PECS® Implementation Fidelity Checklist

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| **Name:** |  | **Date:** |  |
| **Evaluator:** | |  | |

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| **Phase** | **Focus** | **Skills to Demonstrate** | **Correct** | **Not correct** |
| **Phase I:**  **Communication Partner** | Single Picture Exchange | Completes preference assessment prior to beginning lesson |  |  |
| Arranges teaching environment effectively   * Positioned in front of and within reach of the learner * Has several items/activities and corresponding pictures avail- able. * Presents pictures one at a time |  |  |
| Manages materials |  |  |
| Silently builds interest in the object or activity |  |  |
| Opens hand AFTER learner initiates (by reaching for or showing  interest in the item) |  |  |
| Receives picture from learner rather than taking picture from learner |  |  |
| Labels and gives item within 1/2 second |  |  |
| Returns picture (while learner consumes/plays with reinforcer) |  |  |
| Eliminates open hand across opportunities |  |  |

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| **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 |  |  |
| Waits for learner to initiate (e.g. reach for desired item) before assisting |  |  |
| Physically guides learner to pick up, reach, release the picture into  communication partner’s hand |  |  |
| Eliminates guidance with backward chaining: (release  reach  pick-up) |  |  |
| Avoids social interaction or physical contact with learner except for physical guidance of the exchange |  |  |

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| **Phase** | **Focus** | **Skills to Demonstrate** | **Correct** | **Not correct** |
| **Phase II:**  **Communication Partner** | Travel | Arranges teaching environment:   * Communication book initially within reach of learner * Makes pictures available one at a time on cover of communi- cation book |  |  |
| Silently builds interest in the object or activity |  |  |
| Uses shaping to   * Increase distance from the learner * Increase distance between the learner and the communication book * Increases distance to across room or into next room to com-   plete the exchange |  |  |
| Uses reset error correction strategy if Prompter is not available |  |  |
| Eliminates subtle prompts (e.g. body orientation, eye contact,  expectant look) |  |  |
| **Phase II:**  **Physical Prompter** | Travel | Waits for initiation (i.e. learner reaching for picture) |  |  |
| Guides learner to remove picture from communication book |  |  |
| **Traveling to Communication Partner**   * Physically guides learner to carry picture to Communication   Partner |  |  |
| **Traveling to the communication book**   * Physically guides learner to communication book * Physically guides learner to pick up and carry book or picture   to Communication Partner |  |  |
| Avoids interacting socially with the learner |  |  |
| Uses Backstep Error Correction Procedure if learner stops before reaching book or Communication Partner |  |  |

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| **Phase IIIA** | Highly Preferred +  Distracter: **Correct** | Identifies non-preferred item or activities |  |  |
| 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 |  |  |
| Provides social praise within 1/2 second of the learner touching/ beginning to remove the correct picture |  |  |
| Upon exchange, provides access to and labels requested item or activity |  |  |
| Rearranges pictures (vertical, horizontal, diagonal) after correct  trial |  |  |

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| **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. |  |  |
| Presents preferred and non-preferred item |  |  |
| Praises within 1/2 second when learner touches/begins to remove correct picture. |  |  |
| Gives learner access to correct item when picture is exchanged |  |  |
| With neutral voice, labels non-preferred item when learner ex- changes distracter/non-preferred picture |  |  |
| When learner exchanges distracter picture, offers distracter item |  |  |
| Waits for rejection of non-preferred or distracter item |  |  |
| 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. **Model** (taps correct picture – does not remove) 2. **Practice** (prompts and praises practice) 3. **Distract** (changes focus, provides a delay or turns over book) 4. **Repeat** (pictures are in same place) shows both items |  |  |
| 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). |  |  |
| Uses alternative discrimination strategies if learner is not making progress |  |  |

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| **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) |  |  |
| When learner gives a picture, conducts Correspondence Checks   * Offers items * Says “Take it” or similar phrase (does not label picture) * Socially praises and allows access if learner reaches for the   item that corresponds to the exchanged picture |  |  |
| Rearranges pictures (vertical, horizontal, diagonal) after each cor- rect trial |  |  |
| Teaches 3-picture discrimination with Correspondence Checks |  |  |
| Teaches 4-picture discrimination with Correspondence Checks |  |  |
| Teaches 5-picture discrimination with Correspondence Checks |  |  |
| Teaches learner to look inside book for picture |  |  |

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| **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 |  |  |
| Conducts error correction procedures when learner reaches for non-corresponding item with picture of item learner reached for:   1. **Model** (taps correct picture; do not remove) 2. **Practice** (prompts and praises practice) 3. **Distract** (changes focus, delays, or turns book over) 4. **Repeat** (returns pictures to same place, builds interest, re- sponds to exchange with Correspondence Check) |  |  |
| 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 |  |  |

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| **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 | | |
| **Step 1** | | |
| Begins with “I want” already on Sentence Strip™ and single picture  of a preferred item on the communication book |  |  |
| Waits for initiation: learner reaches to preferred picture |  |  |
| Physically guides learner to put preferred picture on Sentence Strip  and exchange Sentence Strip |  |  |
| Gradually eliminates physical guidance to put preferred picture on  Sentence Strip and exchange Sentence Strip |  |  |
| Turns Sentence Strip to face learner and “reads” sentence with minimal delay in delivering reinforcer |  |  |
| Praises new behavior (independently putting reinforcer picture on  Sentence Strip) within 1/2 second |  |  |

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| **Phase** | **Focus** | **Skills to Demonstrate** | **Correct** | **Not correct** |
| **Phase IV** | Sentence Structure | **Step 2** | | |
| Teaches adding “I want” to correct location on Sentence Strip:   * Waits for initiation (reaching for picture of preferred item) * Physically guides learner to put “I want” Sentence Starter on   Sentence Strip.   * Allows learner to independently complete the rest of the se- quence (move picture of preferred item to the Sentence Strip, remove and exchange the Sentence Strip) * Eliminates guidance to add “I want” picture to Sentence Strip |  |  |
| Praises new behavior (independently putting “I want” on Sentence  Strip) within 1/2 second |  |  |
| Provides requested item or activity after exchange |  |  |
| **Step 3** | | |
| Uses physical guidance to teach learner to point while Sentence Strip is being “read” |  |  |
| Eliminates guidance for pointing to Sentence Strip |  |  |
| **Step 4** | | |
| Uses constant time delay (3 to 5 seconds) when “reading” the Sentence Strip (i.e., “I want” (pause) + name of item/activity) |  |  |
| Provides differential reinforcement (a celebration!) if learner  speaks. |  |  |
| Continues to incorporate persistence by having the learner reach  further to Communication Partner to exchange the Sentence Strip |  |  |
| Reincorporates “travel” once learner demonstrates fluency with  constructing and exchanging Sentence Strip |  |  |

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| **Phase** | **Focus** | **Skills to Demonstrate** | **Correct** | **Not correct** |
| **Attributes** | Correct | Completes attribute preference assessment prior to beginning les- son |  |  |
| Uses forward chaining to teach three-picture construction |  |  |
| Vocally praises new behavior (adding attribute picture to Sentence Strip after “I want”) within 1/2 second |  |  |
| Teaches discrimination between high-preferred and non-preferred attribute pictures, two highly preferred attribute pictures, multiple attribute icons |  |  |
| For high- versus low-preference attribute, uses 1/2 second rule  when learner chooses the preferred attribute picture |  |  |
| Teaches 2 or more preferred attribute pictures. Conducts corre- spondence checks with 2 or more reinforcing attribute pictures   * Reads Sentence Strip ***without*** naming attribute * Says, “Go ahead” (or similar phrases) * Allows access if the item corresponds with the picture on the   Sentence Strip, and names the attribute   * Blocks access to item if it does NOT correspond |  |  |
| Rearranges attribute pictures on book after correct trials |  |  |
| **Attributes** | Error Correction | Uses error correction for incorrect attribute picture discrimination  Returns only attribute icon to book then:   1. **Model** (taps on correct picture) 2. **Practice** (prompts and praise practice) 3. **Distract** (changes focus, have brief delay or turn over book) 4. **Repeat** (puts pictures are in same place; entices correctly) |  |  |

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| **Phase V** | Responsive  Request | Uses progressive time delay to teach responding to “What do you want?”   * Step 1: Simultaneously prompts (points to or physically guides learner to) the “I want” picture while asking the question * Step 2: Adds a brief delay between the cue and the prompt,   then gradually lengthens the delay over a series of trials. |  |  |
| Provides differential reinforcement when learner “beats” the  prompt |  |  |
| Switches between spontaneous and responsive requesting within  one lesson |  |  |

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| **Phase** | **Focus** | **Skills to Demonstrate** | **Correct** | **Not correct** |
| **Phase VI** | Responsive Comment | **Step 1:** 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). |  |  |
| Adds a brief delay between the cue and the prompt, then gradually lengthens the delay over a series of trials |  |  |
| Provides differential reinforcement when learner “beats” the prompt |  |  |
| **Step 2:** Discrimination between comment and request Sentence Starters | | |
| * Uses 1/2 second rule for correct Sentence Starter discrimina- tion * Uses 4-Step Error Correction Procedure for incorrect Sentence   Starter discrimination |  |  |
| **Step 3:** Discrimination between commenting Sentence Starters |  |  |
| * Switches between asking “What do you see?” What is it?” and   additional commenting opportunities   * Uses 1/2 second rule for correct Sentence Starter discrimina- tion * Uses 4-Step Error Correction Procedure for Sentence Starter   discrimination errors. |  |  |
| **Phase VI** | Spontaneous Comment | Teaches spontaneous comments using fading:   * “Look! What do you see?” * “Look! What do you...”? * “Look! * “...” |  |  |
| Incorporates additional language concepts and grammatical struc- tures into commenting opportunities   * Verbs * Attributes * Additional grammatical structures |  |  |