The TEACCH Approach
(Treatment and Education of Autistic and related Communication handicapped Children)

TEACCH is a structured teaching model which enables children with ASD and/or other additional special educational needs to understand their environments and work independently. The TEACCH approach involves:

- focusing on the child, their skills, interests and needs
- being flexible and teaching flexibility
- 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
- Understanding the concept of finished

TEACCH covers the following areas:

1. Physical Structure
2. Visual Structure
3. Work Systems

Physical structure refers to the layout of the classroom. The physical boundaries are clearly defined and usually include activities like: learning task/activity, play, snack and transitioning.
**Visual structure** refers the child what to do and when it is to happen during the day, week or month (depending on the age and ability of the child). Forms of visual structure could include objects of reference, individual symbols, first and then/now and next, individual timetables and timers.

Physical and visual structures are used because:

- It makes the learning tasks predictable and less confusing
- Helps the child to understand what is expected of them
- Helps the child to remain calm
- Helps the child to learn more effectively. The visual clues help the child to focus on the relevant information
- Structure helps the child to work independently

For those children who may require greater detail, work systems can be developed to tell the child exactly what is expected of him/her during an activity, how much work to do, and what happens after the activity is completed. The work system is also organized so that the child can easily work out what to do, for example, the activity or task should be performed from top to bottom and from left to right. Each activity is also visually clear in itself, e.g. a box of 6 beads to thread on a piece of lace, a puzzle to complete etc.

The place where the child completes these activities is often known as a 'workstation'. Workstations can be in a quiet corner of the classroom, or in another area away from the classroom, depending on the needs of the child and the space available.
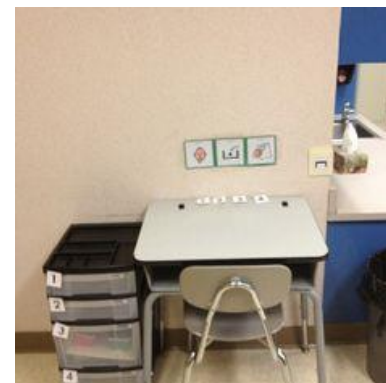
The learning activity designed to be carried out in the independent work area is known as TEACCH tasks. These are self-contained activities which contain all the materials and instructions required for the child to do complete them independently. Tasks can be contained in boxes, baskets, in deep or flat trays, in plastic wallets, in folders, in files or on clipboards. Tasks should be designed to individual needs, skills and interests and be motivating. Children need to be taught how to carry out tasks before they are presented in the independent work area.

Examples of workstation activities could include:

Mathematics:
- Matching objects, pictures, colours, numbers, letters, words
- Sorting (as matching)
- Ordering numbers
- Matching objects to numerals
- Puzzles
- Things that go together

Fine Motor Skills:
- Threading
- Puzzles
- Cutting out pre-drawn shapes/pictures
- Pegboards
- Using pegs to put pictures, numbers, colours etc. on a washing line

Literacy:
- Matching letters or words
- Matching words to pictures
- Tracing over letters/name
- Sorting letters/words

Useful Links and Information:
Workstation Activities
Creative TEACCH Task Ideas