

INDEPENDENT WORK AREA

DESCRIPTION



- Student independently completes previously mastered tasks, follows left-to-right sequencing, practices the concept of finished, follows a work system, visual instructions or task analysis
- Used to increase independence and build work stamina

STAFF ROLES



- Allow student to work independently
- Prompt from behind but only when needed
- Provide student time to respond before prompting
- Re-set area(s) for next rotation or student
- Collect data on student performance

STUDENT OUTCOMES



- Improved ability to focus on tasks
- Improved organizational skills
- Increased work stamina
- Increased ability to take action without being told
- Increased confidence in own abilities
- Improved communication skills
- Increased ability to manage time
- Increased ability to access and utilize supports

EXAMPLE



TEACCH, 2016

REFERENCES

- University of North Carolina TEACCH® Autism Program Five-Day Classroom Training
- **Setting up classroom spaces that support students with autism spectrum disorders.** Shawnee MissionKabort, 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 21 st Century.* Washington D.C.: National Academies Press.