Program Seminar Series
Building Healthy Communities

Dr Orit Hetzroni

Department of Education

University of Haifa, Israel

15 August Tuesday

3.00pm – 4.00pm

Griffith University

Gold Coast campus G40_Red Zone (Host)

Mt Gravatt M24_3.11A Video Conference

Structure-mapping: Analogical reasoning and the systematicity principle among children with High Functioning Autism Spectrum Disorder

ABSTRACT

Difficulties in high levels of processing (LoP) of complex information are well documented in autism spectrum disorders (ASD). Individuals are required to activate high LoP when comparing and generating inferences based primarily on conceptual/structural similarities between the compared analogs. Structure mapping occurs when comparing between similarities and differences of the representations. In complex situations, the process of structure mapping has to be prompted by implicit or by explicit invitation to compare and detect the relations. Systematicity principle maintains the tendency to prefer deep structural relations over shallow basic perceptual ones. In an attempt to understand the role of structure mapping, systematicity principle, and analogical reasoning, a series of studies were conducted among individuals with and without High Functioning Autism Spectrum Disorder. This talk will present the results of the studies and propose to further investigate the use of structure mapping for understanding the higher and lower LoP among individuals with ASD.

BIOGRAPHY

Dr Orit Hetzroni heads the autism spectrum disorders (ASD) and Developmental Disabilities program, and manages the Augmentative and Alternative Communication (AAC) lab, at the University of Haifa, Israel. She teaches AAC, assistive technology, and ASD, and investigates language, communication, and social skills issues among individuals who have communication difficulties. Recent areas of research include identification of communication breakdowns and repair strategies among children with significant intellectual and developmental disabilities (IDD), communication dyads among babies and toddlers with communication difficulties, communication and social skills development among children with IDD and ASD, and the use of analogical reasoning and structure mapping among children with ASD.

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