

# TEACCH Cheat Sheet

2021 Training

## Fundamentals of Structured TEACCHING

Session	Topic	Key Points
1	Learning Styles of Autism	<ul style="list-style-type: none"><li>• Learning styles impact learning</li><li>• Complete a Learning Styles in Autism Checklist*</li><li>• Explicit Learning is a strength vs. Implicit Learning is a weakness</li></ul>
2	Assessment	<ul style="list-style-type: none"><li>• Good assessment leads to Individualization</li><li>• Complete Skill Assessment Form*<ul style="list-style-type: none"><li>◦ Pass/Emerge/Fail</li></ul></li><li>• Identify a specific skill to teach</li><li>• Mastered skills still need to be generalized</li></ul>
3	Schedules	<ul style="list-style-type: none"><li>• Complete Individualization of Schedule*</li><li>• Key Components: Form, Length, Location, Cue to Initiate, Method to manage</li><li>• Develop to support independent transitions</li><li>• Length: Full day/Part Day/One Activity-What's Next</li><li>• Incorporate interests</li></ul>
4	Work Systems	<ul style="list-style-type: none"><li>• Complete Individualization of Work/Activity Systems*</li><li>• Needs to answer:<ul style="list-style-type: none"><li>◦ What and how much work?</li><li>◦ Sequence?</li><li>◦ Concept of finished?</li><li>◦ What happens next?</li></ul></li></ul>
5	Material Structure	<ul style="list-style-type: none"><li>• Individualized material structure and visual supports:<ul style="list-style-type: none"><li>◦ Support the learning of the skill</li><li>◦ Increase independence of sequencing and planning</li><li>◦ Engage and direct attention on relevant details</li><li>◦ Develop organizational strategies</li></ul></li><li>• Individualized visual instruction supports:<ul style="list-style-type: none"><li>◦ Sequence</li><li>◦ engage/directs attention</li><li>◦ Organize the information/materials</li></ul></li></ul>

6	Physical Organization	<ul style="list-style-type: none"> <li>● Complete physical organization worksheet*</li> <li>● Based on the curriculum and learning needs of the student: <ul style="list-style-type: none"> <li>○ Segment Environment into smaller meaningful parts to reduce stimulation and minimize distractions</li> <li>○ Create boundaries to help the student understand WHERE he is supposed to be.</li> <li>○ Add contextual cues to provide a general idea of WHAT he is expected to do in that location.</li> </ul> </li> </ul>
7	Flexibility & Generalization	<ul style="list-style-type: none"> <li>● Complete Flexibility Worksheet*</li> <li>● Explicitly teach using materials in a different way/sequence by varying the instruction or information</li> <li>● Explicitly teach generalization of a skill or strategy by: <ul style="list-style-type: none"> <li>○ Same skill-different materials</li> <li>○ Using visuals and routines to support the generalization</li> <li>○ Teaching additional skills needed for application of the skill</li> </ul> </li> </ul>
8	Behavior Problem Solving	<ul style="list-style-type: none"> <li>● Step 1: Define behavior in concrete, observable, and measurable terms: <ul style="list-style-type: none"> <li>○ Complete Iceberg Behavior Handout*</li> </ul> </li> <li>● Step 2: Collect Data</li> <li>● Step 3: Generate Hypotheses from the Perspective of Autism</li> <li>● Step 4: Design/Implement Intervention</li> <li>● Use Visual Supports</li> <li>● Teach Coping and Stress Reduction Strategies</li> </ul>
9	Classroom Management	<ul style="list-style-type: none"> <li>● Classroom Management Includes: curriculum, grouping, schedules, transitions, and physical organization</li> <li>● Consider laying groups in or out</li> <li>● Schedules: Classroom, individual, staff <ul style="list-style-type: none"> <li>○ Clearly detailed and designate responsibilities</li> </ul> </li> </ul>

\*denotes blank forms available for filling out within the training materials