

PECS Phase IIIA ©

Name:	Location:
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Date	Trial	Discrimination Level (circle picture student gives)	negative reaction? Y or N	Pictures
	1			
	2			
	3			
	4			
	5			
	6			
	7			
	8			
	9			
	10			
	11			
	12			
	13			
	14			
	15			
	16			
	17			
	18			
	19			
	20			

H = Highly Preferred

D = Distracter

PECS Phase IIIB ©

Name:	Location:
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Date	Trial	Discrim. Level	Correspondence check	Item Selected	Distance to book	Distance to trainer
	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					
	11					
	12					
	13					
	14					
	15					
	16					
	17					
	18					
	19					
	20					

P= Preferred item D= Distractor (non preferred/blank/negative/neutral)

For correspondence check: + = took same item as requested - = took incorrect item



**Phase II
Communicative Partner**

- One picture at a time
- Non-verbal enticement
- Gradually increase distance from student
- Eliminates "body lang." uses cues, turns away from the student
- R+ within ½ second
- Labels the item

Physical Prompter

- Waits for initiation
- Physical assistance to go to the communication book and then the communication partner if needed
- Avoids verbal prompting and r+

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**PECS PHASE I
TRIAL-BY TRIAL DATA**

NAME: _____ LOCATION: _____

DATE/INITIALS	TRIAL	PICK UP	REACH	RELEASE	PICTURE	ACTIVITY
	1	+ FP PP	+ FP PP	+ FP PP		
	2	+ FP PP	+ FP PP	+ FP PP		
	3	+ FP PP	+ FP PP	+ FP PP		
	4	+ FP PP	+ FP PP	+ FP PP		
	5	+ FP PP	+ FP PP	+ FP PP		
	6	+ FP PP	+ FP PP	+ FP PP		
	7	+ FP PP	+ FP PP	+ FP PP		
	8	+ FP PP	+ FP PP	+ FP PP		
	9	+ FP PP	+ FP PP	+ FP PP		
	10	+ FP PP	+ FP PP	+ FP PP		
	11	+ FP PP	+ FP PP	+ FP PP		
	12	+ FP PP	+ FP PP	+ FP PP		
	13	+ FP PP	+ FP PP	+ FP PP		
	14	+ FP PP	+ FP PP	+ FP PP		
	15	+ FP PP	+ FP PP	+ FP PP		
	16	+ FP PP	+ FP PP	+ FP PP		
	17	+ FP PP	+ FP PP	+ FP PP		
	18	+ FP PP	+ FP PP	+ FP PP		
	19	+ FP PP	+ FP PP	+ FP PP		
	20	+ FP PP	+ FP PP	+ FP PP		

<p>+ = Independent FP = Full Physical Prompt PP = Partial Physical Prompt</p>
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PECS PROTOCOL – Phase I

Student: Tyrell Payne

Start Date: January 20, 2010

Materials:

Pictures (we will use picture of actual items)
Phase I data sheet
Various reinforcers (can be non-consumables or food items)
Two trainers
Cheat sheet

Objective: Upon seeing the item and wanting a particular item, and with a picture of that item in reach, Tyrell will pick up the picture, reach to the person holding the item, and release the picture into that person's hand.

Mastery Criterion: Tyrell will independently complete request sequence on 10 of 10 opportunities when a trainer is within 1 foot of 5 different reinforcers across 3 trainers and 3 activities.

Procedure:

1. Set materials up as follows: Tyrell and the two trainers are seated at the table. One trainer (communicative partner) is seated across from Tyrell. The other trainer (physical prompter) is in back of Tyrell. The communicative partner out of reach of Tyrell holds a "highly preferred" item. The picture of the item is on the table between Tyrell and the communicative partner.
 - Two trainers are required to teach initiation.
 - NO verbal prompts are used during this phase.
 - Present ONE picture at a time.
 - Do not conduct all training in a single session.
 - Arrange for at least 30-40 opportunities throughout the day for Tyrell to request.
 - Use different types of reinforcers – food, toys.
 - Use only pictures of real items.

Communicative Partner's Responsibilities:

- Entice Tyrell.
- Reinforce Tyrell's exchange (with the item) within ½ second.
- Pair social praise with the tangible reinforcement.
- Time the open hand appropriately.

Physical Prompter's Responsibilities:



- Wait for Tyrell's initiation.
 - Physically prompt Tyrell to exchange the picture.
 - Systematically fade prompts.
2. We want to make sure we are teaching spontaneity. This is NOT a teacher-led program. When teaching Phase I we must ensure that Tyrell "goes first" The reinforcer MUST be powerful. Withhold the reinforcer for a while and then present it to him. Most likely, he will reach for it. This means that he is "going first". To begin the training, the communicative partner gives the first one for free. Assess if the item/ food is still reinforcing enough to proceed, if not choose another item. Utilize the reinforcer assessment sheet.
 3. The communicative partner "entices" Tyrell by showing him the powerful reinforcer. Both trainers must wait for Tyrell to reach for the item – this is his initiation!! As Tyrell reaches for the item, the physical prompter assists Tyrell to pick up the picture, reach to the communicative partner, and release the picture in to the communicative partner's open hand. The communicative partner opens her hand to receive the picture ONLY AFTER Tyrell has reached. The moment Tyrell releases the picture into the communicative partner's hand; she immediately gives Tyrell the reinforcer and praises.
 4. While Tyrell is eating, drinking, or playing with the item, get ready for the next trial – put the picture back in front of Tyrell and get another bit of food or drink ready. If Tyrell is requesting a "non-consumable" calmly item take the item from him. Tyrell should have access to the "non-consumable item for 15-20 seconds.
 5. Entice Tyrell again, wait for initiation (the reach) and repeat the physical guidance again.
 6. The prompter will fade the amount of physical guidance needed over a series of trials. WAIT for Tyrell to initiate, and then provide assistance. Once Tyrell is independently releasing the picture into the communicative partner's hand, FADE the prompts.

PECS Training Reminders:

1. Make sure what you are presenting is REINFORCING! Refer to the Reinforcer Assessment as needed.
2. Do not delay reinforcement. Tyrell needs to know what behavior we want him to engage in.
3. Tyrell has some approximations, BUT DO NOT require him to use them to receive the item.
4. Pair the reinforcement (the item) with social praise.
5. As you are giving the item to Tyrell, give the label of the item he is requesting.



6. You can elaborate on naming the item by saying, “ I want the _____” or something similar. AVOID saying, “You want_____”.
7. Keep certain reinforcers for PECS training ONLY.
8. TAKE DATA!!
9. Generalize communicative partner and prompter.
10. Always end a training session with SUCCESS!!

Error Correction: The physical prompter would take Tyrell back to the last step competed correctly and then provides extra assistance to complete the sequence.



PECS PROTOCOL – Phase IIIA

Name: Ryan

Start Date: March 12, 2010

Materials:

Communication book

Pictures (we will use picture of actual items)

Phase III data sheet(s)

Various reinforcers (can be non-consumables or food items)

Cheat sheet

Objective: Ryan will request desired items by going to his communication book, selecting the appropriate picture from an array, going to a communication partner, and giving the picture.

Mastery Criterion: Ryan will independently complete request sequence by discriminating from a variety of pictures located on his communication book with 90% accuracy communication book, across 10 different reinforcers for 10 trials, across 3 trainers.

Procedure:

1. Ryan and teacher are seated at a table, facing each other. Have available several pictures of desirable or contextually appropriate items, pictures of “irrelevant” or non-preferred items, and the corresponding items.

Communicative Partner’s Responsibilities:

- No verbal prompts used during this phase.
 - Conduct reinforcer assessment frequently.
 - Use a variety of trainers
 - In addition to structured training trials, create many opportunities for spontaneous requesting during functional activities each day.
 - Vary the position of pictures on the communication board until discrimination is mastered.
2. Trainer will place two pictures on the communication book and entice Ryan.
 3. Ryan will select one picture and give it to the communicative partner.
 4. Ryan gets the requested item.
 5. Ryan will consume or play with the requested item.

PECS Training Reminders:



1. Make sure what you are presenting is REINFORCING! Refer to the Reinforcer Assessment as needed.
2. Ryan should have access to his communication book at all times.
3. Arrange for at least 30-40 opportunities throughout the day for Ryan to request.
4. Do not delay reinforcement. Ryan needs to know what behavior we want him to engage in.
5. Ryan has some approximations, BUT DO NOT require him to use them to receive the item.
6. Pair the reinforcement (the item) with social praise.
7. As you are giving the item to Ryan, give the label of the item he is requesting.
8. You can elaborate on naming the item by saying, “ I want the _____” or something similar. AVOID saying, “You want_____”.
9. Keep certain reinforcers for PECS training ONLY!
10. TAKE DATA!!
11. Generalize communicative partner and prompter.
12. Always end a training session with SUCCESS!!

Error Correction: Ryan may chose the “irrelevant item” Make sure to follow through and give him the item he has requested. It’s good if he responds negatively. We have to teach him that he must use a specific picture to get the item he wants – we are teaching him to discriminate. The error correction procedure is as follows:

STEP	TEACHER	STUDENT
	Entice with both items	Gives incorrect picture
	Give corresponding item	Reacts negatively
MODEL or SHOW	Show or tap target picture (get T to look at the target picture on the book)	
PROMPT	Hold open hand near target picture, physically, or gesturally prompt	
	Praise (do not give the item)	Gives target picture
SWITCH	“Do this” (distracter)	
		Student performs switch
REPEAT	Entice with both items	
	Give item and praise	Gives correct picture

The “switch” can be any distraction:

- Present Ryan with a GMI or OSC mastered task.
- Show Ryan something unrelated to the task.



- Turn the PECS book over.



PECS PROTOCOL – Phase II

Name: Ryan

Start Date: February 4, 2010

Materials:

Communication book

Pictures (we will use picture of actual items)

Phase II data sheet(s)

Various reinforcers (can be non-consumables or food items)

Two trainers

Cheat sheet

Objective: Ryan will go to his communication book, pulls the picture off, goes to the trainer, gets the trainer's attention, and releases the picture into the trainer's hand.

Mastery Criterion: Ryan will independently complete request sequence from a distance of 10 feet and distance from his communication book, across 5 different reinforcers for 10 trials, across 3 trainers.

Procedure:

1. Set materials up as follows: Attach one picture of a highly preferred item to the front of the communication book. Ryan and trainer are seated at the table/on the floor. Have several items and corresponding pictures available. We are teaching persistent communication in a variety of environments, for a variety of items with a variety of communication partners, across a variety of obstacles.
 - The new skill to reinforce is traveling.

Communicative Partner's Responsibilities:

- Increase the distance between trainer and Ryan.
- Entice Ryan.
- Gradually increases distance between Ryan and communicative partner.
- Teaches Ryan to cross the room to reach communicative partner.
- Gradually increases distance between Ryan and the communication book.
- Turns away from Ryan– eliminates subtle “body language” cues.
- Reinforces appropriately – new behavior within ½ second.
- Teaches Ryan to travel from room to room.
- Does not insist on speech.
- Responsible for returning the pictures to the communication book. DO NOT make Ryan do it.

Physical Prompter's Responsibilities:



- Wait for Ryan’s initiation.
 - Prompt Ryan to pick up the picture from the book and exchange the picture.
 - Physically guides Ryan to trainer, if necessary.
 - Physically guides Ryan to communication book if necessary.
 - Uses back-stepping if necessary.
2. Start with a “free access” item. Put a single picture on the cover of the book. Ryan is to remove the picture from the communication board, reach to the trainer, and release the picture in to the trainer’s hand. If needed the physical prompter can provide physical assistance to guide Ryan to remove the picture – but only AFTER initiation.
 3. As Ryan initiates the exchange and reaches for the trainer, the trainer will hold his/her hand closer to the body so that Ryan has to reach slightly further to exchange the picture. As the exchange is completed, verbally praise Ryan and immediately give him access to the item. On the next trial, move slightly further back from Ryan so that he has to reach even further. Begin backing away from Ryan so that he has to stand up in order to reach the adult.
 4. If necessary, the physical prompter guides Ryan from behind (or next to) and does not interact with Ryan. The prompter fades all prompts so that Ryan can engage in the behavior independently. The communicative partner SHOULD NOT PROVIDE ANY PROMPTING! Do not say: “Come here” or gesture to Ryan. Do not move closer to Ryan is he pauses.
 5. Once Ryan is independently traveling to the communication partner when the partner is at least 5-8 feet, continue to increase the distance between the book and Ryan, so that he must go get the picture and then get the adult to complete the exchange. Over several trials, move the book further and further away from Ryan so that he has to get up and walk to it.

PECS Training Reminders:

1. Make sure what you are presenting is REINFORCING! Refer to the Reinforcer Assessment as needed.
2. Ryan should have access to his communication book at all times.
3. Arrange for at least 30-40 opportunities throughout the day for Ryan to request.
4. Do not delay reinforcement. Ryan needs to know what behavior we want him to engage in.
5. Ryan has some approximations, BUT DO NOT require him to use them to receive the item.
6. Pair the reinforcement (the item) with social praise.
7. As you are giving the item to Ryan, give the label of the item he is requesting.
8. You can elaborate on naming the item by saying, “ I want the _____” or something similar. AVOID saying, “You want_____”.
9. Keep certain reinforcers for PECS training ONLY!



10. TAKE DATA!!
11. Generalize communicative partner and prompter.
12. Always end a training session with SUCCESS!!

Error Correction: The physical prompter would take Ryan back to the last step completed correctly and then provides extra assistance to complete the sequence.