

PECS (Picture Exchange Communication System) Phase One

You will need:

- To complete a motivator checklist – identify at least 5 POLE (Person, Object, Location, Event) motivators
- **two** people
 - person 1 – person holding the desired motivator (communication partner)
 - person 2 – person sat behind the student (physical prompter)
- a range of toys/objects/food that the student wants
- symbols of the desired toys/objects/food

Steps

1. Free turn! – offer all the items and let the student take their preferred item and have a free turn. (use this time to get the symbol for that motivator ready to start the session)
2. Place the symbol of the desired item in front of the student
3. Person 1 sits in front of the student, holding the desired item. Person 1 may play with the toy to entice the student but should **not** give him any verbal prompts (e.g. 'do you want the ball?')
4. Person 2 sits behind the student but **does not** verbally interact with the student. (be the most boring person in the room!)
5. When the student reaches for the desired item, person 2 should physically prompt/help them pick up the symbol, **without saying anything**.
6. Person 1 should open their hand to receive the symbol **after** the student has started to reach towards them with the symbol.
7. Once the symbol has been placed in person 1's hand then person 1 should **immediately** give the student the requested item and say the name on the symbol.
8. Allow the student to play with the item for 20-30 seconds and then take it back, saying 'my turn' or giving a 5 second count down.
9. Try to achieve 40 exchanges across the day using a range of motivators, with a range of people and in a range of settings.
10. Once the student is able to exchange a symbol for an item consistently without **any** prompts, phase 1 is complete.

Physical prompting

- Person 2 should fade the amount of physical prompting given over time from the end of the sequence to the beginning. (i.e. initially fade assistance for the student to release the symbol in to Person 1's hand, then for the student to reach towards person 1 and finally to pick up the symbol).
- If assistance is reduced and the student pauses part way through the sequence and doesn't know what to do then take the student right back to the beginning of the sequence and increase the physical prompting.

Trouble Shooting

- If the student loses interest and no longer reaches for the toy, go to step one and offer all the possible motivators again or end the session (try and end on a positive)