

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:
 - Be sure to place them in the student's known visual field(s)
 - Switch sides and order of presentation; for example, don't always present the "preferred" first or on the same side.
 - Use a plain background to block out extraneous visual information

Tricia Noe, 9/2009