

Do all receiving adult workers know how to pose questions for your student?

(School staff can create a one-page reference sheet for new adult workers, which outlines how the student can make choices. The lists multiple examples.)

Options For Making Choices

You can ask the individual questions and give him/her opportunities to make choices in the following ways...

1. You might stop an enjoyable activity and ask if the individual wants **“more”** of the activity. *(e.g., “Do you want “more” sandwich?)*
2. You might hold up **an object** for a routine activity and ask if the individual wants to do this activity. Respond to the person’s non-verbal signals as indicated in the personal dictionary for that person. *(e.g., “I see you looking at the jacket, I think you want to go outside for a walk.”)*
3. You might offer a choice between **two pictures or objects**, which are held up in front of the individual. The individual will look at the one s/he wants. *(e.g., Which game do you want to play?)*



This individual is being offered a choice between two objects (i.e., musical instruments) during a social music activity. The person offering her a choice knows that she can use her reach or gaze to make this choice.

4. You might present 2 to 4 pictures from the communication book for the **E-Tran**, which sits on the individual’s wheelchair tray. Ask a question and s/he will look at the picture that represents his/her choice. *(e.g., what do you want to have next for lunch?)*

5. You might use **auditory scanning** to offer the individual a choice. Indicate that you are going to offer the individual 2-4 choices and that s/he is to indicate which one that s/he wants. (e.g., *by smiling*) First go through the list so the individual knows what to expect. Then ask the individual to smile for the one s/he wants and go through the list again, pausing for his/her to respond in between each option. (e.g., *I'm going to offer you 3 choices for the music to play with me. Listen first. Britney Spears.....Nature Sounds.....Shania Twain. Now, listen again and smile for the one you want. Britney Spears.....Nature Sounds.....Shania Twain*)

6. You might ask the individual a **yes/no question** for activities that are familiar to him/her. (e.g., *The individual might smile for "yes" and purse his/her lips for "no".*) Remember to pause and give the individual time to respond. (*Do you want to wear your red slicker today? Yes, or no?*)

This individual uses objects (i.e., food in this situation), pictures, and voice output to make her choices during lunch time. Those around her know that she uses her gaze and reach to make her choices.



If the individual does not make a choice in any of the above formats, then you have two options:

- make a choice yourself and then respond to his/her reaction. If it is negative then encourage the individual to make a choice for him/herself the next time.
- try to see if there is a different choice that is outside of those previously offered (e.g., through "auditory scanning" or "yes/no" questioning, etc.)