

Enhancing the Auditory Discrimination and Articulation of a Child with Autism through Precision Teaching

Kelly Ferris
Michael A. Fabrizio

Participant and Setting

Participant - Ryan

- 11 years old
- moderate autism
- poor articulation with both bilabial and alveolar sounds
- two years of speech therapy working on the same sounds, minimal and insufficient progress

Setting

- Ryan's home and school
- one-on-one instruction
- 30 minutes per day

Results

- improved bilabial sound discrimination with application to hear/say post vocalic fluency
- improved alveolar sound discrimination with application to hear/say post vocalic fluency
- improved production of VC sound combinations

Methods

Dependent Measures

Hear/ say sound discrimination- bilabial

- Corrects: accurately repeating the target bilabial sound, with three distracters
- Errors: no response or repeating incorrect sound

Hear/ say sound discrimination- alveolar

- Corrects: accurately repeating the target alveolar sound, with three distracters
- Errors: no response or repeating incorrect sound

Hear/ say postvocalic fluency

- Corrects: accurately repeating and articulating post vocalic sounds
- Errors: no response, different post vocalic sound repeated, incorrect articulation of post vocalic sound

Procedures

- Daily improvement goals
- Timed practice until goal met/exceeded
- All data charted on Standard Celeration Charts
- Changes in teaching based on Ryan's charted performance data

