

## **Sample Skills to Practice In Library Activity**

### **Communication**

- make choices about which tools or materials to use next if helping to clean the library
- make choices about which books to take out
- use object choices or picture communication board to make comments or choices about the activity
- use a Voice Output Device (e.g. Step-by-Step Communicator) to provide comments and questions, while running the twirl-o-paint art spinner or tape recorder for background music (if the teacher will allow)

### **Fine Motor & Participation**

- use a switch to run a Dust buster with an AbleNet Powerlink if no one is in the room
- attach page fluffers to help the student use his/her hands to turn pages in books
- where possible, reach or point to either a picture communication board, pictures, or actual objects used when making choices
- assist with using a feather duster to dust shelves to practice functional hand skills
- use hands (even with assistance) to help stamp books (hand dominance)
- use hands with assistance to help put books away on low shelves (bilateral, reach, hold and release skills)
- use bilateral skills when reading a book (e.g., holding the book, turn the page, pointing to a picture in the book)

### **Gross Motor Participation**

- engage in the activity while standing in a standing frame, to stretch legs and to reach higher shelves
- if physically feasible, move to pick up some of the items to bring them to a table (mobility in walking or in a wheelchair)
- move through classrooms or the school to hand out overdue notices for the librarian

### **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 to reinforce eyes and hands working together
- select books with colours that are appropriate to vision needs (e.g., for CVI use contrasting colours and backgrounds, yellow and black, shiny, etc.)