

This is the number of times during the shared reading that the student initiates communication with speech or AAC. For a Level 1 student this would usually happen rarely.

This is the number of times during the shared reading that the student asks a question with speech or AAC. For a Level 1 student this would usually happen rarely.

Shared Reading Using Share the AIR – Level 1			
Student:	Staff Member:	Book:	Date:
Great Eight technique(s) used by staff member:			
Share the AIR ☐	Link to letters in their name ☐		
Communication by student (frequency):	☐ Initiate (number)	☐ Question (number)	☐ Respond (number)
Student Engagement (circle relevant descriptors):			
☐ Level 1: looking away, walking away, not attending to book, not attending to AAC			
☐ Level 2: showing some attention to book, attending to some AAC modelling, showing some stillness or listening behaviour			
☐ Level 3: attending to story, attending to AAC modelling, initiating communication, looking at book, participating in AIR			

The only two Great Eight techniques used at Level 1 are AIR and Link to letters in their name.

This is the number of times during the shared reading that the student responds with speech or AAC. For a Level 1 student this would usually happen rarely.

This is the number of times during the shared reading that the student initiates communication with speech or AAC. For a Level 2 student this would usually happen occasionally.

This is the number of times during the shared reading that the student asks a question with speech or AAC. For a Level 2 student this would usually happen occasionally.

Shared Reading Using the Great Eight – Level 2

Student: _____ Staff Member: _____ Date: _____

Great Eight technique(s) used by staff member: _____ Book: _____

☐ Share the AIR ☐ Link to letters ☐ Completion ☐ Recall ☐ Open Ended ☐ Wh- questions ☐ Distancing

☐ I have a question ☐ Teach vocabulary ☐ Do you have a question?

Communication by student (frequency): ☐ Initiate (number) ☐ Question (number) ☐ Respond (number)

Student Engagement (circle relevant descriptors):

☐ Level 1: looking away, walking away, not attending to book, not attending to AAC

☐ Level 2: showing some attention to book, attending to some AAC modelling, showing some stillness or listening behaviour

☐ Level 3: attending to story, attending to AAC modelling, initiating communication, looking at book, participating in AIR

This is the range of Great 8 activities used at this level.

This is the number of times during the shared reading that the student responds with speech or AAC. For a Level 2 student this should be happening regularly.

This is the number of times during the shared reading that the student initiates communication with speech or AAC. For a Level 3 or 4 student this should be happening regularly.

This is the number of times during the shared reading that the student asks a question with speech or AAC. For a Level 3 or 4 student this should be happening regularly.

Shared Reading Using the Great Eight – Levels 3 & 4

Student: _____ Staff Member: _____ Date: _____

Great Eight technique(s) used by staff member: _____ Book: _____

☐ Share the AIR ☐ Link to letters ☐ Completion ☐ Recall ☐ Open Ended ☐ Wh- questions ☐ Distancing

☐ I have a question ☐ Teach vocabulary ☐ Do you have a question? ☐ Print referencing ☐ Rhymes and sounds

Communication by student (frequency): ☐ Initiate (number) ☐ Question (number) ☐ Respond (number)

Student Engagement (circle relevant descriptors):

☐ Level 1: looking away, walking away, not attending to book, not attending to AAC

☐ Level 2: showing some attention to book, attending to some AAC modelling, showing some stillness or listening behaviour

☐ Level 3: attending to story, attending to AAC modelling, initiating communication, looking at book, participating in AIR

This is the range of Great 8 activities used at these levels.

This is the number of times during the shared reading that the student responds with speech or AAC. For a Level 3 or 4 student this should be happening regularly.