

Using Object Cues In Buddy Reading...

It is important to involve our students as active participants as much as possible in the buddy reading activity. Sometimes students with severe cognitive disabilities also experience varying degrees of cortical visual impairments. Hence, pictures may not provide as much meaning to these students as objects.

Involving students with objects that relate to a story can provide a much richer context around the story. Simple questions can be posed using these object cues as well.



Students in buddy reading **can participate** by...

- using a voice output device for a sound effect, word, phrase or question that relates to the story. (e.g., "What do you think may happen next?")
- using vision to look at a picture or an object that relates to the picture
- using reach or gaze to select an object that relates to a question from the story
- using comprehension to answer simple questions using pictures or objects

Refer to the video clip in this strategy, which demonstrates a classmate using object cues in a buddy reading activity. In this clip, you will see...

1. The classmate selecting a book with a repetitive phrase from a bin on the desk
2. A list of possible books to read with the student, which have potential for repetition on the voice output device. The following are a few examples...

Title	Author	Voice Output Device Line
"Buzz, Buzz, Buzz," Went Bumblebee	Colin West	"Buzz, buzz, buzz"
Red is Best	Kathy Stinson	"Red is best!"
One Day in the Jungle	Colin West	"Achoo!"
Polar Bear, Polar Bear, What Do You Hear?	Bill Martin Jr. & Eric Carle	"What do you hear?"
Brown Bear, Brown Bear, What Do You See?	Bill Martin Jr. & Eric Carle	"What do you see?"
The Little Red Hen	Paul Galdone	"Not I" !

3. A picture of the book selected for this activity (i.e., "One Day in the Jungle")
4. The classmate selecting a couple of object cues specific to this story from a bin full of various objects that could be used with any of the books.
5. The classmate recording the repetitive word/sound effect for this story (i.e., "Achoo!") on a Step-by-Step Communicator.
6. The student using the voice output device to participate when prompted.
7. The classmate acting out the story with the objects and placing them in front of the student to view.