



Vinci A., R.De Seta,Cannatelli V., Cortese A.

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# THE TEACCH APPROACH: DIFFERENCES IN COGNITIVE AND BEHAVIORAL PERFORMANCES



# Reggio Cal Sud of ITALY

History

Nature



# INTRODUCTION

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It is debated if TEACCH intervention is more effective in cognitive development, in behavioural development, or in both performances

# THE AIM

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To determine whether a  
TEACCH *approach* may  
be effective on both  
cognitive and behavioural  
performances

# SUBJECTS

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8 autistic subjects (ranging in age 8 and 17 years ) with:

- severe mental retardation, (Psychoeducational Profile /Revised, PEP/R, : 10 months to 3 years)
- severe behavioural disturbances
- no verbal communication

# STUDY DESIGN

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ASSESSMENT

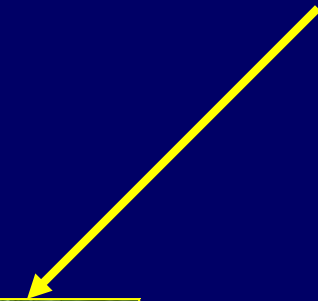


*1 year Treatment*



RE-ASSESSMENT

Wilcoxon test



# *ASSESSMENT*

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- Psychoeducational Profile (PEP/R)
- Analysis of communication in different contexts
- Behavior observation

# *TREATMENT*

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- Behavior modification (shaping, fading, task-analysis)
- TEACCH-based planning:
  - Spatial and temporal structuring
  - Work and material organization
  - Visual aids to facilitate receptive and expressive communication

*No treatment for behavior disturbances*



# RESULTS

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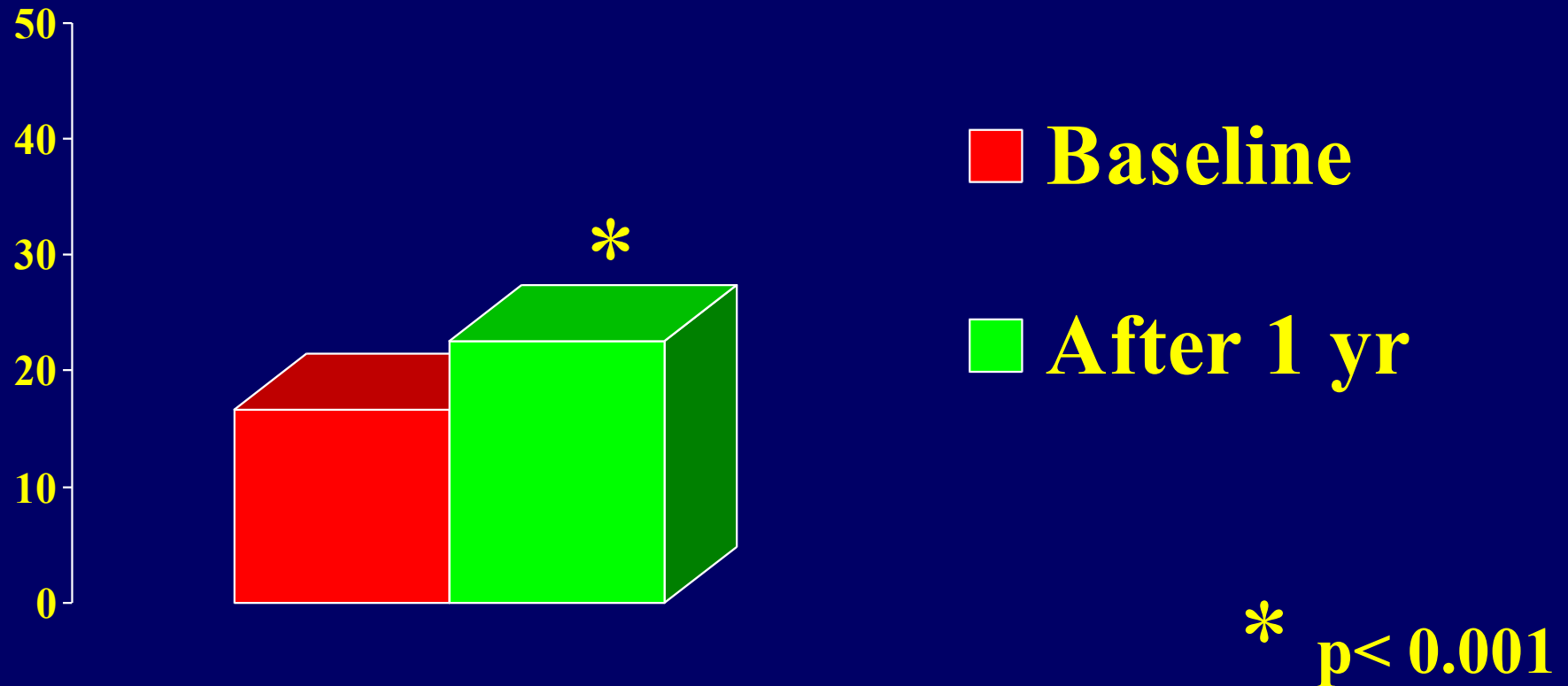
**Significant improvements were found in the following subscales:**

- **developmental age (from  $16.62 \pm 8.4$  to  $22.63 \pm 9.2$  months: FIG. 1)**
- **mental development (from  $33.13 \pm 25.5$  to  $48.38 \pm 23.23$  goals: FIG. 2).**

**No significant improvement was found in the behavioral scale (FIG. 3)**

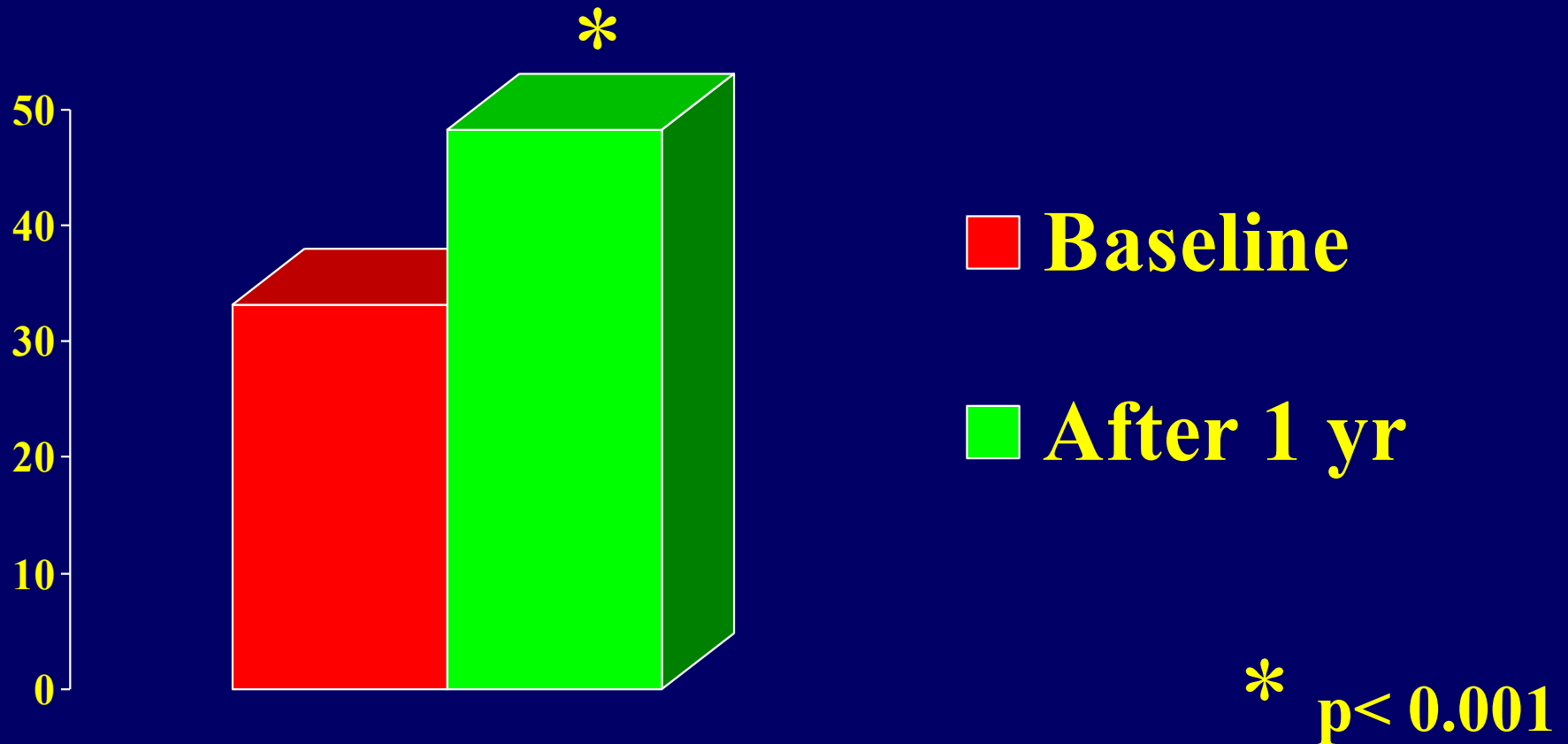
# FIGURE 1

## DEVELOPMENTAL AGE (months)



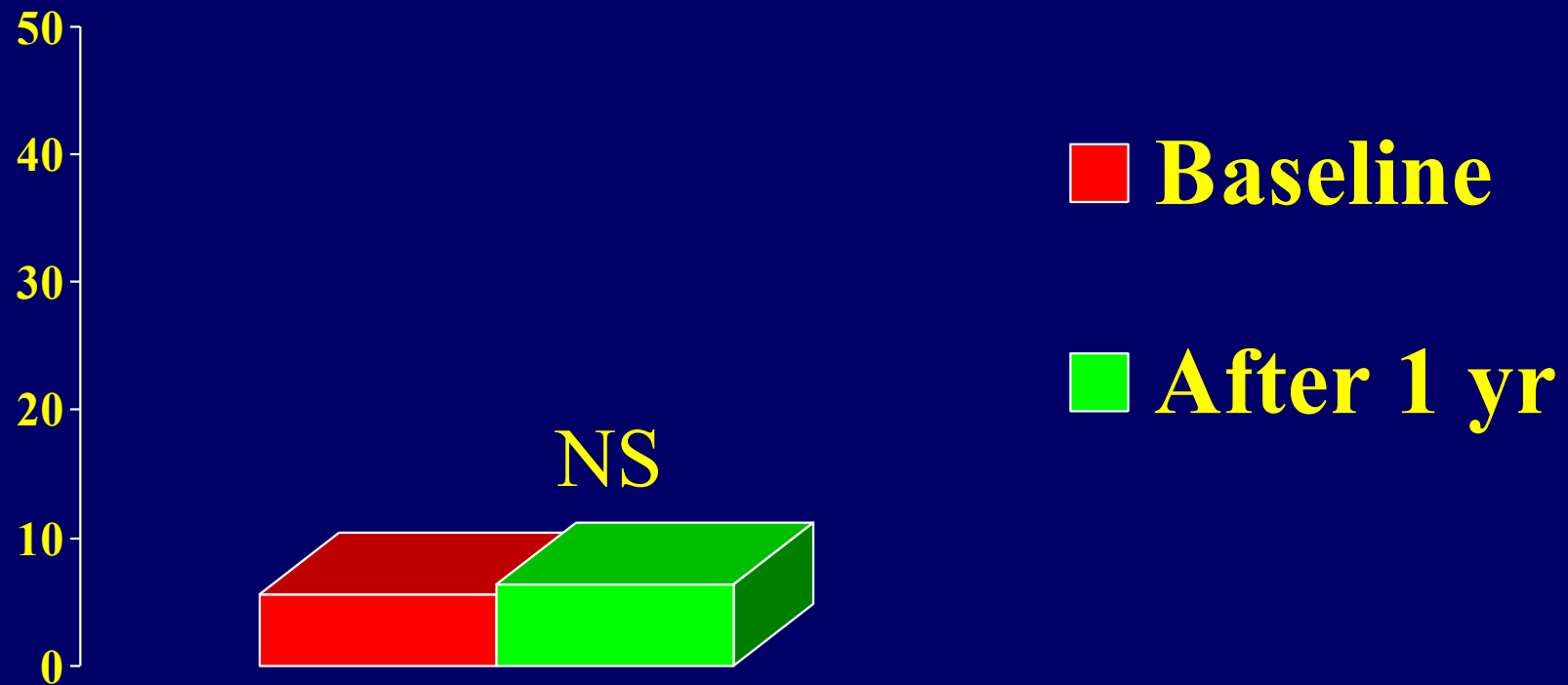
# FIGURE 2

## MENTAL DEVELOPMENT (goals)



# FIGURE 3

## BEHAVIOURAL SCALE



# CONCLUSIONS

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- TEACCH approach improve cognitive performances of autistic subjects with mental retardation.
- TEACCH approach does not improve behavioral performances.

**This finding may be due to a lack of generalization and suggest the need of specific trainings in several contexts.**