**Competencies**

S4 Demonstrates the ability to communicate effectively and consistently, using strategies to help students with ASD communicate effectively including: modeling and reinforcement, repairing communication breakdowns, providing relevant social/communication cues and implementing planned interventions such as picture exchange or symbolic communication systems under the direction of licensed staff.

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**Concept to Practice**

**Using Augmentative Communication**

*Read the scenario and then answer the questions that follow.*

**Scenario**

George is a 4 year old with a diagnosis of ASD and is non-verbal. George attends an early childhood special education program. He independently uses a visual schedule made with picture symbols to transition from one activity to another. So we know that picture symbols are meaningful for him. George’s teachers are concerned that he does not initiate communication with other people. When he wants something he gets it for himself or – when he can’t get what he wants – he engages in problem behavior. The team is considering using the Picture Exchange Communication System (PECS).

**Questions**

Based on what you have learned in this lesson, explain why the PECS would be a good choice for George. Consider what you currently know about George.