

Improving the Syntax of a Child with Autism's Spoken Language

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Before the intervention described on this Chart, Jake, an eight-year-old boy with autism, frequently used incorrect verb tenses in conversation. To help remedy this, we designed a program called Hear Statement/Say "Right" or "Wrong" and Correct If Wrong. This SCC shows the data from that program. We designed this program to help Jake discriminate when to: (a) use the present, past, and future tense of regular and irregular verbs in a sentence; and (b) how to position prepositions and linking verbs in sentences.

Each session, Jake's therapists wrote 20 different statements, 10 grammatically correct and 10 grammatically incorrect, on separate note cards and put the cards in random order. In the first slice of the chart, the therapists read a statement, and Jake said "right" or "wrong" depending on whether the verb in the statement was used correctly or incorrectly in the present tense. In all the following phases, Jake not only discriminated whether the statement was correct or incorrect by saying "right" or "wrong", but also corrected the error by saying the sentence correctly when the therapist presented him with an incorrectly used verb in a sentence.

In the second phase, we presented Jake with incorrect and correct statements containing regular verbs in the present tense. In the third phase, we presented incorrect and correct statements containing regular verbs in the past tense. After presenting Jake with present and past tense verbs together in one phase (phase 6, labeled "cum present and past" as a shorthand notation for "cumulatively present past and present tense verbs together" on the SCC), in the seventh phase, we presented incorrect and correct statements containing regular verbs in the future tense.

After Jake's second family summer vacation, in the tenth and eleventh phase, we presented correct

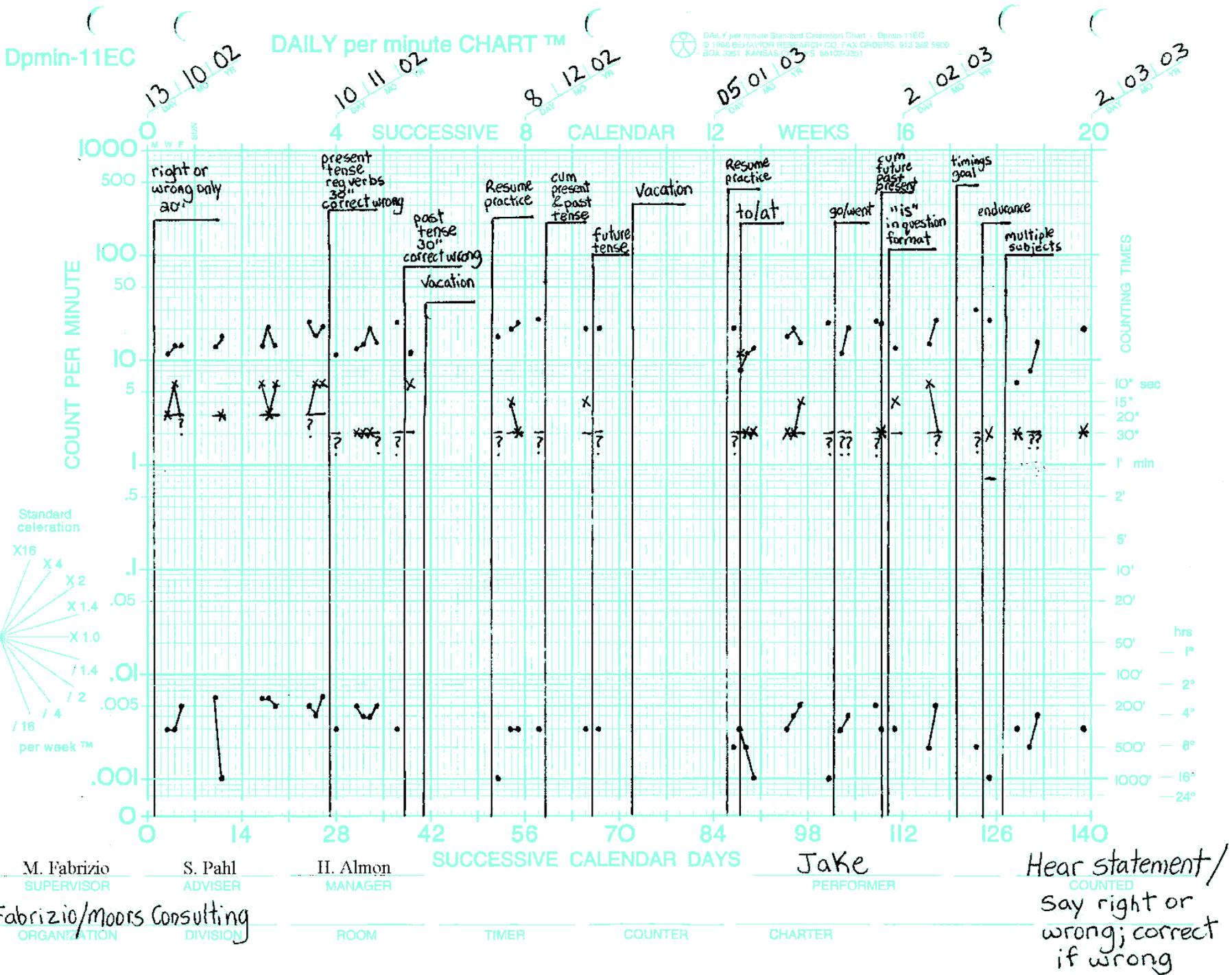
and incorrect statements containing "to," "at," "go," and "went"; for example, Jake might hear, "I flew at Boise on the airplane." and need to say that the statements was incorrect and provide a correct version of the statement such as, "I flew to Boise on the airplane." In the twelfth phase, we presented statements where we placed the linking verb "is" in different positions within the statement. As an example of an incorrectly structured sentence containing the word "is," Jake might hear, "Where my new Nintendo game is?" In the fifteenth phase, we presented correct and incorrect statements containing compound subjects and/or compound predicates. For example, Jake might hear, "They went to the ballpark and ate to Wendy's." as an example of an incorrect sentence. In the sixteenth phase (shown on the second SCC), we presented incorrect statements in which the position of the person and the place in the statement were switched. For example, "The dog house put Maggy in there."

In phases 19 through 22, we presented two different sets of incorrect and correct statements containing temporal word indicators and regular verbs in either present, past and future tense. For example, "He will played the hockey game tomorrow." or "Yesterday, I will dress up for my cousin's wedding." This phase required that Jake use the temporal word indicator in the statement to discriminate if the tense of the regular verb was correct or incorrect.

Phases 24 through 27 were identical to phases 19 through 22, except that the statements contained irregular verbs. In the endurance, stability, and retention checks for this program (shown on the SCC), we presented correct and incorrect statements that he had previously used during timed practice, which contained temporal word indicators and regular or irregular verbs in past, present, and future tenses. In the application check, we presented Jake with all new correct and incorrect statements that contained temporal word indicators and regular or irregular verbs in present, past, and future tenses. Jake's frequency of correct responding was above or at aim in two or fewer timings for all the outcomes checks.

Before we began this chart, when we conversed with Jake we often had to look to his mother for clarification because the syntax of his speech made it difficult to understand him.

Now, we are able to have meaningful conversations with Jake without relying on others to interpret what he says. Both his immediate and extended family members have noted significant improvement in Jake's syntax.



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DAILY per minute CHART™

DAILY per minute Standard Celeration Chart - Dpmin-11EC
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DAY MO YR

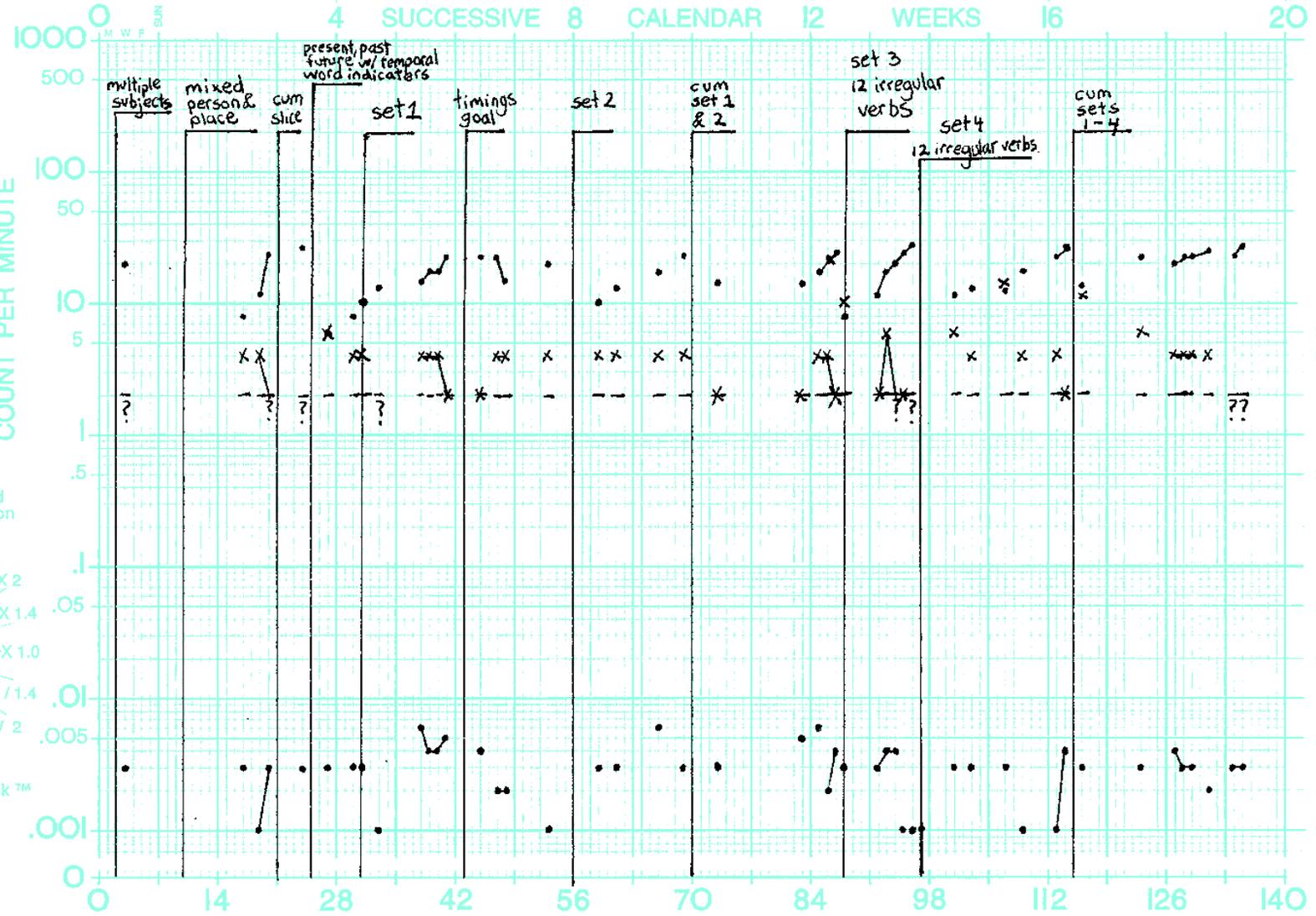
6 4 03
DAY MO YR

4 5 03
DAY MO YR

1 6 03
DAY MO YR

29 6 03
DAY MO YR

27 7 03
DAY MO YR



COUNT PER MINUTE

COUNTING TIMES

Standard celeration

- X16
 - X4
 - X2
 - X1.4
 - X1.0
 - /1.4
 - /2
 - /4
 - /16
- per week™

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.005

.01

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1

5

10

50

100

500

1000

0

0

0

0

14

28

42

56

70

84

98

112

126

140

M. Fabrizio
SUPERVISOR

S. Pahl
ADVISER

H. Almon
MANAGER

SUCCESSIVE CALENDAR DAYS

Jake
PERFORMER

Hear statement/Say
COUNTED
right or wrong;
correct if wrong

Fabrizio/moors Consulting
ORGANIZATION DIVISION

ROOM

TIMER

COUNTER

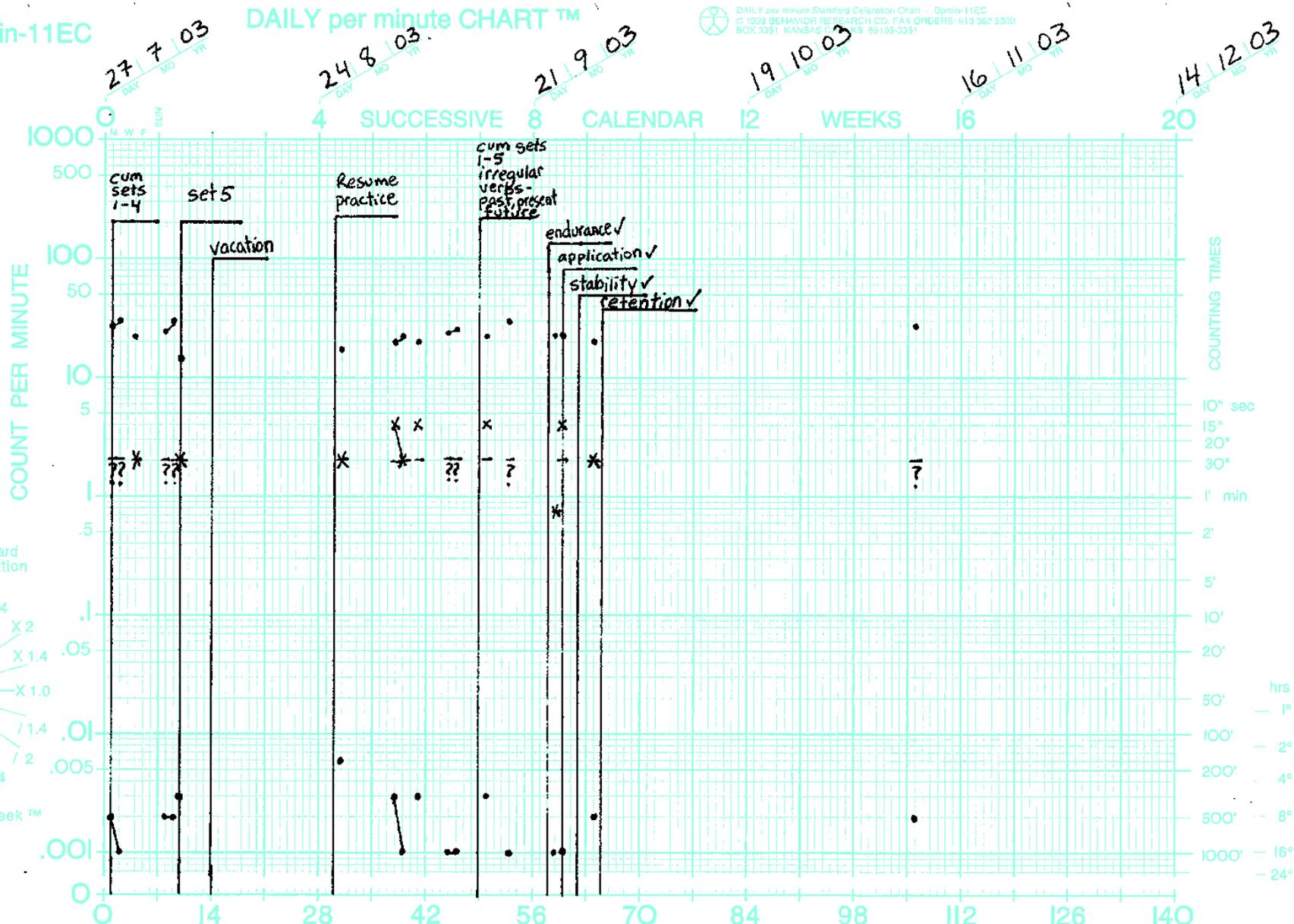
CHARTER

Dpmin-11EC

DAILY per minute CHART™



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 SUPERVISOR ADVISER MANAGER PERFORMER
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 Hear statement/Say
 COUNTED
 right or wrong;
 correct if wrong