

## Increasing Communication

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Say what?! Did you know that only 7% of human communication comes from the words we speak? Dr. Albert Mehrabian states that personal communication is 7% words, 38% tone of voice, and 55% body language (A. Mehrabian, 1972). This means that learners with ASD may not only have difficulty communicating 7% of their intended message using words, but they may also miss 93% of what is being communicated to them through nonverbal cues.

At Easterseals, we utilize the science behind visual supports specifically designed to support and increase functional communication such as the Picture Exchange Communication System (PECS)<sup>™</sup> and Core Boards. While both programs utilize visual icons to aid in both receptive and expressive communication skills, core boards are a type of static communication board that focuses on common, everyday (or core) vocabulary whereas PECS<sup>™</sup> has a focus on initiating communicative exchanges and social interactions.

Functional communication and visual supports can help reduce the occurrence of negative behaviors in the classroom and beyond. Our Visual Behavior Lanyard is a visual resource that can be used to better support learner's understanding of behavior expectations, receptive communication, and self-monitoring.



# Happy New Year!

## 2019





## **FREE LANYARD!**

**Be one of the first 15 to send an email to [spenev@eastersealschicago.org](mailto:spenev@eastersealschicago.org) and we will send you a pre-made lanyard for one of your staff!**

## **Visual Supports & Strategies**

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Autism Spectrum Disorders are characterized by difficulty with communication and social interactions. Because of these difficulties, learners with ASD may struggle to understand verbal instructions or expectations. Visual supports are concrete cues used to provide learners with information about routines, activities, expectations, or skills. These cues may be used in conjunction with or in place of verbal cues (Hume, K., Wong, C., Plavnick, J., & Schultz, T., 2014). By building on the natural strengths an individual with ASD may have in visual detail processing and visual search skills (Kaldy, Z., Kraper, C., Carter, A., & Blaser, E., 2011), these supports can span a wide range of environments and be presented in a variety of formats including: pictures, objects, visual/physical boundaries, labels, scripts, timelines, schedules, written words, and the arrangement of the environment.

At Easterseals, we utilize the science behind visual supports to increase student engagement, independence, skill acquisition, and functional communication. Our Behavior Lanyard is a visual resource that can be used to better support learner's understanding of behavior expectations, receptive communication, and self-monitoring.

Click below for a FREE downloadable PDF of our Behavior Lanyard.

**DOWNLOAD HERE!**