

## Work Systems

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Pinellas County Schools  
ESE/Low Prevalence

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## The TEACCH Model

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

Developed by the University of North Carolina at Chapel Hill

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## 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

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## TEACCH Philosophy cont.

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

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## Major TEACCH Concepts

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

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## 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

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## Individualization

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

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Individualize assessment, schedules, and tasks



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## 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

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## 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)

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## 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.

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## Dynamic Process of Programming

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

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## TEACCH Curriculum Areas

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

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## Communication and Language



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## Social Play/Leisure



Mr. Potato Head™

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### Cognitive/Functional Academics



Match schedule words with pictures

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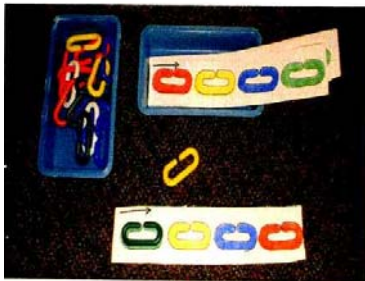
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### Fine/gross motor skills



Colored link assembly

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### Adaptive Behavior/Community



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## Structured Teaching

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

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## 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)

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## Clearly defined boundaries



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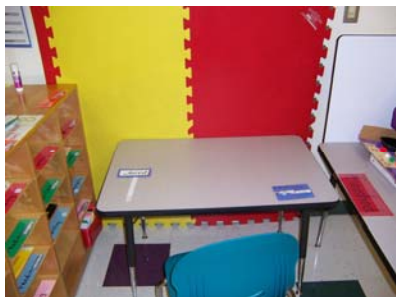
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### Organize areas and minimize distractions



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### Develop teaching areas



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### 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

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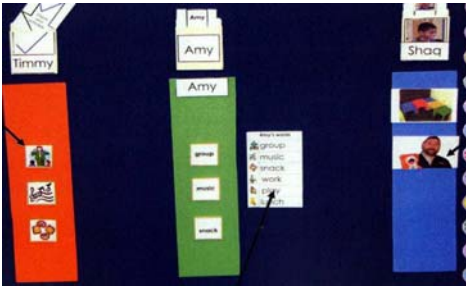
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## Examples of schedules



Icons

Text with picture dictionary

Photos

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## Object schedules



Preschool visual schedule to –

1. Animal center
2. Coloring activity
3. Snack



Visual schedule cue to do puzzle work task

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## Examples of schedules



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## 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.

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## 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

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## Work system using work boxes



Show sequence → What to do next → Indicate finished

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## Examples of work systems



Daily work system



Color-coded work system

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## Work system using folders



- ▶ Show sequence
- ▶ Clearly define task
- ▶ Show what to do when finished (book)

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## Four Questions of the Work System

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

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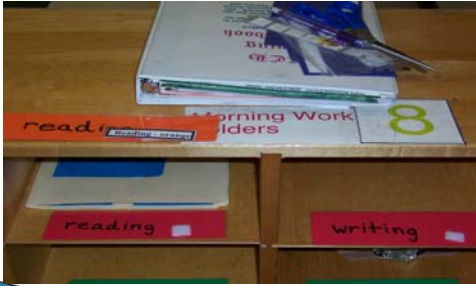
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## How much work?



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## What work?



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## Finished?



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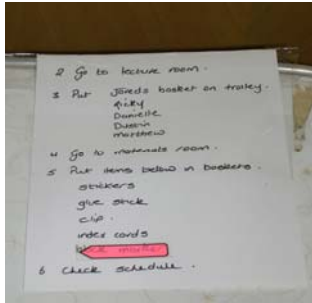
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## What next?



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## 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

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## Routines



Left to Right



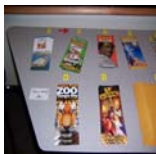
Top to bottom



Follow work system



Check schedule



Finished



Indicate finished

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## 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

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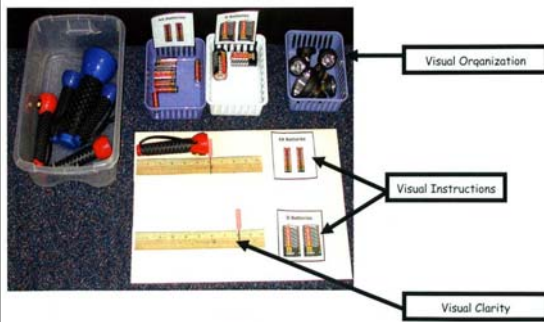
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## Visual structure



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## Visual Organization

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

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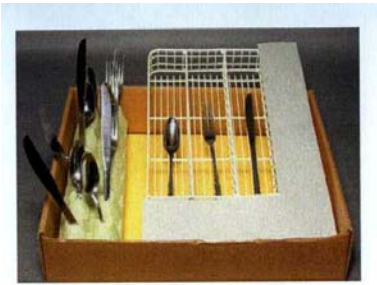
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### Separate materials



Sort Silverware  
(Stabilize and Segment in Egg Carton)

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### Obscure irrelevant details



Put Away Spoons Left to Right  
(Cover Extra Compartments)

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### Limit area



Wash a Small Placemat  
(Limiting the Space)

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## Visual Clarity

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

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## Labels



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## Color coding



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## Visual Instructions

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

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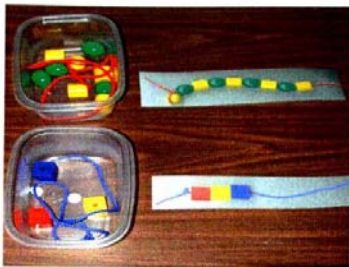
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## Product sample/model



Bead stringing sequence

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## Product sample/matching



Sort Knives and Forks,  
Matching with Concrete Samples

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## Written instructions



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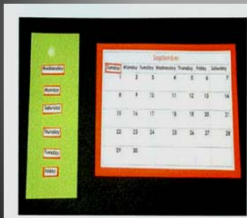
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## Define order



Left to right



Top to bottom

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## Jigs and outline strategies



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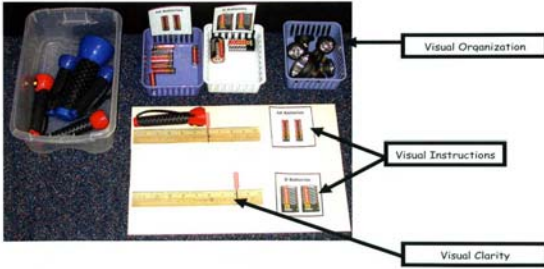
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## Visual structure



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## 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)

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## Information across environments



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## Fostering Independence (cont.)

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

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## Functional routines



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



Pour and Stir Trail Mix,  
Left to Right

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## Functional routines



Package dollar bills into  
wallets

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## Functional skills



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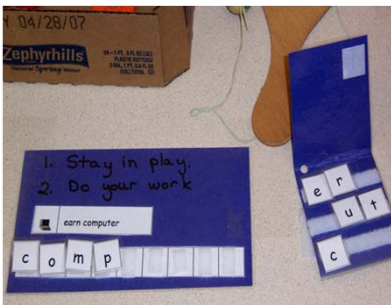
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## Visual reminders for behavior support



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## Visual supports for behavior and daily routines



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## 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

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Thank you for your  
Attention!

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