

Focus on Autism and Other
Developmental Disabilities:

Matt Tincani (2004)

**COMPARING THE PICTURE
EXCHANGE COMMUNICATION
SYSTEM AND SIGN LANGUAGE
TRAINING FOR CHILDREN WITH
AUTISM**

ABSTRACT

- **Key Findings:**

- Comparison of Picture Exchange Communication System (PECS) and sign language.
- Both interventions improved communication.
- PECS was more effective for some children, while others preferred sign language.



INTRODUCTION

- **Background:**

- Communication difficulties are a hallmark of autism.
- PECS and sign language are two common methods used to teach communication to children with autism.
- Limited research compares the two approaches.

STUDY PURPOSE

Goal:

Compare the effectiveness of PECS and sign language in enhancing communication in children with autism.

Identify which method works best under specific circumstances.

PARTICIPANTS

Details:

5 children with autism (4 to 6 years old).

All children had limited verbal communication skills.

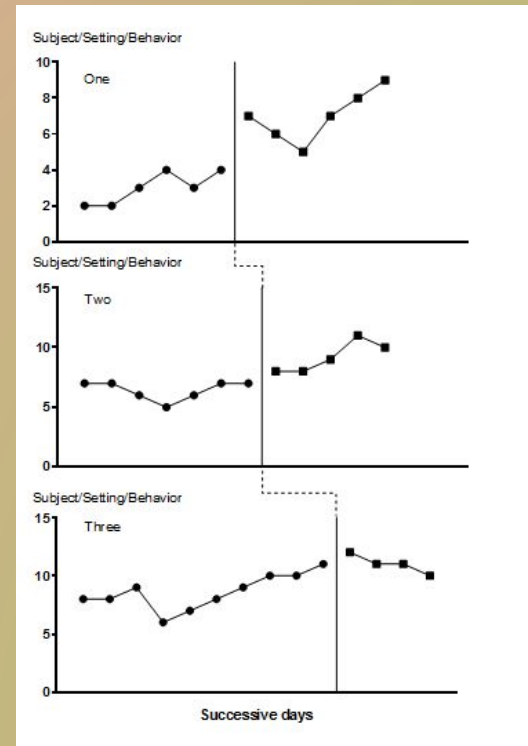
Participants were selected based on specific criteria.

RESEARCH DESIGN

DESIGN TYPE:

- Multiple baseline design across participants.
- The design allows for individual analysis while controlling for extraneous variables.

[HTTPS://CDN.GRAPHPAD.COM/FAQ/1774/IMAGES/1774A.PNG](https://cdn.graphpad.com/faq/1774/images/1774a.png)



INTERVENTION – PECS

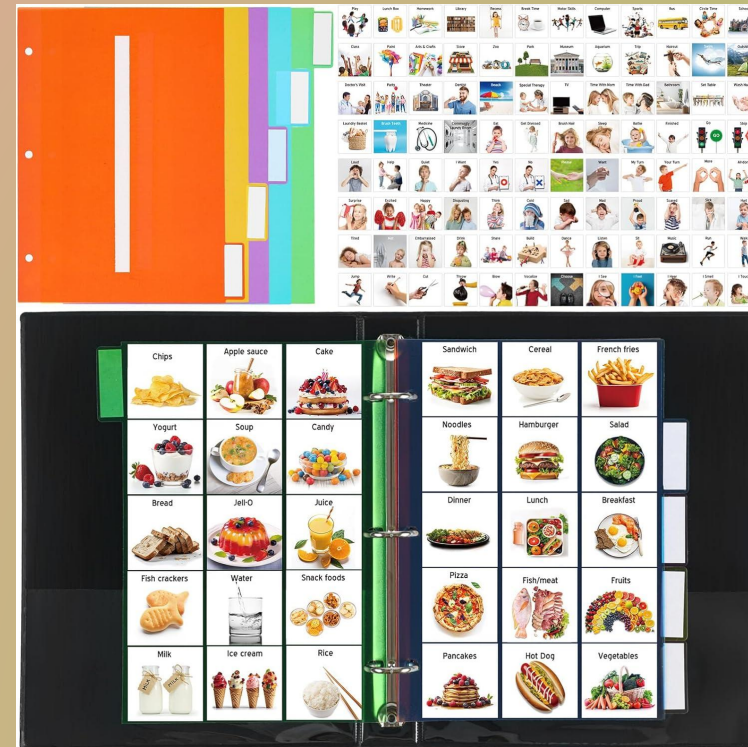
CHARACTERISTICS OF STUDY PARTICIPANTS

Details:

Children were trained to exchange pictures for desired objects or activities.

Reinforcement was used when the correct picture was exchanged.

COMMUNICATION CARDS (AMAZON.COM)



INTERVENTION – SIGN LANGUAGE



DETAILS:



BASIC SIGNS WERE
TAUGHT TO REPRESENT
COMMON OBJECTS AND
ACTIVITIES.



REINFORCEMENT WAS
PROVIDED FOR CORRECT
SIGNING.

DATA COLLECTION



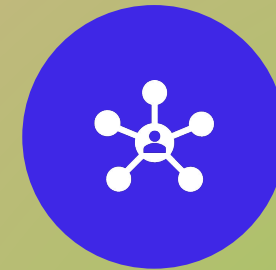
MEASURES:



FREQUENCY OF
COMMUNICATION USING
PECS AND SIGN
LANGUAGE.



GENERALIZATION OF
SKILLS ACROSS SETTINGS
AND INDIVIDUALS.



MAINTENANCE OF
COMMUNICATION
BEHAVIORS OVER TIME.

RESULTS

Key Findings:

Both PECS and sign language resulted in increased communication.

Some children showed a stronger preference for PECS, while others preferred sign language.

Both interventions led to generalization of skills across settings.

CONCLUSION

Main Takeaways:

Both PECS and sign language are effective communication tools for children with autism.

The choice between methods should depend on the child's needs, preferences, and progress.

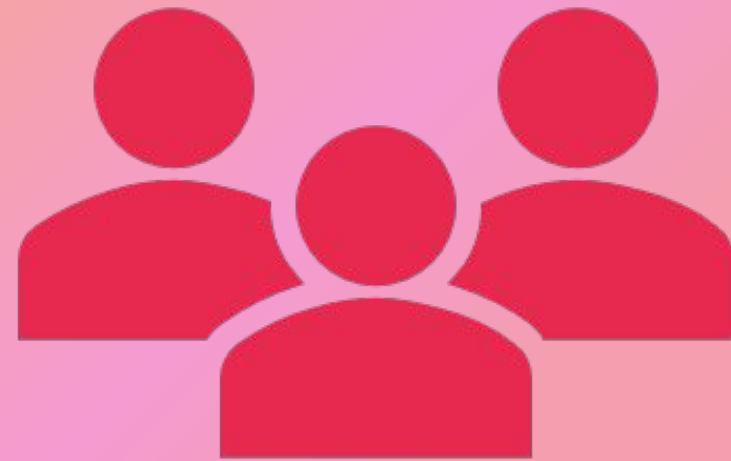
IMPLICATIONS FOR PRACTICE

Recommendations:

Flexibility in choosing communication interventions.

Tailoring interventions to individual needs and preferences.

Continued research on combining both methods.



STUDY LIMITATIONS

Limitations:

Small sample size (5 participants).

Limited diversity in the sample (age, autism severity, etc.).

Short duration of the intervention.

PRACTICAL APPLICATIONS

Implications for Practitioners:

Encourage parents and educators to assess the child's communication preferences.

Offer training in both PECS and sign language.

Monitor progress regularly to adjust interventions.

FUTURE RESEARCH DIRECTIONS

Suggested Areas for Future Research:

Investigating the long-term effects of PECS and sign language.

Exploring the combination of both methods.

Expanding the sample size and diversity of participants.

REFERENCE

- Tincani, M. (2004). Comparing the Picture Exchange Communication System and Sign Language Training for Children with Autism. *Focus on Autism and Other Developmental Disabilities*, 19(3), 152-163.

<https://library.capella.edu/login?url=https://www.proquest.com/scholarly-journals/comparing-picture-exchange-communication-system/docview/205061910/se-2>