

Sample Skills to Practice In Woodworking

Communication

- make choices between tools to be used in the project (using picture or object choices for palm sander, small drill, hammer, nails, paint, etc.)
- make choices about aspects of the project (using picture or real object choices for colour, size, length, height, width, type of wood, etc.)
- make choices about where to sit if the teacher will allow
- make choices about smelling and/or touching different materials (e.g., which one do you prefer?)
- use a Voice Output Device (e.g. Step-by-Step Communicator) to provide a reminder or question from the teacher to the class
- use a Voice Output Device and/or facial expressions to greet the teacher and peers

Fine Motor & Participation

- have the student set up as a station using a switch (e.g., operating a particular piece of equipment with the Powerlink) so that all classmates must come to the student for assistance (e.g., sander)
- use a switch to run a palm sander, hand-held electric drill, or electric screw driver with an AbleNet Powerlink (assistant or buddy holds the tool)
- stretch out arms and hands to use tools or hold onto materials
- where applicable, reach or point for the choice of activity using objects or pictures
- use hand over hand assistance to help reach, grasp, hold, push, pull materials in building the project
- assist the student with set up and putting away the materials, tools and ingredients, to practice functional hand skills
- use hands to wash up after working, if needed
- increase hand strength by lifting and holding materials
- develop bilateral hand skills (e.g., hold onto wood and use the sander with the other hand, with hand over/under hand assistance)

Gross Motor Participation

- engage in the activity while standing in a standing frame, if there is room
- move to gather tools and materials to bring to the table (mobility in wheelchair)
- move to put away materials after working on the project (with hand over hand assistance)

Vision

- if appropriate, work on vision skills as outlined by your vision teacher using the objects and/or related pictures
- if the student can make choices with an activity picture board, have him/her use this to indicate what needs to happen next