

PRESENTERS

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Background

Perspective taking skills were found lacking in children diagnosed with autism spectrum disorder (ASD). We evaluated procedures for teaching one student with ASD to describe if a specific stimulus he was or wasn't able to tact has been tacted or not by a different person.

Methods

N=1
ADOLESCENT WITH ASD

BASELINE

no response in baseline for the second set of questions (2) in the three test conditions

INDEPENDENT VARIABLE

- priming, prompting, fading and reinforcement
- multiple baseline across test conditions design (see, hear, touch)

DEPENDENT VARIABLE

- % of correct responses, defined as describing **sources of control** of a third person's behavior of tacting a specific stimulus that could or could not be present in his own environment

Extra results

After no response in **baseline** we used a different set of stimuli during the teaching phase. The same set of stimuli used in baseline was presented again as **post test**. The student reached **mastery** criteria for the **untaught** sets in each test condition. We discuss how this skill may be related to more advanced perspective taking skills, based on **Skinner's analysis of verbal behavior**.



Teaching a Child With ASD to Make Inferences About Other's Private Events Using Autoclitic Frames As a Component Skill of Perspective Taking

