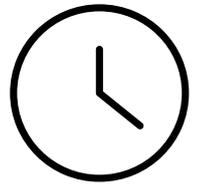


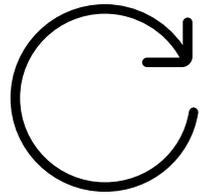
# Scaffolding Higher Level Questions

Always give the young person enough processing time [at least 8 seconds].



## Repetition:

- o Repeat part of or the entire story / text
- o Repeat the question
- o Emphasise key words, '**Where** is he going?'
- o Ask questions in a different or simpler way



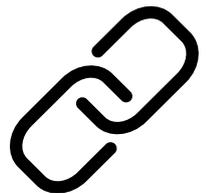
## Encourage visualisation:

- o **Model using the pictures** to find the answer- point to relevant features, such as character's facial expressions.
- o **Act out** the scenario or question- use figurines if available or roleplay.
- o **Draw out** the question e.g. 'Why shouldn't John stand up when the movie is on?' – draw John standing up in the cinema and discuss - encourage students to make their own drawings.



## Make links:

- o Talk about the young person's **own experiences** e.g. 'How did you feel when...?' Then repeat the original question; 'How does the boy feel?'



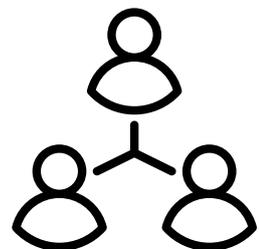
## Provide prompts:

- o Give a **sentence starter** e.g. 'My opinion is...'
- o Prompt the child to **expand** or explain more e.g. 'Tell me more about that', 'What else', 'You have a good idea- say that in a full sentence'
- o **Give choices** e.g. 'Will they go home or go to school?'



## Work as a team:

- o Ask another young person and then ask the original child again
- o Give an **example answer** and then ask the original young person again.
- o Offer a '**Phone a friend**' option and encourage the young person to ask the friend the question to obtain the relevant answer / information.



## Identifying the most important points:

- o You said lots there, I wonder if you could tell me the **most important part?**
- o Can you tell me the answer in **one sentence?**
- o **Highlight** where in the story / text you can find the answer.

