



Ringvorlesung Sprachdynamik

Freitag 5 Juli 2019

14.00 – 16.00, A01-0-007

Language and nonverbal cognition in autism

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In the literature on language in Autism Spectrum Disorder (ASD), it is quite generally supposed that individuals with intellectual disability (ID) display impaired structural language abilities, whereas individuals without ID may display either a typical structural language profile or a language profile akin to that found in Developmental Language Disorder (DLD). This assumption is in contradiction to the modularity model of the mind (Fodor, Chomsky, Smith and Tsimpli). We will argue that investigation of this question in ASD requires careful consideration of the tools used to evaluate language and to evaluate non-linguistic cognition. We report on a study (Silleresi, Prévost & Tuller) in which we explored the profiles obtained by crossing structural language and nonverbal abilities in children with ASD, using more controlled evaluation of these properties. Fifty-one verbal children from across the full autism spectrum, both bilingual (n=14) and monolingual, ages 6-12 years (M=8;11, SD=1;7), were assessed on language (standardized tasks and two repetition tasks narrowly focused on morphosyntax and phonology) and nonverbal cognition (Raven's matrices, and nonverbal (NV) scores from WISC-IV/WPPSI-IV/EDEI). An unsupervised machine learning approach, cluster analysis, was used to identify profiles of structural language and NV abilities based on the two repetition tasks and three NV measures. Our study provides evidence for the existence of both "homogenous" and "heterogeneous" structural language/nonverbal ability profiles in children with ASD.

Studierende und andere Interessierte sind herzlich eingeladen!

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