

## Practicing Comprehension & Functional Academics Through Jobs

Job/routine \_\_\_\_\_

Frequency \_\_\_\_\_

Peer helper \_\_\_\_\_

Select at least 5 skills and indicate how you would work them into the activity.  
What kinds of questions would you ask?

Skill	Application
What question (sign, PCS, symbol)	
Where question (sign, PCS, symbol)	
Who Question (sign, PCS, symbol)	
Greeting/Good-bye	
Follow one-step command	
Make a choice	
Use her hands	
Walk only with picture prompt	
Set up & put away	
Use voice output	
Answer number question	
Answer colour question	
Sorting task	
Matching task	

Identify the letter	
Yes/No question	

The following are some examples of student practicing their skills within functional jobs...



Here our student helping to prepare her lunch. She is involved in the preparation as well as the cleanup of the task.

How many of the skills listed above, might you be able to incorporate into a cooking or meal preparation activity?

As students get older, it is a good idea to transfer communication from storybooks into a more adult related activity such as conversing about a video. Expectations for skills can be adapted according to the level of the student. (e.g., match the picture to the deer on the communication board; can you find the deer?; what is running across the field? What colour is the deer?) These are all different levels of questions. (e.g., sorting, matching, etc.)





Routine jobs such as collecting attendance, provide functional ways for students to practice their skills. (Grade 7 peers are encouraged to program the Step-by-Step Communicator themselves, e.g., "Good morning. Could I have your attendance slip?") Our student can practice using her voice output device, making eye contact for greetings, pointing to where she should go next, using her hands, etc.)