Language Optionality and Variation
Festschrift in Honor of Anna Cardinaletti
edited by Chiara Branchini, Gianluca Lebani,
Lara Mantovan, Francesca Volpato

Verb Repetition and Production in ASD
An Investigation of Verbs with Alternating Transitivity in Sentential Context

Panagiota Tsakirpaloglou, Stavroula Stavrakaki
Aristotle University of Thessaloniki, Greece

Abstract This study focuses on verbs with alternating transitivity in school-age Greek-speaking children with Autism Spectrum Disorder (ASD) and neurotypical development. In the first task, children were asked to produce sentences based on provided verbs, while the second task involved sentence repetition. No significant between-group differences were found in almost all conditions. Analyses within the class of unaccusative verbs indicated the same performance pattern by both groups, with better performance on non-active than active forms. Overall, no specific deficits in verbs with alternating transitivity have been found for individuals with ASD.

Keywords Autism Spectrum Disorder. Transitive verbs. Unaccusative verbs. Production task. Repetition task.

Summary 1 Introduction. – 2 The Study. – 3 Results. – 4 Discussion and Conclusion.

Edizioni Ca'Foscari

LiVVaL 9
e-ISSN 2974-6574 | ISSN 2974-6981
ISBN [ebook] 979-12-5742-086-4 | ISBN [print] 979-12-5742-121-2

Peer review | Open access
Submitted 2025-11-13 | Accepted 2026-05-29 | Published 2026-11-17
© 2026 Tsakirpaloglou, Stavrakaki | CC BY 4.0
DOI 10.30687/979-12-5742-086-4/027

1 Introduction

Autism Spectrum Disorders (ASD) is a neurodevelopmental disorder characterized by deficient social communication and interaction along with restricted and repetitive patterns of behavior and interests (DSM-V, American Psychiatric Association 2013).[1] ASD can be manifested with or without intellectual or language impairment. Language development in autism is heterogeneous, ranging from complete lack of spoken language to typical or even superior language performance (Kjelgaard, Tager-Flusberg 2001).

While the bulk of studies on language abilities of individuals with ASD concern pragmatics (Asada et al. 2022; de Villiers, Myers, Stainton 2013), recent studies were performed on their grammatical abilities. On the one hand, it has been reported that ASD participants show a performance comparable to neurotypically (NT) developing peers. For example, Khetrapal and Thornton (2017) found that high-functioning individuals with autism were capable of computing core grammatical procedures such as operator scope and binding and, by so doing, they showed performance comparable to that of NT individuals. In the same vein, Sukenik and Friedmann (2018) argued that children and adolescents with autism do not have syntactic difficulties. Sukenik and Friedmann used highly sensitive syntactic measures assessing expressive and receptive syntactic abilities and performed detailed error analysis. They suggested that failure in a syntactic task does not reflect a syntactic impairment but can arise from pragmatic or discourse difficulties. Furthermore, Terzi et al. (2014) reported a NT performance pattern by Greek individuals with ASD on passive and reflexive verbs.

On the other hand, other researchers have reported grammatical impairment for a subgroup of children with ASD (Modyanova, Perovic, Wexler 2017) or consistently lower performance than NT individuals on conditions assessing grammatical abilities (Andreou, Lymperopoulou, Aslanoglou 2025). Similarly, others (Peristeri, Andreou, Tsimpli 2017) have found deficient linguistic performance for groups of children with ASD with different language abilities (high and low language ability) in a variety of verbal tasks. In addition, Terzi, Marinis and Francis (2016) reported that children with ASD without language impairment performed poorer than NT children on grammar tests.

In sum, recent findings indicate that the status of grammatical abilities in ASD is a matter of high controversy. However, in our

1 This paper is a small tribute to the contribution of Anna Cardinaletti in the field of Linguistics. Her distinguished work, generous support and confidence in younger colleagues is a source of motivation for our academic work.

view, it is of great importance to explore the possible origin of the deficient grammatical performance in ASD by providing thoughtful consideration of the linguistic properties affecting grammatical performance and error analysis. Following this reasoning, the present study assesses the performance of Greek-speaking individuals with ASD on the production and repetition of verbs with alternating transitivity in sentential context. Specifically, the participants of our study were tested on transitive and intransitive (unaccusative) verbs, which, despite being lexically identical, can be associated with different syntactic configurations (Alexiadou, Anagnostopoulou 2004; Bastiaanse, van Zonneveld 2002). By so doing, the interaction of syntax with lexical retrieval can be fruitfully tested. Notably, studies on transitive and intransitive verbs including unaccusatives have been extensively conducted in different clinical populations, such as children with DLD and adults with aphasia, in different languages (e.g. Ebbels, Dockrell, van der Lely 2012; Stavrakaki et al. 2011), as the verb argument structure properties have been thought to pose specific challenges for individuals with language difficulties. This holds particularly for unaccusative verbs, which have been considered as complex forms in terms of their argument structure (see Bastiaanse, van Zonneveld 2002). However, to the best of our knowledge, a few studies were conducted on verb argument structure in individuals with ASD. Specifically, Naigles and Piskin (2018) investigated how lexical and syntactic factors impact the acquisition of verb argument structure by children with ASD and NT children. These researchers found that individuals with ASD resemble NT children in many respects. For instance, they used transitive verbs more consistently than intransitive ones. In addition, Ambridge, Bannard and Jackson (2015) studied the verb argument structure in ASD by employing a grammaticality judgment task. They reported that children with ASD, when compared to IQ-matched NT individuals, showed less aversion to verb argument structure violations.

While the present study can be considered as a continuation of the previous ones on the verb-argument structure (Ambridge, Bannard, Jackson 2015; Naigles, Piskin 2018), it innovates in the following ways:

(i) It addresses the question of ASD performance on verbs with alternating transitivity by comparatively assessing it by means of a production and a repetition task.
(ii) It reports data from Greek, a language in which unaccusative verbs appear with active and non-active morphology, a property that provides new insights into the interplay of different linguistic levels (morphology, syntax) over the verb retrieval and recall.
(iii) It provides detailed error analysis to illuminate the linguistic profile of the ASD participants.

Overall, this study contributes to a better understanding of linguistic abilities in ASD by employing a novel experimental design in an understudied language.

2 The Study

This study has been a part of the MA Thesis of the first author (PT) under the supervision of the second author (SS) and has been performed in accordance with the Aristotle University of Thessaloniki regulations regarding the completion of MA degree programs. Data collection was conducted by PT, a qualified teacher of preschool education with additional expertise in special education.

2.1 Participants

In total, twenty-two school age children participated in this study, seven of whom were diagnosed with ASD by Centers of Interdisciplinary Assessment, Counseling and Support (Kentra Diaforodiagnosis Aksiologisis Symvouleftikis Ypostirixis KE.D.A.S.Y.) in Northern Greece. They were recruited from inclusion classes in primary education settings and from private speech and language therapy centers. Inclusion criteria for ASD individuals were (i) diagnosis in accordance to DSM-V criteria and (ii) ability to communicate verbally. All participants were highly functioning individuals with non-verbal IQ above 85 according to clinicians' reports and the assessments they provided. At the same time, fifteen NT children of the same chronological age (CA) participated in this study, serving as the control group. The participants' demographic data are presented in Table 1.

Table 1 Demographic data

Group	CA Mean	CA Range (SD)	Total number of participants (number of males)
ASD	8.5	6-11 (1.8)	7 (6)
Controls	7.3	6-11 (1.5)	15 (7)

No significant between-group differences were found in CA, as shown by the non-parametric Mann-Whitney test, which was chosen due to

the small size of the samples included in this study (U=49, p=0.84, exact two-tailed).[2]

2.2 Materials and Procedure

2.2.1 The Production Task

The experimental materials employed in this study were developed by the second author of this study (Stavrakaki et al. 2011), in line with the methodology employed by Bastiaanse and van Zonneveld (2002), to assess the verb transitivity alternations in Greek-speaking individuals. More specifically, these materials consist of 30 verbs in total, 15 of which are transitives and the remaining 15 intransitives (unaccusatives). As will be explained in this section, there were 20 verb forms for unaccusatives due to their specific morphological properties in Greek. Indeed, the Greek morphosyntactic peculiarities were taken into account for the construction of these materials. Greek is a highly inflectional language in which the distinction +/– active voice is shown in the verb ending. Specifically, the analysis proposed by Alexiadou and Anagnostopoulou (2004) for the crucial structural differences between transitives and unaccusatives was followed. According to it, for transitive verbs, active voice is projected at the level of syntax. However, this is not the case for unaccusative verbs with active voice, as the active voice morphology is not projected at the level of syntax. As unaccusatives in Greek can also appear with non-active voice, non-active voice is projected at the level of syntax. Alternating unaccusative verbs fall into three morphological patterns, a classification which was followed for the construction of the experimental materials employed in this study. Therefore, regarding the unaccusative verbs, 5 of them appeared with active morphology (class I), 5 with the non-active morphology (class II) while the remaining 5 can appear with either active or non-active morphology (class III; in total 10 verb forms) (for linguistic details see Alexiadou, Anagnostopoulou 2004; for comprehensive presentation of these materials and the complete verb/sentence list, see Stavrakaki et al. 2011). In total, there were 20 unaccusative verb forms; thus, the complete list included 35 verb forms, 20 unaccusative and 15 transitive verb forms. Examples of the experimental material, taken from Stavrakaki et al. (2011, 663-4), are presented below:

2 The exact two-tailed p is reported in the between-group statistical analysis throughout this paper due to the small size of samples.

Table 2 Examples of the experimental material

Transitive verb				
To	*Koritsi*	*skorpise*	*Ta*	*louloudia*
The	Girl	scattered-ACT	The	flowers
Unaccusative verb with active voice (ACT)				
Ta	*Louloudia*	*skorpisan-ACT*		
The	Flowers	scattered-*ACT*		
Unaccusative verb with non-active voice (NACT)				
Ta	*Louloudia*	*skorpistikan-ACT*		
The	Flowers	scattered-NACT		

The production task was supported by a set of experimental pictures which showed an activity or an event that could be described by either a transitive or an intransitive verb, respectively. In addition to previous employment of these materials in adult speakers of Greek (Stavrakaki et al. 2011), a pilot implementation phase was conducted with school age children to ensure that the materials can be used for children. Furthermore, at the outset of the experiment, training was provided. In the course of the experimental phase, experimental and distractor pictures were presented to participants, who were individually tested. Simultaneously with the experimental picture presentation, the target verb was orally introduced in the third-person singular of the past tense. Notably, with respect to the class III of unaccusative verbs which can either appear in active or non-active voice, the verb oral presentation included the verb form in active and non-active form; thus, in total, ten verb forms of class III were orally presented, and twenty unaccusative verb forms. Children were asked to use the orally presented verb to describe the picture shown as accurately as possible. For example, children were presented with a picture which showed an activity, e.g. '*a man was opening the door*' (for transitive verbs) or an event, e.g. '*an open door*' (for unaccusative verbs). At the same time, they were orally presented with a verb in the 3rd person singular of the past tense, e.g. '*opened*'. Participants were asked to describe the picture as accurately as possible by using the orally presented word. The experimental verb conditions were pseudorandomized. In total, there were 35 responses per child. For samples of the pictures employed in the production task, see Stavrakaki et al. 2011.

Responses were scored as correct if they met the following two criteria: (i) they had the required argument structure (transitive or unaccusative), and (ii) they appeared with the correct voice marking. Examples of the correct (=target) responses are presented in examples (3) and (4) for transitive and unaccusative structures, respectively. With respect to transitive structures, responses with

subject omission were taken as correct, as Greek is a null subject language. By contrast, object omission (e.g. '*anixe*', '*opened*' *instead of* '*o andras anixe tin porta*', '*the man opened the door*' *in the transitive condition*), noun-adjective responses (e.g. '*adia tsanta*', '*empty bag*' instead of '*to pedi adiase tin tsanta*' '*the child emptied the bag*'), adjectival passives (e.g. '*tentomeno lastiho*', '*stretched rubber*' instead of '*to lastiho tentothike*', '*the rubber got stretched*') or failure to provide a response (no response) were considered erroneous productions.

2.2.2 The Sentence Repetition Task

For this experiment, the same materials as in the first task were employed, with modifications required by the nature of the sentence repetition task. The experimenter presented a sentence orally, which the participant should repeat immediately after the experimenter. 35 sentences were presented in total: 15 transitive sentences, and 20 unaccusative sentences (5 from class I, 5 from class II and 10 from class III, as class III provided the possibility of voice alternation; see Stavrakaki et al. 2011, for the complete list). Responses (35, in total, per child) were scored as correct if they constituted exact repetitions; otherwise, they were classified as incorrect.

3 Results

3.1 The Production Task

The overall group performance on the production of transitive and unaccusative verbs is presented in Table 3.

Table 3 Correct group performance on transitive and unaccusative verbs

Participants	Transitive verbs (Max N=15) Mean (SD)	Unaccusative verbs (Max N=20) Mean (SD)
ASD	11.42 (3.18)	12.86 (2.54)
Controls	14.33 (0.97)	15.67 (3.12)

As can be seen in Table 3, both groups show the same performance pattern with higher performance on transitives than on unaccusatives. While the ASD group performed lower than the control group on both

conditions, a significant difference was observed between groups only for the transitives (Mann-Whitney test, U=10.5, p=0.002), while the same level of performance was found for the unaccusatives (Mann-Whitney test, U=27.5, p=0.075). Within-group analyses indicated the same performance level for individuals with ASD on the transitive and unaccusative conditions (Wilcoxon test, Z=1.58, p=0.115), but significantly different performance for those with TD (Wilcoxon test, Z=2.97, p=0.003).

Error analysis revealed the same predominant error types for both groups of participants. These consisted in the production of unaccusative structures instead of the transitive ones in the transitive verb condition and, conversely, the production of transitive structures instead of the unaccusative ones in the unaccusative verb condition. Other errors included the production of passive sentences, adjectival passives, nouns and adjectives (without verbs), as well as object omission and no responses. These error types are presented in Table 4.

Table 4 Error types and number of errors

Transitive verb condition		
Error types	ASD	Controls
Unaccusative Structure	16	10
Object omission	6	0
Noun- Adjective	3	0
No response	2	0
Unaccusative verb condition		
Error types	ASD	Controls
Transitive Structure	41	43
Adjectival passive	2	22
Adjective and noun (with linking verb)	5	0
No response	2	0

Further analysis was performed to investigate the effect of voice (active vs. non-active) on the correct performance of participants. This analysis is presented in Table 5.

Table 5 Correct performance on unaccusative verbs with active and non-active voice

Group	**Active Morphology Mean (SD)**	**Non-Active Morphology Mean (SD)**
ASD	4.86 (1.68)	8 (1.63)
Controls	6.60 (2.22)	9.07 (1.49)

As shown in Table 5, both groups performed better on unaccusative verbs with non-active morphology than on unaccusative verbs with active morphology. Interestingly, this difference proved to be significant for both groups, indicating that non-active morphology facilitates the production of unaccusative verbs (Wilcoxon test, Z=2.21, p=0.03 for ASD and Z=3.08, p=0.002 for control participants).

Control participants performed better than those with ASD. However, the Mann-Whitney test indicated no significant difference between the two groups for neither the active (U=30, p=0.12) nor the non-active morphology condition (U=30, p=0.12).

3.2 The Repetition Task

The results from the repetition task are presented in Table 6.

Table 6 Correct group performance on transitive and unaccusative verbs

Group	Transitive verbs (Max N=15) Mean (SD)	Unaccusative verbs (Max N=20) Mean (SD)
ASD	14.43 (0.53)	19.43 (0.79)
Controls	14.93 (0.26)	20 (0.00)

As shown in Table 6, the groups showed almost identical performance on the repetition task, so no significant group differences were detected (U=26, p=0.07 and U=30, p=0.12 for transitive and unaccusative verbs, respectively). In addition, no significant within-group differences in both verb conditions were found (Z=4.47, p = 0.65 for ASD participants and Z=1, p=0.32 for controls).

The few errors produced by participants fell into the following categories:

(i) Transitive verb condition: object omission (N=4 and N=1 for ASD and controls, respectively).
(ii) Unaccusative verb condition: transitive verbs (N=2); a lexical error (N=1) and a phonological error (N=1).

The effect of voice (active vs. non-active morphology) on the correct performance of participants was also investigated **[tab. 7]**.

Table 7 Correct performance on unaccusative verbs with active and non-active morphology

Group	Active morphology (Max N=10) Mean (SD)	Non-active morphology (Max N=10) Mean (SD)
ASD	9.57 (0.53)	9.86 (0.38)
Controls	10 (0.00)	10 (0.00)

As can be seen in Table 7, both groups performed at ceiling or almost at ceiling. Within-group analyses indicated no significant difference between the two conditions for ASD participants (Z=1.41, p=0.16), while controls performed at ceiling. Between-group analyses indicated the same group performance on both conditions (U=30, p= 0.12 for unaccusatives marked with active morphology and U=45, p=0.63 for unaccusatives marked with non-active morphology).

3.3 Comparison between Task I and Task II

Within-group analyses performed to investigate each group's performance on the production vs. repetition of transitive and unaccusative verbs indicated a significant task effect. Specifically, the participants with ASD performed significantly below on the production task for both verb conditions (Z=2.38, p=0.017 for transitives and Z=2.38, p=0.018 for unaccusatives). The same performance pattern was exhibited by controls on the unaccusative verb condition (Z=3.19, p=0.001). However, marginal significance was found for the transitive verb condition, apparently due to the (almost) ceiling control performance on the production of transitive verbs (Z=1.98, p=0.047). Overall, this analysis indicates the advantage of the repetition task over the production one.

4 Discussion and Conclusion

This study was set up to investigate whether high functioning individuals with ASD show difficulties in the domain of verb argument structure compared to NT individuals. Two experimental paradigms were employed for this purpose, with different tasks, a production task and a sentence repetition task. The production task aimed to investigate specific limitations in verb-argument structure. Indeed, the target verb was lexically presented in the target tense and voice to eliminate the interference of lexical and morphological factors in sentence production. The repetition task assessed the participants' ability to retain the linguistic material in their verbal short-term

memory and accurately reproduce it. Currently, it has been suggested that the sentence repetition task is in fact a measure of language abilities (Klem et al. 2015).

Overall, although individuals with ASD performed worse on both tasks, a significant difference from NT individuals emerged only in the transitive verb condition of the production task, likely due to the near-ceiling performance of NT participants. These results indicate that the demanding argument structure of unaccusative verbs does not prevent individuals with ASD from showing typical performance. In addition, the near-ceiling performance of ASD participants on sentence repetition is consistent with findings indicating no particular difficulties in recalling the items themselves (Poirier et al. 2011).

Stronger evidence for comparable performance between individuals with ASD and NT individuals comes from the exhibition of the same performance pattern on unaccusatives with active vs. non-active voice morphology in both tasks. In the production task, significantly better performance is shown on unaccusative verbs with non-active morphology. This finding aligns with existing evidence that shows that non-active voice marking for unaccusative verbs facilitates unaccusative verb production. Stavrakaki et al. (2011) found that patients with aphasia showed lower performance on unaccusatives with active than non-active morphology. These researchers argued that this performance arises due to 'the misleading voice directions' ('*associate active voice with no agentive voice head at the level of syntax*'). In other words, inflectional voice morphology provides instructions to the level of syntax. As a result, non-active voice morphology is more likely to be associated with the absence of an agentive voice head at the level of syntax (i.e. unaccusative verbs with non-active morphology) than active voice morphology (i.e. unaccusative verbs with active morphology). In the repetition task, no dissociation between unaccusatives with active and non-active morphology was found for participants with ASD and NT, indicating that the restrictions which hold for production do not apply in the repetition task; hence, the advantage of the repetition task over the production one. In addition, further evidence corroborating the typical performance pattern is provided by error analysis and, especially, by the predominant error patterns in the production experiment (in both verb conditions). As pointed out in the results section, these error patterns were identical.

However, as shown by the within-group analysis for the production experiment, NT individuals – but not the individuals with ASD – showed a discrepancy between transitive and unaccusative sentences. While this performance pattern may be due to the near-ceiling performance level of NT participants, it apparently constitutes a qualitative between-group difference, which warrants further investigation of the ASD verb learning process. Still, the complexity

of unaccusative structures did not prevent the ASD participants from attaining a high-performance level.

While these findings provide evidence for an unimpaired or almost typical performance pattern, they are not in agreement with those reported by Ambridge, Bannard and Jackson (2015), who argued for no typical sensitivity of ASD participants in argument structure violations. This discrepancy can be explained in terms of the metalinguistic demands of the grammaticality judgment task employed by these researchers. In fact, metalinguistic abilities take a long time to develop (Tunmer, Herriman 1984) and thus the performance observed by Ambridge, Bannard and Jackson (2015) may be indicative of a simple delay and not a deviant performance pattern.

Concluding, this study does not show any specific deficit in producing and repeating verbs with alternating transitivity while, in general terms, it provides evidence for neurotypical developmental pattern in this domain. It is important, however, to acknowledge its limitations, especially the small participant samples, which limit the generalizability of our findings. For the future, recruiting a larger number of participants could potentially improve the representativeness of the sample. In addition, the concurrent application of different experimental methods to investigate verb argument structure and verb lexicon in ASD would prove enlightening.

Bibliography

Asada, K. et al. (2022). "Understanding of the Gricean Maxims in Children with Autism Spectrum Disorder: Implications for Pragmatic Language Development". *Journal of Neurolinguistics*, 63, 101085. https://doi.org/10.1016/j.jneuroling.2022.101085.

Alexiadou, A.; Anagnostopoulou, E. (2004). "Voice Morphology in the Causative–Inchoative Alternation: Evidence for a Non-Unified Structural Analysis of Unaccusatives". Alexiadou, A.; Anagnostopoulou, E.; Everaert, M. (eds), *The Unaccusativity Puzzle*. Oxford: Oxford University Press,114-36.

American Psychiatric Association, DSM-5 Task Force (2013). *Diagnostic and Statistical Manual of Mental Disorders: DSM-5™ (5th ed.).* Washington, DC: American Psychiatric Publishing.

Ambridge, B.; Bannard, C.; Jackson, G.H. (2015). "Is Grammar Spared in Autism Spectrum Disorder? Data from Judgments of Verb Argument Structure Overgeneralization Errors". *Journal of Autism and Developmental Disorders*, 45(10), 3288-96. https://doi.org/10.1007/s10803-015-2487-5.

Andreou, G.; Lymperopoulou, V.; Aslanoglou, V. (2025). "Structural Language in Neurodevelopmental Disorders: Comparison between Autism Spectrum Disorder (ASD) and Developmental Language Disorder (DLD)". *Frontiers in Education*, 10, 1641303. https://doi.org/10.3389/feduc.2025.1641303.

Bastiaanse, R.; van Zonneveld, R. (2002). "The Production of Verbs with Alternating Transitivity in Broca's and Anomic-Wernicke's Aphasia". *Brain and Language*, 83, 76-8. https://doi.org/10.1016/j.jneuroling.2004.11.006.

de Villiers, J.; Myers, B.; Stainton, R.J. (2013). "Revisiting Pragmatic Abilities in Autism Spectrum Disorders: A Follow-Up Study with Controls". *Pragmatics & Cognition*, 21(2), 253-69. https://doi.org/10.1075/pc.21.2.01vil.

Ebbels, S.; Dockrell, J.; van der Lely, H. (2012). "Production of Change-of-State, Change-of-Location and Alternating Verbs: A Comparison of Children with Specific Language Impairment and Typically Developing Children". *Language and Cognitive Processes*, 27(9), 1312-33. https://doi.org/10.1080/01690965.2011.605598.

Khetrapal, N.; Thornton, R. (2017). "C-Command in the Grammars of Children with High Functioning Autism". *Frontiers in Psychology*, 8, 402. https://doi.org/10.3389/fpsyg.2017.00402.

Kjelgaard, M.M.; Tager-Flusberg, H. (2001). "An Investigation of Language Impairment in Autism. Implications for Genetic Subgroups". *Language and Cognitive Processes*, 16, 287-308. https://doi.org/10.1080/01690960042000058.

Klem, M. et al. (2015). "Sentence Repetition is a Measure of Children's Language Skills rather than Working Memory Limitations". *Developmental Science*, 18(1), 146-54. https://doi.org/10.1111/desc.12202.

Modyanova, N.; Perovic, A.; Wexler, K. (2017). "Grammar is Differentially Impaired in Subgroups of Autism Spectrum Disorders: Evidence from an Investigation of Tense Marking and Morphosyntax". *Frontiers in Psychology*, 8, 320. https://doi.org/10.3389/fpsyg.2017.00320.

Naigles, L.; Piskin, J. (2018). "Lexical and Syntactic Influences on Children's Acquisition of Verb Argument Structure: Comparing Typical Children and Children with Autism Spectrum Disorder". Bertolini, A.B.; Kaplan, M.J. (eds), *Proceedings of the 42nd Annual Boston University Conference on Language Development*. Somerville: Cascadilla Press, 572-85.

Peristeri, E.; Andreou, M.; Tsimpli, I.M. (2017). "Syntactic and Story Structure Complexity in the Narratives of High- and Low-Language Ability Children with Autism Spectrum Disorder". *Frontiers in Psychology*, 8(2027). https://doi.org/10.3389/fpsyg.2017.02027.

Poirier, M. et al. (2011). "Short-Term Memory in Autism Spectrum Disorder". *Journal of Abnormal Psychology*, 120(1), 247-52. https://doi.org/10.1037/a0022298.

Stavrakaki, S. et al. (2011). "The Production and Comprehension of Verbs with Alternating Transitivity by Patients with Non-Fluent Aphasia". *Aphasiology*, 25(5), 642-68. https://doi.org/10.1080/02687038.2010.542248.

Sukenik, N.; Friedmann, N. (2018). "ASD Is Not DLI: Individuals with Autism and Individuals with Syntactic DLI Show Similar Performance Level in Syntactic Tasks, but Different Error Patterns". *Frontiers in Psychology*, 9, 279. https://doi.org/10.3389/fpsyg.2018.00279.

Terzi, A.; Marinis, T.; Francis, K. (2016). "The Interface of Syntax with Pragmatics and Prosody in Children with Autism Spectrum Disorders". *Journal of Autism and Developmental Disorders*, 46, 2692-706. https://doi.org/10.1007/s10803-016-2811-8.

Terzi, A. et al. (2014). "Grammatical Abilities of Greek-Speaking Children with Autism". *Language Acquisition*, 21(1), 4-44. https://doi.org/10.1080/10489223.2013.855216.

Tunmer, W.E.; Herriman, M.L. (1984). "The Development of Metalinguistic Awareness: A Conceptual Overview". Tunmer, W.E.; Pratt, C.; Herriman, M.L. (eds), *Metalinguistic Awareness in Children. Springer Series in Language and Communication*. New York: Springer, Berlin, Heidelberg, 15, 12-35. https://doi.org/10.1007/978-3-642-69113-3_2.