



{inclusion outreach}

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Teaching and Using Yes/No Questions

1. Attempt to keep the dialogue just prior to the question brief, so that the question stands out. Ensure you have the student's attention and alert them that you are asking a question, e.g., by saying their name or establishing eye contact, and saying, "I have a question..."
2. Try to keep the number of Yes/No questions to a minimum. Yes/No questions put the student in a responder role, in which they are not learning to initiate communication.
3. Allow plenty of time for a response. Try silently counting to ten before asking again or moving on.
4. Provide the student with additional contextual information or tangible referents, to aid understanding of your question (e.g., hold up a ball when asking, "Do you want this ball?")
5. Aim for questions that have personal impact for the student. Try requesting information (e.g., "Do you want to read a book?", "Are you thirsty?"). Avoid test questions (e.g., "Is it sunny today?" when you both know the answer) and rhetorical questions (e.g., "Are you ready for lunch?" when it's already lunchtime).
6. Respect and respond appropriately to the student's response. Avoid second-guessing their response. Do not ask questions for which you are not prepared or willing to accept the response.
7. When the student has given their response, tell them what you think they have said, and immediately respond appropriately (e.g., "You're nodding your head. I think you're saying, 'Yes, I do want to go to gym.' Okay, let's go to gym.")
8. Soon after the student has learned to indicate "Yes/No", also support them to learn to indicate "Maybe" and "Something Different".