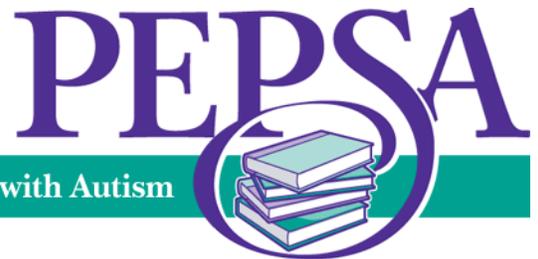




Florida Department of Education



Partnership for Effective Programs for Students with Autism

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Work Systems: Promoting Independent Work Skills

Work Systems are visually structured activities that have been taught previously to the student. These activities are reinforcing math, reading, writing, and independent functioning concepts. Once the Work Systems process is taught, students are supposed to be able to do the activities independently. These activities need to have the visual directions of how to do the activity, how many activities they have to do, and what to do when they are done.

The reason I chose to implement Work Systems in my class is to promote independent work skills to students who require an adult to facilitate all tasks in the classroom. During center time/literacy block, my students rotate through different centers as well as guided reading. All centers (books, art, listening, computer, and writing) require an adult to facilitate the activity. Four out of the seven students require numerous prompts to complete the activity as well as numerous verbal prompts to stay on task. Center time is supposed to be a time where students are expected to work “some what” independently, and my class was not demonstrating that ability.

Starting January 2010, I began implementing Work Systems during center time/literacy block. Four out of the seven students completed Work Systems, one center, and guided reading during the literacy block. Work Systems will give my students time to work by themselves as well as reinforce the concept of raising hands when needing help or finishing an activity.

When I started Work Systems in my class, the four students were given three activities each to complete during the 15 minutes. Three of the students (P.L., Q.T., and J.D.) needed continuous verbal prompting for the first two weeks of implementing work systems. One student needed occasional hand over hand assistance when completing Work System activities (F.C.). After getting the routine down, J.D., P.L., and Q.T. were able to go over to work systems, find their name card, and begin working. The fourth student (F.C.) needed assistance from an adult, but he was able to find his name card, and independently pull down his work bins.

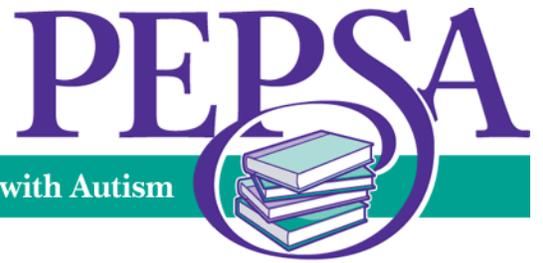
P.L. and Q.T. have been extremely successful at the Work Systems approach for working independently. They were flying through the activities in the bins and still had 10 minutes to spare. After Spring Break, I increased the amount of activities from three to six. J.D. needed more time to finish the activities, so he is now down to 2 activities for the 15 minutes. They still require occasional verbal prompts when they are working on a more difficult task. P.L. also needs verbal reminders to take activities only from his card. He will go up to other students cards and pull the activities that he wants.

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The goal for the remainder of the school year is to continue working on Work Systems as well as start teaching my students how to raise their hand when they need help or when they finish an activity. I am also in the process of training another teacher of children with autism how to implement the Work Systems approach in her class. Her Work Systems should be running within the next week.