Use of Pictorial Stimuli in the Autism Spectrum Classroom
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What is Pictorial Stimuli?

Pictorial stimuli includes Picture Exchange Communication System (PECS), Sign Language, I-Pad Applications and other Augmentative Communication Devices which can be used to help facilitate communication or manage behaviors with students with Autism Spectrum Disorder (ASD).

Purpose of Study

The purpose of this study was to identify how many teachers in school districts in the Northern Tier of Pennsylvania and the Southern Tier of New York are using Pictorial Stimuli in their ASD classrooms.

Also through this study, we were able to see whether the stimuli is used for behavior or communication, how often it is used and the training and materials offered to the teachers in the districts surveyed.

Method

This data was collected through a 20 question survey sent to Corning-Painted Post and Elmira Heights School Districts in NY and Northern Tioga and Williamsport School Districts in PA. Once the surveys were returned, they were analyzed using a Likert Scale system. Overall, we received 12 surveys from Williamsport, 3 from Northern Tioga, 4 from Corning-Painted Post and 2 from Elmira Heights.

Results

- **Hours of Training Offered**
  - New York
    - 83% stated that only 0 to 3 hours of training were attended
  - Pennsylvania
    - 73% stated that only 0 to 3 hours were attended and 6% stated that 5 to 10 hours were attended

- **Materials Offered by District**
  - New York
    - 50% stated enough materials are offered
  - Pennsylvania
    - 40% stated enough materials are offered, 20% stated not enough are offered, and 27% didn’t know what materials are offered

- **Frequency of Stimuli Used**
  - New York
    - 100% of the schools use pictorial stimuli daily
  - Pennsylvania
    - 87% use pictorial stimuli daily

- **Behavior vs. Communication Use**
  - New York
    - 100% use for communication daily and 83% use for behavior daily
  - Pennsylvania
    - 93% use for communication daily and 40% use for behavior daily