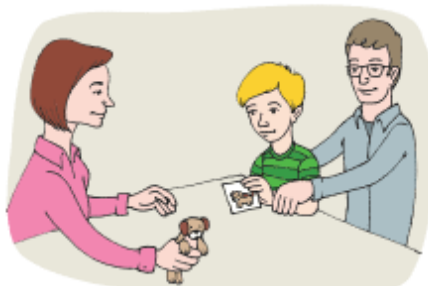





Picture Exchange Communication System (PECS)



- **This is a resource to train parents on how to use the PECS approach to teach children with significant communication impairments how to communicate their needs and wants**
- Parents are encouraged to choose items the child really likes and finds motivating to create communication temptations for requesting via PECS
- PECS gives children an opportunity to learn how to initiate requests, make choices, and hear models of spoken words
- In addition to teaching children how to functionally communicate, research data supports using PECS to increase receptive vocabulary and promote the development of spoken words
- PECS also teaches children to combine words into simple sentences (e.g., “I want cookie,” “I want blue crayon,” “I see bear”)
- **Extra visuals for home picture communication books included below**
- **Also see sample PECS book organization**

bathroom 	ball 	bubbles 	spin 	hug 	cars 	school bus 	music 
play doh 	toys 	chips 	book 	color 	crayons 	markers 	scissors 
cut 	glue 	paint 	cookie 	piggy bank 	brush 	juice 	milk 
water 	puzzle 	potato head 	legos 	open 	close 	up 	down 
go 	stop 	yes 	no 	more 	help 	all done 	good job 
yay 	clap 	eat 	drink 	sleep 	jump 	play 	wash 
walk 	run 	see 	hear 	smell 	taste 	touch 	clean up 
sensory 	shoes 	put on 	in 	out 	I like 	I want 	train 

PECS Phases

Phase I

How to Communicate

- Spontaneous Requesting
- 2-Person Prompt Procedure
- Pick up, reach, release



Phase II

Distance and Persistence

- Travel to Communicative Partner
- Carry PECS Book
- Persistence across obstacles



Phase IIIA

Simple Discrimination

- Highly-preferred vs. non-preferred
 - 1/2 second rule
- 4-Step Error Correction Procedure



Phase IIIB

Conditional Discrimination

- Correspondence Checks
- 4-Step Error Correction Procedure
- Find pictures in book



Phase IV

Sentence Structure

- Construct and exchange Sentence Strip
- Backstep Error Correction Procedure
- Constant Time Delay to encourage speech



Attributes

Descriptive Vocabulary

- Request specific items
- Size, Color, Shape, etc.
- Action words

Phase V

Answering, "What do you want?"

- Maintain spontaneous requesting
- Progressive Time Delay



Phase VI

Commenting

- Responsive Commenting
- Commenting versus requesting
- Spontaneous Commenting



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"FLEX your PECS!"

4-Step Error Correction

Step 1



Model

Get the student to look at the correct picture

Step 2



Practice

Prompt the student to exchange the correct picture

Step 3



Switch

Distract the student by turning book away or by switching to a known task

Step 4



Repeat

Entice again

Picture Exchange Communication Summary

<p>Phase I: How to Communicate</p>	<p>The child is shown preferred items to entice the child. Student is taught to exchange a single picture with an adult communication partner to request the preferred item. A second trainer is needed to physically prompt the student to retrieve the picture and release the picture into the adult communication partner's hand. The teaching moment for physically prompting the child to initiate the picture exchange should occur when the child is reaching for the preferred item, demonstrating a desire for the item. Child should be willing to exchange a picture to request at least 5 items.</p>
<p>Phase II: Distance and Persistence</p>	<p>The child learns to travel increasing distances to reach the communicative partner. Additionally, the child learns to travel increasing distances to reach their communication book. The child then learns to travel longer distances to reach both the communication partner and their communication book. A second trainer is needed to physically prompt the child as needed at the point of breakdown to retrieve the picture, travel, or release the picture into the communication partner's hand. All training sessions should end at the child's current level of success. This phase should be re-taught upon mastery of all subsequent phases since it's important for the child to always be able to travel distances in order to communicate.</p>
<p>Phase IIIa: Simple Discrimination</p>	<p>The child learns to discriminate between a preferred picture and a non-preferred picture. Only one trainer is needed. The communication partner is permitted to verbally praise the child (e.g., "good job," "that's right") when the child retrieves the picture for the preferred item. The child receives the preferred item upon completion of the picture exchange. When the child makes an error and chooses the non-preferred picture, the communication partner should remain silent and a 4-step error correction procedure is used. The pictures should be systematically moved around to ensure the child is looking at the pictures. All training sessions should end on the child's current level of success, which may mean going back to the previous phase.</p>
<p>Phase IIIb: Conditional Discrimination</p>	<p>The child learns to discriminate between pictures of preferred items. The communication partner places pictures for 2 preferred items, working up to pictures for 5 preferred items on top of the communication book. The child is visually enticed with choices and the child chooses a picture and exchanges it, upon which, the communication partner says, "take it" and offers the child all of the choices. This is called a correspondence check, to see if the child takes the item that matches the picture they chose. A 4-step error correction procedure is used if the child chooses an item that did not match the picture. The 4-step error correction procedure should end on a correspondence check. Pictures should be systematically moved around to ensure the child is looking at all of the pictures. All training sessions should end on the child's current level of success. Upon mastery of conditional discrimination, the child is prompted to open the communication book and make picture choices from inside the communication book.</p>

Phase IV: Sentence Structure	Backwards chaining is used to teach the child simple sentence structure for requesting. Initially, the child is prompted to place the picture for the desired item onto a sentence strip, next to an icon for 'I want' and to then exchange the sentence strip. Secondly, the child is taught to retrieve and sequence both icons, 'I want' + desired item onto a sentence strip and then exchange the sentence strip. Thirdly, the child is taught to point to both pictures in sequence, following the exchange. Fourthly, the child is encouraged to make picture choices between preferred items and to open and search for preferred items in their communication book, verified by correspondence checks. Finally, traveling is re-taught at this phase.
Adding Attributes (descriptive concepts)	The child is encouraged to request items that are different by one attribute (e.g., color, size: big/small). The child will discriminate between 2 or more attributes (e.g., red vs blue, big vs small) and add that picture to their sentence strip. Backwards chaining is used to add to the sentence structure sequence, 'I want' + attribute + desired item, until the child is able to complete the sequence and exchange the sentence strip, and point to pictures, with independence. Correspondence checks are used to see if the child is correctly discriminating by attribute.
Phase V: Answering "What do you want?"	Once the child is able to formulate sentences to initiate requests for desired items, the child is then encouraged to respond to the question, "what do you want?" using pictures on their sentence strip.
Phase VI: Commenting	The child is taught to use other sentence starters for commenting (e.g., I see, I hear), starting with responsive commenting and working up to initiating commenting during structured routines.



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