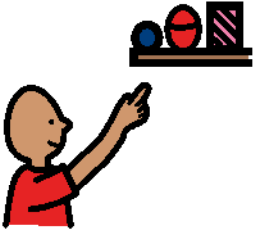



I want ...



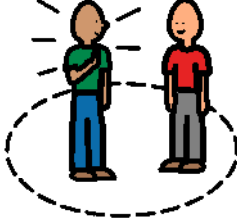
more



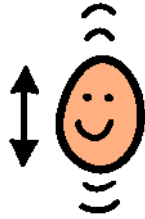
toilet



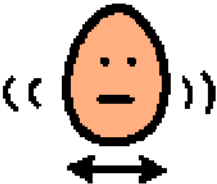
my turn



yes



no



I'm finished



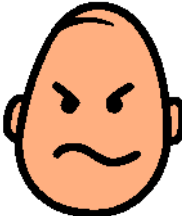
I need help



I'm hurt



I'm mad



I'm sick



I'm scared



I'm happy



I need a drink



I'm hungry



Communication Board





INCLUSION COLLABORATIVE

COMMUNICATION BOARD INFORMATION SHEET

Definition:

A board that has pictures or icons on it a child to use as an alternative communication system when he/she is not understood by the staff

Purpose:

- Help a child get his/her needs met
- Provide an alternative method of communicating for a child who has limited vocabulary
- Use the picture/icon as a bridge until words are developed

Benefits: Enables a child to:

- Get his/her needs met even though there might be limited vocabulary
- Get his/her needs met even when teachers do not understand what a child said

Can support children who have:

- Speech and Language Delays
- English As a Second Language
- Autism & Asperger's Syndrome

DIRECTIONS FOR SUCCESSFUL IMPLEMENTATION:

1. Explain the purpose of the communication board and the individual pictures/icons to all the children during group time.
2. Begin to use the manual signs for the pictures/icons throughout the day: more, finished, help, and my turn. (Always pair the manual sign with the word.)
3. Place the board, at children's eye level, in an easily accessible part of the room.
4. When a child is not understood, bring him/her to the board and say, "show me."

Suggestions: Make other icons from Boardmaker for the needs of the children specific to your classroom. Don't have Boardmaker -- access Boardmaker at the Santa Clara County Office of Education library, take a picture with a camera, draw a picture, or cut out from children's toy catalog or magazine.

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