

A Synthesis of Literature Examining the Structured Teaching Components of the TEACCH Model Employing the Use of a Visual Conceptual Model

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A synthesis of research on the TEACCH Model was conducted to determine which components of Structured Teaching under the TEACCH model meet criteria as evidenced based practices using the Reichow, Volkmar, and Cicchetti criteria (2007) along with reporting on the findings of the National Autism Center report (2009). The critical components of the Structured Teaching approach under the TEACCH model as defined by Schopler et al. (1995) are: physical structure; visual schedules; work systems; and task organization. Our analysis found visual schedules met the Reichow et al. (2008) criteria and a case can be made for task organization. A secondary purpose of the synthesis was to visually represent the integration and separation of what researchers mean when they refer to the implementation of the TEACCH model. Components of the Structured Teaching approach under the TEACCH model along with the TEACCH philosophy /model are depicted using a proposed conceptual model.

Keywords: environmental supports, structured teaching, TEACCH, autism, visual systems, work systems, task organization.