**Transcript: Picture Exchange Video**

I'm going to be explaining and demonstrating very briefly the first four stages of communication using picture exchanges. This is the first stage. With the first stage you actually need to have a motivator in this case is going to be an Apple. I am very motivated by food. I'm going to portray the student. For stage one, when you are introducing a picture exchange mechanism - you need to have two adults in place as well, to help with the process. So, one adult is going to hold the motivator and try to lure me with that so I'm showing interest. The other adult will be stopping me and actually guiding to the actual picture. This is a picture of an apple. I’m going to be making an exchange. If the child doesn't actually pick it up you can actually help them along - that's why the other person is there. Try to communicate and say the word of what they are getting - so say ‘Apple’ when the exchange is going on. I'll show that to you again. I want the apple, so get the card. You say ‘Apple’. That is stage one.

We're going to do stage two now. Stage two actually involves travelling. So actually, I understand now that this symbol means an apple, it gets me an apple. But the student actually needs to take this now to another part of the room travelling for some distance. It could be across the table. It needs to be about approximately one to two metres at least away. It's important to communicate the word as you are doing the exchange. This is to help the child to actually understand that all of this is involving communication and hopefully they will pick up the words. Many parents worry that if you're doing picture exchange that the child will not learn to speak. We found that that's not true. Actually, seeing the words visually helps the child to make sense of all these symbols and words that are going on in their head.

So for phase three then. It's a step for looking at differentiation. So I have two symbols here - there's one for banana. I want an apple. I have to know what these symbols mean. And I know that I want an apple, so I'm going to actually choose a picture of an apple to exchange. At phase three, they have to be able to do that correctly and not just pick up any random card or picture handed over. They have to actually identify what the picture is and that has to be of something that they want to have.

The final stage I am then going to show you today is phase four and phase four is actually using something called a sentence strip - and this has the sentence ‘I want’. ‘I want’ is a big motivator for most students. This is how they're going to be speaking. With learning to speak, first they will be showing that they want something. Again, you have differentiation and you can increase the number of symbols as they grow more comfortable and confident with using the picture exchange systems. I want an ‘Apple’, so I'm going to put that together in that sentence strip. I'm going to do that independently to start with. You may have to do ‘hand over hand’ as an adult on the student to help them put together their very first sentence strip, and you may have it on the board like this. You may have more symbols inside which I'll show you that later. Starting off very simply though - just between the two symbols. Here’s Apple. I'm going to exchange that and it's important to read out what the sentence says. So, the adult says: “I want Apple’. I get my reward - so it's very motivating. As children actually grow to know what the symbols mean, you can increase the complexity of the book and order it in any way you want. This is a very advanced one - very complicated. It's got many different words here - lot of things that are motivating for the student. It's important that when you exchange that the student actually does get what they are asking for. It's really important that they see the power of language.