

## Blank Level of Questions

Marion Blank studied the language used by teachers in the classroom. She found that there were four different levels of questions used. Basic questions ask for simple concrete information whereas more complex questions ask for abstract information.

Make sure the questions you use are at the level your child can understand. More difficult questions can be simplified or you can use the cueing techniques described overleaf to help the child respond.

These are the four levels and examples at each level are given on the following pages

1. **Matching perception - 'look at it'** - talking about objects that are present. Understanding of these questions develops at approximately 3 years of age.
2. **Selective analysis of perception - 'talk about it'** - talking about less obvious features of stimuli (objects, pictures etc.). Understanding of these questions develops at approximately 4 years of age.
3. **Reordering perception- 'think about it'** - talking about looking at objects in a variety of ways. Understanding of these questions develops at approximately 4.5 years of age.
4. **Reasoning about perception - 'reasoning'** - talking about what causes things to happen and make predications about future events based upon past experiences. Understanding of these questions begins to emerge at around 5 years of age and is continuing to develop at 6 years of age.

## Blank Level I

<b>Matching</b>	<i>Find one like this</i>
<b>Source of noise</b>	<i>What can you hear?</i>
<b>Naming objects</b>	<i>What is it?</i>
<b>Naming people</b>	<i>Who is that?</i>
<b>Naming actions</b>	<i>What are you doing?</i>
<b>Imitation</b>	<i>Say this</i>
<b>Remembering objects in book</b>	<i>What did you see?</i>
<b>Remembering seen/done</b>	<i>What did you see/do?</i>

## Blank Level II

<b>Describe scene</b>	<i>What's happened?</i>
<b>Remembering information</b>	<i>Who/what/where?</i>
<b>Finishing sentence</b>	<i>Finish this ....</i>
<b>Identify and describe characteristics of objects</b>	<i>What size is it? What shape? What colour? How many? How does it taste/smell/feel? Where is it?</i>
<b>Identifying object functions</b>	<i>Show me the one we use for ...</i>
<b>Identifying differences</b>	<i>How are these different?</i>
<b>Naming object from category</b>	<i>Tell me something that's a type of ...</i>

**Blank Level III**

<b>Identify object used with another</b>	<i>Find me one to use with this</i>
<b>Describe event might happen</b>	<i>What will happen next?</i>
<b>Give directions</b>	<i>Tell me what to do</i>
<b>Assume role of another</b>	<i>What would/could/might he say?</i>
<b>Follow 2 stage directions</b>	<i>Do ... and then ...</i>
<b>Identify similarities</b>	<i>How are these the same?</i>
<b>Identify objects by exclusion</b>	<i>Which one is not ...?</i>
<b>Identify alternative</b>	<i>Tell me something else we could use</i>
<b>Change pictures in sequence</b>	<i>Make these into a story Show me the first/middle/last</i>
<b>Describe sequence of pictures logically</b>	<i>Tell me the story</i>
<b>Generalise about set of events</b>	<i>What happened to all of these?</i>
<b>Defining word</b>	<i>What is a ...</i>

Blank Level IV	
Predicting	<i>What will happen if ...</i>
Justifying prediction	<i>Why?</i>
Identifying cause of event	<i>Why did it happen?</i>
Provide solution to problem	<i>What could you do?</i>
Explaining obstacles to solution	<i>Why can't we ...</i>
Explaining observation	<i>How can we tell?</i>
Selecting means to goal	<i>What could we use?</i>
Explaining means to goal	<i>Why should we use that?</i>
Explaining construction of objects	<i>Why is ... made of ...?</i>

## Cueing Techniques

If your child does not understand you, there are different ways you can help. These techniques help to scaffold your child's understanding and should be gradually dropped as your child's understanding improves. Try the following suggestions:

- **Give time** - make sure you have given your child enough time to respond.
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- **Delay** - make sure your child has waited until you have finished your request.
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- **Focus attention** – make sure your child is looking at you and listening to your request.
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- **Repeat** – repeat the request again.
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- **Simplify** – break your request down into parts or make it simpler.
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- **Use questions to clarify** – check your child understands by asking him questions.
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- **Focus on the feature** – help your child focus on the feature he needs to look at to be able to understand your question (e.g. If you're asking how

two items are alike, you can draw his attention to the relevant similarity like colour or size etc.).

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- **Forced alternatives** – give your child two alternatives (e.g. “What is he doing? Is he running or jumping?”).
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- **Sound/syllable cues** – give the first sound or syllable of the answer.
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- **Gesture** – use gesture to help your child understand or to cue him in to the correct answer.
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- **Rephrase** – repeat the request in a different way.
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- **Sentence completion** – give the answer sentence for your child to complete (e.g. What colour is it? It’s .....”).
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- **Demonstration** – show the answer without talking and then ask again (e.g. what would happen if we put water in this broken cup?” Demonstrate).
- **Experience the concept** - help the child to experience the answer (e.g. “How does it feel? Touch it.”).
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- **Relate known to unknown** – help child to relate the request to previous experiences (e.g. “The spaghetti is hard. How will it feel after it is cooked? Remember when we cooked the potatoes? How did they feel?”).