



{inclusion outreach}

1031 Lucas Avenue  
Victoria, BC V8X 5L2  
Tel 250-595-2088

[www.inclusionoutreach.ca](http://www.inclusionoutreach.ca)

## Long-Term Thinking for Academics

We need to think globally and long term when looking at academic subjects for our students. If we continue to ask ourselves: "How will our student actually use this skill in their adult life and at home?" this will help us to create real life opportunities to practice functional skills. The following are some examples.

### Money

How will our student use the concept of money? Some students may not understand coin or dollar values but need to learn that something is exchanged when we go to a store to buy something (e.g., credit card, coins, bills). Short but meaningful conversation can occur with the use of a simple communication device. For example, "Hi. How are you today? How much do I owe you? Thanks." These routines should be practiced so that the individual is not prompt dependent as an adult in the community.



Respect

Competence

Inclusion

Presence

Choice



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## Time

How will our student use the concept of time? The calendar could be adapted into something more like a social calendar or adult day planner. The focus would be to count days or weeks before a special event occurs. You could also ask sequencing questions such as: "Which birthday will come first?" or "What happens after the Halloween party"? Once again, we are emphasizing conversational skills within this calendar routine.



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## Measurement/Counting

Cooking is often a great way to ask questions and reinforce numeracy in real life activities that are also very motivating. Food is often a motivator for many of our students. All our student's skills can be incorporated into a weekly cooking activity. This makes math concepts real for our student. They can work on core vocabulary such as more/less, full/empty, finish/start, in/out, etc.



## Language Arts Reading/Letter Recognition/Comprehension

What might this look like for a student as they become an adult? Can they sit and have a conversation about a book or a movie, with a friend? What kinds of helpful signs can they recognize around the community, such as in the mall. The students Augmentative and Alternative Communication (AAC) system can include this functional vocabulary, such as the words needed in Starbucks ("Grande" or "Venti") or Tim Hortons ("Double double please") so students can use this for purposeful activities and meaningful conversations. Picture symbols can be printed, or communication apps can be programmed with words and social phrases to keep the conversations going.

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