

# Strand C6: Teaching Time

## Language — Understanding and Asking Questions



Materials (at home):	Provided materials:
<ul style="list-style-type: none"><li>• Reinforcers</li><li>• Token board (optional)</li><li>• Simple, engaging student activity materials (books, drawing materials, blocks, games, etc.)</li></ul>	<ul style="list-style-type: none"><li>• Strand C6 lesson plan</li><li>• Strand C6 REEL</li><li>• Data collection sheet</li></ul>

**Goal:** The student will answer who, what, and where questions, describe when actions occurred, answer questions about recent events, comment about items or actions, and ask questions about objects, people, and locations.

### 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 questions about objects, people, and activities

**Target skill goal:** The student will accurately discriminate 5 what, who, and where questions in 90% of trials across 2 consecutive weekly probes.

#### Phase 2: Describing when actions occurred

**Target skill goal:** The student will accurately describe when actions occurred when given the cue “what did you point to first and/or last?” for 5 opportunities in 90% of trials across 2 consecutive weekly probes.

#### Phase 3: Describing prior activities

**Target skill goal:** The student will accurately describe 6 prior activities by responding to verbal cues after engaging in an interesting activity in 90% of trials across 2 consecutive weekly probes.

#### Phase 4: Commenting about items and/or actions

**Target skill goal:** The student will comment about items or actions of interest when given a cue to elicit a response for 4 opportunities in 90% of trials across 2 consecutive weekly probes.

#### Phase 5: Asking questions

**Target skill goal:** The student will ask 3 questions about objects, people, and locations 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.

#### Phase 1: Answering questions about objects, people, and activities

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

1. Engage the student in an engaging activity (e.g. reading a book, watching a video, playing a game, washing hands, etc.). When you have gained the student’s attention and they are engaged in the activity, pause the activity and ask the student basic “wh-” questions about the activity (e.g. pause washing hands and ask, “What are you doing?”).

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2. If the student responds correctly, repeat the response and provide reinforcement (e.g. “Washing hands! Great job!”).
3. If the student responds incorrectly or does not respond:
  - a. Repeat the question and state the answer at once (e.g. “What are you doing? Washing hands!”).
  - b. Give the student time to repeat the correct response and provide social praise.
  - c. Try again without prompting.

### Phase 2: Describing when actions occurred

**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 show the screen.
2. Say to the student, “Point to X. [Pause]. Point to Y. [Pause]. Point to Z. [Pause]” where X, Y, and Z all are different functional nouns or objects (e.g. “Point to cat. [Pause]. Point to dog. [Pause]. Point to horse. [Pause]”).
3. Immediately upon asking the student to point to the third item, ask “What did you point to last?”
4. If the student responds correctly, repeat the response and provide reinforcement (e.g. “Horse! Good job!”).
5. If the student responds incorrectly or does not respond:
  - a. Repeat the question and state the answer at once (e.g. “What did you point to last? Horse”).
  - b. Give the student time to repeat the correct response and provide social praise.
  - c. Try again without prompting.
6. Repeat steps 2-5 to teach the skill of describing when the first action occurred.

### Phase 3: Describing prior activities

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

1. Complete a brief, engaging activity with the student (i.e. reading a book, watching a video, playing a game, washing hands, etc.).
2. Once the activity is complete, ask one of the following questions: “What did you see?” or “Where did you go?”
3. Following a correct response, repeat the response and provide reinforcement (i.e. “You saw a dog in the video”).
4. If the student responds incorrectly or does not respond:
  - a. Repeat the question and state the answer at once (e.g. “What did you see? I saw a dog.”).
  - b. Give the student time to repeat the correct response and then provide social praise.
  - c. Try again without prompting.

### Phase 4: Commenting about items and/or actions

**Note:** The caregiver will supply the items and/or activities needed and will provide the cues for this phase. If the student is not yet imitating language, replace verbal language with an augmentative communication device or skip this phase.

1. Coach the caregiver to engage the student in an activity (i.e. reading a book, watching a video, playing a game, washing hands, etc.).
2. Once the student is engaged in the activity, ask the caregiver to have the student point to or pick up an item they are playing with or using (i.e. “Tell the student to pick up the book”).
3. Once the student has picked up the item, direct the caregiver to ask, “What do you have?”
4. Following a correct response (i.e. the student uses the phrase “I have X” to respond), direct the caregiver to repeat the response and provide immediate reinforcement (i.e. “I have the book! Good job!”).
5. If the student responds incorrectly or does not respond, direct the caregiver to:
  - a. Repeat the question and state the answer at once (i.e. “What do you have? I have the book”).
  - b. Give the student time to repeat the response and then provide social praise.
  - c. Try again without prompting.
6. Repeat the process to elicit the response phrases “I see X” by using the question “what do you see?”

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### Phase 5: Asking questions

**Note:** If the student communicates using an augmentative communication system, make sure that the following questions are programmed into the device: “What is that?”; “Who is this?”; and “Where is this?”

1. Gain the student’s attention and show a familiar or unfamiliar picture on the screen. Ask, “What is this?”
2. There are two correct responses for this skill:
  - a. If the student is shown a familiar picture and they correctly label it, repeat the label and provide immediate reinforcement (i.e. “Book. Good job!).
  - b. If the student shown an unfamiliar picture and they correctly ask the target question (i.e. “What is it?”), respond with the correct answer and provide immediate reinforcement (i.e. “This is a book! Good job!”).
3. If the student responds incorrectly or does not respond:
  - a. Prompt the student to ask the target question using one of the following options:
    - i. Option 1: Say to the student, “Ask me.” If needed, prompt the student by stating the question and the answer at once (i.e. say, “Ask me, ‘What is this?’”).
    - ii. Option 2: Provide a written cue by presenting the target question (“What is this?”) written on a notecard.
  - b. Give the student time to imitate the question “what is this?” and then provide social praise.
  - c. Try again without prompting, using another unfamiliar picture.
4. Repeat the process to elicit the response questions “who is this?” and “where is this?” by showing images of familiar/unfamiliar people and locations.

### Questions and responses used in the lesson:

Phase 1	Phase 2	Phase 3
<ol style="list-style-type: none"> <li>1. “What” questions</li> <li>2. “Who” questions</li> <li>3. “Where” questions</li> </ol>	<ol style="list-style-type: none"> <li>1. What did you touch last?</li> <li>2. What did you touch first?</li> </ol>	<ol style="list-style-type: none"> <li>1. What did you see?</li> <li>2. Where did you go?</li> </ol>
<b>Phase 4</b> <ol style="list-style-type: none"> <li>1. I have X</li> <li>2. I see X</li> </ol>	<b>Phase 5 familiar and unfamiliar nouns</b> <ol style="list-style-type: none"> <li>1. Book</li> <li>2. Firetruck</li> <li>3. Hammer</li> <li>4. Vacuum</li> <li>5. Saw</li> <li>6. Firefighter</li> <li>7. Doctor</li> <li>8. Teacher</li> <li>9. Custodian</li> <li>10. Sanitation worker</li> <li>11. Gym</li> <li>12. Classroom</li> <li>13. School</li> <li>14. Cafeteria</li> <li>15. Grocery store</li> </ol>	