



“STOP” COMMUNICATION INITIATIVE



PUBLIC SCHOOL 37: UDL TASK FORCE

The POWER of Communication

POWER

- ⊙ Increasing communication results in:
 - ✓ decreased behaviors that interfere with progress and participation across all environments
 - ✓ increased independence
 - ✓ increased learning opportunities
 - ✓ increased positive interactive experiences

Step 1: Increase Exposure:

- ⊙ Expose children to opportunities to practice stopping when told to and to tell others to “stop!”

Step 2: Cause and Effect:

- ⊙ Place **emphasis on the word and exaggerate the meaning** so the word and the action it causes will stand out.
- ⊙ Create scenarios where the adults in the room have to tell each other to stop and model what it means to stop.
- ⊙ Provide auditory and visual bombardment of the word STOP throughout the day.
- ⊙ Teach what it means to stop by helping your child stop a movement or pause activities.
- ⊙ Children love to be in charge and have POWER of controlling their environment... create opportunities for them to tell parents, siblings, and friends to “STOP!”

Steps to teach UNDERSTANDING the word “STOP”

- Step 1: Give the VERBAL prompt: STOP!
- Step 2: If your child does not stop with the verbal only, then use the VISUAL prompt with the VERBAL prompt. Make the connection between the word and the sign.
- Step 3: If your child does not stop, give them a TACTILE prompt (e.g., hand over hand to stop, hand on shoulder to stop- this will be dependent on the situation and the individual needs of the child). When appropriate, pair the feeling of how to stop with the VISUAL and one VERBAL prompt (e.g., “This is stop.” “This is your body stopping.” etc.)

Steps to teach USING the word “STOP”

- ⊙ Set up the opportunity:
 - Step 1: Wait for child to initiate (10 second rule- situation dependent)
 - Step 2: Provide the visual (STOP symbol)
 - Step 3: If your child does not communicate the message to “STOP!” then, provide a carrier phrase appropriate to the situation and the child:
 - ⊙ “Tell me to...”
 - ⊙ “It is still going, we need it to...”
 - ⊙ “You can say...”

Step 3: Acknowledge all modes of communication at all times:

- ⊙ Pay close attention to cues that are communicative. If your child is indicating that they want to stop, then use it as a “teachable moment” to give them the opportunity to communicate that word.
- ⊙ If your child communicates “stop,” **immediately** reinforce that request without over prompting or over cueing them to ask it in multiple ways.
- ⊙ At appropriate times, children can be asked to “up the ante” (e.g., say it in a phrase or say it clearer); however, during naturalistic interactions, honor their communication in any form that is functional.

Step 4: Vary the Experience:

Activities of Daily Living:

Create opportunities based on your child’s needs and daily ADL routines.

- Bath time, bathroom, washing hands, brushing teeth
- Tying shoes, getting dressed,

Vocational Tasks/Chores:

- Laundry
 - “STOP, that is too much detergent!”
 - “STOP the dryer to see if the clothes are dry.”
- Loading/Emptying Dishwasher
 - “STOP, we need to rinse dishes before putting them in the dishwasher.”
 - “STOP, the dishwasher is full.”
- Setting the Table
 - “STOP, that is enough water in my glass.”

Out in the Community

- Point out “stop” signs and “don’t walk” signs
- Practice telling your child to “stop” frequently so in the event of an emergency they will be prepared

Leisure Activities

- iPad/Computer
 - “Stop playing, it is your brother’s turn.”
 - Apps to target STOP: Stop & Go HD; Stop Go!

Watching TV

- “STOP, it is too loud!”
- “It is time to stop watching TV and do your homework.”

Any Preferred Activity

- Going outside/to the playground
 - Practice stopping on the swings, bikes, scooters, running
- Weekend programs, OYM, Grace Programs
 - Let the staff know about the core vocabulary and give them the symbols to practice and improve communication across ALL environments

Reading Books:

- Some examples of books incorporating “stop”
 - “Go! Go! Go! STOP!” By: Charise Mericle Harper
 - “Tommy Can’t Stop” By: Tim Federle
- Adapt any book to include the concept of “stop.”
- Add the action of “stopping” during reading time.

Social Interaction

- During interactive communicative routines that provide children with the opportunity to request “stop.”
- Choose games or modify games based on the core vocabulary.

Social Stories

- Help teach routines, expectations, and behavioral standards in an alternative way.
- Reinforce correct behavior.
- Provides a more personalized and tailored behavior intervention.
- Use for children who require boundaries regarding social skill expectation.
- Use when child needs reinforcement of rules, procedures, etc.

Movement Activities:

- Get students physically engaged in learning.
- Multisensory movement activities that highlight the concept of movement and stopping are an excellent way to teach students how to understand and use the word “stop” functionally across all environments.
 - Freeze dance, musical chairs, freeze tag, Simon Says

Step 5: Increase Complexity:

- If your child understands the verbal command “stop” and uses the word “stop” functionally and consistently, then up the ante when appropriate and based on the individual situation.
 - Encourage more complex productions:
 - Reasoning (Why? How?)
 - Vocabulary (too loud, too full)
 - Sentence Structure (I want you to stop, please!)
 - Social Interaction (Stop! You are too close to me.)