INTRODUCTION + OBJECTIVE

- “Um” is proposed to serve a listener-oriented function.1,4
- Studies have reported that school-aged children on the autism spectrum (ASD) and children with attention deficit/hyperactivity disorder (ADHD) produce fewer “um” tokens than their peers without diagnoses of ASD/ADHD (no diagnosis; ND) in their naturalistic speech.1,2,3
- However, not all investigations have reported this difference, and few have examined in depth what contributes to this pattern.5

OBJECTIVE: To investigate the production of “um” tokens among school-aged children on the spectrum and with ADHD by considering the roles of general language and diagnostic severity as predictors

RESULTS

- Akin to previous studies, school-aged children with ASD and ADHD produced significantly fewer “um” tokens during conversation.
- However, the lack of production of “um” tokens was not associated with autistic characteristics as assessed via the ADOS for the ASD and ADHD groups. Instead, it was associated with lower verbal abilities.
- This is also supported by the lower “um” use by the ADHD group, suggesting that this challenge may not be specific to autism.

REFERENCES + ACKNOWLEDGEMENTS