

Work Systems

Terry Ryan MS, BCBA
District Behavior Specialist, Autism
Pinellas County Schools
ESE/Low Prevalence

The TEACCH Model

- ▶ Treatment and
- ▶ Education of
- ▶ Autistic and related
- ▶ Communication handicapped
- ▶ Children

Developed by the University of North Carolina at Chapel Hill

The TEACCH Philosophy

- ▶ Education is based on Structured Teaching
 - Based on how children with autism learn most effectively
 - Elements can be applied in any setting
- ▶ Theories of both cognition and behavior must be considered
 - Unique perspective of people with autism must be appreciated

TEACCH Philosophy cont.

- ▶ Most effective treatment approach involves:
 - Focusing on skill enhancement for children using strengths
 - Focusing on recognition and acceptance of deficits

Major TEACCH Concepts

- ▶ Knowledge of autism
- ▶ Individualization
- ▶ Begin with Assessment
- ▶ Use empirically-based methods (structured teaching)
- ▶ Independence orientation
- ▶ Collaboration with parents

How TEACCH Considers the Characteristics of Autism in Program Development

- ▶ Teaches new skills in 1:1
- ▶ Uses visually-based approach
- ▶ Provides ample physical structure
- ▶ Uses schedules and work systems
- ▶ Uses strengths and interests of student
- ▶ Organizes tasks visually
- ▶ Makes concepts visual and concrete
- ▶ Systematizes change

Individualization

Match the student's skills and developmental level during all aspects of assessment, scheduling, and developing tasks.

Individualize assessment, schedules, and tasks



Begin with Informal Assessment

- ▶ Use the student's strengths and interest to assess emerging skills on an ongoing basis
- ▶ The emerging skill level is defined as performance on a task that is not independent, requires structuring or assistance from a teacher, or repeated demonstrations to complete – thus partial mastery

Scoring Format

- ▶ Pass – executes a task successfully without needing demonstration
- ▶ Emerge – exhibits some knowledge of how to perform a task, but unable to complete successfully
- ▶ Fail – Unable to complete any aspect of task or does not attempt task after repeated demonstrations (disinterest)

Levels of Assessment

- ▶ Present materials
- ▶ Give verbal instruction
- ▶ Gesture
- ▶ Demonstrate
- ▶ Hand over hand

For assessment, start with the least intrusive prompt and add more intrusive prompts as needed. Note the level of prompt needed.

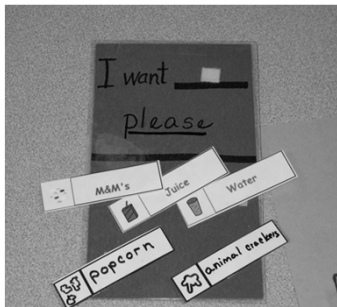
Dynamic Process of Programming

- ▶ Assess
- ▶ Develop objectives and tasks
- ▶ Teach
- ▶ Assess and Restructure
- ▶ Independence
- ▶ Reassess and Generalize

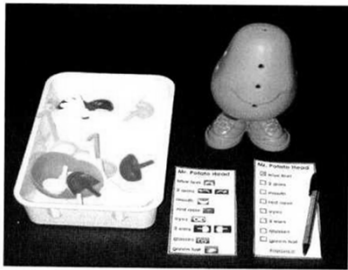
TEACCH Curriculum Areas

- ▶ Communication and Language
- ▶ Social/Play / Leisure
- ▶ Cognitive / Functional Academics
- ▶ Fine and Gross Motor Skills
- ▶ Self-Help / Domestic
- ▶ Adaptive Behavior / Community

Communication and Language

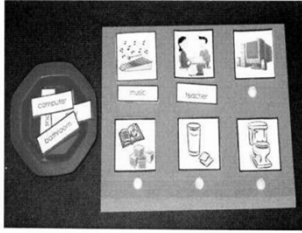


Social Play/Leisure



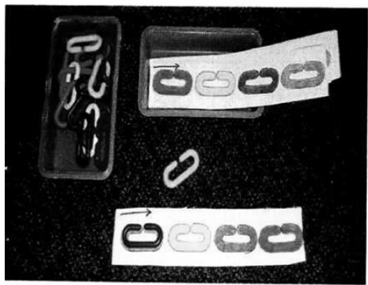
Mr. Potato Head™

Cognitive/Functional Academics



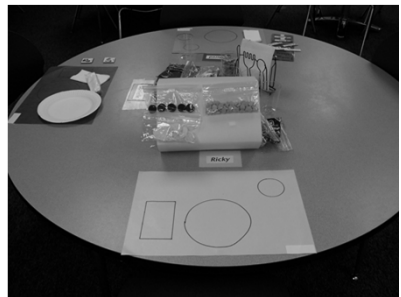
Match schedule words with pictures

Fine/gross motor skills



Colored link assembly

Adaptive Behavior/Community



Structured Teaching

- ▶ Types of Structure
 - Physical structure
 - Daily schedule
 - Work system
 - Routines
 - Visual structure

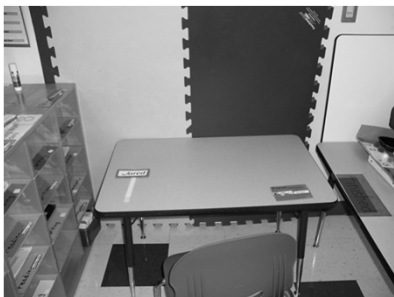
Physical Structure

- ▶ Refers to the way that you arrange the furniture and materials to add meaning and context to the area or environment
- ▶ Clear, meaningful boundaries
- ▶ Minimize distractions
- ▶ Develop teaching areas (Group, Play/Leisure, transition, work, 1:1 teaching, independent)

Clearly defined boundaries



Organize areas and minimize distractions



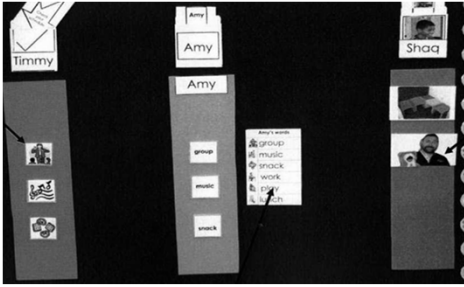
Develop teaching areas



Visual Schedules

- ▶ A visual cue or cues which indicate what activities will occur and in what sequence. A visual cue which allows the student to predict what will happen next.
- ▶ Types of schedules
 - Object
 - Picture/photograph
 - Written/icon
 - Written

Examples of schedules



Icons

Text with picture dictionary

Photos

Object schedules



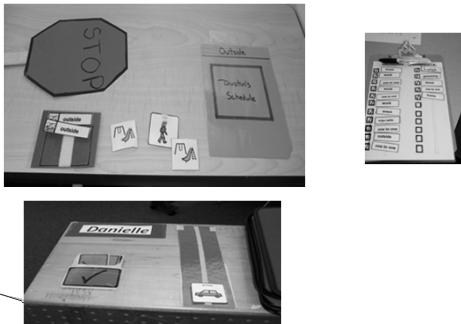
Preschool visual schedule to –

1. Animal center
2. Coloring activity
3. Snack



Visual schedule cue to do puzzle work task

Examples of schedules



Work Systems

- ▶ The individual work system gives the student a systematic strategy to approach the work that needs to be completed. This learned strategy builds independence and enables the student to generalize skills into other environments.

Work system



Sponge Bob® Work System for Washing Tables and Chairs

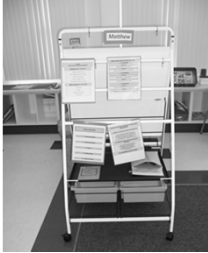
- Work systems should Show sequence of tasks
- Indicate "finished"
- Show what to do when finished
- Gain attention through areas of interest

Work system using work boxes



Show sequence ⇒ What to do next ⇒ Indicate finished

Examples of work systems



Daily work system



Color-coded work system

Work system using folders



Show sequence

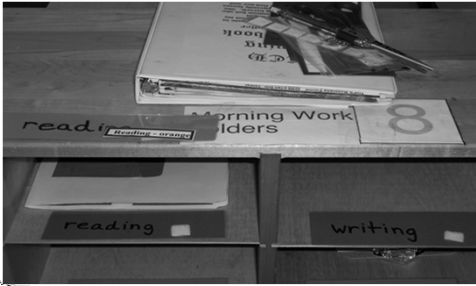
Clearly define task

Show what to do when finished (book)

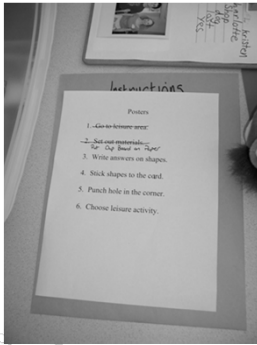
Four Questions of the Work System

- › How much work?
- › What work?
- › Concept of Finished?
- › What happens next?

How much work?



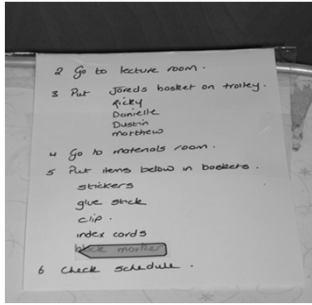
What work?



Finished?



What next?



TEACCH Educational Techniques

- ▶ Visual Structure Providing Information
- ▶ Routines that are repeated throughout the day
 - Working from top to bottom and left to right (schedules and work systems)
 - Checking the Schedule
 - Indicating "finished"
- ▶ Individualization
- ▶ Teach in varied settings with varied materials

Routines



Left to Right



Top to bottom



Follow work system



Check schedule



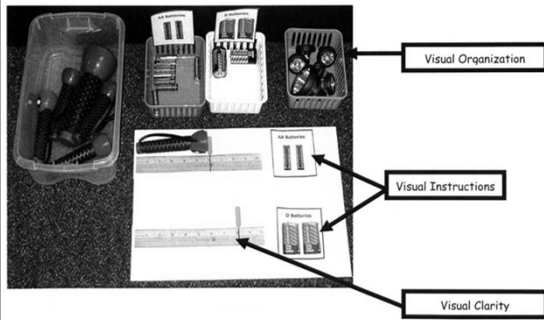
Indicate finished



Developing Visual Structure

- › Teaches students to look for visual information within the task
- › Uses space and containers to organize materials and limit the focus of attention
- › Draws or engages the student's attention toward important or relevant information
- › Gives students a systematic strategy for putting separate parts of the task together in the correct sequence

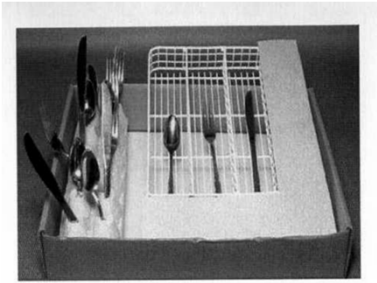
Visual structure



Visual Organization

- › Prevents "undoing"
- › Limits materials
- › Separates materials
- › Makes each task one unit
- › Obscures irrelevant details
- › Limits area

Separate materials



Sort Silverware
(Stabilize and Segment in Egg Carton)

Obscure irrelevant details



Put Away Spoons Left to Right
(Cover Extra Compartments)

Limit area



Wash a Small Placemat
(Limiting the Space)

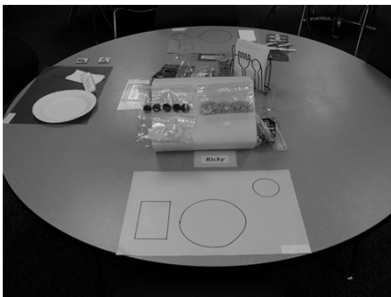
Visual Clarity

- ▶ Labels
- ▶ Color Coding
- ▶ Highlighting
- ▶ Specifies quantity

Labels



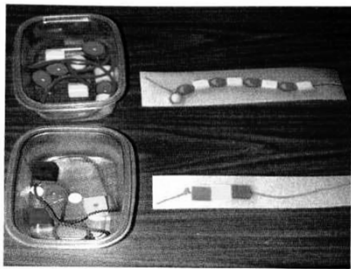
Color coding



Visual Instructions

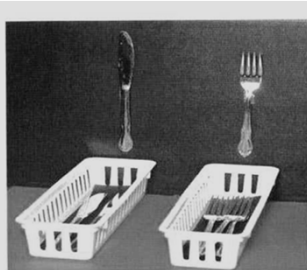
- ▶ Materials define task
- ▶ Define order (i.e. top to bottom, left to right)
- ▶ Jigs
- ▶ Picture instructions
- ▶ Written instructions
- ▶ Picture dictionary
- ▶ Product sample

Product sample/model



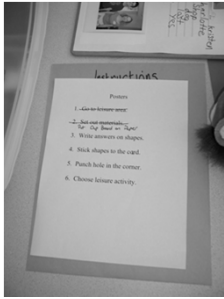
Bead stringing sequence

Product sample/matching

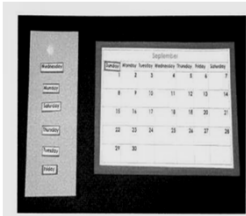


Sort Knives and Forks,
Matching with Concrete Samples

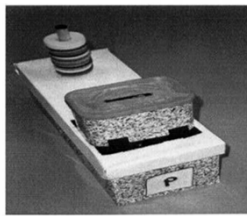
Written instructions



Define order



Left to right

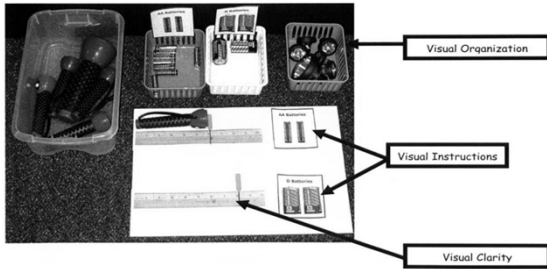


Top to bottom

Jigs and outline strategies



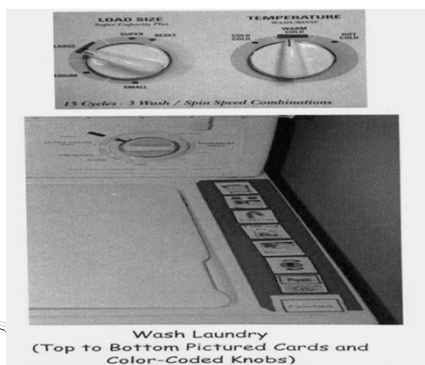
Visual structure



Fostering Independence

- ▶ Teach flexibility by varying daily schedules
- ▶ Teach self-monitoring of daily schedules
- ▶ Incorporate suggestions and choices into daily routine
- ▶ Make the daily schedule portable (i.e. day planner)
- ▶ Incorporate information of the system into other environments (i.e. shopping list)

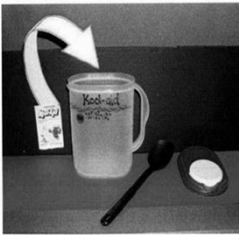
Information across environments



Fostering Independence (cont.)

- ▶ Visual instructions are blended into individual's life so individual understands how to look for visual information in different environments.

Functional routines



Make Lemonade, Left to Right
(Visual Cue for Water Level)



Pour and Stir Trail Mix,
Left to Right

Functional routines

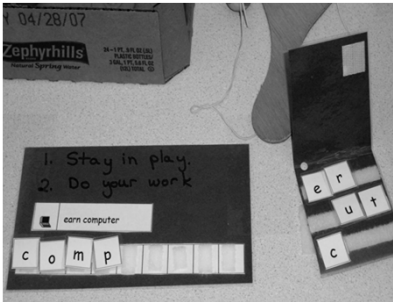


Package dollar bills into
wallets

Functional skills



Visual reminders for behavior support



Visual supports for behavior and daily routines



Let's Review

- ▶ TEACCH philosophy = Education is Based on Structured Teaching and teaching should ultimately lead to independence
- ▶ Main TEACCH concepts=
 - Knowledge of Autism and visual learning
 - Individualization of instruction
 - Acceptance of skill deficits
 - Collaboration with families

Thank you for your
Attention!
