

Nicola:

Substantial grant on children's social understanding of mother's language. Has been going on since children were 3, now 10.5. How mother's language helps children accomplish theory of mind task. Mothers who talk very specifically about mental states have children who are better at social understanding. Involved lots of coding language, coding interaction.

Riddles: looked at developing technology to support collaboration and language play. Riddles work starting to look at gestures.

Conversation and pragmatics, looks at social skills, looks at collaboration, looks at intention.

Need to make a distinction between typically developing and ASD, they're not developmentally delayed.

Karen:

Degree in social anthropology and linguistics, then teacher training, worked as a teacher for about 10 years, went from typically developing to SLD, then autism (did a Master's looking at communication disorders in the classroom, and how they communicated in other situations: need structure). Communicated much more with adults (because adults more structured).

How can you develop communication through a different medium.

Developed distance learning course for University of Birmingham (for past 6 years). Build up COP, multi-modal interaction, current practitioners and parents with autism: must have two years experience in field, either as practitioner or parent.

Is at Birmingham, lecturer in autism. Will have an autism centre in 6 months – year.

PhD primarily using discourse analysis to look at online discussions to look at how developing COP. Pedagogy, how people learn, particularly in relation to people with autism.

Has worked with Wendy to provide a learning pack for Reactive Colours. Web based resource developed for practitioners in Scotland.

If sensitivity to social cues is controlled top-down, can it be developed?

University of Valencia – developing symbolic play through virtual reality