



## **“PARSING WITH ARTICULATORY REHEARSAL” FASCILITATES SYNTACTICALLY CORRECT ORAL EXPRESSION IN CHILDREN WITH HIGH FUNCTIONING AUTISM (ASD)- A Case Study**

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### **ABSTRACT**

*Deficits in communication and language play a significant role in determining the severity of Autism Spectrum Disorder (ASD). Induction of syntactically correct oral expression among children with ASD is a challenging task. This single case study describes a possible therapeutic strategy to induct the ability to form “syntactically correct oral expression”, in a 10 year old, high functioning, female child, with a diagnosis of ASD, using the therapeutic technique of “parsing with articulatory rehearsal”. The process and the output of the therapy is analyzed and explained on the background of Baddely’s working memory model. ‘Parsing with articulatory rehearsal’ is based on the principle of parsing a sentence by giving a description about an inducting concept, presented in a written format, in syntactically correct sentence. In this study the child constructed sentences correctly, and was able to generalize the correct usage of the case marker by retrieving it from her memory. Finding indicates that Children with High Functioning ASD, with strong visual memory have the potential in learning the skill / ability for oral expression of sentences in a syntactically correct form, if subjected to ‘Parsing with articulatory rehearsal’.*

**Key words:** High Functioning Autism, Parsing, Grapheme presentation, Articulatory rehearsal, Autism Spectrum Disorder ASD.