Picture Exchange Communication System (PECS)

Positive Behavioral Supports and Interventions

Behavioral Interventions

Behavioral interventions aim to increase the likelihood of desirable behaviors and decrease the likelihood of undesirable behaviors. Positive Behavioral Supports and Interventions are used to model, teach, and reinforce positive behavior in all students. The most effective and humane way to reduce undesirable behavior is by developing, strengthening, and generalizing desirable behavior to replace undesirable behavior. In some situations, students may need additional interventions and support to learn, practice, and demonstrate desirable behaviors. More restrictive behavioral interventions should be temporary and approached with utmost caution. Proactive strategies should always be used, even when more restrictive interventions are implemented. The use of restrictive interventions should be based on assessment, planning, supervision, evaluation, documentation, and protective measures. The use of restrictive interventions should maintain respect for the student's dignity and personal privacy and remain consistent with the educational goals of enhancing the student's academic, behavioral, social, and emotional growth.

It is important to note that the specific interventions used should be tailored to the individual student's needs and preferences. Regular assessment, collaboration with relevant professionals, and ongoing observation of the student's response to the interventions are crucial for determining their effectiveness and making necessary adjustments.

Positive Behavioral Supports and Interventions are prevention strategies and are preferred because of the low rise of negative side effects, and the high priority placed on teaching behavior opposed to managing and controlling behavior. They may be used without the development of a written behavioral intervention plan and without documentation in the individualized education program (IEP). Examples of these interventions include:	
Picture Exchange Communication System (PECS)	The Picture Exchange Communication System (PECS) is a widely used augmentative and alternative communication (AAC) method designed to assist individuals with limited or no verbal communication skills in expressing their needs, wants, and thoughts. PECS employs pictures or visual

	symbols as a means of communication. The PECS process begins by teaching the individual how to exchange a picture card for a desired item or activity. The communication partner (e.g., parent, teacher, therapist) initially prompts the individual to hand over a specific picture card, representing their desired item, to the partner. The partner then immediately honors the request and provides the desired item. Once the individual grasps the concept of exchanging pictures, the PECS training focuses on expanding their communication skills. This includes teaching them to be more independent in selecting and exchanging appropriate picture cards to express their needs, wants, or thoughts.

Example of a PECS:

Non-example of PECS:
Icons or pictures within a student's schedule in a classroom are not PECS. PECS is a formal communication system that requires formalized training to implement.