Learning Objectives:

1. Participants will leave with an understanding of the components of works systems.
2. Participants will be exposed to different types of work systems.
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?
2. How much am I supposed to do?
3. How will I know I am finished?
4. What do I next?
Before Implementation

1. Conduct an Assessment of Learners Needs to determine the following things:

   A. Ability to match colors, shape and numbers
   B. Reading ability
   C. Ability to move from one environment to the next with different levels of support.
Implementation Cont.

2. Determine whether a portable or stationary work system would be more appropriate for an individual learner by considering the learner’s

A. need for predictability and routine and
B. schedule (moves from class to class, stays in one classroom)
3. Teachers/practitioners also should evaluate the learner’s concept of “finished” by assessing the learner’s ability to

a. place all items into a “finished” box/shelf on his/her right,
b. match visual symbols to corresponding task containers (the learner will be finished when all of the visual symbols are matched to the tasks), and

c. cross off each task from a list as the task is completed (the learner will be finished when all of the items are crossed off).
Choosing the Right Work System

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

Matching Work System
Portable Work System
What do I Need to Implement a Structured Work Systems?
Kentucky Autism Training Center

What do I need?
What do I need?
How to Implement a Work Station
Workstation Structure

1. Trays containing activities are placed on pupils left arranged top to bottom left to right, usually on shelves. Steps 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 rest is provided to cue next activity. This is either on bottom of strip or on individual timetable.

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

Anything the Learner Can do Independently!
What type of Work Can Go into a Structured Work System?
What type of Work Can Go into a Structured Work System?
Pit Falls to avoid!

- Not Understanding the Needs of the Learner
- Having Students Only Work in Structured Work System
- Having too many Distractions inside or around the Structured Work System
Why is Structured Work Systems no Longer listed as an Evidence based practice?
Questions?

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