

Social Communication Problem: Role and Significance in Autism Spectrum Disorder (ASD)

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DESCRIPTION

Autism Spectrum Disorder (ASD) is a developmental disability that can cause significant social, communication, and behavioral challenges. The wide range of signs, abilities, and degrees of impairment that people with ASD experience is referred to as the "spectrum." Children with ASD may suffer to learn language skills and understanding what people are saying to them.

Social communication is how and why we use language to interact with other people. There are numerous causes why someone could struggle with social interaction. Social interaction, verbal and nonverbal skills, and social cognition are all examples of social communication. It is frequently thought of as an unwritten method of communication that people just know. This type of communication involves interacting with co-workers, relatives, caregivers, and educators. Understanding and utilizing appropriate body language, eye contact, and facial expressions are examples of social communication practices.

Social Communication refers to language that is used in social situations. This speaks to a child's capacity to communicate with people in a number of contexts. It is the capacity to consider another person's viewpoint and alter language use appropriately (This is what is referred to as Theory of Mind-ToM).

Children who exhibit difficulties with social communication skills may:

- Have trouble focusing on others and giving your attention
- Take turns in games and conversations poorly
- Responding incorrectly to inquiries
- Have trouble keeping the conversation's topic
- Having trouble understanding nonverbal signs such as body language and/or facial expressions having trouble paying attention to the speaker with adequate eye contact
- Utilizes "false starts" or interrupts other people
- Revisions to speech or reiteration of ideas
- Having trouble reacting to proximity (child may get too close to someone)
- Difficulty relating one's own emotional states to those of others

Problems with social interaction (such as speech style and context), social cognition (such as emotional competence, recognizing feelings of oneself and others), and pragmatics are all characteristics of social communication disorders (e.g., communicative intentions, body language, eye contact). A social communication disorder can exist on its own or in conjunction with other disorders as language impairment, Attention Deficit Hyperactivity Disorder (ADHD), and attention Autism Spectrum Disorder (ASD) Problems with social (pragmatic) communication is an essential and distinguishing trait of people with ASD. Normal language development and social expectations are present in children with ADHD, but their impulsivity, inattentiveness, distractibility, and restlessness have a direct impact on relationships. For a variety of reasons, children with language or other speech impairments may fall behind in terms of social communication abilities.

Why is social communication (pragmatics) important in ASD?

To be able to develop social interactions with others, social communication (also known as pragmatics) is crucial. Additionally, it is crucial for academic success because many activities from the curriculum require collaboration and peer communication.

Children who have been diagnosed with Pervasive Developmental Disorder (PDD) or Autism Spectrum Disorder (ASD), which includes Asperger's Syndrome, struggle with social communication (pragmatic skills). Pragmatics, often known as social communication, is the study of how children use language in social contexts.

The maintenance and integration of the individual in the social context depend on social communication. The ability to communicate socially is a reciprocal and dynamic construct that can develop very early in life. Because it focuses on interactions with conspecifics, social communication can be distinguished from other cognitive systems (such as perception, cognitive control, memory, and attention). The brain bases for social communication have developed to support automatic/reflexive

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as well as volitional control, including the desire and capacity to interact with others. Aspects of reception might be implicit or explicit; examples are characterization, face and emotional

recognition, and affect recognition. Eye contact, expressive reciprocation, and gaze following are all beneficial characteristics.