# Abstract

Autism spectrum condition (ASC) is a neurodevelopmental disorder characterized fundamentally by social deficits. Emotional competence – the ability to express, recognize, understand, and regulate emotions – is a key aspect of social communication. Evidence suggests that from early childhood, individuals with autism lack emotional language. Their development of their ability to process and recognize emotions from paralinguistic emotional facial, body language, and voice tone cues differs from that of neuro-typical children. They also have difficulty integrating these cues in context.

Numerous approaches to teaching people with ASC how to recognize and understand emotions have been tried, with recent increased interest in computer-based interventions (CBI). However, most of the research, focusing on teaching facial expressions cues to those with high functioning autism, has had limited results in generalization to natural social interaction.

This study’s main goal is to assess CBI’s effect on emotional competence among children with high and low functioning (HF/LF) autism. This research will include 120 participants, divided into three groups: 30 6–9-year-old HF-ASC children and 30 10–12-year-old LF-ASC children who will participate in the intervention program; 30 HF-ASC children and 30 LF-ASC children who will not participate in the intervention; and 30 neuro-typical children.

The research’s four stages are: pre-assessment tests for all participants; an intervention program administered by a certified educational staff for 18 weeks; evaluations immediately after the intervention; and evaluations 10 weeks post-intervention.