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Assessing social-pragmatic inferencing skills in children with autism spectrum disorder

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Highlights:

- In ASD the demand for mind-reading increases utterance interpretation difficulties.
- Difficulties in explaining reflect metacognitive weaknesses in children with ASD.
- Social-pragmatic inference problems can be detected in a structured test situation.
- The Pragma test and the SIDC discriminated children with ASD from TD children.

Abstract

By utilizing the Pragma test this study investigated how sixteen five- to ten-year-old children with autism spectrum disorder (ASD) and sixteen typically developing (TD) children comprehended contextually challenging scenarios demanding 1) contextual inference with theory of mind (ToM), 2) contextual inference without ToM, 3) relevant use of language, 4) recognition of feelings, and 5) understanding false beliefs. The study also compared children's ability to explain their own correct answers. In addition, this study evaluated the sensitivity of three different methods for

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