

Module: Structured Work Systems

CASE STUDY EXAMPLE

Sarah

Sarah is a six-year-old girl in first grade. She does not yet read and has difficulty transitioning from one area of the classroom to another. Sarah is beginning to match colors, shapes, and pictures of motivating items to the actual objects (e.g., matching picture of her favorite cartoon character to her lunchbox with the same character). Sarah's structured activities utilized a left to right, top to bottom system. After transitioning to the work area, Sarah sits down at a small desk. To her left is a three shelving bookcase. The top two shelves have one task each. The bottom shelf contains a picture of Sarah's lunchbox with her favorite cartoon character. When Sarah approaches her desk, she can clearly see her work to complete, the number of tasks, and the picture of her lunchbox. To her right is another bookcase where she places each completed task. Sarah obtains her first activity and places it on her desk. After completing the task, Sarah puts her work on a shelf to her right. She then obtains the second task from the bookcase on her left. Again, she completes the task and places it on a shelf to her right. Finally, Sarah obtains the picture of her lunchbox. She stands up and walks from her activity station to her backpack. Sarah opens her bag, obtains her lunchbox, and matches the picture to the top of her lunchbox. An adult then cues Sarah to wait in line for her classmates to go to lunch. After obtaining and completing a task, the child moves the task to the right side where there is a finished or done box (Schopler et al., 1995; Dettmer et al., 2000). Finally, after completing all of the tasks, there is a picture or item that indicates what is to come in the child's schedule (Schopler et al., 1995).