



## YES/NO COMMUNICATION INITIATIVE

PUBLIC SCHOOL 37: UDL TASK FORCE

### The POWER of Communication

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:

- ⊙ Model use of “yes” and “no” as often as possible
- ⊙ Create opportunities to ask “yes/no” questions throughout each day

#### Step 2: Cause and Effect:

- ⊙ We must provide as many meaningful opportunities as possible!! ALL DAY LONG!!!
- ⊙ Use appropriate intonation and accompanying body language when modeling “yes and no” to make the connection to the meaning of each word
- ⊙ If your child does not understand/express “yes/no” independently, use hand-over-hand support to make the connection for your child.
- ⊙ If your child is using and understanding “yes/no” independently see Step 4 to increase complexity.

#### Step 3: Vary the Experience:

Need Based:

- ⊙ Meals/Snacks
  - “I’m hungry! Should we eat?” Do you need me to cut your food? Do you like what is for dinner?
- ⊙ Juice
  - Give juice box without a straw, “Do you need a fork? Do you need a straw?”
- ⊙ Bathroom
  - Do you need to go to the bathroom? Are you done?

Activities of Daily Living:

- ⊙ Bath Time
  - Should we turn on the water?
- ⊙ Brushing Teeth
  - Do we brush our teeth in the kitchen?
- ⊙ Bed Time
  - Should we put on our shoes? Do we say “good night?”

Chores:

- ⊙ Laundry
  - Do we put the ball in the washing machine? How about the shirt? Is it time to add the detergent?
- ⊙ Setting the Table/Clearing the Table
  - Do we need a plate with soup? Are you done? Should we put the dishes in the dishwasher?
- ⊙ Fill/Empty the Dishwasher
  - Do the forks go here? Is there anything else to put away?

### Leisure Activities:

- ◎ Reading Books
  - “Yes Day!” by Amy Krause Rosenthal
  - “No, David” by David Shannon
  - Apply to your child’s favorite books!
    - Did the Hungry Caterpillar eat an ice cream cone?
- ◎ Playing Games
  - Do you need a card? Is it my turn? Do these match?
  - “Guess Who?”
    - Is your character a boy? Does your character wear glasses?
- ◎ iPad/iPhone Apps – Does the iPad have battery? Do you like this game?
  - What did Snakey eat?
    - Silly and fun! Child guesses what the snake ate, given choices
  - Autism & PDD Yes/No Questions
    - Identify animations by answering yes and no
  - Autism Language Learning II
    - Identify objects, actions, facts by answering yes and no
  - Yes or No Fun Deck by Super Duper
    - Answer silly yes/no questions
  - Yes/No from I Can Do Apps
    - AAC app; voice output of “yes” and “no”
- ◎ Any preferred activity
  - Going outside, playground, swimming, social group, OYM
- ◎ Watching TV
  - Do you want to watch Dora? Can you hear the TV?
- ◎ Weekend/Event Review
  - Did you go to On Your Mark today? Did you go to the movies this weekend? Did you have a fun weekend?

### Step 4: Increase Complexity:

- ◎ Perform the wrong steps to a routine: Model: No!!!
- ◎ Yes/no questions can lead to:
  - Wh-questions
    - Did go to the movies? “NO!” Oh! Where did you go?
  - Higher order questions; *How? Why?*
    - Did you stay home from school yesterday? “Yes” Why? “I was sick”
  - Opinion questions
    - Do you like these cookies? Do you like to play Angry Birds?