

the same time, the fact that the two groups of children were not matched for age, sex, or IQ, may have influenced the results.

It is important to note that the results of this study are not generalizable to all children with autism. The sample was small and the study was conducted in a single setting. However, the results do suggest that there may be a relationship between the use of eye-tracking technology and the development of social skills in children with autism.

Future research should focus on developing more effective eye-tracking technology and on conducting larger, more controlled studies. Additionally, it would be helpful to investigate the long-term effects of eye-tracking technology on the social skills of children with autism.

In conclusion, this study suggests that the use of eye-tracking technology may be helpful in the development of social skills in children with autism. However, more research is needed to confirm these findings and to develop more effective eye-tracking technology.

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