

Skills To Practice In Pencil Sharpening Job

Communication

- make choices about whom to approach to ask if they have any pencils to sharpen (e.g., secretary, students, art teacher, etc.)
- use the voice output device or picture communication board to ask the individuals if they would like any pencils sharpened
- use the voice output device (e.g., Step-by-Step Communicator) to provide comments and questions, while running the pencil sharpener

Fine Motor & Participation

- use a switch to run the electric pencil sharpener with an AbleNet Powerlink
- where possible, reach or point if using a picture communication board or pictures
- assist the student with setting up and putting away the materials back into the bag, to practice functional hand skills
- use assisted hand reach to feed the pencil into the sharpener if hands skills are possible

Gross Motor Participation

- engage in the activity while standing in a standing frame, to stretch legs
- where possible, have the student move to pick up some of the items and bring it to a table (mobility in wheelchair)
- move through classrooms to look for people who have pencils to sharpen (e.g., office, art room, etc.)

Vision

- where appropriate, have the student work on vision skills as outlined by your vision teacher using the objects and/or pictures (eye contact, tracking, etc.)
- use vision and touch to decide which pencils are sharp and which require sharpening