

INDIVIDUALIZATION of WORK/ACTIVITY SYSTEMS

Student's First Name: _____

Age: _____

COMPONENTS AND QUESTIONS	INDIVIDUALIZATION of COMPONENTS <i>Circle and Describe</i>
<p>FORM: the level (format) of the visual cue that indicates <u>what work</u> and <u>how much work</u> the student is expected to complete</p> <p><i>Does student get the correct task/activity?</i></p>	<p><i>Written words</i></p> <p><i>Pictures (with or without written words)</i></p> <p><i>Work/activities</i></p>
<p>ORGANIZATION: The <u>sequence</u> that the student follows to complete the work/activities he/she is assigned</p> <p><i>Does the student complete the tasks/activities in the designated sequence?</i></p>	<p><i>List – written words</i></p> <p><i>Pictures arranged left to right</i></p> <p><i>Pictures arranged top to bottom</i></p> <p><i>No sequence</i></p>
<p>TRACK PROGRESS: The method the student uses to know when the work/activity is <u>finished</u>.</p> <p>Where does the student place the finished work?</p> <p><i>Does the student manage his work system, tracking progress until the session is finished?</i></p>	<p><i>Check (mark) off</i></p> <p><i>Cues disappear</i></p> <p><i>Work/activities disappear</i></p> <p><i>Finished work is:</i></p> <ul style="list-style-type: none"> • <i>re-shelved</i> • <i>different shelf/location</i> • <i>finished basket</i>
<p>TRANSITION TO WHERE/WHAT HAPPENS NEXT: The <u>next</u> location/activity that the student will go (do) when all of the work/activities are finished.</p> <p><i>Does the student transition to the “what’s next” activity?</i></p>	<p><i>Transition to -</i></p> <ul style="list-style-type: none"> • <i>schedule</i> • <i>activity-area</i> • <i>choice</i>
Other Considerations	
<p>LOCATION: the location of the work/activities in relation to (distance from) the student’s seat (work area)</p> <p><i>Does the student need to leave his/her seat (work area) to retrieve the work/activities?</i></p>	<p><i>Travel from seat (work area) to retrieve the work/activities.</i></p> <p><i>Remain in seat to retrieve the work/activities.</i></p>
<p>Are the student’s INTERESTS Incorporated into the work system? Describe.</p>	