)

4. **Particularities and difficulties in social interaction** (Active avoidance of contact, to recognize feelings in others, lack of knowledge of social rules…)

5. **Cognitive characteristics (**weakness to central coherence, people with ASD perceive the world differently than people without ASD, generalization difficulties, difficulties to remember several things at the same time……)

EDUCARE+

6. Characteristics that influence the learning and the strengthen of behavior:

(a behavior is reinforced if the consequence was pleasant for the person)

- Self intoxication by biochemical reactions

- Numbing pain and unpleasant situations

- Body experience and pleasant stimulation ("to know yourself")

- To get in communication

- Avoid or end unpleasant situations

- Wanted nearness or distance

- Generate a predictable interaction

- Feeling of power and control

- Interuption of feeling bored or stress reduction………

Erasmus+

EDUCARE+

Remember:

Challenging behavior is a (helpless) way of dealing with a difficult situation.

▶ The behavior is an expression of helplessness

▶ The behavior is (subjectively) meaningful

▶ The behavior fulfills a function

So it is important that you understand something to have a basis for handling.

Erasmus+

EDUCARE+

What could be the problems that point to the need for structuring?

▶ Impairment of understanding the language

▶ Delayed stimulus perception

▶ Communication problems

▶ Weak memory for sequences (what comes when?)

▶ Need for equality of the environment and routines

▶ Difficulties of behavioral organization

▶ Impaired understanding of social rules

▶ High distractibility

▶ Temporal orientation and sense of time are impaired……

Erasmus+

EDUCARE+

Why is a structure so important for people with ASD?

▶ The structuring helps people with ASD to know what to expect (predictability), to understand situations. This is the basis for learning and becoming self-sufficient.

▶ Structuring is a technique for finding out temporal orientation and to be motivated to communicate and to participate

▶ Structuring promotes security and competence

▶ Structuring promotes flexibility

▶ Structuring supports understanding and provides orientation for one's own actions

Erasmus+

EDUCARE+

Levels of structuring:

1. Structure of space / Spatial orientation

2. Structure of time / Temporal orientation

3. Structure of the workplace / work organization/ self occupation

4. Structure of activities /instructions and material

5. Rituals and Routines

EDUCARE✛

For whom can be the space structure be helpful?

▶ For people who cannot find their place

▶ ……. who start with a different activity than the one they are supposed to perform.

▶ …….who refuses activities

▶ ……..who have problems with transitions between activities.

▶ ……..who are sensitive to noise

▶ ……..who are easily distracted visually

▶ …….who do not not recognize the boundaries of another area

▶ ………who often show states of nervousness…….

Erasmus+

EDUCARE+

1. Structuring the space

Which tools are helpfull?

► Screens / room dividers

► Carpets

► Sticky tape

► Signs

► Markings colour codeings

► Inscriptions

► Assignment of objects to specific places……

Erasmus+

1. **Structuring the space**
   Basic questions of spatial structuring:

A: in relation to persons (in particular their own)

▶ Where am I?

▶ Where is he/her?

▶ Where is whose place?

▶ Where am I supposed to be?

▶ Where should I go?

EDUCARE+

1. Structuring the space

B: in terms of activities

▶ Where is something happening?

▶ Where should I expect something?

▶ Where should I do something?

Erasmus+

EDUCARE+

1. **Structuring the space**

C: In relation to objects

▶ Where is what?

▶ Where does it belong?

Erasmus+

EDUCARE+

1. Structuring the space

Example:

▶ Where are my feet?

EDUCARE+

1. Structuring the space

Example:

▶ Clear boundaries

EDUCARE+

1. Structuring the space

Example:

▶ Where are my boundaries?

EDUCARE+

1. Structuring the space

Example:

▶ Cloakroom plans

EDUCARE+

1. Structuring the space

Example:

▶ Where do i put my shoes?
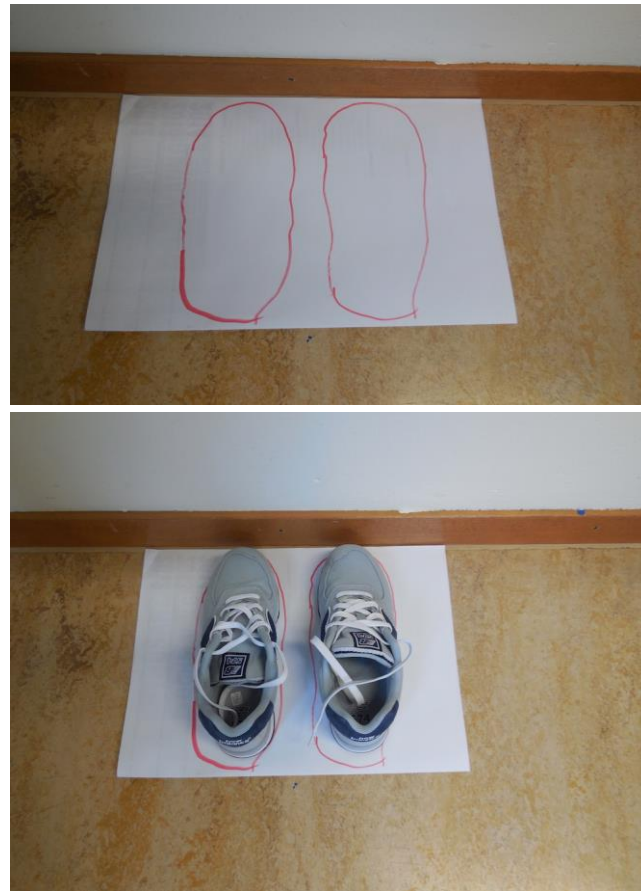
1. Structuring the space

Example:

▶ Where is my workplace?

▶ Where is my resting place?

EDUCARE+

2. Structuring the time

For whom can the temporal structure be helpful to?

- For people who show little self-initiative.

- …..who have problems with transitions between activities.

- ….. who often ask for particular events.

- …… who have no concept of time.

- ……. who insist on compliance with routines or certain procedures.

- …… who often show a state of agitation……..

2. Structuring the time
What tools could be helpful?

▶ Time Timer

▶ Time clocks for example with sounds

▶ Employee plans

▶ Bells

▶ Signals

▶ Startup and end routine

▶ Timetables on a corresponding level (day and week plans)

EDUCARE+

2. Structuring the time

Basic questions of temporal structuring

A: with respect to the sequence of events

- When does what happen?
- When should I do something?

B: with respect to the duration of time

- How long does it take?

Erasmus+

EDUCARE+

2. Structuring the time

What is the advantage from a daily schedule / weekly schedule?

► They announce the order of events and activities

► They learn an orientation strategy. For example from top to bottom and left to right

► They are dependent on the individual ability profiles and needs of the person

Erasmus+

EDUCARE+

2. Structuring the time

How has the schedule been designed?

▶ *complexity*
How much information is given?

▶ *abstraction level*
How is the information presented?

▶ *contents and illustrations*
What information is given?

▶ *material*
What is the plan made out of?

▶ *format and organization*
How is the information arranged and the plan designed as a whole?

Erasmus+

EDUCARE+

2. Structuring the time

Guidelines for dealing with the plan

▶ **Who creates the plan?**
The supervisor makes the plan
The plan is created together with the client
The client copies the plan from a template
The client creates his own plan before starting the process

▶ **When does the person use the plan?**
When he is ready
When he gets a visual hint to go to the plan
When he is verbally prompted by the supervisor
When the supervisor brings the plan (or give him a hint) to him

Erasmus+

2. Structuring the time

Guidelines for dealing with the plan

▶ **Where does the client get the information from?**
Takes the information from a plan that he carries with him
Takes the information from a plan, which he himself deposits at the place (where?)
Goes to a specific place where he can find the note / plan (where to go?)
Gets the visual note from the supervisor
Gets the visual or haptic information shown by supervisor

EDUCARE+

2. Structuring the time

Guidelines for dealing with the plan

▶ **What does the person do with the information, when he knows what to do?**
Leaves the note on the plan
Takes the information with him and "check in" and leave it at the destination
Takes the note with him and "checks in", then brings it back to the plan
Marks the information before making the next step (HOW?)
Marks the information after he has finished the step (HOW?)

Erasmus+

EDUCARE+

2. Structuring the time

Examples:
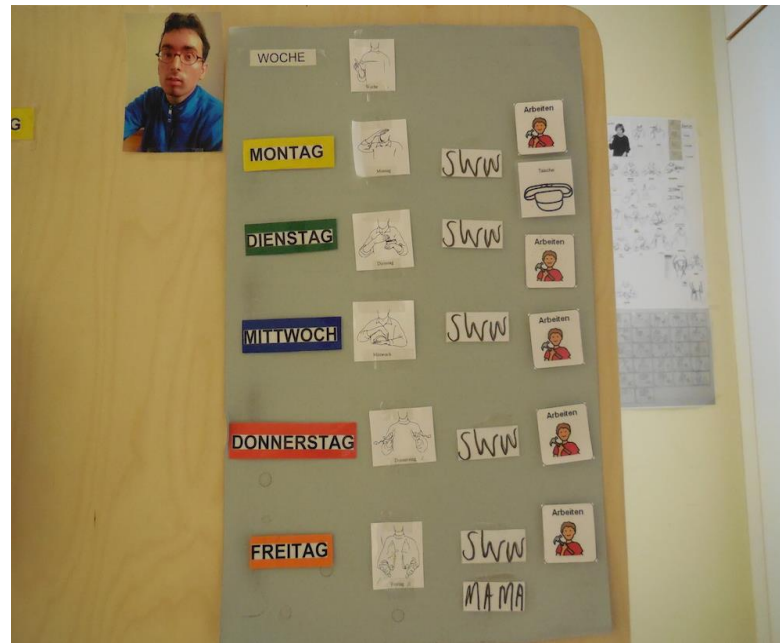
▶ Weekly plan

EDUCARE+

2. Structuring the time

Examples:

▶ Weekly plan

(for 14 days)

▶ *When do I go home ?*

EDUCARE+

2. Structuring the time

Examples:

▶ Daily plan
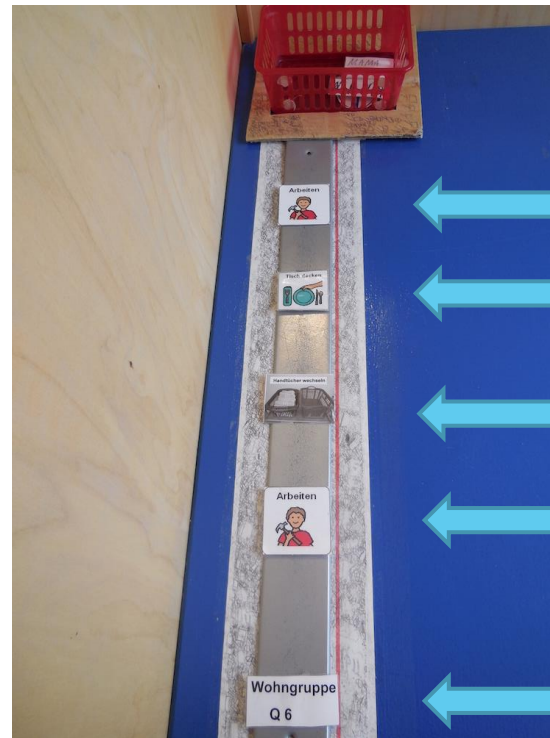
Work

Lays his place at the lunch table

Change towels

Finish work

Goes home

Erasmus+

EDUCARE+

2. Structuring the time

Examples:

article plan

▶ The person uses this specific article for the next task

EDUCARE+

2. Structuring the time

Examples:

▶ Image/photo understanding

   and assignment of image/photo
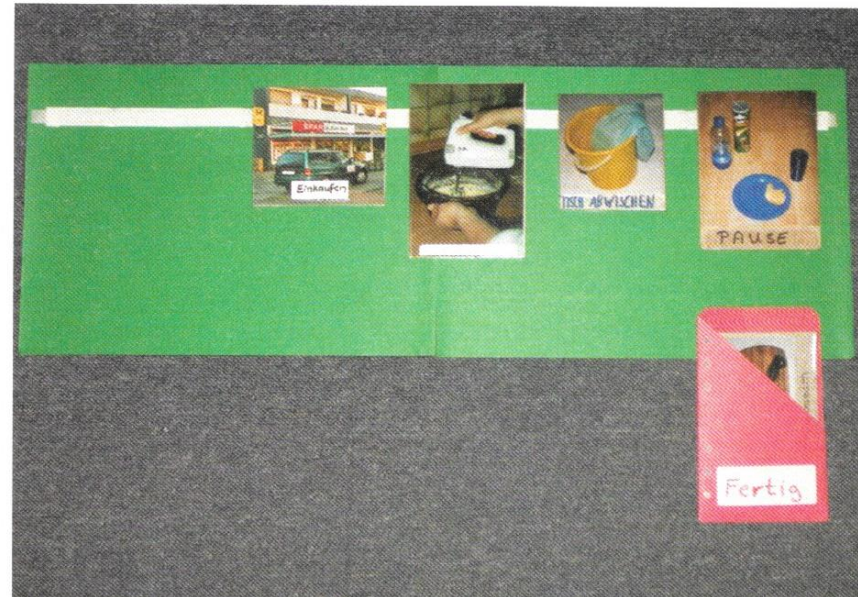
2. Structuring the time

Examples:

▶ **Plan with pictograms** :

schematic representation of an activity assignment with illustrations

EDUCARE+

2. Structuring the time

Examples:

- **Plan with text** (Reading ability and reading comprehension must be available)

EDUCARE+

2. Structuring the time

What happens if the plan suddenly changes?

- The concept of unpredictability must be present and be practiced beforehand

- The changes must be visualized on the plan

- What comes instead of this?

- If not now, when?

Erasmus+

2. Structuring the time

Examples:

When the daily routine changes?

Show an alternative

EDUCARE+

What does structure at the workplace mean?

▶ A designated workplace for independent work

▶ A clearly defined work area (color coding, marked with sticky tape)

▶ An irrational screening as required (screens)

▶ That the correct materials only should be at his/her workplace

▶ A clear specification where to put the finished product. And/or the remaining material should be made clear. (for example in the right container or basket)

Erasmus+

4. Structuring of activities / work organization

For whom can the structure of activities be helpful ?

- For people who confuse working steps.

- ….. who leave out working steps.

- ….. who do not start an activity alone.

- …. who do not terminate the activity independently.

- ……who are oriented on non-relevant details.

- ….. who persist in the activity.

- ….. who often show states of agitation……..

EDUCARE+

4. Structuring of activities / work organization

Relevant questions about the design of a workplace:

▶ How does the client recognize his workplace?

▶ Where is the work plan?

▶ Where is the material?

▶ How much material is accessible?

▶ Where do finished products go?

Erasmus+

EDUCARE+

▶ **4. Structuring of activities / work organization**

Examples: Lucas workplace   Lucas resting place

Erasmus+

EDUCARE+

4. Structuring of activities / work organization

Example: Preparing to lay the lunch table

Tisch decken

Erasmus+

4. Structuring of activities / work organization

Basic questions of structuring activities / work organizations

► What should I do? Is the content of the work clear?=**(Description of the task)**

► How much work should be done? = **(Quantity of work)**

► In which order is the work to be done? = **(Sequence)**

► When do I finish?= **(End of work)**

► What comes after work? = **(Motivation for work/ security/predictability)**

EDUCARE+

4. Structuring of activities / work organization

Guiding questions for the design of structured tasks:

▶ What are the physical and mental abilities?

▶ What is the person interested in?

▶ Does the person show any preferences (likes/dislikes) about materials?

▶ What kind of materials are appropriate ? (Non-slip, tear-resistant ...)

▶ Is the material suitable for the clients age?......

Erasmus+

EDUCARE+

4. Structuring of activities / work organization

Why is the structure of tasks important? (Functions of structured tasks)

▶ *The goal is with help from different types of tasks, to help the client learning by practicing and then become independent.*

▶ Exercise /practice skills

▶ Successful action

▶ Occupation /activity

▶ Establishment of an employment

Erasmus+

Examples for types of tasks:

▶ basket tasks

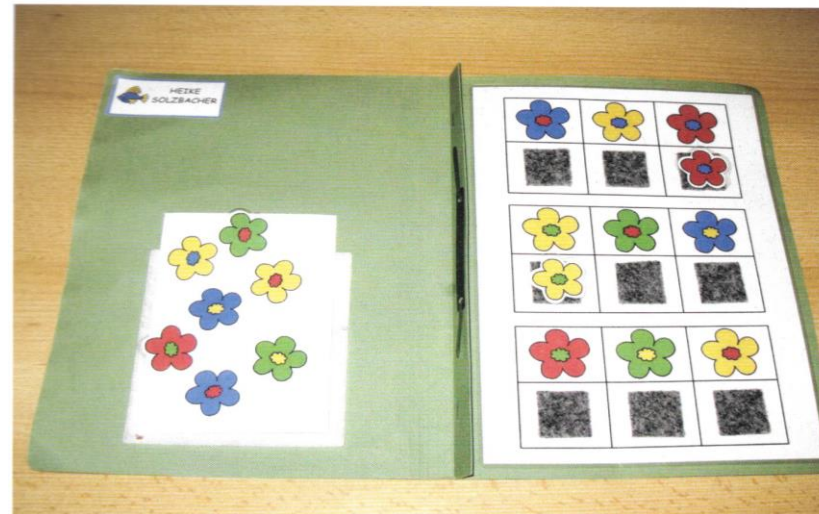▶ tray tasks

▶ Shoe box tasks

▶ Task Maps (puzzles)

EDUCARE+

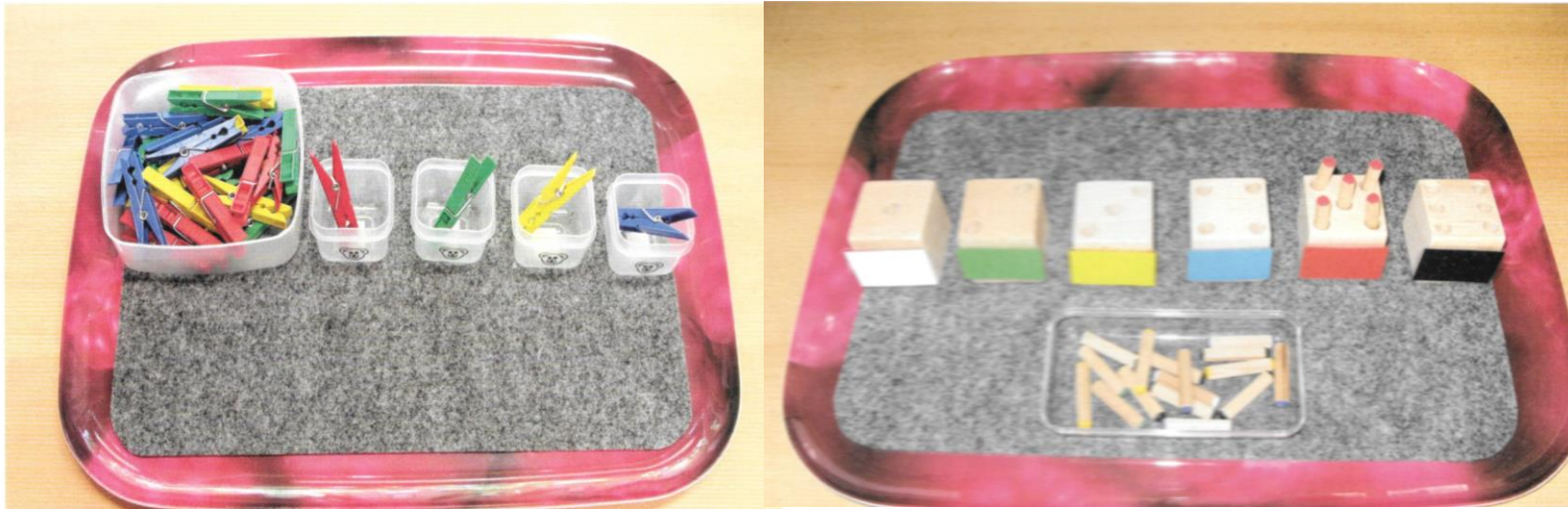## 4. Structuring of activities / work organization

▶ Workbook tasks

Aufgabe: Die Bilder nach Farben und Formen sortiert in dem en chendem Feld anbringen

Erasmus+

EDUCARE+

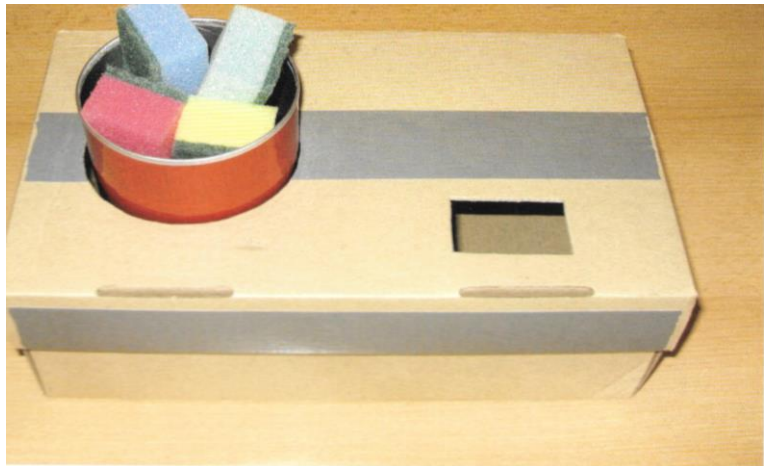## 4. Structuring of activities / work organization

► Tray Tasks

EDUCARE+

4. Structuring of activities / work organization

▶ Shoe box tasks

EDUCARE+

4. Structuring of activities / work organization

▶ Container tasks

EDUCARE+

5. Rituals and Routines

What is meaning with Rituals and Routines?

▶ If there is a situation which often occurs in a similar form and is difficult for the person, (for example starting or stopping an activity, bridging waiting times, space changes) are there adequate coping strategies?

Erasmus+

EDUCARE+

General notes for practical implementation:

- ▶ There are no recipes and ready-made solutions.

- ▶ The basis for working with Structured Teaching is always a comprehensive diagnostic and behavioral analysis.

- ▶ Every person and every situation is different and needs individual solutions

- ▶ Frequently you have to try several solutions

- ▶ Often the first idea is not the right one, then you should continue to try another one

- ▶ The right degree of structuring should be found (not too much and not too little)........