Summary of the Study

First: Introduction:

Childhood is the first stage in human life and is considered one of the most important stages of growth that humans go through. It can be described as the cornerstone in building and formation of one's character as the child begins the process of social awareness of the surrounding environment and his skills of social interaction and communication with others are developed during this stage. Thus, any disability at this stage would have a great effect on all developmental aspects of the child. Autism is one of these disabilities which have a comprehensive impact on all aspects of cognitive, social and emotional development for the child and on his behavior in general, which, accordingly, leaves a negative impact on the entire developmental process. Socially, the autistic child becomes unable to have any form of social interaction with others, such as greeting people, responding to others' greetings, establishing relationships with his peers, or communicating visually or physically with others. Emotionally, the autistic child is unable to understand or interpret facial expressions or even to understand others' emotions. He also lacks the ability to express his pains or to share his passions with others.

In addition, the autistic child may show full linguistic deficit or a clear defect in the use of language to communicate with others. This can be noticed in some behaviors related to verbal communication such as echolalia, metaphorical Language, and
pronominal reversal. Moreover, the autistic child is characterized by a desire to maintain the monotony and routine in the surrounding environment. He also tends to self-raised behaviors such as jiggling, fast round, abnormal applause, and self-injurious behaviors represented in hitting his head at the wall or hitting the hands strongly at anything or biting himself. He also prefers to indulge himself into any routine activities or, in other words, fixed or unchanged activities. The aforementioned deficiencies, as defined by Dorman & Lefever (1999), have a negative impact on adaptive behavior of the autistic child resulting in a clear decline at the level of their linguistic development.