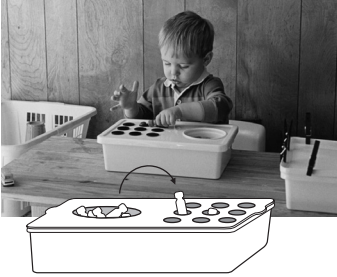


ASSEMBLY

Assembling the tasks is easy. Match the number on the bagged parts to the corresponding number on the underside of each “shoebox” top. Refer to the picture of each task to see how it all goes together.

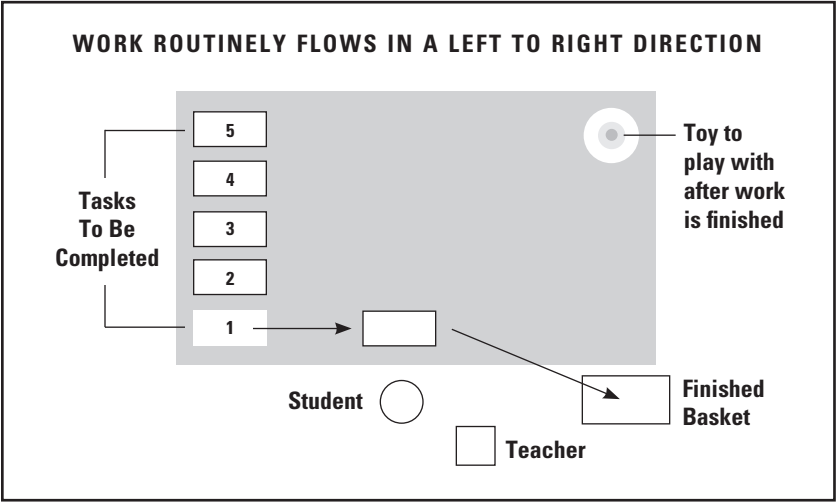
We recommend fitting the “shoebox” lid onto the base before inserting the round containers. The containers should snap into place when pressure is applied evenly along the top rim. The 20 oz. containers with lids will fit loosely into the openings.

TEACCH STRUCTURED WORK SESSIONS



Attempts may be made to mouth some of the materials included in the set. It is extremely important that the use of these materials be properly supervised by a qualified individual at all times. The user assumes all risk of injury due to use.

An example of a TEACCH independent structured work session, using ShoeboxTasks®.



The teacher is positioned just behind and to the right of the student, offering assistance only when needed. The goal is for the student to perform all aspects of the work system independently.

BASIC

CURRICULUM

FOLDER TASKS

This set of (3) folder tasks contains familiar images, numbers and colors. Periodically assess the individual’s ability to use them during one-on-one sessions. Once mastered, add the folder tasks as part of the independent structured work session.

SHOEBOX TASKS HANDBOOK

Designed for teachers, therapists and parents who work and/or live with autistic individuals, this in-depth handbook looks at the development of ShoeboxTasks® and explains how these beginning level academic activities, based upon the North Carolina TEACCH program’s structured teaching approach, are best used.

MATERIALS LIST

- Task No. 1 — BLOCKS | VELCRO**
Blocks (8) with Velcro, 20 oz. Container (1), Strip Velcro (1)

Task No. 2 — BLOCKS | CONTAINERS
Blocks (6), 20 oz. Containers (2), Lids (2)

Task No. 3 — NICKELS
Wooden Nickels (10), 20 oz. Container (1), Lid (1)

Task No. 4 — PEGS
Pegs (8), 20 oz. Container (1), Lids (2)

Task No. 5 — CLOTHESPINS
Clothespins (10)

Task No. 6 — BEADS | PIPE CLEANER
Beads (4), Cubes (4), Pipe Cleaner (1)

Task No. 7 — DOWELS
Dowels (9), 20 oz. Container (1)

Task No. 8 — PEGS | VIALS
Pegs (9), Vials (9), 20 oz. Container (1)
- Task No. 9 — SPOOLS**
Paired Spools (5), 20 oz. Container (1)

Task No. 10 — LOCKTAGONS
Paired Locktagons (5), 20 oz. Container (1)

Task No. 11 — CLOTHESPINS | CARDS
Clothespins (5), Plastic Cards (5), 20 oz. Container (1)

Task No. 12 — STACK IT
Dox Blox (6), 20 oz. Container (1)

Task No. 13 — CUPS
Cups (7, 1 Velcroed), Velcro Coins (3)

Task No. 14 — BEADS | DOWEL
Square Beads (3), Round Beads (3), Dowel (1), 20 oz. Container (1)

Task No. 15 — STACKING PEGS
Pegs (12, 3 Colors), 20 oz. Container (1)

Task No. 16 — SORTING
Wooden Nickels* (6), Balls* (6), 20 oz. Container (1), T8 Containers (4), Lids (2)
*Teacher supplies additional sorting objects.



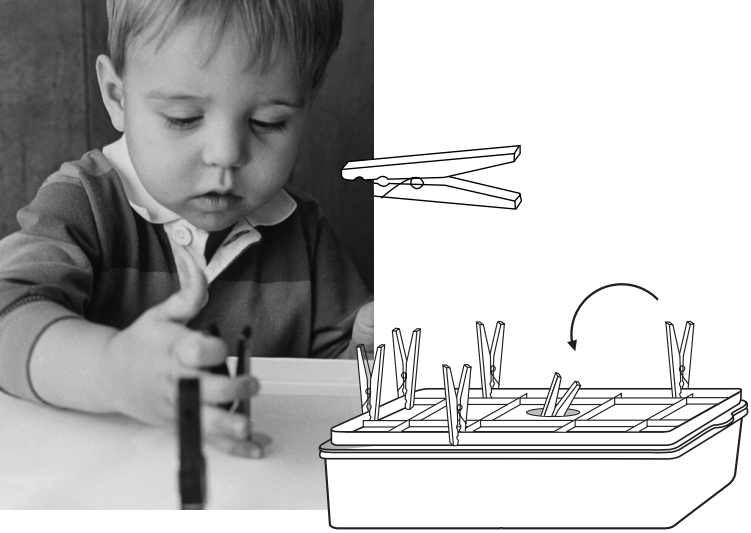
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LEARN ASSESS GROW

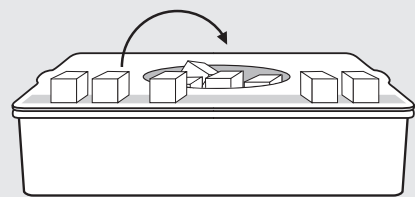
Since 1996, the Basic Curriculum, consisting of sixteen ShoeboxTasks®, has been foundational to the process of *learning how to learn* and has proven to be a beginning point for students entering the academic arena. By virtue of their design, these Tasks appeal to the student’s visual strengths and meet the needs for organization and the fulfilling reward of completion. In addition, the Tasks demonstrate a way of organizing activities that can also be applied to navigating personal and developmental areas of life. Appropriate for children whose abilities range within the 12-30 month developmental level, it is important to bear in mind that ShoeboxTasks® have a life expectancy!

As students progress, it is necessary to periodically assess when they are ready for more abstract, workbook-like activities. For this reason, we are now including with every Basic Curriculum, a set of (3) Folder Tasks in order to assess the appropriateness for moving forward. Refer to our insert that describes Folder Tasks’ purpose and supported use. Also included with every Basic Curriculum is the ShoeboxTasks® Handbook by Ron Larsen. The Handbook discusses and details information about each Task, including one-on-one vs. independent work and how ShoeboxTasks® work within the overall Structured Teaching approach to learning, developed by the North Carolina Treatment and Education of Austic and related Communication-handicapped Children (NC TEACCH) program. Enjoy the process!

Centering on Children, in Asheville, North Carolina, is now a thriving vocational workshop that employs adults on the autism spectrum. We serve therapists, schools, and families worldwide and continue to respond to the unique needs of this population through the development of new activities, consultations, workshops and by providing a model vocational workplace for the general public. Don’t hesitate to contact Ron Larsen with your questions, concerns and ideas at ron@shoebboxtasks.com.

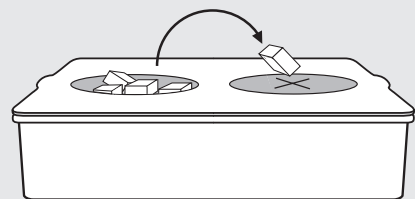
SHOEBBOX TASKS®

SIMPLE PUT-IN TASKS



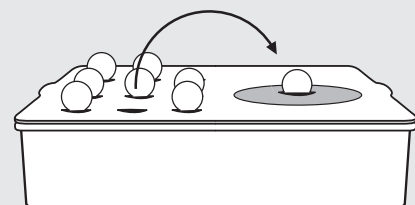
BLOCKS | VELCRO

Task No. 1
Move blocks from the Velcro strip into nearby container. By design, the student is encouraged to take one block at a time.



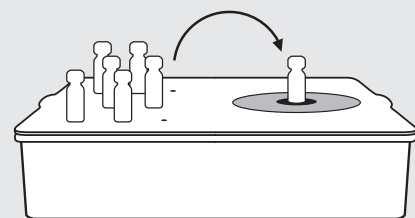
BLOCKS | CONTAINERS

Task No. 2
Move blocks from open container to lidded container. The lid with the cross slit requires the student to apply greater pressure to be successful.



WOODEN NICKELS

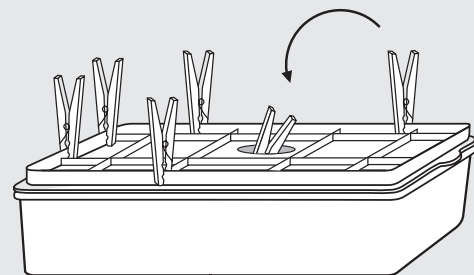
Task No. 3
Move wood nickels from upright positions and place into lidded container.



PEGS

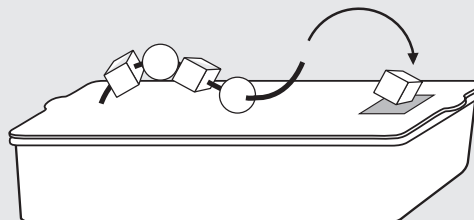
Task No. 4
Move pegs from upright positions and place into lidded container. The smaller opening requires greater focus to be successful.

Tasks Requiring Greater Finger Dexterity and Hand Coordination



CLOTHESPINS

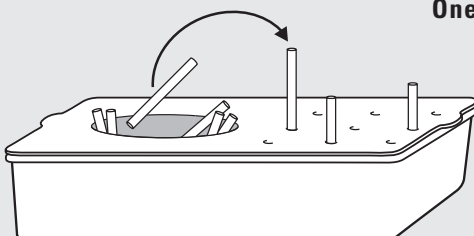
Task No. 5
Move clothespins from the edge of the lid and place through the small opening. Seeing the clothespins disappear into the opening can be a great motivator.



BEADS | PIPE CLEANER

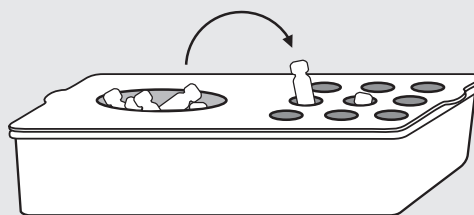
Task No. 6
Take beads off pipe cleaner and place into opening. Finger dexterity and the coordinated use of two hands are encouraged by design.

One To One Correspondence



DOWELS

Task No. 7
Move dowels from container and place into small nearby openings. One-to-one correspondence requires greater focus.

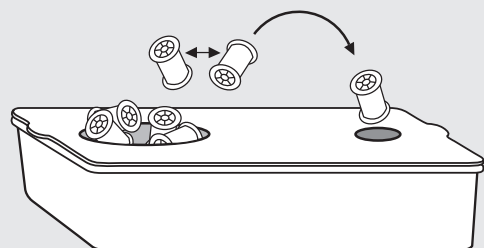


PEGS | VIALS

Task No. 8
Move pegs from container and place into nearby vials; one-to-one correspondence.

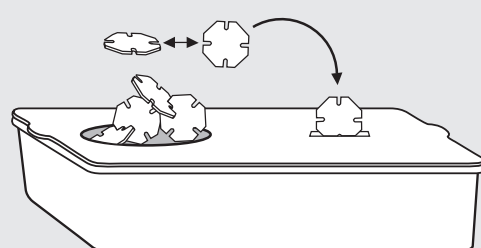
The container lids for Tasks 2, 3, and 4 increase the difficulty. As the opening decreases in size, greater hand control and concentration is needed to accomplish the task.

PULL APART & PUT-IN TASKS



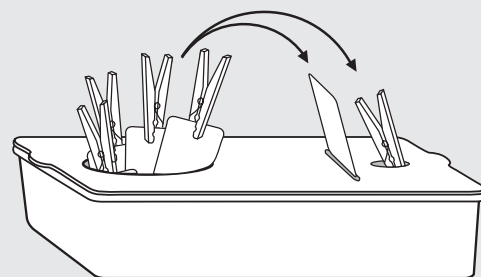
SPOOLS

Task No. 9
Pull paired spools apart and put into nearby opening.



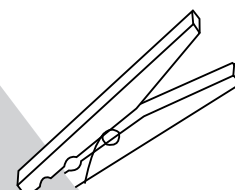
LOCKTAGONS

Task No. 10
Pull paired Locktagons apart and put into nearby opening.



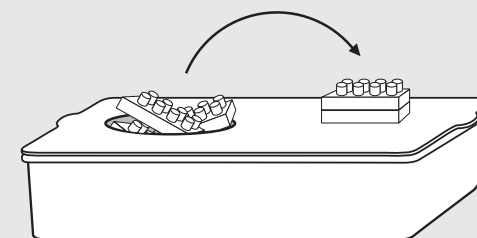
CLOTHESPINS | CARDS

Task No. 11
Separate clothespins from plastic cards and place into appropriate openings; a self-correcting activity.



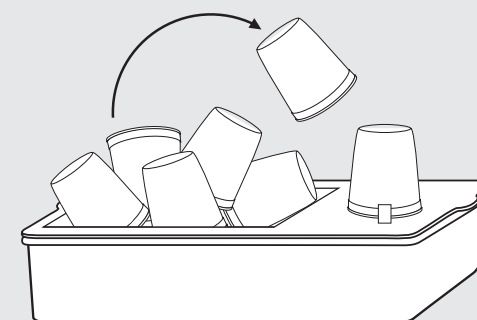
Photography © Adam Larsen
Task drawings and brochure design by Susan Rihew

STACKING TASKS



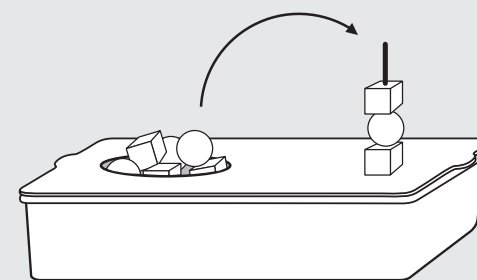
STACK IT

Task No. 12
Stack Blox upon the one that is preset by teacher onto the shoebox lid.



CUPS

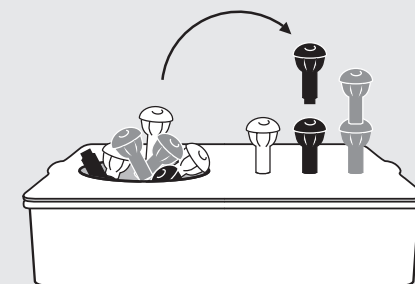
Task No. 13
Stack cups upon one that is preset by teacher onto the shoebox lid.



BEADS| DOWEL

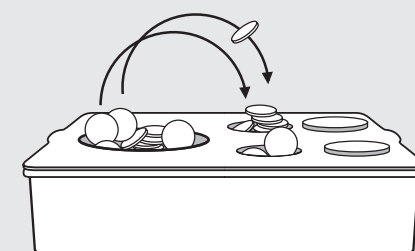
Task No. 14
Take beads from open container and stack onto upright dowel.

SORTING TASKS



STACKING PEGS

Task No. 15
Take pegs from open container and stack onto those preset by teacher on the shoebox lid; a simple stack or up to a three-way, color sort and stack.



SORTING

Task No. 16
Take wood nickels and balls from open container and sort into one of two nearby containers, matching each object. With success, two additional objects can be added.

Some individuals may become distracted by the loose materials in a container. Rather than taking one piece at a time they may grab several or begin sifting or throwing them. By eliminating the container and displaying the materials separately (i.e. tasks 1, 3 and 4), it is less likely that such distractions will occur. For some students, handing them the materials one at a time may be necessary when first teaching the activity.