

When a child has the vocabulary — but not the flexible use.

Relational & generative-language intervention for verbal autistic children · JoySpark Developmental Studio · CT & NY

Many verbal autistic children develop strong foundational repertoires — labeling, receptive ID, memorized scripts, reliable discrete-trial responding — yet plateau when language must become **generative**: answering novel questions, deriving untaught relations, sustaining flexible conversation. In relational terms, intact directly-trained repertoires but limited **derived relational responding**. It's the piece many programs aren't structured to target directly — and the piece I specialize in.

WHO'S A GOOD REFERRAL

- › Strong tact/label repertoire but limited intraverbal or novel-question responding.
- › Performs well in structured/discrete-trial contexts but doesn't generalize to novel situations.
- › Relies on memorized scripts; struggles to recombine language flexibly.
- › Marked splinter skills — advanced in some areas, stuck in others.
- › "Plateaued" in generative or pragmatic language despite ongoing services.
- › Struggles with perspective-taking and deictic relations (I-you, here-there, now-then).
- › Answers *what* but not *why*, *how*, or *what-if*.

Age isn't a barrier — I work across the developmental range, given a communicative foundation to build from.

MY APPROACH

Grounded in Relational Frame Theory and derived relational responding. **PEAK Level 2 certified**, drawing on the PEAK system — including the PEAK Comprehensive Assessment — where it fits the learner, though the foundation is RFT itself, not any single curriculum.

Intervention is individualized: multiple-exemplar training to build derived responding across coordination, distinction, comparison, opposition, hierarchy, and deictic framing — from the PEAK curriculum where it's the right tool, and built from RFT principles where it isn't — toward **generative language** the child can use in untrained situations.



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Nearly 20 years in autism education and intervention — early intervention through adulthood, across classrooms, clinics, and homes.

How to refer: No formal form needed — share this sheet, or have the family reach out.

Every family starts with a free discovery call. With consent, I share findings and coordinate care.

Let's talk through a case.

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