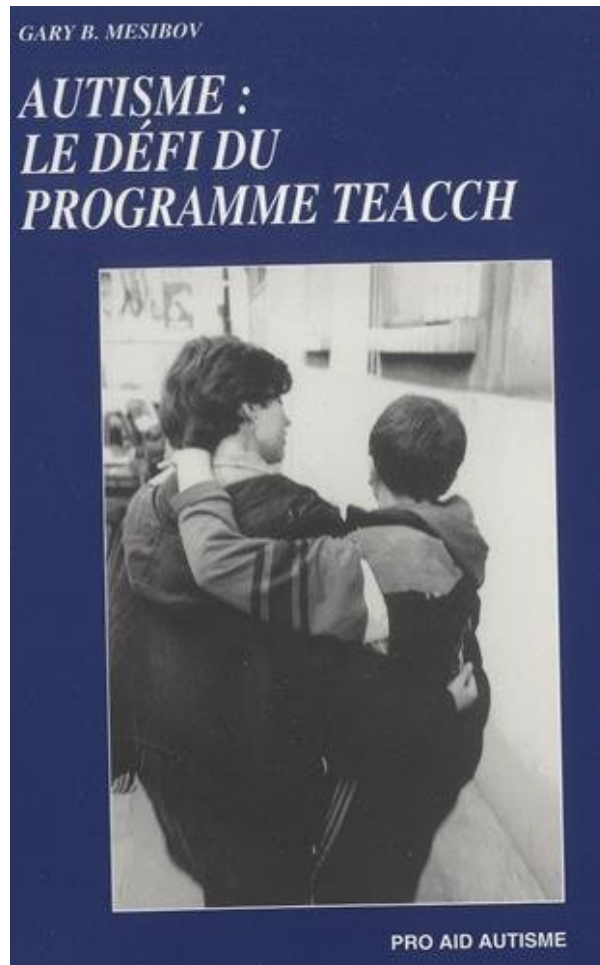


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In French Le programme Teacch est né au sein d'un groupe psychanalytique (Speer & Lansing, 1965) organisé pour les enfants autistes et leurs parents à l'université de Caroline du Nord au début des années 60. Un enseignant de l'université, le fondateur de la division Teacch, Eric Schopler, commença à participer au programme à l'époque fondé sur des principes psycho-dynamiques. L'intervention consistait en une thérapie psychodynamique de groupe pour les enfants qui leur donnait totale liberté d'exprimer leurs sentiments, et une thérapie de groupe intensive pour les parents, alors soupçonnés d'être la cause du handicap grave de leur enfant. Chapitre 1 : Le programme TEACCH : historique et description d'ensemble Chapitre 2 : Aider les enfants autistes, aider leurs parents Chapitre 3 : La normalisation et sa pertinence de nos jours Chapitre 4 : L'enseignement structuré Chapitre 5 : L'évaluation dans la classe Chapitre 6 : Des enfants autistes scolarisés en école primaire : l'enseignement des comportements sociaux Chapitre 7 : Quelques réflexions sur l'acquisition des compétences sociales (enfants, adolescents et adultes) Chapitre 8 : Diagnostique et évaluation des autistes adolescents et adultes Chapitre 9 : Elaboration de programmes pour adolescents autistes au sein de la société Chapitre 10 : L'éducation sexuelle des personnes autistes Chapitre 11 : Perspectives thérapeutiques des adolescents et adultes de "haut niveau" Chapitre 12 : La culture de l'autisme : de la compréhension théorique à la pratique éducative

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