

## **5-Day TEACCH® Autism Programme**

### **TEACCH® Autism Programme**

#### **Course Description**

TEACCH® Autism Program at the University of North Carolina at Chapel Hill developed the intervention approach called Structured TEACCHing, an evidence-based strategy that is based on understanding the learning characteristics of individuals with autism and the use of visual supports to promote meaning and independence. Participants will have an opportunity to apply these strategies with students of varying functioning levels in a classroom setting. The training includes presentations, small group discussions, classroom activities and hands-on experiences for five consecutive days

#### **Course Overview / Content**

This five-day course provides a theoretical foundation as well as hands-on opportunities to assess and teach school-aged children with Autism Spectrum Disorder (ASD) in a demonstration classroom setting. The premise of this foundation is an understanding of the learning styles of individuals with ASD and how to use teaching strategies that capitalise on learning strengths. An emphasis is placed on the use of Structured TEACCHing principles to teach children and adolescents with ASD, skills in the areas of - academics (literacy and numeracy), communication, independence, social and leisure, vocational, relaxation and coping strategies.

#### **Information for Applicants**

This is a five-day course and attendance for the full five days (9.00 AM - 4.00PM) is necessary. Teachers who have completed a two day TEACCH will be prioritized for available places on the 5-day TEACCH.

This course is open to:

- Teachers working in classes for student(s) with ASD in a mainstream setting
- Teachers in special schools who are currently working with student(s) with ASD
- Full-time Resource/Learning Support teachers who are currently working with student(s) with ASD

Registration: 8.45 AM

Start: 9.15 AM

Finish: 4.00 PM

Refreshments and lunch will be provided.

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Participants will require permission from the Board of Management to attend. Typically, substitution will only be allowed to classroom teachers who have primary responsibility for students with autism and if it is deemed absolutely essential by the principal.

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