

## What Happened



How often have you looked over at a crying, laughing, or juice-soaked child and asked, "What happened?" The ability to provide simple responses to this question help to explain playground disagreements or accidents at home, as well as to prevent future frustration, tantrums, or verbal outbursts.

### Directions

1. Photocopy each picture before presenting it to the child.
2. Have the child look at the picture. Read the question "What happened?" Allow the child time to think about and formulate a response. If the child responds correctly, have the child color in the part of the picture that is significant to the answer. For example, if a picture shows a girl writing on a boy's cast on his arm, have the child color the boy's cast. This coloring may serve as a reinforcer. If the child does not respond correctly, model the correct response and repeat the question. Color the part of the picture that is significant to the response. In this case, the coloring may serve as a prompt.

### Example

Stimulus (page 23) →



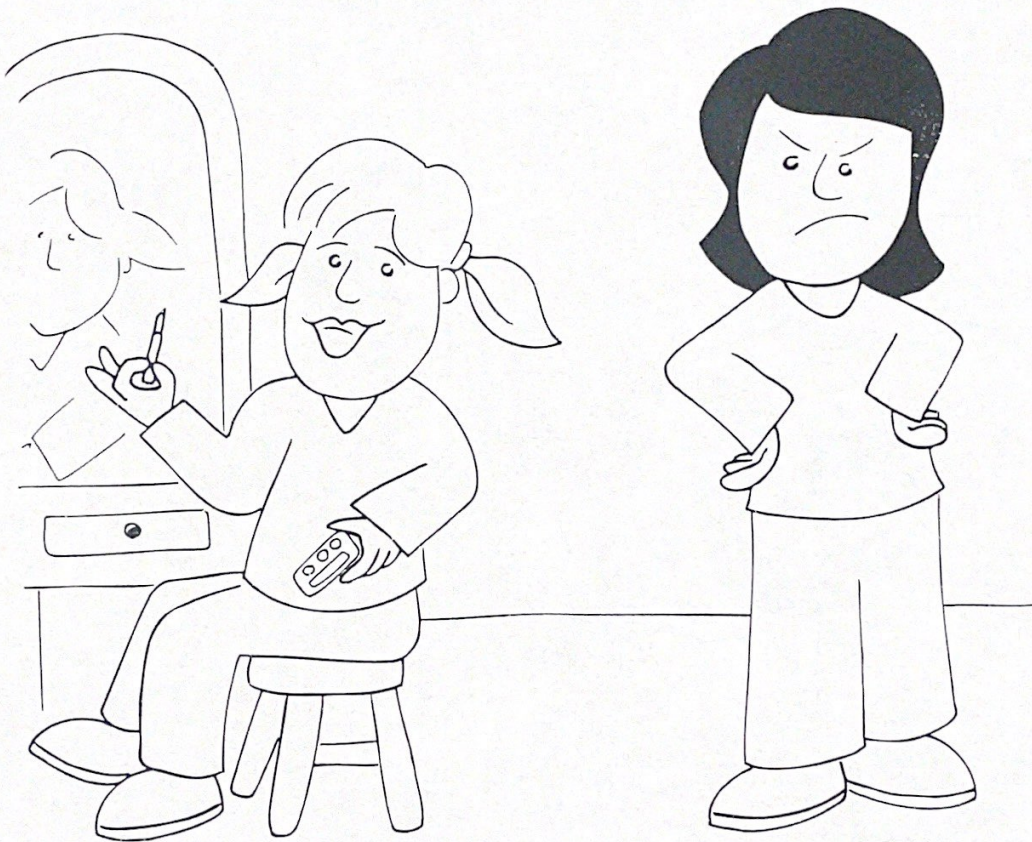
### Appropriate Responses

Beginner	Intermediate	Advanced
↓	↓	↓
Single-Word Response	Multiple-Word Response	Complex Utterance
"Tooth."	"Lost a tooth."	"The girl lost a tooth and got money from the tooth fairy."

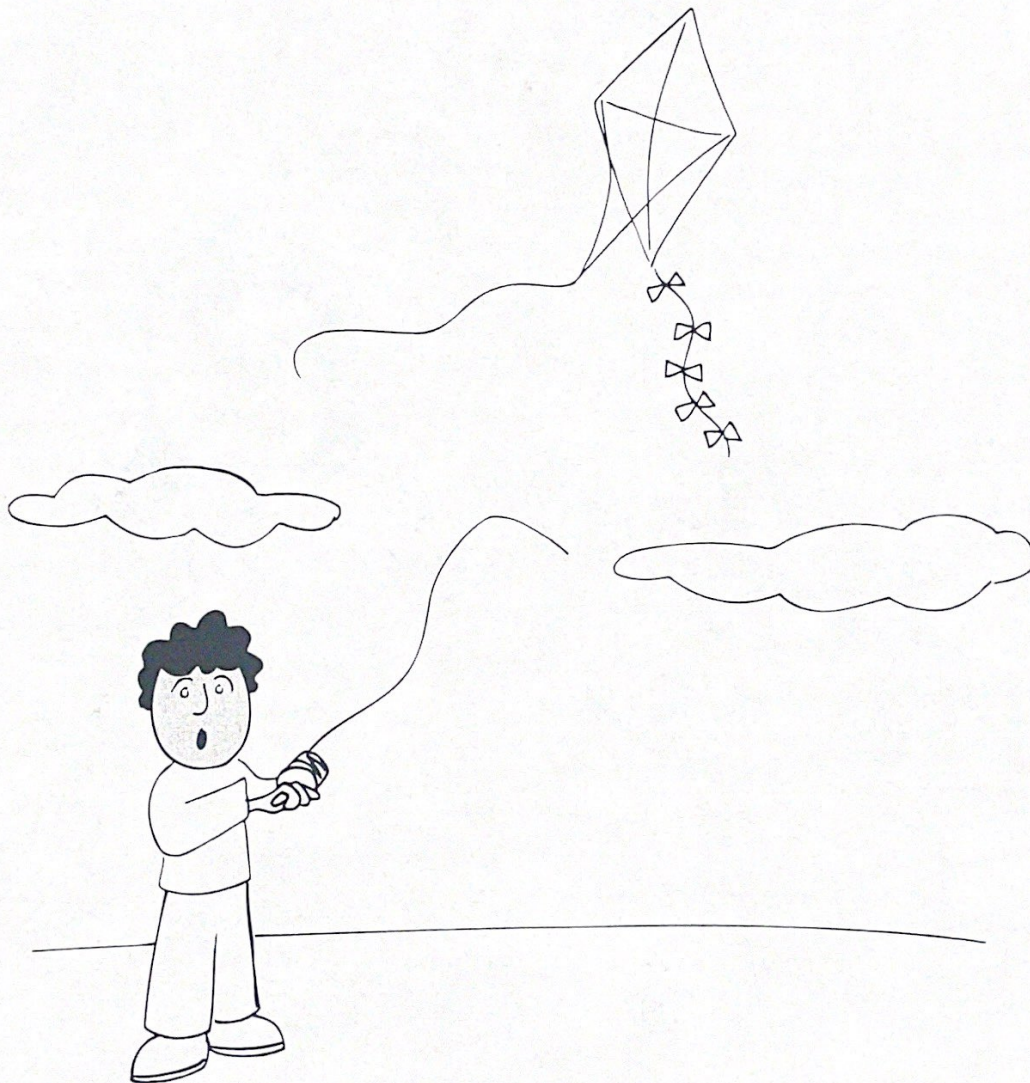
### Other Suggestions

- Act out simple cause/effect situations. For example, "accidentally" step in a puddle or write on your hand. Have the child explain what happened.
- Have the child "tattle" or tell on you to his or her parent or sibling for behaving silly, "breaking" something, etc., during your session.

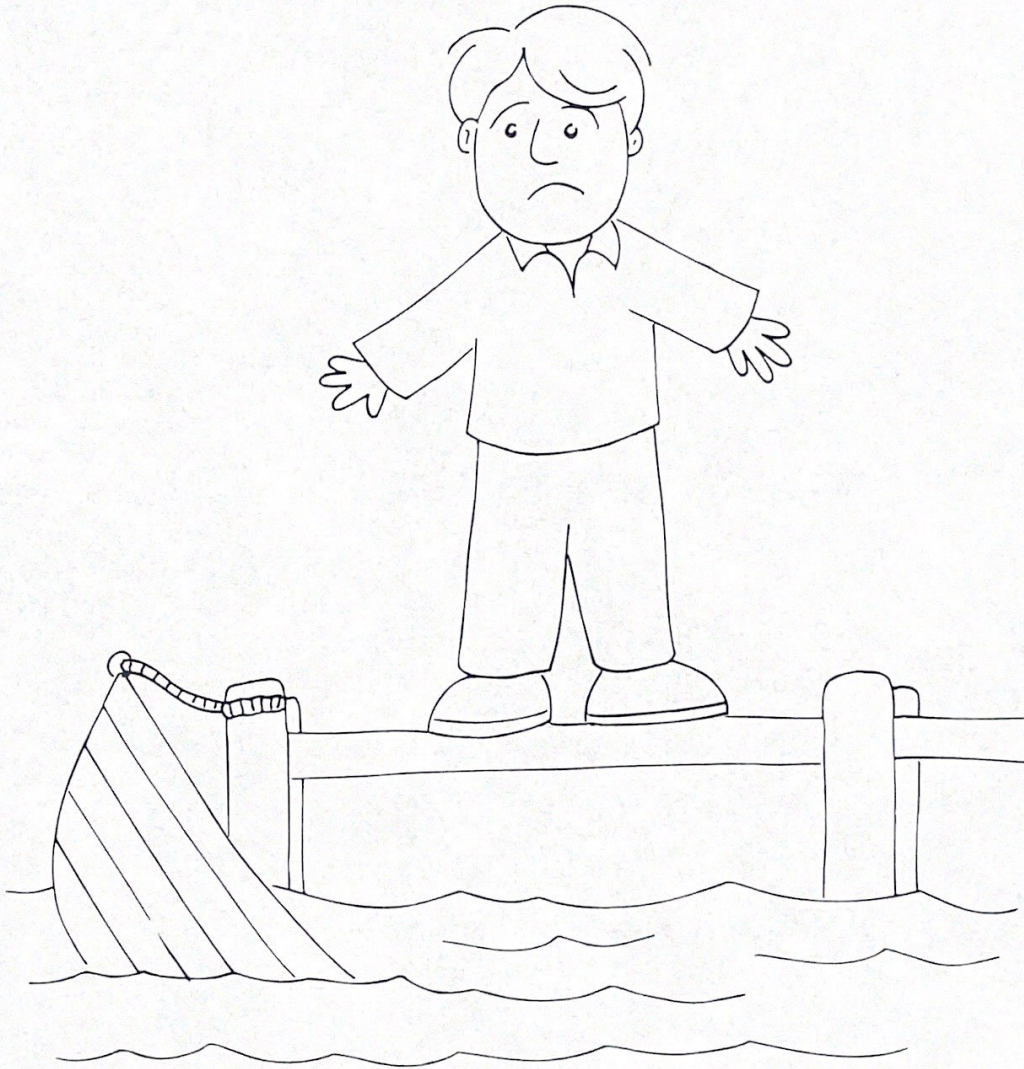
What happened?



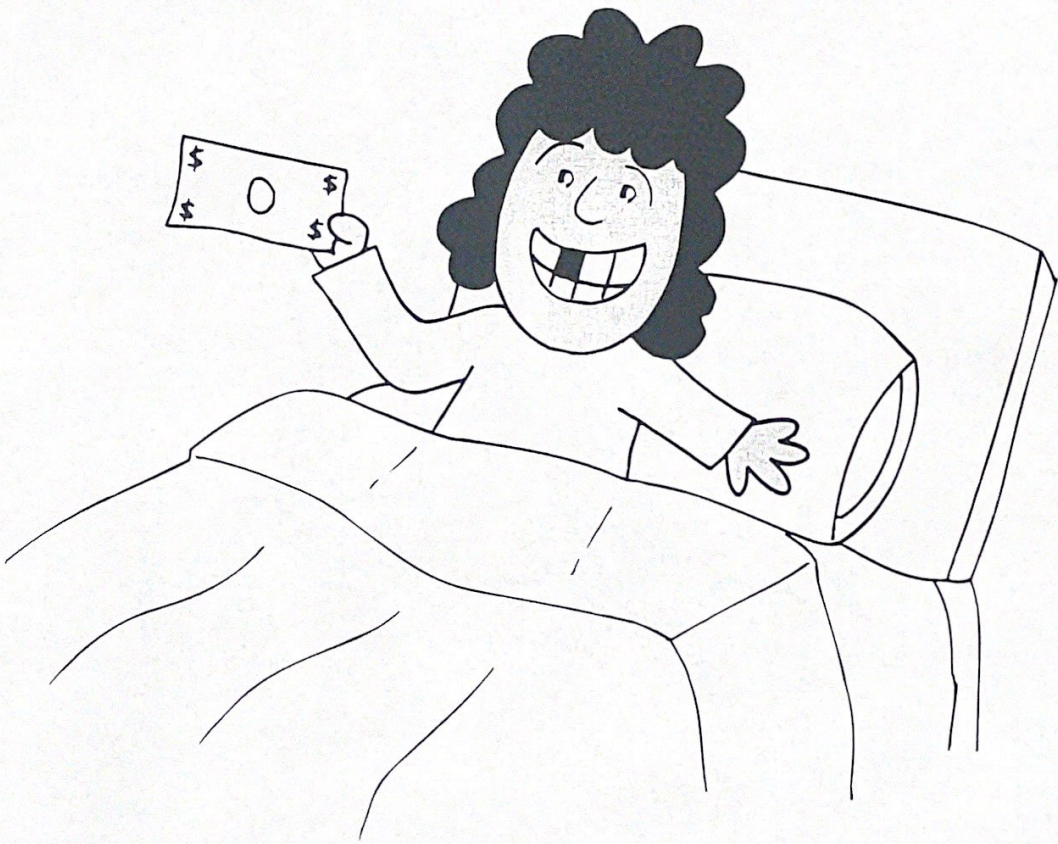
What happened?



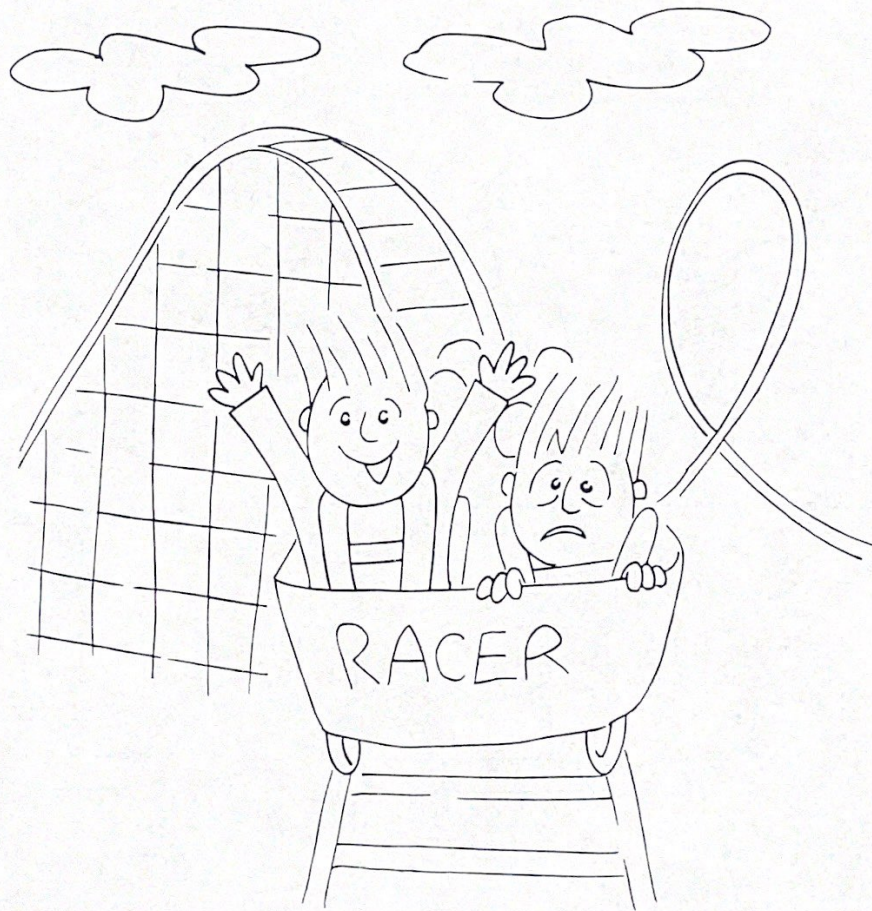
What happened?



What happened?



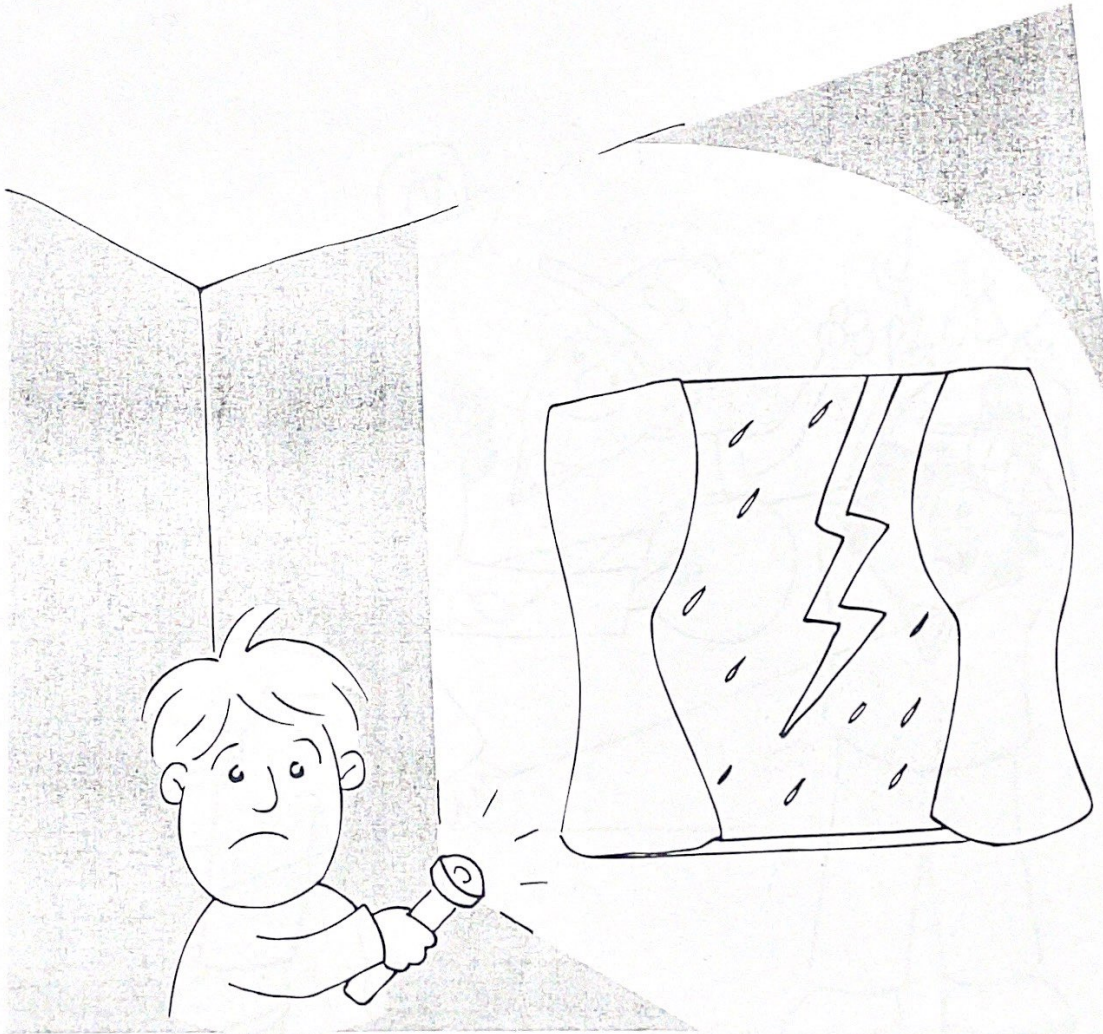
What happened?



What happened?



What happened?





# What Do You Do When



This section allows the child a novel way to answer questions logically. In responding to these questions, the child may draw from personal experiences or the experiences of others.

## Directions

1. Photocopy each picture and fold up the bottom of each page to cover up the pictured response.
2. Have the child look at a picture. Read the question "What do you do when . . . ?" Allow the child time to think about and formulate a response.
3. If the child gives an appropriate response, unfold the page to show the pictured response of the child's correct answer.
4. If the child has difficulty formulating a complete or specific response, unfold the page to provide a visual prompt while you provide a verbal model and repeat the question. The picture at the bottom of the page serves as a visual prompt by depicting the correct response.

## Example

Stimulus (page 56) →

What do you do when you finish a lollipop?



## Appropriate Responses

Beginner	Intermediate	Advanced
↓	↓	↓
Single-Word Response	Multiple-Word Response	Complex Utterance
"Stick."	"Throw away stick."	"When you finish a lollipop, you throw away the stick."

## Other Suggestions

- Act out similar situations. Drop your crayon or listen to the phone ring. Pretend not to know what to do. Ask the child, "What do I do when . . . ?"
- Reverse the form of your questions. For example, ask the child, "When do I give a present?" or "When do you put sunglasses on?"

What do you do when you get a mosquito bite?

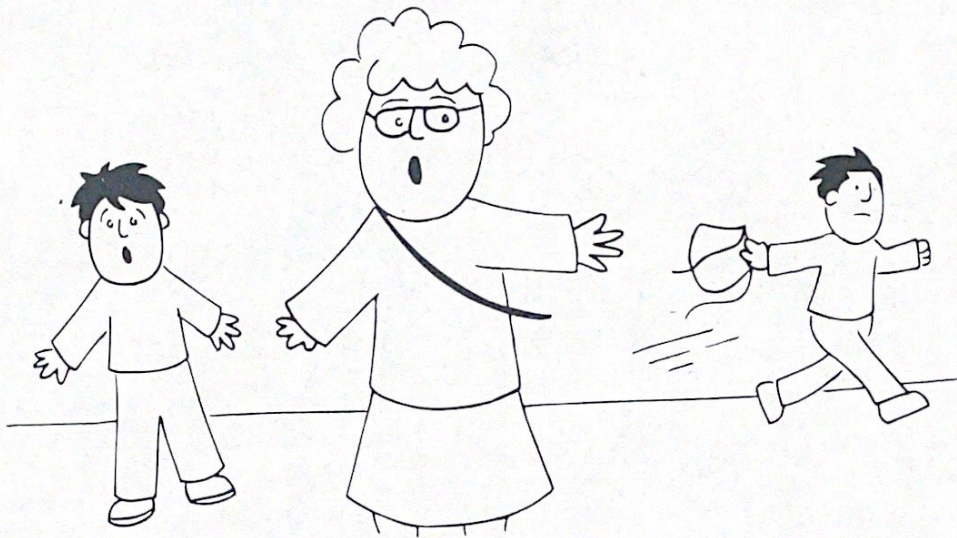


Fold up  
to line

Fold up  
to line



What do you do when you see someone stealing something?

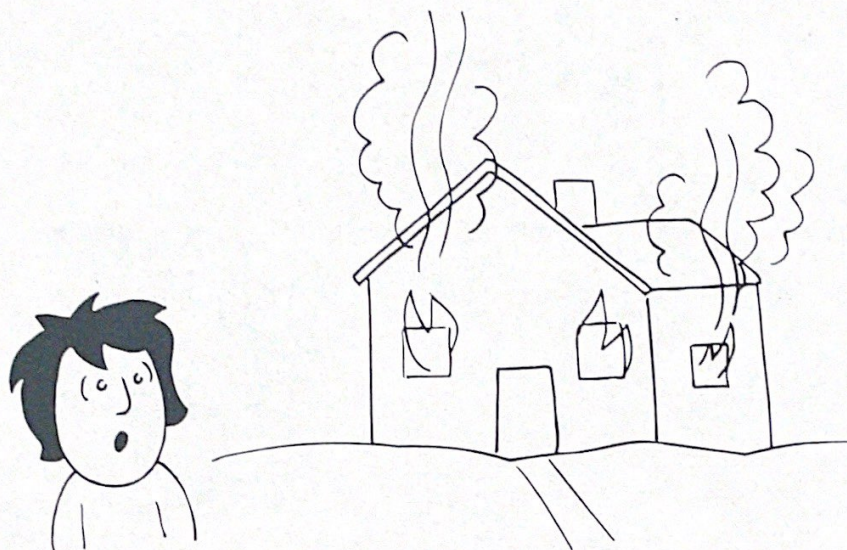


Fold up  
to line

Fold up  
to line

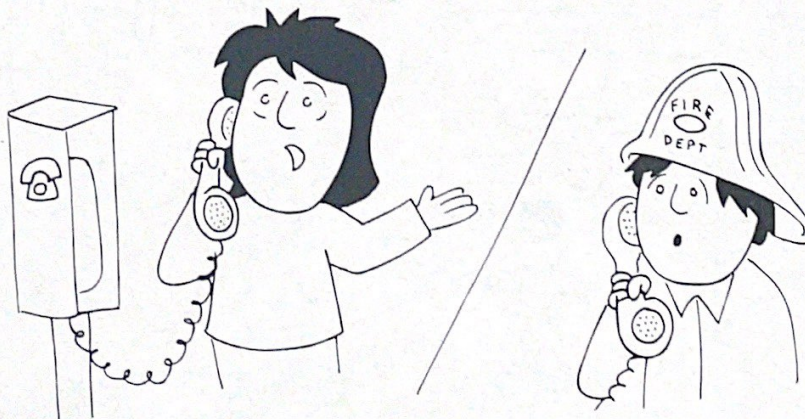


What do you do when you see smoke coming from a house?



Fold up  
to line

Fold up  
to line



What do you do when you have a toothache?

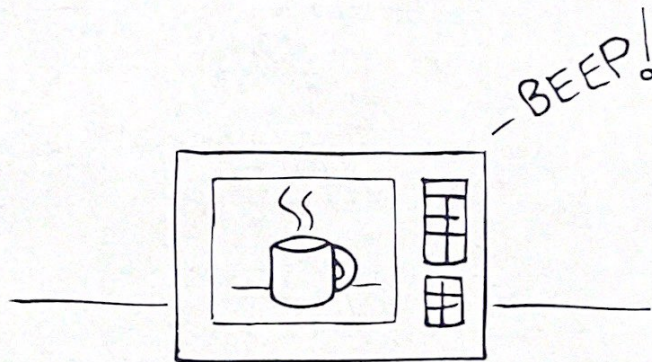


Fold up  
to line

Fold up  
to line



What do you do when the microwave beeps?



Fold up  
to line

Fold up  
to line

