British Psychological Society
Developmental Section Annual Conference 2011

Schedule
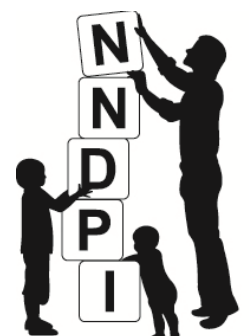
Northumbria University, Newcastle upon Tyne
7th - 9th September 2011

Hosted by Northumbria Newcastle
Developmental Psychology Initiative

Pre-Conference Workshops
Tuesday 6th September 2011

**Repetitive and Restricted Behaviours in
Neurodevelopmental Disorders
1 p.m. – 5 p.m.
Seminar Room, Baddiley-Clark Building,
Newcastle University**

**Essential Skills for Postgraduates
3 p.m. – 6 p.m.
NB324, Northumberland Building,
Northumbria University**

Programme Overview

Wednesday 7th September

	Room 1	Room 2	Room 3	Room 4	Room 5
9:00-11:00	Registration				
11:00-11:20	Welcome Address				
Venue	Room 1	Room 2	Room 3	Room 4	Room 5
11:20-13:00	**Symposium 1**	**Symposium 2**	**Oral Session A**	**Oral Session B**	**Oral Session C**
13:00 - 14:00	Lunch				
14:00-15.00	Keynote Address: Neil O'Connor Prize Winner Address: Dr Atsushi Senju				
Venue	Room 1	Room 2	Room 3	Room 4	Room 5
15:00-16:40	**Oral Session D**	**Oral Session E**	**Symposium 3**	**Symposium 4**	**Symposium 5**
16:40-17:10	Refreshments				
17:10-18:00	Poster Session 1				
18:00-19:00	Keynote Address: Professor Jackie Masterson, Institute of Education, University of London Literacy Development				
19:00-20:30	Wine reception				

Thursday 8th September

	Room 1	Room 2	Room 3	Room 4	Room 5
Venue	Room 1	Room 2	Room 3	Room 4	Room 5
9:00-10:40	**Symposium 6**	**Symposium 7**	**Oral Session F**	**Oral Session G**	**Oral Session H**
10:40-11:10	Refreshments				
11:10-12:50	**Oral Session I**	**Oral Session J**	**Oral Session K**	**Symposium 8**	**Symposium 9**
12:50-13:50	Lunch				
13:50-14:50	Keynote Address: Margaret Donaldson Early Career Prize Winner Address				
Venue	Room 1	Room 2	Room 3	Room 4	Room 5
14:50-16:30	**Oral Session L**	**Symposium 10**	**Symposium 11**	**Symposium 12**	**Symposium 13**
16:30-17:30	Refreshments and Poster Session 2				
17:30-18:30	Keynote Address: Dr Olivier Pascalis, Université Pierre Mendes, France The development of face perception through infancy and childhood				
19.30 - midnight	Conference Dinner: The Copthorne Hotel, Newcastle upon Tyne				

Friday 9th September

Venue	Room 1	Room 2	Room 3	Room 4	Room 5
9:00-10:40	**Symposium 14**	**Symposium 15**	**Oral Session M**	**Oral Session N**	**Oral Session O**
10:40-11:40	**Keynote Address** (sponsored by the Japanese Society of Developmental Psychology)**:** Dr Noriko Toyama, Tsuda College, Japan Socio-cultural construction of contamination sensitivity in Japan				
11:40-12:40	**Lunch**				
12:40-13:40	**Keynote Address:** Professor David Evans, Bucknell University, USA The development and psychopathology of rituals, habits, compulsions and repetitive behaviours				
13:40-14:00	**Closing Address**				
14.00 – 15.00	**Developmental Section of the BPS AGM** **Room NB324, Northumberland Building**				

Symposia

Symposium 1

Predictors of children's antisocial behaviour from infancy to adolescence

Chairs: Dr Claire Hughes & Ms Gabriela Roman; Centre for Family Research, University of Cambridge

Paper 1: *Baker, E., Baibazarova, E., Hay, D., & van Goozen, S.* Does fear in infancy predict guilt in toddlers?

Paper 2: *Meins, E., & Fernyhough, C.* Maternal mind-mindedness and children's behavioural difficulties: Mitigating the impact of low socioeconomic status

Paper 3: *Roman, G., Ensor, R., & Hughes, C.* Children's executive functioning mediates the relationship between maternal depression and child adjustment

Paper 4: Cartwright, *K., Daley, D., Simonoff, E., Thompson, M., & Sonuga-Barke, E.* Understanding the role of expressed emotion in the persistence of ADHD and comorbid problems using longitudinal data

Paper 5: *White, N., & Hughes, C.* Children's Family Relationships and Problem Behaviours in New Zealand: Ethnic contrasts and predictive relations?

Symposium 2

Developmental change in child language: predictors, patterns, outcomes and implications for intervention

Chairs: Dr James Law, Cristina McKean & Helen Stringer; Newcastle University

Paper 1: *Law, J., Rush, R., Annandan, C., Cox, M., & Wood, R.* Change in naming vocabulary between 3 and 5 years - interpreting data from the Millenium Cohort Study

Paper 2: *McKean, C., Letts, C., & Howard, D.* The importance of considering developmental change in developmental language impairment: the case of non-word repetition

Paper 3: *McKean, C., Page, D., Wesolowski, K., Close, G., & James, D.* Understanding what matters most: Exploring predictors of resilient, stable and declining trajectories from the Early Years to formal schooling in socially disadvantaged children

Paper 4: *Stringer, H., & Lozano, S.* Under identification of children and adolescents with language disorder and behaviour problems: carelessness or complexity?

Symposium 3

Components and consequences of imitation

Chairs: Dr Harriet Over, Max Planck Institute for Evolutionary Anthropology, Leipzig, Germany; Dr Emma Flynn, Durham University

Paper 1: *Flynn, E., & Whiten, A.* Dissecting children's observational learning about complex actions: A Ghost Control study

Paper 2: *McGuigan, N., Makinson, J., Devlin, S., Kseib, N., & Whiten, A.* Experimental and naturalistic studies of over-imitation - from childhood to adulthood

Paper 3: *Wood, L., Kendal, R., & Flynn, E.* Copy you or copy me: The effect of prior personally-acquired information on imitation

Paper 4: *Over, H.* Putting the social into social learning: imitation and affiliation in young children

Discussant: Leekham, S., Cardiff University

Symposium 4

Loneliness in Childhood and Adolescence

Chair: Dr Pamela Qualter, University of Central Lancashire

Paper 1: *Qualter, P.* Developmental Trajectories of Loneliness during Childhood and Adolescence

Paper 2: *Lewis, J., & Faulkner, D.* 'It's like I just don't count, I am no one': An exploration of adolescent boys' narratives of loneliness

Paper 3: *Holt, N., & Qualter, P.* The longitudinal associations between loneliness and depression

Paper 4: *Harris, R., & Qualter, P.* Contagious Loneliness in Childhood: Modelling homophily of loneliness over time using an Actor–Partner Interdependence Model

Discussant: Dr Dorothy Faulkner, The Open University

Symposium 5

A story of tool use: From construction, adaptation and acquisition of use

Chairs: Nicola Cutting, University of Birmingham & Dr Emma Flynn, Durham University

Paper 1: *Cutting, N., Apperly, I., & Beck, S.* Why do children lack the flexibility to innovate tools?

Paper 2: *Defeyter, M. A., Underwood, J., & German, T.* Young children's reasoning of artifact function across different contexts: an action-protest paradigm

Paper 3: *Simpson, A., Riggs, K., & Kostyrka, K.* When do children learn the knowledge needed to use artefacts? Development of the artefact lexicon

Paper 4: *Wood, L., Kendal, R., & Flynn, E.* Investigating the role of a model's age and task knowledge on the level of imitation with a tool use task

Discussant: Dr Emma Flynn, Durham University

Symposium 6

Intolerance of uncertainty among typically developing adolescents

Chair: Prof Mark Freeston, Newcastle University

Paper 1: *Fortune, J., Ford, M., March, C., Pickering, C., & Freeston, M.* Ambiguity and uncertainty in day-to-day scenarios: A pilot study

Paper 2: *March, C., Ford, M., Fortune, J., Pickering, C., & Freeston, M.* Intolerance of uncertainty and dimensions of anxiety among adolescents: Trandiagnostic or specific?

Paper 3: *Ford, M., March, C., Pickering, C., Fortune, J., Rodgers, J., & Freeston, M.* Investigating the phenomenology of Intolerance of Uncertainty in adolescents

Paper 4: *Pickering, C., Ford, M., March, C., Freeston, M., & Rodgers, J.* An investigation of intolerance of uncertainty and the neuro-cognitive processes of worry in adolescents

Paper 5: *Rodgers, J., Pickering, C., Ford, M., Freeston, M.* Intolerance of uncertainty in atypical populations: future directions

Symposium 7

Children's use of intention for symbolic understanding of words and pictures

Chair: Dr Melissa Allen, Lancaster University

Paper 1: *Malone, S., Allen, M., & Lewis, C.* Is intention reading necessary when learning words in non-ostensive contexts?

Paper 2: *Kalashnikova, M., & Mattock, K.* Rejection of lexical overlap and its relation to socio-pragmatic and metarepresentational competence

Paper 3: *Hartley, C., & Allen, M.* Can low-functioning children with Autism utilize intentional information when naming ambiguous pictorial representations?

Paper 4: *Nurmsoo, E., Allen, M., & Freeman, N.* Intention and representational flexibility in young children's understanding of visual depictions

Discussant: Dr Carmel Houston-Price, University of Reading

Symposium 8

The development of hand representations: Behavioural and physiological evidence

Chair: Dr Dorothy Cowie & Dr Andrew J. Bremner; Goldsmiths, University of London

Paper 1: *Cowie, D., & Bremner, A. J.* Localising & representing one's own hand: The development of responses to the Rubber Hand Illusion

Paper 2: *Nardini, M., Begus, K., Mareschal, D.* Development of Bayesian integration for multisensory hand localisation

Paper 3: *Rigato, S., Van Velzen, J., Bremner, A. J.* Neural bases of hand localisation across changes in arm posture

Paper 4: *Dekker, T., Sereno, M., & Mareschal, D.* The neural development of grasping during childhood

Discussant: Dr Andrew J. Bremner; Goldsmiths, University of London

Symposium 9 (PsyPAG symposium)

Early shared book reading: what are the requirements for effective sessions?

Chair: Miss Natalia Kucirkova, The Open University

Paper 1: *Pillinger, C. L., & Wood, C.* An evaluation of regular reading with an adult male

Paper 2: *Williams, S. E., Horst, J. S., & Oakhill, J.* The Same Old Story: contextual cueing facilitates word learning via storybooks

Paper 3: *Pan, S., Roberts, F., & Sylva, K.* Training parents to support children's reading at home: an RCT of change in parents

Paper 4: *Coyne, E., Underwood, J., & Stiller, J.* Children's flexibility in the use of reading strategies

Discussant: Dr Graham Schafer, University of Reading

Symposium 10

Understanding Anxiety in Autism Spectrum Disorder

Chair: Dr Jacqui Rodgers, Newcastle University

Paper 1: *Jamieson, R., Rodgers, J., McConachie, H.* Anxiety in Children and Adolescents with Autism Spectrum Disorders (ASD): Making Inroads into its Detection and Description

Paper 2: *Janes, E., Riby, D., Connolly, B., McConachie, H. R., & Rodgers, J.* Exploring anxiety and repetitive behaviours in Autism Spectrum Disorder and Williams Syndrome

Paper 3: *Sofronoff, K., & Attwood, T.* Working with anxiety in ASD: The role of parents

Paper 4: *Grahame, V., Taylor, H., McLaughlin, E., Hemm, C., & McConachie, H.* Pilot evaluation of adapted cognitive behaviour therapy for young people with autism spectrum disorder and high anxiety

Discussant: Professor Helen McConachie, Newcastle University

Symposium 11

ERP-studies with infants – a methodology under review

Chairs: Ms Manuela Stets & Dr Vincent Reid, Durham University

Paper 1: *Stets, M.* Infant ERP amplitudes change during a test: Implications for cognitive processes and methodology

Paper 2: *Parise, E.* Using ERPs to study the sensitivity to ostensive signals and word understanding in infants

Paper 3: *Stahl, D.* A meta-analysis of attrition rates in infant ERP-studies

Paper 4: *Clifford, A.* Using ERPs to investigate visual categorisation in infancy

Discussant: Dr Vincent Reid, Durham University

Symposium 12

The many facets of the CDI (Communicative Development Inventory)

Chairs: Dr Katie Alcock, Lancaster University

Paper 1: *Schafer, G., Williams, T., & Smith, P.* Words autistic children don't learn: Early vocabulary in ASD, Down Syndrome, and typical development

Paper 2: *Alcock, K., & Brennan, E.* Parents' memory for early language – Relationship between 18 month CDI scores and retrospective scores at 7 years

Paper 3: *Syrnyk, C., & Meints, K.* Intermodal Preferential Looking and CDIs: Longitudinal and cross-sectional results

Paper 4: *Noble, C., Rolland, C., & Pine, J.* Vocabulary and comprehension of argument structure: Evidence from the intermodal preferential looking paradigm

Discussant: Dr Carmel Houston-Price, University of Reading

Symposium 13

Learning from others: Children's flexible trust in testimony

Chairs: Dr Erika Nurmsoo, University of Kent & Ms Amanda Lucas, Lancaster University

Paper 1: *Lucas, A.* Preschoolers' Understanding of Adult vs. Child Domains of Knowledge: Do They Forgive an Adult's Reasonable Inaccuracies?

Paper 2: *Sarochvigsit, A., & Lewis, C.* Children forgive an expert who errs whilst wearing a blindfold

Paper 3: *Pala, C., & Wong, K.* Social-cognitive processes in preschoolers' selective trust: Three cultures compared

Paper 4: *Eyden, J., & Robsinson, E. J.* The Power of Print: Pre-readers and Early Readers Trust in the Printed Word

Discussant: Dr Erika Nurmsoo, University of Kent

Symposium 14

The Development of Health-Related Behaviours and Understanding of Health in Childhood

Chairs: Dr Sarah Norgate, University of Salford

Paper 1: *Elison, S., Norgate, S., Dugdill, L., & Pine, C.* An Observational Study of the Development of Parent-Infant Social Interactions During Tooth-Brushing

Paper 2: *Graham, P., Defeyter, G., & Russo, R.* Beyond the breakfast meal: "My favourite part of breakfast club is playing with my friends"

Paper 3: *Fadda, R., Siegal, M., & Overton, P. G.* Auditory processing and contamination sensitivity children with autism

Paper 4: *Heath, P., Houston-Price, C., & Kennedy, O.* Can visual exposure be used to increase children's willingness to try healthy foods which they initially like dislike or find unfamiliar?

Discussants: Dr Joanne Williams, University of Edinburgh (Lead Discussant); Miss Sarah Elison, University of Salford; Mrs Pamela Graham, Northumbria University; Ms Roberta Fadda, University of Sheffield; Mrs Philippa Heath, University of Reading

Symposium 15

Domain-General influences on Domain-specific processes in typical and atypical development

Chairs: Dr Emily K. Farran & Dr Harry Purser, Institute of Education, University of London

Paper 1: *Steele, A., Karmiloff-Smith, A., Cornish, K., & Scerif, G.* The multiple sub-functions of attention: Developmental gateways to typical and atypical literacy and numeracy

Paper 2: *Cornish, K., Cole, V., Longhi, E., Karmiloff-Smith, A., & Scerif, G.* Does attention constrain developmental trajectories in fragile X syndrome? A 3-year prospective longitudinal study

Paper 3: *van Herwegen, J., D'Souza, D., Dekker, T., Rodic, M., & Karmiloff-Smith, A.* Attention, eye movement planning and number development in infancy: A cross-syndrome comparison

Paper 4: *Purser, H., Farran, E. K., Courbois, Y., Sockeel, P., & Blades, M.* Relating small-scale and large-scale visuospatial ability: the importance of executive control

Paper 5: *Farran, E. K., Purser, H., Courbois, Y., Sockeel, P., & Blades, M.* Comparing the development of route-learning ability across Williams syndrome, Down syndrome and Typical Development; the role of executive function

Oral Sessions

Oral Session A

Leonard, H. C., & Hill, E. L. Understanding the impact of motor development in the Broader Autism Phenotype

Sofronoff, K., & Beaumont, R. The Secret Agency Society: A multi-media program for enhancing social skills in children with Asperger syndrome

Hames, A., & Parr, J. Understanding opinions about clinical genetic testing in Autism Spectrum Disorders (ASD)

Sanderson, C., & Allen, M. The specificity of inhibitory impairments in autism and their relation to ADHD-type symptoms

Ronald, A., Price, T. S., Docherty, S., & Plomin, R. A genome-wide association study of multiple autistic traits in 8- and 12-year-olds

Oral Session B

Luke, N., & Banerjee, R. The role of maltreatment and key parenting dimensions in children's behavioural reputation and psychosocial adjustment

Kennedy, M., Betts, L., & Underwood, J. Do dad's make a difference: A reassessment of their role in attachment theory?

Chng, G. S. E. Fostering children's informal reasoning and epistemic beliefs in the context of parental socialization

Palfreyman, Z., Haycraft, E., & Meyer, C. Observations of maternal modelling behaviours and the development of children's eating behaviours

Powell, F., Farrow, C., & Meyer, C. Mealtime interactions during early childhood: Observed associations between maternal feeding practices and child eating behaviour

Oral Session C

Bunce, L., & Westermann, G. Can young children distinguish between real and cartoon worlds? An eye-tracking study

Calderwood, L., & McNeill, A. The development of response biases in face matching in 6, 8, 10, 12 and 14-year-old children

Bales, J., Zughni, S., Mareschal, D., & Nardini, M. Audio-visual integration for saccadic eye movements and manual responses in children and adults

Wimmer, M., Robinson, L., & Doherty, M. The development of mental imagery

Doherty, M., Wimmer, M., & Robinson, L. Putting the pieces together: What jigsaws have to do with pictorial representation

Oral Session D

Williams, J., Pavlidou, E., Muldoon, J., & Lawrence, A. The development of children's understanding of animal needs and animal care: A naïve biology study

Zammit, M., & Atkinson, S. Are parents attending babysign classes more mind-minded than parents attending comparable toddler activities?

Tsuji, H. Role of mental state talks in the development of social understanding in the Japanese language

MacLean, M. Mind-mindedness and reflective function: a comparison of representational measures

Wadnerkar, M., Lam, C., & James, D. Enhancing maternal contingency using a video based rehabilitation in children with cochlear implants

Oral Session E

Hanley, M., McPhillips, M., Coyle, L., & Crozier, N. Eye-tracking during social interaction with children with autism spectrum disorders

Doherty-Sneddon, G., Riby, D., & Whittle, L. Gaze aversion as a cognitive load management strategy in autism and Williams syndrome

Gillespie-Smith, K., Doherty-Sneddon, G., Riby, D., & Hancock, P. The role of familiarity and the self on how children with Autism Spectrum Disorders attend to faces

Cole-Fletcher, R., Bruce, V., & Riby, D. How fruitful is a face? Exploring emotion attributions for human, animal and face-like objects in Autism and Williams Syndrome

Bedford, R., Elsabbagh, M., Gliga, T., Pickles, A., Senju, A., Charman, T., Johnson, M and the BASIS Team. Do infants at risk for autism follow gaze?

Oral Session F

O'Connor, E., McCormack, T., & Feeney, A. The development of regret and its role in decision making

Gummerum, M., Leman, P., & Hollins, T. How do children share information during group collaboration?

Chu, M., & Gummerum, M. The development of altruistic punishment

Murphy, S., Faulkner, D., & Farley, L. An observational study of young children's behaviour during dyadic computer tasks: What are the effects of pragmatic skill level on co-operation with peers?

Wang, J., Defeyter, G, & Eve, Y. The effect of intention and creative labour on preschool children and adults' inference of ownership transfer

Oral Session G

Garib-Penna, S., & Parsons, S. Learning to work together: collaboration and perspective taking in virtual reality for children with autism

Williams, D., Fernyhough, C., & Bowler, D. Language, communication, and inner speech in the general population, autism spectrum disorder, and the broad autism phenotype

Mayer, J., & Heaton, P. Atypical speech perception in high-functioning adults with ASD

Vulchanova, M., Talcott, J., Vulchanov, V., & Stankova, M. Morphology in ASD: Local processing bias and language

Back, E., Granados, & Apperly, I. Visual perspective-taking in adolescents with autism spectrum disorders

Oral Session H

Jones, G. Long-term phonological knowledge explains accuracy & error patterns in children's nonword repetition

Hien, C., & Doherty, M. Children's use of social and linguistic cues in word learning

Law, B., Houston-Price, C., & Loucas, T. The use of word-learning strategies and their relation to vocabulary development

Krishnan, S., Leech, R., & Dick, F. Developmental and neural correlates of oral motor control in school-aged children

Thomas, R., Nardini, M., & Mareschal, D. The influence of auditory information on the perception of ambiguous visual events during development

Oral Session I

Izycky, A., McConachie, Rodgers, J., Baird, A., Fletcher, F., & Stephenson, J. Do deaf and typically developing children require both good language skills and 'theory of mind' to tell a good story?

Bennett, S., & Holmes, J. Evaluating computerised memory training for children with Down syndrome

Wilmut, K., & Byrne, M. Onward intentions of movement in children with Developmental Coordination Disorder (DCD)

Rhodes, S., Park, J., Seth, S., & Coghill, D. Children with ADHD how intact verbal but impaired spatial long-term memory

Schafer, G., & Genesoni, L. An early parental report instrument for cognitive delay: More data from the ERIC report

Oral Session J

Wright, M., & Banerjee, R. Children's coping strategies, appraisals and goals: Links with social anxiety and depression

Smith, M. A., Skinner, S. R., Doherty, D. A., Cooper-Robbins, S. C., Robinson, M., Mattes, E., Cannon, J., Hickey, M., Rosenthal, S., & Smith, A. Early childhood problem behaviours predict sexual risk taking in adolescence

Kent, A. Responding to directives: Embodied compliance and verbal resistance

Paul, S., Smith, P., & Blumberg, H. Investigating the emergence of cyberbullying in secondary education

Evans, E., & Drewett, R. Predicting eating pathology in preadolescent girls: a three-year longitudinal study

Oral Session K

Cragg, L. The development of interference control: stimulus and response interference show different developmental trajectories

Booth, J., Boyle, J., & Kelly, S. Reading difficulties, comorbid conditions and executive functions: An evaluation of the additive risk model

McCormack, T., Simms, V., & Beckers, T. Reasoning skills and casual learning in young children

Frosch, C. A., McCormack, T., & Lagnado, D. Temporal information wins out over covariation information in children's causal structure judgments

Boom, J., van der Ven, S., Kroesbergen, E., & Leseman, P. Combining IRT and growth modelling to conceptualize strategy change

Oral Session L

Connolly, D., Mydlarz, C., Dockrell, J., Shield, B., Cox, T., & Conetta, R. Age differences in the effects of typical classroom noise on secondary school students' cognitive processing

Bennett, S., Handley, S., & Dennis, I. Vocational interests & science/spatial aptitude: how are they related in U. K. secondary school aged children?

Skipper, Y., & Douglas, K. Impact of the Eleven Plus Exam on how children feel about themselves and the transition from primary to secondary school

Dowker, A., & Mundill, E. Derived fact strategy use in English and Scottish primary school children

Qualter, P., Henzi, P., & Barrett, L. Does emotional intelligence predict children's behaviour in naturalistic playground situations?

Oral Session M

Iqbal, H., & Golombok, S. My family, your khandaan: Parenting & child development in British South Asian & non immigrant white families in the UK

Nampijja, M., Kizindo, R., Lule, S., Apule, B., Akurut, H., Muhangi, L., Alcock, K., & Elliott, A. M. Associations between the home environment and cognitive performance of rural and semi-urban Ugandan children

Sah, W., & Torng, P. Narrative ability in high-functioning children with autism spectrum disorders: An investigation of causal connections

Mieyaa, Y., & Rouyer, V. Gender identity: the common role of gender socialization and child's activity

Dai, Q., Williams, J. M., & McGregor, E. Social Identity and Self-Esteem among Chinese Children

Oral Session N

Spronk, M., Vogel, E. K., & Jonkman, L. M. Are visuospatial working memory deficits in adolescents related to reduced storage capacity and/or impaired filtering efficiency?

King, S., & Hamilton, C. Parents know best! Does parental rating of child prospective memory competency within the home predict PM performance in other contexts?

Mulder, H., Verhagen, J., & Leseman, P. Strategy use during a visuo-spatial working memory task in preschoolers

Hamilton, C., & Mammarella, I. Why isn't visual working memory important for mathematics scholastic achievement

Nakashima-Lobao, S., & Ford, R. Making a collage together: Cognitive predictors of claiming "I did it!" in children aged 3- to 6 years

Oral Session O

Custance, D., & Riley, L. Testing for programme-level imitative "serious" play in young children and orang-utans

Burton, E., Wattam-Bell, J., & Nardini, M. Measuring visual acuity in infancy: a new eye tracker based technique

Swan, K., & Kirkham, N. Learning probabilistic relations among visual events in infancy

Bard, K., Boysen, S., & Leavens, D. The development of joint attention and international communication in chimpanzees

Child, S., Theakston, A., & Pika, S. Investigating preschool children's social learning of gestures to represent objects

Posters

Poster Session 1: Wednesday 7th September, 17:10-18:00

Addyman, C., & French, R. A dynamic field theory model of children's visuo-spatial working memory.

Ballantyne, C., & Nunez, M. Visuo-Spatial Construction Development throughout Childhood and into Adolescence: Important Markers

Begum, J., Cowie, D., & Bremner, A. J. Four-Year-Olds Localise Tactile Stimuli Using an External Frame of Reference

Bonoti, F., & Misailidi, P. The effects of mood, age and topic on children's use of expressive drawing strategies

Boothroyd, L., Vukovic, J., & Meins, E. Facial preferences across development

Bremner, G., Slater, N., Johnson, S., Mason, U., & Spring, J. How do shape and colour changes affect 4-month-olds' perception of object trajectory continuity?

Camp, J., Farran, E., Karmiloff-Smith, A., & Thomas, M. Development of problem solving in a Tower of London task

De Fabritiis, P., Ginocchio, C., Lenti, C., Lentini, C., Lorusso, M. L., Marzorati, D., Profumo, E., & Daini, R. Interhemisheric transfer multiple deficits in developmental dyslexia

De Fabritiis, P., Guarnaccia, C., & Longobardi, E. Adults' knowledge about linguistic input influence on children's typical and atypical language acquisition

Deres, A. T. Do young children cradle on the left?

Eydam, A., Nurmsoo, E., & Kanngiesser, P. Third-Party Imitation and Pedagogy: 14- and 18-month-olds' imitation of novel actions

Franco, F., & Martiskova, J. Can young children perceive five basic emotions in the human voice?

Fujita, N., & Hughes, C. A cross-cultural study on theory of mind and executive function in young children in Japan and the UK

Goldenberg, A., & Ellefson, M. The Effect of Parenting Style on the Development of Inhibitory Control

Greenaway, R., Isaacs, D., Schepers, A., Pring, L., & Dale, N. The neuropsychological profile of adolescents with congenital visual impairment (VI)

Hanrahan, F., & Banerjee, R. 'I just wasn't bothered': Understanding the path to disaffection in school-excluded pupils

Hartley, C., & Allen, M. Does iconicity influence whether children with autism perceive the referential properties of pictures?

Harvey, H., & Reissland, N. The expression of pain in 2-month-old Infants: Is it related to maternal touch?

Hughes, L., Banks, P., Terras, M., & Best, D. The transition to secondary school: The concerns and psycho-social impact on children with intellectual disabilities

Hurley, R., & Reissland, N. Do the letters in a child's first name facilitate letter naming?

Jacobs, M., & Woolfson, L. Parent cognitions of child behaviour problems: a comparison of parents of children with learning disabilities and typically developing children

Katsipataki, M., Merrell, C., & Bock, S. Can Motor Skills Training Improve Cognitive Functioning? An Evaluation of Structured Interventions for Young Children

Kikuno, H. Mother's Theory of Mind: How do mothers understand children's mind?

Komatsu, K., Wishart, J., & Cebula, K. Associations between mother-child attachment, children's amae and maternal amayakashi behaviours: A cross-cultural comparison of Britain and Japan

Lampraki, A., & Allen, M. Symbolic Play Comprehension and Language Development in 2- and 3-Year-Old Typically Developing Children

Lidstone, J., Leekam, S., Ramsden, C., & Wimpory, D. How are standardised developmental assessments used in clinical practice? Qualitative and quantitative findings on the diagnosis of autism

Lind, S., Bowler, D., & Crane, L. Episodic memory and episodic future thinking in autism

Malik, S. S., Stibric, M., & Adams, J. W. Does working in a computer supported collaborative environment have an impact on cognitive load?

Malone, S., Allen, M., & Lewis, C. How do children with autism learn words?: Comparing social-pragmatics and attentional salience

Mason-Apps, E., Stojanovik, V., & Houston-Price, C. Precursors to speech and language in typically-developing infants, and infants with Down syndrome

Moote, J., Williams, J., & Sproule, J. Investigating strategies to develop self-regulated learning in young science students

Morahan, M. Confidence and Perception. Teachers Understanding of Mental Health Difficulties in Children

Nassem, E. Spectrums of bullying in the everyday experience of school

Patterson, C., Bissell, C., & Reissland, N. Dual representation: an application to the non-symbolic and emotional domains.

Petrocchi, S., Lecciso, F., Marchetti, A., & Rotenberg, K. J. The Relations Among Trust Beliefs, Behavior-Dependent Trust, and Trustworthiness During Childhood

Riby, D., Brown, P., Jones, N., & Hanley, M. Faces Cause Less Distraction in Autism

Schleepen, T., & Jonkman, L. The development of semantic grouping strategies: a longitudinal study

Spronk, M., Vogel, E. K., & Jonkman, L. M. The role of filtering efficiency in working memory capacity in adolescents with and without attention-deficit/hyperactivity disorder

Tantaros, S., & Besevegis, E. An investigation of the relations of Ego Identity status and parenting styles among Greek adolescents

Taylor, M., Charman, T., & Ronald, A. Overlapping genetic influences on autistic traits and traits of ADHD: A longitudinal twin study

Tham, D. S. Y., Bremner, G., & Hay, D. Reinvestigating the other-race effect: A cross-cultural study

Wilmut, K., & Byrne, M. Onward intentions of movement in children with Developmental Coordination Disorder (DCD)

Yuzawa, M., Yuzawa, M., & Watanabe, D. Difficulty of children with normal but relatively poor working memory at Japanese and mathematics classes

Poster Session 2: Thursday 8th September, 16:30-17:30

Allen, M., & Dando, H. Recognition and Symbolism in Young Children's Drawings

Birkett, S., Galpin, A., Cassidy, S., Marrow, L., & Norgate, S. Assessing Web Engagement in Young Children: Use of Eye-Tracking Technology

Booth, J., Hunter, S., Boyle, J., Ortega, R., & Elipe, P. Electronic Diary Assessment of Traditional- and Cyber- Forms of Aggression and Victimisation

Broadbent, H., & Farran, E. Mental Rotation in Children and The use of Egocentric and Allocentric Navigation Strategies in Large-Scale Space

Child, S., Theakston, A., & Pika, S. Exploring the relation between three symbolic domains in preschool children: Pretend play, speech and gestures

Chu, M., Herbert, J., & Blades, M. Children's scepticism toward advertisements and their understanding of the marketplace

Dale, N., MacKechnie, R., & Salt, A. Social communication and autism triadic patterns in young children with severe visual impairment

De Fabritiis, P., & Albé, E. Art training influence on children's graphic development

De Fabritiis, P. Looking for empirical evidence and theoretical ground supporting EU programs on mentoring: a pre-test study

Fox, C., Hunter, S., James, L., & Gilman, H. School bullying and humour: Is laughter the best medicine?

Franco, F., & Martiskova, J. Emotional Recognition in Music By Preschoolers

Fyfield, R., Leekham, S., & Hay, D. Repetitive motor mannerisms amongst typically developing infants: the introduction and validation of a new observational coding scheme

Haley, A., Fricke, S., Snowling, M., & Hulme, C. Can Oral Language Skills be trained at Nursery Age?

Hamilton, C., Riby, D., & Thomas, S. Developmental changes in processing second order spatial relations in faces: The importance of generic perceptual skills

Hibbs, L., & Taylor, L. Traditional and Cyber-bullying and victimisation and their effects on anxiety levels

Hine, B. "Snips and Snails": The influence of Gender on Pro-social Behaviour Judgments across Childhood and Adolescence

Huang, C-. Y. S., & Lamb, M. E. Chinese Immigrant mothers' acculturation, parenting beliefs and parenting behaviours

Illingworth, G., MacLean, M. To what extent is maternal mind-mindedness relationship-specific or a product of both mother and child traits?

Iordanou, C., & Mattock, K. Understanding those wild things: Preschool children and adults' understanding of emotions in a picture book

Knight, F., Cowie, D., & Bremner, A. Categorical perception of body parts in young children

Lally, R., Jones, G., Underwood, J., & Hall, D. Mindsets as moderators in risky choice framing effects across context: A developmental perspective

Lee, S., Smith, P. K., & Monks, C. P. Origins of bullying-like behaviours in South Korea

Lütke, N., & Lange-Küttner, C. Introducing the new Rotated Colour Cube Task

MacLean, M., & Mahon, P. Speech Fluency in Responses to the Mind-mindedness Interview: Evidence of Active Processing?

Mattock, K., Woo, P. J., & Yong, E. Perceptual reorganization of lexical tone by bilingual infants learning one or two tone languages

McDonald, J., & Hunter, S. C. Coping with fostering: Moderators and mediators of foster carers' biological children's adjustment

Misailidi, P., Bonoti, F., & Savva, G. Representation of loneliness in children's and adults' drawings

Paul, S., Smith, P., & Blumberg, H. Investigating Bullying & Cyber-bullying Using Survey Methods

Petrocchi, S., Lecciso, F., Marchetti, A., & Rotenberg, K. J. The Relations Among Trust Beliefs, Behaviour-Dependent Trust, and Trustworthiness During Childhood

Popovic, B., Roman, G., Ensor, R., Hart, M., Wilson, A., & Hughes, C. Is positive emotionality related to children's peer problems?

Radford, T. Sensory Processing in Autism and ADHD: Focusing on Tactile Preferences

Reid, L., & Vick, S. Do animal interactions increase pro-social behaviours in preschool children?

Riby D., & Kirk, H. Evaluating Trust from Unfamiliar Faces in Typical and Atypical Development

Riby L. M., & Smith, M. A. Glucose modulates event-related potential components of encoding and retrieval in healthy adolescents

Roman, G., Ensor, S., & Hughes, C. Mother-child interactions: Home vs. lab ratings contrast in sensitivity to developmental change / continuity?

Rose, S., Jolley, R., & Galbraith, D. Drawing development in National Curriculum and Steiner schools

Smailes, D., & Meins, E. Relations between maternal affect, mind-mindedness, attachment style and children's private speech

Smith, F., Nash, H., & Snowling, M. Orthographic learning in children at risk of dyslexia: a non-word training study

Stefanidou, C., Ceponiene, R., & McCleery, J. The development of neural mechanisms for the perceptual processing of auditory gestures

Stets, M. 8 in 1 – A Novel Approach to Collecting Infant ERP-Data

Thompson, F., & Smith, P. K. Anti-bullying interventions in schools in England

Vlamings, P., Jetten, G., & Jonkman, L. Developmental interactions between attentional brain networks

Waters, G., & Beck, S. Young children have difficulty dealing with indirect experiences when demonstrating aspectuality understanding