



## Lesson Guide

# 43. Conversations (Advanced): Follow-up Comments (Question-Statement-Statement)

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# Conversations (Advanced): Follow-up Comments (Question-Statement-Statement)

## Overview

<p><b>Teaches:</b></p>	<p>Conversation skills, and the basic concept of expanding verbal exchanges and/or learning to maintain a conversation. In this lesson, the child learns to make a relevant, on-topic follow-up <u>comment</u> to another person's previous statement. (This differs from the "question" response taught in the "Follow-Up Questions: Question-Statement-Question" lesson.) The child's response in this lesson is TELLING (commenting), not asking.</p>
<p><b>Before beginning:</b></p>	<ul style="list-style-type: none"> <li>• The child should have already mastered the following lessons: "Personal Information", "Simple Statements", and "Follow Up Questions: QSQ" lessons, as this lesson directly builds upon those skills.</li> <li>• It should be noted that the Q-S-S sequence highlighted in this "Follow Up Comments" lesson is part of a longer conversational sequence that can, in some ways, be viewed as a marriage of the skills established in two previous lessons: "Follow Up Questions" (Q-S-Q) and "Simple Statements" (S-S). When these two sequences are linked, one can see the following unified sequence: Q-S-Q-S-S. Teaching this expanded conversational sequence is what happens at the outset of this "Follow Up Comments" lesson.</li> <li>• In this expanded Q-S-Q-S-S sequence, the teacher asks a <b>Question</b>, the child replies with a <b>Statement</b> and then also asks a follow-up/reciprocal <b>Question</b>, to which the teacher replies with a <b>Statement</b>, and the child responds with a <b>Statement (Comment)</b>.</li> <li>• Therefore, one can see how the skills taught in the Q-S-Q and S-S lessons are "chained together" and building upon one another in this current lesson.</li> <li>• It is critical that the teacher fully understand these sequences prior to attempting to implement them with the child, as this is a complex lesson.</li> </ul>
<p><b>Why it's important:</b></p>	<p>Basic conversation and listening/responding skills are important in successfully interacting with other people. Also, merely being able to respond to others' direct questions is not enough to successfully maintain and expand a conversation; the child must have some ability to make an original, on-topic comment in response to another person's comment.</p>
<p><b>Materials needed:</b></p>	<p>Visual cues may be helpful in prompting a correct response; otherwise, this lesson is verbally based and does not utilize specific materials.</p>
<p><b>Generalization activities:</b></p>	<p>Meeting others and developing friendships, maintaining conversations with others, participating in phone calls, pretend</p>

	play activities using characters/dolls/puppets, "Getting to Know You" games with a class or small group, etc.
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## Steps

### Prepare

1. Sit facing the child, in a quiet place free of distractions.
2. Make sure that a reinforcer assessment has been completed, and that several of the child's selected, highly-preferred items are ready and available to deliver, following correct responses.
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

- METHOD #1: *With* "Primer" (Q-S) Sequence
- METHOD #2: *Without* the Preceding "Primer" Sequence

### METHOD #1: With "Primer" (Q-S) Sequence

**(NOTE:** Since the sequence targeted in this lesson (Q-S-S) relies on and begins with the child asking the question to the teacher, it may--especially in initial stages of this lesson--be helpful to include a "primer sequence." This "primer sequence" is the first two steps from the prerequisite "Follow-Up Questions" lesson, where the teacher asks a Question and the child responds with a Statement (Q-S) . These steps serve as a "primer" for the child to then begin the current targeted sequence of Q-S-S. This is depicted below in a chart format to aid in the teacher's understanding of this concept. The "primer sequence" (Q-S) from the prerequisite "Follow Up Questions" lesson, is shaded. The main sequence (Q-S-S) targeted in this "Follow Up Statements" lesson is in white boxes.)

SPEAKER	TARGET	EXAMPLE
Teacher	Question	"What is your favorite color?"
Child	Statement	"Blue."
Child	[Follow-up] Question	"What's yours?"
Teacher	Statement	"Red."
Child	[Follow-up] Statement	"I like red, too."

1. Teacher begins "primer sequence" by asking a mastered **Question** (initially, probably from either the "Personal Info" or "Simple Statements" lesson).
2. The child should answer that question with a **Statement**, and then immediately move into the [Follow-Up] **Question**, as trained in the "Follow Up Questions (QSQ)" lesson.
3. The teacher should answer the child's question with a **Statement**.

4. Wait 3-5 seconds for child to respond (response is defined by performing #5, below).
5. The child should perform the TARGET behavior in this lesson, which is making a relevant [Follow Up] Statement back to the teacher.
6. Provide feedback on how the child responded:
  - Correct response:** Deliver reinforcement: enthusiastic praise and/or give the child his chosen reward
  - Incorrect or No response:** corrective feedback, model or prompt of correct response
7. Collect data on target behavior (the Follow Up Statement).
8. Begin again at step 1.

### EXAMPLES

Correct response	Incorrect response	No response
<p><b>Teacher:</b> "How old are you?"  <b>Child:</b> "Seven. How old are YOU?"  <b>Teacher:</b> "I'm 30."  <b>Child:</b> "<u>Wow! That's a lot more than seven!</u>"  <b>Teacher:</b> "It sure is!"</p> <p>(Teacher delivers social praise and reinforcement)</p>	<p><b>Teacher:</b> "How old are you?"  <b>Child:</b> "Seven. How old are YOU?"  <b>Teacher:</b> "I'm 30."  <b>Child:</b> "I like Spiderman."  <b>Teacher:</b> "That's nice, but right now we're talking about <u>how old we are</u>. I'm 30 years old. What do you think about that?"</p> <p>(does not deliver reinforcer at this time; re-starts teaching cycle and delivers reinforcer after correct response. Teacher may need to discuss possible appropriate responses and have the child imitate one of those responses as part of error correction.)</p>	<p><b>Teacher:</b> "How old are you?"  <b>Child:</b> "Seven. How old are YOU?"  <b>Teacher:</b> "I'm 30."  <b>Child:</b> (no response)  <b>Teacher:</b> "Uh-oh. You asked how old I am. I'm 30! It's your turn to say something!"</p> <p>(does not deliver reinforcer at this time; re-starts teaching cycle and delivers reinforcer after correct response)</p>

**(NOTE: Error correction** is a bit tricky in this lesson, since the teacher wants to reinforce the appropriate primer 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 his chosen reinforcer, is that the child makes a follow up statement. The teacher wants to strongly encourage THAT behavior, while also on a smaller level making sure to encourage "previously correct" responses of asking questions or making statements at the appropriate time.

**Also,** remember that the target is the skill of making a follow up statement that is in line with the current topic of conversation. Therefore, as long as the follow-up statement is **on-topic** and **relevant**, even if it is not the response expected or initially trained, **it should be treated as correct.**)

### METHOD #2: Without the Preceding "Primer" Sequence

Though this lesson will typically begin to be taught utilizing the primer sequence (as detailed above), as the child becomes more fluent with making on-topic comments, s/he may begin to make follow-up comments spontaneously. The child may also begin to ask questions

spontaneously (which is the first step in the targeted Q-S-S sequence of this lesson). When the child begins exhibiting spontaneous (independently-initiated) comments and questions, this can be a signal to begin teaching without the primer sequence (i.e., using Q-S-S sequence only).

Remember that for the Follow-Up Comments lesson, it is the child who initiates the first Question in the sequence. Therefore, active "teaching" of the Q-S-S sequence without the primer may require a different format than the typical teacher-led, instructor-initiated one that most lessons follow.

Instead, teaching may resemble a format similar to a game, where the child is cued to ask a Question (thereby starting the Q-S-S sequence) by something like "drawing a card" or passing a baton, to indicate that it is "his turn" to ask a question. The teacher may literally create a "Talking Game" where the teacher and child draw a card to ask their partner a question, which is the springboard for a short conversation. After than conversation concludes, the partner "takes a turn" by asking a question to start the next short conversation.

When the child advances to this level, make sure not to cut the conversation short because the "targeted sequence" is completed. Encourage and allow the conversation to go on for as long as it remains appropriate and on-topic!

### EXAMPLES

Correct response	Incorrect response	No response
<p><b>Child:</b> "How old are you?"  <b>Teacher:</b> "I'm 30."  <b>Child:</b> "<u>My dad is 30, too!</u>"</p> <p>(Teacher delivers social praise and reinforcement)</p>	<p><b>Child:</b> "How old are you?"  <b>Teacher:</b> "I'm 30."  <b>Child:</b> "<u>I like Spiderman.</u>"  <b>Teacher:</b> "Okay. But right now we're talking about how old we are. I'm 30 years old. What do you think about that?"</p> <p>(does not deliver reinforcer at this time; re-starts teaching cycle and delivers reinforcer after correct response. Teacher may need to discuss possible appropriate responses and have the child imitate one of those responses as part of error correction.)</p>	<p><b>Child:</b> "How old are you?"  <b>Teacher:</b> "I'm 30."  <b>Child:</b> (no response)  <b>Teacher:</b> "Uh-oh. I said, 'I'm 30!' Your turn to talk..."</p> <p>(does not deliver reinforcer at this time; re-starts teaching cycle and delivers reinforcer after correct response)</p>

### TYPICAL ORDER OF LEARNING TARGETS:

**(NOTE: This lesson may not advance in a way that is as clean and straightforward as most of the other lessons. This is because conversation by nature is fluid and cannot be entirely predicted or fully controlled. Therefore, the targets listed below should be utilized as a reference and viewed as suggested progression; however, allowance must be made for the targets occurring "out of sequence" or not exactly as written.)**

1. Using primer sequence (Q-S), **child makes a follow-up statement** to familiar (previously-mastered, personal-information-based) topics of conversation.
2. Using primer sequence (Q-S), **child makes a follow-up statement** to novel topics of conversation.
3. Without primer sequence (e.g., "game-based format"): After initiating a question and hearing the teacher's response, **child makes an appropriate follow-up statement.** (Q-S-S sequence, no primer sequence)
4. **Spontaneous** follow up statements, in response to a natural, **ongoing conversation**