FIRSTPATH
AUTISM

Lesson Guide

23. Advanced Conversation – Follow Up Questions

Overview

Teaches:	Conversation skills, and the basic concept of expanding verbal exchanges and/or learning to maintain a conversation. In this lesson, the child learns to ask a relevant follow-up question to a conversational exchange that just occurred.
Before beginning:	The child should have already mastered the "Personal Information" and "Statements" lessons, as this lesson directly builds upon those skills.
Why it's important:	Basic conversation and listening/responding skills are important in successfully interacting with other people. Also, merely being able to respond to others' questions is not enough to successfully maintain and expand a conversation; the child must have some information-seeking skills as well.
Materials needed:	Visual cues may be helpful in prompting a correct response; otherwise this lesson is conversationally based and does not utilize specific materials.
Generalization activities:	Meeting and making new friends, maintaining conversations with others, pretend play activities using characters/dolls/puppets, "Getting to Know You" games, etc.

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; make sure you have completed a reinforce assessment so that the child is motivated and ready to earn and learn!
3. Have appropriate data collection screen pulled up on tablet, or data sheets and pen/pencil ready.
4. Make sure the child is ready to attend, ideally looking at teacher and not engaging in any other activities.

Teach

1. Begin the teaching cycle by asking a mastered question (initially, likely from Personal Info lesson). The child should respond with the answer, and then perform the <u>TARGET behavior in this lesson, which is asking a follow up question back to the teacher</u>.
2. Wait 3-5 seconds for child to respond (i.e., by asking a follow up question back to the teacher).
3. Provide feedback on how the child responded:

    <u>Correct</u> response: Deliver reinforcement: enthusiastic praise and/or give the child his chosen reward

    <u>Incorrect</u> or <u>No response</u>: corrective feedback, model or prompt of correct response

4. Collect data on trial.
5. Begin again at step 1.

Examples include:

Correct response	Incorrect response	No response
Teacher: "How old are you?" Child: "Four. <u>How old are YOU</u>?" Teacher: "I'm 30. Thanks for asking!"	Teacher: "How old are you?" Child: "Four." (and stops talking) Teacher: (after waiting 5 seconds) "You are 4. Now it's your turn to <u>ask me</u>. Let's try again."	Teacher: "How old are you?" Child: (no response) Teacher: "Hey, we are talking together. You talk to me, and I talk to you. Let's try again."

(and delivers reward, if appropriate)	(does not deliver reward at this time; re-starts teaching cycle and delivers reward after correct response)	(does not deliver reward at this time; re-starts teaching cycle and delivers reward after correct response)

NOTE: Error correction is a bit tricky in this lesson, since the teacher wants to reinforce the appropriate "partial" responses that are correct, such as the child correctly stating his age or address. However, the goal in THIS lesson, for which the child receives a reward, is that the child asks a follow up question. The teacher wants to strongly encourage THAT behavior, while also on a smaller level making sure to encourage "previously correct" responses of providing the right answer only.

TYPICAL ORDER OF LEARNING TARGETS

1. Asking a follow-up question to **previously mastered information questions** (example: Teacher: "How old are you?"--Child: "Four; how old are you?")

2. Asking a follow-up question to **simple statements** (example: Teacher: "I like popsicles."—Child: "Which kind is your favorite?")

3. **Spontaneous** follow up questions, in response to an **ongoing conversation** (example: listening to parents' discussion on going to the park later, and asking a   question about it)

NOTE: Remember that the target is the skill of asking a follow up question in response to the topic of conversation, so as along as the follow-up question is **on-topic** and **relevant**, even if it is not the response expected or initially trained, **it should be treated as correct**)