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』, 2001, 6 , 2 , 392-405.

15 5-6 4.5-5.5 15 10

(APA, 1994).

(Tager-Flusberg, 1981, 1996).

(, 1995; , 1995).

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, 1999)

(Tager-Flusberg, 1995, 2000).

(Astington & Jenkins, 1995).

(Bruner, 1986).

Bretherton & Beeghly (1982)

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. Shantz et al.

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Brown & Dunn (1991) 가

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(Baron-Cohen, Leslie & Frith, 1986; Tager-Flusberg, 1992, 1995; Eisenmajer & Prior, 1991; Loveland et al., 1990).

Baron-Cohen, Leslie & Frith (1986)

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	M	SD	M	SD
(n = 15)	111.20	28.60	64.40	7.43
(n = 15)	61.13	2.82	64.83	5.12

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 4 가 (Baron-Cohen, Leslie & Frith, 1986)

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4.93 (SD = 3.12) 11.26 (SD = 2.96)

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(n=15)	4.93	3.12	5.69***
(n=15)	11.26	2.96	

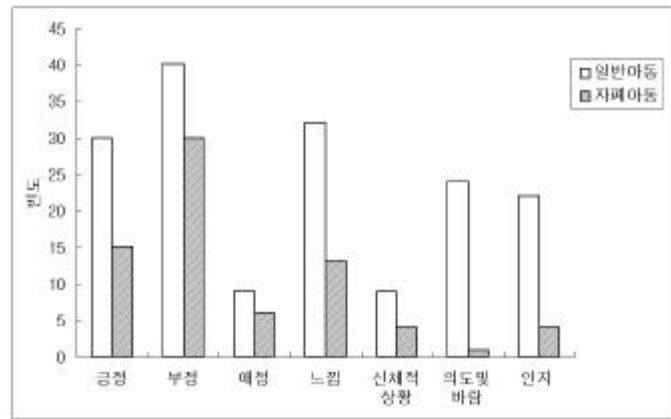
****p* < .001

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3.93 (SD = 2.43)

7.67 (SD = 2.22)



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(Tager-Flusberg, 1992, 1995; Loveland et al., 1990; Baron-Cohen, Leslie & Frith, 1986).

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1986; Tager-Flusberg, 1992, 1995).

(Baron-Cohen, Leslie & Frith,

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. Tager-Flusberg (1992)

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(Tager-Flusberg, 1992).

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(Bartsch &

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(Astington & Jenkins, 1995; Baron-Cohen, Leslie & Frith, 1985; 1989; 2001; , 2001).

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ABSTRACT

Using Words Related to Psychological-Internal States
in Children with and without Autism

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Understanding of children with autism of the physical world appears to develop in line with their mental age. On the other hand, their social skills are severely impaired and this suggests a deficient understanding of the social world. Beyond this, autistic children are unable to impute internal state to others. The purpose of this study was to compare the terms of psychological-internal state between the normal children and children with autism. Fifteen autistic children were compared with fifteen 15 normally developing children in narrating the 4 picture stories. The statistic of *t*-test was used for the analysis. The following results were obtained: (1) In contrast to normal children, the children with autism used more causal and behavioral language (2) Significant differences were found in the numbers of psychological-internal state language (3) Significant differences were found in the type of psychological-internal state language. This results conforms previous studies which tested the hypothesis of a specific deficit of a 'theory of mind' in the children with autism.

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