

TEACCHing tasks for Autism

Classroom Grant

Bench Elementary School

John English
505 Milton Road
Billings, MT 59105

englishj@billings.k12.mt.us
O: 406-255-3819

Sara Hagen Hull

505 Milton Road
Billings, MT 59105

hulls@billingsschools.org
O: 406-281-6304
M: 406-656-8694

Application Form

Report Fields

Project Name*

Name of project

TEACCHing tasks for Autism

Amount Requested

Amount requested on application.

\$1,000.00

Grade Level

Please select grade level below.

Primary (K-3)

Primary Subject Area

Please select the primary subject area of your grant.

Counseling/Behavioral

School

Please select your school from the list below

Bench Elementary

Number of Students Served

Please enter the number of students that will be served by this grant.

9

Project Cost

What is the total cost of your project?

1000

Statement of Need

Please describe the need for this project. For example, how will this project impact student learning?

Teaching
Expanding
Appreciating
Collaborating

Cooperating Holistic

These are the methods and motivators behind the TEACCH method of learning and living for children with autism. Most children learn best when they can progress at their own pace, and this is particularly true for children with autism, whom I teach. Nonverbal and visual thinking skills are an area of strength for children with autism. When teaching a new skill, I try to think of how you could teach this skill visually. Using a visual approach is more likely to lead to success when teaching any new skill for children with autism. While we use iPads and Google tablets in our classroom, the visual discrimination required without fine motor involvement doesn't produce complete learning and growth. Having a student be able to sit individually and work on a Shoebox Task to put-in, stack, sort, pull-apart, lace, and sequence will produce success for each individual student at their own pace. When a student masters one task, they naturally progress to the next task, and all students understand their own unique successes. These tasks are similar to real-life community jobs and vocations, and will assist students in the future by providing them as many opportunities for learning independent skills as possible. All students have learning potential, and the ShoeboxTasks will allow all students to learn as is best for them, and provide them with future opportunities based on skills learned in hands-on activities. Seatwork and paper-pencil tasks are not appropriate for my nonverbal students with autism, but TEACCH tasks are appropriate and relevant for their needs and future independence. I cannot wait to watch my students learn and grow with individual, motivational tasks.

Primary Goal

Please describe the primary goal of the project and how it blends with School District 2 goals and curriculum.

The goal of an independent living classroom placement is for the student to acquire the skills necessary to live as independently as possible. Our curriculum is designed to emphasize functional objectives. The Shoebox Tasks Basic Curriculum and add-on academic tasks for the TEACCH curriculum directly supports this goal. The independent living classroom is set up to promote independence in school, home, and community so they can live, play and work successfully. Independent Living classrooms require a functional and significantly modified curriculum to benefit students, and the TEACCH curriculum method will satisfy all needs and still promote independence in school and life.

Project Description

Briefly identify the major activities and materials involved in your project.

After attending a TEACCH training and watching the TEACCH instructional DVD, I will purchase as much of the ShoeboxTasks curriculum pieces as I am able with my grant money. I have significantly delayed students in my classroom, many of whom are non-verbal, all of whom will benefit from the visual and fine motor tasks of the ShoeboxTasks curriculum. I will order the 16 tasks Basic Curriculum, to encourage the following tasks: put-in, finger dexterity, one-to-one correspondence, pull apart, stacking, and sorting. I will order a variety of motivational tasks, which include visually exciting motivators such as water tubes, flex tubes, rolling bowls, magnets, beads, pom poms and pipettes. The pre-academic tasks include number correspondence, matching of letters, shapes, numbers and colors, sequencing, and patterning. The pre-vocational tasks involve assembly and packaging, to prepare students for future vocational placements and employment. Each ShoeboxTask is a one-unit activity, presented in a way to reinforce working in a left-to-right manner as we do in the United States. Objects to be moved or used are on the left side, and the finished area is on the right side. Manipulatives are easy to handle, and large enough to prevent swallowing, and each task is in its own shoebox-size hard plastic container. Providing students with the opportunity to work on their own at their own pace will greatly assist their learning and independence, as they will complete each task without teacher assistance. All curriculum will come from www.shoebboxtasks.com with support from the University of North Carolina TEACCH Autism Program.

Professional Development

If your project includes professional development how will it improve student performance?

I will be attending a 3-day training on using and implementing the TEACCH method. This training is provided by the Office of Public Instruction through their autism training department. It is being designed for teachers and therapists, and I hope to glean working knowledge and experience to bring back to the classroom to best use the ShoeboxTasks Basic Curriculum I will be purchasing to use in the classroom. I will be purchasing a TEACCH instructional DVD to show to my paraprofessionals so I can provide some education to my support staff as they work with students.

Project Timeline

When will you implement your project?

As soon as I attend the TEACCH training, I will bring back information for my classroom paraprofessionals and associated therapists. After receiving the grant, I will order all ShoeboxTasks as well as the TEACCH DVD. The DVD will be shown to my paraprofessionals and we will all practice all ShoeboxTasks so we understand the skills taught and needed to complete each task. I will implement the curriculum as soon as I am able to order it.

Plan for Evaluation

How will you evaluate student outcomes for your project?

Student outcome evaluation will be visual. If a student has achieved success with a ShoeboxTask, their manipulatives will be on the right-hand "finished" side. Student attitudes and involvement will be readily seen and experienced as they will be able to maintain a calm attitude working on their own on a visual and fine motor vocational task. ShoeboxTasks for the TEACCH curriculum should assist student behavior as well as pre-academic IEP objectives.

Project Budget

Please explain how the funds from this grant will be spent to support your project goal. You can either type or upload a project budget to show how funds will be used. Please identify other funding sources if applicable.

TEACCH Instructional DVD \$25
ShoeboxTasks Basic Curriculum: Full Set Tasks 1-16 \$300
Motivational Tasks \$155
Fine Motor Eye-Hand Coordination Tasks \$245
Pre-Academic Tasks \$160
Pre-Vocational Tasks \$115
TOTAL: \$1000

Supervisor Approval*

I have received approval from my supervisor to apply for this grant.

yes

Attachment 1

Please attach any photos, pages from catalogs, or other documents below. This is completely optional.

Screen Shot 2014-03-10 at 11.03.45 AM.png

Attachment 2

Screen Shot 2014-03-10 at 11.00.26 AM.png

Attachment 3

Screen Shot 2014-03-10 at 11.03.23 AM.png

File Attachment Summary

Applicant File Uploads

- Screen Shot 2014-03-10 at 11.03.45 AM.png
- Screen Shot 2014-03-10 at 11.00.26 AM.png
- Screen Shot 2014-03-10 at 11.03.23 AM.png

UNC SCHOOL *of* MEDICINE

TEACCH Autism Program

SHOEBOXTASKS® BASIC CURRICULUM



PRE-VOCATIONAL TASKS



**Task19 Megablok
Assembly**

The individual matches a given order of red, yellow and blue megabloks, assembles the pieces, and puts them in the finished area. Mastery of this type of visual instruction and organization is foundational to many students attaining meaningful work later in life.



\$35.00



**Task23 Match,
Assemble,
Package**

A multi-step activity: matching objects to pictures, assembly and packaging—a simple format teaching a variety of skills. Teaches organization through the use of visual structure and includes two distinct packaging activities.

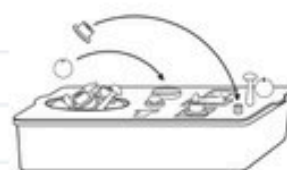


\$40.00



Task37 Variations

Variations demonstrates that objects can be used in a variety of ways. A bead can be matched to a picture, dropped in a hole, and stacked on a dowel. The Task is finished when all three sets of objects are in their designated places.



\$40.00