

Using Question Words



Linguistic Context-Dependent:



Goal

Uses question words appropriately during daily activities.



Preparation



- Familiarize yourself with the question words available in the communication system.
 - If using TD Snap Core First:
 - Core Words - Question words on the Core page.
 - Under All Word Lists in the Questions list.
 - Pre-stored questions In QuickFires.
 - Question messages are within all Topics.
 - You may want to pick one set of specific question words to target.
- Model the use of question words using the device along with your speech before beginning the activity.



Materials

- Communication board or communication device
 - TD Snap Core First: Core Words, Question Word List, and Topics on the device
 - Get familiar with the locations of the targeted words before you begin
- Paper and pen
- Other visual supports as needed (e.g., list of all wh- words being targeted)



Tips for Success

- In this activity, we are building the ability to use question words and expand the individual's communicative intents.
- You may have to repeat this multiple times. Try this activity with different groups or send it home for additional practice.
- Make sure to wait even longer than you expect to let the individual respond.



Activity with Steps

- 1 Tell the learner they will learn how to interview someone. If this is a new concept, show a video clip of a talk show host or radio host doing an interview.
 - Produce at least ten examples of questions an interviewer may ask using their system.
 - Be sure the examples have question words in them.
 - Draw the learner's attention to where those words are in their system.
- 2 Review the activity, "You are going to interview me. I will answer all the questions you ask. At the end of the interview, you want your audience to know all about me!"
- 3 If needed, help the individual come up with the questions and write them down as you go.
- 4 If generating full questions is difficult, target only question words. For example, say, "If you want to know where I grew up, which question word works best?"
- 5 Encourage the use of a variety of question words and help with the remainder of the question formation as needed.
- 6 If the activity is still difficult, work together as a team to interview someone else in the room or over the phone.



Supplemental Activities

Repetition with variety is very important in teaching AAC. Create practice opportunities that are not boring by keeping the skill constant and varying the activity. Below are more suggestions for activities. Send some of these home for additional practice:

- Go around the group or classroom and ask each person one personal question.
- Look at pictures in a magazine or photographs and come up with questions about each picture.
- Play with a farm, house, action figures, or other toys, and directly ask a question to request an action from a peer (e.g., "Can you put the cow here?").
- Pretend to be a detective and highlight how questions help us get the information we need to solve problems.
- Write a list of appropriate questions to use when you don't understand what's going on. These can be personalized to the learner's specific needs. (e.g., "Can you slow down," "What should I write down?" "Will you please show me?").
- Go out in the community and practice asking questions to community workers.



Measuring Success

Here are some other ways to look at progress for this goal:

- Improved use of questions during interactions.
- Increased production of question words.
- Reduced amount of cues needed to perform tasks.
- Recognizes question words in a sentence.
- Identifies questions versus statements.
- Initiation of questions.



Note

The individual does not have to 'master' this goal at 80% accuracy before you can move on to the next one. Even if they don't meet the goal consistently, or without cueing, the individual may still be ready to move forward to the next goal.

Parent/Caregiver Letter

Date: _____

Dear: _____

I'm sending this letter to let you know that we are working on using question words. You will play an important part in the learning process.

How? You can reinforce the skills we address here at home.

- **Model targeted responses in a variety of activities and environments.** During your daily activities, touch question words on the device while using your speech.
- Complete the attached suggested activities to familiarize you with the system.

I will be sending more activities and suggestions home. Please provide any feedback and contact me with any questions. The more you can practice, the better! I'm looking forward to hearing more about the fun you have working on this skill.

Sincerely,

Activities for carryover

- 1 _____
- 2 _____
- 3 _____