



By responding to questions in this section, children demonstrate beginning logic and problem-solving skills.

## Directions

1. Have the child look at the first picture in each two-page set. Read the question at the top of the page. Allow the child time to think about the answer and respond.
2. Once the child has given a response, turn to the second page in the set. The second picture depicts a possible correct response. When appropriate, allow the child to color the picture as a reinforcer. If the child has difficulty responding, turn to the second page. Provide a model of the correct response and repeat the question. In this case, the second page serves as a visual prompt.

## Example

Jack is tired. What should he do?

Stimulus (page 145) →



## Appropriate Responses

Beginner	Intermediate	Advanced
↓	↓	↓
Single-Word Response	Multiple-Word Response	Complex Utterance
“Sleep.”	“Jack go sleep.”	“Jack should go to sleep.” or “Jack is tired, so he should go to sleep.”

## Other Suggestions

- Act out *What should* situations in play. Spill something “accidentally.” Then have the child explain what you should do.
- Act out novel situations and play “dumb,” prompting the child to initiate a solution to the problem or situation.

John broke a glass.  
What should he do?







“Why . . . ?” is one of the more difficult *Wh* questions and is generally one of the last question types children comprehend. Review the child’s ability to answer *who*, *what*, and *where* questions prior to beginning this section.

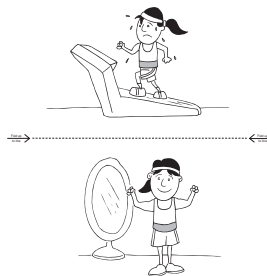
## Directions

1. Photocopy each picture and fold up the bottom of each page to cover up the pictured response.
2. Have the child look at the picture. Read the question at the top of the page and allow the child time to think and give a correct response. Ask the child to color in or draw the object/action that shows the answer to the question. (If the child is unable to color independently, use hand-over-hand guidance to help him or her color.) For example, to answer *Why do people use paper plates?*, the child could draw a wastebasket.
3. If the child gives an appropriate response, unfold the page to show the pictured response as a reinforcement of the child’s correct answer.
4. If the child has difficulty formulating a complete or specific response, unfold the page to provide a visual prompt while you provide a verbal model and repeat the question.

## Example

Stimulus (page 82)

Why do people exercise?



## Appropriate Responses

Beginner	Intermediate	Advanced
↓	↓	↓
Single-Word Response	Multiple-Word Response	Complex Utterance
“Healthy.”	“Stay healthy.”	“People exercise to stay healthy.”

## Other Suggestions

- Act out situations in symbolic play in which you pretend to be disappointed, proud, sad, etc. Have the child tell why you are laughing, crying, etc. For example, pretend to stub your toe and have the child tell why you are crying.
- To try more advanced *why* questions, tell a short story or read a short book and have the child answer simple *why* questions about the story.

# Why do some coats have hoods?



Fold up  
to line →

← Fold up  
to line

