Title: Visual and Auditory Cue Responses in Children with Autism Spectrum Disorder

While visually cued instruction has been utilized and shown to have effective results with individuals who have autism spectrum disorder (ASD), limited research has investigated how individuals with ASD respond to visually cued instruction in comparison to auditory cued instruction. In addition to investigating how children with ASD respond to visual cues and auditory cues, we have limited knowledge concerning their response when comparing concrete and abstract cues. This study provides research regarding response likelihood and response latency in cue presentation aimed at children ages 6-12 with an ASD and how this data compares to their typically developing peers. Data collected on participants took place during approximately a 15-minute session in the school setting where the child was asked to stand up when they saw or heard a specific concrete visual cue, abstract visual cue, concrete auditory cue, and abstract auditory cue. Research gathered through the utilization of a MANOVA indicated that the standard means for response accuracy were significantly different between children with ASD and Typically Developing Peers for concrete auditory, concrete visual, and abstract visual. With each cue, children with ASD scored significantly lower than typically developing peers. Additionally, children with ASD more accurately responded to the concrete visual cue than the other cues. Information gathered also indicated that the standard means for response latency were significantly different between children with ASD and typically developing peers for all cues. In each of these cues for response latency, children with ASD scored significantly lower than typically developing peers. Results for response latency indicate that children with ASD responded the quickest to the concrete auditory cue. This information can assist individuals in providing children with ASD beneficial presentation of cues to assist in transitions and interventions to make daily living expectations and interactions with others more attainable and efficient.