BLANK LEVEL QUESTIONS

Support Guide

What are blank levels?

Blanks Levels of Questioning, created by Blank, Rose, and Berlin in 1978, has four levels that help children and young people understand language better. The questions start with simple, concrete ideas (level 1) and gradually become more complex and abstract (level 4).

Level 1 - Matching perception with examples:

At this level, a person can:

- Point to objects (e.g., Show me the pig).
- Name objects by answering simple “What’s this/that?” questions.
- Find a matching object (e.g., Find a picture like this one).

Level 1: Naming - Examples:

1. Find one like this.
2. What’s this?
3. What can you see?
4. What did you hear?
5. Say this...

Level 2 - Selective Analysis

At this level, a person can:

Describe an object by its use (e.g., What do we use a pencil for?).
Match related items (e.g., What goes with a toothbrush?).
Answer ‘who,’ ‘what,’ and ‘where’ questions using a picture (e.g., What is happening in the picture?).

Level 2: Describing Examples

1.What does it do?
2.What is this for?
3.What’s happening?
4.Who is...?
5.How are these different?

Level 3 - Reordering Perception

At this level, a person can:

- Explain a word’s meaning (e.g., What does this word mean?).
- Predict what might happen next (e.g., What might happen next?).
- Summarize an event (e.g., What happened?).

Level 3: Retelling Examples

1.What might happen next?
2.How does XX feel?
3.What could he/she say?
4.Tell me the story.
5.What have they done so far?

Level 4 - Solving Problems and Justifying

At this level, a person can:

- Explain why something happened.
- Solve a problem (e.g., What could you do if you forgot your lunch money?).
- Identify a cause (e.g., What made the teacher angry?).

Level 4: Justifying Examples:

1.What will happen if...?
2.Why can't we...?
3.What could we use and why?
4. How did that happen?
5.What could you do?

Why are blank levels important?

Blank Level questions help children understand and use language by breaking questions into four levels, each becoming more complex. They:

- Build language skills – Starting with simple naming and moving to reasoning and problem-solving.
- Support individual needs – Matching questions to a child's level for steady progress.
- Enhance thinking – Encouraging prediction, inference, and explanation skills.
- Improve communication – Helping children join conversations and learn in the classroom.

This structured approach boosts confidence and supports meaningful language development.

Top Tips

Make it fun and engaging

Use games, role play, or familiar stories to ask questions naturally (e.g., "Where is the bear? What is he doing?").

Use visual supports:

Use pictures, symbols, or gestures to accompany questions.
Visual aids can help clarify the meaning and context of questions.

Top Tips

Model Responses:

Demonstrate how to answer questions by providing examples.
Use clear and concise responses to model the expected behavior.
E.g read a question and answer it yourself. What's that? It's a pig.

Simplify and scaffold:

Break down complex questions into simpler parts. For example: "What is happening?" → "What is the boy doing?"

Provide wait time:

Give extra time for the individual to process the question and formulate a response.

Be patient and avoid rushing them.

Repeat and Reinforce:

Consistent practice helps build confidence. Repeat similar questions during daily routines or play.

Praise and Encourage:

Celebrate successes and encourage effort with positive feedback (e.g., "Great job! You answered a tricky question!").

Thank you for exploring this ADHD SLT resource!

Created by a qualified Speech and Language Therapist with a neurodiversity-affirming approach.

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www.adhdslt.co.uk

Supporting communication, autonomy and well-being through creative, flexible activities. Scan the QR Code to explore!

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Most important of all, do not hesitate to get in touch if you need any furher support!

