

Module: Structured Work Systems

CASE STUDY EXAMPLE

Jacob

Jacob is a sixth grader who spends about 50% of his school day in a general education classroom and the other 50% in a resource room setting. He is a beginning reader and is able to complete basic math activities (e.g., addition, subtraction without borrowing, etc.) independently. Jacob first learned to complete a structured work schedule in the resource room.

Jacob's Resource Room Structured Activity System

Jacob's work station includes a laminated worksheet with a place for him to write his name at the top. Approximately 10 feet away there are several bookcases. Twenty activities line the shelves numbered from one to 20. Each morning, the teacher chooses four activities for Jacob to complete. She Velcros the numbers corresponding to the activities on the worksheet below his name. For example, if she chooses activities 2, 7, 11, and 15, she places those numbers on Jacob's worksheet. After transitioning to the work area of the resource room, Jacob sits down at his activity desk. He signs in for work by writing his name at the top of the worksheet using a dry erase marker. Jacob Then obtains the first number under his name and walks to the bookcases. After walking to the bookcases, he identifies the corresponding activity and matches the number to the front. He picks up his work, walks back to his activity table, and completes the designated task. Jacob then returns his work to the bookcase. He repeats the process for his remaining jobs. The last picture is a picture of Jacob's teacher. Jacob pulls off the picture, walks to the teacher, and taps her on the shoulder. If the teacher is busy, she asks him to wait one minute. Jacob then takes a step back and waits for the teacher to turn her attention to him. Once the teacher is attending to Jacob, he verbally requests a break activity. Examples of Jacob's break activities

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include five minutes on the computer, listening to a book on tape, and drawing pictures of airplanes. After his break is over, Jacob transitions to the next activity.

Jacob's Work System in the General Education Classroom

In the afternoon, Jacob participates in the general education classroom. During silent work time, all students have thirty minutes to complete a variety of tasks that might otherwise be homework. The general education and special education teachers collaborated to create an individual work system for Jacob. Similar to the system he uses in the resource setting, Jacob's tasks are placed on a bookcase in one corner of the classroom. At the start of the silent work time, the general education teacher gives the entire class the verbal direction, "it's time to begin silent work." Because the teacher uses the same direction each day, Jacob has learned it as his cue to begin his structured work system. He takes a red folder from his desk, opens it, and pulls out a laminated worksheet similar to the one he uses in the resource room. At the top of the sheet is a place for Jacob to write his name. Under his name are four numbers corresponding to the activities on the shelf in the corner on the classroom. He takes the first number, walks to the bookcase, and identifies the first task. Jacob matches the number to the front of the task, picks up the activity, and returns to his desk. After completing the activity, Jacob returns the activity to the bookcase and repeats the sequence until all takes are finished. If the students in the general education classroom do not have any written tasks to complete during the silent work time, they read books in the library portion of the classroom. For this reason, when the last picture on Jacob's work system is a library picture. He removes the picture, walks to the library area, and matches the picture to a larger picture in the library. He then chooses a book and sits on a beanbag with his classmates.