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The purpose of this study is to examine the relationship between the frequency of expression of mental state terms in the context of specific play behaviors between children with autism and typically developing children engaged in play at the home of the child with autism. The prevalence of mental state terms is used as an indicator of a child's ability to understand perspectives and provides implications of theory of mind mastery. Investigating play and mental state expression in a home setting provides insight about the social communication of children with and without ASD. Data was drawn from the intervention transcripts of five dyads engaged in peer play interactions. Transcripts were coded for mental state terms and types of play behaviors and comparisons were performed. Results indicate that typically developing children use a significantly greater number of cognitive mental state terms while engaged in imaginative play. Findings provide implications for types of play behavior that could be initiated in interactive play contexts that would increase mental state term expression in children with autism. Increased mental state term use is important to facilitate children with autism's social communication and developing theory of mind as it allows them to better express how they feel and interpret how their peer partners are feeling during play.