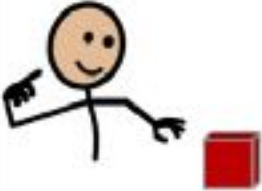

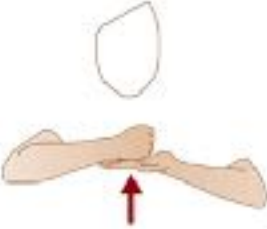










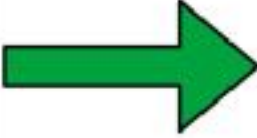

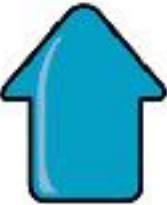











Communicating using Gestures and Pictures




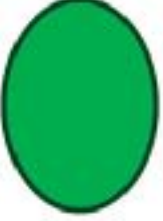


















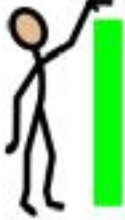




- It is important for caregivers to create communication temptations for children who are non-verbal or minimally verbal and encourage them to express their needs and wants using gestures, pointing, and pictures
- A simple first step is teaching your child to make a finger point with hand over hand assistance and models and have your child point to an object that he/she wants (e.g., cookie, toy)
- Next steps include teaching your child to point to pictures on a core word board containing functional vocabulary or how to exchange pictures and formulate simple sentences using pictures (e.g., Picture Exchange Communication)
- Caregivers are also encouraged to teach their child gestural signs for functional vocabulary (e.g., I want, more, open, help, all done) using hand over hand assistance and models
- Research data supports teaching children to communicate via gestures and pictures to increase their receptive vocabulary and promote the development of spoken words
- When a child communicates using gestures, picture cards, or touches a picture on a communication app, the child has an opportunity to learn how to make choices, communicate, and hear a model of the spoken word
- Teaching children to communicate via pictures encourages them to increase their ability to combine words into simple sentences (e.g., “I want cookie,” “I want blue crayon,” “I see bear”)






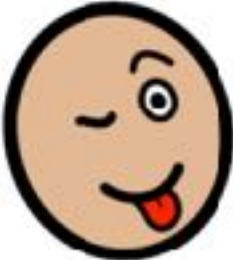


Picture Board for Core Words

I want 	more 	help 	wash hands 	bathroom 
eat 	drink 	play 	yes 	no 
open 	close 	stop 	go 	I like 
up 	down 	hi 	bye 	clean up 
read a book 	color 	sleep 	watch TV 	all done 





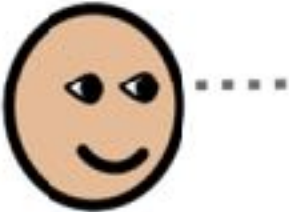



Attributes

red 	yellow 	blue 	green 	orange 
purple 	brown 	black 	white 	pink 
gray 	big 	small 	clean 	dirty 
hot 	cold 	fast 	slow 	strong 
wet 	dry 	tall 	long 	short 

Emotions

happy 	sad 	angry 	scared 
surprised 	silly 	worried 	calm 

Actions

sit 	stand 	walk 	jump 
see 	hear 	write 	brush teeth 

References

Frost L., Bondy, A. (2002), The Picture Exchange Communication System Training Manual, 2nd Edition.

Pyramid Educational Consultant company

<https://pecsusa.com>

Symbolstix®

<https://www.n2y.com/symbolstix-prime/>

TouchChat

<https://touchchatapp.com>