2016 Staff Intervention Methods Competency Checks Document

Part I: TEACCH (Structured teaching)

Neuropsychiatric Special Care Program

A. The overall goals of TEACCH structure (See Handout in Version II Understanding Behaviors Training Manual 2016)
   1. Support an increase in independent functioning for individuals with ASD and other communication disorders (EX: an independent work/visual system decreases need for physical or verbal prompting)
   2. Decrease anxiety-related problem behaviors that may occur when the individual does not understand expectations. (EX: Child is presented with unclear visual cues for a work task or no visual cue to understand how much work is to be completed or to understand when work is finished begins to throw materials or engage in self injury to escape work time.)

Hands-on learning experience: Provide specific patient examples of why TEACCH is useful in the hospital setting for patients with ASD

Competency Check /Preceptor Query: Why is it important to use TEACCH structure in a hospital setting? Give some examples.

B. Structured teaching (TEACCH) is based on 5 key characteristics of ASD (“culture of autism”) (Handout)
   1. Focus on details
   2. Disorganized/difficulty with sequencing and understanding concept of finished
   3. Routines and need for sameness/blindly following meaningless routines
   4. Compulsive/driven behaviors/obsessive thoughts
   5. Problems with generalization

Hands-on learning experience: Provide specific patient examples of each learning style

Competency Check /Preceptor Query: Why is it important for a patient to engage in a clean-up routine after each activity has ended?

C. TEACCH systems (schedule, work systems, work activities) should visually answer 4 questions for the patient:
   1. What do I do?
   2. How much do I do?
   3. When am I finished/how do I know?
   4. What happens next?

Hands-on learning experience: Show examples of the this concept of using visual cues to answer 4 questions of TEACCH using “I am working for” schedule

Competency Check /Preceptor Query: Why is it important to provide enough visual cues to answer all these questions? What might happen if one question is skipped in a visual cuing system?
D. 4 types of TEACCH structure

1. **Physical Organization**
   a. Purpose/key features
   b. Classroom set up - curriculum areas based on general NSC patient goals
      i. Transition area
      ii. Group area
      iii. Work with staff/teaching area
      iv. Independent work area
      v. Leisure/play area (quiet area)

**Hands-on learning experience:** Review handout of NSC Program Schedule Overview document and NSC schedule; give tour of unit pointing out schedule locations and goals for each area.

**Competency Check /Preceptor Query:** Why is the book shelf present when you first enter the high-functioning classroom? What should be on that shelf and why? How do patients know how to independently (without verbal cues) go to different areas in the classroom and what takes place in each location? How do patients know how to clean up the quiet/play area?)

2. **Schedules & Routines**
   a. Key features (child choice, alternate less preferred with preferred, system to mark off finished items, inclusion of important life skill activities, carrying own schedule)
   b. Types of schedules to match developmental levels
      i. Object
      ii. Simple/clear photo
      iii. Picture-word icon
      iv. Word
   c. Specific NSC schedules to match patients’ behavior regulation and communication needs
      i. Extra-large pictures
      ii. What is a “simple clear” photo?
      iii. What’s happening now?
      iv. First/then
      v. I am working for
      vi. Mini schedules (chores, ADLs, group, exercise, family meetings, staff helper)

**Hands-on learning experience:** Demonstrate the application of each type of NSC schedule. (TEACCH website video and important elements of a schedule handout)

**Competency Check /Preceptor Query:** Give examples of why the key features of schedules are important to include when developing a schedule for a patient? Explain the application of each type of NSC schedule. Give an example of how you might layer a group to match the developmental levels of high and lower functioning patients in the same group.)
3. **Work Systems (work with staff & Independent)**
   
i. **Purpose/key features:**
   
   1. **Work With Staff:**
   
      a. Provides initial opportunity to evaluate a patient’s skills that they have mastered (i.e. do not need any prompting to complete)
   
      b. Provides a visual system to reduce need to verbally and physically prompt patient
   
      c. Introduces patients to a visual work system
   
   2. **Independent Work System:**
   
      a. Only mastered work tasks are included in this system
   
      b. Provides a visual system to encourage independent functioning
   
   ii. **Work with Staff Examples (video example NSC first patient)**
   
      1. Specific types according to developmental needs of patient
   
         a. Left to right with dump/finished container
   
         b. Child choice picture matching with finished cart
   
         c. Child choice picture to word matching
   
   iii. **Independent work Examples (video example NSC first patient)**
   
      1. Specific types according to developmental needs of patient (same as above)

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**Hands-on learning experience:** Demonstrate setting up and role play work stations: both work with staff and independent. Work with staff systems to demonstrate: 1) left to right container system with finished basket and 2) Three-picture curing system (schedule, containers, and finished shelf)

**Competency Check /Preceptor Query:** Set up a work with staff system that answers the 4 visual cuing questions. Answer the question: Do you put novel or mastered work tasks in work with staff systems?

4. **Visual structure of activities**
   
i. **General purpose**
   
   ii. **Example visual work to match different levels of academic functioning/curriculum areas.**

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**Hands-on learning experience:** Show examples of an unclear vs. clear example work task, review list of skills to teach checklist in CCIF, show designated storage location and system for work tasks

**Competency Check /Preceptor Query:** Give an example of a poor visual work task to re-organize to have more visual clarity, answering the 4 questions of TEACCH.

Reference: www.TEACCH.com

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*The University of North Carolina TEACCH Autism Program*