Milton Keynes
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USING STRUCTURED *TEACCH*ING APPROACHES TO PROMOTE LEARNING AND INDEPENDENCE FOR CHILDREN AND YOUNG PEOPLE WITH AUTISM

Course Tutors

Peter Skingley & Jo Yates

peterskingley@hotmail.co.uk

jo.yates@mail.com

Course aims

- To enhance participants knowledge of Autistic Spectrum Disorders (ASDs)
- To re-enforce knowledge and understanding of structured TEACCHing approaches.
- To consolidate understanding of the TEACCH basic concepts :

   Knowledge of Autism
   Individualisation
   Assessment-based
   Evidence based
   Independence oriented
   Collaboration with Parents

- To equip participants to apply structured approaches to enhance their pupils learning and independence

Rising Incidence Rates
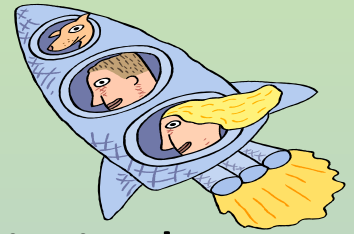
The current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5, 2013) puts the prevalence of ASD as about 1 percent of the general population. In the DSM-4, published 19 years earlier, the prevalence was between 0.02 and 0.05 percent, which represents a 20 fold increase.

Current estimates 700 000 people on the autistic spectrum in the UK – that's more than 1 in 100.

If you include their families, autism is part of the daily life of 2.8 million people.

Prevalence

- ASDs – occur in all racial, ethnic and socioeconomic groups.

- ASDs are almost 5 times more common amongst boys (1in 54) than amongst girls (1 in 252)

- 38% of ASD children will probably have an additional learning difficulty

- Parents who have a child with an ASD have a 2%-18% chance of having a second child who is also affected. Centre for Disease Control and Prevention CDC

Causes of autism

- Autism is not caused by family dynamics or parenting style or anything a parent did
- Autism results from an unusual pattern of brain development
- Complex genetic factors are often the major cause in many of the people affected by autism
- Current research into genetics and neuroimaging may soon provide more answers to this question
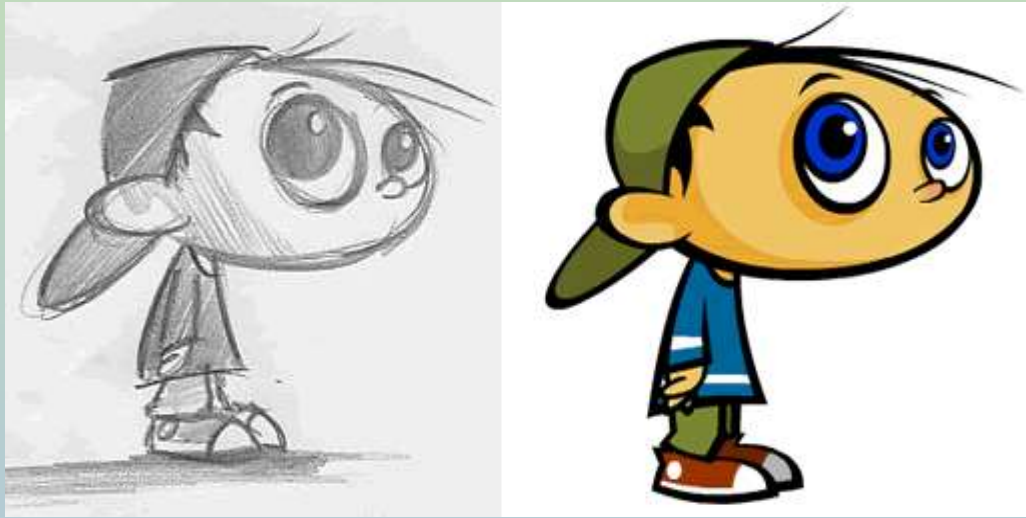
If you know one person with autism, then you know one person with autism! (Dr Stephen Shore)

"It is essential to understand the nature of autistic conditions. People with these disorders,...cannot meet you half way. You have to make an imaginative leap and try see things from their point of view".

Wing (1996)

Characteristics of autism

- What is autism and what impact does it have on the individual with an autistic spectrum disorder?

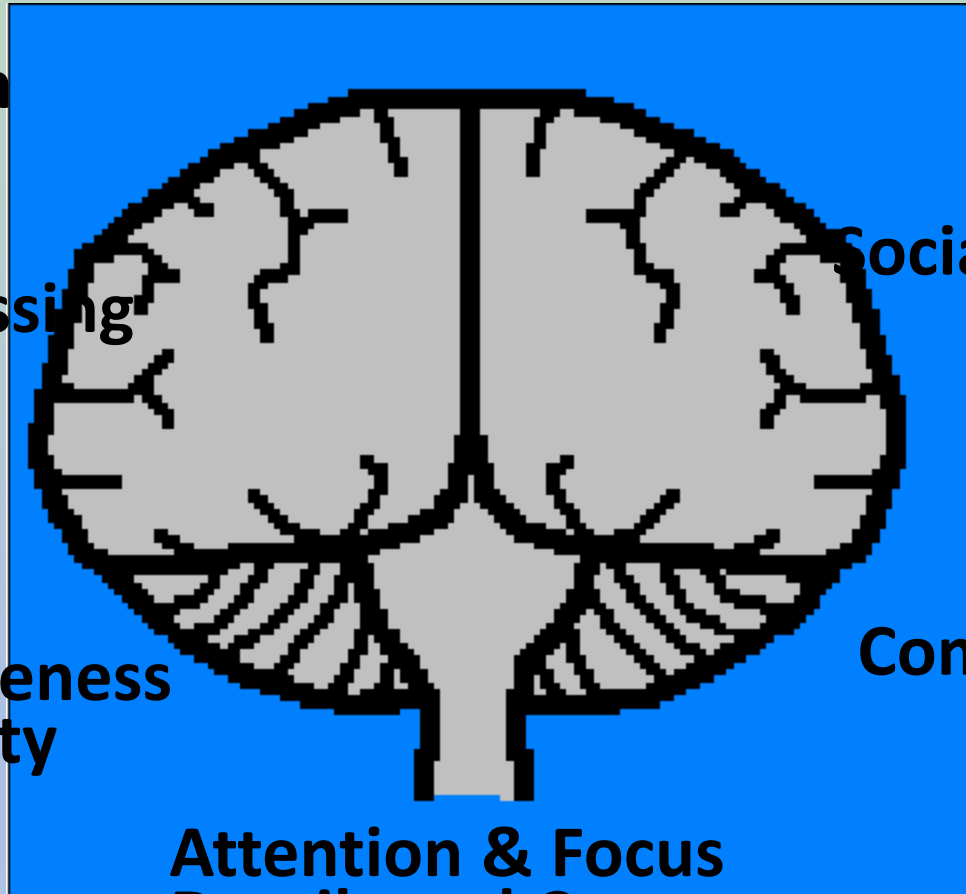- The culture of autism (Gary B. Mesibov)

Autism: A Neurologically Based Disorder

Organisation

Generalisation

Sensory Processing

Social Interactions

Communication

Need for Sameness & Predictability

Attention & Focus
Details and Concepts

Social interaction

- Problems relating to others
- Prefers to be alone
- Difficulty with joint attention
- Difficulty interpreting non verbal cues
- Poor eye contact
- Limited social initiation
- Aloof impersonal quality

Lets get to know each other a bit better!

Communication

Problems with language and communication

Receptive

- Difficulty with processing verbal information
- Difficulty extracting relevant details
- Difficulty focusing on the speaker
- Literal interpretation of language

Expressive

- Non verbal, echolalic, unusual tone or pitch,
- Problems with communication exchange
- Problems with initiation

Time for a spelling test!

Need for sameness and predictability

- Problems with change
- Need for routines
- Compulsive or driven behaviours
- Need for things to be done in a particular way
- Obsessive thoughts

Sensory processing

- Involvement in visual sensations
- Use of peripheral vision
- Mouthing, tasting, smelling objects
- Inconsistent auditory processing
- Tactile defensiveness
- High pain threshold
- Over or under reactivity in any sensory mode
- Problems with central coherence

Attention and focus, details and concepts

- Over focusing on details while missing the concept
- Inability to tell relevant from irrelevant details
- Concrete thinking
- Problems with abstract thinking
- Difficulty putting separate ideas together to make a concept.

Generalisation

- Difficulty learning abstract or transferable skills
- Not being able understand transfer learning from one context to another
- Not recognising someone or something out of context.

Organisation

- Problems with managing too many materials
- Difficulties with sequencing work
- Difficulty with multi-tasking
- Problems with seeing a task through.
- Difficulty with disorganisation of any kind especially when overstimulated.

These result in the following learning needs:
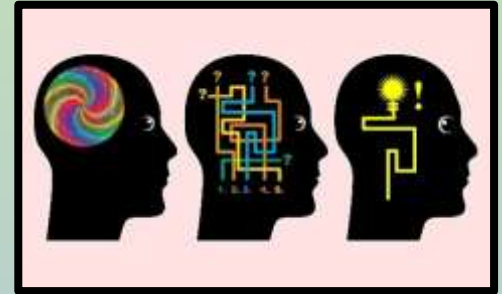
- Organisers for self and materials
- Clear indicators for the passage of time and when things are finished
- Visual support for understanding abstract concepts
- Support for understanding the social environment
- Visual supports for expressive and receptive language
- Adaptations and modifications that provide meaning and predictability

Children and young people with an ASD need:

STRUCTURE