Concrete to Abstract

It is important to demonstrate the transition of an actual object (concrete) to the written word (abstract).

Visuals are presented to students with ASD in many formats. Images, photos, picture symbols such as Boardmaker, Writing with Symbols, Clicker 4. It is important to ensure the visual is understood and represents the object, activity or task. For many students, you may need to teach the progression of concrete to abstract. The comprehension level for each student will vary and progress to different levels in each case.

HOW:
When you are preparing or indicating it is time for the activity / task (painting) that the visual represents start by using:
- the real object (the actual paintbrush)
- a picture card with a digital photo of the object (paintbrush)
- a picture card of the object (painting)
- a picture card of the object with the word (painting)
- the written word of the object (painting)

Identifying the level of recognition for each student and progressing at a successful pace is important.