PECS and Critical Communication Skills Objectives

Student Name:	
School/Class	

Objective	Criterion	Date begun	Date met
Phase I			
I. Upon seeing and wanting a particular item, and with a picture of that item in reach, S will pick up the picture, reach to person holding the item, and release the picture into that person's hand.	Independently complete request sequence on 9 of 10 opportunities when trainer is within arm's reach for 5 different reinforcers across 3 trainers and 3 activities.		
Phase II			
IIa. Upon seeing and wanting a particular item, and with a picture of that item alone on a communication book within reach, S will remove the picture from the book, go to the CP, and give picture.	Independently complete request sequence on 9 of 10 opportunities across 5 different reinforcers and across 5 trainers when CP is:		
	a) 5 steps away		
	b) 10 steps away		
	c) across the room		
IIb. Upon seeing and wanting a particular item, and with a picture of that item alone on a communication book, S will go to the book, carry picture or book to CP, and give picture.	Independently complete request sequence on 9 of 10 opportunities across 5 different reinforcers and across 5 trainers when book is: a) 5 feet away; b) 10 feet away; c) across the room.		
	a) 5 steps away		
	b) 10 steps away		
	c) across the room		
Phase IIIA			
IIIA. Upon seeing and wanting a particular item and with the PECS book within reach with corresponding picture and picture of a distracter item on it, S will give CP the correct picture.	Give correct picture on 9 of 10 trials across 5 different reinforcers and 3 different distracters and across 5 trainers.		
Phase IIIB			
IIIB. Upon seeing 2-5 reinforcing items and with the PECS book available with those pictures on it, S will give CP one picture and then select corresponding item when told "Go ahead," or "Take it," or similar phrase.	Give correct picture on 9 of 10 trials across 5 different reinforcers and across 5 trainers.		
	a) Array of 2 pictures		
	b) Array of 3 pictures		
	c) Array of 4 pictures		
	d) Array of 5 pictures		
	e) All pictures in book		
III-Ph. II Maintenance. Upon seeing a reinforcing item on the other side of the room S will get appropriate picture from his PECS book, go to CP and exchange the picture.	9 of 10 opportunities completed independently across a variety of objects, activities, CPs, and environments.		
Phase IV			

Step 1. Given PECS book with a variety of pictures and a Sentence Strip with an "I want" picture attached to Sentence Starter location on it, S will request a desired item by attaching R+ picture to R+ location of Sentence Strip and giving strip to CP.	9 of 10 opportunities completed independently across a variety of objects, activities, CPs, and environments.		
Step 2. Given PECS book with a variety of R+ pictures , an "I want" picture, and a Sentence Strip, S will request desired items by placing "I want" picture and R+ picture in correct order on Sentence Strip, and giving entire Sentence Strip to CP.	9 of 10 opportunities completed independently across a variety of objects, activities, CPs, and environments.		
Step 3. Upon wanting a particular item, S will go to communication book, construct entire Sentence Strip, go to CP, exchange Strip and tap each symbol while CP "reads" Sentence Strip.	9 of 10 opportunities completed independently across a variety of objects, activities, CPs, and environments.		
We suggest that trainers insert a 3-5 second time delay for a period of time after the student learns to tap each symbol to encourage speech, but as this is a trainer behavior we do not include it as a PECS objective.			
IV - Ph. II Maintenance. Upon seeing a reinforcing item on the other side of the room S will get PECS book, construct Sentence Strip, go to CP and exchange the Sentence Strip.	9 of 10 opportunities completed independently across a variety of objects, activities, CPs, and environments.		
Once Phase IV is completed, students will benefit from working on both attributes and Phase V/VI work through the day.			
Attributes			
Attributes Step 1. When shown two examples of an item (one preferred and one non-preferred such as blue and green candies), and given PECS book with "I want" icon, desired item icon, and one attribute icon representing specifically desired item, S will add the 3 pictures in correct order to the Sentence Strip and give Sentence Strip to CP.	9 of 10 opportunities completed independently.		
Attributes Step 2. When shown two examples of an item (one preferred and one non-preferred), and given a PECS book with "I want" icon, desired item icon and two attribute icons-one of the specifically desired item and one of the non-desired item, S will add the 3 pictures in correct order to the Sentence Strip using the correct attribute icon and give Sentence Strip to CP.	9 of 10 opportunities completed independently for at least two exemplars of the desired attribute (red marker and red juice) and at least three different attributes.		
Attributes Step 3. Given PECS book with multiple attribute icons, and shown multiple preferred examples of a desired item varying by one attribute, S will construct and exchange a Sentence Strip using an attribute icon in correct sequence and then when told, "Take it," etc., will take the corresponding item.	9 of 10 opportunities completed independently for multiple attribute icons and across at least 5 exemplars (multiple colors of paint, markers, paper, juice, sweets).		
Attributes – Ph. II Maintenance Upon seeing more than 1 preferred example of a desired item varying by one attribute across the room, S will get PECS book, go to CP, construct and exchange Sentence Strip with the correct symbols.	9 of 10 opportunities completed independently across a variety of objects, activities, CPs, and environments.		
Phase V			
Va. When asked, various forms of the question, "What do you want?" S will construct Sentence Strip with "I want" and R+ picture and give Sentence Strip to trainer.	9 of 10 opportunities completed independently across a variety of objects, activities, CPs, and environments.		
Vb. When asked, "What do you want?" or upon wanting an item, S will go to book, construct Sentence Strip, go to CP and exchange strip.	9 of 10 opportunities completed independently across a variety of objects, activities, CPs, and environments when opportunities to spontaneously or responsively request are randomized.		

V – Ph. II Maintenance. S will spontaneously or responsively request desired item by going to PECS book, constructing Sentence Strip and going to CP to exchange Sentence Strip.	9 of 10 opportunities completed independently across a variety of objects, activities, CPs, and environments.		
Phase VI			
VI Step 1. Given access to PECS book with only comment Sentence Starter icon and pictures of familiar objects, and asked corresponding comment question, (What do you see/hear?" etc.) S will construct Sentence Strip with comment Sentence Starter and object picture and exchange with CP	**Sentence Starter:** 9 of 10 opportunities completed independently across a variety of objects, activities, communicative partners, and environments.		
VI Step 2. Given access to PECS book with comment and "I want" Sentence Starter icons and randomly asked comment question or "What do you want?" S will answer by constructing Sentence Strip with correct Sentence Starter and object picture give strip to trainer.	9 of 10 opportunities completed independently when questions are randomized and across a variety of materials about which either question can be asked.		
VI Step 3. Given access to PECS book with multiple Sentence Starter icons, S will spontaneously request a desired item using the "I want" Sentence Starter.	9 of 10 opportunities completed independently.		
VI Step 4. Upon seeing/hearing etc. a familiar item/sound etc. within an unusual context and provided access to PECS book, with multiple Sentence Starter icons S will spontaneously construct and exchange the Sentence Strip using the correct Sentence Starter comment icon.	9 of 10 opportunities completed independently across a variety of familiar objects.		
VI - Ph. II Maintenance Upon wanting an item across the room or experiencing an environmental event, S will go to book, go to CP and exchange Sentence Strip with correct sentence.	9 of 10 opportunities completed independently across a variety of objects, experiences, activities, CPs, and environments.		

Critical Communication Skills Objectives

See page 356 of the PECS manual for a suggested outline of when to start each of the following objectives, or complete a CCS checklist (p. 343 of PECS manual) to identify which of the following objectives the student needs to learn next.

Objective	Criterion	Date begun	Date met
Follow directions When told/shown a direction related to a functional outcome, S will comply correctly.	9 of 10 opportunities completed independently when told to go to: _____ areas of room or to retrieve: _____items.		
Help-a Upon encountering an obstacle/problem, S will give or indicate the problem to a CP. Note: some individuals will have this preliminary skill	9 of 10 opportunities completed independently.		
Help-b Upon encountering an obstacle, S will bring a "help" icon to a CP.	9 of 10 opportunities completed independently.		
Help-c Upon encountering an obstacle, S will construct and bring a Sentence Strip to a CP containing "I want" Sentence Starter and "help" icon in correct sequence.	9 of 10 opportunities completed independently.		
Help-d Upon encountering an obstacle, S will construct and bring a Sentence Strip to a CP containing expanded 'help' request ("I want help container" "I want help open" "I want help open container"	9 0f 10 opportunities completed independently.		
	a) "I want" + "help" + object		
	b) "I want" + "help" + verb		
	c) "I want" + "help" + verb + object		
Break Given a stressful situation, S will exchange a "break" icon.	9 of 10 opportunities completed independently.		
Wait-a When given a "wait card," S will sit/stand quietly.	9 of 10 opportunities completed independently in at least 3 environments.		
	a) ½ to 5 seconds		
	b) 5-10 seconds		
	c) up to 30 seconds		
Wait-b When given a "wait card," S will sit/stand quietly and occupy self with manipulative/interactive toy (not highly reinforcing item). Note: the "wait card" may be adapted with "time markers" as the waiting interval increases	9 of 10 opportunities completed successfully in at least 3 environments.		
	a) up to 3 minutes		
	b) up to 5 minutes		
	c) 5 + minutes		
"No" When asked, "Do you want _____?" or "Do you want this?" regarding a non-preferred item, S will indicate "no" with a head shake.	9 of 10 opportunities completed independently		
	a) when item/activity is in sight.		
	b) when item/activity is not in sight.		
"Yes" When asked, "Do you want _____?" or "Do you want this?" regarding a preferred item, S will indicate "yes" with a head nod.	9 of 10 opportunities completed independently		
	a) when item/activity is in sight.		
	b) when item/activity is not in sight.		
Let's Make a Deal – a After choosing a reinforcer and asked to complete a mastered, discrete (single response) task S will complete the task immediately before receiving the reinforcer.	9 out of 10 opportunities completed across a several reinforcers and tasks.		
Let's Make a Deal – b After choosing a reinforcer S will complete a task, receive a token, place it on a Let's Make a Deal card and then place it in the adult's hand before receiving the reinforcer.	9 out of 10 opportunities completed across a several reinforcers and tasks.		

Let's Make a Deal – c After choosing a reinforcer S will receive tokens at intervals through the task(s), place them on a Let's Make a Deal card and then on completing all of task(s) place all the tokens in the adult's hand before receiving the reinforcer.	9 out of 10 opportunities completed across a several reinforcers and tasks.		
Transition between activities When shown the next available reinforcer and given spoken or visual direction to transition to the next activity ("Go there" or "Do this?"), S will go to next activity with no inappropriate behavior.	9 of 10 opportunities completed independently across an entire day.		

Follow a visual schedule Upon arriving at school or awakening at home, S will:
    1.   go to schedule remove top picture
    2.   place picture on "current activity" slot
    3.   complete activity
    4.   return to schedule
    5.   remove current activity picture
    6.   place picture in "finished" envelope
S will repeat steps 2-6 for all transitions
	All steps completed independently through multiple activities (pictures/words on schedule).		