

REPETITIVE QUESTIONS- SHEET 1

WHY REPEAT?

- HE REALLY LIKES THE QUESTION; SENSORY SATISFACTION- HE LIKES THE WAY THE WORDS SOUND OR HE GETS A BUZZ.

IDEA- MAKE AN AUDIO TAPE

- HE DOESNT TRUST THE ANSWER; THE ANSWER MAY NOT BE EXACTLY WHAT HE IS EXPECTING OR WHAT HE BELIEVES TO BE TRUE.

SOMETIMES WHEN WE ARE ASKED A QUESTION OVER AND OVER AGAIN WE CHANGE THE ANSWER AUTOMATICALLY.

IDEA- USE THE SAME WORDING, TONE AND INFLECTIONS

- MAY HAVE EXTREME ANXIETY; THE ANSWER MAY BE IRRELEVANT AND MAY RELATE TO ROUTINE. THEY MAY ASK QUESTIONS WHEN THEY ALREADY KNOW THE ANSWER IN ORDER TO CREATE STABILITY.

IDEA- TRY AND ASCERTAIN WHY YOUR CHILD FEELS THE NEED TO SEEK STABILITY, MAY BE ANXIOUS ABOUT SOMETHING UNRELATED.

WHY REPETITIVE QUESTIONS?- SHEET 2

- **ASKING THE SAME QUESTION AND GETTING THE SAME RESPONSE ALLOW A CHILD TO TAKE CHARGE IN A CONFUSING WORLD**
- **THE QUESTION IS THE MOST COMMON TECHNIQUE FOR DISCUSSION THAT AN AUTISTIC CHILD WOULD COME ACROSS; IT MAY BE THE FIRS SKILL AT AN AUTISTIC CHILDS DISPOSAL**
- **AN ATTEMPT TO GRAB ATTENTION IE; CONTENT OF QUESTION IS IRRELEVANT.**
- **LOOKING FOR REASSURANCE, ESPECIALLY WHEN FACING A CHANGE IN ROUTINE.**
- **MAY WANT TO INTERACT WITH SOMEONE BUT ARE NERVOUS ABOUT PROCESSING A FULL**

CONVERSATION. QUESTIONS PUT THE LISTENER IN A PREDICTABLE RESPONSE MODE. IE; SHARING IN A SAFE WAY.

- USED BECAUSE OF GENERAL LACK OF UNDERSTANDING. INSTEAD OF SAYING “I AM CONFUSED, SAY THAT AGAIN” THE CHILD USES THE SAME QUESTION.

HOW TO HELP

- ASK THEM WHAT IT IS ABOUT THE QUESTION THEY LIKE
- USE SOCIAL STORIES AS THEY MAY NOT UNDERSTAND WHAT A QUESTION IS. YOU MAY NEED TO EXPLAIN WHY WE ASK QUESTIONS AND DEMONSTRATE THEM TO HELP YOUR CHILD LEARN THEIR FUNCTION.
- HELP THE CHILD TO RECOGNISE A QUESTION-
 - HAND THEM A PICTURE OF A QUESTION MARK WHEN YOU ASK A QUESTION

➤ HEAD UP A QUESTION WITH
“QUESTION.....”

- USE CONCRETE TOOLS EG VISUAL TIMELINES TO REINFORCE VERBAL IDEAS
- LIMIT THE NUMBER OF REPETITIVE QUESTIONS BY MAKING A TICK CHART TO SHOW HOW MANY TIMES THEY HAVE ASKED THE SAME QUESTION.
- SET A SPECIAL TIME ASIDE FOR “QUESTION TIME”
- IF YOU FEEL THE QUESTION IS REALLY A COMMENT EG “WHATS MY FAVOURITE SKYLANDER?” POINT OUT THIS ISNT A QUESTION AND REPHRASE- “AH, YOU WOULD LIKE TO TELL ME ABOUT SKYLANDER”
- WRITE OUT OR DRAW THE ANSWER ON A STICKY NOTE, INDEX CARD. EACH TIME A CHILD ASKS THE QUESTION REFER HIM TO THE ANSWER “CHECK YOUR STICKY NOTE”
- SET A LIMIT FOR THE NUMBER OF TIMES THEY CAN ASK THE QUESTION, AND THEN REFER THEM TO THE WRITTEN.
- ASK HIM WHAT HE THINKS- “ WHAT DO YOU THINK THE ANSWER IS?”

