**Oral Presentation Timetable**

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| **Time** | **Session A****(location)** | **Session B****(location)** |
| 08:45 | *Registration (LT block, lower open concourse)* |
| 09:00 | *Welcome by Emily Farran**(Lecture Theatre E)* |
|  | THEME: Genetic and Neural Contributions.CHAIR: Gaia ScerifLocation: Lecture Theatre E | THEME: Language and Communication.CHAIR: Elisa BackLocation: Lecture Theatre L |
| 09:10 | Genotype-phenotype relationships in children with Copy Number Variants associated with high neuropsychiatric risk: Findings from the case-control IMAGINE-ID cohort in the United Kingdom. ***Samuel Chawner*** | Critical communication skills in Kleefstra syndrome. ***Stacey Bissell*** |
| 09:30 | The developmental trajectory of sleep in children with Smith-Magenis syndrome compared to typically developing peers.***Georgia Agar*** | Delineating the expressive communication profile of Angelman syndrome. ***Effie Pearson*** |
| 09:50 | Is autonomic function atypical in Autism Spectrum Conditions (ASC): A systematic review of evidence.***Iti Arora*** | Development of grammar in Williams syndrome: Evidence from large sample of cross-sectional data. ***Jo Van Herwegen*** |
| 10:10 | Spontaneous Neural Activity in 16p11.2 Deletion Human and Mouse: A Joint Analysis of EEG/LFP Multi-Scale Entropy and Power. ***Reem Al-Jawahiri*** | The impact of sensory processing differences on academic achievement and classroom behaviour for autistic and neurotypical pupils. ***Elizabeth Jones*** |
| 10:30 | *Coffee Break(lower open concourse)* |

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|  | THEME: Developmental Transitions.CHAIR: Jo Van HerwegenLocation: Lecture Theatre E | THEME: Face Processing and Social Understanding.CHAIR: Debbie RibyLocation: Lecture Theatre L |
| 10:50 | Transition from primary to secondary school: the concerns of parents, professionals, and children with Down syndrome, Williams syndrome, and Autism. ***Maria Ashworth*** | Emotion understanding in children with Autism Spectrum Disorder. ***Elisa Back*** |
| 11:10 | Anxiety and well-being in children with Downs Syndrome, Williams syndrome and Autism in the lead up to transition from primary to secondary school. ***Elizabeth Burchell*** | How situational cues, ‘autistic-like-traits,’ and Autism Spectrum Disorder affect emotion recognition.***Dale Metcalfe*** |
| 11:30 | Turner Syndrome: mental health and neurodevelopmental disorders from childhood to emerging adulthood. ***Jeanne Wolstencroft*** | Initial fixations to the face: similarities in visual attention patterns between autistic and typically developing children. ***Sarah Thompson*** |
| 11:50 | Parenting stress of parents of children with Developmental Coordination Disorder.***Ana M Jijon*** | Neural correlates of automatic orienting of attention to social and non-social auditory information in children with ADHD and ADHD+ASD. ***Alessio Bellato*** |
| 12:10 | **Keynote:** Emily McDougal*(Lecture Theatre E)* |
| 13:10 | *Lunch (lower open concourse)* |

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|  | THEME: Cognitive Development.CHAIR: Nikki BottingLocation: Lecture Theatre E | THEME: Sensory Processing and Environmental Contributions.CHAIR: Katie GilliganLocation: Lecture Theatre L |
| 14:00 | Mathematical abilities in Autism Spectrum Disorders. ***Erica Ranzato*** | Longitudinal change profiles of repetitive behaviours in ASD children, adolescents and adults over two time points. ***Daisy Crawley*** |
| 14:20 | Dynamo Assessment what it can tell us about children's mathematical difficulties.***Ann Dowker; Karima Esmail*** | Autistic children controlling their sensory environment in a sensory room: The effect on behaviour, mood and physiological arousal.***Kate Unwin*** |
| 14:40 | Time perception and Autistic Spectrum Condition. ***Martin Casassus*** | Explaining individual differences in infant visual sensory seeking.***Elena Serena Piccardi*** |
| 15:00 | The cognitive and behavioural profiles of Tatton-Brown Rahman syndrome. ***Chloe Lane*** | Sibling play at home in Williams syndrome and autism: How play quality relates to child behaviour, emotional wellbeing, and sibling relationship quality. ***Deborah Riby*** |
| 15:20 | The Application of Attentional Control Theory for Anxiety in Cornelia de Lange Syndrome.***Laura Groves*** | An observation of social play whilst autistic children play with digital and non-digital toys*.****Margaret Laurie*** |
| 15:40 | *Coffee Break and Poster Session(lower open concourse)* |
| 16:30 | **Keynote:** Sinead Rhodes*(Lecture Theatre E)* |
| 17:30 | *End of Conference* |

**Abstracts for Keynote Speakers**

Emily McDougal, University of Durham

**Autism and attention in the classroom: a mixed methods approach to investigating the role of attention in learning**

Educational outcomes for autistic individuals are highly variable, but are generally reported as being poorer than in typical development. Although this heterogeneity in academic outcome has been widely reported, little is known about the underlying causes of this variability. The ability to focus attention on task-relevant information is crucial for learning, and in the context of academic achievement this implies that if children cannot concentrate during lessons their academic outcomes may be limited. Furthermore, attention atypicalities in autism are well documented, which include a preference for non-social information and difficulties orienting and controlling attention. Taken together it may be the case that attention abilities are important for enabling pupils with autism to achieve more in school, perhaps even more so than typically developing children. In this talk, data from studies adopting a range of methodologies (including standardised assessments, eye-tracking and semi-structured interviews) will be presented. Together these findings not only provide evidence for the importance of attention in learning, but also suggest that attention differences may play a role in explaining the heterogeneity of academic outcomes in autism. Finally, the challenges of investigating attention and learning in such a heterogeneous group will be discussed, including suggestions for addressing these issues in future research.

Sinead Rhodes, University of Edinburgh

**ADHD: Myths and Evidence**

Attention Deficit Hyperactivity Disorder (ADHD) is a neurodevelopmental disorder that is commonly misunderstood. In this presentation, myths and evidence surrounding ADHD will be discussed including those relating to diagnosis, behavioural presentation, mental health and the mechanism of action of stimulant medication.

The cognitive profile of ADHD is commonly misunderstood. Cognitive difficulties are a source of functional problems for many children with ADHD and are known to disrupt many aspects of everyday life including academic performance, mental health, peer relationships and family life. Research has moved away from an isolated focus on attention or inhibition in recent years to a range of broader aspects of cognitive function. These include a wider set of executive functions i.e. beyond inhibition with a particular focus on working memory and planning, and other aspects of cognition including short and long term memory, self-regulation and temporal processing.

The current talk will focus on recent research that has examined these aspects of cognitive functioning in ADHD. Particular attention will be made to heterogeneity with reference to the differences we see in children with the same diagnosis. The impact of co-occurring conditions such as autism and dyspraxia/DCD on functioning will be highlighted. The effect of cognitive difficulties on learning, health and behaviour will be discussed culminating in an overview of the current state of play for evidence-based treatments and interventions for ADHD.