

Public Abstract

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Department:Educational & Counseling Psychology

Degree:PhD

Title:Effect of motivation on teaching conversational skills to children with autism.

The purpose of the study was to understand the effect of motivation on the acquisition of conversational skills in children with the diagnosis of autism. Three children with the diagnosis of autism and between the age of 10 -11 years participated in the study. All the participants possessed good imitation skills but had difficulties in asking or responding to questions, initiating and maintaining conversation. Intervention used the procedure of scripts and script fading. Scripts were based on the participants' preferred and non-preferred items. The results of the study indicated that the role of motivation was mixed. For the majority of the hypothesis, the participants did not show an increase in initiation, increase in scripted conversation, faster learning or better generalization in the high motivation conditions when compared to the low motivation conditions.

However, motivation did seem to play a role in the unscripted conversation and the participants showed an increase in unscripted conversation in the high motivation conditions when compared to the low motivation conditions.