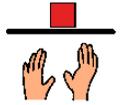


“WANT” COMMUNICATION INITIATIVE

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!!!

Increase exposure by having symbols available throughout the home

- Expose children to opportunities to request “want”

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. Ex. I want to play _____”.
- Provide auditory and visual bombardment of the word WANT to generalize the concept amongst environments and activities.
- ***Wait for child to initiate

Steps to teach using the word “WANT”

Step 1 Sit with your child and have 2 of your child’s favorite items nearby (snack, puzzle, game)

Step 2: Wait, wait, wait for your child to touch/give you the “want” symbol. Say, “Oh, you want something?” Let him/her choose the favorite item. Say “You want the cookies”. Give it to him/her.

or

Step 1: Ask your child “What do you want?” and wait for your child to use AAC device to produce phrase/sentence using “want”
Ex. “want book”

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 something, use it as a “teachable moment” to give them the opportunity to communicate that word.
- If your child communicates “want,” 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 indicating “want”.
 - “I want more pretzels”.
 - Sabotage a mealtime. Forget to give your child a spoon/fork. Have your child request “I want----”.
- Bedtime
 - “I want to read “The Cat in the Hat”
 - “I want my stuffie/hug/kiss

Vocational Tasks/Chores:

- Setting the Table
 - “Give your child one less plate that is needed for the table Have him/her say, “I want a plate.”

Leisure Activities

- iPad/Computer/TV
 - “I want the computer/television/ipad”
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Any Preferred Activity

- Going outside/to the playground, or in the community (store, places to eat)
- Have symbols available so your child can indicate what he/she wants to do
- 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:

- Read books that contain the concept “want” Ex. “I Want My Hat Back”, “All I Want for Christmas is You”

Social Interaction

- 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.
- Teach appropriate ways to request using “want” instead of grabbing or crying
- Helps teach routines, expectations, and behavioral standards in a communicative way
- Reinforces correct behavior