



TEACCH

Treatment and Education of Autistic and other Communication handicapped CHILDREN



TEACCH outreach

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TEACCH
UNIVERSITY OF
NORTH CAROLINA
AT CHAPEL HILL
SCHOOL OF
MEDICINE

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Introducing TEACCH's New Director: Dr. Laura Klinger



Laura Grofer Klinger, PhD, will join TEACCH as Director on September 1, 2011 to become the third director since Eric Schopler founded the program in 1972. Dr. Klinger has worked with individuals with autism and their families for the past 30 years. As a

freshman at Stanford University, she took a developmental disabilities course and was asked to volunteer in a classroom for children with autism. She has dedicated her career to autism ever since. Laura's first formal connection with TEACCH dates from 1992 when she became a TEACCH intern after receiving a Ph.D from the University of Washington where she majored in Child Clinical Psychology under the supervision of Dr. Geraldine Dawson. While at TEACCH she had the privilege of working with both previous directors, Eric Schopler and Gary Mesibov. She received the Martin S. Wallach Award for Outstanding Psychology Intern in the Department of Psychiatry at the University of North Carolina. In 1996 she collaborated with Gary Mesibov to publish Autism: Understanding the Disorder. She rejoins TEACCH after 18 years as a faculty member in the Department of Psychology at The University of Alabama.

Laura has a distinguished career as a clinician specializing in autism spectrum disorder (ASD). Upon arriving in Alabama, she founded and directed the University of Alabama Autism Spectrum Disorder Clinic. Using TEACCH as a model, she developed a clinic that provides diagnostic evaluations, therapy, and school consultation services. True to her TEACCH training, Laura continues to follow Eric Schopler's belief that parents should be

viewed as co-therapists and an integral part of the treatment team. In recent years, she has developed several new clinical programs focused on persons with autism across the lifespan. In 2007, she started the University of Alabama ASD College Transition and Support Program for college students with ASD. The program provides individualized services to help students develop appropriate skills for self-advocacy, study skills, daily living, and social interactions as part of their transition into a large, traditional university campus. The first child that Laura diagnosed with autism upon arriving in Alabama will graduate from The University of Alabama this August. In 2009, she developed the West Alabama Autism Outreach Program that provides early screening for ASD in rural family practice medical centers across West Alabama. She hopes that this program will lead to earlier diagnosis and intervention, particularly for families in rural areas with limited services.

While at the University of Alabama, Laura has taught both undergraduate and graduate courses in the Department of Psychology and has supervised numerous student theses and dissertations on various subjects related to autism. Using the TEACCH May Conference as a model, Laura developed a similar yearly conference on ASD at The University of Alabama with approximately 500 professionals attending each year. She has won several awards for teaching excellence.

Laura has an impressive publication record representing research interests that span from basic science to intervention. She credits many of her research ideas to her training at TEACCH. She is interested in the unique way in which persons with ASD learn about the world. She and her cognitive psychologist husband, Mark Klinger, began collaborating on autism research in graduate school and continue to



THE UNIVERSITY
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(INTRODUCING TEACCH'S NEW DIRECTOR CONTINUED)

work together. They have published articles on Mark Klinger, began collaborating on autism research in graduate school and continue to work together. They have published articles on learning and memory skills including brain imaging research. Laura is also interested in using their research to develop effective treatment programs. For example, she has published on the assessment of IQ skills in children with ASD and on the effectiveness of social skills groups. She and her husband plan to continue their productive research collaboration. Mark will be joining the UNC School of Medicine as an Associate Professor in Allied Health.

Laura has been an active member of state and international autism advocacy organizations. At the state level, she is a founding member of the Alabama Autism Providers Network and a member of several different subcommittees for the Alabama Autism Interagency Coordinating Council. She has spent 18 years working to improve the system of care for individuals with autism and their families in Alabama. At the international level, she has served on the Board of Directors for the International Society for Autism Research since 2009. She is active at international conferences participating in conferences in London, Spain, Denmark, Scotland, and the Philippines.

Laura and Mark have two children, Kate, age 15 and Benjamin, age 9 who will be entering the Chapel Hill/Carrboro Schools in the fall. As a family they are avid basketball fans, rarely missing a game in the last 18 years at The University of Alabama. They are excited about moving to a university with an excellent basketball reputation and are practicing "Go Heels" after so many years of saying "Roll Tide."

The Eric Schopler House – Germany

By Dr. Mary Van Bourgondien, Professor, Clinical Director, Raleigh TEACCH Center

The Eric Schopler House is a group home for adults with Autism Spectrum Disorders located in Schmallenberg, Germany. Named for Dr. Schopler, the founder of the TEACCH Program, the group home was established in 2009 by Social Work St. George. Today, there are 4 living units each serving 6 adults for a total of 24 individuals between the ages of 20 and 46 years. Three of the homes serve individuals with classic ASD (2 groups of men and one group of ladies) who attend a nearby day center. The fourth group of high functioning men with autism is working on vocational skills that will hopefully lead to supported employment opportunities in the community.

The setting is a beautiful countryside town with lots of green open pastures and picturesque hillsides. For these men and women with autism, it is a lovely home that utilizes TEACCH's Structured Teaching principles in or-

der to develop individualized strategies to help them learn new skills, decrease their behavior problems, and have a high quality of life. Consultants from



Autea, a specialized autism program in Germany whose staff members have received training from TEACCH centers around North Carolina, provide training and on-going consultation in the TEACCH method.

During an April consultation visit, I had the opportunity to meet with the residents, staff members, and consultants to the Eric Schopler House. It was a delightful experience! In our discus-

sions, the staff members consistently demonstrated great respect and concern for the rights and well being of the adults with autism. In the short time they have been together, they have already utilized the Structured Teaching techniques to create positive and calm living and work experiences for the residents. As one walks through the workshop and living programs, the individualized schedules, work systems, and visualized instructions are evident.

After a great beginning, the Schopler House staff members, with the support of the Autea consultants, are continuing to develop the program in order to teach the residents more complex communication, social and functional work skills. The rural setting combined with the dedication to serve individuals with autism utilizing their strengths and interests clearly reflects the interests and values of Eric Schopler!

Fee for Services

By Dr. Margaret Dardess, Interim Director of TEACCH



Since it was founded, TEACCH has been able to operate through state funding and the generosity of donors. Unfortunately, due to the recent national economic crisis, the funds available to TEACCH through the state budget have decreased considerably. In order to be able to continue providing high quality services to the growing numbers of individuals in the autism community, TEACCH has been forced to find ways to generate revenue. Charging a fee for services that require a high level of staff investment will allow TEACCH to continue providing other services free of charge and to reach as many families as possible.

TEACCH will continue to provide a wide range of services to support individuals on the autism spectrum as well as their families and local community groups. Many of the services will remain free of charge, such as initial intakes, phone consultation, support groups, parent mentoring, and short-term emergency assistance. Certain types of community support will also remain free.

TEACCH will begin charging for services that require more individualized attention by staff members.

These will include diagnostic evaluations, parent training sessions, counseling sessions for adults with autism, early intervention sessions, formal parent workshops, and other specialized services provided to families or community groups. The decisions about fee-based services were made with regard to meeting the needs of as many families and community groups as possible. Those services requiring high levels of individualized attention and time by staff members per individual and family (e.g., diagnostic evaluations, parent training sessions) will be provided for a fee, while those that



either serve more people concurrently (e.g., support groups) or are more efficient (e.g., phone consultation) will remain free.

TEACCH strives to offer diagnostic evaluations and parent training sessions to North Carolina families in need of these core services. While the exact billing mechanisms and fee structure is not yet in place, consistent with the policies of the other clinical services at the University of North Carolina at Chapel Hill, TEACCH will work with families who need financial assistance to make these core services available to them.

Third party payments will be possible for diagnostic evaluations. However, due to the educational nature of the parent training sessions, the fees for these services (\$50. per session) will not be covered by third party payments. TEACCH has started a fund raising campaign to help families who need financial assistance to help cover these parent training sessions.

As many of you know, there have already been some other types of TEACCH services that have been offered for a fee, for example, consultation to schools or group homes, professional workshops, and social skill groups. These services when available will continue to be offered on a fee for service basis.

Working with children and adults with Autism Spectrum Disorders of all ages and ability levels continues to be the mission and the passion of TEACCH Centers, and TEACCH is exploring every option in order to maximize the support for parents and persons with autism during this challenging economic time.



WNC AUTISM COLLABORATIVE ACTIVE IN ASHEVILLE

By Steven R. Love, Ph.D. Clinical Director Asheville TEACCH Center

In April 2009, the first meeting of the Western North Carolina Autism Collaborative was convened with the goal of bringing together agencies important in the care, treatment, education and support of children with autism spectrum disorder and their families. Growing out of a historically strong collaboration between the Asheville TEACCH Center and the Olsen Huff Child Development Center, and the newly developed Mission Hospital Autism Spectrum Disorders Program under Medical Director, Adrian S. Sandler, M.D., the collaborative serves as a touch point for professionals in the western North Carolina region working with children with autism and Asperger's disorder. Representatives to the collaborative include the aforementioned agencies, the Asheville Children's Developmental Services Agency (CDSA), Autism Society of North Carolina (ASNC), Asheville City Schools, Buncombe County Schools, Henderson County Schools, Family Support Network (FSN), Western Highlands Local Management Entity, and F.I.R.S.T. (Families' Information Resources Support & Technology).

Developments to date have included the establishment of a listserv to promote ongoing discussion of autism issues; helping to support local primary care pediatricians in conducting effective autism screening; making agency collaborative members aware of new program developments and service implementation; coordination of communication between clinical/diagnostic programs and schools; and training issues. At various times, outside presenters have come to make the collaborative team members aware of issues such as Cub/Boy Scouting programs for children with disabilities. Occasional case presentations have also offered a "real world" perspective in discussing the successes and needs of children on the spectrum and their families. It has been the hope of the group that the WNC Autism Collaborative could be a model to other regions of the state as they work around the increasing identifi-

cation, education and intervention needs of our young children with autism.

In December 2010, Steve Love, Ph.D., Clinical Director at the Asheville TEACCH Center, Joe Yurchak, Western Regional Director of ASNC, and Adrian Sandler, M.D., traveled to Chapel Hill to present information on services for children in western North Carolina to a larger state-wide collaborative for autism spectrum disorders, the North Carolina Autism Alliance. Review of the strengths and needs in our region, the strong working relationship between the collaborative agency members and future directions were presented. This presentation sparked a similar request by the Autism Alliance to hear from professionals in the eastern part of North Carolina, which was scheduled for early 2011, and was also well-received. These two events may be indicative of the much needed future trend in interagency coordination at the "grassroots" local level up to the broader state level, to ensure inter-agency appropriate dissemination of knowledge on ASD, possible sharing of resources, continuity of programming, and an ongoing assessment of needs and gaps in services.

Throughout this two-year process of the development of the WNC Autism Collaborative, which has occurred alongside of critical state budgetary problems that many agencies have faced during this period, drawing together to share information and support for each other has been invaluable in these uncertain times. Hopefully the work of the WNC Autism Collaborative can continue to serve as both an acknowledgement of the fine work already accomplished in the western region around autism services, and a guiding force and "think tank" for future developments.



A Parent's Perspective - "Fire in Our Bellies"

By Mary Lou "Bobo" Warren



George Warren

When I first heard about the impending changes that Division TEACCH was facing, I admit I was quite upset. Change is never a bad thing, but what could make it bad is the way it is done or not a good reason for doing it. When I think back to the early days of TEACCH and while sitting in Eric Schopler's office who was then parent consultant to me and my husband, I remember distinctly a serious discussion we had about changing George's therapist from one staff member to another. I resisted the whole idea because I was happy with the progress that George was making. Eric assured me that

George would be ok. I trusted his judgment and went along with the change because he helped me to see that it would be good for George, and it was. George continued to move forward beautifully. So, change can be good if there is a valid reason, openness, and trust built by those who seek the change with those who will be most affected by it.

While we may be saddened by the events that brought us to this new direction for Division TEACCH, we are entering a whole new era in the life of the program, and hopefully, we will embrace it with open arms and trust that it will be good and that those who are responsible will always act in the best interest of those who will be most affected by it.

Back in the days before Division TEACCH became TEACCH, when it was a federally funded research project, the parents were meeting once a month as a group. It was here that a chapter of the Autism Society of America was born, presently, the Autism Society of North Carolina. There were those among us who saw the value of this project and what it had meant in the lives of our children and we sought to make it a permanent program reaching across the state. What you have today would not be here if that small group of parents had sat back and done nothing. We went after lawmakers with "fire in our bellies" for legislation to create TEACCH, to fund the ASNC summer camp, to shape education legislation and to shape the state education rules that govern exceptional children's programs, insisting that our children not be categorized with the emotionally disturbed but have a separate category.

Because much has changed since those early days, and the population now being served has been broadened by the inclusion of a whole spectrum of the disorder, it has become necessary to look at different methods of treatment and training to address specific and individual needs along the spectrum. As we go for-

ward into the future, it will require us all to accept this change and all other changes that will be in the best interest of our children and that will insure that the quality of service that has always been there remains.

As I look forward into the future for my son, George who will be forty-nine this month, we have come a long way together. A lot of what has happened for him has been because I was willing to accept change and to accept the responsibility to create services that would secure his adulthood. He lives comfortably in a group home and has been successfully employed without interruption for thirty-one years. If I had not had Eric Schopler as mentor, friend and teacher, I might not have learned the lesson that change is good or to realize my own capabilities to make positive things happen. For having known him, I am truly grateful. He taught me a lot about myself-that I had strengths I didn't even know I possessed.

Having said all of this, I do not perceive that the work is finished and that everything is ok. I have fought a good fight, but I am getting old. The fight is still there, but the energy is not. As I write this, there are many, many parents with aging children still living at home with no plans for their future—a place to live and meaningful work to do. There are no suitable places for long-term care. I worry about what will happen to George if he outlives his siblings because he is the youngest. I keep thinking that someone needs to be studying what happens to the brain of aging persons with ASD as we are constantly told what goes into the brain and how well we continue to nurture it as we age determines how well we stay mentally. If there is not a lot to build on, does this automatically mean dementia at an earlier age?

Besides a cure, which we all hope for, and I have been waiting for it since George was two, all we have left is treatment, training, recreation, the hope for a good life with meaningful work, with decent, humane, and quality care- living outside the family's home and in the end long term care.

Recognizing that persons with ASD will be adults twice as long as they are children, all the eggs cannot be put into one basket, and I emphasize that. It is time for younger parents to step up to the plate, to take charge and to tackle the issues of adulthood: housing, jobs, long term care and research on aging and doing whatever else is necessary to claim these things for our children in proportion to their needs. Why? Today, you are not where I am or many other parents, facing old age with aging children, but you will be tomorrow.

It is time for younger parents to have the "fire in the belly" that a small group of parents sitting around a table in 1970 had when we recognized something worthwhile and wanted it for all parents and their children in North Carolina. It is my hope that you will answer this challenge. It is also my hope that the new director of Division TEACCH brought about by this change will be the inspiration to parents that Eric was when he lit the "fire in our bellies."

TEACCH Star Heel Awards

By Star Heel Selection Committee

TEACCH is pleased to announce their recipients of this year's University of North Carolina Star Heels awards. These three TEACCH employees were nominated because they demonstrated dedication and commitment to individuals with autism and their families in the best of Tarheel traditions.

Jayson Delisle – Supported Employment
Jill Scercy – Greenville
Kay Sanderlin – Wilmington

Jayson was described by his nominator as one of the most dedicated coworkers she had the honor of working with during her time at the University of North Carolina at Chapel Hill. The nomination went on to describe Jayson as a natural in his role as Supported Employment Supervisor. She said that Jayson's rapport with clients was "simply awe-inspiring." His respect, affection, understanding and devotion to TEACCH Supported Employment clients shine in his interaction with those folks."

Jill, a professional and mother of an adolescent with autism was praised not only for her dedicated work at Greenville TEACCH but the significant contributions she has made and continues to make to her community. Her nomination noted "In addition to her superb leadership as the assistant director of the Greenville Center, she serves on the North Carolina Department of Public Instruction, Council on Educational Services for Exceptional Children, chairs the Pitt County Schools Exceptional Children's Advisory Council and is active with the Pitt County chapter of the Autism Society of North Carolina."

Kay was nominated by both her director and separately by all of the therapists in her office. Both nominations cited her skill with the families that call, come into the center, and her skill in managing the office noting that they are "lost when Kay is absent and we sure are glad she has a cell phone!". The nomination went on to cite that with everything going on in the office, Kay always wears a smile and she works hard to make Wilmington TEACCH a warm and inviting place both for families and staff. Please join us in congratulating this year's winners!



Honorary Fellowship for inspirational Autism expert



Professor Gary Mesibov has been awarded an Honorary Doctorate Degree from The University of Northampton during Summer Graduation Ceremonies today (19 July 2011). Professor Mesibov was recognised for his outstanding contribution over more than 30 years to the understanding and support of children and young people with Autistic Spectrum Disorders. Professor Mesibov's work as a clinician and academic has influenced change in support for countless children, not only in the USA but internationally. After being presented for his Award by Professor Richard Rose of the University's School of Education, Professor Mesibov commented: "I've worked with so many wonderful people at The University of Northampton. It would be difficult to find a more talented and professional group of people. "I've been lucky enough to work with colleagues across many institutions, starting with my education at Brandeis University, Stanford University and The University of Michigan. All have helped me cross the bridge from academia into touching the lives of so many people. "People often don't appreciate the pressures and stress involved for families coping with a young person on the Autistic Spectrum. A key challenge for the future is developing and training people who fully understand the disorder. Developing staff who sufficiently understand Autism is absolutely vital. Training these people, along with further research into special educational needs is an important focus for both myself, and The University of Northampton."

Professor Mesibov's Honorary Fellowship was presented as part of the Summer Ceremonies taking place this week (19 – 22 July) at The University of Northampton, during which time 3,532 students will be graduating.

The Margaret D. Lansing Award Recipient

By Dr. Lee Marcus

The recipient of the Margaret D. Lansing Award, affectionately known as "The Miggie" embodies a number of qualities that were particular to the namesake of this award. These qualities are: creativity, gets the job done, respect and concern for others, collaboration, compassion, and sensitivity and warmth.

The 2011 recipient of this award is Galene Fraley who has demonstrated all of these through a long history with Division TEACCH, beginning during her years of teaching in one of the first autism classrooms in the state in the early 1970s, and then through her long-time work as a psychoeducational specialist and trainer. She surrounded herself in numerous creative projects throughout the years that are part of the "clinic community" and community at large, many of which were attended by or participated in by people with autism.

One colleague nominating her indicated that she "thinks well on her feet" which certainly involves creativity and a strong knowledge base to work from in meeting a variety of work-, or consultation-related challenges. She has always done a great job of *connecting* with projects and/or people who need that kind of support. She knows who to go to, who is the perfect person for a job. Thus, when creativity is needed, she fulfills that need by connecting the "creative person" who has the particular skills needed...with the situation needing specific creativity.

Over her career, she has worked very long hours, spending as much time as needed – above and beyond at times

– to serve families and individuals with autism. One colleague offered that one of her finest qualities is her ability to remain focused on a project--*"She will occasionally forget to do something of lesser importance to her (eat lunch, leave for a dental appt., etc.) because she remains dedicated to getting the job done!"* In her career with TEACCH she began as a classroom teacher, moved into the psychoeducational specialist and trainer role, using all her skills in these differ-



ent vocational pursuits in a steadfast commitment to better the lives of persons on the autism spectrum. During this time, she also completed her Masters Degree.

A strong respect, warmth, and concern for others exemplifies her sensibilities when compared with Miggie Lansing's qualities. (trying to "be like Miggie" was a quality all therapists who met Miggie tried to emulate). For our award winner, this quality comes naturally and continues to remain one of her strongest qualities. She genuinely loves to hear about the lives of people on the spectrum that she knows and loves dearly. One TEACCH colleague said of her: *"She absolutely shines in this area! It is her strength! She consistently is able to put herself, with compassion and hones-*

ty, in the shoes of others." Another commented, *"All interactions, both personal and professional, are handled with tact, honesty, and professionalism. Observing her working with small groups who have members who are sometimes hostile, and her innate respect for other people, automatically drains away apprehensions or hard feelings on the part of those she comes in contact with."*

With regard to collaboration, she has been committed to gathering the "right" people together to achieve particular goals. She actively seeks out others for collaboration. In working with her through the years during classroom trainings and in her spearheading more recently in therapist's meetings, her colleagues have found her to be open and eager to hearing other's opinions and to incorporate them in the process.

Her training as a Social Worker combined with her innate ability to understand others make her the superb professional she is. Her colleagues find her always to be the professional in her words and actions. She willingly shares her knowledge about autism, methods she has found effective, and insights with colleagues regionally and the world over. She truly lives the "history" of the TEACCH program and knows many of the elements of it's development that will be lost with her retirement. Galene is richly deserving of this 2011 Miggie Award because she embodies all the qualities so ably demonstrated by that great lady.

The TEACCH Core Value Award

By Dr. Lee Marcus

The TEACCH Core Value Award was created to honor TEACCH staff members who epitomize the values of TEACCH while serving individuals with autism in non-traditional roles. This year's TEACCH Core Value Award goes to Kathy Hearsey. As an employee of TEACCH, Kathy has embodied the criteria for this award which includes:

- commitment to improving the lives of individuals with autism
- respect for people we serve
- can do attitude
- spirit of collaboration
- commitment to excellence
- commitment to increasing one's knowledge
- recognition of others

Throughout Kathy's 24 years with TEACCH, she has shown the greatest respect and commitment to improving the lives of individuals with autism. She has served in a variety of roles, directing TEACCH's Supported Employment program, running social skills groups, providing individual counseling ses-



sions, and serving as a lead teacher in the elementary and adolescent five day training course. Kathy is much attuned to the individual's learning style and she is always conscious of the individual's and the family's desires. She is constantly developing new training materials which she makes a great effort to share with all TEACCH staff members throughout the state. Kathy is one of those people for whom this award was created to acknowledge. In her work throughout the world, she epitomizes the core values of TEACCH and she has demonstrated these characteristics through her career at TEACCH.

TEACCH Award 2011

By Nancy Dartnall, Clinical Director, Gastonia TEACCH Center

The TEACCH Award is given each year to a professional in North Carolina who does not work for TEACCH and who positively impacts the lives of people on the autism spectrum. This year the 2011 TEACCH Award was given to Ms. Claire Greer.



Ms. Greer began her career as a classroom teacher of students with autism in the Asheville area where she improved the lives of individual students and their families directly on a daily basis. As she advanced in her career to hold administrative positions, in and outside of North Carolina, her sphere of influence for these students widened. Currently, and for the past 5 years, Claire Greer has worked for the North Carolina Department of Public Instruction in the simultaneously held positions of Consultant for Autism, and for Severe and Multiple Disabilities, and Director of the Deaf-Blind Education Project. In the first role she is responsible for support and for developing resources for **all 115 school districts** in North Carolina and has created:

- training for autism assessment teams,
- training for autism problem-solving teams, and
- training the trainer modules for teaching staff to build capacity throughout the state, all of which are available to every school district across the state.

This year she has facilitated the availability of substantial amounts of federal funding to be available to each school district across the state with a Strategic Plan to serve students with autism spectrum disorders. For making an enthusiastically positive impact on education for students with autism spectrum disorders in North Carolina, Claire Greer is extremely deserving of this award and TEACCH is pleased to be able to recognize her work in this way.

iPad Social Activities

By Chris Nealy

Mobile devices have become extremely popular with many parents (and kids) using smart phones and tablets for much more than calling and checking e-mail. The explosion of “app” development has continued to expand the possibilities of exactly how we use these devices. All too often, though, devices such as Apple’s iPad become little more than handheld gaming systems .

Many apps are dedicated to building communication, tracking behavior, or teaching various academic skills. But, how do we incorporate the iPad and all of its next-generation potential while promoting social interaction? With a little innovation, an iPad and its apps can be tweaked and customized to help meet many needs, including building social skills. Here are 3 quick, easy-to-do ideas using **FREE** apps .

“Zoola” Social Exchange & Eye Contact

1. App: Zoola
2. Create a screenshot: hold home button and tap on/off button to take screenshot. E-mail the photo to a computer and print.
3. Cut printout into individual images.
4. Use images as requests, holding by your face to encourage eye contact while identifying the animal. Child will match by touching corresponding image on the iPad and is rewarded with instant animal sounds and images.

Other Skills: matching, proximal pointing, noun identification.



“Virtuoso” Turn-Taking & Sharing Play

1. App: Virtuoso
2. Write letters/numbers of notes to create a rhythm when played (maybe write on strips of colored paper matching the piano keys in the app).
3. Cut the rhythm into 3 to 5 note sections and take turns playing to hear the song! Add sections over time to learn to play a whole song.

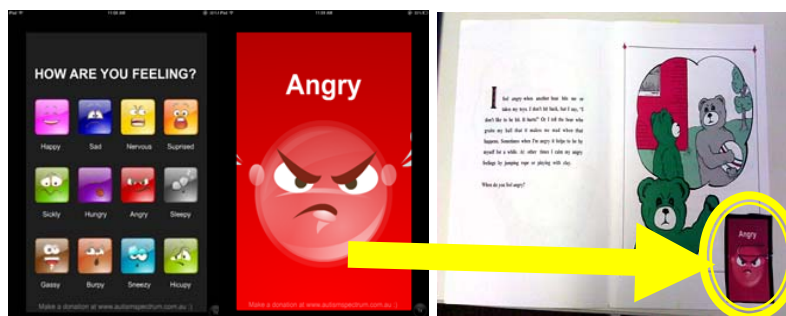
Other Skills: matching, fine motor, sequencing, listening.



“AutismXpress” Showing Character Emotions

1. App: AutismXpress
2. Read a character-based story with child while he has the iPad. Use printed images from AutismXpress in the book to show character’s emotions at various times. The child should be asked to identify the emotion by pressing the iPad icon and showing the screen, or by showing on his own face!

Other Skills: Perspective-Taking, Using a book.





TEACCH

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Thank you to all of the TEACCH Centers and Programs for contributing articles to this newsletter.

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Visit our website www.teacch.com for further information

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- Make and Take -Part II " Making Teaching Activities for Very Young Children with Autism Spectrum Disorders"
- TEACCH Structured Teaching Across the Spectrum
- High Functioning Autism and Asperger's Syndrome
- TEACCH Training for Professionals Working with Adolescents and Adults with Autism
- Fundamentals: Beginning Strategies for Using the TEACCH Approach
- A Workshop on the ADOS (Autism Diagnostic Observation Schedule)
- TEACCH Advanced Topics Seminar
- High Functioning Autism/Asperger's Syndrome
- TEACCH Structured Teaching Across the Spectrum
- High Functioning Autism and Asperger's Syndrome

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TEACCH Newsletter

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