

Table 1. Articles Included in Review

Citation	Study design	Sample	Intervention	Measure of Wh-questions	Overall findings
Cadette et al., 2016	Multiple probe across behaviors	<i>n</i> = 3 Children, ages 15 to 17 years, with ASD	Approximately 30 small group sessions consisting of the clinician asking a Wh-question in response to a picture. Instruction occurred for only one Wh-question at a time. Direct instruction when student was incorrect; included a model of the correct answer and required students to repeat the correct answer.	Researcher-developed <i>who</i> , <i>what</i> , and <i>where</i> questions based on pictures within the Reading Mastery Language Arts curriculum. WH Comprehension Test (<i>who</i> , <i>what</i> , <i>where</i> portions only).	Increase in all participants' ability to answer <i>who</i> and <i>what</i> questions to a level of mastery; however, only two of three participants mastered <i>where</i> questions.
Ebbels & van der Lely, 2001	Multiple baseline across participants	<i>n</i> = 4 Children, ages 11 to 13 years, with SLI	Instructional sessions on the visual coding system (i.e., the meaning of the colors and shapes), followed by 10+ weeks of intervention (approximately 7 to 8 hours) on Wh-question comprehension and production. Intervention taught the identification and use of syntactic movement, as well as explicit grammar instruction.	Researcher-developed "whodunnit" game with <i>who</i> questions in response to active and passive sentences. Researcher-developed "semantically reversible" subject and object <i>who</i> and <i>which</i> questions.	Subject Wh-questions, easier than object Wh-questions. <i>Who</i> questions easier than <i>which</i> questions.
Koegel et al., 2010	Multiple baseline across participants	<i>n</i> = 3 Children, ages 3 to 4, with ASD	60-minute individual sessions implemented twice weekly; the clinician hid desired items and cued the child to produce a <i>where</i> question with a verbal prompt (i.e., Can you say, 'Where is it?') or pause time. Objects given to child to hold as a motivator.	Researcher-developed <i>where</i> question (i.e., Where is the ____?).	Increase in all participants' ability to answer <i>where</i> questions to mastery (i.e., 100% accuracy).
Richels et al., 2016	Multiple baselines across participants	<i>n</i> = 3 Children, ages 3 to 4, with hearing loss	Five to seven 6-minute sessions with a peer language model. First, the peer language model was asked what was happening in a picture stimulus. Then, the child with hearing loss was asked the same question. Prompting procedures included verbal prompts (e.g., What did ____ say he was doing?), verbal models (e.g., Yes, he <i>is</i> ____), recasting, pitch high-lighting, and praise.	Researcher-developed <i>what + do</i> question (i.e., What is he/she doing?) in response to picture stimuli.	Increase in all participants' ability to answer <i>what + do</i> questions using targeted grammatical form (e.g., correct pronoun + is + verb-ing + article/ preposition + object) to mastery (i.e., 100%).

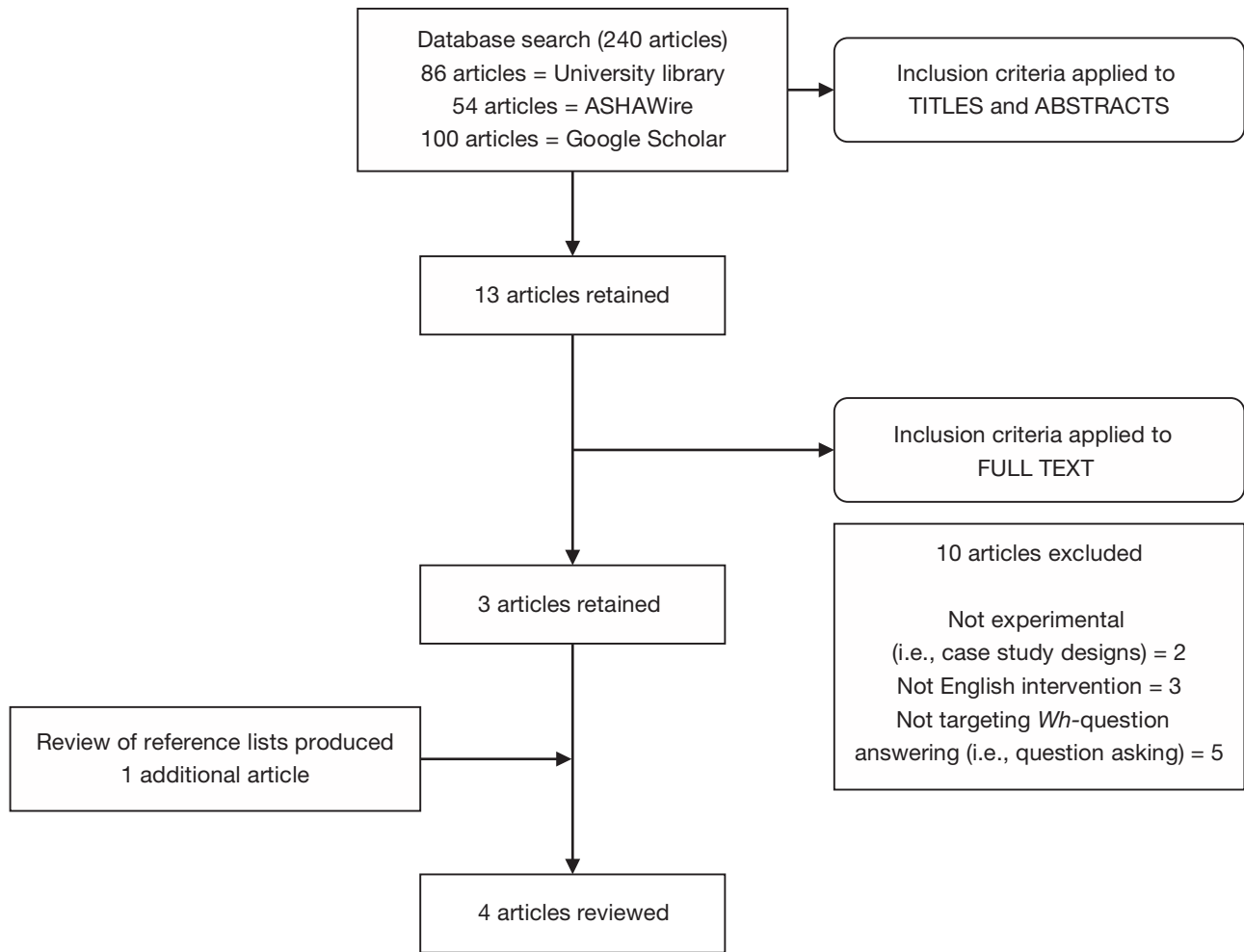


Figure 1. Search for Relevant Articles