



Service Priorities and Programmes
Electronic Presentations

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Use of Treatment and Education of Autistic and related Communication Handicapped Children (TEACCH) approach to Patients with Severe Intellectual Disabilities in Siu Lam Hospital (SLH)

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Introduction

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TEACCH is a structured framework to support achievement of educational and therapeutic goals to enhance quality of life for individuals with Autism Spectrum Disorder (ASD). In view of its structured and systematic nature, TEACCH approach has been adopted into skills training program for patients with severe learning disabilities and autistic traits in SLH.

Objectives

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- To promote self-efficacy by acquiring adaptive skills.
- To increase learning motivation and independence.
- To enhance quality of life.

Methodology

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The teaching strategies provide:

- (a) Structured physical setting and individual working station to avoid distraction.
- (b) Tailor-made schedule book to facilitate learning.
- (c) Structured work system and incentive to promote learning motivation.
- (d) Visual support to ensure correct task completion.

Phase 1

- Plan the timeline of the program. Form the team. Gain top management support and obtain resources. Gain experience from related hostels. Arranged staff training.
- Recruit suitable patients from March to May, 2017.

Selection criteria: patients should have (1) learning characteristics of autism, i.e.,

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visual learner, learn through modeling, and hands-on tasks; (2) fine and/or gross motor skills; and (3) willingness to cooperate.

- Environment modification

Purchase suitable furniture and equipment to set up the TEACCH room.

Phase 2

Assess the patient and design individualized schedule book. Implement the program and apply teaching strategies as appropriate. Consistent and repetitive teaching strategies were used. Staff meetings were held for discussion and ensure effective communication.

Phase 3

Refine the program if necessary. Review the progress periodically among team members.

Result

Results

In December, 2017, 50% of potential patients were involved. About 40% of patients learnt more complex skills. 80% of patients were more independence in the task accomplishment as evidenced by a 50% decrease in nursing time being consumed. The attention span of all the patients was lengthened by 50%. It showed learning motivation and independence of patients was increased.

Conclusions

As a pilot scheme, TEACCH approach demonstrated effective teaching strategies to our patients in acquiring adaptive skills, increasing learning motivation and independence. It in turns enhanced patients' quality of life.

The way forward

The program will be extended to ward level in the future.