Module: Structured Work Systems

Implementation Checklist for Structured Work Systems

Hume, K., & Carnahan, C. (2008). *Implementation checklist for structured work systems.* Chapel Hill, NC: The National Professional Development on Autism Spectrum Disorders, Frank Porter Graham Child Development Institute, The University of North Carolina.

Instructions: The Implementation Checklist includes each step in the development and implementation of structured work systems and activity organization. Please complete all of the requested information including the site and state, individual being observed, and the learner's initials. To assure that a practice is being implemented as intended, an observation is *always* preferable. This may not always be possible. Thus, items may be scored based on observations with the implementer, discussions and/or record review as appropriate. Within the table, record a 2 (implemented), 1 (partially implemented), 0 (did not implement), or NA (not applicable) next to each step observed to indicate to what extent the step was implemented/addressed during your observation. Use the last page of the checklist to record the target skill, your comments, whether others were present, and plans for next steps for each observation.

Site: _____ State: _____

Individual(s) Observed: _____ Learner's Initials: _____

<u>Skills below can be implemented by a practitioner, parent, or other team member</u>

	Observation	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
	Date								
	Observer's Initials								
Planning (Steps 1 – 2)									
Step 1. Considering the Learner and the Environment	**Score****								
1. Conduct an individualized assessment of learner needs by determining:									
a. the learner's reading ability,									
b. the learner's ability to match colors, numbers, and/or shapes,									
c. the learner's ability to move from one area of the environment to another with little or no adult support, and									
d. the learner's ability to participate in organizing his or her work system each day (e.g., written checklist).									

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Step 1. Considering the Learner and the Environment (cont.)		**Score****							
2. Determine whether a portable or stationary work system would be more appropriate based upon:									
a. the learner's need for predictability and routine, and									
b. the learner's schedule (e.g., moves from class to class, stays in one classroom).									
3. Conduct an individualized assessment of learner strengths and needs to select the appropriate concept of "finished" by evaluating:									
a. the learner's ability to place all items into a "finished" box/shelf on his/her right (learner is finished when all materials are in the finished box),									
b. the learner's ability to match visual symbols to corresponding task containers (learner is finished when all visual symbols are matched to tasks), and									
c. the learner's ability to cross off each task from a list as the task is completed (learner is finished when all items are crossed off).									
4. Select one of the following work system formats for the learner: a. left-to-right work system (tasks are placed to the left of the student, student completes them in any order—no sequencing or matching required) b. matching work system (e.g., learner matches visual symbols to containers holding tasks, learner completes them by following the sequence of visual cues-sequencing and matching required) *Note: Visual symbols may be **anything** the learner is able to match (e.g., letters, numbers, words, pictures of cartoon characters).*									

***Scoring Key: 2 = implemented; 1 = partially implemented; 0 = did not implement; NA = not applicable*

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Step 1. Considering the Learner and the Environment (cont.)		**Score****							
c. written list work system (e.g., learner follows a list of written activities, learner completes tasks in order - sequencing required)									
Step 2. Creating the Work System									
1. Complete a task analysis of the work system to identify all of the materials needed to create it and who will obtain and/or create each item.									
2. Arrange furniture in the independent work area appropriately by ensuring that:									
a. the area is clearly defined (e.g., table-top divider is used, office space is set-up for learner, visual cue indicates expectation),									
b. furniture is arranged so learner can work left-to-right when appropriate,									
c. if appropriate, a "finished" box is in place, and									
d. all extra materials, tasks, and distractions are removed or placed out of learner view.									
3. Ensure that the tasks used in the independent work system have been previously mastered.									
4. Arrange tasks/materials in the independent work area appropriately.									
a. If left-to-right work system is in place, learners' tasks/materials are placed on their left,									

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Step 2. Creating the Work System (cont.)		**Score****							
b. If a matching work system is in place, learners' tasks/materials are placed in corresponding containers, and									
c. If a written work system is in place, learners' tasks/materials are in designated locations.									
5. Ensure that a cue indicating the next activity is provided for learners (e.g., an object, picture, or word that gives the learner information about what activity he/she will participate in next).									
Intervention and Progress Monitoring (Step 3)									
Step 3. Teaching and Monitoring the Work System									
1. Establish periods of the day when the learner practices previously mastered skills independently ("Independent Work Time"). *Note: Number/length of independent work sessions should match learner age and developmental level (e.g., high school students should spend more of the day working independently than preschool students).*									
2. Transition the learner to the independent work area.									
3. Teach the learner how to use the independent work system by:									
a. standing behind the learner during work session to provide prompt,									
b. providing the most minimally intrusive prompts possible (e.g., primarily non-verbal prompts),									

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Step 3. Teaching and Monitoring the Work System (cont.)		**Score****							
c. using prompts related primarily to the use of the work system components, as tasks have been previously mastered (e.g., moving a task from the shelf to the desk, matching a visual system, crossing off a finished item), and .									
d. fading prompts as quickly as possible.									
4. Once the learner has mastered the independent work system, the learner uses the work system without regular teacher/practitioner prompting.									
5. Supervise the learner's use of the independent work system. *Note: Teachers/practitioners may be working with other learners while overseeing the learner using the independent work system.*									
6. Review the learner's work for accuracy when the learner is finished.									
7. Provide feedback to the learner at designated times about work performance, if appropriate. *Note: Teachers/practitioners should determine if learner errors require additional teaching or if errors are an anomaly. If additional teaching is required, tasks should not be placed in the independent work system until skill is re-taught.*									
8. Use a data collection system to record learner behavior during independent work and performance on assigned tasks.									
9. Use a "task-tracking" system to ensure that tasks are rotated frequently and that newly mastered tasks are regularly introduced during independent work time.									

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Note: Not Appropriate (NA) may be scored when a component or items may not be appropriate. For example, for Item 9, if the work system has already been taught to the learner, this item may be scored as N/A. Or, for Item 10, if the learner was just introduced to the work system and independent performance would not be expected, this item may be scored N/A.

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