

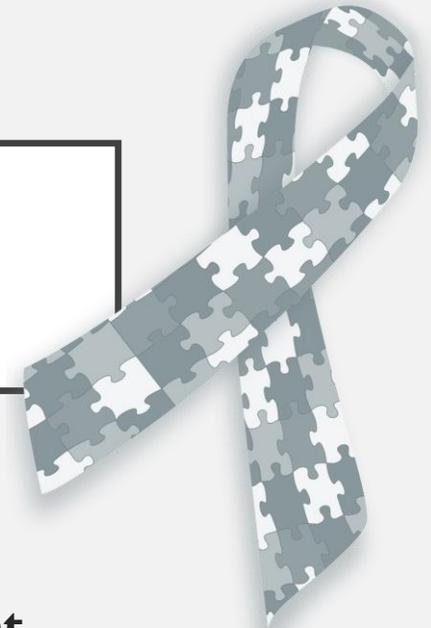
THE INTERRELATION BETWEEN MULTILINGUALISM, SOCIAL SKILLS, AND PARENT-CHILD RELATIONSHIP ON ACADEMIC PERFORMANCE IN ASD

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THEORETICAL BACKGROUND



WHAT IS AUTISM SPECTRUM DISORDER (ASD) ?

Neuro-developmental disorder which causes clinically significant impairment in social, occupational, or other areas of current functioning

- **Persistent deficits in social communication and interaction (across contexts and time)**
 - deficits in social-emotional reciprocity
 - deficits in nonverbal communicative behaviors used for social interaction
 - deficits in developing, maintaining, and understanding relationships
- **Restricted, repetitive patterns of behavior, interests, or activities**
 - repetitive motor movements
 - insistence on sameness and adherence to patterns and routines
 - highly restricted and fixated interests
 - hyper- or hyporeactivity to sensory input

THEORETICAL BACKGROUND

Children with ASD tend to underperform in mainstream academia
(Manti et al., 2011)

WHY?

- having impaired linguistic pragmatics and showing difficulties in understanding or using figurative language, (Philofsky et al., 2007), children with ASD may face additional challenges in social communication in the multilingual education in Luxembourg
 - especially in academia, since language skills have been found to predict outcomes such as mathematics (Greisen et al., 1986; Martini, 2021)
 - the socialization paradigm: a person acquires socio-cultural knowledge via language and acquires linguistic knowledge via socialization (Ochs & Schieffelin, 1984)
- parents of children with ASD are often advised to use only one language for communication with their child (Yu, 2013)
 - accordingly, a number of studies found detrimental effects of imposed monolingualism in family member's wellbeing, communication, social interaction, and family dynamic (Baker, 2013; Franco et al., in preparation; Jegatheesan, 2011; Kremer-Sadlik, 2005; Ozturk & Howard, 2018)

THEORETICAL BACKGROUND

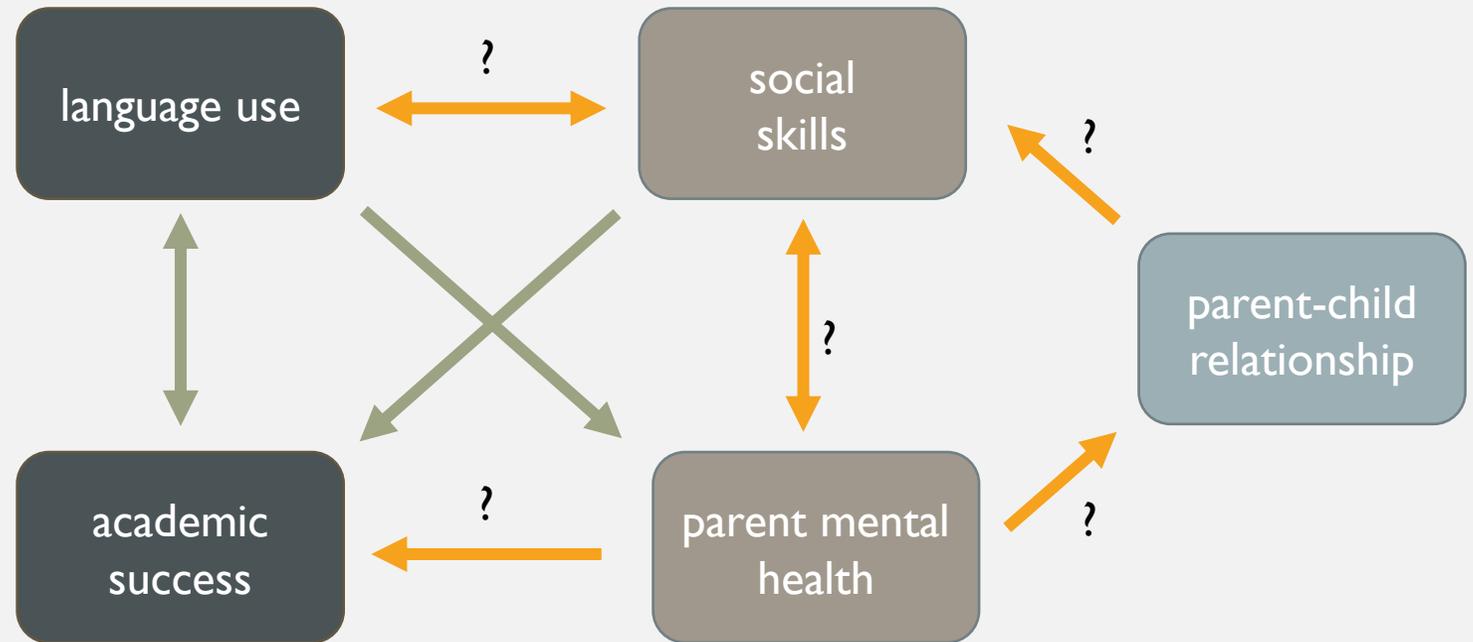
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WHY?

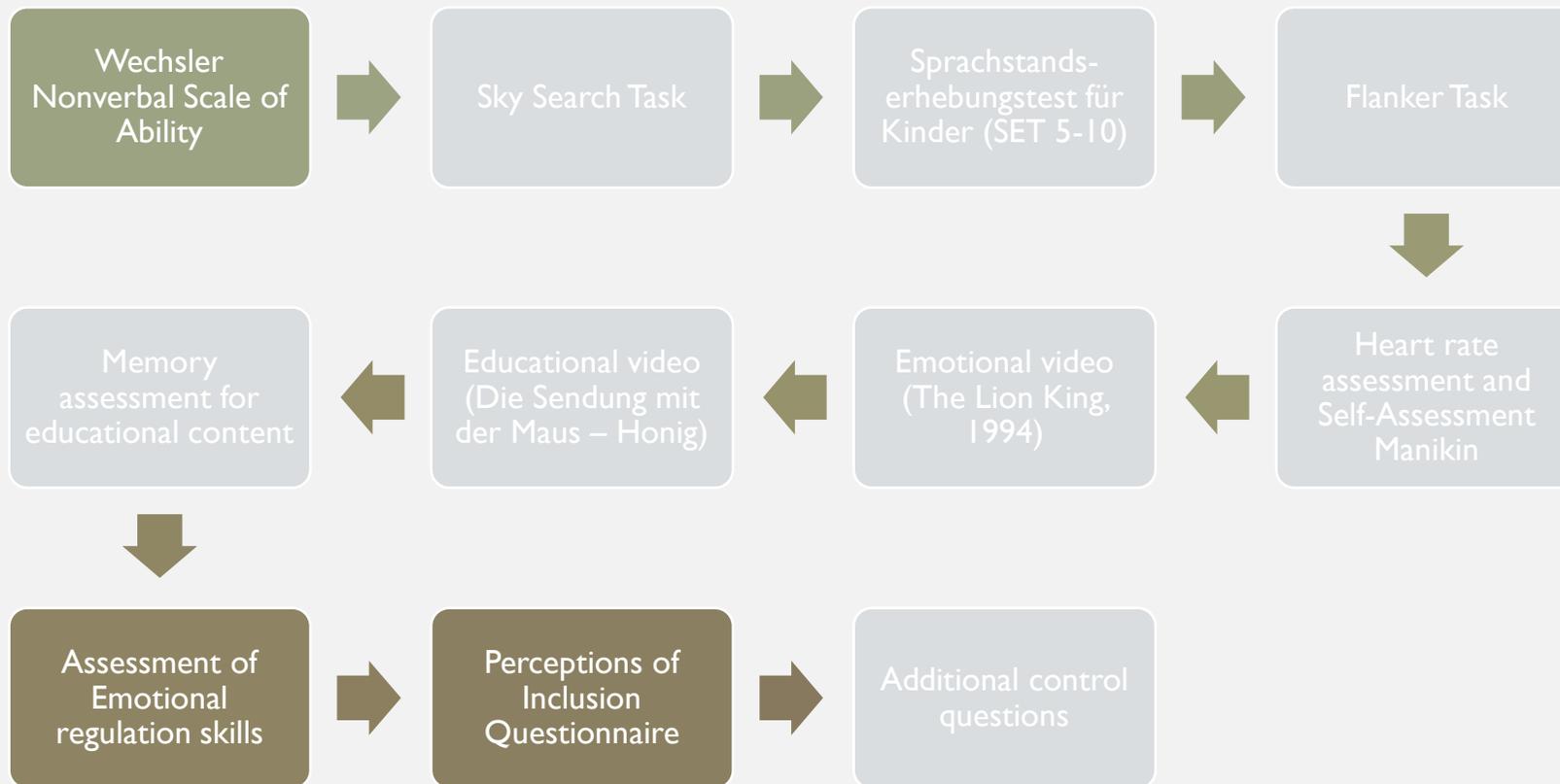
- in typically developing (TD) children, social skills have been identified to influence the academic outcome significantly (Meier et al., 2006).
- this was also observed in children with ASD (Estes et al., 2011; Miller et al., 2017) and maybe even more pronounced as they tend to face social exclusion more often (Frostad & Pijl, 2007; Humphrey & Lewis, 2008)
- since children learn social skills for a major part in interaction with their parents (Ladd, 2005), their relationship could play a role in this
 - this may be especially important since parents of children with ASD were found to interact less with their children, than parents of TD children (Costa et al., 2019)

THE RESEARCH MODEL

- Sample:
 - Children in primary education
 - 1 parent/guardian + class teacher
 - No intellectual disability
- Additional, control variables:
 - IQ and SDS
 - ASD traits, and alexithymia
 - German proficiency

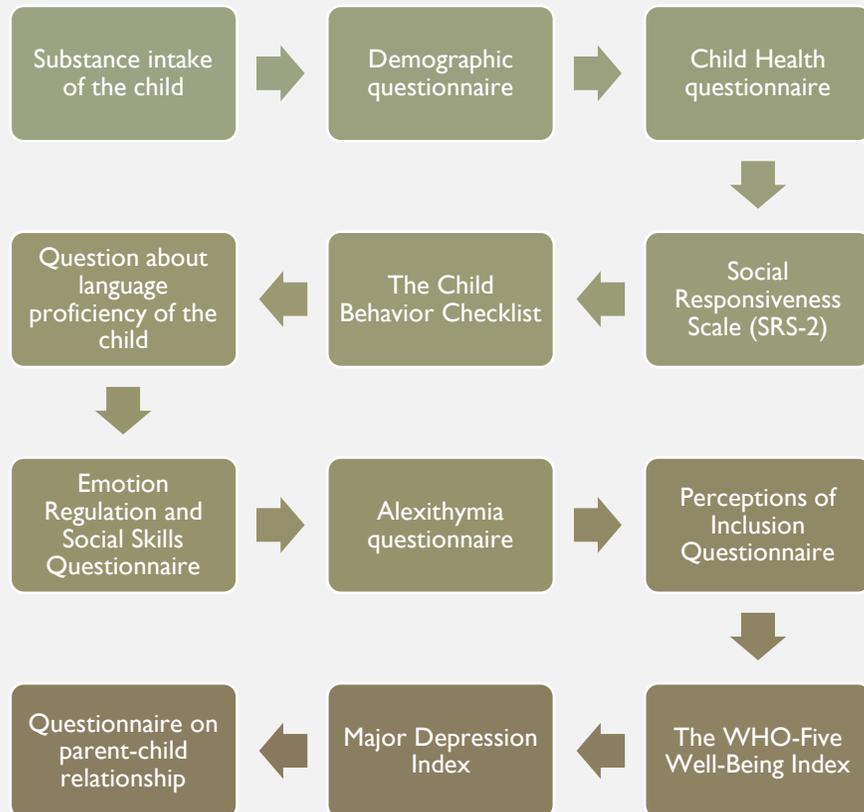


PROCEDURE CHILDREN

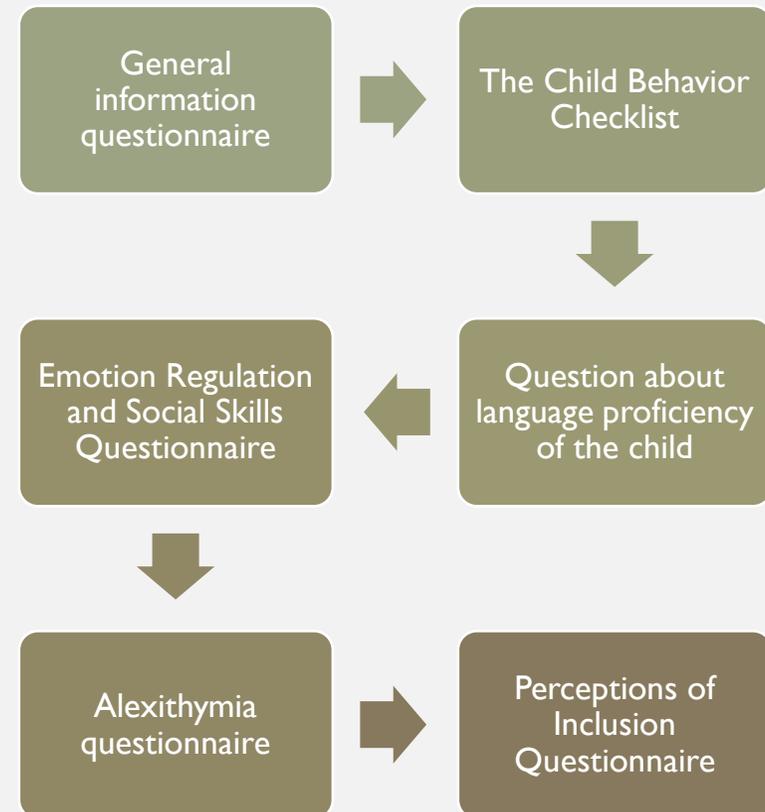


PROCEDURE PARENTS & TEACHERS

PROCEDURE PARENTS



PROCEDURE TEACHERS



PARTICIPANT RECRUITMENT

- Centre pour enfants et jeunes présentant un trouble du spectre de l'autisme (CTSA)
- Inclusive services of the Ministry (MENJE)
- Primary education teachers
- Fondation Autisme Luxembourg (FAL)
- 3AL - Autism Awareness Association

RÉSULTATS SCOLAIRES DES ENFANTS AVEC AUTISME

INFLUENCÉS PAR LES LANGUES, LES ÉMOTIONS,
ET LES COMPÉTENCES SOCIALES ?

Qui ?

Des enfants avec autisme qui fréquentent l'enseignement fondamental et un parent. Le/La titulaire de la classe (optionnel).

Quoi ?

Une étude pour comprendre ce qui aide les enfants à réussir à l'école.

DURÉE

120 min pour l'enfant (avec des pauses)
80 min pour le parent
35 min pour l'enseignant

COMPENSATION

50€ en bon pour l'enfant
50€ en bon pour le parent
25€ en bon pour l'enseignant

LIEU

Parents/Enfants Université du Luxembourg
Enseignant participation par courrier

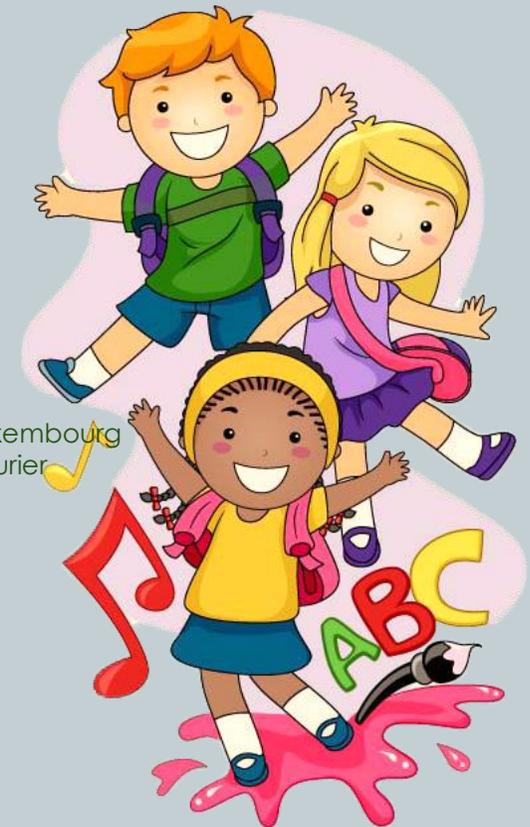
ON PARLE



COMMENT PARTICIPER

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Pour en savoir plus sur notre recherche, consultez le site autisme.uni.lu



THANK YOU FOR
YOUR ATTENTION

Looking forward to
questions and feedback!

Discussion Topics :

1. Other influential factors we should consider?
2. Suggestions for statistical analyses
 - Group differences
 - Additional SEM ?
3. Other questions, comments?

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