

# Using Visuals in an Educational setting by Allison and Dina

- Inquiry Question:** Impacting student learning and promote inclusion using various visual supports and/or augmented communication systems (ACS) for students with or without a disability.
- Why does this matter?** We want to measure impact on student learning as Hatti states 'know your impact'. Due to the range of student abilities and disabilities within the classroom, the use of visuals and augmented communication systems are more important than ever in a contemporary classroom.



# Noella Mackenzie: Draw/Talk/Write/Share

## In the classroom:

- Aim: Use Draw/Talk/Write (Noella Mackenzie) in the classroom for writing groups, to assist students to develop and write their ideas supported with visuals.

## What the research says:

- Drawing is 'spontaneous, aesthetic, expressional and graphic' and hold potential for rich expression and complex learning. Drawing also provides relief and stability which supports the new challenges of writing.
- Build on what children already 'know and can do' (draw and talk). If teachers encourage and value drawing, they can build a bridge between children's prior-to-school experience, then writing becomes a parallel means of meaning making rather than a replacement for the drawing and talking.
- Drawing and writing involve some of the same psychomotor skills; depend on similar cognitive abilities; are both expressive arts; are both developmental; and are both purposeful (Jalongo, 2007)
- Draw:
  - Fun and helps children explore their world
  - Important form of play
  - Helps children learn to write
- Talk
  - Helps children to become confident users of language
  - Helps children to learn the words they will need to read and write
- Write
  - Another way for children to communicate and express themselves
  - Writing and drawing together encourages children to create more detailed texts than they can create with writing alone

### Key Findings

- ✗ Drawing viewed as a time-filler
- ✗ 'I don't know what to write'/'I don't know how to write'
- ✗ Drawings supplement writing rather than complement
- ✗ Drawings were simple
- ✓ Increase student engagement, confidence and motivation
- ✓ All students have an idea for their writing
- ✓ Improvement in quality of writing
- ✓ Drawings complement writing not supplement writing
- ✓ Drawings became more detailed

### Pre-Test (target group 7 students)

Students struggled to formulate an idea. Students spent a lot of time during writing trying to find/sound out words using aids. Commented: I don't want to write/I don't know how to write. Had no time to draw a picture as the spent the time struggling to write

Students struggled with creating text as they spent most of the time using the strategies to write words. After writing a sentence, were able to draw a picture to go with writing

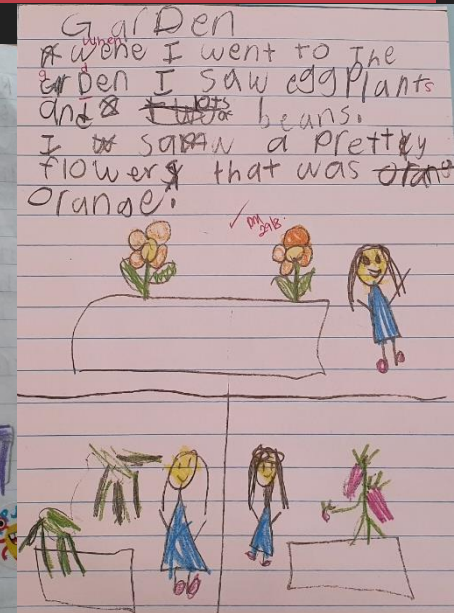
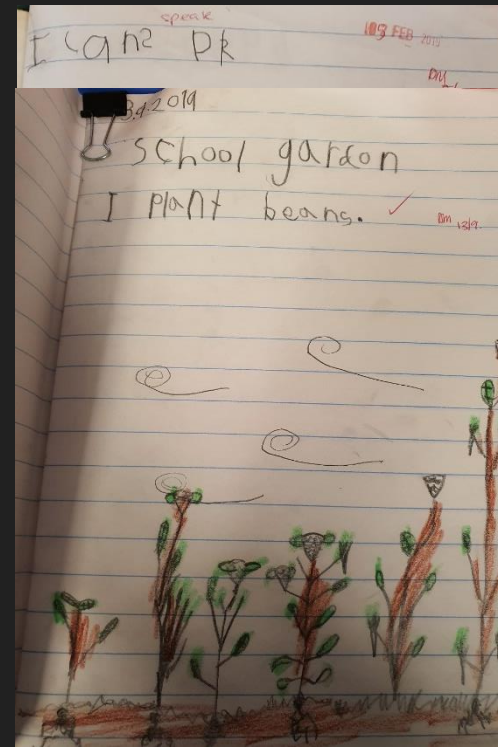
More capable students spent time on filling in the page with text i.e. listing. Drawings supplement writing when finished

### Post-Test (target group 6 students)

Increase student motivation and confidence to write. Students drew their idea as a visual and were confident to write a sentence about their writing. Able to write a simple sentence within writing groups time. More confident in using word wall and other visual aids in the classroom.

Visuals supported their idea. Students had time to talk with Peer/Teacher about their idea (drawing) then began articulating it into a coherent sentence

Capable students focused on 1 idea and added more detail to make a cohesive paragraph. Quality of writing improved



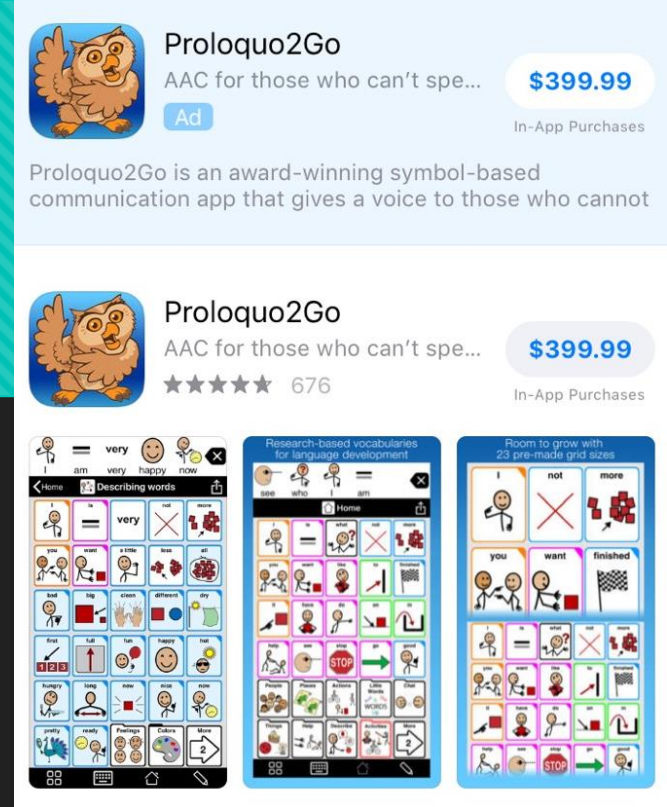
# Visuals, Augmented and Alternative Communication Systems

## Key Findings

- ❑ Not a one-time use
- ❑ Requires engagement and training (student and teacher)
- ❑ Alternative forms of communication should be regularly assessed and updated as required
- ❑ Select visual that appear to be most effective
- ❑ Whilst these systems support student learning, there is a financial cost involved – possibly covered by NDIS

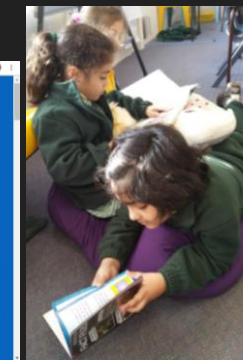
- PECS (Picture Exchange Communication System) is an approach that teaches early communication skills using pictures:
  - Students are taught to exchange pictures for something they want
  - Critical in early teaching is NOT to pre-empt, but wait for students to hand over the picture first, so they initiate the communication
  - Research is not as strong regarding later language development
- Proloquo2Go is an example of assistive technology
- Proloquo2Go is a symbols based app, helps users learn to express themselves, suitable for non-verbal students with Autism
- Picto-Selector is an example of a free app to use for students with SCLN (Speech Communication Language Needs) disability in the mainstream classroom

Refer to handout: A Spectrum of Apps for Students on the Autism Spectrum



Proloquo2Go  
AAC for those who can't spe...  
\$399.99  
Ad  
In-App Purchases

Proloquo2Go  
AAC for those who can't spe...  
\$399.99  
★★★★★ 676  
In-App Purchases



# Where to next?

- Do visual supports continue to support student learning or does it stop? And at what point does it stop/continue?
- Speechie cards, accountable talk
- Using visuals e.g. finding grammar in text. Colours to help
- Visuals around the classroom for functional everyday use e.g. word wall, word towers, butterfly cards, timetable
- Teaching aids

## References

- [https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/presentations-and-webinars/Take\\_a\\_look\\_visual\\_supports\\_for\\_learning.pdf](https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/presentations-and-webinars/Take_a_look_visual_supports_for_learning.pdf)
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