



# UNC TEACCH ADMINISTRATION OUTREACH

## A Message from Dr. Margaret Dardess Interim Director of TEACCH



Greetings,

Since February of this year I have had the privilege of working with the members of the TEACCH family as Interim Director of TEACCH. On something of a grand tour of North Carolina, I have visited all nine regional centers and the Carolina Living and Learning Center. The mileage covered alone shows the reach of this organization. I met with many staff members and parents and have been increasingly moved by the dedication and enthusiasm of all those who work in TEACCH and those who are helped by TEACCH.

There is much going on in this dynamic organization. That's why we are pleased to send you this inaugural edition of the newsletter, the first of quarterly installments that will provide news from TEACCH, updates on coming events, training and workshops and in future issues, some feature articles on collaboration and research. We welcome your suggestions for future newsletters. We are in the process of upgrading the TEACCH website and bringing it within the School of Medicine system to make it easier for the regional centers to post information and for the information technology specialists at UNC to provide support. We are also looking at ways to expand web content.

We will be initiating a strategic planning effort to look at critical issues involving autism and the context in which TEACCH will operate. On June 17 we will start with a full day discussion involving the TEACCH program and center directors to set the stage for a robust strategic planning process that we envision continuing going forward. The effort will ultimately expand to include people across the state who are involved with TEACCH and with autism.

The Dean's office of the School of Medicine is continuing to study options for a permanent home for TEACCH. In the meantime, we are receiving significant support from all of the people and resources of the Dean's office. After that process is complete, we will initiate a search for a director of TEACCH, which will involve parents, community leaders, health care professionals and others who have an interest in the future of TEACCH.

I very much appreciate the thoughts and suggestions I have received from the many people who care about TEACCH, and I look forward to continue working with all of you.

Sincerely,

### INCLUDED IN THIS ISSUE

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## Information Forums Charlotte TEACCH



To meet the needs of our busy metropolitan clients, the Charlotte TEACCH Center offers one hour information forums on a monthly basis. Topics are generated by clients, local professionals, and staff and include a range of issues such as:

Adding Structure to Toys, Adolescent Issues, Adult Issues, Adult Resources, Autism 101, Children under Three Resources, Holiday Issues, Introduction to Social Scripts, Introduction to TEACCH, Introduction to Visual Strategies, Introduction to Vocational Rehabilitation, Make and Take, Meet the ASNC Parent Advocates, Parent Kits, Plan for the Future, Problem-Solving Behaviors, Problem-Solving Summer Issues, Problem-Solving with Visual Strategies, Problem-Solving with Written Strategies and Understanding Educational Programs and IEPs.



These forums are one of the ongoing services that we offer and are open to clients and family members of clients only. Forums are offered free of charge but registration is required. There is limited seating available and acceptance is on a first come first serve basis. To learn more about forums, check the Mecklenburg Chapter of the Autism Society of North Carolina website [www.asncmeck.org](http://www.asncmeck.org) for upcoming topics or call the Charlotte TEACCH Center at 704-563-4103.



## Self Advocacy and Disclosure Class Asheville TEACCH

At the Asheville TEACCH Center, we are offering a new version of a class that was piloted a few years ago on the topic of Self-Advocacy and Disclosure for adults and adolescents with High Functioning Autism and Asperger's Syndrome. The new series, presented by therapists Catherine Faherty and Carolyn Ogburn, incorporates seven basic guidelines regarding the topic of self-advocacy:

1. There are reasons for self-advocacy.
2. Learn to identify when to self-advocate.
3. Learn to identify the topic for advocacy.
4. What IS disclosure, and to whom should you disclose?  
Distinguishing between diagnostic disclosure and descriptive disclosure.
5. How to do it, including written or verbal methods of communicating, and identifying an advocacy partner.
6. Learning to evaluate the outcome
7. Understanding the purpose of "thank you."

Forty-five participants attended the first evening of this three-evening series in April, showing us that there is a strong need for the person with ASD and their families to learn why, how and when to self-advocate and to explore issues about disclosure. The role of the "advocacy partner" is defined, and in-class activities reinforce the information discussed. A unique feature of this class is that the support people (family members, spouses, friends and others) are asked to participate by listening – and not talking. Talking during class is reserved for the participants on the autism spectrum. Catherine and Carolyn presented on this class series during the TEACCH In-Service in Chapel Hill, May 2010.

## Young Adults Ease into Social Life Skills Gastonia TEACCH Center

Abigail Landelius, a therapist at the Gastonia TEACCH Center, was contacted for help over the past year by several parents of young adults who had been successful enough to graduate from high school but seemed stuck in moving on to their next steps in life. Some of these students were planning to attend colleges away from home, some had goals to attend a local Community College either in person or online, and some wanted to feel comfortable enough around people to know how to attend a job interview or socialize with peers. Abi developed several approaches to work with them and their families.



One approach was our traditional Individual Sessions, during which daily living skills and interactions in an office were practiced. Several young adults participated in these services, one ended when the individual began taking online community college courses, another when the individual began a full day treatment program. Another approach was through a weekly Social Group in which 5 to 7 young adults participated over a five month period. The young people gathered at the Center to practice skills in keeping track of appointments through letting others know their plans to attend or not, working cooperatively, greetings, and small talk while engaging in the favorite pastime of many of them, videogames. They developed skills in bringing and setting up their own equipment and Abi noticed increased small talk and social interaction among them over the weeks as they played the games. They also worked together on projects in the office such as organizing the library. This group is over now but the final offering for young adults lives on, the Supper Club.

Once a month, local young adults and returning college students who are Gastonia TEACCH clients get together at a local restaurant with TEACCH staff. TEACCH staff, Abi and Jenna Spence, contacted restaurants and found several willing to give clients their employee discount rate to eat and practice table manners and social conversation. Every staff member has taken a turn at accompanying the group, but the most important interactions are among the young adults, as they bring peer pressure to bear on each other for skills some of them have mastered more successfully than others. Jenna Spence will continue to lead this group while Abi is out on leave this summer, as the young adults and their parents who eat at separate tables if they have to bring the young people greatly value the opportunity.

## Summer Club Greenville TEACCH Center



The Greenville TEACCH Center is gearing up for a fun filled Summer Club. This club is formally known as “social skills group.” We have planned our Summer Club to accommodate 4 groups (ages 6-18) that will each meet twice a week for four hours at a time. This year the club will meet for 6 consecutive weeks. The families provide transportation to the locations each week so that we can accommodate larger groups. We have planned the following community experiences: a scavenger hunt, a trip to the planetarium, 4-H activities, a trip to the Estuarium, roller skating, a tour of Tryon Palace, a water park, arcade and bowling, Imagination Station, Goose Creek, Jump Fit, a tour of the ECU Campus, a local park facility with a nature program and a trip to the aquarium. We will finish the summer with a celebration at a pool party for all groups. We are grateful again this year to the Pitt County Chapter of the Autism Society of NC for supporting our efforts to provide this service to our clients by funding it so that there is no cost to families. We are especially excited for this year’s club as so many of our clients look forward to this time with their friends and because we had to eliminate the social club service this past school year. Last summer we were able to serve 40 families, and we hope to serve even more this year.

## Make It and Take It Chapel Hill TEACCH Center



*Shower Boy made at Make It and Take It workshop.*

It is often said that “necessity is the mother of invention.” Here at the Chapel Hill TEACCH center, budget cuts and increasing rates of autism have encouraged us to develop more efficient ways to serve our families. One exciting project is a new format for family teaching sessions called the Make It Take It Group Sessions. In this format, a small group of parents attend five weekly sessions to learn about how to use structured teaching to teach their child with autism new skills and solve behavior problems. In addition to a brief lecture and a demonstration of various structured teaching materials, each session includes a “Make It Take It” activity in which our therapists help parents make materials to use at home with their child to work on specific goals related to transitioning, social skills, homework time, communication, daily living skills, and play or leisure skills. Once the group sessions are finished, each family is able to meet individually with one of our therapists to ask questions and get more individualized recommendations for their child. We will begin our next Make It Take It Group in May. We are still gathering information about the strengths and challenges of this format, but have been pleased to hear that families enjoy working with and supporting one another in the group setting. We are also pleased that this format allows us to serve families much more quickly. If you live in our region, and have questions or comments about the group, please contact [Jemma\\_Grindstaff@med.unc.edu](mailto:Jemma_Grindstaff@med.unc.edu).

## Consultation Fayetteville TEACCH Center

The Fayetteville TEACCH Center offers consultation to schools in its ten county region via telephone consultation or in-person consultation at the request of school personnel. The Human Service Practitioners (HSPs) at the center are each assigned to different counties. As school professionals call, they are forwarded to the HSP assigned to that county. Many questions are answered by speaking over the phone; however, a small number of problems need addressing in person, particularly those concerning students with High-Functioning Autism or Asperger’s Syndrome.

One way our HSPs have handled the rising number of questions about children with these diagnoses in regular education settings is to conduct an observation of the child in their classroom, as well as in other areas, such as the lunch room or at recess. The HSP arranges with the school to have the regular education teachers, special education teacher (typically resource), related services personnel (Speech and Language and/or Occupational Therapist) and sometimes the principal meet after the observations to discuss the HSP’s observations and suggestions. The HSPs have found this approach helpful for addressing the school personnel’s stated concerns, as well as addressing any concerns that have arisen regarding the diagnosis and how that may affect the student’s functioning.

The HSPs typically try to “group” the requests from schools located 45 minutes away or further from our center into full day trips. This way the HSP can conduct an observation/meeting at one school and then drive to the next school for another observation/meeting. The opportunity for follow-up on suggestions from the observation is offered to the school by the HSP as needed.



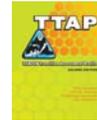
## Parent Teaching Sessions Greensboro TEACCH Center

Several years ago in an effort to deal with an increasing need to reach more families dealing with Autism Spectrum Disorder, the Greensboro TEACCH Center developed a new model for extended diagnostic services. After being given a diagnosis of ASD, families can participate in “parent teaching sessions,” which help parents and caregivers have a better understanding of their child with this disorder.

The sessions start with group meetings for parents, which provide basic information about how TEACCH views autism. This first step includes four two-hour meetings offered both in the mornings and afternoons over a 7-week period. Specific topics such as diagnosis and assessment, adapting structure, communication and developing leisure/social skills are covered. A fifth lecture on developing independence and vocational options, usually of interest to parents of older individuals, is presented upon request. These informational sessions are offered six times a year.

Families who have attended all four of the informational meetings can bring their children in for individual treatment sessions if they feel the need to get more specific help with applying TEACCH strategies. In these parent/child sessions, our staff works with parents to tailor visual strategies to their child’s specific needs. Parents observe along with a parent consultant while a child therapist works with their child before they are encouraged to go into the room and try out these strategies themselves with their therapist’s support. Currently, up to six individual sessions are typically offered.

## Transition Assessment Profile (TTAP) Supported Employment Program



The Supported Employment Program at TEACCH is internationally accredited by the Council on Quality and Leadership. Its mission is to help individuals with autism obtain and maintain competitive employment in community settings. Currently the Supported Employment program provides services in the Triangle and Triad areas of North Carolina. We serve over 200 people in our program who are in some stage of the employment process.

As a part of our services, we provide extensive vocational assessments, job development, onsite training and long term support. We use the TEACCH Transition Assessment Profile (TTAP), a tool that helps schools and vocational programs develop effective transition plans and vocational placements, for adults with autism. The TTAP was developed for older children, adolescents, and adults with autism spectrum disorders, with special emphasis on those with transitional needs. In particular, the *TTAP* is structured to help educators, parents, counselors, and care providers assist individuals with autism spectrum disorders to prepare for a successful, semi-independent adult life. Its design includes both an initial formal assessment instrument and an ongoing informal assessment instrument.

The formal assessment helps providers identify the individual’s initial transition goals, strengths, and weaknesses and can be used to facilitate educational and transitional planning. Emphasis is on evaluating six major functional skill areas: 1) Vocational Skills, 2) Vocational Behavior, 3) Independent Functioning, 4) Leisure Skills, 5) Functional Communication and 6) Interpersonal Behaviors. The informal assessment uses an ongoing community-based instruction process to help the individual achieve positive long-term vocational and residential outcomes. Using it, providers will compile a “Cumulative Record of Skills” (CRS) to help identify individual vocational preferences (even for individuals with limited communication skills) and to serve as a functional resume.

TTAP trainings are held periodically within North Carolina; please check the TEACCH website ([www.TEACCH.com](http://www.TEACCH.com)) for future training opportunities. If you are interested in TTAP trainings, please contact Mike Chapman at 919-966-8914 or [mikechapman@unc.edu](mailto:mikechapman@unc.edu). The TTAP manual can be ordered from: [www.autismbookstore.com](http://www.autismbookstore.com) (search for “TTAP”).

## TEACCH Award



*Dr. Aleck Myers receives the TEACCH Award from Dr. Mary Van Borgondien, Director of the Raleigh TEACCH Center*

The “**TEACCH Award**” is given each year to a professional in North Carolina who has significantly improved the quality of life for individuals with autism and their families within North Carolina. This year’s award goes to **Dr. Aleck Myers**, the Director of Murdoch Developmental Center. Together with the incredible staff members at Murdoch Center, Dr. Myers has been instrumental in developing 4 statewide programs BART (1995), PATH (2000), STARS (2005), and now TRACK (2010) that serve children and adults in North Carolina who are most severely challenged by their autism. In the last 15 years, these specialized programs have successfully served over 100 children and adults providing them with individualized, behavioral interventions that have dramatically improved their quality of life and their ability to participate more fully in their communities. As one community provider noted, “Dr. Myers embodies true partnership in his work with families and providers to see that families receive the best possible services.” A mother of a young son with autism who was served in the PATH program summarized her experience by saying “the biggest thing that kept me at peace while (my son) was there was the compassion and love they showed him. I probably would not have survived without the knowledge that they cared.” At a time when so much of the field is focusing on the most able individuals with autism, we appreciate the respect and compassion exhibited by Dr. Myers and the staff members at the statewide programs at Murdoch Center as they work to improve the lives of those children with severe behavioral difficulties and their families.

## TEACCH Core Value Award



*David Moser, the TEACCH Core Value Award recipient, with his father Jerry Moser and his mother Ann Moser.*

This year is the second year that the **TEACCH Core Value Award** is being given to a TEACCH staff member who supports the mission of the program in a non-therapist role. This year’s winner is **David Moser**, an accounting technician in TEACCH’s administrative offices. David has been a dedicated employee of TEACCH for over 10 years. As an employee, David supports TEACCH’s mission by being a valued responsible accounting technician who always maintains a positive attitude, is committed to doing the best job he can while acknowledging the contributions and strengths of everyone around him. As a person with high functioning autism, David supports TEACCH’s mission of educating the community, professionals and parents about autism. He regularly meets with parent groups, visitors, and training participants, eagerly sharing his perspective on life and his experiences as a person with autism. He volunteers his time to serve on the Autism Society of North Carolina’s board and to participate in conferences, videos and other activities both to improve his knowledge and to share his views with others. While many people think of David as a person with HFA, to his colleagues, David is a co-worker, an office mate and a friend. David is appreciated and valued for his dedication to TEACCH, his job performance, his sense of humor and his friendship!

## Margaret D. Lansing Award



*Celeste Carter with Dr. Mary Van Bourgondien, Director of the Raleigh TEACCH Center*

**The Margaret D. Lansing Award (the“Miggie”)** is given to the TEACCH staff member each year who peers nominate as best demonstrating the creativity, compassion, collaboration and initiative that Miggie was known for throughout her career. This year’s winner of the Miggie Award is **Celeste Carter** from the Raleigh TEACCH Center (RTC). Originally a therapist at the Greenville TEACCH Center, she has been a therapist at the RTC since it opened in 2000. Celeste’s compassion, genuine warmth and creativity are evident in all that she does. Her creativity impacts both her thoughtful approach to big picture issues of how to serve more families more effectively and at the same time within her sessions with families she takes individualization to a new level for everyone she serves. She is equally comfortable and adept at collaborating with those who share her viewpoint as she is with those who do not. Celeste is naturally approachable and demonstrates her compassion daily as she consoles a grieving parent, calls a colleague in need, or supports a student with autism. She is a model for others in the area of taking initiative whether it means following up with a family in crisis or making sure the kitchen is clean and materials are put away. Celeste epitomizes the sensitivity and team orientation that this award was established to recognize.

## Eric Schopler Lifetime Achievement Award



**The Eric Schopler Lifetime Achievement Award** is being presented to **Dr. Masami Sasaki, M.D.** Professor, Kawasaki University of Medical Welfare in Japan. This award is given “In recognition of Exemplary Leadership and Enduring Contributions to the Understanding and Treatment of Autism.” Dr. Sasaki graduated from the University of Niigata School of Medicine and studied Child Psychiatry at the University of British Columbia, School of Medicine in Canada. He taught Psychiatry at Tokyo University and Pediatrics at Tokyo Women’s Medical College. He was a director at Kanagawa Day Treatment and Guidance Center for Children and has had a clinical appointment in the Psychiatry Department at UNC Chapel Hill. Dr. Sasaki has been honored with numerous awards including the Itoga Kazuo Memorial Award (2002), the Health and Culture Award (2004), the Asahi Social Welfare Award (2004) and Award for Distinguished Service to Japan Academy of Learning Disabilities (2010). In 1982, Dr. Sasaki made the first of many visits to the TEACCH program in North Carolina. Since that time, he has been instrumental in introducing the concepts developed by TEACCH to professionals and parents throughout Japan. Through his advocacy, teaching, research and clinical work, he has expanded and improved the services for children and adults with autism and their families throughout Japan. He has changed the approach to working with families so that parents are valued collaborators in the treatment process. Many of the next generation of professionals working with individuals with ASD have learned about the thinking style of people with autism and appropriate diagnostic and treatment techniques through seminars conducted by Dr. Sasaki both in North Carolina and in Japan. As one of Dr. Eric Schopler’s closest friends and colleagues, Dr. Sasaki shares many of the attributes that characterized Eric’s work. His humility and compassion combined with his knowledge and vision make him a role model for others who endeavor to improve services and the quality of life for individuals with autism and their families. It is fair to say that Dr. Sasaki’s work in Japan has paralleled that of Dr. Schopler’s in the United States.

## Early Intervention Services Wilmington TEACCH Center

In 2007, Wilmington TEACCH Center adapted the TEACCH in-clinic parent training model to provide TEACCH services in the homes of children under the age of 3 years. Early intervention is essential for young children with autism. We wanted to establish a parent training service that would help parents understand the unique learning needs of their newly diagnosed child and teach parents how they can help their child be more open to learning. We modeled our program after the 12-session In-home TEACCHing program developed by the TEACCH Early Childhood Services Program located in Chapel Hill. Funding for Wilmington TEACCH early intervention services started through a TEACCH grant received from CVS. In 2008 we received legislative funding for a full-time therapist position dedicated to early intervention services.

Parents involved with our in-home teaching program consistently expressed a desire to have their children involved in play opportunities with other children and for the parents to be able to meet and talk with other parents of young children with autism. This led to our finding a space where we could offer in-clinic parent teaching groups. Groups of 3 children and their parents come to a classroom setting in our clinic where parents learn about their child's learning style and strategies to address their child's learning needs by working with their own children. This format allows for interactions with peers as well as networking among parents. Parents who choose to receive the group services also receive follow-up in-home sessions to help generalize what they have learned in the clinic to their homes. This group model with very young children has been so successful that in 2009 clinic staff began offering group parent teaching sessions to 3 and 4 year olds on our wait list for parent teaching sessions.

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## Training Highlights

TEACCH has a long history of offering quality conferences, in-service events, and 5-day trainings for professionals and family members who want more knowledge about autism and more skills in helping people with autism. We have determined that the changes we are facing this year should only encourage us to continue the tradition of quality events offered by TEACCH. The events this year in Chapel Hill are:

- **TEACCH IN-SERVICE** was held at the Sheraton Hotel, Chapel Hill May 18-19. We had 14 presentations this year with almost 50% of the presenters being colleagues who collaborate with us but do not work for TEACCH. The remaining presenters were from our talented staff. One hundred participants attended this year's event.
- **TEACCH ANNUAL CONFERENCE** was held at The Friday Center in Chapel Hill May 20-21. *ISSUES AND APPROACHES IN CURRENT AUTISM INTERVENTIONS* Our invited speakers were from the UNC-CH faculty and they all agreed to present without an honorarium. Two hundred fifty participants attended this year's conference.
- **CLASSROOM TRAINING PROGRAMS:** Summer training weeks are July 12-16; July 19-23; July 26-30; & August 2-6. Eight total sessions are being offered: 4 Preschool/Early Childhood (Friday Center) and 4 Elementary/Adolescent weeks (Sheraton Hotel). Each week we expect to register 25 trainees in one of the best training experiences offered anywhere by any program. In addition, we will host 6 advanced "shadow trainers" who train under direct supervision from our staff. We have booked all but a few slots for Summer Training.

In addition to these events, training sessions are scheduled at several regional centers this summer. Advanced Topics Seminars will continue to be offered in September and January for trainees who wish more in depth experiences beyond the valuable five-day summer course. **Additional training opportunities can be found on the TEACCH website at [www.teacch.com](http://www.teacch.com).**

## Demonstration Early Intervention Program Chapel Hill and Raleigh TEACCH Center



The TEACCH Demonstration Early Intervention Program provides home-based and center-based programs for very young children and their parents. Children between ~18 months and 4 years of age are referred to the Program Director Susan Boswell by the staff of the Chapel Hill and the Raleigh TEACCH Centers. The families targeted are those who have received a diagnosis of autism or are waiting for a diagnostic evaluation. The Demonstration Early Intervention Program emphasizes individualized instruction based on on-going assessment, close collaboration with families, and the development of the child's skills in a wide range of curriculum areas. Individual and group activities are developed to target developmentally appropriate goals, with all activities taught using Structured Teaching. Structured Teaching helps the youngsters "learn how to learn" by building attention, motivation, generalization, and competence motivation.

Home Teaching Specialist Ron Faulkner, Lead Classroom Teacher Beth Reynolds, and Classroom Assistant Teacher Missy Hendrick are the talent who work directly with each child and family to individualize the curriculum. Each child's plan highlights strengths and interests to use for teaching emerging skills while adjusting the environment to compensate for the child's weaker skill areas. Family support, training, and education in autism are extremely important, especially for families of children who are screened/diagnosed at such a young age. This is why a major component of the TEACCH EI Demonstration Program is parent collaboration and training. Parents of children under three are active participants in all sessions for their child, while parents of older preschoolers are invited to observe and are also offered home visits.

The Program also serves as a demonstration site for visitors and an internship site for university students. To learn more about the TEACCH Early Intervention Demonstration Program, contact program director, Susan Boswell at [susan\\_boswell@unc.edu](mailto:susan_boswell@unc.edu) or (919) 966-7003 .

## Carolina Living and Learning Center



Open since 1990, the Carolina Living and Learning Center (CLLC) is TEACCH's integrated residential and vocational program for adults with autism. The residential program serves 15 adults and emphasizes the development of independent skills. Utilizing structured teaching techniques, each resident is provided with an individualized treatment plan designed to meet his/her needs and interests.

In the vocational program, residents work collaboratively with the staff members and learn about growing vegetables, herbs and flowers and taking care of the CLLC grounds. The CLLC residents enjoy eating what they harvest. They learn how to make soups, salsa, pesto and other sauces using produce from the gardens. They also create products using the plants they have grown, including soaps, potpourri and greeting cards. In addition to the 15 residents, 3 other individuals with autism attend the day program.

The CLLC is an important part of the local community. The annual Family Picnic and Festivities were held on May 1, at which time residents and their families, and staff and their families celebrated the accomplishments of the residents and the longevity of staff members. Farm Work Day was May 15, from 10:00am until 2:00pm where volunteers from the local community and residents' families worked together on various landscaping and maintenance projects around the grounds. On June 12<sup>th</sup> the CLLC will open its doors to the community for its annual Yard Sale, which serves as a fund-raiser for its Endowment Fund.

## TEACCH

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## DONATIONS

Contributions to TEACCH are always welcome,  
and if you wish to make a gift,  
it should be directed as follows:

TEACCH Enhancement Fund  
The Medical Foundation of North Carolina, Inc.  
880 MLK Jr. Blvd.  
Chapel Hill, NC 27514-2600

For more information about the articles in this newsletter, contact:

### **Regional TEACCH Centers**

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(828) 251-6319

Chapel Hill TEACCH Center  
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Charlotte TEACCH Center  
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Fayetteville TEACCH Center  
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Gastonia TEACCH Center  
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Greensboro TEACCH Center  
(336) 334-5773

Greenville TEACCH Center  
(252) 830-3300

Raleigh TEACCH Center  
(919) 662-4625

Wilmington TEACCH Center  
(910) 251-5700

### **TEACCH Programs and Services**

Carolina Living and Learning  
Center  
(919) 542-1910

Early Intervention Services  
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Supported Employment  
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TEACCH Training Program  
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**Thank you** to all of the  
TEACCH Centers and  
Programs for contributing  
articles to this newsletter.