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What's on her head?

flowers



Cueing Hierarchy

If the child does not respond or responds incorrectly, the following cues may help.

Cue 1 Provide the vocabulary in a statement.
Then ask the question again.

Example: *I see flowers. What's on her head?*

Cue 2 Provide the full answer in a statement.
Then ask the question again.

Example: *Flowers are on her head. What's on her head?*

Cue 3 If the child still cannot answer the question, provide a direct model and have the child repeat the answer.

Example: *What's on her head? Flowers are on her head. Tell me, "Flowers are on her head."*



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What did he pick up?

garbage

Past Tense

Cueing Hierarchy

If the child does not respond or responds incorrectly, the following cues may help.

Cue 1 Provide the vocabulary in a statement.
Then ask the question again.

Example: *The boy has garbage. What did he pick up?*

Cue 2 Provide the full answer in a statement.
Then ask the question again.

Example: *The boy picked up garbage. What did he pick up?*

Cue 3 If the child still cannot answer the question, provide a direct model and have the child repeat the answer.

Example: *What did he pick up? The boy picked up garbage. Tell me, "The boy picked up garbage."*

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Photo Cards—Answering WHAT Questions
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What do we use for drinking?

a glass



Cueing Hierarchy

If the child does not respond or responds incorrectly, the following cues may help.

Cue 1 Provide the vocabulary in a statement.
Then ask the question again.

Example: *The boy has a glass. What do we use for drinking?*

Cue 2 Provide the full answer in a statement.
Then ask the question again.

Example: *We use a glass for drinking. What do we use for drinking?*

Cue 3 If the child still cannot answer the question, provide a direct model and have the child repeat the answer.

Example: *What do we use for drinking? We use a glass for drinking. Tell me, "We use a glass for drinking."*