

Beginning to Understand Others

Lesson 10 of 14 on Verbal Reasoning

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Thinking with Language

The Blank Language Scheme was developed by Blank, Rose and Berlin in 1978. It is a structured approach to encouraging a child in developing their verbal reasoning skills.

At Level 1 - This child is required to match simple language they hear to an immediate object or material.

At Level 2 - The child has to listen to language and match it to what they are looking at, but then also focus more selectively on parts of it.

At Level 3 - The child learns to use language to talk about stories and events, to retell information and develop his understanding of experiences based on 'common links'.



Types of Language - Blanks Levels of Questioning

(Blank, Rose and Berlin 1978)

Types of Question	Examples
Ask the child to sequence pictures in order	Can the child sequence pictures or stories and everyday activities.
Ask the child to tell a story or describe an event	Use language to sequence a story and retell information about it e.g. Tell me how to make a sandwich.
Ask the child to summarise the story	Using a single sentence e.g. What happened in the pictures?
Ask the child to make simple predictions	Use language to talk about what will happen next e.g. What will happen next? What is X going to do next?
Ask the child to talk about what a person/character feels	Using clues and information to take on the role of another e.g. How does X feel?
Ask the child to give a definition of a word	Use language to say what a word means e.g. What is a?
Ask the child to follow instructions	Following a set of directions e.g. Get the cup and bring it to me
Ask the child to follow similarities and negatives	Identifying similarities e.g. How are these the same? (both hot) and understanding negatives e.g. Find one that is not red.



First

Next

Then

Last



Story planner

What?	Who?	Where?
What happened? (problems)	How feeling?	What might happen next? (problem solved)

