



Friday 14<sup>th</sup> March 2014 9.30am – 11am  
Visual support for understanding Workshop.

How does a child's understanding of language develop?  
How can visual cues in different environments and contexts help  
children with autism to understand their world?

This workshop will cover ideas on 'information carrying words'  
and 'Blank's levels of questioning'.

# Understanding Key words

- How many words does a child actually have to understand?
- What are they key words in a sentence?



Put the brick under the chair

- 1. Naming words and actions
- 2. no and who it belongs to?
- 3. big little in on under



# Understanding beyond simple sentences – Understanding questions

1st!

First, children need to understand:

- Who?
- What?
- Where?



2nd

Then they will start to understand:

- When?
- Why?
- How?

Level 1	Naming things
Level 2	Describing things Answering Who? What? Where?
Level 3	Talking about stories and events
Level 4	Solving problems and answering Why?



Sally put her lunchbox at the bottom of the trolley

# What helps us to understand?



**NO FUMAR  
COMER O BEBER  
EN ESTA AREA**



# What can help our child to understand?

## Key signs

- Finish
- Dinner
- Play
- Choose
- More
- Toilet
- Stop
- Bedtime
- Shower
- TV



# Aided language boards



 my turn	 roll	 ball	 more
 your turn	 kick	 big	 go
 help	 throw	 little	 finished

 mouse	 walk	 dark	 tusks	 wood
 fox	 spoke	 terrible	 teeth	 underground house
 gruffalo	 ran		 claws	 rocks
		 no	 lunch	

# Any questions?



"I'm a visual thinker,  
not a language-based  
thinker. My brain is  
like Google Images."

- Temple Grandin