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**Advancing our Understanding of What Constitutes “High Quality” Language Input for Young Children with Autism and Language Delays**

It is widely acknowledged that a child’s language environment—the language they hear from those around them—provides a foundation for subsequent language development. Thus, the way we talk to young children with language delays (including those with autism) is critically important. However, researchers and clinical experts hold vastly different views about what high quality language input looks like for children with language delays at different developmental levels. Compounding this issue is a lack of empirical evidence regarding how simpler versus more complex language input affects children’s ability to understand spoken language. This study will present recent findings that advance our understanding of what constitutes “high quality” language input for young children with autism and language delays. Implications for language intervention (including parent coaching) and for theories of atypical language development will be discussed.