

# Guidelines for Using Object Cues



- Select **object cues** that the individual can manipulate and that have a close tactile relationship to their referents. For example, a spoon to represent lunch time.
- Select **object cues** that can be easily replaced.
- Does the individual have sufficient **sensory ability** to process the object's features?
- Does the individual have sufficient **motor ability** to actively explore/manipulate the object?

AVOID the use of miniatures with an individual who has a significant vision loss!

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- **NEVER** force the individual to accept an object cue, or to engage in exploring one!
- When possible, choose small objects or parts of objects for portability and to transition the object cues to symbols. The individual must be able to understand or be likely to learn the object's reference.
- Demonstrate how to explore the object cue's surface, guiding the individual to do the same i.e., use "tactile modeling".  
**Tactile modeling** is simultaneously exploring an object with the individual.



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*Preparing the individual to use objects for expressive communication*

- Write the intended message clearly on the object or display to clarify the communication intent for all communication partners.
  - **Object cues** should be displayed so that they are accessible to the individual and used consistently by communication partners, (e.g., in a calendar box, on a communication board, in a binder separated in categories, or as a landmark for the place to which the object refers)
- \*Note:** At Level II, there is no expectation that the individual will be using the object expressively. Once an object has been introduced, they should always remain available.