FEATURES OF SPEECH, LANGUAGE AND COMMUNICATION IN CHILDREN WITH AUTISM SPECTRUM DISORDERS

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AIM AND METHODS

Aim – to analyze features of speech, language and communication in children with autism spectrum disorders.

Method - theoretical analysis the scientific literature.

SHORT INTRODUCTION

Autism is a lifelong neuro-developmental disorder that affects people's communication.

The concept of autism spectrum disorder (ASD) is an ever-changing construct.

However, both previous and current definitions (APA, 2013) highlight individual differences in autism and

emphasize the specifics of speech, language and communication in people with autism spectrum disorders.

RESULTS

Children with ASD seem to be stuck in their world and reluctant to communicate, especially verbally.

Weaknesses in communication are manifested by

- failures in speaking and conversational support (Naigles & Tek, 2017),

- repetitive language, echolalia, stereotypical phrases (Arunachalam, Luyster, 2016; Naigles & Tek, 2017; Neely et al., 2016);

- pedantic language or unusually formal language (de Giambattista et al., 2019);

- change of pronouns (APA, 2013),

- as well as difficulties in understanding other people's language,

- communicating in a nonverbal way, such as gestures, eye contact, facial expressions (Febriantini et al., 2021).

CONCLUSION

The most common language and speech features of people with ASD are:

- difficulties in perceiving verbal language;
- difficulties in initiating and maintaining a conversation,
- a tendency to speak on only one topic;
- answers not related to the question or topic of the conversation;
- noun or verb vocabulary,
- superficial vocabulary;
- atypical expression of language –
  - strange timbre or intonation,
  - unusually slow or fast pace of speech,
  - monotony of voice;
  - echolalia;
  - self-naming.

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