

Intervention: Answering 'WH' Questions



Targeted Skill: Responding to 'wh' questions

Name of Intervention: Answering What? Where? Who? When? and Why? Questions

Description of Intervention: Student is asked a series of questions on a regular basis to improve language/processing skills.

Strategies For Improving Responses to Questions:

1. Provide **visual cues** and **verbal reminders** (refer to attached wh? chart)
2. Use the **multiple choice** method to generate an answer if the student doesn't respond to your first attempts. (ie. Did he eat pizza, corn, or chicken?)
3. Use the **preview** method—preview the answer and then ask the question. (ie. We ate pizza for dinner. What did we eat?)
4. Use the **fill-in-the-blank** method—What did we eat for dinner? We ate _____.)

Research References:

- Berninger, V. W., Abbott, R. D., Vermuelen, K., Ogier, S., Brooksher, R., Zook, D., et al. (2002). Comparison of Faster and Slower Responders to Early Intervention in Reading: Differentiating Features of Their Language Profiles. *Learning Disability Quarterly*, 25 (1), 59+.
- Justice, L. M., Kaderavek, J., Bowles, R., & Grimm, K. (2005). Language Impairment, Parent-Child Shared Reading, and Phonological Awareness: A Feasibility Study. *Topics in Early Childhood Special Education*, 25 (3), 143+.
- Ram, A. (1991). A Theory of Questions and Question Asking. *Journal of the Learning Sciences*. 1(3 &4), 273-318.