Strategy selection: efficacy in errors detecting and answers searching in children with Autism

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INTRODUCTION

Individuals with autism spectrum disorder (ASD) frequently show difficulties in text reading comprehension: They show impairment in drawing off-line inferences (Joliffe & Baron-Cohen, 1999; 2000).

Why can they draw on-line inferences (Brock, 2008; Saldana & Frith, 2007; Sansosti, Was, Rawson & Remakuls, 2013)?

Objectives

- Investigate strategy selection process
- executive functions and metacognition

EXP 1: INSTRUCTION

TEXT

STRATEGY SELECTION

EXP 2: QUESTION

TEXT

QUESTION

We will present different type of instructions and questions that require different strategies, to explore text reading comprehension, in typically developing children (TD), poor comprehenders (PC), and children with autism (ASD).

We expect that ASD are not able to focus and direct their attention given a previous structured information + metacognition and/or executive functions impairment?

EXPECTED RESULTS: EXP 1

EXPECTED RESULTS: EXP 2

METHOD: EXPERIMENT 1

Participants (1-10):
- Typical developing children: TD (n = 20)
- Poor comprehenders: PC (n = 20)
- Children with Autism Spectrum Disorder: ASD (n = 20)

Matched for:
- Chronological age (10 years old)
- Working memory
- Non-verbal IQ
- Word reading (speed and accuracy)
- Receptive vocabulary
- Reading comprehension

INSTRUCTION (Spelling)

You have to correct this text in a way that can makes sense.

Please, check for this kind of errors and for any other errors.

INSTRUCTION (Semantic)

You have to correct this text in a way that can makes sense.

Please, check for this kind of errors and for any other errors.

METHOD: EXPERIMENT 2

Participants (1-10):
- Typical developing children: TD (n = 20)
- Poor comprehenders: PC (n = 20)
- Children with Autism Spectrum Disorder: ASD (n = 20)

Matched for:
- Chronological age (10 years old)
- Working memory
- Non-verbal IQ
- Word reading (speed and accuracy)
- Receptive vocabulary
- Reading comprehension

INSTRUCTION (Spelling)

You have to correct this text for spelling and typing errors. Please, check for this kind of errors and for any other errors.

INSTRUCTION (Semantic)

You have to correct this text in a way that can makes sense. Please, check for this kind of errors and for any other errors.

REFERENCES