

Abstract

The efficacy of emotion recognition training for Chinese children with autism was investigated. Twenty children with autism recruited were equally divided into treatment group and control group. The treatment group received training on emotion recognition while the control did not. After the training, the treatment group showed more significant improved performance in the Emotion Recognition Assessment than the control group. Moreover, the treatment effect was able to be maintained over a-month period. Yet, there was no substantial benefit on the TOM-tests in both groups. The results suggested that the training was effective in improving emotion recognition ability of children with autism. The training effect was also discussed on the issues of generalization to those structurally dissimilar emotion recognition tasks and stimulating effect of the development of theory of mind abilities.