

## Formulate open-ended questions

### Objective(s)

Learners change closed-ended questions to open-ended questions to elicit more information when seeking and verifying information.

### Description

Learners change five closed-ended questions, typically answered with a yes/no response, to open-ended questions in order to elicit more information on a topic of interest.

### Required Materials/Resources

#### Learner Materials

- Format for learner responses

### Detailed Facilitator Instructions

1. Provide a brief explanation of the difference between closed-ended and open-ended questions:
  - a. Closed-ended questions are those that can be answered by yes/no or short factual statements. They are best reserved for times when specific information is needed.
  - b. Open-ended questions elicit more information and allow individuals to share what is important to them. They are good conversation starters.
2. Provide the following questions for the activity:
  1. Does Juan have siblings?
  2. Does Carla participate in circle time?
  3. Is your classroom aide able to implement the routines-based interventions for Jamal?
  4. Did Olivia's mother participate in the IEP meeting for Olivia?
  5. Did you implement the ideas for free play that we discussed last week?
3. Ask learners to change the five close-ended questions to open-ended questions. There are a number of different open-ended possibilities that could be generated by learners. The assessment hints provide one example for each closed-ended question.

This activity is part of Module 3: Communication for Collaboration. To view the content related to this activity, go to [Step 3: Evidence](#).

**Instructional Method**  
Structured Exercise

**Level**  
Beginner

**Estimated Time Needed**  
5 minutes for instructor preparation  
10-25 minutes for learner activity

### Suggested Assessment

1. Does Juan have siblings?  
Can you tell me a little about Juan's family?
2. Does Carla participate in circle time?

What is circle time like for Carla?

3. Is your classroom aide able to implement the routines-based interventions for Jamal?  
What role does the classroom aide play in implementing interventions with Jamal?
4. Did Olivia's mother participate in the IEP meeting for Olivia?  
How did the IEP meeting for Olivia go?
5. Did you implement the ideas for free play that we discussed last week?  
How did free play go this week?

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### Facilitation Tips

- Encourage learners to use **what, how, and when statements rather than why statements**. Why statements can sometimes cause defensive communication.
- After completing the task, learners can get into pairs and compare their responses.

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### Alternate Version(s) (refers to different levels of difficulty)

- [Activity Guide 3.4a](#): Identify examples of seeking and verifying information

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### Credits

The CONNECT Content Team