TEACHTOWN®

Exceptional Solutions for Exceptional Students

Product Suite Overview

Welcome to TeachTown

We founded TeachTown with one clear mission: To help children diagnosed with autism spectrum disorders (ASD) and special needs. Today, one child in 50 is diagnosed with an ASD; and many others have developmental and/or intellectual disabilities. Teachers, therapists, and parents need proven tools and strategies that can help them meet educational goals and increase every child's intellectual and social functioning.

TeachTown focuses exclusively on children with autism spectrum disorder, developmental disabilities, and intellectual disabilities – providing them with the only educational treatment that has been scientifically validated: Applied Behavior Analysis (ABA). ABA is widely recognized as an effective treatment for these student populations, but it has also been costly and complicated to implement – until now. TeachTown's products, which utilize evidence-based best practices from ABA and combine computer-delivered and teacher-led ABA instruction, make it easy to deliver this proven treatment with existing staff in any school or setting.

What This Means For You

1. Measurably accelerated student learning

TeachTown: Basics provides an extensive data-tracking system that exceeds the reporting requirements for public special education in all 50 states. You can view each student's overall progress through the entire curriculum or look at individual lessons and rates of skill acquisition.

2. Improved student behavior, resulting in less behavior referrals

Research has shown that computer learning can often result in faster acquisition of skills and greater motivation for many children. In a recent study funded by the US Department of Education, using *TeachTown: Basics* led to positive changes in behavior, language, and social interaction for children with ASD.

3. Faster track to student independence

TeachTown's adaptive technology tailors the instruction to each individual student. Students stay on task while engaged in productive educational activities.

4. Cost-effective treatment

Many students with ASD, developmental disabilities, or intellectual disabilities require one-on-one instruction and/or a dedicated aide. This can be inefficient and costly. TeachTown's software makes it possible to offer customized and adaptive instruction anywhere, at any time, in a way that fits your budget.

5. Reduced teacher and paraprofessional attrition

Working with special-needs students can be challenging even for the most dedicated and well-trained educators. TeachTown offers a lifeline for teachers and paraprofessionals, providing them with an effective, easy-to-use tool that helps keep students engaged and on track. Teachers who use TeachTown experience greater satisfaction and less burnout.

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TeachTown: Basics Overview

How it works

TeachTown: Basics offers a **blend of computer-delivered and teacher-led ABA instruction** proven to increase a student's vocabulary, listening skills, social-emotional development, independence, academics, and intellectual skills. The program is designed to provide learning tools and teaching strategies for children with a developmental age between 2 and 7.

Students meet a cast of engaging, relatable animated characters who accompany them through various computer lessons. Students are asked to match letters and shapes, identify numbers, make comparisons, and perform similar tasks that align with our six targeted learning domains. Rewards are offered on an intermittent reinforcement schedule.

Data are automatically captured and tracked and can be shared among team members to set program goals. Teachers and other team members can leave session notes to connect with one another; student progress reports and graphs are available to everyone on the education team. Each student's information can be synchronized across multiple locations from a secure server, making *TeachTown: Basics* a truly portable therapy.

In the generalization lessons, activities focus on relationship building and naturalistic play activities. The motivating, child-friendly activities are designed to be easy to understand and implement.

TeachTown: Basics **covers six key learning domains:**

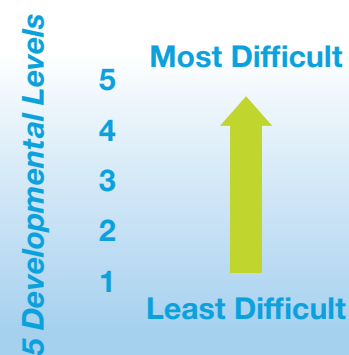| Adaptive Skills | Intellectual Disabilities Skills | Language Skills | Language Development | Math | Social & Emotional Skills |

5 Developmental Levels

Most Difficult

5
4
3
2
1

Least Difficult

Includes 800 Lessons

Teaches 10,000+ Concepts

Uses 24,000+ Resources

Program components

- *TeachTown: Basics* **Generalization Lessons**
- *TeachTown: Basics* **Software**
- *TeachTown: Basics* **Software and Reference Guide**

The Basics of *TeachTown: Basics*

Computer Lessons	Generalization Lessons	Data-Tracking	Note-Taking	Synchronization and Update
Comprehensive, self-adjusting curriculum. Engaging for children.	Relationship-building. Naturalistic play activities. Enhances generalization.	Automatically tracks progress. Share with other team members to set program goals.	Leave session notes. Connect everyone on the child's team.	Portable therapy, synchronizes across multiple locations. Secure server. Updates curriculum automatically.

Research

Applied Behavior Analysis (ABA)

ABA lies at the heart of *TeachTown: Basics*. ABA, previously known as behavior modification, is the science that studies environmental events that change behavior. In ABA, the emphasis is on positive reinforcement, positive social interactions, and enjoyable learning. The National Research Council has called ABA the most effective treatment for children diagnosed with ASD.

Instructional Methodologies Include:

- *Discrete Trial Training* is a behavioral treatment intervention using the principles of Applied Behavior Analysis and derived from the work of Ole Ivar Lovaas, a UCLA psychologist considered to be one of the fathers of ABA. Discrete Trial Training takes a large or long-term goal and breaks it down into small, achievable steps. A particular trial may be practiced numerous times until the skill is mastered.

- *Pivotal Response Training (PRT)* is a behavioral treatment intervention based on the principles of ABA and derived from the work of Koegel, Schreibman, Dunlap, & Horner. PRT incorporates task interspersal, direct reinforcement, and the role of choice. Key pivotal behaviors, such as motivation and responsiveness to multiple cues, have been identified for students with autism.

- *Incidental Teaching* provides structured learning opportunities in the natural environment by using the child's interests and natural motivation. Incidental teaching was developed to increase language and social responses by maximizing the power of reinforcement and encouraging generalization (Hart & Risley, 1968, 1974; McGee, et. al., 1999).

- *Use of Visual Supports* — Visual supports are tools that are used to increase the understanding of language, environmental expectations, and to provide structure and support (Charlop & Milstein, 1989, Campbell, et. al., 1995; Schreibman, Whalen, & Stahmer, 2000).

Our Scientific Team

At TeachTown, students with special needs are our exclusive focus, and our products are based on rigorous, up-to-the-minute research. *TeachTown: Basics*, our flagship product, uses evidence-based best practices from Applied Behavior Analysis (ABA), speech and language pathology, and developmental psychology to help students master a wide range of meaningful skills across multiple domains. *TeachTown: Social Skills* teaches behavioral improvement to children diagnosed with ASD through animated video modeling.

We have assembled a team of leading experts in the field to ensure that our products are effective, appropriate, and based on science. Our team includes; educators, researchers, and scientists from the following academic institutions:

UC SAN DIEGO SCHOOL OF MEDICINE

UCSF

UNIVERSITY OF CALIFORNIA SANTA CRUZ

STANFORD SCHOOL OF MEDICINE

THE UNIVERSITY of NORTH CAROLINA at CHAPEL HILL

UNIVERSITY of WASHINGTON

MICHIGAN STATE UNIVERSITY

SARRC

UCLA DAVID GEFFEN SCHOOL OF MEDICINE

Reinforcers/Rewards

Computer-assisted Discrete Trial Training (DTT)

Trial difficulty is controlled by within-stimulus prompting, which has been shown to result in better discrimination, faster generalization, and independence. When necessary, a least-to-most prompting strategy is utilized.

There are many benefits to using *TeachTown: Basics* for computer-assisted DTT:

- The program is adaptive, automatically adjusting difficulty levels and selecting lessons based on student progress.

- Each student's data are automatically collected and reported.

- The stimuli in trials differ from pre- and post-tests, to help ensure concept learning rather than memorization.

- A least-to-most prompting strategy is used, paving the way for error-free learning.

- Educators can customize the curriculum, based on the individual student's needs or IEP goals.

Effective and Research-Based Use of Rewards

Rewards, also known as reinforcers, are a key component of ABA, and of *TeachTown: Basics*. Rewards can be defined as a stimulus that increases the future rate of the behavior with which it is connected. Decades of research show that when a behavior is rewarded, it is more likely to be repeated. In *TeachTown: Basics*, rewards take the form of brief games and cartoons offered to students during the lessons, as well as praise for tasks completed correctly. In *TeachTown: Basics* – in keeping with ABA philosophy – the student receives no reinforcement, positive or negative, for behaviors that should not be repeated.

Reinforcement is key to keeping students on task.

- An intermittent reinforcement schedule is an effective way to keep students responding.
- The rewards are self-limiting, lasting only 30 seconds before returning to the lesson.
- The rewards use engaging characters that motivate students to learn.

Exceptional Solutions for Exceptional Students

Generalization Lessons

Software Alone Is Not Enough!

TeachTown: Basics is a complete program. We don't believe in "teacher in a box."
Generalization activities are a fundamental part of the program and of any ABA therapy. Such activities are necessary for students to demonstrate acquired skills in a different educational setting.

Generalizes skills student is learning on the computer

Lesson teaches additional skills that are best taught by people

Instructions are clear and use everyday language. Lessons are para-educator and parent deliverable

Our program offers 300 generalization lessons that are expressly written for teachers and caregivers and are easily implemented. The curriculum for the generalization lessons includes the same 6 learning domains and 5 levels as the computer curriculum, and each activity is linked to one or more lessons in the *TeachTown: Basics* software. Within each activity there are specific objectives that can be directly linked to and included in a student's Individualized Education Plan (IEP).

I Spy

0 Setup Time **15** Activity Time

☺ **Social and Emotional Level: 3**

Connection to Computer Curriculum
TeachTown®: Basics Eye Gaze, Friend Rules

Learning Objectives
Your student will follow the eye gaze of a peer or an adult.

Related Skills: Attending, imitation, initiation, turn taking

🚫 **Materials Needed**
Interesting posters and items to put around the room (optional)

Preparation:
Gather your students in an appropriate area.

▶ **Instructions**

1. Tell your students that you are going to play "I Spy" with just your eyes. Look at something big in the room in an obvious way. See if your students can follow your eyes and guess what you're looking at.

2. If your students do not name the item that you're looking at, add a verbal clue. While looking at the item, say, "I spy something blue."

3. Continue looking at the item and keep giving clues until your students name the item.

4. Repeat this activity multiple times until your students can name items by just following your eyes.

5. Let your students take turns spying new items. Encourage the student that's spying to look at an item and to give clues as needed.

I spy something blue!

Make It Fun: Put new and interesting items and pictures up in the room to look at.

Make It Meaningful: Have visitors enter quietly (e.g., parents at pick up time) and just look at the parent until the other students notice.

Make It Easy: Use a pointer or flashlight to show your students how to follow your eyes.

Make It Hard: Do not look at the item the entire time, but rather look at it in shorter intervals.

Related Activities:
1. Sing the following song with your students. "Do you see what I see? Follow, follow me. Look up high, look down low, look to the side fast, look to the other side slow. Do you see what I see? Follow, follow me." Have your students practice following your eye gaze. This song follows tune of the song "Do What I Am Doing, Follow Follow Me."

2. Have all your students hide, except two of them. One student should wear a blindfold and the other student should watch as everyone else hides. Once your students are hidden, the student that did not wear a blindfold should give directions to the other student. However, they cannot move from where they are standing and cannot point or speak. Your student can only look to where your students are hiding. Then, have your searching student take off their blindfold and follow the eye gaze of the other student. The searching student can follow the eye gaze to find the hidden students.

TEACHTOWN®: Basics   **77**   **Appropriate for** — School Home Group Individual   **Activities**
Social and Emotional – Level: 3

There are numerous opportunities for **individualizing the activities.** A sliding ability curriculum map within each activity makes it easy to provide differentiated instruction for every student:

- Make it Fun. Gives a different way to do the activity to make it more fun
- Make it Meaningful. Provides suggestions of how to make the activity more meaningful for your student
- Make it Easy. Gives a different way to do the activity to make it easier for your student
- Make it Hard. Gives a different way to do the activity to make it harder for your student
- Related Activities. Suggests other activities you can do with your student to build similar skills

Each activity has simple instructions on:

- How to prepare the materials
- How long it will take to prepare the activity
- How to do the activity with students
- Where the activity should be implemented (i.e., home, school, outside)
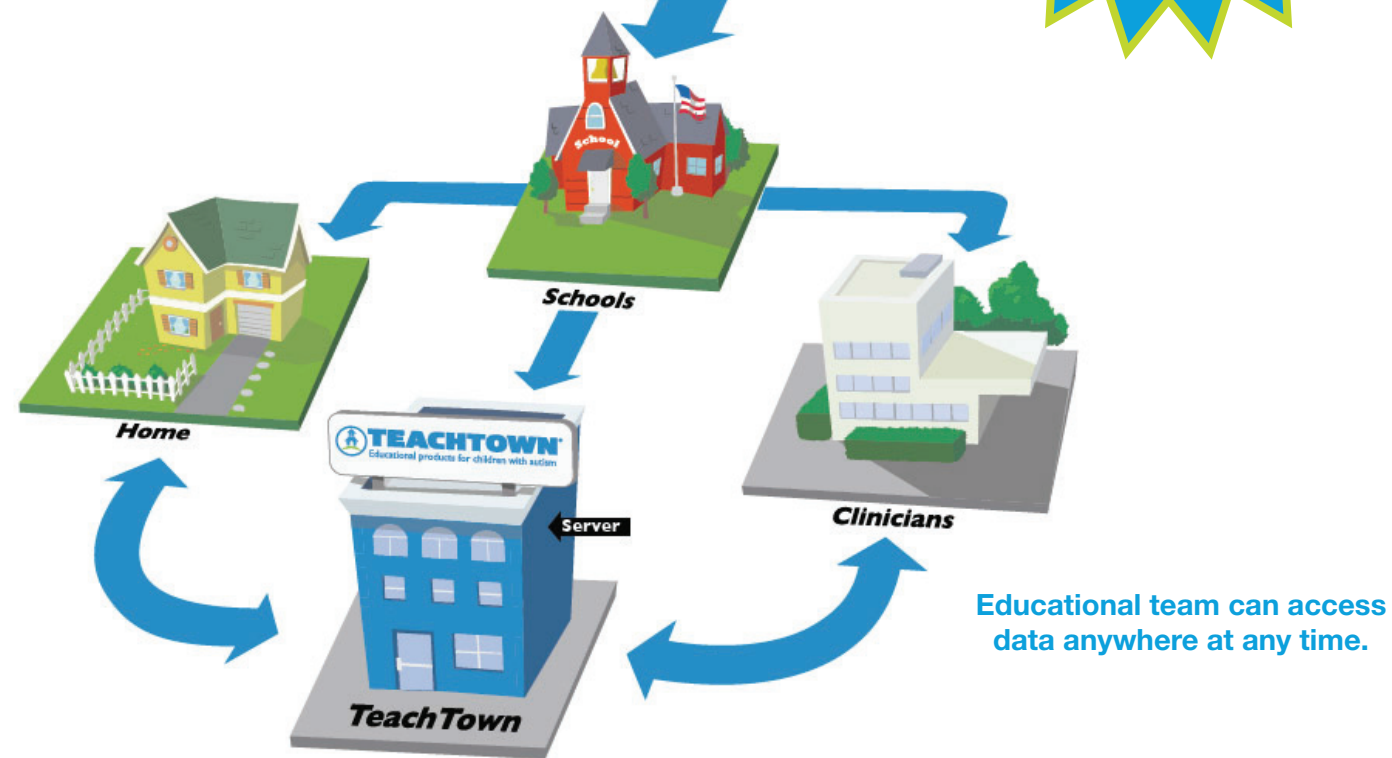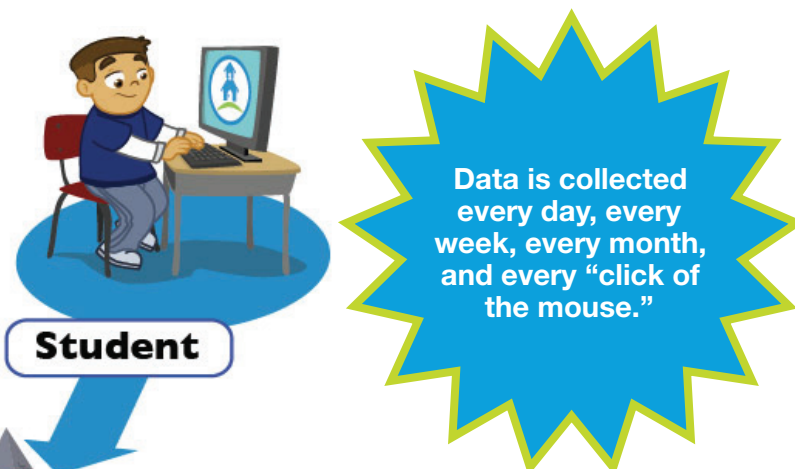
Verbal students practice expressive language

Instructional tips for differentiating instruction

Progress Monitoring

The automated data tracking and reporting that is an integral part of *TeachTown: Basics* will make your life easier and simpler. With *TeachTown: Basics*, you have a powerful tool for **quantifying and measuring student progress**, making it easy to demonstrate compliance with students' IEPs, state standards, and Common Core Standards.
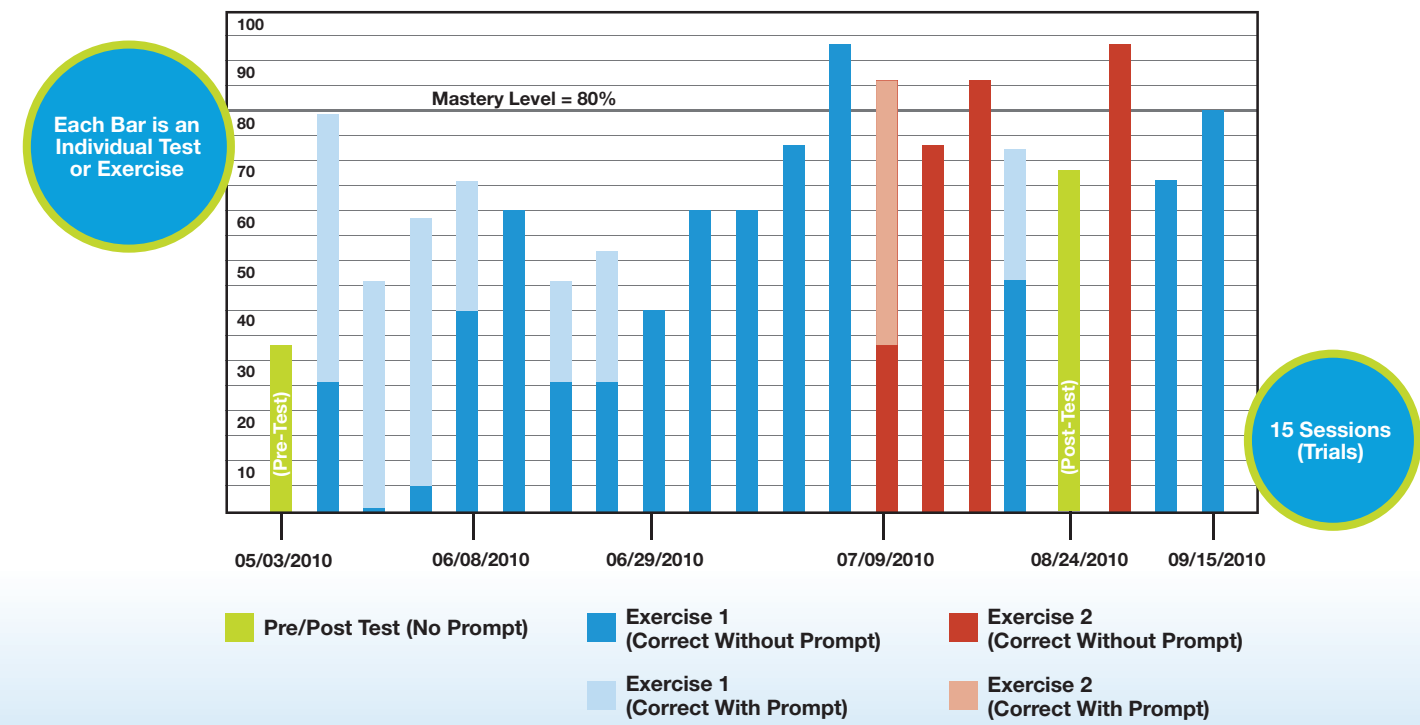
Student progress is recorded, analyzed, and organized into reports automatically and is available in real-time to everyone on the student's education team. Teachers and administrators are provided the automated data analysis in the form of graphs and reports for IEP meetings and report cards. They receive daily, weekly, and monthly feedback to determine where a student may need attention, enabling them to tailor the program to each student's needs. Administrators may view results at the district level as well as drill down to disaggregate results to the individual student.

TeachTown: Basics provides automatic data tracking and collection synchronized by a hosted data server which allows for consistent programming, so students can continue in-progress sessions in any location

Data is collected every day, every week, every month, and every "click of the mouse."

Student

Schools

Home

Server

Clinicians

TeachTown

Educational team can access data anywhere at any time.

Here are some examples of the kind of detailed, meaningful reports that are generated with TeachTown Basics:

Lesson: Toys 1 Domain: Social and Emotional

Each Bar is an Individual Test or Exercise

Mastery Level = 80%

(Pre-Test)

(Post-Test)

100
90
80
70
60
50
40
30
20
10

05/03/2010   06/08/2010   06/29/2010   07/09/2010   08/24/2010   09/15/2010

15 Sessions (Trials)

Pre/Post Test (No Prompt)

Exercise 1 (Correct Without Prompt)

Exercise 2 (Correct Without Prompt)

Exercise 1 (Correct With Prompt)

Exercise 2 (Correct With Prompt)

To view additional examples of reports, go to:
www.teachtown.com/Basics/Reporting

Effectiveness

TeachTown: Basics gets proven results

Study Details

District: Los Angeles Unified School District

Study Designs: Randomized Controlled Trial (RCT)—Random assignment to treatment and comparison groups at the classroom level

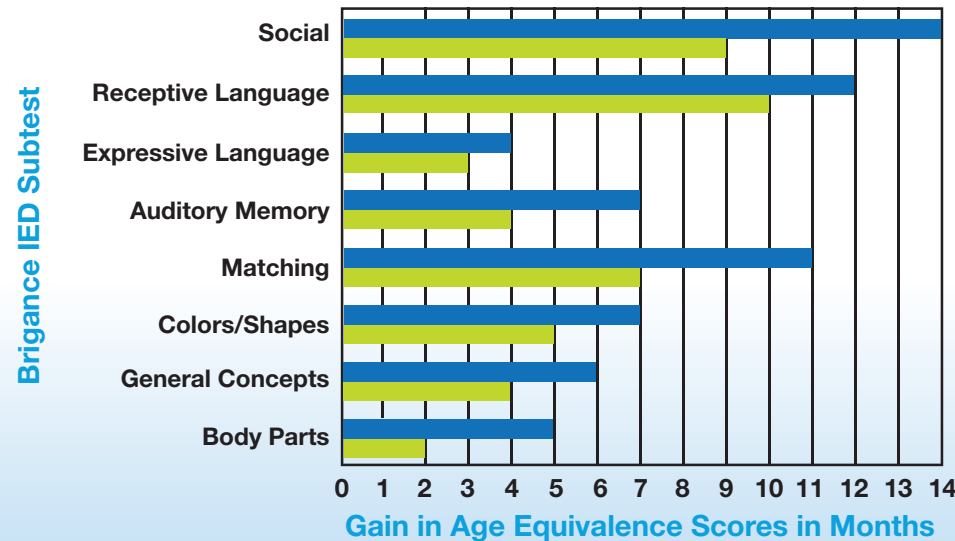Participants: 47 students with autism in four Pre-K and four K/1 classrooms

Timing: Fall 2009

Duration: 3 months

Implementation: Treatment group used *TeachTown: Basics* software 15 minutes a day

Independent Measure: *Brigance Inventory of Early Development (IED)*

TeachTown Gains Exceeded Control Group by 2-5 Months on Virtually all Measures

Brigance IED Subtest

Social
Receptive Language
Expressive Language
Auditory Memory
Matching
Colors/Shapes
General Concepts
Body Parts

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14

Gain in Age Equivalence Scores in Months

■ TeachTown Students (n = 22)
■ Control Students (n = 25)

Study Details

District: Killeen Independent School District, TX

Study Design: Pretest-posttest nonrandomized comparison group design

Participants: 90 students with disabilities (38 With Autism) in preschool and pre-K
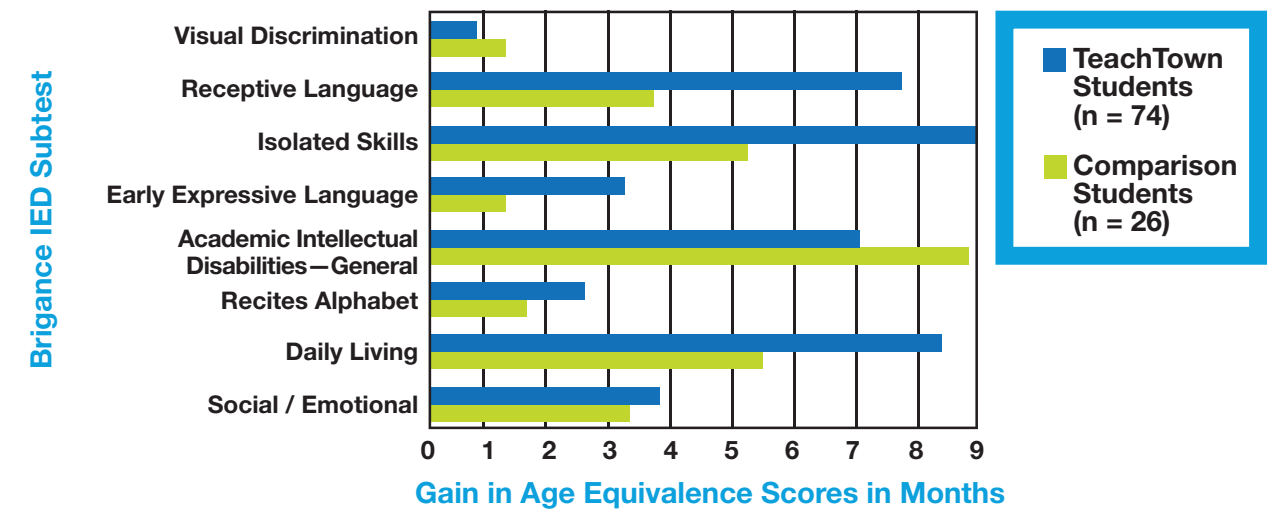
Timing: 2009–2010 school year

Duration: 7 months

Implementation: Treatment group used *TeachTown: Basics* 15 minutes a day

Independent Measure: *Brigance Inventory of Early Development (IED)*

TeachTown Group Outgained Comparison Group Despite TeachTown Students Lower Baseline Scores on All But Two Measures

Brigance IED Subtest

Visual Discrimination
Receptive Language
Isolated Skills
Early Expressive Language
Academic Intellectual Disabilities—General
Recites Alphabet
Daily Living
Social / Emotional

0 1 2 3 4 5 6 7 8 9

Gain in Age Equivalence Scores in Months

■ TeachTown Students (n = 74)
■ Comparison Students (n = 26)

Study Details

District: Anson County School District, NC

Study Design: Single group pretest-posttest design

Participants: 158 at-risk kindergarten students from four high poverty elementary schools
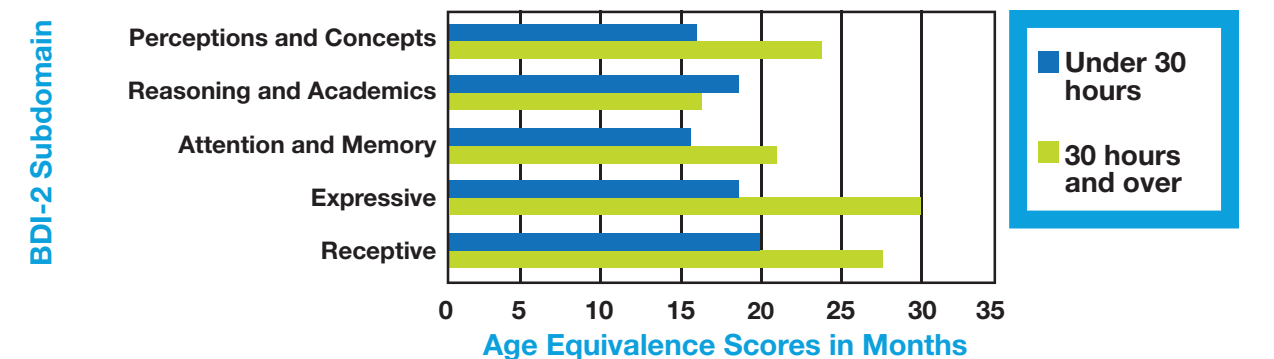
Timing: 2009–2010 school year

Duration: 9 Months

Implementation: Teachers were asked to implement the software 15 minutes per day. Actual use varied.

Independent Measure: Battelle Developmental Inventory (BDI-2)

Results: Students who used the software at least 10 minutes per day (30 hours/academic year) showed greater gains on four out of five subdomains of the Battelle compared to students who used the software less than 30 hours. Results were statistically significant in the Expressive Communication subdomain only.

Gained 19 Months on Average Across All Subdomains over 9 Months of TeachTown Instruction

BDI-2 Subdomain

Perceptions and Concepts
Reasoning and Academics
Attention and Memory
Expressive
Receptive

0 5 10 15 20 25 30 35

Age Equivalence Scores in Months

■ Under 30 hours
■ 30 hours and over

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Visit us at www.teachtown.com
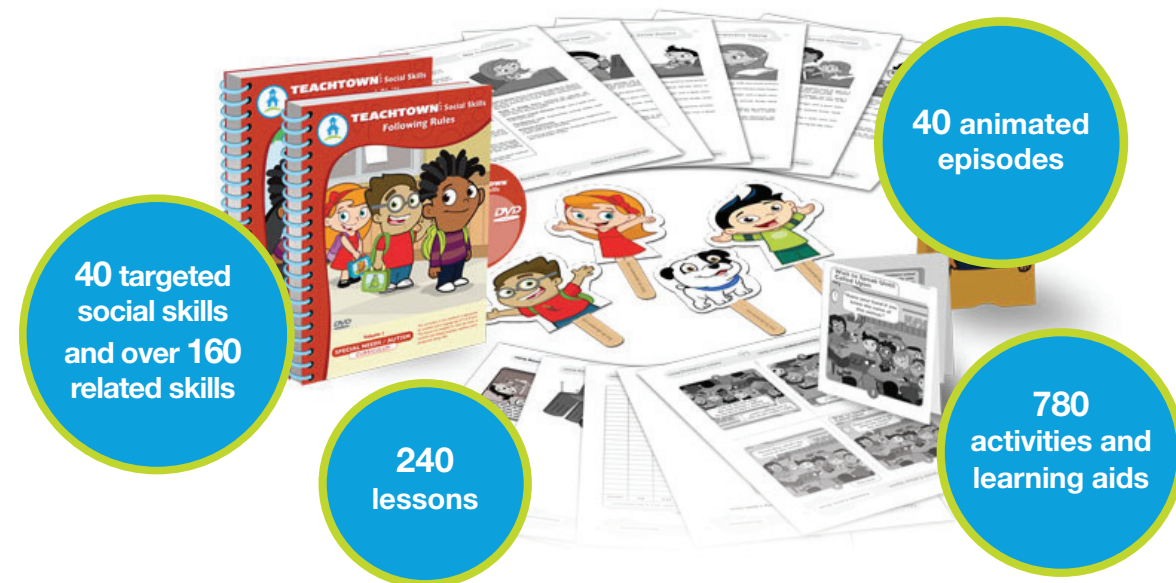
TeachTown: Social Skills Overview

How it Works

Students diagnosed with autism spectrum disorders (ASD) and developmental and/or intellectual disabilities often need extra support when it comes to mastering social skills. That's why we created *TeachTown: Social Skills.* This comprehensive, character-based video-modeling curriculum for students with special needs complements our flagship product, *TeachTown: Basics*. In *TeachTown: Social Skills*, students follow the adventures of four fun, relatable animated characters as they learn to cooperate, listen, respect personal space, express emotions appropriately, and more.

Each target social skill is introduced and illustrated in a 2- to 3-minute animated episode and is part of a series of six days of lessons that include methods for differentiating instruction, generalization activities, and homework assignments.

TeachTown: Social Skills – created by experts – is designed for students with ASD, developmental delays, intellectual delays, and other special needs who have a language level of 4 through 8 years. This innovative program is:

- **Easy to implement**
- **Created by experts**
- **Supported by research**
- **Classroom tested**

The four volumes of *TeachTown: Social Skills* feature:

40 animated episodes

40 targeted social skills and over 160 related skills

240 lessons

780 activities and learning aids

Instructions for implementing each lesson are included, and each lesson is designed to take no more than 20 minutes, including preparation time.

Program Components

Each volume of *TeachTown: Social Skills* includes 40 animated episodes, 240 lesson plans, and 50 worksheets. For each social skill, the following support materials are included:

- **Homework Assignment (also includes Spanish version)**
- **Comic Book (also includes Spanish version)**
- **Assessment Sheet**
- **Student Worksheet**
- **Visual Reminder Poster**

Each volume of *TeachTown: Social Skills* organizes 10 targeted behaviors (e.g., "Ask Before Interrupting Play") that are each based on an important social skill under a key theme (e.g., "Following the Rules").

Each targeted behavior features its own animated episode and six daily teacher-driven lesson plans that contain the following:

- **Goal & Objective** – Socially valid theme goals. Each theme focuses on one goal, and each lesson concentrates on a specific objective aimed at meeting this goal.
- **Related Skills** – While each lesson focuses on a specific goal and objective, they also address other important skills.
- **Materials** – Materials necessary to complete the lesson.
- **Preparation** – Each lesson is written to take no more than 20 minutes of instructional time, including preparation.

Each lesson plan also includes ideas for differentiated instruction ("Make it Easy" and "Make it Hard") as well as related activities that facilitate generalizing the target social skill. Each theme also includes a list of meaningful vocabulary words, to be used at the teacher's discretion, as well as a "Character Catch Phrase," which teachers can use to remind their students of the target social skill.

To augment the teacher-driven lessons and activities, an assessment tool, foldable comic book, worksheet, homework assignment, and visual reminder poster are also included.

Research

Created by Experts, Backed by Research

The *TeachTown: Social Skills* curriculum was designed by professionals with backgrounds in general and special education, developmental and behavioral psychology, and speech-language pathology and is based on numerous studies that have shown that using video modeling for students diagnosed with ASD really gets results. Some research highlights:

- Video modeling is one of the most popular and effective approaches for teaching social skills to children with special needs (Bellini & Akullian, 2007)
- Empirical research supports the efficacy of video modeling in teaching social skills to children with autism (Corbett & Abdullah, 2005; Hitchcock, Dowrick, & Prater, 2003)
- When students can form emotional bonds with characters, motivation improves, resulting in fewer behavioral issues and better skill acquisition, generalization, and attention to task (Koegel, Tran, Mossman, & Koegel, 2006)
- Instruction that includes game-like features also enhances student motivation, leading to greater attention to content and greater retention (Ricci, 1996)

Animation is a familiar and relatable format for children. When animation and video modeling are combined, it makes for an innovative and compelling approach to teaching social skills, resulting in heightened student motivation. And the group teaching approach of *TeachTown: Social Skills* offers opportunities for students to learn from each other, interact socially, and work on skills in a natural environment.

Targeted Social Skills

The social skills featured in *TeachTown: Social Skills* are critical to students' well being. These skills help optimize classroom learning and school safety for students with special needs and diagnosed with ASD. *TeachTown: Social Skills* can help these students focus on building positive peer relationships. And at a time when the issue of bullying has become such an important part of the conversation, this program can help students cope with bullies and lessen the likelihood that they will become bullies themselves. Integrated throughout each volume of *TeachTown: Social Skills* are themes that help students build confidence, make good decisions, and become successful students – all of which contribute to creating a safe and secure school environment.

Volume 1: Following Rules

Ask Before Interrupting Play
Be Still and Quiet in Line
Follow Fire Drill Instructions
Listen When the Teacher Talks
Play by the Rules
Raise Your Hand Before Speaking Out
Sit When the Teacher Says
Use a Quiet Voice Inside
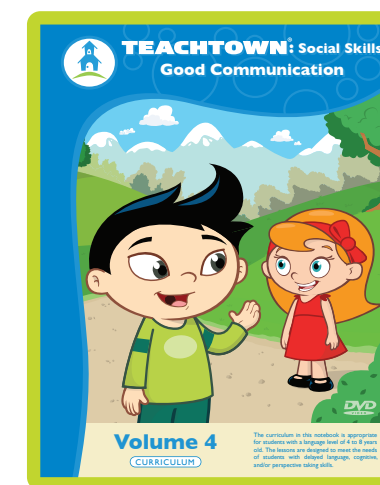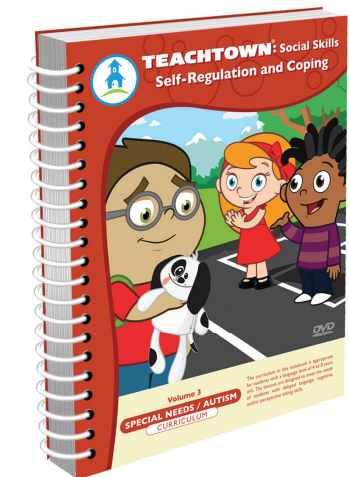Use Lunchtime Manners
Wait to Speak Until Called Upon

Volume 2: Interpersonal Skills

Ask Before You Hug
Be a Good Listener
How to Join Friends During Playtime
It's More Fun to Share
Look When Saying Goodbye
Respect Personal Space
Respond When You Are Greeted
Say Why You're Mad
Sometimes Things Break by Accident
Take Turns with Toys

Volume 3: Self-Regulation and Coping

Ask an Adult for Help
Be Nice When You Lose
How to Cheer Yourself Up
Know When to Take a Break
Say Why You're Sad
Sometimes Friends Don't Want to Play
Speak Up for Yourself
Stay Calm When the Schedule Changes
Take Deep Breaths to Stay Calm
Try Again When You Make a Mistake

Volume 4: Good Communication

Make a Request
Change Topics Politely
Ask About Others Interests
Wait to Enter a Conversation
Initiating A Conversation
How to Say No
Apologize When You Make a Mistake
Tell the Truth
Continuing a Conversation
How to End a Conversation

Lesson Plan

The six lesson plans for each theme are listed below. These lesson plans are to be completed sequentially, but daily implementation is not required.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
Day One Priming: This first lesson involves teachers observing their students to determine their current level of proficiency in the target social skill (e.g., asking before they play with others). It also includes a "priming" section in which the teacher introduces the target skill with visual supports, followed by the first viewing of the animated episode.	**Day Two Introduction:** This lesson focuses on demonstrating an understanding of the target social skill through the video modeling animation. First, your students will watch the episode, followed by an activity. The lesson ends with a final check for comprehension of the episode and target social skill.	**Day Three Social Comic:** TeachTown's animated characters are used as social models in this lesson. Each student will assemble their own comic book that tells the characters' story, and the class will read the comic book together, reinforcing the target social skill. Following the reading of the story, students will retell the story in a variety of ways, using the comic book as support.	**Day Four Perspective Taking:** In this lesson, students will work to understand characters' emotions. The activities focus on emotions and facial expressions of the characters, helping the students to understand that there is a connection between feelings, facial expressions, and behaviors.	**Day Five Generalization:** This lesson teaches the target social skill in a variety of environments so students will understand that the target skill is necessary in many different places and situations. Students are then directed to an activity in which the teacher observes them to determine if the target skill has generalized. If not, teachers are to repeat the lesson. This lesson also encourages students to put themselves in the place of the characters to determine how they would feel if they were in the same situation.	**Day Six Extension Activity:** Students will learn how to predict possible situations in which the target social skill would be necessary. Students will also learn alternate solutions or choices available to them if another person does not respond to the target social skill, such as coping with rejection. Activities also include the student's own feelings about the target skill and their perception of how they might feel in similar situations.

Professional Development for Teachers, Paraprofessionals, Specialists, and Administrators

TeachTown products are designed to be easy to understand and simple to implement. As part of our commitment to improving student performance and teacher satisfaction, we offer various types of professional development – on-site training, webinars, on-line courses, and more – that support the products and improve outcomes even further.

Cost Savings Benefits of TeachTown

TeachTown: Basics and *TeachTown: Social Skills* are the most effective, innovative, comprehensive products of their kind on the market. They help give all students with special needs access to the best possible. TeachTown products aren't just the best – they're also the most cost-effective. *TeachTown: Basics* and *TeachTown: Social Skills* can save your district money in so many ways:

• TeachTown products lessen the need for additional staff, while placing students in the least restrictive environment

• *TeachTown: Basics* automatically provides data for compliance and reporting, thereby reducing administrative costs and helping to avoid potential lawsuits

• Our products help minimize unnecessary and costly clinic/institution placements

• The products offer an economical way to expand ABA services and maximize classroom specialist productivity

• Classrooms see a reduction in time spent managing disruptive behavior

TeachTown: Basic Training		
TeachTown: Basics Training	On Site	Up to 20 Participants
	Webinars	3.5 Hour Session Up to 6 Participants

TeachTown: Basic Additional Professional Services Offerings		
Classroom Consultation / Coaching	On Site	Customized based on number of classrooms
	Webinars	1.5 Hour Session Unlimited number of participants
TeachTown: Basics Professional Development	On Site	One Day or Two Days Customized based on number of classrooms

TeachTown: Social Skills Training		
TeachTown: Social Skills Training	Webinars	2 Hour Session Up to 12 Participants

TeachTown: Social Skills Additional Professional Services Offerings		
Classroom Consultation / Coaching	Webinars	1.5 Hour Session Unlimited number of participants

Visit us at www.teachtown.com

Thank you for taking the time to learn about TeachTown and our products. They are research-based, scientifically proven, effective tools for helping children – all children – achieve their full potential, with the aid of concerned, engaged educators. *TeachTown: Basics* and *TeachTown: Social Skills* are changing the lives of students and teachers in classrooms all across the country.

If you have questions or comments, please contact us at info@teachtown.com, or by phone at (800) 283-0165.

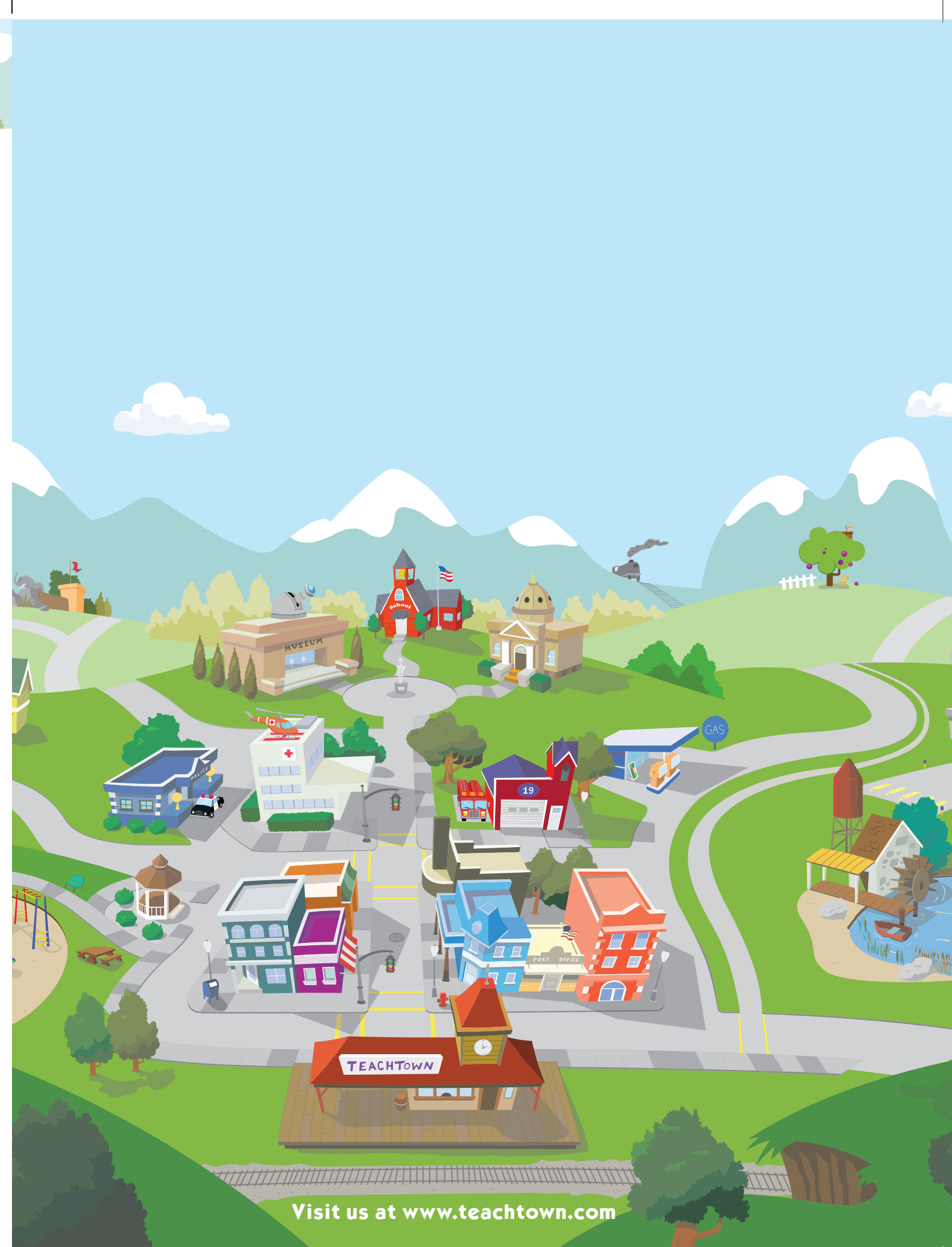- TeachTown is the specialist – focusing exclusively on serving the needs of students with autism, developmental disabilities, and intellectual disabilities. We know what it takes to make a difference with our students.
- TeachTown allows your students to succeed like never before.
- TeachTown is the most cost-effective way to teach your students.

Exceptional Solutions for Exceptional Students

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