Aim of the study

The aim of the study is to demonstrate that it is possible to do this transformation in the education of students with autism spectrum disorder.

Method

Case of study

Participants

• Autistic child

• Seven years old (age: 6 years and 11 months)

• First class in New Brunswick, Canada

• Therapy received: Auk and Touche

Data collection

• No contacts of intervention from September 2011 to June 2012

• The child received daily interventions at home (Quebec, Canada)

• Study conducted from October 2011 to May 2012

• Total of 69 videos

• Inclined to interactive readings selected for 4 times analysis

The systematic representation of the autistic child’s development

The joint attention development is complex for the autistic child and, unfortunately, there is no evidence of its essential importance for the development of interaction and communicative functioning. The joint attention development is expected to be abnormal in children with autism spectrum disorder. The results show improvements in the child’s communicative interaction, specifically, in the identification of the narrators’ intentions, such as intentions, eye and gestures, and the ability to exit them correctly with the narrative comprehension of a story. This progress appears to have been increased by interactive reading intervention, which is consistent with the reports of other studies, in which joint attention development and communicative functioning were improved in children with autism spectrum disorder.

Interactive reading: A way to improve theory of mind and verbal communication in autistic children

Interactive reading is based on narrative content and dialogues. This dialogue focuses on the child's attention on the causes of certain narrative events, which may be in line with the theory of mind. The child's questions help the child focus on the macrostructure of the narrative, and he exits some causative and lexical differences.

Aim of the study

The aim of the study is to demonstrate that it is possible to do this transformation in the education of students with autism spectrum disorder.

Method

Case of study

Participants

• Autistic child

• Seven years old (age: 6 years and 11 months)

• First class in New Brunswick, Canada

• Therapy received: Auk and Touche

Data collection

• No contacts of intervention from September 2011 to June 2012

• The child received daily interventions at home (Quebec, Canada)

• Study conducted from October 2011 to May 2012

• Total of 69 videos

• Inclined to interactive readings selected for 4 times analysis

The systematic representation of the autistic child’s development

The joint attention development is complex for the autistic child and, unfortunately, there is no evidence of its essential importance for the development of interaction and communicative functioning. The joint attention development is expected to be abnormal in children with autism spectrum disorder. The results show improvements in the child’s communicative interaction, specifically, in the identification of the narrators’ intentions, such as intentions, eye and gestures, and the ability to exit them correctly with the narrative comprehension of a story. This progress appears to have been increased by interactive reading intervention, which is consistent with the reports of other studies, in which joint attention development and communicative functioning were improved in children with autism spectrum disorder.

Interactive reading: A way to improve theory of mind and verbal communication in autistic children

Interactive reading is based on narrative content and dialogues. This dialogue focuses on the child's attention on the causes of certain narrative events, which may be in line with the theory of mind. The child's questions help the child focus on the macrostructure of the narrative, and he exits some causative and lexical differences.

Aim of the study

The aim of the study is to demonstrate that it is possible to do this transformation in the education of students with autism spectrum disorder.

Method

Case of study

Participants

• Autistic child

• Seven years old (age: 6 years and 11 months)

• First class in New Brunswick, Canada

• Therapy received: Auk and Touche

Data collection

• No contacts of intervention from September 2011 to June 2012

• The child received daily interventions at home (Quebec, Canada)

• Study conducted from October 2011 to May 2012

• Total of 69 videos

• Inclined to interactive readings selected for 4 times analysis

The systematic representation of the autistic child’s development

The joint attention development is complex for the autistic child and, unfortunately, there is no evidence of its essential importance for the development of interaction and communicative functioning. The joint attention development is expected to be abnormal in children with autism spectrum disorder. The results show improvements in the child’s communicative interaction, specifically, in the identification of the narrators’ intentions, such as intentions, eye and gestures, and the ability to exit them correctly with the narrative comprehension of a story. This progress appears to have been increased by interactive reading intervention, which is consistent with the reports of other studies, in which joint attention development and communicative functioning were improved in children with autism spectrum disorder.

Interactive reading: A way to improve theory of mind and verbal communication in autistic children

Interactive reading is based on narrative content and dialogues. This dialogue focuses on the child's attention on the causes of certain narrative events, which may be in line with the theory of mind. The child's questions help the child focus on the macrostructure of the narrative, and he exits some causative and lexical differences.

Aim of the study

The aim of the study is to demonstrate that it is possible to do this transformation in the education of students with autism spectrum disorder.

Method

Case of study

Participants

• Autistic child

• Seven years old (age: 6 years and 11 months)

• First class in New Brunswick, Canada

• Therapy received: Auk and Touche

Data collection

• No contacts of intervention from September 2011 to June 2012

• The child received daily interventions at home (Quebec, Canada)

• Study conducted from October 2011 to May 2012

• Total of 69 videos

• Inclined to interactive readings selected for 4 times analysis

The systematic representation of the autistic child’s development

The joint attention development is complex for the autistic child and, unfortunately, there is no evidence of its essential importance for the development of interaction and communicative functioning. The joint attention development is expected to be abnormal in children with autism spectrum disorder. The results show improvements in the child’s communicative interaction, specifically, in the identification of the narrators’ intentions, such as intentions, eye and gestures, and the ability to exit them correctly with the narrative comprehension of a story. This progress appears to have been increased by interactive reading intervention, which is consistent with the reports of other studies, in which joint attention development and communicative functioning were improved in children with autism spectrum disorder.

Interactive reading: A way to improve theory of mind and verbal communication in autistic children

Interactive reading is based on narrative content and dialogues. This dialogue focuses on the child's attention on the causes of certain narrative events, which may be in line with the theory of mind. The child's questions help the child focus on the macrostructure of the narrative, and he exits some causative and lexical differences.

Aim of the study

The aim of the study is to demonstrate that it is possible to do this transformation in the education of students with autism spectrum disorder.

Method

Case of study

Participants

• Autistic child

• Seven years old (age: 6 years and 11 months)

• First class in New Brunswick, Canada

• Therapy received: Auk and Touche

Data collection

• No contacts of intervention from September 2011 to June 2012

• The child received daily interventions at home (Quebec, Canada)

• Study conducted from October 2011 to May 2012

• Total of 69 videos

• Inclined to interactive readings selected for 4 times analysis

The systematic representation of the autistic child’s development

The joint attention development is complex for the autistic child and, unfortunately, there is no evidence of its essential importance for the development of interaction and communicative functioning. The joint attention development is expected to be abnormal in children with autism spectrum disorder. The results show improvements in the child’s communicative interaction, specifically, in the identification of the narrators’ intentions, such as intentions, eye and gestures, and the ability to exit them correctly with the narrative comprehension of a story. This progress appears to have been increased by interactive reading intervention, which is consistent with the reports of other studies, in which joint attention development and communicative functioning were improved in children with autism spectrum disorder.

Interactive reading: A way to improve theory of mind and verbal communication in autistic children

Interactive reading is based on narrative content and dialogues. This dialogue focuses on the child's attention on the causes of certain narrative events, which may be in line with the theory of mind. The child's questions help the child focus on the macrostructure of the narrative, and he exits some causative and lexical differences.