

CENTERS/WORK ZONE AREA

DESCRIPTION



- Used to support the whole child so that enhanced growth, development, and meaningful learning can occur
- Used to teach and practice play, life, and employment skills
- Offers various materials and opportunities for hands-on learning
- Encourages social, emotional, physical, ethical, civic, creative, and cognitive development

- Can provide direct instruction or allow student to work independently or with other students depending on the skill (child-guided vs. adult-guided)
- Provide individualized visual supports to meet the needs of each student
- Provide and use communication system
- Collect data



STAFF ROLES

STUDENT OUTCOMES

- Increased acquisition of life/employment skills
- Increased acquisition of play skills
- Improved ability to focus on tasks
- Increased curiosity about the environment
- Increased ability to work with others and manage conflicts
- Improved problem solving skills
- Improved ability to adapt to environmental changes
- Improved communication skills
- Improved organizational skills

EXAMPLE



TEACCH, 2016

REFERENCES

- University of North Carolina TEACCH® Autism Program Five-Day Classroom Training
- **Setting up classroom spaces that support students with autism spectrum disorders.** Shawnee MissionKabot, S., Reeve, C. E., & Heflin, J. (2010). *Setting up classroom spaces that support students with autism spectrum disorders.* Shawnee Mission, Kan.: AAPC.
- Gaumer Erickson, A.S., Noonan, P., & Soukup, J.H. (2016). *College & Career Competency Wheel* (3rd ed.). Lawrence, KS: University of Kansas, Center for Research on Learning. Derived in part from Pellegrino, J.W., & Hilton, M.L. (Eds.). (2012). *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21 st Century.* Washington D.C.: National Academies Press.