Gradable adjectives (GA) can vary in intensity and their usage depends on a speaker’s perspective:
- Both physical (long) and emotional (happy)
- Vary with context (e.g., a tall kindergartner surrounded by kindergarteners vs. a tall kindergartner next to Lebron James)
- Relevant for ASD because
- School-age kids with ASD have difficulties with sorting emotional faces compared to TD kids
- Emotion categorization also yields difficulties in ASD

Objectives
- Do gradable adjectives reveal differences in perspective-taking in autistic individuals at adolescence?
- Does the type of gradable adjective matter?

Methods
- Day 1: Participants see 9 pictures/stimuli for each set
- Day 2: Participants see 13 pictures/stimuli for each set (4 of the highest emotion or length stimuli added to each set)
- Stimuli numbered 1-9 (Day 1) & 1-13 (Day 2) (only visible to researchers)
- Cutoff values were determined for each stimulus set
  - In box: 3,4,5,6,7,8,9, out of box: 1,2
  - Cutoff value = 3 (lowest value stimuli counted as cutoff)
- Missorts: cutoff value is lenient
  - Shift: From Visit 1 to Visit 2, how many times did the cutoff value shift up vs. stay the same vs. other?
  - % of participants was calculated to account for differing numbers in the two groups

Results
- Both groups increase cutoff values from V1 to V2
- A greater proportion of autistic individuals showed sensitivity to context, shifting up at V2 when there were more high-intensity stimuli.
- These autistic individuals at adolescence did not show a diminished ability for perspective-taking
- Autistic individuals may take longer to develop semantic and emotional recognition skills.
- Future Qs: Does this transfer to the real world?
  - EX: would autistic individuals in the real-world resist calling a 4-year-old tall because Lebron James is tall?

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