Success with Structured Work Stations! Part 2

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Learning Objectives:

1. Participants will review of the components of works systems.

2. Participants will leave with ideas for increasing academic demands across multiple subject areas using the structured work system frame work.

3. Participants will leave with an understanding of how to create work systems in the home and school environment.
Learners with Autism are Visual Learners!
What is Structured Work Systems?

Purposeful Organization of learning Materials to assist learners with Autism in answering the following questions
A Structured Work System Answers the Following Questions:

1. What am I supposed to do?

Materials placed in baskets

2. How much am I supposed to do?

How many baskets are there

Use of Mini Schedule
A Structured Work System Answers the Following Questions:

3. How will I know I am finished?
   - All the baskets are gone
   - No icons are left on Mini Schedule

4. What do I next?
   - Last item should refer child back to schedule or choice board
Potential Benefits

• Systematic approach to tasks/work
• Builds independence
• Generalizes skills to other environments
• Extends time on task/independent work
• Maintain mastered skills
Example of Physical Design of a Student “Work” Area

- Left-to-Right Concept
- Bins/Containers
- Mini-matching schedule
- Minimal Distractions (but make sure all students visible at all times)
- Finished Basket
Choosing the Right Work System

Left to Right Work System
Choosing the Right Work System Cont.

Matching Work System
Portable Work System
Who Might Need a Work Station?
Anyone!!

- Students in full inclusion
- Students in self contained classroom
- Students who spend time in both settings
- Home Environment
- Work Setting
How to Implement a Work Station
Workstation Structure

1. Trays containing activities are placed on pupil’s left arranged top to bottom left to right, usually on shelves. Sticks stuck to table containing squares that match boxes e.g. colour/number.

2. Pupil removes top square off strip, takes corresponding tray and matches square to Velcro spot. The pupil then completes activity then discards it to right either on table, floor or in box.

3. Repeat process 2.

4. As process 2.

5. Process 2 is repeated until all squares have been removed and thus all activities completed. When all trays are complete a symbol/word/object of ref is provided to cue next activity. This is either on bottom of strip or on individual timetable.

http://alljoinin.blogspot.com
“Finished” Examples
What type of Work Can Go into a Structured Work System?

Anything the Learner Can do Independently!
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Teacher Workstation!!
Kentucky Autism Training Center
How to use the structure of work systems to teach Alternate Portfolio Standards

4th Grade Science Standard
Life Cycles of Plants & Animals & Compare
The Life of a Pumpkin

- Pumpkin is a seed
- Then, the pumpkin grows
- After planting
- The pumpkin gets bigger and turns orange
- The pumpkin is harvested
- The pumpkin is eaten

Name: Casey
Incorporating other academic demands into the teacher workstation
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Pit Falls to avoid!

- Not Understanding the Needs of the Learner
- Having Students Only Work in Independent Work System
- Having too many Distractions inside or around the Structured Work System
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Pit Falls to avoid!

- Students can Memorize the Answers
- Pieces of Work Task will go Missing
- Not using Students Interest to Motivate Learning
Helpful Websites

- [http://filefolderfun.com/](http://filefolderfun.com/)
Questions?

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