Object to Picture Communication Pouches

(Object Communication Kit -EC COE)

Description:	Image:
Objects can be used to represent activities, places, and people. Examples include textures (i.e., piece of carpet, blanket, wood, plastic), miniatures, pieces of the real object, and objects that are exactly the same as those being used. Users employ these objects for getting information about the activities, people, and places around them, making choices, and/or telling others their message. Set of five Object to Picture Pouches are 7" x 3 1/4" made of clear, durable, washable vinyl with hook and loop closure. Extra pocket on the inside fits a 2 3/4" x 3 1/4" picture. Add these pouches to loop fabric, Portable Object Communication Unit, or any other loop fabric communication/display units by adding "hook" fasteners to the back.	 Purchasing Information

Who Might Benefit?

Those who…

- Have difficulty expressing ideas, feelings, needs, wants.
- Exhibit frustration or anger because others are unable to understand their communication attempts.
- Struggle socially with peers because of communication difficulties.
- Have difficulty understanding and completing multi-step activities (schedules, routines, directions).

Why Use?

Provides an opportunity to…

- Make choices.
- Develop object/word relationships.
- Build skills like classification, sequencing, function, opposites and comparatives.

Instructions for Use:	Adaptation Ideas:
• Families, and teachers need to work together to choose the objects which will have the most meaning for the child's needs. • The use of objects can begin with the purpose of giving the child information about activities, people, and places. Later a few objects can be shown to the student to see which activity, person, and place the student prefers. • The choice can be made by a hand movement, body movement, or facial expression (i.e., if the student throws one object on the floor and allows one to stay in front of them, they may be telling you they are choosing the object on the table). • The child should be encouraged to speak and/or sign in addition to using the objects if they have those skills. • Objects can be used with students in a variety of ways: daily calendar boxes, portable systems, or both. **Environmental Considerations** • Object to Picture Communication Pouches can be used in almost any environment, however, they are rather bulky, especially when numerous pouches are being used for communication purposes. • If Object to Picture Communication Pouches are used as a part of a child's total communication system, they should be available in all the child's environments, at all times, and without restriction. **Positioning** • Object to Picture Communication Pouches are best used laying on a flat surface such as a table or on the floor. A child could interact with the pouches in sitting, standing, prone (Tummy Time position), supine (laying on their back), kneeling, etc. **Alternate Positioning**	**Optional Additional Materials/Supplies** • Velcro • Duct tape **Build It Up** • Frame the three seam edges of the communication pouches with duct tape both to add additional stabilization and to highlight edges of the pouch. **Stabilize It** • The Object to Picture Communication Pouches could be velcroed or placed on Dycem or non-skid shelf liner on most any surface to help stabilize them so they don't move away when the child selects an Object to Picture Communication Pouch to communicate. **Simplify It** • The number of objects used to represent the child's daily activities can be increased overtime. When the child understands that the objects represent something that is about to happen, additional objects can be added. **Add Sensory Cues** • A high contrast background (for example a square of black or yellow cardstock) could be inserted in the Object to Picture Communication Pouch along with the object and symbol picture. **Communication Support** • Vocabulary would depend on the activity supported by The Portable Object Communication Unit. **DIY Alternatives** • Create Object to Picture Communication Pouches from clear freezer bags. Add tangible item to the bag and insert picture printed on adhesive back paper, securing it to the inside of the bag. • DIY Tangible Objects Cards • DIY Object Books from Paths to Literacy

- The Object to Picture Communication Pouches could also be used on a slant board to improve physical and/or visual access of the device to the child.

Basic Play/Use

- Object to Picture Communication Pouches can provide a child with an opportunity to communicate a clear message to a communication partner. However, communication is complex and has many purposes.
- It is important to note that young children need intentional and consistent opportunities to be exposed to, provided specific instruction in, and learn how to use a communication system. In particular, children need to develop the ability to understand that a particular symbol (e.g. real object, photo, line drawing, etc.) represents an action or object and that their use of that symbol is respected by their communication partner so that successful and effective communication can develop.
- NOTE: Research has shown that early use of an alternative communication system does not impact a child's ability to develop oral speech later and will actually often help to enhance development of oral speech.

Extended Play/Use

- Use Object to Picture Communication Pouches to make tangible requests, such as selecting a snack food, choosing a musical instrument to play at circle time, selecting an art activity (paint, color, draw, or playdoh), indicating a sensory choice (I need squeeze ball, I need sensory bottle, I need to swing), etc.
- Use Object to Picture Communication Pouches to represent characters or actions in a story. Telling stories using objects, also known as storyboxes or visual storytelling, can be a powerful tool for engaging children

with special needs. By providing a tangible, visual representation of the story, these objects can enhance comprehension, reduce anxiety, and encourage participation. • Use Object to Picture Communication Pouches to make object books. Object books are made using real objects, taken from the child's daily activities and experiences to promote literacy.	

Additional Considerations:

Additional Resources:

- Object Communication Fact Sheet
- How to Make and Use Object Schedules
- Communication and the Use of Tangible Symbols

Ohio Early Learning Standards

- LL: Language and Communication. Develops and expands understanding of vocabulary and concepts (1b.).
- Depending on the activities supported by the AAC device a wide range of Early Learning Standards could be impacted.

Words to Encourage Play/Use

Dependent on activity supported by the Object to Picture Communication Pouches.

Adapted from: Haugen's Modes for Adapting Toys based on materials from the "Let's Play" Project at the University of Buffalo

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