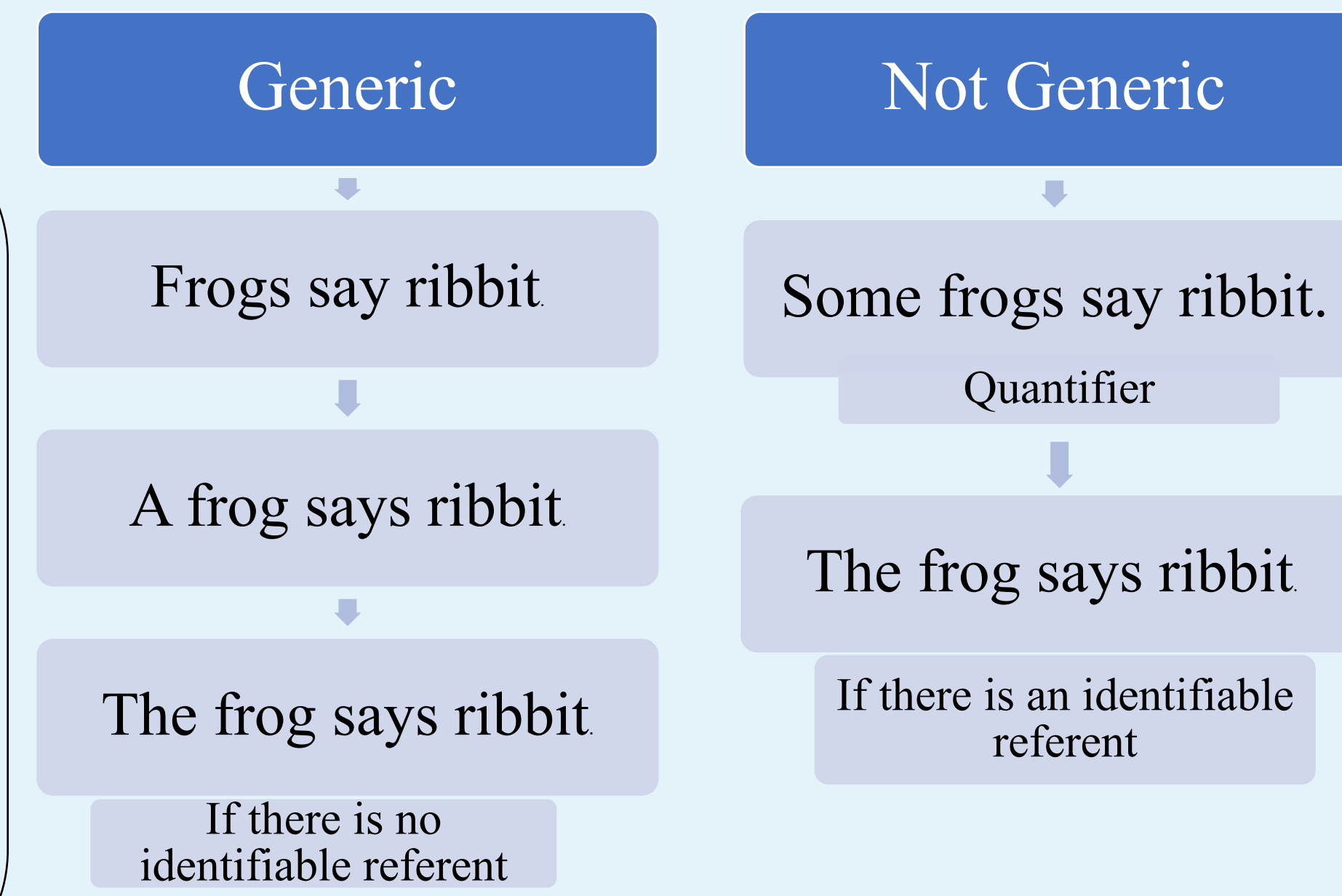


INTRODUCTION

- Generics are statements that assign a property to a category without reference to a specific individual¹
- Parents' production of generics is linked to child language abilities²
- Children with Autism Spectrum Disorder (ASD) have demonstrated more difficulty with categories and shape bias tasks than their typically developing (TD) peers^{3,4}
- Could this group difference be attributable to a difference in parent input?



Objective

We examined parents' generics production to determine its relationship with concurrent and subsequent child language measures

METHODS

Procedure

- The sample was taken from larger longitudinal study⁵
- 30-minute play sessions between parent and child were recorded over 6 visits, each separated by 4 months
- Transcripts from the first four visits were coded for generics produced by parents
- Each generic utterance in parent speech was noted in each visit for each parent-child dyad
- Child outcome measures are from the play session at Visit 6

Table 1. Participant Demographics at Visit 1

	ASD (N=24)	TD (N=32)
Age (months)	32.31 (5.44)	20.30 (1.51)
ADOS	12.96 (3.87)	0.69 (1.18)
MullenRL	23.21 (8.57)	24.34 (3.43)
MullenEL	18.58 (7.52)	19.53 (4.70)

Groups were matched on language measures at visit 1 – Mullen Scales of Early Learning Receptive Language (RL) and Expressive Language (EL) subtests

DISCUSSION

- Parents in both groups increased their generics production across visits, but more strongly in the TD group. As predicted, parents of TD children produced more generics than parents of children with ASD.
- Parents who produce more generics have children with stronger language, both concurrently and longitudinally
- Higher generics input could be important for child language development
- Caveat: when controlling for parent word types, the significant relationships between child language and parent generics disappeared, suggesting that with this sample size, parent generics and parent word types are capturing the same variance⁶
- With a larger sample, and using data collected later in development, we might see independent effects of parent generics on child language³

References

¹S.A. Gelman, R.J. Chesnick, and S.R. Waxman (2005) Mother-child conversations about pictures and objects: Referring to categories and individuals. *Child Development*, 76(6), 1129–1143.

²Wei R., Kirby A., Naigles L.R., Rowe M.L. (2022). Parents' talk about conceptual categories. *Journal of Child Language*

³Tecoulesco L., Fein D., Naigles L.R. (2020). What categorical induction variability reveals about typical and atypical development. *Journal of Child Language* 1–26.

with infants: stability, variability, and implications for expressive language development. *Journal of Child Language* 1–22.

⁴Potrzeba ER, Fein D, Naigles L. Investigating the shape bias in typically developing children and children with autism spectrum disorders. *Front Psychol*. 2015 Apr 21;6:446.

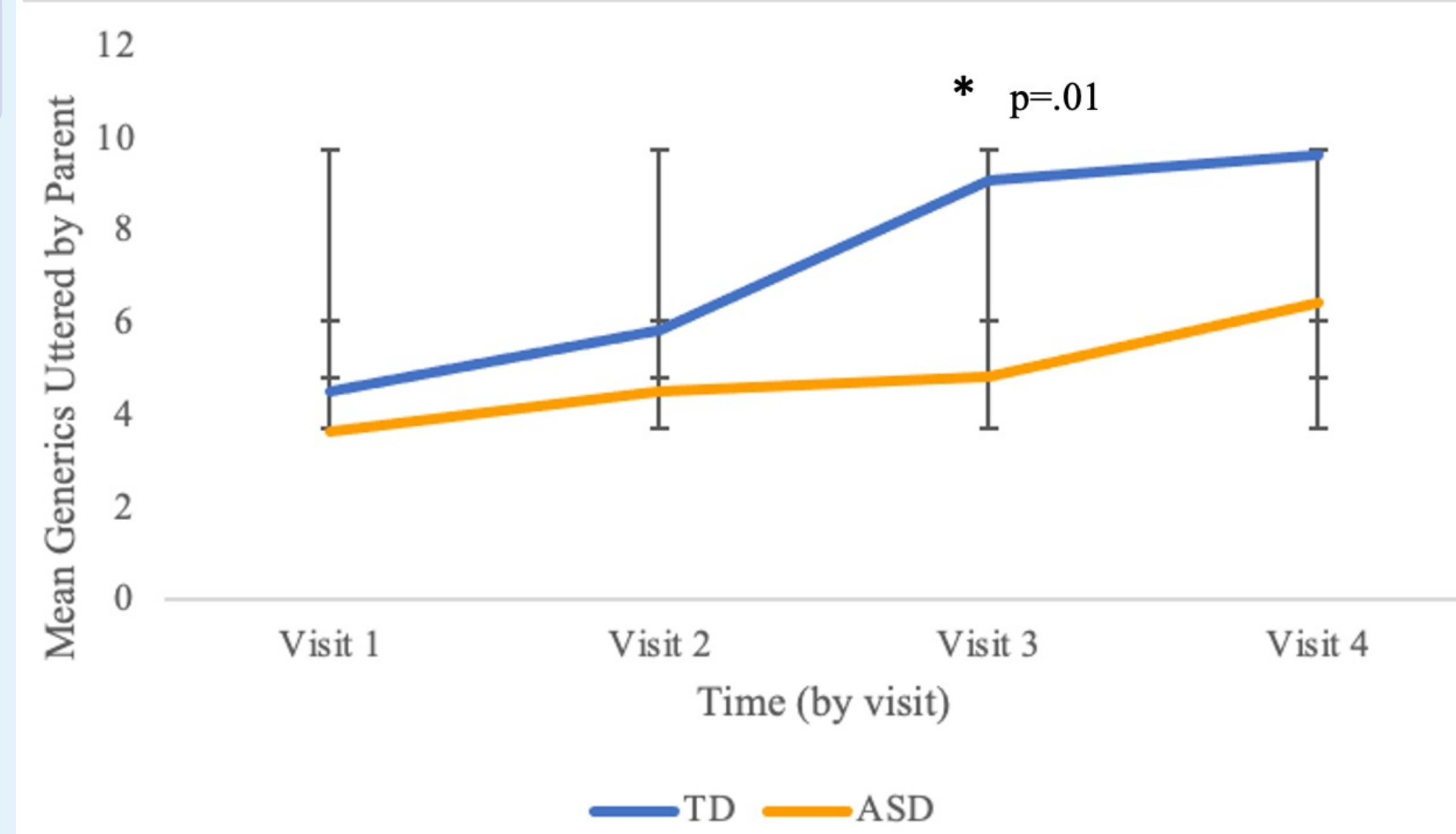
⁵Naigles L.R., & Fein D. (2017). Looking through their eyes: tracking early language comprehension in ASD. *Innovative Investigations of Language in Autism Spectrum Disorder*, 49–69.

⁶Fusaroli R, Weed E, Fein D, Naigles L. Hearing me hearing you: Reciprocal effects between child and parent language in autism and typical development. *Cognition*. 2019 Feb;183:1-18.

RESULTS

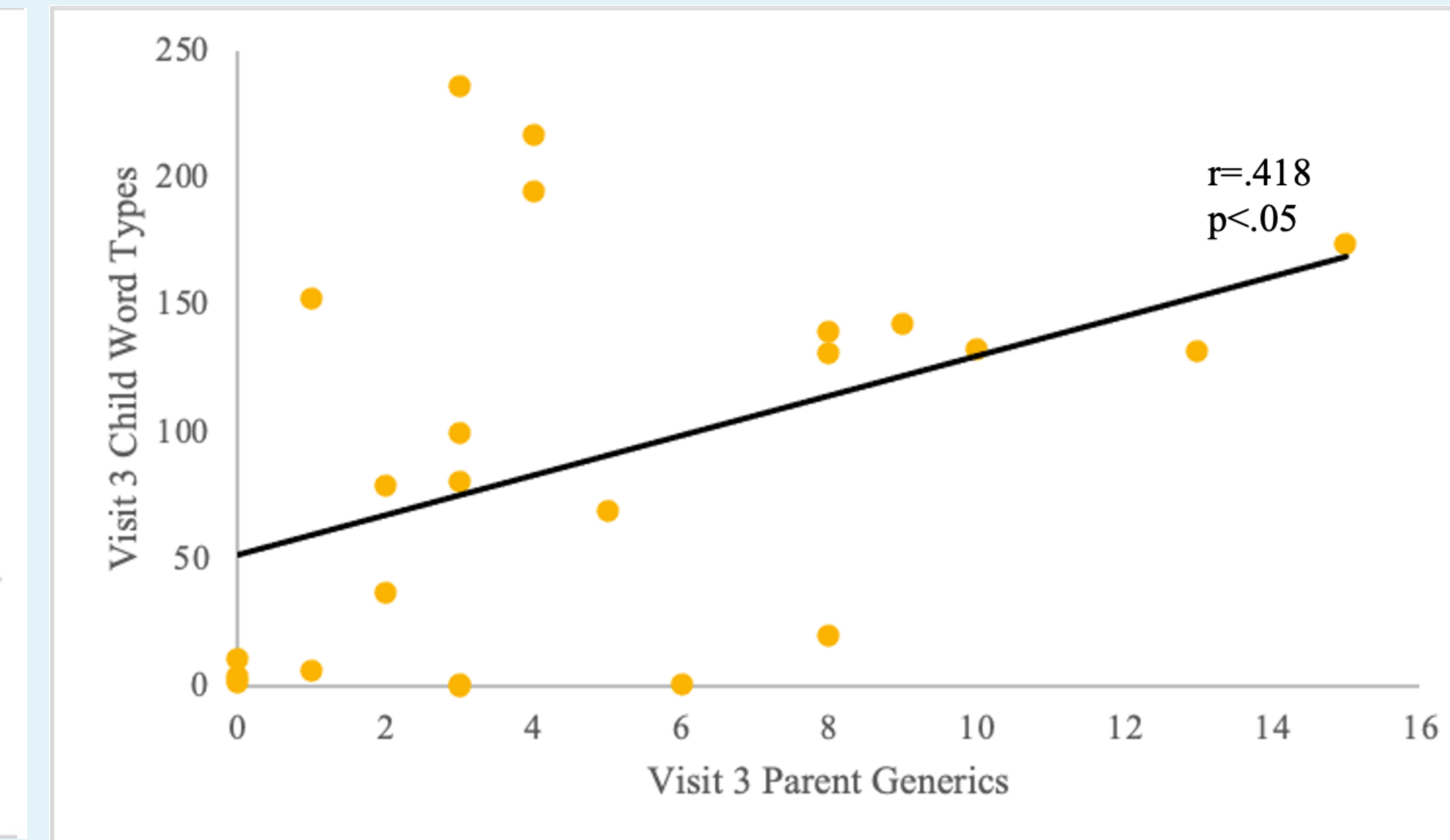
- Key**
- TD data in BLUE
 - ASD data in shades of ORANGE

Parents in both TD and ASD groups increased their generics production across visits

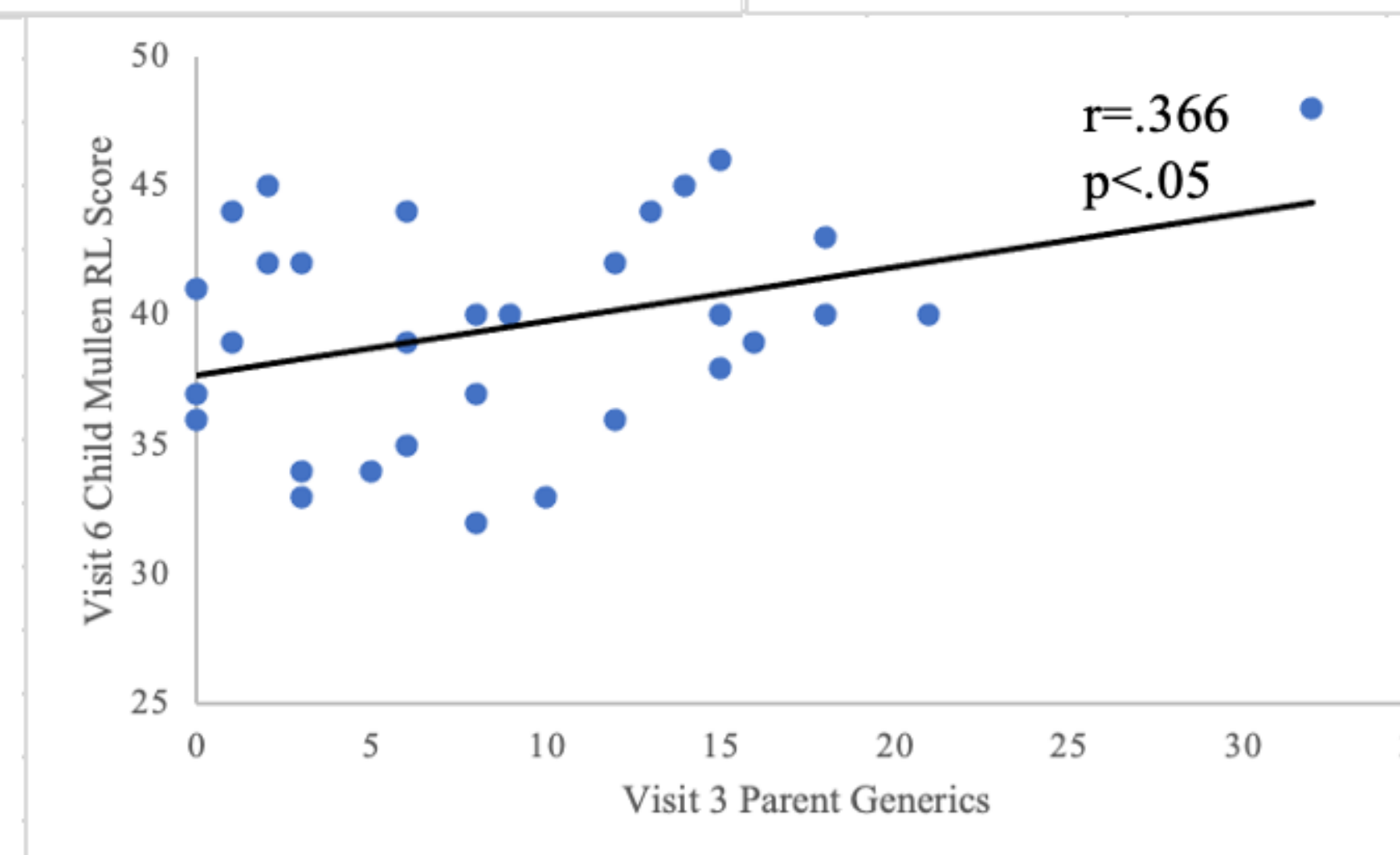
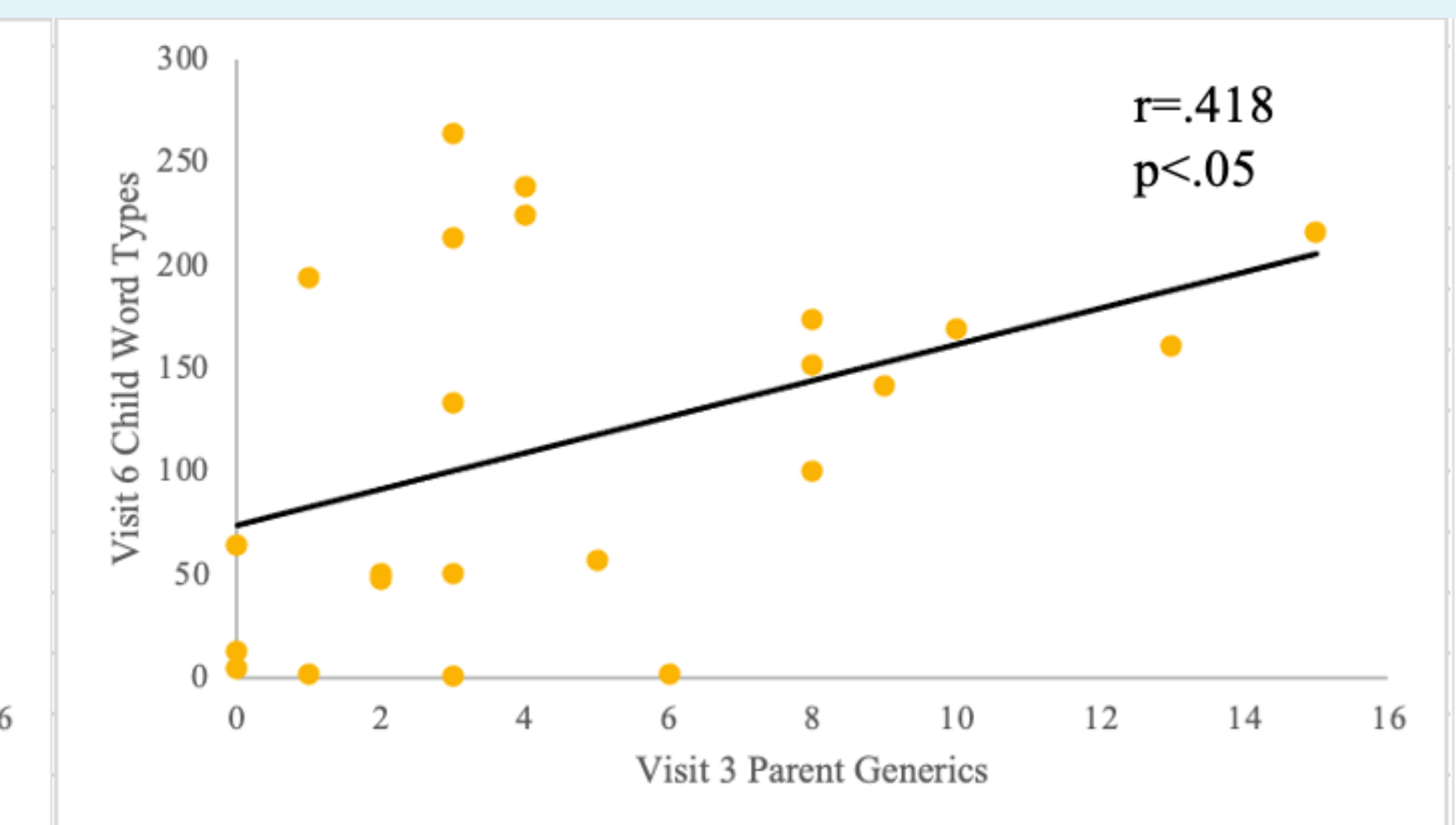
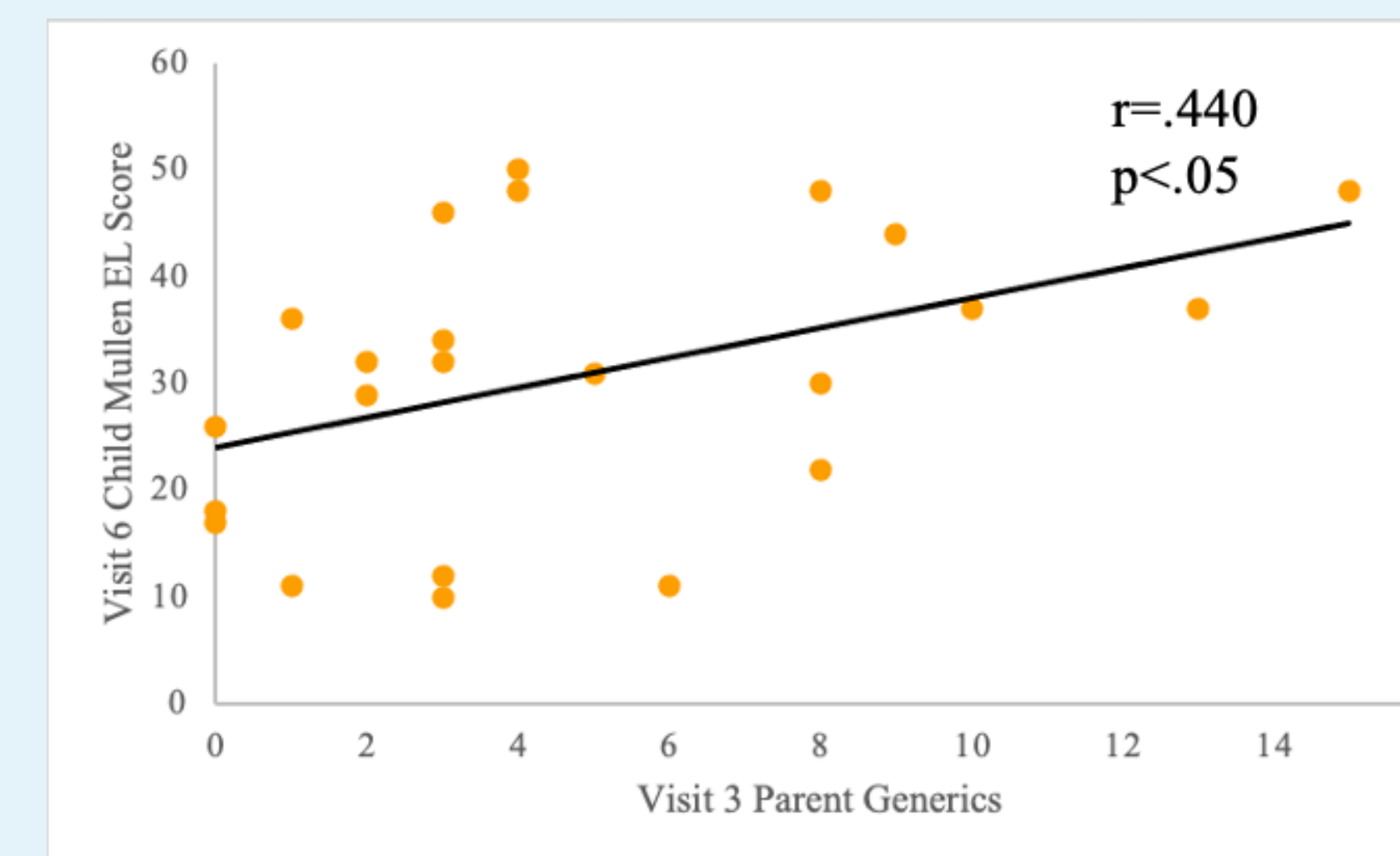


* Significant at visit 3

Visit 3: Parent Generics Correlate with Child Word Types



Visit 3 Parent Generics Predict Visit 6 Child Language in both ASD and TD Groups



Visit 4 Parent Generics Predict Visit 6 Child Language in the ASD Group

