

Impact of Socioeconomic Status and Autism on Language Development

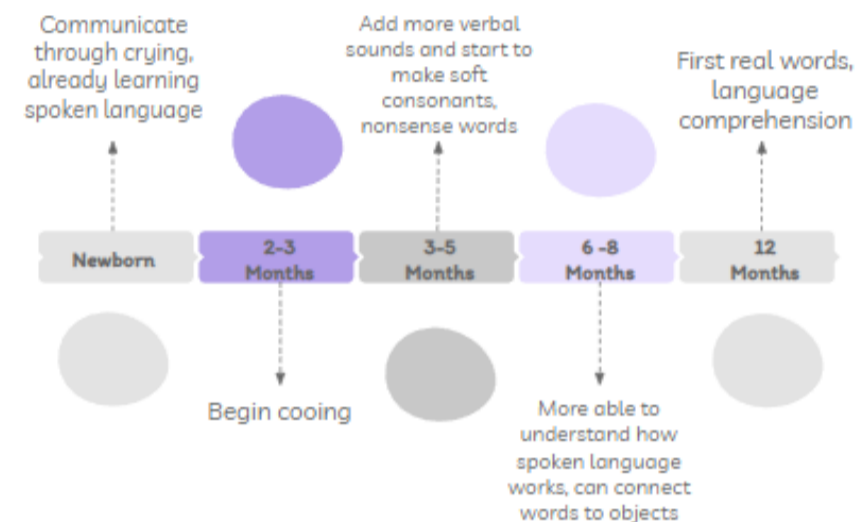
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THESIS STATEMENT

ASD affects the language skills of individuals of all backgrounds that can be treated with intervention; however, higher economic status is seen to hold a better outcome for language development in children of all neuro-abilities

- > 1 in 54 children have an autism diagnosis
- > 40+% of autistic children have a significant language delay, and most of these children are not making it into the intervention system by three years of age
- > 20% of children with delayed speech are not getting any form of speech and language therapy

TYPICAL LANGUAGE DEVELOPMENT



ASD AND LANGUAGE

- > Speech development before the age of 5 is one of the greatest predictors of ASD
- > Children with ASD may be slower to development language, or they may not develop it at all
- > Children with ASD have narrow interests making it hard to relate to conversation
- > Speech is typically rigid or repetitive

SOCIAL COMMUNICATION

- > Children with ASD 'exist in a private world'
- > Children with ASD aren't able to pick up on non-verbal cues
- > Children with ASD aren't able to establish joint attention
 - In using joint attention, children are able to broaden their vocabulary and grow social skills
- > **Echolalia:** meaningless repetition
- > **Unusual Prosody:** unusual pitch, tempo, loudness, and rhythm of speech

SOCIOECONOMIC STATUS AND ASD

- > The risks of being diagnosed with ASD increased overall with mothers who were Central/South American, Filipino, Vietnamese, U.S. born Hispanic, and U.S. born African American, in comparison to the U.S. born white mothers
- > Hispanic children are less likely to be diagnosed and therefore at a higher risk for not overcoming a language delay
- > Children with a speech delay are more likely to have parents without a college education
- > Age of a child's first word depends significantly on the mother's level of education

SES IN NEUROTYPICAL

- > Similar to the findings of children with ASD
- > Children of mothers who had higher education levels and higher socioeconomic status has greater language development
- > Children of older mothers were better at articulation

CONCLUSION OF FINDINGS

Low socioeconomic status and the presence of ASD hold a detrimental role in the development of a child's language, but through early and adequate intervention, a child can be taught to learn some critical language skills. Through the use of Speech-Language Pathology, the trajectory of a child with ASD and a language delay is positive for improvement.

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