

Comprehending and Verbalizing Visual Clues

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This month's highlighted book, *Comprehending and Verbalizing Visual Clues*, presents a valuable curriculum designed to help children enhance their ability to learn through observation. Starting from infancy, children begin interpreting meaning from the world around them through visual clues. For example, infants quickly associate seeing a bottle with being fed, recognize that outstretched arms mean they'll be picked up, and understand that a soft, cooing voice and a smile signals warmth and comfort. These early skills form the foundation for developing social and language abilities as children grow.

However, not all children naturally develop these skills at the same pace. Some children, especially those with limited ability to learn through observation, struggle

to interpret what they see and hear. This can affect their social interactions, communication, and even their ability to describe and understand the world around them. For these children, social cues like eye contact, responding to verbal communication, and physical interactions such as hugging or touching may require extra support and structured learning.

Comprehending and Verbalizing Visual Clues aims to support children by providing visual pictures paired with specific questions to help them notice and interpret visual clues. These activities help children connect visual and auditory stimuli, allowing them to better understand their environment and engage more fully in social situations.

Each picture is accompanied by five primary questions, followed by follow-up questions that prompt children to justify their reasoning. For example:

Primary Question:

- Is it summer or winter? (In the picture, the girl is wearing short sleeves.)

Follow-up Question:

- How do you know? Why do you think so?

This structure encourages children to not only observe but also verbalize their thought process, strengthening both their language skills and their ability to think critically about visual cues. The curriculum helps build confidence in verbalizing observations and engaging in deeper social interactions.

Goals to Target Using This Curriculum:

This curriculum targets essential goals in both Language/Communication and Social-Emotional development. Children will enhance their ability to observe and interpret visual clues, answer WH-questions, justify their reasoning, and develop perspective-taking and flexibility in thinking. These skills help children understand and react to social situations, supporting their growth in observation, language, and social skills.

Here are examples of some goals to target:

- Identify what is happening in the picture based on visual clues.
- Infer what is happening in the picture from visual clues.
- Describe main idea/details of picture scene
- Answer WH-questions (who, what, where, when, why) to demonstrate understanding of the social scene.
- Justify reasoning when answering WH-questions (e.g., "How do you know it's summer?" based on visual context like clothing or background).
- Identify what else might be happening beyond the visible clues in the picture.
- Demonstrate flexibility in thinking by recognizing multiple possibilities in a scenario.

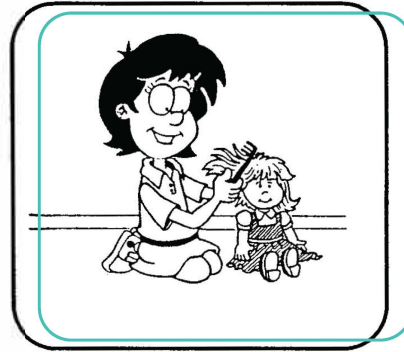
*The following is a sample taken from *Comprehending and Verbalizing Visual Clues**

Instructor's Worksheet

Directions: The purpose of the activity is to help students observe and talk about details that give a picture meaning. Being able to interpret visual clues is an essential skill in understanding social interaction, moods and reactions to daily events. Before beginning, the instructor should give each student the worksheet that corresponds to the instructor's worksheet. The questions for each picture are to be read aloud to the students. Students should both point to the visual clues and orally explain them. The instructor should point to and explain any clues that the students miss.



1. Why did the girl need a jar?
2. Why are holes in the lid of the jar?
3. Why did the girl put the bug in a glass jar?
4. Do you think the bug can get out of the jar through the holes in the lid? Why not?
5. Does she seem afraid of the bug? How can you tell?



1. Do you think the little girl is in her house or outside? How do you know?
2. What is she doing? How can you tell?
3. Is she using a comb or a brush? How do you know?
4. Is she combing a doll's hair or a real child's hair? How can you tell?
5. Is the girl happy or sad? How can you tell?



1. Where do you think the boy might be going? Why do you think this?
2. Will he probably be away from home at lunch time? What makes you think this?
3. Do you think his lunch will get wet if it rains? Why?
4. Does the boy like fruit? How can you tell?
5. Do you think he is taking his ball and bat to school? How do you know?



1. What happened to the boy? How do you know?
2. Did the boy hit his leg because the drawer was open or closed? How do you know?
3. What will happen to the papers? How can you tell?
4. What part of his body will be hurt? Why do you think this?
5. What caused this accident to happen? How do you know?