

Factors Influencing Listening Comprehension in Autistic Children

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According to the Direct and Indirect Effects Model of Reading (DIER) for non-autistic children, listening comprehension is supported by skills in inferencing, comprehension monitoring, theory of mind, morphosyntax, vocabulary, and working memory. While these skills have been evaluated independently in autistic children, few studies examine the relative contributions of these of these factors for listening comprehension in autistic individuals. This talk will present results from recent work that begins to shed light on the DIER predictors of listening comprehension in autistic school-age children. This work has been supported by the following funding agencies/ institutions: ASHFoundation, CAPCSD, and the University of Kansas.