

Understanding word learning difficulties in autism: insights from sibling studies

Teodora Gliga
Birkbeck College

Tuesday 2nd February 2016, 11 – 12.30
Room: Fylde Building Room D18
Lancaster University

ALL WELCOME

Abstract

Research into early language development has been driven by a debate between the need for domain specific mechanisms (e.g. an understanding of reference) or for domain general skills (e.g. associative learning, attention). Interestingly, prospective studies of infants at family risk for autism (i.e. infant sibs studies) have reignited a similar debate between proponents of a "social brain" vs a domain general origin of this disorder. Already by their first birthday, infants that go on to develop autism lag in their vocabulary growth. I will argue that investigating the origin of their communication difficulties offers unique opportunities for understanding developmental pathways to language. I will review emerging findings from the British Autism Study of Infant Siblings and other similar studies around the world, with an emphasis on early pre-requisites and predictors of vocabulary development.

Directions

Details for getting to Lancaster University can be found on their [website](#), and Fylde Building is building 47, grid reference D8 (campus map attached to email)

Further information

For further information about this seminar, please contact michaeline.k.glover@manchester.ac.uk or about LuCiD, please contact helen.allwood@manchester.ac.uk