

Paper Fortune Teller to practice “How are you” questions

To learn how to fold these things, [view this tutorial](#).
For some background, read the next page.

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Directions:

Player one asks player two a question for which the answer is either a number, or a word whose letters can be counted. Example:

“What is your middle name?”

“Dale.”

“Dale: 1...2...3...4.”

For each counted number, player one opens and closes the paper fortune teller.

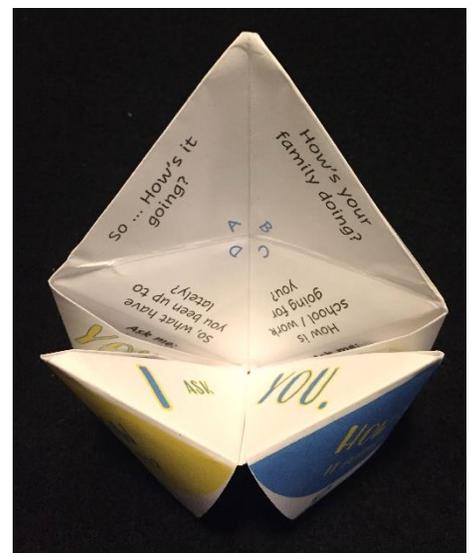


This ends up showing one of two possibilities: “You ask me” or “I ask you.” The other player has to either ASK or BE ASKED a “How are you” question.



Player one opens the inner fold on either side, and asks player two, “Pick A, B, C or D.” Player two then has to ask – or be asked – that question, and give a satisfactory reply.

Now, it's player two's turn to do the same thing for player one.



Feel free to make up your own game with these. The point is to get conversation practice with a fun and relaxed format.

Autistic children and “How are you?” questions

In every language and culture, greetings are often followed by some form of “How are you?” It’s a way a person shows interest in the other person. It signals a willingness to hear what they have to say.

Individuals on the autism spectrum, across a range of functional levels, often have difficulty with this “How are you?” part of conversation.

When people with ASD are asked open-ended questions like “How are you doing?”, “What’s up?” or “How’s it going?”, they often can’t figure out just what it is the other person wants to know. Also, individuals with autism might be inexperienced at employing various quick, formulaic replies like “Fine, thanks” or “I’m doing okay. You?”

When people with autism are expected to ask other people “How are you?” or “How’s it going?”, many just avoid saying it altogether. There are several reasons for this. First, the unfolding of a conversation containing “How are you?” can be very unpredictable in length and in content. Asking a person how they are doing often elicits a lot of information that someone with ASD may feel unprepared to take in. Second, a person on the autism spectrum might not grasp the imperative of reciprocity in conversation, so when someone asks them “How are you?” they don’t end up asking the same thing in reply.

Practice involving “How are you?” kinds of questions

In my own work, I have seen how many young people on the autism spectrum can get much better at this set of skills with instruction and practice.

This paper fortune teller is designed for two people, either two children or an adult working with a child, to practice asking and responding to various “How are you?” questions in a game-like format. (There are [many other conversation-based paper fortune tellers on the website](#) to practice other elements of social communication, as well as guidance on how to fold them).

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Cut out carefully around the outline.

For directions on folding the paper fortune teller. [view this tutorial](#).



<p>HOW'S YOUR DAY? ? ASK</p>	<p>YOU. So ... How's it going? A D B C</p>	<p>ASK How's your family doing? B C A D</p>	<p>HOW HAVE YOU BEEN? ? ASK</p>
<p>YOU ASK Ask me: What have you been up to lately? A D B C</p>	<p>ASK ME: How's your day going today? So, what have you been up to lately? A D B C</p>	<p>How is school / work going for you? ASK ME: ... what's up? A D B C</p>	<p>ME. Ask me: How is school going for you? B C A D</p>
<p>ME. Ask me: What are you doing for fun these days? A D B C</p>	<p>ASK ME: How's it going? ... what are you doing lately? A D B C</p>	<p>What are you up to at home these days? ASK ME: How are you doing lately? A D B C</p>	<p>Ask me: What's new with your family? B C A D</p>
<p>HOW ARE YOU? ? ASK</p>	<p>ASK So, what are you doing for fun these days? A D B C</p>	<p>YOU. Anything interesting happen to you today? B C A D</p>	<p>HOW'S IT GOING? ? ASK</p>

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