

# Effective Teaching & Learning

PINS

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# Many people refer to structured teaching as TEACCH

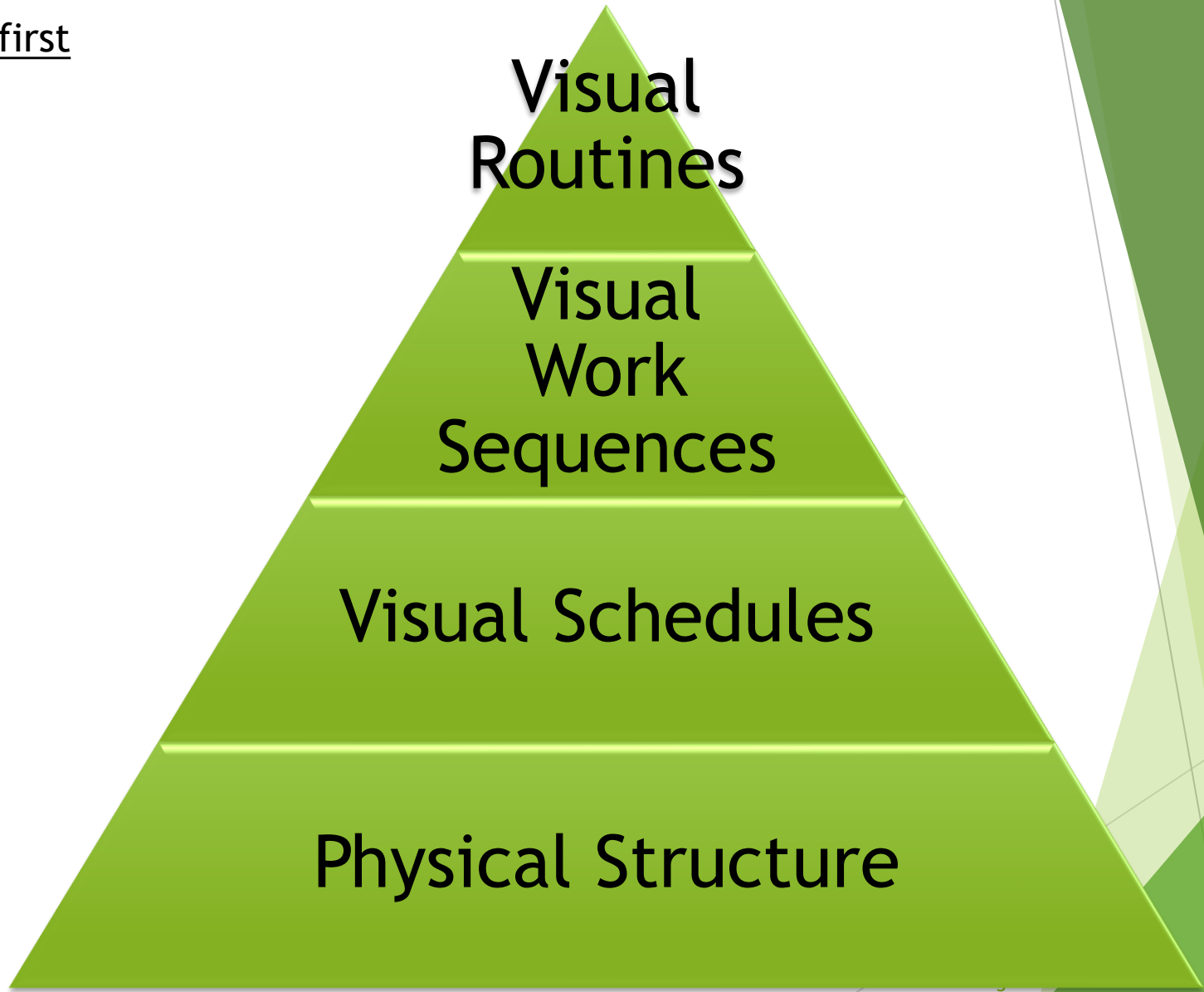
Teacch is a program for individuals of all ages and skill levels with autism spectrum disorders particularly but not exclusively.

It was developed at University of North Carolina (UNC) Chapel Hill in the early 1970s by Eric Schopler and colleagues.

There are colleagues in our team and in many schools who were trained by Dr. Gary Mesibov from UNC.



Basics first



# Do you have a pupil in mind?



We'd like you to create a simple structured teaching task for one of your pupil(s). **Appropriate to their age and learning.**

WTT will present all the theory during the first part of training all you need do is create a task later.

The core of TEACCH places heavy reliance upon teaching through visual means due to the difficulties that children with autism have with processing verbal information.



## Structured Teaching Overall is .....

Structured teaching is a visually based approach to creating highly structured environments that support children and young people with autism in a variety of educational, community, and home or living settings. It promotes independence by utilising strategies that align with the strengths and needs of children and young people with autism as it incorporates physical and visual boundaries, visual schedules, routines, work systems, and task organisation.



Creating structured environments in homes and classrooms that can promote a clear understanding of the schedules, activities, and expectations for the children and young people with autism and their teachers

It focuses on differences with:

- ▶ receptive and expressive language
- ▶ sequential memory
- ▶ understanding social rules
- ▶ sensory differences



# Basic principles of Structured Teaching

- ▶ Physical structure: WHERE
- ▶ Daily Schedule: WHAT WILL HAPPEN
- ▶ Work System: WHAT , HOW, Finish and WHAT FOLLOWS
- ▶ Individualised treatment
- ▶ Visual structure



# My Teacch Programme - by Alice (4 mins)



Owing to the download - please use the video file sent separately



# Physical Structure

- ▶ Refers to the way we organize the classroom's environment
- ▶ It helps the pupil understand Where we do What
- ▶ Needs clear physical boundaries
- ▶ Includes activities like: work, play, snack, music and transitioning

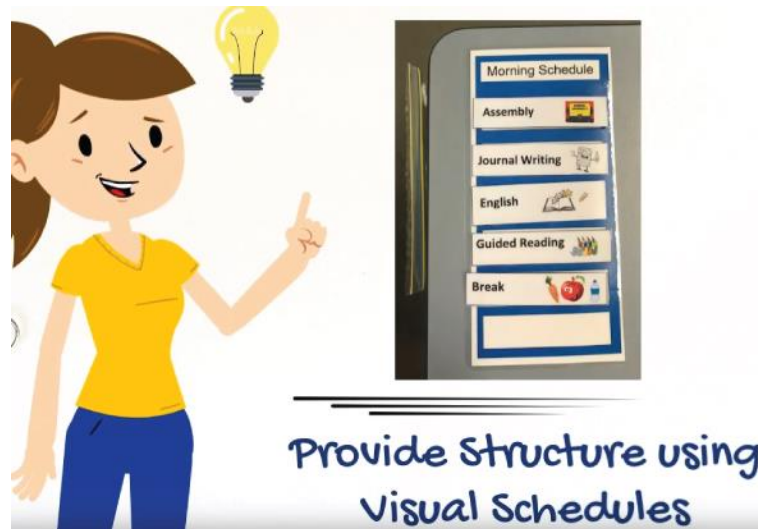


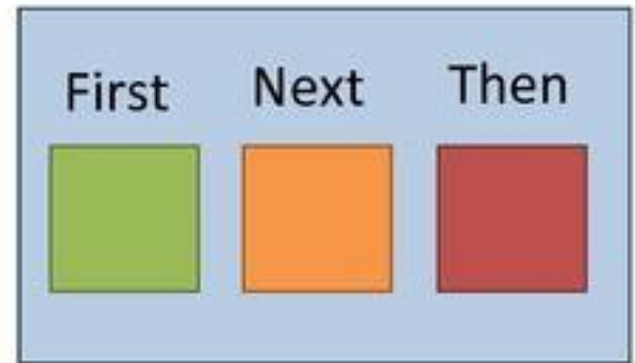
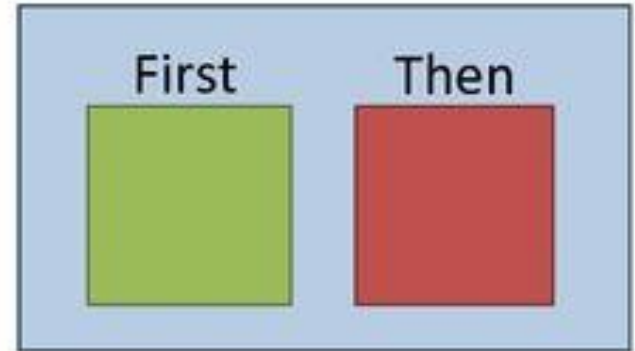
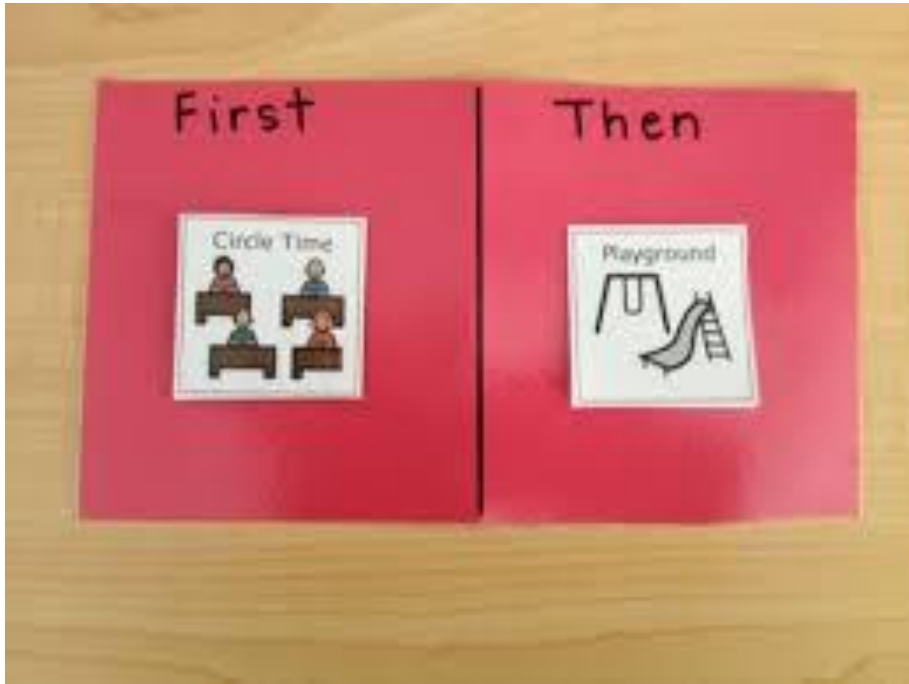


# Scheduling

A schedule or planner is set up which indicates what the pupil is supposed to do and when it is supposed to happen.

From the next activity all the way to a day or week are clearly shown through words, photographs, objects, drawings, or whatever medium is easiest for them to retain





# Work System

Answers four questions:

1. WHAT am I expected to do during an activity?
2. HOW MUCH is supposed to be accomplished?
3. WHEN do I finish?
4. WHAT happens after the activity is completed?

The goal is to teach the person to work independently and it's organized in such a way that the person has little or no difficulty figuring what to do. For example, the activity should be performed from top to bottom and from left to right.



# Work System - an important point

When we present information verbally, the words are available for a brief moment, leaving little time to process the information, extract the meaning and complete the task or activity required.

When we present information visually, it can be there for as long as the pupil needs it. The pupil can refer back whenever he or she needs to and it allows the possibility of independently completing tasks, requests or activities.

It allows the student to have a clear pathway of expectations and to know what he or she should be doing in a particular environment. This can lead to increasing levels of independence.

Schack (2014) reminds us,



## Work Systems



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- ▶ The work system tells you what to do
- ▶ The schedule tells you where to go





# Shoe Box Tasks

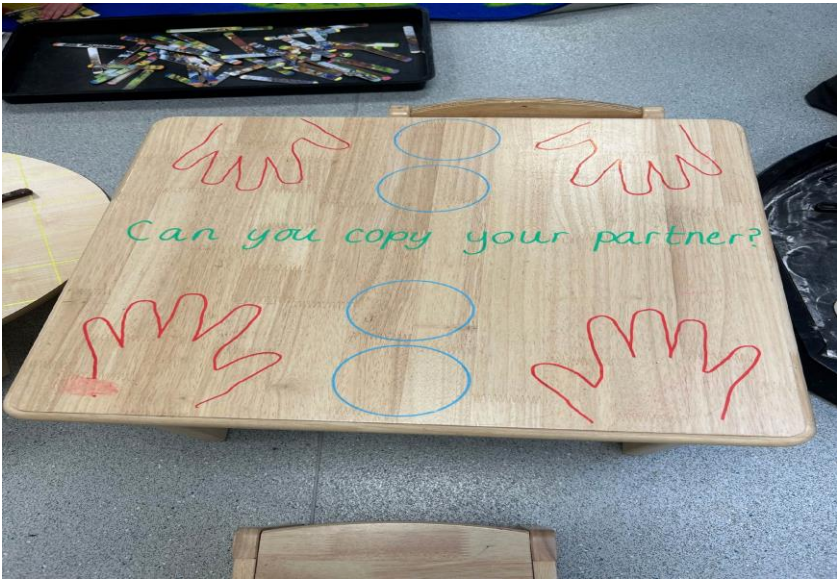
These WORK SYSTEM task are sometimes referred to as ‘Shoe Box Tasks’ and they provide the opportunity for children and adults who need a high degree of structure to experience success.

Developed by Ron Larsen during his time as a therapist with the North Carolina TEACCH program, the Tasks have proven by research to be an educational breakthrough for those students who are beginning their educational journey while developing greater independence and executive functioning.

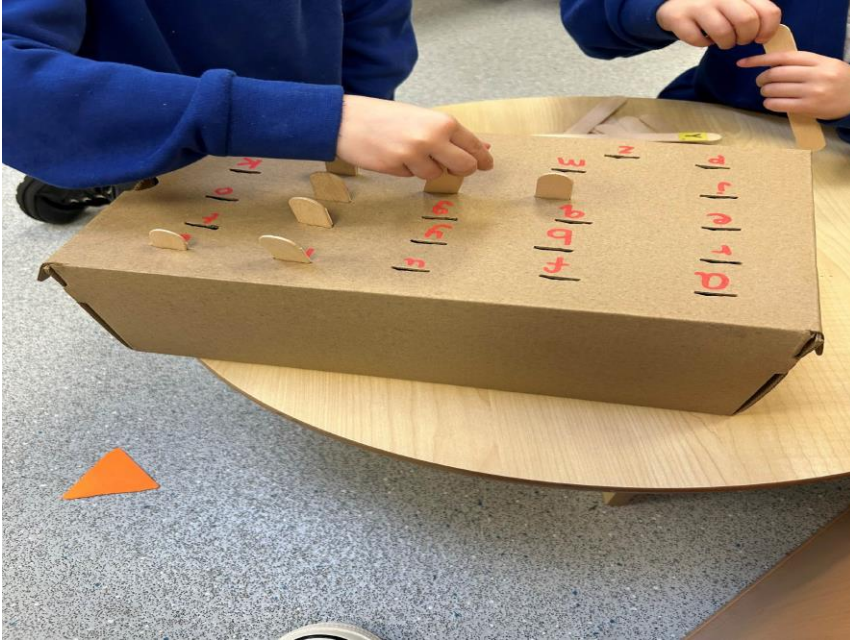
The tasks also provide an example of the kind of visual organisation necessary for teachers and later caregivers who are helping this group.



# Reception class Boston

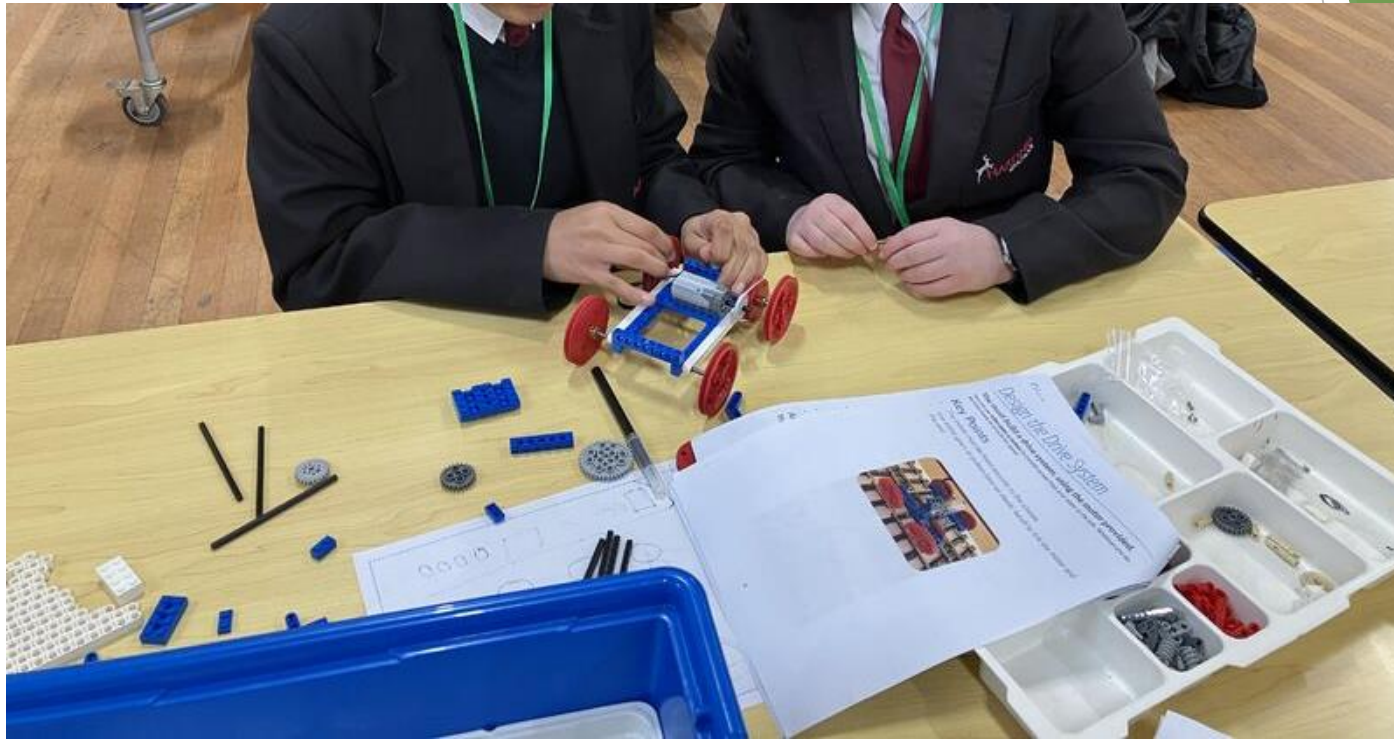


# Reception class and Y2 Boston



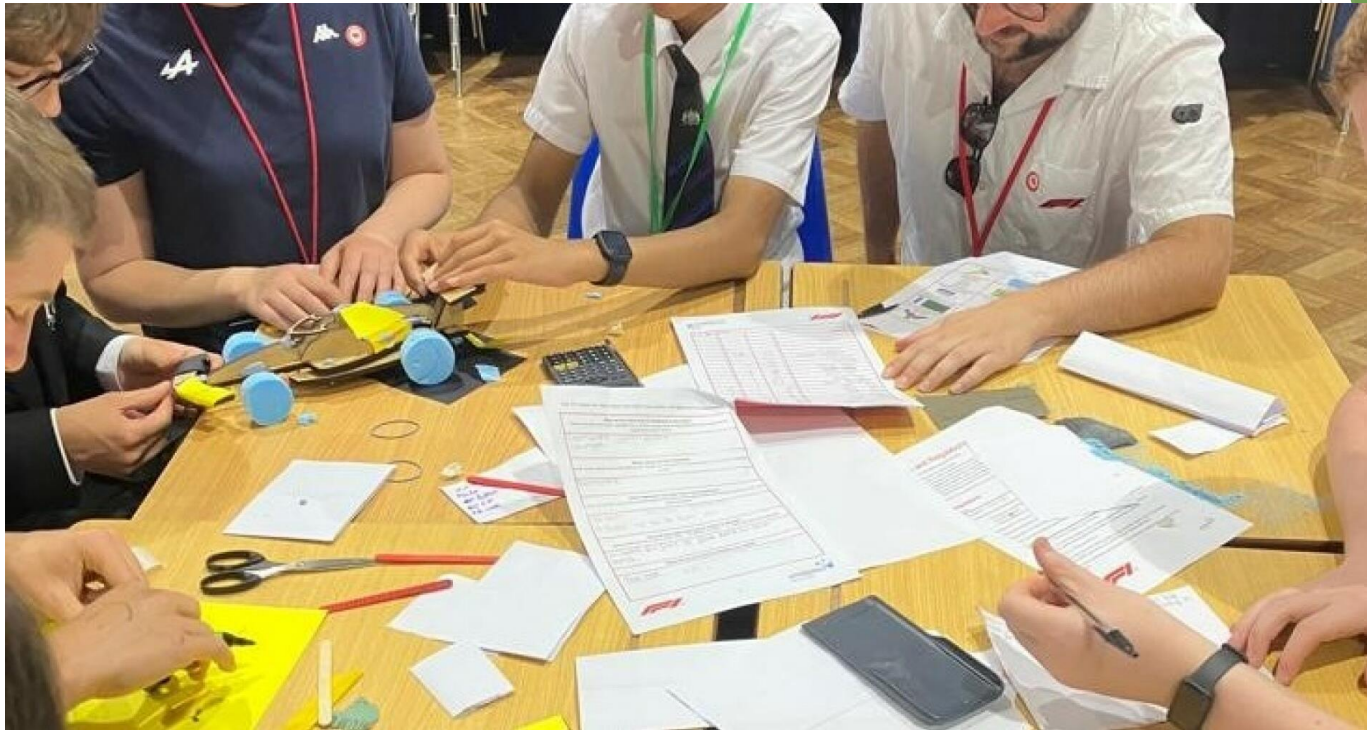
# EXAMPLES OF ACTIVITIES

More advanced - Y8



# EXAMPLES OF ACTIVITIES

More advanced



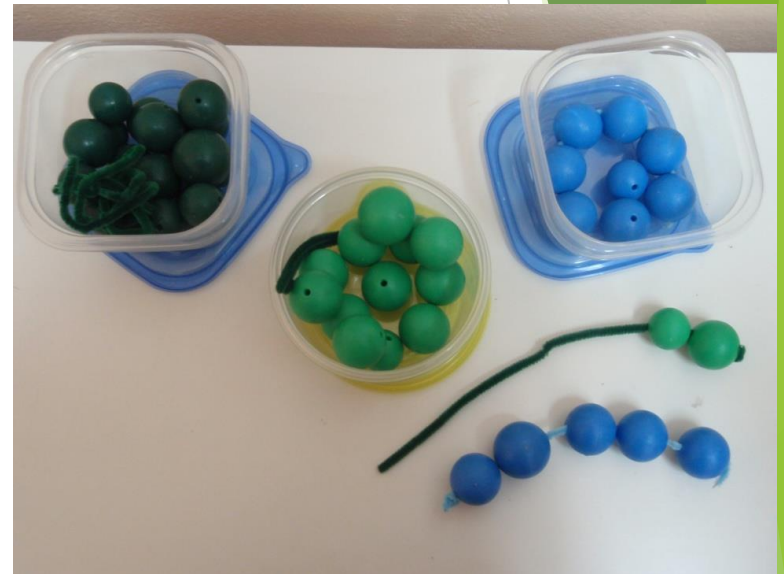
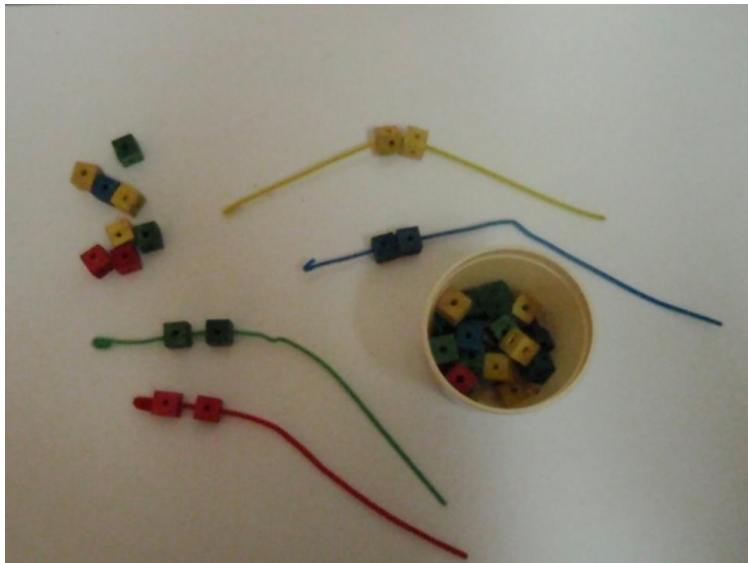
# COLOR CONCEPTS



# SORTING



# FINE MOTOR SKILLS SORTING



# Reception class Boston



# Reception class Boston



# Create a Shoe Box Task - what is it?

- ▶ This independent work inspiration is a basic shoebox task.
- ▶ Shoebox tasks are some of the most basic tasks for pupils just beginning to learn how to work independently.
- ▶ They remove the moving parts of working by containing them all within the box. All the pupil has to do is move the pieces in the box. And when the task is finished, it goes into the finished basket as a whole. pupils don't need to organise the materials. They just complete the task.
- ▶ Most shoebox tasks are put-in tasks. pupils just need to put materials into a container (or sometimes remove them).
- ▶ You could try a work schedule if this is challenging



## Basic Shoebox Task: Material List

Shoebox. The easiest to use is cardboard because it's easiest to cut into. But you can use plastic shoeboxes that will be more durable. But then just make sure you have strong tool to cut into the lid. And if you use a plastic shoebox, you probably want to have some tape to put over the slot to soften the edges.

Box Cutter

Wood or Plastic Cubes etc...

Velcro-2 strips and corresponding squares or Velcro dots for each block

Contact paper - optional to cover the box

## Basic Shoebox Task: Who Is It For?

Typically, I would use this with younger pupils. However, if I have older pupils who are not able to complete tasks independently, I will sometimes start with a task like this. Not having to organise or manage the materials can be an important strength for a task.



# Fine Motor Skills



Yes .... A Huge amount depends on ability





