

## **Sample Skills to Practice In Buddy Reading**

(These skills can transfer to any parallel academic activity)

### **Communication**

- make choices about which story to read or where to read the story
- use object choices or a picture communication board to make comments or answer simple questions about the story if cognitively appropriate
- use the Voice Output Device (e.g. Step-by-Step Communicator) to provide comments and questions to the buddy (e.g., What just happened? What might happen next? Turn the page now.)
- use the Voice Output Device to make up words, phrases or sound effects that are appropriate to the theme of the story, for each page (e.g., "he shoots... he scores!" ... for a hockey story; "pitter patter" ... for a story about rain; etc.)

### **Fine Motor & Participation**

- use a switch to run a language master for a buddy with an AbleNet Powerlink
- attach page fluffers to the story so the student can assist in turning the pages
- if possible, reach or point to the storybook and either a picture communication board, pictures, or actual objects relevant to the story when making choices
- hold onto the book while the buddy reads
- assist with taking out and putting away object cues for the story back into the kit, to practice functional hand skills
- use a switch and tape recorder to run background music for silent reading, if appropriate
- if appropriate, point or reach towards something in a picture on the page
- with hand under/over hand assistance, point to each word as the buddy is reading

### **Gross Motor Participation**

- engage in the activity while standing in a standing frame, to stretch legs
- if physically feasible, move to gather books to bring them to a table (mobility in walking or in wheelchair)
- return books in the classroom or to the library

### **Vision**

- where appropriate, work on vision skills as outlined by your vision teacher using the objects and/or pictures (eye contact, tracking, etc.)
- use vision and touch when viewing the book
- if possible select books which are appropriate to vision needs (e.g., for CVI use contrasting colours and backgrounds, yellow and black, shiny, bold, fluorescent)