



Blank Level 2- At Home

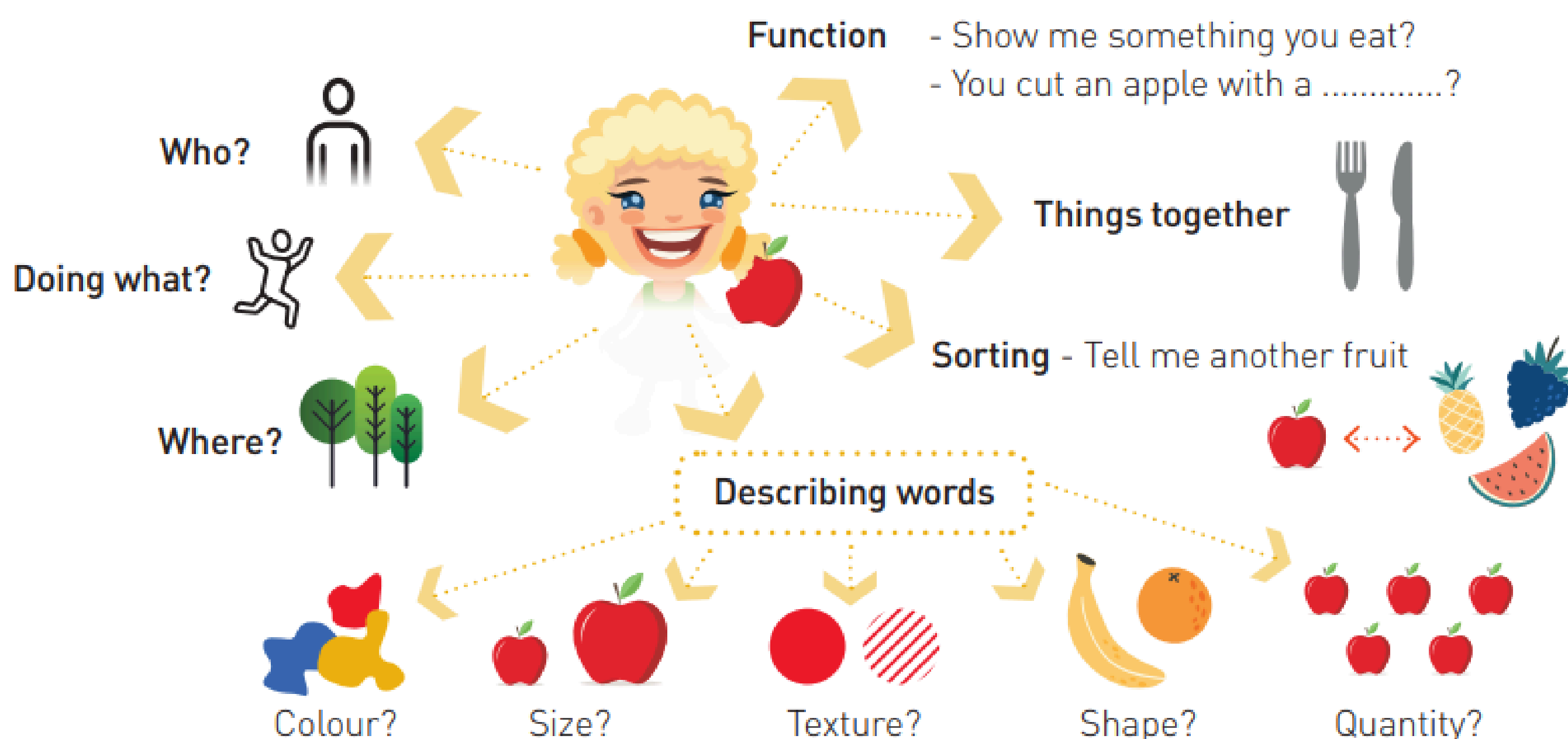
Blank Level 2= Describing and answering who, what and where.

These questions are about things that are right in front of the individual (e.g., pictures or objects). The individual is required to focus on part of the object.

Examples:

- Sorting/ categorising items
- What goes with a fork?
- What is happening?

Level 2

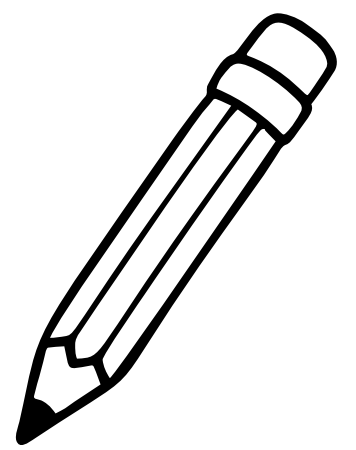


Developing Blank Level 2 at Home-

Activities you can do at home to support Blank Level 2-

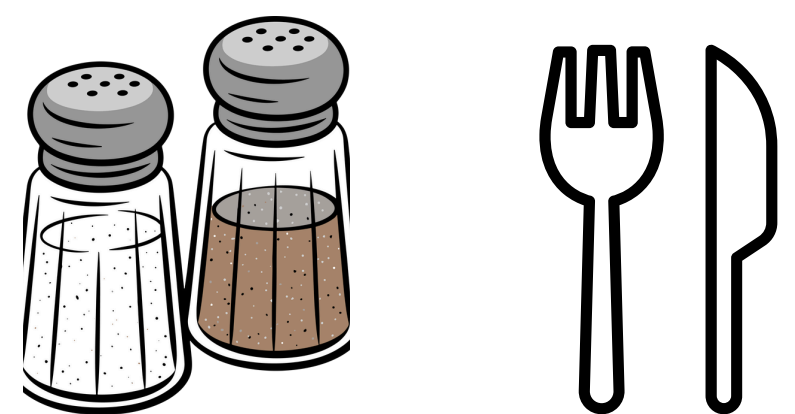
1. Identify by function

Collect some 'random' objects from around the house/ or use pictures. Ask the young person to find something by its function. E.g., find me something you...eat with/ draw with/ wash with etc.



2. Things that go together

Start with everyday objects/ pictures of everyday objects. Ask the young person to match the things that go together e.g., hat and gloves, knife and fork, salt and pepper.



3. Sorting and classifying

Gather a collection of items or pictures and ask the young person to categorise these.



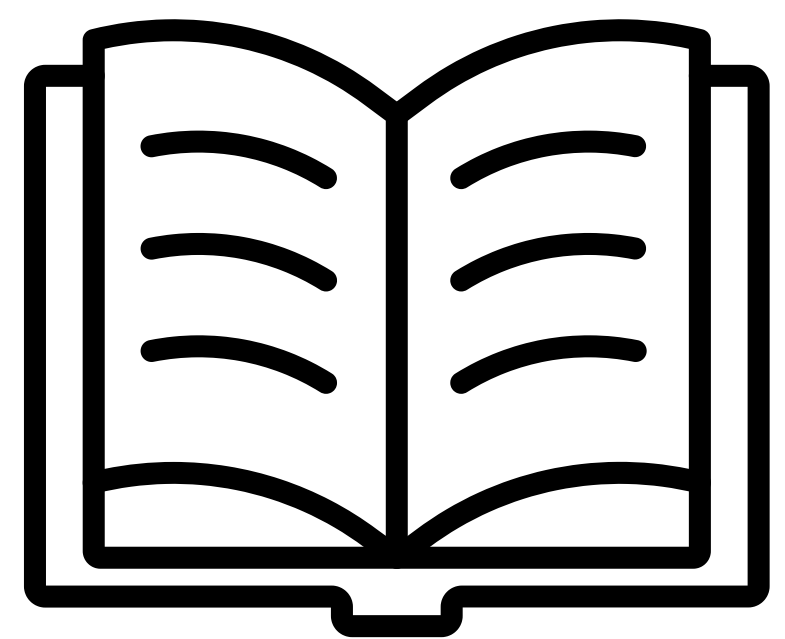
E.g., farm and zoo animals, fruit and vegetables, items that belong in the kitchen and the bathroom. You increase difficulty by increasing the number of categories and introduce sorting items by attributes e.g., size, colour, number etc.

The best way to support the development of Blank level 2 is to embed this level of questioning into your daily routine-

Examples-

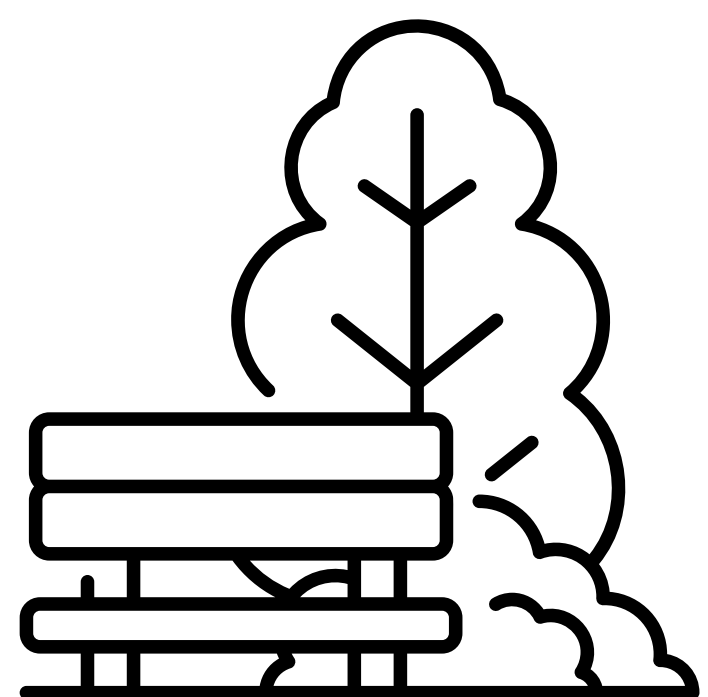
Books & Pictures

- “What is happening?”
- “Where is the cat?”
- “Which one is different?”
- “Show me the little one.”



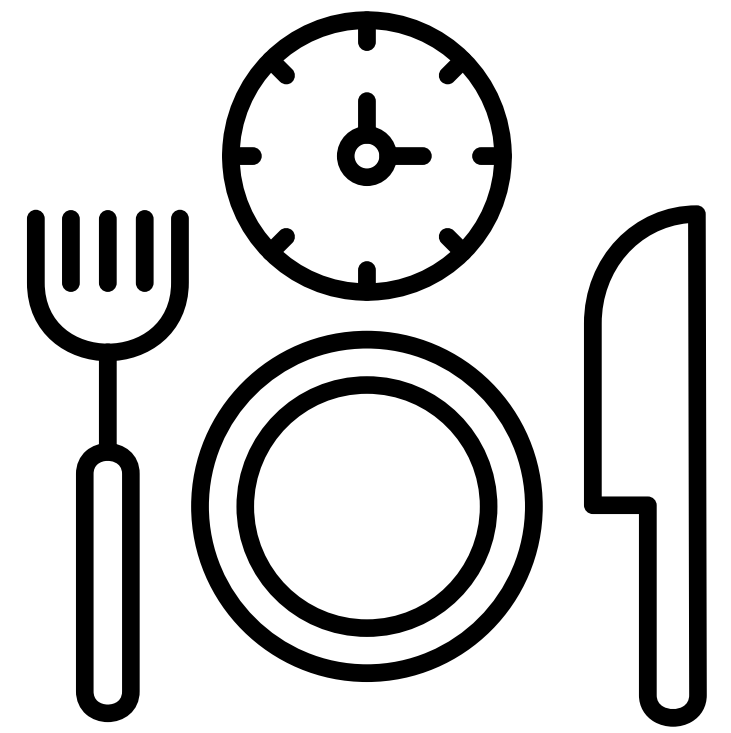
Outside / On the Way Out

- “Where is the dog?”
- “What is the bus doing?”
- “Which one is noisy?”
- “Find another red car.”



Mealtimes

- “What are you eating?”
- “Where is your cup?”
- “Which one is hot?”
- “Show me the same spoon.”



Dressing

- “Which sock is clean?”
- “Where does the hat go?”
- “What are you putting on?”
- “Show me the matching shoe.”



Tips-

Ask one question at a time and give the young person time to respond. Accept pointing, showing, or short answers and use gestures or visuals if needed. Keep questions linked to what the young person can see.