

# PECS<sup>®</sup> Implementation Fidelity Checklist

Name:		Date:	
Evaluator:			

Phase	Focus	Skills to Demonstrate	Correct	Not correct
Phase I: Communication Partner	Single Picture Exchange	Completes preference assessment prior to beginning lesson	<input type="checkbox"/>	<input type="checkbox"/>
		Arranges teaching environment effectively <ul style="list-style-type: none"> <li>Positioned in front of and within reach of the learner</li> <li>Has several items/activities and corresponding pictures available.</li> <li>Presents pictures one at a time</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
		Manages materials	<input type="checkbox"/>	<input type="checkbox"/>
		Silently builds interest in the object or activity	<input type="checkbox"/>	<input type="checkbox"/>
		Opens hand AFTER learner initiates (by reaching for or showing interest in the item)	<input type="checkbox"/>	<input type="checkbox"/>
		Receives picture from learner rather than taking picture from learner	<input type="checkbox"/>	<input type="checkbox"/>
		Labels and gives item within 1/2 second	<input type="checkbox"/>	<input type="checkbox"/>
		Returns picture (while learner consumes/plays with reinforcer)	<input type="checkbox"/>	<input type="checkbox"/>
		Eliminates open hand across opportunities	<input type="checkbox"/>	<input type="checkbox"/>

Phase I: Physical Prompter	Single Picture Exchange	Positioned unobtrusively, either behind or next to learner. Avoids drawing attention from learner or interacting socially with learner	<input type="checkbox"/>	<input type="checkbox"/>
		Waits for learner to initiate (e.g. reach for desired item) before assisting	<input type="checkbox"/>	<input type="checkbox"/>
		Physically guides learner to pick up, reach, release the picture into communication partner's hand	<input type="checkbox"/>	<input type="checkbox"/>
		Eliminates guidance with backward chaining: (release → reach → pick-up)	<input type="checkbox"/>	<input type="checkbox"/>
		Avoids social interaction or physical contact with learner except for physical guidance of the exchange	<input type="checkbox"/>	<input type="checkbox"/>

Phase	Focus	Skills to Demonstrate	Correct	Not correct
Phase II: Communication Partner	Travel	Arranges teaching environment: <ul style="list-style-type: none"> <li>Communication book initially within reach of learner</li> <li>Makes pictures available one at a time on cover of communication book</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
		Silently builds interest in the object or activity	<input type="checkbox"/>	<input type="checkbox"/>
		Uses shaping to <ul style="list-style-type: none"> <li>Increase distance from the learner</li> <li>Increase distance between the learner and the communication book</li> <li>Increases distance to across room or into next room to complete the exchange</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
		Uses reset error correction strategy if Prompter is not available	<input type="checkbox"/>	<input type="checkbox"/>
		Eliminates subtle prompts (e.g. body orientation, eye contact, expectant look)	<input type="checkbox"/>	<input type="checkbox"/>
Phase II: Physical Prompter	Travel	Waits for initiation (i.e. learner reaching for picture)	<input type="checkbox"/>	<input type="checkbox"/>
		Guides learner to remove picture from communication book		
		<b>Traveling to Communication Partner</b> <ul style="list-style-type: none"> <li>Physically guides learner to carry picture to Communication Partner</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
		<b>Traveling to the communication book</b> <ul style="list-style-type: none"> <li>Physically guides learner to communication book</li> <li>Physically guides learner to pick up and carry book or picture to Communication Partner</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
		Avoids interacting socially with the learner	<input type="checkbox"/>	<input type="checkbox"/>
		Uses Backstep Error Correction Procedure if learner stops before reaching book or Communication Partner	<input type="checkbox"/>	<input type="checkbox"/>
Phase IIIA	Highly Preferred + Distracter: <b>Correct</b>	Identifies non-preferred item or activities	<input type="checkbox"/>	<input type="checkbox"/>
		Arranges pictures of preferred item and non-preferred item on cover of learner's communication book. Corresponding items are visible		
		Silently builds interest in preferred item/activity	<input type="checkbox"/>	<input type="checkbox"/>
		Provides social praise within 1/2 second of the learner touching/beginning to remove the correct picture	<input type="checkbox"/>	<input type="checkbox"/>
		Upon exchange, provides access to and labels requested item or activity	<input type="checkbox"/>	<input type="checkbox"/>
		Rearranges pictures (vertical, horizontal, diagonal) after correct trial	<input type="checkbox"/>	<input type="checkbox"/>

Phase	Focus	Skills to Demonstrate	Correct	Not correct
Phase IIIA	Highly Preferred + Distracter: Incorrect with 4-Step Error Correction	Arranges pictures of preferred non-preferred items on cover of communication book.	<input type="checkbox"/>	<input type="checkbox"/>
		Presents preferred and non-preferred item	<input type="checkbox"/>	<input type="checkbox"/>
		Praises within 1/2 second when learner touches/begins to remove correct picture.	<input type="checkbox"/>	<input type="checkbox"/>
		Gives learner access to correct item when picture is exchanged	<input type="checkbox"/>	<input type="checkbox"/>
		With neutral voice, labels non-preferred item when learner exchanges distracter/non-preferred picture	<input type="checkbox"/>	<input type="checkbox"/>
		When learner exchanges distracter picture, offers distracter item	<input type="checkbox"/>	<input type="checkbox"/>
		Waits for rejection of non-preferred or distracter item	<input type="checkbox"/>	<input type="checkbox"/>
		Conducts 4-Step Error Correction Procedure (picture of highly preferred vs. picture of distracter/non-preferred picture) After student rejects or pushes away item, returns picture to book... 1. <b>Model</b> (taps correct picture – does not remove) 2. <b>Practice</b> (prompts and praises practice) 3. <b>Distract</b> (changes focus, provides a delay or turns over book) 4. <b>Repeat</b> (pictures are in same place) shows both items	<input type="checkbox"/>	<input type="checkbox"/>
		Conducts error correction procedure correctly for multiple errors (no more than 2-3 times) in the same trial. If necessary, returns to previous level of proficiency: single picture of preferred item on communication book).	<input type="checkbox"/>	<input type="checkbox"/>
		Uses alternative discrimination strategies if learner is not making progress	<input type="checkbox"/>	<input type="checkbox"/>
Phase IIIB	Correspondence Checks: Correct	Silently builds interest while showing 2 preferred items (i.e., both items are available on a tray or table or in sight)	<input type="checkbox"/>	<input type="checkbox"/>
		When learner gives a picture, conducts Correspondence Checks <ul style="list-style-type: none"> <li>Offers items</li> <li>Says "Take it" or similar phrase (does not label picture)</li> <li>Socially praises and allows access if learner reaches for the item that corresponds to the exchanged picture</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
		Rearranges pictures (vertical, horizontal, diagonal) after each correct trial	<input type="checkbox"/>	<input type="checkbox"/>
		Teaches 3-picture discrimination with Correspondence Checks	<input type="checkbox"/>	<input type="checkbox"/>
		Teaches 4-picture discrimination with Correspondence Checks	<input type="checkbox"/>	<input type="checkbox"/>
		Teaches 5-picture discrimination with Correspondence Checks	<input type="checkbox"/>	<input type="checkbox"/>
		Teaches learner to look inside book for picture	<input type="checkbox"/>	<input type="checkbox"/>

Phase	Focus	Skills to Demonstrate	Correct	Not correct
Phase IIIB	Correspondence Checks Incorrect with 4-Step	Blocks access when learner reaches for non-corresponding item	<input type="checkbox"/>	<input type="checkbox"/>
		Conducts error correction procedures when learner reaches for non-corresponding item with picture of item learner reached for: 1. <b>Model</b> (taps correct picture; do not remove) 2. <b>Practice</b> (prompts and praises practice) 3. <b>Distract</b> (changes focus, delays, or turns book over) 4. <b>Repeat</b> (returns pictures to same place, builds interest, responds to exchange with Correspondence Check)	<input type="checkbox"/>	<input type="checkbox"/>
		Conducts error correction procedure correctly for multiple errors (2 or 3) in the same trial. If learner continues to make errors, returns to level of proficiency	<input type="checkbox"/>	<input type="checkbox"/>

Phase IV	Sentence Structure	Uses backward chaining to teach sequence: 1. Add "I want" picture to correct end of Sentence Strip 2. Add desired item picture to right of "I want" picture on Sentence Strip 3. Remove Sentence Strip and give to Communication Partner and point to each picture while Communication Partner reads Sentence Strip		
		<b>Step 1</b>		
		Begins with "I want" already on Sentence Strip™ and single picture of a preferred item on the communication book	<input type="checkbox"/>	<input type="checkbox"/>
		Waits for initiation: learner reaches to preferred picture	<input type="checkbox"/>	<input type="checkbox"/>
		Physically guides learner to put preferred picture on Sentence Strip and exchange Sentence Strip	<input type="checkbox"/>	<input type="checkbox"/>
		Gradually eliminates physical guidance to put preferred picture on Sentence Strip and exchange Sentence Strip	<input type="checkbox"/>	<input type="checkbox"/>
		Turns Sentence Strip to face learner and "reads" sentence with minimal delay in delivering reinforcer	<input type="checkbox"/>	<input type="checkbox"/>
		Praises new behavior (independently putting reinforcer picture on Sentence Strip) within 1/2 second	<input type="checkbox"/>	<input type="checkbox"/>

Phase	Focus	Skills to Demonstrate	Correct	Not correct
Phase IV	Sentence Structure	<b>Step 2</b>		
		Teaches adding “I want” to correct location on Sentence Strip: <ul style="list-style-type: none"> <li>• Waits for initiation (reaching for picture of preferred item)</li> <li>• Physically guides learner to put “I want” Sentence Starter on Sentence Strip.</li> <li>• Allows learner to independently complete the rest of the sequence (move picture of preferred item to the Sentence Strip, remove and exchange the Sentence Strip)</li> <li>• Eliminates guidance to add “I want” picture to Sentence Strip</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
		Praises new behavior (independently putting “I want” on Sentence Strip) within 1/2 second	<input type="checkbox"/>	<input type="checkbox"/>
		Provides requested item or activity after exchange	<input type="checkbox"/>	<input type="checkbox"/>
		<b>Step 3</b>		
		Uses physical guidance to teach learner to point while Sentence Strip is being “read”	<input type="checkbox"/>	<input type="checkbox"/>
		Eliminates guidance for pointing to Sentence Strip	<input type="checkbox"/>	<input type="checkbox"/>
		<b>Step 4</b>		
		Uses constant time delay (3 to 5 seconds) when “reading” the Sentence Strip (i.e., “I want” (pause) + name of item/activity)	<input type="checkbox"/>	<input type="checkbox"/>
		Provides differential reinforcement (a celebration!) if learner speaks.	<input type="checkbox"/>	<input type="checkbox"/>
		Continues to incorporate persistence by having the learner reach further to Communication Partner to exchange the Sentence Strip	<input type="checkbox"/>	<input type="checkbox"/>
		Reincorporates “travel” once learner demonstrates fluency with constructing and exchanging Sentence Strip	<input type="checkbox"/>	<input type="checkbox"/>

Phase	Focus	Skills to Demonstrate	Correct	Not correct
Attributes	Correct	Completes attribute preference assessment prior to beginning lesson	<input type="checkbox"/>	<input type="checkbox"/>
		Uses forward chaining to teach three-picture construction	<input type="checkbox"/>	<input type="checkbox"/>
		Vocally praises new behavior (adding attribute picture to Sentence Strip after “I want”) within 1/2 second	<input type="checkbox"/>	<input type="checkbox"/>
		Teaches discrimination between high-preferred and non-preferred attribute pictures, two highly preferred attribute pictures, multiple attribute icons	<input type="checkbox"/>	<input type="checkbox"/>
		For high- versus low-preference attribute, uses 1/2 second rule when learner chooses the preferred attribute picture	<input type="checkbox"/>	<input type="checkbox"/>
		Teaches 2 or more preferred attribute pictures. Conducts correspondence checks with 2 or more reinforcing attribute pictures <ul style="list-style-type: none"> <li>• Reads Sentence Strip <b>without</b> naming attribute</li> <li>• Says, “Go ahead” (or similar phrases)</li> <li>• Allows access if the item corresponds with the picture on the Sentence Strip, and names the attribute</li> <li>• Blocks access to item if it does NOT correspond</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
		Rearranges attribute pictures on book after correct trials	<input type="checkbox"/>	<input type="checkbox"/>
Attributes	Error Correction	<p>Uses error correction for incorrect attribute picture discrimination</p> <p>Returns only attribute icon to book then:</p> <ol style="list-style-type: none"> <li>1. <b>Model</b> (taps on correct picture)</li> <li>2. <b>Practice</b> (prompts and praise practice)</li> <li>3. <b>Distract</b> (changes focus, have brief delay or turn over book)</li> <li>4. <b>Repeat</b> (puts pictures are in same place; entices correctly)</li> </ol>	<input type="checkbox"/>	<input type="checkbox"/>

Phase V	Responsive Request	<p>Uses progressive time delay to teach responding to “What do you want?”</p> <ul style="list-style-type: none"> <li>• Step 1: Simultaneously prompts (points to or physically guides learner to) the “I want” picture while asking the question</li> <li>• Step 2: Adds a brief delay between the cue and the prompt, then gradually lengthens the delay over a series of trials.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
		Provides differential reinforcement when learner “beats” the prompt	<input type="checkbox"/>	<input type="checkbox"/>
		Switches between spontaneous and responsive requesting within one lesson	<input type="checkbox"/>	<input type="checkbox"/>

Phase	Focus	Skills to Demonstrate	Correct	Not correct
Phase VI	Responsive Comment	<b>Step 1:</b> Answering initial comment question		
		Uses progressive time delay to teach commenting in response to a question, such as “What do you see?” Initially simultaneously prompts (points to or physically guides to) the comment Sentence Starter while asking the question (natural cue).	<input type="checkbox"/>	<input type="checkbox"/>
		Adds a brief delay between the cue and the prompt, then gradually lengthens the delay over a series of trials	<input type="checkbox"/>	<input type="checkbox"/>
		Provides differential reinforcement when learner “beats” the prompt	<input type="checkbox"/>	<input type="checkbox"/>
		<b>Step 2:</b> Discrimination between comment and request Sentence Starters		
		<ul style="list-style-type: none"> <li>• Uses 1/2 second rule for correct Sentence Starter discrimination</li> <li>• Uses 4-Step Error Correction Procedure for incorrect Sentence Starter discrimination</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
		<b>Step 3:</b> Discrimination between commenting Sentence Starters	<input type="checkbox"/>	<input type="checkbox"/>
		<ul style="list-style-type: none"> <li>• Switches between asking “What do you see?” What is it?” and additional commenting opportunities</li> <li>• Uses 1/2 second rule for correct Sentence Starter discrimination</li> <li>• Uses 4-Step Error Correction Procedure for Sentence Starter discrimination errors.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
Phase VI	Spontaneous Comment	Teaches spontaneous comments using fading: <ul style="list-style-type: none"> <li>• “Look! What do you see?”</li> <li>• “Look! What do you...?”</li> <li>• “Look!</li> <li>• “...”</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
		Incorporates additional language concepts and grammatical structures into commenting opportunities <ul style="list-style-type: none"> <li>• Verbs</li> <li>• Attributes</li> <li>• Additional grammatical structures</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>