EVALUATION OF PICTURE USE FOR STUDENTS WHO ARE VISUALLY IMPAIRED AND NONVERBAL

(The Noe Method)

STEP 1:
Decide what type of picture (Boardmaker, photographs, etc.) you will be using.

STEP 2:
Present a single picture of the student’s favorite toy/object in the student’s visual field. When the student fixates on the picture, immediately give him/her the toy.

STEP 3:
Present a picture of a highly preferred toy and a foil (a picture sized rectangle of plain paper). Does the student recognize that there is an object represented on one choice and a blank on the other? If the blank is chosen, present the student with the piece of paper. If the object is chosen, give the student the toy and allow him/her to play with it for a brief time.
*Choices are made by visual fixation or reaching combined with fixation.*

STEP 4:
Present two pictures that are visually very different – one of a highly preferred toy and one of a non-preferred toy. Again, give the student the one on which he/she fixates.

STEP 5:
Continue presenting two pictures at a time. Use pictures that have increasingly similar visual characteristics. Be sure each presentation includes a picture of a highly preferred object and a non-preferred object.
   A. Use pictures of objects that are similar shapes but different colors
   B. Use pictures of objects that are similar colors but different shapes
   C. Use pictures of objects that are similar colors and shapes

REMEMBER:

◊ Use pictures with good contrast.
◊ Do NOT laminate pictures
◊ Be sure the pictures are mounted the same way. A colorful background or border on one picture may give the student a visual cue that is not related to the picture. Colorful borders on pictures may distract visual attention from the image.
◊ As you present choices:
   o Be sure to place them in the student’s known visual field(s)
   o Switch sides and order of presentation; for example, don’t always present the “preferred” first or on the same side.
   o Use a plain background to block out extraneous visual information

Tricia Noe, 9/2009