

TOPIC: IDENTIFICATION OF INDIVIDUAL CHARACTERISTICS IN HANDWRITING AND SPEECH PATTERN ANALYSIS IN AUTISM DISORDER CHILDREN

INTRODUCTION:

Autism spectrum disorder (ASD) is defined as a set of pervasive neurodevelopmental disorders, characterized clinically by observing the disabilities in three areas, namely, social reciprocity, social communication, and hyperfocus or reduced behavioural flexibility. Autism is also defined as a spectrum disorder due to its heterogeneity of symptomatology. Children with ASD often display motor coordination challenges, which can impact handwriting. This analysis is relevant because handwriting is a complex motor skill requiring fine motor coordination, spatial planning, and visual-motor integration. Autism Spectrum Disorder (ASD) is a multifaceted neurodevelopmental condition. Peculiar prosodic tones have been coupled with ASD. Speech of children as well as adolescents with ASD tends to exhibit an unconventional speech pattern. Due to atypical brain development, ASD is defined by cognitive, communicative, motor and/or behavioural impairments and neurodevelopmental Disorder. In this research, the handwriting samples and speech patterns will be analysed.

Aim/Objective of the Research Study:

AIM:

To identify the individual characteristics in handwriting and speech pattern analysis in autism disorder children

OBJECTIVE:

To collect the handwritten samples of autism disorder children.

To analysis the handwriting samples by observing the individual characteristics.

To collect the recorded voice samples of autism disorder children.

To analyse the voice production and individual characteristics.

METHODOLOGY OF THE RESEARCH WORK:

Study design: Observational and descriptive study

Study participants: Autism disorder children from the age group 5 – 15 years from various areas.

Sampling: Simple random sampling.

Data Collection Procedure:

Biological Sample Collection: Handwritten samples and recorder voice samples will be collected from the autism disorder children.