

## Work Boxes/ Start and Finish Boxes

### Why use “work boxes” ?

- Some children need additional support to undertake new activities.
- The predictability of the routine can support children to engage in new activities.
- The predictability can reduce other demands and support children to develop new skills
- Levels of attention and independence can be increased
- May support to generalise new skills if used

### Work Boxes

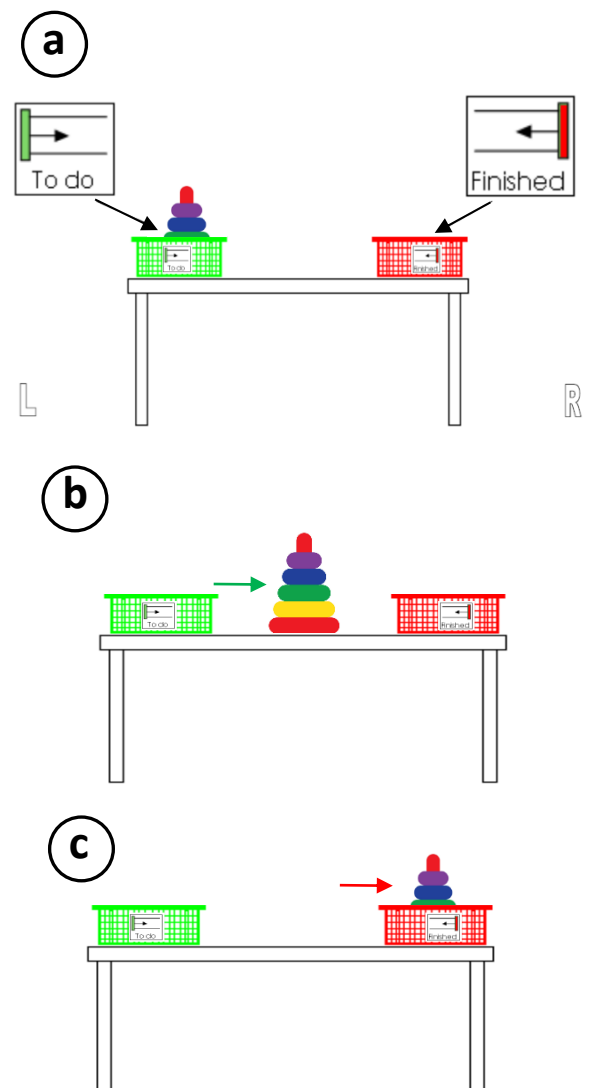
- In most situations it is most appropriate to undertake a work session in the same area of the room e.g. at a specific table, this will further support children to feel secure in the routine and therefore more likely to engage in activities.
- A work box will:
  - Show the child what they are to complete
  - Give a clear message that the task has been completed
  - Show the child what has been completed

### How to use Work Boxes

- Select activities that the child will be able to achieve independently or with some support just above their current capabilities, building on current skills.
- 1-4 are most common (dependent on individual needs)
- A quieter less distracting area is most suitable in most cases.
- Activities that have a clear end work best to develop children’s ability to complete an activity e.g. inset tray puzzles, shape sorters, peg boards etc.

### How to present Work boxes

1. Place the box of activities on the left and empty box on the right of the table. (a)
2. Support child to go to table either by using a first then board, a visual timetable, or simple language (dependent on what strategies are in place)
3. Support child to take out activity and give appropriate support to the child to complete the activity- this may include initially giving individual piece of an inset puzzle.(b)
4. When the child has finished, support the child to put it in the box on the right saying “finished” (c)
5. Then immediately draw child’s attention to the to do box saying “now...” support to undertake the remaining activities.



### Top Tips

- Choose activities that are in line with the child’s interests and activities that are motivating for them.
- Be responsive to the child and how they are accessing the activities, follow the child’s lead.
- If a child has difficulty with an activity change or adapt in another session
- Activities undertaken in the work boxes should be available within the session