

ORGANIZATIONAL AREA

DESCRIPTION



- Location where students can keep personal belongings
- Location where staff can keep personal belongings and/or confidential documents
- Storage for instructional materials
- Location for data collection system (program books, etc.)
- Location with access to a work surface for staff

STAFF ROLES



- Keep areas cluttered free
- Keep confidential documents in a locked cabinet
- Provide and refer to visual supports such as a stop sign or curtains to mark areas that students are not to access
- Provide and refer to visual supports to help remind students of the rules and routines associated with their organizational areas

STUDENT OUTCOMES

EXAMPLE

- Improved organizational skills
- Increased confidence in own abilities
- Improved student responsibility
- Improved time management skills
- Improved ability to make decisions



REFERENCES

- University of North Carolina TEACCH® Autism Program Five-Day Classroom Training
- **Setting up classroom spaces that support students with autism spectrum disorders.** Shawnee MissionKabot, S., Reeve, C. E., & Heflin, J. (2010). *Setting up classroom spaces that support students with autism spectrum disorders.* Shawnee Mission, Kan.: AAPC.
- Gaumer Erickson, A.S., Noonan, P., & Soukup, J.H. (2016). College & Career Competency Wheel (3rd ed.). Lawrence, KS: University of Kansas, Center for Research on Learning. Derived in part from Pellegrino, J.W., & Hilton, M.L. (Eds.). (2012). *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century.* Washington D.C.: National Academies Press.