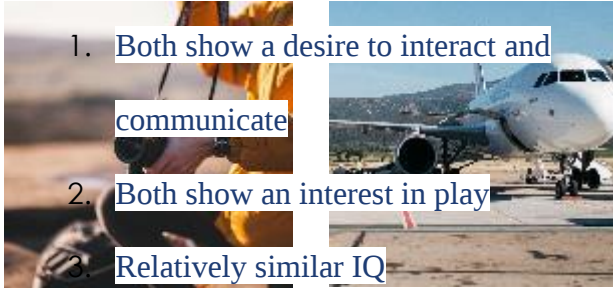


## SIMILARITIES BETWEEN LANGUAGE

### AND SOCIAL SKILL DEVELOPMENT IN CHILDREN WITH TYPICAL DEVELOPMENT AND CHILDREN WITH AUTISM SPECTRUM DISORDER



### DIFFERENCES BETWEEN LANGUAGE AND SOCIAL SKILL DEVELOPMENT IN CHILDREN WITH TYPICAL DEVELOPMENT AND CHILDREN WITH AUTISM SPECTRUM DISORDER

1. Children with typical development show use of gestures while those with Autism may show lack of use of gestures.

## DIFFERENCES BETWEEN SPEECH, LANGUAGE, AND COMMUNICATION

1. Speech is the production of sounds that can be associated with a certain language.
2. Language is a set of symbolic rules established to communicate, and is understood by a large number of people.
3. Communication is the use of verbal, non-verbal or written signs and

## DEFINITIONS

1. Phonology is the study of arrangement of human speech sounds.
2. Morphology is the study of the structure of words.

3. Syntax is the study of the rules of grammar in forming meaningful sentences.

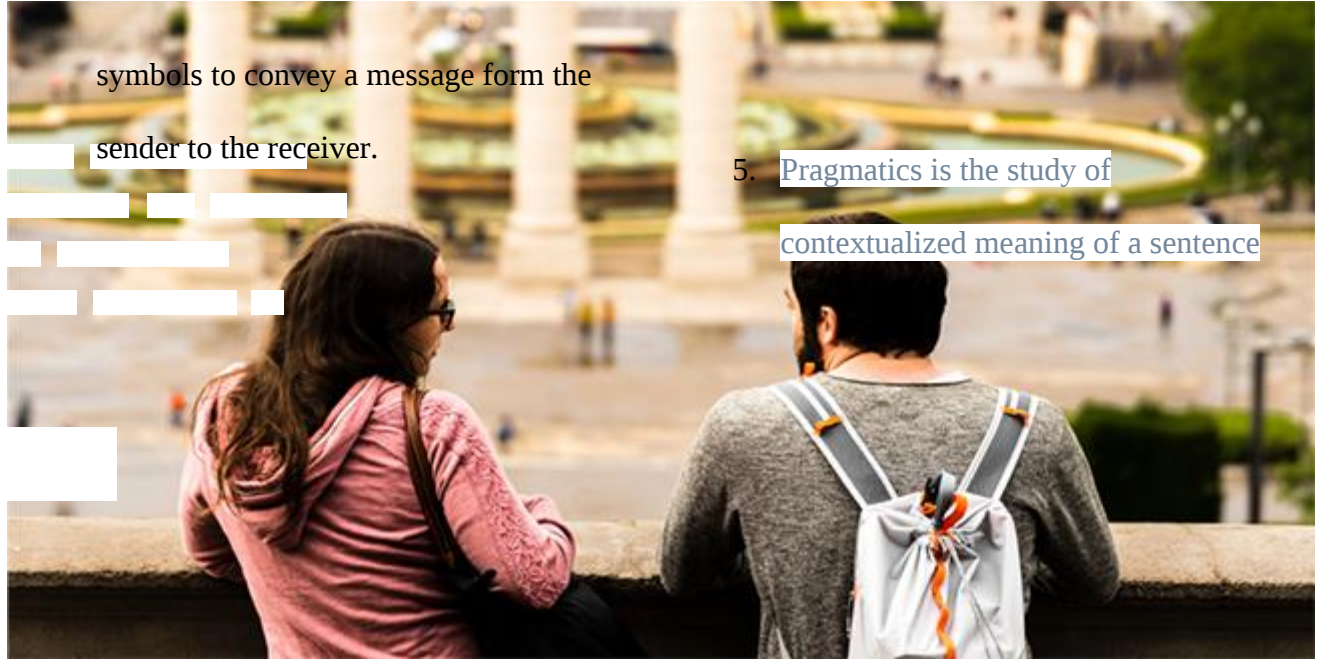
4. Semantics Is the study of the meaning of sentences.



2. Children with typical development show continuous language development while those with autism depict may depict uneven language development.
3. Children with typical development are able to communicate without repeating themselves while those with autistic spectrum disorder have repetitive and rigid language.

symbols to convey a message from the sender to the receiver.

5. Pragmatics is the study of contextualized meaning of a sentence



# ACTIVITIES TO DEVELOP THE FIVE ELEMENTS OF LANGUAGE DEVELOPMENT

| ELEMENT    | ACTIVITY                                                                             |
|------------|--------------------------------------------------------------------------------------|
|            |                                                                                      |
| Morphology | Use of recorded tongue twister                                                       |
| Syntax     | Use of computer games with marked exercises and awarding marks to reinforce learning |
| Semantics  | Use of marked exercises                                                              |
| Pragmatics | Story telling                                                                        |

Songs make repetition interesting and enhance memory. Ultimately, the learner’s phonetic skills will improve

Tongue twisters foster memory and help improve a learner’s morphological skills

The use of exercises that are marked will make the student aware of which areas to improve.

Marked exercises help reinforce learning, and corrections enhance the semantic skills of the learner.

Use if stories help in application and contextualization of sounds, words and figures of speech

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disorders. *Personal and ubiquitous*  
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