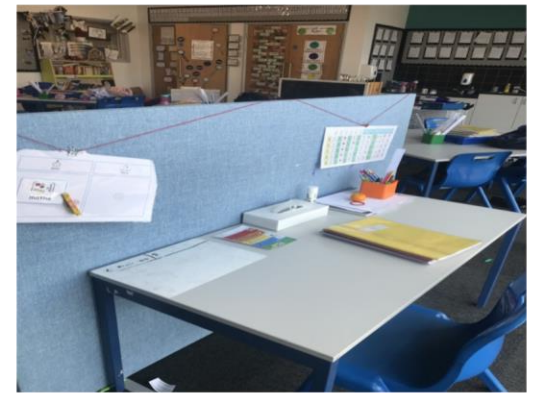


Examples of Workstations



This Social Story example could be used to support the introduction and/or implementation of the Workstation

My workstation

When I am in school, there is usually a space available for me, or other pupils, to use to complete tasks independently

This is called a workstation

Sometimes I find it difficult to work on a table with a group or children and sometimes I find it easy.

Sometimes my teachers will think it is a good idea for me to work there and say "Time to go to my workstation" That is ok .

If I feel that I should work at the workstation, I can use my talking or a card to tell my teachers that I need to work there.

When I am at my workstation, an adult will give me the tasks I need to complete. They will tell me what I need to do, what equipment I need and what I should do when I have finished.

The adults may give me a sticker or a house point if I complete the tasks, and they are pleased with the work. This will make the adults happy and I may be happy too!

What to consider when setting up a workstation



A workstation can be a useful strategy to support pupils with ASC in a mainstream classroom. It can provide students with a distraction free area where they can focus and complete tasks with independence and away from social demands.

Workstations are often associated with the TEACCH (<https://teacch.com>) programme where pupils have a highly individualised curriculum building on their strengths to enable independence, reduce anxieties and maximise access. Within an ASC friendly space, staff can decide how best to incorporate a workstation into their classroom to support the whole class or for individual pupils.

Using a workstation to support the whole class A

'class resource' workstation can...

- instil good 'behaviours for learning' into a number of children
- support pupils who dislike feeling 'different'
- be a bridging opportunity for a child who is over-dependent on an individual workstation or relies heavily on adult support to complete any task
- be themed externally to fit in with class topics
- give pupils an opportunity to build resilience



Using a workstation to support an individual pupil

A workstation for an individual can ...

- be a designated work space that can offer solitude
- support sensory regulation for a pupil who may be over-stimulated by a busy classroom or who needs their own space and opportunities to engage in sensory regulation activities
- provide a clear learning space for a pupil working on alternative activities but still within the classroom or access to whole class teaching and learning with decreased social demand
- also be a portable 'screen' which can allow the workstation to be brought into other environments e.g. if a room change is needed or to facilitate greater social interaction

Consider the following questions when planning a Workstation for your classroom

Is the workstation...

- away from high traffic areas e.g. doorways, bins, teachers' desks etc.?
- positioned for minimal visual stimuli e.g. plain wall, blackened windows, no work displays/memos unless specific to the pupil
- appropriate for the pupil e.g. would a portable screen be a better resource?

Are the tasks....

- well within the pupils' capabilities?
- designed with a clear beginning and end?
- clear about expected quantity?
- explicit about what the pupil should do when finished?
- clear on how and when praise will be given? Is the praise motivating or will a tangible 'reward' be required'?

Does the pupil...

- understand that the use of his/her workstation is not a punishment?
- know when they are able and unable to use the workstation?
- clearly know what is expected of them with regards to work and behaviour expectations?
- have access to a task planner?
- have everything required to complete the task or a clear list of equipment and where to find it?