ACT-NOW
FACT SHEET 27

Helping young children to communicate
(Part 2)

Helping Young People Grow!

Australian Child to Adult
Development Study

ACT-NOW

Autism Consultation & Training Now

A Monash University, Centre for Developmental Psychiatry & Psychology Project
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ACTNOW: Fact Sheet 27

Helping young children to communicate   (Part 2)

Choosing activities using the visual support hierarchy – Real objects to written word

1. An activity choice board using Real Objects

Steps:

- One piece of the activity is placed on the choice board
- The child chooses an object from the choice board
- The child is then directed to the activity the piece matches
- Most effectively introduced when activity is close to the
- choice board and is immediately given to the child when they select a piece from the board

Available Choices:

Thomas cards, blocks,   circle puzzle or play dough

1. Child removes a real object from the board to make her choice.

2. Child gives you the block:

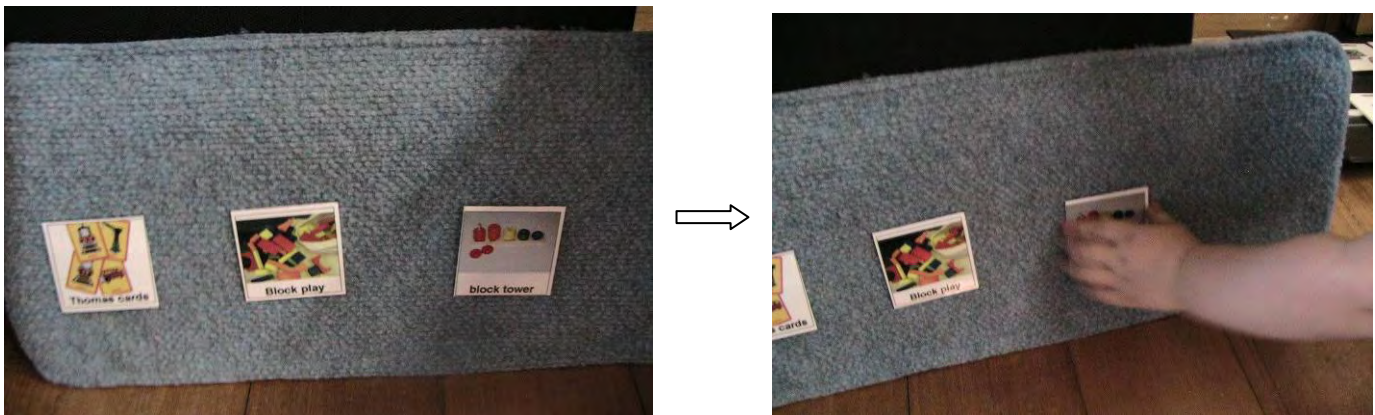"I want to play with the blocks"   3. Child plays with the blocks

2. An activity choice board using Photographs

Steps:

- Photos of the activities are placed on the choice board
- The child chooses a photo from the choice board
- The child is then directed to the activity the photo matches
- Most effectively introduced when activity is close to the choice board and is immediately given to the child when they select a photo from the board
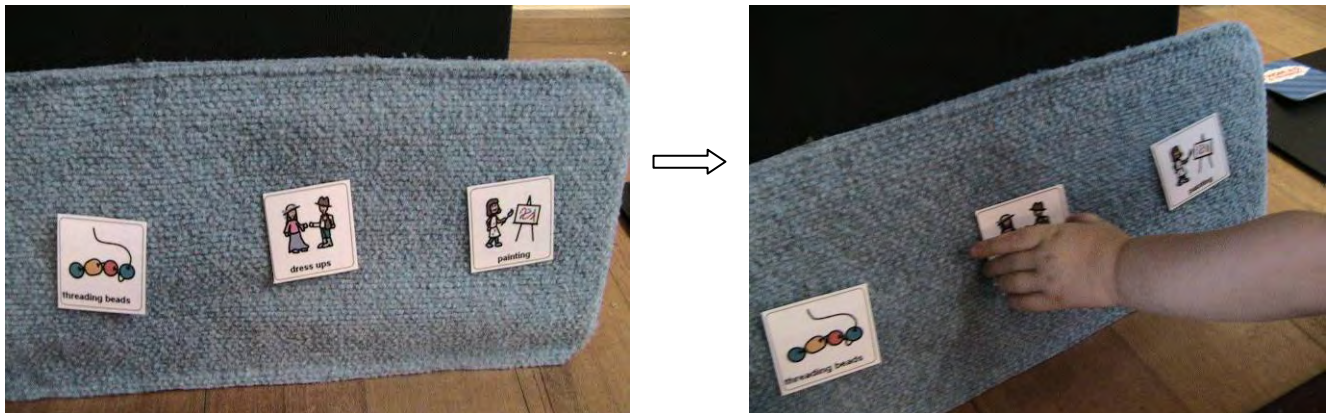

Choices:

"I want to play with the circle puzzle" cards, blocks or circle puzzle

3. An activity choice board using Generic line drawings:

Steps:

- Generic line drawings of activities are placed on the choice board
- The child chooses a drawing from the choice board
- The child is then directed to the activity the drawing matches

Choices:

threading, dress-ups or painting "I want to play with the dress-ups!"

4. An activity choice board using written words:

Steps:

- Words of activities are placed on the choice board
- The child chooses a word from the choice board and is directed to the chosen activity