



{inclusion outreach}

1031 Lucas Avenue
Victoria, BC V8X 5L2
Tel 250-595-2088

www.inclusionoutreach.ca

Supporting the Use of “More”

Why do we work on this?

Requesting more of something desirable that has been stopped or interrupted is a basic functional communication skill. Students with complex communication needs 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, and learn that they can use communication to interact with the world around them.

What does “More” look like?

Many students are able to sign an approximation of the standard ASL “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 they enjoy, 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 moved 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?

Teams will need to provide frequent learning opportunities that come from activities that the student enjoys, finds highly motivating and/or can be a part of their daily routine. For example:

- 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)

Respect

Competence

Inclusion

Presence

Choice