

Picture Exchange Communication Systems (PECS) – Level 1

**Hosted by: UF Health Jacksonville – CARD &
UF Health Jacksonville – FDLRS-MDC**

About the Presenter

Anne K. Overcash, M.Ed. is a Senior Consultant and PECS® Supervisor for Pyramid Educational Consultants in the United States. With nearly 30 years of experience in the field of autism and developmental disabilities she specializes in providing training and consultation to those who serve individuals with complex communication needs. In addition to communication training and consultation, she provides training and consultation on developing effective educational environments with a focus on enhancing learners' skill sets and decreasing unwanted behaviors. Anne has worked extensively across the USA as well as internationally. Her background in a variety of educational settings, including public schools and comprehensive knowledge of the Picture Exchange Communication System® (PECS®) and The Pyramid Approach to Education® combined with years of training groups provide a unique platform from which Anne is able to deliver empowering training sessions and effective consultation.

Training Description

This intensive 13-hour interactive workshop is designed to teach educational and caregiver teams the theory and protocol for the Picture Exchange Communication System (PECS), an evidence-based practice based on Applied Behavior Analysis, typical language development, and B.F. Skinner's Verbal Behavior. The workshop begins with an introduction to creating the most effective learning environment for implementing PECS via The Pyramid Approach to Education. Included is a discussion of the limitations of teaching other communication modalities (speech, sign, SGD) as an initial communication strategy. Using presenter demonstrations, role-play opportunities, and video examples participants will gain a thorough understanding and hands-on experience of each of the six phases of PECS. Participants will leave the training with the skills necessary to teach spontaneous requesting, picture discrimination, sentence structure, attributes for expanding language, extended vocabulary, responding to questions, and commenting. The workshop concludes with a review of the extensive literature supporting the PECS protocol as an evidence-based practice, tips to teach your learner to accept being told, "No," and information related to transitioning from PECS to other communication modalities, such as speech, tablets with AAC apps, or speech generating devices.

Target Audience:

Parents, Teachers, Therapists, District and School Administrators, Paraprofessionals

Training Objectives

- Identify learners who will benefit from PECS
- Describe 9 key components of creating effective learning environments using the Pyramid Approach to Education
- Explain differences between prerequisites for and long-term outcomes for PECS and other modalities such as speech, sign language, picture pointing, or speech generating devices
- Identify strategies to create communication opportunities during routines and functional daily activities
- Implement the 6 phases of the PECS protocol
- Name strategies for successfully saying, "No!"
- Discuss the evidence for PECS and speech development
- Examine the criteria for transitioning from PECS to other communication modalities



Date:

June 3rd & 4th, 2024
8:30 pm – 4:30 pm

Location:

Schultz Center
4019 Boulevard Center Drive
Jacksonville, FL 32207

[Click for directions](#)

Registration Deadline:

May 24th, 2024
Limited to 40 participants

Scan QR code or click the link below to register:



[Click to register](#)

For more information contact:

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Be sure to contact your ESE District Staff or Staff Development Contact to determine the process for receiving in-service.



Regional Trainings are hosted by the Center for Autism and Related Disabilities, through the Partnership for Effective Programs for Students with Autism (PEPSA), a program funded by the State of Florida, Department of Education, K-12 Public Schools, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.