

## Oral Presentation Schedule

Time	Session A <i>CG91</i>	Session B <i>CG85</i>
8.45	<i>Registration opens</i>	
9.15	<i>Welcome by Dr Debbie Riby (CG91)</i>	
9.20	Artificial Grammar Learning in children with Williams syndrome and in typically developing children: evidence for different mechanisms <i>Vesna Stojanovick</i>	The effects of co-occurring ADHD symptoms on learning and cognitive control in young people with TS <i>Elizabeth Shephard</i>
9.40	Visual paired comparison in children with Autism Spectrum Disorder and limited verbal ability <i>Claire Derwent</i>	Thinking in words: Private speech production in autism spectrum disorder <i>Jane Lidstone</i>
10.00	Why is language production initially delayed in Williams syndrome? A study of imitation and sequencing of oro-facial movements <i>Saloni Krishnan</i>	Word learning from social and associative cues by children with ASD <i>Charlotte Field</i>
10.20	<i>Coffee Break (Scarborough Café Area)</i>	
10.45	Executive functioning in children with motor difficulties and Developmental Coordination Disorder <i>Hayley Leonard</i>	Appearance-based trust behaviour is reduced in children with autism spectrum disorder <i>Louise Ewing</i>
11.05	Comparing executive function profiles in Cornelia de Lange, Rubinstein-Taybi and Fragile X syndromes <i>Victoria Johnson</i>	Orienting to protofacial stimuli in neurodevelopmental disorders (ASD and Prosopanosia) <i>Richard Cook</i>
11.25	Everyday and lab-based cross-syndrome comparisons of problem solving and executive functioning in Williams syndrome and Down syndrome <i>Jo Camp</i>	Movement Cues as an aid to Face Recognition in Developmental Prosopagnosia <i>Natalie Butcher</i>
11.45	<b>Keynote Dr Remington (CG91)</b> <b>The Autism Gift? Increased Perceptual Capacity in Autism Spectrum Disorder</b>	
12.45	<i>Lunch (Scarborough Café Area)</i>	
1.40	Developmental disorders and developmental trajectories: Attentional constraints on emerging behaviour and cognition <i>Gaia Scerif</i>	Pitch and contour discrimination for novel melodies in children with Specific Language Impairment <i>Amy Fancourt</i>

2.00	Unimpaired Attentional Disengagement and Social Orienting in Children With Autism Spectrum Disorder <i>Kami Koldewyn</i>	Colour Perception in Autism Spectrum Disorder and Williams Syndrome <i>Matthew Cranwell</i>
2.20	People or Trains? Visual Preference for Social versus Non-Social Information in Genetic Syndromes and Neurodevelopmental Disorders <i>Hayley Crawford</i>	What do you look at to learn your way around a new town? Eye-tracking and navigation in typical and atypical populations. <i>Emily Farran</i>
2.40	Attention biases for emotional faces in Williams syndrome <i>Helen Dodd</i>	Deferred imitation as a measure of episodically-defined memory in infants and toddlers with Down Syndrome <i>George Ball</i>
3.00	<i>Coffee Break (Scarborough Café Area)</i>	
3.30	<b>Keynote Prof Karmiloff-Smith (CG91)</b> <b>TBC</b>	
4.30	<i>Wine reception and Posters (Scarborough Café Area)</i>	
6pm	<i>End of conference</i>	

## Poster Presentations

POSTER PRESENTATIONS
<p>Individuals with Williams Syndrome recognise facial expressions in which the eye area is important better than other instances of expressions <i>Mike D Burt</i></p>
<p>Visuospatial Working Memory in Children with Autism: The Effect of a Semantic Global Organization <i>Irene Mammarella</i></p>
<p>The effect of visual perceptual load on auditory awareness in Autism Spectrum Disorders <i>Julian Tillmann</i></p>
<p>Expressive Drawing Ability in Children with Fragile X Syndrome and Autism <i>Carrie Ballantyne</i></p>
<p>Automaticity of looking to the eyes and autism traits in children <i>Clare Carty</i></p>
<p>An EEG and ERP investigation of the neural profile in adults with Williams syndrome during resting states, the three stimulus oddball paradigm and a semantic matching task <i>Jo Greer</i></p>
<p>The Relationship between Environment and Reading Abilities in Williams Syndrome and Down Syndrome. <i>Conor McNeilly</i></p>
<p>Neuropsychological Functioning, Methylphenidate &amp; Pedestrian Safety in children with ADHD <i>Martin Toye</i></p>
<p>Fixating Diagnostic Facial Features Improves Emotion Identification Performance, But Higher AQ Scores Are Associated With Poorer Fear Recognition <i>Anthony Atkinson</i></p>
<p>Peaks and troughs: Cognitive and linguistic profiles in ASD <i>Mila Vulchanova</i></p>
<p>Neuronal mechanisms of normal development of attention in infancy <i>Louisa Kulke</i></p>