

ASK AND YOU WILL RECEIVE: KNOWING WHEN AND HOW TO ASK QUESTIONS

With slight modifications, each of these lessons may be used as a single activity. They are “bundled” because of their inter-relatedness. In addition, the Student Thinking Papers and PSC Resources may be used to supplement other lessons teaching the same MCGP Concept.

NOTE to PSC: *Our professional literature devotes space and time to the questioning skills and processes for teachers to use when asking students questions. Students are taught SQ3R or a similar process to prepare for reading content; however, not so much is available about **teaching students how to ask questions** of adults when they do not understand concepts/content/assignments. You are encouraged to review the literature that is available re: teaching children to know when they need help and then to teach them how to ask questions.*

Purpose: The three (3) lessons in this series are designed to help students learn: the “OKness” of asking questions, the necessity of asking questions, when to ask questions and how to ask questions so that they get the answers they need. Your knowledge of your learners will determine whether the lessons need to be shortened or expanded (e.g., first graders will [most likely] need extra practice formulating/asking questions and evaluating now/late-me/everyone questions).

Time: Three 60 minute lessons (shorten for youngest students) **Group Size:** whole class **Grade Level:** 1-3 (modify lessons for youngest students. Any one or all of the lessons may be modified for 4th -6th graders.)

Lesson One: Ask for Help and You Will Receive It! *The focus of this lesson is the need and “OKness” of asking questions when clarification or help with understanding a concept is needed*

Materials: Giant-sized paper question mark (to be used in all lessons)

Lesson Two: To Ask or Not To Ask? *In addition to teaching students when to ask questions, this lesson helps students acknowledge the difficulty of asking questions in front of other students and how to support each other develop courage to ask topic-relevant, clarifying questions.*

Materials: Giant Question Mark used during Lesson 1 (

Lesson Three: How You Ask Makes a Difference: helps students learn how to ask appropriate questions.

Materials: Giant Question Mark used during Lessons 1 & 2 (**prior to Lesson 3, write essential questions on the giant question mark**); Three puppets: teacher puppet & 2 student puppets; paper and pencil

Missouri Comprehensive Guidance Program (MCGP) Strand/Big Idea/Concept:

Strand: Academic Development (AD)

Big Idea: AD 4 Applying Skills Needed for Educational Achievement

Concept: AD.4.B. Self-management for educational achievement

American School Counselor Association (ASCA) Domain/Standard:

Domain: Academic Development

AD Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

Link to Sample MCGP Units/Lessons (Note: this listing does not include all possible related Units/Lessons—they are merely examples of how the activity fits with the MCGP Guidance eLearning Units/Lessons)

Note: This series of three (3) lessons re: questioning may be modified to enhance any MCGP elementary unit within Academic Development Strand--Big Idea 4. [AD.4]. The unit listed below is most directly related.

1st-grade AD.4.B UNIT: Study and Work for Success



Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems
	Goal 4: make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
Communication Arts	This series of three lessons supports the development of the universal skill of asking appropriate questions during classroom lessons in all content areas.
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting	X	Self-Advocacy

Assessment: acceptable evidence of what learners will know/be able to do as a result of this lesson:

See Individual Lessons

Lesson Preparation/Motivation

<p><i>Essential Questions:</i> What is a question? How can asking questions help students be successful in school? What can someone who is afraid to ask questions do?</p> <p><i>Engagement (Hook):</i> See Individual Lessons</p>
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Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>LESSON 1: ASK FOR HELP AND YOU WILL RECEIVE IT!</p> <p>Materials: Giant-sized paper question mark</p> <p><i>Throughout these 3 lessons, systematically observe students as they respond to the activities; make a mental note of those who passively participate, i.e., those who appear attentive yet do not volunteer and/or use the “pass” option repeatedly.</i></p> <p><i>Hook:</i> Come into class waving a giant question mark; invite students to tell what you are carrying. Why it is important to learning? Has anyone ever been called a “walking question mark”? What does that mean?</p> <p>1. Following “Hook”, tell students to signal they want to answer a question by folding hands on desk and putting their thumbs up.</p> <p>Ask students why they ask their parents questions. Ask why they might ask questions in school.</p>	<p>LESSON 1: ASK FOR HELP AND YOU WILL RECEIVE IT!</p> <p>Students: During these lesson, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p> <p><i>Hook:</i> Observe school counselor with curiosity; respond to prompts.</p> <p>1. Signal readiness to answer one of the questions with a thumbs-up.</p> <p>Think about: What good are questions?</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>Explain that asking questions is a good way to find out about things and gain knowledge, so it is important to know when to ask questions, how to ask questions and who to ask in specific situations.</p> <ol style="list-style-type: none"> 2. Ask students to tell about situations in which they needed help from someone else (encourage responses from students who did not respond to earlier questions). List responses on the board. 3. Ask students what they do when they need help. <ul style="list-style-type: none"> • Is it easy or difficult to ask for help in the classroom? Why or why not? • Whom do they ask when they need help? 4. Provide an example of a situation in which you may have been afraid/hesitant to ask a question & the consequences of NOT asking the question and/or the consequences of being brave and asking the question. Invite volunteers to tell about a similar situation in their lives. 5. Acknowledge that asking questions in class takes courage—we may be afraid others will laugh or roll their eyes or we may not know HOW to ask our question. Explain that the way a person asks for help makes a difference in whether people want to help that person. 6. Tell students that volunteers will role-play two ways of asking for help: they will ask one question that is clear and invites the other person to help and one question that is not clear or is a turn-off. Students will choose in which order they ask questions. The rest of the class indicates inviting questions with a “thumbs-up” and turn-off questions with “thumbs-down”. Demonstrate the process before asking for volunteers. The following are possible scenarios: <ul style="list-style-type: none"> • You need help with a homework assignment. • You do not know why you missed a question on your social studies quiz. • You are a new member of a gymnastics team and you don’t know where to put the equipment. • You ask another student to play with you at recess. • You do not know the meaning of a word your teacher uses. • You are confused about how to do the math problems. • You forget where to begin adding 3 digit numbers. <p>Thank and compliment the students who were brave enough to volunteer. Acknowledge that the</p> 	<ol style="list-style-type: none"> 2. Tell class about situations in which help was needed. Respond so that all class members are able to hear; make eye contact with classmates as well as school counselor. 3. If you have not answered a question volunteer to provide a response. 4. Volunteer to tell class about a time when you did not ask a question—but wish you had. 5. Think about thoughts and feelings when thinking about or asking a question. 6. Volunteer to role play. Role players speak loudly enough for all class members to hear. <p>Observers, assess the appropriateness of each question based on the clarity of the question and the tone of the question-asker. Indicate “vote” with a thumbs-up or a thumbs-down.</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>attentiveness of other class members contributed to the effectiveness of the role-players.</p> <p>Discuss scenarios as appropriate, inviting comments and/or questions.</p> <p>ASSESSMENT: Content: Process role-play scenarios (Step 6) by asking students to:</p> <ul style="list-style-type: none"> • Ask questions about any aspect they do not understand or want to know more. • Discuss general observations about the questions the role-players asked. • Identify key points learned during this lesson. Make a list on the board. • Fill in the gaps as necessary; emphasize most important points. <p>ASSESSMENT: Personalization of Content: Place students in pairs; ask them to think of a time they wanted/needed help and, in pairs, tell their partners what they did (asked for help/did not ask for help) and what happened as a result.</p> <p>Tell students to re-play the situation using ideas from this lesson: What would they do if they were in the same situation right now? How would they use what they learned in this lesson to help them courageously ask questions?</p> <p>Invite volunteers to tell the rest of the class about their experience and the outcome of asking or not asking for help.</p> <p>CLOSURE: Review key points of lesson. Invite volunteers to tell the rest of the class an idea they will take-away from this lesson; write their take-away ideas on the giant question mark.</p> <p>Ask all students to keep track (in their minds or in their notebooks) of situations in which they want/need to ask for help but are hesitant to do so.</p> <p>Tell students that during the next lesson, they discuss their situations and learn about how to ask questions that are related to the topic. In the meantime, think about these questions:</p> <ul style="list-style-type: none"> • What is a question? • How can asking questions help students be successful in school? • What can someone who is afraid to ask questions do? 	<p>Contribute as appropriate to the class conversation about the scenarios.</p> <p>ASSESSMENT: Content: Contribute to processing of scenarios by responding to school counselors' prompts. Ask questions!</p> <p>ASSESSMENT: Personalization of Content: In pairs, tell partners about a time wanted or needed help and had to decide to ask or not to ask for help, what they decided to do and the outcome of their decision to ask or not to ask for help.</p> <p>Replay the situation, using ideas from this lesson to help you be courageous.</p> <p>Volunteer to tell the rest of the class about situation and how courageously asking question(s) changed outcome.</p> <p>CLOSURE: Volunteer to tell the rest of the class one take-away idea from this session.</p> <p>Commit to keeping track of times you are hesitant to ask for help.</p> <p>Between now and the next lesson, think about answers to the questions school counselor asks.</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>									
<p>LESSON 2: TO ASK OR NOT TO ASK? Materials: Take giant question mark to class.</p> <p><i>Throughout this lesson, systematically observe students as they respond (or do not respond) to prompts in this lesson; make note of those who have difficulty volunteering/responding to prompts. Provide support/encouragement. Encourage students to support each other as they take the risk to ask a question.</i></p> <p><i>Hook:</i> Walk around class with big question mark. As you walk around give question mark to several students and ask each one to ask a question (tell students to signal readiness to ask a question by folding hands and thumbs-up).</p> <ol style="list-style-type: none"> 1. SHOW-ME...SHOUT-OUT (one-at-a-time...inside shouts): Scholars, tell us, please, one key point from the last lesson (write responses on board). Fill in the gaps and emphasize that when someone asks a question about something he or she does not understand, it is helpful not only to the “questioner” but also, other students—if one person has a question, chances are others do too. 2. Ask students to do a “brain-scan” or refer to their notebooks to identify a situation in which it was difficult for them to ask a question. Invite several to tell about the situation. Use their responses to guide your responses. Make a mental note of the types of situations and what made it difficult to ask a question/get help. 3. Introduce NOW/LATER—ME/EVERYONE process of categorizing questions. Draw a table on the board (See example in Student Involvement column). Define Me/Everyone and Now/Later Questions (invite students to ask topic-relevant questions as question types are discussed—might be an opportunity to practice categorizing questions): <ul style="list-style-type: none"> • Me (only) Questions: Questions that relate to “me” only, e.g., May I have another thinking paper, I accidentally tore mine. • Everyone Questions: Questions about the topic that relate to everyone, e.g., May we use our addition/subtraction fact tables for this assignment? • Now Questions: Questions about the topic that require an immediate answer, e.g., I didn’t hear what to do in Step 3. Will you please repeat it? • Later Questions: Questions that can wait to be 	<p>LESSON 2: TO ASK OR NOT TO ASK?</p> <p>A Student Reminder: Speak loudly and clearly enough for everyone to hear your great ideas. In addition, encourage and support classmates who have difficulty asking questions or commenting in class. If it is easy for you to ask/answer questions, put the brakes on-- invite and encourage someone else to contribute.</p> <p><i>Hook:</i> Thumbs-up to signal readiness to ask a question when school counselor hands you question mark.</p> <ol style="list-style-type: none"> 1. Participate in SHOW-ME...SHOUT-OUT. Listen with intentionality—to intentionally recall as much as possible about Lesson 1. 2. Volunteer to tell classmates about situations in which it was difficult to ask a question and why it was difficult. 3. Respond to school counselor’s prompts and contribute ideas to discussion as appropriate-- practice staying on topic. <p style="text-align: center;">Categorizing Questions</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>Now</th> <th>Later</th> </tr> </thead> <tbody> <tr> <th>Me</th> <td></td> <td></td> </tr> <tr> <th>Every-one</th> <td></td> <td></td> </tr> </tbody> </table>		Now	Later	Me			Every-one		
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<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>answered, e.g., I just remembered, I forgot my lunch. May I call my mother? I can't find my homework assignment. What shall I do?</p> <p>4. Demonstrate categorizing several situations in which inappropriate questions are asked (e.g., while the teacher is discussing an assignment, a student asks if the class can play a game; while the class is talking about the water cycle, a student asks if he or she can take the soccer ball outside at recess). During the discussion emphasize the following points:</p> <ul style="list-style-type: none"> • Even though all questions are important, it is important to learn to determine if a question is a NOW question or a LATER question; a ME ONLY question or a question EVERYONE might have. • Everyone can learn to “check-himself or herself” to decide whether a question is a NOW or LATER question, for example he or she might think about: <ul style="list-style-type: none"> ○ The subject: Does my question relate to the subject (e.g., mathematics)? ○ The topic: Does my question relate to the topic (e.g., working story problems)? ○ Who the question will help: Will my question help the whole class (e.g., “How do we know whether to add or subtract?”) or something that will help just me (e.g., May I work in the Science Center after I do my math?) <p>ASSESSMENT: Content: Half-Whip-Around: (During this assessment, provide scaffolding support and encouragement for students who may be fearful of answering/asking questions that seem to have a right/wrong answer.) Half-Whip-Around: First half: Ask question, the first student categorizes it as a NOW or LATER question; the next student categorizes it as a ME or EVERYONE question; continue until one-half of class has responded. Switch gears for the second half of the whip-around: this group of students asks their own questions; the other students categorize questions as NOW or LATER questions and ME or EVERYONE.</p> <p>As always, remind students about “Pass with Responsibility” option; HOWEVER, in this lesson, provide extra support and assistance to those who may be able to contribute with a little “nudge”—make asking questions an expectation and provide a safe environment for taking the risk. Passing is still “OK” and students must still take responsibility for</p>	<p>4. As school counselor talks, think about his or her examples. Courageously ask topic-related questions and/or volunteer to categorize questions.</p> <p>ASSESSMENT: Content: Follow school counselor’s instruction; participate in Whip-Around by either categorizing or asking questions AND encouraging and supporting others in class as they courageously ask/answer questions.</p>

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<p>saying something like “I pass today”—goal is to hear every student’s voice and for EVERY student to hear his or her voice. Your knowledge of developmental level of each student will tell you how much of a “nudge” to give.</p> <p>ASSESSMENT: Personalization of Content: Draw the <i>Categorizing Questions</i> table (see Student Involvement column in Step 3) on the giant question mark. Invite volunteers to tell about how they will use the ME/EVERYONE and NOW/LATER categories to help them know when to ask or not to ask questions in the classroom. Prompt if any key ideas are omitted.</p> <p>CLOSURE: Encourage each student to continue to be an observer of self and keep track of help-seeking questions (or lack thereof) AND to think about the Essential Questions (answers will be discussed during next lesson):</p> <ul style="list-style-type: none"> • What is a question? • How can asking questions help students be successful in school? • What can someone who is afraid to ask questions do? <p>LESSON 3: HOW YOU ASK MAKES A DIFFERENCE</p> <p>Materials: Before class, write the Essential questions on the giant question mark (<i>What is a question? How can asking questions help students be successful in school? What can someone who is afraid to ask questions do?</i>); Take the giant question mark to class with you.</p> <p><i>Hook:</i> Walk around classroom giving each student an opportunity to read what’s been written on the question mark. Ask volunteers to hypothesize about answer to one of Essential Questions.</p> <ol style="list-style-type: none"> 1. SHOW-ME...SHOUT-OUT (all-at-once...inside shouts): Tell me one key point you remember from the last lesson. SHOW-ME...SHOUT-OUT (one-at-a-time, inside shouts): five scholars please tell us the key point you remember from the last lesson. If scholars do not mention the idea that when one person asks a topic-relevant question about something he or she does not understand, it is helpful to that person as well as other students—if one person has a topic-relevant question, chances are others do too. 2. Ask students to do a “brain-scan” or refer to their 	<p>ASSESSMENT: Personalization of Content: Volunteer to tell how ME/EVERYONE—NOW/LATER categories will be used to help know when to ask questions in class.</p> <p>CLOSURE: Students commit to self-observation and to think about the answers to the Essential Questions.</p> <p>LESSON 3: HOW YOU ASK MAKES A DIFFERENCE</p> <p>A Student Reminder: Speak loudly and clearly enough for everyone to hear your great ideas.</p> <p><i>Hook:</i> Read the ideas from past lessons on the school counselor’s big question mark. Volunteer a hypothesis about answers to the Essential Questions.</p> <ol style="list-style-type: none"> 1. Participate in the SHOW-ME...SHOUT-OUTS. If do not volunteer, think about others’ contributions and other important-to-remember ideas? 2. Volunteer to tell their classmates about situations in

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>notebooks to identify a situation in which it was difficult for them to ask a question. Invite several to tell about the situation.</p> <p>Use students' responses to guide your responses, making mental note of the types of situations and what made it difficult to ask a question/get help.</p> <p>3. Review NOW or LATER questions and ME or EVERYONE questions.</p> <p>4. Talk with class about the importance of listening to directions and how listening can help us ask the best questions.</p> <p>5. Using teacher and student puppets, invite 4 volunteers (who have not volunteered during this lesson) to assume the roles of teacher and student in the following scenario (1 teacher and 1 student for each scenario): <i>Scenario I: Teacher puppet gives directions for an assignment:</i></p> <ul style="list-style-type: none"> • Put your name on the top line. • Number your paper from 1 to 10, skipping every other line. • Write the spelling words in alphabetical order. • When you have written the spelling words in alphabetical order, put your paper in the box and finish illustrating the story you wrote earlier. <p>Student puppet (Sam) asks:</p> <ul style="list-style-type: none"> • Should I put my name at the top? • What should I write? • What do I do when I'm finished?" <p><i>Scenario II: Teacher puppet gives same directions.</i></p> <ul style="list-style-type: none"> • Student puppet (Suzie) had a dental appointment and comes in late • Sits down and doesn't know what to do • She looks around • She is too afraid to ask a question. <p>6. Ask the students the following questions; help them with the answers as needed.</p> <ul style="list-style-type: none"> • What was Sam's problem? • Were Sam's questions: Now or Later, Me or Everyone questions? • Why did he ask so many questions? • What was Suzie's problem? • Why do you think Suzie didn't ask the teacher what to do? • When is it very important to ask questions in school? 	<p>which it was difficult to ask a question and what made it difficult.</p> <p>3. What are the differences between NOW and LATER questions and ME and EVERYONE questions? When is each type of question appropriate?</p> <p>4. Listen to school counselor's comments about listening. Is listening easy or difficult?</p> <p>5. Observe scenarios and respond to school counselor's prompts as appropriate.</p> <p>6. Volunteer to answer each question with a complete sentence, using the conventions of standard oral English and speaking loudly enough for everyone to hear.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>7. (Students need paper and pencil) Tell students that you will give them some problems and they must decide whether they need to ask questions in order to solve the problems. Instruct students to:</p> <ul style="list-style-type: none"> • Write the numerals 1-4 on the first for lines of their papers; • Put a “Y” and “N” next to each numeral. • As each problem is read, circle: • “Y” if more information is needed in order to solve the problem; • “N” if no additional information is needed to solve the problem. <p>Read Scenarios and circle “Y” or “N” for each:</p> <ul style="list-style-type: none"> • Bobby bought a 10-cent piece of gum and a 5-cent piece of taffy. How much money does he have left? • Mayetta had 5 cds. She loaned some to Sally. How many does she have left? • Nick has 4 crayons and Alberto has 2. How many do they have in all? • Each student has 3 pencils. How many do they have in all? <p>8. Discuss responses:</p> <ul style="list-style-type: none"> • Invite 8 volunteers to ask the questions needed to get enough information to solve the problems. • Assign 2 volunteers to each situation: <ul style="list-style-type: none"> ○ First student asks the question in a way that is a “turn-off” (e.g., How do you expect us to solve the problem when YOU didn’t give us all the information?”); ○ Second asks in a way that is respectful and requests the appropriate information (e.g., I need more information. How much money did Bobby have before he bought the gum and taffy?). • Answer respectful and clearly stated questions. • Students solve problems when they have adequate information. <p>9. Invite “questioners” to tell the class about their thoughts and feelings as they asked the questions.</p> <ul style="list-style-type: none"> • Invite other students to reflect on their feeling and thoughts as each role-player asked question(s): • What was their first response to the inappropriate question and the appropriate question (<i>do not use names of the questioners to avoid potential of “type-casting” role-players</i>). 	<p>7. Follow school counselor’s instruction—listen carefully and ask questions if unsure about anything that is not understood.</p> <p>8. Volunteer to role-play asking questions; solve problems when enough information is provided.</p> <p>9. Volunteers who asked questions tell about their thoughts and feelings.</p> <p>Volunteer to tell about own thoughts and feelings when school counselor asks for non-role-playing volunteers.</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<ul style="list-style-type: none"> • Which question would they want to answer (respectfully)? <p>Discuss the importance of asking questions at appropriate times as well in appropriate language, e.g., respectful tone as well as clear and concise words. Invite comments/questions from students.</p> <p>ASSESSMENT: Content: Whip-Around: Each student asks one question during “whip-around”. Tell students to think of one question they might ask to get more information about a lesson topic or the directions for an assignment. Provide an example to jump-start thinking.</p> <p>Explain the whip-around process: each person will ask one question and then the next person will ask one question and so on around the class. Encourage and support every one; at the same time, let students know that “I pass” or “I need some help” is ok (<i>make a mental note of those who are hesitant or have difficulty; be aware of those who may use either hesitancy or the pass option as a way to avoid thinking</i>).</p> <p>ASSESSMENT: Personalization of Content: SHOW-ME...THUMBS UP, DOWN OR NEUTRAL:</p> <p>“After this lesson, I will be able to ask questions when I need help.”</p> <p>CLOSURE: Invite discussion of answers to Essential Questions; emphasize using their new ideas to answer the questions:</p> <ul style="list-style-type: none"> • What is a question? • How can asking questions help students be successful in school? • What can someone who is afraid to ask questions do? <p>Draw students’ attention to the big question mark; invite 3-5 students to tell the class 1 idea they will remember about asking questions. Invite another 3-5 students to tell the class when they will ask questions.</p> <p>Remember: Ask and you will receive answers that will help you on your journey to success in school! Take Personal Responsibility!</p>	<p>ASSESSMENT: Content: Participate in Whip-Around. Each student asks one question related to a topic or the directions for an assignment. Support and encourage peers who may be hesitant or embarrassed to ask a question; however, remember, passing with responsibility is an option--he or she responds “I pass” or “I need help, please.”</p> <p>ASSESSMENT: Personalization of Content: Participate in SHOW-ME...THUMBS UP, DOWN OR NEUTRAL: Respond to school counselor’s statement.</p> <p>CLOSURE: Contribute to discussion about the Essential Questions; volunteer to tell classmates your answer to one of the questions.</p> <p>Volunteer to respond to invitation to tell what will be remembered about asking question.</p>

Classroom Teacher Follow-Up Activities

Provide classroom teacher with a brief overview of the lessons (emphasize activities about categorizing questions); offer him or her the big question mark on which the key points of the lessons were written.

Summarize Systematic Observations: Continue to use your wisdom about the developmental level of students involved in this series of lessons—there is a broad range of cognitive development from 1st to 3rd grader; what is age-appropriate for 1st graders may be blocks for 3rd graders. The most important guideline is to use systematic observations to help ALL students develop the increasingly complex skill of questioning!

As you review observations, identify students who were persistently hesitant or had difficulty formulating and asking questions and those who appeared to hesitancy or the pass option as a way to avoid thinking. Identify students who had difficulty assigning categories to questions posed by others and/or had difficulty categorizing their own questions.

Consult with Classroom Teacher: Discuss your systematic observations. Does he or she validate your observations as being classroom behaviors as well? Determine if challenge is a “will” or a “skill” issue. Does the student know HOW to ask a question and lack the confidence to take the risk to ask a question (will)? Or does the student lack the skill to ask questions? (Young children often do not know what they don’t know and therefore don’t know what to ask to get the help they need).

Collaborate with Classroom Teacher: Collaborate with classroom teacher to plan appropriate interventions. Interventions might include (and are not limited to) additional classroom guidance activities related to the asking of questions and/or other lessons to help students develop skill of self-management as a step to their educational achievement. Responsive Services involvement may be indicated, e.g., individual/group counseling to build confidence in ability to ask questions in a group. Is parental involvement indicated?

Encourage classroom teachers to follow-up with intentional teaching of the skill of asking questions. Work collaboratively to identify and plan interventions for students who have difficulty with assignments, yet do not seek help. Recognize that these students may not know what they do not understand/know; thus, will not know what questions to ask. Encourage her or him to remind students to use the process of categorizing questions as ME/EVERYONE and NOW/LATER before asking a question.

If the student behaviors are limited to classroom guidance lessons, consider reasons, for example: What are the unique factors that might be influencing these students’ responses during classroom guidance lessons? Have the behaviors occurred during other classroom guidance lessons? All lessons? Topic-specific lessons? Motivated by peers?