

LANGUAGE SKILLS

Asking a Question the Right Way

One skill, one day, five people. Everybody works the same skill in a different way.

EVERY ADULT USES THESE EXACT WORDS

“Same words every time.”

MORNING TEACHER **Teach it**

Runs the lesson: what it means, how it looks, practise together.
Introduces the phrases and puts the wall chart up.
Says the phrases every time the skill comes up before lunch.

AFTERNOON TEACHER **Use it somewhere else**

Does not reteach it — uses it in a different activity or setting.
Same phrases, no new wording, no extra explaining.
Notes where it fell apart outside the morning routine.

SOCIAL WORKER **Why it matters, and the hard version**

Works one to one on the feeling behind the skill.
Role-plays the version that goes wrong, while calm.
Handles any student for whom this skill is loaded.

ONE-TO-ONE PARA **Prompt in the moment, then fade**

Gives the phrase in the moment it is needed, not afterwards.
Drops from full prompt, to a gesture, to nothing, over the week.
Records what happened on the tracker — he sees the most.

PRINCIPAL **Notice it out loud, and check the system**

Names the skill when he sees it, in the hallway, by name.
Asks staff which skill is running this week and expects one answer.
Checks every adult is using the identical wording.

EVERYONE IS WATCHING FOR THE SAME THING

Uses the skill without a reminder

If only one person runs this, it will not stick.

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LANGUAGE SKILLS

Answering in a Full Sentence

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"I went to —."

"We played — on —."

"I saw —."

"My favourite part was —."

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Staying on Topic

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LANGUAGE SKILLS

Tone of Voice

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Following Directions

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“Can you say the last part again?” “Was it the blue one or the red one?”

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Telling About Something That Happened

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