



Building Independence: How to Create and Use Structured Work Systems

By Susan Kabot, Christine Reeve

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Individuals with ASD and related disorders are supported by a variety of people throughout their day, whether in educational and work settings, transition programs or at home. Structured work systems are one method that can be used to ensure that they develop and maintain their ability to work on their own, without assistance and prompting from others. Briefly, structured work systems are designed to give visual information about what work needs to be done, how much work needs to be done, when the work is completed and what will happen next. Due to the predictability and sense of accomplishment that are built into the system, many individuals with ASD find the structured work time their favorite time of the day. Full of color photos and case examples spanning age and levels of functioning, the book provides an A-Z guide to work systems, including assessment, how to build them into the curriculum, IEPs, lesson planning and more.

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Building Independence: How to Create and Use Structured Work Systems By Susan Kabot, Christine Reeve **Bibliography**

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Review

"This book's combination of targeted techniques, evidence-based guidelines, and classroom-friendly practices will have students soaring as teachers implement these clearly defined strategies. A fantastic, must-have resource for my staff." -- L Shannon Mundy, EdS, Director of Special Education "Mountain Brook Schools, Alabama"

About the Author

Susan Kabot, EdD, CCC-SLP, is the executive director of the Autism Institute at Nova Southeastern University, where she oversees the Baudhuin Preschool; Starting Right, a parent-child early intervention program for children 18-36 months; the Autism Consortium, which provides outreach services to school districts around the country; and the Unicorn Children's Foundation Clinic. She also teaches autism courses at both the master's and doctoral level at NSU and serves as a dissertation chair and member. Susan has been active at the local, state and national level in a variety of organizations addressing the needs of individuals with autism, their families and the professionals who serve them. She was appointed to the Florida Developmental Disabilities Council by former Florida Governor Crist and serves on the Health Care and Self-Advocacy Leadership Task Forces. She is also a member of the Panel of Professional Advisors for the Autism Society of America. With Christine Reeve, Susan is the coauthor of several books, including Setting up Classroom Spaces That Support Students With Autism Spectrum Disorders. Susan is the mother of three sons. Her middle son, Michael, has autism.

Christine E. Reeve, PhD, BCBA-D has more than 20 years of professional experience with children, families and schools focused on autism, inspired by one sister with autism and another sister who teaches children with special needs. During her 13 years at Nova Southeastern University's Mailman Segal Institute, she served in a variety of roles, including director of the therapeutic intervention program for children with significant behavioral issues and autism and consultant for the Autism Consortium, providing consultations and training to school systems across the country. Christine owns and directs a school consultation practice providing professional development and consultation to school systems concerning students with autism, low-incidence disabilities and challenging behavior. Christine also serves as adjunct faculty and a dissertation advisor for Nova Southeastern University. Author and co-author of several books, including Setting up Classroom Environments That Support Children With Autism Spectrum Disorders, Christine also maintains a blog regarding school-related information about autism spectrum disorders.

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