

The Effects of Speaking Versus Singing When Presenting Intraverbal Trials



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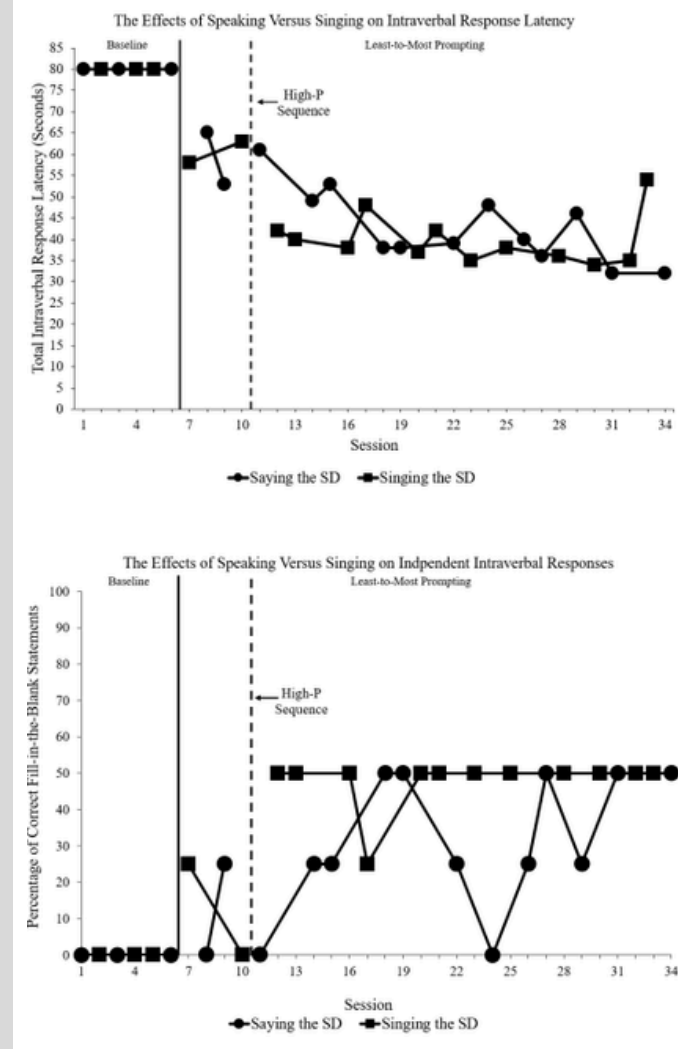
Introduction

- Reliable forms of communication are essential in building relationship and may lead to greater independence in daily living and employment (NAS, 2025)
- Deficits in social communication and interaction diagnostic criteria for ASD (ASD; DSM-5, 2013)
- Intraverbals (Cooper et al., 2019):
 - Form of verbal behavior where the speaker responds to another's verbal behavior
 - Considered building block of conversation skills
 - Common intervention target in early intervention settings

Project:

- **Purpose:** Evaluate the effects of speaking vs. singing when presenting intraverbal (fill-in-the-blank) trials
- **Participant:**
 - #-year-old boy diagnosed with ASD receiving services in an early intervention program
- **Setting:**
 - Private room located in early intervention center

Results:



Methods:

-Procedures:

- Two sets of four fill-in-the-blank targets were selected
- Targets were short, familiar phrases found in songs (e.g., "Mary had a little ____")
- Across conditions, one group of targets was presented by saying the SD, while the other targets were sung

- Baseline
 - Participant provided with a maximum of 20-seconds to respond per target; No assistance or programmed consequences delivered
- Intervention
 - Least-to-most prompt hierarchy used if no response in 5-seconds
 - Consisted of gestural, partial verbal, and full verbal prompt; High-probability sequence later used before presenting targets

- **Discussion:** Both singing and saying improved results; Singing may yield shorter latency to respond and increase independent (unprompted) responding; Further data needed & replication