

Intraverbals: Yes/No Answers

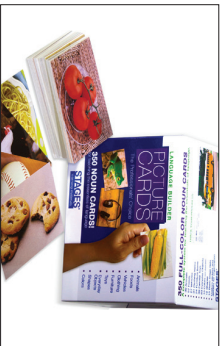
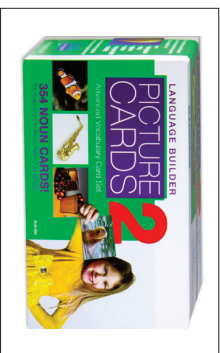
Student will learn to answer questions using yes and no appropriately.

Suggested Materials

LB7-10 Language Builder:
3D-2D Matching Kits

LB1 Language Builder:
Picture Nouns Cards

LB4 Language Builder:
Picture Nouns 2 Cards



Student:

Projected activities for: ___/___/___ to ___/___/___

Monday	Tuesday	Wednesday	Thursday	Friday

Notes

Intraverbals: Yes/No Answers

Lesson Focus

Student will learn to answer questions using yes and no appropriately.

Lesson Format

The primary lesson is designed for 1:1 instruction with a teacher or therapist.

Location

This lesson is intended as an indoor, classroom setup activity in which the teacher and student are seated across from each other or together at a table.

Preparation

Phase I: Gather a selection of preferred and non-preferred foods, drinks, and objects.

Phase II: Pull appropriate manipulatives from LB7-10 Language Builder 3D-2D Matching Kits and/or noun cards from LB1 Language Builder: Picture Nouns and LB4 Language Builder: Picture Nouns 2.

Phase III: Prepare a set of factual "Yes/No" questions to which the student knows the answer.

Procedures

Phase I

1. Sit in a chair at the table facing the student.
2. Make sure you have the student's attention.
3. Offer the student a food, drink, or item that you know they definitely do want or definitely do not want.
4. Ask a question such as: "Do you want a cookie?" or "Do you want broccoli?"
5. Prompt if necessary. Prompt yes for something you know they want, or no for something you know they don't want.
6. Wait for the student to say yes or no.
7. If they say yes, give them the item, even if you know they don't want it. If they say no, do not give them the item.

Phase II

1. Sit in a chair at the table facing the student.
2. Make sure you have the student's attention.
3. Place a noun card in front of the student and ask the question, "Is this a/n _____?" For example:
 - a. Show them an apple and ask, "Is this a banana?"—"No."
 - b. Show them a dog and ask, "Is this a dog?"—"Yes."
4. Prompt if necessary.
5. Wait for student to say yes or no.
6. Reinforce the student appropriately for their response.

Phase III

1. Sit in a chair at the table facing the student.
2. Make sure you have the student's attention.
3. Ask a factual question, relating to objects, animals, functions, or classification. For example:
 - a. "Does a bird say moo?"—"No."
 - b. "Does the fish live in water?"—"Yes."
 - c. "Is an apple an animal?"—"No."
4. Prompt if necessary.
5. Wait for student to say yes or no.
6. Reinforce the student.

Prerequisites

Lesson 42: *Yes/No Answers* is an intermediate activity. The prerequisites include:

Phase I

- ★ **Lesson 41:** *Requesting Desired Object*

Phase II

- ★ **Lesson 27:** *Expressive Single Noun Labeling*

Phase III

- ★ **Lesson 108:** *Receptive Features*
- ★ **Lesson 109:** *Receptive Functions*
- ★ **Lesson 110:** *Receptive Classification*

Standards

Head Start

- ★ P-LC 2

Common Core

- ★ N/A

ABLLS-R

- ★ F10

VB MAPP

- ★ M 2-b
- ★ IV 13-a

Record Keeping

Data Sheet

- ★ *Communication-Based Lessons*

Home Communication Sheet

- ★ *Communication Skills*



Teacher Tip

The student should be able to demand/request items or actions. It is common for students to respond yes, but not understand what the answer means. For this lesson to be successful, you should carry out the response. For example: If you ask the student: "Do you want juice?" and they respond no, you should remove the item even though it may be preferred. This helps the student understand the meaning and consequences of the words yes and no.

Lesson Progression

Start with Phase I.

- Introduce 1 desired or aversive object. An aversive object does not mean one that is harmful, but one the student strongly dislikes, e.g., if the student does not like bananas, use this for the target of answering **No**.
 - » If the student is hungry or wants the object and answers **Yes**, give the student the object. If the student dislikes the object and responds **No**, remove the object.
 - » If the student likes an object but responds **No**, it is important to remove the object from the student, so they begin to understand the meaning of no.
 - » After a few distractor trials, reintroduce the preferred object again and immediately prompt the student to say **Yes**, while nodding.
- When the student correctly answers **Yes** or **No** for 1 object, introduce additional desired and aversive objects.

When the student demonstrates they understand the meaning of **Yes** and **No** for desired or aversive objects, introduce Phase II.

- Present a known noun card or manipulative item to the student and ask a **Yes** question. For example: Show them an apple and ask: "Is this an apple?" Prompt the student to say **Yes** if necessary on the first trials.
- When the student is consistently answering **Yes** to 1 noun card or manipulative, present another noun and ask a **Yes** question.
- When the student can answer **Yes** to 6 to 8 different nouns, go back to one of the 1st nouns you asked and present it as a **No** question. For example: Show them the apple and ask: "Is this a banana?"
- You may need to prompt **No** on the first few trials.
- Introduce 6 to 8 different nouns with **No** questions.
- When the student can consistently answer **No** questions, rotate **Yes** and **No** questions.
- Work toward the student being able to answer **Yes** or **No** question about the names of all known nouns cards or manipulatives.

When the student can consistently answer **Yes** and **No** questions about the names of multiple nouns, and the student understands features, functions, or classifications, you can introduce Phase III.

- Ask more complex **Yes** and **No** questions such as: "Does a bird say moo?"
- Follow a similar progression to Phase II, starting with all **Yes** questions, and then all **No** questions. Then, rotate **Yes** and **No**.

Generalization

As the student becomes more successful at answering **Yes** and **No** questions:

- Expand the variety of questions you use to include other mastered content. For example:
 - » "Is he happy?"
 - » "Is she jumping?"
 - » "Is the ball inside the box?"
- Have the student answer **Yes** and **No** questions throughout the day and in the course of normal activities. This can be in the context of asking the student if they want a certain toy or item. For example: "Do you want to play with the blocks?" or "Do you want to have a snack?" Or, it could be in reference to an object's proper label. For example: "Is this a ball?"
- Provide a wide range of opportunities throughout the day to practice answering **Yes** and **No** questions with different adults and in multiple settings.
- Communicate progress, commands used, and successful prompts to parents and home staff using the *Communication Skills Home Communication Sheet*, so parents can take advantage of opportunities to ask **Yes** and **No** questions at home or in other environments outside of school.

Whole-Child Lesson Ideas

Guess Who?

Create a deck of five cards belonging to the same category. They can be of familiar people, animals, modes of transportation, etc. Ask the student to draw a card. You will ask a series of questions that can be answered by yes or no. Try to guess the card in the student's hand. If you can guess the answer correctly in three turns or less, then you win the card. Otherwise, the student wins. This game can also be played with physical items. Instead of taking one item from an array of five items, have the student silently choose one item and instruct them not to tell you which item they selected. You can then ask a series of questions to eliminate the other objects to find the correct item.

Prompting

1. You can prompt **Yes** and **No** answers using gestures, nodding for yes and shaking your head for no.
2. Say just the beginning sound of yes or no to prompt the student's response.
3. Say the full word **Yes** or **No** to prompt the student to imitate you.

Next Steps

Lessons 40-43 all involve the student responding and communicating needs/ desires to the instructor. These lessons can be introduced in whichever order seems to work for the student or possibly simultaneous to this lesson:

★ **Lesson 40:** *Requesting Desired Object*

★ **Lesson 41:** *Requesting Help*

★ **Lesson 43:** *Making Choices*

Once the student is proficient with **Lessons 40-43**, you can begin work on:

★ **Lesson 44:** *Social Responses*



Communication-Based Lessons DATA SHEET



LESSON NUMBER

LESSON TITLE

STUDENT'S NAME

DATE

Instructions or Stimulus Provided: _____

Desired Response: _____

Target Words or Utterances to Practice: _____

Typical Setting for Communication: _____

Each time you practice this communication activity, record notes on success of communication, behavior, pronunciation, prompting, or any other information which will be useful to other instructors practicing this communication activity with the student.

Date:	Time:	Setting:	Instructor:

Date:	Time:	Setting:	Instructor:

Date:	Time:	Setting:	Instructor: