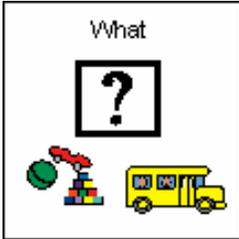




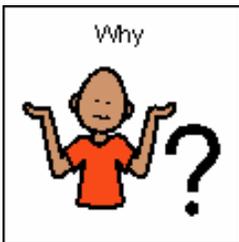
# May is Speech, Language & Hearing Awareness Month

## VISUALS FOR EVERYONE

Many students benefit from visuals used by teachers in the classroom. Using visuals can improve aspects such as memory, understanding, ease of transition between activities, classroom organization, independent work habits, and self-monitoring skills.



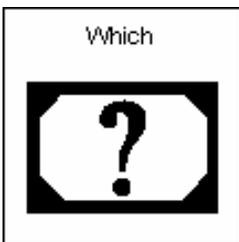
**WHAT** are visuals? If you can see it, it's a visual. Written text, gestures, pictures, television, objects, and flashing lights are all considered visuals. Visuals can be an important part of communication, capitalizing on a student's ability to acquire information through sight.



**WHY** use a visual? We all depend on visuals in our daily life. Think of how well a bright red stop sign helps us to follow the rules of the road. Verbal messages only last a moment, whereas visuals help students remember, and provide a permanent message or direction to which they can refer. Visuals can be used as an alternative form of communication or to help with following transitions or routines.



**WHO** can use visuals at school? Teachers, educational assistants, administrators and students of all ages can use visuals at school. Teachers may wish to use visuals to aid in a demonstration or a lesson, or as a helpful reminder throughout the day. Students may wish to refer back to visuals to aid with memory, to help with transitions, to regulate behaviour, or to communicate with others.



**WHICH** visuals should be used in the classroom? The type of visuals you use in the classroom will depend on the type of learner, the age of the student, the availability of resources, and the environment. The student's interests and input should be considered during the development of visuals.



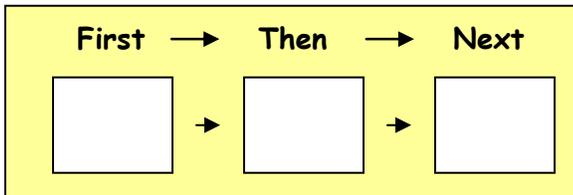
**WHERE** should visuals be placed in the classroom? A visual support should be placed where the student can best access it. It can be placed on a desk, chalk board, door, next to you or the student.



# HOW YOU CAN USE VISUALS

## 1. ORGANIZATION

- **Following routines and activities in class**---a visual schedule or visual rule reminder (e.g., lunchroom rules) for students with limited (or no) English and lack of understanding of classroom routines and expectations; individual activity schedules
- **Organizing information**---e.g., a 3-D map, a model, a diagram, symbols on a map to show the locations or distribution of landmarks, land use, etc. for a G 3 unit in Social Studies on Urban and Rural Communities; assignment choice board; visual aids (e.g., charts, props, multimedia) in oral presentations
- **Prioritizing or organizing tasks for independent work completion**---checklist, visual agenda, first-then-next, calendar with stickers or symbols for segments of work to be completed, coloured sticky tags, coloured Post-its, timer, coloured dividers for notes in binders
- **Developing self-organizational skills**---e.g., sequence of pictures of washing hands by the sink; transition routines (e.g., filling in agenda, clearing desk, etc.) for students on a rotary schedule; book borrowing routine in the library; labelling all bins with pictures of toys for tidy-up time



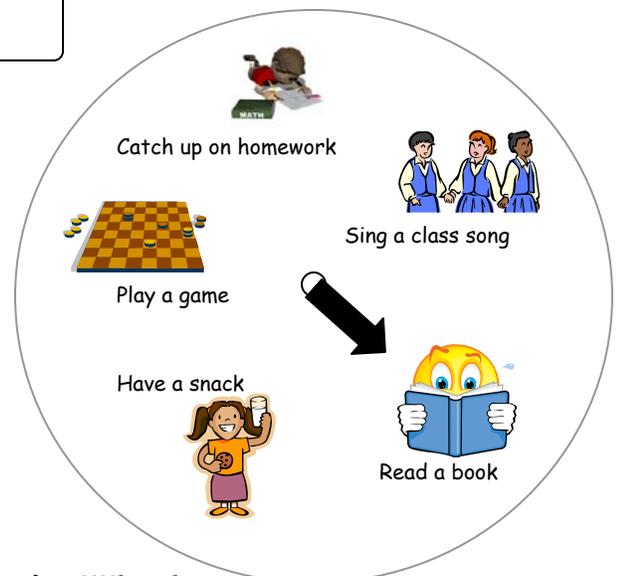
### John's Writing Checklist

- ✓○ Complete rough draft in journal.
- Use a thesaurus to choose more appropriate words.
- Check for spelling errors.
- Check punctuation.
- Ask a friend to edit my work.
- Leave journal in teacher's box.

### Organizational Checklist

## 2. DECISION-MAKING

- **Activity choice board for Kindergarten free activity time**---students put their name cards under an activity of their choice from a list of teacher-selected activities
- **Conflict-resolution wheel**---students spin a wheel of different strategies for resolving conflicts with peers
- **Decision-making flowchart**---use boxes and arrows to show decisions and their respective consequences



### 3. BEHAVIOURAL MANAGEMENT

- **A reminder and/or positive reinforcer**---e.g., checklist, stickers and agenda, first-then
- **Classroom management**---e.g., activity choice board for Kindergarten free activity time so teacher can ensure certain activities are not overcrowded; circle time rules; a voice meter to show and monitor the appropriate use of voice in accordance with the setting (e.g., loud talking for outdoor, etc.), cue cards for behavioural reminders

**WALKING IN THE HALLS**

- I keep my hands to myself.
- I say "Hi" to people once. I can wave once too.
- I walk.
- I go directly to my next class. If I need to go to the washroom, I ask permission when I get to my next class

**Behaviour Cue Card**

**Voice Volume Meter**

**Voice Volume Meter**

### 4. ENHANCEMENT OF COMMUNICATIVE PERFORMANCE

- **Teaching socio-communicative skills**---e.g., for sneezing in the presence of others, use pictorial social stories to illustrate culturally and socially appropriate rules and behaviours
- **Providing a visual means of communication to allow your ELL students to demonstrate what they have understood**--- e.g., diagrams to illustrate the parts and movements during changes in state of matter for a G 5 Science unit on Properties of and Changes in Matter; visual worksheets (in the format of multiple-choice, true-or-false, matching and linking) to identify the appropriate changes in state
- **Demonstrating and encouraging a variety of communication means for expressing needs, wants, preferences, reporting and sharing of information**---e.g., activity choice board, natural gestures to show intention (e.g., "stop", "wash hands"), pointing to pictures of preferred toys, utilizing real objects, road signs, picture books

<p><b>Saying "hi"</b></p>	<p>If I pass someone in the hall, I can smile, wave or nod my head.</p>	<p>When I see someone I know, I will smile and say "hello".</p>	<p>Most people like it when I smile at them. Smiling can make people feel good.</p>	<p>Some people will say, "Hi, John, how are you?"</p>	<p>I will say "I'm fine. How are you?"</p>	<p>Saying "hi" and asking them how they are doing makes people happy.</p>
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**Social Story**

# Hierarchy of Visuals

Different students need different types of visuals. The easiest visuals to understand are concrete (e.g., tangible symbols). Representational symbols are more complex.

## Tangible Symbols:

Real Objects  $\Rightarrow$  Miniature Objects  $\Rightarrow$  Partial Objects

## Representational Symbols:



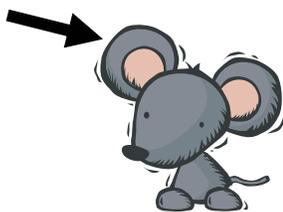
[CAR]

Photographs  $\Rightarrow$  Pictographs- drawings  $\Rightarrow$  Line Drawings  $\Rightarrow$  Written Words

## References & Resources



- o Visual Strategies for Improving Communication by Linda A. Hodgdon, M. Ed., CCC-SLP and sign up for Linda Hodgdon's free e-letter at: <http://www.usevisualstrategies.com>
- o Online visual timer: <http://www.timetimer.com/virtual.php>
- o [//tdsbweb/site/ViewItem.asp?siteid=100&menuid=3801&pageid=3137](http://tdsbweb/site/ViewItem.asp?siteid=100&menuid=3801&pageid=3137)
- o [www.connectability.ca](http://www.connectability.ca) > Library > Interactive Tools > Visual Engine
- o Geneva Centre for Autism – <http://elearning.autism.net/visuals>
- o <http://www.adaptedlearning.com/default.aspx>
- o Free visual and online games – <http://do2learn.com>
- o ***Talk to your school speech-language pathologist***



Hearing it

+



Seeing it

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Learning it!!!