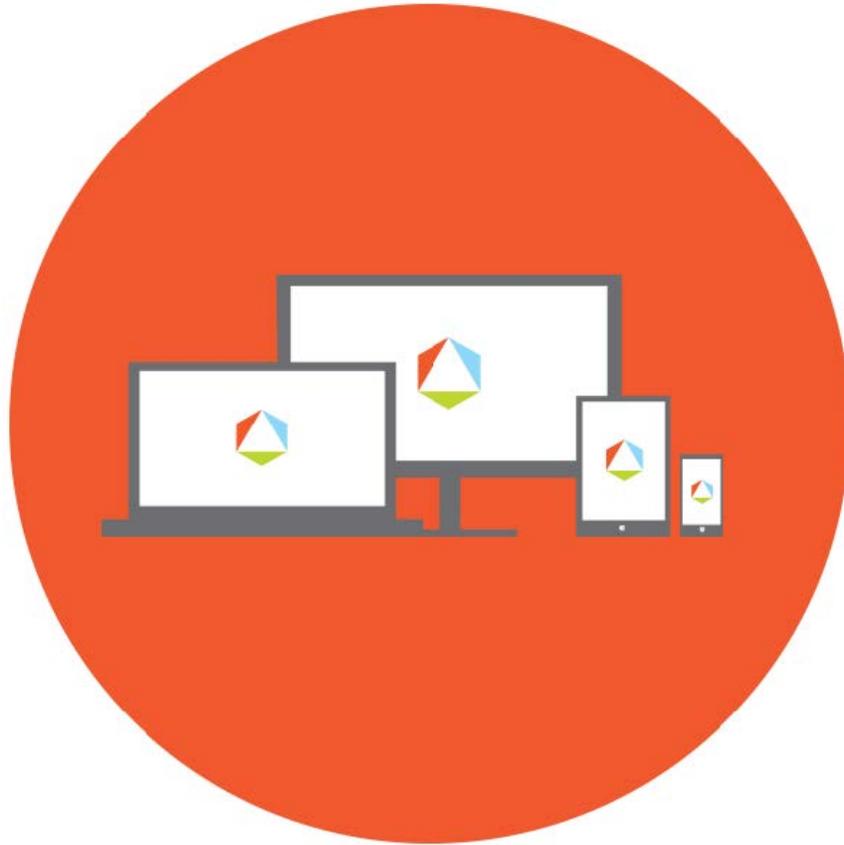




**FIRSTPATH**  
AUTISM



Data Sheet

# 45. Conversation (Advanced): Asking “WH” Questions

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# Asking “WH” questions

**Reminders:**

- **MT** = Mass Trials (one target until 3 independent, correct responses in a row)
- **RR** = Random Rotation (target presented randomly, with other targets in RR phase)
- **Intro MT**: The date the target was introduced to the child
- **Mastery RR**: Is the date the child completed 3 consecutive random rotation trials at with 80-100% independence.
- **Materials Set 2 & 3** = NEW set of materials/cards, different than original set
- **Discrete trial teaching**: This technical term means the breaking a task down into smaller, more teachable components, and teaching each component separately.  
A cue is given → the child responds → a reward is given for a correct response  
(SD) → (R) → (Sr)  
The cue or prompt, referred to as a discriminative stimulus (SD), is a specific environmental event or condition in response (R) to which a child is expected to exhibit a particular behavior and (SR) is the stimulus reinforcement.
- **SD 2 & 3** = NEW instruction that means the same thing, but using different words (examples: "Show me", "Where's the", "Give me", "Touch")

Student: _____	
LESSON: <b>ADVANCED CONVERSATION TRAINING: ASKING “WH” QUESTIONS</b>	
<b>Teaching format(s):</b>	<b>Prompting System:</b> less intrusive to most intrusive following the Prompt Hierarchy
<b>Developmental Norm:</b> ABLLS-R F19, F20, F21, F24, F25, F26, F28	<b>Material(s):</b> Initially, if this lesson is taught as a guessing game (as depicted below), the teacher will need various basic objects that are familiar to the child, as well as a box with a lid that can obscure each object from the child's view. (Note: At a more advanced/natural level, this skill is vocally-based and does not utilize physical materials.)
<b>Example Trial:</b> <b>SD:</b> " I need you to figure out what is in this box. You can ask me questions to help you." <b>Response:</b> Child responds with "what color is it?"	<b>Reinforcer(s):</b> Child preferences and/or what the child has chosen to earn.

Target	Intro MT	Mastery RR	Mastery Materials Set 2	Mastery Materials Set 3	Mastery SD 2	Mastery SD3
1. " What color is it?"						
2. "What does it do?"						
3. "What is it for?"						
4. "What does it feel like?"						

5. "Where do I find it/"						
6. "Where can I use it?"						
7. "Where can I see it?"						
8. "When do I use it?"						
9. "When do I need it?"						
10. "Who needs it?"						
11. "Who uses it?"						
12. "Who likes it?"						
13. "Why does it have wings?"						
14. "Why does it spin?"						
15. "Which place would it go?"						
16. "Which one do you like?"						
17. "How does it turn on?"						
18. "How do I turn it off?"						
19. "How many turns do I take?"						
20. <b>Generalize to context/games:</b> "What"						
21. <b>Generalize to context/games:</b> "Where"						
22. <b>Generalize to context/games:</b> "When"						
23. <b>Generalize to context/games:</b> "Why"						
24. <b>Generalize to context/games:</b> "Which"						
25. <b>Generalize to context/games:</b> "How"						

**Maintenance:** When all targets are mastered, reduce frequency of the presentation of the program to child systematically, ensuring that the child maintains skills by maintaining mastery scores of 80-100% before decreasing frequency further. (e.g. 5 times per week to 4 times per week for a month, to 3 times per week for a month to 2 times per week for a month, to once a week for a month, to generalized settings.)

