



## Lesson Guide

# 45. Advanced conversation training: Asking “WH” questions

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# Advanced conversation training: Asking “WH” questions

## Overview

<p>Teaches:</p>	<p>This lesson teaches the child how to formulate and ask questions to seek information. Up until this point, the child has been the one answering most of the questions; in this lesson, we teach him/her how to ASK appropriate questions.</p>
<p>Before beginning:</p>	<p>The child needs to have mastered Conversation Skills: Answering WH Questions, prior to beginning this lesson. Mastery of several RFFC targets will also be helpful, as that ensures that the child has familiarity with ways to describe, categorize, and discuss objects.</p> <p>Also, it may be helpful (though not necessary) if the child is familiar with the Advanced Conversations: QSQ lesson, as the child is required to <u>ask questions</u> as part of that lesson. (However, in the QSQ lesson, the only question that the child is asking is an exact repetition of the one he has just responded to; no variety or self-formulation of questions is required in that lesson.)</p>
<p>Why it's important:</p>	<p>Being able to ask questions and seek information enables the child to access information as needed or desired, which not only fuels learning, but interaction with other people in the process.</p>
<p>Materials needed:</p>	<p>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.</p> <p>(Note: At a more advanced/natural level, this skill is vocally-based and does not utilize physical materials.)</p>
<p>Generalization activities:</p>	<p>Interactive question-based or guessing games (e.g., <i>Guess Who?</i> Game, <i>I Spy</i> game, etc.), conversation with others, interviewing other people (in pretend or real scenarios), writing a newspaper or blog article, taking a tour of a new museum/zoo/other location, etc.</p>

# Steps

## Prepare

1. Sit facing the child, in a quiet place free of distractions.
2. Ensure that a reinforcer assessment has been completed, and that several highly preferred items or activities have been identified so that the child is ready to earn and learn! (Note: While this may be necessary for some children, there will be many children for whom the very act of correctly guessing what is in the box will serve as a powerful and natural reinforcer!)
3. Have data ready; either in tablet or pencil/paper form.
4. Have all lesson materials prepared and available.
5. Make sure the child is ready to attend, ideally looking at teacher and not engaging in any other activities.

## Teach

*(It is both helpful and fun to conduct this lesson more like a guessing game, where the basic premise is that the teacher has something inside a box, hidden from the child's view, and that the child has to guess what it is by asking different WH questions. This works well for Targets 1-3 and sometimes Target 4. For Targets 4-8, the game must usually be modified to elicit the target question word.)*

1. Tell the child the rules of the game in simple terms. Example: "I have something hiding in this box. You cannot see it. I want you to figure out what is in the box. You can ask me questions to help you figure out what is in the box."
2. Initially, there may need to be vocal or visual prompts utilized to help the child understand what response is expected. Vocal prompts could be very direct: "Say, 'What color is it?'" or indirect: "Ask me about the color..."  
If the child can read, then a visual prompt of the written question could be used, by showing a written cue card to prompt him to read/vocalize the question.)
3. Wait 3-5 seconds for child to respond
4. Provide feedback on how the child responded:
  - Correct response:** **"brief"** enthusiastic praise, answer the child's question (receiving information in response to question can be a very good natural reinforcer during this lesson). If the child does require an artificial reinforcer, as selected during the reinforcer assessment, then save that for the end of the lesson, after the child has correctly guessed the item in the box)
  - Incorrect or No response:** corrective feedback, model or prompt of correct response
5. Record data.
6. Begin again at **Step 3** (or step 2, if necessary). In this lesson, the initial instruction ("Ask me questions to figure out what's in the box") should ideally be given only once. Following that, only when needed, a prompt can be

given to encourage the child to continue asking questions.

### EXAMPLES

Correct response	Incorrect response	No response
<p><b>Teacher:</b> "I need you to figure out what is in this box. You can ask me questions to help you."  <b>Child:</b> "What color is it?"  <b>Teacher:</b> "Good question! This thing is red."  <b>Child:</b> "Does it have wheels?"  <b>Teacher:</b> "Good again! Yes, this DOES have wheels."  <b>Child:</b> "Is it my Hot Wheels car?"  <b>Teacher:</b> "Yes!!! Look! It is your Hot Wheels car! Good asking questions!"            (and delivers chosen reinforcer)</p>	<p><b>Teacher:</b> "I need you to figure out what is in this box. You can ask me questions to help you."  <b>Child:</b> "Let me see what's in that box."  <b>Teacher:</b> "I can't tell you! Ask me a question to help you guess, like, "What do I do with it?"             (Teacher does not deliver reinforcer; rather, she prompts the child until he is able to successfully ask a question)</p>	<p><b>Teacher:</b> "I need you to figure out what is in this box. You can ask me questions to help you."  <b>Child:</b> (no response)  <b>Teacher:</b> "Come on, let's play! It's your turn to ask me a question!"             (Teacher does not deliver reinforcer; rather, she prompts the child until he is able to ask a question)</p>

### TYPICAL ORDER OF LEARNING TARGETS:

1. Child correctly asks questions beginning with "What...?"  
 (Examples: What color is it? / What does it feel like? / What do I do with it?)
2. Child correctly asks questions beginning with "Where...?"  
 (Examples: Where do I find it? / Where do I use it?)
3. Child correctly asks questions beginning with "When...?"  
 (Examples: When do I use it? / When do I need it? )
4. Child correctly asks questions beginning with "Who...?"  
 (Examples: Who uses it? / Who needs it? / Who likes it?)
5. Child correctly asks questions beginning with "Why...?"
6. Child correctly asks questions beginning with "How...?"