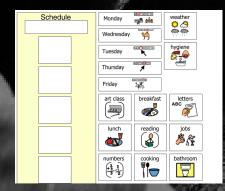


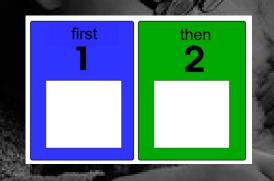
COMMUNICATION

Visual Schedules



A series of pictures to communicate daily activities or the steps of a specific activity.

First Then



A visual sequence that communicates what happens first, then next.

Core Boards

			14.00	1.00				
? what	Â.,	is	€ ₹ want	S olution	need	Not	an	AT Word Lists
(?) who	you you	ean 2	(internet internet in	take	Anow know	more	@ at	Personal
where	it i i i i i i i i i i i i i i i i i i	do do		think	come	a	because	& Little Words
(?) when	∕-© he	have	stop	() () () () () () () () () () () () () (let	& and	but	Description
why	and the she	help	- Pot	Say	Contraction (Contraction)	the	for	Date & Time
how	<u>O</u> we	(C) will	∎ € get	find	ead read	that	- <mark>∖a ⊮</mark> to	.,!?' Punctuation
? which	Tega my	Å++Å give	make	try	eat 🕄	this	with	ABC ABS ABD Word Forms

Printable or AAC boards that can be used for communicative purposes

L LEARNING . EMOTION SUCIAI

Emotional Awareness



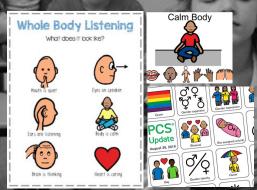
Interactive and printable activties that develop awareness of emotions (i.e. Zones of Regulation).



Self-Regulation

Quick and accessible visuals to help communicate emotions and facilitate effective self-regulation strategies

Other Visual Supports



A range of visual that are diverse and keep all individuals feeling safe and acknowledged.

PERSONALIZED USE

Performance Data



Students completing online Boardmaker activities will have their performance data collected for ease of tracking progress.

Accessible Curricula



Curricula packages including lesson plans, games, socialemotional supports, books, and various activities.

Differentiation

Developed a second diagonal di		
	Matching	
Draw	a line between the matchin	ig items.
fruit		()
brain		S
delicious		\$ 0
snack		
vegetable		\$
f Golde www.pdtsamthodium.com	tortain .	Re



Boardmaker can help differentiate lessons at varying levels of difficulty based on each student's ability