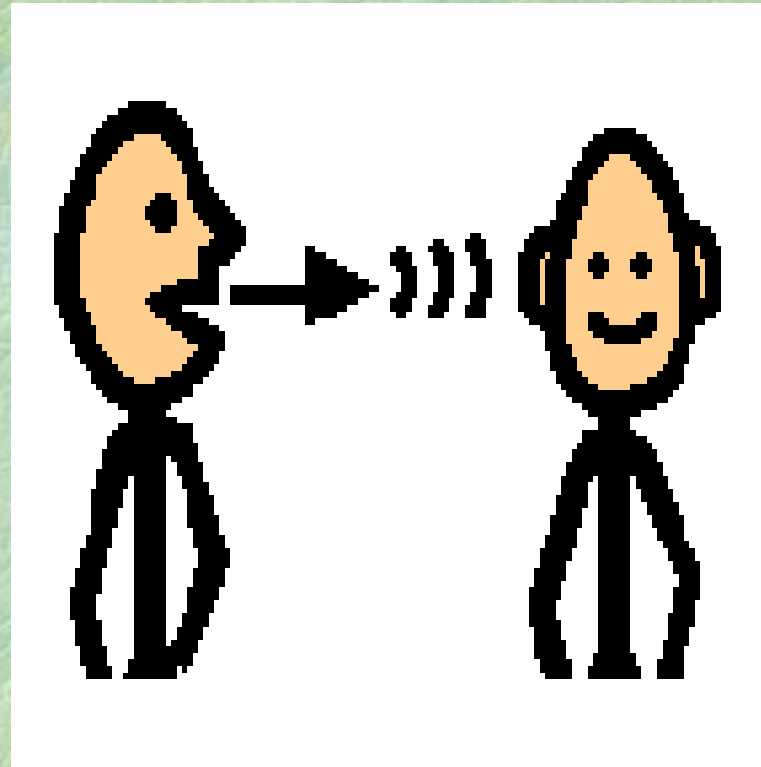




Visual Strategies  
for  
Improving  
Communication

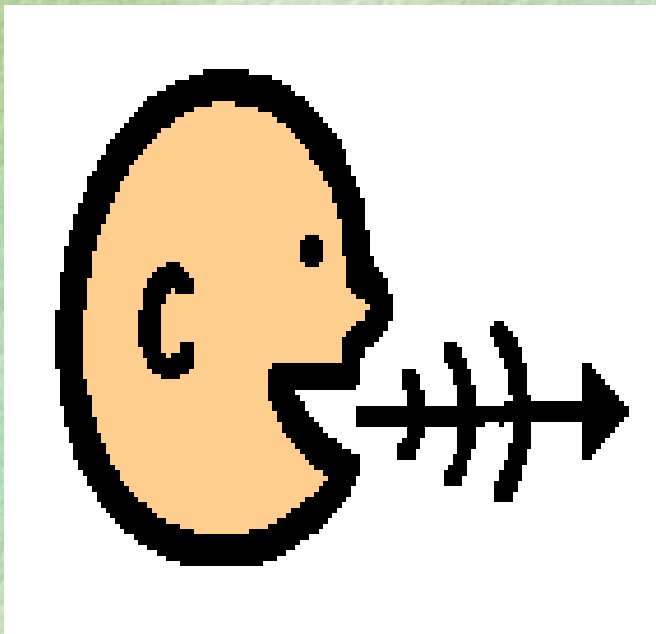
# A primary part of many disabilities:

- A social / communication disability
  - Expression: How do I communicate with others?
  - Comprehension: Do I understand what is being said to me?



REMEMBER:

Communication is NOT



"just speech"

# Communication involves:

- establishing or shifting attention
- following rapidly changing stimuli
- taking in information
- processing information
- storing information
- retrieving information
- sending information

# FORMS of communication

- Speech, vocalizations
- sign language
- pointing
- gestures
- body language
- pictures
- objects
- written language
- etc.
- behaviors
- kick, hit
- bite
- yell, scream
- tantrum
- cry
- runaway
- attack
- self abuse

# FUNCTIONS of communication

- Request
  - food
  - attention
  - escape
  - objects
  - etc.
- protest
- greet
- ask questions
- answer questions
- comment
- social interaction
- labeling

# Pragmatics- the “glue” that makes communication effective (Social language use)

- Attention
- eye contact
- responding to initiation of others
- turn-taking
- conversational skills
  - starting
  - stopping
  - maintaining topic
- Nonverbal behaviors gesture/body language
- Breakdown & repair
  - persistence
  - alternate strategies

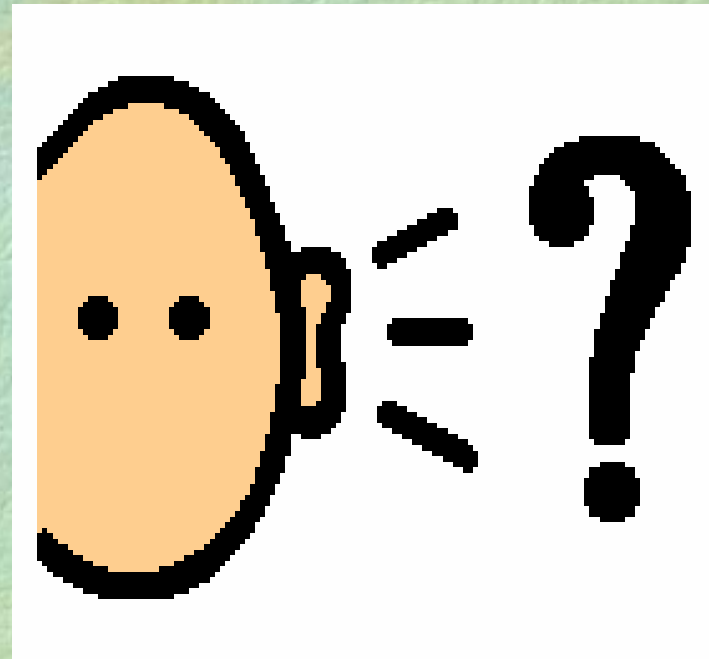
# The Communication Partner

- The student is only 1/2 of the communication interaction.
- How effective is the communication partner?



# Receptive Communication

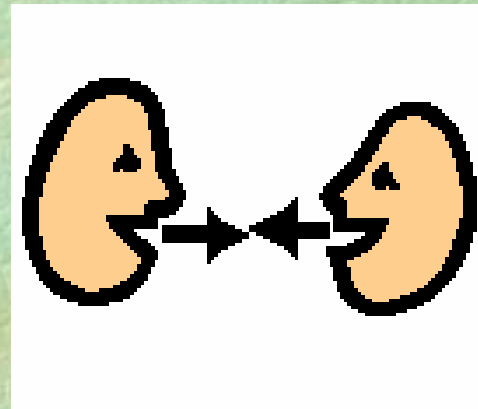
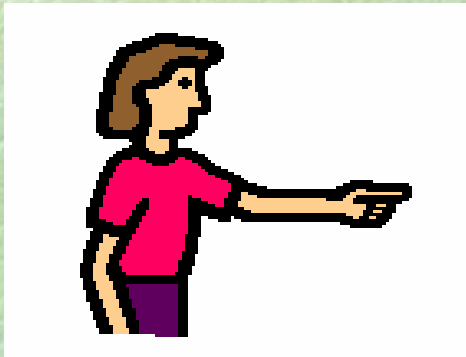
- Frequently forgotten
- often misjudged
- usually severely deficient
- commonly not programmed for adequately



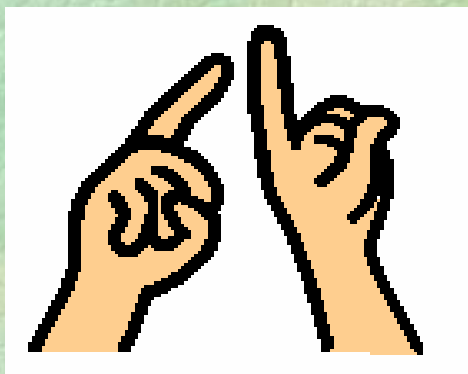
# “He understands everything I say”

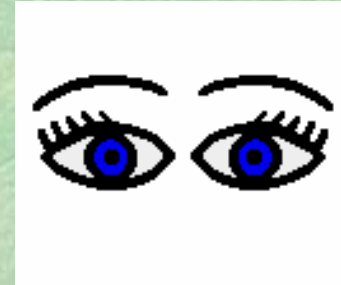
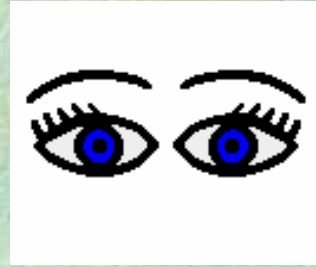
- Routine language
- gestures
- learned routines
- environmental supports
- Communication supports





IT DOES NOT MATTER  
IF STUDENTS ARE  
VERBAL OR NONVERBAL



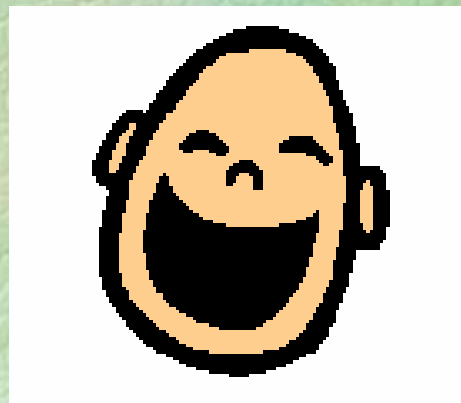
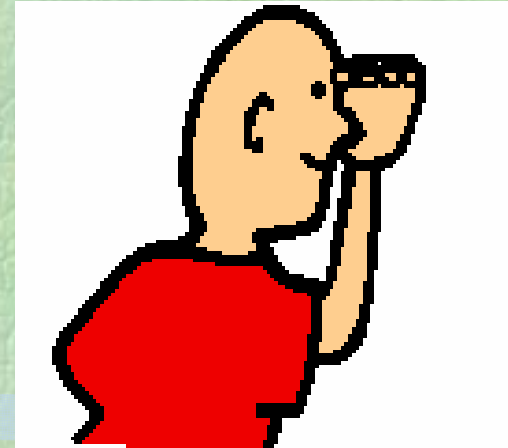


the majority of students are

Visual Learners

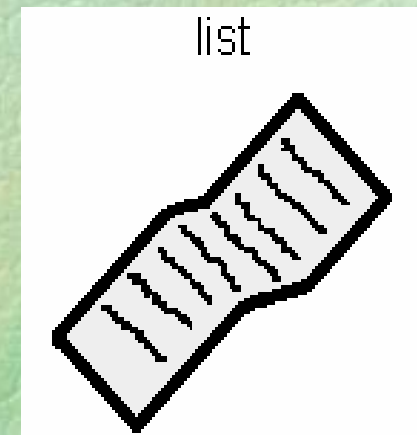
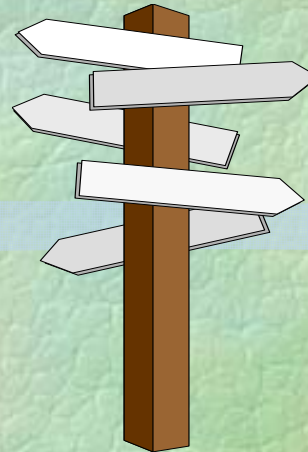
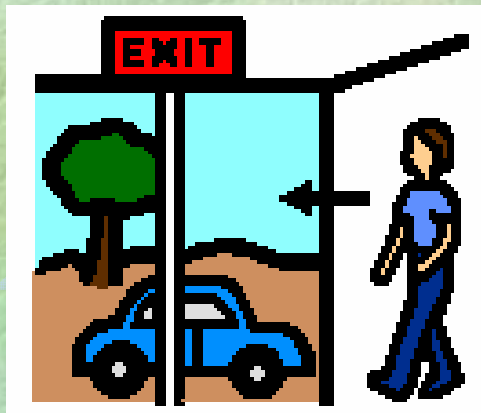
IF I CAN SEE IT

then I understand



# VISUAL TOOLS

many people use these techniques



# Visual tools give information

- what is going to happen
- when something is going to happen
- what are the choices
- what is changing
- who is coming
- what are you suppose to do

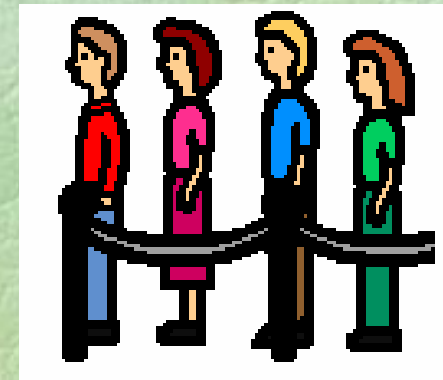
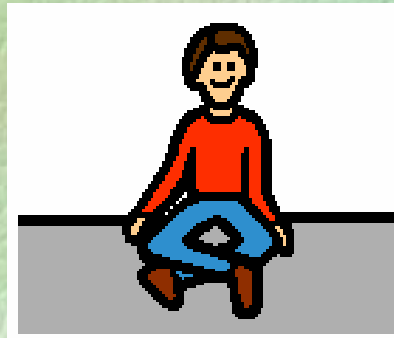
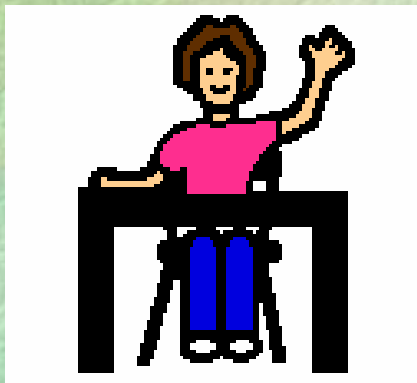
# Schedules

- what is happening
- what is happening that is new or different
- what is the sequence of events



# Tools to give directions

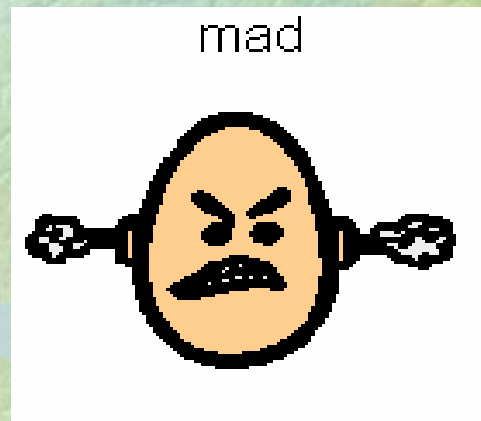
- get student's attention
- use simple and to the point wording



# Visual tools to establish rules

- tell what to do
- tell what not to do
- define rewards
- define consequences

# Visual tools to teach social skills



# Creating Visual Tools

## ■ DO:

- use what the student understands quickly and easily
- create tools that are universally understood
- observe how the students respond to what you create
- teach what you create
- place visual tools in all settings

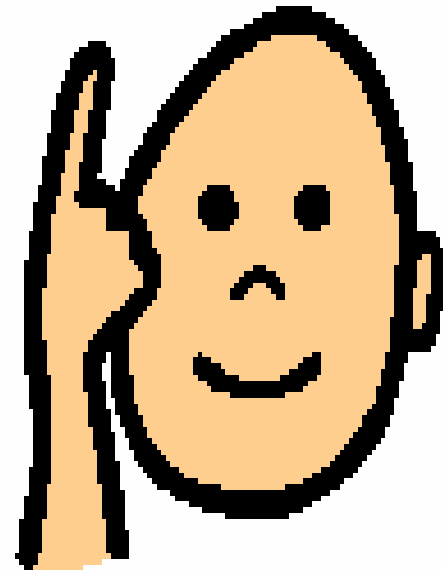
## ■ DON'T

- Make tools that are too complicated or too difficult for students to understand
- create arbitrary rules about how visual tools must look

# Visual Strategies

- Our goal is to discover how using visual strategies to support communication will make a difference in each student's life.

Now I  
understand



# Polk Website for Visual Strategies

- Go To: [www.polk-fl.net](http://www.polk-fl.net)
- Click on “District Offices”
- Scroll To: Instructional Service to FDLRS
- Click on FDLRS
- Click on “Technology”
- Click on “Resources
- Click on icon of Boardmaker Chart
- Click on Visual Strategies – either in Boardmaker file or PDF format