

Intervention Description:

Song was created in the image of the TFM by the following ways:

- **Melody:** Melody is unfamiliar. The only problem with using an unfamiliar melody is that the clients will focus more on the melody than what is being sung. This issue is addressed by creating a simple melody that repeats often.
- **Complexity/Form:** SMT had a wide range of abilities for practicum. She addressed the complexity issue by not playing any accompaniment, a repeated melody with the same rhythm, and making it short. The melody is predictable as well. Melody doesn't exceed an octave. If harmony was used, no chord outside of I, IV, or V would be used.
- **Lyrics:** The letter is vocalized after the client identifies the letter. Since the melody is unfamiliar, it is good to be only focused on one syllable for the text.
- **Pitch:** Children with autism have a great recollection of pitch and pitch discrimination (discriminating whether pitch was higher or lower) even with major second intervals.

Procedure:

1. SMT will say, "lets all pretend that we have a big bowl of soup in front of us. Let's mix it together!"
2. SMT will sing chorus to song
3. "I love how nicely *client* is mixing! You get to mix first
4. SMT will place bowl of letters in front of client to mix
5. SMT will sing chorus again
6. "*Client*, what letter did you pick?"
7. After client says the letter, SMT will ask, "what sound does a 't' make?"
8. After client says "tuh", SMT will say, "lets sing 'tuh' with our song!"
9. SMT will sing verse of the song cueing clients to sing along