

Picture Communication

Picture communication is a form of Augmentative and Alternative Communication (AAC). It is a way for one to communicate without relying on verbal speech. Instead, to communicate, the learner uses cards with pictures, symbols, or words to ask for things, make comments, answer questions, and to communicate in general.

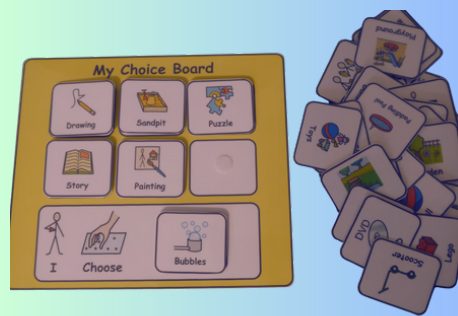
Picture communication is commonly used by speech pathologists, occupational therapists, psychologists, social workers, parents and teachers who have been trained to use this technology.

TYPES OF PICTURE COMMUNICATION SYSTEMS

PRINTED CHOICE BOARD



VELCRO CHOICE BOARD



Picture from:
<https://www.etsy.com/listing/206849020/my-choice-board-communication-visual>

COMMUNICATION BOOK



Picture from Amazon

these types of communication books can be created using a binder, folder, etc. It doesn't have to be fancy! Just some pictures, lamination, and velcro will do the trick!

HEAR OF PECS?

You may be familiar with the term; Picture Exchange Communication System also known as PECS. This is a great system, however, it can be very expensive to be certified, purchase the curriculum, program materials, etc. It is definitely possible to create materials that work and facilitate communication in your classroom without following a particular program! Check out our free resource library for some visuals you can use to get started! Remember! ALL COMMUNICATION IS ACCEPTED AND HONORED!

 FREE DOWNLOAD



TEACH THE LEARNER

1. Have students picture communication system assembled and ready to go! Always make sure this is available to your students at all times! Lunch, recess, work time, break time.
2. Start with pictures of basic human needs and your students favorite things!
3. Start with teaching students to ask for reinforcing things: Bubbles, coloring, legos, dolls, hug, cracker, water, etc.
4. When the student points to something they want:
 - a. Teacher says "You want cracker!! *Show picture of cracker* Okay! Here is a cracker! Thanks for asking!"
5. When offering choices for students, follow the prompting hierarchy.
6. Use pictures during lessons in addition to spoken language to model language for your students.

AAC Prompting Hierarchy (From Positive AACtion - Rocky Bay 2010; Sennar 2010; YAAACK 1999)

1	Expectant Pause	Give the child time to respond or the opportunity to initiate communication.
2	Indirect Nonverbal Prompt	Use your body language to indicate to the child that something is expected (e.g. expectant facial expression, questioning hand motion with a shrug, etc.).
3	Indirect Verbal Prompt	Use an open-ended question that tells the child that something is expected but nothing too specific (e.g. "Now what?", "What should we do next?").
4	Request a Response	If there is still no response, you can try to direct the child more specifically (e.g. "Tell me what you want." "You need to ask me.").
5	Gestural Cue	You can point to the symbol or leave/tap your finger there for several seconds to get the child started with his message.
6	Partial Verbal Prompt	If there is still no response, give them part of the expected response (e.g. "You went to the...").
7	Direct Model	If still no response, model on the student's device (e.g. "The bear is sad."). Pause and wait for the child to imitate or respond.
8	Physical Assistant	Provide hand-over-hand assistance to help the child to form the message using their device.

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PROS AND CONS OF PICTURE COMMUNICATION

Pros:

- Less expensive approach to teach language
- Facilitates expressive communication
- No special training is needed because pictures are used with labeled words
- Helps increase social communication and interactions in the environment

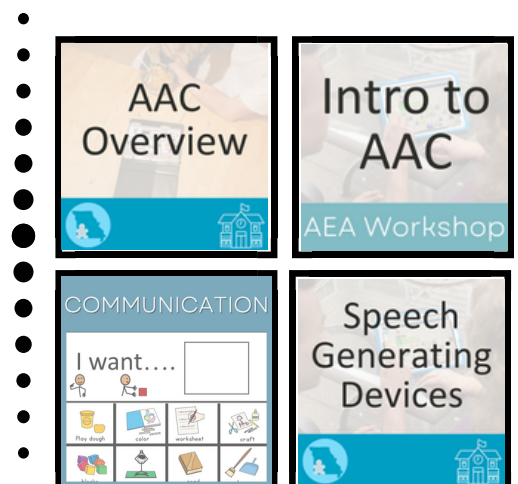
Cons:

- Requires a lot of attention from an individual with ASD to learn
- Communication is limited to pictures with labeled words
- Can be time consuming to create system
- Cannot help with communication of more complex ideas

REMINDERS

1. Some students may need to use real pictures to help make the real world connections. Some students may do great with symbols from the start!
2. Do not EVER assume your student is "too low" for a Speech Generated Device! Pictures are a restrictive form of communication, we never want to hold our students back because of our perception of their abilities!
3. ALL COMMUNICATION SHOULD BE HONORED AND HEARD! If your student gives you "random" pictures, chances are they are not random to them! Make sure to acknowledge and comment on your students communication attempts!

• ADDITIONAL RESOURCES



GET
CONNECTED!



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