

## Auxiliary communication method (PECS)

**Aim:** to teach an autistic child to express his desires, to cultivate his emotional-purpose range.

### Preliminary stage

During the observation, the purpose is to find out what the child most likes (food, activities, toys) and what doesn't like.

The tables are prepared.

Favourite food	
Favourite drink	
Favorite activities	
Favorite toys, items	
Places to enjoy to be	
People he likes to be	

The most significant stimulus	Neutral stimulus

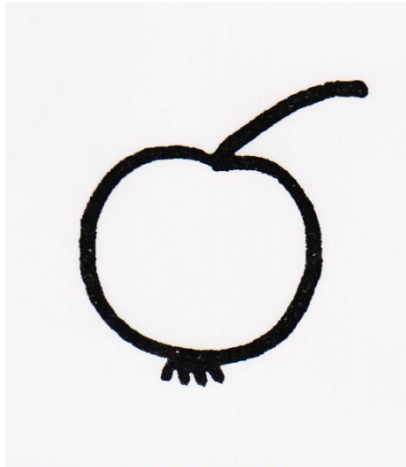
After that, all favorite stimulus cards (pictures, symbols), a communication book, a sentence strip are prepared.

### Stage 1

**The aim** is to teach the child to give the desirable object's card.

There are two adults. One sits in front of the child and holds his favorite item in his hand. Another adult is behind the child and directs his hand to the card and helps him to give it to the teacher. Communication is without words. When a child gives a card to a teacher, then the teacher will say the name of the item and give it to the child. If the child doesn't show the initiative, it is attempted with other motivational stimulus.

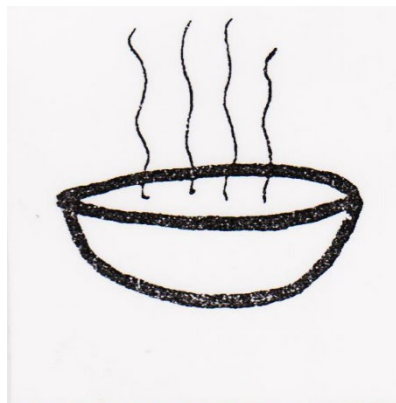
Only work with 1 item and 1 card until the child learns to give the card independently. The first and second adults need to change places. The second step passes when the child puts the card on his own 10 times.



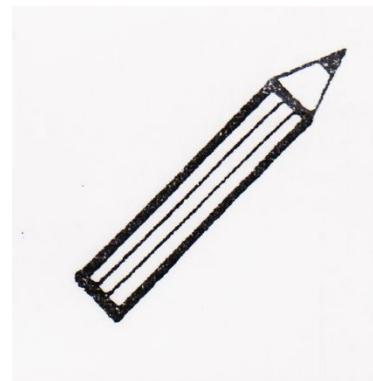
APPLE



SWEET



SOUP



PENCIL

## Stage 2

**The aim** is to consolidate a skill - to give a card. It also uses only 1 item and 1 card without words.

Step 1 When the child is sitting, he has to remove the card and give it to teacher.

Step 2 Increasing the distance between the child and the teacher. The child with the card has to go to teacher and give it.

Step 3 Increasing the distance between the card book and the child. The child goes toward the book, removes the card, goes near the teacher and gives the card.

### Stage 3

The aim is to select one card from several cards. If the child does not give that card, he does not receive the item. This stage is without words.

It is important to change the location of the cards. Gradually the child starts to choose from 3, 4, 5 cards.

### Stage 4

**The aim** is to add a sentence from several cards on the sentence strip.

The child goes toward the book and selects the cards "I WANT A SWEET"

The child sticks up the cards on the strip.

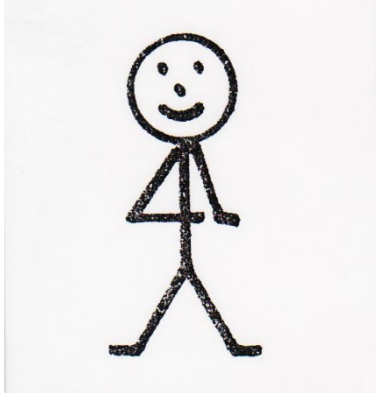


The child gives the card to the teacher.

Work is done without words 1-6 times. At first, the adult also helps to physically direct the child, and then the help is reduced. It is continues until the child does everything independently.

### Stage 5

**The aim** is to teach a child to react to the questions: What do you want? What do you see? What do you hear?



I



WANT



SWEET



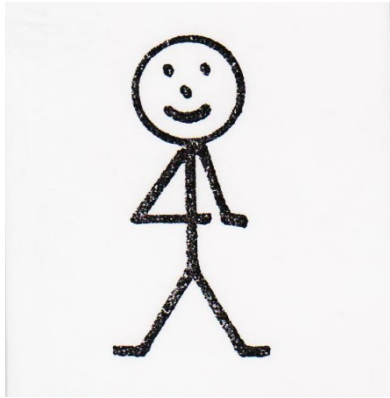
I



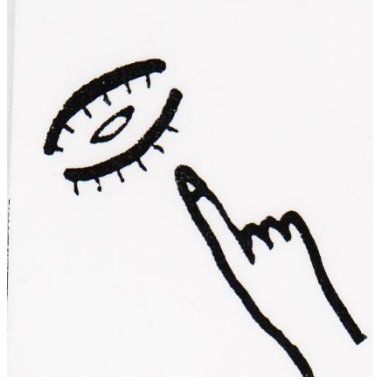
WANT



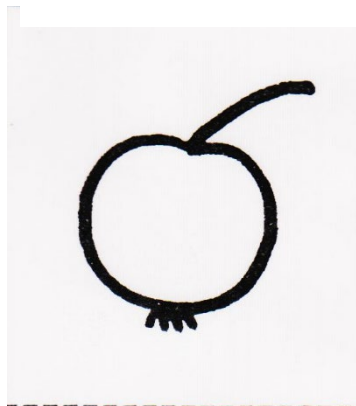
EAT



I



SEE  
LOOK



APPLE

## Stage 6

**The aim** is to teach a child to ask for help, for break, to answer the question by the cards YES and NO. Help request. It can be difficult for a child to do something (to open a pack or to dress up) and he's worried. Then, the teacher directs his hand to the card "HELP ME"



and helps to take it. He says: You need to put it.

A break request. When the child is tired and wants to stand up, we direct his hand to the card BREAK

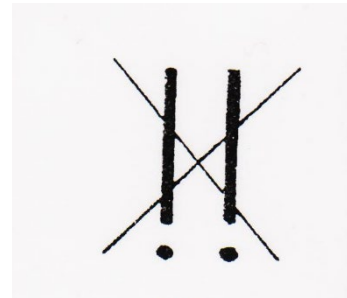
**BREAK**

and then he is allowed to stand up.

Answers for the questions when choosing a card YES or NO.



**YES**



**NO**

The teacher asks for the child's desirable items, for example. Do you want an apple? If the child shows YES, he receives the item if NO is not received. The same thing is done with dislikes. Then the child selects the card as confirmation. The teacher shows the apple and asks: "It's an apple?" If the child shows the card to YES, he says: "True" and the apple is received to him.