

Autism & PDD™ Basic Questions

by Beth W. Respass

Skill	Ages	Grades
■ question comprehension	■ 3 through 7	■ PreK through 2

Evidence-Based Practice

- Therapy aimed at fostering the development of age/ability-appropriate language comprehension and language use will improve the child's level of functioning (Taylor-Goh, 2005).
- Speech-language pathologists should enhance access to literacy and academic instruction for individuals with autism spectrum disorders (ASHA, 2006).
- Many children with autism spectrum disorders learn more readily through the visual modality (Taylor-Goh, 2005).
- Asking wh- questions is a common method of teaching. Difficulty answering wh- questions affects a child academically, linguistically, and socially (Parnell, Amerman, & Hartin, 1986).

Autism & PDD Basic Questions incorporates these principles and is also based on expert professional practice.

References

American-Speech-Language-Hearing Association (ASHA). (2006). *Guidelines for speech-language pathologists in diagnosis, assessment, and treatment of autism spectrum disorders in the life span*. Retrieved July 22, 2010, from www.asha.org/docs/pdf/GL2006-00049.pdf

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Parnell, M.M., Amerman, J.D., & Hartin, R.D. (1986). Responses of language-disordered children to wh- questions. *Language, Speech, and Hearing Services in Schools*, 17, 95-106.

About the Author

Beth W. Respass is a retired school-based speech-language pathologist. After four years as a classroom teacher, she graduated with a Master's Degree in Speech Communication from Auburn University. She worked with students of all ages with various speech disorders, but she especially enjoyed the challenge of working with younger children who had PDD and autism. *Autism and PDD: Basic Questions* is Beth's first publication with LinguSystems.



Dedication

To my family and friends for their support and encouragement and to my students who love to "read" Buddy Bear

Suggestions for using *Autism and PDD Basic Questions*

1. Use the books with children who have autism, PDD, Down syndrome, or other developmental speech and language delays and for language development in preschool programs.
2. Introduce the books over a period of time. It is possible to spend several therapy sessions using one book as part of your lesson.
3. Use the books in the following order: What, Where, Why, When, Who.
4. Use the books to introduce wh- questions. Then follow up with other activities.
5. Read each page. Let the student find the correct vinyl cling shape and place it on the page. For the Where book, the child will put Buddy Bear in the right place.
6. After all the vinyl cling shapes are in place, re-read the book.
7. After the child has read the book several times, start pausing at the end of the answer sentence so he can "fill in the blank." Eventually the child may be able to say the entire answer to the question on his own.
8. While reading the book, point to each word of the question as you say it. Help the child point to each word in the answer as you or the child says it.

5-Book Set Includes:

What, Buddy Bear?
Where, Buddy Bear?
Why, Buddy Bear?
When, Buddy Bear?
Who, Buddy Bear?



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