

CONTENTS

ABSTRACT	v
I. BACKGROUND AND GOALS OF THIS STUDY	1
II. STABILITY OF DIAGNOSIS AND INTELLIGENCE	11
III. NONVERBAL COMMUNICATION, PLAY, AND LANGUAGE SKILLS	29
IV. SOCIAL AND EMOTIONAL RESPONSIVENESS	54
V. PEER INTERACTIONS IN SCHOOL	66
VI. CORRELATES AND PREDICTORS OF PEER INTERACTIONS IN SCHOOL	88
VII. SUMMARY AND DISCUSSION	98
REFERENCES	109
ACKNOWLEDGMENTS	114

COMMENTARY

METHODOLOGICAL ISSUES IN CROSS-SYNDROME COMPARISONS: MATCHING PROCEDURES, SENSITIVITY (<i>SE</i>), AND SPECIFICITY (<i>SP</i>) <i>Carolyn Mervis and Byron F. Robinson</i>	115
RESPONSE TO THE COMMENTARY BY MERVIS AND ROBINSON <i>Marian Sigman</i>	131
CONTRIBUTORS	140
STATEMENT OF EDITORIAL POLICY	142