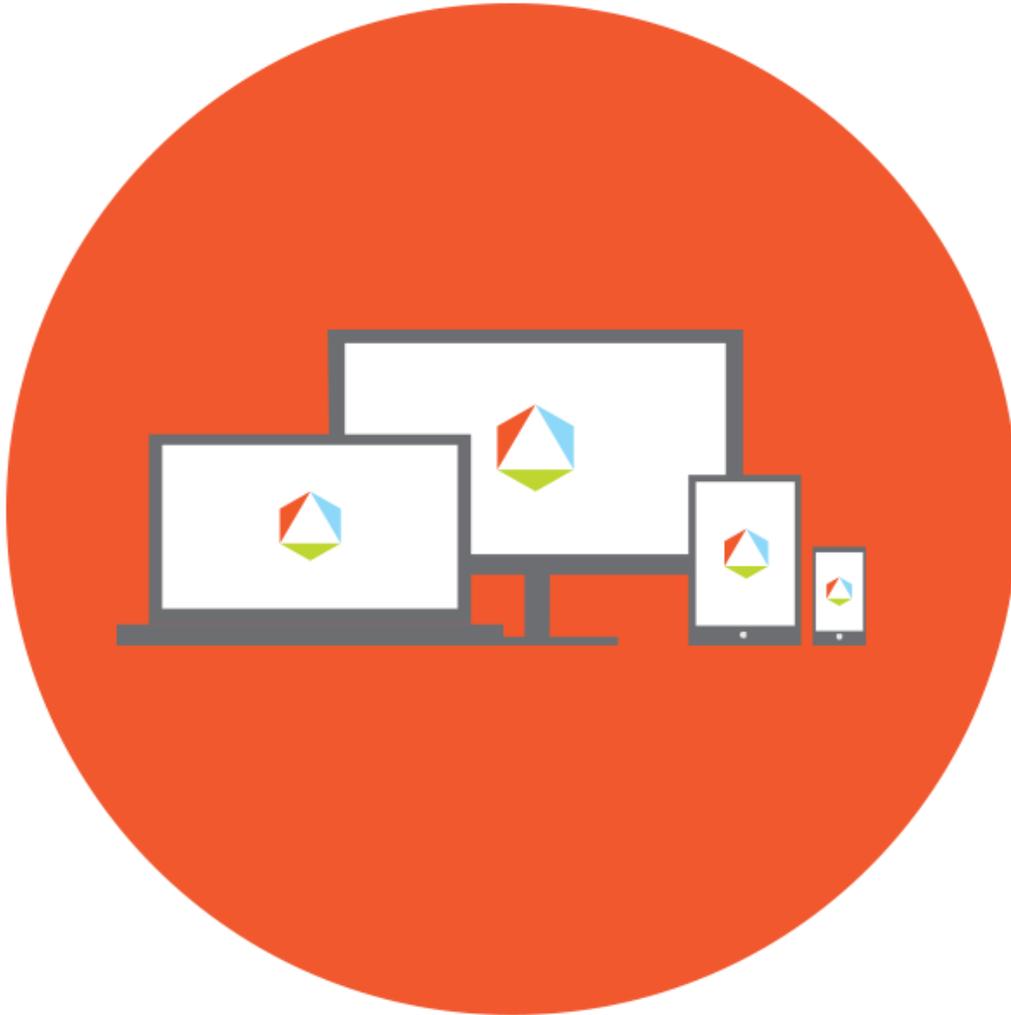




FIRSTPATH
AUTISM



Lesson Guide

19. Conversation Skills – Answering WH Questions



Overview

Teaches:	Beginning ability to have conversations and verbally interact with others. The intent of this particular lesson is to take previously mastered information and use that to build the child's conversation ability. Also continues to build the skill of verbally responding to questions. This lesson should begin with concrete and visually available objects rather than abstract subjects.
Before beginning:	This lesson requires the child to have mastered the areas of basic and advanced labeling skills (e.g., object labels, attributes/adjectives, prepositions, knowledge of feature/function/class) as well as basic conversation skills. Knowledge of telling time/time of day and sequence of event concepts will also greatly benefit this lesson.
Why it's important:	The ability to verbally interact or converse with others, as well as to give and receive information, is key to many other areas in life. Learning to respond to informational questions enhances both social and practical living abilities.
Materials needed:	Initially, various concrete (visible, real, not abstract) objects. Later, familiar known (though not visible) subjects will be utilized.
Generalization activities:	General daily interaction and conversation, making plans, reading books or magazines and looking at pictures, taking a walk in the neighborhood or mall.



Steps

Prepare

1. Sit facing the child, in a quiet place free of distractions.
2. Have several rewards and highly preferred items ready and available.
3. Have data collection ready.
4. Make sure the child is ready to attend, ideally looking at teacher and not engaging in any other activities.

**Keep in mind, however, that once the child has reached the level to be able to successfully engage in this lesson, that it may not have to be as structured as is detailed above...though it may be structured initially, eventually this lesson should be taught in a very natural format, as you go about your day.)

Teach

1. Ask the child a question beginning with the target word.
2. Wait 3-5 seconds for child to respond
3. Provide feedback on how the child responded:
 - Correct response: enthusiastic praise and/or give the child his chosen reward
 - Incorrect or No response: corrective feedback, model or prompt of correct response
4. Record data.
5. Begin again at step 1.

Examples include:

Correct response	Incorrect response	No response
Teacher: "When do you eat breakfast?" Child: "In the morning."	Teacher: "When do you eat breakfast?" Child: "Before bedtime."	Teacher: "When do you eat breakfast?" Child: (no response)



Teacher: "Great job! Breakfast IS what we eat in the morning." (and deliver reinforcer)	Teacher: "Uh-oh...breakfast is in the morning." (restart from beginning; do not deliver reinforcer at this time)	Teacher: "Oops! Let's talk about when we eat breakfast." (restart sequence; do not deliver reinforcer at this time)
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TYPICAL ORDER OF LEARNING TARGETS

1. "What_____?"
2. "Who_____?"
3. "Where_____?"
4. "When_____?"
5. "Why_____?"
6. "How_____?"
7. "Which_____?"

NOTE: Initially, all questions for each target will be regarding **visually present** objects and information; then will advance to familiar but not visually present information; then will advance to new or opinion-driven topics)

8. Multiple (successive) WH questions, regarding same object/subject

Target #8 tests the child's ability to discriminate between the question words themselves and answer them accurately when they are presented in sequence. For example, regarding a backpack: "What is that?" (response: "A backpack"), "Whose is it?" (response: "It's mine"), "When do you use it?" ("When I go to school"), etc.