



Wargrave House 'The Autism Specialists'



Treatment & Education of Autistic and Communication Handicapped Children

TEACCH



**'Wargrave House
is an exceptional
school'**

OFSTED 2014

**"The quality and
consistency of care
that residential
pupils receive is
outstanding"**

OFSTED Residential
Inspection 2017

**'Students love
coming to school'**

OFSTED 2014

**"Wargrave House is a service
that enables some very
vulnerable young people to
develop a sense of
belonging, ownership and
community that enhances
their wellbeing and self-
esteem which results in very
positive outcomes for
students and their families."**

NAS Accreditation 2018




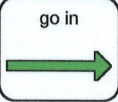

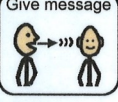
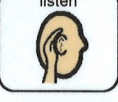

TEACCH Origins

TEACCH as a programme originated in North Carolina in the 1970s. It was founded by Eric Schopler and Robert Reicher.

Division TEACCH believe we need to respect the 'culture of autism'. We should capitalise on the strengths of individuals in their visual skills, favour of routine and recognising detail. They also advocate using the very individual interests of students with Autistic Spectrum Disorder to motivate the students.

Organisation

An important feature of TEACCH is the principle of working top to bottom or left to right. This spatial organisation comes naturally to the majority of us but it needs to be instilled on individuals with Autistic Spectrum Disorders in order to make sense of the task.

Taking a message		Tick	
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Give Mrs Jaeger the message			



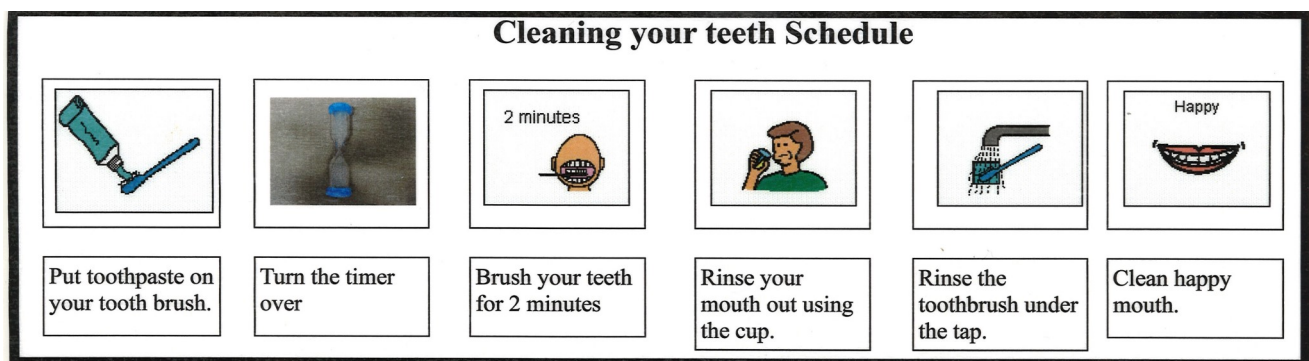
Visual Learners

Individuals with Autistic Spectrum Disorders are visual learners. Using visual schedules and systems TEACCH focuses on one dimension of language at a time. Students are given the opportunity to tackle tasks independently without having the additional social demands of having to negotiate with the teacher. Where the spoken word disappears visual information is concrete and can be referred to time and time again.

Independence

TEACCH strives to promote independence for individuals with Autistic Spectrum Disorder. It is intended that schedules provide and reinforce this independence. Schedules need to provide accurate and relevant information without the need for constant adult intervention.

Schedules



Visual schedules can take many formats. The information provided should always inform the user of what is happening now, what is happening next and what will happen when the task is finished. The choice and type of schedule will depend upon the needs and understanding of the person using it:

- Photographic Schedule
 - Symbolic Schedule
 - Written Schedule
 - Object of reference schedule
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Enquiries

If you require any further information or have any further questions please do not hesitate to contact Michele Davies on 01925 224899

References: www.teacch.com

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or check out our website

www.wargravehouse.com

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