STARS is a resource created to save you time and includes strategies, tips, methods and practical advice for supporting children with Special Educational Needs and Disabilities (SEND).

This resource provides adaptable advice for both Primary and Secondary settings, catering to the needs of your school and students.

Workstations and Tasks

What are workstations and why are they beneficial?

Workstations are based around the TEACCH model. They are designed to create a distraction free environment and incorporate structure, routine, visual cues, all to limit distractions and support the child in directing their focus. The TEACCH model originated in the 1960's in America by Dr Eric Schopler and Dr Robert Reichler and stands for 'Teaching, Expanding, Appreciating, Collaborating and Co-operating, Holistic'.

Before implementing the workstation ensure that:

- The system is modelled to the child to begin with, to help them understand the process.

- Ensure that the workstation works from left to right and has clearly labelled 'start' work tray on the left and 'finished' tray unit on the right.

- Each activity tray should have all the equipment needed to complete the task and a visual card with pictures to break down how to complete the task.

- Any activities that are put in the workstation are activities the child is familiar with and has been pre-taught to ensure the workstation can be used independently by the child.

- When positioning a workstation, ensure it is against a blank wall and is in a place which is as distraction free as possible.
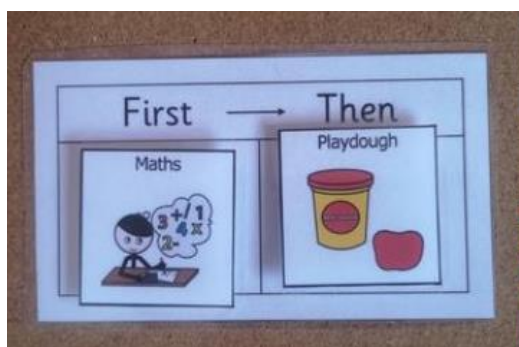
Implementing the workstation:

1. A visual timetable is displayed to outline a child's day/ routine.

2. A Now/Next board should be used to break down the routine into manageable chunks. This should be used to indicate 'work/adult led' then 'reward'.

3. Label prepared/resourced activities/trays - use numbers/shapes/ colours. Have a matching label for the timetable and now and next board. Ensure these are in the same order each time, e.g. first activity also has a circle label, second activity a square label and third activity a triangle label.


4. Lay all the equipment on the table and work through the visual card to complete the activity. They should then put it back in the 'finished' tray on the right-hand side once it is done.
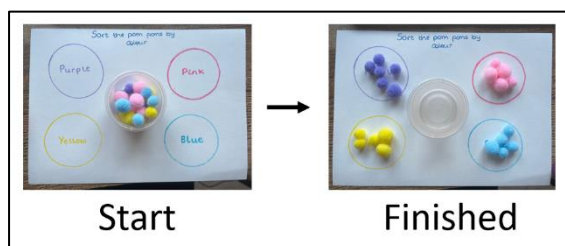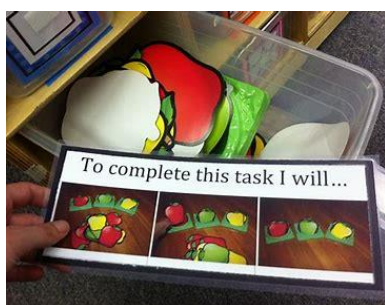

5. The child should work through trays, completing all the activities.

*Stackable boxes could be used instead of drawer trays, also baskets could be used with a clear 'start' and 'finished' sign on the left and right side of the table.

Example of a workstation
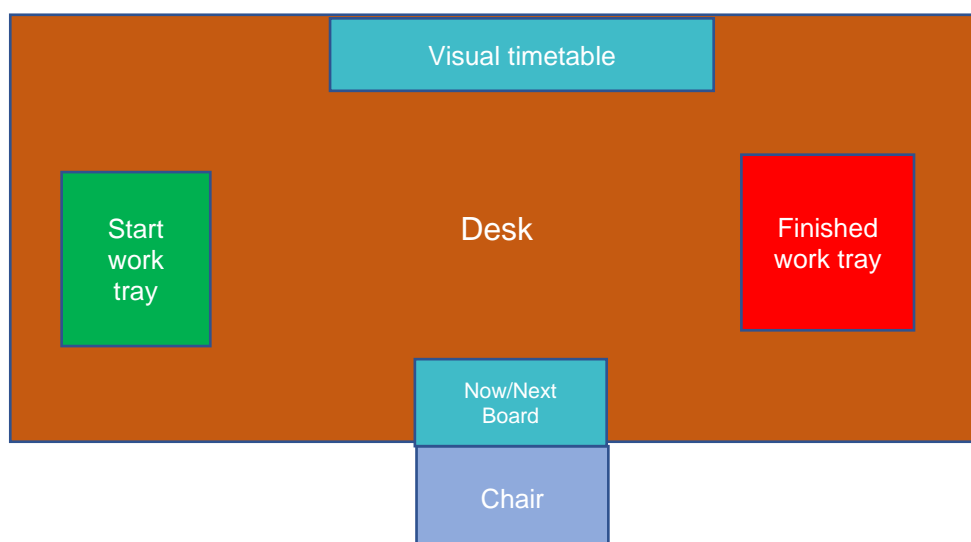
Workstation tasks ideas and visuals to support

Useful Links

[TEACCH | Autism Speaks](#)

[The Teacch Approach - Bing video](#)

[The TEACCH approach (autism.org.uk)](#)