Strand C5: Teaching Time
Language — Answering Questions

Materials (at home):	Provided materials:
• Reinforcers • Token board (optional) • Preferred books	• Strand C5 lesson plan • Strand C5 REEL • Data collection sheet

Goal: The student will correctly answer personal questions and yes/no questions.

Progression of skills:
Work on each phase until the student meets the criteria for mastery, and then move onto the next phase.

Phase 1: Answering personal and/or safety questions

Target skill goal: The student will correctly answer 5 personal/safety questions in 90% of trials across 2 consecutive weekly probes.

Phase 2: Answering personal and/or safety questions (expanded)

Target skill goal: The student will correctly answer 5 additional personal/safety questions in 90% of trials across 2 consecutive weekly probes.

Phase 3: Answering yes/no questions

Target skill goal: The student will correctly answer 5 yes/no questions when given the cue "is this a(n) X [object]?" when presented with a known object in 90% of trials across 2 consecutive weekly probes.

Embedded skills:

During this lesson, continue to work on embedded skills such as attending and social communication (see the teacher guide for more information).

Notes:
1. The teacher will provide direct instruction to the student. If the student is unable to attend to remote instruction from the teacher, modify the following lesson plan to include more guidance and coaching for the caregiver to provide direct instruction.
2. See the teacher guide regarding errorless learning if the student has challenges with a specific language concept.

Phases 1 and 2: Answering personal and/or safety questions

Note: Prior to starting, identify a book to engage the student with during the lesson. See the end of the lesson plan for questions to ask students in these phases. If the student is not yet imitating language, replace verbal language with an augmentative communication device or skip this phase.
1. Begin reading the book. When you have gained the student's attention and they are engaged in the story, ask a personal question (i.e. read 1-2 pages of the book, and then ask a personal question such as "what is your name?").
2. If the student responds correctly, repeat the response and provide reinforcement (i.e. "Mary! Good job!").
3. If the student responds incorrectly or does not respond:
   a. Repeat the question and state the answer at once (i.e. "What is your name? Mary"). If needed and appropriate, write out the correct response, show the student, and encourage them to read it.
   b. Give the student time to repeat and/or read the correct response (i.e. "Mary") and provide social praise.
   c. Try again without prompting.

Phase 3: Answering yes/no questions

Note: If the student is not yet imitating language, replace verbal language with an augmentative communication device or skip this phase.

1. Gain the student's attention and ask, "Is this a(n) X?" where X is the item pictured on the screen or the name of another item (i.e. show the picture of a spoon and ask, "Is this a spoon?" or "Is this a knife?").
2. Following a correct response, repeat the response and provide reinforcement (i.e. say, "Yes! It is a spoon! Good job!").
3. If the student responds incorrectly or does not respond:
   a. Repeat the question and state the answer at once (i.e. say, "Is this a spoon? Yes!").
   b. Give the student time to imitate the word (i.e. "yes") and provide social praise.
   c. Try again without prompting.
4. Follow the same procedures outlined for cues in which "no" is the correct response.

Questions and vocabulary used in this lesson:

Phase 1	Phase 2	Phase 2
1. What is your name?	1. What is your last name?	1. Pencil
2. How old are you?	2. What is your address?	2. Chair
3. What school do you go to?	3. What is your phone number?	3. Spoon
4. Where do you live?	4. When is your birthday?	4. Wallet
5. How are you?	5. What do you do for fun?	5. Bowl