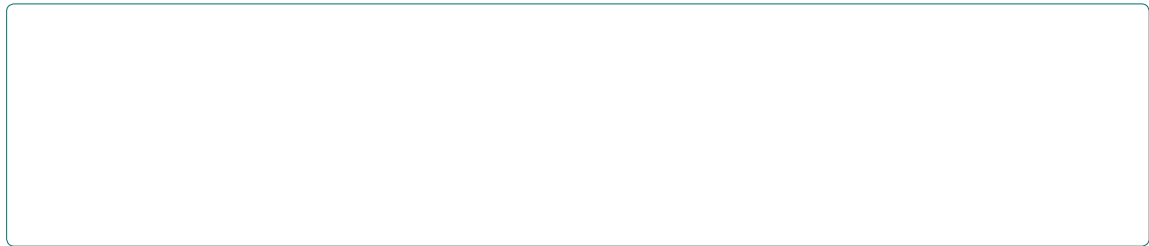




Professional support for the simulation of the test results is provided by the following authors: [Author names]



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some studies have reported deficits in understanding mental states and emotions in children with SCD compared to typically developing peers, others have found more nuanced patterns of performance. One key aspect of interest is how children with SCD respond to the physical and mental state cues embedded within the stories. Do they struggle equally with both types of cues, or do they show differential patterns of performance? Some research suggests that children with SCD may have particular difficulty with interpreting mental state cues, such as beliefs and intentions, compared to physical state cues, such as facial expressions or body language. This may reflect underlying deficits in theory of mind abilities, which are often implicated in SCD.

Another important question is how language proficiency influences the performance of children with SCD on the Happé Strange Stories task. Language plays a crucial role in social communication, facilitating the expression and comprehension of thoughts, feelings, and intentions. Children with SCD often exhibit language difficulties, including problems with vocabulary, grammar, and pragmatics (the social use of language). These language deficits may impact their ability to understand and respond to the social scenarios presented in the Happé Strange Stories. Research has shown that children with SCD who have higher language proficiency tend to perform better on tasks assessing social cognition, including the interpretation of mental states and emotions. Strong language skills may enable these children to better comprehend the nuances of social interactions and infer the thoughts and feelings of others. However, the relationship between language proficiency and social cognition in children with SCD is complex and multifaceted. While some studies have found a positive association between language and social cognitive abilities, others have reported inconsistent or even contradictory findings.

In summary, the performance of children with Social Communication Disorder on the Happé Strange Stories task provides

valuable insights into their social cognitive abilities, including their understanding of physical and mental state cues. Understanding how these children process and respond to social scenarios can inform clinical assessment and intervention strategies aimed at improving social communication skills. Furthermore, exploring the relationship between language proficiency and social cognition in children with SCD highlights the interconnected nature of language and social development. Future research in this area is needed to elucidate the mechanisms underlying these relationships and to develop effective interventions tailored to the specific needs of children with SCD.

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