PECS

at

Kingsland

School

Contents:

1. What is PECS
2. PECS phase overview
3. What should be in PECS book
4. PECS in the curriculum
5. Formal PECS assessment
6. Daily PECS assessment

1. WHAT IS PECS?

- PECS is an AAC system designed in the USA in the 1980s.
- PECS follows a specific prompting and reinforcement approach that will lead to independent communication when following the six phases.
- Verbal prompts are not used, to avoid prompt dependency.
- It consists of 6 phases, all of which are scaffolded to teach the skills of each phase.
- The primary goal of PECS is to teach functional communication. Some research has shown that some PECS users also develop speech.
- PECS is an evidence-based practice, and there are over 150 research articles focusing on the use of PECS.
- PECS users must work through the six phases of PECS systematically.
- Adults must follow PECS protocols at every phase.
- PECS must be embedded into natural, teachable moments.
- PECS users must exchange 40 times a day, in different environments with a number of adults for learning to become embedded.

Adult Roles:

Communicative Partner

- The communicative partner entices the learner by interacting with the reinforcing item in front of him/her.
- The communicative partner names the item or object exchanged for within 0.4 seconds. The communicative partner does not verbally prompt the child.

Physical Prompter

- The prompter is silent. They do not interact with the child.
- They gesturally prompt the child towards the symbol or to their book.
- They can also gesturally prompt the child to exchange the symbol in the early stages.

2. PECS PHASE OVERVIEW

Phase 1 – Physically Assisted Exchange i) Pick up, reach, release
Phase 2 – Distance and Persistance i) Remove picture from book ii) Travel to book iii) Travel to communicative partner
Phase 3 – Picture Exchange i) High preference vs non-preferred ii) 2 High preference iii) 3 high preference iv) 4 high preference v) 5 high preference vi) Looks inside book
Phase 4 – Sentence Structure i) Adds reinforce to sentence strip (I want already on sentence strip) ii) Adds 'I want' and reinforce to sentence strip iii) Points to pictures during read back
Phase 5 – Responding to 'What do you want?' i) Answers independently ii) Answers and spontaneously requests
Phase 6 – Responsive and spontaneous commenting i) Answers 'I see' using 'I see' sentence starter ii) Answers 'I see' by discriminating between 'I want' and 'I see' iii) Extend sentence starters
Phase 6 - Extended Commenting (see LH and KR to extend from this point: example below) i) Comments, requests and spontaneously requests ii) I hear iii) I smell iv) I taste v) Spontaneously comments
Attributes – Phase 4 and phase 6 (see LH and KR to extend from this point: example below) i) Constructs 3 symbol sentence ii) Discriminates between high preference and non-preferred attribute iii) Discriminates between 2+ preferred attributes iv) Colours v) Sizes vi) Numbers

3. WHAT SHOULD BE IN PECS BOOKS

Phase 1 – 3:

- Pictures of motivators (to be updated as and when motivators change)
- Blank symbols (use when a photo symbol isn't available)

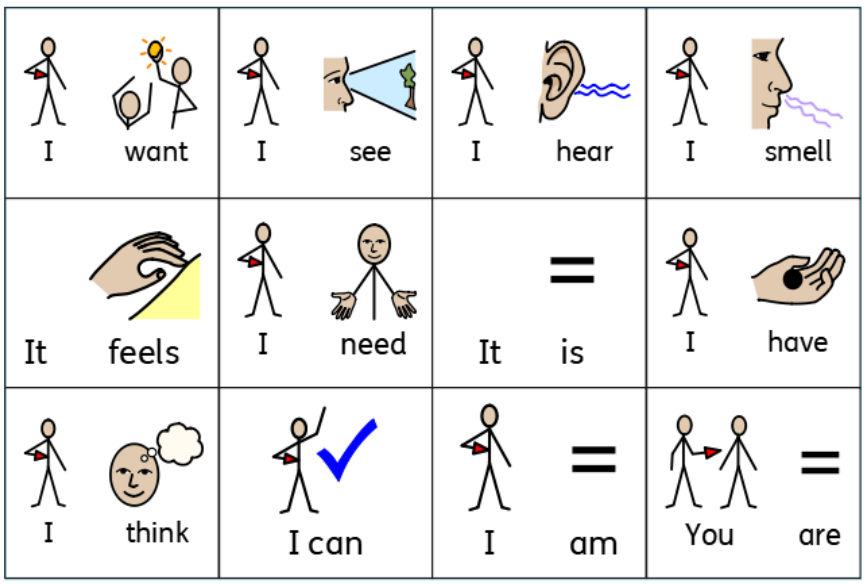
Phase 4 – 5:

- Pictures of motivators
- I want symbols
- Critical communication symbols
- Attribute symbols as and when they are taught
- Other symbols as and when they are taught (I want yellow pencil should have pencil included as well as the yellow attribute)
- Preferred snacks and drinks as and when they are taught

Phase 6:

- Pictures of motivators
- Variety of sentence starters as and when they are taught
- Known attributes
- All known vocabulary (equipment, staff, pupils, snacks, drinks, areas, colours, numbers etc)

Kingsland School agreed symbols for sentence starters:



4. PECS IN THE CURRICULUM

English	• Asking for equipment needed – I want pencil, pen, paper, scissors, glue • Asking for specific equipment needed – I want red pencil, green crayon, yellow paper, blue scissors • Asking for specific stories – I want bear story, big story, small story, funny story • Asking for magnetic letters to make key words and HFW – I want A, B, C, D etc • I want help, break, wait (critical communication) • Commenting on who and what they can see in the story e.g. I see Goldilocks, I see castle • Commenting on character voices and sounds they hear in stories e.g. I hear Buzz Light-year, I hear a plane
Maths	• Asking for equipment needed – I want pencil, pen, paper, scissors, glue • Asking for specific equipment needed – I want red pencil, green crayon, yellow paper, blue scissors • Asking for a number of items e.g. I want three balls, one dice • Requesting shapes e.g. I want circle, square, I want circle toy, square toy etc • Commenting on shapes e.g. I see three, I see three circle • Requesting more or less • Requesting big and small items e.g. I want the big ball, small car • Commenting on big and small items e.g. I see a big plane, small mouse
Science	• Asking for equipment needed – I want pencil, pen, paper, scissors, glue • Asking for specific equipment needed – I want red pencil, green crayon, yellow paper, blue scissors • Choosing objects to explore e.g. I want soil, leaf • Commenting on objects they can see eg. I see tree, I see tall tree, It is dark • Requesting and commenting on animals e.g. I want cow toy, I see three pigs • Commenting on how things feel e.g. it feels rough, smooth, hot, cold
PSED	• Asking for equipment needed – I want pencil, pen, paper, scissors, glue • Asking for specific equipment needed – I want red pencil, green crayon, yellow paper, blue scissors • Choosing an emotion e.g. I feel sad, happy, tired, angry, excited • Choosing a game or a friend to play with • Choosing calming relaxation strategies e.g. I want lotion, massage, lights off, music on etc • Choosing self-help materials e.g. I want soap, water, towel, lotion

	• Choosing regulatory equipment as and when they need it e.g. I want chewy tube, ear defenders
Project/RE/Art/Music	• Asking for equipment needed – I want pencil, pen, paper, scissors, glue • Asking for specific equipment needed – I want red pencil, green crayon, yellow paper, blue scissors • Requesting materials e.g. I want soft paper, I want blue paint, • Commenting on what they can see e.g. objects, photos, videos, pictures • Commenting on what sounds and instruments they can hear
Snack time and dinner time	• Requesting coloured drinks e.g. I want orange drink, I want purple drink • Requesting different sized and coloured cups & plates e.g. I want big cup, I want small yellow cup • Requesting equipment e.g. I want knife, fork, spoon, plate, bowl, tissue • Communicating that they are full or finished e.g. I am finished, I am full • Communicating more of a food or drink • Communicating help for pouring cutting etc • Requesting drinks of different temperatures e.g. I want hot blackcurrant, I want warm milk, I want cold milk
Playtime	• Choosing friend to play with e.g. I want to play with Jack • Choosing equipment to play with e.g. I want swing, slide • Choosing regulatory equipment as and when they need it e.g. I want chewy tube, ear defenders • Requesting the toilet • Commenting on their peers acitons Eg. I see Hannah swinging/I see Kirsty jumping

5. FORMAL PECS ASSESSMENT

Individual Pupil PECS Progress

Pupil Name:

	Date Achieved
Phase 1	
Phase 2	
Phase 3a	
Phase 3b	
Phase 4 *Continuous*	
Phase 5	
Phase 6 *Continuous*	

Date achieved should be the date the phase has been mastered.

Assessment sheet to be in the black pupil progress files of all PECS users.

6. DAILY PECS ASSESSMENT

Pupil Name:	Day and Date:
Phase:	Phase Focus:
Number of Exchanges:	Vocabulary Used: