The neurological differences found in children with Autism Spectrum Disorder (ASD) is a result of altered brain development at an early age (Lord et al., 2018). ASD is recognized by deficiencies in social communication as well as repetitive and/or restrictive behaviors (Lord et al., 2018). ASD is a result of altered brain development at an early age (Lord et al., 2018).

The neurological differences found in children with ASD make the current best practices for investigative interviewing of children inappropriate for the investigative interviewing of children with ASD (Mattison et al., 2018).

Recent research shows the differences amongst typically developed children and children with ASD in their ability to recall memories (Mattison et al., 2018).

Specific challenges for children with ASD in the interviewing process include their difficulties with social communication and engaging in repetitive behaviors.

Their misinterpretation of the meaning behind social cues and lack of understanding of people's intentions leaves the communication process difficult for untrained interviewers (Zürcher et al., 2013).

The anxious nature of the interviewing process can spark anxiety in a child with ASD resulting in the use of repetitive behaviors to self-soothe (Rodgers et al., 2012).

A challenge for untrained interviewers is their ability to recognize and manage a child with ASD’s behaviors throughout the interview process.

Courts rely on the trustworthiness of children's testimony; however, if their interview process is compromised, so is the validity of their testimony (Pantell, 2017).

To not properly interview children with ASD compromises their integrity in the judicial process.

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