

The Preliminary Results of the Instructional Effectiveness of “Picturing Exchange Communication System” on a Down Syndrome Boy

Chi-Chieh Tang^{1*,2}, Hui-Fen Lin², Jen-Mien Kung¹ and Yen-Hsuan Jean^{3,4}

¹ Department of Early Childhood Care & Education, Tajen Institute of Technology, Pingtung City, Taiwan

² Department of Special Education of National Changhua University of Education, Changhua County, Taiwan

³ Pingtung Christian General Hospital, Pingtung City, Taiwan

⁴ Graduate Institute of Medical Science, National Defense Medical Center, Taipei, Taiwan

* Corresponding Address: No.8, 30 Alley, Chung-De I Road, Pingtung City, Taiwan 900.

E-mail: t1132050@ms33.hinet.net

Abstract

Communication is a signaling behavior that occurs in a social interactional process and that provides a way to create shared understandings or meanings between persons. This study was an exploratory study to describe the effectiveness of instruction for one preschool child with Down's syndrome, utilizing “Picture Exchange Communication System” (PECS) as the tool to improve the child communication skills. An action study design which implement a single-subject experimental study of multiple probe design across behaviors was used to evaluate the effectiveness of PECS. The participant was a 4.5 years old boy with multiple disabilities whose abilities on receptive and expressive languages were limited. Using the V8 video to record the communication skills including spontaneous/passive, verbal/nonverbal, and appropriate/inappropriate communication behaviors. The data obtained were statistically analyzed by visual inspection techniques. Results showed that the participant made gains in communication skills, particularly significant in the “spontaneous nonverbal expressions”, and also be improved for his behavioral appropriateness. The instructional implication is that further explication of the effect of inclusive environmental arrangement towards making social interaction opportunities. A replication crossing subjects study design is needed to examine the effectiveness of PECS for the young children with special needs.

Key words: developmental disabilities, Down's Syndrome, instructional effectiveness, Picture Exchange Communication System