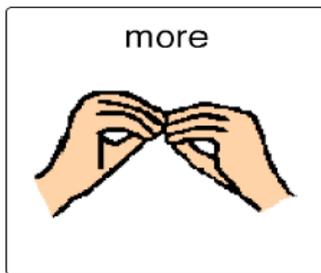


DEVELOPING A REQUEST FOR "MORE"

Why Do We Work On This?

Requesting more of something pleasurable that has been stopped or interrupted is a basic functional communication skill. Students with severe communication impairments are often very passive in terms of initiating communication. By engaging them in an enjoyable activity and then pausing and waiting expectantly for a response, we can help them to initiate an interaction.

What Does the "More" Communication Behaviour look like?



The "more" communication behaviour can vary quite a bit from student to student. Many students are able to do an approximation of the standard "more" sign, as shown here

Others will use something very individualistic, such as opening their eyes or mouth wider, smiling, making a pleasant vocalization, or moving an arm or a foot. Engage the student in something that you know that he/she enjoys, then pause and wait for a response. Watch for any change in behaviour that could indicate a request for "more." Verbalize this behaviour to the student. Pause to see if there is any sign of affirmation from the student, and then repeat the enjoyable activity. For example:

*"Rex, I see you move your fingers. I think you want to hear some more music. (pause)
You looked at me. That means yes, you do want more music."*

When Can We Work On This?

In order to teach students this important skill, teams will need to provide frequent learning opportunities. These opportunities should come from activities that the student enjoys, finds highly motivating and/or can be a part of his daily routine.

Examples of motivating activities:

- Meals
- Music
- Mat exercises
- Rough housing or rolling back and forth quickly
- Playing "stop and go"

- Swinging
- Materials that have a number of detachable or separate parts (e.g., blocks, puzzles, legos, balls, dolls, bowling, LiteBrite)

Example Scripted Routine For Developing A Response For “More”

- Engage the student in a motivating activity that s/he seems to enjoy.
- Pause the activity briefly and look carefully for a response from the student. This might be a vocalization, gaze, increase in physical tone, hand movement, etc. Wait silently and with a look of expectation for up to 10 seconds, approximately.
- If the student gives you a response within 10 seconds, immediately reinforce the response by telling the student you saw his/her response, that s/he wanted more of _____, and begin doing the activity again.
- If the student does not give you a response within the allotted 10 seconds, then prompt the student by asking "Do you want more?" It is important to say it in a way that conveys the expectation of a response. In other words, use inflection and animation in your voice.
- Wait another 10 seconds for the student to respond. If the student responds within the time frame, then immediately reinforce as noted above. If the student does not respond, then interpret this as a lack of response as not wanting “more” and discontinue the activity.
- Pause periodically throughout the activity to give the student many opportunities to give a response.
- Once a particular response is starting to become consistent, then only accept that response as the student’s indication that he would like "more".

Once a consistent response for “more” develops, add it to the student’s Personal Dictionary.



Rebecca is looking intently at her snack in order to request “more.”



Caitlin uses a voice output device to indicate that she wants “more” of a particular food item or beverage.