



## “MORE” 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:

Create as many opportunities as possible!!!

- Expose children to opportunities to request “more”

#### 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.
- Provide auditory and visual bombardment of the word MORE to generalize the concept amongst environments and activities.
- \*\*\*Wait for child to initiate

Steps to teach using the word “MORE”

- Step 1: Engage the student in an activity that is motivating.
- Step 2: Wait, wait, wait for an indication that the student wants “more.”
- Step 3: If the student hands an item to you or indicates that he/she wants more of something, then you can point to the more symbol and try to elicit a request for more via the student’s mode of communication.
- Step 4: If needed, give a verbal prompt carrier phrase, “I want…” to elicit the request for more.

#### 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 more of something, use it as a “teachable moment” to give them the opportunity to communicate that word.
- If your child communicates “more,” 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 full sentence/phrase); 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

- Meals/Snack time
  - Give your child small amounts of foods at a time to encourage requesting more.
  - “I need more time to finish my dinner.”
- Bathroom
  - “I need more soap.”
- Bath Time
  - “We need more water in the bathtub!”; “I need more shampoo!”
- Brushing Teeth
  - “I need more toothpaste.”
- Bedtime
  - “I want to read more before I go to sleep.”

Vocational Tasks/Chores:

- Laundry
  - “Let’s add more clothes to the load.”
  - “The clothes are still wet, they need more time to dry. “
- Loading/Emptying Dishwasher
  - “I need more dish detergent.”
- Setting the Table
  - “Grandma is over for dinner, we need one more plate.”

Leisure Activities

- iPad/Computer/TV
  - “Can I have more time on the computer?”

Any Preferred Activity

- Going outside/to the playground
  - Pause during enjoyable activities such as swinging, to elicit requesting “more swing.”
- 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:

- Adapt any book to include the concept of “more.”
- Pause during reading to elicit requesting “more book.”

Social Interaction

- During interactive communicative routines that provide children with the opportunity to request “more.”
- During interactive games, have children use routines as opportunities to use core vocabulary.
  - Only give some pieces of a puzzle or some parts of a game needed.
- Choose games or modify games based on the core vocabulary.

Social Stories

- Teaches appropriate ways to ask for more instead of grabbing or crying
- Helps teach routines, expectations, and behavioral standards in an alternative way
- Reinforces 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.

Step 5: Increase Complexity:

- If your child understands the verbal command “more” and uses the word “more” functionally and consistently, then up the ante when appropriate and based on the individual situation.
  - Encourage more complex productions:
    - Reasoning (Why? How?); “I like it!”
    - Sentence Structure (Can I have more pizza, please?)