

Where do I Start? - Checklist for Designing an Individual Work System.

Type of work system	
Length of work system	
Where will the work system be located, and will it need to move for any activities (such as gym)?	
How will the student know how much work they have to complete?	
How will the student know what the content of the work is?	
How will the student know when they will be finished?	
How will the student know what to do next when they have finished?	
How will you teach the student to begin to use an independent work system?	
How will the work system help the student be motivated to complete tasks?	
Are there any behaviors/work expectations that will be clarified on the work system?	

Where do I Start? – Checklist for Designing an Individual Visual Schedule

Type of schedule	
Length of schedule	
Where will the schedule be located?	
How will the student know when it's time to check his/her schedule?	
How will the student know what activities have been completed?	
How will the schedule teach flexibility?	
How will you teach the student to begin to use the schedule?	
Will you incorporate the student's interests in the schedule?	
How will you balance preferred and less preferred activities in the schedule?	
Are there any behaviors/work expectations that will be clarified on the schedule?	

Where do I Start? - Checklist for Setting Up Your Space

Are there any areas that need to be in a certain place because things can't move (like computer hook up)? Plan these areas first.	
Plan where the break area(s) will be (can be near distractions like windows). Is the area large enough for the number of students? List furniture needed for break materials (e.g., shelves, rocking chair).	
Plan independent work areas including boundaries needed, distractions that will be screened out etc. List furniture needed.	
Plan group area(s) and furniture needed.	
Plan one to one instruction area (s) and furniture needed.	
Plan any other area that is specific to your space.	
Arrange boundaried areas and restructure any that are problematic.	
Add in transition areas for all students.	
Teach students to use new areas and observe any problems (e.g., unexpected distractions) and restructure if needed.	
Do areas have sufficient visual or physical boundaries so that students are not distracted or wandering?	
Are the expectations for each area clear when you look at the area? (ask a colleague who doesn't know the purpose of the area)?	

STRUCTURED TEACH[®]ING STRATEGIES, Areas to Target in My Setting

Areas I would like to start working on regarding the physical structure of my classroom, therapy room or other setting:

Things I would like to start working on/changing regarding visual schedules:

Things I would like to start working on/changing regarding work systems:

Things I would like to start working on/changing regarding visual structure within tasks: