

Reference List (4)

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Produce a resource and instruction leaflet for practitioners aimed at a client group with a specific language/communication need in your chosen setting.



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ECSS6001

The resource that has been created, is a Picture Exchange Communication (PECS) tool, which will enable children with a specific non-verbal learning disabilities (NVLD) barrier to communicate effectively.

PECS was designed by an American, Andy Bondy, PhD in 1985, it was designed to help individuals with Autism. This resource is now implemented globally (Pyramid Educational Consultants UK, 2018).

The resource aims to enable children with NVLD that have difficulties expressing themselves verbally these include, children with:

- Autism
- Asperger's syndrome
- ADHD
- Mutism (Patino, n.d.).



(Young boy deep in thought, 2018).

What skills are affected with NVLD?

Patino (Patino, n.d.) states that NVLD affects children's daily lives through

- Motor skills
(difficulties with organisation and movement)
- Visual-spatial skills
(unable to visually process things)
- Social Skills
(unable to socially interact, especially by interrupting others)
- Abstract thinking skills
(trouble with communication, and understanding follow up questions)

This resource questions children about their daily lives, such as How they are feeling today? What do you want to eat today? These questions are typical topics for conversation amongst children, but it also allows them to make steps towards verbal communication in a comfortable environment.



PECS and how is it relevant?

PECS has been designed in 6 different stages to help children progress with their communication skills.

Stage 1- How to communicate

Stage 2-Distance and Persistence

Stage 3-Picture Discrimination

Stage 4- Sentence Structure

Stage 5-Answering Questions

Stage 6- Commenting

(Stage 1 and 5- are in bold as these are utilised in the resource provided)

(Nationalautismresources.com, 2018).

'76% of children who have used PECS, have improved their speech and communication' stated Delaware Autistic Programme (PECS and The Pyramid Approach, n.d.).

This resource has been designed to enable children to use it in a school, home or any environment whether it is used with a parent, teacher or guardian.

Relevant Research Relating to PECS

According to one piece of research carried out on a primary school child. It was found that PECS, was a success through attainment of language. However, the research found that the child's language had increased through using the pictures, it was then found that the researcher would need to progress onto another level of PECS. Lunch time proved to be his best motivator, to which he communicated better (How the Picture Exchange Communication System (PECS), 2010).



(Child using PECS, 2018).

Theory relating to PECS

B.F Skinner (1938) Operant Behaviourism theory suggests that acquiring knowledge leads to positive and negative rewards influenced by on behaviour. He believes that a child is rewarded for positive behaviour, they will continue to progress (O'Donohue and Ferguson, 2001).

This theory links positively to language and communication, as PECS is aimed to improve the child's language development. The parent/teacher could reward the child appropriately and encourage them to say the word out loud as well as identifying the images provided.



(Child being rewarded, 2018).

Whilst undertaking the research for this assignment, Health and Safety recommendations were considered for children, by ensuring that all sharp edges had been cut to a round edge (Resources.hwb.wales.gov.uk, 2018). It was also laminated to ensure that it would be strong, and long lasting for the children to continue using it for as long as they needed to. They are also clean friendly, to avoid any contamination. There is scope to add material to the resource for future use.

To reflect on making the resource, there would be improvements that could be made, by adding blank cards for children who want to add their own preferences. It would be a useful idea to create the cards bilingually due to the locality.

Let's all communicate together
and avoid language barriers!

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