

TEACCH

(Treatment & Education of Autistic & Communication Handicapped)

Efficacy Rating
Currently Being
Developed

TEACCH is a widely used intervention that provides instruction in core skills that facilitate independence for individuals with ASD across the lifespan.

Philosophy:

- Cultivates the individual's strengths
- Respects the 'culture of autism'
- Capitalizes on relative strengths in visual skills, recognition of details, & memory
- Considers the interests of individuals with ASD to increase motivation & understanding of their actions
- Provides positive and productive learning opportunities

Fundamental Principles:

- Enable individuals with ASD to interact & function meaningfully, productively & as independently as possible within their communities
- Offer exemplary services to individuals, their families & those who work with & support them
- Generate, integrate & disseminate knowledge, theory & practice throughout the world
- Consider & accommodate other approaches to meet the diverse needs of individuals

- Promote a zero reject policy, serving people with ASD of all ages & levels of functioning
- Provide coordinated & cooperative programming across settings and agencies over the individual's lifetime (Mesibov & Howley, 2003; Scott & Baldwin, 2005)

Structured Teaching Approach

- Relies on organizing the physical environment to make the classroom and the process of learning interesting, clear, meaningful, & manageable
- Emphasizes visual strengths by requiring a high degree of classroom/work station organization
- Uses a system of continuous assessment of learner's progress to adapt instruction & the environment
- Promotes both independence (through work systems & routines) & interdependence (through effective communication & social interaction strategies) (Mesibov & Howley, 2003)

Reference:

Mesibov, G., & Howley, M. (2003). *Accessing the curriculum for pupils with autism spectrum disorders: Using the TEACCH Program to help inclusion*. David Fulton Publishers, Ltd: London, England.

Websites:

<http://www.teacch.com/mission.html>

Article/Chapter:

Scott, J. & Baldwin, W. (2005). The challenge of early intensive intervention. In D. Zager (Ed.), *Autism spectrum disorders: identification, education and treatment-3rd edition* (pp. 173-228), Mahwah, NJ: Lawrence Erlbaum Associates.

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