

Tables defined for activities



Why define tables?

- The aim here is for the child to have an area of working which always has the same method of working. In this case the table and shelves denotes activities which can be completed sequentially and independently.

How to use

- Mark the table with a colour spot and the timetable with a smaller corresponding spot.
- The child moves to the table and when seated completes an activity contained within a basket from the shelves on the left hand side and then places the finished basket in the clear box marked with the finished symbol on the right hand side of the table.
- Once the skill of the left to right progression is mastered then the child can complete sequences of activities independently.
- The activities offered here would always be ones that have been previously mastered with support.
- The adult's role is to observe and praise the independent working but not engage with the child as they complete the activity and then reset the table for the next child to use.

Where next?

- Initially the child may only be able to cope with working independently on familiar tasks on their own for a short period of time. Over time the aim will be to increase time spent engaged in independent work and the ability to tolerate other children working near them.
- If this structure is carefully transferred from the independent workstation to a group table, then eventually they will be able to work at a table with others on independent tasks.