COMPREHENSIVE VOCABULARY AND PRAGMATIC SKILLS IN AUTISM: ARE THEY INTERDEPENDENT?

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Abstract (300 word limit)

Statement of the Problem: Communication skills, and especially the development of pragmatic competence, is one of the common characteristics at the linguistic level that people with autism present. This directly affects their relationship with the environment. However, little is known about this area with the development of comprehensive vocabulary and whether there is an interdependent relationship between them. The purpose of this research was to determine if the levels of comprehensive vocabulary and pragmatics are interdependent in children with autism. Methodology & Theoretical Orientation: Participants were 10 Spanish-speaking people with autism from Talavera de la Reina Association, which were children between 5 and 12 years old. The assessment instruments used were the Peabody test and the Revised Rapid Pragmatic Evaluation Protocol, which assessed language samples using videotaped conversations and offers cualitative findings about the language development. Findings: The results showed that people with autism displayed a variable level of pragmatic skills and a notable chronological discrepancy in vocabulary. Nevertheless, both the level of comprehensive vocabulary and pragmatic skills correlate with each other. Conclusion & Significance: These data lead us to stress the need for linguistic interventions based on both areas to improve communication in children with autism and the findings focus on the importance of pragmatic skills through their lives.

Image

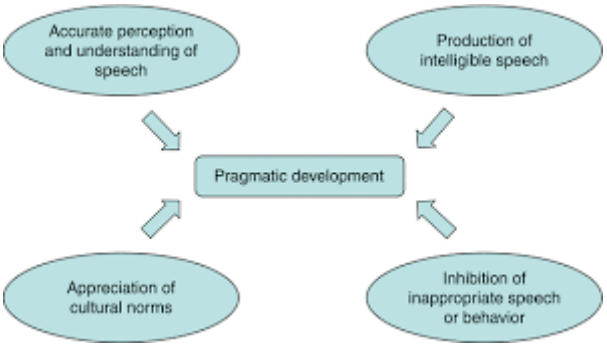


Figure 1. Pragmatic language in autism

Recent Publications (minimum 5)

1. Levinson, S, Eisenhower, A, Bush, H, Carter, A, Blacher, J (2020). Brief report: Predicting social skills from semantic, syntactic, and pragmatic language among young children with autism spectrum disorder. Journal of Autism and Developmental Disorders 50(11): 4165-4175.
2. Baird, G, Norbury, C (2016). Social (pragmatic) communication disorders and autism spectrum disorder. Archives of Disease in Childhood 101(8): 745-751.
3. Martin, G, Bush, L, Klusek, J, Patel, S, Losh, M. (2018). A multimethod analysis of pragmatic skills in children and adolescents with fragile X syndrome, autism spectrum disorder, and Down syndrome. Journal of Speech, Language, and Hearing Research 61(12): 3023-3037.
4. Loukusa, S, Mäkinen, L, Kuusikko-Gauffin, S, Ebeling, H, Leinonen, E (2018). Assessing social-pragmatic inferencing skills in children with autism spectrum disorder. Journal of communication disorders 73: 91-105.
5. Ying Sng, C., Carter, M, Stephenson, J. (2018) A systematic review of the comparative pragmatic differences in conversational skills of individuals with autism. Autism & Developmental Language Impairments: 3



Biography (150 word limit)

Sabela Pérez has her expertise in evaluation and passion in improving the language and communication skills in people with disability, especially in autism. She is speech and language therapist. She takes part in the research group called EITAL (Equipo de Investigación en Trastornos y Alteraciones del Lenguaje). They focus on language development and language profile in neurodevelopmental disorders.

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