Resources

PECS Training, Information, and Products

We (the authors) have formed a consulting group—Pyramid Educational Consultants to provide training and consultation regarding PECS and the Pyramid Approach to Education which incorporates various teaching strategies appropriate for children and adults with autism and other disabilities. Pyramid Educational Consultants provides workshops for professionals and parents designed to give people the necessary skills to implement PECS. We also have a PECS Certification process that allows us to identify people who have demonstrated skills in implementing PECS, as well as those who have demonstrated skills in supervising others in the use of PECS.

If a member of your child's team is providing your PECS support, you may want to check on the type of training they have received. We understand that some people with whom we have had no contact will be able to provide competent consultation regarding PECS; however, we can only comment about those who have completed our Certification process.

Pyramid also offers a range of products specifically designed to make PECS use and implementation more effective and efficient for children and teachers, as well as support for other visually mediated strategies. In addition, Pyramid offers a wide array of workshops for professionals and family members on many different topics. For questions regarding PECS or the Pyramid Approach, their use in programs, schools, or at home, please contact us at:

Pyramid Educational Consultants, LLC.

350 Churchmans Road, Suite A New Castle, DE 19720 888-PECS-INC (888-732-7482) Toll free within the USA 302-368-2515 (international calls)

www.pecsusa.com

Pyramid also offers services and products in more than 15 different countries around the world. For more information on which countries we operate in, please visit www.pecs.com.

Applied Behavior Analysis

Association for Behavior Analysis International 550 W. Centre Ave.
Portage, MI 49024
269-492-9310
mail@abainternational.org
www.abainternational.org

Association for Behavioral and Cognitive Therapies 305 7th Ave., 16th Floor New York, NY 10001 212-647-1890 www.abct.org

Behavior Analyst Certification Board 7950 Shaffer Parkway Littleton CO 80127 800-625-0549 info@bacb.com www.bacb.com

The Cambridge Center for Behavioral Studies 410 Newton Road Littleton, MA 01460 978-369-CCBS (2227) www.behavior.org

Autism and Communication Skills

American Speech-Language-Hearing Association (ASHA) 2200 Research Blvd. Rockville, MD 20850 301-296-5700; 800-638-8255 www.asha.org

Autism Society of America 6110 Executive Boulevard, Suite 305 Rockville, MD 20852 301-657-0881; 800-3-AUTISM (328-8476) info@autism-society.org www.autism-society.org

Index

Page numbers in *italics* indicate tables

Alphabet symbols, 53–54	functional control of, 36–37			
American Speech-Language-	management of, 31–35			
Hearing Association, 114	management targets, 30, 33, 36			
Antecedents, 3, 6-8	non-communicative, 33-35			
Applied behavior analysis, 113	reducing/eliminating, 30–31			
Apps, 56-58	Behavior analysts, 3, 113			
Asperger syndrome, 23	Breaks, requesting, 131, 133			
Assessment, 36–37	Cambridge Center for Behavioral			
Assistive technology, 44	Studies, 113			
Atwood, Tony, 23	Communication. See also			
Audiology screening, 25	Functional communication;			
Augmentative/alternative	Speech			
communication (AAC). See	age of child and, 25			
Communication systems,	analyzing antecedents/			
alternative/augmentative	consequences and, 3-9			
Autism	applied behavior analysis and,			
imitation skills and, 48-49, 66	2–3			
speech difficulties and, 21, 23	basic reasons (consequences)			
Backward-chaining, 76	for, 5–6			
Behaviors	behavior as, 2-9, 29-41			
communicative, 2–9	defined, 1–2, 3			
"contextually inappropriate,"	effective, 24-25			
30-31	environmental factors and, 3			
functional analysis of, 37	expressive language and, 2			

importance of, 12-14 Individualized Education language and, 4–5 Program (IEP) and, 61 listening and, 12–17 Individualized Family Service methods of, 8-9 Plan (IFSP) and, 61 receptive language and, 2 Individuals with Disabilities reinforcements and, 13 Education Act (IDEA) and, 44 social consequences of, 6, 13 International Society for strategies for enhancing, 73-74 Augmentative and types of, 7 Alternative Communication verbal behavior and, 4 (ISAAC) and, 44 voice-related sounds vs. iPod/iPad AAC applications environmental noise and, 14 and, 57 when/where to communicate manual signs and, 50-51 (antecedents) for, 6-8 messages and, 59-61 non-electronic techniques writing and, 9 Communication binders, PECS and, 54-55 discrimination training and, Picture Exchange Communication System (PECS) and, 45 80, 84, 85 peers/siblings and, 104 speech development and, 45-46 picture of, 78 speech generating devices Sentence Strips and, 86, 96 and, 46 speaking and, 108, 109 teaching, 61–62 symbols and, 75, 119 unaided symbols and, 47-51 Communication books, 43, 53 Communicative partner, 12, 75, Communication skills 78 delay in, 19-23 The Complete Guide to Asperger's non-speech, 24–26 Syndrome (Atwood), 23 Communication systems, Consequences, 5, 7 alternative/augmentative, Contracts, 132 24,43-64Directions, following, 117-20 aided symbols and, 52-54 Discrimination training, 82-85 assistive technology and, 44 Early intervention, 61 communication book and, 43 Echolalia, 20 described, 44–45 Error correction, 82-83 designing, 58-61 Fossett, Brenda, 43 electronic techniques and, Functional Behavior Assessment for People with Autism 55-58 gestures/body language and, (Glasberg), 31 47 - 50

Functional communication Listening, 12–17 Manual signs, 50-51 behavior management Matching, 116-17 problems and, 32 behaviors and, 12 Messages, 59-61 communicative partner and, 14 Mirenda, Pat, 43 critical. xiv Mutism, 21, 25, 66 "No," saying, 110, 112–13 defined, 10 non-speech communication Non-communicative actions, skills and, 25 33 - 35Picture Exchange Communi-Non-speech communication cation System (PECS): systems, xiii. See also Initial training and, 65, 69, Communication systems, 70, 79, 101, 107, 110 alternative/augmentative visual strategies and, 110 Peers, 23, 104-06 Photographs, 52-53 vocal imitation and, 26 Functional communication Picture Exchange Communicatraining (FCT), 35-37 tion System (PECS): Gestures/body language, 47–50 advanced lessons, 91-114 Glasberg, Beth, 31 after speech development and, Goals, IEP/IFSP, 61 108 - 10Greetings, 60 designing lessons with Harris, Sandra L., 21, 49, 105 attributes and, 94-97 Help, requesting, 38-40 an example of, 109 Imitation skills, 25-26, 48-49, 66 answering simple questions Individualized Education and, 97-98 commenting and, 98-100 Program (IEP), 61-62 help sources for, 113-14 **Individualized Family Service** at home and, 102-04, 103 Plan (IFSP), 61-62 Individuals with Disabilities mistakes/solutions and, 111-12 Education Act (IDEA), 37, 44 with peers/siblings, 104–06 Information sharing, 59 physical arrangements and, International Society for 95 - 96prerequisites for, 94-95 Augmentative and promoting spontaneity and, Alternative Communication (ISAAC), 44 100-101 iPod/iPad, 56-58 requests with attributes and, 91-94, 93 Language, 4–5. See also Communication; Speech a scenario of, 96-97 Line drawing symbols, 53 at school, 101-02

Sentence Strips and, 91, 92, 96, 98, 99, 108 sentence structures and, 91–94	reinforcer assessment and, 71 responding to errors and, 82–83
speech development and,	rewards and, 71–72, 77–78, 87
106–07	Sentence Strips and, 86–87
when/how to say no and, 110,	sentence structures and,
112–13	85–87
Picture Exchange Communi-	spontaneous communication
cation System (PECS):	and, 72
Initial training, 65–89	symbols and, 75, 84-85, 87-88
appropriate candidates for,	teaching phases of, 70
69–70	teaching strategies and, 80–82
backward-chaining and, 76	use of pictures and, 78–79
beginning teaching and, 70–72	visual scanning and, 83–84
choosing messages and, 80–85	Prompts, physical, 76
communication binder and,	Reaching Out, Joining In:
78, 79	Teaching Social Skills to
communication enhancement	Young Children with Autism
strategies and, 73-74	(Weiss and Harris), 49
communicative partner and,	Real objects, 52
75, 78	Receptive communication, 13
development of, 66-68	Rewards/preferences, 71-72,
discrimination training issues	77-78, 87
and, 82–85	Right from the Start: Behavioral
distractor pictures and, 80-82	Intervention for Young
error correction strategy, 83	Children with Autism (Harris
functional communication	and Weiss), 21, 104
and, 65, 68, 69, 70, 79, 101,	Ritualistic patterns, 23
107, 110	Romanczyk, Ray, 34
goals and, 79	Routines, changes in, 122–23
initiating communication and,	Sentence Strips
72–77	expanding requests and, 92
lesson design, 87–89	involving attributes and, 96, 98
message selection and, 80-82	sentence structures and, 86,
motivational item/activities	87, 91
and, 79	starting to speak and, 108,
physical prompter and, 76	109
prerequisites for, 68-69	teaching commenting and, 99
providing feedback, 82	Sentence structures, 85–87, 91–94

Siblings, 104–06 Visual strategies, 115-34 Skinner, B. F., 3, 4, 9 changes in routines and, Social closeness, 59 122-23 designing a contract and, 132 Social conversations, 22 direction-following lessons Social etiquette, 60 Speech development. See also and, 117-20 Communication systems, instruction following vs. compliance training and, alternative/augmentative Augmentative/alternative 119 - 20communication (AAC) and, matching lessons and, 116-17 reinforcement systems and, 45-46 128-33 autism and, 21 difficulties of, 20-21 rewards and, 130-31 PECS and, 106-07 surprise activities and, 122-23 sequence of, 19-20 symbols and, 119 Speech impairments, 21 taking breaks and, 131, 133 Speech, lack of, 21, 25, 66 teaching schedule following Speech-language pathologist, and, 120-21 25, 61-62, 114 teaching/understanding Surprises, dealing with, 122-23 "wait" and, 123-26 Symbols, 46-54 understanding instructions aided, 52-54 and, 115-17 understanding pictures and, alphabet, 53-54 in communication books, 43, 53 118 - 19gestures/body language and, understanding transitions 47-50 and, 126-28 line drawings as, 53 visual cues and, 116, 118 manual signs and, 50-51 Vocal imitation training, 25–26 photographs and, 52-53 Vocalizations, 26. See also PECS and, 75, 119 Speech real objects as, 52 Waiting, 123-26 selection of, 58-59 Weiss, Mary Jane, 21, 49, 105 unaided, 47-51 visual strategies and, 119 Transitions, 126-28 Verbal behavior, 3 Verbal Behavior (Skinner), 3