

How~To Templates

Work Systems



Sequential processing (i.e., the order of events) and ability to stay on task may be somewhat difficult for individuals with an autism spectrum disorder (ASD). In settings in which it is expected from an individual with an ASD to complete a number of tasks/activities, they might not always be clear on such aspects of the work/activity as:

- What needs to be done ,
- How much,
- What specific tasks should be completed,
- What materials to use,
- How to know when all is done, and
- What to do next.

Individuals with an ASD are also visual thinkers, that is why a tool that can help them work through sequential processing is based on the use of visual supports—for example, the work system. Developed by TEACCH, work systems are structured visual formats designed to communicate expectations as to the work/activity such as the aspects noted above. It allows and encourages the development of independence skills, on-task behavior, skill maintenance and generalization as well as provides information about expectations that, in turn, helps lessen anxiety and behavior.

Work systems involve providing tags (e.g., picture, color, number, or word) or other indicator (e.g., checklist) corresponding to the tasks/activities to be completed or on the shelf or unit upon which the task/activity is placed. A matching tag or indicator is attached in left to right progression on a mini-schedule in front of the individual. The tags/indicators are chosen taking into account the level of development as well as individual strengths and interests of the individual so as to choose ones that will have natural and immediate reinforcing to the individual.



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Option "0"



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For referrals, call 317-944-8162

For research, call 317-944-8162

Other resources: call 317-944-8162

Option "0"

www.iupui.edu/~psycdept/autism/

rileyhospital.org

**Materials provided are *samples only!*
They may need to be individualized to meet the particular needs of a person with an ASD!**

To Make:

1. Consider the level of development, individual strengths, and interests of the individual (e.g., if Thomas the Train is the favorite character use several variations of this image, each one designating a different task; if child is in inclusion, utilize words, numbers and more of a notebook as a mobile schedule).
2. Make two sets of each tag/indicator or have a checklist with labels corresponding to the labels on the work/activity.
3. Velcro one tag to a task and put additional piece of Velcro on the top of the tag OR prepare a checklist to correspond to the task tags.
4. Velcro the tags that match or the check off list to the mini schedule in front of the student.

To Use

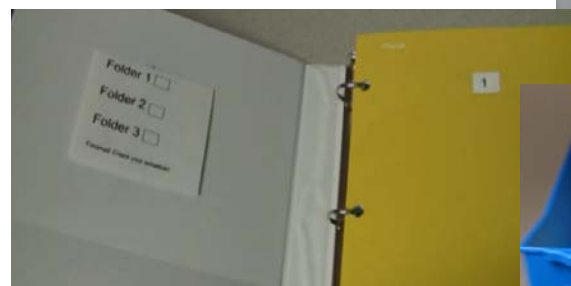
1. Set the tasks in the order to be completed with tags/indicators/checklists number attached to the task or other system.
2. Set up the matching tags/checklist on the mini-schedule such that the tags/indicators are in the order of tasks represented.
3. The individual matches the tag/indicator to the same on the task/shelf, places the task in front of him/her to complete and places in the finished area before beginning the process again with the next tag/indicator OR completes the task /activity represented by next item on the checklist and checks off to show completion.
4. This progression is continued left to right until all tags/indicators are matched and all tasks have been completed.
5. The individual may need to be supported through prompts to learn to and continue to use the work system.

Examples

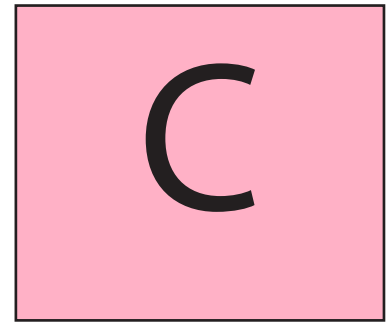
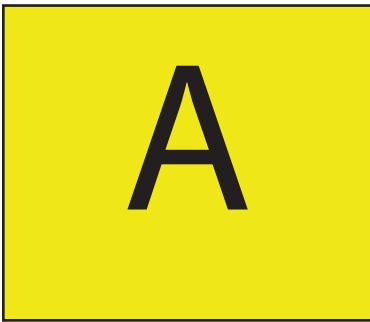
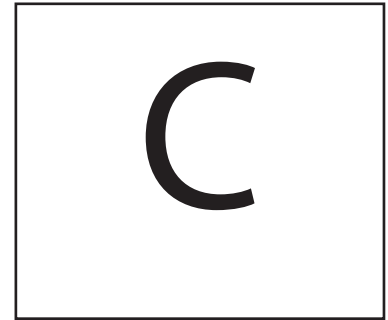
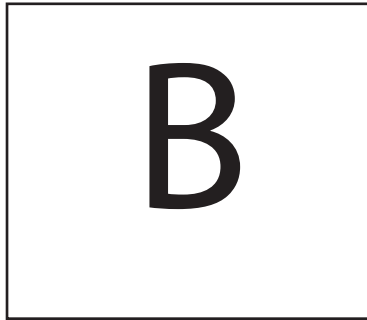
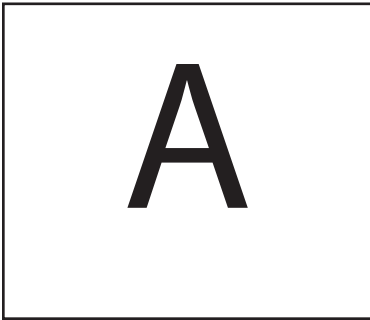
Picture tags



Color/Letter tags



Templates



Folder A	<input type="checkbox"/>
Folder B	<input type="checkbox"/>
Folder C	<input type="checkbox"/>
Check your schedule	

A	<input type="checkbox"/>
B	<input type="checkbox"/>
C	<input type="checkbox"/>
Check your schedule	

