

VISUAL PRESENTATION HIERARCHY

FAQ: What is the Standard Special Educator's Protocol on Visual Introduction of Materials When Teaching Language Concepts?

© 2010 Penina Pearl Rybak MA/CCC-SLP, Speech-Language Pathologist
ALL RIGHTS RESERVED

1. Use objects in a structured way (1:1 and/or Circle Time etc.) to teach child to
 - a) Identify it on command (label it, point to it)
 - b) Describe basic object function
 - c) Follow directives about it e.g. "give it to me" or "put in..." for social interaction purposes, NOT to teach prepositions (elicited learning vs. incidental learning)
2. Use real photos (digital camera etc.) such as cards and puzzle games e.g. Living and Learning™ games etc. *
3. Use icons such as Boardmaker™ to create lotto boards etc. to match to the already familiar objects and photos
4. Use a mixture of objects/photos/icons in an unstructured, play type of activity, to give child "hands on practice", opportunity for carryover, and motivate the student that learning is FUN!
5. Introduce worksheets to help:
 - a) student generalize previously learned skill to another medium
 - b) student understand the concept that time passes, i.e. everything in life basically has a beginning /middle/end (P.S. difficulty understanding this is why many of our students "act out" and/or "self-stim")
 - c) yourself accurately judge performance (ex: student knew ____ 3 out of 4 times) for later reports/evaluations

*Please Note:

1. Your student's level of visual acuity determines the size/nature of your visual stimuli and HOW you present it (table top/horizontal vs. velcro board/vertical)
2. Some lower functioning students may spend MUCH time at the "object" phase- repetition and patience are key!
3. Worksheets vary in visual complexity, so choose wisely or create your own
4. When teaching concepts, it is good to have an organized lesson plan that fluidly and seamlessly integrates structured learning with spontaneous play time i.e. Thematic Learning uses a multi-sensory approach where students are taught "hands on" in a group and get to "act it out" later that hour/day etc. in an individual symbolic play schema at their level
5. Your student may have a large receptive lexicon, and may be great with photos/pictures, but still needs to be introduced to a new, unfamiliar concept kinesthetically (remember: developmentally, we all start out to be tactile learners, and many of our students are "stuck" at this phase).
6. You can find a wealth of materials through use of Boardmaker™, Google™ Images, websites (hasbro.com/playskool/en_US/, fisherprice.com, meddybemps.com, funandfunction.com, and about.com), and mail order toy catalogs (JC Penney, Toys R Us) and speech therapy catalogs: Beyond Play, Super Duper, Great Ideas for Teaching, Special Needs Toys, Lauri, Lakeshore, Therapro, and Back to Basics Toys)

The Visual Presentation Hierarchy

-  *Objects with Velcro*
-  *Real photos with Velcro (cut close)*
-  *Real photos with Velcro (squares)*
-  *Boardmaker™ icons (squares)*
-  *Boardmaker™ icons (strips)*
-  *Boardmaker™ -Symbolate (strips)*
-  *Boardmaker™ worksheets*