



# INSAR

International Society for Autism Research

## 2018 ANNUAL MEETING

**MAY 9-12**  
ROTTERDAM  
NETHERLANDS

**PROGRAM BOOK**

[www.autism-insar.org](http://www.autism-insar.org)



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**INSAR**  
International Society for Autism Research

### INSAR MISSION STATEMENT

**To promote the highest quality research in order to improve the lives of people affected by autism.**

#### Strategic Initiatives

**Setting the Bar:** Increase the quality, diversity and relevance of research promoted through annual meetings, journal, educational and other year-round activities.

**Interdisciplinary and Translational:** Cultivate interdisciplinary and translational research, public-private partnerships, and relationships with industry.

**Diverse and Global:** Represent and serve a diverse and global community.

**Next Generation:** Foster opportunities for leadership and career development for a diverse next generation of autism researchers.

**Building Identity:** Promote INSAR as the premier society for autism researchers.

**Research to Practice:** Disseminate scientific knowledge to inform research priorities, policy, practice, and public understanding.

**Partnerships:** Foster communication and collaboration between autism researchers and people affected by autism.

### 365 App for INSAR

Download one app for 365 access to INSAR society information and event details.



Visit <http://www.autism-insar.org/page/365mobileapp> for instructions on how to download the app. To use the "Connect" feature to communicate with other INSAR Annual Meeting registrants, enter the password: **Rotterdam2018** when prompted.



Follow us on Twitter: @AutismINSAR  
Join the conversation: #AutismINSAR #INSAR2018



<https://www.facebook.com/AutismINSAR>

# INSAR WELCOME

Welcome to the Netherlands and specifically to Rotterdam for the first International Society for Autism Research (INSAR) Annual Meeting (the meeting formerly known as the IMFAR). Rotterdam is known for being a young, dynamic, global city which is continually innovating itself and embraces diversity. Hence, a perfect match with the young, dynamic, global, innovative, and diverse organization which INSAR is.


The scientific program of the current meeting is again diverse and splendid thanks to our scientific meeting chairs Drs Emily Jones and Jan Buitelaar. When you are submitting your abstract, awaiting the “verdict”, and attending an INSAR meeting, you are probably not aware of how much energy, effort, and time has been spent by a large group of people to ensure that the program is scientifically strong and that during the meeting everything runs smoothly. At least this was true for me, and I am impressed by the joint efforts of all members that volunteered to review and organize the abstracts, the INSAR committees that are responsible for the special interest groups, the luncheon events, the awards and much more, and the unmissable Jennifer Gentry and Joe Dymek. So thanks to all of them, and also my congratulations to this year’s award recipients that are honored by the INSAR.

The 2018 INSAR local community conference is in Amsterdam, the capital of the Netherlands. Rotterdam (a.k.a. O10) and Amsterdam (a.k.a O20) are rather different cities and sport-wise there is clearly competition between them. However, when it comes to autism, there are close collaborations across the Netherlands among a wide range of stakeholders. These fruitful collaborations are reflected in the 2018 INSAR local community conference. Thanks to the willingness of the (autistic) presenters, the support in funding and/or time of all d’Arc lab members of the University of Amsterdam, clinical organizations, Dutch autism networks “Reach-Aut & SamenDoen!”, publishers, and advocacy organizations, the organizing committee could offer the local community and autism-friendly program focusing on autism across the adult life span. My special thanks go to my excellent colleagues, in alphabetical order, who all deserve some extra recognition for their hard work and great suggestions.

Sander Begeer  
Els Blijd-Hoogewys  
Dolien Buijs  
Kirstin Greaves-Lord  
Mariët van IJendoorn  
Amélie Picard  
Carolien Torenvliet

I hope that you will all enjoy this year’s scientific program, traditionally packed with great talks, posters, and discussions from the early morning to the evening. Of course, you do not want to miss any single detail and simultaneously want to catch up with many of your great colleagues and friends. Nonetheless, I recommend that you do plan some time to relax and experience Rotterdam.

So, enjoy the scientific program, but do not forget to enjoy the wonderful restaurants, amazing modern architecture, and great museums. Have fun!



Hilde Geurts, PhD  
INSAR 2018 Meeting Chair

INSAR 2018 is the Annual Meeting of the International Society for Autism Research

# SCIENTIFIC PROGRAM

A warm welcome to the International Society for Autism Research (INSAR) 2018 Annual Meeting in Rotterdam, The Netherlands. It is our privilege and great pleasure to share the Scientific Program with you. The wealth of very interesting, ground breaking and high quality abstracts for panels, oral sessions and posters made our job both difficult and rewarding. The over 1,500 submissions this year were rated by dedicated reviewers, topic chairs, and members of the Program Committee, resulting in over 1,300 acceptances. Presenters come from over 50 countries across the globe.

This INSAR 2018 meeting intends to prioritize translational medicine by integrating three main pillars: benchside, bedside and community in order to promote enhancements in prevention, diagnosis, and therapies in autism, and improve the global healthcare system significantly. Topics that will be presented again span the full range of autism research, including epidemiology, services, brain structure and function, diagnostic, behavioral and intellectual assessment, social behavior and social cognition, communication and language, cognition and attention, repetitive behaviors and interests, comorbid syndromes, early development, adult outcome, behavioral and pharmacological interventions across the lifespan, genetics, animal models, molecular biology, family issues, new technologies, and perspectives across cultures and countries.

Our Keynote Lecturers Geraldine Dawson, Rosalind Picard and Mark Johnson will provide new perspectives on early detection, brain function, and treatment of autism, and the potential of new technologies such as clinical-quality wearable sensors and analytics to improve the lives of individuals with autism.

We tried to provide an opportunity for all topic areas in both oral and poster session platforms. All 20 submission topics have at least one oral session or panel session this year. This year we are also continuing the popular evening poster sessions with light hors-d'oeuvres, and lunchtime poster sessions with box lunches provided, designed to enhance opportunities for scientific interactions in more relaxed, social settings.

We are extremely grateful to each member of the Program Committee and to each Topic Review Chair or Co-Chair (listed on page 18) for their hard work and rapid response. We are also grateful to all the INSAR members who volunteered as reviewers to help inform the Topic Chairs in their challenging job of choosing oral and poster session abstracts. INSAR President Simon Baron-Cohen and INSAR Board members contributed tremendously valuable input at each phase of program development. Importantly, we all owe our deepest gratitude to Jennifer Gentry, INSAR Administrative Director, who sustains this process across INSAR conferences, and facilitates timely and professional organization, review, and implementation of the scientific program, along with Josh Andrews, who implemented each stage in the submission and acceptance process through the Confex software system. Personal thanks are extended to everyone involved in the hard work of organizing the scientific program for another successful INSAR Annual Meeting in 2018.

It was a great honor to help organize the scientific program that presents the latest exciting findings in autism research. We hope you will enjoy the vibrant city of Rotterdam and take the opportunity to meet, network and brainstorm with your colleagues from across the globe and go home with new ideas and inspiration that will improve the quality of life for people on the autism spectrum and their families.

Sincerely,



Jan K. Buitelaar, MD, PhD  
INSAR 2018 Scientific Program Co-Chair



Emily Jones, PhD  
INSAR 2018 Scientific Program Co-Chair



## PRESIDENT'S WELCOME

It is my great pleasure to welcome you to Rotterdam for the 2018 Annual Meeting of the International Society for Autism Research (INSAR). INSAR is unique on the planet in bringing together thousands of scientists who study autism from a broad range of disciplines, alongside policy makers, practitioners, autistic people and their families, to learn about latest research, share new ideas, and strengthen or embark on new collaborations internationally.

I wish each and every one of you a wonderful few days, and hope you leave inspired by what you learn, by people you meet, and with a feeling of how we are all working together to improve the lives of autistic people, through better understanding.

I would like to thank the 2018 Meeting Co-Chair, Hilde Guerts, who is responsible for putting together the terrific INSAR stakeholder conference in Amsterdam, and the INSAR 2018 Opening Reception. She worked with the local autism community and her committee, and this was very well received. Hilde worked closely with Joe Dymek and Jennifer Marshall from Conference Direct and Jennifer Gentry from Association Resources on the logistics of the INSAR 2018 meeting.

I am also very grateful to Professor Jan Buitelaar and Dr Emily Jones who took responsibility for the outstanding scientific program. They worked with the Scientific Program Committee who coordinated the scientific reviews of hundreds of abstracts and proposals. We have ended up with an impressive line up of keynote speakers, panels and scientific sessions showcasing cutting edge autism research.

Integrated into the Annual Meeting are also many Special Interest Groups (SIGs), international collaborative meetings, and student and trainee activities. These ensure we are fostering the next generation of autism researchers and anticipating important emerging themes in autism research.

This year's Lifetime Achievement Award goes to Professor Margot Prior who made seminal contributions to the neuropsychology of autism, working in the University of Melbourne, Australia, over many decades. Her speech will be delivered by her colleague Professor Cheryl Dissanayake because Margot is unable to travel.

I am also delighted that the Advocate Award will this year be given to Jon Spiers, who is Chief Executive of the UK charity Autistica. Jon has been a strong advocate for working closely with the autism community to find out the research topics that are priorities for autistic people, and to bring autistic people in to co-design research with scientists. This ensures the research Autistica funds remains relevant, and the translational implications of research are always at the fore.

This year INSAR has a new award called the Cultural Diversity Award. This recognizes research with significant impact on culturally diverse and underserved communities. It particularly celebrates investigators who conduct community-based or community partnered research. The first Cultural Diversity Award will go to the Centre for Autism Research in Africa (CARA), an interdisciplinary clinical research programme based in the Division of Child and Adolescent Psychiatry at the University of Cape Town in South Africa.

Please join us at the Awards Ceremony on Thursday afternoon to hear about all of these Awardees, and to also celebrate our Dissertation Award winners, the young scientists who will be leading their own labs as PIs in the future.

INSAR depends on its Board, who meet once a month by video conference call to make collective decisions about how INSAR can achieve its mission and strategic priorities. The Board includes the Hilde Guerts (Vice President), Geri Dawson (Past President) and who is responsible for our global reach mission, Shafali Jeste (Secretary) who oversees Membership, Awards and Elections, David Amaral, (Editor of the INSAR journal Autism Research), Diana Robins (Treasurer) and Raphael Bernier (Past Treasurer). They all contributed to organizing the Annual Meeting.

## PRESIDENT'S WELCOME

I also want to extend a warm welcome to Peter Mundy, President-Elect, who will join the Board this Saturday. The INSAR Board works closely with many committee chairs and members to advance our mission. All of these people work in a voluntary capacity because we care passionately about advancing autism research and improving the lives of autistic people and their families.

This is my first Annual Meeting as President and I have had fantastic support from these colleagues and I pay tribute to Geri Dawson and the long line of previous past Presidents who have left INSAR in such a strong position. Geri introduced two important initiatives: the INSAR Policy Briefs, the first of which will appear in 2018 on Autism and Employment; and the new award of INSAR Fellows, the first cohort of whom will be honored on Saturday at the Business Meeting. Please come along to applaud them. Thank you Geri for all you have done and continue to do for INSAR.

As President, I have two priorities that I am discussing with the Board. The first is how to ensure INSAR is international. Currently, INSAR meets outside of North America once every 5 years, and holds regular Regional Meetings, so this is one way in which INSAR is international, but we need to keep working to make INSAR truly international. Second, I am keen to expand on autistic people's role in INSAR. These are just two topics the Board will be working on over the coming year.

This is the first year we are no longer using the name IMFAR to refer to the Annual Meeting, and this is to give INSAR a more central focus as the Society behind both the Annual Meeting and a whole raft of activities. These include our very successful Summer Institute, our Regional Meeting, and our Journal. Please let me know your ideas of what else INSAR can and should be doing, by emailing me at [president@insar.org](mailto:president@insar.org), or chatting to me during coffee.

Enjoy INSAR 2018, catching up with old friends and making new ones, listening to exciting research presentations and debating the science, what it means, and how we can ensure the science leads to better support for autistic people and their families. Thank you for contributing to INSAR by being a part of this exciting meeting.

Kind regards,

A handwritten signature in black ink that reads "Simon Baron Cohen". The signature is written in a cursive, flowing style.

Simon Baron-Cohen, FBA

President INSAR

## Special Interest Groups (SIGs)

**Friday, May 11, 2018**

7:15 AM - 8:45 AM

**Clinical Strategies for Including Severely Affected Individuals in Neuroscience Studies**

**Room: Van Weelde Zaal**

*SIG Leaders: Emily S. Kuschner, PhD; Christine Wu Nordahl, PhD; Mark D. Shen*

*SIG Co-Leader: Kevin G. Stephenson, MS*

**Incorporating Autistic Intellect in Research: Where Do We Go from Here**

**Room: Ruys & Van Rijkevorsel Zaal**

*SIG Leader: Dena Gassner, PhD*

**Memory in ASD: Spared or Impaired? Insights from Behavioral and Neuroimaging Studies**

**Room: Plate & Vander Vorm Zaal**

*SIG Leader: Marjorie Solomon*

*SIG Co-Leader: Melanie Ring*

**Gastrointestinal Issues in Autism Spectrum Disorder**

**Room: Van Beuningen Zaal**

*SIG Leader: Timothy Buie*

*SIG Co-Leader: Calliope Hologue*

**Saturday, May 12, 2018**

7:15 AM - 8:45 AM

**Promoting partnerships between patient advocacy groups and researchers to improve autism research**

**Room: Van Weelde Zaal**

*SIG Leaders: Alycia Halladay, PhD; Shafali Jeste, MD*

*SIG Co-Leader: Charlotte DiStefano, PhD*

**Sexuality, romance and being autistic: learning from the experience and needs of adolescents and adults**

**Room: Ruys & Van Rijkevorsel Zaal**

*SIG Leader: Jeroen Dewinter*

*SIG Co-Leader: Anna van der Miesen*

**Suicidality in Autism**

**Room: Plate & Vander Vorm Zaal**

*SIG Leader: Sarah Cassidy*

*SIG Co-Leader: Ashley Robertson*

**Peering into the Patient Brain: Autism Induced Pluripotent Stem Cells in Research**

**Room: Van Beuningen Zaal**

*SIG Leader: Karen Litwa*

### Speaker Ready Room for Oral Presenters

Location: Sweelinck Kamer

(First Floor)

All speakers should stop by the Speaker Ready Room to upload their slides at least one day prior to their presentation. A staff person will be available to help speakers upload their slides and other files. The Speaker Ready Room will be open as noted below:

Wednesday, May 9	3:00 p.m. - 6:00 p.m.
Thursday, May 10	7:30 a.m. - 5:30 p.m.
Friday, May 11	7:30 a.m. - 5:30 p.m.
Saturday, May 12	7:30 a.m. - 1:30 p.m.

If speakers do not upload their slides ahead of time, they can still load them on to the computer in the room before they present. However, if there are problems loading the presentation just before presenting, the speaker runs the risk of using up his/her presentation time.

### Quiet Room Available During Conference Hours

**Room: Edward Flipse Saal**

This year INSAR is providing a quiet, low stimulation room reserved for individuals on the spectrum to take a break from the hustle and bustle of the meeting. The room will be available Thursday-Saturday during conference hours.

### INSAR Annual Business Meeting

**Saturday, May 12, 2018 - 12:30-1:45 pm**

**Room: Arcadis Zaal**

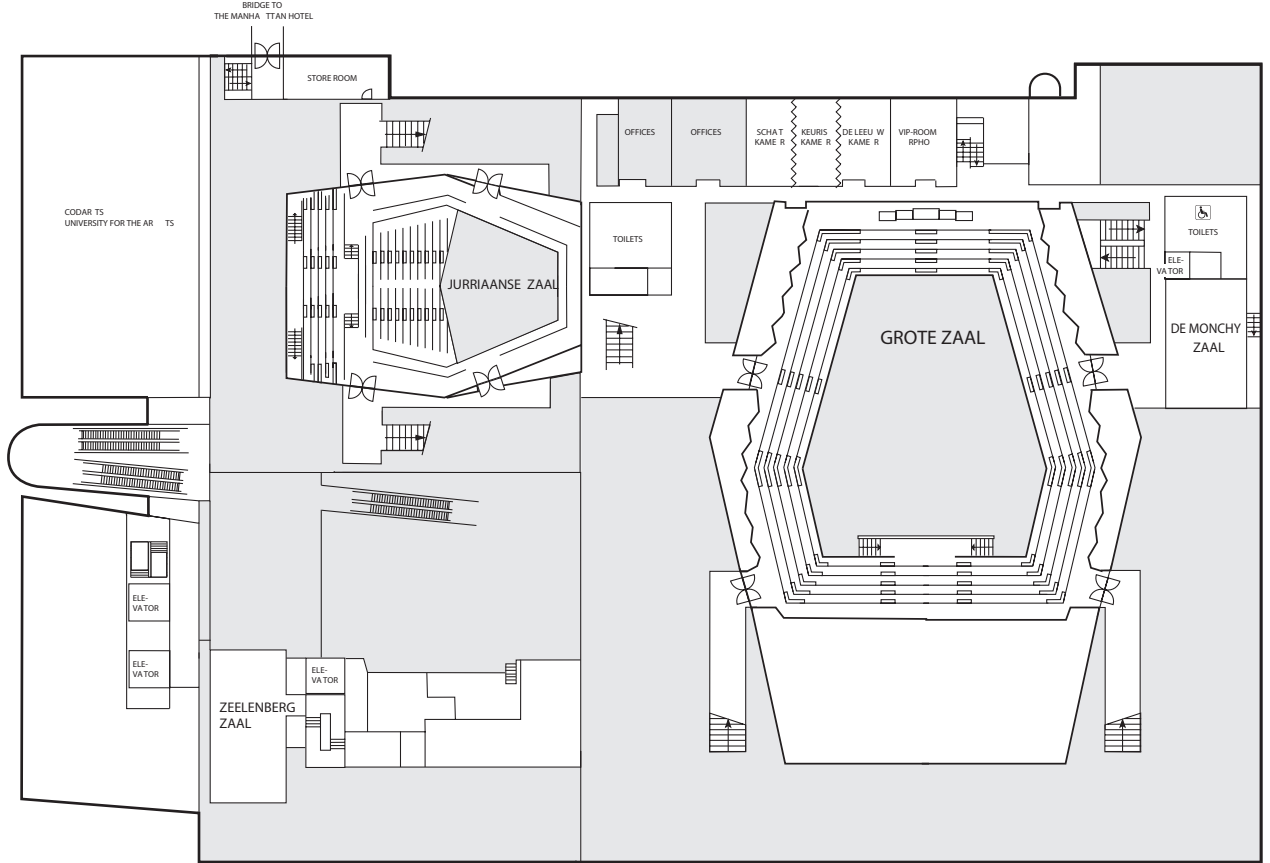
INSAR members are invited to the annual society business meeting on Saturday. Come and hear from your board and committee chairs on INSAR activities over the past year. Help us welcome in the newly elected President-Elect taking office at this meeting.



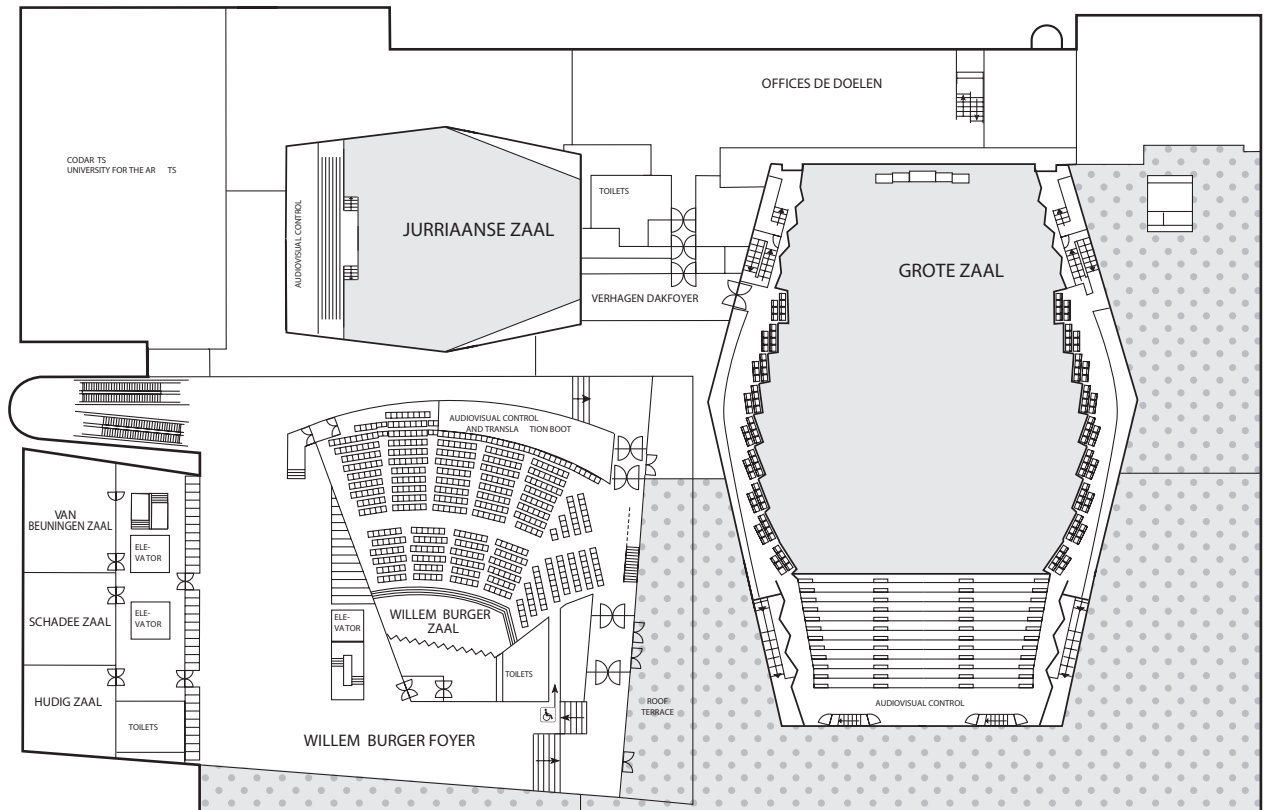


# De Doelen ICC Rotterdam

## SECOND FLOOR

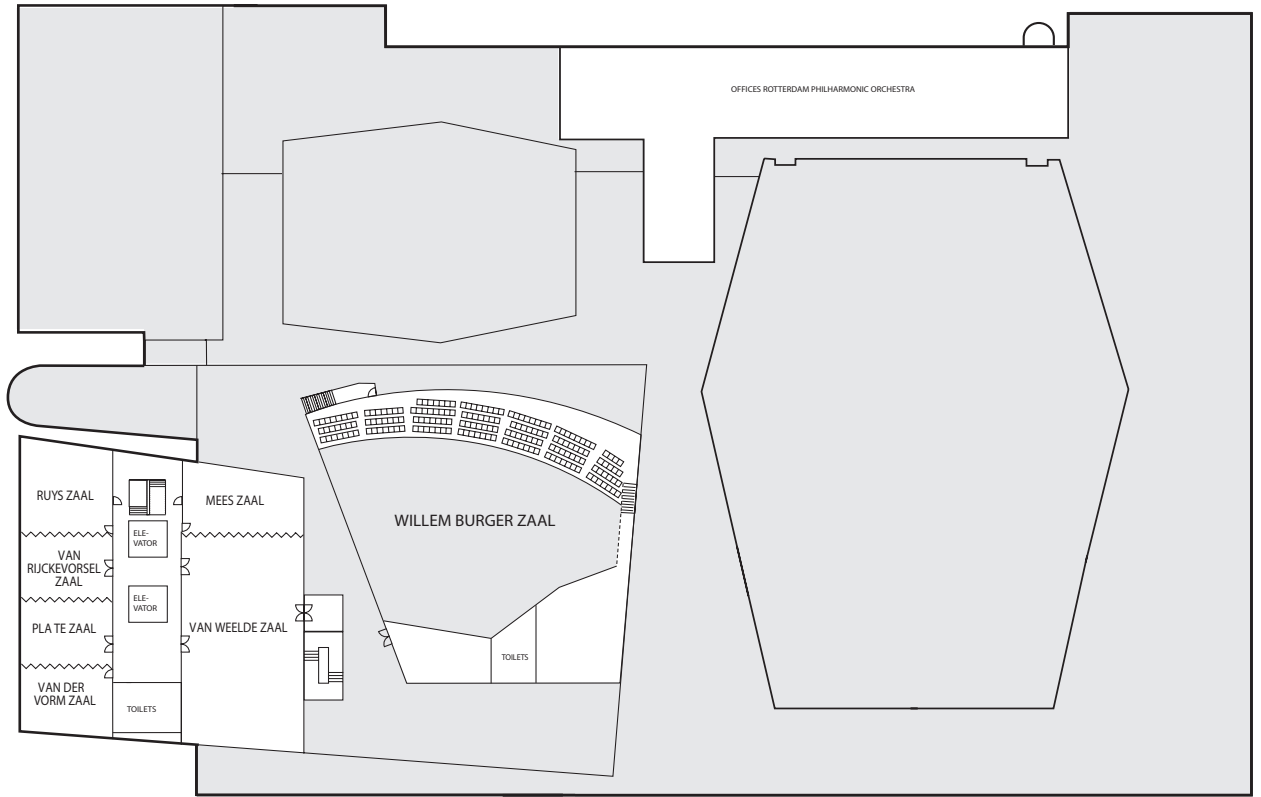


## THIRD FLOOR



# De Doelen ICC Rotterdam

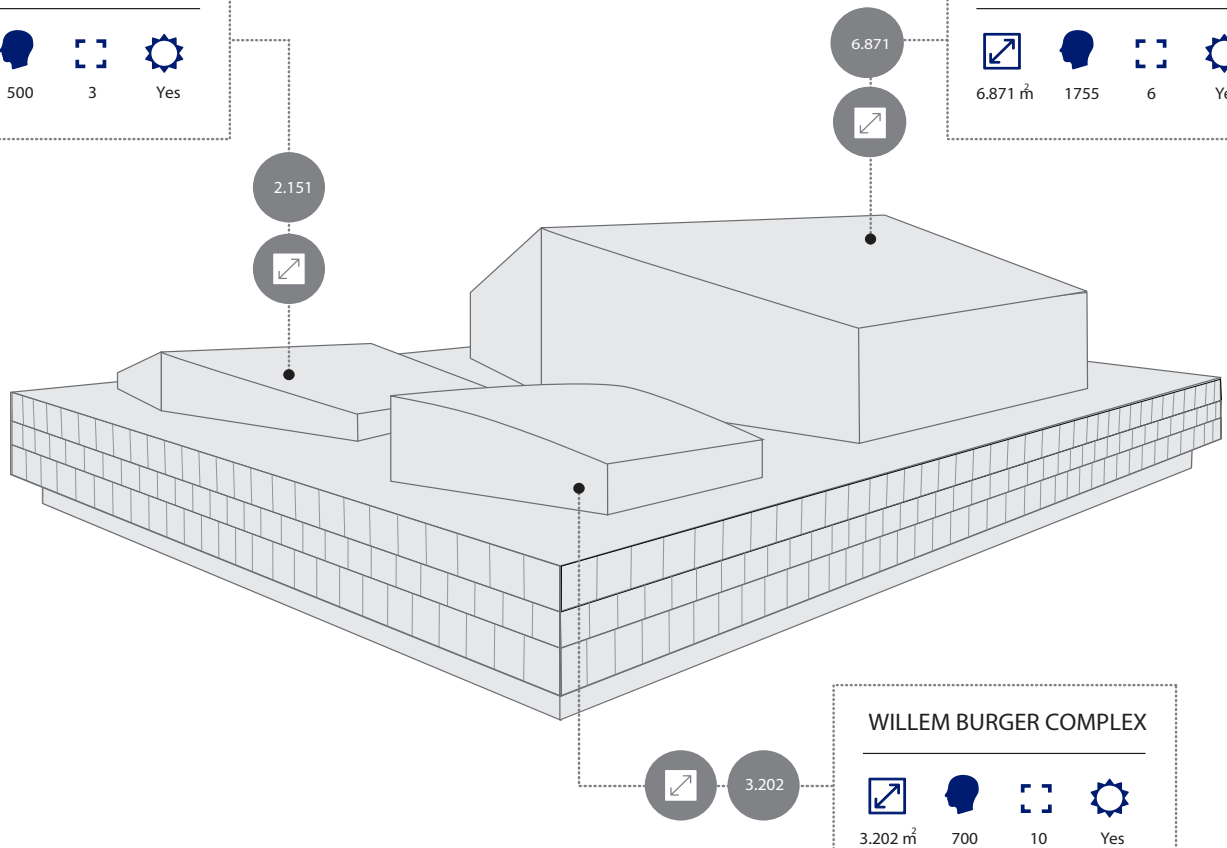
## FOURTH FLOOR



### JURRIAANSE COMPLEX



### GROTE ZAAL COMPLEX



# SCHEDULE-AT-A-GLANCE

## WEDNESDAY May 9

11:00 AM – 7:00 PM	Registration Open <i>Hall Grote Zaal</i>	4:00 PM – 5:30 PM	Press Conference <i>Van Beuningen Zaal</i>
12:00 AM – 3:00 PM	Student & Trainee Workshop - pre-registration required, student members only <i>Mees &amp; Van Weedle Zaal</i>	5:00 PM – 6:00 PM	Cultural Diversity Meet & Greet Important: Go to INSAR Registration Desk first to get your badge <i>Willem Burger Foyer</i>
1:00 PM – 4:30 PM	Cultural Diversity Workshop - No pre-registration required, open <i>Van Rijckevorsel Zaal</i>	6:00 PM – 7:30 PM	Opening Reception & Exhibit Hall Open Important: Go to INSAR Registration Desk first to get your badge <i>Port of Rotterdam Foyer</i>

## THURSDAY May 10

7:30 AM – 6:00 PM	Registration Open <i>Hall Grote Zaal</i>	12:30 PM – 1:45 PM	Lunch Break (box lunches provided; pickup your box lunch before going to any luncheon sessions) <i>Port of Rotterdam Foyer</i>
8:00 AM – 9:00 AM	Coffee & Tea <i>Port of Rotterdam Foyer</i>	<b>1:45 PM – 3:30 PM</b>	<b>Oral Sessions 1A – 5B (details follow):</b>
8:00 AM – 5:00 PM	Exhibits Open <i>Port of Rotterdam Foyer</i>	1:45 PM – 2:35 PM	Oral Session 1A – Detecting and Diagnosing ASD in Toddlers <i>Grote Zaal</i>
8:00 AM – 5:00 AM	Quiet Room - Room available for a sensory break from the meeting activities <i>Edward Flipse Saal</i>	2:40 PM – 3:30 PM	Oral Session 1B – Diagnostic and Adaptive Profiles in Adolescents & Adults with ASD <i>Grote Zaal</i>
8:30 AM – 9:00 AM	Welcome from Annual Meeting Organizers & INSAR President Address <i>Grote Zaal</i>	1:45 PM – 2:35 PM	Oral Session 2A – Brain Networks and Connectivity in ASD <i>Willem Burger Zaal</i>
9:00 AM – 10:00 AM	Keynote Address – Geraldine Dawson – Paradigm Shifts In Approaches To The Early Detection And Treatment Of Autism <i>Grote Zaal</i>	2:40 PM – 3:30 PM	Oral Session 2B – Neural Development in Infants at Increased Risk of ASD <i>Willem Burger Zaal</i>
10:00 AM – 10:30 AM	Break <i>Port of Rotterdam Foyer</i>	1:45 PM – 2:35 PM	Oral Session 3A – Well Being and Quality of Life in Adulthood <i>Willem Burger Hal</i>
10:30 AM – 12:30 PM	Panel – Translational Electrophysiological Predictors of Individualized Treatment Response in School-Age and Adolescent Individuals with ASD <i>Grote Zaal</i>	2:40 PM – 3:30 PM	Oral Session 3B – Molecular Pathways and Convergent Biology in Model Systems <i>Willem Burger Hal</i>
10:30 AM – 12:30 PM	Panel – Reaching Children Where They Are: The Promise and Challenge of School-Based Intervention for Autism <i>Willem Burger Zaal</i>	1:45 PM – 2:35 PM	Oral Session 4A – Mechanisms for Atypical Sensory Processing <i>Jurriaanse Zaal</i>
10:30 AM – 12:30 PM	Panel – Tapping the Talent: Strategies to Address the International Employment Problem in Autism <i>Willem Burger Hal</i>	2:40 PM – 3:30 PM	Oral Session 4B – On Gestures and ASD (Perspectives Across the Lifespan) <i>Jurriaanse Zaal</i>
10:30 AM – 12:30 PM	Panel – Next Steps in Autism Genetics: Leveraging Genetic Variation to Understand Risk Mechanisms and Phenotypes <i>Jurriaanse Zaal</i>	1:45 PM – 2:35 PM	Oral Session 5A – Prenatal Autism Risk Factors <i>Arcadis Zaal</i>
10:30 AM – 12:30 PM	Panel – Prenatal Nutrition and Risk for Autism Spectrum Disorders: Major Findings and Emerging Evidence across Four Cohorts <i>Arcadis Zaal</i>	2:40 PM – 3:30 PM	Oral Session 5B – Methodological Challenges in Autism Observational Epidemiology <i>Arcadis Zaal</i>
11:30 AM – 1:30 PM	Poster Session – Animal Models, Communication and Language, International and Cross-Cultural Perspectives, Interventions - Non-pharmacologic - Preschool & Infant, Social Cognition and Social Behavior, Miscellaneous <i>Hall Grote Zaal</i>	3:30 PM – 4:00 PM	Break <i>Port of Rotterdam Foyer</i>
12:30 PM – 1:45 PM	Student Meet the Experts Luncheon (pre-registration required, student members only; pick up your box lunch before coming to the session room) <i>Van Rijckevorsel Zaal</i>	4:00 PM – 5:30 PM	INSAR Awards Ceremony: Lifetime Achievement, Advocate, Young Investigator, Dissertation & more Keynote Address – Lifetime Achievement Awardee <i>Grote Zaal</i>
12:30 PM – 1:45 PM	Early Career Rapid Research Rounds Luncheon (pre-registration required, pick up your box lunch before coming to the session room) <i>Mees &amp; Van Weedle Zaal</i>	5:30 PM – 7:00 PM	Poster Sessions – Adult Outcome; Medical, Cognitive, Behavioral, Brain Function (fMRI, fcMRI, MRS, EEG, ERP, MEG), Diagnostic, Behavioral & Intellectual Assessment, Medical and Psychiatric Comorbidity, Service Delivery/Systems of Care, <i>Hall Grote Zaal</i>
		7:00 PM – 10:00 PM	INSAR Student Member Social <i>Arminius at Museumpark 3</i>

## FRIDAY May 11

7:15 AM – 8:45 AM	Special Interest Group (SIG) – Clinical Strategies for Including Severely Affected Individuals in Neuroscience Studies <i>Van Weelde Zaal</i>	12:30 PM – 1:45 PM	Cultural Diversity Networking Luncheon (open - no pre-registration required) <i>Plate &amp; Vander Vorm Zaal</i>
7:15 AM – 8:45 AM	Special Interest Group (SIG) – Incorporating Autistic Intellect in Research: Where Do We Go from Here? <i>Ruys &amp; Van Rijkevorsel Zaal</i>	12:30 PM – 1:45 PM	Autism Community Stakeholder Luncheon (open - no pre-registration required) <i>Mees &amp; Van Weelde Zaal</i>
7:15 AM – 8:45 AM	Special Interest Group (SIG) – Memory in ASD: Spared or Impaired? Insights from Behavioral and Neuroimaging Studies <i>Plate &amp; Vander Vorm Zaal</i>	<b>1:45 PM—3:30 PM</b>	<b>Oral Sessions 6A – 10B (details follow):</b>
7:15 AM – 8:45 AM	Special Interest Group (SIG) – Gastrointestinal Issues in Autism Spectrum Disorder <i>Van Beuningen Zaal</i>	1:45 PM – 2:35 PM	Oral Session 6A – Novel quantifications of social behavior and response <i>Grote Zaal</i>
8:00 AM – 6:00 PM	Registration Open <i>Hall Grote Zaal</i>	2:40 PM – 3:30 PM	Oral Session 6B – Human-robot interactions and ASD <i>Grote Zaal</i>
8:00 AM – 5:00 PM	Exhibits Open (see exhibitor list pages 206) <i>Port of Rotterdam Foyer</i>	1:45 PM – 2:35 PM	Oral Session 7A – Family Issues and Stakeholder Experience <i>Willem Burger Zaal</i>
8:00 AM – 5:00 PM	Quiet Room – Room available for a sensory break from the meeting activities <i>Edward Flipse Saal</i>	2:40 PM – 3:30 PM	Oral Session 7B – Involving Autistic People and their Families in Autism Research <i>Willem Burger Zaal</i>
8:00 AM – 9:00 AM	Coffee & Tea <i>Port of Rotterdam Foyer</i>	1:45 PM – 2:35 PM	Oral Session 8A – Longitudinal studies of the ASD phenotype <i>Willem Burger Hal</i>
8:45 AM – 9:00 AM	Welcome Address & Sponsor Update <i>Grote Zaal</i>	2:40 PM – 3:30 PM	Oral Session 8B – Early Intervention <i>Willem Burger Hal</i>
9:00 AM – 10:00 AM	Keynote Address – Rosalind. W. Picard – How Emotion Technology Can Improve Science and the Future of Autism <i>Grote Zaal</i>	1:45 PM – 2:35 PM	Oral Session 9A – Early Language Development <i>Jurriaanse Zaal</i>
10:00 AM – 10:30 AM	Break <i>Port of Rotterdam Foyer</i>	2:40 PM – 3:30 PM	Oral Session 9B – Early Screening - New Methods/ Approaches <i>Jurriaanse Zaal</i>
10:00 AM – 1:30 PM	Innovative Technologies Demonstration <i>Hall Grote Zaal</i>	1:45 PM – 2:35 PM	Oral Session 10A – Suicide and Bullying in ASD <i>Arcadis Zaal</i>
10:30 AM – 12:30 PM	Panel – Sensory First™ Approaches to Dissect Physiological Heterogeneity in ASD <i>Willem Burger Zaal</i>	2:40 PM – 3:30 PM	Oral Session 10B – Symptoms, Traits and Biomarkers: The Search for Stratification <i>Arcadis Zaal</i>
10:30 AM – 12:30 PM	Panel – Brainview: Developing New Approaches to EARLY Detection of Autism Traits <i>Willem Burger Zaal</i>	3:30 PM – 4:00 PM	Break <i>Port of Rotterdam Foyer</i>
10:30 AM – 12:30 PM	Panel – The Co-Occurrence of Autism and Gender Dysphoria or Gender Incongruence <i>Willem Burger Hal</i>	3:30 PM – 5:30 PM	Autism Research Author Workshop <i>Van Beuningen Zaal</i>
10:30 AM – 12:30 PM	Panel – How Does It Feel? Emotional Lives of Toddlers with ASD <i>Jurriaanse Zaal</i>	3:30 PM – 5:30 PM	Panel – The Female Autism Phenotype: New Methods, New Discoveries <i>Grote Zaal</i>
10:30 AM – 12:30 PM	Panel – Reducing Racial and Ethnic Disparities in Early Detection and Treatment of Children with ASD <i>Arcadis Zaal</i>	3:30 PM – 5:30 PM	Panel – Linking Behavioral and Neurobiological Perspectives to Examine Executive Function in ASD and Their Impacts on Social, Academic and Adaptive Outcomes <i>Willem Burger Zaal</i>
11:30 AM – 1:30 PM	Poster Presentations – Technology Demonstration, Early Development (< 48 months) Miscellaneous, Brain Structure (MRI, Neuropathology), Family Issues and Stakeholder Experiences, Interventions - Non-pharmacologic - School-Age, Adolescent, Adult <i>Hall Grote Zaal</i>	3:30 PM – 5:30 PM	Panel – Psychosocial and Demographic Moderators of Intervention Outcomes for Youth and Young Adults with ASD <i>Willem Burger Hal</i>
12:30 PM – 1:45 PM	Student Meet the Experts Luncheon (pre-registration required, student members only; pick up your box lunch before coming to the session room) <i>Van Rijkevorsel Zaal</i>	5:30 PM – 7:00 PM	Panel – Tracking Innovation: Catching Up with Recent Winners of the Slifka /Ritvo Innovation in Autism Award <i>Jurriaanse Zaal</i>
			Poster Sessions – Cognition: Attention, Learning, Memory, Genetics, Interventions - Pharmacologic, Molecular and Cellular Biology, Sensory, Motor, and Repetitive Behaviors and Interests, Social Cognition and Social Behavior <i>Hall Grote Zaal</i>

### Author Present Times for Posters:

This year poster presenters have been asked to stand at their posters during the full Poster Session time.

- ▶ Abstracts with this symbol have been reviewed by the INSAR Cultural Diversity Committee and address an issue of cultural diversity (e.g., race, ethnicity, culture, socioeconomic status, low and middle income countries), a cross-cultural focus or include a largely diverse population.



## SATURDAY May 12

7:15 AM – 8:45 AM	Special Interest Group (SIG) – Promoting partnerships between patient advocacy groups and researchers to improve autism research <i>Van Weelde Zaal</i>	12:30 PM – 1:45 PM	Lunch Break (box lunches provided; pick up your box lunch before going to any luncheon sessions) <i>Port of Rotterdam Foyer</i>
7:15 AM – 8:45 AM	Special Interest Group (SIG) – Sexuality, romance and being autistic: learning from the experience and needs of adolescents and adults <i>Ruys &amp; Van Rijkevorsel Zaal</i>	11:30 AM – 1:30 PM	Poster Sessions – Brain Function (fMRI, fcMRI, MRS, EEG, ERP, MEG), Diagnostic, Behavioral & Intellectual Assessment, Epidemiology, Family Issues and Stakeholder Experiences, Medical and Psychiatric Comorbidity <i>Hall Grote Zaal</i>
7:15 AM – 8:45 AM	Special Interest Group (SIG) – Suicidality in Autism <i>Plate &amp; Vander Vorm Zaal</i>		
7:15 AM – 8:45 AM	Special Interest Group (SIG) – Peering into the Patient Brain: Autism Induced Pluripotent Stem Cells in Research <i>Van Beuningen Zaal</i>	<b>1:45 PM—3:30 PM</b>	<b>Oral Sessions 11A – 15B (details follow):</b>
8:00 AM – 9:00 AM	Coffee & Tea <i>Port of Rotterdam Foyer</i>	1:45 PM – 2:35 PM	Oral Session 11A – School-Based Interventions <i>Grote Zaal</i>
8:00 AM – 2:00 PM	Registration Open <i>Hall Grote Zaal</i>	2:40 PM – 3:30 PM	Oral Session 11B – Improving Employment Outcomes for Adults <i>Grote Zaal</i>
8:00 AM – 3:30 PM	Quiet Room – Room available for sensory break from meeting activities <i>Grote Zaal</i>	1:45 PM – 2:35 PM	Oral Session 12A – Challenging Theories of ASD <i>Willem Burger Zaal</i>
8:45 AM – 9:00 AM	Welcome Address & Sponsor Update <i>Grote Zaal</i>	2:40 PM – 3:30 PM	Oral Session 12B – From Cognition to Symptoms <i>Willem Burger Zaal</i>
9:00 AM – 10:00 AM	Keynote Address – Mark H. Johnson – Babies at-risk for Autism: Assumptions, Progress and Prospects <i>Grote Zaal</i>	1:45 PM – 2:35 PM	Oral Session 13A – Genetics <i>Willem Burger Hal</i>
10:00 AM – 10:30 AM	Break <i>Port of Rotterdam Foyer</i>	2:40 PM – 3:30 PM	Oral Session 13B – Service Access and Patterns of Care Across Service Systems <i>Willem Burger Hal</i>
10:30 AM – 12:30 PM	Panel – The Autism Biomarkers Consortium for Clinical Trials: Overview and Presentation of Interim Analyses <i>Grote Zaal</i>	1:45 PM – 2:35 PM	Oral Session 14A – Brain Structure: Sex Differences & Twin Modelling <i>Jurriaanse Zaal</i>
10:30 AM – 12:30 PM	Panel – Fluctuations over Time in Parenting and Parent-Child Interactions in Families with a Child with Autism Spectrum Disorder <i>Willem Burger Zaal</i>	2:40 PM – 3:30 PM	Oral Session 14B – Brain Structure: General Neuropathology & Case-level Prediction <i>Jurriaanse Zaal</i>
10:30 AM – 12:30 PM	Panel – Brain-Behavior Mechanisms of the Sensory and Motor Features of Autism <i>Willem Burger Hal</i>	1:45 PM – 2:35 PM	Oral Session 15A – Pharmacological Interventions in ASD and Related Conditions <i>Arcadis Zaal</i>
10:30 AM – 12:30 PM	Panel – Leveraging the Strengths of People with ASD: A Strengths-Based Approach to Intervention <i>Jurriaanse Zaal</i>	2:40 PM – 3:30 PM	Oral Session 15B – International and Cross Cultural Perspectives <i>Arcadis Zaal</i>
10:30 AM – 12:30 PM	Panel – Developing ASD Interventions for End-Users: Examining the Process and Impacts of Training Providers in Multiple Community Service Systems <i>Arcadis Zaal</i>		
12:30 PM – 1:45 PM	INSAR Business Meeting <i>Arcadis Zaal</i>		

### INSAR Annual Meeting OPENING RECEPTION

Wednesday, May 9 | 6:00 – 7:30 p.m.  
Port of Rotterdam Foyer  
Open to all INSAR Registrants

### INSAR 2018 Abstracts

Annual Meeting abstracts are available online at [www.autism-insar.org](http://www.autism-insar.org) and in the INSAR Mobile App

INSAR meeting registration is required to be eligible to attend these events. Some require pre-registration and have limited availability. All events are held at de Doelen ICC Rotterdam unless noted otherwise.

## Wednesday, May 9

### Student & Trainee Pre-Conference Workshop – FULL

12:00 – 3:00 p.m.

**(Pre-registration required. Seats are limited.)**

The INSAR Board of Directors and the Student and Trainee Committee (STC) are hosting the Annual Student & Trainee Pre-Conference Workshop. This is a three-hour workshop focused on promoting oneself in academia, including building skills such as networking, preparing a strong job talk and writing a CV/cover letter. This event will include a small group discussion with faculty from both the senior and junior level. Registration and table assignments will be confirmed via email.

The career panel will include: Alison Singer, Craig Newschaffer, Matthew Lerner, Brigitta Gundersen, and Jill Locke

Small group facilitators will be: Adriana DiMartino, Sonya Girdler, Ilse Noens, Natalie Russo, Stephan Sanders, Michael Siller, Amy Van Hecke

### Cultural Diversity Pre-Conference Workshop

1:00 – 4:30 p.m.

**(Open – no pre-registration required. Seating is limited to 100 attendees.)**

The workshop will include a presentation by Professor Melissa Gladstone, Senior Lecturer in Paediatric Neurodisability and International Child Health at University of Liverpool, UK, followed by a facilitated group discussion. Following the keynote speech, the workshop participants will engage in small group discussions under the guidance of facilitators from across the world, who are experts and have been involved in conducting research in this area.

The workshop will end with a networking opportunity amongst participants.

Facilitators include: Lauren Franz, Rosa Hoekstra, Liz Jaramillo, Sowmyashree Mayur Kaku, Alexia Rattazzi, Sandra Vanegas, Maureen Samms-Vaughan, Petrus de Vries, Maureen Durkin

### Cultural Diversity Meet & Greet

Wednesday, May 9, 2018 | 5:00 – 6:00 p.m.

**(Open – no pre-registration required)**

Join us prior to the opening reception to network in a smaller setting with others interested in cultural diversity topics. Organized by the INSAR Cultural Diversity Committee.

### Opening Reception & Exhibit Hall Opening

Wednesday, May 9, 2018 | 6:00 – 7:30 p.m.

**(Open – no pre-registration required)**

New this year, our exhibit hall will be opening on Wednesday night during the Opening Reception. Come meet up with colleagues old and new, visit the exhibit booths and enjoy the evening's entertainment. (Note: the Exhibit hall will be open through - Friday this year. There are no exhibit hall hours on Saturday so make your plans to visit the exhibits earlier in the conference). Cash bar.

## Thursday, May 10

### Early Career Committee – Rapid Research Rounds Lunch Session

**Note: There was an application process for participating in this session. Current INSAR members were eligible to apply.**

12:30 – 1:45 p.m.

This event is for current INSAR members who are early career professionals. Attendees will be paired with 2 senior research reviewers and have the opportunity to present a research idea/paper concept for feedback from each reviewer.

Each attendee at the table will present their “elevator pitch” describing specific aims / grant idea, and receive direct feedback from the reviewer. Each round will last 10 minutes: 5 minutes for each attendee’s “elevator pitch” + 5 minutes for feedback/discussion from the reviewer (no slides, no handouts).

Early career is defined as “Faculty or non-academic professional autism researchers who are no longer students or early-stage postdocs but are still within 10 years of their terminal degree (Advanced postdocs, those beyond their first postdoc, are encouraged).”

## Thursday, May 10 continued

### INSAR Student and Trainee Social

7:00 p.m.

Arminius at Museumpark 3 (note offsite location)

All INSAR Student and Trainee members are invited to join us for an evening of informal socializing and networking with other trainees actively engaged in autism research. We have rented a private space at the Arminius for this event. Come and make connections with other students and trainees while enjoying Dutch cuisine in a building that brings together historic and modern Rotterdam! Food is free and alcoholic beverages are available for purchase.

Vegetarian and gluten-free options provided. No ticket required. Located within walking distance (12 minutes) from the conference hotel.

This event is hosted by the INSAR Student & Trainee Committee. Funds for complimentary food were generously provided by the INSAR Board of Directors. Cash bar.

#### Venue:

Arminius at Museumpark 3  
3015 CB Rotterdam  
T: 010 - 436 38 00 | M:06 - 41880296  
www.arminius.nu

## Thursday, May 10 & Friday, May 11

### Student "Meet-the-Experts" Luncheons – FULL (Pre-registration required. Seats are limited. INSAR Student members only.)

12:30 – 1:45 p.m., Thursday May 10 & Friday May 11

Research assistants, student scientists and postdoctoral researchers, bring your lunch, and network with expert autism scientists in a unique and informal format. Sit at a roundtable with the autism expert of your choice, who will share experiences about their career, research from their laboratory, and advice on how to build a successful research career. This session is open to current INSAR Student members. Registration and table assignments will be confirmed via email prior to the event.

NOTICE: Registration for trainee events is on a first-come, first-served basis for current INSAR Student and Trainee Members (i.e., trainees enrolled in training programs at the undergraduate, post-baccalaureate, graduate or post-graduate or postdoctoral level involving ASD research). Space is limited and there are often many trainees wait-listed to participate in events. As such, it is imperative that you notify the Student & Trainee Committee if you are unable to attend an event for which you are registered [studentcommittee@autism-insar.org](mailto:studentcommittee@autism-insar.org) so that open spaces can be filled. Failure to notify us prior to the event may result in denial of registration for future INSAR trainee events.

Thursday May 10: Kevin Pelphrey, Stephan Sanders, David Amaral, Emily Jones, Katarzyna Chawarska, Gordon Ramsay, Mayada Elsabbagh, Mark Johnson, Sue Fletcher-Watson, Edward S. (Ted) Brodtkin

Friday May 11: John Constantino, Mirella Dapretto, Joaquin Fuentes, Jed Elison, Jonathan Green, Liz Pellicano, Lauren Turner-Brown, Geraldine Dawson, Shafali Jeste, Diana Robins

## Friday, May 11

### Autism Community Stakeholder\* Luncheon

12:30 pm - 1:45 pm Friday, 11 May 2018

#### Open - No pre-registration required

Autism stakeholders are invited to attend the 9th annual Stakeholder\* Luncheon. This event is organized by members of the INSAR Community Advisory Committee (CAC) as an avenue to bridge the gap between scientists and members of the autism community. Pre-registration is not required. Bring your lunch with you to the session. Hosted by the INSAR CAC. \*The term "stakeholder" has various definitions. In the context of the CAC, a stakeholder is someone who is affected by or has a personal investment in autism.

### Cultural Diversity Networking Luncheon

12:30 pm - 1:45 pm Friday, 11 May 2018

#### Open - No pre-registration required

Come and network with others interested in cultural diversity. Bring your lunch to the room. No pre-registration required.

### Autism Research Author Workshop

3:30 pm - 5:00 pm Friday, 11 May 2018

#### Open - No pre-registration required

This workshop will cover everything you need to know on how to publish your next paper, including an overview of best practices for writing and submitting your paper, and maximizing the impact of your research. Session supported by Wiley, publisher of our society journal, *Autism Research*.

## Saturday, May 12

### INSAR Annual Business Meeting

12:30 – 1:45 p.m., Saturday May 12

INSAR members are invited to the society's annual business meeting to hear an update on INSAR year round activities. We will also recognize newly inducted INSAR Fellows, incoming and outgoing board members and organizers of this year's meeting. Bring your lunch to this session.

## INSAR 2018 KEYNOTE SPEAKERS



### **GERALDINE DAWSON, PH.D.**

*Speaking at INSAR 2018 on Thursday, May 10, 2018*

Geraldine Dawson is Professor in the Departments of Psychiatry and Behavioral Sciences, Pediatrics, and Psychology & Neuroscience at Duke University. She is Past-President of the International Society for Autism Research and a member of the Interagency Autism Coordinating Committee. She is Director of the Duke Center for Autism and Brain Development, an interdisciplinary autism research and treatment center, and Chair of the Faculty Governance Committee for the Duke Institute for Brain Sciences. Dawson has published extensively on early detection, brain function, and treatment of autism. With Sally Rogers, she developed the Early Start Denver Model, a comprehensive early behavioral intervention for young children with autism. Her awards include a Lifetime Achievement Award from the Association for Psychological Science and the NIH Top 20 Advances in Autism Research Award in 2007, 2008, 2009, 2010, 2012, 2013, 2014, 2015, 2016, and 2017. TIME magazine recognized her work as a top 10 medical breakthrough of 2012. She completed a Ph.D. in Developmental/Child Clinical Psychology from University of Washington and clinical internship at UCLA.



### **MARK H. JOHNSON FBA**

*Speaking at INSAR 2018 on Saturday, May 12, 2018*

Professor Mark H. Johnson, FBA is Professor of Experimental Psychology (1931) and Head of the Department of Psychology, Cambridge University, UK. After obtaining a degree in Biology and Psychology from the University of Edinburgh (UK), and a PhD in neuroscience from Cambridge, he held academic and research positions at the MRC Cognitive Development Unit, London (1985-89 and 1994-98), University of Oregon, Eugene (1988-89), and Carnegie Mellon University, Pittsburgh (1990-95), before he moved to become MRC Director of the Centre for Brain & Cognitive Development at Birkbeck, University of London in 1998. He has published over 350 papers and 10 books on brain and cognitive development in humans and other species, including the textbook "Developmental Cognitive Neuroscience" now in its 4th Edition. Currently his laboratory focuses on typical, at-risk and atypical functional brain development in human infants and toddlers using a variety of different neuroimaging, cognitive, behavioural, and genetic methods. Johnson coordinates several national and international collaborative scientific networks, and is a named fellow of the APS, BPS, Cognitive Science Society and British Academy (FBA).



### **Rosalind W. Picard, Sc.D, FIEEE**

*Speaking at INSAR 2018 on Friday, May 11, 2018*

Rosalind W. Picard, Sc.D, FIEEE, is founder and director of the Affective Computing Research Group at the MIT Media Laboratory, faculty chair of MIT's Mind+Hand+Heart initiative, co-founder of Affectiva, providing emotion AI technology to help measure and communicate emotion, and co-founder and Chief Scientist of Empatica, improving lives with clinical-quality wearable sensors and analytics. Picard is the author of over two hundred and fifty peer-reviewed scientific articles. She is known internationally for authoring the book, *Affective Computing*, which is credited for launching the field by that name. She holds a Bachelors in Electrical Engineering from the Georgia Institute of Technology and Masters and Doctorate degrees in Electrical Engineering and Computer Science from MIT. Picard is an active inventor with over a dozen patents: her group's inventions have been twice named to "top ten" lists, including the New York Times Magazine's Best Ideas of 2006 for their Social Cue Reader used in autism, and 2011's Popular Science Top Ten Inventions for a Mirror that Monitors Vital Signs. Picard has consulted for companies including Apple, AT&T, BT, HP, iRobot, Merck, Motorola, and Samsung. Her group's achievements have been featured in *The New York Times*, *The London Independent*, *National Public Radio*, *Scientific American Frontiers*, ABC's *Nightline* and *World News Tonight*, *Time*, *Vogue*, *Wired*, *Voice of America Radio*, *New Scientist*, and she has appeared on BBC programs such as "Hard Talk" and "Horizon with Michael Mosley." CNN named her one of seven "Tech Superheroes to Watch in 2015." Picard's lab at MIT creates new technologies to better understand, predict, and regulate emotion in service of better human health and well being.



## INSAR Lifetime Achievement Award

The Lifetime Achievement Award is given annually by the Board of the International Society for Autism Research. This award acknowledges an individual who has made significant fundamental contributions to research on autism spectrum disorders that have had a lasting impact on the field. The focus of the awardee's research can be in any discipline.



### Margot Prior, PhD, AO

Professor Margot Prior has made fundamental and lasting contributions to the study of autism in addition to her highly distinguished contributions to the field of child psychology more broadly, and the application of developmental

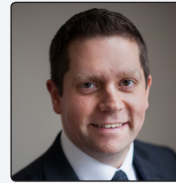
science to clinical practice and social policy. Her first degree (Bachelor of Music, 1958; University of Melbourne) led to her career as a concert musician of over 20 years. She returned to study Psychology, completing her PhD (1975) at Monash University where she focused her research on autism.

Her body of work includes major studies and influential reviews on the symptomatic, neuropsychological, and epidemiological dimensions of autism spectrum disorders. It is unusually wide-ranging, addressing the roles of language, memory, social cognition, intellectual abilities, motor functions and sleep, as well as effective interventions. Margot has remained heavily involved in the autism field, serving as Patron of Autism Victoria (now Amaze) and inaugural Chair of the Olga Tennison Autism Research Centre at La Trobe University.

Margot was Australia's first female Professor of Clinical Psychology, and developed an international reputation as a leading researcher in child development at La Trobe University. She left to serve as Inaugural Director of Psychology at the Royal Children's Hospital, where she led numerous significant clinical, research and policy initiatives. Generating well over 200 scientific publications, Margot has also been a prominent public voice for child welfare, peace and social justice. She has been recognized with an Order of Australia (2004) and awarded a Doctor of Science honoris causa (University of Melbourne, 2016).

## INSAR Advocate Award

This award honors community members/advocates who have influenced the ability to carry out autism research.



### Jon Spiers

Jon is Chief Executive of Autistica, the UK's national autism research charity. Jon joined in 2015 and has led the charity as Autistica has placed autistic people and their families at the heart of their work as genuine partners. He was

a co-author on the charity's globally influential report on premature death among autistic people and advises the UK Government on autism issues.

Working as a consultant specialising in innovative policy, public affairs and media campaigns, he previously advised senior leaders in charities, pharmaceutical firms and biotech in areas including lung cancer, leukaemia, genomics, HIV, meningitis, infectious diseases and ADHD. As Head of Public Affairs and Campaigning at Cancer Research UK, he led many successful campaigns, including helping to secure smoke-free legislation in England and Wales, a policy hailed as "the biggest step forward in public health for fifty years". With over 400,000 campaigners recruited, he successfully lobbied for national cancer plans, investment in cancer screening and putting tobacco out of sight in shops. He graduated in Linguistics from Cambridge University.

## INSAR Cultural Diversity Research Award

This award aims to recognize and support investigators who conduct community-based or community partnered research that leaves a lasting impact on underserved and under-researched communities.



### Centre for Autism Research in Africa (CARA)

The Centre for Autism Research in Africa (CARA) is an interdisciplinary clinical research programme based in the Division of Child & Adolescent Psychiatry at the University of Cape Town in South Africa.

Almost everything we know about autism spectrum disorders (ASD) comes from research in high-income countries like in Europe, the UK or the USA. However, the majority of people with autism spectrum disorders live in low- and middle-income countries such as in Africa. The Centre for Autism Research in Africa (CARA) was founded to reduce this 'knowledge gap'. We believe that we need to understand the needs of people who live with ASD in Africa in order to make sure we can find ways to meet those needs.



## INSAR Fellows 2018

In 2017, INSAR initiated a program to honor distinguished members of the International Society for Autism Research whose research has made a significant international impact on the scientific understanding of autism spectrum disorder, clinical practice, educational methods, and/or policy. Those honored are conferred the title of INSAR Fellow.

On an annual basis, we will honor these Fellows at our Annual meeting. This year we announce our Charter cohort of Fellows. Charter Fellows represent three distinguished groups.

### Lifetime Achievement Award Winners

Michael Rutter  
Uta Frith  
Ed Ritvo  
Margaret L. Bauman  
Susan Folstein  
Patricia Howlin  
Fred R. Volkmar  
Laura Schreibman  
Christopher Gillberg  
Mary Coleman

### Honoring Lifetime Achievement Awardees Posthumously

Donald Cohen  
Marie Bristol-Power  
Eric Schopler  
Isabelle Rapin  
Marian Sigman (*also an INSAR past president*)  
Lorna Wing

### Past Presidents of INSAR

Robert T. Schultz  
David G. Amaral  
Helen Tager-Flusberg  
Sally Rogers (*Chairing the Fellows Selection Committee*)  
Francesca Happe (*Member of the Fellows Selection Committee*)  
Geraldine Dawson

### Fellows Who Will Serve as Members of Fellows Selection Committee

Jan Buitelaar  
Sven Bolte  
Thomas Bourgeron  
Petrus de Vries  
Cheryl Dissanayake  
Marshalynn Yeargin-Allsopp  
Yong-Hui Jiang  
Lonnie Zwaigenbaum  
Cathy Lord

# INSAR 2018 AWARDEES

## Dissertation Awards

Dissertation Awards are granted annually for the best dissertation in autism accepted by the university in 2017 (i.e., successfully defended). These awards offer a stipend of \$1,500 each. Dissertation awardees will present their dissertation research as a 5-minute presentation during the Awards Ceremony at the INSAR 2018 Annual Meeting.

Derek Andrews                      King's College London  
Richard Bethlehem                University of Cambridge  
Melissa Scott                        Curtin University

## Young Investigator Awards

Young Investigator Awards are granted annually for the best empirical research papers published or in press in the year 2017 by an investigator who has been awarded their Ph.D. or M.D. in the past seven years. These awards offer a stipend of \$1,500.

Yuta Aoki                              Showa University

Aoki Y, Yoncheva YN, Chen B, Nath T, Sharp D, Lazar M, Velasco P, Milham MP, Di Martino A.\* Association of White Matter Structure With Autism Spectrum Disorder and Attention-Deficit/Hyperactivity Disorder. *JAMA Psychiatry*. 2017 Nov 1;74(11):1120-1128. doi: 10.1001/jamapsychiatry.2017.2573. [\*corresponding] [PMID: 28877317]

Mark D. Shen                        University of North Carolina

Mark D. Shen, Sun Hyung Kim, Robert C. McKinstry, Hongbin Gu, Heather C. Hazlett, Christine W. Nordahl, Robert W. Emerson, Dennis Shaw, Jed T. Elison, Meghan R. Swanson, Vladimir S. Fonov, Guido Gerig, Stephen R. Dager, Kelly N. Botteron, Sarah Paterson, Robert T. Schultz, Alan C. Evans, Annette M. Estes, Lonnie Zwaigenbaum, Martin A. Styner, David G. Amaral\*, Joseph Piven\*, for the Infant Brain Imaging Study (IBIS) Network. Increased Extra-axial Cerebrospinal Fluid in Infants who Later Develop Autism. *Biological Psychiatry*. 2017. 82(3): 186-193. [\*Co-senior authors] [PMID: 28392081]

## Diversity Travel Awards

Diversity / Low Income Countries Travel Awards are granted to individuals who are currently members of INSAR, studying in or working in autism research in health-related institutions, universities, public agencies or other stakeholder-related activities. The awards are given to persons from racial, ethnic, and disability groups that have been historically under-represented in the sciences in their home country. The awards will provide a stipend of \$1,000 for individuals from North America, Europe and other parts of the developed world; for individuals from low income, low middle income and upper middle income countries, the stipend will be \$1,500. The purpose of the awards is to increase the participation of individuals currently underrepresented in the biomedical, clinical, behavioral and social sciences, defined as: individuals from underrepresented racial and ethnic groups, individuals from low income, low-middle income, and upper-middle income countries\* or individuals with disabilities, including autism.

Nicolas Abreu                        Boston Children's Hospital/  
Harvard Medical  
Alison Chavez                        University of Massachusetts Boston  
Yi-Ling Chien                        National Taiwan University  
Dominique Como                    University of Southern California  
Laura Edwards                        Marcus Autism Center

Lucia Florindez                        University of Southern California  
Sunday Francis                        University of Minnesota  
Gloria Han                              Vanderbilt University  
Desiree Jones                        University of North Carolina at Chapel Hill  
Elliot Keenan                        University of California, Los Angeles  
Kristina Lopez                        Arizona State University  
Morgan McNair                        McParland Lab- Yale Child Study Center  
Anamiguel Pomaes                    Yale Child Study Center,  
Yale School of Medicine  
Megha Sharda                        University of Montreal  
Lauren Usher                        Waisman Center,  
University of Wisconsin-Madison

## Professionals from Low Income Countries Travel Awards

Subcategory of Diversity Travel Awards provides a stipend of \$1,500 to each awardee.

Elizabeth Campbell                    Lagos University Teaching Hospital  
Wei Cao                                South China Normal University  
Diana Cumpanasoiu                    Northeastern University  
Hoa Hoang                              Center for Creative Initiatives in  
Health and Population  
Bhuvanesh Kalal                        Yenepoya University  
Sevcan Karakoç Demirkaya            Adnan Menderes University  
Juan Kou                                University of Electronic Science &  
Technology of China (UESTC)

Kritika Nayar                        Northwestern University  
Antonette Nell                        University of Cape Town  
Sarosha Pillay                        University of Cape Town Faculty of  
Health Sciences  
Jody Ann Reece                        University of West Indies  
Constanza Ruiz-Danegger            Universidad Nacional de Salta  
Rena Shrestha                        La Trobe University  
Sofia Stathopoulos                    University of Cape Town  
Marisa Viljoen                        University of Cape Town

## Student Travel Awards

Student/Trainee Awards are granted to undergraduate students, graduate students, postdoctoral fellows, medical students and residents actively engaged in autism research. Student/Trainee must be presenting author on their submitted abstract to be eligible. The award provides a \$500 stipend to each awardee.

Melody Altschuler                        Yale University School of Medicine  
Ashwaq Alzamel                        University of North Carolina - Chapel Hill  
Samuel Arnold                        The University of New South Wales  
Conner Black                        University of South Carolina  
Dienke Bos                              Sackler Institute for Developmental  
Psychobiology  
Jessica Bradshaw                        Marcus Autism Center  
Amanda Brignell                        Murdoch Children's Research Institute  
Briana Bronstein                        University of Pennsylvania  
Elizabeth DeLucia                        Yale Child Study Center,  
Yale School of Medicine  
Amanda Dennis                        Haverford College  
Trent DesChamps                        University of Washington  
Emily Dillon                              Kennedy Krieger Institute  
Katerina Dudley                        UNC Chapel Hill; TEACCH Autism Program

*continued on page 19*

\*[http://www.autism-insar.org/resource/resmgr/Current\\_World\\_Bank\\_Classific.pdf](http://www.autism-insar.org/resource/resmgr/Current_World_Bank_Classific.pdf)

# INSAR 2018 AWARDEES

Michael English	University of Western Australia
Kayla Finch	Boston University
Alan Gerber	Stony Brook University
Dominique Girard	Université du Québec à Montréal
Teresa Girolamo	Child Language Doctoral Program
Joshua Golt	University of Pittsburgh Medical Center
Rinatte Gruen	Child Study Center, Yale University
Taralee Hamner	A.J. Drexel Autism Institute, Drexel University
Leanna Hernandez	University of California Los Angeles
Yixiao Hu	Peking University
Lisa Jackson	UCLA
Rhideeta Jalal	University of California Los Angeles
Kathryn Jankowski	University of Maryland Baltimore
Jonni Johnson	University of California, Davis
Chelsea La Valle	Boston University
Katherine Lawrence	University of California, Los Angeles
Emma Lecarie	Yale University, Child Study Center
Janelle Liu	UCLA
Elizabeth McKernan	Syracuse University
Kerriane Morrison	University of Texas at Dallas
Hannah Neiderman	Child Study Center, Yale University
Shivani Patel	Northwestern University
Elena Serena Piccardi	Birkbeck University of London
Meredith Powers	Children's National Health System
Vanessa Reinhardt	UC Davis M.I.N.D. Institute
Ariana Riccio	City University of New York (CUNY)
Annie Richard	Autism Research Centre, IWK
Amanda Roestorf	City, University of London
Fakhri Shafai	The University of Western Ontario
Priyanka Shah	Boston University
Caitlin Simson	Stony Brook University
Samantha Sommer	Stony Brook University
Nur Sabrina Subri	The University of Manchester
Rhylee Sulek	Griffith University, Australia
Deanna Swain	Virginia Tech
Daina Tagavi	University of California, Santa Barbara
Elizabeth Teh	National University of Singapore
Nina Tioleco	Columbia University / New York State Psychiatric Institute
Xuan Tran	UCLA
Angelina Verneti	Yale Child Study Center, Yale School of Medicine
Carla Wall	University of South Carolina
Qiandong Wang	Peking University
Elizabeth Will	University of South Carolina
Nicholas Wymbs	Kennedy Krieger Institute
Valerie Yap	The University of Melbourne
Jillian Yeargin	UCLA
Casey Zampella	Children's Hospital of Philadelphia

## Early Career Workshop Travel Awards

Student and Trainee Workshop Awards are granted to current Student members that will be attending the INSAR 2018 Annual Meeting and the Student and Trainee Workshop (prior to INSAR 2018). The award will provide a \$200 stipend.

Emily Abel	Purdue University
Bahareh Afsharnejad	Curtin University
Jennifer Bertollo	The Center for Autism Research/CHOP
Sarah Boland	Yale Child Study Center, Yale University School of Medicine
Talena Day	Yale University School of Medicine
Angela Haendel	Marquette University
Taylor Halligan	Yale Child Study Center
Minah Kim	Seattle Children's Research Institute
Henny Kupferstein	Doogri Inc
Kathryn McNaughton	Yale University School of Medicine
Alexia Ostrolenk	Université de Montréal
Lee Santore	
Vivi Tecoulesco	University of Connecticut
Tatiana Winkelman	Yale Child Study Center
Alix Woolard	University of Newcastle

## Cultural Diversity Poster Award

The Cultural Diversity Poster Award recognizes innovative research focused on issues of racial/ethnic/cultural/socioeconomic diversity in autism with the potential to have a significant impact on traditionally underserved communities.

2018 Recipient: H. Hoang, Center for Creative Initiatives in Health and Population

Poster Presentation #130.241:

Using Technology to Support Early Identification of Autism Spectrum Disorder in Vietnam

# ACKNOWLEDGMENTS

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## Stakeholder Perspectives and Participation: Building Successful Collaborations for Research

June 14 – July 24

Join us for the 2018 INSAR Summer Institute, a series of free weekly interactive seminars for early-career researchers and members of the autism community.

This year, each seminar will be co-presented by a team of researchers and stakeholders from the autism community who have developed successful partnerships.



Seminars are designed for students, post-doctoral fellows, early-career investigators, families, service providers, and people with autism and their families. Anyone is welcome to attend.

### PRELIMINARY SCHEDULE

#### SEMINAR 1

June 14 @ 9:00am EST  
Engaging Stakeholders for Research on Adulthood  
Presenters: Paul Shattuck, Teal Benevides, & Stephen Shore  
Working Group Leader: Jiedi Lei

#### SEMINAR 2

June 21 @ 11:00am EST  
Ethical Considerations in Participatory Research  
Presenters: James Cusack  
Working Group Leader: Jiedi Lei

#### SEMINAR 3

June 28 @ 2:00pm EST  
Troubleshooting Researcher-Stakeholder Collaboration  
Presenters: Christina Nicolaidis & Dora Raymaker  
Working Group Leader: Laura Graham Holmes

#### SEMINAR 4

July 5 @ 9:00am EST  
Community Participatory Research and Policy-Making:  
Initiatives with Different Set-Ups  
Presenters: Hilde Geurts & Monique Post  
Working Group Leader: Michelle Hoogenhout

#### SEMINAR 5

July 12 @ 2:00pm EST  
Stakeholder Participation at the Systems Level  
Presenters: Geraldine Dawson, John Robison, & Dena Gassner  
Working Group Leader: Melissa Maye

#### SEMINAR 6

July 24 @ 12:00pm EST  
Community-Academic Partnerships in Implementation  
Research  
Presenters: David Mandell, Melanie Pellachia, Jill Locke & Michelle Nutini  
Working Group Leader: Alan Gerber

# THURSDAY May 10, 2018 - AM

www.autism-insar.org

THURSDAY - AM

## Welcome Address and INSAR President's Address

8:30 AM -Welcome from INSAR Organizers  
8:45 AM - INSAR President's Address  
Grote Zaal

## Keynote Address

### 101 - Paradigm Shifts In Approaches To The Early Detection And Treatment Of Autism

9:00 AM - 10:00 AM - Grote Zaal

**Speaker: Geraldine Dawson, Department of Psychiatry and Behavioral Sciences, Duke University Medical Center, Durham, NC**

Geraldine Dawson is Professor in the Departments of Psychiatry and Behavioral Sciences, Pediatrics, and Psychology & Neuroscience at Duke University. She is Past-President of the International Society for Autism Research and a member of the Interagency Autism Coordinating Committee. She is Director of the Duke Center for Autism and Brain Development, an interdisciplinary autism research and treatment center, and Chair of the Faculty Governance Committee for the Duke Institute for Brain Sciences. Dawson has published extensively on early detection, brain function, and treatment of autism. With Sally Rogers, she developed the Early Start Denver Model, a comprehensive early behavioral intervention for young children with autism. Her awards include a Lifetime Achievement Award from the Association for Psychological Science and the NIH Top 20 Advances in Autism Research Award in 2007, 2008, 2009, 2010, 2012, 2013, 2014, 2015, 2016, and 2017. TIME magazine recognized her work as a top 10 medical breakthrough of 2012. She completed a Ph.D. in Developmental/Child Clinical Psychology from University of Washington and clinical internship at UCLA.

## Panel Session

### 102 - Translational Electrophysiological Predictors of Individualized Treatment Response in School-Age and Adolescent Individuals with ASD

10:30 AM - 12:30 PM - Grote Zaal

*Session Chair: T. Clarkson, Psychology, Stony Brook University, Stony Brook, NY*

*Discussant: S. Jeste, University of California, Los Angeles, Los Angeles, CA*

A variety of empirically-supported treatments for individuals with autism spectrum disorders (ASD) exist, however given the vast heterogeneity and comorbidity in ASD (Simonoff et al., 2008), predicting an individual's likelihood to respond to treatment remains challenging. Subjective-report and behavioral measures capture a broad-range of symptoms collapsed within a single measure, which are not ideal for understanding within- and between-person variability in discrete constructs that might best predict

treatment response. In contrast, electroencephalography (EEG) provides unique insights into the neural mechanisms of discrete constructs in ASD such as threat sensitivity in anxiety (Meyers et al., 2013), approach-withdrawal behaviors (Sutton & Davidson, 1997), incidental face-memory (Key et al., 2013), and suppression of interfering information (Faja et al., 2016). This specificity makes EEG measures ideal predictors/outcome measures of construct-specific treatment response. The coordination of these presentations aims to outline "who will respond to which treatment" by discussing the development and application of specific EEG measures that either suggest an individual has a propensity to improve or experience an attenuation in social skills and anxiety after targeted intervention. The goal of this panel is evaluate different EEG measures for their use in determining the best course of treatment for a particular individual with ASD.

- 10:30 **102.001** Developing ERP Biomarkers of Social Cognition: The Journey from Task Design to Treatment Outcome Measures **A. Key<sup>1</sup>**, B. A. Corbett<sup>2</sup> and D. Jones<sup>3</sup>, (1)Vanderbilt Kennedy Center; Dept. of Hearing and Speech Sciences, Dept. of Psychiatry and Biological Science, Vanderbilt University Medical Center, Nashville, TN, (2)Psychiatry and Behavioral Sciences, Vanderbilt University Medical Center, Nashville, TN, (3)Vanderbilt Kennedy Center, Vanderbilt University Medical Center, Nashville, TN
- 10:55 **102.002** Does Baseline Frontal Alpha Asymmetry Moderate the Effect of the PEERS® Intervention in Adolescents and Young Adults with ASD? **H. K. Schiltz<sup>1</sup>**, A. J. McVey<sup>1</sup>, A. D. Haendel<sup>2</sup>, A. Barrington<sup>3</sup>, B. Dolan<sup>4</sup>, K. Willar<sup>5</sup>, S. Pleiss<sup>6</sup>, A. Carson<sup>7</sup>, F. Mata-Greve<sup>8</sup>, C. Caiozzo<sup>9</sup> and A. V. Van Hecke<sup>10</sup>, (1)Marquette University, Milwaukee, WI, (2)Interdisciplinary (Speech--Language Pathology & Psychology), Marquette University, Milwaukee, WI, (3)Biomedical Engineering, Marquette University, Milwaukee, WI, (4)Medical College of Wisconsin, Milwaukee, WI, (5)Children's Hospital Colorado, Aurora, CO, (6)Great Lakes Neurobehavioral Center, Edina, MN, (7)Baylor College of Medicine, Houston, TX, (8) Marquette University, Shorewood, WI, (9)Psychiatry and Behavioral Sciences, Children's Hospital of Philadelphia, Philadelphia, PA, (10) Psychology, Marquette University, Milwaukee, WI
- 11:20 **102.003** Discrete Electrophysiological Indices of Anxiety Differentially Predict Anxiety Symptom Reduction Following Group Social Skills Interventions **T. Clarkson**, E. Kang, C. M. Keifer, T. Rosen and M. D. Lerner, Stony Brook University, Stony Brook, NY
- 11:45 **102.004** Event-Related Potentials Linked to Executive Function Predict Intervention Response and Later Social-Emotional Function Among Children with ASD **R. Gilbert<sup>1</sup>**, A. Vaidyanathan<sup>2</sup>, D. Hyatt<sup>3</sup>, T. Clarkson<sup>4</sup>, G. Greco<sup>5</sup>, D. Carroll<sup>1</sup> and **S. Faja<sup>1</sup>**, (1) Boston Children's Hospital, Boston, MA, (2)The Banyan Academy of Leadership in Mental Health, Mugappair west, Chennai, India, (3)Medicine, University of Illinois Chicago, Chicago, IL, (4) Psychology, Stony Brook University, Stony Brook, NY, (5)University of Washington, Seattle, WA

12:10 **Discussant**

**Panel Session**

**103 - Reaching Children Where They Are: The Promise and Challenge of School-Based Intervention for Autism**

10:30 AM - 12:30 PM - Willem Burger Zaal

*Session Chair: L. Kenworthy, Children's National Medical Center, Rockville, Maryland*

*Discussant: A. C. Stahmer, Psychiatry and Behavioral Sciences, University of California at Davis MIND Institute, Sacramento, CA*

Schools are the primary service provider for children with ASD over five. They are accessible to more children than the clinic and offer greater opportunities for generalization of treatment effects. Yet there is a lack of evidence-based intervention in schools related to difficulties with adoption and implementation of treatments that were developed in research settings (Weisz et al, 2005). Effective school-based interventions are developed within the systems in which they will be delivered, with stakeholder involvement, appropriate training, and fidelity monitoring. They acknowledge the time and financial constraints driving schools, and provide low-intensity treatments where appropriate, and adaptive methodologies that allow rapid tailoring of treatments (Wood et al, 2015). Moderated by an expert in the translation of evidence-based autism research to the community (Stahmer), this panel will share knowledge gleaned from experience working in schools, as well as empirical evidence for specific school-based interventions. Data will be presented on: Positive outcomes following novel executive function interventions in elementary (Anthony) and middle-school classrooms (Strang); Application of innovative SMART methodology and the adaptive interventions it enables (Sturm); and a survey of school professionals about their knowledge of evidence-based interventions and how they select interventions to implement (Kenworthy).

10:30 **103.001** Improving the Executive Functioning of Adolescents with ASD through School-Based Intervention: The on Target for Life Curriculum **J. F. Strang**<sup>1</sup>, L. Anthony<sup>2</sup>, C. E. Pugliese<sup>1</sup>, L. Cannon<sup>3</sup>, M. A. A. Werner<sup>4</sup>, S. Seese<sup>1</sup>, M. Skapek<sup>5</sup> and L. Kenworthy<sup>6</sup>, (1) Children's National Health System, Washington, DC, (2)University of Colorado, Denver, Aurora, CO, (3)Ivymount School, Rockville, MD, (4) Program Development and Training, Ivymount School, Rockville, MD, (5)Children's National Medical Center, Rockville, MD, (6)Children's National Medical Center, Rockville, DC

10:55 **103.002** What Matters?: An Examination of Implementation Factors in the Effectiveness of Two Tier 2 School-Based Interventions **L. Anthony**<sup>1</sup>, A. Verbalis<sup>2</sup>, C. E. Pugliese<sup>2</sup>, K. Hardy<sup>2</sup>, J. F. Strang<sup>2</sup>, B. J. Anthony<sup>1</sup>, A. B. Ratto<sup>2</sup>, S. Seese<sup>2</sup>, J. Safer-Lichtenstein<sup>3</sup>, A. Armour<sup>2</sup>, M. Troxel<sup>1</sup>, Y. Myrick<sup>2</sup>, D. Limon<sup>2</sup> and L. Kenworthy<sup>2</sup>, (1)University of Colorado, Denver, Aurora, CO, (2)Children's National Health System, Washington, DC, (3)Georgetown University, Washington, DC

11:20 **103.003** Acceptability and Feasibility of a Pilot SMART Design in a School Setting **A. Sturm**<sup>1</sup>, A. J. Schlink<sup>2</sup>, S. Y. Shire<sup>3</sup>, W. I. Shih<sup>4</sup>, D. Almirall<sup>5</sup> and C. Kasari<sup>6</sup>, (1)UCLA, Los Angeles, CA, (2)Semel Institute for Neuroscience and Human Behavior at UCLA, Los Angeles, CA, (3)University of Oregon, Eugene, OR, (4)University of California, Los Angeles, Los Angeles, CA, (5)University of Michigan, Ann Arbor, MI, (6) University of California Los Angeles, Los Angeles, CA

11:45 **103.004** How Do We Disseminate?: What School Staff and Parents Need to Implement Evidence Based Interventions in Public Schools **L. Kenworthy**<sup>1</sup>, M. D. Powers<sup>2</sup>, A. Verbalis<sup>3</sup>, M. Troxel<sup>4</sup>, L. Anthony<sup>4</sup> and Y. Myrick<sup>3</sup>, (1)Children's National Medical Center, Rockville, DC, (2)Children's National Health System, Rockville, MD, (3)Children's National Health System, Washington, DC, (4)University of Colorado, Denver, Aurora, CO

12:10 **Discussant**

**Panel Session**

**104 - Tapping the Talent: Strategies to Address the International Employment Problem in Autism**

10:30 AM - 12:30 PM - Willem Burger Hal

*Session Chair: A. Halladay, Autism Science Foundation, New York, NY*

*Discussant: A. Roux, A.J. Drexel Autism Institute, Drexel University, Philadelphia, PA*

About half of individuals with autism spectrum disorder (ASD) around the world are un- or under-employed, making ASD among the least effectively- or consistently-employed group worldwide. Unfortunately, there is very little known about factors affecting employment in people with ASD, as well as effective interventions and services to prepare and maintain employment for people with autism. Last year, in order to translate scientific knowledge into actionable policy in this area, INSAR awarded researchers from the Autism Science Foundation, Stony Brook University (US), Curtin University (Australia) and the Karolinska Institute (Sweden) support to develop an international policy brief around employment targeting the specific needs of those with ASD. This panel will present the scientific studies and community partnerships to inform this policy brief. They included: 1. a scoping review of the literature on employment organized in the framework of the ICF, 2. results of direct interactions and collaboration with various community stakeholders to inform suggested policy, 3. a survey filled out by individuals with ASD, and 4. a parallel survey completed by other relevant stakeholders, both internationally, which assessed needs, challenges and opportunities for employment. Finally, a discussant will then integrate the specific policy recommendations that arose from these activities.

10:30 **104.001** Factors Impacting Employment for People with Autism Spectrum Disorder: A Scoping Review **M. T. Scott**<sup>1</sup>, B. Milbourn<sup>1</sup>, M. Falkmer<sup>2</sup>, S. Bolte<sup>3</sup>, A. Halladay<sup>4</sup>, M. D. Lerner<sup>5</sup>, J. L. Taylor<sup>6</sup> and S. J. Girdler<sup>7</sup>, (1)School of Occupational Therapy and Social Work, Curtin University, Perth, Australia, (2)Curtin University, Bentley, Australia, (3)Karolinska Institutet, Stockholm, Sweden, (4)Autism Science Foundation, New York, NY, (5)Stony Brook University, Stony Brook, NY, (6)Vanderbilt Kennedy Center, Nashville, TN, (7)School of Occupational Therapy and Social Work, Curtin University, Perth, Western Australia, Australia

10:55 **104.002** An International Survey on Barriers & Access to Employment: Perspectives of Adults with ASD **M. D. Lerner**<sup>1</sup>, C. M. Esposito<sup>2</sup>, A. H. Gerber<sup>3</sup>, B. Milbourn<sup>4</sup>, M. H. Black<sup>4</sup>, S. Bolte<sup>5</sup>, S. Mahdi<sup>6</sup>, A. Halladay<sup>7</sup> and S. J. Girdler<sup>8</sup>, (1)Stony Brook University, Stony Brook, NY, (2)Stony Brook University, Staten Island, NY, (3)Psychology, Stony Brook University, Stony Brook, NY, (4)School of Occupational Therapy and Social Work, Curtin University, Perth, Australia, (5) Karolinska Institutet, Stockholm, Sweden, (6)Karolinska Institutet Center of Neurodevelopmental Disorders (KIND), Karolinska Institute Center of Neurodevelopmental Disorders, Stockholm, Sweden, (7)Autism Science Foundation, New York, NY, (8)School of Occupational Therapy and Social Work, Curtin University, Perth, Western Australia, Australia



11:20 **104.003** Seeking and Maintaining Employment Among Adults with ASD: Clinician, Family and Employer Views in Australia, Sweden and the USA **S. Bolte**<sup>1</sup>, S. Mahdi<sup>2,3</sup>, C. M. Esposito<sup>4</sup>, M. Falkmer<sup>5</sup>, M. H. Black<sup>6</sup>, M. D. Lerner<sup>7</sup>, S. J. Girdler<sup>8</sup> and A. Halladay<sup>9</sup>, (1)Karolinska Institutet, Stockholm, Sweden, (2) Karolinska Institutet Center of Neurodevelopmental Disorders (KIND), Karolinska Institute Center of Neurodevelopmental Disorders, Stockholm, Sweden, (3)Center for Psychiatry Research, Stockholm, Sweden, (4)Stony Brook University, Staten Island, NY, (5)Curtin University, Bentley, Australia, (6)School of Occupational Therapy and Social Work, Curtin University, Perth, Australia, (7)Stony Brook University, Stony Brook, NY, (8)School of Occupational Therapy and Social Work, Curtin University, Perth, Western Australia, Australia, (9)Rutgers University, Piscataway, NJ

11:45 **104.004** A Cross-Cultural Perspective of the Views of Stakeholders on the Employment of Individuals with ASD **S. J. Girdler**<sup>1</sup>, M. Falkmer<sup>2</sup>, M. T. Scott<sup>3</sup>, M. D. Lerner<sup>4</sup>, C. M. Esposito<sup>5</sup>, A. H. Gerber<sup>6</sup>, B. Milbourn<sup>3</sup>, M. H. Black<sup>3</sup>, S. Mahdi<sup>7</sup>, A. Halladay<sup>8</sup> and S. Bolte<sup>9</sup>, (1)School of Occupational Therapy and Social Work, Curtin University, Perth, Western Australia, Australia, (2)Curtin University, Bentley, Australia, (3)School of Occupational Therapy and Social Work, Curtin University, Perth, Australia, (4)Stony Brook University, Stony Brook, NY, (5)Stony Brook University, Staten Island, NY, (6)Psychology, Stony Brook University, Stony Brook, NY, (7)Karolinska Institutet Center of Neurodevelopmental Disorders (KIND), Karolinska Institute Center of Neurodevelopmental Disorders, Stockholm, Sweden, (8)Autism Science Foundation, New York, NY, (9)Karolinska Institutet, Stockholm, Sweden

12:10 **Discussant**

**Panel Session**

**105 - Next Steps in Autism Genetics: Leveraging Genetic Variation to Understand Risk Mechanisms and Phenotypes**

10:30 AM - 12:30 PM - Jurriaanse Zaal

*Session Chair: S. Sanders, Psychiatry, University of California San Francisco, San Francisco, CA*

*Discussant: S. Sanders, Psychiatry, University of California San Francisco, San Francisco, CA*

Large-scale genomic analyses have identified genetic variants with a causal relationship to autism. These variants provide a starting point from which we can explore the etiological mechanisms between genotype and phenotype, including the neurological mechanisms, developmental changes, and cell types involved in autism. This panel describes several approaches to developing this genetic foundation and leveraging it to understand autism biology and phenotype. Parallel genetic approaches and consistent gene discovery methods in autism and developmental delay help distinguish genes shared between these disorders from those with more specific roles. Integrating new autism data into this gene discovery approach, alongside population-level allele frequencies, refines and expands the autism gene list. Whole genome sequencing data allows us to also investigate the role of rare noncoding variation in autism, potentially increasing the resolution to detect specific cell types, brain regions, and developmental stages involved in autism risk. Finally, integrating whole genome sequencing with RNA expression data in the developing human brain provides a complementary approach to identify the critical processes and genomic regions involved in brain development and assess how these intersect with known ASD risk factors such as disruptive variation, expression changes, and sex differences.

10:30 **105.001** Genotype-Phenotype Relationships: Exploration of Shared and Distinct Genetic Risk for ASD and ID **L. Klei**<sup>1</sup>, S. De Rubeis<sup>2</sup>, S. Sanders<sup>3</sup>, X. Xu<sup>2</sup>, B. K. Sheppard<sup>4</sup>, C. Betancur<sup>5</sup>, M. State<sup>3</sup>, E. Cook<sup>6</sup>, J. D. Buxbaum<sup>7</sup>, K. Roeder<sup>8</sup> and B. Devlin<sup>9</sup>, (1)University of Pittsburgh, Pittsburgh, PA, (2)Icahn School of Medicine at Mount Sinai, New York, NY, (3)Psychiatry, University of California San Francisco, San Francisco, CA, (4)Johns Hopkins School of Public Health, Baltimore, MD, (5)Sorbonne Universite, Paris, France, (6)University of Illinois at Chicago, Chicago, IL, (7) Seaver Autism Center for Research and Treatment, Mount Sinai School of Medicine, New York, NY, (8)Carnegie Mellon University, Pittsburgh, PA, (9)Univ of Pittsburgh School of Medicine, Pittsburgh, PA

10:55 **105.002** Improving Genetic Association Approaches for Risk Gene Discovery in ASD **B. K. Sheppard**<sup>1</sup>, J. Wang<sup>2</sup>, M. Peng<sup>2</sup>, J. Y. An Dr<sup>1</sup>, M. State<sup>1</sup>, B. Devlin<sup>3</sup>, K. Roeder<sup>2</sup> and S. Sanders<sup>1</sup>, (1) Psychiatry, University of California San Francisco, San Francisco, CA, (2)Carnegie Mellon University, Pittsburgh, PA, (3)Univ of Pittsburgh School of Medicine, Pittsburgh, PA

11:20 **105.003** Whole-Genome Sequencing to Detect Rare Noncoding Variants in Autism Spectrum Disorder **J. Y. An Dr**<sup>1</sup>, D. M. Werling<sup>2</sup>, H. Brand<sup>3,4,5</sup>, M. R. Stone<sup>3</sup>, S. Dong<sup>6</sup>, R. L. Collins<sup>3,4,7</sup>, K. Roeder<sup>8</sup>, M. State<sup>1</sup>, B. Devlin<sup>9</sup>, M. E. Talkowski<sup>3,4,5,10</sup> and S. Sanders<sup>1</sup>, (1) Psychiatry, University of California San Francisco, San Francisco, CA, (2)Psychiatry, UCSF, San Francisco, CA, (3)Center for Genomic Medicine and Department of Neurology, Massachusetts General Hospital, Boston, MA, (4)Department of Neurology, Harvard Medical School, Boston, MA, (5)Program in Medical and Population Genetics and Stanley Center for Psychiatric Research, Broad Institute, Boston, MA, (6)University of California San Francisco, San Francisco, CA, (7)Program in Bioinformatics and Integrative Genomics, Division of Medical Sciences, Harvard Medical School, Boston, MA, (8)Carnegie Mellon University, Pittsburgh, PA, (9)Univ of Pittsburgh School of Medicine, Pittsburgh, PA, (10)Departments of Pathology and Psychiatry, Massachusetts General Hospital, Boston, MA

11:45 **105.004** Functional Impact of ASD-Associated Genetic Risk Variants in Human Cortical Development **D. M. Werling**<sup>1</sup>, S. Pochareddy<sup>2</sup>, J. Choi<sup>2</sup>, J. Y. An Dr<sup>3</sup>, C. Dastmalchi<sup>3</sup>, M. Li<sup>2</sup>, M. State<sup>3</sup>, K. Roeder<sup>4</sup>, B. Devlin<sup>5</sup>, N. Sestan<sup>6</sup> and S. Sanders<sup>3</sup>, (1) Psychiatry, UCSF, San Francisco, CA, (2)Yale University, New Haven, CT, (3)Psychiatry, University of California San Francisco, San Francisco, CA, (4)Carnegie Mellon University, Pittsburgh, PA, (5)Univ of Pittsburgh School of Medicine, Pittsburgh, PA, (6)Yale School of Medicine, New Haven, CT

12:10 **Discussant**

**Panel Session**

**106 - Prenatal Nutrition and Risk for Autism Spectrum Disorders: Major Findings and Emerging Evidence across Four Cohorts**

10:30 AM - 12:30 PM - Arcadis Zaal

*Session Chair:* **R. Gardner**, Karolinska Institutet, Stockholm, Sweden

*Discussant:* **C. K. Walker**, University of California, Sacramento, CA

Maternal nutrition during pregnancy influences the neurodevelopment of the fetus, as is strikingly apparent in the case of folate deficiencies and increased risk for neural tube defects. Given the crucial role that many micronutrients play in the development and functioning of the central nervous system, it is plausible that maternal nutrition during pregnancy may also influence offspring risk of developing autism spectrum disorders (ASD). Numerous studies have now been conducted examining a variety of aspects of maternal nutrition in pregnancy and risk of ASD. The aim of this panel is to present key findings from four cohorts representing a diversity of epidemiological study designs, source populations, and geographic regions. Data will be presented regarding offspring risk of ASD in relation to pre-conceptual and prenatal micronutrient supplementation, maternal BMI, weight gain during pregnancy, prenatal vitamin D exposure, and prenatal polyunsaturated fatty acid exposure.

10:30 **106.001** Prenatal Nutrition and Risk of Child ASD: Findings and Updates from the Stockholm Youth Cohort **B. K. Lee**<sup>1</sup>, C. Dalman<sup>2</sup>, H. Karlsson<sup>3</sup>, E. A. DeVilbiss<sup>4</sup>, D. Rai<sup>5</sup>, C. Newschaffer<sup>1</sup>, J. McGrath<sup>6</sup>, D. Eyles<sup>7</sup> and C. Magnusson<sup>8</sup>, (1)Epidemiology and Biostatistics, Drexel University, Philadelphia, PA, (2)Department of Public Health Sciences, Karolinska Institutet, Stockholm, Sweden, (3)Department of Neuroscience, Karolinska Institutet, Stockholm, Sweden, (4) Drexel University, Philadelphia, PA, (5)School of Social and Community Medicine, University of Bristol, Bristol, United Kingdom of Great Britain and Northern Ireland, (6)Queensland Brain Institute, University of Queensland, Brisbane, Australia, (7)Queensland Brain Institute, University of Queensland, St Lucia, Australia, (8)Karolinska Institutet, Stockholm, Sweden

10:55 **106.002** Gestational Nutrition and Autism in the Charge Case-Control Study, with New Findings for Neonatal Vitamin D **R. J. Schmidt**<sup>1,2</sup>, Q. Niu<sup>3</sup>, D. Eyles<sup>4</sup>, R. L. Hansen<sup>3</sup> and A. M. Iosif<sup>1</sup>, (1) Public Health Sciences, University of California Davis, Davis, CA, (2)MIND Institute, University of California, Davis, Sacramento, CA, (3)University of California Davis, Davis, CA, (4)Queensland Brain Institute, University of Queensland, St Lucia, Australia

11:20 **106.003** Maternal Folic Acid and Multivitamin Supplementation and Risk of Autism Spectrum Disorders Among an Israeli Birth Cohort **S. Sandin**, Icahn School of Medicine at Mount Sinai, New York, NY

11:45 **106.004** Prenatal Polyunsaturated Fatty Acid Levels in Association with Autism Spectrum Disorder **K. Lyall**<sup>1</sup>, G. C. Windham<sup>2</sup>, N. Snyder<sup>3</sup>, J. Carver<sup>4</sup> and C. Newschaffer<sup>5</sup>, (1)AJ Drexel Autism Institute, Philadelphia, PA, (2)Div of Environmental and Occupational Disease Control, California Dept of Public Health, Richmond, CA, (3)Drexel University, Philadelphia, PA, (4)Sequoia Foundation, La Jolla, CA, (5)Epidemiology and Biostatistics, Drexel University, Philadelphia, PA

12:10 **Discussant**

**Poster Session**

**107 - Animal Models**

11:30 AM - 1:30 PM - Hall Grote Zaal

- 1 **107.001** A Novel Vasopressin V1a Antagonist Restores Social Behavior in the Mouse Cntnap2 KO Model of Autism **C. Grundschober**<sup>1</sup>, A. Genet<sup>1</sup>, M. Saxe<sup>2</sup>, P. Schneider<sup>2</sup> and B. Biemans<sup>1</sup>, (1)Neuroscience Discovery, Roche Pharma Research and Early Development, Roche Innovation Center Basel, Basel, Switzerland, (2)Medicinal Chemistry, Roche Pharma Research and Early Development, Roche Innovation Center Basel, Basel, Switzerland
- 2 **107.002** Defensive Response to Whisker Stimulation and Reduced Somatosensory Cortex Activation in the Engrailed-2 Mouse Model of Autism **G. Chelini**, L. Cimino, A. Grigoli, M. Gadler, S. Miorelli, S. Casarosa, G. Provenzano and **Y. Bozzi**, University of Trento, Trento, Italy
- 3 **107.003** Effects of Riluzole and Gabapentin on Learning, Anxiety and Social Behaviors in Autism-like Rat Model **S. Karakoç Demirkaya**<sup>1</sup>, C. Orak<sup>2</sup>, F. Şirinyıldız<sup>2</sup>, G. Taşlı Yeşilçayır<sup>2</sup>, G. Cesur<sup>2</sup> and R. O. Ek<sup>2</sup>, (1)Child and Adolescent Psychiatry, Adnan Menderes University School of Medicine, Aydın, Turkey, (2)Physiology, Adnan Menderes University School of Medicine, Aydın, Turkey
- 4 **107.004** From Genetic Modification to Seizure-Induced Hyperactivity; Insights from SYNGAP1 Zebrafish Models of ASD **S. H. Sumathipala**, R. A. Kozol and J. E. Dallman, Biology, University of Miami, Coral Gables, FL
- 5 **107.005** Interneuron-Specific Knockout of Semaphorin 3F Results in Increased Inflammation, Oxidative Stress and Autism-like Behavior. **R. Jagadapillai**<sup>1</sup>, Z. Li<sup>2</sup>, E. Gozal<sup>3</sup> and G. Barnes<sup>4</sup>, (1) Departments of Pediatrics, PRI, University of Louisville, Louisville, KY, (2)Neurology, Vanderbilt University, Nashville, TN, (3)Pediatrics, PRI, University of Louisville, Louisville, KY, (4)University of Louisville School of Medicine, Louisville, KY
- 6 **107.006** Maternal Infection By Group B Streptococcus Induces Sex-Specific Maternofetal Inflammatory Signaling Leading to Postnatal ASD-like Behaviors in Males **M. J. Allard**<sup>1</sup>, A. Giraud<sup>2</sup>, M. Segura<sup>3</sup> and G. Sebire<sup>1,4</sup>, (1)Pediatrics, McGill University, Montreal, QC, Canada, (2)Pediatrics and Neonatal Intensive Care Unit, Saint-Etienne University Hospital, Saint-Etienne, France, (3)Pathology and Microbiology, Université de Montreal, St-Hyacinthe, QC, Canada, (4) Pediatrics, Université de Sherbrooke, Sherbrooke, QC, Canada
- 7 **107.007** Microbial Signatures Associated with Gastrointestinal Function in a SERT Ala56 Knock-in Mouse Model **R. A. Luna**<sup>1</sup>, A. Venkatachalam<sup>1</sup>, N. Israelyan<sup>2</sup>, J. Runge<sup>1</sup>, M. Balderas<sup>1</sup>, R. Blakely<sup>2</sup>, J. Veenstra-Vander Weele<sup>4</sup> and K. G. Margolis<sup>5</sup>, (1)Baylor College of Medicine, Houston, TX, (2)Columbia University, New York, NY, (3)Vanderbilt University, Nashville, TN, (4)Psychiatry, New York State Psychiatric Institute / Columbia University, New York, NY, (5) Pediatrics, Columbia University Medical Center, New York, NY
- 8 **107.008** Modifications in Cytoskeletal and Astrocytic Proteins Content in Prefrontal Cortex, Hippocampus and Cerebellum of the Murine Model of Autism C58/J Strain **I. Barón-Mendoza**<sup>1</sup> and A. González-Arenas<sup>2</sup>, (1)Instituto de Investigaciones Biomédicas, National Autonomous University of Mexico, Ciudad de México, Mexico, (2)National Autonomous University of Mexico, Ciudad de México, Mexico



- 9 **107.009** Obesity and Weight Gain during Pregnancy Associate Independently with Behavior of Infant Rhesus Monkeys (Macaca mulatta) **C. K. Walker**<sup>1</sup>, C. A. VandeVoort<sup>2,3</sup>, C. S. Li<sup>4</sup>, C. L. Chaffin<sup>5</sup> and J. P. Capitanio<sup>6,7</sup>, (1)University of California, Sacramento, CA, (2)Reproductive Medicine, UC Davis California National Primate Research Center, Davis, CA, (3)Obstetrics & Gynecology, University of California, Davis, Sacramento, CA, (4)Division of Biostatistics, Department of Public Health Sciences, University of California, Davis, CA, (5)Obstetrics, Gynecology and Reproductive Sciences, University of Maryland School of Medicine, Baltimore, MD, (6)Neuroscience and Behavior, California National Primate Research Center, Davis, CA, (7) Psychology, University of California, Davis, Davis, CA
- 10 **107.010** Pogz Mutation Leads to Abnormal Behavior and Transcription Dysregulation in the Brain **R. Suliman** and S. Shifman, The Hebrew University of Jerusalem, Jerusalem, Israel
- 11 **107.011** Resveratrol Prevents Molecular Aspects in Sensory Areas of Rats Prenatally Exposed to Valproic Acid **M. F. Dutra**<sup>1,2,3</sup>, J. Santos-Terra<sup>2,3,4</sup>, I. Deckmann<sup>2,3,4</sup>, G. B. Schwingel<sup>2,3,4</sup>, G. Della Flora Nunes<sup>2,3,5</sup>, M. M. Hirsch<sup>2,3,4</sup>, G. Bauer-Negrini<sup>2,3,4</sup>, C. Hedin-Pereira<sup>6</sup>, V. Bambini-Junior<sup>2,3,7</sup>, R. Riesgo<sup>2,3,8</sup> and C. Gottfried<sup>2,3,4</sup>, (1)Federal University of Rio Grande do Sul, Porto alegre, Brazil, (2)Translational Research Group in Autism Spectrum Disorder (GETTEA), Porto alegre, Brazil, (3)National Institute of Science and Technology on Neuroimmunomodulation-INCT- NIM, Porto alegre, Brazil, (4)Department of Biochemistry, Federal University of Rio Grande do Sul, Porto alegre, Brazil, (5)SUNY at Buffalo, Buffalo, NY, (6)Institute of Biophysics Carlos Chagas Filho, Rio de Janeiro, Brazil, (7)School of Pharmacology and Biomedical Sciences, University of Central Lancashire, Preston, United Kingdom, (8)Clinical Hospital of Porto Alegre, Porto alegre, Brazil
- 12 **107.012** Role for Striatal Glutamatergic Signaling in Decreased Risk Assessment in Autism Mouse Models **E. Elliott**<sup>1</sup>, S. Shifman<sup>2</sup>, E. Reuveni<sup>3</sup>, **O. Oron**<sup>3</sup> and S. Shohat<sup>2</sup>, (1)Bar Ilan University, Safed, Israel, (2)The Hebrew University of Jerusalem, Jerusalem, Israel, (3) Bar Ilan University, Safed, Israel
- 13 **107.013** Role of a Circadian-Relevant Gene, NR1D1, in the Brain Development: Possible Involvement in the Pathophysiology of Autism Spectrum Disorders **K. I. Nagata**<sup>1</sup>, M. Mizuno<sup>2</sup>, M. Goto<sup>3</sup>, H. Tabata<sup>2</sup> and T. Yamagata<sup>3</sup>, (1)Institute for Developmental Research, Aichi Human Service Center, Kasugai, Japan, (2)Institute for Developmental Research, Aichi Human Service Center, Kasugai, Kasugai, Japan, (3) Jichi Medical University, Shimotsuke, Japan
- 14 **107.014** The Effects of Maternal High Fat Diet on BTBR and B6 Offspring on Reversal Learning in the Water T-Maze. **K. K. Chadman**<sup>1</sup> and S. Ye<sup>2</sup>, (1)New York State Institute for Basic Research, Staten Island, NY, (2)Center for Developmental Neuroscience, CUNY College of Staten Island, Staten Island, NY
- 15 **107.015** The Study of the Relationship between the Copy Number Variants of HUWE1 Gene and Autism Spectrum Disorder **J. Xie**, The ministry of science and education, Chengdu Third People's Hospital, chengdu, China
- 16 **107.016** Towards Preclinical Validation of Arbaclofen (R-baclofen) Treatment for 16p11.2 Deletion Syndrome **A. H. Luo Clayton**<sup>1</sup>, B. B. Gundersen<sup>1</sup>, W. T. O'Brien<sup>2</sup>, T. Abel<sup>3</sup>, T. Tsukahara<sup>4</sup>, S. R. Datta<sup>4</sup>, M. D. Schaffler<sup>5</sup>, M. Schultz<sup>2</sup>, J. C. Crawley<sup>5</sup>, S. Martin Lorenzo<sup>6</sup>, V. Nalesso<sup>6</sup> and Y. Herault<sup>6</sup>, (1)Simons Foundation, New York, NY, (2)University of Pennsylvania, Philadelphia, PA, (3)University of Iowa, Iowa City, IA, (4)Harvard Medical School, Boston, MA, (5)University of California, Sacramento, CA, (6)Institut de Genetique et de Biologie Moleculaire et Cellulaire (CERBM GIE), Illkirch, France

**Poster Session**

**108 - Communication and Language**

11:30 AM - 1:30 PM - Hall Grote Zaal

- 17 **108.017** A Longitudinal, Multi-Method Analysis of Pragmatic Language in ASD and Related Neurodevelopmental Disorders **M. Lee**<sup>1</sup>, G. E. Martin<sup>2</sup>, A. Goodkind<sup>1</sup>, N. Maltman<sup>1</sup>, L. Bush<sup>3</sup>, K. Bicknell<sup>1</sup> and M. Losh<sup>1</sup>, (1)Northwestern University, Evanston, IL, (2)Communication Sciences and Disorders, St. John's University, Staten Island, NY, (3) Northwestern Feinberg School of Medicine, Chicago, IL
- 18 **108.018** A Mixed Models Approach to Analyzing Large Cohorts of Natural Conversational Data from Individuals with ASD **M. Cola**<sup>1</sup>, E. F. Ferguson<sup>2</sup>, L. Bateman<sup>2</sup>, S. Uh<sup>1</sup>, S. Plate<sup>1</sup>, Z. M. Dravis<sup>1</sup>, A. Pomykacz<sup>2</sup>, K. Bassanello<sup>1</sup>, A. Zoltowski<sup>1</sup>, J. Herrington<sup>2</sup>, K. Bartley Jr.<sup>5</sup>, E. S. Kim<sup>1</sup>, A. de Marchena<sup>6</sup>, J. Pandey<sup>7</sup>, R. Schultz<sup>7</sup> and J. Parish-Morris<sup>8</sup>, (1)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (2)The Center for Autism Research/CHOP, Philadelphia, PA, (3)Children's Hospital of Philadelphia- Center for Autism Research, Philadelphia, PA, (4)Vanderbilt University, Nashville, TN, (5)Center for Autism Research, Malvern, PA, (6)University of the Sciences, Philadelphia, PA, (7)Center for Autism Research, The Children's Hospital of Philadelphia, Philadelphia, PA, (8)Psychiatry, Center for Autism Research, Children's Hospital of Philadelphia and Perelman School of Medicine of the University of Pennsylvania, Philadelphia, PA
- 19 **108.019** A Systematic Review of Communication Interventions for Minimally Verbal Children with Autism Spectrum Disorder **A. Brignell**<sup>1</sup>, K. V. Chenausky<sup>2</sup>, H. Song<sup>3</sup> and A. T. Morgan<sup>1</sup>, (1)Neuroscience of Speech, Murdoch Childrens Research Institute, Melbourne, Australia, (2)Neurology, Beth Israel Deaconess Medical Center, Boston, MA, (3) Centre of Public Health Sciences, University of Iceland, Reykjavik, Iceland
- 20 **108.020** Active Listening Strategy Differences Associated with Autism during a Referential Communication Task **J. Beriont**<sup>1</sup>, M. Conca<sup>2</sup>, A. de Marchena<sup>3</sup>, A. Bagdasarov<sup>4</sup>, Z. M. Dravis<sup>5</sup>, L. Bateman<sup>4</sup>, E. F. Ferguson<sup>4</sup>, B. B. Maddox<sup>6</sup>, A. A. Pallathra<sup>7</sup>, N. Minyanou<sup>5</sup>, A. Pomykacz<sup>8</sup>, K. Bartley Jr.<sup>9</sup>, E. S. Brodtkin<sup>10</sup>, J. Pandey<sup>11</sup>, J. Parish-Morris<sup>12</sup>, R. Schultz<sup>11</sup> and E. S. Kim<sup>5</sup>, (1)Sidney Kimmel Medical College, Thomas Jefferson University, Philadelphia, PA, (2)Center for Autism Research, Philadelphia, PA, (3)University of the Sciences, Philadelphia, PA, (4)The Center for Autism Research/CHOP, Philadelphia, PA, (5)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (6)Psychiatry, Center for Mental Health Policy and Services Research, University of Pennsylvania, Philadelphia, PA, (7)Department of Psychiatry, Catholic University of America, Washington, DC, (8)Children's Hospital of Philadelphia-Center for Autism Research, Philadelphia, PA, (9)Center for Autism Research, Malvern, PA, (10)Department of Psychiatry, University of Pennsylvania, Philadelphia, PA, (11)Center for Autism Research, The Children's Hospital of Philadelphia, Philadelphia, PA, (12)Psychiatry, Center for Autism Research, Children's Hospital of Philadelphia and Perelman School of Medicine of the University of Pennsylvania, Philadelphia, PA

- 21 **108.021** An Investigation into Executive Function Differences between Autistic and Non-Autistic Monolinguals and Multilinguals **S. Crockford**<sup>1</sup>, A. Remington<sup>2</sup> and L. Kenny<sup>3</sup>, (1)University of Cambridge, Cambridge, United Kingdom of Great Britain and Northern Ireland, (2)UCL Centre for Research in Autism & Education, London, United Kingdom, (3)Centre for Research in Autism and Education (CRAE), London, United Kingdom of Great Britain and Northern Ireland
- 22 **108.022** Assuming Ability: Synthesis of Methods Capturing First Person Perspectives of Children and Youth with Disabilities **R. Tesfaye**<sup>1</sup>, A. Yusuf<sup>2</sup>, V. Courchesne<sup>3</sup>, T. Savion-Lemieux<sup>4</sup>, I. Singh<sup>5</sup>, K. Shikako-Thomas<sup>6</sup>, P. Szatmari<sup>7</sup> and M. Elsabbagh<sup>8</sup>, (1)Neuroscience, McGill University, Montreal, QC, Canada, (2)Psychiatry, McGill University, Montreal, QC, Canada, (3)McGill University, Montreal, QC, Canada, (4)Research Institute-McGill University Health Centre, Montreal, QC, Canada, (5)Department of Psychiatry, Oxford University, Oxford, United Kingdom, (6)School of Physical and Occupational Therapy, McGill University, Montreal, QC, Canada, (7)Centre for Addiction and Mental Health, Toronto, ON, Canada, (8)McGill University, Montreal, PQ, Canada
- 23 **108.023** Atypical Influence of Visible Speech in Children with ASD **J. Irwin**<sup>1,2</sup>, T. Avery<sup>1</sup>, J. Turcios<sup>1</sup>, B. Cook<sup>3</sup>, L. Brancazio<sup>1,2</sup>, J. McPartland Ph.D.<sup>4</sup> and N. Landi<sup>1,5</sup>, (1)LEARN Center, Haskins Laboratories, New Haven, CT, (2)Psychology, Southern Connecticut State University, New Haven, CT, (3)Communication Disorders, Southern Connecticut State University, New Haven, CT, (4)Child Study Center, Yale University School of Medicine, New Haven, CT, (5)Psychology, University of Connecticut, Storrs, CT
- 24 **108.024** Categories of Word Comprehension in Toddlers with ASD or Typical Development: An Extension of Beckage, Smith, and Hills (2011) **S. Kover**<sup>1</sup>, D. A. Fein<sup>2</sup> and **L. R. Naigles**<sup>2</sup>, (1)University of Washington, Seattle, WA, (2)Psychological Sciences, University of Connecticut, Storrs, CT
- 25 **108.025** Childhood Apraxia of Speech in Minimally Verbal Children with ASD **K. V. Chenausky**<sup>1,2</sup>, H. Tager-Flusberg<sup>3</sup> and G. Schlaug<sup>4</sup>, (1)Neurology, Beth Israel Deaconess Medical Center, Boston, MA, (2)Department of Neurology, Harvard Medical School, Boston, MA, (3)Psychological and Brain Sciences, Boston University, Boston, MA, (4)Beth Israel Deaconess Medical Center, Boston, MA
- 26 **108.026** Behavioral Predictors of Improved Speech Output in Minimally Verbal Children with Autism **K. V. Chenausky**<sup>1</sup>, A. Norton<sup>1</sup>, H. Tager-Flusberg<sup>2</sup> and G. Schlaug<sup>3</sup>, (1)Neurology, Beth Israel Deaconess Medical Center, Boston, MA, (2)Psychological and Brain Sciences, Boston University, Boston, MA, (3)Beth Israel Deaconess Medical Center, Boston, MA
- 27 **108.027** Challenges to the Development of Core Vocabulary for Arabic Symbol-Based AAC **M. Habash**<sup>1</sup> and F. Alnemary<sup>2</sup>, (1)Iradia Autism Services Palestine, Gaza, Palestinian Territory, (2)UCLA, Los Angeles, CA
- 28 **108.028** Characterization of Cross-Genre Writing Ability in Children with Autism Spectrum Disorders **E. Hilvert**<sup>1</sup>, D. Davidson<sup>2</sup> and I. Misiunaite<sup>3</sup>, (1)Loyola University, Chicago, IL, (2)Psychology, Loyola University Chicago, Chicago, IL, (3)Loyola University Chicago, Chicago, IL
- 29 **108.029** The Relationship between Person Reference and Mental State Language in Preschoolers with ASD **M. Barokova**<sup>1</sup> and H. Tager-Flusberg<sup>2</sup>, (1)Department of Psychological and Brain Sciences, Boston University, Boston, MA, (2)Psychological and Brain Sciences, Boston University, Boston, MA
- 30 **108.030** Choosing a Definition of “Minimally Verbal”: Characteristics of Minimally Verbal Children with ASD in the Autism Genetic Resource Exchange **C. DiStefano**<sup>1</sup>, Z. T. Tucker<sup>2</sup> and S. Jeste<sup>3</sup>, (1)University of California Los Angeles, Los Angeles, CA, (2)UCLA, Los Angeles, CA, (3)University of California, Los Angeles, Los Angeles, CA
- 31 **108.031** Cognitive Orientation and Linguistic Diversity in the Narratives and Retellings of Children with ASD Vs. Controls **J. Boorse**<sup>1</sup>, L. Bateman<sup>2</sup>, E. F. Ferguson<sup>2</sup>, M. Cola<sup>3</sup>, S. Uh<sup>3</sup>, S. Plate<sup>3</sup>, Z. M. Dravis<sup>3</sup>, A. Pomykacz<sup>4</sup>, K. Bassanello<sup>3</sup>, A. Zoltowski<sup>5</sup>, J. Herrington<sup>2</sup>, K. Bartley Jr.<sup>6</sup>, E. S. Kim<sup>3</sup>, A. de Marchena<sup>7</sup>, J. Pandey<sup>8</sup>, R. Schultz<sup>9</sup> and J. Parish-Morris<sup>9</sup>, (1)University of Pennsylvania, Philadelphia, PA, (2)The Center for Autism Research/CHOP, Philadelphia, PA, (3)Center for Autism Research, Children’s Hospital of Philadelphia, Philadelphia, PA, (4)Children’s Hospital of Philadelphia- Center for Autism Research, Philadelphia, PA, (5)Vanderbilt University, Nashville, TN, (6)Center for Autism Research, Malvern, PA, (7)University of the Sciences, Philadelphia, PA, (8)Center for Autism Research, The Children’s Hospital of Philadelphia, Philadelphia, PA, (9)Psychiatry, Center for Autism Research, Children’s Hospital of Philadelphia and Perelman School of Medicine of the University of Pennsylvania, Philadelphia, PA
- 32 **108.032** Comprehension of Interrogative Sentences in Autism Spectrum Disorder **E. Vila Borrellas**<sup>1</sup>, J. Rosselló Ximenes<sup>1</sup> and W. Hinzen<sup>2,3,4</sup>, (1)General Linguistics, University of Barcelona, Barcelona, Spain, (2)Department of Translation and Language Sciences, Universitat Pompeu Fabra, Barcelona, Spain, (3)FIDMAG Germanes Hospitalaries. Research Foundation Benito Menni Hospital, Sant Boi de Llobregat, Spain, (4)Catalan Institute for Advanced Studies and Research (ICREA), Barcelona, Spain
- 33 **108.033** Comprehension of Word Order in the General Population of Mandarin-Exposed Preschool Children with Autism Spectrum Disorders: Evidence from Intermodal Preferential Looking **Y. E. Su**<sup>1</sup> and L. R. Naigles<sup>2</sup>, (1)School of Foreign Languages, Central South University, Changsha, Hunan, China, (2)Psychological Sciences, University of Connecticut, Storrs, CT
- 34 **108.034** Cross-Modal Generalization of Vocabulary in Children with Autism Spectrum Disorder **P. L. Su**<sup>1</sup> and S. Camarata<sup>2</sup>, (1)Hearing and Speech Sciences, Vanderbilt University, Nashville, TN, (2)Hearing & Speech Sciences; Psychiatry & Behavioral Sciences, Vanderbilt University Medical Center, Nashville, TN
- 35 **108.035** Cross-Population Comparison of Expressive Language Profiles in Mandarin-Exposed Children with ASD, MR, and LD **Q. Xie** and Y. E. Su, School of Foreign Languages, Central South University, Changsha, Hunan, China
- 36 **108.036** Current Profiles and Early Predictors of Reading Skills in School-Age Children with Autism Spectrum Disorders **J. Åsberg Johnels**<sup>1</sup>, E. Carlsson<sup>2</sup>, C. Gillberg<sup>3</sup> and M. Miscalco<sup>4</sup>, (1)Gillberg Neuropsychiatry Center, University of Gothenburg, Göteborg, Sweden, (2)University of Gothenburg, Göteborg, Sweden, (3)Gillberg Neuropsychiatry Centre (GNC), University of Gothenburg, Gothenburg, Sweden, (4)Gillberg Neuropsychiatry Centre and the Speech and Language pathology unit, University of Gothenburg, Göteborg, Sweden

- 37 **108.037** Development of the Critical Communication Skills Assessment **S. Bissell**<sup>1</sup> and J. McCleery<sup>2</sup>, (1)University of Birmingham, Birmingham, United Kingdom of Great Britain and Northern Ireland, (2)The Center for Autism Research, The Children's Hospital of Philadelphia, Philadelphia, PA
- 38 **108.038** Discriminating Autism Spectrum Disorder and Specific Language Impairment on Acuity of Musical Imagery **P. F. Heaton**, Psychology, Goldsmiths College, University of London, London, United Kingdom
- 39 **108.039** Do Play Contexts Impact Language Production in Preschool Children with Autism Spectrum Disorder? **A. Binns**<sup>1</sup>, D. Casenhiser Ph.D.<sup>2</sup>, S. Shanker<sup>3,4</sup> and J. Oram Cardy<sup>5</sup>, (1)Western University of Ontario, London, ON, Canada, (2)Audiology & Speech Pathology, University of Tennessee Health Science Center, Knoxville, TN, (3)The MEHRIT Centre, Peterborough, ON, Canada, (4)York University, Toronto, ON, Canada, (5)Western University, London, ON, Canada
- 40 **108.040** Early Predictors of Later Language Abilities in High-Risk Infant Siblings of Children with Autism **V. Yuk**<sup>1,2</sup>, S. E. Bryson<sup>3</sup>, L. Zwaigenbaum<sup>4</sup>, I. M. Smith<sup>5</sup> and J. A. Brian<sup>6</sup>, (1)The Hospital for Sick Children, Toronto, ON, Canada, (2)University of Toronto, Toronto, ON, Canada, (3)Dalhousie University, Halifax, NS, Canada, (4)Pediatrics, University of Alberta, Edmonton, AB, Canada, (5)Dalhousie University / IWK Health Centre, Halifax, NS, CANADA, (6)Bloorview Research Institute, Toronto, ON, Canada
- 41 **108.041** Emotional and Social Development in Vocalizations in Korean-Speaking Toddlers with Autism Spectrum Disorder and Those with Developmental Delay **S. W. Cho**<sup>1</sup>, **K. S. Lee**<sup>2</sup> and H. J. Yoo<sup>3</sup>, (1)Sogang University, Seoul, Korea, The Republic of, (2)Rehabilitation, Hanshin University, Seoul, Korea, Republic of (South), (3)Psychiatry, Seoul National University Bundang Hospital, Seongnam, Korea, The Republic of
- 42 **108.042** Engaging the Play Partner in Pretence: Verbal and Non-Verbal Signalling between Children with ASD and Their Parents **L. Stirling**<sup>1</sup>, S. Douglas<sup>1</sup>, C. Dissanayake<sup>2</sup> and S. Conte<sup>1</sup>, (1)School of Languages & Linguistics, The University of Melbourne, Parkville, Australia, (2)Olga Tennison Autism Research Centre, La Trobe University, Melbourne, Australia
- 43 **108.043** Examining How Varying Levels of Verbal and Visual-Spatial Skills Relate to Emotional and Cognitive Aspects of Music Perception **E. M. Quintin**, S. Sivathanan and H. Dahary, McGill University, Montreal, QC, Canada
- 44 **108.044** Examining Unique Predictors of Language Growth in Infants at High and Low Risk for Autism Spectrum Disorder **C. Dick**<sup>1</sup>, S. Edmunds<sup>1</sup>, T. DesChamps<sup>2</sup>, L. V. Ibanez<sup>3</sup>, E. A. Karp<sup>2</sup> and W. Stone<sup>1</sup>, (1)University of Washington, Seattle, WA, (2)Psychology, University of Washington, Seattle, WA, (3)UW READI Lab, Seattle, WA
- 45 **108.045** Factors Affecting Gestural Development in Children with Autism **H. Ying**<sup>1</sup>, M. K. Y. Wong<sup>2</sup>, W. Y. Lam<sup>2</sup>, C. H. E. Cheng<sup>2</sup> and W. C. So<sup>3</sup>, (1)The Chinese University of Hong Kong, HONG KONG, China, (2)The Chinese University of Hong Kong, Hong Kong, Hong Kong, (3)Educational Psychology, The Chinese University of Hong Kong, Hong Kong, Hong Kong
- 46 **108.046** Gender Differences in Narrative Language in 10-Year-Olds with Autism Spectrum Disorder **O. Conlon**<sup>1</sup>, J. Volden<sup>1</sup>, I. M. Smith<sup>2</sup>, P. Szatmari<sup>3</sup>, P. Mirenda<sup>4</sup>, T. Vaillancourt<sup>5</sup>, C. Waddell<sup>6</sup>, L. Zwaigenbaum<sup>7</sup>, S. Georgiades<sup>8</sup>, T. Bennett<sup>9</sup>, E. Duku<sup>8</sup>, M. Elsabbagh<sup>10</sup> and W. J. Ungar<sup>11</sup>, (1)University of Alberta, Edmonton, AB, Canada, (2)Dalhousie University / IWK Health Centre, Halifax, NS, CANADA, (3)Centre for Addiction and Mental Health, Toronto, ON, Canada, (4)University of British Columbia, Vancouver, BC, Canada, (5)University of Ottawa, Ottawa, ON, Canada, (6)Simon Fraser University, Vancouver, BC, V6B 5K3, BC, Canada, (7)Pediatrics, University of Alberta, Edmonton, AB, Canada, (8)McMaster University, Hamilton, ON, Canada, (9)Offord Centre for Child Studies, McMaster University, Hamilton, ON, CANADA, (10)McGill University, Montreal, PQ, Canada, (11)University of Toronto / The Hospital for Sick Children, Toronto, ON, Canada
- 47 **108.047** Indexing Social Focus in the Natural Conversations of Individuals with and without ASD **S. Uh**<sup>1</sup>, L. Bateman<sup>2</sup>, E. F. Ferguson<sup>2</sup>, M. Cola<sup>1</sup>, S. Plate<sup>1</sup>, Z. M. Dravis<sup>1</sup>, A. Pomykacz<sup>3</sup>, K. Bassanello<sup>1</sup>, A. Zoltowski<sup>2</sup>, J. Herrington<sup>2</sup>, K. Bartley Jr.<sup>5</sup>, E. S. Kim<sup>1</sup>, A. de Marchena<sup>6</sup>, J. Pandey<sup>7</sup>, R. Schultz<sup>7</sup> and J. Parish-Morris<sup>8</sup>, (1)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (2)The Center for Autism Research/CHOP, Philadelphia, PA, (3)Children's Hospital of Philadelphia- Center for Autism Research, Philadelphia, PA, (4)Vanderbilt University, Nashville, TN, (5)Center for Autism Research, Malvern, PA, (6)University of the Sciences, Philadelphia, PA, (7)Center for Autism Research, The Children's Hospital of Philadelphia, Philadelphia, PA, (8)Psychiatry, Center for Autism Research, Children's Hospital of Philadelphia and Perelman School of Medicine of the University of Pennsylvania, Philadelphia, PA
- 48 **108.048** Integrative Nonverbal Communication in Children with ASD during Conversation and Free PLAY **S. Tal**, I. Gordon, S. Fridenson-Hayo and O. Golan, Department of Psychology, Bar-Ilan University, Ramat-Gan, Israel
- 49 **108.049** Investigating Pragmatic Communication Abilities in Minimally Verbal Children and Adolescents with Autism Spectrum Disorder **C. G. La Valle**<sup>1</sup>, D. Plesa Skwerer<sup>2</sup> and H. Tager-Flusberg<sup>2</sup>, (1)Boston University, Boston, MA, (2)Psychological and Brain Sciences, Boston University, Boston, MA
- 50 **108.050** Is Cross-Situational Word Learning Impaired in Children with Autism Spectrum Disorder? **C. Hartley**<sup>1</sup>, L. A. Bird<sup>2</sup> and P. Monaghan<sup>1</sup>, (1)Lancaster University, Lancaster, United Kingdom, (2)Lancaster University, Lancaster, United Kingdom of Great Britain and Northern Ireland
- 51 **108.051** Is Repetitive Speech a Marker of Development or Impairment?: Correlates of Unconventional Language Use **M. Maeda**<sup>1</sup>, C. Lord<sup>2</sup> and R. Luyster<sup>1</sup>, (1)Communication Sciences and Disorders, Emerson College, Boston, MA, (2)Weill Cornell Medicine, White Plains, NY
- 52 **108.052** Is the Sky Blue?: Question Asking in Children with ASD **A. Netburn**<sup>1</sup>, J. Georgeson<sup>1</sup>, S. Arunachalam<sup>2</sup> and **R. Luyster**<sup>1</sup>, (1)Communication Sciences and Disorders, Emerson College, Boston, MA, (2)Boston University, Boston, MA
- 53 **108.053** Joint Attention Skills Concurrently Predict Receptive Vocabulary in Minimally and Low Verbal Youth with ASD **M. G. Pecukonis**<sup>1</sup>, D. Plesa Skwerer<sup>2</sup> and H. Tager-Flusberg<sup>2</sup>, (1)Department of Psychological and Brain Sciences, Boston University, Boston, MA, (2)Psychological and Brain Sciences, Boston University, Boston, MA



- 54 **108.054** Language Discrepancy and Aggressive Behaviors in Individuals with Autism Spectrum Disorder **H. V. Medeiros<sup>1</sup>**, E. Hanson<sup>2</sup> and P. Hickey<sup>1,3</sup>, (1)Developmental Medicine, Boston Children's Hospital, Boston, MA, (2)Boston Children's Hospital/Harvard Medical School, Hingham, MA, (3)Psychology, Tufts University, Boston, MA
- 55 **108.055** Linguistic Markers in the Narratives of Children on the Autism Spectrum **K. F. Schroeder<sup>1,2</sup>**, M. García<sup>1,2</sup>, J. Rosselló Ximenes<sup>1,2</sup> and W. Hinzen<sup>2,3</sup>, (1)General Linguistics, University of Barcelona, Barcelona, Spain, (2)Grammar and Cognition Lab, Barcelona, Spain, (3)Catalan Institute for Advanced Studies and Research (ICREA), Barcelona, Spain
- 56 **108.056** Listening in Your Shoes: Can Children with Autism Take the Perspective of Others When Interpreting Language? **K. Abbot-Smith<sup>1</sup>**, D. M. Williams<sup>2</sup> and D. Matthews<sup>3</sup>, (1)University of Kent, Canterbury, United Kingdom of Great Britain and Northern Ireland, (2)University of Kent, Canterbury, United Kingdom, (3)School of Psychology, University of Sheffield, Sheffield, United Kingdom
- 57 **108.057** Property Extension in ASD: Categorically but Not Perceptually Restricted **V. Tecoulesco** and L. R. Naigles, Psychological Sciences, University of Connecticut, Storrs, CT
- 58 **108.058** Relating Neural Response Consistency to Complex Speech Sounds and Concurrent Language Ability in School Age Children **V. Tecoulesco<sup>1</sup>**, K. Stevens<sup>2</sup>, D. A. Fein<sup>1</sup>, E. Skoe<sup>3</sup> and L. R. Naigles<sup>1</sup>, (1)Psychological Sciences, University of Connecticut, Storrs, CT, (2)University of Connecticut, Storrs, CT, (3)Speech Language Hearing Sciences, University of Connecticut, Storrs, CT
- 59 **108.059** Linking Auditory Processing and Lexical Representation Via Phonological Discrimination **V. Tecoulesco<sup>1</sup>**, E. Skoe<sup>2</sup> and L. R. Naigles<sup>1</sup>, (1)Psychological Sciences, University of Connecticut, Storrs, CT, (2)Speech Language Hearing Sciences, University of Connecticut, Storrs, CT
- 60 **108.060** Measuring the Broad Autism Phenotype in Parents of Children with Autism **K. Nayar<sup>1</sup>**, N. Maltman<sup>1</sup>, S. P. Patel<sup>1</sup>, L. Bush<sup>2</sup>, S. Crawford<sup>3</sup>, G. E. Martin<sup>4</sup> and M. Losh<sup>1</sup>, (1)Northwestern University, Evanston, IL, (2)Northwestern Feinberg School of Medicine, Chicago, IL, (3)Communication Sciences and Disorders, Northwestern University, Chicago, IL, (4)Communication Sciences and Disorders, St. John's University, Staten Island, NY
- 61 **108.061** Mechanisms of Voice Control in Autism Spectrum Disorder: A Family Study **S. P. Patel<sup>1</sup>**, J. H. Kim, C. R. Larson and M. Losh, Northwestern University, Evanston, IL
- 62 **108.062** Multimodal Communicative Patterns in Toddlers with Autism Spectrum Disorders and Toddlers with Other Developmental Disorders: A Deeper Look. E. Murillo<sup>1</sup>, **L. Boada<sup>2</sup>** and M. Parellada<sup>3</sup>, (1)Psicología Básica, UAM. Universidad Autonoma de Madrid, Madrid, Spain, (2)Hospital Universitario Gregorio Marañón. Child and Adolescent Psychiatry. IISGM. CIBERSAM, Madrid, Spain, (3) Fundación Investigación Biomedica Gregorio Marañón, Madrid, Spain
- 63 **108.063** The Role of Augmented Language Input on the Expressive Language Growth of Young Children with Autism Spectrum Disorder (ASD) **K. Sterrett<sup>1</sup>**, C. Kasari<sup>1</sup>, R. Landa<sup>2</sup> and A. P. Kaiser<sup>3</sup>, (1)University of California Los Angeles, Los Angeles, CA, (2)Kennedy Krieger Institute, Baltimore, MD, (3)Special Education, Vanderbilt University, Nashville, TN
- 64 **108.064** Multipurpose Handheld Devices and Communication in Individuals with Autism Spectrum Disorder: A Meta-Analysis **N. Alzayer<sup>1</sup>** and D. F. B. Oudekerk<sup>2</sup>, (1)Special Education, King Saud University, Riyadh, Saudi Arabia, (2)Special Education, Texas Tech University, Lubbock, TX
- 65 **108.065** Neurobehavioural Outcomes of a Music Intervention for Autism - a Randomized Controlled Trial **M. Sharda<sup>1</sup>**, C. Tuerk<sup>1</sup>, R. Chowdhury<sup>1</sup>, K. Jamey<sup>1</sup>, N. Foster<sup>1</sup>, M. Tan<sup>2</sup>, A. Nadig<sup>3</sup> and K. L. Hyde<sup>1</sup>, (1)International Laboratory of Brain, Music and Sound Research (BRAMS), University of Montreal, Montreal, QC, Canada, (2)Abaton Integrative Medicine, Oakville, ON, Canada, (3)McGill University, Montreal, QC, CANADA
- 66 **108.066** Perceptual Markers of Autism During Oral Narrative Production **M. V. Andrianopoulos<sup>1</sup>**, E. Gargan<sup>1</sup> and E. Zaretsky<sup>2</sup>, (1)Department of Communication Disorders, University of Massachusetts Lowell, Lowell, MA, (2)Department of Psychology, Clark University, Worcester, MA
- 67 **108.067** Pragmatic Language Differences between Boys and Girls with Autism Spectrum Disorder: A Cross Cultural Comparison. **E. F. Dillon<sup>1</sup>**, R. Landa<sup>2</sup>, C. E. Wilson<sup>3</sup>, K. J. Greenslade<sup>4</sup> and E. Utter<sup>5</sup>, (1) Center for Autism and Related Disorders, Kennedy Krieger Institute, Baltimore, MD, (2)Kennedy Krieger Institute, Baltimore, MD, (3) Psychology, University of Dublin, Trinity College, Dublin, Ireland, (4)Communication Sciences and Disorders, College of Health and Human Services, University of New Hampshire, Durham, NH, (5) Kennedy Krieger Center, Center for Autism and Related Disorders, Baltimore, MD
- 68 **108.068** Spatial Language Abilities of High Functioning Individuals with Autism **A. Bochyńska<sup>1</sup>**, V. Vulchanov and M. Vulchanova, Norwegian University of Science and Technology, NTNU Trondheim, Trondheim, Norway
- 69 **108.069** Statistical Learning and Autism-Related Social Communication Difficulties **K. M. Parks<sup>1</sup>**, L. Griffith<sup>2</sup>, N. B. Noonan<sup>2</sup> and R. A. Stevenson<sup>3</sup>, (1)The University of Western Ontario, London, ON, Canada, (2)Psychology, University of Western Ontario, London, ON, Canada, (3)Western University, London, ON, Canada
- 70 **108.070** Structural Language/Nonverbal Ability Profiles in Children with ASD **S. Silleresi<sup>1</sup>**, P. Prévost<sup>1,2</sup>, R. Zebib<sup>1,2</sup>, F. Bonnet-Brilhaut<sup>3</sup>, J. Malvy<sup>4</sup> and L. Tuller<sup>1,2</sup>, (1)Université François Rabelais de Tours, Tours, France, (2)UMR Imagine & Brain Inserm 930, Tours, France, (3)UMR930 Inserm, Université François-Rabelais de Tours, Tours, France, (4)CHRU Tours, Tours, France
- 71 **108.071** Switching between Counterfactual Worlds and Reality in ASD: An ERP Study **J. S. Black<sup>1</sup>**, D. M. Williams<sup>2</sup> and H. Ferguson<sup>3</sup>, (1)School of Psychology, University of Kent, Canterbury, United Kingdom of Great Britain and Northern Ireland, (2)University of Kent, Canterbury, United Kingdom, (3)School of Psychology, University of Kent, Canterbury, United Kingdom
- 72 **108.072** The Association between Narrative Language and Social Perception in Children with Autism Spectrum Disorder (ASD) and with Typical Development (TD) **L. Mäkinen<sup>1</sup>**, S. Loukusa<sup>1</sup>, S. Kuusikko-Gauffin<sup>2</sup>, I. Moilanen<sup>3</sup>, H. E. Ebeling<sup>4</sup> and S. Kunnari<sup>2</sup>, (1) Research Unit of Logopedics, University of Oulu, Oulu, Finland, (2) University of Oulu, Oulu, Finland, (3)Child Psychiatry, University of Oulu and Oulu University Hospital, Oulu, Finland, (4)Child Psychiatry, University of Oulu, Oulu, Finland

- 73 **108.073** The Multiple Measure Approach to Diagnostics: Examining the Complexity and Stability of Autism Symptomatology **M. Roberts**<sup>1</sup>, Y. S. Stern<sup>2</sup> and L. H. Hampton<sup>1</sup>, (1)Northwestern University, Evanston, IL, (2)Communication Sciences and Disorders, Northwestern University, Evanston, IL
- 74 **108.074** Multiple Measures of Language Development in Autism: Understanding Language Ability and Usage across Contexts **L. H. Hampton** and M. Roberts, Northwestern University, Evanston, IL
- 75 **108.075** Biological Measurement in Toddlers with Autism: Auditory Brainstem Responses in Relation to Autism Symptomatology **M. Jones**<sup>1</sup>, Y. S. Stern<sup>2</sup>, M. Roberts<sup>1</sup> and L. H. Hampton<sup>1</sup>, (1) Northwestern University, Evanston, IL, (2)Communication Sciences and Disorders, Northwestern University, Evanston, IL
- 76 **108.076** Towards a Cumulative Science of Prosody in ASD **R. Fusaroli**<sup>1</sup>, E. Weed<sup>2</sup>, A. Lambrechts<sup>3</sup>, D. M. Bowler<sup>4</sup> and S. B. Gaigg<sup>4</sup>, (1)Aarhus University, Aarhus, Denmark, (2)Aarhus University, Beder, DENMARK, (3)City, University of London, London, United Kingdom of Great Britain and Northern Ireland, (4) Psychology, City, University of London, London, United Kingdom
- 77 **108.077** Use of Communicative Gestures in School-Age Children and Adolescents with Nonverbal Autism **D. Slušná**<sup>1</sup>, W. Hinzen<sup>2</sup>, J. Rosselló Ximenes<sup>3</sup>, B. Salvado<sup>4</sup> and A. Rodríguez<sup>5</sup>, (1)Universitat Pompeu Fabra-CIBERER, Barcelona, Spain, (2)Catalan Institute for Advanced Studies and Research (ICREA), Barcelona, Spain, (3) General Linguistics, University of Barcelona, Barcelona, Spain, (4) COADI, BARCELONA, SPAIN, (5)COADI, Barcelona, Spain
- 78 **108.078** Using Early Words to Communicate Intentions- a Comparison of Toddlers with Autistic Spectrum Disorder and Toddlers with Typical Development **A. Oren**<sup>1</sup>, A. Mimouni-Bloch<sup>2,3</sup>, S. Goldberg<sup>2</sup> and E. Dromi<sup>4</sup>, (1)Constantiner School of Education, Alona Oren, Tel Mond, Israel, (2)Sackler Faculty of Medicine, Tel Aviv University, Tel Aviv, Israel, (3)The Pediatric Neurology and Developmental Unit, Loewenstein Rehabilitation Hospital, Raanana, Israel, (4)Constantiner School of Education, Tel Aviv University, Tel Aviv, Israel
- 81 **109.081** ▶ Adapting the WHO Caregiver Skills Training Programme for Implementation in Ethiopia **B. T. Gebbru**<sup>1</sup>, F. G. Bayouh<sup>2</sup>, M. Kinfe<sup>2</sup>, M. Tesfaye<sup>3</sup>, Z. Yenus<sup>4</sup>, T. WHO CST Team<sup>5</sup>, C. Servili<sup>6</sup>, E. Salomone<sup>6</sup>, L. Pacione<sup>5</sup>, A. Fekadu<sup>2,7</sup>, C. Hanlon<sup>8</sup> and R. A. Hoekstra<sup>1</sup>, (1)Department of Psychology, King's College London, London, United Kingdom, (2)Department of Psychiatry, School of Medicine, College of Health Sciences, Addis Ababa University, Addis Ababa, Ethiopia, (3)Department of Psychiatry, St. Paul's Hospital Millennium Medical College, Addis Ababa, Ethiopia, (4)Joy Center for children with autism, Addis Ababa, Ethiopia, (5) Department of Mental Health and Substance Abuse, World Health Organization, Geneva, Switzerland, (6)Department of Psychology, University of Turin, Turin, Italy, (7)Department of Psychological Medicine, Centre for Affective Disorders, Institute of Psychiatry, Psychology & Neuroscience, King's College London, London, United Kingdom, (8)Addis Ababa University and King's College London, Addis Ababa, Ethiopia
- 82 **109.082** ▶ Are Autistic Students More Stigmatized Than Other Types of Neurodiverse College Students? **K. Gillespie-Lynch**<sup>1</sup>, N. Daou<sup>2</sup>, R. Obeid<sup>3</sup>, S. Khan<sup>4</sup>, S. Reardon<sup>5</sup> and E. Goldknopf<sup>6</sup>, (1)Department of Psychology, College of Staten Island; CUNY Graduate Center, Brooklyn, NY, (2)McNeese State University, Lake Charles, LA, (3)Psychology, CUNY Graduate Center, New York, NY, (4)College of Staten Island, CUNY, Staten Island, NY, (5) NA, Burlington, VT, (6)University of California, Los Angeles, Los Angeles, CA
- 83 **109.083** ▶ ASD Prevalence Study across Europe: Cross Sectional Study Design in Six European Countries **M. Posada**<sup>1</sup>, A. M. Vicente<sup>2</sup>, D. E. Schendel<sup>3</sup>, C. Rasga<sup>4</sup>, C. Café<sup>5</sup>, A. Boilson<sup>6</sup>, G. Oliveira<sup>7</sup>, J. Fuentes<sup>8</sup>, M. L. Scattoni<sup>9</sup>, M. Efrim-Budisteanu<sup>10</sup>, R. Kawa<sup>11</sup>, L. Poustka<sup>12</sup>, J. Xenia Kafka<sup>12</sup>, P. Garcia-Primo<sup>13</sup> and R. Canal-Bedia<sup>14</sup>, (1)Carlos III Health Institute, Madrid, Spain, (2)Instituto Nacional Saude Doutor Ricardo Jorge, Lisbon, PORTUGAL, (3)Aarhus University, Aarhus, Denmark, (4)Instituto Nacional de Saúde Doutor Ricardo Jorge, Lisbon, Portugal, (5)University of Coimbra, Coimbra, Portugal, (6)Dublin City University, Dublin 9, Ireland, (7)Centro Hospitalar e Universitário de Coimbra - CHUC, Coimbra, Portugal, (8)Policlinica Gipuzkoa, San Sebastian, Spain, (9)Research Coordination and Support Service, Istituto Superiore di Sanità, Rome, Italy, (10)Victor Babes' National Institute of Pathology, Bucharest, Romania, (11)University of Warsaw, Warsaw, Poland, (12)Medical University of Vienna, Vienna, Austria, (13)Instituto de Salud Carlos III, Madrid, Spain, (14)University of Salamanca, Salamanca, Spain

**Poster Session**

**109 - International and Cross-Cultural Perspectives**

11:30 AM - 1:30 PM - Hall Grote Zaal

- 79 **109.079** ▶ A Mixed Methods Investigation of Korean Americans' Autism Awareness and Attitudes **H. S. Lee**<sup>1</sup> and C. Kasari<sup>2</sup>, (1) University of California, Los Angeles, Los Angeles, CA, (2) University of California Los Angeles, Los Angeles, CA
- 80 **109.080** ▶ A Randomized Controlled Trial of PEERS in Israel: Behavioral and Questionnaire-Based Outcomes **S. J. Rabin**<sup>1</sup>, S. Israel Yaacov<sup>2,3</sup>, I. Mor Snir<sup>3</sup> and O. Golan<sup>2,3</sup>, (1)Bar-Ilan University, Ramat-Gan, Israel, (2)Department of Psychology, Bar-Ilan University, Ramat-Gan, Israel, (3)Association for Children at Risk, Givat-Shmuel, Israel
- 84 **109.084** ▶ Autism Spectrum Disorder (ASD): Disease Conceptualization and Parental Roles in Puerto Rico **M. Chavarria**, Osteopathic Medicine/Anthropology, Michigan State University, East Lansing, MI
- 85 **109.085** ▶ Autism Spectrum Disorder Symptoms' Perception: The Case of Andean-Ecuadorian Population **P. Buffle**<sup>1</sup>, M. G. Granero<sup>2</sup> and E. Gentaz Sr.<sup>1</sup>, (1)University of Geneva, Geneva, Switzerland, (2)Universidad Nacional de Rosario, Rosario, Argentina
- 86 **109.086** ▶ Bilingualism in Autism: Language Learning Profiles and Social Experiences **B. Digard**<sup>1</sup>, S. Fletcher-Watson<sup>1</sup>, A. C. Stanfield<sup>2</sup> and A. Sorace<sup>3</sup>, (1)University of Edinburgh, Edinburgh, United Kingdom, (2)University of Edinburgh, Edinburgh, United Kingdom of Great Britain and Northern Ireland, (3)Department of Linguistics, University of Edinburgh, Edinburgh, United Kingdom

- 87 **109.087** ▶ Burden in Latin American Families of People with Autism Spectrum **C. S. de Paula**<sup>1,2</sup>, A. Rattazzi<sup>3</sup>, S. H. Cukier<sup>4</sup>, G. R. Cunha<sup>5</sup>, D. Bordini<sup>6</sup>, D. Valdez<sup>7</sup>, C. Montiel-Nava<sup>8</sup>, G. Garrido<sup>9</sup>, R. A. Garcia<sup>10</sup>, A. Rosoli Sra.<sup>11</sup> and M. Irrazaval<sup>12</sup>, (1)Developmental Disorder Program, Universidade Presbiteriana Mackenzie, São Paulo, Brazil, (2)Department of Psychiatry, Federal University of São Paulo, São Paulo, Brazil, (3)PANAACEA, Programa Argentino para Niños, Adolescentes y Adultos con Condiciones del Espectro Autista, Buenos Aires, Argentina, (4)PANAACEA, Programa Argentino para Niños, Adolescentes y Adultos con Condiciones del Espectro Autista, buenos aires, Argentina, (5)Department of Psychiatry, Federal University of São Paulo - UNIFESP, São Paulo, Brazil, (6)Department of Psychiatry, Federal University of São Paulo, Sao Paulo, Brazil, (7)FLACSO, Buenos Aires, Argentina, (8)La Universidad del Zulia, Gainesville, GA, (9)Universidad de la República, Montevideo, Uruguay, (10)Universidad de Chile, Santiago, CHILE, (11)Projects, Organizacion Estados Iberoamericanos, Santo Domingo, Dominican Republic, (12)University of Chile, Santiago, Santiago, Chile
- 88 **109.088** ▶ Caregiver Health Related Quality of Life (HRQoL) and the Regularity of Family Routines in Families Raising Children with Autism Spectrum Disorder (ASD) in the Western Cape: A Descriptive Study **M. Harty**, University of Cape Town, Observatory, Cape Town, South Africa
- 89 **109.089** ▶ Developing a Group Intervention Programme to Enhance Communication Interaction for Parents of Young Children with Autism Spectrum Disorder. **M. Harty**<sup>1</sup> and A. Osman-Kagee<sup>2</sup>, (1) University of Cape Town, Observatory, Cape Town, South Africa, (2) Western Cape Department of Education, Cape Town, South Africa
- 90 **109.090** ▶ The Effect of a Group-Based Training Program on the Parenting Self-Efficacy and Parent-Child Interaction for Parents of Young Children with Autism Spectrum Disorder **M. Harty**<sup>1</sup> and A. Osman-Kagee<sup>2</sup>, (1)University of Cape Town, Observatory, Cape Town, South Africa, (2)Western Cape Department of Education, Cape Town, South Africa
- 91 **109.091** ▶ Challenges and Priorities in Families of Children with Autistic Spectrum Disorders in Dominican Republic **A. Rosoli Sra.**<sup>1</sup>, R. Mendoza<sup>2</sup>, A. Rattazzi<sup>3</sup>, C. Montiel-Nava<sup>4</sup>, R. A. Garcia<sup>5</sup>, G. Garrido<sup>6</sup>, S. H. Cukier<sup>7</sup>, D. Valdez<sup>8</sup>, C. S. de Paula<sup>9</sup> and M. Irrazaval<sup>10</sup>, (1)Projects, Organizacion Estados Iberoamericanos, Santo Domingo, Dominican Republic, (2)CAID, Santo Domingo, Dominican Republic, (3)PANAACEA, Programa Argentino para Niños, Adolescentes y Adultos con Condiciones del Espectro Autista, Buenos Aires, Argentina, (4)Universidad Latina de Panama, Panama, Panama, (5)Universidad de Chile, Santiago, CHILE, (6)Universidad de la República, Montevideo, Uruguay, (7)PANAACEA, Programa Argentino para Niños, Adolescentes y Adultos con Condiciones del Espectro Autista, buenos aires, Argentina, (8)FLACSO, Buenos Aires, Argentina, (9)Developmental Disorder Program, Universidade Presbiteriana Mackenzie, São Paulo, Brazil, (10)University of Chile, Santiago, Santiago, Chile
- 92 **109.092** ▶ Changes in Knowledge on the Early Signs of Autism Among Female Community Health Volunteers in Nepal **R. Shrestha**<sup>1</sup>, J. Barbaro<sup>2</sup> and C. Dissanayake<sup>3</sup>, (1)La Trobe University, Melbourne, AUSTRALIA, (2)Olga Tennison Autism Research Centre, La Trobe University, Melbourne, Victoria, Australia, (3)Olga Tennison Autism Research Centre, La Trobe University, Melbourne, Australia
- 93 **109.093** ▶ Characteristics of Children Receiving an Initial Diagnosis of ASD in Jerusalem **J. Koller**<sup>1</sup>, T. P. Gumpel<sup>2</sup>, R. Shalev<sup>3</sup> and M. Begin<sup>4</sup>, (1)Seymour Fox School of Education, Hebrew University of Jerusalem, Jerusalem, Israel, (2)Seymour Fox School of Education, The Hebrew University of Jerusalem, Jerusalem, Israel, (3) The Hebrew University of Jerusalem, Jerusalem, Israel, (4)Hadassah Medical center, Jerusalem, Israel
- 94 **109.094** ▶ Chinese Children with Autism Spectrum Disorder Show a Preference for Dynamic Geometric Compared with Social Images Which Is Also Associated with Symptom Severity **J. Kou**<sup>1</sup>, J. Le<sup>1</sup>, M. Fu<sup>1</sup>, Y. Zhang<sup>1</sup>, B. Becker<sup>1</sup>, L. C. Lee<sup>2</sup> and K. M. Kendrick<sup>1</sup>, (1)Life Science and Technology, UESTC, Chengdu, China, (2)Department of Epidemiology, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD
- 95 **109.095** ▶ Coping, Distress, and Well-Being in Latina Mothers of Children with Autism **E. J. Lang**<sup>1</sup>, K. Martinez<sup>2</sup> and A. R. Neal-Beevers<sup>3</sup>, (1)Child Development in Context at The University of Texas at Austin, Austin, TX, (2)Weill Cornell Medicine, White Plains, NY, (3) University of Texas at Austin, Austin, TX
- 96 **109.096** ▶ Cultural Differences in Cognitive Flexibility and Autism Traits; A Comparison between Malaysia and the United Kingdom **M. de Vries**<sup>1</sup>, S. Abu Bakar<sup>2</sup> and E. Sheppard<sup>3</sup>, (1)Univerity of Nottingham Malaysia Campus, Semenyih, Malaysia, (2)School of Psychology, University of Nottingham Malaysia Campus, Semenyih, Malaysia, (3)University of Nottingham, Nottingham, United Kingdom of Great Britain and Northern Ireland
- 97 **109.097** Delivery of the Early Start Denver Model in Inclusive Vs. Autism-Specific Classrooms in a Community Preschool Setting in Australia: Implementation and Child Outcomes **G. Vivanti**<sup>1</sup>, C. Dissanayake<sup>2</sup>, E. Duncan<sup>3</sup>, K. Capes<sup>3</sup>, J. Feary<sup>3</sup>, S. Upson<sup>3</sup> and K. Hudry<sup>4</sup>, (1)A.J. Drexel Autism Institute, Drexel University, Philadelphia, PA, (2)Olga Tennison Autism Research Centre, La Trobe University, Melbourne, Australia, (3)Victorian Autism Specific Early Learning and Care Center, La Trobe University, Melbourne, Australia, (4)Victorian Autism Specific Early Learning and Care Center, Olga Tennison Autism Research Centre, Melbourne, Australia
- 98 **109.098** ▶ Early Identification of Autism Using Social Attention and Communication Surveillance in Tianjin, China (SACS-C) **C. Wang**<sup>1</sup>, C. Dissanayake<sup>2</sup>, J. Barbaro<sup>3</sup>, G. Liu<sup>4</sup> and J. Wang<sup>4</sup>, (1)Nankai University, Tianjin, China, (2)Olga Tennison Autism Research Centre, La Trobe University, Melbourne, Australia, (3)Olga Tennison Autism Research Centre, La Trobe University, Melbourne, Victoria, Australia, (4)Child Health, Tianjin Women and Child Health Centre, Tianjin Shi, China
- 99 **109.099** Economic Burden of ASD **R. Linertova**<sup>1</sup>, L. Garcia Perez<sup>1</sup>, P. Serrano-Aguilar<sup>2</sup>, V. Ramos-García<sup>1</sup>, V. Lemmi<sup>3</sup> and M. Knapp<sup>4</sup>, (1) Fundación Canaria de Investigación Sanitaria (FUNCANIS), Santa Cruz de Tenerife, Spain, (2)Servicio de Evaluación del Servicio Canario de la Salud (SESCS), Santa Cruz de Tenerife, Spain, (3) London School of Economics, London, United Kingdom, (4)PSSRU, LSE, London, United Kingdom
- 100 **109.100** ▶ Examining Stigma Towards College Students with Withdrawn and Disruptive Autism: Does the Label "Autism" Confer a Protective Effect? **R. Obeid**<sup>1</sup>, N. Daou<sup>2</sup>, A. Cosenza<sup>3</sup>, S. Khan<sup>4</sup>, E. Goldknopf<sup>5</sup> and K. Gillespie-Lynch<sup>6</sup>, (1)Psychology, CUNY Graduate Center, New York, NY, (2)McNeese State University, Lake Charles, LA, (3)Psychology, College of Staten Island, CUNY, Staten Island, NY, (4)College of Staten Island, CUNY, Staten Island, NY, (5) University of California, Los Angeles, Los Angeles, CA, (6)Department of Psychology, College of Staten Island; CUNY Graduate Center, Brooklyn, NY



- 101 **109.101** ▶ Experiences of Autism Diagnosis: A Survey of 293 Parents in Saudi Arabia **F. Alnemary**<sup>1</sup>, F. Alnemary<sup>2</sup>, A. Al Saud<sup>3</sup>, M. Zakaria<sup>3</sup>, A. Alotaibi<sup>3</sup> and H. Al Dhalaan<sup>3,4</sup>, (1)Taif University, Taif, Saudi Arabia, (2) UCLA, Los Angeles, CA, (3)Center for Autism Research, Riyadh, Saudi Arabia, (4)King Faisal Specialist Hospital and Research Center, Riyadh, Saudi Arabia
- 102 **109.102** ▶ Exploration of Diagnostic Validity of Autism Diagnostic Interview-Revised (ADI-R) in Korean Population. **M. Oh**<sup>1</sup>, G. Bong<sup>2</sup>, I. H. Cho<sup>3</sup>, Y. S. Lee<sup>4</sup>, M. S. Kim<sup>5</sup>, H. J. Yoo<sup>6</sup>, D. W. Han<sup>7</sup> and C. Y. Shin<sup>8</sup>, (1)Psychiatry, Seoul National University Bundang Hospital, Sungnam, Korea, The Republic of, (2)Psychiatry, Seoul National University Bundang Hospital, Seungnam, Korea, Republic of (South), (3)Dr. Cho's Child & Adolescent Psychiatric Clinic, Seongnam, Korea, Republic of (South), (4)Department of Physiology, Biomedical Sciences, Seoul National University College of Medicine, Seoul, Korea, Republic of (South), (5)Department Applied Chemistry, Kyung Hee University, Seoul, Korea, Republic of (South), (6)Psychiatry, Seoul National University Bundang Hospital, Seongnam, Korea, The Republic of, (7)Dept. of Stem Cell Biology, School of Medicine, Konkuk University, Seoul, Korea, Republic of (South), (8)Department of Neuroscience, School of Medicine, Konkuk University, Seoul, Korea, Republic of (South)
- 103 **109.103** Francophone Students with Autistic Spectrum Conditions: What Do They Have to Say Regarding Their School Inclusion Experiences? **M. Aubineau**<sup>1,2</sup>, J. C. Kalubi<sup>3</sup> and T. Blicharska<sup>4</sup>, (1) Université de Toulouse, Toulouse, France, (2)Université Toulouse Jean Jaurès, Toulouse, France, (3)University of Sherbrooke (Canada), Longueuil, QC, Canada, (4)Psychology, University of Toulouse Jean Jaurès, Toulouse, France
- 104 **109.104** Impact of the Early Start Denver Model on the Cognitive Level of Children with Autism Spectrum Disorder: First Results of the European French-Speaking Countries Study. **M. Geoffroy**<sup>1</sup>, M. J. Oreve<sup>2</sup>, M. Speranza<sup>3</sup>, S. Marignier<sup>4</sup>, S. Bahrami<sup>3</sup>, I. Massat<sup>5</sup>, V. A. Delvenne<sup>6</sup>, N. Georgieff<sup>7</sup>, S. Gris<sup>8</sup>, A. Zelmar<sup>9</sup>, G. Tenant<sup>10</sup>, L. Bouveret<sup>11</sup>, S. Carlier<sup>12</sup>, A. Denis<sup>3</sup>, S. Touzet<sup>13,14</sup>, C. Schröder<sup>15</sup> and S. Sonie<sup>16</sup>, (1) child and adolescent psychiatry, CH le Vinatier CNRS UMR 5229 UCB Lyon 1, Lyon, France, (2)CH Versailles, Paris, France, (3)CH Versailles, Versailles, France, (4)HCL, Lyon, France, (5)Service de Pedopsychiatrie, Hôpital Reine Fabiola, National Fund of Scientific Research, Université Libre de Bruxelles, ULB, Brussels, Belgium, (6)Head of child and adolescent department, Hôpital Universitaire des Enfants Reine Fabiola, Université Libre de Bruxelles, bruxelles, Belgium, (7)CH le Vinatier, BRon, France, (8)CH le Vinatier, bron, France, (9)Pôle IMER, HCL, HCL, France, (10)Vinatier, bron, France, (11)HCL, bron, France, (12) CH Bruxelles, Bruxelles, France, (13)EA 7524 - Health Services and Performance Research (HESPER), Université Lyon I, Lyon, France, (14) Hospices Civils de Lyon, Lyon, France, (15)CHU Strasbourg, strasbourg, France, (16)TED DEPARTMENT, Saint Jean de Dieu, Lyon, France
- 105 **109.105** ▶ Implementation of Social Attention and Communication Surveillance in Gunma, Japan (SACS-J) **E. Kezuka**<sup>1</sup> and M. Okuno<sup>2</sup>, (1) Faculty of Literature, Gunma Prefectural Women's University, Gunma, Japan, (2)School of Nursing, Gunma Paz University, Gunma, Japan
- 106 **109.106** ▶ Implementing ESDM in Africa - Is Caregiver Coaching Acceptable in South Africa and Which Joint Activity Routines Can We Target? **L. Franz**<sup>1,2,3</sup>, K. Ramseur II<sup>2</sup>, J. Guler<sup>4</sup>, N. Shabalala<sup>3,5</sup>, N. Seris<sup>3,5</sup>, G. Dawson<sup>1</sup> and P. J. de Vries<sup>3</sup>, (1)Department of Psychiatry and Behavioral Sciences, Duke University Medical Center, Durham, NC, (2) Duke Global Health Institute, Duke University, Durham, NC, (3)Division of Child & Adolescent Psychiatry, University of Cape Town, Cape Town, South Africa, (4)Clinical Child Psychology Program, University of Kansas, Lawrence, KS, (5)Department of Psychology, University of Cape Town, Cape Town, South Africa
- 107 **109.107** ▶ The Contextual and Policy Landscape for Caregiver-Mediated Early Intervention in South Africa **L. Franz**<sup>1,2,3</sup>, J. Guler<sup>4</sup>, K. Adewumi<sup>2</sup>, N. Seris<sup>3,5</sup>, N. Shabalala<sup>3,5</sup>, M. Viljoen<sup>3</sup>, G. Dawson<sup>1</sup> and P. J. de Vries<sup>3</sup>, (1)Department of Psychiatry and Behavioral Sciences, Duke University Medical Center, Durham, NC, (2)Duke Global Health Institute, Duke University, Durham, NC, (3)Division of Child & Adolescent Psychiatry, University of Cape Town, Cape Town, South Africa, (4) Clinical Child Psychology Program, University of Kansas, Lawrence, KS, (5)Department of Psychology, University of Cape Town, Cape Town, South Africa
- 108 **109.108** ▶ Incidence of Comorbidities in Children with Neurodevelopmental Disorders in a University Teaching Hospital, Lagos, Nigeria **T. A. Fagbayi**<sup>1</sup> and J. Okpuzor<sup>2</sup>, (1)University of Lagos, Lagos, Nigeria, Lagos, Nigeria, (2)University of Lagos, Nigeria, Nigeria
- 109 **109.109** ▶ Knowledge and Awareness of Autism Amongst Somali Parents in the United Kingdom **A. M. Hussein**<sup>1</sup>, E. Pellicano<sup>2</sup> and **L. Crane**<sup>1</sup>, (1)Centre for Research in Autism and Education, UCL Institute of Education, University College London, London, United Kingdom, (2) Macquarie University, Sydney, Australia
- 110 **109.110** ▶ Latino Caregivers' Facilitators and Recommendations for Accessing an ASD Diagnosis and Services in California **F. Reinos Segovia**<sup>1</sup>, N. K. Muldoon<sup>2</sup>, L. Hughart<sup>2</sup>, J. Goldblum<sup>3</sup>, P. Luelmo<sup>4</sup> and C. Kasari<sup>5</sup>, (1)UCLA, Hawthorne, CA, (2)University of California, Los Angeles, Los Angeles, CA, (3)UCLA, Westwood, CA, (4)Education, University of California, Los Angeles, Los Angeles, CA, (5)University of California Los Angeles, Los Angeles, CA
- 111 **109.111** Linking Knowledge and Attitudes: Determining Neurotypical Knowledge about and Attitudes Towards Autism **M. Falkmer**<sup>1</sup>, R. L. Kuzminski<sup>2</sup>, J. Netto<sup>3</sup>, J. Wilson<sup>3</sup> and T. Falkmer<sup>4</sup>, (1)School of Occupational Therapy and Social Work, Curtin University, Perth, Western Australia, Australia, (2)School of Occupational Therapy and Social Work, Curtin University, Perth, Australia, (3)School of Occupational Therapy and Social Work, Curtin University, Perth, Australia, (4)Cooperative Research Centre for Living with Autism (Autism CRC), Brisbane, Australia
- 112 **109.112** Opinion and Satisfaction of Families Participating in the Different Stages of Universal ASD Screening in Spain **M. Magan Maganto**<sup>1</sup>, Á. Bejarano<sup>2</sup>, C. Fernandez Alvarez<sup>1</sup>, A. Hernández Fabián<sup>3</sup>, N. Flores<sup>1</sup>, C. Dominguez Martin<sup>4</sup>, M. A. Parrilla Escobar<sup>4</sup>, M. Martinez Velarte<sup>5</sup>, C. Jenaro<sup>1</sup> and R. Canal-Bedia<sup>1</sup>, (1)University of Salamanca, Salamanca, Spain, (2)UNIVERSITY OF SALAMANCA, Salamanca, Spain, (3)Hospital Clínico Universitario de Salamanca, Salamanca, Spain, (4)Hospital Clínico Universitario de Valladolid, Valladolid, Spain, (5)Hospital Provincial de Zamora, Zamora, Spain
- 113 **109.113** ▶ Parent Ratings of Executive Function and Functional Communication in Children with ASD Exposed to One or Multiple Languages **G. Iarocci**<sup>1</sup> and S. M. Hutchison<sup>2</sup>, (1)Simon Fraser University, Burnaby, BC, Canada, (2)University of British Columbia, Vancouver, BC, Canada
- 114 **109.114** ▶ Parental Experiences in the Sultanate of Oman **P. Perepa**, University of Northampton, Northampton, United Kingdom of Great Britain and Northern Ireland
- 115 **109.115** ▶ PILOT Experience of Promoting Adequate Conditions for Autism EARLY Detection from a National University in Salta (NORTHWEST ARGENTINA) **C. Ruiz-Danegger**<sup>1</sup> and E. Guantay<sup>2</sup>, (1) ICSOH-CONICET-UNSa / CISEN-UNSa, Universidad Nacional de Salta, Salta, Argentina, (2)Cátedra Biología. Medicina. UNT - Sede Salta, Universidad Nacional de Salta, Salta, Argentina

- 116 **109.116** ▶ Quality of Life and Education of Adolescents and Adults with ASD in Argentina. Preliminary Analysis Based on an Online Survey **S. H. Cukier<sup>1</sup>**, N. Barrios Sr.<sup>2</sup>, J. P. Berman<sup>3</sup>, A. Rattazzi<sup>3</sup>, R. Geloso<sup>4</sup>, M. Gotelli<sup>5</sup>, F. Satorra<sup>6</sup>, K. Solcoff<sup>7</sup>, D. Valdez<sup>8</sup> and C. Ysraelit<sup>5</sup>, (1)PANAACEA, Programa Argentino para Niños, Adolescentes y Adultos con Condiciones del Espectro Autista, Buenos Aires, Argentina, (2)Fleni, Capital Federal, ARGENTINA, (3)PANAACEA, Programa Argentino para Niños, Adolescentes y Adultos con Condiciones del Espectro Autista, Buenos Aires, Argentina, (4)Asociacion Asperger Argentina, Buenos Aires, Argentina, (5)Fundación Brincar por un Autismo Feliz, Buenos Aires, Argentina, (6)TGD Padres TEA, Buenos Aires, Argentina, (7)FLACSO. Facultad Latinoamericana de Ciencias Sociales., Buenos Aires, Argentina, (8)FLACSO, Buenos Aires, Argentina
- 117 **109.117** ▶ Semantic Fluency in Monolingual and Bilingual Children with ASD, ADHD, or Typical Development: Assessing the Role of Language and Executive Functioning Skills **S. Vanegas<sup>1</sup>** and S. Magana<sup>2,3</sup>, (1)The University of Texas at Austin, Austin, TX, (2)Steve Hicks School of Social Work, University of Texas at Austin, Austin, TX, (3)University of Texas at Austin, Austin, TX
- 118 **109.118** The Asdeu Multi-Site Survey of Services for Autistic Adults in Europe, Focusing on Customer Service Practices in Adult Services **D. E. Schendel<sup>1</sup>**, C. Warberg<sup>1</sup>, S. Cramer<sup>1</sup>, L. Poustka<sup>2,3</sup>, R. Diehm<sup>2</sup>, G. Iskov<sup>4</sup>, R. Stefanov<sup>4</sup>, L. Bouvet<sup>5</sup>, B. Roge<sup>6</sup>, A. Staines<sup>7</sup>, M. R. Sweeney<sup>8</sup>, A. Boilson<sup>9</sup>, T. Leosdottir<sup>10</sup>, E. Saemundsen<sup>11</sup>, M. L. Scattoni<sup>12</sup>, I. Moilanen<sup>13</sup>, M. Gissler<sup>14</sup>, T. Parviainen<sup>15</sup>, P. Tani<sup>16</sup>, R. Kawa<sup>17</sup>, A. M. Vicente<sup>18</sup>, C. Rasga<sup>19</sup>, M. Efrim-Budisteneau<sup>20</sup>, I. Dale<sup>21</sup>, C. Povey<sup>22</sup>, N. Flores<sup>23</sup>, C. Jenaro<sup>23</sup>, P. Garcia-Primo<sup>24</sup> and M. Posada<sup>25</sup>, (1)Aarhus University, Aarhus, Denmark, (2)Medical University of Vienna, Vienna, Austria, (3)Medical University of Goettingen, Goettingen, Germany, (4)Institute for Rare Diseases, Plovdiv, Bulgaria, (5)Universite Pierre Mendes France, Lille, France, (6)University of Toulouse - Jean Jaures, Toulouse, France, (7)Dublin City University, Dublin, Ireland, (8)Dublin City University, Glasnevin, Ireland, (9)Dublin City University, Dublin 9, Ireland, (10)Education and research, State Diagnostic and Counselling Centre, Kópavogur, Iceland, (11)State Diagnostic and Counseling Center, Kópavogur, ICELAND, (12)Research Coordination and Support Service, Istituto Superiore di Sanità, Rome, Italy, (13)Child Psychiatry, University of Oulu and Oulu University Hospital, Oulu, Finland, (14)National Institute for Health and Welfare, Helsinki, Finland, (15)Finnish Association for Autism and Aspergers Syndrome, Helsinki, Finland, (16)University of Helsinki, Helsinki, Finland, (17)University of Warsaw, Warsaw, Poland, (18)Instituto Nacional Saude Doutor Ricardo Jorge, Lisbon, PORTUGAL, (19)Instituto Nacional de Saúde Doutor Ricardo Jorge, Lisbon, Portugal, (20)Victor Babes' National Institute of Pathology, Bucharest, Romania, (21)The National Autistic Society, Sheffield, United Kingdom, (22)The National Autistic Society, London, United Kingdom, (23)University of Salamanca, Salamanca, Spain, (24)Instituto de Salud Carlos III, Madrid, Spain, (25)Carlos III Health Institute, Madrid, Spain
- 119 **109.119** ▶ Improving Access to Caregiver-Mediated Early Interventions: The Who Caregiver Skills Training for Families of Children with Developmental Disorders or Delays **C. Servili<sup>1</sup>**, L. Pacione<sup>1,2</sup>, E. Salomone<sup>3</sup> and The WHO CST Team<sup>1</sup>, (1)Department of Mental Health and Substance Abuse, World Health Organization, Geneva, Switzerland, (2)Department of Psychiatry, Division of Child and Youth Mental Health, University of Toronto, Toronto, ON, Canada, (3)Department of Psychology, University of Turin, Turin, Italy
- 120 **109.120** ▶ The Cultural Adaptation and Clinical Efficacy of the PEERS® Program in Israel **S. Israel Yaacov<sup>1,2</sup>**, N. Kanter<sup>2</sup>, I. Mor Snir<sup>2</sup>, E. Laugeson<sup>3</sup> and O. Golan<sup>1,2</sup>, (1)Department of Psychology, Bar-Ilan University, Ramat-Gan, Israel, (2)Association for Children at Risk, Givat-Shmuel, Israel, (3)Semel Institute for Neuroscience and Human Behavior, UCLA, Los Angeles, CA
- 121 **109.121** ▶ The Current State and Outlook of Autism in Mainland China **Y. Fan**, Guangzhou Rehabilitation & Research Center for Children with ASD(Guangzhou Cana School), Guangzhou, China
- 122 **109.122** ▶ The Emergence of Autism Spectrum Disorder in Costa Rica **D. Schelly** and A. Ohl, Clarkson University, Potsdam, NY
- 123 **109.123** ▶ The Standard and Practice of Assessing Response to Intervention for Children with Autism in Ethiopia **W. A. Zeleke<sup>1,2</sup>** and R. J. Charette<sup>3</sup>, (1)Counseling, Psychology and Special Education, Duquesne University, Pittsburgh, PA, (2)Duquesne University, Pittsburgh, PA, (3)Western Psychiatric Institute & Clinic, Pittsburgh, PA
- 124 **109.124** ▶ Translation, Cultural Adaptation and Initial Testing of PEERS in the Netherlands **K. Greaves-Lord<sup>1,2</sup>**, S. Idris<sup>1</sup>, B. van Pelt<sup>1,2</sup> and G. Jagersma<sup>2</sup>, (1)Erasmus MC, Rotterdam, Netherlands, (2)Yulius, Dordrecht, Netherlands
- 125 **109.125** ▶ Understanding Autism Spectrum Disorder in Context: A Comparison of Parent/Caregiver Perceptions of Functioning in a High-Income and Middle-Income Country **M. Viljoen<sup>1</sup>**, S. Mahdi<sup>2</sup>, S. Bolte<sup>3</sup> and P. J. de Vries<sup>1</sup>, (1)Division of Child & Adolescent Psychiatry, University of Cape Town, Cape Town, South Africa, (2)Karolinska Institutet Center of Neurodevelopmental Disorders (KIND), Karolinska Institute Center of Neurodevelopmental Disorders, Stockholm, Sweden, (3)Karolinska Institutet, Stockholm, Sweden
- 126 **109.126** ▶ Understanding "Autism Community Wealth" within the Latino Community in Los Angeles County: A Theoretical Framework **T. De los Santos<sup>1</sup>**, I. Becerra<sup>1</sup>, A. Gulsrud<sup>1</sup> and D. Hayes-Bautista<sup>2</sup>, (1)UCLA Semel Institute for Neuroscience & Human Behavior, Los Angeles, CA, (2)David Geffen School of Medicine at UCLA, Los Angeles, CA
- 127 **109.127** ▶ Uses of Semiotic Objects and Mediation in Early Triadic Interactions in Siblings of Children Diagnosed with Autistic Spectrum Disorder in the Province of Santa Fe, Argentina. **D. Valdez<sup>1</sup>**, J. Benassi<sup>1</sup> and C. Rodriguez<sup>2</sup>, (1)FLACSO, Buenos Aires, Argentina, (2)UAM, Madrid, Spain
- 128 **109.128** ▶ Who's Waiting for a School? a Systematic Database Search for Children with Autism Spectrum Disorder Waiting for Educational Services in the Western Cape Province of South Africa **S. Pillay<sup>1</sup>**, P. J. de Vries<sup>2</sup> and M. Duncan<sup>3</sup>, (1)Health Sciences, University of Cape Town, Cape Town, South Africa, (2)Division of Child & Adolescent Psychiatry, University of Cape Town, Cape Town, South Africa, (3)Occupational Therapy, University of Cape Town, Cape Town, South Africa

**Poster Session**

**110 - Interventions - Non-pharmacologic - Preschool & Infant**

11:30 AM - 1:30 PM - Hall Grote Zaal

- 129 **110.129** Determinants of Response to Music Therapy in Autism: Insights from the Time-a Study **E. Grossi**<sup>1</sup> and C. Gold<sup>2</sup>, (1)Autism Research Unit, Villa Santa Maria, Tavernerio, Italy, (2)GAMUT, Uni Research Health, Uni Research, Bergen, Norway
- 130 **110.130** "I Wanna Play Too": Increasing Social Interactions of Preschool Children with Autism Spectrum Disorder through Cooperative Outdoor Play **S. M. Ziegler** and M. J. Morrier, Psychiatry and Behavioral Sciences, Emory University School of Medicine, Decatur, GA
- 131 **110.131** A Long-Term Follow-up of Participants Who Received Parent-Mediated Intervention for ASD in Toddlerhood: Stories from the First Cohort of the Social ABCs Pilot Study –Where Are They Now? J. A. Brian<sup>1</sup>, **E. M. Dowds**<sup>2</sup>, A. Solish<sup>3</sup>, J. H. Leef<sup>4</sup>, L. Senman<sup>5</sup>, L. Zwaigenbaum<sup>6</sup> and S. E. Bryson<sup>7</sup>, (1)Bloorview Research Institute, Toronto, ON, Canada, (2)Autism Research Centre, Holland Bloorview Kids Rehabilitation Hospital-Autism Research Centre, Burlington, ON, Canada, (3)Child Development Program, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (4) Department of Applied Psychology and Human Development, University of Toronto & Bloorview Research Institute, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (5) Autism, Bloorview Research Institute, Toronto, ON, Canada, (6) Pediatrics, University of Alberta, Edmonton, AB, Canada, (7) Dalhousie University, Halifax, NS, Canada
- 132 **110.132** ▶ Integrating the Early Start Denver Model (ESDM) in ASD Preschools in Israel – Results of a Matched Controlled Study **T. Gev**<sup>1,2</sup>, Y. Sinai<sup>3</sup>, G. Vivanti<sup>4</sup>, I. Mor Snir<sup>2</sup> and O. Golan<sup>2,3</sup>, (1)Department of Psychology, Bar-Ilan University, Ramat Gan, Israel, (2)Association for Children at Risk, Givat-Shmuel, Israel, (3) Department of Psychology, Bar-Ilan University, Ramat-Gan, Israel, (4)A.J. Drexel Autism Institute, Drexel University, Philadelphia, PA
- 133 **110.133** Developmental, Adaptive and Parental Characteristics of High- and Low-Responders to a Preschool-Based ESDM Intervention **Y. Sinai**<sup>1</sup>, T. Gev<sup>1,2</sup>, G. Vivanti<sup>3</sup>, I. Mor Snir<sup>2</sup> and O. Golan<sup>1,2</sup>, (1)Department of Psychology, Bar-Ilan University, Ramat-Gan, Israel, (2)Association for Children at Risk, Givat-Shmuel, Israel, (3)A.J. Drexel Autism Institute, Drexel University, Philadelphia, PA
- 134 **110.134** Early Intervention Focused on Social and Communicative Abilities for Autism: A Systematic Review and Meta-Analysis **Á. Bejarano**<sup>1</sup>, M. Magan Maganto<sup>2</sup>, C. Fernandez Alvarez<sup>2</sup>, S. L. Jonsdottir<sup>3</sup>, E. Saemundsen<sup>3</sup>, A. M. Vicente<sup>4</sup>, C. Café<sup>5</sup>, C. Rasga<sup>6</sup>, M. Posada<sup>7</sup> and R. Canal-Bedia<sup>2</sup>, (1)UNIVERSITY OF SALAMANCA, Salamanca, Spain, (2)University of Salamanca, Salamanca, Spain, (3)State Diagnostic and Counseling Center, Kopavogur, ICELAND, (4)Instituto Nacional Saude Doutor Ricardo Jorge, Lisbon, PORTUGAL, (5)Hospital Pediátrico de Coimbra, Coimbra, Portugal, (6)Instituto Nacional de Saúde Doutor Ricardo Jorge, Lisbon, Portugal, (7)Carlos III Health Institute, Madrid, Spain
- 135 **110.135** Early Intervention for Toddlers with Autism Spectrum Disorder Affects Outcome at Adolescence: A Long-Term Follow-up Study **D. A. Zachor**<sup>1</sup> and E. Ben Itzchak<sup>2</sup>, (1)The Autism Center/ Pediatrics, Tel Aviv University / Assaf Harofeh Medical Center, Zerifin, Israel, (2)Communication Disorder, Ariel University, Ariel, Israel
- 136 **110.136** Early Intervention Provider Ratings of Strategies to Promote Social Communication: Differentiating "All" Children from Children with ASD **M. P. Maye**, **V. E. Sanchez**, A. K. Stone MacDonald and A. S. Carter, University of Massachusetts Boston, Boston, MA
- 137 **110.137** Early Robot-Based Intervention May Reduce the Degree of Gestural Delay in Children with Autism **M. K. Y. Wong**<sup>1</sup>, W. Y. Lam<sup>1</sup>, C. H. E. Cheng<sup>1</sup>, J. Yang<sup>1</sup>, H. Ying<sup>2</sup>, H. C. J. Man<sup>3</sup>, A. Pang<sup>1</sup> and W. C. So<sup>4</sup>, (1)The Chinese University of Hong Kong, Hong Kong, Hong Kong, (2)The Chinese University of Hong Kong, HONG KONG, China, (3)The Chinese University of Hong, Hong Kong, Hong Kong, (4)Educational Psychology, The Chinese University of Hong Kong, Hong Kong, Hong Kong
- 138 **110.138** ▶ Educating Parents of Children with Autism Spectrum Disorder on Direct and Interactive Teaching Techniques – Edit Program **K. Rajaraman**<sup>1</sup>, **A. Jayaraman**<sup>2</sup> and N. Mundkur<sup>1</sup>, (1)Centre for Child Development and Disabilities, Bangalore, India, (2)Center for Child Development and Disabilities, Bengaluru, Karnataka, India
- 139 **110.139** Effect of Parent and Teacher Training with Project Impact on the Social Communication of Children with Autism Spectrum Disorder during Play **S. Van der Paelt**<sup>1</sup>, H. Roeyers<sup>2</sup> and P. Warreyn<sup>2</sup>, (1)Department of Experimental-Clinical and Health Psychology, Ghent University, Gent, Belgium, (2)Department of Experimental-Clinical and Health Psychology, Ghent University, Ghent, Belgium
- 140 **110.140** Effectiveness of Community-Based Early Intervention for Children with Autism Spectrum Disorder- a Meta-Analysis **A. S. Nahmias**<sup>1</sup>, M. Pellecchia<sup>2</sup> and D. S. Mandell<sup>2</sup>, (1)MIND Institute, UC Davis Medical Center, Sacramento, CA, (2)University of Pennsylvania, Philadelphia, PA
- 141 **110.141** Effects of School-Based Literacy Interventions for Preschoolers with ASD: 1 Year Follow up **R. F. Hudson**, E. Sanders and C. Gasamis, University of Washington, Seattle, WA
- 142 **110.142** Engaging Peers in Play: Community Partnered Adaptation of a Social Communication Intervention to Support Pairs of Toddlers with Autism **S. Y. Shire**<sup>1</sup>, W. I. Shih<sup>2</sup>, C. McCracken<sup>3</sup>, S. Bracaglia<sup>4</sup>, M. Kodjoe<sup>4</sup> and C. Kasari<sup>5</sup>, (1)University of Oregon, Eugene, OR, (2) University of California, Los Angeles, Los Angeles, CA, (3)Loyola Marymount University, Los Angeles, CA, (4)New York Center for Child Development, New York, NY, (5)University of California Los Angeles, Los Angeles, CA
- 143 **110.143** Examining Mediators of an Adaptive Communication Intervention for Young Children with Autism Spectrum Disorders **E. Fuller**<sup>1</sup>, L. H. Hampton<sup>2</sup> and A. P. Kaiser<sup>1</sup>, (1)Special Education, Vanderbilt University, Nashville, TN, (2)Northwestern University, Evanston, IL
- 144 **110.144** Examining the Stability of Social Communication Measures for Young Children with Autism Spectrum Disorders **J. K. Heidlage**<sup>1</sup>, L. H. Hampton<sup>2</sup>, E. Fuller<sup>3</sup> and A. P. Kaiser<sup>3</sup>, (1) Vanderbilt, Nashville, TN, (2)Northwestern University, Evanston, IL, (3)Special Education, Vanderbilt University, Nashville, TN



- 145 **110.145** Feasibility, Acceptability and Effect on Classroom Teaching of Delivering Early Intervention in an Inclusive Setting **K. Capes**<sup>1</sup>, K. Hudry<sup>2,3</sup>, S. Upson<sup>1</sup>, J. Feary<sup>1</sup>, E. Duncan<sup>1</sup>, C. A. Bent<sup>4,5</sup>, R. Rankin<sup>1,5</sup>, C. Dissanayake<sup>3</sup>, K. Pye<sup>1</sup> and G. Vivanti<sup>6,7</sup>, (1)Victorian Autism Specific Early Learning and Care Center, La Trobe University, Melbourne, Australia, (2)Victorian Autism Specific Early Learning and Care Center, Olga Tennison Autism Research Centre, Melbourne, Australia, (3)Olga Tennison Autism Research Centre, La Trobe University, Melbourne, Australia, (4)Victorian Autism Specific Early Learning and Care Centre, La Trobe University, Melbourne, Australia, (5)Olga Tennison Autism Research Center, La Trobe University, Melbourne, Australia, (6)A.J. Drexel Autism Institute, Drexel University, Philadelphia, PA, (7)Victorian Autism Specific Early Learning and Care Center, AJ Drexel Autism Institute, Philadelphia, PA
- 146 **110.146** From Emotion Production to Emotion Comprehension: An Emotional Training Proposal for Children with ASD **N. Mazzone**<sup>1</sup>, J. Rizzotto<sup>1</sup>, E. Tonelli<sup>1</sup>, A. Bentenuto<sup>1</sup>, T. Del Bianco<sup>1</sup>, I. Basadonne<sup>1</sup>, I. Landi<sup>2</sup> and P. Venuti<sup>1</sup>, (1)Psychology and Cognitive Science, University of Trento, Rovereto, Italy, (2)Bruno Kessler Foundation, Trento, Italy
- 147 **110.147** Integrated Naturalistic Developmental Behavioral Interventions for Toddlers with ASD: A Preliminary Analysis of Treatment Effectiveness within a Community Setting **B. Vibert**<sup>1</sup>, J. Winter<sup>2</sup>, C. Martin<sup>3</sup>, Y. B. Choi<sup>4</sup>, N. Benrey<sup>5</sup>, C. Lord<sup>3</sup> and **S. H. Kim**<sup>6</sup>, (1)Center for Autism and the Developing Brain, White Plains, NY, (2)Center for Autism & the Developing Brain, NYP, White Plains, NY, (3>Weill Cornell Medicine, White Plains, NY, (4>Weill Cornell Medical College, White Plains, NY, (5>Weill Cornell Med School, New York, NY, (6)Center for Autism and the Developing Brain, White Plains, NY
- 148 **110.148** Mediation of Treatment Effect in Teacher-Implemented Social Communication Intervention for Young Children with Autism **Y. C. Chang**<sup>1</sup>, S. Y. Shire<sup>2</sup>, W. I. Shih<sup>3</sup> and C. Kasari<sup>4</sup>, (1)Special Education and Counseling, California State University, Los Angeles, Los Angeles, CA, (2)University of Oregon, Eugene, OR, (3)University of California, Los Angeles, Los Angeles, CA, (4)University of California Los Angeles, Los Angeles, CA
- 149 **110.149** Overcoming Barriers to Mass Dissemination: A Pilot Online Pivotal Response Treatment Training Program for Parents of Toddlers with Autism Spectrum Disorder **E. McGarry**, A. Baktha, A. Tharakan and T. Vernon, University of California Santa Barbara, Santa Barbara, CA
- 150 **110.150** Parent Perspectives of a Parent-Teacher Communication App after Use in a Classroom for Preschoolers with ASD **M. Pizzano**<sup>1</sup> and C. Kasari<sup>2</sup>, (1)Education, University of California, Los Angeles, Los Angeles, CA, (2)University of California Los Angeles, Los Angeles, CA
- 151 **110.151** Parent-Led Training for Motivating Eye Contact in Young, Low-Functioning Children with Autism **M. Muuvila**<sup>1</sup>, T. M. Helminen<sup>2</sup>, K. Eriksson<sup>3</sup>, T. Charman<sup>4</sup> and A. Kylliäinen<sup>5</sup>, (1)Tampere University Hospital, Tampere, Finland, (2)University of Tampere, Tampere, Finland, (3)University of Tampere and Tampere University Hospital, Tampere, Finland, (4)King's College London, Institute of Psychiatry, Psychology and Neuroscience, London, United Kingdom, (5)Psychology, University of Tampere, Tampere, Finland
- 152 **110.152** Parent-Mediated Intervention Increasing Parent-Child Engagement and Improving Cognitive and Behavioural Outcomes of Toddlers with Autism Spectrum Disorder **M. Couture**<sup>1</sup>, A. J. Beaudoin<sup>2</sup> and G. Seibert<sup>3</sup>, (1)Rehabilitation, Université de Sherbrooke, Sherbrooke, QC, Canada, (2)Rehabilitation, Université de Sherbrooke, Sherbrooke, QC, Canada, (3)Pediatrics, McGill University, Montreal, QC, Canada
- 153 **110.153** Parenting Stress, Self-Efficacy and Empowerment in Primary Caregivers of Children with Autism Spectrum Disorder Receiving iPad-Based Early Intervention: Outcomes from the Toby Trial **J. Granich**<sup>1</sup>, A. Clark<sup>2</sup>, M. Busacca<sup>3</sup>, D. Moore<sup>4</sup>, A. Anderson<sup>5</sup>, S. Venkatesh<sup>6</sup>, T. Duong<sup>6</sup>, P. Vellanki<sup>7</sup>, A. L. Richdale<sup>8,9</sup>, D. Trembath<sup>10</sup>, D. Cairns<sup>11</sup>, W. Marshall<sup>12</sup>, T. Rodwell<sup>13</sup> and A. J. Whitehouse<sup>14</sup>, (1)Telethon Kids Institute, Telethon Kids Institute, Subiaco, Australia, (2)Telethon Kids Institute, the University of Western Australia, Perth, Australia, (3)Krongold Centre, Faculty of Education, Monash University, Melbourne, Australia, (4)Krongold Centre Faculty of Education, Monash University, Melbourne, Australia, (5)Krongold Centre Faculty of Education, Melbourne, Australia, (6)Centre for Pattern Recognition and Data Analytics, Deakin University, Geelong, Australia, (7)Centre for Pattern Recognition and Data Analytics, Deakin University, Geelong, Australia, (8)Olga Tennison Autism Research Centre, School of Psychology and Public Health, La Trobe University, Melbourne, Australia, (9)La Trobe University, Olga Tennison Autism Research Centre, Bundoora, Australia, (10)Menzies Health Institute, Griffith University, Australia, (11)The Charles Street Clinic, Perth, Australia, (12)Autism West, Perth, Australia, (13)Autism West, Perth, Australia, (14)Telethon Kids Institute, University of Western Australia, Perth, Australia
- 154 **110.154** Pilot RCT of Early-Intervention Delivered in Inclusive Vs. Autism-Specific Settings: Blinded Proximal Outcomes from LENA Recordings and Classroom Footage **K. Hudry**<sup>1,2</sup>, C. A. Bent<sup>3,4</sup>, J. Maya<sup>5</sup>, R. Rankin<sup>4,5</sup>, C. Dissanayake<sup>2</sup>, S. Upson<sup>2</sup>, J. Feary<sup>6</sup>, K. Capes<sup>5</sup>, E. Duncan<sup>5</sup>, G. Vivanti<sup>6</sup> and T. Victorian ASELCC Team<sup>5</sup>, (1)Victorian Autism Specific Early Learning and Care Center, Olga Tennison Autism Research Centre, Melbourne, Australia, (2)Olga Tennison Autism Research Centre, La Trobe University, Melbourne, Australia, (3)Victorian Autism Specific Early Learning and Care Centre, La Trobe University, Melbourne, Australia, (4)Olga Tennison Autism Research Center, La Trobe University, Melbourne, Australia, (5)Victorian Autism Specific Early Learning and Care Center, La Trobe University, Melbourne, Australia, (6)A.J. Drexel Autism Institute, Drexel University, Philadelphia, PA
- 155 **110.155** Pilot Research Prevents Anxiety Problems in Young Children with Autism **N. L. Bischof**<sup>1</sup>, R. M. Rapee<sup>2</sup>, K. Hudry<sup>3,4</sup> and **J. K. Bayer**<sup>1,5,6</sup>, (1)School of Psychology and Public Health, La Trobe University, Melbourne, Australia, (2)Centre for Emotional Health, Macquarie University, Sydney, Australia, (3)Victorian Autism Specific Early Learning and Care Center, Olga Tennison Autism Research Centre, Melbourne, Australia, (4)Olga Tennison Autism Research Centre, La Trobe University, Melbourne, Australia, (5)Murdoch Children's Research Institute, Melbourne, Australia, (6)Psychology and Public Health, La Trobe University, Melbourne, Australia
- 156 **110.156** Pivotal Response Treatment 2.0: Development and Evaluation of an Enhanced Model to Target Social Motivation and Engagement Using Microanalytic and RCT Methodologies **T. Vernon**<sup>1</sup>, A. Barrett<sup>2</sup>, A. Navab<sup>1</sup>, J. Ko<sup>1</sup>, E. McGarry<sup>1</sup>, J. Bradshaw<sup>3</sup>, J. Gong<sup>1</sup>, E. Horowitz<sup>1</sup> and T. German<sup>1</sup>, (1)University of California Santa Barbara, Santa Barbara, CA, (2)University of California, Santa Barbara, Santa Barbara, CA, (3)Department of Pediatrics, Marcus Autism Center, Atlanta, GA
- 157 **110.157** Pivotal Response Treatment: Effectiveness of Group Versus Individual Parent Training on Pivotal and Collateral Skills **R. Verschuur**<sup>1,2</sup> and B. Huskens<sup>1</sup>, (1)Research, Development, & Innovation, Dr. Leo Kannerhuis, Doorwerth, Netherlands, (2)Behavioural Science Institute, Radboud University, Nijmegen, Netherlands

- 158 **110.158** Predictors of Treatment Response in the Social ABCs Parent-Mediated Intervention for Toddlers with ASD **J. A. Brian**<sup>1</sup>, S. E. Bryson<sup>2</sup>, L. Zwaigenbaum<sup>3</sup> and I. M. Smith<sup>4</sup>, (1) Bloorview Research Institute, Toronto, ON, Canada, (2) Dalhousie University, Halifax, NS, Canada, (3) Pediatrics, University of Alberta, Edmonton, AB, Canada, (4) Dalhousie University / IWK Health Centre, Halifax, NS, CANADA
- 159 **110.159** Preschool Peer Social Intervention: Study Outcome and Integrative Summary **N. Bauminger-Zviely**<sup>1</sup>, S. Hoshmand<sup>2</sup>, O. Rajwan, Ben - Shlomo<sup>2</sup> and D. Eytan<sup>3</sup>, (1) Bar-Ilan University, Ramat Gan, Israel, (2) School of Education, Bar - Ilan University, Ramat Gan, Israel, (3) School of Education, Bar Ilan University, Ramat Gan, Israel
- 160 **110.160** Randomized Comparison of Two Instructional Sequences for Imitation Intervention for Children with Autism Spectrum Disorder **E. Espanola**<sup>1</sup>, A. Gutierrez Jr.<sup>2</sup> and M. N. Hale<sup>1</sup>, (1) University of Miami, Coral Gables, FL, (2) University of Miami, Miami, FL
- 161 **110.161** Short-Term Parent-Mediated PRT: Teaching Social Initiation to Children with Autism Spectrum Disorder through Question Asking **S. Popovic**<sup>1</sup> and E. M. Starr<sup>2</sup>, (1) University of Windsor, Windsor, ON, Canada, (2) Faculty of Education, University of Windsor, Windsor, ON, CANADA
- 162 **110.162** Speech Language Pathologists' (SLPs) Knowledge and Use of Factors Found in Research to Predict, Moderate, and Mediate Response to Augmentative and Alternative Communication (AAC) Intervention for Children with Autism **S. B. Sievers**<sup>1</sup>, D. Trembath<sup>2</sup> and M. Westerveld<sup>3</sup>, (1) Allied Health, Griffith University, West End, Australia, (2) Menzies Health Institute, Griffith University, Australia, (3) Allied Health, Griffith University, Southport, Australia
- 163 **110.163** ▶ Strategies to Engage Underrepresented Parents in Child Intervention Services: A Review of Effectiveness and Use **M. Pellecchia**<sup>1</sup>, H. J. Nuske<sup>2</sup>, D. Straiton<sup>3</sup>, E. McGhee Hassrick<sup>4</sup>, A. Gulrud<sup>5</sup>, S. Iadarola<sup>6</sup>, S. F. Vejnaska<sup>7</sup>, B. Bullen<sup>8</sup>, R. Haine-Schlagel<sup>9</sup>, C. Kasari<sup>10</sup>, D. S. Mandell<sup>1</sup>, T. Smith<sup>6</sup> and **A. C. Stahmer**<sup>11</sup>, (1) University of Pennsylvania, Philadelphia, PA, (2) Psychiatry, University of Pennsylvania, Philadelphia, PA, (3) Psychology, Michigan State University, East Lansing, MI, (4) Drexel University A.J. Drexel Autism Institute, Philadelphia, PA, (5) UCLA Semel Institute for Neuroscience & Human Behavior, Los Angeles, CA, (6) University of Rochester Medical Center, Rochester, NY, (7) University of California, Davis, Sacramento, CA, (8) University of Rochester, Rochester, NY, (9) Child and Adolescent Services Research Center, San Diego, CA, (10) University of California Los Angeles, Los Angeles, CA, (11) Psychiatry and Behavioral Sciences, University of California at Davis MIND Institute, Sacramento, CA
- 164 **110.164** Targeting Joint Engagement in Toddlers with ASD: What Predicts Sustained Engagement at Study Follow-up? **A. J. Schlink**<sup>1</sup>, L. M. Baczewski<sup>2</sup>, K. Sterrett<sup>3</sup>, C. Kasari<sup>3</sup> and A. Gulrud<sup>4</sup>, (1) Semel Institute for Neuroscience and Human Behavior at UCLA, Los Angeles, CA, (2) Education, UCLA Center for Autism Research and Treatment, Los Angeles, CA, (3) University of California Los Angeles, Los Angeles, CA, (4) UCLA Semel Institute for Neuroscience & Human Behavior, Los Angeles, CA
- 165 **110.165** Teaching Object Labeling during Play to Children with Autism Spectrum Disorders **A. D. Duenas Duen**<sup>1,2</sup> and J. B. Plavnick<sup>3</sup>, (1) Counseling Education Psychology and Special Education, Michigan State University, East Lansing, MI, (2) Michigan State University, Okemos, MI, (3) Counseling, Educational Psychology, and Special Education, Michigan State University, East Lansing, MI
- 166 **110.166** The Effect of Parental Involvement in Preschool-Based Intervention on Parent-Teacher Agreement Regarding the Adaptive Skills of Children with ASD **A. Dangoor**<sup>1</sup>, T. Gev<sup>2,3</sup>, Y. Sinai<sup>4</sup>, G. Vivanti<sup>5</sup>, I. Mor Snir<sup>3</sup>, T. Patawsky-Peleg<sup>1</sup> and O. Golan<sup>3,4</sup>, (1) Department of Psychology, The Hebrew University of Jerusalem, Jerusalem, Israel, (2) Department of Psychology, Bar-Ilan University, Ramat Gan, Israel, (3) Association for Children at Risk, Givat-Shmuel, Israel, (4) Department of Psychology, Bar-Ilan University, Ramat-Gan, Israel, (5) A.J. Drexel Autism Institute, Drexel University, Philadelphia, PA
- 167 **110.167** The Effects of Prospectively Following High-Risk Infant Siblings with ASD: Observation Positively Alters Outcome **M. Micheletti**<sup>1</sup>, W. Jones<sup>2</sup>, S. Shultz<sup>3</sup>, A. Klin<sup>2</sup>, S. Hoffenberg<sup>1</sup>, C. Saulnier<sup>2</sup> and C. Klaiman<sup>4</sup>, (1) Marcus Autism Center, Atlanta, GA, (2) Marcus Autism Center, Children's Healthcare of Atlanta and Emory University School of Medicine, Atlanta, GA, (3) Marcus Autism Center, Children's Healthcare of Atlanta, Emory University, Atlanta, GA, (4) Emory University, Atlanta, GA
- 168 **110.168** ▶ The Stability of ASD Symptoms after One Year of Applied Behaviour Analysis **F. Rad**<sup>1</sup>, I. Mihailescu<sup>2</sup>, A. Buica<sup>3</sup>, M. C. Nedelcu<sup>4</sup>, C. Anghel<sup>5</sup> and I. Dobrescu<sup>3</sup>, (1) University of Medicine and Pharmacy Carol Davila, Child and Adolescent Psychiatry Department, Bucharest, Romania, (2) Child and Adolescent Psychiatry Department, Prof. Dr. Alex Obregia Psychiatry Hospital, Bucharest, Romania, (3) Child and Adolescent Psychiatry Department, University of Medicine and Pharmacy Carol Davila, Bucharest, Romania, (4) Cabinet Individual de Psihologie Maria Cristina Nedelcu, Bucuresti, ROMANIA
- 169 **110.169** ▶ The Therapeutic Relationship As Outcome Predictor in Music Therapy with Children with Autism **W. Schmid**<sup>1</sup>, C. Gold<sup>2</sup> and K. Mössler<sup>2</sup>, (1) The Grieg Academy - Department of Music, University of Bergen, Bergen, Norway, (2) GAMUT, Uni Research Health, Uni Research, Bergen, Norway
- 170 **110.170** Types of Parent Responsiveness: Longitudinal Changes Associated with a Parent-Mediated Intervention for Children at-Risk for ASD **A. A. Alzamel**<sup>1</sup>, D. Garrido<sup>2</sup>, L. R. Watson<sup>3</sup>, M. DuBay<sup>4</sup>, E. Crais<sup>5</sup>, G. Baranek<sup>6</sup>, G. Carballo<sup>2</sup>, R. Garcia-Retamero<sup>2</sup> and L. Turner-Brown<sup>7</sup>, (1) Department of Allied Health Sciences, University of North Carolina - Chapel Hill, Chapel Hill, NC, (2) University of Granada, Granada, Spain, (3) Allied Health Sciences, University of North Carolina at Chapel Hill, Chapel Hill, NC, (4) University of North Carolina, Chapel Hill, NC, (5) Department of Allied Health Sciences, University of North Carolina at Chapel Hill, Chapel Hill, NC, (6) Chan Division of Occupational Science and Occupational Therapy, University of Southern California, Los Angeles, CA, (7) UNC TEACCH Autism Program, University of North Carolina at Chapel Hill, Chapel Hill, NC

- 171 **110.171** ▶ Using the VABS-II Item Sets As Predictors of Outcome in Preschool-Based Esdm Vs. Preschool-Based Eclectic Intervention **M. Ben Yosef<sup>1</sup>**, Y. Sinai<sup>2</sup>, G. Vivanti<sup>3</sup>, I. Mor Snir<sup>4</sup>, O. Golan<sup>2,4</sup> and T. Gev<sup>1,4,5</sup>, (1)Department of Psychology, Tel Aviv –Yafo Academic College, Tel Aviv, Israel, (2)Department of Psychology, Bar Ilan University, Ramat-Gan, Israel, (3)A.J. Drexel Autism Institute, Drexel University, Philadelphia, PA, (4)Association for Children at Risk, Givat-Shmuel, Israel, (5)Department of Psychology, Bar-Ilan University, Ramat Gan, Israel
- 172 **110.172** Video Modeling Intervention for Toddlers with ASD **M. N. Hale<sup>1</sup>**, E. Espanola<sup>1</sup>, A. Gutierrez Jr.<sup>2</sup>, M. Sanchez<sup>3</sup>, I. Deveaux<sup>1</sup> and N. V. Roman<sup>1</sup>, (1)University of Miami, Coral Gables, FL, (2) University of Miami, Miami, FL, (3)Florida International University, Miami, FL
- 173 **110.173** Videogame Based on Full-Body Interaction Used As a Tool to Foster Social Conducts in Children with Autism Spectrum Disorders: A Feasibility Study on Pico's Adventure **M. A. Mairena<sup>1</sup>**, J. Mora<sup>2</sup>, L. Malinverni<sup>3</sup>, V. Padillo<sup>4</sup>, L. Valero<sup>5</sup>, A. Hervás<sup>5,6</sup> and N. Pares<sup>7</sup>, (1)Hospital Sant Joan de Déu, Barcelona, Spain, (2) InflightVR Software GmbH, Barcelona, Spain, (3)Pompeu Fabra University, Barcelona, Spain, (4)Ayuntamiento de Montornès de Vallès, Barcelona, Spain, (5)Instituto Global de Atención al Neurodesarrollo (IGAIN), Barcelona, Spain, (6)Mutua Terrassa University Hospital, Barcelona, Spain, (7)ICT, Pompeu Fabra University, Barcelona, Spain
- 177 **111.177** Complex Emotion Processing in Adults with Autism: Evidence of Atypical Brain Response Modulation **M. H. Black<sup>1,2</sup>**, K. Iyer<sup>3,4</sup>, M. A. Albrecht<sup>5</sup>, O. V. Lipp<sup>6</sup>, S. Bolte<sup>7,8,9</sup>, T. Tan<sup>2,3</sup> and S. J. Girdler<sup>8,10</sup>, (1)School of Occupational Therapy and Social Work, Curtin University, Perth, Australia, (2)Cooperative Research Centre for Living with Autism (Autism CRC), Long Pocket, Brisbane, Australia, (3)School of Mechanical Engineering, Curtin University, Perth, Western Australia, Australia, (4)School of Biological Sciences, University of Western Australia, Perth, Western Australia, Australia, (5)Curtin Health Innovation Research Institute, School of Public Health, Curtin University, Perth, Western Australia, Australia, (6)School of Psychology and Speech Pathology, Curtin University, Perth, Western Australia, Australia, (7)Karolinska Institutet, Stockholm, Sweden, (8)Cooperative Research Centre for Living with Autism (Autism CRC), Brisbane, Australia, (9)Child and Adolescent Psychiatry, Center for Psychiatry Research, Stockholm County Council, Sweden, (10)School of Occupational Therapy and Social Work, Curtin University, Perth, Western Australia, Australia
- 178 **111.178** Examining Complex Facial Emotion Processing in Typical Development and Autistic Traits: An Investigation of Dimensional Models of Emotion **M. H. Black<sup>1,2</sup>**, N. T. Chen<sup>2,3,4,5</sup>, O. V. Lipp<sup>6</sup>, S. Bolte<sup>6,7,8</sup>, M. Falkmer<sup>3,9</sup> and S. J. Girdler<sup>3,7</sup>, (1)School of Occupational Therapy and Social Work, Curtin University, Perth, Australia, (2)Cooperative Research Centre for Living with Autism (Autism CRC), Long Pocket, Brisbane, Australia, (3)School of Occupational Therapy and Social Work, Curtin University, Perth, Western Australia, Australia, (4)School of Psychological Sciences, University of Western Australia, Perth, Australia, (5)School of Psychology and Speech Pathology, Curtin University, Perth, Western Australia, Australia, (6)Karolinska Institutet, Stockholm, Sweden, (7)Cooperative Research Centre for Living with Autism (Autism CRC), Brisbane, Australia, (8)Child and Adolescent Psychiatry, Center for Psychiatry Research, Stockholm County Council, Sweden, (9)Curtin University, Bentley, Australia

**Poster Session**

**111 - Social Cognition and Social Behavior**

11:30 AM - 1:30 PM - Hall Grote Zaal

- 174 **111.174** Celebrating in Your Success, Suffering in Your Defeat: Self-Conscious Emotion Understanding in Adolescents with Autism **K. Jankowski** and J. H. Pfeifer, University of Oregon, Eugene, OR
- 175 **111.175** Atypical Conjunctive Visual Processing in ASD: Domain General or Face Specific? **F. Shafai<sup>1</sup>**, M. D. Barense<sup>2</sup>, S. Ferber<sup>2</sup> and R. A. Stevenson<sup>3</sup>, (1)The University of Western Ontario, London, ON, Canada, (2)Department of Psychology, University of Toronto, Toronto, ON, Canada, (3)Western University, London, ON, Canada
- 176 **111.176** Atypical Connectivity in Adults with Autism Spectrum Disorder during Complex Facial Emotion Recognition: An EEG Imaginary Coherence Study **M. H. Black<sup>1,2</sup>**, T. Almbuk<sup>3,4</sup>, M. A. Albrecht<sup>5</sup>, O. V. Lipp<sup>6</sup>, S. Bolte<sup>7,8,9</sup>, T. Tan<sup>2,10</sup> and S. J. Girdler<sup>8,11</sup>, (1)School of Occupational Therapy and Social Work, Curtin University, Perth, Australia, (2)Cooperative Research Centre for Living with Autism (Autism CRC), Long Pocket, Brisbane, Australia, (3)Department of Computing, Curtin University, Perth, Western Australia, Australia, (4)Computer Science Department, Omar Almkhatar University, Elbeida, Libya, (5)Curtin Health Innovation Research Institute, School of Public Health, Curtin University, Perth, Western Australia, Australia, (6)School of Psychology and Speech Pathology, Curtin University, Perth, Western Australia, Australia, (7) Karolinska Institutet, Stockholm, Sweden, (8)Cooperative Research Centre for Living with Autism (Autism CRC), Brisbane, Australia, (9) Child and Adolescent Psychiatry, Center for Psychiatry Research, Stockholm County Council, Sweden, (10)School of Mechanical Engineering, Curtin University, Perth, Western Australia, Australia, (11)School of Occupational Therapy and Social Work, Curtin University, Perth, Western Australia, Australia
- 179 **111.179** Autism Severity, Social Identity and Well-Being in Autistic Young People **K. Cooper** and A. Russell, University of Bath, Bath, United Kingdom of Great Britain and Northern Ireland
- 180 **111.180** Autistic Person or Person with Autism? the Effect of Diagnostic Terminology on First Impressions **K. M. DeBrabander**, K. E. Morrison and N. J. Sasson, University of Texas at Dallas, Richardson, TX
- 181 **111.181** Can Neurotypical Adults Identify Autism Based on Brief Samples of Behaviour? **E. Sheppard<sup>1</sup>** and J. Macgillivray<sup>2</sup>, (1)University of Nottingham, Nottingham, United Kingdom of Great Britain and Northern Ireland, (2)University of Nottingham, Nottingham, United Kingdom
- 182 **111.182** Autism Spectrum Disorders in Girls and Women with Turner Syndrome **J. Wolstencroft<sup>1</sup>**, W. Mandy<sup>2</sup> and D. H. Skuse<sup>3</sup>, (1)UCL GOS ICH, London, United Kingdom, (2)University College London, London, United Kingdom of Great Britain and Northern Ireland, (3)Behavioural Sciences Unit, UCL Great Ormond Street Institute of Child Health, London, United Kingdom
- 183 **111.183** Can You Spot a Liar? Lie Detection and Mindreading Abilities in Adults with Autism Spectrum Disorder **C. Grainger<sup>1</sup>**, T. Nicholson<sup>2</sup>, S. E. Lind<sup>3</sup>, P. Carruthers<sup>4</sup> and D. M. Williams<sup>5</sup>, (1) University of Stirling, Stirling, United Kingdom, (2)University of Kent, Canterbury, England, United Kingdom, (3)Psychology, City, University of London, London, United Kingdom, (4)University of Maryland, College Park, MD, (5)University of Kent, Canterbury, United Kingdom



- 184 **111.184** Capture the Face: Motion-Capture Patterns of Dynamic Facial Expressions in ASD **E. Zane**<sup>1</sup>, L. Pozzan<sup>2</sup>, Z. Yang<sup>3</sup>, T. Guha<sup>3</sup>, S. Narayanan<sup>3</sup> and R. Grossman<sup>4</sup>, (1)FACE Lab, Emerson College, FACE Lab, Boston, MA, (2)Amazon, Cambridge, MA, (3)University of Southern California, Los Angeles, CA, (4)CSD, Emerson College, Boston, MA
- 185 **111.185** Classic Social Psychological Phenomena across the Autism Spectrum: Three Empirical Tests of the Integrated Self-Categorization Model of Autism **D. Skorich**, K. Bertschy, S. A. Haslam, K. S. Karimi and C. J. Santos, University of Queensland, Brisbane, Australia
- 186 **111.186** Contribution of the Social Cognition Evaluation Battery "Clacos" **E. Houy-Durand**<sup>1</sup>, S. Morel-Kohlmeier<sup>2</sup>, A. Thillay<sup>3</sup>, M. Barbier<sup>4</sup>, I. Amado<sup>5</sup>, L. Brenugat-Herne<sup>6</sup>, I. Carteau-Martin<sup>6</sup>, C. Danset-Alexandre<sup>5</sup>, B. Gaudelus<sup>7</sup>, J. Graux<sup>2</sup>, E. Peyroux<sup>8</sup>, Z. Prost<sup>8</sup> and F. Bonnet-Brilhaut<sup>1</sup>, (1)UMR930 Inserm, Université François-Rabelais de Tours, Tours, France, (2)UMR Inserm U930 Imagerie et Cerveau, Université François-Rabelais de Tours, CHRU de Tours, TOURS, France, (3)UMR INSERM U930, Tours Cedex 9, France, (4)UMR Inserm U930 Imagerie et Cerveau, Université François-Rabelais de Tours, TOURS, France, (5)SHU Centre Hospitalier Sainte Anne, PARIS, France, (6)groupe de travail « Cognition » - Institut de Psychiatrie - GDR 3557, TOURS, France, (7)Centre référent de réhabilitation psychosociale et remédiation cognitive CL3R-SUR, Le Vinatier Hospital, Lyon, France, (8)Le Vinatier Hospital, LYON, France
- 187 **111.187** Correlates of Social Functioning in Autism Spectrum Disorder and Typical Development: A Systematic Review and Meta-Regression Analysis **K. Bottema-Beutel**<sup>1</sup>, S. Y. Kim<sup>1</sup>, S. Crowley<sup>1</sup> and J. Cuda<sup>2</sup>, (1)Lynch School of Education, Boston College, Chestnut Hill, MA, (2)Boston College, Chestnut Hill, MA
- 188 **111.188** Does Gender Affect Mood in Children and Adolescents with Autism Spectrum Disorder? **J. L. Lillis**<sup>1</sup> and M. Stokes<sup>2</sup>, (1)Deakin University Australia, Melbourne, Australia, (2)Deakin University, Burwood, Australia
- 189 **111.189** Dyadic Physiological Interdependence and Social Reciprocity in ASD **O. Saunders Wilder**<sup>1</sup>, J. Sullivan<sup>2</sup>, K. T. Johnson<sup>1</sup>, R. V. Palumbo<sup>2</sup>, C. Cumpansasiou<sup>2</sup>, R. W. Picard<sup>3</sup> and M. S. Goodwin Ph.D<sup>2</sup>, (1)MIT Media Lab, Cambridge, MA, (2)Northeastern University, Boston, MA, (3)MIT, Cambridge, MA
- 190 **111.190** Emotion Regulation, Emotionality, and Expression of Emotions: A Link between Social Functioning and ASD Symptoms in Children with ASD and Their Peers **N. M. Reyes**<sup>1</sup>, R. S. Factor<sup>2</sup> and A. Scarpa<sup>2</sup>, (1)University of Colorado - Denver, Denver, CO, (2)Virginia Tech, Blacksburg, VA
- 191 **111.191** Emotional Language Use in Descriptions of Social and/or Emotional Pictures By Younger and Older Children with ASD **E. J. Teh**<sup>1</sup>, M. J. Yap<sup>1</sup> and S. J. Rickard Liow<sup>2</sup>, (1)Psychology, National University of Singapore, Singapore, Singapore, (2)Otolaryngology, National University of Singapore, Singapore, Singapore
- 192 **111.192** Evaluations of Social Interactions By Adolescents with and without ASD **L. V. Usher**<sup>1</sup>, C. A. Burrows<sup>2</sup>, D. S. Messinger<sup>2</sup> and H. A. Henderson<sup>3</sup>, (1)University of Wisconsin-Madison Waisman Center, Madison, WI, (2)University of Miami, Coral Gables, FL, (3)University of Waterloo, Waterloo, ON, Canada
- 193 **111.193** Examining Reciprocal and Predictive Relations Among Social, Language and Emotion Regulation Skills across Early Childhood in a Longitudinal Sample of Children with ASD. **V. P. Reinhardt**<sup>1</sup>, J. B. McCauley<sup>2</sup>, C. W. Nordahl<sup>1</sup>, D. G. Amaral<sup>1</sup> and M. Solomon<sup>3</sup>, (1)Psychiatry and Behavioral Sciences, University of California at Davis, MIND Institute, Sacramento, CA, (2)UC Davis MIND Institute, Sacramento, CA, (3)Department of Psychiatry & Behavioral Sciences, MIND Institute, Sacramento, CA
- 194 **111.194** Examining the Intertwined Development of Prosocial Skills and ASD Symptoms in Adolescence **A. M. Sluiter-Oerlemans**<sup>1</sup>, N. N. J. Rommelse<sup>2,3</sup>, J. K. Buitelaar<sup>4,5</sup> and C. A. Hartman<sup>1</sup>, (1)Department of Psychiatry, Interdisciplinary Center Psychopathology and Emotion Regulation (ICPE), University Medical Center Groningen, Groningen, Netherlands, (2)Karakter Child and Adolescent Psychiatry University Centre, Nijmegen, Netherlands, (3)Department of Psychiatry, Donders Institute for Brain, Cognition and Behaviour, Radboud university medical center, Nijmegen, Netherlands, (4)Department of Cognitive Neuroscience, Donders Institute for Brain, Cognition and Behaviour, Radboud University Medical Center Nijmegen, Donders Institute for Brain, Cognition and Behaviour, Nijmegen, Netherlands, (5)Radboud University Medical Center Nijmegen, Donders Institute for Brain, Cognition and Behaviour, Nijmegen, Netherlands
- 195 **111.195** Examining the Relationship between Level of Autistic Traits, Social Anxiety, and Social Network Size Among First Year University Students **J. Lei**<sup>1</sup>, A. Russell<sup>2</sup>, C. Ashwin<sup>2</sup> and M. Brosnan Ph.D<sup>3</sup>, (1)Centre for Applied Autism Research, University of Bath, Bath, United Kingdom, (2)University of Bath, Bath, United Kingdom of Great Britain and Northern Ireland, (3)Centre for Applied Autism Research, University of Bath, Bath, United Kingdom of Great Britain and Northern Ireland
- 196 **111.196** Measuring Social Networks and Perceived Social Support in Autism Spectrum Disorder: Development and Feasibility Pilot Study of an Online Tool **J. Lei**<sup>1</sup>, A. Russell<sup>2</sup>, C. Ashwin<sup>2</sup> and M. Brosnan Ph.D<sup>3</sup>, (1)Centre for Applied Autism Research, University of Bath, Bath, United Kingdom, (2)University of Bath, Bath, United Kingdom of Great Britain and Northern Ireland, (3)Centre for Applied Autism Research, University of Bath, Bath, United Kingdom of Great Britain and Northern Ireland
- 197 **111.197** Examining the Relationship between Social Anxiety and Quality of Social Skills Among Adolescents with ASD Following the UCLA PEERS® Intervention **J. Wu**<sup>1</sup>, P. Johnson<sup>2</sup>, N. Rosen<sup>3</sup>, M. Jolliffe<sup>4</sup> and E. Laugeson<sup>5</sup>, (1)PEERS lab: UCLA PEERS Clinic, Los Angeles, CA, (2)UCLA PEERS Clinic, Los Angeles, CA, (3)Psychiatry, UCLA, Los Angeles, CA, (4)Psychiatry, UCLA PEERS Clinic, Los Angeles, CA, (5)Semel Institute for Neuroscience and Human Behavior, UCLA, Los Angeles, CA
- 198 **111.198** For Better or for Worse? Social Camouflaging, Mental Health and Wellbeing in Autistic Adults. **L. Levy**<sup>1</sup>, L. Hull<sup>2</sup>, M. C. Lai<sup>3,4,5,6</sup>, S. Baron-Cohen<sup>7</sup>, C. Allison<sup>7</sup>, P. Smith<sup>7</sup> and W. Mandy<sup>2</sup>, (1)University College London, London, United Kingdom, (2)University College London, London, United Kingdom of Great Britain and Northern Ireland, (3)Department of Psychiatry, National Taiwan University Hospital and College of Medicine, Taipei, Taiwan, (4)Autism Research Centre, Department of Psychiatry, University of Cambridge, Cambridge, United Kingdom, (5)University of Toronto, Toronto, ON, Canada, (6)Centre for Addiction and Mental Health, Toronto, ON, Canada, (7)University of Cambridge, Cambridge, United Kingdom

- 199 **111.199** Higher Tonic Alerting and Lower Reactivity to Exogenous Stimuli Predict Social Cognition in Autism: A Pupillometry Marker of Sensory Processing **N. Mueller**<sup>1,2</sup>, L. Poustka<sup>3</sup> and C. M. Freitag<sup>4</sup>, (1) Department of Child and Adolescent Psychiatry and Psychotherapy, University Hospital Frankfurt, Frankfurt, Germany, (2)none, none, Germany, (3)Medical University of Goettingen, Goettingen, Germany, (4)Autism Research and Intervention Center of Excellence Frankfurt, University Hospital Frankfurt, Frankfurt am Main, Germany
- 200 **111.200** Imagination Matters: Effects of Autistic Traits on Stereotyping and Stereotype Reduction in Non-Clinical Population **L. S. Iao** and E. Jones, Department of Psychology, Nottingham Trent University, Nottingham, United Kingdom
- 201 **111.201** Impairments in Cognitive Empathy and Alexithymia Occur Independently of Executive Functioning in College Students with Autism **T. Ziermans**<sup>1</sup>, Y. de Bruijn<sup>2</sup>, R. Dijkhuis<sup>3</sup>, W. G. Staal<sup>4,5,6</sup> and H. Swaab<sup>2</sup>, (1)University of Amsterdam, Amsterdam, Netherlands, (2)Leiden University, Leiden, Netherlands, (3)University of Leiden, Leiden, Netherlands, (4)Department of Cognitive Neuroscience, Donders Institute for Brain, Cognition and Behaviour, Radboud University Nijmegen Medical Centre, Nijmegen, Netherlands, (5) Karakter Child and Adolescent Psychiatry University Centre, Nijmegen, Netherlands, (6)Institute for Brain and Cognition, Leiden University, Leiden, Netherlands
- 202 **111.202** Implicit Versus Explicit Metacognition in ASD **D. M. Williams**<sup>1</sup>, T. Nicholson<sup>2</sup>, C. Grainger<sup>3</sup>, P. Carruthers<sup>4</sup> and S. E. Lind<sup>5</sup>, (1)University of Kent, Canterbury, United Kingdom, (2)University of Kent, Canterbury, England, United Kingdom, (3)University of Stirling, Stirling, United Kingdom, (4)University of Maryland, College Park, MD, (5)Psychology, City, University of London, London, United Kingdom
- 203 **111.203** It's All Good: Contextual Emotional Incongruity in Spontaneous Facial Expressions of Children with ASD **R. Grossman**<sup>1,2</sup>, M. Sager<sup>2</sup>, H. Ventresca<sup>2</sup>, K. Gallery<sup>2</sup>, J. Mertens<sup>1</sup> and E. Zane<sup>3</sup>, (1)FACE Lab, Emerson College, Boston, MA, (2)CSD, Emerson College, Boston, MA, (3)FACE Lab, Emerson College, FACE Lab, Boston, MA
- 204 **111.204** Joint Attention Behavior for Children with Autism Spectrum Disorder (ASD) Interacted with Social Robots **W. Cao**<sup>1</sup>, W. Song<sup>2</sup>, X. Li<sup>3</sup>, S. Zheng<sup>4</sup>, G. Zhang<sup>5</sup>, Y. Wu<sup>3</sup>, S. He<sup>2</sup>, H. Zhu<sup>2,6</sup> and J. Chen<sup>2,7</sup>, (1)South China Normal University, Guangzhou, China, (2)Centre for Optical and Electromagnetic Research, South China Academy of Advanced Optoelectronics, South China Normal University, Guangzhou, China, (3)School of Psychology, South China Normal University, Guangzhou, China, (4)School of Physics and Telecommunication Engineering, South China Normal University, Guangzhou, China, (5)Caihongqiao children rehabilitation and service center of Panyu district, Guangzhou, China, (6)Child Developmental & Behavioral Center, Third Affiliated Hospital of SUN YAT-SEN University, Guangzhou, China, (7)KTH Royal Institute of Technology, Stockholm, Sweden
- 205 **111.205** Moral Identity and Perceptions of Moral Exemplars in Young Adults with Autism Spectrum Disorder **A. K. Senland**, Psychology, Trinity College, Hartford, CT
- 206 **111.206** Oxytocin Treatment Modulates Social Affect in Autism **A. Mayer**<sup>1</sup>, A. K. Wermter<sup>2</sup>, S. Stroth<sup>3</sup>, M. Haberhausen<sup>2</sup>, T. Stehr<sup>4</sup>, I. Kamp-Becker<sup>5</sup>, F. Paulus<sup>6</sup> and S. Krach<sup>7</sup>, (1)Lübeck University, Lübeck, Germany, (2)Department of Child and Adolescent Psychiatry, Psychosomatics and Psychotherapy, Philipps University of Marburg, Marburg, Germany, (3)Philipps University Marburg, Marburg, Germany, (4)Department of Child and Adolescent Psychiatry, Psychosomatics and Psychotherapy, Philipps University Marburg, Marburg, Germany, (5)Department of Child and Adolescent Psychiatry, Psychosomatics and Psychotherapy, Philipps University Marburg, Schutzenstr 49, Germany, (6)Philipps-University Marburg, Marburg, Germany, (7)Center of Brain, Behavior and Metabolism, Luebeck, Germany
- 207 **111.207** Positive Affect Facilitates Eye Gaze Following in Preschoolers with Autism **A. N. Dennis**<sup>1</sup>, D. Hedley<sup>2</sup>, G. Vivanti<sup>3</sup>, C. Dissanayake<sup>2</sup> and H. J. Nuske<sup>4</sup>, (1)Department of Psychology, Haverford College, Haverford, PA, (2)Olga Tennison Autism Research Centre, La Trobe University, Melbourne, Australia, (3) A.J. Drexel Autism Institute, Drexel University, Philadelphia, PA, (4) Psychiatry, University of Pennsylvania, Philadelphia, PA
- 208 **111.208** Quantifying the Social Gaze in Ongoing Triadic Interaction **A. Hartz**<sup>1</sup>, M. Jording<sup>2</sup>, B. Guth<sup>1</sup>, K. Vogeley<sup>2</sup> and M. Schulte-Ruther<sup>1</sup>, (1)Department of Child and Adolescent Psychiatry, Psychosomatics and Psychotherapy, University Hospital RWTH Aachen, Aachen, Germany, (2)Department of Psychiatry and Psychotherapy, University Hospital Cologne, Cologne, Germany
- 209 **111.209** Re-Evaluating the Reduced Social Motivation Theory of Autism **I. Dubey**<sup>1</sup>, S. Brett<sup>1</sup>, L. Ruta<sup>2</sup>, M. K. Belmonte<sup>3</sup>, V. Patel<sup>4</sup>, G. Divan<sup>5</sup>, J. Dasgupta<sup>6</sup>, S. Gulati<sup>7</sup>, S. Bhavnani<sup>8</sup>, D. Mukherjee<sup>6</sup>, R. Bishain<sup>8</sup>, S. Chandran<sup>8</sup>, G. Lockwood Estrin<sup>9</sup>, T. Gliga<sup>8</sup>, M. H. Johnson<sup>10</sup> and B. Chakrabarti<sup>1</sup>, (1)School of Psychology and Clinical Language Sciences, University of Reading, Reading, United Kingdom, (2)Institute of Applied Sciences and Intelligent Systems, National Research Council of Italy (CNR), Messina, Italy, (3)Com DEALL Trust, Bangalore, India, (4)Department of Global Health and Population, Harvard Medical School, Boston, MA, (5)Sangath, New Delhi, INDIA, (6)Centre for Chronic Conditions and Injuries, Public Health Foundation of India, Gurgaon, India, (7)Child Neurology Division Department of Pediatrics, All India Institute of Medical Sciences, Delhi, India, (8)Computer Science and Engineering, Indian Institute of technology, Mumbai, India, (9)Centre for Brain and Cognitive Development, Birkbeck University of London, London, United Kingdom, (10)Centre for Brain and Cognitive Development, Birkbeck, University of London, London, United Kingdom
- 210 **111.210** Relations between Spontaneous and Explicit Mentalizing in Autism and Typical Development **K. R. Warnell**<sup>1</sup>, S. Maniscalco<sup>2</sup>, K. A. Schaefer<sup>1</sup>, J. K. Ifesinachukwu<sup>1</sup>, S. Mensor<sup>1</sup>, L. A. Kirby<sup>2</sup> and E. Redcay<sup>2</sup>, (1)Department of Psychology, Texas State University, San Marcos, TX, (2)Department of Psychology, University of Maryland, College Park, MD
- 211 **111.211** Relative Expressive Language Deficits Predict Anxiety in Youth with Autism Spectrum Disorder **P. E. Young**<sup>1</sup>, L. A. Santore<sup>2</sup>, C. M. Esposito<sup>3</sup>, A. H. Gerber<sup>4</sup> and M. D. Lerner<sup>2</sup>, (1)The Social Competence and Treatment Lab at Stony Brook University, Stony Brook, NY, (2)Stony Brook University, Stony Brook, NY, (3)Stony Brook University, Staten Island, NY, (4)Psychology, Stony Brook University, Stony Brook, NY

- 212 **111.212** Self-Identified Motivations for Engaging in Sexual Offending By Offenders with Autism Spectrum Disorder **K. L. Payne<sup>1</sup>**, K. L. Maras<sup>2</sup>, A. Russell<sup>3</sup> and M. Brosnan Ph.D<sup>4</sup>, (1)Psychology, University of Bath, Bath, United Kingdom, (2)Psychology, Centre for Applied Autism Research, University of Bath, Bath, United Kingdom, (3)University of Bath, Bath, United Kingdom of Great Britain and Northern Ireland, (4)Centre for Applied Autism Research, University of Bath, Bath, United Kingdom of Great Britain and Northern Ireland
- 213 **111.213** Sex Differences in Social Attention and Motivation in Autism: An Eye Tracking Study **C. Harrop<sup>1</sup>**, D. Jones<sup>1</sup>, S. Zheng<sup>1</sup>, S. Nowell<sup>2</sup>, B. Boyd<sup>1</sup> and N. J. Sasson<sup>3</sup>, (1)University of North Carolina at Chapel Hill, Chapel Hill, NC, (2)University of North Carolina at Chapel Hill, Carrboro, NC, (3)University of Texas at Dallas, Richardson, TX
- 214 **111.214** Social Cognition Contributes to Social Functioning in Adults with Autism **K. E. Morrison**, A. E. Pinkham and N. J. Sasson, University of Texas at Dallas, Richardson, TX
- 215 **111.215** Social Interaction between Friends and Non Reciprocal Friends in a School-Aged Boy with Autism. **J. Rodríguez-Medina Sr<sup>1</sup>**, H. Rodríguez-Navarro<sup>2</sup>, M. Jiménez Ruiz<sup>2</sup>, V. Arias<sup>3</sup>, B. Rubia-Avi<sup>2</sup> and B. Arias<sup>4</sup>, (1)Center for Transdisciplinary Research in Education, University of Valladolid, Valladolid, Spain, (2)Department of Pedagogy, University of Valladolid (Spain), Valladolid, Spain, (3) University of Salamanca (Spain), Salamanca, Spain, (4)Department of Psychology, University of Valladolid (Spain), Valladolid, Spain
- 216 **111.216** Social Pain and Emotional Egocentricity in High-Functioning Autism-Spectrum-Disorder: Behavioral and Neurophysiological Evidence **H. M. Hartmann<sup>1</sup>**, H. H. Hitz<sup>2</sup>, P. Stepnicka<sup>2</sup>, L. Lengersdorff<sup>1</sup> and G. Silani<sup>2</sup>, (1)Social, Cognitive and Affective Neuroscience Unit, Department of Basic Psychological Research and Research Methods, University of Vienna, Vienna, Austria, (2)Department of Applied Psychology: Health, Development, Enhancement and Intervention, University of Vienna, Vienna, Austria
- 217 **111.217** Social Partner Gaze Direction and Conversational Phase: Factors Affecting Social Attention during Face-to-Face Conversations in Autistic Adults? **M. Freeth<sup>1</sup>** and P. Bugembe<sup>2</sup>, (1)Psychology Department, University of Sheffield, Sheffield, United Kingdom, (2) Psychology department, University of Sheffield, Sheffield, United Kingdom
- 218 **111.218** Social Proficiency Relates to Socially-Adaptive Mirror System Functioning **J. Prinsen<sup>1</sup>** and K. Alaerts<sup>2</sup>, (1)Rehabilitation Sciences, KU Leuven, Leuven, Belgium, (2)Rehabilitation Sciences, University of Leuven, KU Leuven, Leuven, Belgium
- 219 **111.219** Social Stress and Autonomic Arousal in Young, High-Functioning Adults with Autism Spectrum Disorder. **R. Dijkhuis<sup>1</sup>**, H. Swaab<sup>2</sup>, W. G. Staal<sup>3</sup>, S. Van Rijn<sup>4</sup> and T. Ziermans<sup>5</sup>, (1) University of Leiden, Leiden, Netherlands, (2)Leiden University, Leiden, Netherlands, (3)Institute for Brain and Cognition, Leiden University, Leiden, Netherlands, (4)Leiden University, Leiden, Leiden, Netherlands, (5)University of Amsterdam, Amsterdam, Netherlands
- 220 **111.220** Subjective Beliefs about Social Skills Importance, but Not about Social Skills, Predict Peer Interactions in Adolescents with Autism Spectrum Disorder **L. A. Santore**, E. Kang, S. L. Sommer, C. E. Simson, D. Kumar and M. D. Lerner, Stony Brook University, Stony Brook, NY
- 221 **111.221** Subtle Differences in Subjective Wellbeing for Adolescents with Autism Spectrum Disorder. **P. Ashton** and M. Stokes, Deakin University, Burwood, Australia
- 222 **111.222** Temperament Mediates the Relationship between Symptom Severity and Adaptive Functioning in School-Aged Children with Autism Spectrum Disorder **V. Lee<sup>1</sup>**, E. Duku<sup>2</sup>, L. Zwaigenbaum<sup>3</sup>, T. Bennett<sup>4</sup>, P. Szatmari<sup>5</sup>, S. E. Bryson<sup>6</sup>, M. Elsabbagh<sup>7</sup>, E. Fombonne<sup>8</sup>, P. Miranda<sup>9</sup>, W. Roberts<sup>10</sup>, I. M. Smith<sup>11</sup>, W. J. Ungar<sup>12</sup>, T. Vaillancourt<sup>13</sup>, J. Volden<sup>14</sup>, C. Waddell<sup>15</sup>, A. Thompson<sup>2</sup> and S. Georgiades<sup>2</sup>, (1)McMaster University-Offord Centre, Hamilton, ON, Canada, (2)McMaster University, Hamilton, ON, Canada, (3) Pediatrics, University of Alberta, Edmonton, AB, Canada, (4)Offord Centre for Child Studies, McMaster University, Hamilton, ON, CANADA, (5)The Hospital for Sick Children, Toronto, ON, Canada, (6)Dalhousie University, Halifax, NS, Canada, (7)McGill University, Montreal, PQ, Canada, (8)Psychiatry, Pediatrics & Behavioral Neurosciences, Oregon Health & Science University, Portland, OR, (9)University of British Columbia, Vancouver, BC, Canada, (10) University of Toronto, Toronto, ON, Canada, (11)Dalhousie University / IWK Health Centre, Halifax, NS, CANADA, (12)University of Toronto / The Hospital for Sick Children, Toronto, ON, Canada, (13)University of Ottawa, Ottawa, ON, Canada, (14)University of Alberta, Edmonton, AB, Canada, (15)Simon Fraser University, Vancouver, BC, V6B 5K3, BC, Canada
- 223 **111.223** The Aesthetic Perception Ability in Autism Spectrum Disorders: A Behavioural and Eye-Tracking Study **S. Peretti<sup>1</sup>**, M. C. Pino<sup>1</sup>, M. Mariano<sup>1</sup>, C. Di Dio<sup>2</sup>, M. Valenti<sup>1,3</sup> and M. Mazza<sup>1</sup>, (1) Department of Applied Clinical Sciences and Biotechnology, University of L'Aquila, L'Aquila, Italy, (2)Department of Psychology, Università Cattolica Sacro Cuore, Milano, Italy, (3)Reference Centre for Autism of the Abruzzo Region, L'Aquila, Italy
- 224 **111.224** The Impact of Attention-Deficit/Hyperactivity Disorder and Motor Deficit on Socio-Emotional Behaviors of School-Aged Children with Autism Spectrum Disorder **Y. J. Shen<sup>1</sup>**, S. J. Chew<sup>2</sup> and L. C. Chen<sup>2,3</sup>, (1)National Taiwan University, Taipei city, Taiwan (Province of China), (2)School and Graduate Institute of Physical Therapy, College of Medicine, National Taiwan University, Taipei, Taiwan, (3)Department of Physical Therapy, Fooyin University, Kaohsiung, Taiwan
- 225 **111.225** The Impact of Autistic Traits on Prosody and Gesture Perception **L. Shim<sup>1</sup>**, F. Pollick<sup>2</sup> and I. M. Eigsti<sup>3</sup>, (1)University of Glasgow, Glasgow, United Kingdom of Great Britain and Northern Ireland, (2)University of glasgow, Glasgow, United Kingdom, (3) University of Connecticut, Storrs, CT
- 226 **111.226** The Respiratory Sinus Arrhythmia in Young, Low-Functioning Children with and without Autism Spectrum Disorder **J. Lauttia<sup>1</sup>**, T. M. Helminen<sup>1</sup>, S. M. Kivimäki<sup>2</sup>, K. Eriksson<sup>3</sup> and A. Kylliäinen<sup>4</sup>, (1)University of Tampere, Tampere, Finland, (2)City of Helsinki, Helsinki, Finland, (3)University of Tampere and Tampere University Hospital, Tampere, Finland, (4)Psychology, University of Tampere, Tampere, Finland
- 227 **111.227** The Role of Social Awareness and Motivation in Interpersonal Behavior and Imitation in Children with Autism **E. Moody<sup>1</sup>**, C. Ledbetter<sup>2</sup>, B. Barger<sup>3</sup>, N. M. Reyes<sup>4</sup> and S. Rosenberg<sup>5</sup>, (1)University of Colorado, Denver, Aurora, CO, (2)University of Colorado School of Medicine, Aurora, CO, (3)Georgia State University, Atlanta, GA, (4)University of Colorado - Denver, Denver, CO, (5)University of Colorado, Aurora, CO



- 228 **111.228** Toddlers with Autism Observe the World in a More Variable Manner Exhibiting Large Intra-Individual Variability **I. Avni<sup>1</sup>**, A. Bar-Sinai<sup>2</sup>, I. Menashe<sup>3</sup>, G. Meiri<sup>4</sup> and I. Dinstei<sup>5,6,7</sup>, (1)Cognitive and Brain Sciences, Ben Gurion University of the Negev, Israel, Be'er sheva, Israel, (2)Ben Gurion University of the Negev, Beer Sheva, Israel, (3) Public Health Department, Ben-Gurion University, Beer Sheva, Israel, (4)Soroka Medical Center, Beer Sheba, Israel, (5)Department of Psychology, Ben Gurion University of the Negev, Beer Sheba, Israel, (6)Negev Autism Center, Ben Gurion University of the Negev, Beer Sheba, Israel, (7)Department of Cognitive and Brain Sciences, Ben Gurion University of the Negev, Beer Sheba, Israel
- 229 **111.229** Where Do Children with ASD Look for Information in Ambiguous Social Situations? **A. Porthukaran<sup>1</sup>**, M. Hooper<sup>2</sup>, M. Davies<sup>1</sup>, J. Abrams<sup>1,3</sup> and J. M. Bebko<sup>1</sup>, (1)York University, Toronto, ON, Canada, (2)York University, Toronto, ON, CANADA, (3)Durham Catholic District School Board, Toronto, ON, Canada
- 230 **111.230** Young Adults' Autistic Behaviors Predict P1 and N170 ERP Responses to Emotion Stimuli **S. C. Taylor<sup>1,2</sup>** and C. L. Dickter<sup>3</sup>, (1)College of William and Mary, Williamsburg, VA, (2)Neuroscience Graduate Group, University of Pennsylvania, Philadelphia, PA, (3) College of William & Mary, Williamsburg, VA
- 231 **111.231** The Role of Receptive and Expressive Language on Social Initiations in Young Children with Autism **R. A. Bowler**, E. A. Bisi, A. Thomas, C. Carlson and B. J. Wilson, Seattle Pacific University, Seattle, WA

- 1:57 **113.002** Cognitive and Behavioural Differences in Toddlers with Autism Spectrum Disorder from Multiplex and Simplex Families **C. Dissanayake<sup>1,2,3</sup>**, J. P. Searles<sup>4</sup>, J. Barbaro<sup>5</sup> and N. Sadka<sup>1</sup>, (1)Olga Tennon Autism Research Centre, La Trobe University, Melbourne, Australia, (2)Cooperative Research Centre for Living with Autism (Autism CRC), Long Pocket, Brisbane, Australia, (3)Olga Tennon Autism Research Centre, Bundoora, Australia, (4)Olga Tennon Autism Research Centre, La Trobe University, Bundoora, Australia, (5)Olga Tennon Autism Research Centre, La Trobe University, Melbourne, Victoria, Australia
- 2:09 **113.003** ▶ Early Identification of ASD through Telemedicine: Potential Value for Underserved Populations **N. A. Broderick<sup>1</sup>**, P. Juárez<sup>2</sup>, A. S. Weitlauf<sup>3</sup>, A. Nicholson<sup>4</sup>, A. Pasternak<sup>5</sup>, J. F. Hine<sup>2</sup>, A. Stainbrook<sup>6</sup> and Z. Warren<sup>7</sup>, (1)Pediatrics, Vanderbilt University Medical Center - Treatment and Research Institute for Autism Spectrum Disorder, Nashville, TN, (2)Vanderbilt University Medical Center, Nashville, TN, (3)Vanderbilt Kennedy Center, Antioch, TN, (4)Vanderbilt University, Pleasant View, TN, (5)Vanderbilt Kennedy Center/TRIAD, Nashville, TN, (6)Vanderbilt Kennedy Center, Nashville, TN, (7)Vanderbilt University, Nashville, TN
- 2:21 **113.004** Effectiveness of the STAT and STAT-Q within a Multidisciplinary Assessment for Early Identification of Autism Spectrum Disorder **V. Nanclares-Nogues**, Advocate Illinois Masonic Medical Center, Chicago, IL

**Oral Session - 1B**  
**114 - Diagnostic and Adaptive Profiles in Adolescents & Adults with ASD**  
 2:40 PM - 3:30 PM - Grote Zaal

**Poster Session**  
**112 - Miscellaneous**  
 11:30 AM - 1:30 PM - Hall Grote Zaal

- 232 **112.232** Do Kids with Autism Get "the Feels"?; Making Sense of Interoception **C. Tierney-Aves<sup>1</sup>**, K. Mahler<sup>1</sup>, A. Lazzara<sup>2</sup>, M. Veglia<sup>2</sup>, C. Lucas<sup>2</sup> and E. Miller<sup>2</sup>, (1)Penn State Hershey Medical Center, Hershey, PA, (2)Penn State Hershey College of Medicine, Hershey, PA
- 233 **112.233** Evaluating Digital Social Stories **E. Smith<sup>1</sup>**, H. Johnson<sup>1</sup>, A. Constantin<sup>2</sup> and M. Brosnan Ph.D<sup>3</sup>, (1)University of Bath, Bath, United Kingdom, (2)University of Edinburgh, Edinburgh, United Kingdom of Great Britain and Northern Ireland, (3)Centre for Applied Autism Research, University of Bath, Bath, United Kingdom of Great Britain and Northern Ireland
- 234 **112.234** Video Self-Modeling to Modify Aggressive Behaviors in Students Significantly Impacted By Autism Spectrum Disorder **K. Sadler**, University of Missouri - Columbia, Columbia, MO

- 2:40 **114.001** Investigating the Factors Underlying Discrepancies in IQ and Adaptive Functioning in ASD in the EU-AIMS Longitudinal European Autism Project (EU-AIMS LEAP) **J. Tillmann<sup>1</sup>**, T. Banaschewski<sup>2</sup>, S. Bolte<sup>3</sup>, J. K. Buitelaar<sup>4</sup>, A. San Jose Caceres<sup>5</sup>, C. H. Chatham<sup>6</sup>, D. V. Crawley<sup>7</sup>, R. Holt<sup>8</sup>, E. Loth<sup>9</sup>, B. Oakley<sup>10</sup>, E. Simonoff<sup>11</sup> and T. Charman<sup>11</sup>, (1)Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom of Great Britain and Northern Ireland, (2)University of Heidelberg, Heidelberg, Germany, (3)Karolinska Institutet, Stockholm, Sweden, (4)Department of Cognitive Neuroscience, Donders Institute for Brain, Cognition and Behaviour, Radboud University Medical Center Nijmegen, Donders Institute for Brain, Cognition and Behaviour, Nijmegen, Netherlands, (5)Forensic and Neurodevelopmental Sciences, King's College, London, United Kingdom of Great Britain and Northern Ireland, (6)Neuroscience, Ophthalmology, and Rare Diseases (NORD) Roche Pharma Research and Early Development, Roche Innovation Center Basel, Hoffmann La Roche, Basel, Switzerland, (7)Forensic and Neurodevelopmental Sciences, King's College, London, London, United Kingdom of Great Britain and Northern Ireland, (8)University of Cambridge, Cambridge, United Kingdom, (9)Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (10)Institute of Psychiatry, Psychology and Neuroscience, King's College London, Camberwell, United Kingdom of Great Britain and Northern Ireland, (11)King's College London, Institute of Psychiatry, Psychology and Neuroscience, London, United Kingdom

**Oral Session - 1A**  
**113 - Detecting and Diagnosing ASD in Toddlers**  
 1:45 PM - 2:35 PM - Grote Zaal

- 1:45 **113.001** ▶ Validating a New Visual Screener for Autism in an Unselected Sample of Low Income and Ethnic Minority Children **J. Harris<sup>1</sup>**, Y. M. Janvier<sup>2</sup>, C. N. Coffield<sup>3</sup>, D. S. Mandell<sup>4</sup>, Z. Cidav<sup>4</sup>, M. Lopez<sup>5</sup> and N. V. Gonzalez<sup>5</sup>, (1)Children's Specialized Hospital, Mountainside, NJ, (2)Medical, Children's Specialized Hospital, Toms River, NJ, (3)Pediatrics, Rutgers RWJ Medical School, New Brunswick, NJ, (4)University of Pennsylvania, Philadelphia, PA, (5) Autism, Children's Specialized Hospital, Fanwood, NJ

- 2:52 **114.002** Psychometric Properties of Questionnaires and Diagnostic Measures for Autism Spectrum Disorders in Adults: A Systematic Review **S. Wigham**<sup>1</sup>, J. Rodgers<sup>2</sup>, T. Berney<sup>3</sup>, A. LeCouteur<sup>4</sup>, B. Ingham<sup>5</sup> and J. Parr<sup>2</sup>, (1)Institute of Neuroscience, Newcastle University, Newcastle upon Tyne, United Kingdom, (2)Institute of Neuroscience, Newcastle University, Newcastle upon Tyne, United Kingdom, (3)Newcastle University, Newcastle upon Tyne, United Kingdom, (4)Institute of Health and Society, Newcastle University, Newcastle upon Tyne, United Kingdom, (5) Northumberland Tyne and Wear NHS Trust, Newcastle upon Tyne, United Kingdom
- 3:04 **114.003** Self-Reports Vs Observer Ratings of Autistic Traits: A Comparison of Their Validity over the Adult Lifespan **A. Roestorf BSc**<sup>1</sup>, S. B. Gaigg<sup>2</sup>, D. M. Williams<sup>3</sup> and D. M. Bowler<sup>2</sup>, (1) Psychology, City University London, London, United Kingdom of Great Britain and Northern Ireland, (2)Psychology, City, University of London, London, United Kingdom, (3)University of Kent, Canterbury, United Kingdom
- 3:16 **114.004** Predictors of Adaptive Behavior in Adolescents with ASD **B. Tomaszewski**<sup>1</sup>, S. Odom<sup>2</sup>, L. E. Smith DaWalt<sup>3</sup> and K. Hume<sup>4</sup>, (1)Frank Porter Graham Child Development Institute, Chapel Hill, NC, (2)University of North Carolina, Chapel Hill, NC, (3)Waisman Center-University of Wisconsin, Madison, WI, (4)University of North Carolina, Chapel Hill, Carrboro, NC

**Oral Session - 2A**

**115 - Brain Networks and Connectivity in ASD**

1:45 PM - 2:35 PM - Willem Burger Zaal

- 1:45 **115.001** Maturation of Resting State Power Spectrum and Functional Connectivity in Autism Spectrum Disorder **P. Garces**<sup>1</sup>, S. Baumeister<sup>2</sup>, L. Mason<sup>3</sup>, C. H. Chatham<sup>4</sup>, S. Holiga<sup>1</sup>, J. Dukart<sup>1</sup>, L. G. EU-AIMS<sup>5</sup>, D. Brandeis<sup>2,6</sup> and J. Hipp<sup>1</sup>, (1)Neuroscience, Ophthalmology, and Rare Diseases (NORD) Roche Pharma Research and Early Development. Roche Innovation Center Basel, Hoffmann-La Roche, Basel, Switzerland, (2)Department of Child and Adolescent Psychiatry and Psychotherapy, Central Institute of Mental Health, Medical Faculty Mannheim/Heidelberg University, Mannheim, Germany, (3)Centre for Brain and Cognitive Development, Birkbeck, University of London, London, United Kingdom, (4)Neuroscience, Ophthalmology, and Rare Diseases (NORD) Roche Pharma Research and Early Development. Roche Innovation Center Basel, Hoffmann La Roche, Basel, Switzerland, (5)EU-AIMS Organization, London, United Kingdom, (6)Department of Child and Adolescent Psychiatry, Psychiatric Hospital, University of Zürich, Zurich, Switzerland
- 1:57 **115.002** Altered Resting-State Functional Connectivity in Individuals with ASDs and Impaired Cognitive Functioning **M. A. Reiter**<sup>1,2</sup>, L. E. Mash<sup>1,2</sup>, J. Liu<sup>2</sup>, C. H. Fong<sup>2</sup>, A. C. Linke<sup>2</sup>, I. Fishman<sup>2</sup> and R. A. Mueller<sup>2</sup>, (1)Joint Doctoral Program in Clinical Psychology, SDSU / UC San Diego, San Diego, CA, (2)Brain Development Imaging Laboratories, Department of Psychology, San Diego State University, San Diego, CA
- 2:09 **115.003** Autistic Syndrome Modulates Interpersonal Neural Synchronization in Children with Autism Spectrum Disorder in Cooperative Interactions **Q. Wang**<sup>1</sup>, T. Liu<sup>2</sup>, Z. Han<sup>3</sup>, X. Hu<sup>3</sup>, H. Wang<sup>3</sup>, Y. Wu<sup>4</sup> and L. Yi<sup>4</sup>, (1)Peking University, Beijing, China, (2) School of Management, Zhejiang University, Hangzhou, China, (3) Beijing Normal University, Beijing, China, (4)School of Psychological and Cognitive Sciences, Peking University, Beijing, China

- 2:21 **115.004** The Non-Psychoactive Cannabinoid Cannabidiol (CBDV) Modulates the Functional Connectivity of the Default Mode Network in Adults with ASD but Not in Controls. **C. Pretzsch**<sup>1</sup>, J. Freyberg<sup>2</sup>, B. Voinescu<sup>2</sup>, R. A. Bethlehem<sup>3</sup>, M. Leming<sup>4</sup>, M. A. Mendez<sup>5</sup>, R. H. Wichers<sup>6</sup>, L. Ajram<sup>7</sup>, E. Daly<sup>8</sup>, D. G. Murphy<sup>8</sup>, S. C. Williams<sup>9</sup>, J. Suckling<sup>10</sup> and G. M. McAlonan<sup>8</sup>, (1)IoPPN King's College London, London, United Kingdom of Great Britain and Northern Ireland, (2)King's College London, London, United Kingdom, (3)Department of Psychiatry, University of Cambridge, Cambridge, UNITED KINGDOM, (4)University of Cambridge, Cambridge, United Kingdom, (5)Forensic and Neurodevelopmental Sciences, King's College London, London, United Kingdom, (6) Institute of Psychiatry, Psychology & Neurosciences, King's College London, UK, London, United Kingdom of Great Britain and Northern Ireland, (7)Institute of Psychiatry, London, United Kingdom of Great Britain and Northern Ireland, (8)Department of Forensic and Neurodevelopmental Sciences, and the Sackler Institute for Translational Neurodevelopment, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (9)Centre for Neuroimaging Sciences, King's College London, London, United Kingdom, (10)University of Cambridge, Cambridge, United Kingdom of Great Britain and Northern Ireland

**Oral Session - 2B**

**116 - Neural Development in Infants at Increased Risk of ASD**

2:40 PM - 3:30 PM - Willem Burger Zaal

- 2:40 **116.001** Early Salient Network Connectivity and Attention to Faces in Infants at High-Risk for ASD **T. Tsang**<sup>1</sup>, J. Liu<sup>1</sup>, L. P. Jackson<sup>2</sup>, C. Ponting<sup>1</sup>, S. Jeste<sup>1</sup>, S. Y. Bookheimer<sup>1</sup> and M. Dapretto Ph.D<sup>1</sup>, (1) University of California, Los Angeles, Los Angeles, CA, (2)UCLA, Los Angeles, CA
- 2:52 **116.002** Functional Connectivity during Language Processing in Infants with Familial Risk for ASD **X. A. Tran**<sup>1</sup>, N. M. McDonald<sup>2</sup>, A. H. Dickinson<sup>3</sup>, J. Frohlich<sup>4</sup>, M. Dapretto Ph.D<sup>3</sup> and S. Jeste<sup>3</sup>, (1) UCLA, Los Angeles, CA, (2)UCLA Center for Autism Research and Treatment, Los Angeles, CA, (3)University of California, Los Angeles, Los Angeles, CA, (4)University of California Los Angeles, Los Angeles, CA
- 3:04 **116.003** Application of Inter-Trial-Coherence Methods to Investigate Early Visual Processing in Infants at Familial Risk for ASD or ADHD **E. S. Piccardi**<sup>1</sup>, E. J. Jones<sup>1</sup>, T. Charman<sup>2</sup>, M. H. Johnson<sup>3</sup>, T. Gliga<sup>1</sup> and &. The BASIS Team<sup>1</sup>, (1)Centre for Brain and Cognitive Development, Birkbeck University of London, London, United Kingdom, (2)King's College London, Institute of Psychiatry, Psychology and Neuroscience, London, United Kingdom, (3) Centre for Brain and Cognitive Development, Birkbeck, University of London, London, United Kingdom
- 3:16 **116.004** Cortical Source Analysis of ERP Responses to Faces in Etiologically Distinct Groups of Infants at High-Risk for ASD **M. Guy**<sup>1</sup>, J. E. Richards<sup>2</sup> and J. Roberts<sup>3</sup>, (1)Loyola University Chicago, Chicago, IL, (2)University of South Carolina, Columbia, SC, (3) Department of Psychology, University of South Carolina, Columbia, SC

**Oral Session - 3A**

**117 - Well Being and Quality of Life in Adulthood**

1:45 PM - 2:35 PM - Willem Burger Hal

- 1:45 **117.001** Special Interests and Subjective Wellbeing in Autistic Adults **R. Grove**<sup>1</sup>, R. A. Hoekstra<sup>2</sup>, M. Wierda<sup>3</sup> and S. Begeer<sup>4</sup>, (1)University of New South Wales, Sydney, Australia, (2)Department of Psychology, King's College London, London, United Kingdom, (3)VU University, Amsterdam, Netherlands, (4)VU University Amsterdam, Amsterdam, Netherlands
- 1:57 **117.002** Patterns of Cognitive Reappraisal and Expressive Suppression Use and Relationship with Psychological Wellbeing in Youth on the Autism Spectrum: A Cluster Analysis Approach **R. Y. Cai**<sup>1</sup>, A. L. Richdale<sup>2</sup> and M. Uljarevic<sup>3,4,5</sup>, (1)Olga Tennison Autism Research Centre, La Trobe University, Melbourne, Australia, (2)Olga Tennison Autism Research Centre, Olga Tennison Autism Research Centre, Bundoora, Australia, (3) Olga Tennison Autism Research Centre, Olga Tennison Autism Research Centre, Melbourne, CA, (4)Cooperative Research Centre for Living with Autism (Autism CRC), Long Pocket, CA, (5)Department of Psychiatry and Behavioral Sciences, Stanford University School of Medicine, stanford, CA
- 2:09 **117.003** Quality of Life in the Adult Autism Population in the UK **A. Petrou**<sup>1</sup>, D. Mason<sup>2</sup>, J. Rodgers<sup>3</sup>, J. Parr<sup>3</sup>, D. Garland<sup>4</sup> and H. McConachie<sup>5</sup>, (1)Newcastle University, Newcastle Upon Tyne, United Kingdom of Great Britain and Northern Ireland, (2)Institute of Health and Society, Newcastle University, Newcastle-upon-Tyne, United Kingdom of Great Britain and Northern Ireland, (3)Institute of Neuroscience, Newcastle University, Newcastle Upon Tyne, United Kingdom, (4)Northumberland, Tyne & Wear NHS Foundation Trust, Newcastle upon Tyne, United Kingdom, (5)Institute of Health and Society, Newcastle University, Newcastle upon Tyne, United Kingdom
- 2:21 **117.004** Ageing with Autism: A Later Lifespan Approach to Cognition, Mental Health and Quality of Life **A. Roestorf BSc**<sup>1</sup>, P. Howlin<sup>2,3</sup>, C. Povey<sup>4</sup> and D. M. Bowler<sup>5</sup>, (1)Psychology, City University London, London, United Kingdom of Great Britain and Northern Ireland, (2)King's College London, London, United Kingdom, (3)The University of Sydney, Sydney, Australia, (4)The National Autistic Society, London, United Kingdom, (5) Psychology, City, University of London, London, United Kingdom

**Oral Session - 3B**

**118 - Molecular Pathways and Convergent Biology in Model Systems**

2:40 PM - 3:30 PM - Willem Burger Hal

- 2:40 **118.001** 16p11.2 Autism Risk Gene Kctd13 Deletion Reduces Synaptic Transmission Via Increased RhoA **C. Powell**<sup>1</sup>, C. O. Escamilla<sup>1</sup>, I. Filonova<sup>1,2</sup>, A. K. Walker<sup>1</sup>, Z. X. Xuan<sup>1</sup>, R. Holehonnur<sup>1</sup>, F. Espinosa<sup>1</sup>, S. Liu<sup>1</sup>, S. B. Thyme<sup>3</sup>, I. A. Lopez-Garcia<sup>1</sup>, D. B. Mendoza<sup>1</sup>, N. Usui<sup>1,4,5</sup>, J. Ellegood<sup>6</sup>, A. J. Eisch<sup>1,7</sup>, G. Konopka<sup>1</sup>, J. P. Lerch<sup>8</sup>, A. F. Schier<sup>9</sup> and H. Speed<sup>1</sup>, (1)The University of Texas Southwestern Medical Center, Dallas, TX, (2)Okinawa Institute of Science and Technology, Okinawa, Japan, (3)Molecular and Cellular Biology, Harvard University, Cambridge, MA, (4)Division of Developmental Mental Functions, University of Fukui, Fukui, Japan, (5)United Graduate School of Child Development, Osaka University, Osaka, Japan, (6)Hospital for Sick Children, Toronto, ON, Canada, (7)Department of Anesthesiology and Critical Care Medicine, The Children's Hospital of Philadelphia Research Institute, Philadelphia, TX, (8)The Hospital for Sick Children, Toronto, ON, Canada, (9)Harvard University, Cambridge, MA

- 2:52 **118.002** A Cellular and Molecular Basis for Social Behavior Deficits in Autism **M. P. Anderson**, Pathology and Neurology, Harvard Medical School/Beth Israel Deaconess Medical Center, Boston, MA
- 3:04 **118.003** Evaluation of Convergent Molecular Pathways during Neuronal Development Using Autism-Specific Induced Pluripotent STEM CELLS **D. Dykxhoorn**<sup>1</sup>, B. DeRosa<sup>2</sup>, D. Van Booven<sup>3</sup>, C. Garcia-Serje<sup>4</sup>, L. Wang<sup>5</sup>, M. L. Cuccaro<sup>6</sup>, J. M. Vance<sup>4</sup>, M. Nestor<sup>7</sup>, H. N. Cukier<sup>8</sup> and M. A. Pericak Vance<sup>6</sup>, (1)University of Miami Miller School of Medicine, Miami, FL, (2) Oregon Health and Science University, Portland, OR, (3)John P. Hussman Institute for Human Genomics, University of Miami, Miami, FL, (4)Hussman Institute for Human Genomics, Miami, FL, (5)Hussman Institute for Human Genomics, Miami, FL, (6)John P. Hussman Institute for Human Genomics, University of Miami Miller School of Medicine, Miami, FL, (7)Hussman Institute for Autism, Baltimore, MD, (8)Hussman Institute for Human Genomics, Plantation, FL
- 3:16 **118.004** Using Induced Pluripotent Stem Cells Derived from Patient Blood for Transcriptional Modeling and Drug Repositioning in Phelan-Mcdermid Syndrome **A. Browne**<sup>1</sup>, E. Drapeau<sup>2</sup>, M. S. Breen<sup>2</sup>, H. Harony-Nicolas<sup>2</sup> and J. D. Buxbaum<sup>3</sup>, (1)Neuroscience, Icahn School of Medicine at Mount Sinai, New York, NY, (2)Seaver Autism Center for Research and Treatment, Icahn School of Medicine at Mount Sinai, New York, NY, (3) Seaver Autism Center for Research and Treatment, Mount Sinai School of Medicine, New York, NY

**Oral Session - 4A**

**119 - Mechanisms for Atypical Sensory Processing**

1:45 PM - 2:35 PM - Jurriaanse Zaal

- 1:45 **119.001** Neural Mechanisms of Habituation to Sensory Stimuli and Generalization of Response in Youth with and without ASD **S. A. Green**<sup>1</sup>, L. M. Hernandez<sup>1</sup>, K. E. Lawrence<sup>1</sup>, J. Liu<sup>1</sup>, T. Tsang<sup>1</sup>, J. E. Yeargin<sup>2</sup>, M. Dapretto Ph.D<sup>1</sup> and S. Y. Bookheimer<sup>1</sup>, (1)University of California, Los Angeles, Los Angeles, CA, (2)Brain Mapping Center, UCLA, Los Angeles, CA
- 1:57 **119.002** Differential Processing of Body Odors and Common Odors in ASD: Sensory-Motor Vs. Emotional Analysis **V. Parma**<sup>1</sup>, M. Furlan<sup>2,3</sup>, D. L. Top Jr.<sup>4</sup>, K. Stephenson<sup>4</sup>, J. S. Beck<sup>5</sup>, N. C. Russell<sup>4</sup>, A. W. Carr<sup>4</sup>, L. Peacock<sup>5</sup> and M. South Ph.D<sup>4</sup>, (1)SISSA, Trieste, Italy, (2)International School for Advanced Studies, Trieste, Italy, (3)University of Padova, Padova, Italy, (4)Brigham Young University, Provo, UT, (5)Psychology, Brigham Young University, Provo, UT
- 2:09 **119.003** Atypical Basic Psychophysics in Autism: Violation of Weber's Law in Vision and in Haptic **B. Hadad** and S. Schwartz, University of Haifa, Haifa, Israel
- 2:21 **119.004** Impaired Auditory Habituation Correlates with Symptom Severity in Children with Autism Spectrum Disorder **W. Jamal**<sup>1</sup>, A. Cardinaux<sup>1</sup>, R. Cheung<sup>1</sup>, L. Vogelsang<sup>2</sup>, A. Agarwal<sup>1</sup>, E. Losordo<sup>3</sup>, L. Denna<sup>1</sup>, S. Diamond<sup>1</sup>, **M. Kjelgaard**<sup>4</sup> and P. Sinha<sup>1</sup>, (1)Massachusetts Institute of Technology, Cambridge, MA, (2)Institute of Neuroinformatics, University of Zurich, Zurich, Switzerland, (3)MGH Institute of Health Professions, Boston, MA, (4)Rocky Mountain University of Health Professions, Provo, UT



**Oral Session - 4B**

**120 - On Gestures and ASD (Perspectives Across the Lifespan)**

2:40 PM - 3:30 PM - Jurriaanse Zaal

- 2:40 **120.001** Gesture Development and Maternal Responsiveness between 12-24 Months **A. B. Choi**<sup>1</sup>, P. Shah<sup>2</sup>, M. Rowe<sup>3</sup>, C. A. Nelson III<sup>4</sup> and H. Tager-Flusberg<sup>5</sup>, (1)Harvard University, Cambridge, MA, (2)Boston University, Boston, MA, (3)Harvard Graduate School of Education, Cambridge, MA, (4)Boston Children's Hospital, Boston, MA, (5)Psychological and Brain Sciences, Boston University, Boston, MA
- 2:52 **120.002** Maternal Gestures and Infant Responses in High- and Low-Risk for Autism Spectrum Disorder Dyads **P. Shah**<sup>1</sup>, A. B. Choi<sup>2</sup>, M. Rowe<sup>3</sup>, C. A. Nelson III<sup>4</sup> and H. Tager-Flusberg<sup>5</sup>, (1) Boston University, Boston, MA, (2)Harvard University, Cambridge, MA, (3)Harvard Graduate School of Education, Cambridge, MA, (4) Boston Children's Hospital, Boston, MA, (5)Psychological and Brain Sciences, Boston University, Boston, MA
- 3:04 **120.003** Early Language and Gesture Profiles of Toddlers with ASD As Measured By Developmental Screeners **H. Grosman**<sup>1</sup>, C. Beacham<sup>2</sup>, **C. Klaiman**<sup>3</sup> and S. Richardson<sup>1</sup>, (1)Marcus Autism Center, Atlanta, GA, (2)Marcus Autism Center, Children's Healthcare of Atlanta, and Emory University School of Medicine, Atlanta, GA, (3)Emory University, Atlanta, GA
- 3:16 **120.004** Adults with ASD Signal Conversational Turn Taking with Their Hands **A. de Marchena**<sup>1,2</sup>, A. Bagdasarov<sup>2</sup>, E. S. Kim<sup>3</sup>, Z. M. Dravis<sup>3</sup>, B. B. Maddox<sup>4</sup>, E. F. Ferguson<sup>2</sup>, L. Adeoye<sup>5</sup>, A. A. Pallathra<sup>6</sup>, L. Bateman<sup>2</sup>, A. Pomykacz<sup>7</sup>, E. S. Brodtkin<sup>8</sup>, J. Pandey<sup>9</sup>, J. Parish-Morris<sup>10</sup> and R. Schultz<sup>9</sup>, (1)University of the Sciences, Philadelphia, PA, (2)The Center for Autism Research/CHOP, Philadelphia, PA, (3)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (4)Psychiatry, Center for Mental Health Policy and Services Research, University of Pennsylvania, Philadelphia, PA, (5)The Center for Autism Research/CHOP, Philadelphia, PA, (6)Department of Psychiatry, Catholic University of America, Washington, DC, (7)Children's Hospital of Philadelphia- Center for Autism Research, Philadelphia, PA, (8)Department of Psychiatry, University of Pennsylvania, Philadelphia, PA, (9)Center for Autism Research, The Children's Hospital of Philadelphia, Philadelphia, PA, (10)Psychiatry, Center for Autism Research, Children's Hospital of Philadelphia and Perelman School of Medicine of the University of Pennsylvania, Philadelphia, PA

**Oral Session - 5A**

**121 - Prenatal Autism Risk Factors**

1:45 PM - 2:35 PM - Arcadis Zaal

- 1:45 **121.001** Is the Tdap Vaccine Administered during Pregnancy Associated with Autism Spectrum Disorder in Offspring? **T. A. Becerra-Culqui**, H. F. Tseng, D. Getahun and V. Chiu, Research & Evaluation, Kaiser Permanente Southern California, Pasadena, CA
- 1:57 **121.002** Prenatal Inflammation and Autism Risk in a Swedish Birth Cohort **R. Gardner**<sup>1</sup>, C. Dalman<sup>2</sup>, B. K. Lee<sup>3</sup> and H. Karlsson<sup>4</sup>, (1)Karolinska Institutet, Stockholm, Sweden, (2)Department of Public Health Sciences, Karolinska Institutet, Stockholm, Sweden, (3)Epidemiology and Biostatistics, Drexel University, Philadelphia, PA, (4)Department of Neuroscience, Karolinska Institutet, Stockholm, Sweden
- 2:09 **121.003** Prenatal Air Pollution Exposure and Autism: Preliminary Findings from Two Prospective High-Familial Risk Birth Cohorts **H. E. Volk**<sup>1</sup>, B. Y. Park<sup>2</sup>, F. Lurmann<sup>3</sup>, H. Minor<sup>3</sup>, R. McConnell<sup>4</sup>, S. Ozonoff<sup>6</sup>, L. Croen<sup>6</sup>, M. D. Fallin<sup>7</sup>, I. Hertz-Picciotto<sup>8</sup> and C. Newschaffer<sup>9</sup>, (1)Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (2)Mental Health, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (3)Sonoma Technology, Inc., Petaluma, CA, (4)University of Southern California, Los Angeles, CA, (5)Psychiatry and Behavioral Sciences, University of California at Davis, MIND Institute, Sacramento, CA, (6)Kaiser Permanente Division of Research, Oakland, CA, (7)Wendy Klag Center for Autism and Developmental Disabilities, Johns Hopkins School of Public Health, Baltimore, MD, (8)University of California at Davis, Davis, CA, (9)Epidemiology and Biostatistics, Drexel University, Philadelphia, PA
- 2:21 **121.004** An Environmental-Wide Association Study (EnWAS) of Pre- and Perinatal Factors Associated with Autism Spectrum Disorders **S. Lamballais**<sup>1</sup>, **E. Geenjaer**<sup>2</sup>, R. Muetzel<sup>3</sup>, T. Henning<sup>4</sup> and T. White<sup>5</sup>, (1)Erasmus University, Rotterdam, Netherlands, (2) Technical University Delft, Rotterdam, Netherlands, (3)Erasmus MC / Sophia Children's Hospital, Rotterdam, Netherlands, (4) Department of Psychiatry, Erasmus MC-University Medical Center, Rotterdam, Netherlands, (5)Child and Adolescent Psychiatry, Erasmus University Medical Centre, Rotterdam, Netherlands

**Oral Session - 5B**

**122 - Methodological Challenges in Autism Observational Epidemiology**

2:40 PM - 3:30 PM - Arcadis Zaal

- 2:40 **122.001** Live Birth Bias May Play a Role in Epidemiological Analyses of Air Pollution and Autism Spectrum Disorders **R. Raz**<sup>1</sup>, M. A. Kioumourtzoglou<sup>2</sup> and M. Weisskopf<sup>3</sup>, (1)The Hebrew University of Jerusalem, Jerusalem, Israel, (2)Department of Environmental Health Sciences, Columbia University Mailman School of Public Health, New York, NY, (3)Harvard School of Public Health, Boston, MA
- 2:52 **122.002** Social Determinants of Prevalence of Children with Autism Spectrum Disorder: A Population Level Study **A. Siddiqua**, E. Duku and M. Janus, McMaster University, Hamilton, ON, Canada

3:04 **122.003** Antidepressants during Pregnancy and Autism Risk: Evidence of Confounding H. Heuvelman<sup>1</sup>, K. Franklin<sup>2</sup>, A. Havdahl<sup>3</sup>, H. Jones<sup>2</sup>, J. Golding<sup>1</sup>, G. Davey Smith<sup>4</sup> and **D. Rai<sup>5</sup>**, (1)University of Bristol, Bristol, United Kingdom of Great Britain and Northern Ireland, (2)University of Bristol, Bristol, United Kingdom, (3)MRC Integrative Epidemiology Unit, University of Bristol, Bristol, United Kingdom of Great Britain and Northern Ireland, (4)MRC Integrative Epidemiology Unit, University of Bristol, Bristol, United Kingdom, (5)School of Social and Community Medicine, University of Bristol, Bristol, United Kingdom of Great Britain and Northern Ireland

3:16 **122.004** Measuring Quantitative Autism Traits in Families Using the Social Responsiveness Scale: Informant Effect or Intergenerational Transmission? **W. De la Marche<sup>1</sup>**, I. Noens<sup>2,3</sup>, S. Kuppens<sup>4</sup>, J. L. Spilt<sup>5</sup>, B. Boets<sup>6</sup> and J. Steyaert<sup>6</sup>, (1)Youth Department, OPZ Geel, Geel, Belgium, (2)Parenting and Special Education Research Unit, University of Leuven, Leuven, Belgium, (3)Leuven Autism Research (LAuRes), KU Leuven, Leuven, Belgium, (4)Erasmus School of Health Policy & Management, Erasmus University Rotterdam, Rotterdam, Netherlands, (5) KU Leuven, School Psychology and Child and Adolescent Development Research Unit, Leuven, Belgium, (6)Center for Developmental Psychiatry, KU Leuven, Leuven, Belgium

**Keynote Address and INSAR Awards Ceremony  
Lifetime Achievement Awardee**

4:00 PM - 5:30 PM - Grote Zaal

4:00 **Awards Ceremony**

5:00 **Advocate Awardee Address  
John Spiers**

5:10 **Lifetime Achievement Awardee Address  
Margot Prior**

**Poster Session**

**126 - Adult Outcome: Medical, Cognitive, Behavioral**

5:30 PM - 7:00 PM - Hall Grote Zaal

1 **126.001** "It's Not As Bad As All That": The Psychosocial Outcomes of Adult Autistic Women in Comparison to Their Neurotypical Peers **F. R. Sedgewick<sup>1</sup>**, E. Pellicano<sup>2</sup> and V. C. Hill<sup>3</sup>, (1)Centre for Research in Autism and Education (CRAE), London, United Kingdom of Great Britain and Northern Ireland, (2) Macquarie University, Sydney, Australia, (3)Psychology and Human Development, UCL Institute of Education, London, United Kingdom

2 **126.002** - the Periodic Risk Evaluation: A Tool to Identify Risk for Unwanted Outcomes Among Adults with Autism **L. Shea<sup>1</sup>**, S. Nonnemacher<sup>2</sup>, P. F. Turcotte II<sup>3</sup> and C. Newschaffer<sup>4</sup>, (1) A.J. Drexel Autism Institute, Philadelphia, PA, (2)Pennsylvania Bureau of Autism Services, Harrisburg, PA, (3)A.J. Drexel Autism Institute, Cherry Hill, NJ, (4)Epidemiology and Biostatistics, Drexel University, Philadelphia, PA

3 **126.003** A Danish Pilot Study Investigating Effects of a Psychosexual Training Program for Adolescents with Autism Spectrum Disorder **L. S. Thomsen<sup>1,2</sup>**, K. Bøtkjær<sup>1</sup>, L. Pedersen<sup>1</sup>, G. M. Hald<sup>3</sup>, S. Tellier<sup>2</sup> and J. Christiansen<sup>1</sup>, (1)Centre for Autism, Herlev, Denmark, (2)School of Global Health, University of Copenhagen, Copenhagen, Denmark, (3)Institute of Public Health, University of Copenhagen, Copenhagen, Denmark

4 **126.004** Academic Achievement during Early Childhood As a Predictor of Adult Outcomes in ASD: Longitudinal Follow-up from Age 2 to 26 Years **N. Benrey<sup>1</sup>**, Y. B. Choi<sup>2</sup>, L. A. Pepa<sup>3</sup>, C. Lord<sup>3</sup> and S. H. Kim<sup>4</sup>, (1)Weill Cornell Med School, New York, NY, (2)Weill Cornell Medical College, White Plains, NY, (3)Weill Cornell Medicine, White Plains, NY, (4)Center for Autism and the Developing Brain, White Plains, NY

5 **126.005** ▶ Adult Medicare Beneficiaries with Autism Spectrum Disorder: Case Identification and Characterization of Young Adults in the 2010 Limited Data Set Medicare Claims **T. Benevides<sup>1</sup>**, H. J. Carretta<sup>2</sup> and K. Graves<sup>3</sup>, (1)Augusta University, Martinez, GA, (2) Behavioral Sciences and Social Medicine, Florida State University College of Medicine, Tallahassee, FL, (3)School of Physician Assistant Practice, Florida State University College of Medicine, Tallahassee, FL

6 **126.006** Priority Setting Among Autistic Adults to Develop a Research Agenda to Address Health Outcomes **T. Benevides<sup>1</sup>**, S. Shore<sup>2</sup> and A. Lesko<sup>3</sup>, (1)Augusta University, Martinez, GA, (2)Adelphi University, Newton, MA, (3)Global Autism Consulting Organization, Pensacola, FL

7 **126.007** An Optimistic Outlook Concerning Employment: High Tech Meets Autism Spectrum Disorder **D. Hedley<sup>1</sup>**, J. Spoor<sup>2</sup>, M. Uljarevic<sup>3,4</sup>, R. Y. Cai<sup>1,5</sup>, S. Moss<sup>6</sup>, A. L. Richdale<sup>5,7</sup>, T. Bartram<sup>2</sup> and C. Dissanayake<sup>1</sup>, (1)Olga Tennison Autism Research Centre, La Trobe University, Melbourne, Australia, (2)La Trobe Business School, La Trobe University, Melbourne, Australia, (3) Olga Tennison Autism Research Centre, Olga Tennison Autism Research Centre, Melbourne, CA, (4)Department of Psychiatry and Behavioral Sciences, Stanford University School of Medicine, Stanford, CA, (5)Cooperative Research Centre for Living with Autism (Autism CRC), Long Pocket, Australia, (6)Charles Darwin University, Darwin, Australia, (7)Olga Tennison Autism Research Centre, Olga Tennison Autism Research Centre, Bundoora, Australia

8 **126.008** Changes from 2001 to 2012 in the Characteristics of Youth on the Autism Spectrum Receiving Special Education Services in the U.S. **P. Shattuck<sup>1</sup>**, J. Rast<sup>1</sup>, A. Roux<sup>2</sup>, K. Anderson<sup>3</sup>, C. M. Kerns Kern<sup>1</sup>, T. Benevides<sup>4</sup> and E. McGhee Hassrick<sup>1</sup>, (1) Drexel University A.J. Drexel Autism Institute, Philadelphia, PA, (2) A.J. Drexel Autism Institute, Drexel University, Philadelphia, PA, (3) Life Course Outcomes Research Program, Drexel University A.J. Drexel Autism Institute, Philadelphia, PA, (4)Augusta University, Martinez, GA

9 **126.009** Assessing and Comparing Health-Related Independence for Physical and Mental Health Conditions in Youth with Autism Spectrum Disorder **N. C. Cheak-Zamora** and A. Maurer-Batjer, University of Missouri, Columbia, MO

10 **126.010** Association of Activity Engagement with Severity of Depressive Symptoms in Adults with ASD **P. Radoeva<sup>1</sup>**, K. Ballinger<sup>1</sup>, S. J. Webb<sup>2</sup> and **G. Stobbe<sup>3</sup>**, (1)University of Washington, Seattle, WA, (2)Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA, (3)Seattle Children's Autism Center, Seattle, WA

- 11 **126.011** Better at How but Worse at Why: Comparing Writing Produced By Autistic College Students and Non-Autistic Mentors **E. Hotez<sup>1</sup>**, A. Riccio<sup>2</sup>, N. Gaggi<sup>3</sup>, D. DeNigris<sup>4</sup>, M. C. Zajic<sup>5</sup> and K. Gillespie-Lynch<sup>6</sup>, (1)City University of New York, Hunter College, New York, NY, (2)Department of Psychology, The Graduate Center, City University of New York (CUNY), New York, NY, (3)College of Staten Island, Staten Island, NY, (4)Psychology & Counseling, Fairleigh Dickinson University, Madison, NJ, (5)University of California at Davis MIND Institute, Davis, CA, (6)Department of Psychology, College of Staten Island; CUNY Graduate Center, Brooklyn, NY
- 12 **126.012** An Evaluation of the Tackling Teenage Training Program and Its Effects on Achieving Healthy Psychosexual Functioning in Adolescents with High Functioning Autism **O. Healy<sup>1</sup>**, J. Summerville<sup>2</sup>, K. Visser<sup>3</sup>, K. Greaves-Lord<sup>4</sup>, F. Boudesteijn<sup>5</sup> and J. Holloway<sup>6</sup>, (1) School of Psychology, Trinity College Dublin, Dublin, Ireland, (2)Trinity College Dublin, Dublin, Ireland, (3)Yulius, Barendrecht, Netherlands, (4) Erasmus MC, Rotterdam, Netherlands, (5)Yulius Academy, Barendrecht, Netherlands, (6)National University of Ireland Galway, Galway, Ireland
- 13 **126.013** Clinical Characterizations of Women and Men with ASD, Diagnosed As Adults. **A. Backman<sup>1,2</sup>** and T. Hirvikoski<sup>2,3</sup>, (1)Center of Neurodevelopmental Disorders at Karolinska Institutet (KIND), Stockholm, Sweden, (2)Habilitation & Health, Stockholm County Council, Stockholm, Sweden, (3)Karolinska Institutet, Stockholm, Sweden
- 14 **126.014** Correlates of Quality of Life in Adults with ASD: A Systematic Review and Meta-Regression Analysis **S. Y. Kim**, K. Bottema-Beutel and S. Crowley, Lynch School of Education, Boston College, Chestnut Hill, MA
- 15 **126.015** Dating Experience and Subjective Wellbeing in Autism Spectrum Disorder **M. Stokes<sup>1</sup>**, G. Hancock<sup>1</sup> and L. Pecora<sup>2</sup>, (1)Deakin University, Burwood, Australia, (2)Deakin University, Parkdale, Australia
- 16 **126.016** Developing a Research Protocol to Investigate Stress, Workload, and Driving Apprehension during Driving Lessons in Young Adults with an Autism Spectrum Disorder: A Feasibility Study. **V. Ross<sup>1</sup>**, D. J. Cox<sup>2</sup>, M. Noordzij<sup>3</sup>, K. Geryl<sup>4</sup> and A. Spooren<sup>5</sup>, (1)School for Transportation Sciences, Transportation Research Institute, Hasselt University, Diepenbeek, Belgium, (2)Departments of Psychiatry, Internal Medicine and Ophthalmology, Virginia Driving Safety Laboratory, University of Virginia Health System, Charlottesville, VA, (3)Department of Psychology, Health and Technology, University of Twente, Enschede, Netherlands, (4)Faculty of Medicine and Health Sciences, Ghent University, Ghent, Belgium, (5)Faculty of Medicine and Life Sciences, Rehabilitation sciences, Hasselt University, Diepenbeek, Belgium
- 17 **126.017** Getting from A to the Bahama's: An Exploratory Study of People with an Autism Spectrum Disorder **V. Ross<sup>1</sup>**, A. Neven<sup>1</sup>, K. Brijs<sup>1</sup>, E. Jongen<sup>2</sup>, V. Cops<sup>1</sup> and E. Hermans<sup>1,3</sup>, (1)School for Transportation Sciences, Transportation Research Institute, Hasselt University, Diepenbeek, Belgium, (2)Faculty of Psychology and Educational Sciences, Open University, Heerlen, Netherlands, (3)Department of Earth and Environmental Sciences, Division of Geography and Tourism, KU Leuven, Leuven, Belgium
- 18 **126.018** Enhancing the Validity of a Quality of Life Measure for Autistic People **D. Mason<sup>1</sup>**, H. McConachie<sup>2</sup>, J. Parr<sup>3</sup>, D. Garland<sup>4</sup>, C. Wilson<sup>5</sup> and J. Rodgers<sup>3</sup>, (1)Institute of Health and Society, Newcastle University, Newcastle-upon-Tyne, United Kingdom of Great Britain and Northern Ireland, (2)Institute of Health and Society, Newcastle University, Newcastle upon Tyne, United Kingdom, (3)Institute of Neuroscience, Newcastle University, Newcastle Upon Tyne, United Kingdom, (4)Northumberland, Tyne & Wear NHS Foundation Trust, Newcastle upon Tyne, United Kingdom, (5)Autism advocate, Sunderland, United Kingdom
- 19 **126.019** Evaluating a Health Service Intervention for Adults with Autism Spectrum Disorder **C. Koning<sup>1</sup>**, D. B. Nicholas<sup>2</sup>, E. L. Kelly<sup>3</sup>, A. Orimalade<sup>4</sup>, L. Zwaigenbaum<sup>5</sup> and F. Orimalade<sup>6</sup>, (1)Clinical Support, Glenrose Rehabilitation Hospital, Edmonton, AB, Canada, (2)University of Calgary, Edmonton, AB, Canada, (3)Communication Disorders, Alberta Health Services; Glenrose Rehabilitation Hospital, Edmonton, AB, Canada, (4)Psychiatry, University of Alberta, Edmonton, AB, Canada, (5)Pediatrics, University of Alberta, Edmonton, AB, Canada, (6)FACS Forensic Assessment & Community Services, Edmonton, AB, Canada
- 20 **126.020** Evaluating the Psychometric Properties of Social Cognitive Tasks for Adults with Autism **N. J. Sasson**, K. E. Morrison and A. E. Pinkham, University of Texas at Dallas, Richardson, TX
- 21 **126.021** Evaluation of a Mentorship Program for Undergraduates with ASD **D. A. Trevisan<sup>1</sup>**, S. Leach<sup>2</sup>, G. Iarocci<sup>3</sup> and E. Birmingham<sup>1</sup>, (1) Faculty of Education, Simon Fraser University, Burnaby, BC, Canada, (2)Simon Fraser University, Centre for Students with Disabilities, Burnaby, BC, Canada, (3)Simon Fraser University, Burnaby, BC, Canada
- 22 **126.022** Executive Function and Social Cognition Impairments in Autism Spectrum Disorder, Attention-Deficit/Hyperactivity Disorder and Comorbid Presentation **S. Lukito<sup>1</sup>**, O. O'Daly<sup>2</sup>, D. J. Lythgoe<sup>2</sup>, I. Cummings<sup>3</sup>, A. Galanopoulos<sup>3</sup>, M. Nyakunengwa<sup>3</sup>, K. Rubia<sup>4</sup> and E. Simonoff<sup>5</sup>, (1)Department of Child and Adolescent Psychiatry, Institute of Psychiatry, Psychology, and Neuroscience, King's College London, London, United Kingdom of Great Britain and Northern Ireland, (2) Department of Neuroimaging, King's College London, Institute of Psychiatry, Psychology and Neuroscience, London, United Kingdom, (3) The Adult Attention-Deficit/Hyperactivity Disorder (ADHD) and Autism National Service, Behavioural and Developmental Psychiatry Clinical Academic Group, South London and Maudsley Foundation NHS Trust, London, United Kingdom, (4)Department of Child and Adolescent Psychiatry, King's College London, Institute of Psychiatry, Psychology and Neuroscience, London, United Kingdom, (5)King's College London, Institute of Psychiatry, Psychology and Neuroscience, London, United Kingdom
- 23 **126.023** Neural Correlates of Unsuccessful Inhibition and Selective Attention in Young Adults with ASD, ADHD and Comorbid Presentation during the Modified Stop-Signal Task **S. Lukito<sup>1</sup>**, O. O'Daly<sup>2</sup>, D. J. Lythgoe<sup>2</sup>, S. Maltezos<sup>3</sup>, M. Pitts<sup>3</sup>, E. Simonoff<sup>4</sup> and K. Rubia<sup>5</sup>, (1) Department of Child and Adolescent Psychiatry, Institute of Psychiatry, Psychology, and Neuroscience, King's College London, London, United Kingdom of Great Britain and Northern Ireland, (2)Department of Neuroimaging, King's College London, Institute of Psychiatry, Psychology and Neuroscience, London, United Kingdom, (3)The Adult Attention-Deficit/Hyperactivity Disorder (ADHD) and Autism National Service, Behavioural and Developmental Psychiatry Clinical Academic Group, South London and Maudsley Foundation NHS Trust, London, United Kingdom, (4)King's College London, Institute of Psychiatry, Psychology and Neuroscience, London, United Kingdom, (5)Department of Child and Adolescent Psychiatry, King's College London, Institute of Psychiatry, Psychology and Neuroscience, London, United Kingdom
- 24 **126.024** Executive Functioning in Adults with Autism. Do They Have a Characteristic Brief-a Profile? **K. E. Jager**, M. L. Bezemer and E. M. Blijd-Hoogewys, INTER-PSY, Groningen, Netherlands
- 25 **126.025** Factors Associated with Post-Secondary School Independence Among Young Australian Adults on the Autism Spectrum **L. P. Hollier<sup>1,2</sup>** and A. L. Richdale<sup>3</sup>, (1)Olga Tennison Autism Research Centre, La Trobe University OTARC, Melbourne, Australia, (2) Cooperative Research Centre for Living with Autism (Autism CRC), Brisbane, Australia, (3)Olga Tennison Autism Research Centre, Olga Tennison Autism Research Centre, Bundoora, Australia



- 26 **126.026** Factors Underpinning the Successful Employment of Adults with Autism **J. Dreaver**<sup>1,2</sup>, S. J. Girdler<sup>1,3</sup>, C. Thompson<sup>3,4</sup>, S. Bolte<sup>3,5,6</sup>, M. H. Black<sup>2,4</sup> and M. Falkmer<sup>1,7</sup>, (1)School of Occupational Therapy and Social Work, Curtin University, Perth, Western Australia, Australia, (2)Cooperative Research Centre for Living with Autism (Autism CRC), Long Pocket, Brisbane, Australia, (3)Cooperative Research Centre for Living with Autism (Autism CRC), Brisbane, Australia, (4)School of Occupational Therapy and Social Work, Curtin University, Perth, Australia, (5)Karolinska Institutet, Stockholm, Sweden, (6)Child and Adolescent Psychiatry, Center for Psychiatry Research, Stockholm County Council, Sweden, (7)Curtin University, Bentley, Australia
- 27 **126.027** Feedback from College Students with Autism Spectrum Disorders on the Transition into College and on a Social Support Program for College Students with ASD **D. Davidson**<sup>1</sup>, I. Misiunaite<sup>2</sup> and E. Hilvert<sup>3</sup>, (1)Psychology, Loyola University Chicago, Chicago, IL, (2)Loyola University Chicago, Chicago, IL, (3)Loyola University, Chicago, IL
- 28 **126.028** Highways to Happiness for ASD Adults: Perceived Causal Relations Among Clinicians **M. K. Deserno**<sup>1</sup>, S. Beeger<sup>2</sup>, D. Borsboom<sup>1</sup> and H. Geurts<sup>3</sup>, (1)Department of Psychology, University of Amsterdam, Amsterdam, Netherlands, (2)VU University Amsterdam, Amsterdam, Netherlands, (3)University of Amsterdam, Amsterdam, Netherlands
- 29 **126.029** Hoarding in Adults with Autism; A Preliminary Study of Prevalence, Risk Factors and Protective Factors. **J. Acland**<sup>1</sup>, K. L. Ashwood<sup>2</sup>, C. M. Murphy<sup>2</sup>, S. Blaine<sup>3</sup>, F. Dekastrou<sup>4</sup>, K. Mehta<sup>4</sup>, E. Woodhouse<sup>5</sup>, V. Stoencheva<sup>5</sup>, R. H. Wichers<sup>5</sup>, M. Pitts<sup>7</sup>, A. Galanopoulos<sup>7</sup>, A. Nolan<sup>5</sup>, I. Broch-Due<sup>5</sup>, R. McNally<sup>5</sup>, S. Maltezos<sup>7</sup>, D. Robertson<sup>5</sup>, G. M. McAlonan<sup>5</sup> and D. G. Murphy<sup>2</sup>, (1)South London & Maudsley NHS Trust, Camberwell, United Kingdom of Great Britain and Northern Ireland, (2)Department of Forensic and Neurodevelopmental Sciences, and the Sackler Institute for Translational Neurodevelopment, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (3)Forensic and Neurodevelopmental Sciences, IOPPN, Denmark Hill, United Kingdom, (4)FANS, IOPPN, London, United Kingdom, (5)Behavioural Genetics Clinic, Adult Autism Service, Behavioural and Developmental Psychiatry Clinical Academic Group, South London and Maudsley Foundation NHS Trust, London, United Kingdom, (6)Institute of Psychiatry, Psychology & Neurosciences, King's College London, UK, London, United Kingdom of Great Britain and Northern Ireland, (7)The Adult Attention-Deficit/Hyperactivity Disorder (ADHD) and Autism National Service, Behavioural and Developmental Psychiatry Clinical Academic Group, South London and Maudsley Foundation NHS Trust, London, United Kingdom
- 30 **126.030** Is Young Adulthood Really so Different for Young Adults with ASD? a Study Investigating Developmental Themes. **L. Mattys**<sup>1</sup>, I. Noens<sup>2,3</sup> and D. Baeyens<sup>4</sup>, (1)KU Leuven, Leuven, Belgium, (2)Parenting and Special Education Research Unit, University of Leuven, Leuven, Belgium, (3)Leuven Autism Research (LAuRes), KU Leuven, Leuven, Belgium, (4)Thomas More University College/Catholic University Leuven, Antwerp, Belgium
- 31 **126.031** Life Quality and Challenges in Taiwanese Young Adults with Autism Spectrum Disorders: Combined Quantitative and Qualitative Approaches **Y. L. Chien**<sup>1</sup>, Y. N. Chiu<sup>1</sup>, W. C. Tsai<sup>1</sup> and S. S. F. Gau<sup>2</sup>, (1)Department of Psychiatry, National Taiwan University Hospital, Taipei, Taiwan, (2)National Taiwan University Hospital & College of Medicine, Taipei, TAIWAN
- 32 **126.032** Life Satisfaction, Anxiety and Camouflage in Adults with and without a Diagnosis of ASD **E. Milne**, The University of Sheffield, Sheffield, United Kingdom
- 33 **126.033** Mapping Patterns and Correlates of in-Vivo Social Interactions of Adults with and without ASD Via Ecological Momentary Assessment **A. H. Gerber**<sup>1</sup>, S. B. Scott<sup>1</sup>, M. Finsaas<sup>1</sup>, J. M. Girard<sup>2</sup> and M. D. Lerner<sup>3</sup>, (1)Psychology, Stony Brook University, Stony Brook, NY, (2)Psychology, University of Pittsburgh, Pittsburgh, PA, (3)Stony Brook University, Stony Brook, NY
- 34 **126.034** Needs of Postsecondary Students with Autism Spectrum Disorder: Perspectives and Recommendations from College Professionals **S. L. Jackson**, L. A. Hart, J. T. Brown and F. R. Volkmar, Child Study Center, Yale School of Medicine, New Haven, CT
- 35 **126.035** Needs of Spanish University Students, As Perceived By Their Relatives **M. E. Merino**, ULIAZPI, San Sebastian, Spain
- 36 **126.036** ▶ Parent Characteristics As Predictors of Social Skills Outcomes Among Young Adults with ASD Following the UCLA PEERS® Intervention **N. Rosen**<sup>1</sup>, R. Ellingsen<sup>2</sup>, M. Jolliffe<sup>3</sup> and E. Laugeson<sup>4</sup>, (1)Psychiatry, UCLA, Los Angeles, CA, (2)Psychiatry, University of California Los Angeles, Los Angeles, CA, (3)Psychiatry, UCLA PEERS Clinic, Los Angeles, CA, (4)Semel Institute for Neuroscience and Human Behavior, UCLA, Los Angeles, CA
- 37 **126.037** Peer Responses to Autism-Related Behaviors in a Postsecondary Classes: An Experimental Examination **B. E. Cox**, Educational Leadership and Policy Studies, Florida State University, Tallahassee, FL; College Autism Network, Tallahassee, FL
- 38 **126.038** Predictors of the Agreement between Diagnostic Instruments and Clinical Diagnosis of ASD in Adults without Intellectual Disability **L. Fusar-Poli**, N. Brondino, M. Rocchetti, U. Provenzani, S. Damiani and P. Politi, Department of Brain and Behavioral Sciences, University of Pavia, Pavia, Italy
- 39 **126.039** Psychological Predictors of Alcohol Use and Misuse in Adults with Autism Spectrum Conditions **M. Bowri**<sup>1</sup>, L. Hull<sup>2</sup>, M. C. Lai<sup>3,4,5,6</sup>, S. Baron-Cohen<sup>7</sup>, C. Allison<sup>7</sup>, P. Smith<sup>7</sup> and W. Mandy<sup>2</sup>, (1)University College London, London, United Kingdom, (2)University College London, London, United Kingdom of Great Britain and Northern Ireland, (3)Department of Psychiatry, National Taiwan University Hospital and College of Medicine, Taipei, Taiwan, (4)Autism Research Centre, Department of Psychiatry, University of Cambridge, Cambridge, United Kingdom, (5)University of Toronto, Toronto, ON, Canada, (6)Centre for Addiction and Mental Health, Toronto, ON, Canada, (7)University of Cambridge, Cambridge, United Kingdom
- 40 **126.040** Putting People on the Spectrum in the Driver's Seat of Their Own Lives: The Clinical Utility of a Goal-Setting Tool That Enables Genuine Self-Determination **V. Tomkins**<sup>1</sup> and **J. Ashburner**<sup>2</sup>, (1)Research and Business Development, Autism Queensland, Sunnybank, Australia, (2)Autism Queensland, The University of Queensland, Sunnybank, Australia
- 41 **126.041** Rates of Autism in a Population of Homeless Adults **M. Ryder**<sup>1</sup>, A. Churchard<sup>1</sup> and **W. Mandy**<sup>2</sup>, (1)UCL, London, United Kingdom, (2)University College London, London, United Kingdom of Great Britain and Northern Ireland

- 42 **126.042** Relationship between Co-Occurring Psychiatric Conditions and Adaptive and Cognitive Ability **K. J. Cottle<sup>1</sup>**, A. J. Fischer<sup>1</sup>, J. Davis<sup>2</sup>, H. Coon Coon<sup>3</sup> and D. A. Bilder<sup>4</sup>, (1)University of Utah, Salt Lake City, UT, (2)Educational Psychology, University of Utah, Salt Lake City, UT, (3)University of Utah School of Medicine, Salt Lake City, UT, (4)Psychiatry, University of Utah, Salt Lake City, UT
- 43 **126.043** Self-Determination in Young Adults with Autism Spectrum Disorder **K. White<sup>1</sup>** and T. D. Flanagan<sup>2</sup>, (1)National University of Ireland, Galway, Galway, Ireland, (2)McGill University, Montreal, QC, Canada
- 44 **126.044** Self-Reported Sex Differences in High-Functioning Adults with Autism: A Meta-Analysis **R. Moseley<sup>1</sup>**, R. A. Hitchiner and J. A. Kirkby, Bournemouth University, Poole, United Kingdom
- 45 **126.045** Sex Similarities and Differences in Autism Presentation in Adulthood **E. Jarzabek<sup>1</sup>**, B. Lewis<sup>1</sup>, K. S. Ellison<sup>1</sup>, J. Wolf<sup>1</sup>, M. J. Rolison<sup>1</sup>, T. Winkelman<sup>2</sup>, T. C. Day<sup>1</sup>, K. A. McNaughton<sup>1</sup>, J. H. H. Foss-Feig<sup>3</sup> and J. McPartland Ph.D<sup>1</sup>, (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2)Child Study Center, Yale Child Study Center, New Haven, CT, (3)Seaver Autism Center, Department of Psychiatry, Icahn School of Medicine at Mount Sinai Hospital, New York, NY
- 46 **126.046** Sex-Specific Variations in Perceived Facial Masculinity/ Femininity across Levels of Autistic-like Traits **D. W. Tan<sup>1</sup>**, M. Maybery<sup>1</sup>, M. Evans<sup>2</sup>, R. Di Lorenzo<sup>3</sup> and A. J. Whitehouse<sup>4</sup>, (1) School of Psychological Science, University of Western Australia, Perth, Australia, (2)University of Western Australia, Perth, Australia, (3)Utrecht University, Utrecht, Netherlands, (4)Telethon Kids Institute, University of Western Australia, Perth, Australia
- 47 **126.047** Sexual Risk Profiles for Male and Female Adults on the Autism Spectrum **L. Graham Holmes<sup>1</sup>**, A. R. Nilssen<sup>2</sup>, D. S. Strassberg<sup>2</sup> and M. Himle<sup>3</sup>, (1)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (2) Psychology, University of Utah, Salt Lake City, UT, (3)University of Utah, Salt Lake City, UT
- 48 **126.048** Symptom Profile and Mental Health Conditions in Older Adults with Autism Spectrum Disorder (ASD) **K. L. Ashwood<sup>1,2</sup>**, E. Woodhouse<sup>1,2</sup>, V. Stoencheva<sup>1</sup>, R. H. Wichers<sup>3</sup>, A. Galanopoulos<sup>4</sup>, A. Nolan<sup>2</sup>, I. Broch-Due<sup>2</sup>, R. McNally<sup>2</sup>, S. Maltezos<sup>4</sup>, D. G. Murphy<sup>1</sup>, D. Robertson<sup>2</sup>, G. M. McAlonan<sup>1,2</sup> and C. M. Murphy<sup>1,2</sup>, (1) Department of Forensic and Neurodevelopmental Sciences, and the Sackler Institute for Translational Neurodevelopment, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (2)Behavioural Genetics Clinic, Adult Autism Service, Behavioural and Developmental Psychiatry Clinical Academic Group, South London and Maudsley Foundation NHS Trust, London, United Kingdom, (3)Institute of Psychiatry, Psychology & Neurosciences, King's College London, UK, London, United Kingdom of Great Britain and Northern Ireland, (4)The Adult Attention-Deficit/Hyperactivity Disorder (ADHD) and Autism National Service, Behavioural and Developmental Psychiatry Clinical Academic Group, South London and Maudsley Foundation NHS Trust, London, United Kingdom
- 49 **126.049** Testing a Theoretical Model of Loneliness in Adults on the Autism Spectrum **D. Ee<sup>1,2</sup>**, S. Arnold<sup>1,2</sup>, Y. I. (. Hwang<sup>1,2</sup>, S. Reppermund<sup>1</sup>, K. R. Foley<sup>1,2</sup>, P. Srasuebku<sup>1</sup> and J. Trollor<sup>1,2</sup>, (1) The University of New South Wales, UNSW Sydney, Australia, (2) Cooperative Research Centre for Living with Autism (Autism CRC), Brisbane, Queensland, Australia
- 50 **126.050** The Australian Longitudinal Study of Adults with Autism (ALSAA): Inclusive Research Protocol Development and Baseline Sample Characteristics **S. Arnold<sup>1,2</sup>**, K. R. Foley<sup>1,2</sup>, Y. I. (. Hwang<sup>1,2</sup>, J. Trollor<sup>1,2</sup> and T. Autism CRC Program<sup>3</sup>, (1)The University of New South Wales, UNSW Sydney, Australia, (2)Cooperative Research Centre for Living with Autism (Autism CRC), Brisbane, Queensland, Australia
- 51 **126.051** The Autism Spectrum Quotient in Mathematicians **C. Buckingham<sup>1</sup>**, V. Warrier, P. Smith, R. Kenny, C. Allison, H. Brunel, R. Holt and S. Baron-Cohen, University of Cambridge, Cambridge, United Kingdom
- 52 **126.052** The Relationship between Social Anxiety, Depression, and Levels of Empathy in Young Adults with ASD **A. Mendoza<sup>1</sup>**, R. Ellingsen<sup>2</sup>, E. Veytsman<sup>3</sup>, A. Ganel<sup>4</sup> and E. Laugeson<sup>5</sup>, (1) UCLA PEERS Clinic, Los Angeles, CA, (2)Psychiatry, University of California Los Angeles, Los Angeles, CA, (3)University of California - Riverside, Riverside, CA, (4)Psychiatry, UCLA PEERS Clinic, Los Angeles, CA, (5)Semel Institute for Neuroscience and Human Behavior, UCLA, Los Angeles, CA
- 53 **126.053** Transition of Students with Autism Spectrum Disorder to Higher Education **T. C. Bakker<sup>1</sup>**, S. Begeer<sup>2</sup>, A. C. Krabbendam<sup>3</sup> and S. Bhulai<sup>4</sup>, (1)Vrije Universiteit Amsterdam, Amsterdam, Netherlands, (2)VU University Amsterdam, Amsterdam, Netherlands, (3)Clinical Developmental Psychology, Vrije Universiteit Amsterdam, Amsterdam, Netherlands, (4)Mathematics, Vrije Universiteit Amsterdam, Amsterdam, Netherlands
- 54 **126.054** Transitioning to Adulthood: Tracking Adult Outcomes in a 25-Year Longitudinal Study **L. A. Pepa<sup>1</sup>**, A. Megale, G. Gunin, M. Heyman and C. Lord, Weill Cornell Medicine, White Plains, NY
- 55 **126.055** Using Machine Learning to Identify Patterns of Lifetime Health Problems in Decedents with Autism Spectrum Disorder **L. Bishop-Fitzpatrick<sup>1</sup>**, A. Movaghar<sup>2</sup>, J. S. Greenberg<sup>2</sup>, D. Page<sup>2</sup>, L. E. Smith DaWalt<sup>3</sup>, M. H. Brilliant<sup>4</sup> and M. Mailick<sup>3</sup>, (1)University of Wisconsin - Madison, Madison, WI, (2)University of Wisconsin-Madison, Madison, WI, (3)Waisman Center-University of Wisconsin, Madison, WI, (4)Marshfield Clinic Research Institute, Marshfield, WI

**Poster Session**

**127 - Brain Function (fMRI, fcMRI, MRS, EEG, ERP, MEG)**

5:30 PM - 7:00 PM - Hall Grote Zaal

- 56 **127.056** Aberrant Cerebellar-Cerebro Functional Connectivity in Children and Adolescents with Autism Spectrum Disorder **R. Hanaie<sup>1</sup>**, I. Mohr<sup>2</sup>, K. Kagitani-Shimono<sup>1</sup>, M. Tachibana<sup>1</sup> and M. Taniike<sup>1</sup>, (1)United Graduate School of Child Development, Osaka University, Suita, Japan, (2)United Graduate School of Child Development, Osaka University, Osaka, Japan
- 57 **127.057** Adolescents with ASD Show Atypical Electrophysiological (EEG) Responses to a Novel Theory of Mind Reasoning Task: An ERP Study **E. J. Libsack<sup>1</sup>**, C. M. Keifer<sup>1</sup>, T. Clarkson<sup>2</sup>, J. M. Mayor Torres<sup>1</sup> and M. D. Lerner<sup>1</sup>, (1)Stony Brook University, Stony Brook, NY, (2)Psychology, Stony Brook University, Stony Brook, NY



- 58 **127.058** Altered Plasticity of Prefrontal Cortex in Adult Autism Spectrum Disorder **M. Nakamura**<sup>1</sup>, T. Itahashi<sup>1</sup>, T. Izuno<sup>2</sup>, J. Fujino<sup>1</sup>, H. Ohta<sup>1</sup>, R. Hashimoto<sup>3</sup> and N. Kato<sup>1</sup>, (1)Medical Institute of Developmental Disabilities Research, Showa University, Tokyo, Japan, (2)Kanagawa Psychiatric Center, Yokohama, Japan, (3)Tokyo Metropolitan University, Tokyo, Japan
- 59 **127.059** Altered Prefrontal Functional Connectivity and Anatomy in Mice Lacking Autism-Associated Gene Shank3 **M. Pagani**<sup>1,2</sup>, A. Liska<sup>1,2</sup>, A. Galbusera<sup>1</sup>, M. Sabbioni<sup>3</sup>, M. L. Scattoni<sup>3</sup> and A. Gozzi<sup>1</sup>, (1)Istituto Italiano di Tecnologia, Functional Neuroimaging Lab, Centre for Neuroscience and Cognitive Systems, Rovereto, Italy, (2) University of Trento, CIMEC, Rovereto, Italy, (3)Istituto Superiore di Sanità, Neurotoxicology and Neuroendocrinology Section, Department of Cell Biology and Neurosciences, Rome, Italy
- 60 **127.060** Anxiety in Adolescents with ASD Modulates Neural Responses during Simulated Social Interactive Paradigm. **M. L. McNair**<sup>1</sup>, A. Naples<sup>1</sup>, K. A. McNaughton<sup>1</sup>, T. C. Day<sup>1</sup>, T. Winkelman<sup>2</sup>, M. J. Rolison<sup>1</sup>, K. S. Ellison<sup>1</sup>, E. Jarzabek<sup>1</sup>, B. Lewis<sup>1</sup>, J. Wolf<sup>1</sup> and J. McPartland Ph.D<sup>1</sup>, (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2)Child Study Center, Yale Child Study Center, New Haven, CT
- 61 **127.061** Atypical Brain Connectivity during a Theory-of-Mind Task in Adults with and without Autism Spectrum Disorder **V. Yuk**<sup>1,2</sup>, E. Anagnostou<sup>3,4</sup> and M. J. Taylor<sup>2,5</sup>, (1)The Hospital for Sick Children, Toronto, ON, Canada, (2)University of Toronto, Toronto, ON, Canada, (3)Holland Bloorview Kids Rehab hospita;, University of Toronto, Toronto, ON, Canada, (4)Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (5)Hospital for Sick Children, Toronto, ON, Canada
- 62 **127.062** Atypical Brain Connectivity in Children with Autism Spectrum Disorder during a Music Familiarity Task (POND Network) **C. P. De Barros Freitas**<sup>1,2</sup>, L. Ristic<sup>1</sup>, S. Fragiadakis<sup>3</sup>, S. Chow<sup>1</sup>, S. M. Wong<sup>4</sup>, A. Iaboni<sup>3</sup>, B. Dunkley<sup>5</sup>, M. J. Taylor<sup>6</sup>, J. P. Lerch<sup>7</sup> and E. Anagnostou<sup>8</sup>, (1)Bloorview Research Institute, Toronto, ON, Canada, (2)Institute of Medical Science, University of Toronto, Toronto, ON, Canada, (3)Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (4)Diagnostic Imaging, Sickkids Hospital, Toronto, ON, Canada, (5)Diagnostic Imaging, Hospital for Sickkids, Toronto, ON, Canada, (6)Hospital for Sick Children, Toronto, ON, Canada, (7) The Hospital for Sick Children, Toronto, ON, Canada, (8)Holland Bloorview Kids Rehab hospita;, University of Toronto, Toronto, ON, Canada
- 63 **127.063** Atypicality of the N170 Event-Related Potential in Autism Spectrum Disorder: A Meta-Analysis **E. Kang**<sup>1</sup>, C. M. Keifer<sup>1</sup>, E. J. Levy<sup>2</sup>, J. H. Foss-Feig<sup>3</sup>, J. McPartland Ph.D<sup>4</sup> and M. D. Lerner<sup>1</sup>, (1)Stony Brook University, Stony Brook, NY, (2)Duke University, Durham, NC, (3)Psychiatry, Icahn School of Medicine at Mount Sinai, New York, NY, (4)Child Study Center, Yale University School of Medicine, New Haven, CT
- 64 **127.064** Brain Activity Underlying the Recognition of Vocal Affect Bursts in Autism Spectrum Disorder **V. Yap**<sup>1,2</sup>, A. Connelly<sup>2</sup>, I. E. Scheffer<sup>2,3,4,5</sup> and S. J. Wilson<sup>1,2</sup>, (1)Melbourne School of Psychological Sciences, The University of Melbourne, Melbourne, Australia, (2)Florey Institute of Neuroscience and Mental Health, Melbourne, Australia, (3)Department of Medicine, The University of Melbourne, Melbourne, Australia, (4)Department of Paediatrics, Austin Health, Melbourne, Australia, (5)Department of Neurology, Royal Children's Hospital, Melbourne, Australia
- 65 **127.065** Brain Correlates of Automatic Detection of Emotional Prosody in Children and Adults with Autism Spectrum Disorders **M. Gomot**<sup>1</sup>, J. Charpentier<sup>1</sup>, J. Malvy<sup>2</sup>, F. Bonnet-Brilhault<sup>1</sup>, E. Houy-Durand<sup>1</sup> and M. Latinus<sup>3</sup>, (1)UMR930 Inserm, Université François-Rabelais de Tours, Tours, France, (2)CHRU Tours, Tours, France, (3)UMR INSERM U930, Tours, France
- 66 **127.066** Brain-to-Brain Synchrony during Social Cooperation in Autism – a NIRS-Based Hyperscanning Study **J. A. Kruppa**<sup>1,2</sup>, V. Reindl<sup>2,3</sup>, J. Prinz<sup>2</sup>, E. Oberwilling Weiss<sup>1,2</sup>, C. Gerloff<sup>4</sup>, W. Scharke<sup>2</sup>, K. Konrad<sup>1,2,3</sup>, B. Herpertz-Dahlmann<sup>2</sup> and M. Schulte-Ruther<sup>1,3</sup>, (1)Cognitive Neuroscience, Institute of Neuroscience and Medicine (INM-3), Research Center Jülich, Jülich, Germany, (2) Department of Child and Adolescent Psychiatry, Psychosomatics and Psychotherapy, University Hospital RWTH Aachen, Aachen, Germany, (3)JARA Brain, University RWTH Aachen & Research Center Jülich, Aachen, Germany, (4)Advanced Analytics, School of Business and Economics, RWTH Aachen University, Aachen, Germany
- 67 **127.067** Broadly Reduced Intrinsic Functional Connectivity in Girls Compared to Boys with Autism Spectrum Disorders **L. Olson**<sup>1,2</sup>, A. C. Linke<sup>2</sup>, L. E. Mash<sup>1,2</sup>, M. A. Reiter<sup>1,2</sup>, R. A. Mueller<sup>1,2</sup> and I. Fishman<sup>1,2</sup>, (1)Joint Doctoral Program in Clinical Psychology, SDSU / UC San Diego, San Diego, CA, (2)Brain Development Imaging Laboratories, Department of Psychology, San Diego State University, San Diego, CA
- 68 **127.068** Cerebellar Tonsils in Autism and Rescue of Autism-Related Behaviors in Autism Mouse Models
- 69 **127.069** Differences in Resting State EEG Spectral Power in Infants at Elevated Risk for ASD **M. J. Rolison**<sup>1</sup>, A. Naples<sup>1</sup>, T. McAllister<sup>1</sup>, T. Kim<sup>1</sup>, H. Reuman<sup>1</sup>, R. Tillman<sup>2</sup>, C. E. Mukerji<sup>3</sup>, K. K. Powell<sup>1</sup>, S. Macari<sup>1</sup>, K. Chawarska<sup>1</sup> and J. McPartland Ph.D<sup>1</sup>, (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2)University of Maryland, College Park, MD, (3)Harvard University, Cambridge, MA
- 70 **127.070** Diminished Neural Resources Allocation to Time Processing in Autism Spectrum Disorders **A. Lambrechts**<sup>1</sup>, C. M. Falter-Wagner<sup>2,3</sup> and V. van Wassenhove<sup>4</sup>, (1)City, University of London, London, United Kingdom of Great Britain and Northern Ireland, (2)LMU Munich, Munich, Germany, (3)Institute of Medical Psychology, Faculty of Medicine, LMU Munich, Munich, Germany, (4) Cognitive Neuroimaging Unit, CEA DRF/Joliot/NeuroSpin, INSERM, Université Paris-Sud, Université Paris-Saclay, Gif/Yvette, France
- 71 **127.071** Dynamic fMRI Reveals Transient Atypical Connectivity Patterns in Adolescents with Autism Spectrum Disorders **L. E. Mash**<sup>1,2</sup>, A. C. Linke<sup>1</sup>, C. H. Fong<sup>1</sup>, M. Falahpour<sup>3</sup>, T. T. Liu<sup>3</sup> and R. A. Mueller<sup>1</sup>, (1)Brain Development Imaging Laboratories, Department of Psychology, San Diego State University, San Diego, CA, (2) Joint Doctoral Program in Clinical Psychology, SDSU / UC San Diego, San Diego, CA, (3)Center for Functional MRI, Department of Radiology, UC San Diego, San Diego, CA
- 72 **127.072** Dysregulated Local Oscillatory Connectivity of the Visual System in Autism Spectrum Disorder **R. A. Seymour**<sup>1,2</sup>, G. Rippon<sup>2</sup> and K. Kessler<sup>2</sup>, (1)Department of Cognitive Science, Macquarie University, Sydney, Australia, (2)Aston Brain Centre, Aston University, Birmingham, United Kingdom

- 73 **127.073** Early Sensory Prediction Errors Are Less Modulated By Global Context in Autism Spectrum Disorder **J. Goris<sup>1</sup>**, S. Braem<sup>1</sup>, A. D. Nijhof<sup>2</sup>, D. Rigoni<sup>3</sup>, E. Deschrijver<sup>3</sup>, S. Van de Cruys<sup>4</sup>, J. R. Wiersema<sup>5</sup> and M. Brass<sup>1</sup>, (1)Department of Experimental Psychology, Ghent University, Ghent, Belgium, (2)Institute of Psychiatry, King's College London, London, United Kingdom, (3)Ghent University, Ghent, Belgium, (4)Laboratory of Experimental Psychology, Brain & Cognition, KU Leuven, Leuven, Belgium, (5)Department of Experimental-Clinical and Health Psychology, Ghent University, Ghent, Belgium
- 74 **127.074** EEG DATA Processed By Advanced Machine Learning Systems ALLOW an Accurate Differential Diagnosis between ASD Children and Children with Other Neuro-Psychiatric Disorders. **E. Grossi<sup>1</sup>**, M. Buscema<sup>2</sup> and R. J. Swatzyna<sup>3</sup>, (1)Autism Research Unit, Villa Santa Maria, Tavernerio, Italy, (2)Semeion Research Centre, Roma, Italy, (3)Tarrow Center for Self-Management, Huston, TX
- 75 **127.075** EEG Resting State Architecture Is Atypical in Children with ASD and Sleep Disturbances **T. Winkelman<sup>1</sup>**, S. Hasselmo<sup>2</sup>, K. A. McNaughton<sup>2</sup>, T. C. Day<sup>2</sup>, M. J. Rolison<sup>2</sup>, K. S. Ellison<sup>2</sup>, E. Jarzabek<sup>2</sup>, B. Lewis<sup>2</sup>, J. Wolf<sup>2</sup>, S. Baddam<sup>3</sup>, C. Canapari<sup>3</sup>, T. McAllister<sup>2</sup>, A. Naples<sup>2</sup> and J. McPartland Ph.D.<sup>2</sup>, (1)Child Study Center, Yale Child Study Center, New Haven, CT, (2)Child Study Center, Yale University School of Medicine, New Haven, CT, (3)Yale University, New Haven, CT
- 76 **127.076** EEG-IP: An International Infant EEG Data Integration Platform for the Study of Risk and Resilience in Autism and Related Conditions **J. Desjardins<sup>1</sup>**, L. Abou-Abbas<sup>2</sup>, M. Cichonski<sup>3</sup>, S. Huberty<sup>4</sup>, S. J. Segalowitz<sup>5</sup>, M. H. Johnson<sup>6</sup>, T. Gliga<sup>7</sup>, S. J. Webb<sup>8</sup>, C. A. Nelson III<sup>9</sup>, H. Tager-Flusberg<sup>10</sup>, S. Jeste<sup>11</sup>, A. C. Evans<sup>12</sup> and M. Elsabbagh<sup>13</sup>, (1)SHARCNET, St Catherine, QC, Canada, (2)Research Institute - McGill University Health Centre, Montreal, QC, Canada, (3)Brock University, St Catharines, ON, Canada, (4)McGill University, Montreal, QC, Canada, (5)Psychology, Brock University, St Catharines, ON, Canada, (6)Centre for Brain and Cognitive Development, Birkbeck, University of London, London, United Kingdom, (7)Centre for Brain and Cognitive Development, Birkbeck University of London, London, United Kingdom, (8)Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA, (9)Boston Children's Hospital, Boston, MA, (10)Psychological and Brain Sciences, Boston University, Boston, MA, (11)University of California, Los Angeles, Los Angeles, CA, (12)McGill Centre for Integrative Neuroscience, Montreal Neurological Institute, McGill University, Montreal, QC, Canada, (13)McGill University, Montreal, PQ, Canada
- 77 **127.077** Effect of Cooperative and Non-Cooperative Social Interactions on Personal Space Regulation in Adults with Autism Spectrum Disorders: An fMRI Study **G. Silani<sup>1</sup>**, C. Massaccesi<sup>1</sup>, A. Grössing<sup>1</sup>, M. Hubinger<sup>1</sup>, L. Rosenberger<sup>1</sup>, M. Candini<sup>2</sup>, G. di Pellegrino<sup>2</sup> and F. Frassinetti<sup>2</sup>, (1)University of Vienna, Vienna, Austria, (2)University of Bologna, Bologna, Italy
- 78 **127.078** Effect of Eye Contact and Anxiety Symptoms on ERPs in Autism Spectrum Disorder and Schizophrenia **D. Stahl<sup>1</sup>**, A. Naples<sup>1</sup>, J. Wolf<sup>1</sup>, K. A. McNaughton<sup>1</sup>, T. C. Day<sup>1</sup>, B. Lewis<sup>1</sup>, E. Jarzabek<sup>1</sup>, K. S. Ellison<sup>1</sup>, M. R. Altschuler<sup>1</sup>, S. Hasselmo<sup>1</sup>, T. Halligan<sup>1</sup>, T. Winkelman<sup>2</sup>, E. Hamo<sup>1</sup>, J. H. H. Foss-Feig<sup>3</sup>, V. Srihari<sup>4</sup>, A. Anticevic<sup>4</sup> and J. McPartland Ph.D.<sup>1</sup>, (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2)Child Study Center, Yale Child Study Center, New Haven, CT, (3)Seaver Autism Center, Department of Psychiatry, Icahn School of Medicine at Mount Sinai Hospital, New York, NY, (4)Division of Neurocognition, Neurocomputation, and Neurogenetics (N3), Yale University School of Medicine, New Haven, CT
- 79 **127.079** Effects of Autism on Emotional Sharing and Learning in the Anterior Cingulate **J. H. G. Williams<sup>1</sup>**, L. Braadbaart<sup>2</sup> and G. Waiter<sup>2</sup>, (1)Psychiatry, University of Aberdeen, Aberdeen, United Kingdom of Great Britain and Northern Ireland, (2)University of Aberdeen, Aberdeen, United Kingdom of Great Britain and Northern Ireland
- 80 **127.080** Effects of Oxytocin on Social Perception in Youth with ASD: A MEG Study **A. Korisky<sup>1</sup>**, A. Goldstein<sup>2</sup> and I. Gordon<sup>3</sup>, (1)Gonda Brain Research Center, Bar Ilan University, Ramat Gan, Israel, (2)Psychology, Bar Ilan University, Ramat Gan, Israel, (3)Yale University, New Haven, CT
- 81 **127.081** Elevated Cortical Reactivity to Auditory Repetition Is Present at 8 but Not 14 Months in Infants with Later ASD. **A. Kolesnik<sup>1</sup>**, E. J. Jones<sup>2</sup>, J. Begum Ali<sup>3</sup>, T. Gliga<sup>2</sup>, J. Guiraud<sup>4</sup>, T. Charman<sup>5</sup> and M. H. Johnson<sup>6</sup>, (1)Centre for Brain and Cognitive Development, Birkbeck University of London, London, United Kingdom of Great Britain and Northern Ireland, (2)Centre for Brain and Cognitive Development, Birkbeck University of London, London, United Kingdom, (3)Birkbeck University, London, United Kingdom, (4) Brookside Family Consultation Clinic, Cambridge, United Kingdom, (5)King's College London, Institute of Psychiatry, Psychology and Neuroscience, London, United Kingdom, (6)Centre for Brain and Cognitive Development, Birkbeck, University of London, London, United Kingdom
- 82 **127.082** Frontal Interhemispheric Coherence of the Electroencephalogram after Dolphin-Assisted Therapy in Children with Autism Spectrum Disorder **F. Mulas<sup>1</sup>**, P. Ortiz<sup>1</sup>, P. ROCA<sup>2</sup>, R. Gandia<sup>1</sup> and L. Abad<sup>3</sup>, (1)Child Neurology, INVANEP-Instituto Valenciano de Neurología Pediátrica, VALENCIA, Spain, (2)INVANEP- Instituto Valenciano de Neurología Pediátrica, VALENCIA, Spain, (3)Centros de Desarrollo Cognitivo RED CENIT, VALENCIA, Spain
- 83 **127.083** Functional Integration of the Neural Theory-of-Mind Network and Its Relations to Children's Social Communication and Functioning **C. E. Mukerji<sup>1,2</sup>**, S. H. Lincoln<sup>3</sup>, C. I. Hooker<sup>4</sup> and C. A. Nelson III<sup>2</sup>, (1)Harvard University, Cambridge, MA, (2)Boston Children's Hospital, Boston, MA, (3)McLean Hospital/Harvard Medical School, Belmont, MA, (4)Psychiatry Department, Rush University Medical Center, Chicago, IL
- 84 **127.084** Global and Local Scale Gamma-Band Activity within a Perceptual Organization Task in Individuals with and without Autism Spectrum Disorder **S. Naumann<sup>1</sup>**, U. Senftleben<sup>2</sup> and S. J. Webb<sup>3</sup>, (1)Humboldt-Universität zu Berlin, Berlin, Germany, (2)Technische Universität Dresden, Dresden, Germany, (3)Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA
- 85 **127.085** Infants at High Risk for ASD Show Altered Functional Connectivity in Auditory Networks at 9 Months of Age **J. Liu<sup>1</sup>**, T. Tsang<sup>1</sup>, L. P. Jackson<sup>2</sup>, C. Ponting<sup>1</sup>, S. Jeste<sup>1</sup>, S. Y. Bookheimer<sup>1</sup> and M. Dapretto Ph.D.<sup>1</sup>, (1)University of California, Los Angeles, Los Angeles, CA, (2)UCLA, Los Angeles, CA
- 86 **127.086** Interhemispheric Alpha-Band Hypoconnectivity in Children with Autism Spectrum Disorder (ASD) **A. H. Dickinson<sup>1</sup>**, C. DiStefano<sup>2</sup>, E. Lin<sup>3</sup>, A. W. Scheffler<sup>3</sup>, D. Senturk<sup>3</sup> and S. Jeste<sup>1</sup>, (1) University of California, Los Angeles, Los Angeles, CA, (2)University of California Los Angeles, Los Angeles, CA, (3)UCLA, Los Angeles, CA

- 87 **127.087** Investigating Social Reward Circuitry during Real-Time Peer Interaction in ASD **L. A. Kirby**<sup>1</sup>, E. Sadikova<sup>1</sup>, K. R. Warnell<sup>2</sup>, M. G. Pecukonis<sup>3</sup>, D. Moraczewski<sup>4</sup> and E. Redcay<sup>1</sup>, (1)Department of Psychology, University of Maryland, College Park, MD, (2) Department of Psychology, Texas State University, San Marcos, TX, (3)Department of Psychological and Brain Sciences, Boston University, Boston, MA, (4)Program in Neuroscience and Cognitive Science, University of Maryland, College Park, MD
- 88 **127.088** Language Associated Neural Responses of Infants at High Risk for ASD and Nonsyndromic Craniosynostosis **R. Wu**<sup>1,2</sup>, **T. Halligan**<sup>3</sup>, A. H. Sun<sup>4</sup>, M. J. Rolison<sup>3</sup>, R. Cabrejo<sup>2</sup>, C. Chuang<sup>2</sup>, J. Yang<sup>2</sup>, A. Wilson<sup>2</sup>, N. Landi<sup>2</sup>, L. Mayes<sup>2</sup>, J. Persing<sup>2</sup> and J. McPartland Ph.D<sup>3</sup>, (1)Yale School of Medicine, New Haven, CT, (2) Yale University School of Medicine, New Haven, CT, (3)Child Study Center, Yale University School of Medicine, New Haven, CT, (4) Yale Child Study Center, Yale School of Medicine, New Haven, CT, (5)University of Connecticut, New Haven, CT
- 89 **127.089** Role of Anxiety in the Neural Response to Faces in Children with ASD: Results from the ABC-CT Feasibility Study **T. Halligan**<sup>1</sup>, A. Naples<sup>1</sup>, B. Lewis<sup>1</sup>, K. Chawarska<sup>1</sup>, R. Bernier<sup>2</sup>, S. Jeste<sup>3</sup>, C. A. Nelson III<sup>4</sup>, G. Dawson<sup>5</sup>, S. J. Webb<sup>2</sup>, M. Murias<sup>6</sup>, F. Shic<sup>7</sup>, C. Sugar<sup>3</sup> and J. McPartland Ph.D<sup>1</sup>, (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2) Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA, (3)University of California, Los Angeles, Los Angeles, CA, (4)Boston Children's Hospital, Boston, MA, (5)Department of Psychiatry and Behavioral Sciences, Duke University Medical Center, Durham, NC, (6)Duke University, Durham, NC, (7)Center for Child Health, Behavior and Development, Seattle Children's Research Institute, Seattle, WA
- 90 **127.090** Language Perception in Infants at Risk for ASD : a Functional Near Infrared Spectroscopy Study **F. Zhang**, P. Warreyn and H. Roeyers, Department of Experimental-Clinical and Health Psychology, Ghent University, Ghent, Belgium
- 91 **127.091** Magnetoencephalographic (MEG) Gamma Oscillations and Sensory Sensitivity in People with and without Autism Spectrum Disorders (ASD) **E. V. Orekhova**<sup>1</sup>, J. F. Schneiderman<sup>2,3</sup>, S. Lundström<sup>4</sup>, B. Riaz<sup>2</sup>, N. Hadjikhani<sup>4,5</sup>, O. V. Sysoeva<sup>1</sup>, T. A. Stroganova<sup>1</sup> and C. Gillberg<sup>4</sup>, (1)MEG-Center, Moscow University of Psychology and Education, Moscow, Russian Federation, (2) Inst Neurosci & Physiol, Sahlgrenska Academy and University of Gothenburg, Gothenburg, Sweden, (3)MedTech West, Gothenburg, Sweden, (4)Gillberg Neuropsychiatry Centre (GNC), University of Gothenburg, Gothenburg, Sweden, (5)MGH/ Martinos Center for Biomedical Imaging/ Harvard Medical School, Charlestown, MA
- 92 **127.092** Modulation of Emotional Face Processing By Visual Attentional Flexibility and Attention Deficit Hyperactivity Disorder (ADHD) Symptoms in ASD: Results from the ABC-CT Feasibility Study **M. R. Altschuler**<sup>1</sup>, A. Naples<sup>1</sup>, B. Lewis<sup>1</sup>, G. Dawson<sup>2</sup>, R. Bernier<sup>3</sup>, S. Jeste<sup>4</sup>, C. A. Nelson III<sup>5</sup>, K. Chawarska<sup>1</sup>, S. J. Webb<sup>3</sup>, F. Shic<sup>6</sup>, Q. Wang<sup>1</sup>, M. Murias<sup>7</sup>, C. Sugar<sup>4</sup> and J. McPartland Ph.D<sup>1</sup>, (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2)Department of Psychiatry and Behavioral Sciences, Duke University Medical Center, Durham, NC, (3)Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA, (4) University of California, Los Angeles, Los Angeles, CA, (5)Boston Children's Hospital, Boston, MA, (6)Center for Child Health, Behavior and Development, Seattle Children's Research Institute, Seattle, WA, (7)Duke University, Durham, NC
- 93 **127.093** Mu Suppression during Action Execution and Observation in Low-Functioning, Young Children with Autism Spectrum Disorder **A. Kylläinen**<sup>1</sup>, P. Warreyn<sup>2</sup>, M. Miettinen<sup>3</sup>, T. M. Helminen<sup>3</sup>, K. Eriksson<sup>4</sup> and J. M. Leppanen<sup>3</sup>, (1)Psychology, University of Tampere, Tampere, Finland, (2)Department of Experimental-Clinical and Health Psychology, Ghent University, Ghent, Belgium, (3)University of Tampere, Tampere, Finland, (4) University of Tampere and Tampere University Hospital, Tampere, Finland
- 94 **127.094** Neonatal Electrophysiological Biomarkers for Neurodevelopmental Disorder Risk **L. C. Shuffrey**<sup>1</sup>, P. E. Springer<sup>2</sup>, M. Potter<sup>3</sup>, H. J. Odendaal<sup>4</sup>, J. D. Nugent<sup>1</sup>, N. H. Brito<sup>5</sup> and W. P. Fifer<sup>1</sup>, (1)Division of Developmental Neuroscience, Columbia University Medical Center, New York, NY, (2)Paediatrics & Child Health, Stellenbosch University, Cape Town, South Africa, (3) Obstetrics and Gynaecology, Stellenbosch University, Bellville, South Africa, (4)Obstetrics and Gynaecology, Stellenbosch University, Cape Town, South Africa, (5)Department of Applied Psychology, New York University, New York, NY
- 95 **127.095** Neural Response to Emotional Faces and Anxiety in Children with Autism Spectrum Disorder **K. S. Ellison**<sup>1</sup>, J. Wolf<sup>1</sup>, A. Naples<sup>1</sup>, K. A. McNaughton<sup>1</sup>, T. C. Day<sup>1</sup>, T. Winkelman<sup>2</sup>, M. J. Rolison<sup>1</sup>, E. Jarzabek<sup>1</sup>, B. Lewis<sup>1</sup> and J. McPartland Ph.D<sup>1</sup>, (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2)Child Study Center, Yale Child Study Center, New Haven, CT
- 96 **127.096** Transdiagnostic Relationships Among Social Communication and Neural Response to Dynamic Social Stimuli **K. Shulman**<sup>1</sup>, **K. S. Ellison**<sup>1</sup>, J. Wolf<sup>1</sup>, K. A. McNaughton<sup>1</sup>, T. C. Day<sup>1</sup>, T. Winkelman<sup>2</sup>, M. J. Rolison<sup>1</sup>, B. Lewis<sup>1</sup>, E. Jarzabek<sup>1</sup>, J. H. Foss-Feig<sup>3</sup>, A. Naples<sup>1</sup>, A. Anticevic<sup>4</sup>, V. Srihari<sup>4</sup> and J. McPartland Ph.D<sup>1</sup>, (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2)Child Study Center, Yale Child Study Center, New Haven, CT, (3)Psychiatry, Icahn School of Medicine at Mount Sinai, New York, NY, (4)Division of Neurocognition, Neurocomputation, and Neurogenetics (N3), Yale University School of Medicine, New Haven, CT
- 97 **127.097** Neural Response to Eye Gaze Differentiates ASD Diagnostic Status Among Adults Meeting ADOS-2 Criteria **K. A. McNaughton**<sup>1</sup>, A. Naples<sup>1</sup>, T. C. Day<sup>1</sup>, T. Winkelman<sup>2</sup>, M. J. Rolison<sup>1</sup>, T. McAllister<sup>1</sup>, D. Stahl<sup>1</sup>, S. Hasselmo<sup>1</sup>, T. Halligan<sup>1</sup>, B. Lewis<sup>1</sup>, K. S. Ellison<sup>1</sup>, E. Jarzabek<sup>1</sup>, J. Wolf<sup>1</sup>, J. H. H. Foss-Feig<sup>3</sup>, A. Anticevic<sup>4</sup>, V. Srihari<sup>4</sup> and J. McPartland Ph.D<sup>1</sup>, (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2) Child Study Center, Yale Child Study Center, New Haven, CT, (3) Seaver Autism Center, Department of Psychiatry, Icahn School of Medicine at Mount Sinai Hospital, New York, NY, (4)Division of Neurocognition, Neurocomputation, and Neurogenetics (N3), Yale University School of Medicine, New Haven, CT
- 98 **127.098** Ouch and Yucks: Anxiety, Alexithymia and Empathetic Reactions in Autism **A. Lassalle**<sup>1,2</sup>, N. R. Zurcher<sup>2</sup>, C. A. Porro<sup>3</sup>, F. Benuzzi<sup>3</sup>, L. Hippolyte<sup>4</sup>, E. Lemonnier<sup>5</sup>, J. Åsberg Johnels<sup>6</sup> and N. Hadjikhani<sup>2,7</sup>, (1)Psychology (Brain & Cognition), University of Amsterdam, Amsterdam, Netherlands, (2)MGH/ Martinos Center for Biomedical Imaging/ Harvard Medical School, Charlestown, MA, (3)Biomedical, Metabolic and Neural Sciences, Università di Modena e Reggio Emilia, Modena, Italy, (4)Service de Genetique Medicale, University of Lausanne, Lausanne, Switzerland, (5)CRA, Limoges, France, (6)Gillberg Neuropsychiatry Center, University of Gothenburg, Göteborg, Sweden, (7)Gillberg Neuropsychiatry Center, Gothenburg University, Gothenburg, Sweden



- 99 **127.099** Reduced Neural Activity of Social and Motor Networks in Children and Adolescents with Autism Spectrum Disorder and Developmental Coordination Disorder during Observation and Imitation of Social and Motor Actions **E. Kilroy**<sup>1</sup>, C. Butera<sup>1</sup>, L. A. Harrison<sup>2</sup>, L. Aziz-Zadeh<sup>3</sup> and S. A. Cermak<sup>1</sup>, (1)USC Mrs. T.H. Chan Division of Occupational Science and Occupational Therapy, University of Southern California, Los Angeles, CA, (2)California Institute of Technology, Pasadena, CA, (3)Occupational Science and Occupational Therapy; Psychology, University of Southern California, Los Angeles, CA
- 100 **127.100** Relating Measures of Sleep from Polysomnography Exams and Parent Questionnaires in Children with Autism **A. Arazi**<sup>1,2</sup>, A. Tarasiuk<sup>3,4</sup>, G. Meiri<sup>5</sup> and I. Dinstein<sup>5,7,8</sup>, (1)Department of Cognitive and Brain Sciences, Ben Gurion University, Beer Sheba, Israel, (2)Zlotowski Center for Neuroscience, Ben Gurion University of the Negev, Beer Sheba, Israel, (3)Sleep-Wake Disorders Unit, Soroka University Medical Center, Beer Sheba, Israel, (4) Department of Physiology, Ben Gurion University of the Negev, Beer Sheba, Israel, (5)Soroka Medical Center, Beer Sheba, Israel, (6)Negev Autism Center, Ben Gurion University of the Negev, Beer Sheba, Israel, (7)Department of Psychology, Ben Gurion University of the Negev, Beer Sheba, Israel, (8)Department of Cognitive and Brain Sciences, Ben Gurion University of the Negev, Beer Sheba, Israel
- 101 **127.101** Sex-Dependent Cerebellar Connectivity in Autism Spectrum Disorders **R. E. Smith**<sup>1,2</sup>, S. J. Gotts<sup>1</sup>, J. A. Avery<sup>1</sup>, G. L. Wallace<sup>3</sup>, L. Kenworthy<sup>4</sup> and A. Martin<sup>5</sup>, (1)Laboratory of Brain and Cognition, NIH/NIMH, Bethesda, MD, (2)Institute of Cognitive Neuroscience, University College London, London, United Kingdom, (3)The George Washington University, Washington, DC, (4)Children's National Medical Center, Rockville, DC, (5)NIMH, Bethesda, MD
- 102 **127.102** Shared and Distinct Features of Dynamic Emotional Face Processing in Autism Spectrum Disorder and Schizophrenia As Measured By Neural and Behavioral Responses **T. C. Day**<sup>1</sup>, A. Naples<sup>1</sup>, B. Lewis<sup>1</sup>, K. A. McNaughton<sup>1</sup>, T. Halligan<sup>1</sup>, T. Winkelman<sup>2</sup>, M. J. Rolison<sup>1</sup>, T. McAllister<sup>3</sup>, S. A. A. Chang<sup>1</sup>, K. S. Ellison<sup>1</sup>, E. Jarzabek<sup>1</sup>, J. Wolf<sup>1</sup>, J. H. H. Foss-Feig<sup>4</sup>, V. Srihari<sup>5</sup>, A. Anticevic<sup>5</sup> and J. McPartland Ph.D.<sup>1</sup>, (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2)Child Study Center, Yale Child Study Center, New Haven, CT, (3)Child Study Center, Yale University School of Medicine, New Haven, CT, (4)Seaver Autism Center, Department of Psychiatry, Icahn School of Medicine at Mount Sinai Hospital, New York, NY, (5)Division of Neurocognition, Neurocomputation, and Neurogenetics (N3), Yale University School of Medicine, New Haven, CT
- 103 **127.103** Socio-Dramatic Affective-Relational Intervention (SDARI) Changes the N100 ERP to Prosodic Voices **C. M. Keifer**, E. J. Libsack and M. D. Lerner, Stony Brook University, Stony Brook, NY
- 104 **127.104** Sustained Neural Processing of Personally Relevant Negative Emotional Stimuli in Youth with ASD: A Possible Mechanistic Explanation for Poor Emotion Regulation **J. Golt**<sup>1</sup>, G. J. Siegle<sup>2</sup> and C. A. Mazefsky<sup>2</sup>, (1)University of Pittsburgh Medical Center, Pittsburgh, PA, (2)Department of Psychiatry, University of Pittsburgh School of Medicine, Pittsburgh, PA
- 105 **127.105** Whole Brain Patterns of Cross-Frequency Coupling in ASD **J. I. Berman**, S. Liu, J. C. Edgar, L. Blaskey and T. P. Roberts, Children's Hospital of Philadelphia, Philadelphia, PA

**Poster Session**

**128 - Diagnostic, Behavioral & Intellectual Assessment**

5:30 PM - 7:00 PM - Hall Grote Zaal

- 106 **128.106** ASD Diagnosis within the Medical Home: Feasibility, Sustainability, and Satisfaction **J. F. Hine**<sup>1</sup>, A. Pasternak<sup>2</sup> and Z. Warren<sup>3</sup>, (1)Vanderbilt University Medical Center, Nashville, TN, (2)Vanderbilt Kennedy Center/TRIAD, Nashville, TN, (3)Vanderbilt University, Nashville, TN
- 107 **128.107** Assessment and Diagnostic Practices for School-Aged Children with Autism Spectrum Disorders: A Survey of Canadian Clinicians **A. M. Yaholkoski**<sup>1</sup>, J. M. Montgomery<sup>2</sup> and B. M. Stoesz<sup>1</sup>, (1)Psychology, University of Manitoba, Winnipeg, MB, Canada, (2)Psychology, University of Manitoba, Winnipeg, MB, CANADA
- 108 **128.108** Assessment of Patterns of Play in Children with and without ASD and Their Relations with Maternal Behavior in Collaborative Play Interactions **C. Shulman**<sup>1,2</sup> and S. Shmueli<sup>2</sup>, (1) The School of Social Work, The Hebrew University of Jerusalem, Jerusalem, Israel, (2)The School of Education, The Hebrew University of Jerusalem, Jerusalem, Israel
- 109 **128.109** ▶ Childhood Autism Screening Test (CAST) As a Screening Tool for ASD: Utility in a Community Population in Lagos, Nigeria **E. A. Campbell**<sup>1</sup>, B. Fadipe<sup>1</sup>, K. Ogunsola<sup>1</sup>, Y. Oshodi<sup>2</sup> and A. E. Lamikanra<sup>3</sup>, (1)Lagos University Teaching Hospital, Lagos, Nigeria, (2)University of Lagos College of Medicine, Lagos, Nigeria, (3)Blazing Trails International, Frisco, TX
- 110 **128.110** Comorbidities and Adaptive Behavior Using the Behavior Assessment System for Children – Version 3 in Children with Autism Spectrum Disorder: Results from the ABC-CT Feasibility Study **E. Pompan**<sup>1</sup>, E. Baker<sup>2</sup>, P. Renno<sup>3</sup>, S. J. Webb<sup>4</sup>, F. Shic<sup>5</sup>, A. Naples<sup>6</sup>, C. Sugar<sup>7</sup>, M. Murias<sup>8</sup>, R. Bernier<sup>1</sup>, G. Dawson<sup>9</sup>, C. A. Nelson III<sup>10</sup>, J. McPartland Ph.D.<sup>9</sup> and S. Jeste<sup>7</sup>, (1)UCLA, Los Angeles, CA, (2)UCLA Center for Autism Research and Treatment, Los Angeles, CA, (3)University of California Los Angeles, Los Angeles, CA, (4)Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA, (5)Center for Child Health, Behavior and Development, Seattle Children's Research Institute, Seattle, WA, (6)Child Study Center, Yale University School of Medicine, New Haven, CT, (7)University of California, Los Angeles, Los Angeles, CA, (8)Duke University, Durham, NC, (9)Department of Psychiatry and Behavioral Sciences, Duke University Medical Center, Durham, NC, (10)Boston Children's Hospital, Boston, MA
- 111 **128.111** Day-to-Day Variability in Behavior Via Smartphone Data Collection from Caregivers of Children with Autism **R. M. Jones**<sup>1</sup>, T. Tarpey<sup>2</sup>, A. Hamo<sup>3</sup>, C. Carberry<sup>3</sup> and C. Lord<sup>1</sup>, (1)Weill Cornell Medicine, White Plains, NY, (2)Wright State University, Dayton, OH, (3)Weill Cornell Medicine, New York, NY
- 112 **128.112** Delay of Diagnosis in ASD **L. Verhoeven**<sup>1</sup>, D. van Dijk<sup>2</sup>, P. van Deurzen<sup>3</sup> and W. G. Staal<sup>4,5</sup>, (1)Dr Leo Kannerhuis, Doorwerth, Netherlands, (2)Research, Development & Innovation, Dr Leo Kannerhuis, Doorwerth, Netherlands, (3)Karakter, Nijmegen, Netherlands, (4)Department of Cognitive Neuroscience, Donders Institute for Brain, Cognition and Behaviour, Radboud University Nijmegen Medical Centre, Nijmegen, Netherlands, (5)Institute for Brain and Cognition, Leiden University, Leiden, Netherlands



- 113 **128.113** Detection of Ignored Autism Spectrum Disorder By Simple External Observation in Kindergarten: A Proof of Concept Study **E. Castagna**, R. Pirovano, A. Castelnovo, E. Alfiedi, G. Lanzi, F. Bernasconi, M. Norsi and E. Grossi, Autism Research Unit, Villa Santa Maria, Tavernerio, Italy
- 114 **128.114** Development and Validation of Objective, Eye Tracking-Based Risk and Symptom Measures for Autism **T. W. Frazier**<sup>1,2</sup>, E. W. Klingemier<sup>3</sup>, A. Y. Hardan<sup>4</sup>, C. Eng<sup>2</sup>, M. S. Strauss<sup>5</sup>, L. Speer<sup>2</sup>, S. Parikh<sup>2</sup> and E. Youngstrom<sup>6</sup>, (1)Autism Speaks, New York, NY, (2)Cleveland Clinic, Cleveland, OH, (3)Cleveland Clinic Center for Autism, Cleveland, OH, (4)Psychiatry and Behavioral Sciences, Stanford University, Stanford, CA, (5)Psychology, University of Pittsburgh, Pittsburgh, PA, (6)University of North Carolina at Chapel Hill, Chapel Hill, NC
- 115 **128.115** Discriminant Validity of the Autism Spectrum Screening Questionnaire Parent Form to Preschool Children **M. Adachi**<sup>1</sup>, M. Takahashi<sup>2</sup>, N. Takayanagi<sup>3</sup>, S. Yasuda<sup>4</sup>, Y. Sakamoto<sup>4</sup>, M. Tanaka<sup>5</sup>, A. Osato<sup>4</sup>, S. Kato<sup>6</sup>, M. Saito<sup>4</sup> and K. Nakamura<sup>4</sup>, (1) Research Center for Child Mental Development Graduate School of Medicine, Hirosaki University, Hirosaki, Japan, (2)Research Center for Child Mental Development Graduate School of Medicine, Hirosaki University Research Center for Child Mental Development, Hirosaki, Japan, (3)Aichi Toho University, Nagoya, Japan, (4) Graduate School of Medicine, Hirosaki University, Hirosaki, Japan, (5)Hokkai gakuen University, Sapporo, Japan, (6)Aomori Chuo Gakuin University, Aomori, Japan
- 116 **128.116** Does Intention Lead to Success? Social Camouflaging in Autistic Girls **L. Hull**<sup>1</sup>, K. V. Petrides<sup>2</sup> and W. Mandy<sup>1</sup>, (1)University College London, London, United Kingdom of Great Britain and Northern Ireland, (2)London Psychometric Laboratory, London, United Kingdom
- 117 **128.117** DSM-5 Levels of Support and Autism Severity Ratings **T. Dawkins**<sup>1</sup> and M. Van Bourgondien<sup>2</sup>, (1)The University of North Carolina - Chapel Hill, Carrboro, NC, (2)University of North Carolina at Chapel Hill, Carrboro, NC
- 118 **128.118** Empathy in Adolescent Girls with Autism; Quantity and Quality of Their Reactions **C. Rieffe**<sup>1</sup>, D. Willems<sup>2</sup>, F. R. Sedgewick<sup>3</sup>, L. Hull<sup>4</sup>, E. M. Blijd-Hoogewys<sup>5</sup> and L. Stockmann<sup>6</sup>, (1)Leiden University, Leiden, Netherlands, (2)Developmental Psychology, Leiden University, Leiden, Netherlands, (3)Centre for Research in Autism and Education (CRAE), London, United Kingdom of Great Britain and Northern Ireland, (4)University College London, London, United Kingdom of Great Britain and Northern Ireland, (5)INTER-PSY, Groningen, Netherlands, (6) Centrum Autisme Rivierduinen, Leiden, Netherlands
- 119 **128.119** Experiences of the Autism Spectrum Disorder Diagnostic Process from the Perspective of Individuals, Families and Practitioners: A Systematic Review **B. Afsharnejad**<sup>1,2,3</sup>, A. J. Whitehouse<sup>1,4,5</sup>, J. Wray<sup>6</sup>, V. Eapen<sup>1,6</sup>, M. R. Prior<sup>7</sup> and K. Evans<sup>1,8</sup>, (1)Cooperative Research Centre for Living with Autism (Autism CRC), Brisbane, Australia, (2)Autism Research Team, Telethon Kids Institute, Perth, Australia, (3)School of Occupational Therapy and Social Work, Curtin University, Perth, Australia, (4)Telethon Kids Institute, University of Western Australia, Perth, Australia, (5)University of Western Australia, Perth, Australia, (6)School of Psychiatry, University of New South Wales, Sydney, Australia, (7)The University of Melbourne, Melbourne, Australia, (8)Autism Research Team, Telethon Kids Institute, Subiaco, Australia
- 120 **128.120** Exploration of Diagnostic Validity of Autism Diagnostic Observation Schedule (ADOS) in Korean Population **G. Bong**<sup>1</sup>, M. Oh<sup>2</sup>, I. H. Cho<sup>3</sup>, Y. S. Lee<sup>4</sup>, M. S. Kim<sup>5</sup>, D. W. Han<sup>6</sup>, C. Y. Shin<sup>7</sup> and H. J. Yoo<sup>8</sup>, (1)Psychiatry, Seoul National University Bundang Hospital, Seungnam, Korea, Republic of (South), (2)Psychiatry, Seoul National University Bundang Hospital, Sungnam, Korea, The Republic of, (3)Dr. Cho's Child & Adolescent Psychiatric Clinic, Seongnam, Korea, Republic of (South), (4) Department of Physiology, Biomedical Sciences, Seoul National University College of Medicine, Seoul, Korea, Republic of (South), (5)Department Applied Chemistry, Kyung Hee University, Seoul, Korea, Republic of (South), (6)Dept. of Stem Cell Biology, School of Medicine, Konkuk University, Seoul, Korea, Republic of (South), (7)Department of Neuroscience, School of Medicine, Konkuk University, Seoul, Korea, Republic of (South), (8)Psychiatry, Seoul National University Bundang Hospital, Seongnam, Korea, The Republic of
- 121 **128.121** Exploring Autism Symptoms in Individuals with Prader-Willi and Angelman Syndromes **E. K. Baker**<sup>1</sup>, D. E. Godler<sup>2</sup>, D. Amor<sup>3</sup>, M. Bui<sup>4</sup>, C. Rogers<sup>5</sup>, M. Field<sup>6</sup> and L. Bretherton<sup>1</sup>, (1) Murdoch Children's Research Institute, Melbourne, Australia, (2) Genetics, Murdoch Children's Research Institute, Melbourne, Australia, (3)Victorian Clinical Genetics Service, Melbourne, Australia, (4)Centre for Epidemiology and Biostatistics, University of Melbourne, Melbourne, Australia, (5)Hunter Genetics, GOLD Service, Newcastle, Australia, (6)Hunter Genetics, Newcastle, Australia
- 122 **128.122** Exploring the Experience of Seeking an Autism Diagnosis As an Adult: Findings from Online Submissions and Interviews **M. De Broize**<sup>1,2</sup>, K. Evans<sup>2,3</sup>, A. J. Whitehouse<sup>2,4,5</sup>, J. Wray<sup>6</sup>, V. Eapen<sup>2,6</sup>, M. R. Prior<sup>7</sup> and **A. Urbanowicz**<sup>1,2</sup>, (1) Queensland Centre for Intellectual and Developmental Disability, MRI-UQ, The University of Queensland, South Brisbane, Australia, (2)Cooperative Research Centre for Living with Autism (Autism CRC), Brisbane, Australia, (3)Autism Research Team, Telethon Kids Institute, Subiaco, Australia, (4)Telethon Kids Institute, University of Western Australia, Perth, Australia, (5)University of Western Australia, Perth, Australia, (6)School of Psychiatry, University of New South Wales, Sydney, Australia, (7)The University of Melbourne, Melbourne, Australia
- 123 **128.123** Gender Difference of Gaze Fixation Patterns in 5-Year -Old Children -the Usefulness of Early Detection of Girls with Autism Spectrum Disorder- **Y. Sakamoto**<sup>1</sup>, M. Saito<sup>1</sup>, K. J. Tsuchiya<sup>2</sup>, A. Osato<sup>1</sup>, S. Kato<sup>3</sup>, Y. Matsubara<sup>4</sup>, T. Mikami<sup>5</sup>, M. Adachi<sup>6</sup>, M. Takahashi<sup>6</sup>, S. Yasuda<sup>6</sup> and K. Nakamura<sup>1</sup>, (1) Graduate School of Medicine, Hirosaki University, Hirosaki, Japan, (2)Research Center for Child Mental Development, Hamamatsu University School of Medicine, Hamamatsu, Japan, (3)Aomori Chuo Gakuin University, Aomori, Japan, (4)Hirosaki University Graduate School of Medicine, Hirosaki, Japan, (5)Research Center for Child Mental Development Graduate School of Medicine, Hirosaki University, Hirosaki, Japan, (6)Research Center for Child Mental Development Graduate School of Medicine, Hirosaki University Research Center for Child Mental Development, Hirosaki, Japan

- 124 **128.124** Get It Right, Make It Easy, See It All: Autism Spectrum Disorder Diagnosis in Australia from the Perspective of Autistic Individuals and Their Caregivers **E. D'Arcy**<sup>1,2,3</sup>, M. Falkmer<sup>3,4,5</sup>, A. J. Whitehouse<sup>3,6,7</sup>, S. J. Girdler<sup>3,4</sup>, T. Falkmer<sup>3,8,9,10</sup>, J. Wray<sup>7</sup>, V. Eapen<sup>3,11</sup>, M. R. Prior<sup>12</sup> and K. Evans<sup>1,3</sup>, (1)Autism Research Team, Telethon Kids Institute, Subiaco, Australia, (2)School of Occupational Therapy and Social Work, Curtin University, Bentley, Australia, (3)Cooperative Research Centre for Living with Autism (Autism CRC), Brisbane, Australia, (4)School of Occupational Therapy and Social Work, Curtin University, Perth, Western Australia, Australia, (5)School of Education and Communication, CHILd programme, Institute of Disability Research, Jönköping University, Jönköping, Jönköping County, Sweden, (6)Telethon Kids Institute, University of Western Australia, Perth, Australia, (7)University of Western Australia, Perth, Australia, (8)School of Occupational Therapy and Social Work, Curtin University, Perth, Australia, (9)Pain and Rehabilitation Centre, and Department of Medical and Health Sciences, Linköping University, Linköping, Sweden, (10)Department for Rehabilitation, Jönköping University, Jönköping, Sweden, (11)School of Psychiatry, University of New South Wales, Sydney, Australia, (12)The University of Melbourne, Melbourne, Australia
- 125 **128.125** ICF Core Sets for Autism Spectrum Disorder, ADHD and Cerebral Palsy: Commonalities and Differences **S. Bolte**<sup>1</sup>, S. Mahdi<sup>2</sup> and V. Schiariiti<sup>3</sup>, (1)Karolinska Institutet, Stockholm, Sweden, (2)Karolinska Institutet Center of Neurodevelopmental Disorders (KIND), Karolinska Institute Center of Neurodevelopmental Disorders, Stockholm, Sweden, (3)Division of Medical Sciences, University of Victoria, Victoria, BC, Canada
- 126 **128.126** Linking the Esdm Curriculum Checklist for Young Children with Autism to the ICF-CY Who Comprehensive Classification System **K. Strauss**<sup>1</sup>, A. Delle Fratte<sup>2</sup> and L. Fava<sup>2</sup>, (1)Umbrella Autism, Rome, Italy, (2)Association for Treatment and Research in Autism Spectrum Disorders "UmbrellaAutism", Rome, Italy
- 127 **128.127** Measuring Emotion Regulation in Children with Autism: A Novel Observational Tool **J. K. Lake**, P. Tablon, V. Chan (Ting) and J. A. Weiss, Psychology, York University, Toronto, ON, Canada
- 128 **128.128** Miss ASD; A New Screening Instrument for Girls and Women with ASD **R. H. Grondhuis**, M. L. Bezemer and **E. M. Blijd-Hoogewys**, INTER-PSY, Groningen, Netherlands
- 129 **128.129** New DSM-5 Severity Level Ratings for Autism Spectrum Disorder: Clinical Use and Associated Factors **M. O. Mazurek**<sup>1</sup>, F. Lu<sup>2</sup>, M. Eric<sup>3</sup> and B. Handen<sup>4</sup>, (1)University of Virginia, Charlottesville, VA, (2)Biostatistics Center, Massachusetts General Hospital, Boston, MA, (3)Harvard Medical School, Boston, MA, (4)University of Pittsburgh School of Medicine, Pittsburgh, PA
- 130 **128.130** Structural and Convergent Validity of the Autism Impact Measure (AIM) **M. O. Mazurek**<sup>1</sup>, C. Carlson<sup>2</sup>, M. Baker-Ericzén<sup>3</sup>, E. Butter<sup>4</sup>, M. Norris<sup>5</sup> and S. M. Kanne<sup>6</sup>, (1)University of Virginia, Charlottesville, VA, (2)Department of Psychology, University of Houston, Houston, TX, (3)Rady Children's Hospital, San Diego, CA, (4)Nationwide Children's Hospital, Columbus, OH, (5)Thompson Center for Autism & Neurodevelopmental Disorders, Columbia, MO
- 131 **128.131** ▶ Pilot Analyses of the Feasibility and Validity of Autism Spectrum Disorder Screening Instruments: Social Communication and Interaction Screening in Toddlers (SISO) **H. J. Yoo**<sup>1</sup>, G. Bong<sup>2</sup>, M. Oh<sup>3</sup>, J. Kim<sup>4</sup>, H. Sunwoo<sup>5</sup>, J. Jeon<sup>6</sup>, J. Jang<sup>7</sup>, K. S. Lee<sup>8</sup>, S. Jung<sup>9</sup>, Y. S. Lee<sup>10</sup>, M. S. Kim<sup>11</sup>, D. W. Han<sup>12</sup> and C. Y. Shin<sup>13</sup>, (1)Psychiatry, Seoul National University Bundang Hospital, Seongnam, Korea, The Republic of, (2)Psychiatry, Seoul National University Bundang Hospital, Seongnam, Korea, Republic of (South), (3)Psychiatry, Seoul National University Bundang Hospital, Sungnam, Korea, The Republic of, (4)Psychiatry, Seoul National University Bundang Hospital, Seoul, Korea, Republic of (South), (5)Psychiatry, Soonchunhyang University Hospital, Seoul, Seoul, Korea, Republic of (South), (6) Seoul National University Bundang Hospital, Seoul, Korea, Republic of (South), (7)Incheon Center for Developmental Disabilities, Incheon, Korea, Republic of (South), (8)Hanshin University, Osan-Si, Korea, The Republic of, (9)Sewon Infant Child Development Center, Seoul, Korea, Republic of (South), (10)Department of Physiology, Biomedical Sciences, Seoul National University College of Medicine, Seoul, Korea, Republic of (South), (11)Department Applied Chemistry, Kyung Hee University, Seoul, Korea, Republic of (South), (12)Dept. of Stem Cell Biology, School of Medicine, Konkuk University, Seoul, Korea, Republic of (South), (13)Department of Neuroscience, School of Medicine, Konkuk University, Seoul, Korea, Republic of (South)
- 132 **128.132** Profiles of Autistic Symptoms in Individuals with 22q11.2 Duplication or Deletion Syndromes, Regardless of Autism Diagnosis **C. C. Clements**<sup>1</sup>, J. R. Bertollo<sup>2</sup>, A. Zoltowski<sup>3</sup>, A. de Marchena<sup>4</sup>, L. DePollo<sup>5</sup>, E. Zackai<sup>6</sup>, B. Emanuel<sup>6</sup>, D. McDonald-McGinn<sup>6</sup>, T. Wenger<sup>7</sup>, R. Schultz<sup>1</sup>, J. Miller<sup>1</sup> and O. Ousley<sup>8</sup>, (1)Center for Autism Research, The Children's Hospital of Philadelphia, Philadelphia, PA, (2)The Center for Autism Research/CHOP, Philadelphia, PA, (3)Vanderbilt University, Nashville, TN, (4)University of the Sciences, Philadelphia, PA, (5)Children's Hospital of Philadelphia, Philadelphia, PA, (6) Department of Pediatrics, The Children's Hospital of Philadelphia, Philadelphia, PA, (7)Department of Pediatrics, Seattle Children's Hospital, Seattle, WA, (8)Department of Psychiatry and Behavioral Sciences, Emory Autism Center, Emory University School of Medicine, Atlanta, GA
- 133 **128.133** Psychometric Properties of the Merrill-Palmer-Revised Scales of Development in Preschool-Aged Children with Autism Spectrum Disorder **E. E. Dempsey**<sup>1</sup>, I. M. Smith<sup>2</sup>, H. E. Flanagan<sup>3</sup>, E. Duku<sup>4</sup>, L. Zwaigenbaum<sup>5</sup>, P. Szatmari<sup>6</sup>, M. Elsabbagh<sup>7</sup>, T. Bennett<sup>8</sup>, J. Volden<sup>9</sup>, S. Georgiades<sup>4</sup>, W. J. Ungar<sup>10</sup>, P. Mirenda<sup>11</sup>, T. Vaillancourt<sup>12</sup> and C. Waddell<sup>13</sup>, (1)Psychology and Neuroscience, Dalhousie University, Halifax, NS, Canada, (2)Dalhousie University / IWK Health Centre, Halifax, NS, CANADA, (3)IWK Health Centre, Halifax, NS, Canada, (4)McMaster University, Hamilton, ON, Canada, (5)Pediatrics, University of Alberta, Edmonton, AB, Canada, (6) Centre for Addiction and Mental Health, Toronto, ON, Canada, (7) McGill University, Montreal, PQ, Canada, (8)Offord Centre for Child Studies, McMaster University, Hamilton, ON, CANADA, (9)University of Alberta, Edmonton, AB, Canada, (10)University of Toronto / The Hospital for Sick Children, Toronto, ON, Canada, (11)University of British Columbia, Vancouver, BC, Canada, (12)University of Ottawa, Ottawa, ON, Canada, (13)Simon Fraser University, Vancouver, BC, V6B 5K3, BC, Canada
- 134 **128.134** Sex Differences in Clinical Presentation Among Children with ASD **E. A. DeLucia**<sup>1</sup>, K. Pelphey<sup>2</sup>, A. Pomaes<sup>1</sup>, R. L. Gruen<sup>1</sup>, C. C. Kautz<sup>1</sup>, L. L. Booth<sup>1</sup> and P. E. Ventola<sup>3</sup>, (1)Yale Child Study Center, Yale School of Medicine, New Haven, CT, (2)Yale University, New Haven, CT, (3)Yale Child Study Center, Yale University School of Medicine, New Haven, CT

- 135 **128.135** Temperament in Individuals with Autism Spectrum Disorder (ASD): A Systematic Review **L. C. Chetcuti**<sup>1</sup>, K. Hudry<sup>1</sup>, K. Ellis-Davies<sup>2</sup>, S. Putnam<sup>3</sup>, M. R. Prior<sup>4</sup> and M. Uljarevic<sup>5,6</sup>, (1)Olga Tennison Autism Research Centre, La Trobe University, Melbourne, Australia, (2)Cambridge University, Cambridge, United Kingdom, (3)Department of Psychology, Bowdoin College, Brunswick, ME, (4)The University of Melbourne, Melbourne, Australia, (5)Olga Tennison Autism Research Centre, Olga Tennison Autism Research Centre, Melbourne, CA, (6) Department of Psychiatry and Behavioral Sciences, Stanford University School of Medicine, stanford, CA
- 136 **128.136** The Development and Validation of the Dutch Contextual Assessment of Social Skills (CASS): An Independent Observational Outcome Measure of Social Skills in Adolescents with Autism Spectrum Disorder **S. Idris**<sup>1,2</sup>, F. ten Hoeve<sup>3</sup>, A. B. Ratto<sup>4</sup>, S. White<sup>5</sup> and K. Greaves-Lord<sup>1</sup>, (1)Erasmus MC, Rotterdam, Netherlands, (2)Discipline of Psychological and Behavioral Medicine, Faculty of Medicine, Universiti Teknologi MARA, Selangor, Malaysia, (3)Faculty of Social Sciences, Erasmus University, Rotterdam, Netherlands, (4)Children's National Health System, Washington, DC, (5)Virginia Polytechnic Institute and State University, Blacksburg, VA
- 137 **128.137** The Effect of Comorbidity on Cognitive Efficiency in ASD **B. Lewis**, K. A. McNaughton, A. Naples and J. McPartland Ph.D, Child Study Center, Yale University School of Medicine, New Haven, CT
- 138 **128.138** The Utility of a Parent and Teacher-Rated ASD Self-Awareness Scale **T. Warren**<sup>1</sup>, S. Bent<sup>1</sup>, F. Widjaja<sup>1</sup>, K. Delucchi<sup>1</sup>, E. Johnson<sup>2</sup> and R. Hendren<sup>1</sup>, (1)Psychiatry, University of California, San Francisco, San Francisco, CA, (2)Meristem, Fair Oaks, CA
- 139 **128.139** Validation of a Broader Autism Phenotype Interview in Families of Individuals with High-Functioning Autism Spectrum Disorder **C. C. Green**<sup>1</sup>, A. E. Richard<sup>2</sup>, S. J. Wilson<sup>3</sup> and I. E. Scheffer<sup>4</sup>, (1) Department of Medicine, Austin Health, The University of Melbourne, Heidelberg, Australia, (2)Autism Research Centre, IWK, Halifax, NS, Canada, (3)Florey Institute of Neuroscience and Mental Health, Melbourne, Australia, (4)Department of Medicine, The University of Melbourne, Melbourne, Australia
- 140 **128.140** What Australian Medical, Allied Health and Educational Experts Want from an Autism Spectrum Disorder Diagnostic Process **K. Evans**<sup>1,2</sup>, J. Wray<sup>3</sup>, V. Eapen<sup>2,4</sup>, M. R. Prior<sup>5</sup> and A. J. Whitehouse<sup>2,3,6</sup>, (1)Autism Research Team, Telethon Kids Institute, Subiaco, Australia, (2)Cooperative Research Centre for Living with Autism (Autism CRC), Brisbane, Australia, (3)University of Western Australia, Perth, Australia, (4)School of Psychiatry, University of New South Wales, Sydney, Australia, (5)The University of Melbourne, Melbourne, Australia, (6) Telethon Kids Institute, University of Western Australia, Perth, Australia
- 141 **128.141** Variables at the Time of ASD Diagnosis in Toddler Years Predict Outcome in Adaptive Functioning and ADHD Co-Morbidity in Adolescence: A Long-Term Follow-up Study **E. Ben Itzchak**<sup>1</sup> and D. A. Zachor<sup>2</sup>, (1)Communication Disorder, Ariel University, Ariel, Israel, (2)The Autism Center/Pediatrics, Tel Aviv University / Assaf Harofeh Medical Center, Zerifin, Israel
- 142 **128.142** Measurement Invariance of the Child Behavior Checklist in a Large Sample of Children with Autism Spectrum Disorder with and without Intellectual Disability **K. N. Medeiros**, Health Psychology, University of Missouri, Columbia, MO
- 143 **128.143** Tablet-Based Mobile Eye Tracking for Studying Visual Preference in Children with ASD: Proof-of-Concept and Feasibility Study **A. Atyabi**<sup>1</sup>, Q. Wang<sup>2</sup>, C. Foster<sup>2</sup>, E. Barney<sup>3</sup>, Y. A. Ahn<sup>4</sup>, M. Kim<sup>4</sup>, B. Li<sup>4,5</sup>, C. A. Paisley<sup>6</sup>, S. M. Abdullahi<sup>7</sup>, M. L. Braconnier<sup>7</sup>, J. Lei<sup>7</sup>, C. C. Kautz<sup>8</sup>, L. L. Booth<sup>8</sup>, M. Lyons<sup>2</sup>, P. E. Ventola<sup>9</sup> and F. Shic<sup>3</sup>, (1) Seattle Children's Research Institute University of Washington, Seattle, WA, (2)Child Study Center, Yale University School of Medicine, New Haven, CT, (3)Center for Child Health, Behavior and Development, Seattle Children's Research Institute, Seattle, WA, (4)Seattle Children's Research Institute, Seattle, WA, (5)Computer Science and Engineering, University of Washington, Seattle, WA, (6)University of Alabama, Tuscaloosa, AL, (7)Yale Child Study Center, New Haven, CT, (8)Yale Child Study Center, Yale School of Medicine, New Haven, CT, (9)Yale Child Study Center, Yale University School of Medicine, New Haven, CT
- 144 **128.144** Utility of Heart Rate Increase for Prediction of Challenging Behavior Episodes in Preschoolers with Autism **H. J. Nuske**<sup>1</sup>, E. Finkel<sup>2</sup>, L. Tomczuk<sup>3</sup>, D. Hedley<sup>4</sup>, V. Parma<sup>5</sup>, M. Pellecchia<sup>6</sup>, J. Herrington<sup>7</sup>, D. S. Mandell<sup>8</sup> and C. Dissanayake<sup>4</sup>, (1)Psychiatry, University of Pennsylvania, Philadelphia, PA, (2)Department of Psychology, University of Pennsylvania, Philadelphia, PA, (3) Neuroscience Department, Dickinson College, Carlisle, USA, Carlisle, PA, (4)Olga Tennison Autism Research Centre, La Trobe University, Melbourne, Australia, (5)SISSA, Trieste, Italy, (6)University of Pennsylvania, Philadelphia, PA, (7)The Center for Autism Research/CHOP, Philadelphia, PA
- 145 **128.145** A Diagnostic Tool for Reciprocal Behavior in Children, Adolescents and Adults with ASD **S. Begeer**<sup>1</sup>, T. Backer van Ommeren<sup>2</sup>, H. M. Koot<sup>3</sup>, M. Vreugdenhil<sup>4</sup> and A. Scheeren<sup>5</sup>, (1) VU University Amsterdam, Amsterdam, Netherlands, (2)Clinical Developmental Psychology, Vrije Universiteit Amsterdam, Amsterdam, Netherlands, (3)Clinical, Neuro and Developmental Psychology, Vrije Universiteit Amsterdam, Amsterdam, Netherlands, (4)Clinical Developmental Psychology, Vrije Universiteit Amsterdam, Amsterdam, New Caledonia, (5)Psychology, University of Tilburg, Tilburg, Netherlands

**Poster Session**

**129 - Medical and Psychiatric Comorbidity**

5:30 PM - 7:00 PM - Hall Grote Zaal

- 146 **129.146** A Dimensional Relationship between Autistic and Paraphilic Traits **E. Deakins**<sup>1</sup>, W. Simpson<sup>2</sup> and **M. K. Belmonte**<sup>3</sup>, (1)Division of Psychology, Nottingham Trent University, Nottingham, United Kingdom, (2)Division of Psychology, Nottingham Trent University, Nottingham, United Kingdom, (3)Com DEALL Trust, Bangalore, India
- 147 **129.147** A Longitudinal Study of Sleep Disturbance and Parent Stress in Children with ASD at 4 and 6 Years of Age: A Mediational Model **A. Estes**<sup>1</sup>, T. Ward<sup>2</sup>, J. N. Collett Coll<sup>3</sup>, K. E. MacDuffie<sup>1</sup> and J. Munson<sup>3</sup>, (1)Speech and Hearing Sciences, University of Washington, Seattle, WA, (2)School of Nursing, University of Washington, Seattle, WA, (3)University of Washington, Seattle, WA
- 148 **129.148** Anxiety and Sleep Disturbance in Youth with Autism Spectrum Disorder **P. Renno**<sup>1</sup>, L. Sterling<sup>2</sup>, J. Yang<sup>3</sup> and J. J. Wood<sup>4</sup>, (1)University of California Los Angeles, Los Angeles, CA, (2)California State University Long Beach, Long Beach, CA, (3)Department of Psychiatry and Biobehavioral Sciences, UCLA, Los Angeles, CA, (4) Human Development & Psychology, University of California, Los Angeles, Los Angeles, CA



- 149 **129.149** Autistic Characteristics in Anorexia Nervosa and Its Relationship with Anxiety, Depression and Eating Habits J. Lugo-Marín<sup>1</sup>, M. P. López<sup>2</sup>, M. Alviani Rodríguez-Franco<sup>3</sup>, E. Diez Villoria<sup>4</sup> and **R. Canal-Bedia<sup>5</sup>**, (1)Hospital Universitario Nuestra Señora de Candelaria, Tenerife., Spain, (2)Unidad de Trastornos de la Conducta Alimentaria, Hospital Universitario de Canarias, Tenerife, Spain, (3)Servicio de Psiquiatría, Hospital Universitario Nuestra Señora de Candelaria, Tenerife, Spain, (4)Universidad de Salamanca, Salamanca, Spain, (5)University of Salamanca, Salamanca, Spain
- 150 **129.150** Autistic Traits and Further Clinical Manifestations in Phelan-Mcdermid Syndrome (22q13 deletion syndrome) **M. Burdeus**, Instituto de Investigación Biomédica Gregorio Marañón , CIBERSAM, IISGM, Madrid, Spain
- 151 **129.151** Differences in the Anxiety Profiles of Middle Childhood Boys and Girls with ASD **L. Libero<sup>1</sup>**, B. Winder-Patel<sup>2</sup>, M. Solomon<sup>3</sup>, C. W. Nordahl<sup>1</sup> and D. G. Amaral<sup>1</sup>, (1)Psychiatry and Behavioral Sciences, University of California at Davis, MIND Institute, Sacramento, CA, (2)MIND Institute, University of California, Davis, Sacramento, CA, (3)Department of Psychiatry & Behavioral Sciences, MIND Institute , Sacramento, CA
- 152 **129.152** Discharge from Children's Services: Experiences and Predictors of Mental Health Outcomes **H. Merrick<sup>1</sup>**, C. King<sup>2</sup>, H. McConachie<sup>1</sup>, J. Parr<sup>3</sup> and A. LeCouteur<sup>1</sup>, (1)Institute of Health and Society, Newcastle University, Newcastle upon Tyne, United Kingdom, (2)Northumberland, Tyne and Wear NHS Foundation Trust, Newcastle upon Tyne, United Kingdom, (3)Institute of Neuroscience, Newcastle University, Newcastle Upon Tyne, United Kingdom
- 153 **129.153** Does Autism Risk Confer a Greater Risk for Sleep Problems? **A. J. Schwichtenberg<sup>1</sup>**, E. A. Abel<sup>2</sup>, A. M. Kellerman<sup>1</sup>, P. Chong<sup>1</sup>, M. Miller<sup>3</sup> and S. Ozonoff<sup>1</sup>, (1)Purdue University, West Lafayette, IN, (2)Purdue University, Lafayette, IN, IN, (3)University of California, Davis, MIND Institute, Sacramento, CA, (4)Psychiatry and Behavioral Sciences, University of California at Davis, MIND Institute, Sacramento, CA
- 154 **129.154** Early Life Developmental Deviances and Prediction of Psychosis in 22q11.2 Syndrome **D. Fraguas<sup>1</sup>** and M. Bravo<sup>2</sup>, (1) Child and Adolescent Psychiatry, Hospital Gregorio Marañón, CIBERSAM, IISGM, Madrid, Spain, (2)Hospital Gregorio Marañón, Madrid, Spain
- 155 **129.155** Emotion Dysregulation in Youth Presenting for Evaluation to a Specialized Autism Clinic **R. A. Vasa<sup>1,2</sup>**, A. Keefer Ph.D<sup>2</sup>, V. Singh<sup>2</sup>, L. Kalb<sup>2</sup>, J. S. Hong<sup>2</sup> and C. A. Mazefsky<sup>3</sup>, (1) Kennedy Krieger Institute, Baltimore, MD, (2)Center for Autism and Related Disorders, Kennedy Krieger Institute, Baltimore, MD, (3)Department of Psychiatry, University of Pittsburgh School of Medicine, Pittsburgh, PA
- 156 **129.156** Enhancing Health, Well-Being and Physical Activity Among Adolescents with Autism Spectrum Disorder **P. Jachyra<sup>1</sup>**, E. Anagnostou<sup>2</sup>, B. Gladstone<sup>3</sup>, R. Renwick<sup>4</sup> and B. Gibson<sup>5</sup>, (1) University of Toronto & Bloorview Research Institute, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (2) Holland Bloorview Kids Rehab hospita;, University of Toronto, Toronto, ON, Canada, (3)Social and Behavioural Sciences, Dalla Lana School of Public Health, University of Toronto, Toronto, Canada, Toronto, ON, Canada, (4)Occupational Therapy, University of Toronto, Toronto, ON, Canada, (5)Physical Therapy and Bloorview Research Institute, University of Toronto and Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada
- 157 **129.157** How Should We Talk about Obesity and Weight-Related Topics with Children with Autism Spectrum Disorders and Their Families? A. C. McPherson<sup>1</sup>, **P. Jachyra<sup>2</sup>**, C. Petta<sup>1</sup>, S. Cosgrove<sup>1</sup>, L. Chen<sup>1</sup>, L. Capano<sup>3</sup>, L. Moltisanti<sup>4</sup>, T. J. Knibbe<sup>5</sup> and E. Anagnostou<sup>6</sup>, (1)Bloorview Research Institute, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (2)University of Toronto & Bloorview Research Institute, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (3)Autism Research Centre, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (4)Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (5)Research, Abilities Centre, Whitby, ON, Canada, (6)Holland Bloorview Kids Rehab hospita;, University of Toronto, Toronto, ON, Canada
- 158 **129.158** Exome Sequencing and Clinical Correlates in 250 ASD Trios **J. Gonzalez-Peñas**, Child and Adolescent Psychiatry, Fundación investigación Biomedica Gregorio Marañón, CIBERSAM, Madrid, Spain
- 159 **129.159** Experience of Mental Health Diagnosis and Medication in Autistic and Non-Autistic Individuals: An Online Study. **S. Au-Yeung<sup>1</sup>**, S. Cassidy<sup>2</sup>, L. Bradley<sup>2</sup> and R. Shaw<sup>3</sup>, (1)Coventry University, Coventry, United Kingdom of Great Britain and Northern Ireland, (2)Coventry University, Coventry, United Kingdom, (3)NHS Coventry and Warwickshire Partnership Trust, Warwickshire, United Kingdom
- 160 **129.160** Experiences of Suicide and Suicidal Thoughts Amongst Adults with an Autism Spectrum Condition. **L. Bradley<sup>1</sup>**, S. Cassidy<sup>1,2,3</sup> and J. Rodgers<sup>2</sup>, (1)Coventry University, Coventry, United Kingdom, (2)Institute of Neuroscience, Newcastle University, Newcastle Upon Tyne, United Kingdom, (3)School of Psychology, University of Nottingham, Nottingham, United Kingdom
- 161 **129.161** Inflammatory Profile in ASD Children with and without Functional Gastrointestinal Disorders **M. J. Penzol Alonso<sup>1</sup>**, B. García-Bueno<sup>2</sup>, K. S. MacDowell<sup>3</sup>, J. C. Leza<sup>4</sup>, A. Alcón<sup>5</sup> and M. Parellada<sup>6</sup>, (1)HOSPITAL UNIVERSITARIO GREGORIO MARAÑÓN, MADRID, Spain, (2)Pharmacology,, Universidad Complutense, CIBERSAM, Madrid, Spain, Madrid, Spain, (3) Pharmacology, School of Medicine, UCM, Madrid, Spain, (4) Pharmacology, School of Medicine, UCM, CIBERSAM, Madrid, Spain, (5)Hospital Universitario Gregorio Marañón. Child and Adolescent Psychiatry. IISGM. CIBERSAM, Madrid, Spain, (6) Fundación Investigación Biomedica Gregorio Marañón, Madrid, Spain
- 162 **129.162** Intellectual Disability in ASD. Paternal and Obstetric Factors in Relation with Cognitive LEVEL Outcome **A. Alcón<sup>1</sup>** and D. Gerez<sup>2</sup>, (1)Hospital Universitario Gregorio Marañón. Child and Adolescent Psychiatry. IISGM. CIBERSAM, Madrid, Spain, (2)Child and Adolescent Psychiatry, Hospital Gregorio Marañón, CIBERSAM, IISGM, 28035, Spain
- 163 **129.163** Investigating the Factor-Structure of the Child Behavior Checklist Dysregulation Profile in Youth with ASD **A. Keefer Ph.D<sup>1,2</sup>**, V. Singh<sup>1</sup>, L. Kalb<sup>1,3</sup>, C. A. Mazefsky<sup>4</sup>, J. S. Hong<sup>1</sup> and R. A. Vasa<sup>1,2</sup>, (1)Center for Autism and Related Disorders, Kennedy Krieger Institute, Baltimore, MD, (2)Johns Hopkins School of Medicine, Baltimore, MD, (3)Johns Hopkins University, Baltimore, MD, (4)Department of Psychiatry, University of Pittsburgh School of Medicine, Pittsburgh, PA



- 164 **129.164** Molecular Characterization of Right-Sided Colonic Hypomotility in GI Symptomatic Children with ASD **S. J. Walker<sup>1</sup>**, C. D. Langefeld<sup>2</sup>, K. D. Zimmerman<sup>2</sup> and A. Kringsman<sup>3</sup>, (1)Wake Forest Institute for Regenerative Medicine, Winston-Salem, NC, (2)Wake Forest University Health Sciences, Winston Salem, NC, (3)Pediatric Gastroenterology Resources of New York and Texas, Austin, TX
- 165 **129.165** Monitoring the Safety of Second Generation Antipsychotics in Children and Adolescents with Autism Spectrum Disorder **J. H. Filliter<sup>1</sup>**, M. Kerr<sup>2</sup>, S. Shea<sup>1</sup>, I. M. Smith<sup>1</sup>, J. MacCuspie<sup>1</sup>, A. Hawkins<sup>1</sup> and T. Fraboni<sup>1</sup>, (1)IWK Health Centre / Dalhousie University, Halifax, NS, Canada, (2)Dalhousie University, Halifax, NS, Canada
- 166 **129.166** Parent-Rated Anxiety Symptoms in Youth with ASD and Their Association with Problem Behaviors in an Inpatient Setting **R. Mahajan<sup>1</sup>**, H. Nichols<sup>1</sup>, B. Troen<sup>1</sup> and C. A. Mazefsky<sup>2</sup>, (1)Sheppard Pratt Health System, Towson, MD, (2)Department of Psychiatry, University of Pittsburgh School of Medicine, Pittsburgh, PA
- 167 **129.167** Parental Anxiety and Family Functioning: A Comparison between Children with ASD and Comorbid Anxiety Disorders, Children with Anxiety Disorders, and Typically Developing Children **F. van SteENSEL<sup>1</sup>** and S. M. Bögels<sup>2</sup>, (1)University of Amsterdam, Amsterdam, Netherlands, (2)Research Institute of Child Development and Education, University of Amsterdam, Amsterdam, Netherlands
- 168 **129.168** Possible Factors Associated with High Prevalence of Overweight and Obesity in Toddlers with Autistic Spectrum Disorder **O. E. Stolar<sup>1</sup>**, R. Ben-Zeev<sup>2</sup>, E. Gal<sup>3</sup> and T. Sinai<sup>4</sup>, (1)Autism Center, Assaf Harofeh Medical Center, zerifin, Israel, (2)School of Nutritional Sciences, The Hebrew University, Jerusalem., Israel, (3) Department of Occupational Therapy, University of Haifa, Haifa, Israel, (4)School of Nutritional Sciences, The Hebrew University, Jerusalem, Israel
- 169 **129.169** Predicting Aggression Onset in Minimally-Verbal Youth with Autism Spectrum Disorder Using Preceding Physiological Signals **M. S. Goodwin Ph.D.<sup>1</sup>**, C. Cumpanasoiu<sup>1</sup>, A. Stedman<sup>2</sup>, C. Peura<sup>2</sup>, O. Ozdenizci<sup>1</sup>, P. Tian<sup>1</sup>, Y. Guo<sup>1</sup>, S. Ioannidis<sup>1</sup>, D. Erdogmus<sup>1</sup>, C. A. Mazefsky<sup>3</sup> and M. Siegel<sup>4</sup>, (1)Northeastern University, Boston, MA, (2)Spring Harbor Hospital, Westbrook, ME, (3)Department of Psychiatry, University of Pittsburgh School of Medicine, Pittsburgh, PA, (4)Maine Medical Center - Tufts School of Medicine - Spring Harbor Hospital, Westbrook, ME
- 170 **129.170** Relations between Executive Function and Sleep in ASD Children with Comorbid ADHD Symptoms **A. M. Cremonese<sup>1</sup>**, J. Buirkle<sup>2</sup>, K. Trier<sup>2</sup>, R. Gilbert<sup>2</sup> and S. Faja<sup>2</sup>, (1)Boston Children's Hospital Labs of Cognitive Neuroscience, Boston, MA, (2)Boston Children's Hospital, Boston, MA
- 171 **129.171** Repetitive Behaviors in Autism Spectrum Disorder: Associations with Internalizing Symptoms **D. Swain<sup>1</sup>**, A. Muskett, N. N. Capriola, A. Scarpa and A. Dahiya-Singh, Virginia Tech, Blacksburg, VA
- 172 **129.172** Similarity of Citizen-Science American Gut Project to Published ASD Studies on Gut Microbiota **C. HoliNGUE<sup>1</sup>**, N. Nueller<sup>2</sup> and M. D. Fallin<sup>3</sup>, (1)Wendy Klag Center for Autism and Developmental Disabilities, Department of Mental Health, Johns Hopkins University, Baltimore, MD, (2)Epidemiology, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (3)Wendy Klag Center for Autism and Developmental Disabilities, Johns Hopkins School of Public Health, Baltimore, MD
- 173 **129.173** Sleep As a Predictor of Emotional and Behavioral Presentation in Children with Autism Spectrum Disorder (ASD) at Discharge from Specialized Psychiatric Inpatient Units **B. J. Taylor<sup>1</sup>**, C. A. Mazefsky<sup>2</sup>, K. Pedersen<sup>3</sup> and M. Siegel<sup>4</sup>, (1) Psychiatry, Maine Medical Center Research Institute, Portland, ME, (2)Department of Psychiatry, University of Pittsburgh School of Medicine, Pittsburgh, PA, (3)Maine Medical Center, Portland, ME, (4)Maine Medical Center - Tufts School of Medicine - Spring Harbor Hospital, Westbrook, ME
- 174 **129.174** Social Communication and Repetitive Behaviours in Gender Dysphoric Children: Exploring the Specificity of Autistic Traits **J. H. Leef<sup>1,2</sup>**, J. A. Brian<sup>3</sup>, D. P. VanderLaan<sup>4</sup>, H. Wood<sup>5</sup> and K. J. Zucker<sup>6</sup>, (1)Autism Research Centre, Bloorview Research Institute, Toronto, ON, Canada, (2)Department of Applied Psychology and Human Development, University of Toronto & Bloorview Research Institute, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (3)Bloorview Research Institute, Toronto, ON, Canada, (4)Department of Psychology, University of Toronto at Mississauga, Mississauga, ON, Canada, (5)Toronto District School Board, Toronto, ON, Canada, (6)Department of Psychiatry, University of Toronto, Toronto, ON, Canada
- 175 **129.175** Stability and Persistence of Emotional and Behavioural Problems in Children with ASD **S. Chandler<sup>1</sup>**, G. Baird<sup>2</sup>, T. Charman<sup>3</sup> and E. Simonoff<sup>4</sup>, (1)King's College London, London, United Kingdom of Great Britain and Northern Ireland, (2)Guy's and St Thomas' NHS Foundation Trust, London, United Kingdom, (3)King's College London, Institute of Psychiatry, Psychology and Neuroscience, London, United Kingdom
- 176 **129.176** The Association between Additional Emotional and Behavioural Problems in Children with ASD and Their Parents' Stress and Mental Health Problems: A Systematic Review and Meta-Analysis. **I. Yorke<sup>1</sup>**, P. White<sup>2</sup>, A. Weston<sup>3</sup>, M. Rafla<sup>4</sup>, T. Charman<sup>2</sup> and E. Simonoff<sup>4</sup>, (1)King's College London, Institute of Psychiatry, Psychology and Neuroscience, London, United Kingdom, (2)King's College London, Institute of Psychiatry, Psychology and Neuroscience, London, United Kingdom, (3) University of Bath, Bath, United Kingdom, (4)King's College London, London, United Kingdom
- 177 **129.177** The Role of Anxiety in Looking Patterns Among Children with ASD: Results from the ABC-CT Feasibility Study **E. Hamo<sup>1</sup>**, A. Naples<sup>1</sup>, B. Lewis<sup>1</sup>, K. Chawarska<sup>1</sup>, R. Bernier<sup>2</sup>, S. Jeste<sup>3</sup>, C. A. Nelson III<sup>4</sup>, G. Dawson<sup>5</sup>, S. J. Webb<sup>2</sup>, M. Murias<sup>6</sup>, F. Shic<sup>7</sup>, C. Sugar<sup>8</sup> and J. McPartland Ph.D<sup>1</sup>, (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2)Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA, (3)University of California, Los Angeles, Los Angeles, CA, (4)Boston Children's Hospital, Boston, MA, (5)Department of Psychiatry and Behavioral Sciences, Duke University Medical Center, Durham, NC, (6)Duke University, Durham, NC, (7)Center for Child Health, Behavior and Development, Seattle Children's Research Institute, Seattle, WA
- 178 **129.178** The Role of Medical (including Psychiatric) Evaluations in the Diagnosis of ASD: from Gold-Standard Instruments to Full Diagnosis **M. Parellada<sup>1</sup>**, Fundación Investigación Biomedica Gregorio Marañón, Madrid, Spain
- 179 **129.179** Do Motor Abilities Predict ADHD Symptoms in Preschoolers with FXS? **S. L. O'Connor<sup>1</sup>**, E. A. Will<sup>2</sup> and J. Roberts<sup>1</sup>, (1)Department of Psychology, University of South Carolina, Columbia, SC, (2)University of South Carolina, Columbia, SC

- 180 **129.180** Vagal Tone As a Predictor of Separation Anxiety in Preschoolers at Elevated Risk for ASD **A. Brewe**, A. L. Hogan, C. Knott and J. Roberts, Department of Psychology, University of South Carolina, Columbia, SC
- 181 **129.181** Why Is Quality of Life Reduced in Individuals with Autism Spectrum Conditions? Investigating the Impact of Core Symptoms and Psychiatric Comorbidities on Quality of Life in the EU-AIMS LEAP Cohort. **B. Oakley**<sup>1</sup>, J. Tillmann<sup>2</sup>, D. V. Crawley<sup>3</sup>, A. San Jose Caceres<sup>4</sup>, R. Holt<sup>5</sup>, T. Charman<sup>6</sup>, J. K. Buitelaar<sup>7</sup>, T. Banaschewski<sup>8</sup>, E. Simonoff<sup>9</sup>, D. G. Murphy<sup>9</sup> and E. Loth<sup>10</sup>, (1)Institute of Psychiatry, Psychology and Neuroscience, King's College London, Camberwell, United Kingdom of Great Britain and Northern Ireland, (2)King's College London, London, United Kingdom of Great Britain and Northern Ireland, (3)Forensic and Neurodevelopmental Sciences, King's College, London, London, United Kingdom of Great Britain and Northern Ireland, (4)Forensic and Neurodevelopmental Sciences, King's College, London, United Kingdom of Great Britain and Northern Ireland, (5)University of Cambridge, Cambridge, United Kingdom, (6)King's College London, Institute of Psychiatry, Psychology and Neuroscience, London, United Kingdom, (7) Radboud University Medical Center Nijmegen, Donders Institute for Brain, Cognition and Behaviour, Nijmegen, Netherlands, (8) University of Heidelberg, Heidelberg, Germany, (9)Department of Forensic and Neurodevelopmental Sciences, and the Sackler Institute for Translational Neurodevelopment, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (10)Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom
- 182 **129.182** The Effect of Nutrition and Exercise on Bone Density in Boys with Autism Spectrum Disorder **A. Neumeyer**<sup>1</sup>, N. Cano Sokoloff<sup>2</sup>, E. I. McDonnell<sup>3</sup>, E. Macklin<sup>4</sup>, T. M. Holmes<sup>5</sup>, J. L. Hubbard<sup>5</sup>, C. McDougle<sup>6</sup> and M. Misra<sup>7</sup>, (1)Lurie Center for Autism Massachusetts General Hospital, Lexington, MA, (2) Massachusetts General Hospital, Boston, MA, (3)Biostatistics Center, Massachusetts General Hospital, Boston, MA, (4)Harvard Medical School, Boston, MA, (5)Translational & Clinical Research Center, Massachusetts General Hospital, Boston, MA, (6)Lurie Center for Autism, Massachusetts General Hospital, Lexington, MA, (7)Pediatrics, Massachusetts General Hospital and Harvard Medical School, Boston, MA
- 183 **129.183** Heart Activity during Startle Paradym in Children with Fragile X Syndrome and Autism Spectrum Disorder Compared to Typically Developing Children **J. A. Ezell**<sup>1</sup>, E. A. Will<sup>1</sup>, S. McQuillin<sup>1</sup> and J. Roberts<sup>2</sup>, (1)University of South Carolina, Columbia, SC, (2) Department of Psychology, University of South Carolina, Columbia, SC

**Poster Session**

**130 - Service Delivery/Systems of Care**

5:30 PM - 7:00 PM - Hall Grote Zaal

- 184 **130.184** Identifying Previous Service Experience and Needs Among Individuals with Autism Waiting for Services **L. Shea**<sup>1</sup>, P. F. Turcotte II<sup>2</sup> and S. Nonnemacher<sup>3</sup>, (1)A.J. Drexel Autism Institute, Philadelphia, PA, (2)A.J. Drexel Autism Institute, Cherry Hill, NJ, (3) Pennsylvania Bureau of Autism Services, Harrisburg, PA
- 185 **130.185** A Mixed Methods Approach to Understanding Community Providers' Implementation of an Evidence-Based, Parent-Mediated Intervention **K. Casagrande** and B. R. Ingersoll, Psychology, Michigan State University, East Lansing, MI
- 186 **130.186** Accuracy of Community General Pediatrician Diagnosis of Autism Spectrum Disorder (ASD) Compared to Multi-Disciplinary Team Assessment **L. Andoni**<sup>1</sup>, J. A. Brian<sup>2</sup> and M. Penner<sup>1</sup>, (1) Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (2)Bloorview Research Institute, Toronto, ON, Canada
- 187 **130.187** Allies and Adversaries: The Experience of Healthcare and Healthcare Relationships for Adults with 'High-Functioning' Autism Spectrum Disorder **M. Wright**<sup>1</sup>, M. Medved<sup>2</sup>, J. M. Montgomery<sup>3</sup> and K. Roger<sup>1</sup>, (1)University of Manitoba, Winnipeg, MB, Canada, (2)American University of Paris, Paris, France, (3) Psychology, University of Manitoba, Winnipeg, MB, CANADA
- 188 **130.188** ▶ An Examination of Disparities in Patterns of Use of State-Funded Disability Services **S. R. Rieth**<sup>1,2</sup>, L. Brookman-Frazee<sup>2,3</sup>, K. S. Dickson<sup>2,3</sup>, R. Plotkin<sup>4</sup>, T. Cook-Clark<sup>4</sup> and C. Corsello<sup>3</sup>, (1)San Diego State University, San Diego, CA, (2)Child and Adolescent Services Research Center, San Diego, CA, (3) University of California, San Diego, La Jolla, CA, (4)San Diego Regional Center, San Diego, CA
- 189 **130.189** An Overview of a Community-Based Treatment in Singapore for Children and Adolescents with Social Interaction and Communication Difficulties. **Y. Heng**<sup>1</sup> and J. Wong<sup>2</sup>, (1)National University Health System/ National University of Singapore, Singapore, Singapore, (2)Department of Psychological Medicine, National University Hospital of Singapore, Singapore, Singapore
- 190 **130.190** Autism Alertness and Psychiatric Stigma in Dutch Physicians Screening in the Child General Population **M. van 't Hof**<sup>1,2</sup>, I. A. van Berckelaer-Onnes<sup>3</sup>, M. C. Neukerk<sup>4</sup>, A. M. Daniels<sup>5</sup>, H. W. Hoek<sup>6,7,8</sup> and W. A. Ester<sup>2,9</sup>, (1)Sarr Expert Centre for Autism, Lucertis Child- & Adolescent Psychiatry, Rotterdam, Netherlands, (2)Parnassia Psychiatric Institute, The Hague, Netherlands, (3) Faculty of Social Sciences, Clinical Child and Adolescent Studies, Leiden University, Leiden, Netherlands, (4)Sarr Expert Centre for Autism, Lucertis Child and Adolescence Psychiatry, Rotterdam, Netherlands, (5)Simons Foundation, New York, NY, (6)Parnassia Bavo Groep, Parnassia Bavo Academie, Den Haag, Netherlands, (7)Department of Psychiatry, University Medical Center Groningen, Groningen, Netherlands, (8)Department of Epidemiology, Mailman School of Public Health, Columbia University, New York, NY, (9)Sarr Expert Centre for Autism, Lucertis Child- & Adolescent Psychiatry, Rotterdam, Netherlands, Rotterdam, Netherlands

- 191 **130.191** Autism Spectrum Disorder and Challenging Behaviours Demonstrated in a Paediatric Hospital Environment **M. J. Mitchell<sup>1</sup>**, K. Williams<sup>2</sup> and F. Newall<sup>3</sup>, (1)Department of Paediatrics, The University of Melbourne; Royal Children's Hospital, Melbourne, Australia, (2)University of Melbourne and Royal Children's Hospital, Melbourne, Australia, (3)Royal Children's Hospital; The University of Melbourne, Melbourne, Australia
- 192 **130.192** ▶ Beyond Sick and Well Visits: Pediatricians Knowledge and Beliefs about the Diagnosis of ASD **C. Montiel-Nava<sup>1</sup>**, Z. Gonzalez<sup>2</sup> and J. A. Chacin<sup>3</sup>, (1)Universidad Latina de Panama, Panama, Panama, (2)Universidad del Zulia, Maracaibo, Venezuela (Bolivarian Republic of), (3)Instituto de Genetica Medina, Universidad del Zulia, Maracaibo, Venezuela (Bolivarian Republic of)
- 193 **130.193** ▶ Broken Bridges: New School Transitions for Students with Autism Spectrum Disorder: A Review on Difficulties and Strategies for Success **B. Bronstein<sup>1</sup>**, H. J. Nuske<sup>2</sup>, E. McGhee Hassrick<sup>3</sup>, L. Hauptman<sup>4</sup>, C. A. Aponte<sup>5</sup>, L. Levato<sup>5</sup>, A. C. Stahmer<sup>6</sup>, D. S. Mandell<sup>1</sup>, P. Mundy<sup>7</sup>, C. Kasari<sup>8</sup> and T. Smith<sup>9</sup>, (1)University of Pennsylvania, Philadelphia, PA, (2)Psychiatry, University of Pennsylvania, Philadelphia, PA, (3)Drexel University A.J. Drexel Autism Institute, Philadelphia, PA, (4)University of California, Los Angeles, Los Angeles, CA, (5)University of Rochester Medical Center, Rochester, NY, (6)Psychiatry and Behavioral Sciences, University of California at Davis MIND Institute, Sacramento, CA, (7)University of California at Davis, Sacramento, CA, (8)University of California Los Angeles, Los Angeles, CA, (9)University of Rochester, Rochester, NY
- 194 **130.194** ▶ Characterizing Disparities in Special Education Classroom Quality for Students with Autism **S. F. Vejnoska<sup>1</sup>**, K. S. Dickson<sup>2</sup>, S. R. Rieth<sup>2,3</sup>, J. Suhrheinrich<sup>3</sup> and A. C. Stahmer<sup>4</sup>, (1)University of California, Davis, Sacramento, CA, (2)Child and Adolescent Services Research Center, San Diego, CA, (3)San Diego State University, San Diego, CA, (4)Psychiatry and Behavioral Sciences, University of California at Davis MIND Institute, Sacramento, CA
- 195 **130.195** Child and Parental Correlates of Participation in Sports and Recreational Activities in School-Aged Children with Autism Spectrum Disorder **V. Lee<sup>1</sup>**, T. Bennett<sup>2</sup>, A. Zaidman-Zait<sup>3</sup>, E. Duku<sup>4</sup>, S. Georgiades<sup>4</sup>, P. Szatmari<sup>5</sup>, M. Elsabbagh<sup>6</sup>, P. Mirenda<sup>7</sup>, I. M. Smith<sup>8</sup>, W. J. Ungar<sup>9</sup>, T. Vaillancourt<sup>10</sup>, J. Volden<sup>11</sup>, C. Waddell<sup>12</sup>, L. Zwaigenbaum<sup>13</sup> and A. Thompson<sup>4</sup>, (1)McMaster University-Offord Centre, Hamilton, ON, Canada, (2)Offord Centre for Child Studies, McMaster University, Hamilton, ON, CANADA, (3)Tel-Aviv University, Tel-Aviv, Israel, (4)McMaster University, Hamilton, ON, Canada, (5)The Hospital for Sick Children, Toronto, ON, Canada, (6)McGill University, Montreal, PQ, Canada, (7)University of British Columbia, Vancouver, BC, Canada, (8)Dalhousie University / IWK Health Centre, Halifax, NS, CANADA, (9)University of Toronto / The Hospital for Sick Children, Toronto, ON, Canada, (10)University of Ottawa, Ottawa, ON, Canada, (11)University of Alberta, Edmonton, AB, Canada, (12)Simon Fraser University, Vancouver, BC, V6B 5K3, BC, Canada, (13)Pediatrics, University of Alberta, Edmonton, AB, Canada
- 196 **130.196** Child Characteristics Associated with Educational Placement in Children with Autism Spectrum Disorders **J. Christiansen<sup>1</sup>**, S. Parlar<sup>2</sup> and L. Pedersen<sup>1</sup>, (1)Centre for Autism, Herlev, Denmark, (2)Nexus, Copenhagen, Denmark
- 197 **130.197** Community Based Autism Liaison & Treatment Project (CoBALT): Decreasing Wait Time and Increasing Access to Services **J. Bellando<sup>1</sup>**, E. Schulz<sup>2</sup>, J. J. Fussell<sup>3</sup>, D. Chang<sup>4</sup>, K. Pearson<sup>5</sup>, S. Jernigan<sup>3</sup>, J. Oswalt<sup>6</sup>, K. Oswalt<sup>6</sup>, T. Reid<sup>3</sup>, B. Whitaker<sup>3</sup>, R. Carey<sup>6</sup>, M. Lopez<sup>6</sup>, A. Goudie<sup>3</sup>, M. Campbell<sup>3</sup> and E. Corley<sup>3</sup>, (1)University of Arkansas for Medical Sciences, Little Rock, AR, (2)Pediatrics, University of Arkansas for Medical Sciences, Little Rock, AR, (3)Pediatrics, University of Arkansas for Medical Sciences, Little Rock, AR, (4)Biostatistics, University of Arkansas for Medical Sciences, Little Rock, AR, (5)James L. Dennis Developmental Center, Little Rock, AR, (6)Dennis Development Center, Little Rock, AR
- 198 **130.198** Content Analysis of Psycho-Educational Intervention Goal for Young Children with Autism within the ICF-CY Framework **K. Strauss<sup>1</sup>**, A. Delle Fratte<sup>2</sup> and **L. Fava<sup>2</sup>**, (1)Umbrella Autism, Rome, Italy, (2)Association for Treatment and Research in Autism Spectrum Disorders "UmbrellaAutism", Rome, Italy
- 199 **130.199** ▶ Disparities in Service Utilization Among Children with Autism Spectrum Disorder: A Review of the Literature **K. Smith<sup>1</sup>**, J. Gehricke<sup>2</sup>, S. Iadarola<sup>3</sup>, A. Wolfe<sup>4</sup> and K. Kuhlthau<sup>5</sup>, (1)Children's Hospital Los Angeles, Los Angeles, CA, (2)University of California, Irvine, Irvine, CA, (3)University of Rochester Medical Center, Rochester, NY, (4)Academic Pediatrics, Massachusetts General Hospital for Children, Boston, MA, (5)Massachusetts General Hospital, Boston, MA
- 200 **130.200** Echo Autism Model for Training School Psychologists and Applied Behavior Analysts **K. O'Connor<sup>1</sup>** and J. Randolph<sup>2</sup>, (1) MU Thompson Center, Columbia, MO, (2)University of Missouri, Thompson Center for Autism and Neurodevelopmental Disorders, Columbia, MO
- 201 **130.201** Educating Students with Autism Spectrum Disorder in Mainstream Classes: Teacher Knowledge and Use of Empirically Supported Treatments. **R. P. Sulek<sup>1</sup>**, D. Trembath<sup>2</sup>, J. M. Paynter<sup>3</sup> and D. Keen<sup>4</sup>, (1)Griffith University, Australia, Gold Coast, Australia, (2)Menzies Health Institute, Griffith University, Australia, (3)School of Applied Psychology, Griffith University, Southport, Australia, (4)Autism Centre of Excellence, Griffith University, Mt Gravatt, Australia
- 202 **130.202** ▶ Effects of Medicaid Waivers for Autism Spectrum Disorder on State Medicaid Expenditures **Z. Cidav<sup>1</sup>**, A. Dick<sup>2</sup>, G. Liu<sup>3</sup>, M. Sorbero<sup>4</sup>, **D. S. Mandell<sup>1</sup>**, B. Stein<sup>4</sup> and D. Leslie<sup>5</sup>, (1) University of Pennsylvania, Philadelphia, PA, (2)The RAND Corporation, Boston, MA, (3)Penn State College of Medicine, Hershey, PA, (4)RAND, Pittsburgh, PA, (5)Penn State Milton S. Hershey Medical Center, Penn State College of Medicine, Hershey, PA
- 203 **130.203** Embodied Empowerment Design: Reframing the Problem through Co-Design **J. van Dijk**, Twente University, Enschede, Netherlands
- 204 **130.204** Examining the Relationship between Educator Knowledge, Implementation Frequency, and Perceived Feasibility of Utility of Evidence-Based Practices Following a Training Paradigm of in-Person and Teleconferenced Training, Coaching, and Mentorship **W. Loring<sup>1</sup>**, C. McQueen<sup>1</sup>, T. E. Foster<sup>2</sup>, A. Dubin<sup>2</sup> and P. Juárez<sup>1</sup>, (1)Vanderbilt University Medical Center, Nashville, TN, (2)Nemours/Alfred I. duPont Hospital for Children, Wilmington, DE



- 205 **130.205** Experiences of Treatment and Support for Mental Health Problems, Self-Injury and Suicidality in Adults with Autism Spectrum Conditions. **L. Camm-Crosbie<sup>1</sup>**, S. Cassidy<sup>1,2</sup>, L. Bradley<sup>1</sup> and R. Shaw<sup>3</sup>, (1)Coventry University, Coventry, United Kingdom, (2)School of Psychology, University of Nottingham, Nottingham, United Kingdom, (3)NHS Coventry and Warwickshire Partnership Trust, Warwickshire, United Kingdom
- 206 **130.206** Exploring the Relationship between Social Skills Knowledge and Reported Family Quality of Life through PEERS **J. Mueller<sup>1</sup>** and L. Dewey<sup>2</sup>, (1)Nemours/Alfred I duPont Hospital for Children, Wilmington, DE, (2)Nemours/AIDHC, Wilmington, DE
- 207 **130.207** Exploring Unconscious Bias of Health Care Professionals Caring for Children with Autism **L. I. Florindez<sup>1</sup>**, D. H. Como<sup>1</sup>, J. Polido<sup>2</sup>, S. A. Cermak<sup>3</sup> and L. I. Duker (Stein)<sup>1</sup>, (1)Division of Occupational Science and Occupational Therapy, University of Southern California, Los Angeles, CA, (2)Children's Hospital, Los Angeles, Los Angeles, CA, (3)USC Mrs. T.H. Chan Division of Occupational Science and Occupational Therapy, University of Southern California, Los Angeles, CA
- 208 **130.208** Feasibility and Potential Impact of the Building Alliances to Meet Autism Needs in Clinical Encounters (BALANCE) Program **S. L. Snow<sup>1,2</sup>**, J. M. Chorney<sup>3</sup> and I. M. Smith<sup>4</sup>, (1)Psychology and Neuroscience, Dalhousie University, Halifax, NS, Canada, (2)University of Manitoba, Winnipeg, MB, Canada, (3)Dalhousie University, Halifax, NS, Canada, (4)Dalhousie University / IWK Health Centre, Halifax, NS, CANADA
- 209 **130.209** Higher Levels of Autistic Traits Are Associated with Lower Wellbeing in Performing Arts Professionals and Students **E. Buckley<sup>1</sup>**, E. Pellicano<sup>2</sup> and A. Remington<sup>1</sup>, (1)UCL Centre for Research in Autism & Education, London, United Kingdom, (2)Macquarie University, Sydney, Australia
- 210 **130.210** Identifying and Combating Intervention Misinformation in Autism **J. M. Paynter<sup>1</sup>**, S. Lusk-Saxby<sup>2</sup>, A. DeBlasio<sup>3</sup>, G. Frost<sup>4</sup>, K. Fordyce<sup>4</sup>, C. Imms<sup>5</sup>, D. Keen<sup>6</sup>, S. Miller<sup>7</sup>, D. Trembath<sup>8</sup>, M. Tucker<sup>9</sup> and U. Ecker<sup>10</sup>, (1)School of Applied Psychology, Griffith University, Southport, Australia, (2)Griffith University, Southport, Australia, (3)Anglicare SA ASELCC, Adelaide, Australia, (4)ASELCC & DAT, St Giles Tasmanian ASELCC, Burnie, Australia, (5)Australian Catholic University, Melbourne, Australia, (6)Autism Centre of Excellence, Griffith University, Mt Gravatt, Australia, (7)Autism Association of Western Australia, Perth, Australia, (8)Menzies Health Institute, Griffith University, Australia, (9)AEIOU Foundation, Brisbane, Australia, (10)University of Western Australia, Perth, Australia
- 211 **130.211** Identifying Clinician Barriers to Quality Mental Health Treatment for Adults with Autism **S. R. Crabbe<sup>1</sup>**, B. B. Maddox<sup>2</sup> and D. S. Mandell<sup>1</sup>, (1)University of Pennsylvania, Philadelphia, PA, (2)Psychiatry, Center for Mental Health Policy and Services Research, University of Pennsylvania, Philadelphia, PA
- 212 **130.212** ▶ Identifying Services That Provide Assistance to Individuals with Autism Spectrum Disorder in Brazil **J. Portolese Jr.<sup>1</sup>**, D. Bordini<sup>2</sup>, R. Lowenthal<sup>3</sup>, E. C. Zach<sup>4</sup> and C. S. de Paula<sup>5</sup>, (1) Clinical Hospital, Sao Paulo, Brazil, (2)Departament of Psychiatry, Federal University of São Paulo, Sao Paulo, Brazil, (3)Santa Casa Hospital, Sao Paulo, Brazil, (4)Clinical Hospital, São Paulo, Brazil, (5)Developmental Disorder Program, Universidade Presbiteriana Mackenzie, São Paulo, Brazil
- 213 **130.213** ▶ Impact of Training Program to Treat Children with Autism in the Brazilian Public Health System **C. S. de Paula<sup>1</sup>**, L. C. Silva<sup>1</sup>, E. L. Ribeiro<sup>2</sup> and M. C. Teixeira<sup>1</sup>, (1)Developmental Disorder Program, Universidade Presbiteriana Mackenzie, São Paulo, Brazil, (2)Secretaria Municipal de Saúde de São Paulo, Secretaria Municipal de Saúde de São Paulo, São Paulo, Brazil
- 214 **130.214** Improvements in Patient Access Result in Earlier Age of Diagnosis in a Clinical Setting **C. Hall<sup>1</sup>**, J. Hamel<sup>2</sup> and S. Miller<sup>2</sup>, (1) Emory University, Marcus Autism Center, Atlanta, GA, (2)Marcus Autism Center, Atlanta, GA
- 215 **130.215** Increasing Access to Empirically-Validated Interventions for Autism Spectrum Disorder: Dissemination of PEERS into Community Mental Health Settings **L. Dewey<sup>1</sup>**, Nemours/AIDHC, Wilmington, DE
- 216 **130.216** ▶ Integrating Clinic-Based and Parent-Mediated Intervention for Autism in India **S. Dalwai<sup>1</sup>**, New Horizons Health and Research Foundation, Mumbai, India; Indian Academy of Pediatrics Mumbai, Mumbai, India
- 217 **130.217** ▶ Internet Misinformation on Autism Spectrum Disorders in Vietnam **C. V. Tran<sup>1</sup>** and B. Weiss<sup>2</sup>, (1)Vietnam National University, Hanoi, Viet Nam, (2)Vanderbilt University, Nashville, TN
- 218 **130.218** Is Parent Mediated Telehealth Interventions for Children with ASD a Viable Option? **G. M. Kuravackel<sup>1</sup>** and L. A. Ruble Ph.D<sup>2</sup>, (1)University of Louisville, Louisville, KY, (2)University of Kentucky, Lexington, KY
- 219 **130.219** Longitudinal Trends in the Early Work Experiences of Youth with Autism in the U.S. **A. Roux<sup>1</sup>**, P. Shattuck<sup>2</sup>, J. Rast<sup>2</sup> and K. Anderson<sup>3</sup>, (1)A.J. Drexel Autism Institute, Drexel University, Philadelphia, PA, (2)Drexel University A.J. Drexel Autism Institute, Philadelphia, PA, (3)Life Course Outcomes Research Program, Drexel University A.J. Drexel Autism Institute, Philadelphia, PA
- 220 **130.220** Measuring Perioperative Distress in Children with Autism Spectrum Disorder **E. S. Cameron<sup>1</sup>**, J. M. Chorney<sup>2</sup>, I. M. Smith<sup>3</sup> and S. L. Snow<sup>4</sup>, (1)IWK Health Centre, Halifax, NS, Canada, (2) Dalhousie University, Halifax, NS, Canada, (3)Dalhousie University / IWK Health Centre, Halifax, NS, CANADA, (4)Psychology and Neuroscience, Dalhousie University, Halifax, NS, Canada
- 221 **130.221** Needs and Priorities of Providers Serving Children and Youth with Autism Spectrum Disorders in Rural Areas **S. Vanegas<sup>1</sup>**, Y. Xu<sup>2</sup>, S. Magana<sup>3,4</sup> and T. Heller<sup>2</sup>, (1)The University of Texas at Austin, Austin, TX, (2)Disability and Human Development, University of Illinois at Chicago, Chicago, IL, (3)Steve Hicks School of Social Work, University of Texas at Austin, Austin, TX, (4) University of Texas at Austin, Austin, TX
- 222 **130.222** Online but Live and Interactive Social Skills Intervention **T. P. Gabrielsen<sup>1</sup>**, Brigham Young University, Provo, UT
- 223 **130.223** Parents of Preschool Children Newly Diagnosed with Autism Spectrum Disorder: The Effectiveness of a Self-Directed on-Line Parent Training and Support Program on Parent and Child Outcomes **A. T. Robson<sup>1</sup>**, Applied Health Sciences, University of Manitoba, Winnipeg, MB, Canada



- 224 **130.224** Passport to Life: Investigating the Need for Life Skills Training Among High Functioning Young People with Autism and Their Parents<sup>†</sup> **S. Chantziara**<sup>1</sup>, J. Krska<sup>1</sup>, P. McGill<sup>2</sup> and A. Bratt<sup>1</sup>, (1) Medway School of Pharmacy, Universities of Kent and Greenwich, Chatham, United Kingdom, (2)Tizard Centre, University of Kent, Canterbury, United Kingdom
- 225 **130.225** Perspectives of Non-Urban General Pediatricians on Diagnosing Autism Spectrum Disorders J. Das<sup>1</sup>, L. Hartman<sup>2</sup>, G. King<sup>3</sup>, N. Jones-Stokreef<sup>3</sup>, C. Moore Hepburn<sup>4</sup> and **M. Penner**<sup>1,5</sup>, (1) Developmental Pediatrics, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (2)Bloorview Research Institute, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (3)Developmental Pediatrics, Orillia Soldiers Memorial Hospital, Orillia, ON, Canada, (4)Department of Paediatrics, The Hospital for Sick Children, Toronto, ON, Canada, (5)Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada
- 226 **130.226** Prevalence and Correlates of Employment and Postsecondary Education in Transition-Age Youth with Autism in Vocational Rehabilitation **J. Rast**<sup>1</sup>, A. Roux<sup>2</sup>, K. Anderson<sup>3</sup> and P. Shattuck<sup>1</sup>, (1)Drexel University A.J. Drexel Autism Institute, Philadelphia, PA, (2)A.J. Drexel Autism Institute, Drexel University, Philadelphia, PA, (3)Life Course Outcomes Research Program, Drexel University A.J. Drexel Autism Institute, Philadelphia, PA
- 227 **130.227** Priorities for Treatment and Services Established By the Combating Autism Act: Costs and Outcomes **P. Doehring**, ASD Roadmap, Chadds Ford, PA
- 228 **130.228** Put It to the Test: Do Standardized Testing Practices Hurt Students with Autism? **M. Seidman**, J. T. Russo and D. S. Mandell, University of Pennsylvania, Philadelphia, PA
- 229 **130.229** Reducing Emergency Room Admissions for Individuals with ASD and Severe Behavior **M. D. Powers**<sup>1</sup>, M. J. Palmieri<sup>2</sup> and A. Laprime<sup>3</sup>, (1)The Center for Children with Special Needs, Glastonbury, CT, (2)Center for Children with Special Needs, Glastonbury, CT, (3)CCSN, Glastonbury, CT
- 230 **130.230** ▶ School Psychologists' Confidence in Conducting ASD Assessments **L. Dilly**<sup>1,2</sup> and S. Richardson<sup>2,3</sup>, (1)Marcus Autism Center, Children's Healthcare of Atlanta, Atlanta, GA, (2)Emory University School of Medicine, Atlanta, GA, (3)Marcus Autism Center, Atlanta, GA
- 231 **130.231** Stakeholder Validation of the Family Navigator Manual **B. Rappaport**<sup>1</sup>, T. Savion-Lemieux<sup>2</sup>, A. Yusuf<sup>3</sup>, R. Tesfaye<sup>1</sup> and M. Elsabbagh<sup>4</sup>, (1)Neuroscience, McGill University, Montreal, QC, Canada, (2)Research Institute-McGill University Health Centre, Montreal, QC, Canada, (3)Psychiatry, McGill University, Montreal, QC, Canada, (4)McGill University, Montreal, PQ, Canada
- 232 **130.232** State-Level Autism Policies and Their Impact on Families' Access to Early Intensive Behavioral Interventions **A. Chu**<sup>1</sup>, S. broder-Fingert<sup>2</sup>, K. Long<sup>1</sup> and E. Feinberg<sup>3</sup>, (1)Boston University, Boston, MA, (2)Pediatrics, Boston University, Boston, MA, (3)BU School of Public Health, Boston, MA
- 233 **130.233** Stick or Switch? Factors That Influence Educational Placement over Time for Children with Autism. **P. White**<sup>1</sup>, S. Chandler<sup>2</sup>, I. Yorke<sup>3</sup>, V. Carter Leno<sup>1</sup>, T. Charman<sup>1</sup> and E. Simonoff<sup>1</sup>, (1)King's College London, Institute of Psychiatry, Psychology and Neuroscience, London, United Kingdom, (2)King's College London, London, United Kingdom of Great Britain and Northern Ireland, (3) King's College London, Institute of Psychiatry, Psychology and Neuroscience, London, United Kingdom
- 234 **130.234** Teacher Attitudes That Affect Implementation of Evidence-Based Practices in Self-Contained Autism Support Classrooms in Public Schools **J. Locke**<sup>1</sup>, M. Xie<sup>2</sup>, M. Seidman<sup>2</sup>, C. Spaulding<sup>2,3</sup> and D. S. Mandell<sup>2</sup>, (1)Speech and Hearing Sciences, University of Washington Autism Center, Seattle, WA, (2)University of Pennsylvania, Philadelphia, PA, (3)Stony Brook University, Stony Brook, NY
- 235 **130.235** Teleplay: A NOVEL Approach to Combat the EARLY Identification Disparity in a RURAL Community **A. B. Barber**<sup>1</sup>, L. G. Yerby<sup>2</sup>, J. Boothe<sup>3</sup>, D. Albertson<sup>4</sup>, C. J. Oslin<sup>5</sup> and B. Hargis<sup>1</sup>, (1)Communicative Disorders, University of Alabama, Tuscaloosa, AL, (2)Department of Community Medicine and Population Health, University of Alabama, Tuscaloosa, AL, (3)Family Medicine, University of Alabama, Tuscaloosa, AL, (4)Library and Information Studies, University at Buffalo, The State University of New York, Buffalo, NY, (5)University of Alabama, Tuscaloosa, AL
- 236 **130.236** The Feasibility of an Adaptive Telehealth Program for Delivering Parent Mediated Intervention for Autism Spectrum Disorder **A. Wainer**<sup>1</sup>, C. Leonczyk<sup>2</sup> and Z. Arnold<sup>1</sup>, (1)Department of Psychiatry, Rush University Medical Center, Chicago, IL, (2)AARTS Center, Rush University Medical Center, Chicago, IL
- 237 **130.237** ▶ The Impact of Online Computer Games on Mental Health of Children with Autism or Hearing Loss. **O. Alawajee**<sup>1</sup>, J. Delafield-Butt<sup>2</sup> and C. Costa<sup>3</sup>, (1)University of Strathclyde, Glasgow, United Kingdom of Great Britain and Northern Ireland, (2)Faculty of Humanities and Social Sciences, University of Strathclyde, Glasgow, United Kingdom, (3)University of Strathclyde, Glasgow, United Kingdom
- 238 **130.238** The Impact of Participatory Design on the Wellbeing of Individuals with Autism **M. Magnee**, HAN University of Applied Science, Nijmegen, Netherlands
- 239 **130.239** ▶ The Relationship between Socioeconomic Status and Use of Interventions in Families of Children with Autism Spectrum Disorder: Results from the ABC-CT Feasibility Study **A. Sridhar**<sup>1</sup>, S. Faja<sup>1</sup>, C. A. Nelson III<sup>1</sup>, S. J. Webb<sup>2</sup> and J. McPartland Ph.D<sup>3</sup>, (1) Boston Children's Hospital, Boston, MA, (2)Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA, (3)Child Study Center, Yale University School of Medicine, New Haven, CT
- 240 **130.240** Theory of Planned Behavior Variables As Predictors of Community Providers' Intent to Implement a Parent-Mediated Intervention for Children with ASD. **D. Straiton** and B. R. Ingersoll, Psychology, Michigan State University, East Lansing, MI
- 241 **130.241** ▶ Using Technology to Support Early Identification of Autism Spectrum Disorder in Vietnam **H. Hoang**, H. S. Vu and G. Le, Center for Creative Initiatives in Health and Population, Hanoi, Viet Nam
- 242 **130.242** Using the Dynamic Sustainability Framework to Adapt Family Navigation for Children with Autism Spectrum Disorder: Results from a Quasi-Experimental Trial **S. broder-Fingert**<sup>1</sup>, A. Chu<sup>2</sup> and E. Feinberg<sup>3</sup>, (1)Pediatrics, Boston University, Boston, MA, (2) Boston University, Boston, MA, (3)BU School of Public Health, Boston,

## Special Interest Groups (SIGs)

Friday, May 11, 2018: 7:15 AM - 8:45 AM

Location listed under each session

### 132 - Clinical Strategies for Including Severely Affected Individuals in Neuroscience Studies

7:15 AM - 8:45 AM - Van Weelde Zaal

*SIG Leaders: Emily S. Kuschner, PhD; Christine Wu Nordahl, PhD; Mark D. Shen SIG*

*Co-Leader: Kevin G. Stephenson, MS Returning SIG*

Many severely affected children are excluded from neuroscience research due to the procedural demands of data collection with neuroimaging and electrophysiology technologies. Thus, our understanding of brain development in ASD is generally limited to only the "high functioning" children included in studies. SIG attendees will receive practical strategies to maximize successful, high quality data collection from individuals across the spectrum (e.g., how to lie still in the MRI scanner, or tolerate an EEG cap).

### 133 - Incorporating Autistic Intellect in Research: Where Do We Go from Here?

7:15 AM - 8:45 AM - Ruys & Van Rijkvorseel Zaal

*SIG Leader: Dena Gassner, PhD*

Christina Nicolaidis, MD, MPH, Professor, Portland State University and Co-Director, Academic Autism Spectrum Partnership in Research and Education, will discuss existing models for including autistic adults in research - as advisers, research team members, insider researchers, and reviewers - while offering examples of how the inclusion of autistic adults has impacted her own research and scholarship. Attendees will participate in round table discussions to craft a call to action and explore next steps moving forward.

### 134 - Memory in ASD: Spared or Impaired? Insights from Behavioral and Neuroimaging Studies

7:15 AM - 8:45 AM - Plate & Vander Vorm Zaal

*SIG Leader: Marjorie Solomon SIG Co-Leader: Melanie Ring*

Individuals with ASD have intact, or even savant-like, learning of associations, facts and details (particularly in their area of interest), juxtaposed against impaired goal-directed learning and generalization of learning. This has created an ongoing debate about whether memory deficits are a prominent feature of ASD, an epiphenomenon of other cognitive or social processing deficits, or an area of relative strength that may be used to compensate for other ASD-related deficits. This debate remains unsettled, and there have been few efforts to apply current cognitive neuroscience methods to this clinically significant and intervention-relevant question. This SIG aims to bring together an international group of ASD memory researchers to shed light on the areas in which memory in ASD is spared and impaired with the ultimate goal of generating novel insights for psychosocial and educational interventions.

### 135 - Gastrointestinal Issues in Autism Spectrum Disorder

7:15 AM - 8:45 AM - Van Beuningen Zaal

*SIG Leader: Timothy Buie SIG Co-Leader:*

*Calliope Hologue* A substantial number of individuals with ASD experience gastrointestinal (GI) issues, yet the role of the gut in ASD is unclear, and the assessment of GI symptoms/disorders in this population remains problematic. This SIG will bring together researchers from epidemiology, genetics, and evaluation and treatment of GI disorders, in order to identify next steps and collaborations to be made in order to advance our understanding of the role of the gut in ASD. Accelerated collaboration will foster the INSAR mission of promoting an integrated approach to research and enhance scientific contributions in this key research area at future meetings.

### Welcome Address & Sponsor Update

8:45 AM - Welcome from INSAR Organizers

8:50 AM - Autism Speaks Update

Grote Zaal

### Keynote Address

#### 137 - How Emotion Technology Can Improve Science and the Future of Autism

9:00 AM - 10:00 AM - Grote Zaal

**Speaker: Rosalind. W. Picard, MIT, Cambridge, MA**

Computers, robots, and wearable technologies are gaining the ability to sense, recognize, and respond intelligently to human emotion. This talk will highlight several important findings made with these recent advances, including surprises about the "true smile of happiness," and how a wearable built to measure autonomic stress in autism led to unusual electrodermal signals on the wrist that reveal new insights into deep brain activity, with implications for anxiety, epilepsy, sleep-memory consolidation, mood disorders, pain measurement, and more. How might these technologies transform the way we do research in autism? How might we use these findings to enable more comfortable social-emotional communication and future improved health experiences for people on the spectrum?

**Panel Session**

**138 - 'Sensory First' Approaches to Dissect Physiological Heterogeneity in ASD**

10:30 AM - 12:30 PM - Grote Zaal

*Session Chair: H. Bruining, Brain Centre Rudolf Magnus, Amsterdam, Netherlands*

*Discussant: P. Bolton, Department of Child & Adolescent Psychiatry, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom*

A prevailing theory is that imbalances of excitatory and inhibitory (E/I) signals in the brain underlie information processing defects in ASD. This theory relates to the observation that many individuals with autism experience seizures and display ongoing 'sharp spike' activity during wake stage and even more frequently in sleeps. E/I balance is regarded critical for the shaping of sensory processing networks during early postnatal stages as well as to maintain sensory functions through supporting roles such as network synchronization, noise filtering and sensory binding. Surprisingly, it has taken until the fifth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) to formally acknowledge sensory difficulties as a core diagnostic feature of ASD and mechanistic understanding of sensory processing alterations in ASD is limited. In this panel, we present studies of two large ongoing sensory driven translational ASD research projects in the Netherlands, the Sensory Processing Program in Utrecht/Amsterdam and the BECAUSE project in Amsterdam. We will present novel neurophysiology approaches and techniques to elucidate associations between E/I balance and sensory processing components that may support rational treatment decisions in ASD with and without epilepsy comorbidity.

**10:30 138.001** Sensory-First Dissection of ASD with and without Epilepsy Using Combined Analysis of Auditory Event Related Potentials. C. Vlaskamp<sup>1</sup>, B. Oranje<sup>1</sup>, D. M. van Andel<sup>2</sup>, J. J. Sprengers<sup>2</sup>, S. Durston<sup>3</sup> and H. Bruining<sup>4</sup>, (1)Department of Psychiatry, Brain Center Rudolf Magnus, NICHE Lab, University Medical Center Utrecht, Utrecht, Netherlands, (2)Brain Center Rudolf Magnus, Department of Psychiatry, UMC Utrecht, Utrecht, Netherlands, (3)Rudolf Magnus Institute of Neuroscience, University Medical Center Utrecht, Utrecht, Netherlands, (4)Brain Centre Rudolf Magnus, Amsterdam, Netherlands

**10:55 138.002** EEG-Driven Stratification of Autism Spectrum Disorder with and without Epilepsy **H. Bruining**<sup>1</sup>, S. Simpraga<sup>2</sup>, E. Juarez<sup>2</sup>, J. J. Sprengers<sup>3</sup>, S. S. Poil<sup>2</sup>, H. Mansvelde<sup>2</sup> and K. Linkenkaer-Hansen<sup>4</sup>, (1)Brain Centre Rudolf Magnus, Amsterdam, Netherlands, (2)CNCR, VU Medical Center, Amsterdam, Amsterdam, Netherlands, (3)Brain Center Rudolf Magnus, Department of Psychiatry, UMC Utrecht, Utrecht, Netherlands, (4)Department of Integrative Neurophysiology, CNCR, VU University Amsterdam, Amsterdam, Netherlands

**11:20 138.003** Sensorimotor Gating Variability in ASD with and without Epilepsy Comorbidity May Indicate a Sensory Treatment Target. **J. J. Sprengers**<sup>1</sup>, E. Juarez<sup>2</sup>, D. M. van Andel<sup>1</sup>, C. Vlaskamp<sup>3</sup>, K. Linkenkaer-Hansen<sup>4</sup>, H. Bruining<sup>5</sup> and B. Oranje<sup>3</sup>, (1)Brain Center Rudolf Magnus, Department of Psychiatry, UMC Utrecht, Utrecht, Netherlands, (2)CNCR, VU Medical Center, Amsterdam, Amsterdam, Netherlands, (3)Department of Psychiatry, Brain Center Rudolf Magnus, NICHE Lab, University Medical Center Utrecht, Utrecht, Netherlands, (4)Department of Integrative Neurophysiology, CNCR, VU University Amsterdam, Amsterdam, Netherlands, (5)Brain Centre Rudolf Magnus, Amsterdam, Netherlands

**11:45 138.004** The Because Project: Impaired Sensory Processing in ASD: From Clinical Profiles to Synaptic Mechanisms **M. Verhage**, CNCR, VU Medical Center, Amsterdam, Amsterdam, Netherlands

**12:10 Discussant**

**Panel Session**

**139 - Brainview: Developing New Approaches to EARLY Detection of Autism Traits**

10:30 AM - 12:30 PM - Willem Burger Zaal

*Session Chair: G. M. McAlonan, Behavioural Genetics Clinic, Adult Autism Service, Behavioural and Developmental Psychiatry Clinical Academic Group, South London and Maudsley Foundation NHS Trust, London, United Kingdom*

*Discussant: J. K. Buitelaar, Karakter Child and Adolescent Psychiatry University Center, Nijmegen, Nijmegen, Netherlands*

Neurodevelopmental disorders such as autism spectrum disorders (ASD) likely arise well before a clinical diagnosis is made. Longitudinal studies in infants with and without familial risk for ASD provide the opportunity to identify biomarkers that predate later ASD symptoms. Here we report how Early Stage Researchers are collaborating to use novel multi-modal methods within such cohorts to reveal typical and atypical mechanisms of early development. The first presenter will start at birth, examining maturation of synchronous fMRI activity in the social brain network in neonates at-risk of ASD. In the second presentation, we look at responses to social stimuli in 8-month-old infants who later develop ASD and explain how this data can be used to predict later diagnostic outcome in classifier models. The third presenter will then report on the association between functional EEG connectivity in at-risk infants at 14-months and restricted and repetitive behaviours in ASD. Finally, the last talk will examine 2-4 year-old toddlers recently diagnosed with ASD and explore the association between autonomic arousal (heart rate and heart rate variability) and cognitive and social skills. Together, with the discussant, we will examine how these findings may have clinical meaning, both for early diagnosis and targeting novel treatments.

- 10:30 **139.001** Altered Maturation of Spontaneous Synchronous Neural Activity in the Social Brain of New-Born Infants with Risk Factors for ASD **J. Ciarrusta<sup>1</sup>**, R. Dimitrova<sup>2</sup>, J. Ó Muircheartaigh<sup>3</sup>, D. Bataille<sup>4</sup>, D. Edwards<sup>4</sup>, E. Hughes<sup>4</sup>, T. Arichi<sup>5</sup>, D. G. Murphy<sup>6</sup> and G. M. McAlonan<sup>7</sup>, (1)Institute of Psychiatry, Psychology & Neurosciences, King's College London, UK, London, United Kingdom, (2)Institute of Psychiatry, Psychology & Neurosciences, King's College London, London, United Kingdom, (3)Institute of Psychiatry, Psychology and Neurosciences, King's College London, London, United Kingdom, (4)Imaging Sciences & Biomedical Engineering, King's College London, London, United Kingdom, (5)Imaging Science & Biomedical Engineering, King's College London, London, United Kingdom, (6) Department of Forensic and Neurodevelopmental Sciences, and the Sackler Institute for Translational Neurodevelopment, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (7)Behavioural Genetics Clinic, Adult Autism Service, Behavioural and Developmental Psychiatry Clinical Academic Group, South London and Maudsley Foundation NHS Trust, London, United Kingdom
- 10:55 **139.002** Neural Sensitivity to Social Stimuli at 8 Months Predicts Social Behaviour at Two Years and ASD-Outcome at Three Years. **G. Bussu<sup>1</sup>**, **A. Gui<sup>2</sup>**, C. Tye<sup>3</sup>, E. J. Jones<sup>4</sup>, T. Gliga<sup>5</sup>, M. Elsabbagh<sup>6</sup>, T. Charman<sup>7</sup>, M. H. Johnson<sup>8</sup>, K. Johnsen<sup>8</sup>, J. K. Buitelaar<sup>9</sup> and & The BASIS Team<sup>5</sup>, (1)Donders Institute for Brain, Cognition and Behaviour, Radboudumc, Nijmegen, Netherlands, (2)Birkbeck College, London, England, (3)Department of Child & Adolescent Psychiatry, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (4)Centre for Brain and Cognitive Development, Birkbeck, University of London, London, United Kingdom, (5)Centre for Brain and Cognitive Development, Birkbeck University of London, London, United Kingdom, (6)McGill University, Montreal, PQ, Canada, (7)King's College London, Institute of Psychiatry, Psychology and Neuroscience, London, United Kingdom, (8)Mentis Cura, Reykjavik, Iceland, (9)Radboud University Medical Center Nijmegen, Donders Institute for Brain, Cognition and Behaviour, Nijmegen, Netherlands
- 11:20 **139.003** Early Functional EEG Connectivity in Infants at Risk for Autism Associates with Later Circumscribed Interests; A Replication Study **R. Haartsen<sup>1</sup>**, E. J. Jones<sup>2</sup>, E. V. Orekhova<sup>3</sup>, T. Charman<sup>4</sup>, M. H. Johnson<sup>2</sup> and & the BASIS Team<sup>5</sup>, (1)Centre for Brain and Cognitive Development, Birkbeck University of London, London, United Kingdom of Great Britain and Northern Ireland, (2)Centre for Brain and Cognitive Development, Birkbeck, University of London, London, United Kingdom, (3)MEG-Center, Moscow University of Psychology and Education, Moscow, Russian Federation, (4) King's College London, Institute of Psychiatry, Psychology and Neuroscience, London, United Kingdom, (5)Centre for Brain and Cognitive Development, Birkbeck University of London, London, United Kingdom
- 11:45 **139.004** Stability of Autonomic Arousal and the Relationship with Cognitive and Social Skills **T. Bazelmans<sup>1</sup>**, E. J. Jones<sup>2</sup>, T. Charman<sup>3</sup> and S. J. Webb<sup>4</sup>, (1)King's College London, London, United Kingdom, (2)Centre for Brain and Cognitive Development, Birkbeck, University of London, London, United Kingdom, (3)King's College London, Institute of Psychiatry, Psychology and Neuroscience, London, United Kingdom, (4)Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA

12:10 **Discussant**

**Panel Session**

**140 - The Co-Occurrence of Autism and Gender Dysphoria or Gender Incongruence**

10:30 AM - 12:30 PM - Willem Burger Hal

*Session Chair: J. F. Strang, Children's National Health System, Washington, DC*

*Discussant: A. L. C. de Vries, VU University Medical Center, 1007 MB Amsterdam, Netherlands*

The over-representation of ASD among individuals clinically referred for Gender Dysphoria (GD) has been observed across multiple sites internationally; up to 25% of youth gender referrals present with significant autism symptoms. There is also emerging evidence for an over-representation of gender identity differences among ASD-referred youth. The ASD/GD co-occurrence is conceptually and clinically complex, and a range of theories have been proposed to explain it. However, studies to date have addressed the prevalence of the co-occurrence without considering the personal voices and experiences of gender dysphoric autistic individuals. Panelists address key questions for this population: 1. What do autistic transgender youth and their families want and need from care providers? 2. How are autism and gender dysphoria traits related in the general population? 3. What are the developmental gender histories, experiences, and hopes of autistic transgender youth?; and 4. What are the mental health concerns of autistic youth who report gender dysphoria? These questions are addressed through qualitative and community-based participatory methods, directly capturing the voices of autistic gender dysphoric youth; evaluation of subclinical trait-based relationships in the general population; and assessments of GD traits among ASD-referred youth.

- 10:30 **140.001** Autistic Gender Dysphoric Youth: Community-Based Participatory Research Development of a Clinical Program **J. F. Strang<sup>1</sup>**, M. Knauss<sup>1</sup>, L. Kenworthy<sup>1</sup>, D. Gohari<sup>1</sup>, M. D. Powers<sup>1</sup> and L. Anthony<sup>2</sup>, (1)Children's National Health System, Washington, DC, (2) University of Colorado, Denver, Aurora, CO
- 10:55 **140.002** Gender Nonconformity and the Autism Spectrum in and Beyond the Clinical Context: An Examination of Children with and without Mental Health Diagnoses **A. van der Miesen**, Child- and Adolescent Psychiatry, VU University Medical Center, Amsterdam, Netherlands
- 11:20 **140.003** Gender Histories, Life Experiences, and Future Plans and Hopes of Gender Dysphoric Autistic Youth: A Framework Analysis **M. D. Powers<sup>1</sup>**, M. Knauss<sup>1</sup>, D. Gohari<sup>1</sup>, L. Anthony<sup>2</sup>, L. Kenworthy<sup>1</sup> and J. F. Strang<sup>1</sup>, (1)Children's National Health System, Washington, DC, (2)University of Colorado, Denver, Aurora, CO
- 11:45 **140.004** Mental Health Among Gender-Dysphoric Individuals with ASD **M. Stokes** and R. George, Deakin University, Burwood, Australia
- 12:10 **Discussant**



**Panel Session**

**141 - How Does It Feel? Emotional Lives of Toddlers with ASD**

10:30 AM - 12:30 PM - Jurriaanse Zaal

*Session Chair: K. Chawarska, Child Study Center, Yale University School of Medicine, New Haven, CT*

*Discussant: C. A. Mazefsky, Department of Psychiatry, University of Pittsburgh School of Medicine, Pittsburgh, PA*

There is a prevailing notion that the emotional life of children with ASD is dominated by negative emotions. Such a negative affectivity bias may have a profound effect on attention, learning, and social interactions. Yet, research has focused primarily how children with ASD discriminate and understand the emotions of others or strategies they use to regulate their own emotions, rather than on how they react emotionally to the world around them. Thus, little is known about the intensity, valence, and congruency of emotions in response to real-world events in children with ASD, particularly during the early stages of the disorder. Understanding emotional expressivity and their links with attention and physiology will improve our grasp of the inner lives of toddlers with ASD and inform clinical practice and theory by identifying affective factors shaping their developmental trajectories. The multidisciplinary panel of junior and senior researchers will present never-published data from an ongoing large, prospective study of attentional, physiological, and emotional processes underlying early affective development in ASD. The results reveal complex and surprising emotional profiles of toddlers with ASD and show feasibility and reliability of the behavioral, attentional, and physiological measures for studying the emotional lives of toddlers with social disabilities.

10:30 **141.001** Attenuated Fear and Accentuated Frustration Responses to Real-World Challenges Aimed at Eliciting Negative Emotions **S. Macari**<sup>1</sup>, F. E. Kane-Grade<sup>1</sup>, E. Hilton<sup>1</sup>, A. Milgramm<sup>1</sup>, P. Heymann<sup>1</sup>, L. DiNicola<sup>2</sup>, D. Macris<sup>1</sup>, K. K. Powell<sup>1</sup>, S. Fontenelle IV<sup>1</sup>, M. Lyons<sup>1</sup>, A. Giguere Carney<sup>1</sup>, K. Bailey<sup>1</sup>, F. Shic<sup>3</sup> and K. Chawarska<sup>1</sup>, (1) Child Study Center, Yale University School of Medicine, New Haven, CT, (2)Yale Child Study Center, Yale University School of Medicine, New Haven, CT, (3)Center for Child Health, Behavior and Development, Seattle Children's Research Institute, Seattle, WA

10:55 **141.002** Do Toddlers with ASD Express Emotions That Are Incongruent with Valence of Real-World Events? **F. E. Kane-Grade**<sup>1</sup>, S. Macari<sup>1</sup>, K. Villarreal<sup>1</sup>, A. Zakin<sup>1</sup>, H. Neiderman<sup>1</sup>, M. Wilkinson<sup>1</sup>, E. Hilton<sup>1</sup>, A. Milgramm<sup>1</sup>, P. Heymann<sup>1</sup>, L. DiNicola<sup>2</sup>, D. Macris<sup>1</sup>, K. K. Powell<sup>1</sup>, S. Fontenelle IV<sup>1</sup>, M. Lyons<sup>1</sup> and K. Chawarska<sup>1</sup>, (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2)Yale Child Study Center, Yale University School of Medicine, New Haven, CT

11:20 **141.003** Decreased Fear Response in Toddlers with ASD Is Linked with Attenuated Changes in Physiological Arousal **L. Boccanfuso**<sup>1</sup>, F. Shic<sup>2</sup>, S. Macari<sup>3</sup>, L. DiNicola<sup>4</sup>, A. Milgramm<sup>3</sup>, E. Hilton<sup>3</sup>, F. E. Kane-Grade<sup>3</sup>, P. Heymann<sup>3</sup>, M. S. Goodwin Ph.D<sup>5</sup>, A. Vermetti<sup>6</sup> and K. Chawarska<sup>3</sup>, (1)Vän Robotics, LLC, Irmo, SC, (2)Center for Child Health, Behavior and Development, Seattle Children's Research Institute, Seattle, WA, (3)Child Study Center, Yale University School of Medicine, New Haven, CT, (4)Yale Child Study Center, Yale University School of Medicine, New Haven, CT, (5)Northeastern University, Boston, MA, (6)Yale Child Study Center, Yale School of Medicine, New Haven, CT

11:45 **141.004** Attentional Capture By Angry Faces and Angry Voices Is Associated with Intensity of Fear Induced By Real-World Challenges in Toddlers with ASD **K. Chawarska**<sup>1</sup>, F. Shic<sup>2</sup>, Q. Wang<sup>1</sup>, A. Vermetti<sup>3</sup>, D. Macris<sup>1</sup> and S. Macari<sup>1</sup>, (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2) Center for Child Health, Behavior and Development, Seattle Children's Research Institute, Seattle, WA, (3)Yale Child Study Center, Yale School of Medicine, New Haven, CT

12:10 **Discussant**

**Panel Session**

**142 - Reducing Racial and Ethnic Disparities in Early Detection and Treatment of Children with ASD**

10:30 AM - 12:30 PM - Arcadis Zaal

*Session Chair: S. Magana, Steve Hicks School of Social Work, University of Texas at Austin, Austin, TX*

*Discussant: D. S. Mandell, University of Pennsylvania, Philadelphia, PA*

This panel is focused on efforts to reduce racial and ethnic disparities in autism diagnosis and treatment. Substantial racial and ethnic disparities have been documented among children with ASD with respect to early detection, diagnosis, and receipt of evidenced-based (EB) interventions. For example, Black and Latino children have been found to be underdiagnosed with ASD, diagnosed later, and when diagnosed, less likely to receive EB treatments. In this panel, we use the framework of health disparities research outlined by Kilbourne and colleagues (2006), which describes three phases: 1) detecting disparities, 2) understanding disparities and 3) reducing disparities. Research that has documented disparities in diagnosis and treatment fits into the detecting disparities phase. There is some research on the understanding disparities phase related to barriers to receiving diagnosis and treatment. While more research is needed in each of these phases, interventions to reduce disparities in autism are beginning to emerge. These interventions can occur on the individual/family level, the provider level, or the policy level. In this panel, we describe research that represents all three levels.

10:30 **142.001** ▶ Autism Screening in Primary Care: Who Benefits and How? **C. Nadler**<sup>1,2</sup>, C. Low Kapalu<sup>1,2</sup>, V. Staggs<sup>1,2</sup>, K. Williams<sup>1,2</sup>, Y. Tupa<sup>1</sup> and S. Nyp<sup>1,2</sup>, (1)Children's Mercy Kansas City, Kansas City, MO, (2)University of Missouri Kansas City School of Medicine, Kansas City, MO

10:55 **142.002** ▶ Improving Autism and Developmental Screening for Practices Serving Latinos: The REAL-START Project **K. Zuckerman**<sup>1</sup>, A. E. Chavez<sup>1,2</sup>, L. Wilson<sup>3</sup>, C. Reuland<sup>4</sup>, M. King<sup>5</sup>, J. Scholz<sup>6</sup>, K. Ramsey<sup>7</sup>, K. Unger<sup>8</sup> and E. Fombonne<sup>9</sup>, (1)Division of General Pediatrics, Oregon Health & Science University, Portland, OR, (2)Psychology, UMass Boston, Boston, MA, (3)Division of General Pediatrics, Oregon Health & Science University, Portland, OR, (4)Pediatrics, Oregon Pediatric Improvement Partnership at Oregon Health & Science University, Portland, OR, (5)Early Life Health, Health Share of Oregon, Portland, OR, (6)Oregon Pediatric Society, Portland, OR, (7)Oregon Health and Science University - Portland State University School of Public Health, Portland, OR, (8) Pediatrics, Oregon Health & Science University, Portland, OR, (9) Psychiatry, Pediatrics & Behavioral Neurosciences, Oregon Health & Science University, Portland, OR

11:20 **142.003** Adapting an Ebi for Children with ASD for Community Implementation with Latino Families: Therapist and Parent Recommendations for Adaptations **C. Chlebowski<sup>1</sup>**, B. Wright<sup>2</sup>, S. Magana<sup>3</sup>, E. Hurwich-Reiss<sup>1</sup> and L. Brookman-Fraze<sup>1</sup>, (1) University of California, San Diego, La Jolla, CA, (2) University of California, Los Angeles, Los Angeles, CA, (3) Steve Hicks School of Social Work, University of Texas at Austin, Austin, TX

11:45 **142.004** Randomized Control Trial: Impact of the Parents Taking Action Program on Latino Children with ASD and Their Parents **K. Lopez<sup>1</sup>**, S. Magana<sup>2</sup> and M. Morales<sup>3</sup>, (1) Arizona State University, Phoenix, AZ, (2) Steve Hicks School of Social Work, University of Texas at Austin, Austin, TX, (3) Disability and Human Development, University of Illinois at Chicago, Chicago, IL

12:10 **Discussant**

**Poster Session**

**143 - Technology Demonstration**

10:00 AM - 1:30 PM - Hall Grote Zaal

77 **143.077** Connecting through Kinect: A Participatory Approach to Designing a Collaborative Emotion Recognition Game with and for Autistic Individuals **K. Gillespie-Lynch<sup>1</sup>**, M. Kholodovsky<sup>2</sup>, D. S. Smith<sup>3</sup>, R. Arab<sup>2</sup>, P. Asanov<sup>2</sup> and D. Sturm<sup>2</sup>, (1) Department of Psychology, College of Staten Island; CUNY Graduate Center, Brooklyn, NY, (2) College of Staten Island, Staten Island, NY, (3) CSI, Brooklyn, NY

78 **143.078** Design of a Multi-Sensory Stimulation and Data Capture System for Investigating Multi-Sensory Trajectories in Infancy **D. Bian<sup>1</sup>**, Z. Zheng<sup>2</sup>, A. Swanson<sup>3</sup>, A. S. Weitlauf<sup>4</sup>, **Z. Warren<sup>2</sup>** and N. Sarkar<sup>2</sup>, (1) Electrical Engineering & Computer Science, Vanderbilt University, Nashville, TN, (2) Vanderbilt University, Nashville, TN, (3) Vanderbilt Kennedy Center, Vanderbilt University Medical Center, NASHVILLE, TN, (4) Vanderbilt Kennedy Center, Antioch, TN

79 **143.079** Design and Evaluation of an Artificial Intelligent Agent to Measure Communication Skills of Children with ASD **L. Zhang<sup>1</sup>**, A. Swanson<sup>2</sup>, A. S. Weitlauf<sup>3</sup>, **Z. Warren<sup>1</sup>** and N. Sarkar<sup>1</sup>, (1) Vanderbilt University, Nashville, TN, (2) Vanderbilt Kennedy Center, Vanderbilt University Medical Center, NASHVILLE, TN, (3) Vanderbilt Kennedy Center, Antioch, TN

80 **143.080** ▶ Autism Data Goes Big: A Publicly-Accessible Multi-Modal Database of Child Interactions for Behavioural and Machine Learning Research **J. Shen<sup>1</sup>**, E. Ainger<sup>2</sup>, A. M. Alcorn<sup>3</sup>, S. Babović Dimitrijević<sup>4</sup>, A. Baird<sup>5</sup>, P. Chevalier<sup>6</sup>, N. Cummins<sup>7</sup>, J. J. Li<sup>8</sup>, E. Marchi<sup>9</sup>, E. Marinou<sup>9</sup>, V. Olaru<sup>9</sup>, M. Pantic<sup>1</sup>, E. Pellicano<sup>10</sup>, S. Petrović<sup>4</sup>, V. Petrović<sup>4</sup>, B. R. Schadenberg<sup>6</sup>, B. Schuller<sup>7</sup>, S. Skendžić<sup>4</sup>, C. Sminchiescu<sup>11</sup>, T. T. Tavassoli<sup>12</sup>, L. Tran<sup>1</sup>, B. Vlasenko<sup>8,13</sup>, M. Zanfir<sup>9</sup>, V. Evers<sup>9</sup> and C. De-Enigma<sup>14</sup>, (1) Department of Computing, Imperial College London, London, United Kingdom, (2) Centre for Research in Autism and Education, University College London, London, United Kingdom, (3) Centre for Research in Autism and Education, University College London, London, United Kingdom of Great Britain and Northern Ireland, (4) Serbian Society of Autism, Belgrade, Serbia, (5) Chair for Embedded Intelligence for Health Care and Wellbeing, University of Augsburg, Augsburg, Germany, (6) Human-Media Interaction, University of Twente, Enschede, Netherlands, (7) Informatics, University of Augsburg, Augsburg, Germany, (8) Complex Intelligent Systems, University of Passau, Passau, Germany, (9) "Simion Stoilow" Institute of Mathematics of the Romanian Academy (IMAR), Bucharest, Romania, (10) Centre for Research in Autism and Education (CRAE), UCL Institute of Education, University College London, London, United Kingdom, (11) Institute of mathematics Simion Stoilow of the Romanian Academy (IMAR), Bucharest, Romania, (12) Psychology, University of Reading, Reading, United Kingdom, (13) Ildiap Research Institute, Martigny, Switzerland, (14) DE-ENIGMA project consortium, Enschede, Netherlands

81 **143.081** ▶ Autism Characteristics, Adaptive Skills, and Performance in an Emotion-Recognition Teaching Programme with a Humanoid Robot **A. M. Alcorn<sup>1</sup>**, D. Girard<sup>2</sup>, E. Ainger<sup>3</sup>, T. T. Tavassoli<sup>4</sup>, S. Babović Dimitrijević<sup>5</sup>, S. Petrović<sup>5</sup>, S. Skendžić<sup>5</sup>, V. Petrović<sup>5</sup>, E. Pellicano<sup>6</sup> and C. De-Enigma<sup>7</sup>, (1) Centre for Research in Autism and Education, University College London, London, United Kingdom of Great Britain and Northern Ireland, (2) Psychology, Université du Québec - Montréal, Montreal, QC, Canada, (3) Centre for Research in Autism and Education, University College London, London, United Kingdom, (4) Psychology, University of Reading, Reading, United Kingdom, (5) Serbian Society of Autism, Belgrade, Serbia, (6) Centre for Research in Autism and Education (CRAE), UCL Institute of Education, University College London, London, United Kingdom, (7) DE-ENIGMA project consortium, Enschede, Netherlands

82 **143.082** ▶ Are Some Emotions Harder Than Others? a Study of Autistic Children Recognising Human and Robot Facial Emotion Expressions in the UK and Serbia **D. Girard<sup>1</sup>**, A. M. Alcorn<sup>2</sup>, E. Ainger<sup>3</sup>, T. T. Tavassoli<sup>4</sup>, S. Babović Dimitrijević<sup>5</sup>, S. Skendžić<sup>5</sup>, S. Petrović<sup>5</sup>, V. Petrović<sup>5</sup>, E. Pellicano<sup>6</sup> and C. De-Enigma<sup>7</sup>, (1) Psychology, Université du Québec - Montréal, Montreal, QC, Canada, (2) Centre for Research in Autism and Education, University College London, London, United Kingdom of Great Britain and Northern Ireland, (3) Centre for Research in Autism and Education, University College London, London, United Kingdom, (4) Psychology, University of Reading, Reading, United Kingdom, (5) Serbian Society of Autism, Belgrade, Serbia, (6) Centre for Research in Autism and Education (CRAE), UCL Institute of Education, University College London, London, United Kingdom, (7) DE-ENIGMA project consortium, Enschede, Netherlands

- 83 **143.083** Design of a Robot-Based Emotion-Mirroring Game to Engage Autistic Children with Emotional Expressions **B. R. Schadenberg**<sup>1</sup>, P. Chevalier<sup>1</sup>, J. J. Li<sup>1</sup>, E. Ainger<sup>2</sup>, A. M. Alcorn<sup>3</sup>, S. Babović Dimitrijević<sup>4</sup>, V. Charisi<sup>1</sup>, S. Petrović<sup>4</sup>, D. Reidsma<sup>1</sup>, E. Pellicano<sup>5</sup>, D. K. Heylen<sup>1</sup> and V. Evers<sup>1</sup>, (1)Human-Media Interaction, University of Twente, Enschede, Netherlands, (2)Centre for Research in Autism and Education, University College London, London, United Kingdom, (3)Centre for Research in Autism and Education, University College London, London, United Kingdom of Great Britain and Northern Ireland, (4)Serbian Society of Autism, Belgrade, Serbia, (5)Macquarie University, Sydney, Australia
- 84 **143.084** Feasibility, Enjoyment, and Effectiveness of a Robot Social Skills Intervention for Children with ASD **J. B. Lebersfeld**, C. J. Brasher, C. D. Clesi, C. E. Stevens, F. J. Biasini and M. I. Hopkins, University of Alabama at Birmingham, Birmingham, AL
- 85 **143.085** Cloud Computing Enabled Social Robot Platform for Children with Autism Spectrum Disorders **Z. Tan**<sup>1</sup>, B. Xing<sup>1</sup>, W. Song<sup>1</sup>, W. Cao<sup>2</sup>, H. Zhu<sup>1,3</sup>, L. Yi<sup>4</sup> and J. Chen<sup>5</sup>, (1)Centre for Optical and Electromagnetic Research, South China Academy of Advanced Optoelectronics, South China Normal University, Guangzhou, China, (2)South China Normal University, Guangzhou, China, (3)Child Developmental & Behavioral Center, Third Affiliated Hospital of SUN YAT-SEN University, Guangzhou, China, (4)School of Psychological and Cognitive Sciences, Peking University, Beijing, China, (5)KTH Royal Institute of Technology, Stockholm, Sweden
- 86 **143.086** Converting Existing Vocabulary Tests into Robotic Programs **S. Walsh Matthews**<sup>1</sup> and A. R. Marquis<sup>2</sup>, (1)Languages, Literatures, and Cultures, Ryerson University, Toronto, ON, Canada, (2)Psychology, Ryerson University, Toronto, ON, Canada
- 87 **143.087** Fostering Real-World Interaction in Autistic Pupils with Digital Technology: Design Recommendations from Practitioners in Special Education **M. H. Laurie**<sup>1</sup>, A. Manches<sup>2</sup> and S. Fletcher-Watson<sup>3</sup>, (1)Patrick Wild Centre, University of Edinburgh, Edinburgh, United Kingdom, (2)Moray House School of Education, University of Edinburgh, Edinburgh, United Kingdom, (3)University of Edinburgh, Edinburgh, United Kingdom
- 88 **143.088** Digital Social Stories **E. Smith**<sup>1</sup>, H. Johnson<sup>1</sup>, A. Constantin<sup>2</sup> and M. Brosnan Ph.D<sup>3</sup>, (1)University of Bath, Bath, United Kingdom, (2)University of Edinburgh, Edinburgh, United Kingdom of Great Britain and Northern Ireland, (3)Centre for Applied Autism Research, University of Bath, Bath, United Kingdom of Great Britain and Northern Ireland
- 89 **143.089** Evidence-Based and Scalable Parent Training for ASD **D. Grodberg**<sup>1</sup>, R. A. Oien<sup>2</sup> and K. Larsen<sup>3</sup>, (1)Yale Child Study Center, Yale School of Medicine, New Haven, CT, (2)The Arctic University of Norway, Tromsø, NORWAY, (3)Oslo university hospital, Oslo, Norway
- 90 **143.090** ▶ Remote Mentoring Model for Autism Assessments in the India **S. Nagesh**, Latika Roy Foundation, Dehradun, India
- 91 **143.091** Let Us Converse Virtually! Conversation Skills Training through Virtual Reality **Y. Politis**<sup>1</sup>, L. Goodman<sup>1</sup>, M. Leahy<sup>2</sup> and C. Sung<sup>2</sup>, (1)University College Dublin, Dublin, Ireland, (2)Michigan State University, East Lansing, MI
- 92 **143.092** Social Visual Attention Training Using Virtual Humans and Eye-Tracking **O. Grynszpan**<sup>1</sup>, J. Nadel<sup>2</sup> and J. C. Martin<sup>3</sup>, (1)CNRS UMR 7222, Institute of Intelligent Systems and Robotics, CNRS ISIR UMR 7222, Paris, France, (2)French National Centre of Scientific Research (CRNS), Paris, France, (3)LIMSI, Orsay University, Orsay, France
- 93 **143.093** Discover - Virtual Reality Social Cognition Training for Adults with Autism **B. van Pelt**<sup>1,2</sup> and K. Greaves-Lord<sup>1</sup>, (1)Erasmus MC, Rotterdam, Netherlands, (2)Yulius, Dordrecht, Netherlands
- 94 **143.094** ▶ The Use of Cultural Animation to Teach Students with Autism in Mixed-Classroom **N. Sari**, Erasmus Rotterdam University, Rotterdam, Netherlands
- 95 **143.095** "Doctor Tea" Helps Children with ASD Going to the Hospital without Fear **L. Boada**<sup>1</sup> and M. Parellada<sup>2</sup>, (1)Hospital Universitario Gregorio Marañón. Child and Adolescent Psychiatry. IISGM. CIBERSAM, Madrid, Spain, (2)Fundación Investigación Biomedica Gregorio Marañón, Madrid, Spain
- 96 **143.096** Project Leapp (Learning to Eat App): Developing an Ipad-Based Video Modelling Intervention to Increase Food Variety in Children with Autism Spectrum Disorder. **C. Lee**<sup>1</sup>, R. Perlin<sup>1</sup>, C. Raffaele<sup>1</sup>, J. Wiegmann<sup>2</sup>, M. Pena<sup>3</sup>, A. Zarem<sup>1</sup>, C. Ferreira<sup>1</sup>, A. Hodge<sup>1</sup>, A. Dupuis<sup>4</sup>, E. Biddiss<sup>1</sup> and S. Smile<sup>1</sup>, (1)Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (2)Geneva Centre for Autism, Toronto, ON, Canada, (3)Holland Bloorview Bloorview Kids Rehabilitation Hospital, Bloorview Research Institute, Canada, Toronto, ON, Canada, (4)The Hospital for Sick Children, Toronto, ON, Canada
- 97 **143.097** Multi-Spring: Facilitating Social Interaction through a Customizable, Multimodal Learning Platform **K. T. Johnson**<sup>1</sup>, C. S. Ferguson<sup>2</sup> and R. W. Picard<sup>2</sup>, (1)MIT Media Lab, Cambridge, MA, (2)MIT, Cambridge, MA
- 98 **143.098** A Multimedia Screening System to Predict Later ASD Symptoms in Diverse Community Settings: A Machine-Learning Design for Infants and Toddlers **F. Shic**<sup>1</sup>, K. Chawarska<sup>2</sup>, E. S. Kim<sup>3</sup>, C. A. Wall<sup>4</sup>, M. Wilkinson<sup>2</sup>, E. Barney<sup>1</sup>, J. C. Snider IV<sup>5</sup>, Q. Wang<sup>2</sup>, Q. A. Yang<sup>6</sup>, M. Kim<sup>9</sup>, B. Li<sup>6</sup>, M. Mademtzi<sup>2</sup>, C. Foster<sup>7</sup>, D. Macris<sup>2</sup>, F. E. Kane-Grade<sup>2</sup>, A. Milgramm<sup>2</sup>, P. Heymann<sup>2</sup>, E. Hilton<sup>2</sup>, A. Zakin<sup>2</sup>, H. Neiderman<sup>2</sup>, K. Villarreal<sup>2</sup>, K. K. Powell<sup>2</sup>, S. Fontenelle IV<sup>2</sup>, M. Lyons<sup>2</sup>, A. Giguere Carney<sup>2</sup>, K. Bailey<sup>2</sup>, Y. A. Ahn<sup>8</sup>, M. C. Aubertine<sup>9</sup> and S. Macari<sup>2</sup>, (1)Center for Child Health, Behavior and Development, Seattle Children's Research Institute, Seattle, WA, (2)Child Study Center, Yale University School of Medicine, New Haven, CT, (3)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (4)Department of Psychology, University of South Carolina, Columbia, SC, (5)Seattle Children's Research Institute, Seattle, WA, (6)Computer Science and Engineering, University of Washington, Seattle, WA, (7)Binghamton University, Binghamton, NY, (8)University of Miami, Miami, FL, (9)Seattle Children's Hospital and Research Institute, Seattle, WA
- 99 **143.099** Tracking Toddlers' Head Movement with Facial Landmarks during the Viewing of a Social Scene **Q. Wang**, A. Milgramm, S. Macari and K. Chawarska, Child Study Center, Yale University School of Medicine, New Haven, CT
- 100 **143.100** Integrating Deep Learning with Behavior Imaging to Accelerate Industry's 'Learning' of Autism Core Deficits **R. Oberleitner**<sup>1</sup>, J. Schwartz<sup>2</sup>, C. J. Smith Ph.D<sup>3</sup>, M. J. Morrier<sup>4</sup>, U. Reischl<sup>5</sup>, J. Fodor<sup>6</sup>, B. Martin<sup>6</sup> and C. E. Rice<sup>7</sup>, (1)Behavior Imaging Solutions, Boise, ID, (2)Behavior Imaging, Boise, ID, (3)Southwest Autism Research and Resource Center, Phoenix, AZ, (4)Psychiatry and Behavioral Sciences, Emory University School of Medicine, Decatur, GA, (5)Boise State University, Boise, ID, (6)University of Idaho, Moscow, ID, (7)Emory Autism Center, Decatur, GA
- 101 **143.101** Scalable Gaze Analysis for ASD Is in Your Pocket **Z. Chang**<sup>1</sup>, J. Hashemi<sup>1</sup>, K. L. Carpenter<sup>2</sup>, G. Dawson<sup>3</sup> and G. Sapiro<sup>1</sup>, (1) Duke University, Durham, NC, (2)Duke Center for Autism and Brain Development, Durham, NC, (3)Department of Psychiatry and Behavioral Sciences, Duke University Medical Center, Durham, NC



- 102 **143.102** A New Ipad Game for Ecological Motor Assessment of Children: Bespoke Wearable and Smart Tablet Engineering for Autism-Friendly Assessment. **A. Mitchell**<sup>1</sup>, A. Maggio<sup>2</sup>, L. Millar<sup>3</sup>, D. Campolo<sup>4</sup>, P. Rowe<sup>3</sup> and J. Delafield-Butt<sup>5</sup>, (1)Humanities & Social Sciences and Biomedical Engineering, University of Strathclyde, Glasgow, United Kingdom of Great Britain and Northern Ireland, (2) Humanities & Social Sciences and Biomedical Engineering, University of Strathclyde, Glasgow, United Kingdom, (3)Faculty of Engineering, University of Strathclyde, Glasgow, United Kingdom, (4)Robotics Research Centre, School of Mechanical & Aerospace Engineering, Nanyang Technological University, Singapore, Singapore, (5)Faculty of Humanities and Social Sciences, University of Strathclyde, Glasgow, United Kingdom
- 103 **143.103** Towards an Automated Analysis of Social-Communication Behaviors in Autism Spectrum Disorder **Z. Toser**<sup>1</sup>, Z. Arnold<sup>2</sup>, M. Csakvari<sup>3</sup>, A. Lorincz<sup>3</sup>, E. V. Ocampo<sup>2</sup>, M. Pollack<sup>2</sup>, A. Wainer<sup>2</sup> and L. Soorya<sup>4</sup>, (1)Argus Cognitive, Inc., Lebanon, NH, (2)Department of Psychiatry, Rush University Medical Center, Chicago, IL, (3)Department of Software Technology & Methodology, Eotvos Lorand University, Budapest, Hungary, (4)Department of Psychiatry, RUMC, Chicago, IL
- 104 **143.104** Automated Detection of Stereotypical Motor Movements in Children with Autism Spectrum Disorder Using Geometric Feature Fusion C. Tralie<sup>1</sup>, **M. S. Goodwin Ph.D**<sup>2</sup> and G. Sapiro<sup>1</sup>, (1)Duke University, Durham, NC, (2)Northeastern University, Boston, MA
- 105 **143.105** The Canadian National Autism Neuroinformatics Platform Phase I: Development and Validation of a Universal Library of Instruments **L. Abou-Abbas**<sup>1</sup>, R. Bruno<sup>2</sup>, C. Rogers<sup>3</sup>, T. Savion-Lemieux<sup>4</sup>, A. Yusuf<sup>5</sup>, F. Duhamel<sup>6</sup>, J. Frei<sup>6</sup>, S. Bentata<sup>6</sup>, P. Kostopoulos<sup>3</sup>, S. Das<sup>3</sup>, A. C. Evans<sup>3</sup>, M. Elsabbagh<sup>7</sup> and I. Peltekova<sup>8</sup>, (1)Research Institute - McGill University Health Centre, Montreal, QC, Canada, (2) Montreal Children's Hospital, L'Assomption, QC, Canada, (3)McGill Centre for Integrative Neuroscience, Montreal Neurological Institute, McGill University, Montreal, QC, Canada, (4)Research Institute-McGill University Health Centre, Montreal, QC, Canada, (5)Psychiatry, McGill University, Montreal, QC, Canada, (6)McGill University Health Center, Montreal, QC, Canada, (7)McGill University, Montreal, PQ, Canada, (8) McGill University, Montreal, QC, CANADA
- 106 **143.106** Using Baby Facereader to Investigate Facial Expressiveness in at-Risk Populations **A. Maroulis**, Vicar/Vision, Amsterdam, Netherlands
- 107 **143.107** ▶ Screening Tool for Autism Risk Using Technology – START: Developing a Tablet-Based Platform to Detect Autism Risk in Low-Resource Settings **B. Chakrabarti**<sup>1</sup>, I. Dubey<sup>1</sup>, M. K. Belmonte<sup>2</sup>, T. Gliga<sup>3</sup>, G. Lockwood Estrin<sup>3</sup>, R. Bishain<sup>4</sup>, J. Dasgupta<sup>5</sup>, D. Mukherjee<sup>5</sup>, S. Bhavnani<sup>5</sup>, M. H. Johnson<sup>6</sup>, S. Chandran<sup>4</sup>, V. Patel<sup>7</sup>, S. Gulati<sup>8</sup> and G. Divan<sup>9</sup>, (1)School of Psychology and Clinical Language Sciences, University of Reading, Reading, United Kingdom, (2)Com DEALL Trust, Bangalore, India, (3)Centre for Brain and Cognitive Development, Birkbeck University of London, London, United Kingdom, (4)Computer Science and Engineering, Indian Institute of technology, Mumbai, India, (5)Centre for Chronic Conditions and Injuries, Public Health Foundation of India, Gurgaon, India, (6)Centre for Brain and Cognitive Development, Birkbeck, University of London, London, United Kingdom, (7)Department of Global Health and Population, Harvard Medical School, Boston, MA, (8)Child Neurology Division Department of Pediatrics, All India Institute of Medical Sciences, Delhi, India, (9) Sangath, New Delhi, INDIA
- 108 **143.108** An Embodied Computational Model to Explore Environmental-Neural Interactions in Disorders of E/I Balance. **P. J. Hellyer**<sup>1</sup>, F. E. Turkheimer<sup>2</sup>, E. J. Jones<sup>3</sup> and R. Leech<sup>4</sup>, (1)Institute of Psychiatry, Psychology and Neuroscience, King's College London, UK, London, England, (2)Institute of Psychiatry, Psychology and Neuroscience, King's College London, UK, London, United Kingdom, (3)Centre for Brain and Cognitive Development, Birkbeck University of London, London, United Kingdom, (4)Imperial College London, London, United Kingdom
- 109 **143.109** Is Acttrust a New Device to Measure Sleep Problems in Autism? **P. Ballester-Navarro**<sup>1</sup>, E. Martínez-Saïto<sup>2</sup>, E. Fernández Jover<sup>3</sup>, A. Palazón<sup>4</sup> and A. Peiró<sup>5</sup>, (1)Hospital General Universitario de Alicante, Alicante, Spain, (2)Department of Clinical Pharmacology, Organic Chemistry and Pediatrics, in the University Miguel Hernández, Madrid, Spain, (3)Bioengineer Institute, Elche, Spain, (4)Paediatrics Service, Alicante, Spain, (5)Clinical Pharmacology, Alicante, Spain
- 110 **143.110** Multi-Modal Data Platform for Autism Research **C. Rogers**<sup>1</sup>, S. Das<sup>1</sup>, L. Abou-Abbas<sup>2</sup>, P. Kostopoulos<sup>1</sup>, L. MacIntyre<sup>1</sup>, J. Penny<sup>1</sup>, Z. Virani<sup>1</sup>, L. Evans<sup>1</sup>, M. Elsabbagh<sup>3</sup> and A. C. Evans<sup>1</sup>, (1)McGill Centre for Integrative Neuroscience, Montreal Neurological Institute, McGill University, Montreal, QC, Canada, (2)Research Institute - McGill University Health Centre, Montreal, QC, Canada, (3)McGill University, Montreal, PQ, Canada
- 111 **143.111** Automated Artifact Detection for EEG Data Using a Convolutional Neural Network **A. Anster**<sup>1</sup>, A. Naples<sup>2</sup> and J. McPartland<sup>3</sup>, (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2)Child Study Center, Yale University School of Medicine, New Haven, CT
- 112 **143.112** Kinect Motion Capture of Toddlers with Autism during ADOS Assessments **I. Budman**<sup>1</sup>, I. Menashe<sup>2</sup>, G. Meiri<sup>3</sup> and I. Dinstein<sup>4,5,6</sup>, (1) Department of Biomedical Engineering, Ben Gurion University, Beer Sheva, Israel, (2)Public Health Department, Ben-Gurion University, Beer Sheva, Israel, (3)Soroka Medical Center, Beer Sheva, Israel, (4)Negev Autism Center, Ben Gurion University of the Negev, Beer Sheva, Israel, (5)Department of Cognitive and Brain Sciences, Ben Gurion University of the Negev, Beer Sheva, Israel, (6)Department of Psychology, Ben Gurion University of the Negev, Beer Sheva, Israel
- 113 **143.113** Early Detection of Autism Using a Mobile Application: Asdetect **J. Barbaro**<sup>1</sup>, N. Sadka<sup>2</sup>, W. Nadachowski<sup>3</sup>, M. Burnside<sup>4</sup>, L. Burnside<sup>1</sup>, C. Dissanayake<sup>2</sup>, M. Leahy<sup>1</sup> and M. Denham<sup>1</sup>, (1)Olga Tennison Autism Research Centre, La Trobe University, Melbourne, Victoria, Australia, (2)Olga Tennison Autism Research Centre, La Trobe University, Melbourne, Australia, (3)Autism Cooperative Research Centre, Melbourne, Victoria, Australia, (4)Salesforce.com, Melbourne, Victoria, Australia
- 114 **143.114** Automatic Computer Vision Analysis of Emotional and Behavioral Responses of Children with Autism **J. Hashemi**<sup>1</sup>, K. L. Carpenter<sup>2</sup>, K. Campbell<sup>2</sup>, S. Espinosa<sup>1</sup>, Q. Qiu<sup>1</sup>, S. Marsan<sup>3</sup>, E. Adler<sup>4</sup>, H. L. Egger<sup>4</sup>, G. Dawson<sup>5</sup> and G. Sapiro<sup>1</sup>, (1)Duke University, Durham, NC, (2)Duke Center for Autism and Brain Development, Durham, NC, (3)Psychology and Neuroscience, Duke University, Durham, NC, (4) The Child Study Center at NYU Langone Medical Center, New York, NY, (5)Department of Psychiatry and Behavioral Sciences, Duke University Medical Center, Durham, NC



## Poster Session

## 144 - Early Development (&lt; 48 months)

11:30 AM - 1:30 PM - Hall Grote Zaal

- 1 **144.001** A Comparison of High-Risk Siblings with Multiplex and Simplex Familial Risk Status: A Baby Siblings Research Consortium Study **N. M. McDonald**<sup>1</sup>, L. J. Carver<sup>2</sup>, T. Charman<sup>3</sup>, K. Chawarska<sup>4</sup>, S. Curtin<sup>5</sup>, I. Hertz-Picciotto<sup>6</sup>, E. J. Jones<sup>7</sup>, A. Klin<sup>8</sup>, R. Landa<sup>9</sup>, D. S. Messinger<sup>10</sup>, S. Ozonoff<sup>11</sup>, W. Stone<sup>12</sup>, H. Tager-Flusberg<sup>13</sup>, S. J. Webb<sup>14</sup>, G. S. Young<sup>11</sup>, L. Zwaigenbaum<sup>15</sup> and S. Jeste<sup>16</sup>, (1)UCLA Center for Autism Research and Treatment, Los Angeles, CA, (2)University of California San Diego, La Jolla, CA, (3)King's College London, Institute of Psychiatry, Psychology and Neuroscience, London, United Kingdom, (4)Child Study Center, Yale University School of Medicine, New Haven, CT, (5)University of Calgary, Calgary, AB, Canada, (6)University of California at Davis, Davis, CA, (7)Centre for Brain and Cognitive Development, Birkbeck, University of London, London, United Kingdom, (8) Marcus Autism Center, Children's Healthcare of Atlanta and Emory University School of Medicine, Atlanta, GA, (9)Kennedy Krieger Institute, Baltimore, MD, (10)University of Miami, Coral Gables, FL, (11)Psychiatry and Behavioral Sciences, University of California at Davis, MIND Institute, Sacramento, CA, (12)University of Washington, Seattle, WA, (13)Psychological and Brain Sciences, Boston University, Boston, MA, (14)Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA, (15)Pediatrics, University of Alberta, Edmonton, AB, Canada, (16)University of California, Los Angeles, Los Angeles, CA
- 2 **144.002** A Longitudinal Analysis of Early Social Anxiety Risk Factors in Siblings of Children with Autism Spectrum Disorder **A. L. Hogan**, N. Poupore and J. Roberts, Department of Psychology, University of South Carolina, Columbia, SC
- 3 **144.003** An Ultrasound Study of Fetal Biometrics in Relation to Maternal Autistic Traits. **E. Aydin**<sup>1</sup>, R. Holt<sup>1</sup>, D. Chaplin<sup>2</sup>, R. Hawkes<sup>2</sup>, T. Austin<sup>2</sup> and S. Baron-Cohen<sup>1</sup>, (1)University of Cambridge, Cambridge, United Kingdom, (2)Cambridge University Hospitals NHS Foundation Trust, Cambridge, United Kingdom
- 4 **144.004** Assessment Modality (Parent Questionnaire vs. Clinical Interview) Impacts Adaptive Functioning Scores in Preschoolers at Heightened Genetic Risk of ASD **M. Cola**<sup>1</sup>, A. Faggen<sup>1</sup>, J. Parish-Morris<sup>2</sup>, S. Paterson<sup>1</sup>, R. Schultz<sup>3</sup>, **J. Pandey**<sup>3</sup> and .. The IBIS Network<sup>4</sup>, (1)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (2)Psychiatry, Center for Autism Research, Children's Hospital of Philadelphia and Perelman School of Medicine of the University of Pennsylvania, Philadelphia, PA, (3)Center for Autism Research, The Children's Hospital of Philadelphia, Philadelphia, PA, (4)University of North Carolina, Chapel Hill, NC
- 5 **144.005** Atypical Response to Caregiver Touch in Infants at Risk for Autism Spectrum Disorder **G. Kadlaskar**<sup>1</sup>, B. Keehn<sup>2</sup>, A. Seidl<sup>3</sup>, H. Tager-Flusberg<sup>4</sup> and C. A. Nelson III<sup>5</sup>, (1)Purdue University, West Lafayette, IN, (2)Speech, Language, and Hearing Sciences, Purdue University, West Lafayette, IN, (3)Speech, Language, and Hearing Sciences, Purdue University, West Lafayette, IN, (4) Psychological and Brain Sciences, Boston University, Boston, MA, (5)Boston Children's Hospital, Boston, MA
- 6 **144.006** Baby Movements in the Womb: Searching for Early Markers of Autism Spectrum Disorders **A. Caruso**<sup>1</sup>, F. Fulceri<sup>2</sup>, L. Iaconianni<sup>3</sup>, A. Guzzetta<sup>4,5</sup> and M. L. Scattoni<sup>1</sup>, (1)Research Coordination and Support Service, Istituto Superiore di Sanità, Rome, Italy, (2)IRCCS Stella Maris Foundation, Pisa, Italy, (3) Diagnostic Ultrasound Center Eco B.I., Rome, Italy, (4)IRCCS Stella Maris Foundation, Calambrone (Pisa), Italy, (5)Department of Clinical and Experimental Medicine, University of Pisa, Pisa, Italy
- 7 **144.007** Can the Social Responsiveness Scale Index Maternal Responsiveness during Play? **A. M. Kellerman**<sup>1</sup>, **A. J. Schwichtenberg**<sup>1</sup>, R. Abu-Zhaya<sup>1</sup>, M. Miller<sup>2</sup>, G. S. Young<sup>3</sup> and S. Ozonoff<sup>3</sup>, (1)Purdue University, West Lafayette, IN, (2)University of California, Davis, MIND Institute, Sacramento, CA, (3)Psychiatry and Behavioral Sciences, University of California at Davis, MIND Institute, Sacramento, CA
- 8 **144.008** Characterisation of Associations between Social and Non-Social Attention and Later ASD Symptoms in Infants with Tubero-Sclerotic Complex: An Eye-Tracking Study **C. Tye**<sup>1</sup>, E. J. Jones<sup>2</sup>, L. Mason<sup>2</sup>, M. H. Johnson<sup>2</sup> and P. Bolton<sup>1</sup>, (1)Department of Child & Adolescent Psychiatry, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (2)Centre for Brain and Cognitive Development, Birkbeck, University of London, London, United Kingdom
- 9 **144.009** Characteristics of Toddlers with Autism Who Are Placed in Special Education Versus Regular Education in Israel **M. Ilan**<sup>1,2</sup>, M. Faroy<sup>2,3</sup>, N. Fingher<sup>4</sup>, A. Bar-Sinai<sup>5</sup>, A. Michaelovski<sup>2</sup>, H. Fluser<sup>2</sup>, H. Binoun-Chaki<sup>2</sup>, A. Horev<sup>2</sup>, R. Segev-Cojocaru<sup>2</sup>, O. Dotan<sup>2</sup>, I. Menashe<sup>6</sup>, I. Dinstein<sup>5,7</sup> and G. Meiri<sup>2</sup>, (1)Department of Psychology, Ben-Gurion University of the Negev, Beer Sheva, Israel, (2)Soroka Medical Center, Beer Sheva, Israel, (3)Tel-Aviv Jaffa Academic collage, Tel Aviv, Israel, (4)Brain and Cognitive science, Ben-Gurion University of the Negev, Beer Sheva, Israel, (5)Department of Psychology, Ben Gurion University of the Negev, Beer Sheva, Israel, (6)Public Health Department, Ben-Gurion University, Beer Sheva, Israel, (7)Negev Autism Center, Ben Gurion University of the Negev, Beer Sheva, Israel
- 10 **144.010** Children with Autism Spectrum Disorder (ASD) with or without a History of Developmental Regression: Differences in Developmental Levels, Adaptive Functioning, and Behavior and Emotional Problems **N. M. Reyes**<sup>1</sup>, G. N. Soke<sup>2</sup>, L. Wiggins<sup>2</sup>, B. Barger<sup>3</sup>, E. Moody<sup>4</sup>, J. Reaven<sup>5</sup>, C. Robinson<sup>6</sup>, A. M. Reynolds<sup>7</sup>, L. Schieve Ph.D<sup>2</sup> and S. Hepburn<sup>3</sup>, (1)University of Colorado - Denver , Denver, CO, (2)Centers for Disease Control and Prevention, Atlanta, GA, (3)Georgia State University, Atlanta, GA, (4)University of Colorado, Denver, Aurora, CO, (5)Univ. of Colorado Denver-JFK Partners, Aurora, CO, (6)University of Colorado / JFK Partners, Aurora, CO, (7)University of Colorado Denver, Aurora, CO, (8) Colorado State University, Fort Collins, CO
- 12 **144.012** Concurrent Associations between FYI Attentional Constructs and ADOS Scores in 12-Month High-Risk Siblings **H. Neiderman**, S. Macari, A. Zakin, F. E. Kane-Grade, K. Villarreal, M. Wilkinson, D. Macris, S. Fontenelle IV, K. K. Powell, M. Lyons and K. Chawarska, Child Study Center, Yale University School of Medicine, New Haven, CT
- 13 **144.013** Consistency between Parent-Report and Direct Measure of Toddler Temperament **K. Villarreal**<sup>1</sup>, S. Macari<sup>1</sup>, H. Neiderman<sup>1</sup>, F. E. Kane-Grade<sup>1</sup>, M. Wilkinson<sup>1</sup>, A. Zakin<sup>1</sup>, D. Macris<sup>1</sup>, L. DiNicola<sup>2</sup>, P. Heymann<sup>1</sup>, A. Milgramm<sup>1</sup>, E. Hilton<sup>1</sup> and K. Chawarska<sup>1</sup>, (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2)Yale Child Study Center, Yale University School of Medicine, New Haven, CT

- 14 **144.014** Construction and Validation of the Esbcq: The Early Social Communicative Behavior Questionnaire **M. Buruma** and E. M. Blijd-Hoogewys, INTER-PSY, Groningen, Netherlands
- 15 **144.015** ▶ Deployment of a Multimedia Screening Tool for ASD in a Diverse Community Setting: Feasibility and Usability **M. Wilkinson<sup>1</sup>**, S. Macari<sup>1</sup>, K. Chawarska<sup>1</sup>, E. Barney<sup>2</sup>, J. C. Snider IV<sup>3</sup>, E. S. Kim<sup>4</sup>, Q. Wang<sup>1</sup>, Q. A. Yang<sup>3</sup>, C. A. Wall<sup>5</sup>, M. Kim<sup>3</sup>, B. Li<sup>3,6</sup>, M. Mademtzi<sup>1</sup>, C. Foster<sup>1</sup>, D. Macris<sup>1</sup>, F. E. Kane-Grade<sup>1</sup>, A. Milgramm<sup>1</sup>, P. Heymann<sup>1</sup>, E. Hilton<sup>1</sup>, A. Zakin<sup>1</sup>, H. Neiderman<sup>1</sup>, K. Villarreal<sup>1</sup>, Y. A. Ahn<sup>3</sup>, M. C. Aubertine<sup>7</sup> and F. Shic<sup>2</sup>, (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2)Center for Child Health, Behavior and Development, Seattle Children's Research Institute, Seattle, WA, (3) Seattle Children's Research Institute, Seattle, WA, (4)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (5) Department of Psychology, University of South Carolina, Columbia, SC, (6)Computer Science and Engineering, University of Washington, Seattle, WA, (7)Seattle Children's Hospital and Research Institute, Seattle, WA
- 16 **144.016** Development of Neural Responses to Hearing Own Name in Infants at Low and High Risk for ASD **M. Arslan**, P. Warreyn, N. Dewaele, J. R. Wiersema, E. Demurie and H. Roeyers, Department of Experimental-Clinical and Health Psychology, Ghent University, Ghent, Belgium
- 17 **144.017** Diminished Empathic and Social Responses in Infancy As Early Markers of ASD Diagnosis **Y. Paz<sup>1</sup>**, R. Roth-Hanania<sup>2,3</sup>, L. V. Gabis<sup>3</sup>, T. Orlitsky<sup>1</sup>, C. Zahn-Waxler<sup>4</sup> and M. Davidov<sup>1</sup>, (1)The Hebrew University of Jerusalem, Jerusalem, Israel, (2)Tel Aviv-Yaffo Academic College, Tel Aviv, Israel, (3)Pediatrics, Sheba Medical Centre, Tel-Hashomer, Ramat Gan, Israel, (4)Center for Healthy Minds, University of Wisconsin, Madison, Madison, WI
- 18 **144.018** Distinct ERP Profiles for Auditory Processing in Infants at-Risk for Autism and Language Impairment **V. Riva<sup>1</sup>**, C. Cantiani<sup>2</sup>, G. Mornati Jr.<sup>1</sup>, M. Gallo<sup>1</sup>, L. Villa<sup>1</sup>, E. Mani<sup>1</sup>, I. Saviozzi<sup>1</sup>, C. Marino<sup>3</sup> and M. Molteni<sup>4</sup>, (1)Child Psychopathology Unit, Scientific Institute, IRCCS Eugenio Medea, Bosisio Parini, Lecco, Italy, (2)Child Psychopathology Unit, IRCCS Eugenio Medea, Bosisio Parini, Italy, (3)Centre for Addiction and Mental Health (CAMH), University of Toronto, Toronto, ON, Canada, (4) Scientific Institute, IRCCS Eugenio Medea, Bosisio Parini, Italy
- 19 **144.019** Do Infants at Risk for ASD Attend More to the Mouth When Watching Dynamic Videos? **K. H. Finch<sup>1</sup>**, H. Tager-Flusberg<sup>2</sup> and C. A. Nelson III<sup>3</sup>, (1)Boston University, Boston, MA, (2)Psychological and Brain Sciences, Boston University, Boston, MA, (3)Boston Children's Hospital, Boston, MA
- 20 **144.020** Understanding the Link between Language Abilities, Broader Autism Phenotype, and Atypical ERPs to Words in Toddlers with and without ASD **K. H. Finch<sup>1</sup>**, H. Tager-Flusberg<sup>2</sup> and C. A. Nelson III<sup>3</sup>, (1) Boston University, Boston, MA, (2)Psychological and Brain Sciences, Boston University, Boston, MA, (3)Boston Children's Hospital, Boston, MA
- 21 **144.021** Early Motor Signs As Biomarkers of Neurodevelopmental Disorders: Applying Recent Findings in Autism to Attention Deficit Hyperactivity Disorder **A. Athanasiadou<sup>1</sup>**, J. K. Buitelaar<sup>2</sup>, O. Chorna<sup>3</sup>, F. Fulceri<sup>4</sup>, M. L. Scattoni<sup>5</sup> and A. Guzzetta<sup>6</sup>, (1)Donders Institute for Brain, Cognition and Behaviour, Nijmegen, Netherlands, (2)Department of Cognitive Neuroscience, Donders Institute for Brain, Cognition and Behaviour, Radboud University Medical Center Nijmegen, Donders Institute for Brain, Cognition and Behaviour, Nijmegen, Netherlands, (3) IRCCS Stella Maris, Pisa, Italy, (4)IRCCS Stella Maris Foundation, Pisa, Italy, (5)Research Coordination and Support Service, Istituto Superiore di Sanità, Rome, Italy, (6)IRCCS Stella Maris Foundation, Calambrone (Pisa), Italy
- 22 **144.022** Early Origins of Autism Comorbidity: Neuropsychiatric Traits Correlated in Childhood Are Independent in Infancy **Z. Hawks<sup>1</sup>** and N. Marrus<sup>2</sup>, (1)Department of Psychological & Brain Sciences, Washington University, St. Louis, MO, (2)Washington University in St. Louis, St. Louis, MO
- 23 **144.023** Early Risk Markers of Social Anxiety in Infants with Fragile X Syndrome **C. J. Black**, A. L. Hogan, J. Roberts and N. Poupore, Department of Psychology, University of South Carolina, Columbia, SC
- 24 **144.024** Effects of a Parent Mediated Intervention on Positive Social Behavior of Toddlers with Autism: A Randomized Controlled Trial **K. Baggett<sup>1</sup>**, B. Barger<sup>2</sup>, H. Schertz Ph.D<sup>3</sup> and S. Odom<sup>4</sup>, (1)Mark Chaffin Center for Healthy Development, School of Public Health, Georgia State University, Atlanta, GA, (2)Georgia State University, Atlanta, GA, (3) Indiana University, Bloomington, IN, (4)University of North Carolina, Chapel Hill, NC
- 25 **144.025** Electroencephalographic Markers of Atypical Development in Infants with Tuberous Sclerosis Complex **K. J. Varcin<sup>1</sup>**, A. H. Dickinson<sup>2</sup>, C. A. Nelson III<sup>3</sup> and S. Jeste<sup>2</sup>, (1)Autism Research Team, Telethon Kids Institute, Subiaco, Perth, Australia, (2)University of California, Los Angeles, Los Angeles, CA, (3)Boston Children's Hospital, Boston, MA
- 26 **144.026** Emerging Divergence between Cognition and Adaptive Socialization Skills in Infants Who Develop ASD **C. Saulnier<sup>1</sup>**, J. Bradshaw<sup>2</sup> and C. Klaiman<sup>3</sup>, (1)Marcus Autism Center, Children's Healthcare of Atlanta and Emory University School of Medicine, Atlanta, GA, (2)Department of Pediatrics, Marcus Autism Center, Atlanta, GA, (3)Emory University, Atlanta, GA
- 27 **144.027** Emotional Face Processing and Spatial Frequency in 10-Month-Old Infants at Risk for Autism **R. Di Lorenzo<sup>1</sup>**, N. Munsters<sup>1</sup>, C. van den Boomen<sup>1</sup>, C. Junge<sup>2</sup>, E. Ward<sup>2</sup> and C. Kemner<sup>1</sup>, (1)Utrecht University, Utrecht, Netherlands, (2)Department of Developmental and Experimental Psychology, Utrecht University, Utrecht, Netherlands, (3)Donders Institute for Brain, Cognition and Behaviour, Nijmegen, Netherlands
- 28 **144.028** Emotional Response Coherence in Toddlers with ASD **A. Zakin<sup>1</sup>**, S. Macari<sup>1</sup>, F. E. Kane-Grade<sup>1</sup>, K. Villarreal<sup>1</sup>, H. Neiderman<sup>1</sup>, M. Wilkinson<sup>1</sup>, E. Hilton<sup>1</sup>, A. Milgramm<sup>1</sup>, P. Heymann<sup>1</sup>, L. DiNicola<sup>2</sup>, D. Macris<sup>1</sup>, K. K. Powell<sup>1</sup>, S. Fontenelle IV<sup>1</sup>, M. Lyons<sup>1</sup> and K. Chawarska<sup>1</sup>, (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2)Yale Child Study Center, Yale University School of Medicine, New Haven, CT
- 29 **144.029** Face Looking, Eye Contact, and Joint Attention during Naturalistic Toy Play: A Dual Head-Mounted Eye Tracking Study in Young Children with ASD **D. P. Kennedy<sup>1</sup>**, G. Lisandrelli<sup>1</sup>, R. Shaffer<sup>2</sup>, E. Pedapati<sup>2</sup>, C. A. Erickson<sup>2</sup> and C. Yu<sup>1</sup>, (1)Psychological and Brain Sciences, Indiana University, Bloomington, IN, (2)Cincinnati Children's Hospital Medical Center, Cincinnati, OH
- 30 **144.030** First Year Inventory Attention Constructs in Infants at Risk for Autism Spectrum Disorders **D. Macris<sup>1</sup>**, S. Macari, K. K. Powell, S. Fontenelle IV, M. Lyons, A. Giguere Carney, K. Bailey and K. Chawarska, Child Study Center, Yale University School of Medicine, New Haven, CT

- 31 **144.031** Gaze Behavior of 9- and 13-Month-Old Infants during Live Face-to-Face Interactions: Joint Attention Observed with an Eye-Tracking System. **M. Asano**<sup>1</sup>, N. Naoi<sup>2</sup>, Y. Hakuno<sup>1</sup>, J. Yamamoto<sup>1</sup> and Y. Minagawa<sup>1</sup>, (1)Keio University, Tokyo, Japan, (2)International Christian University, Mitaka, Japan
- 32 **144.032** Gender Differences during Toddlerhood in Autism Spectrum Disorder: A Community-Based Longitudinal Follow-up Study **L. P. Hollier**<sup>1,2</sup>, R. Joshi<sup>3</sup>, J. Barbaro<sup>4</sup> and C. Dissanayake<sup>5</sup>, (1)Olga Tennison Autism Research Centre, La Trobe University OTARC, Melbourne, Australia, (2)Cooperative Research Centre for Living with Autism (Autism CRC), Brisbane, Australia, (3)Autism Spectrum Australia, Melbourne, Australia, (4)Olga Tennison Autism Research Centre, La Trobe University, Melbourne, Victoria, Australia, (5)Olga Tennison Autism Research Centre, La Trobe University, Melbourne, Australia
- 33 **144.033** Genetic and Environmental Contributions to a 2-Factor Model of Social Communication in Toddler Twins **N. Marrus**<sup>1</sup>, J. Grant<sup>1</sup>, A. Glowinski<sup>1</sup>, A. Agrawal<sup>1</sup>, T. Jacob<sup>2</sup>, B. Harris-Olenak<sup>3</sup>, A. C. Heath<sup>1</sup>, J. N. Constantino<sup>1</sup> and J. T. Elison<sup>4</sup>, (1)Washington University in St. Louis, St. Louis, MO, (2)Veterans Affairs Palo Alto Health Care System, Palo Alto, CA, (3)Family Research Center/VA Palo Alto HCS, Menlo Park, CA, (4)Institute of Child Development, University of Minnesota, Minneapolis, MN
- 34 **144.034** Genetic-Independence of Key Early Contributors to Autistic Trait Severity **A. Pohl**<sup>1</sup> and J. N. Constantino<sup>2</sup>, (1) Washington University School of Medicine, St. Louis, MO, (2) Washington University in St. Louis, St. Louis, MO
- 35 **144.035** Heart Rate during Sleep at 1 Month of Age Correlates with ASD Risk Scores at 30 Months **H. E. Reed**<sup>1</sup>, N. H. Brito<sup>2</sup>, L. C. Shuffrey<sup>3</sup>, W. P. Fifer<sup>3</sup>, J. D. Nugent<sup>3</sup> and A. J. Elliot<sup>4</sup>, (1)Columbia University Medical Center, New York, NY, (2)Department of Applied Psychology, New York University, New York, NY, (3)Division of Developmental Neuroscience, Columbia University Medical Center, New York, NY, (4)Sanford School of Medicine at the University of South Dakota, Sioux Falls, SD
- 36 **144.036** Identifying Prognostic Biomarkers in Toddlers with Autism Spectrum Disorder **E. Bacon**<sup>1</sup>, A. Moore<sup>1</sup>, D. Cha<sup>1</sup>, C. Barnes<sup>1</sup>, E. Courchesne Ph.D<sup>2</sup> and K. Pierce<sup>2</sup>, (1)University of California, San Diego, La Jolla, CA, (2)University of California, San Diego, La Jolla, CA
- 37 **144.037** Imaging Biomarkers for Early Detection of Autism in Tuberous Sclerosis Complex **A. Prohl**<sup>1</sup>, K. Kapur<sup>2</sup>, B. Scherrer<sup>1</sup>, X. Tomas-Fernandez<sup>1</sup>, J. Peters<sup>1,2</sup>, M. Bebin<sup>3</sup>, D. Krueger<sup>1</sup>, H. Northrup<sup>5</sup>, J. Wu<sup>6</sup>, M. Sahin<sup>2</sup> and S. K. Warfield<sup>1</sup>, (1)Computational Radiology Laboratory, Department of Radiology, Boston Children's Hospital, Boston, MA, (2)Department of Neurology, Boston Children's Hospital, Boston, MA, (3)University of Alabama at Birmingham, Birmingham, AL, (4)Cincinnati Children's Hospital Medical Center, Cincinnati, OH, (5)University of Texas Houston, Houston, TX, (6)University of California Los Angeles, Los Angeles, CA
- 38 **144.038** Increased Rates of Comorbid Psychopathology in Preschool-Aged Females with Autism Spectrum Disorder **C. W. Nordahl**<sup>1</sup>, A. M. Iosif<sup>2</sup>, G. S. Young<sup>1</sup>, A. L. Hechtman<sup>1</sup>, B. Heath<sup>1</sup>, V. P. Reinhardt<sup>1</sup>, D. G. Amaral<sup>1</sup>, S. Ozonoff<sup>1</sup> and M. Solomon<sup>1</sup>, (1) Psychiatry and Behavioral Sciences, University of California at Davis, MIND Institute, Sacramento, CA, (2)Public Health Sciences, University of California Davis, Davis, CA
- 39 **144.039** Infant Effortful Control Acts As a Protective Factor for Traits of ASD in Mid-Childhood. **R. Bedford**<sup>1</sup>, T. Gliga<sup>2</sup>, T. Charman<sup>3</sup>, M. H. Johnson<sup>4</sup> and A. Pickles<sup>3</sup>, (1)King's College London, London, United Kingdom, (2)Centre for Brain and Cognitive Development, Birkbeck University of London, London, United Kingdom, (3)King's College London, Institute of Psychiatry, Psychology and Neuroscience, London, United Kingdom, (4)Centre for Brain and Cognitive Development, Birkbeck, University of London, London, United Kingdom
- 40 **144.040** Integration of Longitudinal Cross-Domain Measures of Symptoms, Developmental Level and Adaptive Functioning to Predict Autism at 3 Years in High-Risk Infants **G. Bussu**<sup>1</sup>, E. J. Jones<sup>2</sup>, T. Charman<sup>3</sup>, M. H. Johnson<sup>4</sup>, J. K. Buitelaar<sup>5</sup> and &. The BASIS Team<sup>2</sup>, (1)Donders Institute for Brain, Cognition and Behaviour, Radboudumc, Nijmegen, Netherlands, (2)Centre for Brain and Cognitive Development, Birkbeck University of London, London, United Kingdom, (3)King's College London, Institute of Psychiatry, Psychology and Neuroscience, London, United Kingdom, (4)Centre for Brain and Cognitive Development, Birkbeck, University of London, London, United Kingdom, (5)Department of Cognitive Neuroscience, Donders Institute for Brain, Cognition and Behaviour, Radboud University Medical Center Nijmegen, Donders Institute for Brain, Cognition and Behaviour, Nijmegen, Netherlands
- 41 **144.041** Longitudinal Sex Differences in ASD Symptoms and Diagnostic Stability in Early Childhood **N. Ludwig**<sup>1</sup>, G. Perez Liz<sup>2</sup>, D. N. Abrams<sup>3</sup>, L. B. Adamson<sup>3</sup>, D. A. Fein<sup>4</sup> and D. L. Robins<sup>5</sup>, (1) Confex - The Conference Exchange, Cumberland, RI, (2)AJ Drexel Autism Institute, Philadelphia, PA, (3)Georgia State University, Atlanta, GA, (4)Psychological Sciences, University of Connecticut, Storrs, CT, (5)Drexel University A.J. Drexel Autism Institute, Philadelphia, PA
- 42 **144.042** Social Evaluation Is Reduced in Toddlers with ASD and Other Developmental Delays Compared to Toddlers with Typical Development **N. Ludwig**<sup>1</sup>, R. Williamson<sup>2</sup>, R. K. Ramsey<sup>2</sup>, L. B. Adamson<sup>2</sup>, S. F. Brosnan<sup>3</sup>, W. Jones<sup>4</sup> and D. L. Robins<sup>5</sup>, (1)Confex - The Conference Exchange, Cumberland, RI, (2)Georgia State University, Atlanta, GA, (3)Psychology, Georgia State University, Atlanta, GA, (4)Marcus Autism Center, Children's Healthcare of Atlanta and Emory University School of Medicine, Atlanta, GA, (5) Drexel University A.J. Drexel Autism Institute, Philadelphia, PA
- 43 **144.043** Looking Patterns Predict Expressive Language in Toddlers with ASD Only If First Words Are Acquired **L. A. Edwards**<sup>1</sup>, S. I. Habayeb<sup>2</sup>, T. Tsang<sup>3</sup>, C. Saulnier<sup>1</sup>, W. Jones<sup>1</sup> and A. Klin<sup>1</sup>, (1)Marcus Autism Center, Children's Healthcare of Atlanta and Emory University School of Medicine, Atlanta, GA, (2)Catholic University of America, Washington, DC, (3)University of California, Los Angeles, Los Angeles, CA
- 44 **144.044** Low Focused Attention Is Associated with Elevated ASD-Related Behaviours at 15 Months **A. Hendry**<sup>1</sup>, E. J. Jones<sup>2</sup>, T. Charman<sup>3</sup>, M. H. Johnson<sup>4</sup> and &. The BASIS Team<sup>2</sup>, (1)King's College London, London, United Kingdom of Great Britain and Northern Ireland, (2)Centre for Brain and Cognitive Development, Birkbeck University of London, London, United Kingdom, (3) King's College London, Institute of Psychiatry, Psychology and Neuroscience, London, United Kingdom, (4)Centre for Brain and Cognitive Development, Birkbeck, University of London, London, United Kingdom



- 45 **144.045** Measuring the Reward Value of Various Social Signals in Toddlers with and without Autism: An Interactive Eye-Tracking Study **A. Vernetti**<sup>1,2</sup>, T. Charman<sup>3</sup>, M. H. Johnson<sup>4</sup>, T. Gliga<sup>2</sup>, A. Senju<sup>2</sup> and &. the BASIS Team<sup>2</sup>, (1)Yale Child Study Center, Yale School of Medicine, New Haven, CT, (2)Centre for Brain and Cognitive Development, Birkbeck University of London, London, United Kingdom, (3)King's College London, Institute of Psychiatry, Psychology and Neuroscience, London, United Kingdom, (4)Centre for Brain and Cognitive Development, Birkbeck, University of London, London, United Kingdom
- 46 **144.046** Moderate to Late Preterm Birth Has a Negative Impact on Cognitive Profile in Autism **F. Bonnet-Brilhault**<sup>1</sup>, M. Brayette Jr.<sup>2</sup>, R. Blanc<sup>3</sup>, S. Roux<sup>4</sup> and E. Saliba<sup>4</sup>, (1)UMR930 Inserm, Université François-Rabelais de Tours, Tours, France, (2)Université François-Rabelais de Tours, Tours, France, (3)Université Paris Descartes, Boulogne Billancourt, France, (4)Université François-Rabelais de Tours, UMR INSERM U930, Tours, France
- 47 **144.047** Modifying Social Attention with Gaze-Contingent Eye Tracking for Toddlers and Children with ASD **Q. Wang**<sup>1</sup>, E. Barney<sup>2</sup>, C. A. Wall<sup>3</sup>, S. Macari<sup>1</sup>, K. Chawarska<sup>1</sup> and F. Shic<sup>2</sup>, (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2) Center for Child Health, Behavior and Development, Seattle Children's Research Institute, Seattle, WA, (3)Department of Psychology, University of South Carolina, Columbia, SC
- 48 **144.048** Non-Specific Inherited Background Susceptibilities for Autism Spectrum Disorder **S. E. Mous**, Erasmus MC-Sophia Children's Hospital, Rotterdam, Netherlands
- 49 **144.049** Onset Patterns in ASD: Early Development, Later Outcomes and the Association with Mitochondrial Dysfunctions. **S. Boterberg**<sup>1</sup>, E. Vantroys<sup>2</sup>, R. Siugzdaite<sup>3</sup>, R. Van Coster<sup>2</sup> and H. Roeyers<sup>1</sup>, (1)Department of Experimental-Clinical and Health Psychology, Ghent University, Ghent, Belgium, (2)Department of Pediatric Neurology and Metabolism, Ghent University Hospital, Ghent, Belgium, (3)Department of Experimental Psychology, University of Ghent, Ghent, Belgium
- 50 **144.050** Parent-Infant Interaction in Infants with Neurofibromatosis Type 1 **M. W. Wan**<sup>1</sup>, S. Garg<sup>1</sup>, A. Kolesnik<sup>2</sup>, E. J. Jones<sup>3</sup>, J. Green<sup>1</sup> and M. H. Johnson<sup>4</sup>, (1)University of Manchester, Manchester, United Kingdom of Great Britain and Northern Ireland, (2)Centre for Brain and Cognitive Development, Birkbeck University of London, London, United Kingdom of Great Britain and Northern Ireland, (3) Centre for Brain and Cognitive Development, Birkbeck University of London, London, United Kingdom, (4)Centre for Brain and Cognitive Development, Birkbeck, University of London, London, United Kingdom
- 51 **144.051** Predicting ADOS Scores Based on Behavioral Ratings from Parents and Pre-School Teachers **E. Nilsson Jobs**<sup>1</sup>, S. Bolte<sup>2</sup> and T. Falck-Ytter<sup>3</sup>, (1)Uppsala University, Uppsala, Sweden, (2)Karolinska Institutet, Stockholm, Sweden, (3)Karolinska Institutet & Uppsala University, Uppsala, Sweden
- 52 **144.052** Predictors of Language Development in Young Children with Autism Spectrum Disorder: A Longitudinal Study **C. C. Wu**<sup>1</sup> and C. W. Shen<sup>2</sup>, (1)Department of Psychology, Kaohsiung Medical University, Kaohsiung, Taiwan (Province of China), (2)Kaohsiung Medical University, Kaohsiung, Taiwan
- 53 **144.053** Prospective Investigation of Early Clinical Predictors of Autism Spectrum Disorders in Infants with Tuberous Sclerosis Complex: First Analysis from the Epistop Project **A. Benvenuto**<sup>1</sup>, R. Moavero<sup>1</sup>, M. Siracusano<sup>2</sup>, L. Emberti Gialloreti<sup>1</sup>, E. Aronica<sup>3</sup>, A. Jansen<sup>4</sup>, F. E. Jansen<sup>5</sup>, S. Jozwiak<sup>6</sup>, K. Kotulska-Joswiak<sup>6</sup>, D. Kwiatkowski<sup>7</sup>, L. Lagae<sup>8</sup> and P. Curatolo<sup>1</sup>, (1)University of Rome Tor Vergata, Rome, Italy, (2)POLICLINICO TOR VERGATA, Rome, Italy, (3)Academisch Medische Centrum, University of Amsterdam, Amsterdam, Netherlands, (4)Vrije Universiteit Brussel, Brussels, Belgium, (5)University Medical Center Utrecht, Utrecht, Netherlands, (6)Children's Memorial Health Institute, Warsaw, Poland, (7)Brigham and Women's Hospital, Harvard Medical School, Boston, MA, (8) University of Leuven, Leuven, Belgium
- 54 **144.054** Quality of Interaction between Very Preterm Infants and Their Mothers and Its Relationship with General Development and Autism Features **J. Vermeirsch**<sup>1</sup>, E. Demurie<sup>2</sup>, E. Bruyneel<sup>1</sup>, L. Verhaeghe<sup>1</sup> and H. Roeyers<sup>2</sup>, (1)Department of Experimental-Clinical and Health Psychology, Ghent University, Ghent, Belgium, (2) Department of Experimental-Clinical and Health Psychology, Ghent University, Ghent, Belgium
- 55 **144.055** Response to Distress in 12-Month-Old Infants with Familial Risk for ASD **L. P. Jackson**<sup>1</sup>, N. M. McDonald<sup>2</sup>, C. Ponting<sup>3</sup>, S. Jeste<sup>3</sup> and M. Dapretto Ph.D<sup>3</sup>, (1)UCLA, Los Angeles, CA, (2)UCLA Center for Autism Research and Treatment, Los Angeles, CA, (3)University of California, Los Angeles, Los Angeles, CA
- 56 **144.056** Sex Differences in Screening Profiles of Toddlers with Autism **S. James**<sup>1</sup>, E. Bacon<sup>2</sup>, C. J. Smith Ph.D<sup>3</sup> and K. Pierce<sup>4</sup>, (1) Southwest Autism Research & Resource Center, Phoenix, AZ, (2) University of California, San Diego, La Jolla, CA, (3)Southwest Autism Research and Resource Center, Phoenix, AZ, (4)UCSD Autism Center of Excellence, La Jolla, CA
- 57 **144.057** Social Orienting and Joint Attention in 9 to 12 Month Old Children with ASD with and without Intellectual Disability: A Study with Family Home Movies **R. Palomo**<sup>1</sup>, S. Ozonoff<sup>2</sup>, G. S. Young<sup>2</sup> and M. Belinchon<sup>3</sup>, (1)Department of Basic Psychology, Universidad Complutense de Madrid, Madrid, Spain, (2)Psychiatry and Behavioral Sciences, University of California at Davis, MIND Institute, Sacramento, CA, (3)Department of Basic Psychology, Universidad Autónoma de Madrid, Madrid, Spain
- 58 **144.058** Symptom Severity Trajectories from Infancy to Childhood in Siblings at Risk for Autism Spectrum Disorder: Social Affect and Restricted and Repetitive Behaviors. **M. Franchini**<sup>1</sup>, E. Duku<sup>2</sup>, V. Armstrong<sup>3</sup>, J. A. Brian<sup>4</sup>, S. E. Bryson<sup>5</sup>, N. Garon<sup>6</sup>, W. Roberts<sup>7</sup>, C. Roncadin<sup>8</sup>, L. Zwaigenbaum<sup>9</sup> and I. M. Smith<sup>10</sup>, (1)Dalhousie University / IWK Health Centre, Halifax, NS, Canada, (2)McMaster University, Hamilton, ON, Canada, (3)IWK Health Centre / Dalhousie University, Halifax, NS, Canada, (4)Bloorview Research Institute, Toronto, ON, Canada, (5)Dalhousie University, Halifax, NS, Canada, (6)Mount Allison University, Sackville, NB, Canada, (7)University of Toronto, Toronto, ON, Canada, (8)Autism Spectrum Disorder Service, McMaster Children's Hospital - Hamilton Health Sciences, Hamilton, ON, CANADA, (9)Pediatrics, University of Alberta, Edmonton, AB, Canada, (10)Dalhousie University / IWK Health Centre, Halifax, NS, CANADA



- 59 **144.059** Temperament As an Early Risk Marker for Autism Spectrum Disorders in a Cohort of the British Autism Study of Infant Siblings (BASIS) **M. K. J. Pijl<sup>1,2</sup>**, G. Bussu<sup>3</sup>, T. Charman<sup>4</sup>, M. H. Johnson<sup>5</sup>, E. J. Jones<sup>6</sup>, I. J. Oosterling<sup>2</sup>, N. N. J. Rommelse<sup>7</sup>, J. K. Buitelaar<sup>8,9</sup> and & The BASIS Team<sup>6</sup>, (1)Department of Cognitive Neuroscience, Donders Institute for Brain, Cognition and Behaviour, Radboud University Medical Centre Nijmegen, Nijmegen, Netherlands, (2)Karakter Child and Adolescent Psychiatry University Centre, Nijmegen, Netherlands, (3)Donders Institute for Brain, Cognition and Behaviour, Radboudumc, Nijmegen, Netherlands, (4)King's College London, Institute of Psychiatry, Psychology and Neuroscience, London, United Kingdom, (5)Centre for Brain and Cognitive Development, Birkbeck, University of London, London, United Kingdom, (6)Centre for Brain and Cognitive Development, Birkbeck University of London, London, United Kingdom, (7)Department of Psychiatry, Donders Institute for Brain, Cognition and Behaviour, Radboud university medical center, Nijmegen, Netherlands, (8)Department of Cognitive Neuroscience, Donders Institute for Brain, Cognition and Behaviour, Radboud University Medical Center Nijmegen, Donders Institute for Brain, Cognition and Behaviour, Nijmegen, Netherlands, (9)Radboud University Medical Center Nijmegen, Donders Institute for Brain, Cognition and Behaviour, Nijmegen, Netherlands
- 60 **144.060** The Characteristics of F0 Contours in Speech Directed at Infants at-Risk for Autism **A. Woolard<sup>1</sup>**, T. Benders<sup>2</sup>, F. Karayanidis<sup>3</sup>, V. Murphy<sup>4</sup>, C. Mallise<sup>5</sup>, O. Whalen<sup>1</sup>, L. E. Campbell<sup>6</sup> and A. E. Lane<sup>7</sup>, (1) University of Newcastle, Australia, Callaghan, Australia, (2)Macquarie University, Sydney, Australia, (3)Psychology, University of Newcastle, Australia, Callaghan, Australia, (4)Medicine and Public Health, University of Newcastle, Australia, Callaghan, Australia, (5)The University of Newcastle, Callaghan, Australia, (6)School of Psychology, University of Newcastle, Newcastle, Australia, (7)University of Newcastle, Callaghan, Australia
- 61 **144.061** The Short Quantitative Checklist for Autism in Toddlers (Q-CHAT-10) As an Early "Red Flag" Screen for Autism Spectrum Disorder: A High-Risk Sibling Cohort Study **S. Raza<sup>1</sup>**, L. A. Sacrey<sup>2</sup>, K. Reid<sup>1</sup>, S. E. Bryson<sup>2</sup>, J. A. Brian<sup>4</sup>, I. M. Smith<sup>5</sup>, W. Roberts<sup>6</sup>, P. Szatmari<sup>7</sup>, T. Vaillancourt<sup>8</sup>, C. Roncadin<sup>9</sup>, N. Garon<sup>10</sup> and L. Zwaigenbaum<sup>11</sup>, (1) University of Alberta, Edmonton, AB, Canada, (2)Autism Research Centre, Edmonton, AB, CANADA, (3)Dalhousie University, Halifax, NS, Canada, (4)Bloorview Research Institute, Toronto, ON, Canada, (5) Dalhousie University / IWK Health Centre, Halifax, NS, CANADA, (6) University of Toronto, Toronto, ON, Canada, (7)The Hospital for Sick Children, Toronto, ON, Canada, (8)University of Ottawa, Ottawa, ON, Canada, (9)Autism Spectrum Disorder Service, McMaster Children's Hospital - Hamilton Health Sciences, Hamilton, ON, CANADA, (10)Mount Allison University, Sackville, NB, Canada, (11)Pediatrics, University of Alberta, Edmonton, AB, Canada
- 62 **144.062** The Utility of a Social Emotional Questionnaire in Identifying Autism Symptomatology in Toddlers with Autism Spectrum Disorder **C. Beacham<sup>1</sup>**, H. Grosman<sup>2</sup>, M. Lambha<sup>3</sup>, T. Jacobsen<sup>4</sup>, S. Richardson<sup>2</sup> and C. Klaiman<sup>4</sup>, (1)Marcus Autism Center, Children's Healthcare of Atlanta, and Emory University School of Medicine, Atlanta, GA, (2)Marcus Autism Center, Atlanta, GA, (3)Marcus Autism Center/Children's Healthcare of Atlanta, Atlanta, GA, (4)Emory University, Atlanta, GA
- 63 **144.063** Trails Next – Tracking the Next Generation **J. S. Richards, A. M. Sluiter-Oerlemans**, A. J. Oldehinkel and C. A. Hartman, Department of Psychiatry, Interdisciplinary Center Psychopathology and Emotion Regulation (ICPE), University Medical Center Groningen, Groningen, Netherlands
- 64 **144.064** Trajectories of Attention, Regulation, and Motor Organization from Birth to 6-Months for Infants at Risk for ASD **J. Bradshaw<sup>1,2</sup>**, C. McCracken<sup>3</sup>, C. Klaiman<sup>3</sup>, L. Evans<sup>2</sup>, C. Hendrix<sup>4</sup> and C. Saulnier<sup>5</sup>, (1) Department of Pediatrics, Marcus Autism Center, Atlanta, GA, (2) Marcus Autism Center, Atlanta, GA, (3)Department of Pediatrics, Emory University School of Medicine, Atlanta, GA, (4)Emory University, Atlanta, GA, (5)Marcus Autism Center, Children's Healthcare of Atlanta and Emory University School of Medicine, Atlanta, GA
- 65 **144.065** Trajectories of Social Attention in Infants at High Risk for ASD **J. B. Wagner<sup>1</sup>**, A. Ahilan<sup>2</sup>, H. Tager-Flusberg<sup>3</sup> and C. A. Nelson III<sup>4</sup>, (1) College of Staten Island, CUNY, Staten Island, NY, (2)Staten Island Technical High School, Staten Island, NY, (3)Psychological and Brain Sciences, Boston University, Boston, MA, (4)Boston Children's Hospital, Boston, MA
- 66 **144.066** Understanding at-Risk Infants: Heterogeneity in Child and Parental Characteristics in a Sample Referred to Early Intervention Research **A. Gulsrud<sup>1</sup>**, J. R. Williams<sup>2</sup>, L. Hughart<sup>3</sup>, N. Tu<sup>4</sup>, A. M. Herrera<sup>5</sup> and C. Kasari<sup>6</sup>, (1)UCLA Semel Institute for Neuroscience & Human Behavior, Los Angeles, CA, (2)Biostatistics, UCLA, Los Angeles, CA, (3) University of California, Los Angeles, Los Angeles, CA, (4)UCLA Semel Institute, Los Angeles, CA, (5)Semel Institute, UCLA, Los Angeles, CA, (6)University of California Los Angeles, Los Angeles, CA
- 67 **144.067** Using Head-Mounted Eye Tracking to Examine Sticky Attention in Naturalistic Child-Parent Social Interaction **J. R. Yurkovic<sup>1</sup>**, G. Lisandrelli<sup>2</sup>, R. Shaffer<sup>3</sup>, E. Pedapati<sup>3</sup>, C. A. Erickson<sup>3</sup>, D. P. Kennedy<sup>4</sup> and C. Yu<sup>4</sup>, (1)Psychological and Brain Sciences, Indiana University - Bloomington, Bloomington, IN, (2)Indiana University, Bloomington, IN, (3)Cincinnati Children's Hospital Medical Center, Cincinnati, OH, (4) Psychological and Brain Sciences, Indiana University, Bloomington, IN
- 68 **144.068** Using Motion Capture Technology to Characterize Motor Atypicalities in Infants at Risk for Autism Spectrum Disorder **S. Norin<sup>1</sup>**, P. Nyström<sup>1</sup>, G. Gredebäck<sup>1</sup>, S. Bolte<sup>2</sup> and T. Falck-Ytter<sup>3</sup>, (1)Uppsala University, Uppsala, Sweden, (2)Karolinska Institutet, Stockholm, Sweden, (3)Karolinska Institutet & Uppsala University, Uppsala, Sweden
- 69 **144.069** Vocal Imitation Skills Are Associated with Visual Attention to the Face Region in Children with Autism Spectrum Disorders. **Y. Ishizuka<sup>1,2</sup>** and J. Yamamoto<sup>3</sup>, (1)University of Tsukuba, Ibaraki, Japan, (2)Japan Society for the Promotion of Science, Tokyo, Japan, (3)Keio University, Tokyo, Japan
- 70 **144.070** Vocal-Gesture Profiling at Age 2: Diminished Gesturing Is Associated with Greater Distress in Toddlers with ASD **S. Plate<sup>1</sup>**, N. Libster<sup>1</sup>, J. Brown<sup>1</sup>, A. Faggen<sup>1</sup>, R. F. Slomowitz<sup>2</sup>, J. Wood<sup>1</sup>, J. Maldarelli<sup>2</sup>, J. Pandey<sup>2</sup>, R. Schultz<sup>2</sup>, J. Parish-Morris<sup>3</sup> and .. The IBIS Network<sup>4</sup>, (1)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (2)Center for Autism Research, The Children's Hospital of Philadelphia, Philadelphia, PA, (3)Psychiatry, Center for Autism Research, Children's Hospital of Philadelphia and Perelman School of Medicine of the University of Pennsylvania, Philadelphia, PA, (4) University of North Carolina, Chapel Hill, NC
- 71 **144.071** What Is the Relationship between Motor and Language Development and Joint Attention in Infants at High and Low Risk for ASD? **E. Bruyneel<sup>1</sup>**, E. Demurie<sup>2</sup>, P. Warreyn<sup>2</sup> and H. Roeyers<sup>2</sup>, (1) Department of Experimental-Clinical and Health Psychology, Ghent University, Ghent, Belgium, (2)Department of Experimental-Clinical and Health Psychology, Ghent University, Ghent, Belgium

## Poster Session

## 145 - Miscellaneous

11:30 AM - 1:30 PM - Hall Grote Zaal

- 73 **145.073** Altered Cortical-Subcortical Functional Connectivity in Autism Spectrum Disorders **J. O. Maximo** and R. Kana, University of Alabama, Birmingham, Birmingham, AL

## Poster Session

## 146 - Brain Structure (MRI, neuropathology)

11:30 AM - 1:30 PM - Hall Grote Zaal

- 115 **146.115** Abnormalities of Local Gyrfication in Autism Spectrum Disorders after Age 40 Years **J. S. Kohli**<sup>1,2</sup>, R. A. Carper<sup>1</sup>, F. Hassan<sup>1</sup>, M. Kinnear<sup>1</sup>, A. J. Lincoln<sup>3</sup> and R. A. Mueller<sup>4</sup>, (1)Psychology, Brain Development Imaging Laboratories, San Diego State University, San Diego, CA, (2)San Diego State University/University of California, San Diego Joint Doctoral Program in Clinical Psychology, San Diego, CA, (3)Alliant International University, San Diego, CA, (4)Brain Development Imaging Laboratories, Department of Psychology, San Diego State University, San Diego, CA
- 116 **146.116** ADHD Symptomatology and White Matter Development in Autism Spectrum Disorder **A. K. Converse**<sup>1</sup>, D. C. Dean III<sup>1</sup>, B. G. Travers<sup>1</sup>, M. B. Prigge<sup>2</sup>, E. Bigler<sup>3</sup>, N. Lange<sup>4</sup>, A. L. Alexander<sup>1</sup> and J. E. Lainhart<sup>1</sup>, (1)University of Wisconsin - Madison, Madison, WI, (2) University of Utah, Salt Lake City, UT, (3)Brigham Young University, Provo, UT, (4)McLean Hospital, Cambridge, MA
- 117 **146.117** Altered Measures of Diffusion at the Grey-White Matter Boundary in Autism Spectrum Disorder **A. Bletsch**<sup>1</sup>, C. Mann<sup>2</sup>, D. S. Andrews<sup>3</sup>, E. Daly<sup>3</sup>, M. Gudbrandsen<sup>3</sup>, F. Dell'Acqua<sup>3</sup>, A. N. Ruigrok<sup>4</sup>, R. Romero-Garcia<sup>5</sup>, S. Baron-Cohen<sup>4</sup>, D. G. Murphy<sup>3</sup> and C. Ecker<sup>2,3</sup>, (1)University Hospital Frankfurt, Frankfurt, Germany, (2) Department of Child and Adolescent Psychiatry, Psychosomatics and Psychiatry, Goethe-University Frankfurt am Main, Frankfurt, Germany, (3)Department of Forensic and Neurodevelopmental Sciences, and the Sackler Institute for Translational Neurodevelopment, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (4)Autism Research Centre, Department of Psychiatry, University of Cambridge, Cambridge, United Kingdom, (5)Brain Mapping Unit, Department of Psychiatry, University of Cambridge, Cambridge, United Kingdom
- 118 **146.118** Comparison of White Matter Microstructure between Affected and Unaffected Siblings Accounting for the Typical Distribution of Difference between Siblings **Y. Aoki**<sup>1</sup>, B. Yamagata<sup>2</sup>, T. Itahashi<sup>3</sup>, H. Ohta<sup>3</sup>, C. Kanai<sup>4</sup>, R. Hashimoto<sup>5</sup> and N. Kato<sup>3</sup>, (1) Showa University, Tokyo, Japan, (2)Keio University, Tokyo, Japan, (3)Medical Institute of Developmental Disabilities Research, Showa University, Tokyo, Japan, (4)Showa University, Setagaya-ku, Japan, (5)Tokyo Metropolitan University, Tokyo, Japan
- 119 **146.119** Disrupted Thalamic-Occipital Connectivity in Six-Week-Old Infants at High and Low Risk for ASD and Its Relation to Behavioral Phenotypes **R. Jalal**<sup>1</sup>, A. Nair<sup>2</sup>, J. Liu<sup>3</sup>, T. Tsang<sup>3</sup>, L. P. Jackson<sup>4</sup>, S. Jeste<sup>3</sup>, S. Y. Bookheimer<sup>3</sup> and M. Dapretto Ph.D<sup>3</sup>, (1)Semel Institute, University of California Los Angeles, Los Angeles, CA, (2)University of California Los Angeles, Los Angeles, CA, (3)University of California, Los Angeles, Los Angeles, CA, (4)UCLA, Los Angeles, CA
- 120 **146.120** Modeling Developmental Trajectories of White Matter Microstructure in the Autistic and Typical Brain **J. Villaruz**<sup>1</sup>, D. C. Dean III<sup>1</sup>, B. G. Travers<sup>1</sup>, A. Freeman<sup>1</sup>, M. B. Prigge<sup>2</sup>, B. A. Zielinski<sup>2</sup>, P. T. Fletcher<sup>2</sup>, J. S. Anderson<sup>2</sup>, E. Bigler<sup>3</sup>, N. Lange<sup>4</sup>, A. L. Alexander<sup>1</sup> and J. E. Lainhart<sup>1</sup>, (1)University of Wisconsin - Madison, Madison, WI, (2)University of Utah, Salt Lake City, UT, (3)Brigham Young University, Provo, UT, (4)McLean Hospital, Cambridge, MA
- 121 **146.121** Multimodal Imaging Features Associated with Autism Spectrum Disorder **D. S. Andrews**<sup>1</sup>, A. Llera<sup>2</sup>, C. B. Beckmann<sup>3,4</sup>, M. Gudbrandsen<sup>1</sup>, E. Daly<sup>1</sup>, A. Marquand<sup>2,5</sup>, C. M. Murphy<sup>1,6</sup>, M. C. Lai<sup>7,8,9,10</sup>, M. V. Lombardo<sup>11,12</sup>, A. N. Ruigrok<sup>13</sup>, S. C. Williams<sup>5</sup>, E. Bullmore<sup>13</sup>, J. Suckling<sup>14</sup>, S. Baron-Cohen<sup>13</sup>, M. Craig<sup>1,6</sup>, D. G. Murphy<sup>1,6</sup> and C. Ecker<sup>1,15</sup>, (1)Department of Forensic and Neurodevelopmental Sciences, and the Sackler Institute for Translational Neurodevelopment, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (2)Donders Institute for Brain, Cognition and Behaviour, Nijmegen, Netherlands, (3)Radboud University Medical Center Nijmegen, Donders Institute for Brain, Cognition and Behaviour, Department of Cognitive Neuroscience, Nijmegen, Netherlands, (4)Centre for Functional MRI of the Brain (FMRIB), University of Oxford, Oxford, United Kingdom, (5)Centre for Neuroimaging Sciences, King's College London, London, United Kingdom, (6)Behavioural Genetics Clinic, Adult Autism Service, Behavioural and Developmental Psychiatry Clinical Academic Group, South London and Maudsley Foundation NHS Trust, London, United Kingdom, (7)University of Toronto, Toronto, ON, Canada, (8)Autism Research Centre, Department of Psychiatry, University of Cambridge, Cambridge, United Kingdom, (9) Department of Psychiatry, National Taiwan University Hospital and College of Medicine, Taipei, Taiwan, (10)Centre for Addiction and Mental Health, Toronto, ON, Canada, (11)University of Cambridge, Sacramento, CA, (12)University of Cyprus, Nicosia, Cyprus, (13) University of Cambridge, Cambridge, United Kingdom, (14)University of Cambridge, Cambridge, United Kingdom of Great Britain and Northern Ireland, (15)Department of Child and Adolescent Psychiatry, Psychosomatics and Psychiatry, Goethe-University Frankfurt am Main, Frankfurt, Germany
- 122 **146.122** Receptor Density and Distribution of 5-HT<sub>2</sub> Receptors in the Cingulate Cortex in Autism: A Multiple Concentration Saturation Binding Study in Children and Adults **C. Brandenburg** and G. J. Blatt, Hussman Institute for Autism, Baltimore, MD
- 123 **146.123** Reduced Diameter, Perimeter and Cross Sectional Area of Corpus Callosum Axons Are Markers of a Deficit of Long-Range Connectivity in Autism **J. Wegiel**<sup>1</sup>, W. Kaczmarek<sup>1</sup>, T. Wisniewski<sup>2</sup>, K. Nowicki<sup>3</sup>, I. Kuchna<sup>4</sup>, S. Y. Y. Ma<sup>5</sup> and J. Wegiel<sup>1</sup>, (1)NYS IBR, Staten Island, NY, (2)NYU School of Medicine, New York, NY, (3) Developmental Neurobiology, NYS IBR, Staten Island, NY, (4) Developmental Neurobiology, NYS Institute for Basic Research, Staten Island, NY, (5)Neurobiology, NYS IBR, Staten Island, NY
- 124 **146.124** Sex-Informed Neuroanatomy of Autism: Evaluating the Quantitative and Qualitative Models of Sex-Moderation in Cortical Anatomy Using Data from the Pond Network **C. Hammill**<sup>1</sup>, M. J. Taylor<sup>2,3</sup>, J. P. Lerch<sup>1</sup>, E. Anagnostou<sup>4,5</sup>, S. Ameis<sup>2,6</sup>, P. Szatmari<sup>1,2,6</sup> and **M. C. Lai**<sup>1,2,6,7,8</sup>, (1)The Hospital for Sick Children, Toronto, ON, Canada, (2)University of Toronto, Toronto, ON, Canada, (3)Hospital for Sick Children, Toronto, ON, Canada, (4)Holland Bloorview Kids Rehab hospital, University of Toronto, Toronto, ON, Canada, (5)Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (6)Centre for Addiction and Mental Health, Toronto, ON, Canada, (7)Autism Research Centre, Department of Psychiatry, University of Cambridge, Cambridge, United Kingdom, (8)Department of Psychiatry, National Taiwan University Hospital and College of Medicine, Taipei, Taiwan

- 125 **146.125** Structural Connectivity of the Amygdala in Young Adults with Autism Spectrum Disorder **C. R. Gibbard<sup>1</sup>**, D. H. Skuse<sup>2</sup>, J. D. Clayden<sup>1</sup> and C. A. Clark<sup>1</sup>, (1)Developmental Imaging and Biophysics Section, UCL Great Ormond Street Institute of Child Health, London, United Kingdom, (2)Behavioural Sciences Unit, UCL Great Ormond Street Institute of Child Health, London, United Kingdom
- 126 **146.126** Structural MRI Does Not Support the DSM-5 Unification of the DSM-IV-TR Autism Spectrum Diagnoses **E. Ferrari<sup>1</sup>**, A. Giuliano<sup>1</sup>, P. Bosco<sup>1</sup>, P. Oliva<sup>2</sup>, M. E. Fantacci<sup>3</sup>, F. Muratori<sup>4</sup>, **S. Calderoni<sup>5</sup>** and A. Retico<sup>6</sup>, (1)National Institute for Nuclear Physics (INFN), Pisa, Italy, (2)University of Sassari and INFN, Physics Department, Sassari, Italy, (3)University of Pisa, Physics Department, Pisa, Italy, (4)IRCCS Stella Maris Foundation, Calambrone (Pisa), Italy, (5)Department of Developmental Neuroscience, Stella Maris Scientific Institute and University of Pisa, Pisa, Italy, (6)Pisa Division, National Institute for Nuclear Physics, Pisa, Italy
- 127 **146.127** Structural-Morphometric Examination of the Thalamus in Individuals with Autism Spectrum Disorder **J. L. Sokoloff<sup>1</sup>**, H. Peng<sup>2</sup> and S. E. Christ<sup>1</sup>, (1)Department of Psychological Sciences, University of Missouri, Columbia, MO, (2)University of Missouri, Columbia, MO
- 128 **146.128** The Neuroanatomy of Autism Spectrum Disorder in 22q11.2 Deletion Syndrome **M. Gudbrandsen<sup>1</sup>**, E. Daly<sup>1</sup>, R. H. Wichers<sup>2,3</sup>, C. M. Murphy<sup>1,2</sup>, V. Stoencheva<sup>1,2</sup>, E. Perry<sup>1,2</sup>, D. S. Andrews<sup>1</sup>, D. G. Murphy<sup>1</sup>, C. Ecker<sup>4</sup>, L. Kushan<sup>5</sup>, C. Bearden<sup>5</sup> and M. Craig<sup>1,2</sup>, (1)Department of Forensic and Neurodevelopmental Sciences, and the Sackler Institute for Translational Neurodevelopment, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (2)Behavioural Genetics Clinic, Adult Autism Service, Behavioural and Developmental Psychiatry Clinical Academic Group, South London and Maudsley Foundation NHS Trust, London, United Kingdom, (3)Institute of Psychiatry, Psychology & Neurosciences, King's College London, UK, London, United Kingdom of Great Britain and Northern Ireland, (4)Department of Child and Adolescent Psychiatry, Psychosomatics and Psychiatry, Goethe-University Frankfurt am Main, Frankfurt, Germany, (5)Department of Psychiatry and Biobehavioral Sciences, Semel Institute for Neuroscience and Human Behavior; University of California, Los Angeles, CA
- 129 **146.129** The White Matter Microstructure of Autism Spectrum Disorder (ASD) and Attention Hyperactivity Disorder (ADHD) **H. Ohta<sup>1</sup>**, T. Itahashi<sup>1</sup>, Y. Aoki<sup>2</sup>, M. Nakamura<sup>1</sup>, C. Kanai<sup>3</sup>, A. Iwanami<sup>4</sup>, N. Kato<sup>1</sup>, J. Fujino<sup>1</sup> and R. Hashimoto<sup>5</sup>, (1)Medical Institute of Developmental Disabilities Research, Showa University, Tokyo, Japan, (2>Showa University, Tokyo, Japan, (3>Showa University, Setagaya-ku, Japan, (4>Showa University, Setagayaku, Japan, (5)Tokyo Metropolitan University, Tokyo, Japan
- 130 **146.130** White Matter Abnormalities Support the Female Protective Effect in Autism: A Group-Matched, Quality-Controlled, Diffusion Tensor Imaging Study **E. K. Lecarie<sup>1</sup>**, J. Lei<sup>2</sup>, S. C. Boland<sup>1</sup>, D. Yang<sup>3</sup>, P. E. Ventola<sup>4</sup>, D. Sukhodolsky<sup>4</sup>, K. Pelphrey<sup>5</sup> and R. J. Jou<sup>6</sup>, (1)Yale Child Study Center, New Haven, CT, (2)Centre for Applied Autism Research, University of Bath, Bath, United Kingdom, (3)The George Washington University, Ashburn, VA, (4)Yale Child Study Center, Yale University School of Medicine, New Haven, CT, (5)The George Washington University, Washington, DC, (6)Yale University, New Haven, CT

**Poster Session**

**147 - Family Issues and Stakeholder Experiences**

11:30 AM - 1:30 PM - Hall Grote Zaal

- 131 **146.131** A Qualitative Exploration of the Female Phenotype and Experience of Autism Spectrum Disorder **V. L. Milner<sup>1</sup>**, H. R. McIntosh<sup>1</sup>, E. Colvert<sup>2</sup> and F. Happé<sup>2</sup>, (1)SGDP, Institute of Psychiatry, Psychology and Neuroscience (King's College London), London, United Kingdom, (2)Social, Genetic and Developmental Psychiatry Centre, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom
- 132 **146.132** A Virtual Resiliency Treatment for Parents of Children with Autism: A Randomized Pilot Trial **K. Kuhlthau<sup>1</sup>**, R. A. Millstein<sup>2</sup>, C. M. Luberto<sup>3</sup>, G. K. Perez<sup>3</sup>, O. Lindly<sup>3</sup>, L. Traeger<sup>3</sup>, E. Chad-Friedman<sup>3</sup>, J. Proszynski<sup>3</sup> and E. Park<sup>3</sup>, (1)Massachusetts General Hospital, Newburyport, MA, (2)Massachusetts General Hospital, Boston, MA, (3)Massachusetts General Hospital, Boston, MA
- 133 **146.133** Addressing Quality of Life Priorities in Children and Adolescents with Autism Spectrum Disorder **L. Morán<sup>1</sup>**, L. E. Gomez<sup>2</sup>, M. Á. Alcedo<sup>2</sup>, V. B. Arias<sup>3</sup> and M. A. Verdugo Sr.<sup>4</sup>, (1)University of Oviedo, Oviedo, Spain, (2)University of Oviedo, Asturias, Spain, (3)University of Talca, Maule, Chile, (4)University of Salamanca, Salamanca, Spain
- 134 **146.134** Adolescents with Autism Spectrum Disorder and Their Caregiver's Perspectives on the Adolescents' Sexuality and Relationships **N. C. Cheak-Zamora**, M. Teti and A. Maurer-Batjer, University of Missouri, Columbia, MO
- 135 **146.135** An Examination of the Parentification and Infantilization Experiences of Typically-Developing Siblings of Individuals with Autism Spectrum Disorder **A. K. Nuttall<sup>1</sup>**, W. J. Chopik<sup>2</sup>, F. M. Hasan<sup>3</sup> and P. R. Dery<sup>3</sup>, (1)Michigan State University, East Lansing, MI, (2)Psychology, Michigan State University, East Lansing, MI, (3)Human Development and Family Studies, Michigan State University, East Lansing, MI
- 136 **146.136** Barriers and Facilitators to Success Using High-Tech Augmentative and Alternative Communication (AAC) Devices with Children with Autism Spectrum Disorder (ASD): An Interview Study Examining Stakeholder Perspectives **N. Murphy<sup>1</sup>**, J. McMAHON<sup>2</sup> and C. A. Murphy<sup>3</sup>, (1)School of Education, University of Limerick, Limerick, Ireland, (2)University of Limerick, Limerick, Ireland, (3)Clinical Therapies, University of Limerick, Limerick, Ireland
- 137 **146.137** Building Better Bridges for Critical School Transitions of Underserved Children with ASD **J. Smith**, University of California Los Angeles, Los Angeles, CA
- 138 **146.138** Can Theatre Increase Autism Acceptance? Evaluating a Performance Piece Developed from Stakeholder Stories and Delivered By Autistic and Non-Autistic Actors **A. Massa<sup>1</sup>**, D. DeNigris<sup>2</sup> and K. Gillespie-Lynch<sup>3</sup>, (1)College of Staten Island, Staten Island, NY, (2)Psychology & Counseling, Fairleigh Dickinson University, Madison, NJ, (3)Department of Psychology, College of Staten Island; CUNY Graduate Center, Brooklyn, NY
- 139 **146.139** Caregiver Perceptions of Insurance Coverage As Both a Barrier and Facilitator to ASD Resources **M. E. Villalobos<sup>1,2</sup>**, L. DeLustro<sup>3</sup>, M. R. Klinger<sup>4</sup>, L. Klinger<sup>5</sup> and J. Stinson<sup>6</sup>, (1)Psychiatry, TEACCH Autism Program, Asheville, NC, (2)psychiatry, UNC-Chapel Hill, asheville, NC, (3)ETSU, Johnson City, TN, (4)UNC TEACCH Autism Program, Chapel Hill, NC, (5)Psychiatry, UNC TEACCH Autism Program, Chapel Hill, NC, (6)ETSU, johnson city, TN



- 140 **146.140** Mixed-Methods Approach to Understand Health-Related Quality of Life in Parents of Youth with ASD **M. E. Villalobos<sup>1</sup>**, L. DeLustro<sup>2</sup>, J. Stinson<sup>3</sup>, M. R. Klingler<sup>4</sup> and L. Klingler<sup>5</sup>, (1)Psychiatry, TEACCH Autism Program, Asheville, NC, (2)ETSU, Johnson City, TN, (3)ETSU, Johnson city, TN, (4)UNC TEACCH Autism Program, Chapel Hill, NC, (5)Psychiatry, UNC TEACCH Autism Program, Chapel Hill, NC
- 141 **146.141** Combining Anecdotal Observation with Scientific Discovery to Improve Translational Genetics Research in Autism Spectrum Disorder **W. T. O'Leary<sup>1</sup>**, (1)UNC School of Medicine, Chapel Hill, NC
- 142 **146.142** Depressive Symptoms in Siblings of Children with in African American and Caucasian Families **A. V. Hall<sup>1</sup>**, R. Abramson<sup>2</sup>, M. L. Cuccaro<sup>3</sup> and H. H. Wright<sup>4</sup>, (1)UNC School of Medicine, Columbia, SC, (2)University of South Carolina School of Medicine, Columbia, SC, (3)John P. Hussman Institute for Human Genomics, University of Miami Miller School of Medicine, Miami, FL
- 143 **146.143** Examining the Social Validity and Outcomes of Clinically Replicated PEERS (R) for Young Adults, Adolescents, and Preschoolers Groups **R. M. Klinkel<sup>1</sup>**, G. Lyons<sup>2</sup> and J. Gong<sup>3</sup>, (1) STAR Center for ASD and NDDs, UCSF, San Francisco, CA, (2) Psychiatry, UCSF, San Francisco, CA, (3)UCSF, San Francisco, CA
- 144 **146.144** Factors Affecting the Global Health Status of Children with ASD: An Analysis of Promis Pediatric Global Health Parent-Proxy Data from the Interactive Autism Network **A. R. Marvin<sup>1</sup>**, P. H. Lipkin and J. K. Law, Medical Informatics, Kennedy Krieger Institute, Baltimore, MD
- 145 **146.145** Factors Relating to Parent's Decision of Treatment for Their Children with Autism in Vietnam **H. Vu<sup>1</sup>**, Hung Dong center, Hanoi, Viet Nam
- 146 **146.146** Family Meetings Increase Recruitment and Engagement of Genetically Defined Communities in Simons Variation in Individuals Project (Simons VIP) **L. A. Cartner<sup>1</sup>**, J. Tjernagel, A. M. Daniels, L. A. Green Snyder and W. Chung, Simons Foundation, New York, NY
- 147 **146.147** Financial Impact, Quality of Life and Stigma of the Families of People with ASD in Uruguay in the Framework of a New Mental Health Law **V. Besio<sup>1</sup>**, **G. Garrido<sup>1</sup>**, A. Rattazzi<sup>2</sup>, R. A. Garcia<sup>3</sup>, C. S. de Paula<sup>4</sup>, C. Montiel-Nava<sup>5</sup>, D. Valdez<sup>6</sup>, A. Rosoli Sra.<sup>7</sup>, S. H. Cukier<sup>8</sup> and M. Irrazabal<sup>9</sup>, (1)Universidad de la República, Montevideo, Uruguay, (2)PANAACEA, Programa Argentino para Niños, Adolescentes y Adultos con Condiciones del Espectro Autista, Buenos Aires, Argentina, (3)Universidad de Chile, Santiago, CHILE, (4)Developmental Disorder Program, Universidade Presbiteriana Mackenzie, São Paulo, Brazil, (5)La Universidad del Zulia, Gainesville, GA, (6)FLACSO, Buenos Aires, Argentina, (7) Projects, Organizacion Estados Iberoamericanos, Santo Domingo, Dominican Republic, (8)PANAACEA, Programa Argentino para Niños, Adolescentes y Adultos con Condiciones del Espectro Autista, buenos aires, Argentina, (9)Millennium Institute for Research in Depression and Personality, Santiago, Chile
- 148 **146.148** How Autistic People Portray Autism on Youtube: Alternative Conceptions Trapped in a Digital Bubble **J. Pickens<sup>1</sup>**, A. Arpaci<sup>2</sup>, P. J. Brooks<sup>3</sup> and K. Gillespie-Lynch<sup>4</sup>, (1)The Graduate Center, City University of New York (CUNY), New York City, NY, (2)Staten Island Technical High School, New York City, NY, (3) Psychology, College of Staten Island, Staten Island, NY, (4) Department of Psychology, College of Staten Island; CUNY Graduate Center, Brooklyn, NY
- 149 **146.149** How Does Temperamental Individuality Impact the Developmental Course of Symptoms and Maladjustment in Youth with Autism Spectrum Disorder? a 9-Year Longitudinal Study **L. De Clercq<sup>1</sup>**, S. S. De Pauw<sup>1</sup>, L. M. Dieleman<sup>2</sup>, B. Soenens<sup>2</sup> and P. Prinzie<sup>3</sup>, (1)Department of Special Needs Education, Ghent University, Ghent, Belgium, (2)Department of Developmental, Personality, and Social Psychology, Ghent University, Ghent, Belgium, (3)Erasmus University Rotterdam, Rotterdam, Netherlands
- 150 **146.150** Including Autistic Adults in Research to Develop and Evaluate Services Interventions: Lessons from a Long-Standing Academic-Community Partnership **C. Nicolaidis<sup>1</sup>** and D. Raymaker<sup>2</sup>, (1)Social Work, Portland State University, Portland, OR, (2)Portland State University, Portland, OR
- 151 **146.151** Join the Fann Club – Results from an Interdisciplinary Network for Professionals on ASD in Females **M. L. Bezemer<sup>1</sup>**, A. J. Mol<sup>2</sup>, A. A. Spek<sup>3</sup>, P. van Wijngaarden-Cremers<sup>4</sup> and E. M. Blijd-Hoogewys<sup>1</sup>, (1)INTER-PSY, Groningen, Netherlands, (2)Altrecht, Utrecht, Netherlands, (3)Autisme Expertisecentrum, Eemnes, Netherlands, (4)Dimence, Deventer, Netherlands
- 152 **146.152** Latino Parents of Children with Autism: Understanding How Innovative Mobile Technology Can Increase Access to Care **I. Becerra<sup>1</sup>**, T. De los Santos<sup>1</sup>, K. E. Guardado<sup>2</sup>, A. Gulsrud<sup>1</sup> and D. Hayes-Bautista<sup>3</sup>, (1)UCLA Semel Institute for Neuroscience & Human Behavior, Los Angeles, CA, (2)Pediatrics, Children's Hospital Los Angeles, Los Angeles, CA, (3)David Geffen School of Medicine at UCLA, Los Angeles, CA
- 153 **146.153** Lessons from Recruitment and Engagement of over 4,000 Independent Adults with Autism into SPARK, an Online Research Cohort **L. Grosvenor<sup>1</sup>**, S. Ganesan<sup>2</sup>, A. M. Daniels<sup>1</sup>, P. Feliciano<sup>1</sup> and W. Chung<sup>1</sup>, (1)Simons Foundation, New York, NY, (2)Simons Foundation - SPARK, New York, NY
- 154 **146.154** Leveraging Pediatric Primary Care Systems to Address Disparities in Autism Diagnosis and Engagement in Services: Implementation of a Family Navigation Intervention **E. Feinberg<sup>1</sup>**, A. Bennett<sup>2</sup>, C. Weitzman<sup>3</sup>, M. Augustyn<sup>4</sup>, S. broder-Fingert<sup>5</sup>, A. Chu<sup>6</sup>, J. Sandler<sup>6</sup>, Y. Diaz-Linhart<sup>4</sup>, I. Fernandez-Pastrana<sup>4</sup> and N. Blum<sup>7</sup>, (1)BU School of Public Health, Boston, MA, (2)Children's Hospital of Philadelphia, Philadelphia, PA, (3)Developmental and Behavioral Pediatrics, Yale University, New Haven, CT, (4)Boston Medical Center, Boston, MA, (5)Pediatrics, Boston University, Boston, MA, (6)Boston University, Boston, MA, (7)The Children's Hospital of Philadelphia, Philadelphia, PA
- 155 **146.155** Maltreatment and Autism: The Most Vulnerable of the Vulnerable? **M. H. Fisher<sup>1</sup>**, R. Urbano<sup>2</sup>, A. Vehorn<sup>2</sup>, R. Epstein<sup>3</sup> and Z. Warren<sup>2</sup>, (1)Counseling, Educational Psychology, and Special Education, Michigan State University, East Lansing, MI, (2)Vanderbilt University, Nashville, TN, (3)University of Chicago, Chicago, IL
- 156 **146.156** Multi-Stage Screening Process: A Clinical Psychology Perspective **A. S. Carter<sup>1</sup>**, A. Eisenhower<sup>2</sup>, F. Martinez-Pedraza<sup>3</sup>, A. Fettig<sup>4</sup> and E. Frenette<sup>1</sup>, (1)University of Massachusetts Boston, Boston, MA, (2)Psychology, University of Massachusetts Boston, Boston, MA, (3)Psychology, Florida International University, Miami, FL, (4)University of Washington, Seattle, WA



- 157 **146.157** Narratives of Autism and Skilled Employment: Barriers, Facilitators, and Considerations in Professional Settings **D. Raymaker<sup>1</sup>**, M. Scharer<sup>1</sup>, F. Gardiner<sup>2</sup>, S. Kapp<sup>3</sup>, K. McDonald<sup>1</sup> and C. Nicolaidis<sup>4</sup>, (1)Portland State University, Portland, OR, (2)Academic Autism Spectrum Partnership in Research and Education, Portland, OR, (3)University of Exeter, Exeter, United Kingdom of Great Britain and Northern Ireland, (4)Social Work, Portland State University, Portland, OR
- 158 **146.158** Parenting Stress in Families with Concerns about ASD in Toddlers Prior to a Diagnosis **T. DesChamps<sup>1</sup>**, L. V. Ibanez<sup>2</sup>, S. Edmunds<sup>3</sup>, C. Dick<sup>3</sup>, E. A. Karp<sup>1</sup> and W. Stone<sup>3</sup>, (1)Psychology, University of Washington, Seattle, WA, (2)UW READi Lab, Seattle, WA, (3)University of Washington, Seattle, WA
- 159 **146.159** Perspectives of Young Adults with an Autism Spectrum Disorder on the Use of Electronic Health Records in Research: The Balance between Privacy and Genetic Discovery **A. Edwards<sup>1</sup>**, M. Raspa<sup>1</sup>, S. Andrews<sup>1</sup>, L. Turner-Brown<sup>2</sup>, L. Wagner<sup>1</sup>, R. Moultrie<sup>1</sup>, M. Frisch<sup>2</sup>, A. Alvarez<sup>3</sup> and A. Wheeler<sup>1</sup>, (1)RTI International, Research Triangle Park, NC, (2)UNC TEACCH Autism Program, University of North Carolina at Chapel Hill, Chapel Hill, NC, (3)University of North Carolina at Chapel Hill, Chapel Hill, NC
- 160 **146.160** ▶ Pilot Data Findings: Connections between Low-Resource Parents of Children with ASD and School Providers Pre- and Post-Transitions between Schools **E. McGhee Hassrick<sup>1</sup>**, S. Iadarola<sup>2</sup>, C. Friedman<sup>3</sup>, Z. Shamsi<sup>4</sup>, J. Chow<sup>5</sup>, L. Hauptman<sup>6</sup>, B. Bronstein<sup>7</sup>, A. R. Fitzgerald<sup>8</sup>, K. M. Carley<sup>9</sup>, D. Linares<sup>10</sup>, A. C. Stahmer<sup>11</sup>, D. S. Mandell<sup>12</sup>, P. Mundy<sup>12</sup>, T. Smith<sup>2</sup> and C. Kasari<sup>5</sup>, (1)Drexel University A.J. Drexel Autism Institute, Philadelphia, PA, (2)University of Rochester Medical Center, Rochester, NY, (3)Drexel University, Philadelphia, PA, (4)Drexel University, Philadelphia, PA, (5)University of California Los Angeles, Los Angeles, CA, (6)University of California, Los Angeles, Los Angeles, CA, (7)University of Pennsylvania, Philadelphia, PA, (8)Department of Psychiatry and Behavioral Health, UC Davis Mind Institute, Sacramento, CA, (9)Carnegie Mellon University, Pittsburgh, PA, (10)Health Resources and Services Administration, Rockville, MD, (11)Psychiatry and Behavioral Sciences, University of California at Davis MIND Institute, Sacramento, CA, (12)University of California at Davis, Sacramento, CA
- 161 **146.161** Quality of Life in Families of Young Children with Autism Spectrum Disorder at Intake **C. Mello<sup>1</sup>**, M. Rivard<sup>2</sup> and A. Terroux<sup>3</sup>, (1)The Pennsylvania State University, Reading, PA, (2)Université du Québec à Montréal, Montréal, QC, Canada, (3)Université du Québec à Montréal, Montréal, QC, Canada
- 162 **146.162** Quality of Life in Families of Young Children with Autism Spectrum Disorder: Three-Year Follow-up **M. Rivard<sup>1</sup>**, C. Mello<sup>2</sup> and A. Terroux<sup>3</sup>, (1)Université du Québec à Montréal, Montréal, QC, Canada, (2)The Pennsylvania State University, Reading, PA, (3)Université du Québec à Montréal, Montréal, QC, Canada
- 163 **146.163** Quality of Life of Parents of Individuals with ASD and Complacency with Services: A Study on a Large-n Representative Sample from Hungary **M. V. Molnar<sup>1</sup>**, K. Stefanik<sup>1</sup>, **M. Gyori<sup>1</sup>**, A. Ábrahám<sup>1</sup>, Z. Borsos<sup>1</sup>, Á. Havasi<sup>1</sup>, A. Horhi<sup>1</sup>, E. Horváth<sup>1</sup>, T. Oszti<sup>1,2</sup> and Á. Szekeres<sup>1</sup>, (1)ELTE University, Budapest, Hungary, (2)Autism Foundation, Budapest, Hungary
- 164 **146.164** ▶ Racial Differences in Quality of Life of Parents of Children with Autism Spectrum Disorder **T. Lavelle<sup>1</sup>** and C. Mule<sup>2</sup>, (1)Center for the Evaluation of Value and Risk in Health, Tufts Medical Center, Boston, MA, (2)Center for Children with Special Needs, Tufts Medical Center, Boston, MA
- 165 **146.165** Stakeholders Set Research Priorities for Neurodevelopmental Disorders: A Canadian First Facilitated By Ontario Brain Institute, in Collaboration with the Pond Network E. Anagnostou<sup>1</sup>, **J. Antflick<sup>2</sup>**, R. Nicolson<sup>3</sup>, A. Iaboni<sup>4</sup>, M. Spoelstra<sup>5</sup>, J. Jordao<sup>6</sup>, C. Southward<sup>2</sup>, S. Kwan<sup>2</sup>, B. Andrade<sup>7</sup>, S. Lynch<sup>8</sup>, K. Cowan<sup>9</sup> and J. Mitchell<sup>10</sup>, (1)Holland Bloorview Kids Rehab hospita:, University of Toronto, Toronto, ON, Canada, (2)Ontario Brain INstitute, toronto, ON, Canada, (3)University of Western Ontario, London, ON, Canada, (4)Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (5)Autism Ontario, Toronto, ON, Canada, (6)Research & Informatics, Ontario Brain Institute, Toronto, ON, Canada, (7)Center for Addiction and Mental Health, toronto, ON, Canada, (8)Community Living Toronto, toronto, ON, Canada, (9)James Lind Alliance, St Leonards-on-Sea, United Kingdom, (10)toronto, ON, Canada
- 166 **146.166** Support Needs, Experiences with Services and Characteristics of Families of Children with Autism Spectrum Disorders **B. van Gent<sup>1</sup>** and J. P. Teunisse<sup>2</sup>, (1)HAN University of Applied Sciences, Nijmegen, Netherlands, (2)Dr Leo Kannerhuis, Doorwerth, Netherlands
- 167 **146.167** ▶ Symptom Recognition, Parental Help-Seeking, and Diagnostic Variation in Autism Spectrum Disorder **D. Schelly<sup>1</sup>** and A. Ohl, Clarkson University, Potsdam, NY
- 168 **146.168** Systems Science Approach to Conceptualize and Analyze the Role of Screening **R. C. Sheldrick<sup>1</sup>**, Boston University School of Public Health, Boston, MA
- 169 **146.169** The Autgo Initiative: Building a Bridge between Genetics and Outcomes Research **Z. Talebizadeh<sup>1</sup>** and A. Shah<sup>2</sup>, (1)Children's Mercy Hospital, Kansas City, MO, (2)Children's Mercy Hospital and University of Missouri-Kansas City School of Medicine, Kansas City, MO
- 170 **146.170** The Effect of Therapeutic Interventions of Children with Autism Spectrum Disorders on Their Parents' Mental Health **T. Rehberger<sup>1</sup>**, M. Macedoni Luksic<sup>2</sup> and A. Bezenšek<sup>3</sup>, (1)Institut of Autism Spectrum Disorders, Medvode, Slovenia, (2)Institute of ASD, Slovenia, Medvode, Slovenia, (3)Institute of Autism Spectrum Disorders, Medvode, Slovenia
- 171 **146.171** The Importance of Addressing Heterogeneity in Autism Genomics Research to Inform Precision Medicine **V. Hu<sup>1</sup>**, The George Washington University Medical School, Washington, DC
- 172 **146.172** The Sociomateriality of Parent-Reported and Observation-Based Screening Tools for Autism Spectrum Disorders (ASD): A Sociological Investigation of Community-Based ASD Screening to Address Health Disparities **T. Mackie<sup>1</sup>**, L. Ramella<sup>2</sup>, A. Cotroneo<sup>3</sup>, A. Eisenhower<sup>4</sup>, A. S. Carter<sup>5</sup>, F. Martinez-Pedraza<sup>6,7</sup> and R. C. Sheldrick<sup>8</sup>, (1)Institute for Health, Health Care Policy and Aging Research, School of Public Health, Rutgers Univer, New Brunswick, NJ, (2)Tufts Medical Center / Boston University, Boston, MA, (3)Department of Health Systems and Policy, Rutgers School of Public Health, New Brunswick, NJ, (4)Psychology, University of Massachusetts Boston, Boston, MA, (5)University of Massachusetts Boston, Boston, MA, (6)Florida International University, Miami, FL, (7)Psychology, Florida International University, Miami, FL, (8)Boston University School of Public Health, Boston, MA
- 173 **146.173** Using a Patient Centered Outcomes Research Institute (PCORI) Approach to Engage Key Stakeholders on the Topic of Transitioning to Adulthood in Autism Spectrum Disorders (ASD) **S. N. Brasher<sup>1</sup>**, Emory University, Atlanta, GA

- 174 **146.174** ▶ “the Doctor Said ‘Google It’ ...”: Exploring African-American Caregiver’s Help-Seeking for Their Child with Autism **T. Benevides<sup>1</sup>**, P. Kearney<sup>2</sup>, E. DeGrace<sup>3</sup>, M. So<sup>4</sup> and B. Kelly<sup>4</sup>, (1) Augusta University, Martinez, GA, (2)Augusta University, Augusta, GA, (3)University of Oklahoma, Oklahoma City, OK, (4)Independent Investigator, Atlanta, GA
- 175 **146.175** ▶ Autism Diagnosis Stories: What Latino Parents and Caregivers Know and Believe **L. I. Florindez<sup>1</sup>** and D. C. Florindez<sup>2</sup>, (1)Division of Occupational Science and Occupational Therapy, University of Southern California, Los Angeles, CA, (2)University of Southern California, Los Angeles, CA
- 176 **146.176** ▶ Raising a Child with Autism in India: Journey of Parents’ over Decades **D. Taneja<sup>1</sup>**, N. Singhal<sup>1</sup>, T. Behl<sup>1</sup>, **R. Pradhan<sup>1</sup>**, M. Barua<sup>1</sup>, T. Daley<sup>2</sup> and T. S. Weisner<sup>3</sup>, (1)Action For Autism, New Delhi, India, (2)Westat, Durham, NC, (3)UCLA, Los Angeles, CA
- 177 **146.177** The Role of Family Rituals and Routines: A Resilience Perspective of Mealtimes and ASD **S. Curtiss**, Michigan State University, East Lansing, MI
- 178 **146.178** Transitioning Pediatric Patients with Autism Spectrum Disorders to Adult Care **M. L. Massolo<sup>1</sup>**, M. N. Davignon<sup>2</sup>, Y. Qian<sup>1</sup>, A. E. Richards<sup>1</sup> and L. Croen<sup>1</sup>, (1)Kaiser Permanente Division of Research, Oakland, CA, (2)Kaiser Roseville Medical Center, Roseville, CA
- 179 **146.179** Trajectories of Maternal Depressive Symptoms Following ASD Diagnosis **A. Zaidman-Zait<sup>1</sup>**, P. Mirenda<sup>2</sup>, P. Szatmari<sup>3</sup>, I. M. Smith<sup>4</sup>, J. Volden<sup>5</sup>, L. Zwaigenbaum<sup>6</sup>, T. Bennett<sup>7</sup>, T. Vaillancourt<sup>8</sup>, C. Waddell<sup>9</sup>, S. Georgiades<sup>10</sup>, E. Duku<sup>10</sup> and M. Elsabbagh<sup>11</sup>, (1)Tel-Aviv University, Tel-Aviv, Israel, (2)University of British Columbia, Vancouver, BC, Canada, (3)Centre for Addiction and Mental Health, Toronto, ON, Canada, (4)Dalhousie University / IWK Health Centre, Halifax, NS, CANADA, (5)University of Alberta, Edmonton, AB, Canada, (6)Pediatrics, University of Alberta, Edmonton, AB, Canada, (7)Offord Centre for Child Studies, McMaster University, Hamilton, ON, CANADA, (8)University of Ottawa, Ottawa, ON, Canada, (9)Simon Fraser University, Vancouver, BC, V6B 5K3, BC, Canada, (10)McMaster University, Hamilton, ON, Canada, (11)McGill University, Montreal, PQ, Canada
- 182 **146.182** A Fundamental Motor Skill Intervention Using a Dynamic Systems Approach **A. M. Colombo-Dougovito<sup>1</sup>** and M. E. Block<sup>2</sup>, (1)Kinesiology, Health Promotion, & Recreation, University of North Texas, Denton, TX, (2)University of Virginia, Charlottesville, VA
- 183 **146.183** A Randomised Feasibility Trial of a Low Intensity Intervention for Depression in Adults with Autism: The Autism Depression Trial (ADEPT) **A. Russell<sup>1</sup>**, S. Barton<sup>2</sup>, K. Cooper<sup>1</sup>, I. Ensum<sup>3</sup>, D. Gaunt<sup>4</sup>, J. Horwood<sup>4</sup>, B. Ingham<sup>5</sup>, D. Kessler<sup>4</sup>, C. Metcalfe<sup>4</sup>, J. Parr<sup>6</sup>, D. Rai<sup>7</sup> and N. Wiles<sup>4</sup>, (1)University of Bath, Bath, United Kingdom of Great Britain and Northern Ireland, (2) Newcastle University, Newcastle, United Kingdom, (3)BASS, Avon and Wiltshire Mental Health Partnership NHS Trust, Bristol, United Kingdom, (4)University of Bristol, Bristol, United Kingdom, (5) Northumberland Tyne and Wear NHS Trust, Newcastle upon Tyne, United Kingdom, (6)Institute of Neuroscience, Newcastle University, Newcastle Upon Tyne, United Kingdom, (7)School of Social and Community Medicine, University of Bristol, Bristol, United Kingdom of Great Britain and Northern Ireland
- 184 **146.184** ▶ A Randomized Controlled Trial of the Korean Version of the Program for the Education and Enrichment of Relational Skills for Young Adults (PEERS®-YA-K) for Adults with Autism Spectrum Disorder **M. Oh<sup>1</sup>**, J. Kim<sup>2</sup>, K. Lee<sup>3</sup>, J. Kim<sup>4</sup>, S. Lee<sup>5</sup>, G. Bong<sup>6</sup>, S. Cha<sup>7</sup>, I. H. Cho<sup>8</sup>, H. J. Yoo<sup>9</sup>, Y. S. Lee<sup>10</sup>, M. S. Kim<sup>11</sup>, D. W. Han<sup>12</sup> and C. Y. Shin<sup>13</sup>, (1)Psychiatry, Seoul National University Bundang Hospital, Sungnam, Korea, The Republic of, (2)Psychiatry, Seoul National University Bundang Hospital, Seongnam, Korea, Republic of (South), (3)Special Education, Dankook University, Yongin, Korea, Republic of (South), (4) Seoul National University center for campus life and culture, Seoul, Korea, Republic of (South), (5)University College London, London, United Kingdom, (6)Psychiatry, Seoul National University Bundang Hospital, Seungnam, Korea, Republic of (South), (7) Smiletogether Foundation, Seongnam, Korea, Republic of (South), (8)Dr. Cho’s Child & Adolescent Psychiatric Clinic, Seongnam, Korea, Republic of (South), (9)Psychiatry, Seoul National University Bundang Hospital, Seongnam, Korea, The Republic of, (10) Department of Physiology, Biomedical Sciences, Seoul National University College of Medicine, Seoul, Korea, Republic of (South), (11)Department Applied Chemistry, Kyung Hee University, Seoul, Korea, Republic of (South), (12)Dept. of Stem Cell Biology, School of Medicine, Konkuk University, Seoul, Korea, Republic of (South), (13)Department of Neuroscience, School of Medicine, Konkuk University, Seoul, Korea, Republic of (South)

**Poster Session**  
**148 - Interventions - Non-pharmacologic - School-Age, Adolescent, Adult**  
 11:30 AM - 1:30 PM - Hall Grote Zaal

- 180 **146.180** A Biofeedback-Based Embodied Awareness Intervention for Adults with ASD: Feasibility of a Community-Based Treatment **R. S. Brezis<sup>1</sup>**, A. Levin<sup>2</sup>, Y. Oded<sup>3</sup>, O. Zahavi<sup>4</sup>, G. Gampel<sup>5</sup> and N. Levit-Binnun<sup>2</sup>, (1)Kanfei Nesharim St. P.O.Box 167, Interdisciplinary Center, Herzliya, Israel, (2)Interdisciplinary Center, Herzliya, Israel, (3)Center for CBT-BF, Tel Aviv, Israel, (4)Beit-Ekstein Organization, Kerem Maharal, Israel, (5)Private Psychotherapy Practice, Tel Aviv, Israel
- 181 **146.181** A Community-Based Randomized-Controlled Trial of High- and Low-Tech AAC Approaches **S. P. Gilroy<sup>1</sup>**, J. McCleery<sup>2</sup> and G. Leader<sup>3</sup>, (1)National University of Ireland, Galway, Galway, Ireland, (2)The Center for Autism Research, The Children’s Hospital of Philadelphia, Philadelphia, PA, (3)National University of Ireland, Galway, Ireland
- 185 **146.185** A Randomized Waitlist Controlled Trial of Cognitive Behavior Therapy to Improve Emotion Regulation in Children with Autism **J. A. Weiss<sup>1</sup>**, K. M. Thomson<sup>2</sup>, P. Burnham Riosa<sup>3</sup>, C. S. Albaum<sup>1</sup>, V. Chan (Ting)<sup>1</sup>, A. L. Maughan<sup>1</sup>, P. Tablon<sup>1</sup> and K. R. Black<sup>1</sup>, (1)Psychology, York University, Toronto, ON, Canada, (2) Applied Disability Studies, Brock University, St. Catharines, ON, Canada, (3)Brock University, St. Catharines, ON, Canada
- 186 **146.186** Acting out in Public School: How a Theatre Program Can Impact Imitation Skills in Children with ASD **S. Paterson<sup>1</sup>**, M. D. Lerner<sup>2</sup>, T. R. Goldstein<sup>3</sup>, T. S. Toub<sup>4</sup>, R. Golinkoff<sup>5</sup> and K. Hirsh-Pasek<sup>6</sup>, (1)Department of Psychology, Temple University, Philadelphia, PA, (2)Stony Brook University, Stony Brook, NY, (3) Department of Psychology, George Mason University, Fairfax, VA, (4)Psychology, Temple University, Ambler, PA, (5)University of Delaware, Newark, DE, (6)Temple University, Ambler, PA

- 187 **146.187** Age As a Predictor of Treatment Outcome in Youth with ASD Following the PEERS® Social Skills Intervention **M. Jolliffe**<sup>1</sup>, R. Ellingsen<sup>2</sup>, N. Rosen<sup>3</sup> and E. Laugeson<sup>4</sup>, (1)Psychiatry, UCLA PEERS Clinic, Los Angeles, CA, (2)Psychiatry, University of California Los Angeles, Los Angeles, CA, (3)Psychiatry, UCLA, Los Angeles, CA, (4)Semel Institute for Neuroscience and Human Behavior, UCLA, Los Angeles, CA
- 188 **146.188** Are Children Severely Affected By ASD Underrepresented in Treatment Studies?: An Analysis of the Literature **A. Stedman**<sup>1</sup>, M. Erard<sup>2</sup> and M. Siegel<sup>3</sup>, (1)Spring Harbor Hospital, Westbrook, ME, (2)Maine Medical Center Research Institute, Portland, ME, (3)Maine Medical Center - Tufts School of Medicine - Spring Harbor Hospital, Westbrook, ME
- 189 **146.189** Assessment of Treatment Gains Following Social Skills Intervention: Parent and Adolescent Perceptions of Social Anxiety and Social Engagement **E. Veytsman**<sup>1</sup>, Y. Bolourian<sup>1</sup>, R. Ellingsen<sup>2</sup>, J. Blacher<sup>1</sup> and E. Laugeson<sup>3</sup>, (1)University of California - Riverside, Riverside, CA, (2)Psychiatry, University of California Los Angeles, Los Angeles, CA, (3)Semel Institute for Neuroscience and Human Behavior, UCLA, Los Angeles, CA
- 190 **146.190** Assistive Social Skills and Employment Training (ASSET) Program for Transition Youth with Autism Spectrum Disorder **K. White**<sup>1</sup>, C. Sung<sup>2</sup> and G. Leader<sup>3</sup>, (1)National University of Ireland, Galway, Galway, Ireland, (2)Michigan State University, East Lansing, MI, (3)National University of Ireland, Galway, Ireland
- 191 **146.191** Autism Summer Employment Program Improves Job-Readiness and Employment Prospects in ASD Post-Secondary Students **J. Doidge**<sup>1</sup>, A. Porthukaran<sup>2</sup>, I. Yusupov<sup>1</sup>, S. Konanur<sup>1</sup>, M. Segers<sup>1</sup> and J. M. Bekko<sup>3</sup>, (1)York University, Toronto, ON, Canada, (2)Psychology, York University, Toronto, ON, Canada
- 192 **146.192** Best Practices in Supporting Social Participation of Young Adults with Autism Spectrum Disorder (ASD) : A Systematic Review. **E. L. Bussi eres**<sup>1</sup>, J. Tr epanier<sup>2</sup>, O. Laverdi ere<sup>3</sup>, M. H. Poulin<sup>4</sup>, D. St-Laurent<sup>5</sup>, J. Berbari<sup>6</sup>, C. Dumont<sup>7</sup> and M. Couture<sup>8</sup>, (1) Psychology, Universit e du Quebec   Trois-Rivi eres, Trois-Rivi eres, QC, Canada, (2)Facult e de m edecine et des sciences de la sant e, Universit e de Sherbrooke, Sherbrooke, QC, Canada, (3)Facult e de M edecine et des sciences de la sant e, Universit e de Sherbrooke, Sherbrooke, QC, Canada, (4)Psychoeducation, UQAT, Rouyn-Noranda, QC, Canada, (5)Psychoeducation, UQAT, Roy-Noranda, QC, Canada, (6)Facult e de m edecine, Unviersit e de Sherbrooke, Sherbrooke, QC, Canada, (7)Rehabilitation, UQTR, Trois-Rivi eres, QC, Canada, (8)Rehabilitation, Universite de Sherbrooke, Sherbrooke, QC, Canada
- 193 **146.193** Building from Strengths: A Curriculum to Help Adolescents with ASD Develop Creative Technology Skills and Succeed in STEM Fields **A. Riccio**<sup>1</sup>, M. Hossain<sup>2</sup>, B. Rosenberg<sup>3,4</sup> and K. Gillespie-Lynch<sup>5</sup>, (1)Department of Psychology, The Graduate Center, City University of New York (CUNY), New York, NY, (2)Hunter College, CUNY, New York, NY, (3)Tech Kids Unlimited, Brooklyn, NY, (4)New York University Tandon School of Engineering, New York, NY, (5)Department of Psychology, College of Staten Island; CUNY Graduate Center, Brooklyn, NY
- 194 **146.194** Community-Based Intervention Research for Adolescents and Young Adults with ASD Is Uneven across Designs, Diversity & Domains: A Review **T. M. Girolamo**<sup>1</sup> and S. F. Warren<sup>2</sup>, (1)Child Language, University of Kansas, Lawrence, KS, (2)Speech-Language-Hearing: Sciences and Disorders, University of Kansas, Lawrence, KS
- 195 **146.195** Constructing Successful in-Home Oral Care Habits in Latino Children with and without Autism **D. H. Como**<sup>1</sup>, L. I. Florindez<sup>1</sup> and D. C. Florindez<sup>2</sup>, (1)Division of Occupational Science and Occupational Therapy, University of Southern California, Los Angeles, CA, (2)University of Southern California, Los Angeles, CA
- 196 **146.196** Delivery of ABA to Children in Rural Communities Via Teleconsultation and Rethink Autism **J. Viskochil**<sup>1</sup>, W. Jenson<sup>2</sup>, W. M. McMahon<sup>3</sup>, P. Carbone<sup>4</sup>, J. Davis<sup>2</sup> and J. Hood<sup>5</sup>, (1)Utah Autism Research Program, Salt Lake City, UT, (2)Educational Psychology, University of Utah, Salt Lake City, UT, (3)Psychiatry, University of Utah, Salt Lake City, UT, (4)University of Utah, Salt Lake City, UT, (5)Carmen B. Pingree Autism Center of Learning, Salt Lake City, UT
- 197 **146.197** Developing Self-Reflection: A Novel Social Skills Intervention Using First-Person Video Recording Eyeglasses **S. Hurwitz**<sup>1</sup>, D. P. Kennedy<sup>2</sup>, T. Ryan<sup>3</sup>, K. Quest<sup>4</sup>, B. Schmitt<sup>4</sup> and A. Zero<sup>4</sup>, (1)Special Education, Indiana University, Bloomington, IN, (2) Psychological and Brain Sciences, Indiana University, Bloomington, IN, (3)Special Educaiton, Indiana University, Bloomington, IN, (4) Indiana University, Bloomington, IN
- 198 **146.198** Development of Immersive Gaze-Controlled Video Game Therapy for Children with Autism Spectrum Disorder **L. Cordero**<sup>1</sup>, Z. M. Dravis<sup>1</sup>, B. Farber<sup>2</sup>, L. Robinson<sup>2</sup>, M. Farber<sup>2</sup> and J. Herrington<sup>3</sup>, (1)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (2)BioStream Technologies, LLC, Boston, MA, (3)The Center for Autism Research/CHOP, Philadelphia, PA
- 199 **146.199** Employment Interventions for Individuals with ASD, DD, & ID: A Meta Analysis of Single Case Research **J. Davis**<sup>1</sup>, K. Mendenhall<sup>2</sup>, T. Glad<sup>2</sup>, M. Walkingshaw<sup>3</sup> and W. M. McMahon<sup>4</sup>, (1) Educational Psychology, University of Utah, Salt Lake City, UT, (2) University of Utah, Salt Lake City, UT, (3)University of Utah, Salt lake City, UT, (4)Psychiatry, University of Utah, Salt Lake City, UT
- 200 **146.200** Examining the Effectiveness of a Mind Reading Emotion Intervention for Children with Autism Spectrum Disorders **D. Davidson**<sup>1</sup>, E. Hilvert<sup>2</sup>, M. Giordano<sup>1</sup> and I. Misiunaite<sup>3</sup>, (1) Psychology, Loyola University Chicago, Chicago, IL, (2)Loyola University, Chicago, IL, (3)Loyola University Chicago, Chicago, IL
- 201 **146.201** Fidelity with Flexibility: Implementing Evidence-Based Interventions to Enhance Child Outcomes through Telehealth Parent Training **S. M. Egan**, **M. S. Torres-Viso** and M. D. Powers, The Center for Children with Special Needs, Glastonbury, CT
- 202 **146.202** Ideas: Inventing, Designing and Engineering on the Autism Spectrum **K. P. Koenig**<sup>1</sup>, W. Martin<sup>2</sup>, R. Vidiksis<sup>2</sup> and Y. L. Chen<sup>1</sup>, (1)Occupational Therapy, New York University, New York, NY, (2)EDC, New York, NY
- 203 **146.203** Impact of Vigorous Exercise on Behavior Problems and Academic Engagement Among Adolescents with Autism Spectrum Disorder **A. C. Woodman**<sup>1</sup>, M. Evans<sup>2</sup>, R. Golden<sup>3</sup>, J. Maina<sup>4</sup> and Y. Mori<sup>4,5</sup>, (1)Psychological and Brain Sciences, University of Massachusetts Amherst, Amherst, MA, (2)EdTogether, Inc., Boston, MA, (3)Boston Children's Hospital, Boston, MA, (4)Boston Higashi School, Randolph, MA, (5)University of Massachusetts Amherst, Amherst, MA



- 204 **146.204** The Effect of Music on Exercise Intensity Among Children with Autism Spectrum Disorder **A. C. Woodman**<sup>1</sup>, E. Breviglia<sup>1</sup>, Y. Mori<sup>2</sup>, R. Golden<sup>3</sup>, J. Maina<sup>2</sup> and H. Wisniewski<sup>1</sup>, (1) Psychological and Brain Sciences, University of Massachusetts Amherst, Amherst, MA, (2) Boston Higashi School, Randolph, MA, (3) Boston Children's Hospital, Boston, MA
- 205 **146.205** Impacting Real World Social Outcomes: An Examination of Changes in Social Engagement and Friendships Associated with START Program Participation **S. J. Cohen**<sup>1</sup>, T. Vernon<sup>1</sup>, J. Ko<sup>1</sup>, A. Miller<sup>2</sup>, A. Barrett<sup>1</sup> and E. McGarry<sup>1</sup>, (1) University of California Santa Barbara, Santa Barbara, CA, (2) University of California, Santa Barbara, Santa Barbara, CA
- 206 **146.206** Improvement in Social Functioning Following Participation in TUNE in, a Novel Cognitive-Behavioral Treatment Program – Results from a 2nd Cohort of Adults with ASD **A. A. Pallathra**<sup>1</sup>, J. Day-Watkins<sup>2</sup>, M. Calkins<sup>3</sup>, B. B. Maddox<sup>4</sup>, J. Miller<sup>5</sup>, J. Parish-Morris<sup>6</sup>, J. Herrington<sup>7</sup>, S. Kangovi<sup>8</sup>, R. Tomlinson<sup>9</sup>, T. A. Creed<sup>9</sup>, C. M. Kerns Kern<sup>10</sup>, W. Bilker<sup>11</sup>, F. Handy<sup>3,12</sup>, J. Connell Jr.<sup>2</sup>, G. S. Dichter<sup>13</sup>, D. S. Mandell<sup>3</sup>, R. Schultz<sup>5</sup> and E. S. Brodtkin<sup>14</sup>, (1) Department of Psychiatry, Catholic University of America, Washington, DC, (2) Drexel University, Philadelphia, PA, (3) University of Pennsylvania, Philadelphia, PA, (4) Psychiatry, Center for Mental Health Policy and Services Research, University of Pennsylvania, Philadelphia, PA, (5) Center for Autism Research, The Children's Hospital of Philadelphia, Philadelphia, PA, (6) Psychiatry, Center for Autism Research, Children's Hospital of Philadelphia and Perelman School of Medicine of the University of Pennsylvania, Philadelphia, PA, (7) The Center for Autism Research/CHOP, Philadelphia, PA, (8) Temple University, Philadelphia, PA, (9) Psychiatry, University of Pennsylvania School of Medicine, Philadelphia, PA, (10) Drexel University A.J. Drexel Autism Institute, Philadelphia, PA, (11) Univ of Pennsylvania, Phila, PA, (12) School of Social Policy and Practice, University of Pennsylvania, Philadelphia, PA, (13) Psychiatry, University of North Carolina, Chapel Hill, NC, (14) Department of Psychiatry, University of Pennsylvania, Philadelphia, PA
- 207 **146.207** Improving Conversational Fluidity in Adults with Autism Spectrum Disorder **D. Tagavi**<sup>1</sup>, R. L. Koegel<sup>1</sup> and L. Koegel<sup>2</sup>, (1) University of California, Santa Barbara, Santa Barbara, CA, (2) Stanford University School of Medicine, Palo Alto, CA
- 208 **146.208** Improving Daily Living Skills in College Students with Autism Spectrum Disorder Using a Peer-Mediated Daily Living Checklist Intervention **E. Engstrom**<sup>1</sup>, R. L. Koegel<sup>2</sup> and M. Higgins<sup>3</sup>, (1) Koegel Autism Center, UCSB Koegel Autism Center, Santa Barbara, CA, (2) University of California, Santa Barbara, Santa Barbara, CA, (3) UCSB Koegel Autism Center, Santa Barbara, CA
- 209 **146.209** Improving Emotion Regulation in Teens with Autism through Mindfulness **S. White**<sup>1</sup>, C. M. Conner<sup>2</sup>, K. B. Beck<sup>3</sup> and C. A. Mazefsky<sup>2</sup>, (1) Virginia Polytechnic Institute and State University, Blacksburg, VA, (2) Department of Psychiatry, University of Pittsburgh School of Medicine, Pittsburgh, PA, (3) Department of Rehabilitation Science and Technology, University of Pittsburgh, Pittsburgh, PA
- 210 **146.210** Improving Social Motivation, Competency, and Empathy in Young Adults with ASD: Results from a RCT of the START Adult Program **T. Vernon**, J. Ko, E. McGarry, A. Chiu, R. Graef, E. Prado, C. Torres, K. Chuor, S. Said, J. Littleton and A. Huerta, University of California Santa Barbara, Santa Barbara, CA
- 211 **146.211** Internet-Based Psychoeducational Intervention for Youths with ASD **A. Backman**<sup>1,2</sup>, A. Mellblom<sup>2</sup>, E. Norman-Claesson<sup>2</sup>, G. Keith-Bodros<sup>2</sup>, S. Bolte<sup>3</sup> and T. Hirvikoski<sup>2,3</sup>, (1) Center of Neurodevelopmental Disorders at Karolinska Institutet (KIND), Stockholm, Sweden, (2) Habilitation & Health, Stockholm County Council, Stockholm, Sweden, (3) Karolinska Institutet, Stockholm, Sweden
- 212 **146.212** Is Eye Movement Desensitization and Reprocessing Effective in Adults with an Autism Spectrum Disorder and Comorbid Post Traumatic Stress Disorder? **S. Piening**<sup>1</sup>, A. van Dijk<sup>1</sup>, N. Mirzaeva<sup>1</sup>, P. Huizinga<sup>1</sup>, M. Vieira Rocha<sup>1</sup>, S. P. Dijkstra<sup>1</sup> and I. D. van Balkom<sup>1,2</sup>, (1) Autism Team Northern Netherlands, Jonx (Lentis), Groningen, Netherlands, (2) Lentis Psychiatric Institute, Zuidlaren, Netherlands
- 213 **146.213** Long-Term Social Skills Group Training in Children and Adolescents with Autism Spectrum Disorder Indicates a Dose-Response Relationship: A Randomized Controlled Trial **S. Bolte**<sup>1</sup>, N. Choque Olsson<sup>2</sup>, U. Jonsson<sup>1</sup>, K. Tammimies<sup>3</sup>, S. Berggren<sup>1</sup> and C. Coco<sup>1</sup>, (1) Karolinska Institutet, Stockholm, Sweden, (2) Clinical Neuroscience (CNS), Karolinska Institutet, Stockholm, Sweden, (3) Women's and Children's Health, Karolinska Institutet, Stockholm, Sweden
- 214 **146.214** Managing Anxiety in Autism: A Pilot Trial of Newly Developed Psychoeducation Toolkits **R. Kent**<sup>1</sup>, S. Carruthers<sup>2</sup>, L. Bridge<sup>3</sup>, A. Ozsvadjian<sup>4</sup> and E. Simonoff<sup>1</sup>, (1) Institute of Psychiatry, Psychology and Neuroscience, Kings College London, London, United Kingdom of Great Britain and Northern Ireland, (2) King's College London, London, United Kingdom of Great Britain and Northern Ireland, (3) Institute of Psychiatry, Psychology & Neuroscience, King's College London, London, United Kingdom, (4) St. Thomas Hospital, Evelnia London Children's Hospital, london, UNITED KINGDOM, (5) King's College London, Institute of Psychiatry, Psychology and Neuroscience, London, United Kingdom
- 215 **146.215** Meta-Analysis of Group Social Skills Interventions Using the SRS in Children with High Functioning Autism Spectrum Disorders **J. Wolstencroft**<sup>1</sup>, W. Mandy<sup>2</sup> and D. H. Skuse<sup>3</sup>, (1) UCL GOS ICH, London, United Kingdom, (2) University College London, London, United Kingdom of Great Britain and Northern Ireland, (3) Behavioural Sciences Unit, UCL Great Ormond Street Institute of Child Health, London, United Kingdom
- 216 **146.216** Mindfulness-Based Program for Autism Spectrum Disorder: A Qualitative Study of the Experiences of Children and Parents **A. Ridderinkhof**<sup>1</sup>, E. I. de Bruin<sup>1</sup>, R. Blom<sup>2</sup> and S. M. Bögels<sup>1,3</sup>, (1) Research Institute of Child Development and Education, University of Amsterdam, Amsterdam, Netherlands, (2) Child and adolescent psychiatric center Karakter, Zwolle, Netherlands, (3) Academic outpatient child and adolescent treatment center UvA minds, Amsterdam, Netherlands
- 217 **146.217** Mindfulness-Based Program for Children with Autism Spectrum Disorder and Their Parents: Direct and Long-Term Improvements **A. Ridderinkhof**<sup>1</sup>, E. I. de Bruin<sup>1</sup>, R. Blom<sup>2</sup> and S. M. Bögels<sup>1,3</sup>, (1) Research Institute of Child Development and Education, University of Amsterdam, Amsterdam, Netherlands, (2) Child and adolescent psychiatric center Karakter, Zwolle, Netherlands, (3) Academic outpatient child and adolescent treatment center UvA minds, Amsterdam, Netherlands



- 218 **146.218** On the Feasibility of Rt-fMRI Neurofeedback Training in ASD: A Clinical Trial Study **S. Mougá**<sup>1,2</sup>, B. Leirão<sup>3</sup>, A. Sayal<sup>4</sup>, I. Bernardino<sup>5</sup>, M. Simoes<sup>6,7</sup>, G. Oliveira<sup>2,8,9,10</sup> and M. Castelo-Branco<sup>11</sup>, (1)IBILI - Institute for Biomedical Imaging and Life Sciences, Faculty of Medicine, University of Coimbra, Coimbra, Portugal, (2)Centro Hospitalar e Universitário de Coimbra - CHUC, Coimbra, Portugal, (3)University of Coimbra, Coimbra, Portugal, (4)Institute of Nuclear Sciences Applied to Health, University of Coimbra, Coimbra, Portugal, (5)Institute for Nuclear Sciences Applied to Health (ICNAS), Coimbra, Portugal, (6)IBILI - Institute for Biomedical Imaging and Life Sciences, Faculty of Medicine – University of Coimbra, Portugal, Coimbra, Portugal, (7)Center for Informatics and Systems, University of Coimbra, Coimbra, Portugal, (8)Faculty of Medicine, Institute for Biomedical Imaging and Life Sciences (IBILI) and Center for Neuroscience and Cell Biology (CNC), University of Coimbra, Coimbra, Portugal, (9)University Clinic of Pediatrics, Faculty of Medicine, University of Coimbra, Coimbra, Portugal, (10)Centro de Investigação e Formação Clínica – Hospital Pediátrico – Centro Hospitalar e Universitário de Coimbra (HP-CHUC), , Portugal, Portugal, (11)CIBIT & IBILI - Institute for Biomedical Imaging and Life Sciences, Faculty of Medicine – University of Coimbra, Portugal, Coimbra, Portugal
- 219 **146.219** Outcome Evaluation of Personalized Multidimensional Interventions on Children with Low-Functioning ASD through an Innovative Machine Learning System: A Proof of Concept Study. **K. Hall** and E. Grossi, Autism Research Unit, Villa Santa Maria, Tavernerio, Italy
- 220 **146.220** ▶ Parent- Assisted Social Skills Training: The UCLA Peers® (Programs for the Education and Enrichment of Relational Skills)- Thai Version for Adolescents with Autistic Spectrum Disorders in Bangkok, Thailand **N. Sittanomai**<sup>1,2</sup>, V. Boonyasidhi<sup>2</sup>, S. Chantaratin<sup>2</sup>, J. Tarugsá<sup>2</sup>, D. Sainampran<sup>2</sup>, V. Sathirangkul<sup>2</sup>, S. Apinantanakul<sup>2</sup> and N. Songrujirat<sup>2</sup>, (1)Department of Pediatrics, Faculty of Medicine Siriraj Hospital, Bangkok, Thailand, (2) Department of Pediatrics, Faculty of Medicine Siriraj Hospital, Mahidol University, Bangkok, Thailand
- 221 **146.221** Peer Mediated Intervention for Minimally Verbal Children with Autism Spectrum Disorders; Strength of Evidence and Future Directions **M. O'Donoghue**<sup>1</sup>, N. Kennedy<sup>1</sup>, J. Forbes<sup>2</sup> and C. A. Murphy<sup>1</sup>, (1)Clinical Therapies, University of Limerick, Limerick, Ireland, (2)Graduate Entry Medical School, University of Limerick, Limerick, Ireland
- 222 **146.222** Pilot Evaluation of an Adaptive Virtual Reality Based Social Intervention for Teens with ASD **J. W. Wade**<sup>1</sup>, E. Bekele<sup>2</sup>, D. Bian<sup>3</sup>, A. Swanson<sup>4</sup>, A. S. Weitlauf<sup>5</sup>, Z. Warren<sup>2</sup> and N. Sarkar<sup>2</sup>, (1) Vanderbilt University, Murfreesboro, TN, (2)Vanderbilt University, Nashville, TN, (3)Electrical Engineering & Computer Science, Vanderbilt University, Nashville, TN, (4)Vanderbilt Kennedy Center, Vanderbilt University Medical Center, NASHVILLE, TN, (5) Vanderbilt Kennedy Center, Antioch, TN
- 223 **146.223** Professionals' Perspective on Using a New Strengths and Interests-Based Intervention Model with Autistic Children and Adolescents **C. Jacques**<sup>1</sup>, S. M. Fecteau<sup>2</sup>, J. Ruel<sup>3</sup>, C. L. Normand<sup>4</sup> and L. Mottron, M.D. Ph.D.<sup>5</sup>, (1)Université du Québec en Outaouais, Gatineau, QC, Canada, (2)Psychoéducation et psychologie, Université du Québec en Outaouais, St-Jérôme, QC, Canada, (3)Science de l'éducation, Université du Québec en Outaouais, Gatineau, QC, Canada, (4)Psychoéducation et psychologie, Université du Québec en Outaouais, Gatineau, QC, Canada, (5) Centre d'excellence en Troubles envahissants du développement de, Montréal, QC, Canada
- 224 **146.224** Project Evo: Feasibility and Initial Efficacy of an Interactive Digital Treatment to Improve Attention in Autism Spectrum Disorder **B. E. Yerys** and J. R. Bertollo, The Center for Autism Research/CHOP, Philadelphia, PA
- 225 **146.225** Promoting Self-Advocacy Skills through Leadership Opportunities: A Participatory Peer-Mentorship Program for Neurodiverse College Students **D. DeNigris**<sup>1</sup>, E. Hotez<sup>2</sup>, A. Riccio<sup>3</sup>, A. Cosenza<sup>4</sup>, V. Lee<sup>4</sup>, W. Long<sup>4</sup>, P. J. Brooks<sup>5</sup>, M. Hossain<sup>6</sup>, J. D'Onofrio<sup>7</sup> and K. Gillespie-Lynch<sup>8</sup>, (1)Psychology & Counseling, Fairleigh Dickinson University, Madison, NJ, (2)City University of New York, Hunter College, New York, NY, (3)Department of Psychology, The Graduate Center, City University of New York (CUNY), New York, NY, (4)Psychology, College of Staten Island, CUNY, Staten Island, NY, (5)Psychology, College of Staten Island, Staten Island, NY, (6)Hunter College, CUNY, New York, NY, (7) Center for Student Accessibility, College of Staten Island, CUNY, Staten Island, NY, (8)Department of Psychology, College of Staten Island; CUNY Graduate Center, Brooklyn, NY
- 226 **146.226** Psychiatric Outcomes in an Addressing Disparities Comparative Effectiveness Trial for Elementary Students with ASD or ADHD **C. E. Pugliese**<sup>1</sup>, L. Anthony<sup>2</sup>, B. J. Anthony<sup>2</sup>, A. Verbalis<sup>1</sup>, A. B. Ratto<sup>1</sup>, S. Seese<sup>1</sup>, J. Safer-Lichtenstein<sup>3</sup>, A. Armour<sup>1</sup>, Y. Myrick<sup>1</sup>, D. Limon<sup>1</sup>, M. Skapek<sup>4</sup>, M. D. Powers<sup>5</sup> and L. Kenworthy<sup>6</sup>, (1)Children's National Health System, Washington, DC, (2)University of Colorado, Denver, Aurora, CO, (3)Georgetown University, Washington, DC, (4)Children's National Medical Center, Rockville, MD, (5)Children's National Health System, Rockville, MD, (6)Children's National Medical Center, Rockville, DC
- 227 **146.227** Qualitative Evaluation of a Low Intensity Psychological Intervention for Depression in Adults with Autism: The Autism Depression Trial (ADEPT) **J. Horwood**<sup>1</sup>, **K. Cooper**<sup>2</sup>, H. Harvey<sup>3</sup>, L. Evans<sup>4</sup> and A. Russell<sup>5</sup>, (1)University of Bristol, Bristol, United Kingdom, (2)University of Bath, Bath, United Kingdom of Great Britain and Northern Ireland, (3)Newcastle University, Newcastle, United Kingdom, (4)University of Bath, Bath, United Kingdom
- 228 **146.228** Randomized Control Trial of Compass for Improving Transition Outcomes of Students with Autism Spectrum Disorder **L. A. Ruble Ph.D.**<sup>1</sup>, J. H. McGrew<sup>2</sup>, C. Snell-Rood<sup>3</sup> and M. Toland<sup>1</sup>, (1)University of Kentucky, Lexington, KY, (2)Indiana University - Purdue University Indianapolis, Indianapolis, IN, (3)Berkeley, Berkeley, CA
- 229 **146.229** Recall with Concept Mapping Effects on Young Children's Reading Comprehension Text **E. Jackson**, Florida State University, Tallahassee, FL
- 230 **146.230** Reduced Levels of Anxiety, Depression, and Stress in Parents of Children with ASD Following Participation in Pivotal Response Treatment **C. C. Kautz**<sup>1</sup>, R. L. Gruen<sup>1</sup>, E. A. DeLucia<sup>1</sup>, A. Pomales<sup>1</sup>, L. L. Booth<sup>1</sup> and P. E. Ventola<sup>2</sup>, (1)Yale Child Study Center, Yale School of Medicine, New Haven, CT, (2)Yale Child Study Center, Yale University School of Medicine, New Haven, CT
- 231 **146.231** Reduction in Restricted and Repetitive Behaviors Following Pivotal Response Treatment **A. Pomales**<sup>1</sup>, D. Sukhodolsky<sup>2</sup>, E. A. DeLucia<sup>1</sup>, C. C. Kautz<sup>1</sup>, R. L. Gruen<sup>1</sup>, L. L. Booth<sup>1</sup> and P. E. Ventola<sup>2</sup>, (1)Yale Child Study Center, Yale School of Medicine, New Haven, CT, (2)Yale Child Study Center, Yale University School of Medicine, New Haven, CT
- 232 **146.232** Sex Differences in Outcomes of a Social Skills Intervention for Children with ASD **B. L. Ncube**<sup>1</sup>, J. M. Bebko<sup>2</sup>,

- M. Thompson<sup>3</sup>, N. Bardikoff<sup>3</sup> and M. Spoelstra<sup>3</sup>, (1)Psychology, York University, Toronto, ON, Canada, (2)York University, Toronto, ON, Canada, (3)Autism Ontario, Toronto, ON, Canada
- 233 **146.233** Social Gains Are Maintained at 4-Month Follow-up Evaluation of Pivotal Response Treatment for Children with Autism **R. L. Gruen**<sup>1</sup>, C. C. Kautz<sup>1</sup>, A. Pomales<sup>1</sup>, E. A. DeLucia<sup>1</sup>, L. L. Booth<sup>1</sup> and P. E. Ventola<sup>2</sup>, (1)Yale Child Study Center, Yale School of Medicine, New Haven, CT, (2)Yale Child Study Center, Yale University School of Medicine, New Haven, CT
- 234 **146.234** Social Game Interactivity Levels As Active Ingredients in Performance-Based Intervention for Adolescents with Autism Spectrum Disorder (ASD) **C. E. Simson**, S. L. Sommer, L. A. Santore, E. Kang and M. D. Lerner, Stony Brook University, Stony Brook, NY
- 235 **146.235** Social Networks: Supporting College/University Students with High Functioning ASD **B. Cook** and D. Weiss, Communication Disorders, Southern Connecticut State University, New Haven, CT
- 236 **146.236** Supervising Individuals with ASD in the Workplace: A Managerial Perspective **V. Martin**, Universite de Montreal, Montreal, QC, Canada
- 237 **146.237** Supportive School Services for Youth with ASD and Their Relation to ASD Symptoms, Intellectual Functioning, and Co-Occurring Psychiatric Symptoms **T. Rosen**, C. Spaulding, J. A. Gates, K. Gadov and M. D. Lerner, Stony Brook University, Stony Brook, NY
- 238 **146.238** The Effect of TUNE-in Treatment on Naturalistic Conversation in Adults with ASD: Speaking Rate Is a Temporal Marker of Rapport **J. Parish-Morris**<sup>1</sup>, A. A. Pallathra<sup>2</sup>, E. F. Ferguson<sup>3</sup>, L. Bateman<sup>3</sup>, M. Cola<sup>4</sup>, S. Uh<sup>4</sup>, Z. M. Dravis<sup>4</sup>, A. Zoltowski<sup>5</sup>, A. Pomykacz<sup>6</sup>, K. Bassanello<sup>4</sup>, J. Day-Watkins<sup>7</sup>, B. B. Maddox<sup>8</sup>, J. Miller<sup>9</sup>, G. S. Dichter<sup>10</sup>, J. Connell Jr.<sup>7</sup>, D. S. Mandell<sup>11</sup> and R. Schultz<sup>2</sup>, (1)Psychiatry, Center for Autism Research, Children's Hospital of Philadelphia and Perelman School of Medicine of the University of Pennsylvania, Philadelphia, PA, (2)Department of Psychiatry, Catholic University of America, Washington, DC, (3)The Center for Autism Research/CHOP, Philadelphia, PA, (4)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (5)Vanderbilt University, Nashville, TN, (6)Children's Hospital of Philadelphia- Center for Autism Research, Philadelphia, PA, (7)Drexel University, Philadelphia, PA, (8)Psychiatry, Center for Mental Health Policy and Services Research, University of Pennsylvania, Philadelphia, PA, (9)Center for Autism Research, The Children's Hospital of Philadelphia, Philadelphia, PA, (10)Psychiatry, University of North Carolina, Chapel Hill, NC, (11)University of Pennsylvania, Philadelphia, PA
- 239 **146.239** The Effects of a Peer Supported Physical Activity Intervention for College Students with Autism Spectrum Disorder **N. Miodrag**<sup>1</sup>, T. Todd<sup>2</sup>, S. Colgate<sup>3</sup>, E. V. Perez<sup>4</sup>, M. Salazar<sup>6</sup> and B. Endinjak<sup>5</sup>, (1)Child and Adolescent Development, California State University Northridge, Northridge, CA, (2)Kinesiology, California State University Northridge, Northridge, CA, (3)California State University Northridge, Northridge, CA, (4)Psychology, California State University Northridge, Northridge, CA, (5)Kinesiology, California State University Northridge, Northridge, CA
- 240 **146.240** The Effects of Social Training Games on Visual Gaze to Social Stimuli **G. A. Alvares**<sup>1</sup>, N. T. Chen<sup>2,3</sup>, L. Notebaert<sup>2</sup>, J. Granich<sup>4</sup> and A. J. Whitehouse<sup>1</sup>, (1)Telethon Kids Institute, University of Western Australia, Perth, Australia, (2)School of Psychological Sciences, University of Western Australia, Perth, Australia, (3)School of Psychology and Speech Pathology, Curtin University, Perth, Western Australia, Australia, (4)Telethon Kids Institute, Telethon Kids Institute, Subiaco, Australia
- 241 **146.241** The Positive Effects of Assistance Dogs in Families of Children and Adolescents with ASD **V. Simard**<sup>1</sup>, M. A. Aubry-Guzzi<sup>1</sup>, I. Chapleau<sup>1</sup>, M. Carrier<sup>1</sup>, F. Zerrouki<sup>1</sup>, M. M. Blouin<sup>1</sup> and N. Champagne<sup>2</sup>, (1)Universite de Sherbrooke, Longueuil, QC, Canada, (2)Mira Foundation, Sainte-Madeleine, QC, Canada
- 242 **146.242** Use of Positive Reframing to Reduce Negative Statements in Adolescents with ASD - 1 Year Follow up **J. Hai**, Education, UC Santa Barbara, Santa Barbara, CA
- 243 **146.243** Using Multiple Schedules to Decrease Vocal Stereotypy of Students with ASD in Classroom Settings **B. Cavanaugh**<sup>1</sup>, S. Iadarola<sup>1</sup>, R. Martin<sup>2</sup>, C. M. Anderson<sup>2</sup>, R. Iovannone<sup>3</sup> and T. Smith<sup>1</sup>, (1)University of Rochester Medical Center, Rochester, NY, (2)May Institute, Randolph, MA, (3)University of South Florida, Tampa, FL
- 244 **146.244** Visual Supports at Home for Children with ASD: Using Parent and Staff Experiences to Develop and Pilot a Brief Intervention **M. Rutherford**<sup>1,2</sup>, J. Baxter<sup>3</sup>, L. Johnston<sup>3</sup> and Z. Grayson<sup>2</sup>, (1)Health Sciences, Queen Margaret University, Edinburgh, United Kingdom, (2) Speech and Language Therapy Department, NHS Lothian, Edinburgh, United Kingdom, (3)Additional Support for Learning Service, City of Edinburgh Council, Edinburgh, United Kingdom
- 245 **146.245** 'Gaming Seriously!': A Systematic Review and Meta-Analysis of the Influence of Serious Game Elements on the Effectiveness of Social-Emotional Computer Based Interventions in Autism **J. Tang**<sup>1,2</sup>, N. T. Chen<sup>3,4</sup>, M. Falkmer<sup>4,5,6</sup>, S. Bolte<sup>1,7,8,9</sup> and S. J. Girdler<sup>4,8</sup>, (1)School of Occupational Therapy and Social Work, Curtin University, Perth, Australia, (2)Cooperative Research Centre for Living with Autism (Autism CRC), Long Pocket, Brisbane, Australia, (3)School of Psychological Sciences, University of Western Australia, Perth, Australia, (4)School of Occupational Therapy and Social Work, Curtin University, Perth, Western Australia, Australia, (5)Curtin University, Bentley, Australia, (6)School of Education and Communication, CHILD programme, Institute of Disability Research, Jönköping University, Jönköping, Jönköping County, Sweden, (7)Karolinska Institutet, Stockholm, Sweden, (8)Cooperative Research Centre for Living with Autism (Autism CRC), Brisbane, Australia, (9)Child and Adolescent Psychiatry, Center for Psychiatry Research, Stockholm County Council, Sweden

**Oral Session - 6A**

**149 - Novel quantifications of social behavior and response**

1:45 PM - 2:35 PM - Grote Zaal

- 1:45 **149.001** Heart Rate Orientation Responses to the Shifts in Gaze Direction - a Follow-up Study of Low-Functioning Young Children with ASD **T. M. Helminen**<sup>1</sup>, M. Muuvila<sup>2</sup>, J. Lauttia<sup>1</sup>, J. M. Leppanen<sup>1</sup>, K. Eriksson<sup>3</sup> and A. Kylliäinen<sup>4</sup>, (1)University of Tampere, Tampere, Finland, (2)Tampere University Hospital, Tampere, Finland, (3) University of Tampere and Tampere University Hospital, Tampere, Finland, (4)Psychology, University of Tampere, Tampere, Finland

- 1:57 **149.002** Social Attention in ASD Females: The Same, Yet Different **C. Harrop**<sup>1</sup>, D. Jones<sup>1</sup>, S. Nowell<sup>2</sup>, S. Zheng<sup>1</sup>, R. Schultz<sup>3</sup> and J. Parish-Morris<sup>4</sup>, (1)University of North Carolina at Chapel Hill, Chapel Hill, NC, (2)University of North Carolina at Chapel Hill, Carrboro, NC, (3)Center for Autism Research, The Children's Hospital of Philadelphia, Philadelphia, PA, (4)Psychiatry, Center for Autism Research, Children's Hospital of Philadelphia and Perelman School of Medicine of the University of Pennsylvania, Philadelphia, PA
- 2:09 **149.003** Interpersonal Coordination and Its Role in Social Functioning in ASD **C. J. Zampella**<sup>1</sup> and L. Bennetto<sup>2</sup>, (1)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (2)Clinical and Social Sciences in Psychology, University of Rochester, Rochester, NY
- 2:21 **149.004** Characterizing Temporal-Contextual Effects on Social and Object-Directed Attention in ASD Via High-Density Video Coding **A. Rozga**<sup>1</sup>, A. Southerland<sup>1</sup>, M. McCall<sup>1</sup>, E. A. Stubbs<sup>1</sup>, M. Silverman<sup>2</sup>, E. Ajodan<sup>2</sup>, K. Chanda<sup>1</sup>, E. Chong<sup>1</sup>, J. Reh<sup>1</sup> and R. M. Jones<sup>3</sup>, (1)Georgia Institute of Technology, Atlanta, GA, (2)Sackler Institute for Developmental Psychobiology, New York, NY, (3)Weill Cornell Medicine, White Plains, NY

- 3:16 **150.004** A Randomized Controlled Trial of the Effectiveness of Pivotal Response Treatment with and without Use of a NAO Robot in Young Children with ASD **I. Smeekens**<sup>1,2</sup>, M. De Korte<sup>2,3</sup>, M. Van Dongen - Boomsma<sup>2</sup>, J. C. den Boer<sup>4</sup>, I. J. Oosterling<sup>2</sup>, J. K. Buitelaar<sup>5,6</sup>, W. G. Staal<sup>2,3,7</sup>, E. I. Barakova<sup>8</sup>, T. Lourens<sup>9</sup> and J. C. Glennon<sup>3</sup>, (1)Department of Cognitive Neuroscience, Donders Institute for Brain, Cognition and Behaviour, RadboudUMC, Nijmegen, Netherlands, (2)Karakter Child and Adolescent Psychiatry University Centre, Nijmegen, Netherlands, (3) Department of Cognitive Neuroscience, Donders Institute for Brain, Cognition and Behaviour, Radboud University Nijmegen Medical Centre, Nijmegen, Netherlands, (4)Karakter Child and Adolescent Psychiatry, Ede, Netherlands, (5)Department of Cognitive Neuroscience, Donders Institute for Brain, Cognition and Behaviour, Radboud University Medical Center Nijmegen, Donders Institute for Brain, Cognition and Behaviour, Nijmegen, Netherlands, (6) Radboud University Medical Center Nijmegen, Donders Institute for Brain, Cognition and Behaviour, Nijmegen, Netherlands, (7)Institute for Brain and Cognition, Leiden University, Leiden, Netherlands, (8) Faculty of Industrial Design, University of Technology, Eindhoven, Netherlands, (9)TIViPE, Helmond, Netherlands

**Oral Session - 6B**

**150 - Human-robot interactions and ASD**

2:40 PM - 3:30 PM - Grote Zaal

- 2:40 **150.001** Could Human-Robot Interactions Facilitate Joint Attention of Children with Autism Spectrum Disorder (ASD)? **W. Cao**<sup>1</sup>, W. Song<sup>2</sup>, X. Li<sup>3</sup>, S. Zheng<sup>4</sup>, G. Zhang<sup>5</sup>, Y. Wu<sup>3</sup>, S. He<sup>2</sup>, **H. Zhu**<sup>6</sup> and J. Chen<sup>7</sup>, (1)South China Normal University, Guangzhou, China, (2)Centre for Optical and Electromagnetic Research, South China Academy of Advanced Optoelectronics, South China Normal University, Guangzhou, China, (3)School of Psychology, South China Normal University, Guangzhou, China, (4)School of Physics and Telecommunication Engineering, South China Normal University, Guangzhou, China, (5)Caihongqiao children rehabilitation and service center of Panyu district, Guangzhou, China, (6)Child Developmental & Behavioral Center, Third Affiliated Hospital of SUN YAT-SEN University, Guangzhou, China, (7)KTH Royal Institute of Technology, Stockholm, Sweden
- 2:52 **150.002** Robot-Assisted Learning-By-Teaching Pedagogy for Improving Social Skills **L. Boccanfuso**<sup>1</sup>, E. Barney<sup>2</sup>, M. Mademtz<sup>3</sup>, C. Foster<sup>3</sup>, Q. Wang<sup>3</sup>, B. Scassellati<sup>4</sup>, P. E. Ventola<sup>5</sup> and F. Shic<sup>2</sup>, (1)Vän Robotics, LLC, Irmo, SC, (2)Center for Child Health, Behavior and Development, Seattle Children's Research Institute, Seattle, WA, (3)Child Study Center, Yale University School of Medicine, New Haven, CT, (4)Yale University, New Haven, CT, (5) Yale Child Study Center, Yale University School of Medicine, New Haven, CT
- 3:04 **150.003** Do Children with Autism Spectrum Disorder Learn to Distrust and Deceive a Social Robot? **Y. Zhang**<sup>1</sup>, W. Song<sup>2</sup>, Z. Tan<sup>2</sup>, J. Chen<sup>3</sup>, H. Zhu<sup>4</sup> and **L. Yi**<sup>5</sup>, (1)Peking University, Beijing, China, (2)Centre for Optical and Electromagnetic Research, South China Academy of Advanced Optoelectronics, South China Normal University, Guangzhou, China, (3)KTH Royal Institute of Technology, Stockholm, Sweden, (4)Child Developmental & Behavioral Center, Third Affiliated Hospital of SUN YAT-SEN University, Guangzhou, China, (5)School of Psychological and Cognitive Sciences, Peking University, Beijing, China

**Oral Session - 7A**

**151 - Family Issues and Stakeholder Experience**

1:45 PM - 2:35 PM - Willem Burger Zaal

- 1:45 **151.001** Play with Me: Sibling Interactions of High-Risk Infants with Their Older Brother or Sister with Autism Spectrum Disorder **P. Warreyn**<sup>1</sup>, C. Bontinck<sup>2</sup>, E. Demurie<sup>1</sup>, S. Van der Paelt<sup>2</sup> and H. Roeyers<sup>1</sup>, (1)Department of Experimental-Clinical and Health Psychology, Ghent University, Ghent, Belgium, (2)Department of Experimental-Clinical and Health Psychology, Ghent University, Ghent, Belgium
- 1:57 **151.002** Mental Healthcare Experiences of Autistic Adults: Using First-Hand Perspectives to Inform a Clinician Training Program **B. B. Maddox**<sup>1</sup>, S. R. Crabbe<sup>2</sup> and D. S. Mandell<sup>2</sup>, (1)Psychiatry, Center for Mental Health Policy and Services Research, University of Pennsylvania, Philadelphia, PA, (2)University of Pennsylvania, Philadelphia, PA
- 2:09 **151.003** Videogame (Over)Use in Children and Adolescents with Autism: Exploring Parental Concerns, Attitudes, and Mediation Strategies **S. S. De Pauw**<sup>1</sup>, J. Van Brabant<sup>1</sup>, L. Tiberghien<sup>1</sup>, L. De Clercq<sup>1</sup> and L. M. Dieleman<sup>2</sup>, (1)Department of Special Needs Education, Ghent University, Ghent, Belgium, (2)Department of Developmental, Personality, and Social Psychology, Ghent University, Ghent, Belgium
- 2:21 **151.004** The Bi-Directional Association between Sleep Problems and Autism Spectrum Disorder Symptoms: A Population-Based Cohort Study **M. E. Verhoeff**<sup>1</sup>, L. Blanken<sup>2</sup>, D. Kocevskaa<sup>3</sup>, V. Mileva-Seitz<sup>4</sup>, V. Jaddoe<sup>5</sup>, T. White<sup>6</sup>, F. Verhulst<sup>3</sup>, **M. Luijk**<sup>7</sup> and T. Henning<sup>8</sup>, (1)Department of Child and Adolescent Psychiatry/Psychology, Erasmus University Medical Center Rotterdam, Rotterdam, Netherlands, (2)Erasmus MC-Sophia Children's Hospital, Rotterdam, Netherlands, (3)Department of Child and Adolescent Psychiatry/Psychology, Erasmus University Medical Center-Sophia Children's Hospital, Rotterdam, Netherlands, (4) Department of Child and Adolescent Psychiatry/Psychology, Erasmus Medical Center, Rotterdam, Netherlands, (5)Department of Pediatrics, Erasmus University Medical Center -Sophia Children's Hospital, Rotterdam, Netherlands, (6)Child and



Adolescent Psychiatry, Erasmus University Medical Centre, Rotterdam, Netherlands, (7)Department of Psychology, Education and Child Studies, Erasmus University Rotterdam, Rotterdam, Netherlands, (8)Department of Psychiatry, Erasmus MC-University Medical Center, Rotterdam, Netherlands

**Oral Session - 7B**

**152 - Involving Autistic People and their Families in Autism Research**

2:40 PM - 3:30 PM - Willem Burger Zaal

- 2:40 **152.001** Including Autistic People and Relatives in Planning, Designing and Undertaking Longitudinal Research: An Evolution from Consultation and Advice to Participatory Research **J. Parr**, Institute of Neuroscience, Newcastle University, Newcastle Upon Tyne, United Kingdom
- 2:52 **152.002** Predicting Attrition in a Longitudinal Study of Children with Autism Spectrum Disorder **A. E. Richard<sup>1</sup>**, I. M. Smith<sup>2</sup>, E. Duku<sup>3</sup>, M. G. Hayes<sup>4</sup>, T. Vaillancourt<sup>5</sup>, C. Waddell<sup>6</sup>, J. Volden<sup>7</sup>, P. Mirenda<sup>8</sup>, L. Zwaigenbaum<sup>9</sup>, T. Bennett<sup>10</sup>, S. Georgiades<sup>3</sup>, M. Elsabbagh<sup>11</sup>, W. J. Ungar<sup>12</sup> and P. Szatmari<sup>13</sup>, (1)Autism Research Centre, IWK, Halifax, NS, Canada, (2)Dalhousie University / IWK Health Centre, Halifax, NS, CANADA, (3)McMaster University, Hamilton, ON, Canada, (4)Dalhousie University, Halifax, NS, Canada, (5)University of Ottawa, Ottawa, ON, Canada, (6)Simon Fraser University, Vancouver, BC, V6B 5K3, BC, Canada, (7)University of Alberta, Edmonton, AB, Canada, (8)University of British Columbia, Vancouver, BC, Canada, (9)Pediatrics, University of Alberta, Edmonton, AB, Canada, (10)Offord Centre for Child Studies, McMaster University, Hamilton, ON, CANADA, (11)McGill University, Montreal, PQ, Canada, (12)University of Toronto / The Hospital for Sick Children, Toronto, ON, Canada, (13)Centre for Addiction and Mental Health, Toronto, ON, Canada
- 3:04 **152.003** A View through a Different Lens: Capturing the Sibling Experience of Children with a Diagnosis of Autism Via Photo Narratives **G. Pavlopoulou<sup>1</sup>** and D. Dimitriou<sup>2</sup>, (1)Lifespan Learning and Sleep Lab, UCL.IOE,Lilas Lab, london, United Kingdom of Great Britain and Northern Ireland, (2)UCL, Institute of Education, London, England, United Kingdom
- 3:16 **152.004** An International Autism Portfolio Analysis By United States (IACC-NIH), United Kingdom (Autistica) and Canada (Canadian Government) **S. Daniels<sup>1</sup>**, J. Rava<sup>2</sup>, J. Cusack<sup>3</sup> and G. Warner<sup>4</sup>, (1)National Institute of Mental Health (NIMH), Rockville, MD, (2)National Institute of Mental Health, Office of Autism Research Coordination (OARC), Rockville, MD, (3)Autistica, London, United Kingdom of Great Britain and Northern Ireland, (4)Autistica, London, United Kingdom

**Oral Session - 8A**

**153 - Longitudinal studies of the ASD phenotype**

1:45 PM - 2:35 PM - Willem Burger Hal

- 1:45 **153.001** Examining "Turning Points" in Trajectories of Symptom Severity in Children with Autism **S. Georgiades<sup>1</sup>**, P. A. Tait<sup>1</sup>, V. Bierling<sup>1</sup>, M. P. Gallagher<sup>1</sup>, P. D. McNicholas<sup>1</sup>, E. Duku<sup>1</sup>, T. Bennett<sup>2</sup>, M. Elsabbagh<sup>3</sup>, P. Mirenda<sup>4</sup>, I. M. Smith<sup>5</sup>, W. J. Ungar<sup>6</sup>, T. Vaillancourt<sup>7</sup>, J. Volden<sup>8</sup>, C. Waddell<sup>9</sup>, L. Zwaigenbaum<sup>10</sup>, E. Fombonne<sup>11</sup>, S. E. Bryson<sup>12</sup> and P. Szatmari<sup>13</sup>, (1)McMaster University, Hamilton, ON, Canada, (2)Offord Centre for Child Studies, McMaster University, Hamilton, ON, CANADA, (3)McGill University, Montreal, PQ, Canada, (4)University of British Columbia, Vancouver, BC, Canada, (5)Dalhousie University / IWK Health Centre, Halifax, NS, CANADA, (6)University of Toronto / The Hospital for Sick Children, Toronto, ON, Canada, (7)University of Ottawa, Ottawa, ON, Canada, (8)University of Alberta, Edmonton, AB, Canada, (9)Simon Fraser University, Vancouver, BC, V6B 5K3, BC, Canada, (10)Pediatrics, University of Alberta, Edmonton, AB, Canada, (11)Psychiatry, Pediatrics & Behavioral Neurosciences, Oregon Health & Science University, Portland, OR, (12)Dalhousie University, Halifax, NS, Canada, (13)The Hospital for Sick Children, Toronto, ON, Canada
- 1:57 **153.002** Predictors of Longer-Term Language Development in Language Delayed Children with ASD **V. Hus Bal<sup>1</sup>**, M. Fok<sup>1</sup>, I. M. Smith<sup>2</sup>, P. Mirenda<sup>3</sup>, P. Szatmari<sup>4</sup> and C. Lord<sup>5</sup>, (1)STAR Center for ASD & NDD; Dept of Psychiatry, University of California, San Francisco, San Francisco, CA, (2)Dalhousie University / IWK Health Centre, Halifax, NS, CANADA, (3)University of British Columbia, Vancouver, BC, Canada, (4)Centre for Addiction and Mental Health, Toronto, ON, Canada, (5)Weill Cornell Medicine, White Plains, NY
- 2:09 **153.003** Parsing the Heterogeneity of Multidimensional Adaptive Behavior Profiles over Time in ASD **C. Farmer<sup>1</sup>**, A. Thurm<sup>2</sup>, E. Duku<sup>3</sup>, P. Szatmari<sup>4</sup>, T. Bennett<sup>5</sup>, M. Elsabbagh<sup>6</sup>, P. Mirenda<sup>7</sup>, L. Swineford<sup>8</sup>, I. M. Smith<sup>9</sup>, W. J. Ungar<sup>10</sup>, T. Vaillancourt<sup>11</sup>, J. Volden<sup>12</sup>, C. Waddell<sup>13</sup>, L. Zwaigenbaum<sup>14</sup> and S. Georgiades<sup>3</sup>, (1)National Institutes of Health, Bethesda, MD, (2)National Institute of Mental Health, Bethesda, MD, (3)McMaster University, Hamilton, ON, Canada, (4)Centre for Addiction and Mental Health, Toronto, ON, Canada, (5)Offord Centre for Child Studies, McMaster University, Hamilton, ON, CANADA, (6)McGill University, Montreal, PQ, Canada, (7)University of British Columbia, Vancouver, BC, Canada, (8)Speech and Hearing Sciences, Washington State University, Spokane, WA, (9)Dalhousie University / IWK Health Centre, Halifax, NS, CANADA, (10)University of Toronto / The Hospital for Sick Children, Toronto, ON, Canada, (11)University of Ottawa, Ottawa, ON, Canada, (12)University of Alberta, Edmonton, AB, Canada, (13)Simon Fraser University, Vancouver, BC, V6B 5K3, BC, Canada, (14)Pediatrics, University of Alberta, Edmonton, AB, Canada

- 2:21 **153.004** Loss of Social-Communication Skills and Outcomes during Childhood in a Large General Population Cohort **A. Havdahl**<sup>1,2</sup>, S. Bishop Ph.D.<sup>3</sup>, C. Farmer<sup>4</sup>, S. Schjolberg<sup>5</sup>, M. Bresnahan<sup>6,7</sup>, D. Hirtz<sup>4</sup>, M. Hornig<sup>8</sup>, C. Lord<sup>9</sup>, T. Reichborn-Kjennerud<sup>10,11</sup>, P. Suren<sup>10</sup>, A. S. Oyen<sup>2,12</sup>, P. Magnus<sup>10</sup>, E. Susser<sup>6,7</sup>, W. I. Lipkin<sup>8</sup>, C. Stoltenberg<sup>10,13</sup>, G. Davey Smith<sup>14</sup> and A. Thurm<sup>15</sup>, (1)MRC Integrative Epidemiology Unit, University of Bristol, Bristol, United Kingdom of Great Britain and Northern Ireland, (2)Department of Child Health, Norwegian Institute of Public Health, Oslo, Norway, (3)University of California San Francisco, San Francisco, CA, (4)National Institutes of Health, Bethesda, MD, (5)Norwegian Institute of Public Health, Oslo, NORWAY, (6) Department of Epidemiology, Mailman School of Public Health, Columbia University, New York, NY, (7)New York State Psychiatric Institute, New York, NY, (8)Center for Infection and Immunity, Mailman School of Public Health, Columbia University, New York, NY, (9)Weill Cornell Medicine, White Plains, NY, (10)Norwegian Institute of Public Health, Oslo, Norway, (11)Institute of Clinical Medicine, University of Oslo, Oslo, Norway, (12)Nic Waals Institute, Lovisenberg Diaconal Hospital, Oslo, Norway, (13)Department of Global Public Health and Primary Care, University of Bergen, Bergen, Norway, (14)MRC Integrative Epidemiology Unit, University of Bristol, Bristol, United Kingdom, (15)National Institute of Mental Health, Bethesda, MD

**Oral Session - 8B**  
**154 - Early Intervention**

2:40 PM - 3:30 PM - Willem Burger Hal

- 2:40 **154.001** Child Behavioral Outcomes from a Randomized Controlled Trial of Pivotal Response Treatment **G. W. Gengoux**<sup>1</sup>, J. M. Phillips Ph.D.<sup>2</sup>, C. Ardel<sup>2</sup>, M. E. Millan<sup>2</sup>, R. K. Schuck<sup>3</sup>, T. W. Frazier<sup>4</sup> and A. Y. Hardan<sup>2</sup>, (1)Psychiatry and Behavioral Sciences, Stanford University School of Medicine, Stanford, CA, (2)Psychiatry and Behavioral Sciences, Stanford University, Stanford, CA, (3) Psychiatry and Behavioral Sciences, San Jose State University, Palo Alto, CA, (4)Autism Speaks, New York, NY
- 2:52 **154.002** Randomized Trial of Early Intervention for Spoken Communication in Autism Spectrum Disorder **C. Kasari**<sup>1</sup>, T. Smith<sup>2</sup>, R. Landa<sup>3</sup>, S. Y. Shire<sup>4</sup>, W. I. Shih<sup>5</sup>, D. W. Mruzek<sup>2</sup>, D. Herman<sup>6</sup> and D. Senturk<sup>7</sup>, (1)University of California Los Angeles, Los Angeles, CA, (2)University of Rochester Medical Center, Rochester, NY, (3) Kennedy Krieger Institute, Baltimore, MD, (4)University of Oregon, Eugene, OR, (5)University of California, Los Angeles, Los Angeles, CA, (6)Kennedy Krieger Institute, Belcamp, MD, (7)UCLA, Los Angeles, CA
- 3:04 **154.003** Identifying Predictors of Successful Peer Engagement for Toddlers with Autism **W. I. Shih**<sup>1</sup>, S. Y. Shire<sup>2</sup> and C. Kasari<sup>3</sup>, (1)University of California, Los Angeles, Los Angeles, CA, (2) University of Oregon, Eugene, OR, (3)University of California Los Angeles, Los Angeles, CA
- 3:16 **154.004** Parent Training for Feeding Problems in Young Children with Autism Spectrum Disorder **C. R. Johnson**<sup>1</sup>, S. Hyman<sup>2</sup>, K. Brown<sup>3</sup>, L. Levato<sup>4</sup>, C. A. Aponte<sup>4</sup>, B. Schmidt<sup>4</sup>, V. Evans<sup>5</sup>, M. Brooks<sup>6</sup>, H. Eng<sup>6</sup>, T. Sax<sup>6</sup> and T. Smith<sup>3</sup>, (1)Clinical and Health Psychology, University of Florida, Gainesville, FL, (2)Pediatrics, University of Rochester School of Medicine, Rochester, NY, (3) University of Rochester, Rochester, NY, (4)University of Rochester Medical Center, Rochester, NY, (5)University of Florida, Gainesville, FL, (6)University of Pittsburgh, Pittsburgh, PA

**Oral Session - 9A**

**155 - Early Language Development**

1:45 PM - 2:35 PM - Jurriaanse Zaal

- 1:45 **155.001** Synchrony at 15 Months, Children's Risk Status, and the Relationship to Later Language Ability at 24 Months. **H. L. Fipp-Rosenfield**<sup>1</sup>, A. C. Dowd<sup>2</sup>, B. G. Davidson<sup>3</sup> and A. R. Neal-Beevers<sup>4</sup>, (1)Institute for Mental Health Research, Child Development in Context at The University of Texas at Austin, Austin, TX, (2)The University of Texas at Austin, Austin, TX, (3) Pediatrics, University of Miami Miller School of Medicine, Miami, FL, (4)University of Texas at Austin, Austin, TX
- 1:57 **155.002** Is Early Verbal and Nonverbal Language Gain Related to Autism Spectrum Disorder Symptomatology in Infants at Risk? **M. Franchini**<sup>1</sup>, E. Duku<sup>2</sup>, V. Armstrong<sup>3</sup>, J. A. Brian<sup>4</sup>, S. E. Bryson<sup>5</sup>, N. Garon<sup>6</sup>, W. Roberts<sup>7</sup>, C. Roncadin<sup>8</sup>, L. Zwaigenbaum<sup>9</sup> and I. M. Smith<sup>10</sup>, (1)Dalhousie University / IWK Health Centre, Halifax, NS, Canada, (2)McMaster University, Hamilton, ON, Canada, (3) IWK Health Centre / Dalhousie University, Halifax, NS, Canada, (4) Bloorview Research Institute, Toronto, ON, Canada, (5)Dalhousie University, Halifax, NS, Canada, (6)Mount Allison University, Sackville, NB, Canada, (7)University of Toronto, Toronto, ON, Canada, (8)Autism Spectrum Disorder Service, McMaster Children's Hospital - Hamilton Health Sciences, Hamilton, ON, CANADA, (9)Pediatrics, University of Alberta, Edmonton, AB, Canada, (10)Dalhousie University / IWK Health Centre, Halifax, NS, CANADA
- 2:09 **155.003** Preliminary Report: Predicting Expressive Language Abilities at Age 2 from Fine-Grained Infant Vocalization Codes at 12 Months **A. Faggen**<sup>1</sup>, S. Plate<sup>1</sup>, J. Brown<sup>1</sup>, N. Libster<sup>1</sup>, R. F. Slomowitz<sup>2</sup>, J. Wood<sup>1</sup>, J. Maldarelli<sup>2</sup>, J. Pandey<sup>2</sup>, R. Schultz<sup>2</sup>, J. Parish-Morris<sup>3</sup> and .. The IBIS Network<sup>4</sup>, (1)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (2)Center for Autism Research, The Children's Hospital of Philadelphia, Philadelphia, PA, (3)Psychiatry, Center for Autism Research, Children's Hospital of Philadelphia and Perelman School of Medicine of the University of Pennsylvania, Philadelphia, PA, (4) University of North Carolina, Chapel Hill, NC
- 2:21 **155.004** High-Dimensional Gesture Coding for Use in Prospective Gene-Brain-Behavior Studies of ASD **N. Libster**<sup>1</sup>, J. Brown<sup>1</sup>, S. Plate<sup>1</sup>, A. Faggen<sup>1</sup>, R. F. Slomowitz<sup>2</sup>, J. Wood<sup>1</sup>, J. Maldarelli<sup>2</sup>, J. Pandey<sup>2</sup>, R. Schultz<sup>2</sup>, J. Parish-Morris<sup>3</sup> and .. The IBIS Network<sup>4</sup>, (1) Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (2)Center for Autism Research, The Children's Hospital of Philadelphia, Philadelphia, PA, (3)Psychiatry, Center for Autism Research, Children's Hospital of Philadelphia and Perelman School of Medicine of the University of Pennsylvania, Philadelphia, PA, (4)University of North Carolina, Chapel Hill, NC

**Oral Session - 9B**

**156 - Early Screening - New Methods / Approaches**

2:40 PM - 3:30 PM - Jurriaanse Zaal

- 2:40 **156.001** Diminished Rate of Response to Name in Autism Spectrum Disorder: Using a Smartphone Application to Provide a Quantitative Measure of Behavior **R. P. Thomas<sup>1</sup>**, W. Guthrie<sup>1</sup>, L. A. Wang<sup>1</sup>, J. Miller<sup>2</sup>, W. Struebing<sup>2</sup>, J. Pennington<sup>2</sup> and J. Miller<sup>1</sup>, (1) Center for Autism Research, The Children's Hospital of Philadelphia, Philadelphia, PA, (2)Department of Biomedical and Health Informatics, The Children's Hospital of Philadelphia, Philadelphia, PA
- 2:52 **156.002** ▶ What Happens after Early Autism Screening? Factors That Predict Evaluation Attendance **R. K. Ramsey<sup>1</sup>**, J. Donelan<sup>2</sup>, T. Hamner<sup>3</sup>, D. A. Fein<sup>2</sup>, L. B. Adamson<sup>1</sup> and D. L. Robins<sup>3</sup>, (1)Georgia State University, Atlanta, GA, (2)Psychological Sciences, University of Connecticut, Storrs, CT, (3)Drexel University A.J. Drexel Autism Institute, Philadelphia, PA
- 3:04 **156.003** Phenoscreeing: A Developmental Approach to Rdoc-Motivated Sampling **J. T. Elison**, Institute of Child Development, University of Minnesota, Minneapolis, MN
- 3:16 **156.004** ▶ A Multimedia Screening System to Predict ASD Symptoms in Diverse Community Settings: Preliminary Convergent and Concurrent Validity **S. Macari<sup>1</sup>**, K. Chawarska<sup>1</sup>, M. Wilkinson<sup>1</sup>, E. Barney<sup>2</sup>, J. C. Snider IV<sup>3</sup>, E. S. Kim<sup>4</sup>, Q. Wang<sup>1</sup>, Q. A. Yang<sup>3</sup>, C. A. Wall<sup>5</sup>, B. Li<sup>3,6</sup>, M. Mademtzi<sup>1</sup>, C. Foster<sup>1</sup>, D. Macris<sup>1</sup>, F. E. Kane-Grade<sup>1</sup>, A. Milgram<sup>1</sup>, P. Heymann<sup>1</sup>, E. Hilton<sup>1</sup>, A. Zakin<sup>1</sup>, H. Neiderman<sup>1</sup>, K. Villarreal<sup>1</sup>, K. K. Powell<sup>1</sup>, S. Fontenelle IV<sup>1</sup>, M. Lyons<sup>1</sup>, A. Giguere Carney<sup>1</sup>, K. Bailey<sup>1</sup>, M. Kim<sup>3</sup>, Y. A. Ahn<sup>3</sup>, M. C. Aubertine<sup>7</sup> and F. Shic<sup>2</sup>, (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2)Center for Child Health, Behavior and Development, Seattle Children's Research Institute, Seattle, WA, (3)Seattle Children's Research Institute, Seattle, WA, (4)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (5) Department of Psychology, University of South Carolina, Columbia, SC, (6)Computer Science and Engineering, University of Washington, Seattle, WA, (7)Seattle Children's Hospital and Research Institute, Seattle, WA

2:09 **157.003** Suicidality and Familial Liability for Suicide in Autism: A Population Based Study **T. Hirvikoski<sup>1</sup>**, M. Boman<sup>1</sup>, Q. Chen<sup>1</sup>, B. D'Onofrio<sup>1</sup>, E. Mittendorfer-Rutz<sup>1</sup>, P. Lichtenstein<sup>1</sup>, S. Bolte<sup>1</sup> and H. Larsson<sup>2</sup>, (1)Karolinska Institutet, Stockholm, Sweden, (2)School of Medical Sciences, Örebro University, Örebro, Sweden

2:21 **157.004** Suicidality and Non-Suicidal Self-Injury in Adults with Autism Spectrum Conditions **S. Cassidy<sup>1,2,3</sup>**, L. Bradley<sup>3</sup>, R. Shaw<sup>4</sup> and S. Baron-Cohen<sup>5</sup>, (1)School of Psychology, University of Nottingham, Nottingham, United Kingdom, (2)Autism Research Centre, Department of Psychiatry, University of Cambridge, Cambridge, United Kingdom, (3)Coventry University, Coventry, United Kingdom, (4)NHS Coventry and Warwickshire Partnership Trust, Warwickshire, United Kingdom, (5)University of Cambridge, Cambridge, United Kingdom

**Oral Session - 10B**

**158 - Symptoms, Traits and Biomarkers: The Search for Stratification**

2:40 PM - 3:30 PM - Arcadis Zaal

2:40 **158.001** Emotional and Behavioural Problems in Adolescents with ASD Are Associated with Alterations in Neural Indices of Perceptual Processing **V. Carter Leno<sup>1</sup>**, P. White<sup>1</sup>, I. Yorke<sup>2</sup>, S. Chandler<sup>3</sup>, G. Baird<sup>4</sup>, A. Pickles<sup>1</sup>, T. Charman<sup>1</sup> and E. Simonoff<sup>1</sup>, (1)King's College London, Institute of Psychiatry, Psychology and Neuroscience, London, United Kingdom, (2)King's College London, Institute of Psychiatry, Psychology and Neuroscience, London, United Kingdom, (3)King's College London, London, United Kingdom of Great Britain and Northern Ireland, (4)Guy's and St Thomas' NHS Foundation Trust, London, United Kingdom

2:52 **158.002** Sleep Disturbance in Children and Adults with ASD in the EU-AIMS LEAP Cohort: Association with Symptomatology, Comorbidities, Quality of Life, and Intellectual Ability **A. San Jose Caceres<sup>1</sup>**, D. V. Crawley<sup>2</sup>, B. Oakley<sup>3</sup>, E. Simonoff<sup>4</sup>, T. Charman<sup>4</sup>, J. K. Buitelaar<sup>5</sup>, D. G. Murphy<sup>6</sup>, E. Loth<sup>7</sup> and J. Tillmann<sup>8</sup>, (1)Forensic and Neurodevelopmental Sciences, King's College, London, United Kingdom of Great Britain and Northern Ireland, (2)Forensic and Neurodevelopmental Sciences, King's College, London, London, United Kingdom of Great Britain and Northern Ireland, (3)Institute of Psychiatry, Psychology and Neuroscience, King's College London, Camberwell, United Kingdom of Great Britain and Northern Ireland, (4)King's College London, Institute of Psychiatry, Psychology and Neuroscience, London, United Kingdom, (5)Department of Cognitive Neuroscience, Donders Institute for Brain, Cognition and Behaviour, Radboud University Medical Center Nijmegen, Donders Institute for Brain, Cognition and Behaviour, Nijmegen, Netherlands, (6) Department of Forensic and Neurodevelopmental Sciences, and the Sackler Institute for Translational Neurodevelopment, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (7)Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (8)King's College London, London, United Kingdom of Great Britain and Northern Ireland

**Oral Session - 10A**

**157 - Suicide and Bullying in ASD**

1:45 PM - 2:35 PM - Arcadis Zaal

- 1:45 **157.001** Emotion Reactivity and Bullying in Adolescent Boys with Autism; Bi-Directional Longitudinal Outcomes **C. Rieffe<sup>1</sup>**, S. Novin<sup>2</sup> and E. Broekhof<sup>1</sup>, (1)Leiden University, Leiden, Netherlands, (2) Utrecht University, Utrecht, Netherlands
- 1:57 **157.002** Suicide Screening in Neurodevelopmental and Autism Clinics: Early Data and Implications **S. Rybczynski<sup>1,2</sup>**, P. H. Lipkin<sup>3,4,5</sup> and R. A. Vasa<sup>6</sup>, (1)Kennedy Krieger Institute, Baltimore, MD, (2) Pediatrics, Johns Hopkins University School of Medicine, Baltimore, MD, (3)Medical Informatics, Kennedy Krieger Institute, Baltimore, MD, (4)Johns Hopkins University School of Medicine, Baltimore, MD, (5)Johns Hopkins University Bloomberg School of Public Health, Baltimore, MD, (6)Center for Autism and Related Disorders, Kennedy Krieger Institute, Baltimore, MD



3:04 **158.003** Sensory over-Responsivity Is Associated with Anxiety Disorders in Preschoolers with Autism and Typical Development **K. L. Carpenter<sup>1</sup>**, J. Lorenzi<sup>1</sup>, L. DeMoss<sup>2</sup>, H. Riehl<sup>1</sup>, E. Glenn<sup>1</sup>, L. Beyer<sup>1</sup>, J. Emerson<sup>1</sup>, K. L. Williams<sup>3</sup>, V. Smith<sup>4</sup>, H. L. Egger<sup>5</sup>, G. Baranek<sup>6</sup> and G. Dawson<sup>7</sup>, (1)Duke Center for Autism and Brain Development, Durham, NC, (2)Rhode Island Consortium for Autism Research and Treatment, Brown University, East Providence, RI, (3)Department of Allied Health Sciences, University of North Carolina at Chapel Hill, Chapel Hill, NC, (4)Duke University, Durham, NC, (5)The Child Study Center at NYU Langone Medical Center, New York, NY, (6)Chan Division of Occupational Science and Occupational Therapy, University of Southern California, Los Angeles, CA, (7)Department of Psychiatry and Behavioral Sciences, Duke University Medical Center, Durham, NC

3:16 **158.004** Biomarkers As Intermediate Indicators of Improvement in ASD: A RCT with OMEGA-3 **C. Moreno<sup>1</sup>** and M. Parellada<sup>2</sup>, (1)Hospital Gregorio Marañon, Madrid, Spain, (2)Fundación Investigación Biomedica Gregorio Marañon, Madrid, Spain

3:55 **159.002** It Gets Better? Sex/Gender Differences in Social Camouflaging in Autistic and Non-Autistic Adults **L. Hull<sup>1</sup>**, W. Mandy<sup>1</sup>, C. Allison<sup>2</sup>, P. Smith<sup>2</sup>, S. Baron-Cohen<sup>2</sup>, M. C. Lai<sup>3</sup> and K. V. Petrides<sup>4</sup>, (1)University College London, London, United Kingdom of Great Britain and Northern Ireland, (2)University of Cambridge, Cambridge, United Kingdom, (3)Centre for Addiction and Mental Health, Toronto, ON, Canada, (4)London Psychometric Laboratory, London, United Kingdom

4:20 **159.003** Examining Autism Sex/Gender Differences in Presentation and Mental Health across a Range of Research Designs **F. Happé<sup>1</sup>**, L. Livingston<sup>1</sup>, E. Colvert<sup>2</sup> and E. Yazar<sup>3</sup>, (1) Social, Genetic and Developmental Psychiatry Centre, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (2)Institute of Psychiatry, KCL, London, United Kingdom of Great Britain and Northern Ireland, (3)King's College London, London, UNITED KINGDOM

4:45 **159.004** Sex/Gender Differences across Contexts and Reporters **J. L. Taylor<sup>1</sup>**, L. E. Smith DaWalt<sup>2</sup>, S. Odom<sup>3</sup>, K. Hume<sup>4</sup>, B. Kraemer<sup>5</sup> and L. J. Hall<sup>6</sup>, (1)Vanderbilt Kennedy Center, Nashville, TN, (2)Waisman Center-University of Wisconsin, Madison, WI, (3) University of North Carolina, Chapel Hill, NC, (4)University of North Carolina, Chapel Hill, Carrboro, NC, (5)Special Education, San Diego State University, San Diego, CA

5:10 **Discussant**

**Panel Session**

**159 - The Female Autism Phenotype: New Methods, New Discoveries**

3:30 PM - 5:30 PM - Grote Zaal

*Session Chair: W. Mandy, University College London, London, United Kingdom of Great Britain and Northern Ireland*

*Discussant: C. Gillberg, Gillberg Neuropsychiatry Centre (GNC), University of Gothenburg, Gothenburg, Sweden*

There is a burgeoning interest amongst researchers, clinicians, and members of the autism community in the 'female autism phenotype', i.e., a female-typical pattern of core and associated autistic characteristics. This is driven by the realisation that autistic females are often excluded from clinical care and research, because they do not fit the stereotypical conceptualisation of autism, which is largely based on male cases. To reverse this sex/gender-based inequality we need a better, evidence-based understanding of autism in girls and women. In this panel a combination of leaders in the field and early career researchers will present diverse methodologically innovative approaches to studying the female autism phenotype; and report on the discoveries these have yielded. The talks cover an in-depth, phenomenological investigation via qualitative research; new measures of the female autism phenotype; twin and family pedigree designs; and longitudinal epidemiological investigations. The panel will be of interest to autism scientists and clinicians, as it is designed to: (1) offer new insights into the female autism phenotype; (2) explain how these can be translated into practice to improve care for autistic females; (3) and point towards new, fruitful ways of conducting research in the area.

3:30 **159.001** Understanding the Health Care Experiences of Girls and Women on the Autism Spectrum **Y. Hamdani<sup>1</sup>**, Y. Lunsky<sup>2</sup>, C. Kasseh<sup>3</sup>, F. Nafeh<sup>3</sup>, B. Gladstone<sup>4</sup>, N. Bardikoff<sup>5</sup>, S. Ameis<sup>5</sup>, A. Sawyer<sup>3</sup>, P. Desarkar<sup>2</sup>, P. Szatmari<sup>2</sup> and M. C. Lai<sup>2</sup>, (1)Centre for Addiction & Mental Health (CAMH), Toronto, ON, Canada, (2) Centre for Addiction and Mental Health, Toronto, ON, Canada, (3) Centre for Addiction and Mental Health, Toronto, Canada, Toronto, ON, Canada, (4)Social and Behavioural Sciences, Dalla Lana School of Public Health, University of Toronto, Toronto, Canada, Toronto, ON, Canada, (5)Autism Ontario, Toronto, ON, Canada, (6)University of Toronto, Toronto, ON, Canada, (7)University of Toronto, Toronto, ON, CANADA

**Panel Session**

**160 - Linking Behavioral and Neurobiological Perspectives to Examine Executive Function in ASD and Their Impacts on Social, Academic and Adaptive Outcomes**

3:30 PM - 5:30 PM - Willem Burger Zaal

*Session Chair: S. H. Kim, Center for Autism and the Developing Brain, White Plains, NY*

*Discussant: E. Pellicano, Macquarie University, Sydney, Australia*

This panel combines cutting-edge behavioral phenotyping and electrophysiology to examine executive function (EF) in children with ASD. EF is one of the strongest predictors of academic, social, adaptive, and mental health outcomes. Recent behavioral and neurobiological evidence suggests that difficulties in EF skills may emerge early on in children with ASD. However, the current scope of research is limited by a lack of 1) valid, child-friendly tasks targeting core EF skills specifically designed for ASD, 2) studies examining the underlying neurobiological mechanisms of EF, and 3) longitudinal investigations elucidating long-term impacts of early problems with EF. To address these gaps, the first presentation examines the patterns of EF in children with ASD based on highly-usable, innovative, tablet-based EF games that incorporate both social and non-social stimuli. The second and third presentations investigate electrophysiological markers of EF in relations to achievement, symptom severity and other clinical features in children with ASD. The last presentation examines the link between preschool EF and long-term outcomes in ASD symptom severity and adaptive functions based on a 12-year longitudinal study. These findings provide a further step towards advancing our understanding of early neurobiological and behavioral patterns of EF and their impacts on longer-term outcomes.

- 3:30 **160.001** A Mobile Game Platform for Studying Social Influences on Executive Function in ASD: Towards Accessible Remote Measurement **M. C. Aubertine**<sup>1</sup>, B. Li<sup>2</sup>, M. Kim<sup>3</sup>, M. Mademtz<sup>4</sup>, S. A. A. Chang<sup>5</sup>, E. Barney<sup>6</sup>, C. Foster<sup>4</sup>, T. St. John<sup>7</sup>, A. Atyabi<sup>8</sup> and F. Shic<sup>6</sup>, (1)Seattle Children's Hospital and Research Institute, Seattle, WA, (2)Computer Science and Engineering, University of Washington, Seattle, WA, (3)Seattle Children's Research Institute, Seattle, WA, (4)Child Study Center, Yale University School of Medicine, New Haven, CT, (5)Yale University, New Haven, CT, (6)Center for Child Health, Behavior and Development, Seattle Children's Research Institute, Seattle, WA, (7)University of Washington Autism Center, Seattle, WA, (8)Seattle Children's Research institute University of Washington, Seattle, WA
- 3:55 **160.002** Neurobiological Mechanisms of Executive Function (EF) As a Predictor of Social and Academic Outcomes in More-Able Kindergarteners with ASD **S. H. Kim**<sup>1</sup>, L. C. Shuffrey<sup>2</sup>, N. Benrey<sup>3</sup>, Y. B. Choi<sup>4</sup>, N. H. Brito<sup>5</sup>, W. P. Fifer<sup>2</sup> and C. Lord<sup>6</sup>, (1)Center for Autism and the Developing Brain, White Plains, NY, (2)Division of Developmental Neuroscience, Columbia University Medical Center, New York, NY, (3>Weill Cornell Med School, New York, NY, (4) Weill Cornell Medical College, White Plains, NY, (5)Department of Applied Psychology, New York University, New York, NY, (6)Weill Cornell Medicine, White Plains, NY
- 4:20 **160.003** Event-Related Potentials Linked to Executive Function Predict Concurrent School Functioning Among School-Aged Children with ASD **S. Faja**<sup>1</sup>, R. Golden<sup>1</sup>, R. Gilbert<sup>1</sup>, A. Vaidyanathan<sup>2</sup>, D. Hyatt<sup>3</sup> and L. J. Nelson<sup>4</sup>, (1)Boston Children's Hospital, Boston, MA, (2)The Banyan Academy of Leadership in Mental Health, Mugappair west, Chennai, India, (3)Medicine, University of Illinois Chicago, Chicago, IL, (4)Boston University, Boston, MA
- 4:45 **160.004** Childhood Executive Function Predicts Later Adaptive Functioning and Autistic Features: A 12-Year Longitudinal Study **E. Pellicano**<sup>1,2</sup>, S. Cribb<sup>3</sup> and L. Kenny<sup>4</sup>, (1)Macquarie University, Sydney, Australia, (2)Centre for Research in Autism and Education (CRAE), UCL Institute of Education, University College London, London, United Kingdom, (3)School of Psychology, University of Western Australia, Nedlands, Australia, (4)Centre for Research in Autism and Education (CRAE), London, United Kingdom of Great Britain and Northern Ireland
- 5:10 **Discussant**

**Panel Session**

**161 - Psychosocial and Demographic Moderators of Intervention Outcomes for Youth and Young Adults with ASD**

3:30 PM - 5:30 PM - Willem Burger Hal

*Session Chair: A. H. Gerber, Psychology, Stony Brook University, Stony Brook, NY*

*Discussant: M. D. Lerner, Stony Brook University, Stony Brook, NY*

Social deficits are a defining characteristic of youth with autism spectrum disorder (ASD); however, symptom presentation is often highly heterogeneous (Georgiades et al., 2013). While research on interventions to remediate such deficits among individuals with ASD has recently proliferated, results remain similarly variable (Gates et al., 2017). This variability begs the fundamental questions of "for whom" do current treatments work (Kazdin, 2007). Likewise, in parallel to effort across child psychopathology (Ng & Weisz, 2017), there have been calls to individualize interventions in ASD in order to maximize benefits for participants (Lerner et al., 2012). The question remains, though: where – among the vast array of potential factors – to begin? In fact, basic psychosocial and demographic information is available in nearly all intervention datasets that contains under-explored factors that may be used to constrain heterogeneity of outcomes and potentially individualize interventions. This panel will synthesize findings from several social-focused interventions to explore when and how widely-available key moderators – age, gender, language, and comorbid diagnoses – may similarly and differentially impact outcomes. An integrative discussion will address both person- and treatment-level factors that may drive variability in moderator effects and provide concrete direction for the future of ASD social interventions.

- 3:30 **161.001** Examining the Influence of Age on Social Skills Intervention Outcomes: Does Age Moderate Social Improvements in ASD? **A. J. McVey**<sup>1</sup>, H. K. Schiltz<sup>1</sup>, A. D. Haendel<sup>2</sup>, B. Dolan<sup>3</sup>, K. Willar<sup>4</sup>, A. Carson<sup>5</sup>, F. Mata-Greve<sup>6</sup>, C. Caiuzzo<sup>7</sup> and A. V. Van Hecke<sup>8</sup>, (1)Marquette University, Milwaukee, WI, (2) Interdisciplinary (Speech–Language Pathology & Psychology), Marquette University, Milwaukee, WI, (3)Medical College of Wisconsin, Milwaukee, WI, (4)Children's Hospital Colorado, Aurora, CO, (5)Pediatrics, Autism Center, Baylor College of Medicine/ Texas Children's Hospital, Houston, TX, (6)Marquette University, Shorewood, WI, (7)Psychiatry and Behavioral Sciences, Children's Hospital of Philadelphia, Philadelphia, PA, (8)Psychology, Marquette University, Milwaukee, WI
- 3:55 **161.002** Gender and Psychiatric Comorbidity Moderate Outcomes of a Community-Delivered Group Social Skills Intervention for Youth with ASD **A. H. Gerber**<sup>1</sup>, E. Kang<sup>2</sup>, C. E. Simson<sup>2</sup>, E. J. Libsack<sup>2</sup> and M. D. Lerner<sup>2</sup>, (1)Psychology, Stony Brook University, Stony Brook, NY, (2)Stony Brook University, Stony Brook, NY
- 4:20 **161.003** Gender Differences Among the Social Conversational Profiles of Adolescents with ASD Participating in the START Socialization Program Clinical Trial **J. Ko**<sup>1</sup>, A. Miller<sup>1</sup>, T. Vernon<sup>1</sup>, A. Chiu<sup>1</sup>, M. Allison<sup>1</sup>, R. Graef<sup>1</sup>, E. Prado<sup>1</sup>, A. Barrett<sup>2</sup> and E. McGarry<sup>1</sup>, (1)University of California Santa Barbara, Santa Barbara, CA, (2) University of California, Santa Barbara, Santa Barbara, CA

4:45 **161.004** ▶ An Exploration of Possible Moderators in an Addressing Disparities Comparative Effectiveness Trial for Elementary Students with ASD or ADHD **L. Anthony**<sup>1</sup>, B. J. Anthony<sup>1</sup>, A. Verbalis<sup>2</sup>, D. Naiman<sup>3</sup>, A. B. Ratto<sup>2</sup>, S. Seese<sup>2</sup>, J. Safer-Lichtenstein<sup>4</sup>, M. Skapek<sup>5</sup>, M. D. Powers<sup>6</sup>, M. Troxel<sup>1</sup> and L. Kenworthy<sup>7</sup>, (1)University of Colorado, Denver, Aurora, CO, (2) Children's National Health System, Washington, DC, (3)Applied Mathematics and Statistics, Johns Hopkins University, Baltimore, MD, (4)Georgetown University, Washington, DC, (5)Children's National Medical Center, Rockville, MD, (6)Children's National Health System, Rockville, MD, (7)Children's National Medical Center, Rockville, DC

5:10 **Discussant**

**Panel Session**

**162 - Tracking Innovation: Catching Up with Recent Winners of the Slifka /Ritvo Innovation in Autism Award**

3:30 PM - 5:30 PM - Jurriaanse Zaal

*Session Chair: S. Jeste, University of California, Los Angeles, Los Angeles, CA*

For nearly a decade, the Alan B. Slifka Foundation has partnered with INSAR to offer the Slifka-Ritvo Innovation in Autism Award. This Award promotes innovative autism research designed to catalyze novel treatments and improvements in quality of life, as well as transformative insights into etiology. This panel offers an opportunity to review the outcomes of these efforts, providing summaries from Slifka-Ritvo Award winners (from 2014 – 2016) of their projects and impact on subsequent research. Dr. Naples will summarize his project developing improved methods for studying the social neuroscience of autism across the spectrum, and where these efforts will lead next. Dr. Hoekstra will review findings regarding understanding and reporting on autism in Ethiopia, with implications for capturing the broader landscape of autism around the world. Dr. Shcheglovitov will share progress on the use of human-derived induced pluripotent stem cells into mouse models to better understand functional connectivity differences in autism. Dr. Libertus will present results of his efforts to remotely and cost-effectively assess early motor development in infants with high likelihood of developing autism. The Chair will lead an integrative discussion on the impact of these projects and implications for the future of autism research.

3:30 **162.001** Human iPSC-Derived Neurons and Organoids for Studying Cortical Development, Synapses, and Synaptopathies **O. Shcheglovitov**, University of Utah, Salt Lake City, UT

3:55 **162.002** Novel Paradigms for Studying Brain Activity across the Autism Spectrum **A. Naples**, Child Study Center, Yale University School of Medicine, New Haven, CT

4:20 **162.003** Remote Assessments of Motor Skills in Infants at High Familial Risk for ASD **K. Libertus**, Psychology, University of Pittsburgh, Pittsburgh, PA

4:45 **162.004** The Face of Autism in Ethiopia: The Expression, Recognition, Reporting and Interpretation of Autism Symptoms in the Ethiopian Context **R. A. Hoekstra**<sup>1</sup>, F. G. Bayouh<sup>2</sup>, B. T. Gebru<sup>1</sup>, M. Kinfe<sup>2</sup>, A. Mihretu<sup>2</sup>, W. Adamu<sup>2</sup>, E. Carmo<sup>1</sup> and C. Hanlon<sup>3</sup>, (1) Department of Psychology, King's College London, London, United Kingdom, (2)Department of Psychiatry, School of Medicine, College of Health Sciences, Addis Ababa University, Addis Ababa, Ethiopia, (3)Addis Ababa University and King's College London, Addis Ababa, Ethiopia

**Poster Session**

**164 - Cognition: Attention, Learning, Memory**

5:30 PM - 7:00 PM - Hall Grote Zaal

1 **164.001** A Meta-Analysis of Working Memory in Individuals with Autism Spectrum Disorders **A. Habib**<sup>1</sup>, C. Melville<sup>2</sup>, F. Pollick<sup>3</sup> and L. Harris<sup>2</sup>, (1)University of Glasgow, Glasgow, United Kingdom of Great Britain and Northern Ireland, (2)University of Glasgow, Glasgow, United Kingdom, (3)University of Glasgow, Glasgow, United Kingdom

2 **164.002** Adaptive Behavior in Preschoolers with Autism Spectrum Disorder: The Role of Executive Function **J. R. Bertollo**<sup>1</sup>, A. S. Nahmias<sup>2</sup>, S. R. Crabbe<sup>3</sup>, L. Kenworthy<sup>4</sup>, D. S. Mandell<sup>3</sup> and B. E. Yerys<sup>1</sup>, (1)The Center for Autism Research/CHOP, Philadelphia, PA, (2)MIND Institute, UC Davis Medical Center, Sacramento, CA, (3) University of Pennsylvania, Philadelphia, PA, (4)Children's National Medical Center, Rockville, DC

3 **164.003** Adults with High Autistic Traits Are Reluctant to Trade Accuracy for Monetary Reward: A Probabilistic Reasoning Experiment **H. Lu**<sup>1,2</sup>, H. Zhang<sup>2,3,4</sup> and L. Yi<sup>3</sup>, (1)Academy for Advanced Interdisciplinary Studies, Peking University, Beijing, China, (2)Peking-Tsinghua Center for Life Sciences, Peking University, Beijing, China, (3)School of Psychological and Cognitive Sciences, Peking University, Beijing, China, (4)PKU-IDG/McGovern Institute for Brain Research, Peking University, Beijing, China

4 **164.004** Alterations in Global and Local Visual Processing Is Associated with Autism and Autistic Traits – a Twin Study. **J. Neufeld**<sup>1</sup>, A. Hagström<sup>2</sup>, A. van't Westeinde<sup>3</sup>, K. Lundin<sup>2</sup>, E. Cauvet<sup>1</sup>, J. Isaksson<sup>2</sup> and S. Bolte<sup>2</sup>, (1)Center of Neurodevelopmental Disorders at Karolinska Institutet (KIND), Institutionen för kvinnors och barns hälsa (KBH), Center of Neurodevelopmental Disorders at Karolinska Institutet (KIND), Srockholm, Sweden, (2)Karolinska Institutet, Stockholm, Sweden, (3)Center of Neurodevelopmental Disorders at Karolinska Institutet (KIND), Stockholm, Sweden, (4) Center of Neurodevelopmental Disorders at Karolinska Institutet (KIND), Institutionen för kvinnors och barns hälsa (KBH), Karolinska Institutet, Stockholm, Sweden

5 **164.005** An Eye-Tracking Study on Biological Motion Perception in Children with High-Functioning Autism Spectrum Disorder **C. H. Chiang**<sup>1</sup>, W. J. Lin<sup>2</sup> and J. L. Tsai<sup>1</sup>, (1)Psychology, National Chengchi University, Taipei, Taiwan, (2)Taipei Student Counseling Center, Taipei, Taiwan

6 **164.006** Attention Allocation during Visual Search in ASD: Results from the ABC-CT Feasibility Study **T. Tsang**<sup>1</sup>, E. Barney<sup>2</sup>, A. Naples<sup>3</sup>, R. Bernier<sup>4</sup>, G. Dawson<sup>5</sup>, S. Jeste<sup>1</sup>, J. McPartland Ph.D<sup>3</sup>, C. A. Nelson III<sup>6</sup>, M. Murias<sup>7</sup>, C. Sugar<sup>1</sup>, S. J. Webb<sup>4</sup>, F. Shic<sup>2</sup> and S. Johnson<sup>1</sup>, (1)University of California, Los Angeles, Los Angeles, CA, (2)Center for Child Health, Behavior and Development, Seattle Children's Research Institute, Seattle, WA, (3)Child Study Center, Yale University School of Medicine, New Haven, CT, (4)Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA, (5) Department of Psychiatry and Behavioral Sciences, Duke University Medical Center, Durham, NC, (6)Boston Children's Hospital, Boston, MA, (7)Duke University, Durham, NC



- 7 **164.007** Attention to Faces in Toddlers Showing Early Signs of Autism Spectrum Disorder: A Marker of Early Risk **A. T. Marin**<sup>1</sup>, H. Yu<sup>2</sup>, E. Baker<sup>3</sup>, B. Nguyen<sup>4</sup>, M. Ware<sup>5</sup>, E. Pompan<sup>5</sup>, N. M. McDonald<sup>3</sup>, A. Gulsrud<sup>6</sup>, C. Kasari<sup>7</sup> and S. Jeste<sup>8</sup>, (1)UCLA Center for Autism Research and Treatment, University of California, Los Angeles, Los Angeles, CA, (2)School of Medicine, Nankai University, Tianjin, China, (3)UCLA Center for Autism Research and Treatment, Los Angeles, CA, (4)Center for Autism Research and Treatment, UCLA, Los Angeles, CA, (5)UCLA, Los Angeles, CA, (6)UCLA Semel Institute for Neuroscience & Human Behavior, Los Angeles, CA, (7)University of California Los Angeles, Los Angeles, CA, (8)University of California, Los Angeles, Los Angeles, CA
- 8 **164.008** Attentional Disengagement in School-Age Children with ASD and Relationship to Phenotype: Results from the ABC-CT Feasibility Study **Q. Wang**<sup>1</sup>, E. Barney<sup>2</sup>, R. Bernier<sup>3</sup>, G. Dawson<sup>4</sup>, S. Jeste<sup>5</sup>, K. Chawarska<sup>1</sup>, J. McPartland Ph.D<sup>1</sup>, C. A. Nelson III<sup>6</sup>, M. Murias<sup>7</sup>, C. Sugar<sup>5</sup>, S. J. Webb<sup>3</sup>, A. Naples<sup>1</sup> and F. Shic<sup>2</sup>, (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2)Center for Child Health, Behavior and Development, Seattle Children's Research Institute, Seattle, WA, (3)Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA, (4)Department of Psychiatry and Behavioral Sciences, Duke University Medical Center, Durham, NC, (5)University of California, Los Angeles, Los Angeles, CA, (6)Boston Children's Hospital, Boston, MA, (7)Duke University, Durham, NC
- 9 **164.009** Attentional Performance in Adolescents with ASD in Normal Range of Intelligence **M. Pudlo**<sup>1</sup> and E. Pisula<sup>2</sup>, (1)University of Warsaw, Faculty of Psychology, Warsaw, Poland, (2)University of Warsaw, Warsaw, Poland
- 10 **164.010** Atypical Visual Attention Patterns to Social and Non-Social Stimuli in the Broad Autism Phenotype **N. Maltman**<sup>1</sup>, K. Nayar<sup>1</sup>, G. E. Martin<sup>2</sup>, N. J. Sasson<sup>3</sup> and M. Losh<sup>1</sup>, (1)Northwestern University, Evanston, IL, (2)Communication Sciences and Disorders, St. John's University, Staten Island, NY, (3)University of Texas at Dallas, Richardson, TX
- 11 **164.011** Autistic Children at the Age of Diagnosis Are More Interested in Letters Than Typical Children **A. Ostrolenk**<sup>1</sup>, B. Forgeot d'Arc<sup>2</sup> and L. Mottron, M.D. Ph.D<sup>3</sup>, (1)Université de Montréal - Laboratoire des troubles envahissants du développement, Montreal, QC, Canada, (2)Département de Psychiatrie, Université de Montréal, Montréal, QC, CANADA, (3)Centre d'excellence en Troubles envahissants du développement de, Montréal, QC, Canada
- 12 **164.012** Binding in Short-Term Memory across Modalities in Younger and Older Adults with Autism Spectrum Disorder **M. Ring**<sup>1</sup>, B. Guillery-Girard<sup>2</sup>, P. Quinette<sup>2</sup>, S. B. Gaigg<sup>3</sup> and D. M. Bowler<sup>3</sup>, (1)Technical University Dresden, Dresden, Germany, (2)Inserm—EPHE, Université de Caen-Normandie, Unité E0218, Laboratoire de Neuropsychologie, CHU Côte de Nacre, 14033 Caen Cedex, France, Caen, France, (3)Psychology, City, University of London, London, United Kingdom
- 13 **164.013** Children and Adults with Autism Detect Rapidly Presented Temporal Information More Accurately Than Typically Developing Individuals **J. Kopec**, A. M. Prawl, E. P. McKernan, E. A. Kaplan, E. L. Koelmel and N. Russo, Psychology, Syracuse University, Syracuse, NY
- 14 **164.014** Creativity Assessment in ASD: Mathematical and Non-Mathematical Thinking Processes **O. E. Hetzroni**<sup>1</sup>, M. Leikin<sup>2</sup> and H. Agada<sup>3</sup>, (1)University of Haifa, Haifa, Israel, (2)Department of Special Education, University of Haifa, Haifa, Israel, (3)Special Education, University of Haifa, Haifa, Israel
- 15 **164.015** Data-Gathering Style in Autism and Its Relationship with Paranoia **K. Bennert**<sup>1</sup>, A. Russell<sup>2</sup>, A. Canning<sup>3</sup>, M. Brosnan Ph.D<sup>4</sup> and G. Roberts<sup>5</sup>, (1)Bristol Autism Spectrum Service, Bristol, United Kingdom of Great Britain and Northern Ireland, (2)University of Bath, Bath, United Kingdom of Great Britain and Northern Ireland, (3)Fromside Secure Services, Avon and Wiltshire Mental health Partnership, Bristol, United Kingdom, (4)Centre for Applied Autism Research, University of Bath, Bath, United Kingdom of Great Britain and Northern Ireland, (5)Bristol Autism Spectrum Service, Bristol, United Kingdom
- 16 **164.016** Decreased Experience-Driven Optimization of Eye-Movement Patterns in People with Autism Spectrum Conditions **M. E. Krol**, Faculty of Psychology II, SWPS University of Social Sciences and Humanities, Wroclaw, Poland
- 17 **164.017** Developing and Piloting a New Parent-Report Measure of Executive Function for Use with Children with ASD L. Ledger-Hardy<sup>1</sup>, **W. Mandy**<sup>2</sup>, D. H. Skuse<sup>3</sup> and P. Burgess<sup>4</sup>, (1)University College London, London, United Kingdom, (2)University College London, London, United Kingdom of Great Britain and Northern Ireland, (3)Behavioural Sciences Unit, UCL Great Ormond Street Institute of Child Health, London, United Kingdom, (4)UCL, London, United Kingdom
- 18 **164.018** Differences in Attentional Disengagement in Preschoolers at Risk for ASD and with FXS **C. A. Wall**<sup>1</sup>, Q. Wang<sup>2</sup>, B. Tonnsen<sup>3</sup>, K. E. Caravella<sup>4</sup> and J. Roberts<sup>1</sup>, (1)Department of Psychology, University of South Carolina, Columbia, SC, (2)Child Study Center, Yale University School of Medicine, New Haven, CT, (3)Psychological Sciences, Purdue University, West Lafayette, IN, (4)University of South Carolina, Columbia, SC
- 19 **164.019** Diminished Spontaneous Social Orienting in School-Age Children with ASD: ABC-CT Feasibility Study **K. Chawarska**<sup>1</sup>, A. Naples<sup>1</sup>, J. McPartland Ph.D<sup>1</sup>, S. J. Webb<sup>3</sup>, M. Murias<sup>3</sup>, C. Sugar<sup>4</sup>, R. Bernier<sup>2</sup>, G. Dawson<sup>5</sup>, S. Jeste<sup>4</sup>, C. A. Nelson III<sup>6</sup> and F. Shic<sup>2</sup>, (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2)Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA, (3)Duke University, Durham, NC, (4)University of California, Los Angeles, Los Angeles, CA, (5)Department of Psychiatry and Behavioral Sciences, Duke University Medical Center, Durham, NC, (6)Boston Children's Hospital, Boston, MA, (7)Center for Child Health, Behavior and Development, Seattle Children's Research Institute, Seattle, WA
- 20 **164.020** Examining Distraction and Avoidance Information Processing Mechanisms Among Children with Autism Spectrum Disorder **A. J. Harrison**<sup>1</sup> and M. M. Slane<sup>2</sup>, (1)Educational Psychology, University of Georgia, Athens, GA, (2)University of Georgia., Athens, GA
- 21 **164.021** Executive Function in More-Able Kindergartners with ASD Predicts Concurrent Academic, Social, and Behavioral Outcomes **Y. B. Choi**<sup>1</sup>, N. Benrey<sup>2</sup>, E. S. Mitchell<sup>3</sup>, C. Lord<sup>3</sup> and S. H. Kim<sup>4</sup>, (1)Weill Cornell Medical College, White Plains, NY, (2)Weill Cornell Med School, New York, NY, (3)Weill Cornell Medicine, White Plains, NY, (4)Center for Autism and the Developing Brain, White Plains, NY

- 22 **164.022** Exploring the Conditions of Typical and Atypical Social Attention in Autism: A Gaze Contingent Eye Tracking Study **J. S. Black<sup>1</sup>** and M. Bindemann<sup>2</sup>, (1)School of Psychology, University of Kent, Canterbury, United Kingdom of Great Britain and Northern Ireland, (2) School of Psychology, University of Kent, Canterbury, United Kingdom
- 23 **164.023** Face Recognition and Processing in Children with Autism **C. Wang**, Nankai University, Tianjin, China
- 24 **164.024** Global Motion Perception in ASD: A Meta-Analysis **R. Van der Hallen<sup>1,2,3</sup>**, C. Manning<sup>4</sup>, K. Evers<sup>2,3,5</sup> and J. Wagemans<sup>3,6</sup>, (1) Department of Psychology, Education and Child Studies, Erasmus University of Rotterdam, Rotterdam, Netherlands, (2)Laboratory of Experimental Psychology, Department of Brain and Cognition, KU Leuven, Leuven, Belgium, (3)Leuven Autism Research (LAuRes), KU Leuven, Leuven, Belgium, (4)Department of Experimental Psychology, University of Oxford, Oxford, United Kingdom, (5)Parenting and Special Education Research Unit, KU Leuven, Leuven, Belgium, (6)Laboratory of Experimental Psychology, Brain & Cognition, KU Leuven, Leuven, Belgium
- 25 **164.025** Habituation in Children with Traits Related to Autism Spectrum Disorder (ASD) **I. Arora<sup>1</sup>**, A. Bellato<sup>2</sup>, D. Ropar<sup>3</sup>, T. Gliga<sup>4</sup>, C. Hollis<sup>5</sup> and M. Groom<sup>6</sup>, (1)University of Nottingham, Nottingham, United Kingdom, (2)The University of Nottingham, Nottingham, United Kingdom of Great Britain and Northern Ireland, (3)University of Nottingham, Nottingham, United Kingdom of Great Britain and Northern Ireland, (4) Centre for Brain and Cognitive Development, Birkbeck University of London, London, United Kingdom, (5)School of Medicine, University of Nottingham, Nottingham, United Kingdom, (6)Faculty of Medicine and Health Sciences, University of Nottingham, Nottingham, United Kingdom
- 26 **164.026** Higher Autism Traits in the General Population Are Related to Reduced Intuition and Reduced Reasoning Bias. **M. Lewton<sup>1</sup>**, C. Ashwin<sup>2</sup> and **M. Brosnan Ph.D<sup>3</sup>**, (1)University of Bath, Bath, United Kingdom, (2) University of Bath, Bath, United Kingdom of Great Britain and Northern Ireland, (3)Centre for Applied Autism Research, University of Bath, Bath, United Kingdom of Great Britain and Northern Ireland
- 27 **164.027** How Young Adults with Autism Spectrum Disorder (ASD) Spontaneously Attend to Real-World Scenes: Use of a Change Blindness Paradigm and Eye-Tracking **M. Hochhauser<sup>1</sup>** and O. Grynszpan<sup>2</sup>, (1) Ariel University, Ariel, Israel, (2)CNRS UMR 7222, Institute of Intelligent Systems and Robotics, CNRS ISIR UMR 7222, Paris, France
- 28 **164.028** Illusion Strength and Associated Eye Movements in Children with Autism Spectrum Disorder While Viewing Shepard and Ebbinghaus Illusion Displays **O. Landry<sup>1</sup>**, K. Royals<sup>1</sup>, I. Sperandio<sup>2</sup>, S. Crewther<sup>3</sup> and P. Chouinard<sup>1</sup>, (1)La Trobe University, Bendigo, Australia, (2)University of East Anglia, Norwich, United Kingdom, (3)La Trobe University, Bundoora, Australia
- 29 **164.029** Imitation of Atypical Biological Kinematics in Autistic Adults Is Associated with Sensorimotor Integration **M. Andrew**, S. J. Bennett, D. P. Clowes and S. J. Hayes, Research Institute Sport and Exercise Sciences, Liverpool John Moores University, Liverpool, United Kingdom
- 30 **164.030** Intact Orientation Perception Bias in Autism Speaks Against the Decreased Divisive Normalization Model **S. Van de Cruys<sup>1</sup>**, S. Vanmarcke<sup>1</sup>, J. Steyaert<sup>2</sup> and J. Wagemans<sup>3</sup>, (1)Laboratory of Experimental Psychology, Brain & Cognition, KU Leuven, Leuven, Belgium, (2)Katholieke Universiteit Leuven, Leuven, Belgium, (3)Leuven Autism Research (LAuRes), KU Leuven, Leuven, Belgium
- 31 **164.031** Learning from Digital Media: The Effects of Social Engagement **L. A. Bird** and M. L. Allen, Lancaster University, Lancaster, United Kingdom of Great Britain and Northern Ireland
- 32 **164.032** Learning in a Probabilistic Environment in the EU-AIMS LEAP Cohort: How Do Individuals with Autism Spectrum Disorder Perform and How Does This Relate to Restricted, Repetitive Behaviour and Associated-ADHD Symptomatology? **D. V. Crawley<sup>1</sup>**, L. Zhang<sup>2</sup>, H. den Ouden<sup>3</sup>, J. Ahmad<sup>4</sup>, C. H. Chatham<sup>5</sup>, E. J. Jones<sup>6</sup>, A. San Jose Caceres<sup>7</sup>, J. Tillmann<sup>8</sup>, T. Charman<sup>9</sup>, J. K. Buitelaar<sup>10</sup>, D. G. Murphy<sup>11</sup> and E. Loth<sup>12</sup>, (1)Forensic and Neurodevelopmental Sciences, King's College, London, London, United Kingdom of Great Britain and Northern Ireland, (2)F. Hoffmann-La Roche AG, Basel, Switzerland, (3)Donders Institute for Brain Cognition and Behaviour, Nijmegen, Netherlands, (4)Forensic and Neurodevelopmental Sciences, Kings College London, Institute of Psychiatry, Psychology & Ne, United Kingdom of Great Britain and Northern Ireland, (5)Neuroscience, Ophthalmology, and Rare Diseases (NORD) Roche Pharma Research and Early Development. Roche Innovation Center Basel, Hoffmann La Roche, Basel, Switzerland, (6) Centre for Brain and Cognitive Development, Birkbeck, University of London, London, United Kingdom, (7)Forensic and Neurodevelopmental Sciences, King's College, London, United Kingdom of Great Britain and Northern Ireland, (8)King's College London, London, United Kingdom of Great Britain and Northern Ireland, (9)King's College London, Institute of Psychiatry, Psychology and Neuroscience, London, United Kingdom, (10)Radboud University Medical Center Nijmegen, Donders Institute for Brain, Cognition and Behaviour, Nijmegen, Netherlands, (11)Department of Forensic and Neurodevelopmental Sciences, and the Sackler Institute for Translational Neurodevelopment, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (12)Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom
- 33 **164.033** Local and Global Face Identity Discrimination in Children, Adolescents and Adults with Autism Spectrum Disorder **K. Ainsworth<sup>1</sup>**, D. Tullo<sup>1</sup>, M. Pietracupa<sup>1</sup>, J. Guy<sup>1,2</sup> and A. Bertone<sup>1</sup>, (1)McGill University, Montreal, QC, Canada, (2)Oxford University, Oxford, United Kingdom
- 34 **164.034** Lower-Level and Top-Down Processing Underpins Motor Contagion in Autism Spectrum Disorders **N. C. Foster<sup>1</sup>**, S. J. Bennett<sup>2</sup>, J. Causer<sup>1</sup> and S. J. Hayes<sup>2</sup>, (1)Research Institute for Sport and Exercise Sciences, Liverpool John Moores University, Liverpool, United Kingdom, (2)Research Institute Sport and Exercise Sciences, Liverpool John Moores University, Liverpool, United Kingdom
- 35 **164.035** Making Sense of the Perceptual Capacities in Individuals with and without Autism **A. Remington** and J. Brinkert, UCL Centre for Research in Autism & Education, London, United Kingdom
- 36 **164.036** Personification in Autism: This Abstract Will be Very Sad If You Don't Read It. **A. Remington<sup>1</sup>**, O. Negri<sup>1</sup> and R. C. White<sup>2</sup>, (1)UCL Centre for Research in Autism & Education, London, United Kingdom, (2)Department of Experimental Psychology, University of Oxford, Oxford, United Kingdom
- 37 **164.037** Memory Deficits, Communicative Ability, and Self-Monitoring Limit Utility of Existing Forensic Interviewing Methods for Youths with High Functioning Autism Spectrum Disorder **J. L. Johnson**, G. S. Goodman and B. De Vault, Psychology, University of California, Davis, Davis, CA

- 38 **164.038** Modulating Attentional Biases of Adults with Autistic Traits Using Transcranial Direct Current Stimulation: A Pilot Study **M. English**, E. Kitching, M. Maybery and T. Visser, School of Psychological Science, University of Western Australia, Perth, Australia
- 39 **164.039** Patterns of Attention to Non-Social Stimuli in Children with Autism Spectrum Disorder **Y. J. Chen**<sup>1</sup>, C. Harrop<sup>2</sup>, M. Sabatos-DeVito<sup>3</sup>, J. Bulluck<sup>2</sup> and G. Baranek<sup>1</sup>, (1)Chan Division of Occupational Science and Occupational Therapy, University of Southern California, Los Angeles, CA, (2)University of North Carolina at Chapel Hill, Chapel Hill, NC, (3)Duke University Medical Center, Durham, NC
- 40 **164.040** Planning and Efficiency on the Tower of London Test in ASD **L. C. Baxter**<sup>1</sup>, A. Nespodzany<sup>2</sup>, B. B. Braden<sup>3</sup> and C. J. Smith Ph.D<sup>4</sup>, (1)Radiology, Barrow Neurological Institute, Phoenix, AZ, (2) Barrow Neurological Institute, Phoenix, AZ, (3)Speech and Hearing Science, Arizona State University, Tempe, AZ, (4)Southwest Autism Research and Resource Center, Phoenix, AZ
- 41 **164.041** Probabilistic Learning in a Volatile Environment in Individuals with and without Autism Spectrum Disorder **L. Lemmens**<sup>1,2</sup>, J. Wagemans<sup>1,2</sup> and S. Van de Cruys<sup>1,2</sup>, (1)Laboratory of Experimental Psychology, Brain & Cognition, KU Leuven, Leuven, Belgium, (2) Leuven Autism Research (LAuRes), KU Leuven, Leuven, Belgium
- 42 **164.042** Pupillary Responses to Manipulations of Stimuli Type and Synchrony in Children with Autism Spectrum Disorder **M. Segers**<sup>1</sup>, J. M. Bebko<sup>1</sup>, B. L. Ncube<sup>2</sup> and R. A. Stevenson<sup>3</sup>, (1)York University, Toronto, ON, Canada, (2)Psychology, York University, Toronto, ON, Canada, (3)Western University, London, ON, Canada
- 43 **164.043** Reduced Competition and Visual Field Asymmetries in a Dual-Stream Attentional Blink Paradigm in Individuals with High Levels of Autistic Symptomatology **J. L. Ringo**<sup>1</sup>, L. Jefferies<sup>2,3</sup> and J. Burack<sup>4</sup>, (1)Educational and Counselling Psychology, McGill University, Montreal, QC, Canada, (2)School of Applied Psychology, Griffith University, Gold Coast, Australia, (3)Menzies Health Institute Queensland, Southport, Australia, (4)Educational & Counselling Psychology, McGill University, Montreal, QC, Canada
- 44 **164.044** Reduced Perceptual Narrowing in Autism: Evidence from the Other-Race Face Effect **S. Schwartz** and B. Hadad, University of Haifa, Haifa, Israel
- 45 **164.045** Relation of Anxiety on Attentional Flexibility and Attentional Disengagement in Children with Autism Spectrum Disorder: Results from the ABC-CT Feasibility Study **E. Baker**<sup>1</sup>, E. Pompan<sup>2</sup>, B. Nguyen<sup>3</sup>, P. Renno<sup>4</sup>, Q. Wang<sup>5</sup>, S. J. Webb<sup>6</sup>, F. Shic<sup>7</sup>, A. Naples<sup>8</sup>, C. Sugar<sup>9</sup>, M. Murias<sup>9</sup>, R. Bernier<sup>10</sup>, G. Dawson<sup>10</sup>, C. A. Nelson III<sup>11</sup>, J. McPartland Ph.D<sup>5</sup>, S. Jeste<sup>9</sup> and S. Johnson<sup>2</sup>, (1)UCLA Center for Autism Research and Treatment, Los Angeles, CA, (2)UCLA, Los Angeles, CA, (3)Center for Autism Research and Treatment, UCLA, Los Angeles, CA, (4)University of California Los Angeles, Los Angeles, CA, (5)Child Study Center, Yale University School of Medicine, New Haven, CT, (6)Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA, (7)Center for Child Health, Behavior and Development, Seattle Children's Research Institute, Seattle, WA, (8)University of California, Los Angeles, Los Angeles, CA, (9)Duke University, Durham, NC, (10)Department of Psychiatry and Behavioral Sciences, Duke University Medical Center, Durham, NC, (11)Boston Children's Hospital, Boston, MA
- 46 **164.046** Relational Memory in High-Functioning Children with Autism Spectrum Disorders **R. H. Mogensen**<sup>1</sup>, M. B. Hedegaard<sup>2</sup>, L. R. Olsen<sup>3</sup>, J. Skewes<sup>4</sup> and L. Gebauer<sup>5</sup>, (1)Center for Music in the Brain, Department of Clinical Medicine, Health, Aarhus University and Aarhus University Hospital, Aarhus, Denmark, (2)Department of Psychology and Behavioural Sciences, Aarhus University, Aarhus, Denmark, (3)Cognitive Science, Aarhus University, Aarhus, Denmark, (4)Interacting Minds Centre, School of culture and society, Aarhus University, Aarhus, Denmark, (5)Center for Music in the Brain, Department of Clinical Medicine, Aarhus University and Aarhus University Hospital, Aarhus, Denmark
- 47 **164.047** Rhythm Perception in Music By Adolescents with Autism Spectrum Disorder **C. Rimmer**, H. Dahary, T. Fernandes Fern, S. Sivathasan and E. M. Quintin, McGill University, Montreal, QC, Canada
- 48 **164.048** Study of Working Memory in Children with Autism Spectrum Disorders **A. M. Bartolini girardot**<sup>1</sup>, C. Chatel<sup>2</sup>, M. Viellard<sup>2</sup> and F. Poinso<sup>3</sup>, (1)Autism Resources Center, Marseille, France, (2) psychiatry, autism resources center, Marseille, France, (3)Autism Resource Center, Marseille, France
- 49 **164.049** Supporting Eyewitness Testimony By Individuals with Autism through Witness-Directed Interviews **K. L. Maras**<sup>1</sup>, C. Dando<sup>2</sup>, S. B. Gaigg<sup>3</sup>, H. J. Stephenson<sup>1</sup> and S. Anns<sup>3</sup>, (1)Psychology, Centre for Applied Autism Research, University of Bath, Bath, United Kingdom, (2)Psychology, University of Westminster, London, United Kingdom, (3)Psychology, City, University of London, London, United Kingdom
- 50 **164.050** Testing the Ecological Validity of Executive Function Assessment in Autism with a Novel 'Tea-Making' Task **L. Kenny**<sup>1</sup>, A. Remington<sup>2</sup> and E. Pellicano<sup>3</sup>, (1)Centre for Research in Autism and Education (CRAE), London, United Kingdom of Great Britain and Northern Ireland, (2)UCL Centre for Research in Autism & Education, London, United Kingdom, (3)Macquarie University, Sydney, Australia
- 51 **164.051** The Ability to Retell a Story: Children with ASD in Comparison to Typical Development **Y. Kimhi**<sup>1,2</sup>, L. Kadosh<sup>2</sup>, G. Tubul-Lavy<sup>3</sup> and N. Bauminger-Zviely<sup>4</sup>, (1)Levinsky College of Education, Tel Aviv, Israel, (2)Bar Ilan University, Ramat Gan, Israel, (3)Ono Academic College, Kiryat Ono, Israel, (4)Bar-Ilan University, Ramat Gan, Israel
- 52 **164.052** The Development of EF and Its Relationships with Social Function and Behavior Problem in the Children with High-Functioning Autism Spectrum Disorder **P. Yeh**<sup>1</sup>, C. H. Chiang<sup>1</sup> and Y. A. Lin<sup>2</sup>, (1) Psychology, National Chengchi University, Taipei, Taiwan, (2)Tri-Service General Hospital, Taipei, Taiwan
- 53 **164.053** The Dual Process Theory of Autism, Systemizing and Formal Logical Reasoning. **C. Singleton**<sup>1</sup>, C. Ashwin<sup>2</sup> and M. Brosnan Ph.D<sup>3</sup>, (1)University of Bath, Bath, United Kingdom, (2)University of Bath, Bath, United Kingdom of Great Britain and Northern Ireland, (3) Centre for Applied Autism Research, University of Bath, Bath, United Kingdom of Great Britain and Northern Ireland
- 54 **164.054** The Effects of Stimulus Complexity and Social Realism on Emotion Recognition in Children with ASD. **T. Hutchins**, UVM, Burlington, VT
- 55 **164.055** Which Visual Supports Work Best? an Examination of Visual Attention to Photograph and Cartoon Stimuli in Children with ASD. **T. Hutchins**<sup>1</sup> and C. Sedeyn<sup>2</sup>, (1)UVM, Burlington, VT, (2)Center for Childhood Communication, Children's Hospital of Philadelphia, Philadelphia, PA



- 56 **164.056** The Influence of Genes and Environments on the Gap-Overlap Task **M. Siqueiros Sanchez<sup>1</sup>**, D. P. Kennedy<sup>2</sup>, E. Pettersson<sup>3</sup>, S. Bolte<sup>4</sup>, B. D'Onofrio<sup>2</sup>, P. Lichtenstein<sup>4</sup> and T. Falck-Ytter<sup>5</sup>, (1)Center of Neurodevelopmental Disorders at Karolinska Institutet (KIND), Institutionen för kvinnors och barns hälsa (KBH), Karolinska Institutet, Stockholm, Sweden, (2)Psychological and Brain Sciences, Indiana University, Bloomington, IN, (3)Department of Medical Epidemiology and Biostatistics (MEB), Karolinska Institutet, Stockholm, Sweden, (4)Karolinska Institutet, Stockholm, Sweden, (5) Karolinska Institutet & Uppsala University, Uppsala, Sweden
- 57 **164.057** The Modality Shift Effect in Autism: Exploring Speed Accuracy Trade-Off and the Time Course of Crossmodal Switching. **D. Poole<sup>1</sup>**, E. Gowen<sup>2</sup> and E. Poliakoff<sup>2</sup>, (1)Division of Neuroscience and Experimental Psychology, University of Manchester, Manchester, United Kingdom of Great Britain and Northern Ireland, (2)Division of Neuroscience and Experimental Psychology, University of Manchester, Manchester, United Kingdom
- 58 **164.058** Time Perception and Autistic Spectrum Condition: A Systematic Review **D. Poole<sup>1</sup>**, M. Casassus<sup>2</sup>, E. Poliakoff<sup>2</sup>, E. Gowen<sup>2</sup> and L. Jones<sup>2</sup>, (1)Division of Neuroscience and Experimental Psychology, University of Manchester, Manchester, United Kingdom of Great Britain and Northern Ireland, (2)Division of Neuroscience and Experimental Psychology, University of Manchester, Manchester, United Kingdom
- 59 **164.059** The Role of Attention in Maths and Reading Achievement for Children with and without an Autism Spectrum Disorder **M. Hanley<sup>1</sup>**, **E. Grew<sup>2</sup>** and D. M. Riby<sup>3</sup>, (1)South Road, Durham University, Durham, United Kingdom of Great Britain and Northern Ireland, (2)Psychology, Durham University, Durham, United Kingdom of Great Britain and Northern Ireland, (3)Department of Psychology, Durham University, Durham, United Kingdom
- 60 **164.060** The Role of Prior Knowledge in Perceptual Inference Is Preserved in Autism Spectrum Disorder **J. Van Overwalle<sup>1,2</sup>**, S. Vanmarcke<sup>1,2</sup>, I. Van de Put<sup>1</sup>, J. Wagemans<sup>1,2</sup> and S. Van de Cruys<sup>1,2</sup>, (1)Laboratory of Experimental Psychology, Brain & Cognition, KU Leuven, Leuven, Belgium, (2)Leuven Autism Research (LAuRes), KU Leuven, Leuven, Belgium
- 61 **164.061** The Self-Reference Effect on Perception: Undiminished in Adults with Autism and No Relation to Autism Traits. **D. M. Williams<sup>1</sup>**, C. Grainger<sup>2</sup> and T. Nicholson<sup>3</sup>, (1)University of Kent, Canterbury, United Kingdom, (2)Stirling, Edinburgh, United Kingdom, (3) University of Kent, Canterbury, England, United Kingdom
- 62 **164.062** The Use of Rewards at Home in Children with Autism Spectrum Disorders: A Parent Survey **A. Lambrechts<sup>1</sup>**, E. Alonso<sup>2</sup>, J. Cook<sup>3</sup>, E. A. Ludvig<sup>4</sup> and S. B. Gaigg<sup>5</sup>, (1)City, University of London, London, United Kingdom of Great Britain and Northern Ireland, (2)School of Mathematics, Computer Science & Engineering, Department of Computer Science, City, University of London, London, United Kingdom, (3)School of Psychology, University of Birmingham, Birmingham, United Kingdom, (4)Psychology, University of Warwick, Warwick, United Kingdom, (5)Psychology, City, University of London, London, United Kingdom
- 63 **164.063** Thinking in Black-and-White: Adults with High Autistic Traits Sharpen Vague Predicates **T. Loucas**, G. Baddeley, E. N. Carter and L. Mellor, University of Reading, Reading, United Kingdom
- 64 **164.064** Towards a Clarification of Attention to Faces in Atypical Development: Sustained Attention to the Face Is Task-Dependent in Autism Spectrum Disorder **T. Del Bianco<sup>1</sup>**, I. Landi<sup>1,2</sup>, N. Mazzoni<sup>1</sup>, A. Bentenuto<sup>1</sup>, I. Basadonne<sup>1</sup> and P. Venuti<sup>1</sup>, (1)Psychology and Cognitive Science, University of Trento, Rovereto, Italy, (2)Bruno Kessler Foundation, Trento, Italy
- 65 **164.065** Using the NIH Toolbox Cognition Battery to Characterize the Cognitive Profile of Children with Autism **D. Jones**, A. R. Dallman, C. Harrop and B. Boyd, University of North Carolina at Chapel Hill, Chapel Hill, NC
- 66 **164.066** Visual Preference to Repetitive and Biological Movements in Children with Autism Spectrum Disorder **T. Li<sup>1</sup>**, Y. Hu<sup>2</sup> and L. Yi<sup>1</sup>, (1)School of Psychological and Cognitive Sciences, Peking University, Beijing, China, (2)Peking University, Beijing, China
- 67 **164.067** Visual Working Memory in Adolescents with Autism Spectrum Disorder **K. R. Bellesheim<sup>1</sup>**, J. L. Sokoloff<sup>1</sup>, K. E. Bodner<sup>2</sup>, K. M. Boland<sup>1</sup>, N. Cowan<sup>1</sup> and S. E. Christ<sup>1</sup>, (1)Department of Psychological Sciences, University of Missouri, Columbia, MO, (2) Thompson Center for Autism & Neurodevelopmental Disorders, Columbia, MO
- 68 **164.068** Visuospatial Cognition and Dimensions of Autistic Traits: Reduced Lateralization of Attention and Superior Search Relate Specifically to Social Difficulties **M. Maybery**, M. English, D. W. Tan, I. Raiter and T. Visser, School of Psychological Science, University of Western Australia, Perth, Australia

**Poster Session**  
**165 - Genetics**

5:30 PM - 7:00 PM - Hall Grote Zaal

- 69 **165.069** A Unique Cognitive Profile of ASD Evident in Siblings, Parents, and Grandparents of Individuals with ASD **M. Losh<sup>1</sup>**, L. Bush<sup>2</sup>, K. Nayar<sup>1</sup>, M. Lee<sup>1</sup>, G. E. Martin<sup>3</sup>, M. Winston<sup>1</sup>, S. Crawford<sup>4</sup>, J. Sideris<sup>5</sup>, D. Achorn<sup>6</sup>, S. Lapham<sup>6</sup>, C. Persico<sup>7</sup>, J. Ferrie<sup>8</sup> and D. Figlio<sup>1</sup>, (1)Northwestern University, Evanston, IL, (2)Northwestern Feinberg School of Medicine, Chicago, IL, (3)Communication Sciences and Disorders, St. John's University, Staten Island, NY, (4) Communication Sciences and Disorders, Northwestern University, Chicago, IL, (5)Frank Porter Graham Child Development Institute, Chapel Hill, NC, (6)American Institutes for Research, Washington, DC, (7)University of Wisconsin-Madison, Madison, WI, (8)Economics, Northwestern University, Evanston, IL
- 70 **165.070** AUT-Priori: A Web-Based Tool for Autism Gene Prioritization **A. J. Griswold<sup>1</sup>**, D. Van Booven<sup>2</sup>, E. R. Martin<sup>1</sup>, M. L. Cuccaro<sup>1</sup>, J. P. Hussman<sup>3</sup> and M. A. Pericak Vance<sup>1</sup>, (1)John P. Hussman Institute for Human Genomics, University of Miami Miller School of Medicine, Miami, FL, (2)John P. Hussman Institute for Human Genomics, University of Miami, Miami, FL, (3)Hussman Institute for Autism, Catonsville, MD

- 71 **165.071** Clinical and Neurophysiological Phenotype of Phelan Mcdermid Syndrome: Communication Disorder or Autism? **L. Ponson<sup>1</sup>**, M. Gomot<sup>2</sup>, R. Blanc<sup>3,4</sup>, C. Barthelemy<sup>5</sup>, S. Roux<sup>6</sup>, A. Munnich<sup>7</sup>, N. Hernandez<sup>8</sup>, E. Houy-Durand<sup>9</sup>, S. Romana<sup>10</sup>, V. Malan<sup>10</sup> and F. Bonnet-Brilhault<sup>6</sup>, (1)CHRU Tours, Tours, France, (2)UMR 930 Inserm-Universite Francois Rabelais Tours, Tours Cedex 09, France, (3)Université Paris Descartes, Boulogne Billancourt, France, (4)psychology, Université Paris Descartes, Boulogne Billancourt, France, (5)UMR 930 Inserm-Universite Francois Rabelais Tours, Tours, France, (6)Université François-Rabelais de Tours, UMR INSERM U930, Tours, France, (7) Service d'Histologie-Embryologie et Cytogénétique, Université Paris Descartes Paris France, Paris, France, (8)Université François Rabelais de Tours, Tours, France, (9)UMR930 Inserm, Université François-Rabelais de Tours, Tours, France, (10)Université Paris Descartes Paris France, Paris, France
- 72 **165.072** Cord-Blood Based Methylome-Wide Association Study of the Social and Communication Disorders Checklist **A. T. Massrali**, H. Brunel, S. Baron-Cohen and V. Warrier, University of Cambridge, Cambridge, United Kingdom
- 73 **165.073** Distinct Sources of Genetic Risk for Autism from Social and Non-Social Domains **V. Warrier<sup>1</sup>**, N. The 23andMe Research Team<sup>2</sup>, N. iPSYCH-BROAD ASD Group<sup>3</sup>, T. Bourgeron<sup>4</sup> and S. Baron-Cohen<sup>1</sup>, (1)University of Cambridge, Cambridge, United Kingdom, (2)23andMe Inc, Mountainview, CA, (3)Aarhus University, Aarhus, Denmark, (4)University Denis Diderot Paris 7, Paris, France
- 74 **165.074** Epigenetic Alterations in Childhood Reflect Prenatal Exposure to Maternal Infection **M. Brucato<sup>1</sup>**, S. Andrews<sup>2</sup>, Y. Qian<sup>3</sup>, G. C. Windham<sup>4</sup>, D. E. Schendel<sup>5</sup>, L. Schieve Ph.D<sup>6</sup>, C. Newschaffer<sup>7</sup>, A. Feinberg<sup>8</sup>, L. Croen<sup>3</sup>, M. D. Fallin<sup>9</sup> and C. Ladd-Acosta<sup>10</sup>, (1)Johns Hopkins University School of Public Health, Baltimore, MD, (2)Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (3)Kaiser Permanente Division of Research, Oakland, CA, (4)Div of Environmental and Occupational Disease Control, California Dept of Public Health, Richmond, CA, (5) Public Health, Aarhus University, Aarhus, Denmark, (6)Centers for Disease Control and Prevention, Atlanta, GA, (7)Epidemiology and Biostatistics, Drexel University, Philadelphia, PA, (8)Johns Hopkins University, Baltimore, MD, (9)Mental Health, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (10) Epidemiology, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD
- 75 **165.075** Evidence for Widespread Associations between Broadly Expressed Genes in Blood Leukocytes and Neural Systems Response to Speech in Autism **M. V. Lombardo<sup>1</sup>**, T. Pramparo<sup>2</sup>, V. Gazezani<sup>2</sup>, L. Eyler<sup>2</sup>, K. Pierce<sup>2</sup> and E. Courchesne Ph.D<sup>2</sup>, (1) University of Cyprus, Nicosia, Cyprus, (2)Univeristy of California, San Diego, La Jolla, CA
- 76 **165.076** FMR1 mRNA in Blood As a Predictor of Intellectual Functioning and Autism Severity in Fragile X Syndrome: Is There a Difference between Sexes? **E. K. Baker<sup>1</sup>**, M. Arpone<sup>2</sup>, S. Aliaga<sup>2</sup>, L. Bretherton<sup>1</sup>, M. Bui<sup>3</sup>, C. Kraan<sup>1</sup>, A. Allende<sup>4</sup>, V. Faundes<sup>5</sup>, L. Santa Maria<sup>5</sup>, C. Rogers<sup>6</sup>, M. Field<sup>7</sup>, D. Amor<sup>8</sup> and D. E. Godler<sup>9</sup>, (1)Murdoch Children's Research Institute, Melbourne, Australia, (2)University of Melbourne, Melbourne, Australia, (3)Centre for Epidemiology and Biostatistics, University of Melbourne, Melbourne, Australia, (4)Molecular and Cytogenetics Laboratory, INTA University of Chile, Santiago, Chile, (5)Institute of Nutrition and Food Technology (INTA), University of Chile, Santiago, Chile, (6) Hunter Genetics, GOLD Service, Newcastle, Australia, (7)Hunter Genetics, Newcastle, Australia, (8)Victorian Clinical Genetics Service, Melbourne, Australia, (9)Genetics, Murdoch Children's Research Institute, Melbourne, Australia
- 77 **165.077** Genetic Investigation of Insistence on Sameness in Autism **M. L. Cuccaro<sup>1</sup>**, S. Luzi<sup>1</sup>, E. R. Martin<sup>1</sup>, A. J. Griswold<sup>1</sup>, D. Dykxhoorn<sup>2</sup>, H. N. Cukier<sup>3</sup> and M. A. Pericak Vance<sup>1</sup>, (1)John P. Hussman Institute for Human Genomics, University of Miami Miller School of Medicine, Miami, FL, (2)University of Miami Miller School of Medicine, Miami, FL, (3)Hussman Institute for Human Genomics, Plantation, FL
- 78 **165.078** Genetic, Molecular, and Phenotypic Characterization of the Autism-Associated FOXP1 Syndrome **J. D. Buxbaum<sup>1</sup>**, S. De Rubeis<sup>2</sup>, M. P. Trelles<sup>2</sup>, R. Lozano<sup>2</sup>, A. Kolevzon<sup>3</sup>, E. Drapeau<sup>4</sup>, P. M. Siper<sup>2</sup>, A. R. Durkin<sup>5</sup>, D. Di Marino<sup>6</sup> and Y. Frank<sup>2</sup>, (1)Seaver Autism Center for Research and Treatment, Mount Sinai School of Medicine, New York, NY, (2)Icahn School of Medicine at Mount Sinai, New York, NY, (3)Seaver Autism Center at Mount Sinai, New York, NY, (4)Seaver Autism Center for Research and Treatment, Icahn School of Medicine at Mount Sinai, New York, NY, (5) Psychiatry, Icahn School of Medicine at Mount Sinai, New York, NY, (6)Università della Svizzera Italiana, Lugano, Switzerland
- 79 **165.079** High-Resolution View of Genetic Architecture Underlying Autism **E. Larsen**, W. Pereanu and S. Banerjee-Basu, MindSpec Inc., McLean, VA
- 80 **165.080** Identification of Autism Spectrum Disorder with Salivary RNA **S. D. Hicks<sup>1</sup>**, M. Chronos<sup>2</sup>, K. Wagner<sup>3</sup>, C. Tierney-Aves<sup>4</sup> and F. A. Middleton<sup>3</sup>, (1)Penn State Milton S. Hershey Medical Center, Penn State College of Medicine, Hershey, PA, (2)Penn State College of Medicine, Hershey, PA, (3)SUNY Upstate Medical University, Syracuse, NY, (4)Penn State Hershey Medical Center, Hershey, PA
- 81 **165.081** Inherited and Multiple De Novo Mutations in Autism Risk Genes Suggests a Multifactorial Model **H. Guo<sup>1,2</sup>**, T. Wang<sup>2</sup>, H. Wu<sup>1</sup>, M. Long<sup>1</sup>, B. P. Coe<sup>2</sup>, R. Bernier<sup>3</sup>, E. Eichler<sup>2</sup> and K. Xia<sup>1</sup>, (1)Central South University, CHANGSHA, China, (2)Department of Genome Science, University of Washington, Seattle, WA, (3)Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA
- 82 **165.082** Linkage Analysis and Fine-Mapping in Autism Pedigrees Confirms and Refines Regions on Chromosomes 7 and 12 **E. R. Martin**, S. Luzi, L. Gomez, P. Whitehead, J. Jaworski, A. J. Griswold, M. L. Cuccaro and M. A. Pericak Vance, John P. Hussman Institute for Human Genomics, University of Miami Miller School of Medicine, Miami, FL

- 83 **165.083** microRNAs and Gene-Environment Interactions in Autism: Prenatal Maternal Stress and the SERT Gene **D. Q. Beversdorf**<sup>1</sup>, A. Shah<sup>2</sup>, J. Noel-MacDonnell<sup>2</sup>, P. Hecht<sup>3</sup>, B. J. Ferguson<sup>4</sup> and Z. Talebizadeh<sup>5</sup>, (1)University of Missouri, Columbia, Columbia, MO, (2)Children's Mercy Hospital and University of Missouri-Kansas City School of Medicine, Kansas City, MO, (3) University of Southern California, Los Angeles, CA, (4)Radiology, University of Missouri, Columbia, MO, (5)Children's Mercy Hospital, Kansas City, MO
- 84 **165.084** Modifiers of Severity in Autism Spectrum Disorder **S. P. Smieszek**, R. Igo and J. Haines, Population and Quantitative Health Sciences, Case Western Reserve University, Cleveland, OH
- 85 **165.085** Monogenic Disorders Associated with ASD in a Large Portuguese Sample **F. Duque MD**<sup>1,2,3</sup>, J. Rosmaninho-Salgado<sup>4</sup>, C. Café<sup>1</sup>, S. Mougá<sup>1,5</sup>, D. Sousa<sup>1</sup>, A. Oliveira<sup>1,2</sup>, S. Ferreira<sup>6</sup>, P. Maciel<sup>7</sup>, I. Carreira<sup>8</sup>, A. M. Vicente<sup>8</sup> and G. Oliveira<sup>1,2,3,9</sup>, (1)Centro Hospitalar e Universitário de Coimbra - CHUC, Coimbra, Portugal, (2)University Clinic of Pediatrics, Faculty of Medicine, University of Coimbra, Coimbra, Portugal, (3)Faculty of Medicine, Institute for Biomedical Imaging and Life Sciences (IBILI) and Center for Neuroscience and Cell Biology (CNC), University of Coimbra, Coimbra, Portugal, (4)Serviço de Genética Médica do Centro Hospitalar e Universitário de Coimbra, Coimbra, Portugal, (5)IBILI - Institute for Biomedical Imaging and Life Sciences, Faculty of Medicine, University of Coimbra, Coimbra, Portugal, (6)Laboratório de Citogenética e Genómica, Faculty of Medicine, University of Coimbra, Coimbra, Portugal, (7)Life and Health Sciences Research Institute (ICVS), School of Medicine, University of Minho, Braga, Portugal, (8)Instituto Nacional Saude Doutor Ricardo Jorge, Lisbon, PORTUGAL, (9)Centro de Investigação e Formação Clínica – Hospital Pediátrico – Centro Hospitalar e Universitário de Coimbra (HP-CHUC), , Portugal, Portugal
- 86 **165.086** Patient and Provider Factors Influence Completion Rates of Genetic Testing for Autism Spectrum Disorders **N. Abreu**<sup>1</sup>, M. Chiujeada<sup>1</sup>, N. Huntington<sup>2</sup> and S. J. Spence<sup>1</sup>, (1)Autism Spectrum Center, Boston Children's Hospital, Boston, MA, (2)Developmental Medicine Center, Boston Children's Hospital, Boston, MA
- 87 **165.087** Protecting DNA: Shortened Telomere Length Is Associated with Autism Spectrum Disorder **B. B. Braden**<sup>1</sup>, **C. R. Lewis**<sup>2</sup>, K. Agrawal<sup>3</sup>, S. Ringenbach<sup>3</sup> and M. Huentelman<sup>2</sup>, (1) Speech and Hearing Science, Arizona State University, Tempe, AZ, (2)Translational Genomics Research Institute, Phoenix, AZ, (3) Arizona State University, Tempe, AZ
- 88 **165.088** Quantification of Genetic Risk of ASD for a Planned Child Based on the Genomes of Its Parents **WITHDRAWN**
- 89 **165.089** Rare Copy Number Variation As Predictors for Treatment Response to Social Skills Training in Children with Autism Spectrum Disorder **K. Tammimies**<sup>1</sup>, I. Rabkina<sup>1</sup>, D. Li<sup>1</sup>, S. Stamouli<sup>1</sup>, M. Becker<sup>1</sup>, S. Berggren<sup>2</sup>, U. Jonsson<sup>2</sup>, N. Choque Olsson<sup>3</sup> and S. Bolte<sup>2</sup>, (1)Women's and Children's Health, Karolinska Institutet, Stockholm, Sweden, (2)Karolinska Institutet, Stockholm, Sweden, (3)Clinical Neuroscience (CNS), Karolinska Institutet, Stockholm, Sweden
- 90 **165.090** SPARK (Simons Foundation Powering Autism Research for Knowledge): A US Cohort of 50,000 Families to Accelerate Autism Research **P. Feliciano**, L. Grosvenor, A. M. Daniels, W. Chung, L. A. Green Snyder and H. Zaydens, Simons Foundation, New York, NY
- 91 **165.091** The Australian Autism Biobank: A National Initiative to Accelerate ASD Discovery Research **G. A. Alvares**<sup>1,2</sup>, C. Dissanayake<sup>2,3</sup>, V. Eapen<sup>4,5</sup>, H. Heussler<sup>2,6</sup>, F. J. Rose<sup>2</sup> and A. J. Whitehouse<sup>5</sup>, (1)Telethon Kids Institute, University of Western Australia, Perth, Australia, (2)Cooperative Research Centre for Living with Autism (Autism CRC), Long Pocket, Brisbane, Australia, (3)Olga Tennison Autism Research Centre, La Trobe University, Melbourne, Australia, (4)School of Psychiatry, University of New South Wales, Sydney, Australia, (5)Cooperative Research Centre for Living with Autism (Autism CRC), Brisbane, Australia, (6) Mater Research Institute, The University of Queensland, Brisbane, Australia
- 92 **165.092** The Autism Speaks Mssng Whole Genome Sequencing Resource **S. Walker**<sup>1</sup>, R. K. Yuen<sup>1</sup>, D. Merico<sup>1</sup>, M. Bookman<sup>2</sup>, J. Howe<sup>1</sup>, B. Thiruvahindrapuram<sup>1</sup>, R. V. Patel<sup>1</sup>, J. Whitney<sup>1</sup>, N. Deflaux<sup>2</sup>, J. Bingham<sup>2</sup>, Z. Wang<sup>1</sup>, G. Pellecchia<sup>1</sup>, J. A. Buchanan<sup>1</sup>, C. Marshall<sup>1</sup>, N. Hoang<sup>1</sup>, S. L. Pereira<sup>1</sup>, T. Paton<sup>1</sup>, W. Van Etten<sup>3</sup>, M. Szego<sup>4</sup>, L. J. Strug<sup>1</sup>, B. Fernandez<sup>5</sup>, L. Zwaigenbaum<sup>6</sup>, B. M. Knoppers<sup>7</sup>, E. Anagnostou<sup>8</sup>, P. Szatmari<sup>1</sup>, W. Roberts<sup>4</sup>, R. H. Ring<sup>9</sup>, D. Glazer<sup>2</sup>, T. W. Frazier<sup>10</sup> and S. W. Scherer<sup>1</sup>, (1)The Hospital for Sick Children, Toronto, ON, Canada, (2)Google, Mountain View, CA, (3)BioTeam inc, Middleton, MA, (4)University of Toronto, Toronto, ON, Canada, (5)Memorial University of Newfoundland and Eastern Health, St. John's, NF, Canada, (6)Pediatrics, University of Alberta, Edmonton, AB, Canada, (7)McGill University, Montreal, QC, Canada, (8)Holland Bloorview Kids Rehab hospita:, University of Toronto, Toronto, ON, Canada, (9)Drexel University College of Medicine, Philadelphia, PA, (10)Autism Speaks, Princeton, NJ
- 93 **165.093** The Clinical Relevance of Intragenic NRXN1 Deletions **N. Cosemans**<sup>1,2</sup>, L. Vandenhove<sup>1,2</sup>, S. Shen<sup>3</sup>, J. Fitzgerald<sup>4</sup>, L. Gallagher<sup>4</sup> and H. Peeters<sup>1,2</sup>, (1)Center for Human Genetics, University Hospital Leuven, KU Leuven, Leuven, Belgium, (2) Leuven Autism Research (LAuRes), Leuven, Belgium, (3) Regenerative Medicine Institute, School of Medicine, BioMedical Sciences Building, National University of Ireland (NUI), Galway, Ireland, (4)Trinity College Dublin, Dublin, Ireland
- 94 **165.094** To Test or NOT to Test? Fragile X Premutation Analysis in Minors- Ethical and Medical Dilemmas and Considerations **L. V. Gabis**<sup>1</sup> and A. Raas-Rothschild<sup>2</sup>, (1)Pediatrics, Sheba Medical Center, Rehovot, ISRAEL, (2)Genetics, Sheba Medical center, Ramat Gan, Israel
- 95 **165.095** Translating the Complex ASD Genetic Architecture into Clinical Phenotype Using an Integrative System Biology Approach **M. Asif**<sup>1</sup>, H. Martiniano<sup>2</sup>, C. Rasga<sup>3</sup>, A. R. Marques<sup>4</sup>, J. Santos<sup>4</sup>, G. Oliveira<sup>5</sup>, F. M. Couto<sup>6</sup> and A. M. Vicente<sup>7</sup>, (1)Faculdade de Ciências da Universidade de Lisboa , Lisbon, Portugal, (2) Faculdade de Ciências, Universidade de Lisboa, Portugal, Lisbon, Portugal, (3)INSA, lisboa, Portugal, (4)INSA, Lisbon, Portugal, (5) Centro Hospitalar e Universitário de Coimbra - CHUC, Coimbra, Portugal, (6)Departamento de Informática, Faculdade de Ciências, Universidade de Lisboa, Portugal, Lisbon, Portugal, (7)Instituto Nacional Saude Doutor Ricardo Jorge, Lisbon, PORTUGAL



## Poster Session

## 166 - Interventions - Pharmacologic

5:30 PM - 7:00 PM - Hall Grote Zaal

- 96 **166.096** A Meta-Analysis of the Efficacy of Immediate Release Methylphenidate to Reduce Hyperactivity in Children with Autistic Spectrum Disorder **A. Bratt<sup>1</sup>**, B. Masanyero-Bennie<sup>2</sup> and S. P. Kelley<sup>3</sup>, (1)Medway School of Pharmacy, Kent, United Kingdom of Great Britain and Northern Ireland, (2)Medway School of Pharmacy, University of Kent & Greenwich, Chatham, United Kingdom, (3) Medway School of Pharmacy, University of Kent & Greenwich, Chatham, United Kingdom
- 97 **166.097** A Randomized, Double-Blind, Placebo Controlled Trial of 4 Weeks Intervention with Lactobacillus Plantarum PS128 in Autism Spectrum Disorder Boys in Taiwan **Y. W. Liu<sup>1,2</sup>**, H. Y. Huang<sup>3</sup>, W. S. Peng<sup>4</sup>, Y. Y. Wu<sup>5</sup> and Y. C. Tsai<sup>2,6</sup>, (1)Institute of Biochemistry and Molecular Biology, National Yang-Ming University, Taipei, Taiwan (Province of China), (2)Microbiome Research Center, National Yang-Ming University, Taipei, Taiwan, (3)Department of Psychology, National Taiwan University, Taipei, Taiwan, (4)Bened Biomedical Co. Ltd., Taipei, Taiwan, (5)YuNing Clinics, Taipei, Taiwan, (6)Institute of Biochemistry and Molecular Biology, National Yang-Ming University, Taipei, Taiwan
- 98 **166.098** Cannabidiol Based Medical Cannabis in Children with Autism- a Retrospective Feasibility Study **A. Aran<sup>1</sup>**, H. Cassuto<sup>2</sup> and A. Lubotzky<sup>1,3</sup>, (1)Shaare Zedek Medical Center, Jerusalem, Israel, (2)Clallit and Leumit HMO, Jerusalem, Israel, (3)Department of Developmental Biology and Cancer Research, Hebrew University, Jerusalem, Israel
- 99 **166.099** Effect of a Combination of Carnitine, Coenzyme Q10 and Alpha-Lipoic Acid (MitoCocktail) on Mitochondrial Function and Neurobehavioral Performance in Children with Autism Spectrum Disorder **A. Legido<sup>1</sup>**, M. J. Goldenthal<sup>1</sup>, B. Garvin<sup>1</sup>, S. Dame<sup>1</sup>, K. Corrigan<sup>1</sup>, J. Connell Jr.<sup>1</sup>, D. Thao<sup>1</sup>, I. Valencia<sup>1</sup>, J. Melvin<sup>1</sup>, D. Khurana<sup>1</sup>, M. Grant<sup>1</sup> and C. Newschaffer<sup>2</sup>, (1)Drexel University, Philadelphia, PA, (2)Epidemiology and Biostatistics, Drexel University, Philadelphia, PA
- 100 **166.100** Effect of Vitamin A Supplementation on Gut Microbiota in Children with Autism Spectrum Disorders - a Pilot Study **J. Liu<sup>1,2</sup>**, X. Liu<sup>1</sup>, Q. X. Xiong<sup>3</sup>, T. Yang<sup>2</sup>, T. Cui<sup>2</sup>, L. N. Hou<sup>1</sup>, X. Lai<sup>2</sup>, S. Liu<sup>2</sup>, M. Guo<sup>2</sup>, H. X. Liang<sup>2</sup>, Q. Cheng<sup>1</sup>, J. Chen<sup>2</sup> and T. Li<sup>2,4</sup>, (1)Department of Child Health Care, Children's Hospital of Chongqing Medical University, Chongqing, China, (2)Children's Nutrition Research Center, Children's Hospital of Chongqing Medical University, Chongqing, China, (3)Pediatric Department of Clinical Medicine, Dazhou Vocational and Technical College, Chongqing, China, (4) Department of Child Health Care, Children's hospital of Chongqing medical university, Chongqing, China
- 101 **166.101** Management of Children and Youth with Neurodevelopmental Disorders (NDDs) in Community Settings Prior to Referral to a Tertiary Psychopharmacology Clinic **I. Kara** and M. Penner, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada
- 102 **166.102** Medical Cannabinoids for Patients with Autistic Spectrum Disorder: Parents Perspective **O. E. Stolar<sup>1</sup>**, D. Barchel<sup>2</sup>, T. De-Haan<sup>2</sup>, T. Ziv-Baran<sup>3</sup>, N. Saban<sup>4</sup>, G. Koren<sup>2,5</sup> and M. Berkovitch<sup>2</sup>, (1)Autism Center, Assaf Harofeh Medical Center, zerifin, Israel, (2) Clinical Pharmacology and Toxicology Unit, Assaf Harofeh Medical Center, zerifin, Israel, (3)Department of Epidemiology and Preventive Medicine, School of Public Health, Tel-Aviv University, Tel-Aviv, Israel, (4)Tikun Olam LTD, Tel aviv, Israel, (5)Research Institute, Maccabi Healthcare Services, Tel Aviv, Israel
- 103 **166.103** Mental Health Issues in Children and Youth with Autism Spectrum Disorder: Medication Use, Side Effects, and Monitoring **C. A. McMorris<sup>1</sup>**, J. K. Lake<sup>2</sup>, B. L. Ncube<sup>2</sup>, R. Balogh<sup>3</sup> and T. Williamson<sup>4</sup>, (1)University of Calgary, Calgary, AB, Canada, (2) Psychology, York University, Toronto, ON, Canada, (3)Faculty of Health, University of Ontario Institute of Technology, Oshawa, ON, Canada, (4)Community Health Sciences, University of Calgary, Calgary, AB, Canada
- 104 **166.104** Multisite Randomised Controlled Trial of Fluoxetine Versus Placebo for the Treatment of Restricted Repetitive and Stereotyped Behaviours in Children and Adolescents with Autism **C. Marraffa<sup>1,2</sup>**, D. S. Reddihough<sup>1,2,3</sup>, M. O'Sullivan<sup>2</sup>, F. Orsini<sup>2</sup>, K. Lee<sup>2,3</sup>, A. Mouti<sup>4</sup>, P. Hazell<sup>5</sup>, M. Kohn<sup>5,6</sup>, D. R. Dossetor<sup>5,7</sup>, N. Silove<sup>5,8</sup>, J. Granich<sup>9</sup>, A. J. Whitehouse<sup>10</sup>, J. Wray<sup>11</sup> and P. J. Santosh<sup>12</sup>, (1) Royal Children's Hospital, Parkville, Australia, (2)Murdoch Childrens Research Institute, Melbourne, Australia, (3)Paediatrics, University of Melbourne, Melbourne, Australia, (4)Sydney Children's Hospital Network, Sydney, AUSTRALIA, (5)University of Sydney, Sydney, Australia, (6)Sydney Children's Hospital Network, Westmead/ Westmead Hospital/Centre for Research into Adolescent's Health (CRASH), Sydney, Australia, (7)Department of Psychological Medicine, Children's Hospital at Westmead, Sydney Children's Hospital Network, Westmead, Australia, (8)Sydney Children's Hospital Network, Sydney, Australia, (9)Telethon Kids Institute, Telethon Kids Institute, Subiaco, Australia, (10)Telethon Kids Institute, University of Western Australia, Perth, Australia, (11) University of Western Australia, Perth, Australia, (12)Child Psychiatry, Institute of Psychiatry, Psychology & Neurosciences, King's College London, London, United Kingdom
- 105 **166.105** One-Year Retention Effects of Multiple-Dose Oxytocin Treatment on Repetitive and Restricted Behaviors, Social Responsiveness and Attachment: A Randomized, Placebo-Controlled Trial **S. Bernaerts<sup>1</sup>**, C. Dillen<sup>2</sup>, J. Steyaert<sup>3</sup> and K. Alaerts<sup>1</sup>, (1) Rehabilitation Sciences, University of Leuven, KU Leuven, Leuven, Belgium, (2)Department of Rehabilitation Sciences, KU Leuven, Leuven, Belgium, (3)Center for Developmental Psychiatry, KU Leuven, Leuven, Belgium
- 106 **166.106** Oxytocin Administration during Delivery and the Autism Spectrum Disorder **T. Brahim<sup>1</sup>**, N. Gaddour<sup>2</sup>, S. Missaoui<sup>3</sup> and L. Gaha<sup>3</sup>, (1)PSYCHIATRY, UNIVERSITY OF MONASTIR, MONASTIR, Tunisia, (2)University Hospital F. Bourguiba, Monastir, Tunisia, (3) University of Monastir, Monastir, Tunisia
- 107 **166.107** Vitamin A Improves the Symptoms of Autism Spectrum Disorders and Decreases 5-Hydroxytryptamine (5-HT): A Pilot Study **M. Guo<sup>1</sup>**, J. Zhu<sup>1</sup>, T. Yang<sup>1</sup>, X. Lai<sup>1</sup>, X. Liu<sup>1</sup>, J. Liu<sup>1</sup>, J. Chen<sup>2</sup> and T. Li<sup>3</sup>, (1)Children's Hospital of Chongqing Medical University, Chongqing, China, (2)Children's Nutrition Research, Children's Hospital of Chongqing Medical University, Chongqing, China, (3) Department of Child Health Care, Children's hospital of Chongqing medical university, Chongqing, China

## Poster Session

## 167 - Molecular and Cellular Biology

5:30 PM - 7:00 PM - Hall Grote Zaal

- 108 **167.108** An Autism-Associated Signaling Network Differentiates Glutamate Receptor Inputs at Cortical Glutamatergic Synapses **S. E. Smith**<sup>1</sup>, E. Brown<sup>2</sup> and J. Lautz<sup>2</sup>, (1)University of Washington, Seattle, WA, (2)Seattle Children's Research Institute, Seattle, WA
- 109 **167.109** A Novel Cost-Effective Approach to Derivation of Induced Pluripotent Stem Cells from Epstein-Barr Virus Immortalized  $\beta$ -Lymphoblastoid Cell Lines **S. J. Walker**<sup>1</sup>, D. Mack<sup>2</sup> and A. Wagoner<sup>3</sup>, (1)Wake Forest Institute for Regenerative Medicine, Winston-Salem, NC, (2)University of Washington, Seattle, WA, (3) Wake Forest University Health Sciences, Winston Salem, NC
- 110 **167.110** Innate Versus Adaptive Immune Response Pathways in Peripheral Blood from ASD Children with Ileocolonic Inflammation **S. J. Walker**<sup>1</sup> and A. Krigsmann<sup>2</sup>, (1)Wake Forest Institute for Regenerative Medicine, Winston-Salem, NC, (2)Pediatric Gastroenterology Resources of New York and Texas, Austin, TX
- 111 **167.111** Abnormal Crosstalk between Reelin-Dab1 and mTORC1 Signaling Pathways in Nonsyndromic Autism Spectrum Disorder **S. M. Sánchez-Sánchez**<sup>1</sup>, J. Magdalan<sup>1</sup>, K. Griesi-Oliveira<sup>1</sup>, V. Abreu<sup>1</sup>, M. R. Passos-Bueno<sup>2</sup> and **A. L. Sertie**<sup>1</sup>, (1)Centro de Pesquisa Experimental, Hospital Israelita Albert Einstein, Sao Paulo, Brazil, (2)Centro de Pesquisas Sobre o Genoma Humano e Células-Tronco, Instituto de Biociências, Universidade de São Paulo, Sao Paulo, Brazil
- 112 **167.112** Complement System Dysregulation: A Contributing Factor for Autism Spectrum Disorder? **J. Magdalan**<sup>1</sup>, J. S. de Souza<sup>1</sup>, K. Griesi-Oliveira<sup>1</sup>, A. L. Teles e Silva<sup>1</sup>, M. R. Passos-Bueno<sup>2</sup> and **A. L. Sertie**<sup>1</sup>, (1)Centro de Pesquisa Experimental, Hospital Israelita Albert Einstein, Sao Paulo, Brazil, (2)Centro de Pesquisas Sobre o Genoma Humano e Células-Tronco, Instituto de Biociências, Universidade de São Paulo, Sao Paulo, Brazil
- 113 **167.113** Analysis of the Glutathione Cycle: A Comparison between Children with Autism, Healthy Controls, and Unaffected Siblings **S. C. Boland**<sup>1</sup>, E. K. Lecarie<sup>1</sup>, M. B. Klein<sup>2</sup> and R. J. Jou<sup>3</sup>, (1)Yale Child Study Center, New Haven, CT, (2)BioElectron Technology Corporation, Mountain View, CA, (3)Yale University, New Haven, CT
- 114 **167.114** Autism Human Neural Precursor Cells (NPCs) Display Common As Well As Personalized Developmental and Molecular Phenotypes **S. Prem**<sup>1</sup>, M. Williams<sup>1</sup>, R. J. Connacher<sup>2</sup>, B. Dev<sup>3</sup>, C. Peng<sup>3</sup>, M. Mehta<sup>4</sup>, P. G. Matteson<sup>4</sup>, J. H. Millonig<sup>4</sup> and E. DiCicco-Bloom<sup>1</sup>, (1)Rutgers Robert Wood Johnson Medical School, Piscataway, NJ, (2)Rutgers University- New Jersey Medical School, Piscataway, NJ, (3)Rutgers University, New Brunswick, NJ, (4) Center for Advanced Biotechnology and Medicine, Rutgers Robert Wood Johnson Medical School, Piscataway, NJ
- 115 **167.115** Characterizing PTGER4 As a Target Gene of Autism Protein E6AP **C. Amadei**<sup>1</sup>, J. El Hokayem<sup>2</sup>, Z. Nawaz<sup>3</sup> and M. Alessandri<sup>4</sup>, (1)University of Miami Miller School of Medicine, Miami, FL, (2)John P. Hussman Institute for Human Genomics, University of Miami Miller School of Medicine, Miami, FL, (3)Biochemistry and Molecular Biology, University of Miami Miller School of Medicine, Miami, FL, (4)University of Miami, Coral Gables, FL
- 116 **167.116** Comparative Expression Analysis of Autism-Associated Cadherin Superfamily Members **J. Frei**, G. J. Blatt and **Y. C. Lin**, Hussman Institute for Autism, Baltimore, MD
- 117 **167.117** Differential Methylation of Metabolic Mitochondrial Pathways in a South African Autism Cohort **S. Stathopoulos**<sup>1</sup>, A. Nell<sup>1</sup>, R. Gaujoux<sup>2</sup> and C. O'Ryan<sup>1</sup>, (1)Molecular and Cell Biology, University of Cape Town, Cape Town, South Africa, (2)Cytoreason, Tel Aviv, Israel
- 118 **167.118** Elevation of a Putative Bacterial Metabolite in a Pediatric ASD Population **B. Needham**<sup>1</sup>, S. Mazmanian<sup>1</sup>, M. Conrad<sup>2</sup>, **S. Rao**<sup>3</sup> and S. Campbell<sup>4</sup>, (1)Division of Biology & Biological Engineering, California Institute of Technology, Pasadena, CA, (2)Axial Biotherapeutics, Inc., Boston, MA, (3)Axial Biotherapeutics, Boston, MA, (4)Axial Biotherapeutics, Inc., Boston, CA
- 119 **167.119** Estimation and Comparison of Serum and Salivary Immunoglobulin G4 Levels in Children with Autism Spectrum Disorders: A Case Control Study from South India **B. S. Kalal**<sup>1,2</sup>, S. S. Bhat<sup>3</sup>, V. KM<sup>4</sup>, A. Kakunje<sup>5</sup>, S. KS<sup>6</sup>, R. PD<sup>2</sup>, J. Chandra<sup>7</sup>, V. S. Bhat<sup>8</sup> and N. I<sup>3</sup>, (1)Department of Biochemistry, Yenepoya University, Mangaluru, India, (2)Yenepoya Research Centre, Yenepoya University, Mangaluru, India, (3)Department of Paedodontics, Yenepoya Dental College, Yenepoya University, Mangaluru, India, (4)Department of Oral Medicine & Radiology, Yenepoya Dental College, Yenepoya University, Mangaluru, India, (5)Department of Psychiatry, Yenepoya Medical College, Yenepoya University, Mangaluru, India, (6)Department of Pediatrics, Yenepoya Medical College, Yenepoya University, Mangaluru, India, (7) Department of Oral and maxillofacial Surgery, Yenepoya Dental College, Yenepoya University, Mangaluru, India, (8)Department of Prosthodontics, Yenepoya Dental College, Yenepoya University, Mangaluru, India
- 120 **167.120** Functional Alteration in Gating Behavior of IP3R Channel Mediating Calcium Signaling As Common Biomarker in Autism Spectrum Disorder **J. Gargus**<sup>1,2</sup>, R. L. Nguyen<sup>3</sup>, D. Ferguson<sup>3</sup>, Y. Medvedeva<sup>4</sup>, I. Parker<sup>5</sup>, G. Schmunk<sup>3</sup> and S. Reiter-Akhavan<sup>3</sup>, (1) University of California, Irvine, Irvine, CA, (2)The Center for Autism Research & Translation, Irvine, CA, (3)Physiology & Biophysics, University of California, Irvine, Irvine, CA, (4)Neurology, University of California, Irvine, Irvine, CA, (5)Neurobiology & Behavior, University of California, Irvine, Irvine, CA
- 121 **167.121** Functional Recording of Neuronal Network Activity in Cortical Neurons Differentiated from Human Pluripotent Stem Revealed Mutation Dependent Patterns of Abnormalities in SHANK3 Haploinsufficiency Associated ASD Patients **L. Chatrousse**<sup>1</sup>, C. Boissart<sup>2</sup>, T. Bourgeron<sup>3,4</sup>, M. Peschanski<sup>2</sup>, R. Delorme<sup>3,5</sup> and A. Benchoua Benc<sup>2</sup>, (1)CECS/I-STEM/AFM, Corbeil-Essones, France, (2)CECS/I-STEM/AFM, Corbeil-Essones, France, (3)Institut Pasteur, Paris, France, (4)University Denis Diderot Paris 7, Paris, France, (5)Department of Child and Adolescent Psychiatry, Assistance Publique-Hopitaux de Paris, Robert Debré Hospital, Paris, France

**Poster Session**

**168 - Sensory, Motor, and Repetitive Behaviors and Interests**

5:30 PM - 7:00 PM - Hall Grote Zaal

- 122 **167.122** High Serum Vitamin B12 in Children, Adolescents and Adults with Neurodevelopmental Disorders. **S. Hope**<sup>1</sup>, T. Nærland<sup>2</sup>, L. Mørkrid<sup>3</sup>, A. Høyland<sup>4</sup>, T. Torske<sup>5</sup>, E. A. Malt<sup>6</sup>, T. G. Abrahamsen<sup>7</sup>, M. Nerhus<sup>8</sup>, K. Wedervang-Resell<sup>9</sup>, J. Johannessen<sup>10</sup>, V. Lonning<sup>9</sup>, I. Agartz<sup>11</sup>, N. Stenberg<sup>12</sup> and O. A. Andreassen<sup>13</sup>, (1)Oslo University Hospital, Oslo, Norway, (2)National Center of Competence for Rare Disorders and Disabilities, Oslo University Hospital, Oslo, Norway, (3)Department of Clinical Medicine, University of Oslo, Oslo, Norway, (4)NTNU, Trondheim, NORWAY, (5)Vestre Viken, Drammen, Norway, (6)Division of medicine, Oslo University, Oslo, Norway, (7)Pediatry, Oslo University Hospital, Oslo, Norway, (8) K.G Jepsen Norment Norwegian Centre for Mental Disorders Research, Oslo University Hospital, Oslo, Norway, (9)Child and adolescent mental health Research Unit, Oslo University Hospital, Oslo, Norway, (10)Autism Society Norway, Oslo, Norway, (11)Dep of Psychiatric Reseach, Diakonhjemmet Hospital, Oslo, Norway, (12)Child and adolescent mental health, Oslo University Hospital, Oslo, Norway, (13)NORMENT, KG Jepsen Centre for Psychosis Research, Institute of Clinical Medicine,, University og Oslo, Oslo, Norway
- 123 **167.123** Identifying Autism Risk Genes Essential for Proliferation and Differentiation Using Genome-Wide CRISPR Screens **S. Shohat** and S. Shifman, The Hebrew University of Jerusalem, Jerusalem, Israel
- 124 **167.124** Neural Precursor Cells (NPCs) from 16p11.2 Deletion Patients Exhibit Enhanced Proliferation, and Alterations in FGF Mitogenic Signaling **R. J. Connacher**<sup>1</sup>, M. Williams<sup>2</sup>, S. Prem<sup>2</sup>, M. Mehta<sup>3</sup>, P. G. Matteson<sup>3</sup>, J. H. Millonig<sup>3</sup> and E. DiCicco-Bloom<sup>2</sup>, (1) Rutgers University- New Jersey Medical School, Piscataway, NJ, (2) Rutgers Robert Wood Johnson Medical School, Piscataway, NJ, (3) Center for Advanced Biotechnology and Medicine, Rutgers Robert Wood Johnson Medical School, Piscataway, NJ
- 125 **167.125** Platelet Studies to Unravel Defective Pathways in Neurodevelopmental Disorders **M. Padmakumar**<sup>1</sup>, E. Turro<sup>2</sup>, C. Thys<sup>1</sup>, C. Van Geet<sup>1</sup>, J. Jaeken<sup>1</sup> and K. Freson<sup>1</sup>, (1)KU Leuven, Leuven, Belgium, (2)University of Cambridge, Cambridge, United Kingdom
- 126 **167.126** Urinary Metabolomic Profile in Autism Spectrum Disorder: A Comparison between Patients, Siblings and Healthy Controls. **M. Siracusano**<sup>1</sup>, A. Noto Sr.<sup>2</sup>, L. Barberini<sup>2</sup>, A. Riccioni<sup>3</sup>, L. Mazzone<sup>3</sup>, A. Benvenuto<sup>3</sup>, P. Curatolo<sup>3</sup>, V. Fanos<sup>2</sup> and C. Fattuoni<sup>2</sup>, (1)POLICLINICO TOR VERGATA, Rome, Italy, (2)University of Cagliari, Italy, Cagliari, Italy, (3)University of Rome Tor Vergata, Italy, Rome, Italy

- 127 **168.127** A Multi-Disciplinary Exposure Therapy Approach to Treating Auditory Sensory over-Responsiveness **T. Carson**<sup>1</sup>, C. Gayle<sup>2</sup>, L. Guerrero<sup>3</sup> and C. Mathews<sup>2</sup>, (1)Occupational Therapy, University of Florida, Gainesville, FL, (2)Psychiatry, University of Florida, Gainesville, FL, (3)School Psychology, University of Florida, Gainesville, FL
- 128 **168.128** Abnormal Frontoparietal Network Connectivity Is Correlated with Motor Skill Ability in Children with Autism **N. F. Wymbys**<sup>1,2</sup>, M. B. Nebel<sup>1,2</sup> and S. H. Mostofsky<sup>1,2</sup>, (1)Center for Neurodevelopmental and Imaging Research, Kennedy Krieger Institute, Baltimore, MD, (2)Johns Hopkins School of Medicine, Baltimore, MD
- 129 **168.129** An Integrative Approach of Visual Functions in ASD **K. Kovarski**<sup>1</sup>, M. Latinus<sup>2</sup>, J. Malvy<sup>3</sup>, F. Bonnet-Brilhault<sup>4</sup> and M. Batty<sup>5</sup>, (1)UMR 930 INSERM, University of Tours, Tours, France, (2)UMR INSERM U930, Tours, France, (3)CHRU Tours, Tours, France, (4) UMR930 Inserm, Université François-Rabelais de Tours, Tours, France, (5)Centre d'Etudes et de Recherches en Psychopathologie et Psychologie de la Santé, Université de Toulouse - Jean Jaurès, Toulouse Cedex 9, France
- 130 **168.130** Are Restricted and Repetitive Behaviours Related to Executive Function Performance? a Correlational Meta-Analysis. **R. K. Iversen**, Lancaster University, Lancaster, United Kingdom of Great Britain and Northern Ireland
- 131 **168.131** Audiovisual Integration Abilities in ASD Using Music-Based Stimuli **L. Silverman**<sup>1</sup>, A. R. Canfield<sup>2</sup>, N. Gebhard<sup>3</sup> and M. Schutz<sup>4</sup>, (1)University of Rochester Medical Center, Rochester, NY, (2)Department of Psychological Sciences, University of Connecticut, Storrs, CT, (3)Massachusetts General Hospital, Cambridge, MA, (4) McMaster University, Hamilton, ON, Canada
- 132 **168.132** Audiovisual Speech Perception in Children with Autism Spectrum Disorders: An Eye Tracking Study **S. Feng**<sup>1</sup>, Z. Ma<sup>2</sup>, Y. Wu<sup>1</sup>, T. Li<sup>1</sup>, L. Chen<sup>1</sup> and L. Yi<sup>1</sup>, (1)School of Psychological and Cognitive Sciences, Peking University, Beijing, China, (2)Emory University, Beijing, China
- 133 **168.133** Autistic Individuals Are Slow in Updating Their Internal Representations and Predictions **M. Ahissar**<sup>1</sup>, I. Lieder<sup>2</sup> and G. Vishne<sup>2</sup>, (1)Hebrew University, Jerusalem, Israel, (2)Hebrew University, Jerusalem, Israel
- 134 **168.134** Bilateral Patterns of Repetitive Movements in 6- to 12-Month-Old Infants As a Red Flag for Autism Spectrum Disorders **V. Costanzo**<sup>1</sup>, G. Purpura<sup>2</sup>, N. Chericoni<sup>3</sup>, F. Apicella<sup>4</sup>, M. L. Scattoni<sup>5</sup> and F. Muratori<sup>6</sup>, (1)Stella Maris Scientific Institute, Calambrone, Italy, (2)IRCCS Fondazione Stella Maris, Pisa, Italy, (3)Stella Maris Scientific Institute University of Pisa, Calambrone, Italy, (4)IRCCS Stella Maris Foundation, Calambrone (Pisa), Italy, (5)Research Coordination and Support Service, Istituto Superiore di Sanità, Rome, Italy, (6)Department of Developmental Neuroscience, Stella Maris Scientific Institute and University of Pisa, Pisa, Italy



- 135 **168.135** Brainstem Alterations in Young Children with Autism Spectrum Disorders: Comparison Among Automated Algorithms P. Bosco<sup>1</sup>, A. Giuliano<sup>1</sup>, J. Delafield-Butt<sup>2</sup>, F. Muratori<sup>3</sup>, **S. Calderoni<sup>3</sup>** and A. Retico<sup>4</sup>, (1)National Institute for Nuclear Physics (INFN), Pisa, Italy, (2)Faculty of Humanities and Social Sciences, University of Strathclyde, Glasgow, United Kingdom, (3)Department of Developmental Neuroscience, Stella Maris Scientific Institute and University of Pisa, Pisa, Italy, (4)Pisa Division, National Institute for Nuclear Physics, Pisa, Italy
- 136 **168.136** Classifying Gender in Autism Spectrum Disorder Based on Restricted and Repetitive Behaviors and Interests **L. Antezana**, R. S. Factor, E. E. Condy, M. V. Strege, A. Scarpa and J. A. Richey, Virginia Tech, Blacksburg, VA
- 137 **168.137** Closure and Symmetry Perception in Autism **N. S. Subri<sup>1</sup>**, C. Dickinson<sup>2</sup> and E. Gowen<sup>3</sup>, (1)The University of Manchester, Manchester, United Kingdom of Great Britain and Northern Ireland, (2) Division of Pharmacy and Optometry, The University of Manchester, Manchester, United Kingdom, (3)Division of Neuroscience and Experimental Psychology, University of Manchester, Manchester, United Kingdom
- 138 **168.138** Differences in Interoception and the Bodily Representation of Emotion in Autism and Typical Development **E. R. Palsler<sup>1</sup>**, E. Pellicano<sup>2</sup>, A. Fotopoulou<sup>3</sup> and J. M. Kilner<sup>4</sup>, (1)UCL, London, United Kingdom of Great Britain and Northern Ireland, (2)Macquarie University, Sydney, Australia, (3)UCL, London, United Kingdom, (4) Institute of Neurology, University College London, London, United Kingdom
- 139 **168.139** Disruption to Motor Intentions in Children with Autism: Evidence for Brainstem Timing Errors **J. Delafield-Butt<sup>1</sup>**, K. Sobota<sup>2,3</sup>, A. Anzulewicz<sup>1,3</sup>, L. Millar<sup>2</sup> and P. Rowe<sup>2</sup>, (1)Faculty of Humanities and Social Sciences, University of Strathclyde, Glasgow, United Kingdom, (2)Faculty of Engineering, University of Strathclyde, Glasgow, United Kingdom, (3)Harimata Sp.z.o.o., Krakow, Poland
- 140 **168.140** Do Repetitive Behaviours and Restricted Interests Predict Later Cognitive Ability in Children with Autism Spectrum Disorder? **V. Courchesne<sup>1</sup>**, T. Savion-Lemieux<sup>2</sup>, R. Bruno<sup>3</sup>, T. Bennett<sup>4</sup>, E. Duku<sup>5</sup>, S. Georgiades<sup>5</sup>, P. Miranda<sup>6</sup>, I. M. Smith<sup>7</sup>, P. Szatmari<sup>8</sup>, W. J. Ungar<sup>9</sup>, T. Vaillancourt<sup>10</sup>, J. Volden<sup>11</sup>, C. Waddell<sup>12</sup>, L. Zwaigenbaum<sup>13</sup>, A. Thompson<sup>5</sup> and M. Elsabbagh<sup>14</sup>, (1)McGill University, Montreal, QC, Canada, (2)Research Institute-McGill University Health Centre, Montreal, QC, Canada, (3)Montreal Children's Hospital, L'Assomption, QC, Canada, (4)Offord Centre for Child Studies, McMaster University, Hamilton, ON, CANADA, (5)McMaster University, Hamilton, ON, Canada, (6)University of British Columbia, Vancouver, BC, Canada, (7)Dalhousie University / IWK Health Centre, Halifax, NS, CANADA, (8)The Hospital for Sick Children, Toronto, ON, Canada, (9)University of Toronto / The Hospital for Sick Children, Toronto, ON, Canada, (10) University of Ottawa, Ottawa, ON, Canada, (11)University of Alberta, Edmonton, AB, Canada, (12)Simon Fraser University, Vancouver, BC, V6B 5K3, BC, Canada, (13)Pediatrics, University of Alberta, Edmonton, AB, Canada, (14)McGill University, Montreal, PQ, Canada
- 141 **168.141** Emotional Contexts of Postural Control in Neurodevelopmental Disorders **D. Green**, CHILd Research Institute, Jönköping University, Sweden
- 142 **168.142** Examining the Relationship between Sleep Patterns and Rrbs in Individuals with 16p11.2 Deletion with and without ASD **J. Straus<sup>1</sup>**, E. Hanson<sup>2</sup> and S. M. Attar<sup>1</sup>, (1)Boston Children's Hospital, Boston, MA, (2)Boston Children's Hospital/Harvard Medical School, Hingham, MA
- 143 **168.143** Exploring the Link between Sensory Reactivity, Anxiety and Related Mental Health Symptoms in Children with and without Autism **L. Roach<sup>1</sup>** and T. T. Tavassoli<sup>2</sup>, (1)University of Reading, Reading, United Kingdom, (2)Psychology, University of Reading, Reading, United Kingdom
- 144 **168.144** Fine Motor Trajectories in Children with Fragile X Syndrome and Siblings of Children with Autism **E. A. Will<sup>1</sup>** and J. Roberts<sup>2</sup>, (1)University of South Carolina, Columbia, SC, (2) Department of Psychology, University of South Carolina, Columbia, SC
- 145 **168.145** Gender Comparison of Repetitive Behavior Profiles Among Two Age Cohorts M. G. Evans<sup>1,2</sup>, **A. B. Barber<sup>1</sup>**, S. Ryan<sup>3</sup>, S. W. Eldred<sup>2</sup> and P. E. Reed<sup>1</sup>, (1)Communicative Disorders, University of Alabama, Tuscaloosa, AL, (2)University of Alabama, Tuscaloosa, AL, (3)The University of Alabama, Tuscaloosa, AL
- 146 **168.146** Generalised Time Processing Impairment in Autism Spectrum Disorders **C. M. Falter-Wagner<sup>1</sup>**, S. Isaksson<sup>2</sup>, S. Salomae<sup>2</sup>, J. Tuominen<sup>2</sup>, V. Arstila<sup>2</sup> and V. Noreika<sup>3</sup>, (1)LMU Munich, Munich, Germany, (2)University of Turku, Turku, Finland, (3)University of Cambridge, Cambridge, United Kingdom
- 147 **168.147** Identifying the Origins of Postural Control Deficits in Autism Spectrum Disorders: Sensory Acuity Vs. Sensory Integration **M. Doumas<sup>1</sup>**, R. Knox<sup>2</sup>, C. Craig<sup>3</sup> and C. O'Brien<sup>2</sup>, (1)School of Psychology, Queen's University Belfast, Belfast, United Kingdom, (2) Queen's University Belfast, Belfast, United Kingdom, (3)Manchester Metropolitan University, Manchester, United Kingdom
- 148 **168.148** Individuals with ASD Imitate By Way of Mirroring More Than Their Typical Peers **Z. M. Dravis<sup>1</sup>**, J. Diaz<sup>2</sup>, V. Obsekov<sup>2</sup>, E. S. Kim<sup>1</sup>, A. Tiedemann<sup>3</sup>, M. Cola<sup>1</sup>, S. Uh<sup>1</sup>, E. F. Ferguson<sup>2</sup>, L. Adeoye<sup>4</sup>, L. Bateman<sup>2</sup>, S. Plate<sup>1</sup>, A. Zoltowski<sup>5</sup>, A. Pomykacz<sup>6</sup>, K. Bassanello<sup>1</sup>, J. Pandey<sup>7</sup>, S. H. Mostofsky<sup>8</sup>, R. Schultz<sup>7</sup> and A. de Marchena<sup>8</sup>, (1)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (2)The Center for Autism Research/CHOP, Philadelphia, PA, (3) Center for Neurodevelopmental and Imaging Research, Kennedy Krieger Institute, Baltimore, MD, (4)The Center for Autism Research/CHOP, Philadelphia, PA, (5)Vanderbilt University, Nashville, TN, (6) Children's Hospital of Philadelphia- Center for Autism Research, Philadelphia, PA, (7)Center for Autism Research, The Children's Hospital of Philadelphia, Philadelphia, PA, (8)University of the Sciences, Philadelphia, PA
- 149 **168.149** Measuring Dyspraxia in Autism with a Brief Praxis Exam V. Obsekov<sup>1</sup>, J. Diaz<sup>1</sup>, **Z. M. Dravis<sup>2</sup>**, E. S. Kim<sup>2</sup>, L. Adeoye<sup>3</sup>, L. Bateman<sup>1</sup>, A. Pomykacz<sup>4</sup>, E. F. Ferguson<sup>1</sup>, M. Cola<sup>2</sup>, S. Uh<sup>2</sup>, S. Plate<sup>2</sup>, A. Zoltowski<sup>5</sup>, K. Bassanello<sup>2</sup>, A. Tiedemann<sup>6</sup>, J. Pandey<sup>7</sup>, S. H. Mostofsky<sup>6</sup>, R. Schultz<sup>7</sup> and A. de Marchena<sup>8</sup>, (1)The Center for Autism Research/CHOP, Philadelphia, PA, (2)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (3)The Center for Autism Research/CHOP, Philadelphia, PA, (4)Children's Hospital of Philadelphia- Center for Autism Research, Philadelphia, PA, (5) Vanderbilt University, Nashville, TN, (6)Center for Neurodevelopmental and Imaging Research, Kennedy Krieger Institute, Baltimore, MD, (7) Center for Autism Research, The Children's Hospital of Philadelphia, Philadelphia, PA, (8)University of the Sciences, Philadelphia, PA
- 150 **168.150** Intact Sensorimotor Adaptation in Autistic Adults **J. R. Oulton<sup>1</sup>**, J. Causer<sup>1</sup>, S. J. Hayes<sup>2</sup> and S. J. Bennett<sup>2</sup>, (1)Research Institute for Sport and Exercise Sciences, Liverpool John Moores University, Liverpool, United Kingdom, (2)Research Institute Sport and Exercise Sciences, Liverpool John Moores University, Liverpool, United Kingdom

- 151 **168.151** Individuals with ASD Meet Diagnostic Criteria for Co-Occurring Developmental Coordination Disorder **H. L. Miller<sup>1</sup>**, P. M. Caçola<sup>2</sup>, G. M. Sherrod<sup>1</sup> and N. L. Bugnariu<sup>1</sup>, (1)University of North Texas Health Science Center, Fort Worth, TX, (2)Kinesiology, University of Texas at Arlington, Arlington, TX
- 152 **168.152** Motor Skills As Moderators of ASD Core Symptoms: Insights from the Artificial Networks Approach **F. Fulceri<sup>1</sup>**, E. Grossi<sup>2</sup>, A. Contaldo<sup>3</sup>, A. Narzisi<sup>3</sup>, S. Calderoni<sup>4,5</sup>, F. Apicella<sup>3</sup>, I. Parrini<sup>3</sup>, R. Tancredi<sup>3</sup> and F. Muratori<sup>3,5</sup>, (1)IRCCS Stella Maris Foundation, Pisa, Italy, (2)Villa Santa Maria Institute, Como, Italy, (3)IRCCS Stella Maris Foundation, Calambrone (Pisa), Italy, (4)Department of Developmental Neuroscience, Stella Maris Scientific Institute and University of Pisa, Pisa, Italy, (5)Department of Clinical and Experimental Medicine, University of Pisa, Pisa, Italy
- 153 **168.153** Multisensory Integration and Autistic Traits **S. A. Lauzon<sup>1</sup>**, S. E. Schulz, Z. I. Cohen and R. A. Stevenson, Western University, London, ON, Canada
- 154 **168.154** Oculomotor Functions in ASD **M. Latinus<sup>1</sup>**, J. Malvy<sup>2</sup>, M. Siwiaszczyk<sup>3</sup>, K. Kovarski<sup>4</sup>, F. Bonnet-Brilhault<sup>5</sup> and M. Batty<sup>6</sup>, (1)UMR INSERM U930, Tours, France, (2)CHRU Tours, Tours, France, (3)Inserm U930 - Université François Rabelais de Tours, Tours, France, (4)UMR 930 INSERM, University of Tours, Tours, France, (5)UMR930 Inserm, Université François-Rabelais de Tours, Tours, France, (6)Centre d'Etudes et de Recherches en Psychopathologie et Psychologie de la Santé, Université de Toulouse - Jean Jaurès, Toulouse Cedex 9, France
- 155 **168.155** Odor Identification Skills in Adults with ASD Are Associated with Anatomical Abnormalities in the Tractography of Fronto-Occipital Fasciculi **V. Parma<sup>1</sup>**, K. Stephenson<sup>2</sup>, D. N. Top Jr.<sup>2</sup>, J. S. Beck<sup>3</sup>, N. C. Russell<sup>2</sup>, A. W. Carr<sup>2</sup>, L. Peacock<sup>3</sup>, C. Ray<sup>2</sup>, N. J. Goodrich-Hunsaker<sup>3</sup> and M. South Ph.D.<sup>2</sup>, (1)SISSA, Trieste, Italy, (2)Brigham Young University, Provo, UT, (3)Psychology, Brigham Young University, Provo, UT
- 156 **168.156** Ophthalmologic Peculiarities in Children with Autism Spectrum Disorder **R. K. Khanna<sup>1</sup>**, K. Kovarski<sup>2</sup>, S. Arsene<sup>3</sup>, M. Santallier<sup>3</sup>, J. Malvy<sup>4</sup> and M. Batty<sup>5</sup>, (1)Ophthalmology, UMR930 Inserm, Tours University Hospital, Tours, France, (2)UMR 930 INSERM, University of Tours, Tours, France, (3)Ophthalmology, Tours University Hospital, Tours, France, (4)CHRU Tours, Tours, France, (5)Centre d'Etudes et de Recherches en Psychopathologie et Psychologie de la Santé, Université de Toulouse - Jean Jaurès, Toulouse Cedex 9, France
- 157 **168.157** Parent Perspectives on DEEP Touch Pressure Sensory-Based Interventions for Children with ASD **M. Pena<sup>1</sup>**, Holland Bloorview Bloorview Kids Rehabilitation Hospital, Bloorview Research Institute, Canada, Toronto, ON, Canada
- 158 **168.158** Perceptual Atypicalities in Autism Revealed By Pupillometry **D. C. Burr<sup>1</sup>**, P. Binda<sup>2</sup> and M. Turi<sup>2</sup>, (1)Department of Neuroscience, Psychology, Pharmacology and Child Health, University of Florence, Florence, Italy, (2)Department of Translational Research on New Technologies in Medicine and Surgery, University of Pisa, Pisa, Italy
- 159 **168.159** Prospective Action Planning: Autistic Children Go Their Own Way **C. Becchio<sup>1</sup>**, A. Cavallo<sup>2</sup>, L. Romeo<sup>3</sup>, C. Ansuini<sup>4</sup>, J. Podda<sup>1</sup>, E. Veneselli<sup>5</sup>, F. Battaglia<sup>1</sup> and M. Pontil<sup>1</sup>, (1)Italian Institute of Technology, Genova, Italy, (2)University of Turin, TORINO, Italy, (3)Università Politecnica delle Marche, Ancona, Italy, (4)C'MON Unit, Istituto Italiano di Tecnologia, Genoa, Italy, (5)Istituto G. Gaslini, Genova, Italy
- 160 **168.160** Quantification of Predictive Motor Impairments in Children with Autism Spectrum Disorder **S. W. Park<sup>1,2</sup>**, A. Cardinaux<sup>2</sup>, S. Ben-Ami<sup>2</sup>, D. Guo<sup>1</sup>, L. Denna<sup>2</sup>, P. Sinha<sup>2</sup> and D. Sternad<sup>3</sup>, (1)Northeastern University, Boston, MA, (2)Massachusetts Institute of Technology, Cambridge, MA, (3)Biology, Electrical & Computer Engineering, and Physics, Northeastern University, Boston, MA
- 161 **168.161** Quantitative Assessment of TIP-TOE Behavior in Autism Spectrum Disorder Subjects: A CROSS-Sectional Cohort Study **G. Valagussa<sup>1,2</sup>**, V. Balatti<sup>1</sup>, L. Trentin<sup>1,2</sup>, A. Signori<sup>2</sup> and E. Grossi<sup>1</sup>, (1)Autism Research Unit, Villa Santa Maria, Tavernerio, Italy, (2)Department of Health Sciences (DISSAL), Section of Biostatistics, University of Genoa, Genoa, Italy
- 162 **168.162** TIP-TOE Behavior in Autism Spectrum Disorder: A Prospective Cohort Study **G. Valagussa<sup>1</sup>**, V. Balatti, L. Trentin and E. Grossi, Autism Research Unit, Villa Santa Maria, Tavernerio, Italy
- 163 **168.163** Quantitative Measures of Motor Function in Children with Duplications of 15q11.3-13.1 (Dup15q Syndrome) and Typically Developing (TD) Children **R. R. Bhatt<sup>1</sup>**, A. H. Dickinson<sup>2</sup>, C. Hyde<sup>3</sup>, S. Rallapalli<sup>1</sup>, K. Dahlerbruch<sup>1</sup>, C. Rocha<sup>1</sup> and S. Jeste<sup>2</sup>, (1)UCLA Medical Center, Los Angeles, CA, (2)University of California, Los Angeles, Los Angeles, CA, (3)Semel Institute, UCLA Medical Center, Los Angeles, CA
- 164 **168.164** Reduced Left Cradling Bias and Cerebral Lateralization in Children with ASD **R. Davis<sup>1</sup>**, B. Todd<sup>2</sup> and G. Forrester<sup>3</sup>, (1)Birkbeck College, London University, London, United Kingdom, (2)City University, London, United Kingdom, (3)Birkbeck, University of London, London, United Kingdom
- 165 **168.165** Relating Sensory Hypersensitivity and Autistic Traits in Typically-Developed Adults **S. E. Schulz<sup>1</sup>** and R. A. Stevenson, Western University, London, ON, Canada
- 166 **168.166** Relationships between Sensory Atypicalities, Repetitive Behaviours, Anxiety and Intolerance of Uncertainty **M. Glod<sup>1</sup>**, D. M. Riby<sup>2</sup>, E. Honey<sup>3</sup> and J. Rodgers<sup>1</sup>, (1)Institute of Neuroscience, Newcastle University, Newcastle Upon Tyne, United Kingdom, (2)Department of Psychology, Durham University, Durham, United Kingdom, (3)Northumberland, Tyne & Wear NHS Foundation Trust, Newcastle Upon Tyne, United Kingdom
- 167 **168.167** Representational Gestures Provide a Direct Link between Motor Behavior and Social Communication Deficits in ASD A. Bagdasarov<sup>1</sup>, Z. M. Dravis<sup>2</sup>, E. S. Kim<sup>2</sup>, L. Adeoye<sup>3</sup>, V. Obsekov<sup>1</sup>, J. Diaz<sup>1</sup>, B. B. Maddox<sup>4</sup>, E. F. Ferguson<sup>1</sup>, A. A. Pallathra<sup>5</sup>, L. Bateman<sup>1</sup>, A. Pomykacz<sup>6</sup>, A. Tiedemann<sup>7</sup>, E. S. Brodtkin<sup>8</sup>, J. Pandey<sup>9</sup>, J. Parish-Morris<sup>10</sup>, S. H. Mostofsky<sup>7</sup>, R. Schultz<sup>9</sup> and **A. de Marchena<sup>1,11</sup>**, (1)The Center for Autism Research/CHOP, Philadelphia, PA, (2)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (3)The Center for Autism Research/CHOP, Philadelphia, PA, (4)Psychiatry, Center for Mental Health Policy and Services Research, University of Pennsylvania, Philadelphia, PA, (5)Department of Psychiatry, Catholic University of America, Washington, DC, (6)Children's Hospital of Philadelphia- Center for Autism Research, Philadelphia, PA, (7)Center for Neurodevelopmental and Imaging Research, Kennedy Krieger Institute, Baltimore, MD, (8)Department of Psychiatry, University of Pennsylvania, Philadelphia, PA, (9)Center for Autism Research, The Children's Hospital of Philadelphia, Philadelphia, PA, (10)Psychiatry, Center for Autism Research, Children's Hospital of Philadelphia and Perelman School of Medicine of the University of Pennsylvania, Philadelphia, PA, (11)University of the Sciences, Philadelphia, PA

- 168 **168.168** Sensory Abnormalities and Earlier P3a in Adults with Autism Spectrum Disorder **Y. L. Chien<sup>1</sup>**, M. H. Hsieh<sup>1</sup> and S. S. F. Gau<sup>2</sup>, (1)Department of Psychiatry, National Taiwan University Hospital, Taipei, Taiwan, (2)National Taiwan University Hospital & College of Medicine, Taipei, TAIWAN
- 169 **168.169** Sensory Attenuation in Autism Spectrum Conditions **J. J. Finnemann<sup>1</sup>** and P. C. Fletcher<sup>2</sup>, (1)Department of Psychiatry, University of Cambridge, Cambridge, United Kingdom, (2)Psychiatry, University of Cambridge, Cambridge, United Kingdom
- 170 **168.170** Sensory Processing of Individuals with Autism Spectrum Disorder and an Intellectual Disability: A Systematic Review. **M. Werkman<sup>1</sup>**, S. A. Reijneveld<sup>2</sup>, S. Begeer<sup>3</sup>, I. A. van Berckelaer-Onnes<sup>4</sup>, Y. Dijkxhoorn<sup>5</sup> and J. A. Landsman<sup>6</sup>, (1)UMCG, Groningen, Netherlands, (2)Health Sciences, UMCG, Groningen, Netherlands, (3)VU University Amsterdam, Amsterdam, Netherlands, (4)Faculty of Social Sciences, Clinical Child and Adolescent Studies, Leiden University, Leiden, Netherlands, (5)Leiden University, Leiden, Netherlands, (6)University Medical Centre Groningen - Applied Health Research, Groningen, Netherlands
- 171 **168.171** Sensory Stress in Primary Schools: Not Just a Problem for Autistic Children **D. R. Simmons**, S. Bell and N. Stack, School of Psychology, University of Glasgow, Glasgow, United Kingdom
- 172 **168.172** Spontaneous Oculomotor Movement and Stereotyped and Rigid Behaviors: Results from the ABC-CT Feasibility Study **S. Hasselmo<sup>1</sup>**, F. Shic<sup>2</sup>, S. J. Webb<sup>3</sup>, C. Sugar<sup>4</sup>, G. Helleman<sup>5</sup>, D. Senturk<sup>6</sup>, M. Murias<sup>6</sup>, R. Bernier<sup>3</sup>, G. Dawson<sup>7</sup>, S. Faja<sup>8</sup>, S. Jeste<sup>4</sup>, C. A. Nelson III<sup>8</sup>, K. Chawarska<sup>1</sup>, J. McPartland Ph.D<sup>1</sup> and A. Naples<sup>1</sup>, (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2)Center for Child Health, Behavior and Development, Seattle Children's Research Institute, Seattle, WA, (3)Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA, (4)University of California, Los Angeles, Los Angeles, CA, (5)UCLA, Los Angeles, CA, (6)Duke University, Durham, NC, (7)Department of Psychiatry and Behavioral Sciences, Duke University Medical Center, Durham, NC, (8)Boston Children's Hospital, Boston, MA
- 173 **168.173** Statistical Learning of Dynamic Contingencies in Autism Spectrum Conditions **O. Parsons<sup>1</sup>** and S. Baron-Cohen<sup>2</sup>, (1)University of Cambridge, Cambridgeshire, United Kingdom of Great Britain and Northern Ireland, (2)University of Cambridge, Cambridge, United Kingdom
- 174 **168.174** Stereotypies in Autism: The Construction of a Large VIDEO Catalogue from a Cohort Study **E. Caminada**, F. Vanzulli, B. Vescovo, E. Alfiedi and E. Grossi, Autism Research Unit, Villa Santa Maria, Tavernerio, Italy
- 175 **168.175** Stop Making Noise! Auditory Sensitivity in Adults with Autism Spectrum Disorder: Physiological Habituation and Subjective Detection Threshold. **M. W. Kuiper<sup>1</sup>**, L. Verhoeven<sup>2</sup> and H. Geurts<sup>3</sup>, (1)University of Amsterdam and Dr. Leo Kannerhuis, Doorwerth, Netherlands, (2)Dr Leo Kannerhuis, Doorwerth, Netherlands, (3)University of Amsterdam, Amsterdam, Netherlands
- 176 **168.176** The Relationship between Motor Performance and the Broad Autism Phenotype When Performing Movements of Varying Complexity **I. Naiman<sup>1</sup>**, B. M. Stoesz<sup>2</sup>, J. M. Montgomery<sup>3</sup> and C. M. Glazebrook<sup>4</sup>, (1)University of Toronto, Toronto, ON, Canada, (2)Psychology, University of Manitoba, Winnipeg, MB, Canada, (3)Psychology, University of Manitoba, Winnipeg, MB, CANADA, (4)University of Manitoba, Winnipeg, MB, CANADA
- 177 **168.177** The Relationship between Sensory over-Responsivity, Emotion Dysregulation Symptoms, and Psychophysiological Arousal to Sensory Stimuli in Youth with ASD **J. E. Yeargin<sup>1</sup>**, S. A. Green<sup>2</sup>, T. Zbozinek<sup>3</sup>, M. Dapretto Ph.D<sup>2</sup>, M. Craske<sup>3</sup> and S. Y. Bookheimer<sup>2</sup>, (1)Brain Mapping Center, UCLA, Los Angeles, CA, (2)University of California, Los Angeles, Los Angeles, CA, (3)UCLA, Los Angeles, CA
- 178 **168.178** The Relationship of Sensory Overresponsivity to Amplitude Discrimination **E. P. McKernan**, J. Kopec, E. A. Kaplan, E. L. Koelmel and N. Russo, Psychology, Syracuse University, Syracuse, NY
- 179 **168.179** Types of Restricted Interests and Preoccupations: Are There Differences across Sex? **K. Nowell<sup>1</sup>** and **C. Jorgenson<sup>2</sup>**, (1)Thompson Center for Autism & Neurodevelopmental Disorders, Columbia, MO, (2)Special Education, University of Missouri, Columbia, MO
- 180 **168.180** Typical and Atypical Visuo-Spatial Information Processing in Korean Children with Autism Spectrum Disorder **M. K. Kwon<sup>1</sup>** and H. Song<sup>2</sup>, (1)Division of General Studies, Ulsan National Institute of Science and Technology, Ulsan, Korea, Republic of (South), (2)Seoul Woman's University, Seoul, Korea, Republic of (South)
- 181 **168.181** Understanding the Beliefs and Experiences of Practitioners Who Have Worked in Multi-Sensory Environments with Children on the Autism Spectrum **K. L. Unwin**, G. Powell and C. R. G. Jones, Wales Autism Research Centre, Cardiff University, Cardiff, United Kingdom
- 182 **168.182** Upper-Limb Movement Kinematics and Motor Proficiency Are Associated with the Severity of Autism Spectrum Disorder **S. Busti Ceccarelli<sup>1</sup>**, S. Grazioli<sup>1,2</sup>, A. Cesareo<sup>3</sup>, G. M. Marzocchi<sup>2</sup>, M. Molteni<sup>1</sup>, M. Nobile<sup>1</sup> and **A. Crippa<sup>1,2</sup>**, (1)Scientific Institute, IRCCS Eugenio Medea, Bosisio Parini, Italy, (2)Department of Psychology, University of Milano-Bicocca, Milano, Italy, (3)Dipartimento di Elettronica, Informazione e Bioingegneria, Politecnico di Milano, Milano, Italy
- 183 **168.183** Which Motor Stereotypy Subtypes Are Most Indicative of an Autism Spectrum Disorder in Early Childhood? **A. K. McCullough<sup>1,2</sup>**, S. Lopez-Pintado<sup>3</sup> and S. Goldman<sup>1</sup>, (1)Neurology, Columbia University Medical Center, New York, NY, (2)Teachers College, Columbia University, New York, NY, (3)Biostatistics, Columbia University - Mailman school of Public Health, New York, NY
- 184 **168.184** "My Sensory Experiences": Everyday Sensory Preferences and Challenges Revealed By Young People on the Spectrum Using a Picture-Based Interview Tool **J. Ashburner<sup>1</sup>** and N. Bobir<sup>2</sup>, (1)Autism Queensland, The University of Queensland, Sunnybank, Australia, (2)Research and Business Development, Autism Queensland, Sunnybank, Australia



## Poster Session

## 169 - Social Cognition and Social Behavior

5:30 PM - 7:00 PM - Hall Grote Zaal

- 185 **169.185** Affective Salience Influences Looking Preference for Social Elements during Interactive Play Scenes in Young Children with Autism **L. Ruta**<sup>1</sup>, G. Tartarisco<sup>1</sup>, I. Dubey<sup>2</sup>, F. Fama<sup>1</sup>, L. Spadaro<sup>1</sup>, C. Carrozza<sup>1</sup>, E. Leonardi<sup>1</sup>, F. Marino<sup>1</sup>, P. C. Torre<sup>3</sup>, S. Baieli<sup>3</sup>, R. Scifo<sup>2</sup>, G. Pioggia<sup>1</sup> and B. Chakrabarti<sup>2</sup>, (1)Institute of Applied Sciences and Intelligent Systems, National Research Council of Italy (CNR), Messina, Italy, (2)School of Psychology and Clinical Language Sciences, University of Reading, Reading, United Kingdom, (3) Centre for Autism Spectrum Disorders, Child Psychiatry Unit, Acireale Hospital, Provincial Health Service (ASP), Catania, Italy
- 186 **169.186** Affective State and Decision Making in Autism Spectrum Disorder: Evidence from the Ultimatum Game **A. Acosta Ortiz**<sup>1</sup>, S. B. Gaigg<sup>2</sup> and S. Reimers<sup>3</sup>, (1)City University London, London, United Kingdom, (2)Psychology, City, University of London, London, United Kingdom, (3)City, University of London, London, United Kingdom
- 187 **169.187** Altered Responses to Social Chemosignals in Autism Spectrum Disorder **Y. Shapira**<sup>1</sup>, O. Per<sup>2</sup>, A. Ravia<sup>2</sup>, D. Amir<sup>2</sup>, A. Eisen<sup>2</sup>, V. Bezalel<sup>2</sup>, L. Rozenkrantz<sup>2</sup>, E. Mishor<sup>2</sup>, L. Pinchover<sup>2</sup>, T. Soroka<sup>2</sup>, D. Honigstein<sup>2</sup> and N. Sobel<sup>2</sup>, (1)Weizmann Institute of Science, Rehovot, Israel, (2)Weizmann Institute of Science, Rehovot, Israel
- 188 **169.188** Analysis of Teacher-Student Interactions within Classroom Activities: Implications for Effective Instructional Practices **N. Sparapani**<sup>1</sup>, L. Towers<sup>2</sup>, J. Traser<sup>2</sup>, J. Suhrheinrich<sup>3</sup>, S. R. Rieth<sup>3,4</sup> and A. C. Stahmer<sup>5</sup>, (1)University of California, Davis, Sacramento, CA, (2)School of Education, University of California, Davis, Davis, CA, (3) San Diego State University, San Diego, CA, (4)Child and Adolescent Services Research Center, San Diego, CA, (5)Psychiatry and Behavioral Sciences, University of California at Davis MIND Institute, Sacramento, CA
- 189 **169.189** Anxiety and Social Initiation in Young Children with Autism Spectrum Disorder **R. A. Bowler**, E. A. Bisi and B. J. Wilson, Seattle Pacific University, Seattle, WA
- 190 **169.190** The Role of Theory of Mind on the Stress Intensity of Parents of Young Children with Autism **R. A. Bowler**, T. Estrada, A. J. Lee, T. Rutter, B. Van Vleet and B. J. Wilson, Seattle Pacific University, Seattle, WA
- 191 **169.191** Atypical Scanning Patterns of Static Social Scenes in ASD: Results from the ABC-CT Feasibility Study **E. Barney**<sup>1</sup>, F. Shic<sup>1</sup>, A. Naples<sup>2</sup>, S. J. Webb<sup>3</sup>, M. Murias<sup>4</sup>, C. Sugar<sup>5</sup>, J. Dziura<sup>6</sup>, C. Brandt<sup>6</sup>, R. Bernier<sup>3</sup>, G. Dawson<sup>7</sup>, S. Jeste<sup>5</sup>, C. A. Nelson III<sup>8</sup> and J. McPartland Ph.D.<sup>2</sup>, (1)Center for Child Health, Behavior and Development, Seattle Children's Research Institute, Seattle, WA, (2)Child Study Center, Yale University School of Medicine, New Haven, CT, (3)Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA, (4)Duke University, Durham, NC, (5)University of California, Los Angeles, Los Angeles, CA, (6)Yale University, New Haven, CT, (7) Department of Psychiatry and Behavioral Sciences, Duke University Medical Center, Durham, NC, (8)Boston Children's Hospital, Boston, MA
- 192 **169.192** Autism Spectrum Disorder, Theory of Mind, Social Behavior, and Law Involvement: Contributions of Theory of Mind and Executive Function
- 193 **169.193** Autism, Mentalising and the Effect of Social Presence **E. J. Morgan**, D. J. Carroll and M. Freeth, Psychology Department, University of Sheffield, Sheffield, United Kingdom
- 194 **169.194** Caregiver Viewing Patterns during Infant-Caregiver Dyadic Interactions **A. Kreuzman**<sup>1,2,3</sup>, S. Glazer<sup>1,4</sup>, S. Shultz<sup>5</sup>, A. Klin<sup>6</sup> and W. Jones<sup>6</sup>, (1)Marcus Autism Center, Atlanta, GA, (2)Children's Healthcare of Atlanta, Atlanta, GA, (3)Emory University Department of Pediatrics, Atlanta, GA, (4)MD Anderson Cancer Center, University of Texas, Houston, TX, (5)Marcus Autism Center, Children's Healthcare of Atlanta, Emory University, Atlanta, GA, (6)Marcus Autism Center, Children's Healthcare of Atlanta and Emory University School of Medicine, Atlanta, GA
- 195 **169.195** Changes in Social Referencing in Response to Pivotal Response Treatment in ASD: A Preliminary Eye Tracking Study **M. Kim**<sup>1</sup>, C. Foster<sup>2</sup>, Q. Wang<sup>3</sup>, C. A. Wall<sup>4</sup>, B. Li<sup>5</sup>, E. Barney<sup>6</sup>, Y. A. Ahn<sup>7</sup>, L. L. Booth<sup>8</sup>, M. Lyons<sup>9</sup>, C. A. Paisley<sup>9</sup>, C. C. Kautz<sup>2</sup>, F. Shic<sup>6</sup> and P. E. Ventola<sup>10</sup>, (1)Seattle Children's Research Institute, Seattle, WA, (2) Binghamton University, Binghamton, NY, (3)Child Study Center, Yale University School of Medicine, New Haven, CT, (4)Department of Psychology, University of South Carolina, Columbia, SC, (5)Computer Science and Engineering, University of Washington, Seattle, WA, (6)Center for Child Health, Behavior and Development, Seattle Children's Research Institute, Seattle, WA, (7)University of Miami, Miami, FL, (8)Yale Child Study Center, Yale School of Medicine, New Haven, CT, (9)University of Alabama, Tuscaloosa, AL, (10)Yale Child Study Center, Yale University School of Medicine, New Haven, CT
- 196 **169.196** Comparing Intensity Ratings of Emotions in Music and Faces By Adolescents with Autism Spectrum Disorder **H. Dahary**, S. Sivathasan and E. M. Quintin, McGill University, Montreal, QC, Canada
- 197 **169.197** Comparing the Communication Profiles of Children with Autism Spectrum Disorder & with Multisensory Impairments **M. Nunez**<sup>1</sup>, A. San Jose Caceres<sup>2</sup> and E. Loth<sup>3</sup>, (1)Institute of Psychiatry, King's College London, London, United Kingdom, (2)Forensic and Neurodevelopmental Sciences, King's College, London, United Kingdom of Great Britain and Northern Ireland, (3)Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom
- 198 **169.198** Construct Validity of Eye-Tracking Indices of Active Engagement in School-Aged Children with ASD **L. A. Edwards**<sup>1</sup>, L. Morgan<sup>1</sup>, M. Siller<sup>1</sup>, A. Wrencher<sup>2</sup>, J. Moriuchi<sup>3</sup>, A. Klin<sup>1</sup> and W. Jones<sup>1</sup>, (1)Marcus Autism Center, Children's Healthcare of Atlanta and Emory University School of Medicine, Atlanta, GA, (2)Andrew Young School of Policy Studies, Georgia State University, Atlanta, GA, (3)Oregon Health & Science University, Portland, OR
- 199 **169.199** Divergent Patterns of Time-Varying Visual Attention to Social Stimuli in Toddlers with Autism Spectrum Disorder and Williams Syndrome **A. Ford**<sup>1</sup>, S. K. Markert<sup>2</sup>, J. A. Olmstead<sup>3</sup>, M. D. Lense<sup>4</sup>, A. Klin<sup>5</sup>, S. Shultz<sup>6</sup> and W. Jones<sup>5</sup>, (1)CHOA- Marcus Autism center, Atlanta, GA, (2)Department of Pediatrics, Marcus Autism Center, Children's Healthcare of Atlanta & Emory School of Medicine, Atlanta, GA, (3)Marcus Autism Center, Atlanta, GA, (4)Vanderbilt University Medical Center, Nashville, TN, (5)Marcus Autism Center, Children's Healthcare of Atlanta and Emory University School of Medicine, Atlanta, GA, (6)Marcus Autism Center, Children's Healthcare of Atlanta, Emory University, Atlanta, GA

- 200 **169.200** Educator Practices and Perspectives on Social and Emotional Skills Teaching in UK Autism Education S. Mantinioti<sup>1</sup>, **E. Ainger**<sup>1</sup>, A. M. Alcorn<sup>2</sup> and E. Pellicano<sup>3</sup>, (1)Centre for Research in Autism and Education, University College London, London, United Kingdom, (2) Centre for Research in Autism and Education, University College London, London, United Kingdom of Great Britain and Northern Ireland, (3)Centre for Research in Autism and Education (CRAE), UCL Institute of Education, University College London, London, United Kingdom
- 201 **169.201** ▶ Observing Interactions between Teaching Staff and Autistic Children: Who Communicates, How Often, and Why? a Cross-Cultural Comparison between UK and Serbia **E. Ainger**<sup>1</sup>, Y. Shek<sup>2</sup>, A. M. Alcorn<sup>3</sup> and E. Pellicano<sup>4</sup>, (1)Centre for Research in Autism and Education, University College London, London, United Kingdom, (2) Centre for Research in Autism and Education, UCL, London, United Kingdom, (3)Centre for Research in Autism and Education, University College London, London, United Kingdom of Great Britain and Northern Ireland, (4)Centre for Research in Autism and Education (CRAE), UCL Institute of Education, University College London, London, United Kingdom
- 202 **169.202** Estimating Social Communication Functioning (ACSF:SC) from ADOS-2 Data: Development of an Algorithm **S. J. Gentles**<sup>1</sup>, B. Di Rezze<sup>1</sup>, P. Rosenbaum<sup>2</sup>, E. Duku<sup>1</sup>, L. Zwaigenbaum<sup>3</sup>, M. J. C. Hidecker<sup>4</sup> and S. Georgiades<sup>1</sup>, (1)McMaster University, Hamilton, ON, Canada, (2)CanChild Centre, McMaster University, Hamilton, ON, Canada, (3)Pediatrics, University of Alberta, Edmonton, AB, Canada, (4) Communication Disorders, University of Wyoming, Laramie, WY
- 203 **169.203** Exploring Theory-of-Mind in Children, Adolescents and Adults with Autism Spectrum Conditions in a Large European Cohort **H. L. Hayward**<sup>1</sup>, K. L. Ashwood<sup>2</sup>, F. Happé<sup>3</sup>, R. Holt<sup>4</sup>, S. Baron-Cohen<sup>4</sup>, E. Loth<sup>1</sup>, M. C. Lai<sup>5</sup>, D. V. Crawley<sup>6</sup>, D. G. Murphy<sup>2</sup>, A. San Jose Caceres<sup>7</sup> and J. Ahmad<sup>8</sup>, (1)Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (2)Department of Forensic and Neurodevelopmental Sciences, and the Sackler Institute for Translational Neurodevelopment, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (3)Social, Genetic and Developmental Psychiatry Centre, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (4)University of Cambridge, Cambridge, United Kingdom, (5)Centre for Addiction & Mental Health, University of Toronto, Toronto, ON, Canada, (6)Forensic and Neurodevelopmental Sciences, King's College, London, London, United Kingdom of Great Britain and Northern Ireland, (7)Forensic and Neurodevelopmental Sciences, King's College, London, United Kingdom of Great Britain and Northern Ireland, (8)Forensic and Neurodevelopmental Sciences, Kings College London, Institute of Psychiatry, Psychology & Ne, United Kingdom of Great Britain and Northern Ireland
- 204 **169.204** Exploring the Underlying Mechanisms of Spontaneous and Voluntary Facial Expressions **D. A. Trevisan**<sup>1</sup>, G. Iarocci<sup>2</sup> and E. Birmingham<sup>1</sup>, (1)Faculty of Education, Simon Fraser University, Burnaby, BC, Canada, (2)Simon Fraser University, Burnaby, BC, Canada
- 205 **169.205** Gaze Patterns during Parent-Child Versus Clinician-Child Interactions **E. Ajodan**<sup>1</sup>, B. Silver<sup>1</sup>, M. Silverman<sup>1</sup>, A. Southerland<sup>2</sup>, K. Chanda<sup>2</sup>, E. A. Stubbs<sup>2</sup>, C. Lord<sup>3</sup>, J. Rehg<sup>2</sup>, A. Rozga<sup>2</sup> and R. M. Jones<sup>3</sup>, (1)Sackler Institute for Developmental Psychobiology, New York, NY, (2) Georgia Institute of Technology, Atlanta, GA, (3)Weill Cornell Medicine, White Plains, NY
- 206 **169.206** Good Social Skills Despite Poor Theory of Mind: Exploring Compensation in Autism Spectrum Disorder **L. Livingston**<sup>1</sup>, E. Colvert<sup>1</sup>, P. Bolton<sup>2</sup> and F. Happé<sup>1</sup>, (1)Social, Genetic and Developmental Psychiatry Centre, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (2)Department of Child & Adolescent Psychiatry, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom
- 207 **169.207** How Children with Autism Spectrum Disorder Recognize Facial Expressions Displayed by a Rear-Projection Humanoid Robot F. Askari<sup>1</sup>, H. Feng<sup>2</sup>, **A. Gutierrez Jr.**<sup>3</sup>, T. Sweeny<sup>4</sup> and M. Mahoor<sup>2</sup>, (1) Electrical and Computer Engineering, University of Denver, Denver, CO, (2)University of Denver, Denver, CO, (3)University of Miami, Miami, FL, (4)Psychology, University of Denver, Denver, CO
- 208 **169.208** Individual Differences in Distinct Aspects of Executive Function Predict Theory of Mind in School-Aged Children with ASD **M. R. Altschuler**<sup>1</sup>, R. Gilbert<sup>2</sup>, A. Vaidyanathan<sup>3</sup>, S. Kala<sup>4</sup>, M. Warshawsky<sup>5</sup>, D. Carroll<sup>2</sup> and S. Faja<sup>2</sup>, (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2)Boston Children's Hospital, Boston, MA, (3)The Banyan Academy of Leadership in Mental Health, Mugappari west, Chennai, India, (4)Dartmouth College, Hanover, NH, (5)Tufts University, Medford, MA
- 209 **169.209** Individuals with and without ASD Describe "Funny" Videos in Similar Ways **E. F. Ferguson**<sup>1</sup>, L. Bateman<sup>1</sup>, M. Cola<sup>2</sup>, Z. M. Dravis<sup>2</sup>, S. Uh<sup>2</sup>, S. Plate<sup>2</sup>, N. Minyanou<sup>2</sup>, A. Pomykacz<sup>2</sup>, K. Bassanello<sup>2</sup>, A. Zoltowski<sup>2</sup>, J. Herrington<sup>1</sup>, K. Bartley Jr.<sup>5</sup>, E. S. Kim<sup>2</sup>, A. de Marchena<sup>6</sup>, J. Pandey<sup>7</sup>, R. Schultz<sup>7</sup> and J. Parish-Morris<sup>8</sup>, (1)The Center for Autism Research/CHOP, Philadelphia, PA, (2)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (3)Children's Hospital of Philadelphia - Center for Autism Research, Philadelphia, PA, (4)Vanderbilt University, Nashville, TN, (5)Center for Autism Research, Malvern, PA, (6)University of the Sciences, Philadelphia, PA, (7) Center for Autism Research, The Children's Hospital of Philadelphia, Philadelphia, PA, (8)Psychiatry, Center for Autism Research, Children's Hospital of Philadelphia and Perelman School of Medicine of the University of Pennsylvania, Philadelphia, PA
- 210 **169.210** Lower Lifetime ASD Symptom Severity Predicts Increase in Separation Anxiety with Age in Adolescents with ASD **S. L. Sommer**, C. E. Simson, L. A. Santore and M. D. Lerner, Stony Brook University, Stony Brook, NY
- 211 **169.211** Effect of Excitatory rTMS Applied to the Posterior STS in Adults with ASD **A. Saitovitch**<sup>1</sup>, J. C. Lamy<sup>2</sup>, E. Rechtman<sup>3</sup>, A. Vinçon-Leite<sup>4</sup>, T. Popa<sup>5</sup>, N. Chabane<sup>6</sup>, A. Philippe<sup>7</sup>, F. Bonnet-Brihault<sup>8</sup>, G. Martinez<sup>9</sup>, R. Gobbo<sup>10</sup>, A. Cavalcanti Ferreira<sup>10</sup>, H. Lemaitre<sup>11</sup>, D. Grevent<sup>12</sup>, R. Calmon<sup>12</sup>, S. Meunier<sup>2</sup>, F. Brunelle<sup>2</sup>, N. Bodaert<sup>13</sup> and M. Zilbovicius<sup>12</sup>, (1)INSERM, Paris, France, (2)Inserm U 1127, CNRS UMR 7225, Sorbonne Universités, UPMC Univ Paris 06, ICM, CENIR, Paris, France, (3)INSERM U1000, Institut Imagine, Paris, France, (4)INSERM U1000, Paris, France, (5)Inserm U 1127, CNRS UMR 7225, Sorbonne Universités, UPMC Univ Paris 06, ICM, CENIR, Inserm U 1127, CNRS UMR 7225, Sorbonne Universités, UPMC Univ Paris 06, ICM, CENIR, Paris, France, (6)CHUV, Lausanne, Switzerland, (7)Necker Hospital, Paris, France, (8)UMR930 Inserm, Université François-Rabelais de Tours, Tours, France, (9)Hôpital Sainte Anne, Paris, France, (10)Inserm U1000, institut Imagine, UNICAMP, Paris, France, (11)Inserm U1000, institut Imagine, Université Paris Sud, Paris, France, (12)Inserm U1000, institut Imagine, Paris, France, (13)Hospital Necker, Paris, France

- 212 **169.212** Overlap in Parent and Teacher Reports of Externalizing and Problem Behaviors in School-Age Children with Autism Spectrum Disorder **M. Reid<sup>1</sup>**, A. A. Pallathra<sup>2</sup>, M. Alvord<sup>3</sup> and B. Rich<sup>1</sup>, (1)Catholic University of America, Washington, DC, (2)Department of Psychiatry, Catholic University of America, Washington, DC, (3)Alvord, Baker & Associates. LLC, Rockville, MD
- 213 **169.213** Patterns of Visual Exploration of Complex Social Scenes Are Increasingly Deviant over Time in Preschoolers with ASD: A Longitudinal Eye-Tracking Study **N. Kojovic<sup>1</sup>**, M. Franchini<sup>2</sup>, Z. Daniela<sup>3</sup>, H. F. Sperdin<sup>4</sup> and M. Schaer<sup>5</sup>, (1)Developmental Imaging and Psychopathology Lab, UNIGE, Geneva, Switzerland, (2)Dalhousie University / IWK Health Centre, Halifax, NS, Canada, (3)Medical Image processing Laboratory, University of Geneva, Geneva, Switzerland, (4)Developmental Imaging and Psychopathology (DIP) Lab, Office Médico-Pédagogique, Department of Psychiatry, University of Geneva School of Medicine, Geneva, Switzerland, (5)Developmental Imaging and Psychopathology Lab, University of Geneva, Geneva, Switzerland
- 214 **169.214** Pupil Dilation to Emotional Faces in Relation to Social Anxiety and Autistic Traits in Adolescents with Social Anxiety Disorder **J. L. Kleberg<sup>1</sup>**, T. Falck-Ytter<sup>2</sup>, S. Bolte<sup>3</sup>, E. Serlachius<sup>4,5</sup>, J. Högström<sup>4,6</sup> and M. Nordh<sup>4,6</sup>, (1)Uppsala University, Uppsala, Sweden, (2)Karolinska Institutet & Uppsala University, Uppsala, Sweden, (3)Karolinska Institutet, Stockholm, Sweden, (4)Department of Clinical Neuroscience, Karolinska Institutet, Solna, Sweden, (5)Stockholm Health Care Services, Stockholm County Council, Stockholm, Sweden, Stockholm, Sweden, (6)Stockholm Health Care Services, Stockholm County Council, Stockholm, Sweden
- 215 **169.215** ▶ Racial Disparities in an Inpatient Sample of Youth with ASD: Nonverbal IQ, Problem Behaviors, Verbal Ability, and Social Functioning **H. Nichols<sup>1</sup>**, S. Dababnah<sup>1</sup>, C. A. Mazefsky<sup>2</sup>, B. Troen<sup>3</sup>, R. Mahajan<sup>3</sup> and J. Vizzoli<sup>4</sup>, (1)University of Maryland, Baltimore, Baltimore, MD, (2)Department of Psychiatry, University of Pittsburgh School of Medicine, Pittsburgh, PA, (3)Sheppard Pratt Health System, Towson, MD, (4)University of Pittsburgh School of Medicine, Pittsburgh, PA
- 216 **169.216** Recognition of Music-Evoked Emotions Among Adolescents with Autism Spectrum Disorder: Examining the Effect of Musical Excerpt Duration and Relationship with Cognitive Skills. **T. Fernandes Fern<sup>1</sup>**, H. Dahary, S. Sivathanan and E. M. Quintin, McGill University, Montreal, QC, Canada
- 217 **169.217** Seeing Eye to Eye? Discrepancies in Perceived Social Skill Competency and Motivation Among Adolescents with ASD and Their Parents **A. Osuna**, T. Vernon, A. Miller and J. Ko, University of California Santa Barbara, Santa Barbara, CA
- 218 **169.218** Sequential Associations between Supported Joint Engagement and Parent Talk in Children with ASD and Typical Development **K. Bottema-Beutel<sup>1</sup>**, B. P. Lloyd<sup>2</sup>, L. R. Watson<sup>3</sup> and P. Yoder<sup>2</sup>, (1)Lynch School of Education, Boston College, Chestnut Hill, MA, (2)Department of Special Education, Vanderbilt University, Nashville, TN, (3)Allied Health Sciences, University of North Carolina at Chapel Hill, Chapel Hill, NC
- 219 **169.219** Sex Differences in Social Cognition, Executive Functioning and Restricted and Repetitive Behaviours across Development in ASD **R. C. Leung<sup>1,2</sup>**, V. M. Vogan<sup>1,2</sup>, V. Yuk<sup>2,3</sup> and M. J. Taylor<sup>1,2</sup>, (1)Hospital for Sick Children, Toronto, ON, Canada, (2)University of Toronto, Toronto, ON, Canada, (3)The Hospital for Sick Children, Toronto, ON, Canada
- 220 **169.220** Sibling Concordance for Viewing Social Dynamic Scenes in Children with ASD and Typical Development **A. Vinçon-Leite<sup>1</sup>**, E. Rechtman<sup>2</sup>, E. Douard<sup>3</sup>, A. Philippe<sup>4</sup>, N. Chabane<sup>5</sup>, N. Bodaert<sup>6</sup>, A. Saitovitch<sup>7</sup> and M. Zilbovicius<sup>3</sup>, (1)INSERM U1000, Paris, France, (2)INSERM U1000, Institut Imagine, Paris, France, (3)Inserm U1000, institut Imagine, Paris, France, (4)Necker Hospital, Paris, France, (5)CHUV, Lausanne, Switzerland, (6)Hospital Necker, Paris, France, (7)INSERM, Paris, France
- 221 **169.221** Sleep, Cognition, and Autism Spectrum Disorder **A. Lausberg<sup>1</sup>**, N. J. Minshew<sup>2</sup> and S. Eack<sup>1</sup>, (1)University of Pittsburgh School of Social Work, Pittsburgh, PA, (2)University of Pittsburgh, Pittsburgh, PA
- 222 **169.222** Social Cognition in Adults with Autism Spectrum Conditions: Validation of the Edinburgh Social Cognition Test (ESCoT) **A. Baksh<sup>1</sup>**, S. Abrahams<sup>1</sup>, S. Baron-Cohen<sup>2</sup>, C. Allison<sup>2</sup>, P. Smith<sup>2</sup>, S. E. MacPherson<sup>3</sup> and **B. Auyeung<sup>1,4</sup>**, (1)University of Edinburgh, Edinburgh, United Kingdom, (2)University of Cambridge, Cambridge, United Kingdom, (3)Human Cognitive Neuroscience, Department of Psychology, University of Edinburgh, Edinburgh, United Kingdom, (4)Autism Research Centre, Cambridge, United Kingdom
- 223 **169.223** Social Impairments Emerge in Infancy and Persist into Childhood in Fragile X Syndrome **J. Roberts<sup>1</sup>**, A. L. Hogan<sup>1</sup>, H. Crawford<sup>2,3</sup>, A. Fairchild<sup>1</sup>, B. Tonnsen<sup>4</sup>, A. Brewie<sup>1</sup>, S. L. O'Connor<sup>1</sup>, C. Pappas<sup>5</sup> and D. Roberts<sup>6</sup>, (1)Department of Psychology, University of South Carolina, Columbia, SC, (2)Faculty of Health and Life Sciences, Coventry University, Coventry, United Kingdom, (3)Cerebra Centre for Neurodevelopmental Disorders, University of Birmingham, Birmingham, United Kingdom, (4)Psychological Sciences, Purdue University, West Lafayette, IN, (5)University of North Carolina Charlotte, Charlotte, NC, (6)GA State University, Atlanta, GA
- 224 **169.224** Social Information Processing and Victimization in Children with Autism Spectrum Disorders **M. Hooper<sup>1</sup>**, A. Porthukaran<sup>2</sup>, J. H. Schroeder<sup>3,4</sup> and J. M. Bebko<sup>3</sup>, (1)York University, Toronto, ON, CANADA, (2)Psychology, York University, Toronto, ON, Canada, (3)York University, Toronto, ON, Canada, (4)Durham District School Board, Oshawa, ON, Canada
- 225 **169.225** Social Rhythmic Entrainment to Child-Directed Singing: The Role of Predictability **M. D. Lense<sup>1</sup>**, L. A. Edwards<sup>2</sup> and W. Jones<sup>2</sup>, (1)Vanderbilt University Medical Center, Nashville, TN, (2)Marcus Autism Center, Children's Healthcare of Atlanta and Emory University School of Medicine, Atlanta, GA
- 226 **169.226** Social Visual Preferences in Children with ASD: Preliminary Results from a Novel Dynamic Eye Tracking Task **M. C. Aubertine<sup>1</sup>**, B. Li<sup>2</sup>, M. Kim<sup>3</sup>, E. Barney<sup>4</sup>, Y. A. Ahn<sup>5</sup>, J. C. Snider IV<sup>3</sup>, A. Atyabi<sup>6</sup>, T. Falck-Ytter<sup>7</sup>, P. Nyström<sup>8</sup> and F. Shic<sup>4</sup>, (1)Seattle Children's Hospital and Research Institute, Seattle, WA, (2)Computer Science and Engineering, University of Washington, Seattle, WA, (3)Seattle Children's Research Institute, Seattle, WA, (4)Center for Child Health, Behavior and Development, Seattle Children's Research Institute, Seattle, WA, (5)University of Miami, Miami, FL, (6)Seattle Children's Research Institute University of Washington, Seattle, WA, (7)Karolinska Institutet & Uppsala University, Uppsala, Sweden, (8)Uppsala University, Uppsala, Sweden



- 227 **169.227** Specificity of Social Visual Engagement Patterns in Toddlers with Autism Spectrum Disorder and Williams Syndrome **J. A. Olmstead**<sup>1,2,3</sup>, A. Ford<sup>2,3,4</sup>, W. Jones<sup>5</sup>, A. Klin<sup>5</sup>, M. D. Lense<sup>6</sup>, S. Shultz<sup>7</sup> and S. K. Markert<sup>8</sup>, (1)Marcus Autism Center, Atlanta, GA, (2)Department of Pediatrics, Emory University School of Medicine, Atlanta, GA, (3)Children's Healthcare of Atlanta, Atlanta, GA, (4)CHOA- Marcus Autism center, Atlanta, GA, (5)Marcus Autism Center, Children's Healthcare of Atlanta and Emory University School of Medicine, Atlanta, GA, (6)Vanderbilt University Medical Center, Nashville, TN, (7)Marcus Autism Center, Children's Healthcare of Atlanta, Emory University, Atlanta, GA, (8)Department of Pediatrics, Marcus Autism Center, Children's Healthcare of Atlanta & Emory School of Medicine, Atlanta, GA
- 228 **169.228** Temperamental Differences between Autistic and Typical Children : A Meta-Analysis **E. L. Bussi eres**<sup>1</sup>, J. P. Lemelin<sup>2</sup> and M. Couture<sup>3</sup>, (1)Psychology, Universit  du Qu bec   Trois-Rivi res, Trois-Rivi res, QC, Canada, (2)Psychoeducation, Universit  de Sherbrooke, Sherbrooke, QC, Canada, (3)Rehabilitation, Universit  de Sherbrooke, Sherbrooke, QC, Canada
- 229 **169.229** The Adaptive Value of Attending to Social Stimuli Differs for Toddlers with Autism Spectrum Disorder and Williams Syndrome **S. K. Markert**<sup>1</sup>, J. A. Olmstead<sup>2</sup>, A. Ford<sup>3</sup>, A. Klin<sup>4</sup>, C. Klaiman<sup>5</sup>, M. D. Lense<sup>6</sup>, W. Jones<sup>4</sup> and S. Shultz<sup>7</sup>, (1)Department of Pediatrics, Marcus Autism Center, Children's Healthcare of Atlanta & Emory School of Medicine, Atlanta, GA, (2)Marcus Autism Center, Atlanta, GA, (3)CHOA- Marcus Autism center, Atlanta, GA, (4)Marcus Autism Center, Children's Healthcare of Atlanta and Emory University School of Medicine, Atlanta, GA, (5)Emory University, Atlanta, GA, (6)Vanderbilt University Medical Center, Nashville, TN, (7)Marcus Autism Center, Children's Healthcare of Atlanta, Emory University, Atlanta, GA
- 230 **169.230** The Effect of Exposure on Attitudes Towards Bullying and Autism in Schools **A. Cook**<sup>1</sup>, J. Ogden<sup>1</sup>, N. Winstone<sup>2</sup> and I. Dale<sup>3</sup>, (1)Psychology, University of Surrey, Guildford, United Kingdom, (2)Higher Education, University of Surrey, Guildford, United Kingdom, (3)The National Autistic Society, Sheffield, United Kingdom
- 231 **169.231** Theory of Mind and Intelligence: The Importance of Visual Stimulus in Autism. D. Girard<sup>1</sup> and **I. Garcia-Molina**<sup>2</sup>, (1)Psychology, Universit  du Qu bec - Montr al, Montreal, QC, Canada, (2)Psychology, Universitat Jaume I., Castell n, Spain
- 232 **169.232** Unique Social Cognitive Profiles in Autism and Fragile X Syndrome: Influences on Pragmatic Language **L. Bush**<sup>1</sup>, G. E. Martin<sup>2</sup> and M. Losh<sup>3</sup>, (1)Northwestern Feinberg School of Medicine, Chicago, IL, (2)Communication Sciences and Disorders, St. John's University, Staten Island, NY, (3)Northwestern University, Evanston, IL
- 233 **169.233** Using Eye-Tracking to Investigate Social Information Processing (SIP) in Autism Spectrum Disorders (ASD) **S. M. Francis**<sup>1</sup>, D. Srishyla<sup>1</sup>, D. Back<sup>2</sup>, K. Dalrymple<sup>3</sup>, M. Manner<sup>4</sup>, J. T. Elison<sup>3</sup> and S. Jacob<sup>1</sup>, (1)Department of Psychiatry, University of Minnesota, Minneapolis, MN, (2)Medical School, University of Minnesota, Minneapolis, MN, (3)Institute of Child Development, University of Minnesota, Minneapolis, MN, (4)Department of Computer Science and Engineering, University of Minnesota, Minneapolis, MN
- 234 **169.234** Viewing of Social and Non-Social Information in Natural Scenes in High-Functioning Adults with ASD **S. Skripkauskait **<sup>1</sup>, J. Mayer<sup>2</sup> and L. Slade<sup>3</sup>, (1)University of Roehampton, London, United Kingdom of Great Britain and Northern Ireland, (2)University of Roehampton, London, United Kingdom, (3)Canterbury Christ Church University, Canterbury, United Kingdom
- 235 **169.235** Visual Attention to Cute Stimuli in Children with Autism Spectrum Disorder (ASD): An Eye-Tracking Study **A. Zaharia**<sup>1</sup>, M. Schaefer<sup>2</sup>, T. Rojanawisut<sup>1</sup>, N. Kojovic<sup>3</sup>, D. Sander<sup>1</sup> and A. C. Samson<sup>1,4</sup>, (1)Swiss Center for Affective Sciences, University of Geneva, Geneva, Switzerland, (2)Developmental Imaging and Psychopathology Lab, University of Geneva, Geneva, Switzerland, (3)Developmental Imaging and Psychopathology Lab, UNIGE, Geneva, Switzerland, (4)Department of Psychiatry and Behavioral Science, Stanford University School of Medicine, Stanford, CA
- 236 **169.236** "Thin-Slicing" Everyday Conversations: A Quick, Low-Cost Way to Add New Dimensionality to ASD Conceptualization **L. Bateman**<sup>1</sup>, E. F. Ferguson<sup>1</sup>, M. Cola<sup>2</sup>, S. Uh<sup>2</sup>, S. Plate<sup>2</sup>, Z. M. Dravis<sup>2</sup>, A. Pomykacz<sup>3</sup>, K. Bassanello<sup>3</sup>, A. Zoltowski<sup>4</sup>, J. Herrington<sup>1</sup>, K. Bartley Jr.<sup>5</sup>, E. S. Kim<sup>2</sup>, A. de Marchena<sup>6</sup>, J. Pandey<sup>7</sup>, R. Schultz<sup>7</sup> and J. Parish-Morris<sup>8</sup>, (1)The Center for Autism Research/CHOP, Philadelphia, PA, (2)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (3)Children's Hospital of Philadelphia- Center for Autism Research, Philadelphia, PA, (4)Vanderbilt University, Nashville, TN, (5)Center for Autism Research, Malvern, PA, (6)University of the Sciences, Philadelphia, PA, (7)Center for Autism Research, The Children's Hospital of Philadelphia, Philadelphia, PA, (8)Psychiatry, Center for Autism Research, Children's Hospital of Philadelphia and Perelman School of Medicine of the University of Pennsylvania, Philadelphia, PA
- 237 **169.237** "I Wish I'd Know That When I Was Younger" - a Qualitative Exploration of the Change over Time in the Relationships of Autistic Girls and Women from Multiple Perspectives **F. R. Sedgewick**<sup>1</sup>, E. Pellicano<sup>2</sup> and V. C. Hill<sup>3</sup>, (1)Centre for Research in Autism and Education (CRAE), London, United Kingdom of Great Britain and Northern Ireland, (2)Macquarie University, Sydney, Australia, (3)Psychology and Human Development, UCL Institute of Education, London, United Kingdom
- 238 **169.238** Alexithymia Mediates Facial Muscle Mimicry of Observed Pain in Autism **M. H. Hoeks**<sup>1</sup>, M. Weyers<sup>2</sup>, S. M. Schulz<sup>2</sup> and S. Malcolm-Smith<sup>1</sup>, (1)University of Cape Town, Cape Town, South Africa, (2)University of W rzburg, W rzburg, Germany
- 239 **169.239** Do Children with Autism Spectrum Disorder Share Fairly and Reciprocally? **C. Hartley** and S. G. Fisher, Lancaster University, Lancaster, United Kingdom

## Special Interest Groups (SIGs)

**Saturday, May 12, 2018: 7:15 AM - 8:45 AM**

Location listed under each session

### 171 - Promoting partnerships between patient advocacy groups and researchers to improve autism research

7:15 AM - 8:45 AM - Van Weelde Zaal

*SIG Leaders: Alycia Halladay, PhD; Shafali Jeste, MD*

*SIG Co-Leader: Charlotte DiStefano, PhD*

Advances in genetic testing have resulted in the discovery of multiple rare variants that increase the risk for autism spectrum disorder (ASD) and related neurodevelopmental disorders. Families affected by these rare disorders have established Patient Advocacy Groups (PAGs). This SIG provides a platform for cross-talk and collaboration to occur between PAGs and researchers in a systematic and productive manner. The 2017 SIG was enormously impactful, with more than 70 participants across disciplines, around 40 percent were early career investigators. This 2nd year SIG provides the opportunity to engage PAGs with research groups outside the US and gather input from a wider and more diverse variety of stakeholder groups.

### 172 - Sexuality, romance and being autistic: learning from the experience and needs of adolescents and adults

7:15 AM - 8:45 AM - Ruys & Van Rijkevorsel Zaal

*SIG Leader: Jeroen Dewinter*

*SIG Co-Leader: Anna van der Miesen*

Sexuality and intimate relationships strongly relate to general well-being. Most autistic adolescents and adults either desire these or experience them, and report finding them both rewarding and sometimes challenging. However, compared to the general population, patterns in attraction, sexual interest, and gender roles display greater diversity, with unconventional interest and behaviours being manifested in some. These complex issues remain understudied and are relevant for education and support. This SIG aims to discuss research and support priorities for and with autistic people, researchers and professionals.

### 173 - Suicidality in Autism

**7:15 AM - 8:45 AM - Plate & Vander Vorm Zaal**

*SIG Leader: Sarah Cassidy*

*SIG Co-Leader: Ashley Robertson*

Suicidality in autism research is a rapidly growing area of crucial importance to autistic people's quality of life. Our first two SIGs identified future research priorities and forged new international links. This facilitated the first international suicide in autism summit funded by Autistica in association with the James Lind Alliance; a call to action published in the Lancet Psychiatry; a significant increase in INSAR abstract submissions; a panel submission to INSAR 2018; and an application for a special issue. Our final SIG will discuss how we can make the priority research questions we have identified a reality.

### 174 - Peering into the Patient Brain: Autism Induced Pluripotent Stem Cells in Research

7:15 AM - 8:45 AM - Van Beuningen Zaal

*SIG Leader: Karen Litwa*

Induced pluripotent stem cells are revolutionizing Autism research by allowing for insights into patient-specific disease mechanisms and potential therapies. By using iPSCs, researchers can peer into the developing patient brain and uncover how specific genetic and environmental risk factors affect brain development. Ultimately, this model will advance personalized medication by allowing clinicians to assess whether a patient's brain cells will respond to a given therapy. This SIG will bring together Autism researchers and clinicians to discuss recent advances in patient-derived stem cell models and their potential to transform autism drug therapies.

### Welcome Address & Sponsor Update

8:45 AM - Welcome from INSAR Organizers

8:50 AM - Simons Foundation Update

Grote Zaal

### Keynote Address

#### 176 - Babies At-Risk for Autism:

#### Assumptions, Progress and Prospects

9:00 AM - 10:00 AM - Grote Zaal

**Speaker: Mark H. Johnson FBA**, Professor of Experimental Psychology and Head of the Department of Psychology, Cambridge University, UK

For over a decade a number of research groups world-wide have studied infants at-risk of autism in order to reveal the early developmental pathway that results in diagnosis. I will discuss the key assumptions that underpin this body of research, and the general approach taken of prospective longitudinal studies. Key conclusions from research so far will be illustrated by selected studies from our group in the UK (BASIS) and a European network (Eurosibs). Despite many findings, however, a number of fundamental issues about the early emergence of autism remain unresolved. I will argue that some of these issues may be resolved if autism is seen as being the result of a common alternative trajectory of human brain development. By this view autism is not a disorder of development, but rather an ordered developmental response to a different starting state.

**Panel Session**

**177 - The Autism Biomarkers Consortium for Clinical Trials: Overview and Presentation of Interim Analyses**

10:30 AM - 12:30 PM - Grote Zaal

*Session Chair: J. McPartland Ph.D, Child Study Center, Yale University School of Medicine, New Haven, CT*

*Discussant: D. G. Murphy, Department of Forensic and Neurodevelopmental Sciences, and the Sackler Institute for Translational Neurodevelopment, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom*

The Autism Biomarkers Consortium for Clinical Trials (ABC-CT) is a US-based network designed to develop objective measures to more sensitively and validly quantify ASD symptomatology and its change in clinical trials and to stratify ASD into meaningful subgroups. This symposium will present results from ABC-CT interim analyses, when half of the total sample has been evaluated at the second of three time points. This panel brings together six autism research centers, with panelists spanning early career faculty to senior leaders in the field. The first lecture will provide an overview of study design, with focus on progress to date and unique elements of the approach to biomarker development. The second lecture will present clinical data from the interim sample, and the third and fourth lectures will provide preliminary biomarker results obtained from EEG and eye-tracking studies, respectively. The discussion, provided by leadership from EU-AIMS, a collaborating European biomarker consortium, will focus on unique concerns for biomarkers that can facilitate prediction of outcome and diagnostic stratification and on development of large-scale consortia and clinical networks for study of biomarkers in ASD.

10:30 **177.001** The Autism Biomarkers Consortium for Clinical Trials: Study Design and Progress to Interim Analysis **J. McPartland Ph.D**<sup>1</sup>, S. J. Webb<sup>2</sup>, F. Shic<sup>3</sup>, A. Naples<sup>1</sup>, C. Sugar<sup>4</sup>, M. Murias<sup>5</sup>, J. Dziura<sup>6</sup>, C. Brandt<sup>6</sup>, R. Bernier<sup>2</sup>, K. Chawarska<sup>1</sup>, G. Dawson<sup>7</sup>, S. Faja<sup>8</sup>, S. Jeste<sup>4</sup> and C. A. Nelson III<sup>8</sup>, (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2)Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA, (3)Center for Child Health, Behavior and Development, Seattle Children's Research Institute, Seattle, WA, (4)University of California, Los Angeles, Los Angeles, CA, (5)Duke University, Durham, NC, (6)Yale University, New Haven, CT, (7)Department of Psychiatry and Behavioral Sciences, Duke University Medical Center, Durham, NC, (8)Boston Children's Hospital, Boston, MA

10:55 **177.002** The Autism Biomarkers Consortium for Clinical Trials: Clinical Characteristics and Interim Evaluation of Clinical Measures Commonly Used in Clinical Trials **S. Faja**<sup>1</sup>, R. Bernier<sup>2</sup>, G. Dawson<sup>3</sup>, K. Chawarska<sup>4</sup>, S. Jeste<sup>5</sup>, C. A. Nelson III<sup>1</sup>, S. J. Webb<sup>2</sup>, F. Shic<sup>6</sup>, A. Naples<sup>4</sup>, C. Sugar<sup>5</sup>, M. Murias<sup>7</sup>, J. Dziura<sup>8</sup>, C. Brandt<sup>9</sup> and J. McPartland Ph.D<sup>4</sup>, (1)Boston Children's Hospital, Boston, MA, (2) Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA, (3)Department of Psychiatry and Behavioral Sciences, Duke University Medical Center, Durham, NC, (4)Child Study Center, Yale University School of Medicine, New Haven, CT, (5) University of California, Los Angeles, Los Angeles, CA, (6)Center for Child Health, Behavior and Development, Seattle Children's Research Institute, Seattle, WA, (7)Duke University, Durham, NC, (8)Yale University, New Haven, CT

11:20 **177.003** The Autism Biomarkers Consortium for Clinical Trials: EEG Interim Analyses **S. J. Webb**<sup>1</sup>, A. Naples<sup>2</sup>, A. R. Levin<sup>3</sup>, G. Helleman<sup>4</sup>, C. Sugar<sup>5</sup>, D. Senturk<sup>1</sup>, M. Santhosh<sup>6</sup>, H. M. Borland<sup>7</sup>, T. McAllister<sup>8</sup>, S. Hasselmo<sup>2</sup>, F. Shic<sup>7</sup>, M. Murias<sup>9</sup>, J. Dziura<sup>10</sup>, C. Brandt<sup>10</sup>, R. Bernier<sup>1</sup>, K. Chawarska<sup>2</sup>, G. Dawson<sup>11</sup>, S. Faja<sup>12</sup>, S. Jeste<sup>5</sup>, C. A. Nelson III<sup>12</sup> and J. McPartland Ph.D<sup>2</sup>, (1)Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA, (2)Child Study Center, Yale University School of Medicine, New Haven, CT, (3)Neurology, Boston Children's Hospital, Boston, MA, (4)UCLA, Los Angeles, CA, (5)University of California, Los Angeles, Los Angeles, CA, (6)Seattle Children's Research Institute, Seattle, WA, (7)Center for Child Health, Behavior and Development, Seattle Children's Research Institute, Seattle, WA, (8)Child Study Center, Yale University School of Medicine, New Haven, CT, (9)Duke University, Durham, NC, (10)Yale University, New Haven, CT, (11) Department of Psychiatry and Behavioral Sciences, Duke University Medical Center, Durham, NC, (12)Boston Children's Hospital, Boston, MA

11:45 **177.004** The Autism Biomarkers Consortium for Clinical Trials: Eye Tracking Interim Analyses **F. Shic**<sup>1</sup>, A. Naples<sup>2</sup>, E. Barney<sup>1</sup>, C. Sugar<sup>3</sup>, M. Murias<sup>4</sup>, J. Dziura<sup>5</sup>, C. Brandt<sup>6</sup>, R. Bernier<sup>6</sup>, K. Chawarska<sup>2</sup>, G. Dawson<sup>7</sup>, S. Faja<sup>8</sup>, S. Jeste<sup>3</sup>, C. A. Nelson III<sup>8</sup>, S. J. Webb<sup>9</sup> and J. McPartland Ph.D<sup>2</sup>, (1)Center for Child Health, Behavior and Development, Seattle Children's Research Institute, Seattle, WA, (2)Child Study Center, Yale University School of Medicine, New Haven, CT, (3)University of California, Los Angeles, Los Angeles, CA, (4)Duke University, Durham, NC, (5)Yale University, New Haven, CT, (6)Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA, (7)Department of Psychiatry and Behavioral Sciences, Duke University Medical Center, Durham, NC, (8)Boston Children's Hospital, Boston, MA

12:10 **Discussant**



**Panel Session**

**178 - Fluctuations over Time in Parenting and Parent-Child Interactions in Families with a Child with Autism Spectrum Disorder**

10:30 AM - 12:30 PM - Willem Burger Zaal

*Session Chair: H. Roeyers, Department of Experimental-Clinical and Health Psychology, Ghent University, Ghent, Belgium*

*Discussant: I. Noens, Parenting and Special Education Research Unit, University of Leuven, Leuven, Belgium*

Parent-child interactions influence the emotional, behavioural and cognitive development of children. There is increasing evidence that parent-child interactions and parenting practices are atypical in families with a child with autism spectrum disorder (ASD), but many of the findings lack consistency. This is partly due to the cross-sectional nature of the majority of studies that do not take into account bidirectional and transactional processes occurring in these families. The current panel presents four studies that used different methods to study changes in parenting behaviour and parent-child interactions in infancy, toddlerhood and middle childhood. The first presentation reports findings of a study on dyadic visual attention during parent-child interactions in high-risk (HR) and low-risk (LR) infants at 10 and 14 months. The next presentation focuses on changes in parent-child interactions between 5 and 10 months in a European cohort of HR and LR dyads. The third presentation highlights the changes in parent-child interaction in HR and LR children at five time points between 5 and 36 months. The last presentation reports on a 7-day diary study which analyzed daily parenting fluctuations in mothers of children with ASD. Together the four contributions reflect the dynamic, rather than the fixed, nature of parent-child interactions.

10:30 **178.001** Dyadic Visual Attention during Interactions of Infant Siblings and Their Parents in Relation to the Child's Attention Disengagement and Clinical Symptoms **A. Radkowska**<sup>1</sup>, A. Niedzwiecka<sup>2</sup>, S. Ramotowska<sup>3</sup>, A. Malinowska<sup>3</sup>, R. Kawa<sup>3</sup>, E. Pisula<sup>3</sup> and P. Tomalski<sup>4</sup>, (1)University of Warsaw, Faculty of Psychology, Warsaw, Poland, (2)Health and Rehabilitation Psychology Unit, University of Warsaw, Faculty of Psychology, Warsaw, Poland, (3)University of Warsaw, Warsaw, Poland, (4) Psychology, University of Warsaw, Warsaw, Poland

10:55 **178.002** A Behavioural Profile of Parent-Child Interaction Characteristics during the First Year of Life in High- and Low-Risk Infants **M. K. J. Pijl**<sup>1,2</sup>, C. Bontinck<sup>3</sup>, N. N. J. Rommelse<sup>4</sup>, S. Kalwarowsky<sup>5</sup>, E. Cauvet<sup>6</sup>, A. Niedzwiecka<sup>7</sup>, T. Falck-Ytter<sup>8</sup>, E. J. Jones<sup>9</sup>, T. Charman<sup>10</sup>, P. Warreyn<sup>11</sup>, H. Roeyers<sup>11</sup>, J. K. Buitelaar<sup>12,13</sup>, I. J. Oosterling<sup>2</sup> and & the Eurosibs team<sup>14</sup>, (1) Department of Cognitive Neuroscience, Donders Institute for Brain, Cognition and Behaviour, Radboud University Medical Centre Nijmegen, Nijmegen, Netherlands, (2)Karakter Child and Adolescent Psychiatry University Centre, Nijmegen, Netherlands, (3)Department of Experimental-Clinical and Health Psychology, Ghent University, Ghent, Belgium, (4)Department of Psychiatry, Donders Institute for Brain, Cognition and Behaviour, Radboud university medical center, Nijmegen, Netherlands, (5)Centre for Brain and Cognitive Development, Birkbeck University of London, London, United Kingdom, (6)Center of Neurodevelopmental Disorders at Karolinska Institutet (KIND), Institutionen för kvinnors och barns hälsa (KBH), Karolinska Institutet, Stockholm, Sweden, (7)Health and Rehabilitation Psychology Unit, University of Warsaw, Faculty of Psychology, Warsaw, Poland, (8)Karolinska Institutet & Uppsala University, Uppsala, Sweden, (9)Centre for Brain and

Cognitive Development, Birkbeck, University of London, London, United Kingdom, (10)King's College London, Institute of Psychiatry, Psychology and Neuroscience, London, United Kingdom, (11) Department of Experimental-Clinical and Health Psychology, Ghent University, Ghent, Belgium, (12)Department of Cognitive Neuroscience, Donders Institute for Brain, Cognition and Behaviour, Radboud University Medical Center Nijmegen, Donders Institute for Brain, Cognition and Behaviour, Nijmegen, Netherlands, (13) Radboud University Medical Center Nijmegen, Donders Institute for Brain, Cognition and Behaviour, Nijmegen, Netherlands, (14) The European Babysibs Autism Research Network, London, United Kingdom

11:20 **178.003** Mother-Child Interaction of High-Risk Siblings throughout the First Three Years of Life **E. Demurie**<sup>1</sup>, E. Bruyneel<sup>2</sup>, J. Vermeirsch<sup>2</sup>, C. Bontinck<sup>2</sup>, P. Warreyn<sup>1</sup> and H. Roeyers<sup>1</sup>, (1) Department of Experimental-Clinical and Health Psychology, Ghent University, Ghent, Belgium, (2)Department of Experimental-Clinical and Health Psychology, Ghent University, Ghent, Belgium

11:45 **178.004** Daily Sources of Autonomy-Support and Control in Mothers of Children with ASD: The Role of Child Behavior and Mothers' Psychological Needs **L. M. Dieleman**<sup>1</sup>, S. S. De Pauw<sup>2</sup>, M. Vansteenkiste<sup>1</sup>, P. Prinzie<sup>3</sup> and B. Soenens<sup>1</sup>, (1)Department of Developmental, Personality, and Social Psychology, Ghent University, Ghent, Belgium, (2)Department of Special Needs Education, Ghent University, Ghent, Belgium, (3)Erasmus University Rotterdam, Rotterdam, Netherlands

12:10 **Discussant**

**Panel Session**

**179 - Brain-Behavior Mechanisms of the Sensory and Motor Features of Autism**

10:30 AM - 12:30 PM - Willem Burger Hal

*Session Chair: R. L. Shafer, Vanderbilt Brain Institute, Vanderbilt University, Nashville, TN*

Sensory and motor features are highly prevalent in autism spectrum disorder (ASD) and contribute to individual differences across the spectrum. They are often associated with “core” social-communication deficits and repetitive behaviors in ASD. However, these sensory and motor features remain understudied. Consequently, we lack rigorous methods for measuring them, and have limited understanding of their underlying brain-behavioral mechanisms and the contribution of sensory and motor processing differences to core aspects of ASD. Symposium speakers from several labs will present studies using various neural and behavioral measurement approaches to better understand sensory and motor symptoms in ASD. Dr. Zoltowski (Vanderbilt University) will present fMRI data demonstrating differences in neural processing of tactile stimuli in ASD. Dr. Shafer (Vanderbilt University) will present EEG and motor performance data demonstrating the role of sensorimotor integration in neural and behavioral adaptability and its relation to core characteristics of ASD. Dr. Ewen (Johns Hopkins University) will present data illustrating how individuals with ASD acquire the skills involved in visuomotor imitation. Dr. Mosconi (University of Kansas) will discuss the functional neural circuitry involved in translating sensory feedback into precise motor output in ASD. Together, these papers represent novel approaches for exploring this under-represented area of autism research.

- 10:30 **179.001** Differences in Temporal Profile of Brain Responses By Pleasantness of Somatosensory Stimulation in Individuals with ASD **A. Zoltowski**<sup>1</sup>, M. D. Failla<sup>2</sup>, E. J. Moana-Filho<sup>3</sup>, G. Essick<sup>4</sup>, G. Baranek<sup>5</sup>, B. Rogers<sup>6,7</sup> and C. J. Cascio<sup>8</sup>, (1)Vanderbilt University, Nashville, TN, (2)Psychiatry, Vanderbilt University, Nashville, TN, (3) Division of TMD and Orofacial Pain, School of Dentistry, University of Minnesota, Minneapolis, MN, (4)Department of Prosthodontics, School of Dentistry, University of North Carolina at Chapel Hill, Chapel Hill, NC, (5)Chan Division of Occupational Science and Occupational Therapy, University of Southern California, Los Angeles, CA, (6)Radiology and Radiological Sciences, Vanderbilt University, Nashville, TN, (7)Institute of Imaging Science, Vanderbilt University, Nashville, TN, (8)Vanderbilt University School of Medicine, Nashville, TN
- 10:55 **179.002** Neural and Behavioral Mechanisms of Behavior Change and Adaptability: Examining the Role of Sensorimotor Integration in Autism **R. L. Shafer**<sup>1</sup>, E. Solomon<sup>2</sup>, K. M. Newell<sup>3</sup>, M. Lewis<sup>4</sup> and J. W. Bodfish<sup>1,5,6</sup>, (1)Vanderbilt Brain Institute, Vanderbilt University, Nashville, TN, (2)Wesleyan University, Middletown, CT, (3)College of Education, University of Georgia, Athens, GA, (4)University of Florida, Gainesville, FL, (5)Department of Hearing and Speech Sciences, Vanderbilt University Medical Center, Nashville, TN, (6)Vanderbilt Kennedy Center, Vanderbilt University, Nashville, TN
- 11:20 **179.003** Capacity Limits and Learning: Two Views of Altered Visuo-Motor Imitation in ASD **J. B. Ewen**<sup>1,2</sup>, S. H. Mostofsky<sup>3</sup>, A. S. Pillai<sup>1,2</sup> and D. McAuliffe<sup>1</sup>, (1)Kennedy Krieger Institute, Baltimore, MD, (2) School of Medicine, Johns Hopkins University, Baltimore, MD, (3) Center for Neurodevelopmental and Imaging Research, Kennedy Krieger Institute, Baltimore, MD
- 11:45 **179.004** The Functional Neuroanatomy of Visuomotor Impairments in ASD **M. W. Mosconi**<sup>1</sup>, K. E. Unruh<sup>1</sup>, R. Lepping<sup>2</sup>, Y. Wang<sup>3</sup>, L. M. Schmitt<sup>4</sup>, Z. Wang<sup>5</sup>, S. Lui<sup>3</sup>, D. E. Vaillancourt<sup>6</sup> and J. A. Sweeney<sup>4</sup>,

- (1)Kansas Center for Autism Research and Training (K-CART), Schiefelbusch Institute for Life Span Studies, and Clinical Child Psychology Program, University of Kansas, Lawrence, KS, (2) Hoglund Brain Imaging Center, University of Kansas, Lawrence, KS, (3)Huaxi MR Research Center (HMRR), Department of Radiology, West China Hospital of Sichuan University, Chengdu, China, (4) Division of Developmental Behavioral and Pediatrics, Cincinnati Children’s Hospital Medical Center, Cincinnati, OH, (5)University of Kansas, Lawrence, KS, (6)Applied Physiology and Kinesiology, University of Florida, Gainesville, FL

**Panel Session**

**180 - Leveraging the Strengths of People with ASD: A Strengths-Based Approach to Intervention**

10:30 AM - 12:30 PM - Jurriaanse Zaal

*Session Chair: S. Bolte, Karolinska Institutet, Stockholm, Sweden*

While the abilities and strengths of people with autism spectrum disorder (ASD) are increasingly recognized, developing strengths-based interventions is hampered by a lack of consensus in regard to their commonly occurring skills and abilities, failure to articulate strengths-based frameworks, and the absence of multiple perspectives in identifying the mechanisms of strengths-based approaches, including those of people with ASD themselves. In this symposium we present findings from four projects adopting a strengths-based approach: The development of ICF core sets for ASD; a scoping review of the literature relating to strengths-based programs underpinning a provisional strengths-based framework; a realist evaluation of computer coding groups for adolescents with ASD employing multiple ethnographic methods defining the context, mechanisms and outcomes of the program; and, the self-reported viewpoints of adolescents diagnosed with ASD, their parents and coding mentors in relation to their participation ASD specific computer coding clubs.

- 10:30 **180.001** ▶ Abilities and Strengths of Individuals on the Autism Spectrum from a Global Perspective: Findings from the ICF Core Sets for Autism Development **S. Mahdi**<sup>1</sup> and S. Bolte<sup>2</sup>, (1)Karolinska Institutet Center of Neurodevelopmental Disorders (KIND), Karolinska Institute Center of Neurodevelopmental Disorders, Stockholm, Sweden, (2)Karolinska Institutet, Stockholm, Sweden
- 10:55 **180.002** Strengths-Based Computer Coding Groups for Adolescents with ASD: A Realist Evaluation **M. Jones**<sup>1</sup> and S. J. Girdler<sup>2</sup>, (1)School of Occupational Therapy and Social Work, Curtin University, Bentley, Australia, (2)School of Occupational Therapy and Social Work, Curtin University, Perth, Western Australia, Australia
- 11:20 **180.003** Strengths-Based Programs for Individuals with Autism Spectrum Disorder: A Scoping Review Defining the Active Ingredients **M. Jones**<sup>1</sup> and S. J. Girdler<sup>2</sup>, (1)School of Occupational Therapy and Social Work, Curtin University, Bentley, Australia, (2)School of Occupational Therapy and Social Work, Curtin University, Perth, Western Australia, Australia
- 11:45 **180.004** Social Coding: The Viewpoints of Adolescents with ASD, Their Parents and Mentors on Participation in Social Coding Clubs **K. Catto**<sup>1</sup>, M. Falkmer<sup>2</sup>, S. J. Girdler<sup>2</sup> and M. Jones<sup>3</sup>, (1)School of Occupational Therapy and Social Work, Curtin University, Perth, Australia, (2)School of Occupational Therapy and Social Work, Curtin University, Perth, Western Australia, Australia, (3)School of Occupational Therapy and Social Work, Curtin University, Bentley, Australia

**Panel Session**

**181 - Developing ASD Interventions for End-Users: Examining the Process and Impacts of Training Providers in Multiple Community Service Systems**

10:30 AM - 12:30 PM - Arcadis Zaal

*Session Chair: L. Brookman-Frazee, University of California, San Diego, La Jolla, CA*

*Discussant: D. S. Mandell, University of Pennsylvania, Philadelphia, PA*

The purpose of this panel is to describe community-partnered research aimed to develop and test clinical and service interventions for delivery in community services caring for children with ASD: early intervention, education, mental health, and primary care. These studies share a common focus on developing feasible and effective provider training models to enhance child outcomes in routine care. The first presentation describes the impact of a train-the-trainer implementation model for a naturalistic developmental behavioral intervention for infants and toddlers delivered in early intervention services on agency leader training outcomes. The second presentation reports results from a large-scale effectiveness trial including teacher and students outcomes when teachers were trained to deliver a behavioral classroom intervention. The third presentation reports results from a large-scale effectiveness trial of a behavioral intervention in publicly-funded mental health services including the impacts of training therapists on therapist practice and child symptoms. The final presentation reports initial qualitative themes from a new program of research aimed to enhance primary care provider training in integrated care for children with ASD. Dr. David Mandell will highlight themes across studies and propose recommendations for developing interventions and training models for the targeted community services caring for children with ASD.

- 10:30 **181.001** Building Community Capacity for Evidence-Based, Parent-Mediated Early Intervention: Effectiveness of a Train-the-Trainer Approach **A. C. Stahmer**<sup>1</sup>, S. R. Rieth<sup>2,3</sup>, K. S. Dickson<sup>3</sup>, K. L. Searcy<sup>4</sup>, J. Feder<sup>5</sup> and L. Brookman-Frazee<sup>6</sup>, (1)Psychiatry and Behavioral Sciences, University of California at Davis MIND Institute, Sacramento, CA, (2)San Diego State University, San Diego, CA, (3) Child and Adolescent Services Research Center, San Diego, CA, (4) CRIMSON CENTER FOR SPEECH & LANGUAGE PATHOLOGY, San Diego, CA, (5)Child and Family Psychiatrist Tertiary Outpatient and Neurobehavioral Medicine Private Practice, Solana Beach, CA, (6)University of California, San Diego, La Jolla, CA
- 10:55 **181.002** Examining Effectiveness of Classroom Pivotal Response Teaching in Public Schools **J. Suhrheinrich**<sup>1</sup>, S. R. Rieth<sup>1,2</sup>, S. Roesch<sup>1</sup> and A. C. Stahmer<sup>3</sup>, (1)San Diego State University, San Diego, CA, (2)Child and Adolescent Services Research Center, San Diego, CA, (3)Psychiatry and Behavioral Sciences, University of California at Davis MIND Institute, Sacramento, CA

- 11:20 **181.003** Training Community Mental Health Providers to Deliver an Intervention for Children with ASD: Impacts on Therapist Practice and Child Behaviors **L. Brookman-Frazee**<sup>1</sup>, C. Chlebowski<sup>1</sup> and S. Roesch<sup>2</sup>, (1)University of California, San Diego, La Jolla, CA, (2)San Diego State University, San Diego, CA
- 11:45 **181.004** Enhancing Provider Training in Integrated Mental Health Care for ASD: Perspectives from Primary Care Providers and Leaders **N. A. Stadnick**<sup>1</sup> and S. Broder-Fingert<sup>2</sup>, (1)University of California San Diego, La Jolla, CA, (2)Pediatrics, Boston University, Boston, MA
- 12:10 **Discussant**

**Poster Session**

**182 - Brain Function (fMRI, fcMRI, MRS, EEG, ERP, MEG)**

11:30 AM - 1:30 PM - Hall Grote Zaal

- 1 **182.001** Accurate Prediction of Individual Subject Identity and Task -- but Not ASD Diagnosis -- from Functional Connectomes **L. Byrge** and D. P. Kennedy, Psychological and Brain Sciences, Indiana University, Bloomington, IN
- 2 **182.002** Action Observation Modulates Mirror Neuron System in Toddlers and Preschoolers with and without Autism Spectrum Disorders **M. A. Krol**, J. Leano, H. Tager-Flusberg and D. Plesa Skwerer, Psychological and Brain Sciences, Boston University, Boston, MA
- 3 **182.003** Adolescents and Young Adults with Autism Spectrum Disorder Show Differences in Dynamics and Recruitment of Cognitive Control Networks **M. Solomon**<sup>1,2,3</sup>, M. K. Krug<sup>4</sup>, C. Coleman<sup>5</sup>, M. Elliott<sup>6</sup>, J. Hogeveen<sup>7</sup>, T. A. Niendam<sup>8</sup>, J. D. Ragland<sup>8</sup> and C. S. Carter<sup>9</sup>, (1)MIND Institute, Sacramento, CA, (2)Imaging Research Center, UC Davis, Sacramento, CA, (3)Department of Psychiatry & Behavioral Sciences, MIND Institute, Sacramento, CA, (4)Department of Psychiatry & Behavioral Sciences, University of California, Davis, MIND Institute, Sacramento, CA, (5)Psychiatry and Behavioral Sciences, MIND Institute, Sacramento, CA, (6)University of California Davis Department of Psychiatry and Behavioral Sciences, MIND Institute, Davis, CA, (7)Department of Psychiatry & Behavioral Sciences, UC Davis, Sacramento, CA, (8)Imaging Research Center, Sacramento, CA, (9)UC Davis, Sacramento, CA
- 4 **182.004** Age-Related Differences in the Large-Scale Resting State Executive Network and Relationships with Social Communication Impairments in Autism Spectrum Disorder **M. Walsh**<sup>1</sup>, L. C. Baxter<sup>2</sup>, C. J. Smith Ph.D<sup>3</sup> and B. B. Braden<sup>4</sup>, (1)Arizona State University, Tempe, AZ, (2)Radiology, Barrow Neurological Institute, Phoenix, AZ, (3)Southwest Autism Research and Resource Center, Phoenix, AZ, (4)Speech and Hearing Science, Arizona State University, Tempe, AZ
- 5 **182.005** Atypical Neural Response to Biological Motion in Children with ASD: A Preliminary Functional Near Infrared Spectroscopy Analysis **A. Atyabi**<sup>1</sup>, M. Kim<sup>2</sup>, B. Li<sup>3</sup>, E. Barney<sup>4</sup>, Y. A. Ahn<sup>2</sup>, M. C. Aubertine<sup>5</sup>, S. Corrigan<sup>2</sup>, E. Neuhaus<sup>6</sup>, K. Pelphrey<sup>7</sup> and F. Shic<sup>4</sup>, (1)Seattle Children's Research Institute University of Washington, Seattle, WA, (2)Seattle Children's Research Institute, Seattle, WA, (3)Computer Science and Engineering, University of Washington, Seattle, WA, (4)Center for Child Health, Behavior and Development, Seattle Children's Research Institute, Seattle, WA, (5)Seattle Children's Hospital and Research Institute, Seattle, WA, (6)Seattle Children's Hospital, Seattle, WA, (7)Yale University, New Haven, CT



- 6 **182.006** Autism Symptom Severity Predicts Accuracy of Facial Emotion Recognition Under Conditions of Low Theta-Power Early in Visual Processing **C. Halpern**<sup>1</sup>, T. Clarkson<sup>2</sup> and M. D. Lerner<sup>3</sup>, (1)Psychology, Stony Brook University Dept. of Psychology, Stony Brook, NY, (2)Psychology, Stony Brook University, Stony Brook, NY, (3)Stony Brook University, Stony Brook, NY
- 7 **182.007** Autism-Associated 16p11.2 Microdeletion Impairs Prefrontal Functional Connectivity in Mouse and Human **A. Bertero**<sup>1</sup>, A. Liska<sup>1,2</sup>, R. Parolisi<sup>3</sup>, M. Esteban Masferrer<sup>4</sup>, **M. Pagani**<sup>1,2</sup>, M. Gritti<sup>5</sup>, M. Pedrazzoli<sup>6</sup>, A. Galbusera<sup>1</sup>, A. Sarica<sup>7</sup>, A. Cerasa<sup>7</sup>, M. Buffelli<sup>6</sup>, R. Tonini<sup>5</sup>, A. Buffo<sup>3</sup>, C. Gross<sup>4</sup>, M. Pasqualetti<sup>1</sup> and A. Gozzi<sup>1</sup>, (1)Istituto Italiano di Tecnologia, Functional Neuroimaging Lab, Centre for Neuroscience and Cognitive Systems, Rovereto, Italy, (2)University of Trento, CIMEC, Rovereto, Italy, (3)University of Turin, Neuroscience Institute Cavalieri Ottolenghi (NICO), Department of Neuroscience Rita Levi-Montalcini, Torino, Italy, (4)European Molecular Biology Laboratory (EMBL), Mouse Biology Unit, Monterotondo, Italy, (5)Istituto Italiano di Tecnologia, Neuroscience and Brain Technologies Department, Genova, Italy, (6)University of Verona, Department of Neurosciences, Biomedicine and Movement Sciences, Verona, Italy, (7)Consiglio Nazionale delle Ricerche, Catanzaro, Italy
- 8 **182.008** Children with Autism Show No Leftward Asymmetry of Neural Response to Native Vs. Nonnative Speech Distinction **L. Yu**<sup>1,2</sup>, X. Wu<sup>3</sup>, S. Wang<sup>4</sup>, D. Huang<sup>3</sup> and Y. Zhang<sup>5,6</sup>, (1)Department of Speech-Language-Hearing Sciences, University of Minnesota, Minneapolis, MN, (2)Psychology, SOUTH CHINA NORMAL UNIVERSITY, GUANGZHOU, China, (3)Guangzhou Rehabilitation & Research Center for Children with ASD(Guangzhou Cana School), Guangzhou, China, (4)South China Normal University, Guangzhou, China, (5)University of Minnesota Center for Neurobehavioral Development, MINNEAPOLIS, MN, (6)Department of Speech-Language-Hearing Sciences, SOUTH CHINA NORMAL UNIVERSITY, MINNEAPOLIS, MN
- 9 **182.009** Cortical Inhibitory Alterations in Autism Spectrum Disorders: A TMS Study **I. Bernardino**<sup>1,2</sup>, A. Dionísio<sup>3</sup>, R. Monteiro<sup>3</sup>, I. Violante<sup>4</sup> and M. Castelo-Branco<sup>5,6</sup>, (1)Institute for Nuclear Sciences Applied to Health (ICNAS), Coimbra, Portugal, (2)IBILI - Institute for Biomedical Imaging and Life Sciences, Faculty of Medicine – University of Coimbra, Portugal, Coimbra, Portugal, (3)Institute of Nuclear Sciences Applied to Health, University of Coimbra, Coimbra, Portugal, (4)School of Psychology, Faculty of Health and Medical Sciences, University of Surrey, London, United Kingdom, (5)CIBIT & IBILI - Institute for Biomedical Imaging and Life Sciences, Faculty of Medicine – University of Coimbra, Portugal, Coimbra, Portugal, (6)ICNAS - Produção Unipessoal Lda, Coimbra, Portugal
- 10 **182.010** Decreased Rest Cerebral Blood Flow (CBF) in the Superior Temporal Sulcus (STS) in Children with Autism: An MRI-ASL Study **A. Saitovitch**<sup>1</sup>, E. Rechtman<sup>2</sup>, H. Lemaitre<sup>3</sup>, J. M. Tacchella<sup>4</sup>, N. Chabane<sup>5</sup>, A. Philippe<sup>6</sup>, E. Douard<sup>4</sup>, H. Guemar<sup>4</sup>, A. Vinçon-Leite<sup>7</sup>, A. Cavalcanti Ferreira<sup>8</sup>, R. Gobbo<sup>8</sup>, R. Calmon<sup>4</sup>, D. Grevent<sup>4</sup>, F. Brunelle<sup>9</sup>, N. Boddart<sup>9</sup> and M. Zilbovicius<sup>1</sup>, (1)INSERM, Paris, France, (2)INSERM U1000, Institut Imagine, Paris, France, (3)Inserm U1000, institut Imagine, Université Paris Sud, Paris, France, (4)Inserm U1000, institut Imagine, Paris, France, (5)CHUV, Lausanne, Switzerland, (6)Necker Hospital, Paris, France, (7)INSERM U1000, Paris, France, (8)Inserm U1000, institut Imagine, UNICAMP, Paris, France, (9)Hospital Necker, Paris, France
- 11 **182.011** Differences in Frontal-Posterior Activity during Mental Rotation of Body-Related Stimuli in Autism Spectrum Disorders **J. A. Trapani**<sup>1</sup>, H. M. Wadsworth<sup>2</sup> and R. Kana<sup>3</sup>, (1)University of Alabama at Birmingham, Birmingham, AL, (2)UAB School of Medicine, Birmingham, AL, (3)University of Alabama, Birmingham, Birmingham, AL
- 12 **182.012** Distinct Functional Network Connectivity in Children with ASD, ADHD, and OCD: Data from the Pond Network **M. M. Vandewouw**<sup>1</sup>, E. J. Choi<sup>2</sup>, J. P. Lerch<sup>3</sup>, M. J. Taylor<sup>4</sup> and E. Anagnostou<sup>5</sup>, (1)Diagnostic Imaging, Hospital for Sick Children, Toronto, ON, Canada, (2)Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (3)The Hospital for Sick Children, Toronto, ON, Canada, (4)Hospital for Sick Children, Toronto, ON, Canada, (5)HOLLAND Bloorview Kids Rehab hospita;, University of Toronto, Toronto, ON, Canada
- 13 **182.013** EEG Abnormalities in Adolescents with ASD: A Power and Coherence Analysis **P. Wantzen**<sup>1</sup>, P. Clochon<sup>1</sup>, F. Doidy<sup>1</sup>, C. Piet<sup>1</sup>, C. Rebillard<sup>1</sup>, J. M. Guilé<sup>2</sup>, C. Mille<sup>2</sup>, F. Wallois<sup>2</sup>, F. Guérolé<sup>1,3</sup>, J. M. Baleyte<sup>1,3</sup>, F. Eustache<sup>1</sup> and B. Guillery-Girard<sup>1</sup>, (1)Normandie Univ, UNICAEN, PSL Research University, EPHE, INSERM, U1077, CHU de Caen, Neuropsychologie et Imagerie de la Mémoire Humaine, 14000 Caen, France, Caen, France, (2)Université de Picardie, INSERM, U 1105, CHU Amiens, groupe de recherches sur l'analyse multimodale de la fonction cérébrale, Amiens, France, (3)Service de Psychiatrie de l'Enfant et de l'Adolescent, CHU de Caen, Caen, France
- 14 **182.014** EEG and Pupillary Response in Children with Autism: Results from the ABC-CT Feasibility Study **A. Naples**<sup>1</sup>, F. Shic<sup>2</sup>, A. R. Levin<sup>3</sup>, R. Bernier<sup>4</sup>, G. Dawson<sup>5</sup>, M. Murias<sup>6</sup>, S. Jeste<sup>7</sup>, C. A. Nelson III<sup>8</sup>, S. Faja<sup>9</sup>, K. Chawarska<sup>1</sup>, C. Sugar<sup>7</sup>, D. Senturk<sup>9</sup>, G. Helleman<sup>9</sup>, J. Dziura<sup>10</sup>, C. Brandt<sup>10</sup>, S. J. Webb<sup>4</sup> and J. McPartland Ph.D<sup>1</sup>, (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2)Center for Child Health, Behavior and Development, Seattle Children's Research Institute, Seattle, WA, (3)Neurology, Boston Children's Hospital, Boston, MA, (4)Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA, (5)Department of Psychiatry and Behavioral Sciences, Duke University Medical Center, Durham, NC, (6)Duke University, Durham, NC, (7)University of California, Los Angeles, Los Angeles, CA, (8)Boston Children's Hospital, Boston, MA, (9)UCLA, Los Angeles, CA, (10)Yale University, New Haven, CT
- 15 **182.015** EEG Correlates of Face Processing in a Large ASD Sample **L. Mason**, E. J. Jones and M. H. Johnson, Centre for Brain and Cognitive Development, Birkbeck, University of London, London, United Kingdom
- 16 **182.016** EEG Correlates of the Attentional Blink: Relationship to Autism Symptoms **E. A. Kaplan**, N. Russo, J. Kopec, E. P. McKernan, E. L. Koelmel and A. M. Prawl, Psychology, Syracuse University, Syracuse, NY
- 17 **182.017** EEG Neural Variability Distinguishes 16p11.2 Deletion and Duplication Carriers **R. Al-Jawahiri**, M. Jones and E. Milne, The University of Sheffield, Sheffield, United Kingdom

- 18 **182.018** EEG Phenotype in Angelman Syndrome Differs between Genotypes **J. Hipp**<sup>1</sup>, L. M. Bird<sup>2</sup>, P. Garces<sup>1</sup>, M. Hoener<sup>3</sup>, S. Jeste<sup>4</sup>, O. Khwaja<sup>5</sup>, M. L. Krishnan<sup>6</sup>, M. Miller<sup>7</sup>, H. Purtell<sup>8</sup>, A. Rotenberg<sup>8</sup>, W. H. Tan<sup>9</sup> and J. Frohlich<sup>10</sup>, (1)Neuroscience, Ophthalmology, and Rare Diseases (NORD) Roche Pharma Research and Early Development, Roche Innovation Center Basel, Hoffmann-La Roche, Basel, Switzerland, (2)Department of Psychiatry, UCSD, San Diego, CA, (3)Roche Innovation Center, Basel, Switzerland, (4)University of California, Los Angeles, Los Angeles, CA, (5)F. Hoffmann - La Roche AG, Basel, Switzerland, (6)Research and Early Development, Roche Innovation Center, Basel, Switzerland, (7)Roche Pharmaceutical Research and Early Development - NORD, Basel, Switzerland, (8)Neurology, Harvard Medical School, Boston, MA, (9)Genetics, Harvard Medical School, Boston, MA, (10)University of California Los Angeles, Los Angeles, CA
- 19 **182.019** EEG-Based Single Trial Classification Emotion Recognition: A Comparative Analysis in Individuals with and without Autism Spectrum Disorder **J. M. Mayor Torres**<sup>1,2</sup>, E. J. Libsack<sup>1</sup>, T. Clarkson<sup>1</sup>, C. M. Keifer<sup>1</sup>, G. Riccardi<sup>2</sup> and M. D. Lerner<sup>1</sup>, (1)Stony Brook University, Stony Brook, NY, (2)Department of Information Engineering and Computer Science, University of Trento, Trento, Italy
- 20 **182.020** Electrophysiological Biomarkers in Dup15q Syndrome: Evaluation of Clinical Predictors and Longitudinal Stability **V. Saravanapandian**<sup>1</sup>, J. Frohlich<sup>1</sup>, C. DiStefano<sup>1</sup>, S. Huberty<sup>2</sup> and S. Jeste<sup>3</sup>, (1)University of California Los Angeles, Los Angeles, CA, (2)McGill University, Montreal, QC, Canada, (3)University of California, Los Angeles, Los Angeles, CA
- 21 **182.021** Electrophysiological Markers of Resting-State Neural Network Abnormalities in Children with ASD, ADHD, and Co-Occurring ASD+ADHD **E. Shephard**<sup>1</sup>, C. Tye<sup>2</sup>, K. L. Ashwood<sup>3</sup>, B. Azadi<sup>4</sup>, M. H. Johnson<sup>5</sup>, P. Asherson<sup>6</sup>, G. McLoughlin<sup>7</sup> and P. Bolton<sup>2</sup>, (1)Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom of Great Britain and Northern Ireland, (2)Department of Child & Adolescent Psychiatry, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (3)Department of Forensic and Neurodevelopmental Sciences, and the Sackler Institute for Translational Neurodevelopment, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (4)Department of Child and Adolescent Psychiatry, King's College London, London, United Kingdom, (5)Centre for Brain and Cognitive Development, Birkbeck, University of London, London, United Kingdom, (6)King's College London, London, United Kingdom, (7)King's College London, London, United Kingdom of Great Britain and Northern Ireland
- 22 **182.022** Event-Related Potentials Linked to Executive Function Reflect Individual and Developmental Differences in Children with Autism Spectrum Disorders **R. Gilbert**<sup>1</sup>, L. J. Nelson<sup>2</sup> and S. Faja<sup>1</sup>, (1)Boston Children's Hospital, Boston, MA, (2)Boston University, Boston, MA
- 23 **182.023** Evidence of Altered Neural Responses to Hearing the Own Name in Autism Spectrum Disorder **R. El Kaddouri**<sup>1</sup>, A. D. Nijhof<sup>2</sup>, J. Goris<sup>3</sup>, M. Brass<sup>3</sup> and J. R. Wiersma<sup>4</sup>, (1)Experimental Clinical and Health Psychology, Ghent University, Ghent, Belgium, (2)Institute of Psychiatry, King's College London, London, United Kingdom, (3)Department of Experimental Psychology, Ghent University, Ghent, Belgium, (4)Department of Experimental-Clinical and Health Psychology, Ghent University, Ghent, Belgium
- 24 **182.024** Examining the Effect of Attention on Sensory Registration in Autism Spectrum Disorders **J. Crasta**<sup>1</sup>, P. L. Davies<sup>2</sup> and W. J. Gavin<sup>3</sup>, (1)Physical Medicine and Rehabilitation, Kennedy Krieger Institute, Baltimore, MD, (2)Colorado State University, Fort Collins, CO, (3)Human Development & Family Studies, Colorado State University, Fort Collins, CO
- 25 **182.025** Exploring Mismatch Negativity Processing in Autism Spectrum Disorder during an Auditory Odd-Ball Task: Evidence from the EU-AIMS LEAP Cohort. **J. Ahmad**<sup>1</sup>, P. Garces<sup>2</sup>, D. V. Crawley<sup>3</sup>, C. L. Ellis<sup>4</sup>, E. Kong<sup>5</sup>, E. J. Jones<sup>6</sup>, J. Cooke<sup>5</sup>, A. San Jose Caceres<sup>7</sup>, J. Tillmann<sup>8</sup>, T. Charman<sup>9</sup>, J. K. Buitelaar<sup>10</sup>, B. Oranje<sup>11</sup>, D. G. Murphy<sup>12,13</sup>, G. Dumas<sup>14</sup>, L. Mason<sup>6</sup> and E. Loth<sup>5,13</sup>, (1)Forensic and Neurodevelopmental Sciences, Kings College London, Institute of Psychiatry, Psychology & Ne, United Kingdom of Great Britain and Northern Ireland, (2)Neuroscience, Ophthalmology, and Rare Diseases (NORD) Roche Pharma Research and Early Development, Roche Innovation Center Basel, Hoffmann-La Roche, Basel, Switzerland, (3)Forensic and Neurodevelopmental Sciences, King's College, London, London, United Kingdom of Great Britain and Northern Ireland, (4)Social, Genetic and Developmental Psychiatry Centre, Kings College London, London, United Kingdom, (5)Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (6)Centre for Brain and Cognitive Development, Birkbeck, University of London, London, United Kingdom, (7)Forensic and Neurodevelopmental Sciences, King's College, London, United Kingdom of Great Britain and Northern Ireland, (8)Institute of Psychiatry Psychology & Neuroscience, London, United Kingdom, (9)King's College London, Institute of Psychiatry, Psychology and Neuroscience, London, United Kingdom, (10)Radboud University Medical Center Nijmegen, Donders Institute for Brain, Cognition and Behaviour, Nijmegen, Netherlands, (11)Department of Psychiatry, Brain Center Rudolf Magnus, NICHE Lab, University Medical Center Utrecht, Utrecht, Netherlands, (12)Department of Forensic and Neurodevelopmental Sciences, and the Sackler Institute for Translational Neurodevelopment, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (13)Forensic and Neurodevelopmental Sciences, The Sackler Institute for Translational Neurodevelopmental Sciences, IoPPN, King's College London, London, United Kingdom, London, United Kingdom, (14)Human Genetics and Cognitive Functions Unit, Institut Pasteur, Paris, France
- 26 **182.026** Functional Connectivity Alterations of the Prefrontal Thalamic Pathway in Autism Spectrum Disorder Are Age and Sex Dependent **A. Rausch**<sup>1</sup>, M. H. P. Reinartz<sup>1</sup>, C. B. Beckmann<sup>1,2,3</sup>, J. K. Buitelaar<sup>1,4</sup>, W. B. Groen<sup>4</sup> and K. V. Haak<sup>1,3</sup>, (1)Radboud University Medical Center Nijmegen, Donders Institute for Brain, Cognition and Behaviour, Department of Cognitive Neuroscience, Nijmegen, Netherlands, (2)Centre for Functional MRI of the Brain (FMRIB), University of Oxford, Oxford, United Kingdom, (3)Donders Institute for Brain, Cognition and Behaviour, Radboud University, Nijmegen, Netherlands, (4)Karakter Child and Adolescent Psychiatry University Center, Nijmegen, Nijmegen, Netherlands
- 27 **182.027** Imaging-Genetics of Gender Differences in ASD: Sex-Specific Additive Effects of Oxytocin Receptor Gene Polymorphisms on Reward Circuitry **L. M. Hernandez**, K. E. Lawrence, S. A. Green, N. T. Padgaonkar, D. Geschwind, S. Y. Bookheimer and M. Dapretto Ph.D, University of California, Los Angeles, Los Angeles, CA

- 28 **182.028** Impact of Gender on Resting-State Network Connectivity in Youth with ASD **K. E. Lawrence<sup>1</sup>**, L. M. Hernandez<sup>1</sup>, S. A. Green<sup>1</sup>, N. T. Padgaonkar<sup>1</sup>, H. Bowman<sup>2</sup>, S. Y. Bookheimer<sup>1</sup> and M. Dapretto Ph.D<sup>1</sup>, (1)University of California, Los Angeles, Los Angeles, CA, (2)CART, UCLA, Los Angeles, CA
- 29 **182.029** Increased Spontaneous Blink Rate Suggests Dopaminergic Function Abnormalities in Individuals with Fragile X Syndrome: **N. Woodruff<sup>1</sup>**, S. P. White<sup>2</sup>, M. W. Mosconi<sup>3</sup>, J. Wang<sup>4</sup>, E. Pedapati<sup>5</sup>, C. A. Erickson<sup>5</sup>, M. J. Byerly<sup>6</sup>, J. A. Sweeney<sup>7</sup> and L. Ethridge<sup>8</sup>, (1)The University of Oklahoma, Norman, OK, (2)Department of Psychiatry, University of Texas Southwestern Medical Center, Dallas, TX, (3)Kansas Center for Autism Research and Training (K-CART), Schiefelbusch Institute for Life Span Studies, and Clinical Child Psychology Program, University of Kansas, Lawrence, KS, (4)Department of Psychology, Zhejiang University of Technology, Hangzhou, China, (5)Cincinnati Children's Hospital Medical Center, Cincinnati, OH, (6)Center for Mental Health Research and Recovery, Montana State University, Bozeman, MT, (7)Psychiatry, University of Cincinnati, Cincinnati, OH, (8)University of Oklahoma Health Science Center, Norman, OK
- 30 **182.030** Individual Face Discrimination and the Influence of Fixation in ASD Measured with Fpvs EEG **S. Vettori<sup>1</sup>**, S. Van der Donck<sup>2</sup>, M. Dzhelyova<sup>3</sup>, J. Steyaert<sup>4</sup>, B. Rossion<sup>3</sup> and B. Boets<sup>4</sup>, (1)KU Leuven, Leuven, Belgium, (2)KU Leuven, 3000 Leuven, Belgium, (3)Psychological Sciences Research Institute and Institute of Neuroscience, UCL, Louvain-la-Neuve, Belgium, (4)Leuven Autism Research Consortium (LAuRes), KU Leuven, Leuven, Belgium
- 31 **182.031** Interhemispheric Resting-State Functional Connectivity and Corpus Callosum Volume Changes in Autism **S. Yao**, Q. Li, Z. Zhao, B. Becker and K. M. Kendrick, Life Science and Technology, UESTC, Chengdu, China
- 32 **182.032** Is Implicit Processing of Fearful Faces Impaired in ASD? **S. Van der Donck<sup>1,2</sup>**, S. Vettori<sup>1,2</sup>, M. Dzhelyova<sup>3</sup>, J. Steyaert<sup>4,5</sup>, B. Rossion<sup>3</sup> and B. Boets<sup>1,4</sup>, (1)Center for Developmental Psychiatry, Katholieke Universiteit Leuven, Leuven, Belgium, (2)Leuven Autism Research Consortium (LAuRes), Katholieke Universiteit Leuven, Leuven, Belgium, (3)Psychological Sciences Research Institute and Institute of Neuroscience, UCL, Louvain-la-Neuve, Belgium, (4)Center for Developmental Psychiatry, KU Leuven, Leuven, Belgium, (5)Leuven Autism Research Consortium (LAuRes), KU Leuven, Leuven, Belgium
- 33 **182.033** MEG Gamma Oscillations and Directional Sensitivity to Visual Motion in Children with ASD: Two Sides of the Inhibition Deficit. **T. A. Stroganova<sup>1</sup>**, O. V. Sysoeva<sup>1</sup>, M. S. Davletshina<sup>2</sup>, I. A. Galuta<sup>2</sup>, D. E. Goiaeva<sup>2</sup>, A. O. Prokofyev<sup>1</sup> and E. V. Orekhova<sup>1</sup>, (1)MEG-Center, Moscow University of Psychology and Education, Moscow, Russian Federation, (2)Autism Research Laboratory, Moscow University of Psychology and Education, Moscow, Russian Federation
- 34 **182.034** Motor Performance and Neural Activity of Motor Networks in Children with Autism Spectrum Disorder during Imitation of Motor Hand Actions **C. Butera<sup>1</sup>**, E. Kilroy<sup>1</sup>, L. A. Harrison<sup>1</sup>, S. A. Cermak<sup>1</sup> and L. Aziz-Zadeh<sup>2</sup>, (1)USC Mrs. T.H. Chan Division of Occupational Science and Occupational Therapy, University of Southern California, Los Angeles, CA, (2)USC Mrs. T.H. Chan Division of Occupational Science and Occupational Therapy; Psychology, University of Southern California, Los Angeles, CA
- 35 **182.035** Neural Correlates of Response to Joint Attention in Toddlers with Autism Spectrum Disorder and Their Typically Developing Peers. **A. Piatti<sup>1</sup>**, S. Van der Paelt<sup>2</sup>, P. Warreyn<sup>3</sup> and H. Roeyers<sup>3</sup>, (1)University of Ghent, Ghent, Belgium, (2)Department of Experimental-Clinical and Health Psychology, Ghent University, Ghent, Belgium, (3)Department of Experimental-Clinical and Health Psychology, Ghent University, Ghent, Belgium
- 36 **182.036** Neural Representations of Facial Identity and Emotional Expressions in Young Adults with and without ASD **M. H. Hendriks<sup>1,2</sup>**, C. Dillen<sup>3</sup>, N. Daniels<sup>2,3</sup>, J. Bulthé<sup>1</sup>, F. Pegado<sup>1</sup>, J. Steyaert<sup>2,4</sup>, H. Op de Beeck<sup>1</sup> and B. Boets<sup>2,4</sup>, (1)Department of Brain and Cognition, KU Leuven, Leuven, Belgium, (2)Leuven Autism Research Consortium (LAuRes), KU Leuven, Leuven, Belgium, (3)Department of Rehabilitation Sciences, KU Leuven, Leuven, Belgium, (4)Center for Developmental Psychiatry, KU Leuven, Leuven, Belgium
- 37 **182.037** Neural Representations Underlying the Observation of Interpersonal Socio-Affective Touch in Adults with and without Autism Spectrum Disorder **H. Lee Masson<sup>1</sup>**, B. Boets<sup>2</sup> and H. Op de Beeck<sup>3</sup>, (1)Department of Brain and Cognition, KU Leuven / UZ Leuven, Leuven, Belgium, (2)Center for Developmental Psychiatry, KU Leuven, Leuven, Belgium, (3)Department of Brain and Cognition, KU Leuven, Leuven, Belgium
- 38 **182.038** Neurophysiological Correlates of Altered Motivation Towards Social and Non-Social Stimuli in ASD **C. Luckhardt<sup>1</sup>**, H. Althen<sup>1</sup>, J. Koppe<sup>2</sup> and C. M. Freitag<sup>3</sup>, (1)Autism Research and Intervention Center of Excellence Frankfurt, Goethe Universität Frankfurt am Main, Frankfurt am Main, Germany, (2)Dept. of Psychiatry, Psychosomatic Medicine and Psychotherapy Frankfurt, Goethe Universität Frankfurt am Main, Frankfurt am Main, Germany, (3)Autism Research and Intervention Center of Excellence Frankfurt, University Hospital Frankfurt, Frankfurt am Main, Germany
- 39 **182.039** Oxytocin's Effect on Empathy in Autism – Neural Activation As a Function of the Oxytocin Receptor Gene Variation. **S. Stroth<sup>1</sup>**, A. K. Wermter<sup>2</sup>, S. Krach<sup>3</sup>, M. Haberhausen<sup>2</sup>, F. Paulus<sup>4</sup>, T. Stehr<sup>5</sup>, A. Mayer<sup>6</sup> and I. Kamp-Becker<sup>7</sup>, (1)Philipps University Marburg, Marburg, Germany, (2)Department of Child and Adolescent Psychiatry, Psychosomatics and Psychotherapy, Philipps University of Marburg, Marburg, Germany, (3)Center of Brain, Behavior and Metabolism, Luebeck, Germany, (4)Philipps-University Marburg, Marburg, Germany, (5)Department of Child and Adolescent Psychiatry, Psychosomatics and Psychotherapy, Philipps University Marburg, Marburg, Germany, (6)Lübeck University, Lübeck, Germany, (7)Department of Child and Adolescent Psychiatry, Psychosomatics and Psychotherapy, Philipps University Marburg, Schützenstr 49, Germany
- 40 **182.040** Relations between Frontal Gamma Power, Socioeconomic Status, and IQ Among Adolescents with and without ASD **K. M. Rivera<sup>1</sup>**, A. J. McVey<sup>1</sup>, H. K. Schiltz<sup>1</sup>, A. D. Haendel<sup>2</sup>, S. Pleiss<sup>3</sup>, A. Carson<sup>4</sup>, B. Yund<sup>5</sup> and A. V. Van Hecke<sup>6</sup>, (1)Marquette University, Milwaukee, WI, (2)Interdisciplinary (Speech--Language Pathology & Psychology), Marquette University, Milwaukee, WI, (3)Great Lakes Neurobehavioral Center, Edina, MN, (4)Baylor College of Medicine, Houston, TX, (5)Psychology, University of Wisconsin Milwaukee, Milwaukee, WI, (6)Psychology, Marquette University, Milwaukee, WI



- 41 **182.041** Resting-State Functional Thalamo-Cortical Overconnectivity Is Associated with Block Design Peak in Autism **E. Danis<sup>1</sup>**, F. Samson<sup>2</sup>, E. B. Barbeau<sup>3</sup>, A. Boré<sup>4</sup> and I. Soulieres<sup>1</sup>, (1) University of Quebec in Montreal, Montréal, QC, Canada, (2)McGill University, Montreal, QC, Canada, (3)Cognitive Neuroscience Unit, Montreal Neurological Institute, McGill University, Montreal, QC, Canada, (4)Centre de recherche de l'Institut universitaire de gériatrie de Montréal, Montreal, QC, Canada
- 42 **182.042** Sex Differences in Interhemispheric Resting State Functional Connectivity in Autism Spectrum Disorder in Early Childhood **J. K. Lee<sup>1</sup>**, B. Heath<sup>2</sup>, A. L. Hechtman<sup>2</sup>, C. Gohring<sup>3</sup>, K. Huynh<sup>3</sup>, D. G. Amaral<sup>2</sup>, S. Ozonoff<sup>2</sup> and C. W. Nordahl<sup>2</sup>, (1) Psychiatry and Behavioral Sciences, University of California, Davis, MIND Institute, Sacramento, CA, (2)Psychiatry and Behavioral Sciences, University of California at Davis, MIND Institute, Sacramento, CA, (3)UC Davis MIND Institute, Sacramento, CA
- 43 **182.043** Sex-Specific Fetal Programming Impact of Testosterone on Later Developing Intrinsic Functional Connectivity between Social Brain Default Mode Subsystems **M. V. Lombardo<sup>1</sup>**, B. Auyeung<sup>2</sup>, T. Pramparo<sup>3</sup>, A. Quartier<sup>4</sup>, M. C. Lai<sup>5</sup>, R. Holt<sup>6</sup>, J. Waldman<sup>6</sup>, A. N. Ruigrok<sup>6</sup>, N. Mooney<sup>6</sup>, P. Kundu<sup>7</sup>, E. Bullmore<sup>6</sup>, J. L. Mandel<sup>4</sup>, A. Piton<sup>4</sup> and S. Baron-Cohen<sup>6</sup>, (1)University of Cyprus, Nicosia, Cyprus, (2)University of Edinburgh, Edinburgh, United Kingdom, (3)University of California, San Diego, La Jolla, CA, (4)Institut de Génétique et de Biologie Moléculaire et Cellulaire, Illkirch, France, (5)University of Toronto, Toronto, ON, Canada, (6) University of Cambridge, Cambridge, United Kingdom, (7)Icahn School of Medicine at Mount Sinai, New York, NY
- 44 **182.044** Spontaneous and Explicit Mentalizing in Adults with Autism Spectrum Disorder: An fMRI Study **A. D. Nijhof<sup>1</sup>**, L. Bardi<sup>2</sup>, M. Brass<sup>3</sup> and J. R. Wiersema<sup>4</sup>, (1)Institute of Psychiatry, King's College London, London, United Kingdom, (2)Ghent University, Ghent, Belgium, (3)Department of Experimental Psychology, Ghent University, Ghent, Belgium, (4)Department of Experimental-Clinical and Health Psychology, Ghent University, Ghent, Belgium
- 45 **182.045** The Dup15q Syndrome EEG Signature Resembles the EEG Effect of GABA-a Modulators **J. Frohlich<sup>1</sup>**, S. Huberty<sup>2</sup>, V. Saravanapandian<sup>1</sup>, C. DiStefano<sup>1</sup>, S. Jeste<sup>3</sup> and J. Hipp<sup>4</sup>, (1) University of California Los Angeles, Los Angeles, CA, (2)McGill University, Montreal, QC, Canada, (3)University of California, Los Angeles, Los Angeles, CA, (4)Neuroscience, Ophthalmology, and Rare Diseases (NORD) Roche Pharma Research and Early Development, Roche Innovation Center Basel, Hoffmann-La Roche, Basel, Switzerland
- 46 **182.046** The Influence of Age and ASD on Verbal Fluency Network Differences **L. C. Baxter<sup>1</sup>**, B. B. Braden<sup>2</sup>, A. Nespodzany<sup>3</sup>, E. Wood<sup>3</sup> and C. J. Smith Ph.D<sup>4</sup>, (1)Radiology, Barrow Neurological Institute, Phoenix, AZ, (2)Speech and Hearing Science, Arizona State University, Tempe, AZ, (3)Barrow Neurological Institute, Phoenix, AZ, (4)Southwest Autism Research and Resource Center, Phoenix, AZ
- 47 **182.047** The Role of Biological Sex and Age in the Intrinsic Functional Properties of Males and Females with Autism **D. L. Floris<sup>1</sup>**, M. C. Lai<sup>2</sup>, M. P. Milham<sup>3</sup> and A. Di Martino<sup>4</sup>, (1)Department of Child and Adolescent Psychiatry, Autism Research Centre, New York, NY, (2)The Hospital for Sick Children, Toronto, ON, Canada, (3)Institute for Pediatric Neuroscience, NY, NY, (4)NYU Child Study Center, New York, NY
- 48 **182.048** Using Resting State Functional MRI to Build a Personalized Autism Diagnosis System **O. Dekhil<sup>1</sup>**, H. Hajjidiabe<sup>2</sup>, B. Ayinde<sup>3</sup>, A. Shalaby<sup>4</sup>, A. Switala<sup>5</sup>, A. Elshamekh<sup>6</sup>, M. Ghazal<sup>2</sup>, R. Keynton<sup>4</sup>, A. S. El-Baz<sup>5</sup> and G. Barnes<sup>7</sup>, (1)Bioengineering, University of Louisville, Louisville, KY, (2)Electrical and Computer Engineering, Abu Dhabi University, Abu Dhabi, United Arab Emirates, (3)Electrical and Computer Engineering, University of Louisville, Louisville, KY, (4)Bioengineering, University of Louisville, Louisville, KY, (5)University of Louisville, Louisville, KY, (6) Bioengineering, University of Louisville, Louisville, KY, (7)University of Louisville School of Medicine, Louisville, KY
- 49 **182.049** Utilizing Resting-State fMRI to Explore Insula Functional Connectivity in Individuals with and without Autism Spectrum Disorders **S. M. Francis<sup>1</sup>**, J. Camchong<sup>1</sup>, A. Tseng<sup>1</sup>, L. Goelkel-Garcia<sup>2</sup>, L. Brickman<sup>3</sup>, B. A. Mueller<sup>1</sup>, K. O. Lim<sup>1</sup> and **S. Jacob<sup>1</sup>**, (1) Department of Psychiatry, University of Minnesota, Minneapolis, MN, (2)Department of Anesthesiology, University of Minnesota, Minneapolis, MN, (3)Rosalind Franklin University of Medicine and Science, Chicago, IL
- 50 **182.050** Visual-Evoked Potential Morphology Differences across Rare Genetic Disorders with Heightened Risk for ASD **L. Gabard-Durnam<sup>1</sup>**, C. E. Mukerji<sup>2</sup>, K. J. Varcin<sup>3</sup>, J. LeBlanc<sup>4</sup>, L. M. Baczewski<sup>5</sup>, J. Keller<sup>6</sup>, S. Jeste<sup>7</sup> and C. A. Nelson III<sup>6</sup>, (1)Pediatrics, Harvard Medical School, Boston, MA, (2)Harvard University, Cambridge, MA, (3)Autism Research Team, Telethon Kids Institute, Subiaco, Perth, Australia, (4)Harvard Medical School, Boston, MA, (5)Education, UCLA Center for Autism Research and Treatment, Los Angeles, CA, (6)Boston Children's Hospital, Boston, MA, (7) University of California, Los Angeles, Los Angeles, CA
- 51 **182.051** ERPs to Congruent Pictures and Sentences in Minimally Verbal Children and Adolescents with ASD **E. Zane<sup>1</sup>**, S. Kresh<sup>2</sup>, A. Benasich<sup>3</sup> and V. L. Shafer<sup>4</sup>, (1)FACE Lab, Emerson College, FACE Lab, Boston, MA, (2)CUNY Graduate Center, New York, NY, (3)Center for Molecular & Behavioral Neuroscience, Rutgers Univ., Newark, NJ, (4)Speech-Language-Hearing Sciences, CUNY Graduate Center, New York, NY
- 52 **182.052** Inter and Intra Hemispheric EEG Coherence in Adolescents with ASD Related to Social Function **A. D. Haendel<sup>1,2</sup>**, A. Barrington<sup>3</sup>, H. K. Schiltz<sup>4</sup>, A. J. McVey<sup>4</sup>, K. M. Rivera<sup>4</sup>, S. Pleiss<sup>5</sup>, A. Carson<sup>6</sup>, B. Yund<sup>7</sup> and A. V. Van Hecke<sup>8</sup>, (1)Speech-Language Pathology, Concordia University Wisconsin, Mequon, WI, (2) Interdisciplinary (Speech-Language Pathology & Psychology), Marquette University, Milwaukee, WI, (3)Biomedical Engineering, Marquette University, Milwaukee, WI, (4)Marquette University, Milwaukee, WI, (5)Great Lakes Neurobehavioral Center, Edina, MN, (6)Pediatrics, Autism Center, Baylor College of Medicine/ Texas Children's Hospital, Houston, TX, (7)Psychology, University of Wisconsin Milwaukee, Milwaukee, WI, (8)Psychology, Marquette University, Milwaukee, WI

**Poster Session**

**183 - Diagnostic, Behavioral & Intellectual Assessment**

11:30 AM - 1:30 PM - Hall Grote Zaal

- 54 **183.054** A Comparison of Males and Females Presenting for an ASD Evaluation in Young Childhood **S. Richardson<sup>1</sup>**, C. Beacham<sup>2</sup>, L. Dilly<sup>1</sup> and C. Klaiman<sup>3</sup>, (1)Marcus Autism Center, Atlanta, GA, (2) Marcus Autism Center, Children's Healthcare of Atlanta, and Emory University School of Medicine, Atlanta, GA, (3)Emory University, Atlanta, GA
- 55 **183.055** A Patient Report Outcome Measure of Sensory Difficulties in Autism Spectrum Disorder **H. Bruining<sup>1</sup>**, D. M. van Anel<sup>2</sup> and H. van Stel<sup>3</sup>, (1)Brain Centre Rudolf Magnus, Amsterdam, Netherlands, (2)Brain Center Rudolf Magnus, Department of Psychiatry, UMC Utrecht, Utrecht, Netherlands, (3)Julius Center, UMC Utrecht, Utrecht, Netherlands
- 56 **183.056** A Promis®-Based Approach to Item Development and Factor Analysis of the Emotion Dysregulation Inventory for Youth with ASD **T. N. Day<sup>1</sup>**, L. Yu<sup>2</sup>, M. Siegel<sup>3</sup>, S. White<sup>4</sup>, P. Pilkonis<sup>2</sup> and C. A. Mazefsky<sup>5</sup>, (1)Clinical Psychology, Florida State University, Tallahassee, FL, (2)University of Pittsburgh School of Medicine, Pittsburgh, PA, (3)Maine Medical Center - Tufts School of Medicine - Spring Harbor Hospital, Westbrook, ME, (4)Virginia Polytechnic Institute and State University, Blacksburg, VA, (5)Department of Psychiatry, University of Pittsburgh School of Medicine, Pittsburgh, PA
- 57 **183.057** Adolescent Autism Traits: Associations with Parental Age and Physiological Functioning **A. Arias<sup>1</sup>**, A. J. McVey<sup>1</sup>, H. K. Schiltz<sup>1</sup>, A. D. Haendel<sup>2</sup>, K. M. Rivera<sup>1</sup>, S. Pleiss<sup>3</sup>, A. Carson<sup>4</sup>, B. Yund<sup>5</sup> and A. V. Van Hecke<sup>6</sup>, (1)Marquette University, Milwaukee, WI, (2)Interdisciplinary (Speech--Language Pathology & Psychology), Marquette University, Milwaukee, WI, (3)Great Lakes Neurobehavioral Center, Edina, MN, (4)Baylor College of Medicine, Houston, TX, (5)Psychology, University of Wisconsin Milwaukee, Milwaukee, WI, (6)Psychology, Marquette University, Milwaukee, WI
- 58 **183.058** ADOS-2 Classification in a Psychiatric Population **C. Colombi<sup>1</sup>**, A. M. Fish<sup>2</sup> and M. Ghaziuddin<sup>3</sup>, (1)University of Michigan, Ann Arbor, MI, (2)Psychiatry, University of Michigan, Ann Arbor, MI, (3)University of Michigan, Ann Arbor, Ann Arbor, MI
- 59 **183.059** Adult Manifestations of Pervasive Developmental Disorder Not Otherwise Specified (PDD-NOS): A Combined Epidemiological and Case Register Study. **E. Horwitz<sup>1</sup>**, R. A. Schoevers<sup>2</sup> and C. A. Hartman<sup>3</sup>, (1)University Psychiatric Clinic, University Medical Center Groningen, Groningen, Netherlands, (2)Psychiatry, University Medical Center Groningen, Groningen, Netherlands, (3)Department of Psychiatry, Interdisciplinary Center Psychopathology and Emotion Regulation (ICPE), University Medical Center Groningen, Groningen, Netherlands
- 60 **183.060** Are Approaches of "Machine Learning" and "Support Vector Machines" Suitable to Improve the ASD Diagnostic Process in Children and Adolescents? **I. Kamp-Becker<sup>1</sup>**, F. Hauck<sup>2</sup>, N. Kliewer<sup>2</sup>, S. Köhne<sup>3</sup>, L. Poustka<sup>4</sup>, S. Roepke<sup>5</sup>, V. Roessner<sup>6</sup>, N. Wolff<sup>7</sup> and S. Stroth<sup>8</sup>, (1)Department of Child and Adolescent Psychiatry, Psychosomatics and Psychotherapy, Philipps University Marburg, Schützenstr 49, Germany, (2)Department of Information Systems, Freie Universität Berlin, Berlin, Germany, (3)Berlin School of Mind and Brain, Humboldt University Berlin, Berlin, Germany, (4)Medical University of Vienna, Vienna, Austria, (5)Department of Psychiatry, Charité Berlin, Berlin, Germany, (6)Department of Child and Adolescent Psychiatry, University Hospital Carl Gustav Carus, Dresden, Germany, (7)Department of Child and Adolescent Psychiatry, University Hospital Carl Gustav Carus Dresden, Dresden, Germany, (8)Philipps University Marburg, Marburg, Germany
- 61 **183.061** Association between Subclinical Autistic Traits and Cognitive Functions in General Children: Focusing on Sex Differences **M. Dai<sup>1</sup>**, J. Liang<sup>1</sup>, L. Lin<sup>1,2</sup> and J. Jing<sup>1</sup>, (1)Sun Yat-sen University, Guangzhou, China, (2)Peking University Health Science Center, Beijing, China
- 62 **183.062** Comparison of Symptom Profiles in a Minority Sample of Preschool Children Referred for ASD **J. Durocher<sup>1</sup>**, M. N. Hale<sup>2</sup>, A. Beaumont<sup>2</sup>, M. Parladé<sup>2</sup>, S. Cardona<sup>3</sup>, G. Victoria<sup>4</sup> and E. M. Davis<sup>4</sup>, (1)University of Miami, Miami, FL, (2)University of Miami, Coral Gables, FL, (3)Psychology, University of Miami, Coral Gables, FL, (4)Mailman Center for Child Development, University of Miami, Miami, FL
- 63 **183.063** Denoising Autoencoders for Self-Supervised Clinical Subtyping of Autism Spectrum Disorder **C. H. Chatham<sup>1</sup>**, J. Hipp<sup>2</sup>, P. Garces<sup>2</sup>, S. Holiga<sup>2</sup>, J. Tillmann<sup>3</sup>, E. J. Jones<sup>4</sup>, M. Uljarevic<sup>5,6</sup>, G. Dumas<sup>7</sup>, E. Loth<sup>8</sup>, T. Charman<sup>9</sup> and G. Honey<sup>10</sup>, (1)Neuroscience, Ophthalmology, and Rare Diseases (NORD) Roche Pharma Research and Early Development, Roche Innovation Center Basel, Hoffmann La Roche, Basel, Switzerland, (2)Neuroscience, Ophthalmology, and Rare Diseases (NORD) Roche Pharma Research and Early Development, Roche Innovation Center Basel, Hoffmann-La Roche, Basel, Switzerland, (3)Institute of Psychiatry Psychology & Neuroscience, London, United Kingdom, (4)Centre for Brain and Cognitive Development, Birkbeck, University of London, London, United Kingdom, (5)Olga Tennison Autism Research Centre, Olga Tennison Autism Research Centre, Melbourne, CA, (6)Department of Psychiatry and Behavioral Sciences, Stanford University School of Medicine, Stanford, CA, (7)Human Genetics and Cognitive Functions Unit, Institut Pasteur, Paris, France, (8)Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (9)King's College London, Institute of Psychiatry, Psychology and Neuroscience, London, United Kingdom, (10)F. Hoffman La-Roche Ltd, Basel, Switzerland
- 64 **183.064** Detecting and Assessing Preschool Children with Autism Spectrum Disorder Using Child Behavior Checklist. **Y. H. Lin<sup>1</sup>** and C. C. Wu<sup>2</sup>, (1)Department of Psychology, Kaohsiung Medical University, Kaohsiung, Taiwan, (2)Department of Psychology, Kaohsiung Medical University, Kaohsiung, Taiwan (Province of China)

- 65 **183.065** Development and Construct Validity of a Comprehensive Feeding Assessment for Children with Autism Spectrum Disorders **K. K. Ausderau**, B. St. John and M. O. Al-Heizan, University of Wisconsin-Madison, Madison, WI
- 66 **183.066** Development of a Video-Based Coding Tool: Autism Behavioural Change Observational Measure (ABCOM) to Monitor Response to Intervention in School-Age Children with Autism M. Custo<sup>1</sup>, M. Sharda<sup>2</sup>, R. Ferdinand-Peterkin<sup>1</sup>, M. Tan<sup>3</sup>, K. L. Hyde<sup>2</sup> and **A. Nadig<sup>4</sup>**, (1)BRAMS, University of Montreal, Montreal, QC, Canada, (2)International Laboratory of Brain, Music and Sound Research (BRAMS), University of Montreal, Montreal, QC, Canada, (3)Abaton Integrative Medicine, Oakville, ON, Canada, (4)McGill University, Montreal, QC, CANADA
- 67 **183.067** Development of the Observation Schedule for Children with Autism Spectrum Disorders– Anxiety and Behaviour (OSCA-AB): A New Measure of Parent and Child Behaviour for Use with Children with ASD **M. Palmer<sup>1</sup>**, J. Tarver<sup>2</sup>, J. Paris Perez<sup>1</sup>, S. Scott<sup>1</sup>, V. Slonims<sup>3</sup>, E. Simonoff<sup>1</sup>, A. Pickles<sup>1</sup>, D. Hay<sup>4</sup> and T. Charman<sup>1</sup>, (1)King's College London, Institute of Psychiatry, Psychology and Neuroscience, London, United Kingdom, (2)University of Birmingham, Birmingham, United Kingdom, (3)Guy's & St Thomas' NHS Foundation Trust (Evelina Children's Hospital), London, United Kingdom, (4)Psychology, Cardiff University, Cardiff, United Kingdom
- 68 **183.068** Direct in-Person Assessments Add Value When Discerning Autism Spectrum Disorder in SMC1A Variants. **P. A. Mulder<sup>1</sup>**, S. A. Huisman<sup>2</sup>, A. A. Landlust<sup>1</sup>, R. C. Hennekam<sup>2</sup>, I. D. van Balkom<sup>1</sup> and S. Piening<sup>1</sup>, (1)Autism Team Northern Netherlands, Jonx (Lentis), Groningen, Netherlands, (2)Department of Paediatrics, Amsterdam Medical Centre, University of Amsterdam, Amsterdam, Netherlands
- 69 **183.069** Discontinuities in Autism Spectrum Disorder Traits Among Children with Intellectual Disability **R. Srinivasan<sup>1</sup>**, M. Erwood<sup>2</sup>, J. Wolstencroft<sup>3</sup>, D. H. Skuse<sup>4</sup> and I. D. Imagine<sup>2</sup>, (1) UCL GOS ICH, London, United Kingdom of Great Britain and Northern Ireland, (2)UCL GOS Institute of Child Health, London, United Kingdom, (3)UCL GOS ICH, London, United Kingdom, (4) Behavioural Sciences Unit, UCL Great Ormond Street Institute of Child Health, London, United Kingdom
- 70 **183.070** DSM-5 Criteria and Diagnoses in Adulthood: Are There "Strong and Stable" Features? **S. J. Carrington<sup>1</sup>**, S. L. Barrett<sup>2</sup>, U. Sivagamasundari<sup>3</sup>, C. Fretwell<sup>4</sup>, J. Hall<sup>5</sup>, I. Noens<sup>6,7</sup>, J. Maljaars<sup>7,8</sup>, R. Kent<sup>9</sup> and S. Leekam<sup>2</sup>, (1)Psychology, School of Life and Health Sciences, Aston University, Birmingham, United Kingdom, (2) School of Psychology, Cardiff University, Cardiff, United Kingdom, (3)Aneurin Bevan University Health Board, Cwmbran, United Kingdom, (4)Aneurin Bevan University Health Board, Caerleon, United Kingdom, (5)Neurosciences & Mental Health Research Institute, Cardiff University, Cardiff, United Kingdom, (6)Parenting and Special Education Research Unit, University of Leuven, Leuven, Belgium, (7)Leuven Autism Research (LAuRes), KU Leuven, Leuven, Belgium, (8)Parenting and Special Education Research Unit, KU Leuven, Leuven, Belgium, (9)Institute of Psychiatry, Psychology and Neuroscience, Kings College London, London, United Kingdom of Great Britain and Northern Ireland
- 71 **183.071** Dyadic Physiological Linkage As a New Measure of Social Reciprocity in ASD **D. Swain<sup>1</sup>**, R. S. Factor<sup>1</sup>, J. Waldron<sup>2</sup>, Y. Zhou<sup>3</sup>, M. A. Bell<sup>4</sup>, A. Scarpa<sup>1</sup> and A. Ross<sup>4</sup>, (1)Virginia Tech, Blacksburg, VA, (2)Psychology, Kaiser Permanente, Blacksburg, VA, (3)Economics, Virginia Tech, Blacksburg, VA, (4)Psychology, Virginia Tech, Blacksburg, VA
- 72 **183.072** Evaluation and Norms of the German Version of the Aberrant Behavior Checklist for Children and Adolescents **L. Vllasaliu**, S. Bode, I. S. Kästel, C. E. Köpp, M. Luh, C. M. Freitag and H. Cholemkery, Autism Research and Intervention Center of Excellence Frankfurt, University Hospital Frankfurt, Frankfurt am Main, Germany
- 73 **183.073** Examining Symptomatology in ASD in Bilingually Exposed Children **E. Fomaris<sup>1,2</sup>**, H. Poore<sup>1,3</sup> and **S. Hoffenberg<sup>4</sup>**, (1) Marcus Autism Center, Children's Healthcare of Atlanta and Emory University School of Medicine, Atlanta, GA, (2)The University of North Carolina at Chapel Hill, Chapel Hill, NC, (3)Emory University, Atlanta, GA, (4)Marcus Autism Center, Atlanta, GA
- 74 **183.074** Examining the Experience of Adults Receiving an Autism Spectrum Diagnosis and Their Later Well-Being. **R. A. Charlton<sup>1</sup>**, F. Happé<sup>2</sup> and P. Abbott<sup>3</sup>, (1)Psychology, Goldsmiths University of London, London, United Kingdom, (2)Social, Genetic and Developmental Psychiatry Centre, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (3)Autism Diagnostic Research Centre, Southampton, United Kingdom
- 75 **183.075** Examining the Links between Restricted Interests/ Repetitive Behaviors, Respiratory Sinus Arrhythmia, and Anxiety: Do Repetitive Behaviors Mediate the Relation between Rsa and Anxiety? **A. J. McVey<sup>1</sup>**, H. K. Schiltz<sup>1</sup>, A. D. Haendel<sup>2</sup>, S. Pleiss<sup>3</sup>, A. Carson<sup>4</sup>, K. M. Rivera<sup>1</sup>, B. Yund<sup>5</sup>, E. Vogt<sup>6</sup> and A. V. Van Hecke<sup>6</sup>, (1) Marquette University, Milwaukee, WI, (2)Interdisciplinary (Speech-Language Pathology & Psychology), Marquette University, Milwaukee, WI, (3)Great Lakes Neurobehavioral Center, Edina, MN, (4)Pediatrics, Autism Center, Baylor College of Medicine/ Texas Children's Hospital, Houston, TX, (5)Psychology, University of Wisconsin Milwaukee, Milwaukee, WI, (6)Psychology, Marquette University, Milwaukee, WI
- 76 **183.076** Experiences of Seeking for Assessment and Diagnosis of Autism Spectrum Disorder in Vietnam **H. S. Vu<sup>1</sup>**, H. Hoang<sup>1</sup>, G. Le<sup>1</sup> and N. N. Tran<sup>2</sup>, (1)Center for Creative Initiatives in Health and Population, Hanoi, Viet Nam, (2)Administration for Medical Service, Ministry of Health, Hanoi, Viet Nam
- 77 **183.077** Gender Differences in Autism Spectrum Disorder Characterization within a State-Wide Community-Based Sample **E. Bucknam<sup>1</sup>**, C. E. McCormick<sup>2</sup> and S. J. Sheinkopf Ph.D<sup>3</sup>, (1)Rhode Island Consortium for Autism Research and Treatment, Providence, RI, (2)Human Development and Family Studies, Purdue University, West Lafayette, IN, (3)Brown Center for the Study of Children at Risk, Women and Infants Hospital, Providence, RI
- 78 **183.078** Identifying ASD and Comorbid Conditions: Joint Use of the SDQ and CSBQ **B. Barger<sup>1</sup>**, D. Roberts<sup>2</sup> and A. Roach<sup>1</sup>, (1)Georgia State University, Atlanta, GA, (2)GA State University, Atlanta, GA
- 79 **183.079** Is the ADOS a Useful Instrument to Help in the Diagnosis of ASD Women? **L. Boda<sup>1</sup>**, M. L. Dorado<sup>1</sup>, P. Hernández<sup>1</sup>, L. López<sup>1</sup>, A. Alcón<sup>1</sup>, M. Burdeus<sup>1</sup> and M. Parellada<sup>2</sup>, (1)Hospital Universitario Gregorio Marañón. Child and Adolescent Psychiatry. IISGM. CIBERSAM, Madrid, Spain, (2)Fundación Investigación Biomedica Gregorio Marañón, Madrid, Spain



- 80 **183.080** Laboratory and Home-Based Assessment of Electrodermal Activity in Individuals with ASD **M. S. Goodwin Ph.D.<sup>1</sup>**, I. R. Kleckner<sup>2</sup>, R. M. Jones<sup>3</sup> and C. Lord<sup>3</sup>, (1)Northeastern University, Boston, MA, (2)University of Rochester Medical Center, Rochester, NY, (3)Weill Cornell Medicine, White Plains, NY
- 81 **183.081** Males and Females with ASD: A Gender Comparison between Cognitive and Behavioral Profiles **A. Bentenuto<sup>1</sup>**, A. Peripoli<sup>2</sup>, I. Landi<sup>3</sup>, N. Mazzoni<sup>1</sup>, T. Del Bianco<sup>1</sup>, I. Basadonne<sup>1</sup>, L. Carrieri<sup>2</sup>, S. Cainelli<sup>2</sup> and P. Venuti<sup>1</sup>, (1)Psychology and Cognitive Science, University of Trento, Rovereto, Italy, (2)University of Trento, Rovereto, Italy, (3)Bruno Kessler Foundation, Trento, Italy
- 82 **183.082** Modified Checklist for Autism in Toddlers, Revised (M-CHAT-R) Validation in Portugal: Preliminary Results **C. Almeida<sup>1</sup>** and D. L. Robins<sup>2</sup>, (1)PIN, Carcavelos, Portugal, (2)Drexel University A.J. Drexel Autism Institute, Philadelphia, PA
- 83 **183.083** On the Potential of Automated Emotional Facial Expression Recognition for Screening/Diagnosis of ASD: Evidence from Comparing Human Vs. Machine Detection of Emotional Expressions of High Functioning Young Children with ASD **M. Gyori<sup>1</sup>**, Z. Borsos<sup>2</sup>, K. Stefanik<sup>1</sup>, J. Csákvári<sup>1</sup> and F. Varga<sup>1</sup>, (1)ELTE University, Budapest, Hungary, (2)Eotvos Lorand University Barczy Gusztav Faculty of Special Needs, Budapest, HUNGARY
- 84 **183.084** Peripheral Sympathetic and Parasympathetic Activity in ASD with and without Comorbid Anxiety **V. Parma<sup>1</sup>** and J. Herrington<sup>2</sup>, (1)SISSA, Trieste, Italy, (2)The Center for Autism Research/CHOP, Philadelphia, PA
- 85 **183.085** Priorities Established By the Combating Autism Act for Improving ASD Identification: Looking Beyond Ideas and Instruments Towards Implementation **P. Doehring**, ASD Roadmap, Chadds Ford, PA
- 86 **183.086** Prospective Validation of Molecular Subtype Diagnostics for Autism Spectrum Disorders and Neurodevelopmental Disorders **R. Burrier<sup>1</sup>**, D. G. Amaral<sup>2</sup>, E. Donley<sup>1</sup>, J. King<sup>3</sup>, A. Smith<sup>3</sup>, P. West<sup>3</sup>, L. Feuling<sup>3</sup>, M. Ludwig<sup>3</sup>, D. B. Sugden<sup>3</sup> and B. Smart<sup>3</sup>, (1)Stemina Biomarker Discovery, Madison, WI, (2)Psychiatry and Behavioral Sciences, University of California at Davis, MIND Institute, Sacramento, CA, (3)Stemina Biomarker Discovery, Inc., Madison, WI
- 87 **183.087** Psychometric Analysis of the Autism Spectrum Quotient Using Diagnostic Classification Modeling **E. G. Keenan<sup>1</sup>**, M. J. Madison<sup>2</sup>, J. J. Wood<sup>1</sup> and M. D. Lerner<sup>3</sup>, (1)Human Development & Psychology, University of California, Los Angeles, Los Angeles, CA, (2)University of California, Los Angeles, Los Angeles, CA, (3)Stony Brook University, Stony Brook, NY
- 88 **183.088** Quality of Life in Autism: A Systematic Literature Review **K. Evers<sup>1,2,3</sup>**, J. Maljaars<sup>1,2,3</sup> and I. Noens<sup>1,4</sup>, (1)Leuven Autism Research (LAuRes), KU Leuven, Leuven, Belgium, (2)Parenting and Special Education Research Unit, KU Leuven, Leuven, Belgium, (3)Child Psychiatry, UPC-KU Leuven, Leuven, Belgium, (4)Parenting and Special Education Research Unit, University of Leuven, Leuven, Belgium
- 89 **183.089** School Psychologists Use of Evidence-Based Assessment Practices for the Examination of Autism Spectrum Disorder **M. Fraser<sup>1</sup>** and L. Dilly<sup>2</sup>, (1)Marcus Autism Center, Children's Healthcare of Atlanta and Emory University School of Medicine, Atlanta, GA, (2) Marcus Autism Center, Atlanta, GA
- 90 **183.090** ▶ Screening for Autism Spectrum Disorder in a Naturalistic Home Setting Using the Systematic Observation of Red Flags (SORF) **D. Dow<sup>1</sup>**, T. N. Day<sup>2</sup>, C. Nottke<sup>3</sup> and A. Wetherby<sup>3</sup>, (1)Florida State University, Tallahassee, FL, (2)Clinical Psychology, Florida State University, Tallahassee, FL, (3)Florida State University Autism Institute, Tallahassee, FL
- 91 **183.091** Sensitivity and Specificity of the Autism Diagnostic Observation Schedule, Second Edition (ADOS-2) in Acute Care Settings **N. Noonan<sup>1,2</sup>**, G. Righi<sup>3</sup>, R. McLean<sup>4</sup>, R. Gabriels<sup>5</sup>, M. Siegel<sup>6</sup>, K. Pedersen<sup>7</sup> and S. J. Sheinkopf Ph.D.<sup>3</sup>, (1)Department of Psychiatry and Human Behavior, The Warren Alpert Medical School of Brown University, Providence, RI, (2)E. P. Bradley Hospital, Providence, RI, (3)Brown Center for the Study of Children at Risk, Women and Infants Hospital, Providence, RI, (4)Brown University, Providence, RI, (5) Children's Hospital Colorado, Aurora, CO, (6)Maine Medical Center - Tufts School of Medicine - Spring Harbor Hospital, Westbrook, ME, (7) Maine Medical Center, Portland, ME
- 92 **183.092** Sub-Dimensions of Impairments in ASD, Referring to Age, IQ and Gender – a Factor Analytical Analysis of the ASD-Net Database **N. Wolff<sup>1</sup>**, I. Kamp-Becker<sup>2</sup>, S. Köhne<sup>3</sup>, L. Poustka<sup>4</sup>, S. Roepke<sup>5</sup>, S. Stroth<sup>6</sup>, A. Langmann<sup>7</sup> and V. Roessner<sup>8</sup>, (1)Department of Child and Adolescent Psychiatry, University Hospital Carl Gustav Carus Dresden, Dresden, Germany, (2)Department of Child and Adolescent Psychiatry, Psychosomatics and Psychotherapy, Philipps University Marburg, Schützenstr 49, Germany, (3)Berlin School of Mind and Brain, Humboldt University Berlin, Berlin, Germany, (4) Medical University of Vienna, Vienna, Austria, (5)Department of Psychiatry, Charite Berlin, Berlin, Germany, (6)Philipps University Marburg, Marburg, Germany, (7)Department of Child and Adolescent Psychiatry, , Psychosomatics and Psychotherapy, Medical Clinic, Philipps-University Marburg,, Marburg, IA, Germany, (8)Department of Child and Adolescent Psychiatry, University Hospital Carl Gustav Carus, Dresden, Germany
- 93 **183.093** Symptoms of ASD in Children and Adolescents with a Diagnosed Mood or Anxiety Disorder **A. Langmann<sup>1</sup>**, I. Kamp-Becker<sup>2</sup>, S. Köhne<sup>3</sup>, L. Poustka<sup>4</sup>, S. Roepke<sup>5</sup>, V. Roessner<sup>6</sup>, N. Wolff<sup>7</sup> and S. Stroth<sup>8</sup>, (1)Department of Child and Adolescent Psychiatry, Psychosomatics and Psychotherapy, Medical Clinic, Philipps-University Marburg,, Marburg, IA, Germany, (2)Department of Child and Adolescent Psychiatry, Psychosomatics and Psychotherapy, Philipps University Marburg, Schützenstr 49, Germany, (3)Berlin School of Mind and Brain, Humboldt University Berlin, Berlin, Germany, (4)Medical University of Vienna, Vienna, Austria, (5) Department of Psychiatry, Charite Berlin, Berlin, Germany, (6) Department of Child and Adolescent Psychiatry, University Hospital Carl Gustav Carus, Dresden, Germany, (7)Department of Child and Adolescent Psychiatry, University Hospital Carl Gustav Carus Dresden, Dresden, Germany, (8)Philipps University Marburg, Marburg, Germany
- 94 **183.094** The Autism Diagnostic Interview-Questionnaire (ADI-Q) **M. Huerta<sup>1</sup>**, S. Bishop Ph.D.<sup>2</sup>, L. Croen<sup>3</sup> and C. Lord<sup>4</sup>, (1)Psychiatry, Weill Cornell Medical College / NY Presbyterian Hospital, White Plains, NY, (2)University of California San Francisco, San Francisco, CA, (3)Kaiser Permanente Division of Research, Oakland, CA, (4)Weill Cornell Medicine, White Plains, NY

- 95 **183.095** The Female Phenotype of ASD – Same or Different to the Male Phenotype? **T. Schad-Hansjosten**<sup>1</sup>, I. Kamp-Becker<sup>2</sup>, S. Köhne<sup>3</sup>, L. Poustka<sup>4</sup>, S. Roepke<sup>5</sup>, V. Roessner<sup>6</sup>, N. Wolff<sup>7</sup> and S. Stroth<sup>8</sup>, (1)Department of Child and Adolescent Psychiatry and Psychotherapy, Central Institute of Mental Health, Medical Faculty Mannheim, Mannheim, Germany, (2)Department of Child and Adolescent Psychiatry, Psychosomatics and Psychotherapy, Philipps University Marburg, Schutzenstr 49, Germany, (3)Berlin School of Mind and Brain, Humboldt University Berlin, Berlin, Germany, (4)Medical University of Vienna, Vienna, Austria, (5) Department of Psychiatry, Charite Berlin, Berlin, Germany, (6) Department of Child and Adolescent Psychiatry, University Hospital Carl Gustav Carus, Dresden, Germany, (7)Department of Child and Adolescent Psychiatry, University Hospital Carl Gustav Carus Dresden, Dresden, Germany, (8)Philipps University Marburg, Marburg, Germany
- 96 **183.096** The Stanford Social Motivation Scale: Preliminary Support for a Measure of Social Motivation in ASD **R. K. Schuck**<sup>1</sup>, S. Schapp<sup>2</sup>, E. Solomon<sup>2</sup>, E. E. Salzman<sup>2</sup>, L. Allerhand<sup>2</sup>, R. Libove<sup>1</sup>, T. W. Frazier<sup>3</sup>, A. Y. Hardan<sup>1</sup> and J. M. Phillips Ph.D<sup>1</sup>, (1)Psychiatry and Behavioral Sciences, Stanford University, Stanford, CA, (2) PGSP-Stanford Psy.D. Consortium, Stanford, CA, (3)Autism Speaks, New York, NY
- 97 **183.097** The Utility of Parent Completed Questionnaires in Age-Specific Protocols Designed to Identify Children at Risk for Autism Spectrum Disorders at an Early Age **N. Chericoni**<sup>1</sup>, V. Costanzo<sup>2</sup>, R. Lasala<sup>3</sup>, M. L. Scattoni<sup>4</sup>, F. Apicella<sup>5</sup> and F. Muratori<sup>6</sup>, (1)Stella Maris Scientific Institute University of Pisa, Calambrone, Italy, (2)Stella Maris Scientific Institute, Calambrone, Italy, (3) IRCCS Fondazione Stella Maris, Calambrone, Italy, (4)Research Coordination and Support Service, Istituto Superiore di Sanità, Rome, Italy, (5)IRCCS Stella Maris Foundation, Calambrone (Pisa), Italy, (6)Department of Developmental Neuroscience, Stella Maris Scientific Institute and University of Pisa, Pisa, Italy
- 98 **183.098** Unseen, but in Plain Sight: Looking Beyond the Camouflage in Women Challenged By Social Interactions, Regardless of Autism Diagnosis **J. S. Beck**<sup>1</sup>, R. A. Lundwall<sup>2</sup>, T. P. Gabrielsen<sup>3</sup>, J. Cox<sup>3</sup>, E. I. Anderberg<sup>1</sup>, S. Kamhout<sup>4</sup>, A. M. Dixon<sup>1</sup>, K. Christensen<sup>1</sup>, L. Peacock<sup>1</sup>, M. Ekins<sup>1</sup> and M. South Ph.D<sup>3</sup>, (1) Psychology, Brigham Young University, Provo, UT, (2)Psychology & Neuroscience, BYU, Provo, UT, (3)Brigham Young University, Provo, UT, (4)Department of Psychology, Brigham Young University, Provo, UT
- 99 **183.099** Utility and Feasibility of Using the Autism Symptom Interview: A Replication Study. **S. Guttentag**<sup>1</sup>, S. Bishop Ph.D<sup>2</sup>, R. Doggett<sup>1</sup>, R. Shalev<sup>1</sup>, M. Cohen<sup>3</sup>, C. Lord<sup>3</sup> and A. Di Martino<sup>1</sup>, (1) NYU Child Study Center, New York, NY, (2)University of California San Francisco, San Francisco, CA, (3)Weill Cornell Medicine, White Plains, NY
- 100 **183.100** Investigating the Diagnostic Utility of Pathological Demand Avoidance to Better Understand the Educational Experiences of Autistic Children Who Display Extreme Demand Avoidance. **C. Howlin**<sup>2</sup>, L. Crane<sup>3</sup> and E. Pellicano<sup>4</sup>, (1)Centre for Research in Autism and Education (CRAE), UCL Institute of Education, University College L, London, United Kingdom of Great Britain and Northern Ireland, (2)King's College London, London, United Kingdom, (3)Centre for Research in Autism and Education, UCL Institute of Education, University College London, London, United Kingdom, (4)Macquarie University, Sydney, Australia
- 102 **183.102** "Evaluation of Support Needs in School Children with ASD in Spain" **P. Jiménez SR**<sup>1</sup>, M. A. Verdugo Sr.<sup>2</sup> and B. Arias<sup>3</sup>, (1)INICO.University of Salamanca, Salamanca, Spain, (2)Personality, Assessment and Treatment, INICO. University of Salamanca, SALAMANCA, Spain, (3)Department of Psychology, University of Valladolid (Spain), Valladolid, Spain
- 103 **183.103** Investigation of a New Social Communication Observation Schedule for Assessment of Autism Spectrum Disorder (ASD) in Young Children with Profound-Severe Visual Impairment **N. J. Dale**<sup>1,2</sup>, E. Sakalou<sup>3</sup>, S. Glew<sup>3</sup>, H. Clarkson<sup>3</sup>, M. H. Eriksson<sup>3</sup>, D. H. Skuse<sup>4</sup> and A. Salt<sup>5</sup>, (1)Great Ormond Street Hospital NHS Foundation Trust, London, United Kingdom, (2)Clinical Neurosciences, UCL Great Ormond Street Institute of Child Health, London, United Kingdom, (3)UCL Great Ormond Street Institute of Child Health, London, United Kingdom, (4)Behavioural Sciences Unit, UCL Great Ormond Street Institute of Child Health, London, United Kingdom, (5)Great Ormond Street Hospital for Children, London, United Kingdom of Great Britain and Northern Ireland
- 104 **183.104** Differences between Multiplex and Simplex Autism: Does Parent Experience Contribute to Differences in Cognitive and Behavioural Development? **D. Berends**<sup>1</sup>, **C. Dissanayake**<sup>1</sup> and **L. P. Hollier**<sup>2,3</sup>, (1)Olga Tennison Autism Research Centre, La Trobe University, Melbourne, Australia, (2)Olga Tennison Autism Research Centre, La Trobe University OTARC, Melbourne, Australia, (3)Cooperative Research Centre for Living with Autism (Autism CRC), Brisbane, Australia

Poster Session

184 - Epidemiology

11:30 AM - 1:30 PM - Hall Grote Zaal

- 105 **184.105** A Comparison of ASD Screening in Toddlers By Global Developmental Screening and the Modified Checklist for Autism in Toddlers (M-CHAT) **O. Kerub**<sup>1</sup>, E. J. Haas<sup>2</sup>, G. Meiri<sup>3,4</sup>, N. Davidovitch<sup>5</sup> and I. Menashe<sup>6</sup>, (1)Ben-Gurion University, Ministry of Health, Be'er Sheva, Israel, (2)Ministry of Health, Beer Sheva, Israel, (3)Soroka Medical Center, Beer Sheva, Israel, (4)Soroka Medical Center, Beer Sheva, Israel, (5)Ben Gurion University in the Negev, Beer Sheva, Israel, (6)Public Health Department, Ben-Gurion University, Beer Sheva, Israel
- 106 **184.106** A Population-Based Study of Traffic-Related and Outdoor Air Pollution during Pregnancy and Autism in Denmark **B. Ritz**<sup>1</sup>, Q. Yan<sup>1</sup>, Z. Liew<sup>1</sup>, X. Cui<sup>1</sup>, M. Ketzel<sup>2</sup> and O. Raaschou-Nielsen<sup>3</sup>, (1)UCLA Fielding School of Public Health, Los Angeles, CA, (2)Department of Environmental Science, Aarhus University, Roskilde, Denmark, (3)Danish Cancer Society Research Center, Danish Cancer Society, Copenhagen, Denmark
- 107 **184.107** Adapting the Eleat (Early Life Exposure Assessment Tool) to Portugal – a Pilot Study to Tackle Gene-Environment Interactions in Autism Spectrum Disorder **C. Rasga**<sup>1</sup>, J. Santos<sup>2</sup>, A. L. Lopes<sup>3</sup>, A. R. Marques<sup>2</sup>, J. Vilela<sup>3</sup>, M. Asif<sup>4</sup>, C. K. Walker<sup>5</sup>, R. J. Schmidt<sup>6</sup> and A. M. Vicente<sup>7</sup>, (1)INSA, Lisboa, Portugal, (2) INSA, Lisbon, Portugal, (3)BioISI, Lisbon, Portugal, (4)Faculdade de Ciências da Universidade de Lisboa, Lisbon, Portugal, (5) University of California, Sacramento, CA, (6)Public Health Sciences, University of California Davis, Davis, CA, (7)Instituto Nacional Saude Doutor Ricardo Jorge, Lisbon, PORTUGAL

- 108 **184.108** Exploring Gender Ratio Time Trends in Australian Children with Autism Spectrum Disorder Using Medicare Data T. **May**<sup>1</sup> and K. Williams<sup>2</sup>, (1)Deakin University Australia, Burwood, Australia, (2)University of Melbourne and Royal Children's Hospital, Melbourne, Australia
- 109 **184.109** Classifying Autism Spectrum Disorder By Severity of Functional Limitations: Results from a Large Population-Based Study **M. S. Durkin**<sup>1,2</sup>, M. J. Maenner<sup>3</sup>, S. Furnier<sup>4</sup>, P. Imm<sup>5</sup>, D. Christensen<sup>3</sup>, E. Rubenstein<sup>3</sup> and N. Dowling<sup>3</sup>, (1)Population Health Sciences, University of Wisconsin School of Medicine and Public Health, Madison, WI, (2)Waisman Center, University of Wisconsin-Madison, Madison, WI, (3)Centers for Disease Control and Prevention, Atlanta, GA, (4)Population Health Sciences, University of Wisconsin-Madison, Madison, WI, (5)University of Wisconsin-Madison, Madison, WI, (6)Waisman Center at UW Madison, Madison, WI
- 110 **184.110** ASD Screening Using Social Communication Questionnaires (SCQ) in 93 Primary Schools in Qatar F. **Alshaban**<sup>1</sup>, E. Fombonne<sup>2</sup>, M. Aldosari<sup>3</sup> and I. Ghazal<sup>4</sup>, (1) Qatar Biomedical Research Institute, Doha, Qatar, (2)Psychiatry, Pediatrics & Behavioral Neurosciences, Oregon Health & Science University, Portland, OR, (3)Center of Pediatric Neurology, Cleveland Clinic Foundation, Cleveland, OH, (4)King Faisal Specialist Hospital and Research Center, Riyadh, SAUDI ARABIA
- 111 **184.111** ▶ Assessment of Racial and Ethnic Bias in Autism Spectrum Disorder Prevalence Estimates from a U.S. Surveillance System **P. Imm**<sup>1</sup>, T. C. White<sup>2</sup> and M. S. Durkin<sup>3</sup>, (1)University of Wisconsin-Madison, Madison, WI, (2)Colorado Department of Public Health and Environment, Denver, CO, (3)Population Health Sciences, University of Wisconsin School of Medicine and Public Health, Madison, WI
- 112 **184.112** ▶ Autism Diagnostic Timeline: No Disparities between Hispanic and Non-Hispanic White Populations in Western New York **J. Herrera**<sup>1</sup>, M. Anto-Ocrah<sup>2</sup> and S. Hyman<sup>1</sup>, (1)Pediatrics, University of Rochester School of Medicine, Rochester, NY, (2)Public Health Sciences, University of Rochester School of Medicine, Rochester, NY
- 113 **184.113** ▶ Autism Prevalence in Union County New Jersey, 2000-2014 **J. Shenouda**<sup>1</sup> and W. Zahorodny<sup>2</sup>, (1)Rutgers NJ Medical School, Newark, NJ, (2)Rutgers New Jersey Medical School, Newark, NJ
- 114 **184.114** ▶ Autism Spectrum Disorder Prevalence in Immigrant Communities in Minnesota **J. Poynter**<sup>1</sup>, E. Hallas-Muchow<sup>2</sup>, J. A. Hall-Lande<sup>3</sup>, A. N. Esler<sup>2</sup>, A. Gulaid<sup>2</sup> and A. Hewitt<sup>4</sup>, (1) Pediatrics, University of Minnesota, Minneapolis, MN, (2)University of Minnesota, Minneapolis, MN, (3)UCEDD, University of MN, Minneapolis, MN, (4)U of MN, Minneapolis, MN
- 115 **184.115** Autism-Associated DNA Methylation at Birth from Multiple Tissues Is Enriched for Autism Genes in the Early Autism Risk Longitudinal Investigation (EARLI) **K. M. Bakulski Bakul**<sup>1</sup>, M. D. Fallin<sup>2</sup>, A. Feinberg<sup>3</sup>, J. I. Feinberg<sup>3</sup>, I. Hertz-Picciotto<sup>4</sup>, L. Croen<sup>5</sup>, C. Newschaffer<sup>6</sup>, S. Brown<sup>3</sup>, J. Dou<sup>7</sup> and M. Aung<sup>7</sup>, (1)University of Michigan, Ann Arbor, MI, (2)Wendy Klag Center for Autism and Developmental Disabilities, Johns Hopkins School of Public Health, Baltimore, MD, (3)Johns Hopkins University, Baltimore, MD, (4)University of California at Davis, Davis, CA, (5)Kaiser Permanente Division of Research, Oakland, CA, (6)Epidemiology and Biostatistics, Drexel University, Philadelphia, PA, (7)University of Michigan, School of Public Health, Ann Arbor, MI
- 116 **184.116** Changes in the Prevalence of Autism Spectrum Disorder in Utah: A Cohort Approach **A. V. Bakian**<sup>1</sup>, C. A. Palmer<sup>1</sup>, C. Kingsbury<sup>2</sup>, N. Taxin<sup>2</sup>, W. M. McMahon<sup>1</sup> and D. A. Bilder<sup>1</sup>, (1) Psychiatry, University of Utah, Salt Lake City, UT, (2)Bureau of Children with Special Health Care Needs, Utah Department of Health, Salt Lake City, UT
- 117 **184.117** Demographic, Diagnostic, and Clinical Characteristics of Adult Participants in the SPARK ASD Cohort **H. Zaydens**, L. A. Green Snyder, A. M. Daniels, P. Feliciano and W. Chung, Simons Foundation, New York, NY
- 118 **184.118** Does Maternal Prescription Opioid Use during Pregnancy Increase a Child's Risk of ASD or Developmental Disability? **E. Rubenstein**<sup>1</sup>, J. C. Young<sup>2</sup>, L. Croen<sup>3</sup>, C. DiGiuseppi<sup>4</sup>, N. Dowling<sup>5</sup>, L. C. Lee<sup>6</sup>, L. Schieve Ph.D.<sup>5</sup>, L. Wiggins<sup>5</sup> and J. Daniels<sup>7</sup>, (1)Waisman Center at UW Madison, Madison, WI, (2) Epidemiology, University of North Carolina, Chapel Hill, NC, (3) Kaiser Permanente Division of Research, Oakland, CA, (4) University of Colorado - Denver, Aurora, CO, (5)Centers for Disease Control and Prevention, Atlanta, GA, (6)Department of Epidemiology, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (7)University of North Carolina, Chapel Hill, NC
- 119 **184.119** Advanced Maternal Age Is Not Independently Associated with Age at First Evaluation That Notes Autism Traits Among Children with ASD. **E. Rubenstein**<sup>1</sup>, M. S. Durkin<sup>2</sup>, R. A. Harrington<sup>3</sup>, R. S. S. Kirby<sup>4</sup>, L. Schieve Ph.D.<sup>5</sup> and J. Daniels<sup>6</sup>, (1) Waisman Center at UW Madison, Madison, WI, (2)Population Health Sciences, University of Wisconsin School of Medicine and Public Health, Madison, WI, (3)Johns Hopkins University, Baltimore, MD, (4)Community and Family Health, University of South Florida, Tampa, FL, (5)Centers for Disease Control and Prevention, Atlanta, GA, (6)University of North Carolina, Chapel Hill, NC
- 120 **184.120** Green Space Exposure Predicts Anxiety and Conduct Problems in Youth with ASD **B. Barger**<sup>1</sup>, L. Larson<sup>2</sup>, S. Ogletree<sup>3</sup>, **D. Roberts**<sup>4</sup>, J. Torquati<sup>5</sup>, S. Rosenberg<sup>6</sup>, C. Johnson-Gaither<sup>7</sup>, J. M. Bartz<sup>8</sup>, E. Moody<sup>9</sup>, A. Gardner<sup>10</sup> and A. Schutte<sup>11</sup>, (1)Georgia State University, Atlanta, GA, (2)LR.Larson@ncsu.edu, NC State, Raleigh, NC, (3)Parks, Recreation, and Tourism Management, Clemson University, Clemson, SC, (4)GA State University, Atlanta, GA, (5) U of Nebraska, Lincoln, NE, (6)University of Colorado, Aurora, CO, (7)USDA Forest Service, Southern Research Station, Athens, GA, (8)Educational Specialities, Northern Arizona University, Flagstaff, AZ, (9)University of Colorado, Denver, Aurora, CO, (10)U. of Arizona, Tuscon, AZ, (11)U. of Nebraska, Lincoln, NE
- 121 **184.121** Incomplete Vaccination and Risk of Autism Spectrum Disorder **B. Kim**<sup>1</sup>, M. Ha<sup>2,3</sup>, Y. S. Kim<sup>4</sup>, Y. J. Koh<sup>5</sup>, H. J. Kwon<sup>2,3</sup>, M. H. Lim<sup>3,6</sup>, K. C. Paik<sup>3,7</sup>, P. S. Hong<sup>8</sup> and B. L. Leventhal<sup>9</sup>, (1) University of California, San Francisco (UCSF), San Francisco, CA, (2)Department of Preventive Medicine, Dankook University College of Medicine, Cheonan, Korea, Republic of (South), (3) Environmental Health Center, Dankook University Medical Center, Cheonan, Korea, Republic of (South), (4)University of California San Francisco, San Francisco, CA, (5)The Korea Institute for Children's Social Development, Rudolph Child Research Center, Seoul, Korea, Republic of (South), (6)Psychology, Dankook University College of Public Services, Cheonan, Korea, Republic of (South), (7)Psychiatry, Dankook University College of Medicine, Cheonan, Korea, Republic of (South), (8)PSYCHIATRY, UCSF, San Francisco, CA, (9)UCSF, San Francisco, CA



- 122 **184.122** Infection and Fever during Pregnancy and Risk for Autism: A Systematic Review and Meta-Analysis **A. Silberman<sup>1</sup>, N. Tioleco<sup>1</sup>, K. Stratigos<sup>1</sup>, S. Banerjee-Basu<sup>2</sup>, M. Spann<sup>1</sup>, A. Whitaker<sup>1</sup> and J. B. Turner<sup>1</sup>**, (1)Department of Psychiatry, Columbia University / New York State Psychiatric Institute, New York, NY, (2)MindSpec Inc., McLean, VA
- 123 **184.123** ▶ Interaction between Manganese and GSTP1 in Relation to Autism Spectrum Disorder While Controlling for Exposure to Mixture of Lead, Mercury, Arsenic, and Cadmium **M. H. Rahbar<sup>1</sup>, M. E. Samms-Vaughan<sup>2</sup>, M. Lee<sup>1</sup>, M. A. Christian<sup>3</sup>, J. Bressler<sup>4</sup>, M. Hessabi<sup>5</sup>, M. Grove<sup>6</sup>, S. Pellington<sup>2</sup>, C. Coore Desai<sup>2</sup>, J. A. T. Reece<sup>2</sup>, K. A. Loveland<sup>7</sup> and E. Boerwinkle<sup>4</sup>**, (1)Division of Clinical and Translational Sciences, Department of Internal Medicine, Medical School, University of Texas Health Science Center at Houston, Houston, TX, (2)Department of Child & Adolescent Health, The University of the West Indies, Kingston, Jamaica, (3)Biostatistics/Epidemiology/Research Design (BERD) component, Center for Clinical and Translational Sciences (CCTS), The University of Texas Health Science Center at Houston, Houston, TX, (4)Department of Epidemiology, Human Genetics, and Environmental Sciences, Human Genetics Center, University of Texas School of Public Health at Houston, Houston, TX, (5)Biostatistics/Epidemiology/Research Design (BERD) component, Center for Clinical and Translational Sciences (CCTS), University of Texas Health Science Center at Houston, Houston, TX, (6)Human Genetics Center, University of Texas School of Public Health at Houston, Houston, TX, (7) Psychiatry & Behavioral Sciences, University of Texas McGovern Medical School, Houston, TX
- 124 **184.124** Maternal Anxiety and Depression Are Associated with Autism Spectrum Disorder Phenotypes in Preschool Children **L. Wiggins<sup>1</sup>, E. Rubenstein<sup>2</sup>, J. Daniels<sup>3</sup>, C. DiGuiseppi<sup>4</sup>, M. Yeargin-Allsopp<sup>1</sup>, L. Schieve Ph.D<sup>1</sup>, L. Tian<sup>1</sup>, K. R. Sabourin<sup>5</sup>, E. Moody<sup>6</sup>, J. A. Martin<sup>7</sup>, N. M. Reyes<sup>8</sup> and S. Levy<sup>9</sup>**, (1)Centers for Disease Control and Prevention, Atlanta, GA, (2)Waisman Center at UW Madison, Madison, WI, (3)University of North Carolina, Chapel Hill, NC, (4) University of Colorado - Denver, Aurora, CO, (5)Colorado School of Public Health, Aurora, CO, (6)University of Colorado, Denver, Aurora, CO, (7)University of Pennsylvania, Philadelphia, PA, (8) University of Colorado - Denver , Denver, CO, (9)Children's Hospital of Philadelphia, Philadelphia, PA
- 125 **184.125** The Influence of Diagnostic Criteria on Autism Spectrum Disorder Classification: Findings from the Metropolitan Atlanta Developmental Disabilities Surveillance Program, 2012 **L. Wiggins, D. Christensen and J. Baio**, Centers for Disease Control and Prevention, Atlanta, GA
- 126 **184.126** Maternal Cannabis Use in Pregnancy and Autism Spectrum Disorder in the Charge Study **P. Krakowiak<sup>1</sup>, R. J. Schmidt<sup>2</sup>, D. Tancredi<sup>2</sup>, R. L. Hansen<sup>3</sup>, S. Ozonoff<sup>6</sup>, I. Hertz-Picciotto<sup>4</sup> and C. K. Walker<sup>7</sup>**, (1)UC Davis, Sacramento, CA, (2)Public Health Sciences, University of California Davis, Davis, CA, (3)UC Davis School of Medicine, Sacramento, CA, (4)University of California Davis, Davis, CA, (5)Psychiatry and Behavioral Sciences, University of California at Davis, MIND Institute, Sacramento, CA, (6)University of California at Davis, Davis, CA, (7)University of California, Sacramento, CA
- 127 **184.127** Maternal Metabolic Conditions and ASD: Comparing Associations from High-Risk and General Populations **P. Krakowiak<sup>1</sup>, D. Tancredi<sup>2</sup>, R. L. Hansen<sup>3</sup>, I. Hertz-Picciotto<sup>4</sup> and C. K. Walker<sup>5</sup>**, (1)UC Davis, Sacramento, CA, (2)UC Davis School of Medicine, Sacramento, CA, (3)University of California Davis, Davis, CA, (4)University of California at Davis, Davis, CA, (5)University of California, Sacramento, CA
- 128 **184.128** ▶ Maternal Exposures Associated with Autism Spectrum Disorder in Jamaica **M. A. Christian<sup>1</sup>, M. E. Samms-Vaughan<sup>2</sup>, M. Lee<sup>3</sup>, J. Bressler<sup>4</sup>, M. Hessabi<sup>5</sup>, M. Grove<sup>6</sup>, S. Pellington<sup>2</sup>, C. Coore Desai<sup>2</sup>, J. A. T. Reece<sup>2</sup>, K. A. Loveland<sup>7</sup>, E. Boerwinkle<sup>4</sup> and M. H. Rahbar<sup>3</sup>**, (1)Biostatistics/Epidemiology/Research Design (BERD) component, Center for Clinical and Translational Sciences (CCTS), The University of Texas Health Science Center at Houston, Houston, TX, (2)Department of Child & Adolescent Health, The University of the West Indies, Kingston, Jamaica, (3)Division of Clinical and Translational Sciences, Department of Internal Medicine, Medical School, University of Texas Health Science Center at Houston, Houston, TX, (4)Department of Epidemiology, Human Genetics, and Environmental Sciences, Human Genetics Center, University of Texas School of Public Health at Houston, Houston, TX, (5) Biostatistics/Epidemiology/Research Design (BERD) component, Center for Clinical and Translational Sciences (CCTS), University of Texas Health Science Center at Houston, Houston, TX, (6) Human Genetics Center, University of Texas School of Public Health at Houston, Houston, TX, (7)Psychiatry & Behavioral Sciences, University of Texas McGovern Medical School, Houston, TX
- 129 **184.129** Maternal Infection and Fever during Pregnancy and Risk of Autism Spectrum Disorder: Findings from the Study to Explore EARLY Development (SEED) **L. Croen<sup>1</sup>, Y. Qian<sup>1</sup>, P. Ashwood<sup>2</sup>, O. Zerbo<sup>3</sup>, D. E. Schendel<sup>4</sup>, J. A. Martin<sup>5</sup>, M. D. Fallin<sup>6</sup>, S. Levy<sup>7</sup>, L. Schieve Ph.D<sup>8</sup>, M. Yeargin-Allsopp<sup>9</sup> and K. R. Sabourin<sup>9</sup>**, (1) Kaiser Permanente Division of Research, Oakland, CA, (2)UC Davis, Sacramento, CA, (3)Kaiser Permanente, Oakland, CA, (4) Public Health, Aarhus University, Aarhus, Denmark, (5)University of Pennsylvania, Philadelphia, PA, (6)Mental Health, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (7)Children's Hospital of Philadelphia, Philadelphia, PA, (8)Centers for Disease Control and Prevention, Atlanta, GA, (9)Colorado School of Public Health, Aurora, CO
- 130 **184.130** Maternal Prenatal Vitamin Use and Risk for Autism Spectrum Disorder in the Marbles Prospective Study of Enriched-Risk Siblings **R. J. Schmidt<sup>1,2</sup>, A. M. Iosif<sup>1</sup>, E. Angel<sup>1</sup> and S. Ozonoff<sup>3</sup>**, (1)Public Health Sciences, University of California Davis, Davis, CA, (2)MIND Institute, University of California, Davis, Sacramento, CA, (3)Psychiatry and Behavioral Sciences, University of California at Davis, MIND Institute, Sacramento, CA
- 131 **184.131** Maternal Thyroid Anomalies and Risk of ASD **R. S. Rotem<sup>1</sup>, G. Chodick<sup>2</sup>, M. Davidovitch<sup>3</sup>, R. Hauser<sup>4</sup>, B. A. Coull<sup>4</sup>, G. Koren<sup>5</sup> and M. Weisskopf<sup>6</sup>**, (1)HSPH, Boston, MA, (2)Maccabi Institute for Research and Innovation, Tel Aviv, Israel, (3)Medical Division, Maccabi Healthcare Services, Tel Aviv, Israel, (4) Harvard T.H. Chan School of Public Health, Boston, MA, (5)Clinical Pharmacology and Toxicology Unit, Assaf Harofeh Medical Center, zerifin, Israel, (6)Harvard School of Public Health, Boston, MA
- 132 **184.132** ▶ Maternal Vitamin D Levels during Pregnancy and Autism Spectrum Disorders (ASD) **G. C. Windham<sup>1</sup>, M. Pearl<sup>2</sup>, V. Poon<sup>3</sup>, J. Carver<sup>3</sup>, D. Eyles<sup>4</sup>, K. Lyall<sup>5</sup>, K. L. Jones<sup>6</sup>, M. Kharraziz<sup>2</sup> and L. Croen<sup>7</sup>**, (1)Div of Environmental and Occupational Disease Control, California Dept of Public Health, Richmond, CA, (2) CA Department of Public Health, Richmond, CA, (3)Sequoia Foundation, La Jolla, CA, (4)Queensland Brain Institute, University of Queensland, St Lucia, Australia, (5)AJ Drexel Autism Institute, Philadelphia, PA, (6)University of California at Davis MIND Institute, Davis, CA, (7)Kaiser Permanente Division of Research, Oakland, CA

- 133 **184.133** Mental Comorbidities, Psychotropic Medication Use and Healthcare Resource Use in Autism Spectrum Disorder: A Matched Cohort Study in the United Kingdom. **R. Houghton**<sup>1</sup>, C. Liu<sup>2</sup> and F. Bolognani<sup>3</sup>, (1)Real World Data Science, F.Hoffman La-Roche Ltd, Basel, Switzerland, (2)Real World Data Science, Roche (China) Holding Ltd, Shanghai, China, (3)Neuroscience, Ophthalmology, and Rare Diseases (NORD), Roche Pharma Research and Early Development, Roche Innovation Center Basel, F. Hoffmann - La Roche AG, Basel, Switzerland
- 134 **184.134** ▶ Migration and Risk of Autism and Intellectual Disability – Preliminary Findings from the Stockholm Youth Cohort **C. Magnusson**<sup>1</sup>, H. Heuvelman<sup>2</sup>, M. Morinaga<sup>1</sup>, A. C. Hollander<sup>1</sup>, C. Dalman<sup>3</sup> and D. Rai<sup>4</sup>, (1)Karolinska Institutet, Stockholm, Sweden, (2)University of Bristol, Bristol, United Kingdom of Great Britain and Northern Ireland, (3) Department of Public Health Sciences, Karolinska Institutet, Stockholm, Sweden, (4)School of Social and Community Medicine, University of Bristol, Bristol, United Kingdom of Great Britain and Northern Ireland
- 135 **184.135** ▶ Neonatal Markers of Infant Behavior and Quantitative Traits Related to Autism Spectrum Disorders in a Longitudinal Birth Cohort Study **S. Sagiv**<sup>1</sup>, K. Kogut<sup>1</sup>, Y. S. Kim<sup>2</sup>, J. Deardorff<sup>1</sup> and B. Eskenazi<sup>1</sup>, (1)Center for Environmental Research and Children's Health, UC Berkeley School of Public Health, Berkeley, CA, (2)University of California San Francisco, San Francisco, CA
- 136 **184.136** Placental Trophoblast Inclusions Do Not Predict Adverse Neurodevelopment in the Marbles High-Risk Pregnancy Cohort **C. K. Walker**<sup>1</sup>, K. Kim<sup>2</sup>, S. Ozonoff<sup>3</sup> and I. Hertz-Picciotto<sup>4</sup>, (1)University of California, Sacramento, CA, (2)Division of Biostatistics, Department of Public Health Sciences, University of California, Davis, Cavis, CA, (3) Psychiatry and Behavioral Sciences, University of California at Davis, MIND Institute, Sacramento, CA, (4)University of California at Davis, Davis, CA
- 137 **184.137** Predictors and Impact of Non-Response in a Population-Based Case Control Study: Findings from the Georgia Study to Explore Early Development L. Schieve Ph.D, S. Harris, M. J. Maenner, **A. Alexander** and N. Dowling, Centers for Disease Control and Prevention, Atlanta, GA
- 138 **184.138** Quantitative Autistic Traits Index Silently Transmitted ASD Risk across Generations M. V. Wong<sup>1</sup>, D. Gray<sup>2</sup>, N. Marrus<sup>2</sup> and **J. N. Constantino**<sup>2</sup>, (1)Psychiatry, Washington University in St. Louis, St. Louis, MO, (2)Washington University in St. Louis, St. Louis, MO
- 139 **184.139** Recruitment Strategies for SPARK in Oregon **E. Fombonne**<sup>1</sup>, L. D. Pacheco<sup>2</sup>, S. A. Mastel<sup>3</sup>, B. O'Roak<sup>2</sup>, L. Huang-Storms<sup>2</sup>, K. Headrick<sup>3</sup> and L. McMahan<sup>4</sup>, (1)Psychiatry, Pediatrics & Behavioral Neurosciences, Oregon Health & Science University, Portland, OR, (2)Oregon Health & Science University, Portland, OR, (3)Institute on Development and Disability, Oregon Health and Science University, Portland, OR, (4)Communications, Oregon Health and Science University, Portland, OR
- 140 **184.140** Testing the Limits of the SRS-2: Understanding Psychometric Limitations and How the Revised Short Form May Help in Some Ways **A. Kaat**<sup>1</sup>, C. Farmer<sup>2</sup>, V. Hus Bal<sup>3</sup>, A. Thurm<sup>4</sup> and S. Bishop Ph.D<sup>5</sup>, (1)Nisonger Center, Columbus, OH, (2)National Institutes of Health, Bethesda, MD, (3)STAR Center for ASD & NDD; Dept of Psychiatry, University of California, San Francisco, San Francisco, CA, (4)National Institute of Mental Health, Bethesda, MD, (5)University of California San Francisco, San Francisco, CA

- 141 **184.141** Time Windows of Exposure to Neonicotinoids in Parents of Autistic Children **E. Diamond**<sup>1</sup> and J. M. Diamond<sup>2,3</sup>, (1)The Wright Institute, Berkeley, CA, (2)Pediatrics, Kaiser Permanente, South San Francisco, CA, (3)Pediatrics, Kaiser Permanente Hospital, Berkeley, CA

## Poster Session

### 185 - Family Issues and Stakeholder Experiences

11:30 AM - 1:30 PM - Hall Grote Zaal

- 142 **185.142** A Qualitative Analysis of Psychological Strengths in Parents of Children with Autism Using the Five-Minute Speech Sample **A. L. Maughan** and J. A. Weiss, Psychology, York University, Toronto, ON, Canada
- 143 **185.143** ▶ Associations between Parenting Hassles and Depressive Symptoms in Hispanic and Non-Hispanic Mothers and Fathers of Children with Autism Spectrum Disorder **L. Nichols**<sup>1</sup>, N. Ekas<sup>2</sup> and M. Alessandri<sup>3</sup>, (1)University of Miami, Psychology, Miami, FL, (2)Texas Christian University, Fort Worth, TX, (3)University of Miami, Coral Gables, FL
- 144 **185.144** Associations between Stress and Resourcefulness Among Parents of Children Exhibiting Risk for Autism Spectrum Disorder **M. Khawaja**<sup>1,2</sup>, D. L. Robins<sup>3</sup>, E. C. Tully<sup>1</sup> and L. B. Adamson<sup>1</sup>, (1)Georgia State University, Atlanta, GA, (2)Developmental Pediatrics, Children's Hospital Colorado, Denver, CO, (3)Drexel University A.J. Drexel Autism Institute, Philadelphia, PA
- 145 **185.145** Autistic People's Perspectives on Stereotyping: An Interpretative Phenomenological Analysis. **C. Treweek**<sup>1</sup>, C. Wood<sup>2</sup>, J. Martin<sup>2</sup> and M. Freeth<sup>3</sup>, (1)The University of Sheffield, Sheffield, United Kingdom of Great Britain and Northern Ireland, (2)Psychology, The University of Sheffield, Sheffield, United Kingdom, (3)Psychology Department, University of Sheffield, Sheffield, United Kingdom
- 146 **185.146** Behavioral Artistry: Validation of Preferred Characteristics of Effective Behavioral Interventionists in Autism By Parents and Practitioners **K. Callahan**<sup>1</sup>, R. L. Foxx<sup>2</sup>, S. Nichols<sup>3</sup>, S. Mehta<sup>1</sup>, R. Sharma<sup>4</sup>, X. Aerts<sup>1</sup>, A. Swierczynski<sup>3</sup>, M. E. McComb<sup>5</sup>, K. Flatt<sup>1</sup>, G. Segal<sup>1</sup> and W. Mackey<sup>1</sup>, (1)University of North Texas, Denton, TX, (2) Penn State University at Harrisburg, Harrisburg, PA, (3)University of North Texas Kristin Farmer Autism Center, Denton, TX, (4) Rehabilitation and Health Services, University of North Texas, Denton, TX, (5)Kristin Farmer Autism Center, University of North Texas, Denton, TX
- 147 **185.147** Broader Autism Phenotype Characteristics and Young Adults' Sibling Support **A. Jensen**<sup>1</sup> and G. Orsmond<sup>2</sup>, (1)Brigham Young University, Provo, UT, (2)Boston University, Boston, MA
- 148 **185.148** Building Bridges between the Autism and Research Communities: Opinions from People with a Lived Experience of Autism **D. Poole**<sup>1</sup>, E. Gowen<sup>2</sup>, A. Greenstein<sup>3</sup>, T. Bleazard<sup>4</sup>, P. Baimbridge<sup>5</sup>, J. T. Pelham<sup>6</sup> and K. Stevenson<sup>6</sup>, (1)Division of Neuroscience and Experimental Psychology, University of Manchester, Manchester, United Kingdom of Great Britain and Northern Ireland, (2)Division of Neuroscience and Experimental Psychology, University of Manchester, Manchester, United Kingdom, (3)Manchester Metropolitan University, Manchester, United Kingdom, (4)University of Manchester, Manchester, United Kingdom, (5)Salfordautism, Salford, United Kingdom, (6)Non-Affiliated, Manchester, United Kingdom

- 149 **185.149** Characterising the Relationship between Maternal Sleep, Child Daytime Behaviour and Physical and Mental Wellbeing in Mothers of School-Aged Children with and without a Diagnosis of Autism **Z. Yusuf<sup>1</sup>**, G. Pavlopoulou<sup>2</sup>, D. Dimitriou<sup>3</sup> and W. A. Bin Eid<sup>4</sup>, (1)Lilas Lab UCL IOE, London, United Kingdom, (2)Lifespan Learning and Sleep Lab, UCL IOE, Lilas Lab, London, United Kingdom of Great Britain and Northern Ireland, (3)UCL, Institute of Education, London, England, United Kingdom, (4)Lifespan Learning and Sleep Lab, Institute of Education UCL, London, United Kingdom
- 150 **185.150** Characterising the Relationships between Sleep Patterns, Anxiety Profiles, School Attendance and Daytime Behaviour in Female Adolescents with and without a Diagnosis of Autism **N. Ready<sup>1</sup>**, G. Pavlopoulou<sup>2</sup> and D. Dimitriou<sup>3</sup>, (1)Lilas Lab UCL IOE, London, United Kingdom, (2)Lifespan Learning and Sleep Lab, UCL IOE, Lilas Lab, London, United Kingdom of Great Britain and Northern Ireland, (3)UCL, Institute of Education, London, England, United Kingdom
- 151 **185.151** Considering Methodological Accommodation to the Diversity of ASD: A Realist Synthesis Review of Data Collection Methods **J. D. Orjasaeter<sup>1</sup>**, D. B. Nicholas<sup>2</sup> and L. Zwaigenbaum<sup>3</sup>, (1)Faculty of Social Work, University of Calgary, Central and Northern Alberta Region, Edmonton, AB, Canada, (2)University of Calgary, Edmonton, AB, Canada, (3)Pediatrics, University of Alberta, Edmonton, AB, Canada
- 152 **185.152** Coparenting and Well-Being in Mothers and Fathers of Children with Autism Spectrum Disorder **N. Ekas**, Texas Christian University, Fort Worth, TX
- 153 **185.153** Decision-Making Processes That Inform Parents' Disclosure of Their Child's Autism Diagnosis to Others **S. Hodgetts<sup>1</sup>**, L. G. Rogers<sup>1</sup>, R. Mazumder<sup>1</sup> and S. K. Phelan<sup>2</sup>, (1)University of Alberta, Edmonton, AB, Canada, (2)Occupational Therapy, University of Alberta, Edmonton, AB, Canada
- 154 **185.154** Expecting Family Members to be on Board: Parents' Disclosure of Their Child's ASD Diagnosis to Relatives **S. Hodgetts<sup>1</sup>**, L. G. Rogers<sup>1</sup>, R. Mazumder<sup>1</sup> and S. K. Phelan<sup>2</sup>, (1)University of Alberta, Edmonton, AB, Canada, (2)Occupational Therapy, University of Alberta, Edmonton, AB, Canada
- 155 **185.155** Early Intensive Parent Training to Promote Development of Their Children with Autism Ameliorates Anxiety & Marital Discord and Increases Knowledge of Autism **B. Siegel<sup>1</sup>**, S. Behar<sup>2</sup> and R. DeWitt<sup>3</sup>, (1)Autism Center of Northern California, San Francisco, CA, (2)Palo Alto University, Palo Alto, CA, (3)Autism Center of Northern California (ACNC), San Francisco, CA
- 156 **185.156** Elucidating Female Autism Study (EmFASiS). Investigating Differences in Presentation, Diagnostic Process and Personal Experiences in Males and Females with Autism. **S. Piening<sup>1</sup>**, Y. Groen Sr.<sup>2</sup>, K. Greaves-Lord<sup>3</sup>, S. Castelein<sup>4,5</sup>, A. F. Stapert<sup>1</sup>, A. M. Euser<sup>1</sup>, D. Jansen<sup>1</sup>, L. Davids<sup>1,6</sup> and I. D. van Balkom<sup>1,7</sup>, (1)Autism Team Northern Netherlands, JONX (Lentis), Groningen, Netherlands, (2)Clinical and Developmental Neuropsychology, University of Groningen, Groningen, Netherlands, (3)Erasmus MC, Rotterdam, Netherlands, (4)Lentis Research (Lentis), Groningen, Netherlands, (5)Experimental Psychotherapy and Psychopathology, Behavioural and social sciences, Rijksuniversiteit Groningen, Groningen, Netherlands, (6)Medical Psychology, Martini Hospital, Groningen, Netherlands, (7)Lentis Psychiatric Institute, Zuidlaren, Netherlands
- 157 **185.157** ▶ Evaluating Depression and Quality of Life in Mothers of Children with Autism Spectrum Disorders **A. Deshpande<sup>1</sup>**, P. Sunil<sup>2</sup>, M. Bhargavi<sup>1</sup>, D. Murnal<sup>2</sup>, N. Mundkur<sup>2</sup> and **A. Jayaraman<sup>3</sup>**, (1) Sangamitra, Bangalore, India, (2)Centre for Child Development and Disabilities, Bangalore, India, (3)Center for Child Development and Disabilities, Bengaluru, Karnataka, India
- 158 **185.158** Evaluating Maternal Participation in Mobile Health Research **J. Toroney<sup>1</sup>**, **J. K. Law<sup>1,2,3</sup>**, R. Ellis<sup>4</sup>, S. Dhingra<sup>4</sup> and P. H. Lipkin<sup>1,2,3</sup>, (1)Medical Informatics, Kennedy Krieger Institute, Baltimore, MD, (2)Johns Hopkins University Bloomberg School of Public Health, Baltimore, MD, (3)Johns Hopkins University School of Medicine, Baltimore, MD, (4)Public Good Ventures Limited, Atlanta, GA
- 159 **185.159** Exploring Factors Related to Decision-Making and Barriers to Service for Single Parents **N. Bardikoff** and M. Spoelstra, Autism Ontario, Toronto, ON, Canada
- 160 **185.160** Exploring the Mediating Role of Parenting Stress in the Association between Adolescent Depressive Symptoms in ASD and Disruption in the Home Environment: Does Parenting Efficacy Ameliorate Spillover? **H. K. Schiltz<sup>1</sup>**, A. J. McVey<sup>1</sup>, A. D. Haendel<sup>2</sup>, K. Willar<sup>3</sup>, J. Karst<sup>4</sup>, A. Carson<sup>5</sup> and A. V. Van Hecke<sup>6</sup>, (1)Marquette University, Milwaukee, WI, (2)Interdisciplinary (Speech--Language Pathology & Psychology), Marquette University, Milwaukee, WI, (3)Children's Hospital Colorado, Aurora, CO, (4)Medical College of Wisconsin, Milwaukee, WI, (5)Baylor College of Medicine, Houston, TX, (6)Psychology, Marquette University, Milwaukee, WI
- 161 **185.161** Fabric to the Facts. Understanding Social Problems and Co-Occurring Conditions in Young Adults with Autism Spectrum Disorder **L. Mattys**, KU Leuven, Leuven, Belgium
- 162 **185.162** Family Accommodation of Restricted and Repetitive Behaviors in Children with ASD **J. Koller<sup>1</sup>**, D. A. Zachor<sup>2</sup>, I. Feldman<sup>3</sup>, C. Shulman<sup>4</sup>, E. Ben Itzchak<sup>5</sup> and E. R. Lebowitz<sup>6</sup>, (1)Seymour Fox School of Education, Hebrew University of Jerusalem, Jerusalem, Israel, (2)The Autism Center/Pediatrics, Tel Aviv University / Assaf Harofeh Medical Center, Zerifin, Israel, (3)The Hebrew University of Jerusalem, Jerusalem, Israel, (4)The School of Social Work, The Hebrew University of Jerusalem, Jerusalem, Israel, (5)Communication Disorder, Ariel University, Ariel, Israel, (6)Yale Child Study Center, Yale School of Medicine, New Haven, CT
- 163 **185.163** ▶ Health of Mothers of Children with Autism Spectrum Disorders and Intellectual Disability: A Case-Control Study **A. Al Ansari<sup>1</sup>** and H. Jahrami<sup>2</sup>, (1)Psychiatric Hospital, Manama, Bahrain, (2)Ministry of Health, Manama, Bahrain
- 164 **185.164** ▶ Impact of Parent Education on Families in Southeast Europe **D. R. Preece<sup>1</sup>**, J. Stošić<sup>2</sup>, E. Theodorou<sup>3</sup>, J. Troshanska<sup>4</sup>, K. Mavrou<sup>5</sup>, L. Symeou<sup>2</sup>, J. Frey Škrinjar<sup>2</sup> and V. Trajkovski<sup>6</sup>, (1) Faculty of Education and Humanities, University of Northampton, Northampton, United Kingdom of Great Britain and Northern Ireland, (2)Department of Inclusive Education and Rehabilitation, University of Zagreb, Zagreb, Croatia, (3)School of Humanities, Social and Education Sciences, European University Cyprus, Nicosia, Cyprus, (4)Macedonian Scientific Society for Autism, Skopje, Macedonia, The former Yugoslav Republic of, (5)Faculty of Philosophy, University of Ss Cyril and Methodius, Skopje, Macedonia, The former Yugoslav Republic of



- 165 **185.165** Investigating the Real-Word Application of Social Stories™ within Education and Home Settings **E. Smith**<sup>1</sup>, H. Johnson<sup>1</sup>, A. Constantin<sup>2</sup> and M. Brosnan Ph.D<sup>3</sup>, (1)University of Bath, Bath, United Kingdom, (2)University of Edinburgh, Edinburgh, United Kingdom of Great Britain and Northern Ireland, (3)Centre for Applied Autism Research, University of Bath, Bath, United Kingdom of Great Britain and Northern Ireland
- 166 **185.166** Maximizing Adolescent Post-Secondary Success: Development and Refinement of a Novel Intervention for Parents of Youth with ASD **A. Kirby**<sup>1</sup>, K. J. Cottle<sup>2</sup>, M. Himle<sup>2</sup>, M. Diener<sup>2</sup>, C. Wright<sup>2</sup> and J. Hoffman<sup>2</sup>, (1)University of Utah College of Health, Salt Lake City, UT, (2)University of Utah, Salt Lake City, UT
- 167 **185.167** The Lived Experience of Fathers and Mothers of Children with ASD: Facilitators and Barriers to Access of Support. **M. Seymour**<sup>1,2</sup>, S. Allen<sup>1</sup>, R. Giallo<sup>2</sup> and C. E. Wood<sup>1</sup>, (1)Swinburne University of Technology, Melbourne, Australia, (2)Healthy Mothers Healthy Families Research Group, Murdoch Childrens Research Institute, Parkville, Australia
- 168 **185.168** Open Feasibility Study: Navigator ACT for Parents to Children of Autism Spectrum Disorders (ASD) and/or Other Disabilities **T. Holmberg Bergman**<sup>1</sup>, B. Berg<sup>2</sup> and T. Hirvikoski<sup>3</sup>, (1) Center of Neurodevelopmental Disorders at Karolinska Institutet (KIND), Stockholm, Sweden, (2)Stockholm County Council Habilitation and Health, Stockholm, Sweden, (3)Habilitation & Health, Stockholm County Council, Stockholm, Sweden
- 169 **185.169** Parent Perspectives and Perceptions of Autism Spectrum Disorder Diagnosis: A Scoping Review and Framework Development **A. Makino**<sup>1</sup>, L. Hartman<sup>2</sup>, G. King<sup>2</sup>, P. Y. Wong<sup>3</sup> and M. Penner<sup>1</sup>, (1)Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (2)Bloorview Research Institute, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (3) Health Sciences Library, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada
- 170 **185.170** Parental Psychological Distress and Health-Related Quality of Life: The Impact of Autism Spectrum Disorder and Parental Counseling **A. Karavazoglou**<sup>1</sup>, E. Papadaki<sup>1</sup>, K. Assimakopoulos<sup>2</sup>, G. Iconomou<sup>2</sup>, G. Toulitatos<sup>1</sup> and S. Kotsopoulos<sup>1</sup>, (1)Day Centre for Children with Developmental Disorders, Messolonghi, Greece, (2)Department of Psychiatry, University of Patras, Rio, Patras, Greece
- 171 **185.171** Parental Stress, Marital Satisfaction and Stigma in Lithuanian Parents Raising Child with ASD **R. Buivydaite**<sup>1</sup>, C. Newton<sup>2</sup> and A. Prasauskienė<sup>3</sup>, (1)University of Oxford, Oxford, United Kingdom of Great Britain and Northern Ireland, (2)Kenya Medical Research Institute, Kilifi, KENYA, (3)Psychiatry, Lithuanian Health University, Kaunas, Lithuania
- 172 **185.172** Parenting Adolescent Boys with Autism Spectrum Disorder (ASD) Versus Adolescent Boys with Disruptive Behaviour Disorder and Typically Developing Boys **E. O’Nions**<sup>1,2,3</sup>, R. Roberts<sup>2</sup>, E. Viding<sup>2</sup> and I. Noens<sup>4,5</sup>, (1)Social, Genetic & Developmental Psychiatry, King’s College London, London, United Kingdom, (2)Department of Clinical, Educational and Health Psychology, University College London, London, United Kingdom, (3)Parenting and Special Education Research Unit, KU Leuven, Leuven, Belgium, (4)Parenting and Special Education Research Unit, University of Leuven, Leuven, Belgium, (5)Leuven Autism Research (LAuRes), KU Leuven, Leuven, Belgium
- 173 **185.173** Parenting Plus: Raising Children and Adolescents with Autism Spectrum Disorder **L. van Esch**<sup>1,2</sup>, H. Boonen<sup>1,2</sup>, G. Lambrechts<sup>1,2,3</sup>, J. Maljaars<sup>1,2,3</sup>, E. Ceulemans<sup>4</sup>, K. Van Leeuwen<sup>1</sup> and I. Noens<sup>2,5</sup>, (1)Parenting and Special Education Research Unit, KU Leuven, Leuven, Belgium, (2)Leuven Autism Research (LAuRes), KU Leuven, Leuven, Belgium, (3)Child Psychiatry, UPC-KU Leuven, Leuven, Belgium, (4)Quantitative Psychology and Individual Differences, KU Leuven, Leuven, Belgium, (5)Parenting and Special Education Research Unit, University of Leuven, Leuven, Belgium
- 174 **185.174** ▶ Positive and Negative Cognitive Appraisal of the Impact of Children with Autism Spectrum Disorder on the Family: A South African Study **L. Schlebusch**<sup>1,2</sup> and S. Dada<sup>1</sup>, (1)Centre for Augmentative and Alternative Communication, University of Pretoria, Pretoria, South Africa, (2)Centre of Excellence in Human Development, Johannesburg, South Africa
- 175 **185.175** Predictors of Positive Contributions When Raising an Individual with ASD: An Actor-Partner Interdependence Model. **C. García-López**<sup>1,2</sup>, P. Pozo<sup>2,3</sup>, P. Recio<sup>2,3</sup> and E. Sarria<sup>2,3</sup>, (1)UTAE, Hospital San Joan de Deu, Barcelona, Spain, (2)IMIENS (Instituto Mixto de Investigación-Escuela Nacional de Sanidad), Madrid, Spain, (3)Faculty of Psychology, UNED, Madrid, Spain
- 176 **185.176** Public Places and Social Participation : Obstacles Faced By Parents with ASD Children **F. Beauregard**<sup>1</sup>, M. Couture<sup>2</sup> and C. Gauthier-Boudreault<sup>1</sup>, (1)Université de Sherbrooke, Sherbrooke, QC, Canada, (2)Rehabilitation, Université de Sherbrooke, Sherbrooke, QC, Canada
- 177 **185.177** Reimagining Autism: Drama, Theatre, Autism and the Illuminating Film **W. D. S. B. S. Interdisciplinary Collaboration**
- 178 **185.178** Shifting Sands: Examining Social Support Needs of Children with ASD and Their Families across the Pathway of Development **D. B. Nicholas**<sup>1</sup> and L. Lach<sup>2,3</sup>, (1)University of Calgary, Edmonton, AB, Canada, (2)School of Social Work, McGill University, Montreal, QC, Canada, (3)Departments of Pediatrics and Neurology/Neurosurgery, Faculty of Medicine, McGill University, Montreal, QC, Canada
- 179 **185.179** ▶ Sibling Relationships in Families of Children with ASD **Y. Rum**<sup>1</sup>, D. A. Zachor<sup>2</sup>, Y. Armony<sup>1</sup> and E. Dromi<sup>3</sup>, (1)Tel Aviv University, Tel Aviv, Israel, (2)The Autism Center/Pediatrics, Tel Aviv University / Assaf Harofeh Medical Center, Zerifin, Israel, (3) Constantiner School of Education, Tel Aviv University, Tel Aviv, Israel
- 180 **185.180** SPARK Research Match: A Platform to Accelerate Research By Matching SPARK Participants with New Autism Studies **C. W. Lehman**<sup>1</sup>, J. K. Law<sup>2</sup>, J. Toroney<sup>2</sup>, B. Vernoia<sup>1</sup>, P. Feliciano<sup>1</sup> and W. Chung<sup>1</sup>, (1)Simons Foundation, New York, NY, (2)Medical Informatics, Kennedy Krieger Institute, Baltimore, MD
- 181 **185.181** Students with Autism Spectrum Disorder and Their Parents in the Transition into Higher Education: Dynamics in Parent-Child Relationships **V. Van Hees**<sup>1</sup>, H. Roeyers<sup>2</sup> and J. De Mol<sup>3</sup>, (1)Ghent University, Departement of Experimental, Clinical and Health Psychology, Ghent, Belgium, (2)Department of Experimental-Clinical and Health Psychology, Ghent University, Ghent, Belgium, (3)Department of Psychology and Educational Sciences, Université catholique de Louvain, Louvain-La-Neuve, Belgium

- 182 **185.182** The Concept of "Autism" in Parenthood and in the Clinic: an Empirical Investigation. **D. Jacobs**, Centre for Biomedical Ethics and Law, KU Leuven, Leuven, Belgium
- 183 **185.183** The Desirability of Autistic Males' Online Dating Profiles. D. Rees-Evans<sup>1</sup>, J. Gavin<sup>1</sup> and **M. Brosnan Ph.D<sup>2</sup>**, (1)University of Bath, Bath, United Kingdom, (2)Centre for Applied Autism Research, University of Bath, Bath, United Kingdom of Great Britain and Northern Ireland
- 184 **185.184** The Differential Impact on Parents of Two Different EIBI Programs in Canada **B. D'Entremont<sup>1</sup>**, H. E. Flanagan<sup>2</sup>, I. M. Smith<sup>3</sup>, N. Garon<sup>4</sup>, W. J. Ungar<sup>5</sup>, K. Tsiplova<sup>5</sup>, C. Waddell<sup>6</sup>, S. E. Bryson<sup>7</sup>, J. den Otter<sup>8</sup>, N. Leger<sup>9</sup> and P. McDonnell<sup>10</sup>, (1)University of New Brunswick, Fredericton, NB, Canada, (2)IWK Health Centre, Halifax, NS, Canada, (3)Dalhousie University / IWK Health Centre, Halifax, NS, CANADA, (4)Mount Allison University, Sackville, NB, Canada, (5) University of Toronto / The Hospital for Sick Children, Toronto, ON, Canada, (6)Simon Fraser University, Vancouver, BC, V6B 5K3, BC, Canada, (7)Dalhousie University, Halifax, NS, Canada, (8)Education and Early Childhood Development, Fredericton, NB, Canada, (9) Department of Education and Early Childhood Development, Government of New Brunswick, Fredericton, NB, Canada, (10) McDonnell, Cartwright, and Associates, Fredericton, NB, Canada
- 185 **185.185** The Effects of Short-Term, Intensive Pivotal Response Treatment Education on Parent Self-Efficacy and Stress for Families Newly Diagnosed with Autism **K. Oliver<sup>1</sup>**, R. L. Koegel<sup>2</sup>, K. Byrne<sup>3</sup> and H. Wenzel<sup>1</sup>, (1)Koegel Autism Center, Santa Barbara, CA, (2) University of California, Santa Barbara, Santa Barbara, CA, (3) University of California, Santa Barbara, Koegel Autism Center, Santa Barbara, CA
- 186 **185.186** The Influence of Coparenting Support on Fathers of Children with Autism J. L. Bloom and **M. N. Gragg**, University of Windsor, Windsor, ON, Canada
- 187 **185.187** The Interest of Professionals with Autism in Future Careers Involving Technology **C. Hedges**, UNC at Greensboro, Chapel Hill, NC
- 188 **185.188** Online Learning : A Good Fit for Students with Autism? **S. Hedges**, UNC at Greensboro, Chapel Hill, NC
- 189 **185.189** Transition from High School: Parent Stress and Family Quality of Life When Their Child Has Autism Spectrum Disorder **J. Best** and B. D'Entremont, University of New Brunswick, Fredericton, NB, Canada
- 190 **185.190** ▶ What's It Like to Have a Sibling with Autism: Experiences of Typically Developing Sibling from New Delhi, India. **D. Taneja<sup>1,2</sup>** and S. P. K. Jena<sup>3</sup>, (1)Action For Autism, New Delhi, India, (2)Applied Psychology, Delhi University, New Delhi, India, (3)Delhi University, New Delhi, India
- 191 **185.191** ▶ A New Tool to Assess Family Context Features That Promote the Early Development of Young Children at-Risk for ASD **A. Aranbarri<sup>1</sup>**, A. C. Stahmer<sup>1</sup>, J. Acha<sup>2</sup>, E. Arranz<sup>2</sup>, M. E. Miller<sup>1</sup>, M. R. Talbott<sup>1</sup> and S. Rogers<sup>1</sup>, (1)Psychiatry and Behavioral Sciences, University of California at Davis MIND Institute, Sacramento, CA, (2) Department of Basic Psychological Processes and Their Development, Psychology Faculty, University of the Basque Country UPV/EHU, Donostia-San Sebastian, Spain
- 192 **185.192** Autistic Mothers' Experience of Parenthood **S. Hampton<sup>1</sup>**, R. Kenny<sup>1</sup>, R. Holt<sup>1</sup>, B. Auyeung<sup>2</sup>, C. Allison<sup>1</sup> and S. Baron-Cohen<sup>1</sup>, (1) University of Cambridge, Cambridge, United Kingdom, (2)University of Edinburgh, Edinburgh, United Kingdom
- 193 **185.193** Caregiver Stress and Comorbid Autism Spectrum Disorder and Epilepsy **A. Aitken<sup>1</sup>**, C. A. McMorris<sup>2</sup>, D. Dewey<sup>2</sup>, J. Buchhalter<sup>3</sup> and K. Smyth<sup>4</sup>, (1)School and Applied Child Psychology, University of Calgary, Calgary, AB, Canada, (2)University of Calgary, Calgary, AB, Canada, (3)Department of Pediatrics, Cumming School of Medicine, Alberta Children's Hospital Research Institute, University of Calgary, University of Calgary, Calgary, AB, Canada, (4)Department of Pediatrics, Cumming School of Medicine, Alberta Children's Hospital Research Institute, University of Calgary, Calgary, AB, Canada
- 194 **185.194** Challenging Behavior in Preschoolers with ASD **C. K. Toolan<sup>1</sup>**, A. Holbrook<sup>2</sup>, S. Y. Shire<sup>3</sup>, R. Landa<sup>4</sup>, T. Smith<sup>5</sup> and C. Kasari<sup>2</sup>, (1)University of California, Los Angeles, Los Angeles, CA, (2) University of California Los Angeles, Los Angeles, CA, (3)University of Oregon, Eugene, OR, (4)Kennedy Krieger Institute, Baltimore, MD, (5) University of Rochester Medical Center, Rochester, NY
- 195 **185.195** Families Structure and Children with Autism: Population Estimates and Comparisons Using the United States' National Health Interview Survey **K. Hamre**, School of Social Work, Indiana University, Bloomington, IN
- 196 **185.196** ▶ Narratives about Self from High Functioning Autistic Adults in India **N. Singhal<sup>1</sup>**, D. Taneja<sup>1</sup>, M. Barua<sup>1</sup>, T. Behl<sup>1</sup>, R. Pradhan<sup>1</sup>, T. Daley<sup>2</sup> and T. S. Weisner<sup>3</sup>, (1)Action For Autism, New Delhi, India, (2)Westat, Durham, NC, (3)UCLA, Los Angeles, CA
- 197 **185.197** Parental Perceptions of Their Healthcare Experiences & Future Need for Children / Young People with Autism in the U.K. **A. Bratt<sup>1</sup>** and S. Chantziara<sup>2</sup>, (1)Medway School of Pharmacy, Kent, United Kingdom of Great Britain and Northern Ireland, (2)Medway School of Pharmacy, Universities of Kent and Greenwich, Chatham, United Kingdom
- 198 **185.198** The Effectiveness of Paid Facebook Advertising on Recruitment and Engagement in the Simons Foundation Powering Autism Research for Knowledge (SPARK) Research Initiative **V. J. Myers**, B. E. Robertson, A. M. Daniels, P. Feliciano and W. Chung, Simons Foundation, New York, NY
- 199 **185.199** Autistic Identity (or Lack Thereof) in High School and Undergraduate Students **A. Riccio<sup>1</sup>**, S. Kapp<sup>2</sup>, J. Delos Santos<sup>3</sup>, N. Tricarico<sup>4</sup>, D. DeNigris<sup>5</sup>, W. Pinkava<sup>6</sup>, P. J. Brooks<sup>6</sup> and K. Gillespie-Lynch<sup>7</sup>, (1)Department of Psychology, The Graduate Center, City University of New York (CUNY), New York, NY, (2)University of Exeter, Exeter, United Kingdom of Great Britain and Northern Ireland, (3)Hunter College, City University of New York, New York, NY, (4) College of Staten Island, City University of New York, Staten Island, NY, (5)Psychology & Counseling, Fairleigh Dickinson University, Madison, NJ, (6)Psychology, College of Staten Island, Staten Island, NY, (7)Department of Psychology, College of Staten Island; CUNY Graduate Center, Brooklyn, NY
- 200 **185.200** Mental Health Outcomes of a Parent Educations and Support Group for Parents of Children with Autism Spectrum Disorder **S. J. Cohen<sup>1</sup>**, J. Hai<sup>2</sup> and M. Boyer<sup>1</sup>, (1)University of California Santa Barbara, Santa Barbara, CA, (2)Education, UC Santa Barbara, Santa Barbara, CA
- 201 **185.201** ▶ The Influence of Ethnicity, Family Problems, and Optimism on Services Received Among Latino and Non-Latino White Children with ASD **K. Lopez<sup>1</sup>**, J. Reed<sup>2</sup> and S. Magana<sup>3</sup>, (1)Arizona State University, Phoenix, AZ, (2)Southwest Autism Research and Resource Center, Phoenix, AZ, (3)Steve Hicks School of Social Work, University of Texas at Austin, Austin, TX

## Poster Session

## 186 - Medical and Psychiatric Comorbidity

11:30 AM - 1:30 PM - Hall Grote Zaal

- 202 **186.202** Anxiety and Depression from Adolescence to Old Age in Autism Spectrum Disorder **M. Uljarevic**<sup>1,2,3</sup>, D. Hedley<sup>4</sup>, K. R. Foley<sup>5</sup>, I. Magiati<sup>6</sup>, R. Y. Cai<sup>4</sup>, C. Dissanayake<sup>4</sup>, A. L. Richdale<sup>7</sup> and J. Trollor<sup>8</sup>, (1) Olga Tennison Autism Research Centre, Olga Tennison Autism Research Centre, Melbourne, CA, (2)Cooperative Research Centre for Living with Autism (Autism CRC), Long Pocket, CA, (3)Department of Psychiatry and Behavioral Sciences, Stanford University School of Medicine, stanford, CA, (4)Olga Tennison Autism Research Centre, La Trobe University, Melbourne, Australia, (5)The University of New South Wales, UNSW Sydney, Australia, (6)Psychology, National University of Singapore, Singapore, Singapore, (7)Olga Tennison Autism Research Centre, Olga Tennison Autism Research Centre, Bundoora, Australia
- 203 **186.203** Association between Sleep Problems and Aggressive Behavior, Attention Problems, and Internalizing Behaviors Using Baseline and Follow-up Data in the Autism Speaks-Autism Treatment Network Registry **A. M. Shui**<sup>1,2</sup>, T. Katz Ph.D.<sup>3</sup>, B. A. Malow<sup>4</sup> and M. O. Mazurek<sup>5</sup>, (1)STAR Center for ASD & NDDs, Department of Psychiatry, University of California, San Francisco, CA, (2)Biostatistics Center, Massachusetts General Hospital, Boston, MA, (3)Department of Pediatrics, University of Colorado School of Medicine, Aurora, CO, (4)Sleep Disorders Division, Department of Neurology, Vanderbilt University Medical Center, Nashville, TN, (5)University of Virginia, Charlottesville, VA
- 204 **186.204** Associations between Sleep Structure and EEG with Daytime Functioning in ASD **R. Godbout**, Psychiatry, Université de Montréal, Montréal, QC, Canada
- 205 **186.205** Autism and Eating Disorders in Women: A Function of Age **C. M. Brown**<sup>1</sup>, **M. Fuller-Tyszkiewicz**<sup>2</sup>, **I. Krug**<sup>3</sup> and **M. Stokes**<sup>4</sup>, (1)School of Psychology, Deakin University, Melbourne, Australia, (2)Deakin University, Melbourne, Australia, (3)University of Melbourne, Melbourne, Australia, (4)Deakin University, Burwood, Australia
- 206 **186.206** Autism Spectrum Disorder in an Unselected Cohort of Children with Neurofibromatosis Type 1 (NF1) **S. Eijk**, **S. E. Mous**, **G. C. Dieleman**, **B. Dierckx**, **A. B. Rietman**, **P. F. de Nijs**, **R. van Minkelen**, **C. E. Catsman-Berrepoets**, **R. Oostenbrink** and **J. S. Legerstee**, Erasmus MC-Sophia Children's Hospital, Rotterdam, Netherlands
- 207 **186.207** Characteristics of Autism Spectrum Disorder in Russell-Silver Syndrome **C. Lane**, **E. Milne** and **M. Freeth**, The University of Sheffield, Sheffield, United Kingdom
- 208 **186.208** Co-Occurring Psychopathology in Children with Autism Spectrum Disorder of Normal-Range Intelligence **E. L. Palluotto**<sup>1</sup>, **W. Mandy**<sup>2</sup> and **D. H. Skuse**<sup>3</sup>, (1)Oxford Health NHS, Buckinghamshire, United Kingdom, (2)University College London, London, United Kingdom of Great Britain and Northern Ireland, (3)Behavioural Sciences Unit, UCL Great Ormond Street Institute of Child Health, London, United Kingdom
- 209 **186.209** Common and ASD-Distinct Anxiety Presentations and Their Association with Individual Characteristics in a Large Pooled Database of Young People with ASD **B. Y. Lau**<sup>1</sup>, **R. Leong**<sup>1</sup>, **M. Uljarevic**<sup>2,3</sup>, **A. Ozsvadjian**<sup>4</sup>, **J. W. Lerh**<sup>1</sup>, **M. J. Hollocks**<sup>5,6</sup>, **J. Rodgers**<sup>7</sup>, **H. McConachie**<sup>8</sup>, **M. South Ph.D**<sup>9</sup>, **A. V. Van Hecke**<sup>10</sup>, **A. Y. Hardan**<sup>11</sup>, **R. Libove**<sup>11,12</sup>, **S. Leekam**<sup>13</sup>, **E. Simonoff**<sup>14</sup> and **I. Magiati**<sup>1</sup>, (1)Psychology, National University of Singapore, Singapore, Singapore, (2)Olga Tennison Autism Research Centre, Olga Tennison Autism Research Centre, Melbourne, CA, (3)Department of Psychiatry and Behavioral Sciences, Stanford University School of Medicine, stanford, CA, (4)St. Thomas Hospital, Evelnia London Children's Hospital, london, UNITED KINGDOM, (5) King's College London, Cambridge, UNITED KINGDOM, (6)Department of Clinical Psychology, University of East Anglia, Norwich, United Kingdom, (7)Institute of Neuroscience, Newcastle University, Newcastle Upon Tyne, United Kingdom, (8)Institute of Health and Society, Newcastle University, Newcastle upon Tyne, United Kingdom, (9)Brigham Young University, Provo, UT, (10)Psychology, Marquette University, Milwaukee, WI, (11)Psychiatry and Behavioral Sciences, Stanford University, Stanford, CA, (12)Medicine (Parker Lab), Stanford University, Stanford, CA, (13)School of Psychology, Cardiff University, Cardiff, United Kingdom, (14)King's College London, Institute of Psychiatry, Psychology and Neuroscience, London, United Kingdom
- 210 **186.210** Comorbid Down Syndrome and ASD: Differential Social Affect in ASD Symptoms **T. Hamner**<sup>1,2</sup>, **D. L. Robins**<sup>1</sup>, **D. Fidler**<sup>3</sup>, **S. Hepburn**<sup>3</sup>, **N. R. Lee**<sup>2</sup> and **C. Robinson**<sup>4</sup>, (1)Drexel University A.J. Drexel Autism Institute, Philadelphia, PA, (2)Department of Psychology, Drexel University, Philadelphia, PA, (3)Colorado State University, Fort Collins, CO, (4)University of Colorado / JFK Partners, Aurora, CO
- 211 **186.211** Cumulative Sleep Loss and Challenging Behaviors during Treatment for Children with Autism **E. A. Abel**<sup>1</sup>, **A. J. Schwichtenberg**<sup>2</sup>, **S. L. Christ**<sup>3</sup> and **M. Brodhead**<sup>4</sup>, (1)Purdue University, Lafayette, IN, IN, (2)Purdue University, West Lafayette, IN, (3)Human Development & Family Studies, Purdue University, West Lafayette, IN, (4)Michigan State University, East Lansing, MI
- 212 **186.212** Decreased Satisfaction in Peer Relationships Is Strongly Associated with Depression in Children with High ASD Traits: A Population-Based Cross-Sectional Study in Japan **M. Takahashi**<sup>1</sup>, **M. Adachi**<sup>2</sup>, **S. Yasuda**<sup>2</sup> and **K. Nakamura**<sup>3</sup>, (1)Research Center for Child Mental Development Graduate School of Medicine, Hirosaki University Research Center for Child Mental Development, Hirosaki, Japan, (2) Research Center for Child Mental Development Graduate School of Medicine, Hirosaki University, Hirosaki, Japan, (3)Graduate School of Medicine, Hirosaki University, Hirosaki, Japan
- 213 **186.213** Depression in Children with Autism Spectrum Disorders: Measurement and Associations. **S. Brice**<sup>1</sup>, **E. Honey**<sup>2</sup>, **J. Parr**<sup>3</sup>, **S. Wigham**<sup>4</sup> and **J. Rodgers**<sup>3</sup>, (1)Institute of Neuroscience, Newcastle University, Newcastle upon Tyne, United Kingdom of Great Britain and Northern Ireland, (2)Northumberland, Tyne & Wear NHS Foundation Trust, Newcastle Upon Tyne, United Kingdom, (3)Institute of Neuroscience, Newcastle University, Newcastle Upon Tyne, United Kingdom, (4)Institute of Neuroscience, Newcastle University, Newcastle upon Tyne, NE1 4LP, United Kingdom of Great Britain and Northern Ireland



- 214 **186.214** Disparities in Care: An Investigation of Children with Autism Spectrum Disorder and Appendicitis **E. Friedlaender<sup>1</sup>**, H. Griffis<sup>2,3</sup>, J. Faerber<sup>4</sup>, W. Quarshie<sup>5,6</sup> and B. Ely<sup>7</sup>, (1)Pediatrics, The Children's Hospital of Philadelphia, Philadelphia, PA, (2)Healthcare Analytics Unit at the Center for Pediatric Clinical Effectiveness, The Children's Hospital of Philadelphia, Philadelphia, PA, (3)PolicyLab, The Children's Hospital of Philadelphia, Philadelphia, PA, (4)The Center for Pediatric Clinical Effectiveness, The Children's Hospital of Philadelphia, Philadelphia, PA, (5)Healthcare Analytics Unit at PolicyLab, The Children's Hospital of Philadelphia, Philadelphia, PA, (6)The Center for Pediatric Clinical Effectiveness, The Children's Hospital of Philadelphia, Philadelphia, PA, (7)University of Pennsylvania School of Nursing, Philadelphia, PA
- 215 **186.215** Efficacy of a New Family-Based Cognitive-Behavioral Intervention for Insomnia in Children with ASD **M. O. Mazurek<sup>1</sup>**, W. S. Chan<sup>2</sup>, M. Munoz<sup>3</sup>, J. E. Muckerman<sup>4</sup>, T. N. Takahashi<sup>5</sup>, S. Takamatsu<sup>6</sup>, P. Sahota<sup>3</sup> and C. S. McCrae<sup>3</sup>, (1)University of Virginia, Charlottesville, VA, (2)Psychiatry, Dartmouth College, Lebanon, NH, (3)University of Missouri, Columbia, MO, (4)Thompson Center for Autism & Neurodevelopmental Disorders, University of Missouri, Columbia, MO
- 216 **186.216** Emotional Coherence Difficulties in Preschoolers with Autism: Evidence from Internal Physiological and External Communicative Discoordination **H. J. Nuske<sup>1</sup>**, D. Hedley<sup>2</sup>, L. Tomczuk<sup>3</sup>, E. Finkel<sup>4</sup>, P. Thomson<sup>5</sup> and C. Dissanayake<sup>2</sup>, (1)Psychiatry, University of Pennsylvania, Philadelphia, PA, (2)Olga Tennison Autism Research Centre, La Trobe University, Melbourne, Australia, (3)Neuroscience Department, Dickinson College, Carlisle, USA, Carlisle, PA, (4)Department of Psychology, University of Pennsylvania, Philadelphia, PA, (5)Olga Tennison Autism Research Center, La Trobe University, Bundoora, Australia
- 217 **186.217** Examining the Impacted of the Severity of Attention Deficit/ Hyperactivity Disorder Symptoms on the Cognitive Flexibility in Children and Adolescents with Autism Spectrum Disorders. **Y. C. WU<sup>1</sup>**, S. S. F. Gau<sup>2</sup> and S. L. Gu Hwang<sup>1</sup>, (1)Department of Occupational Therapy, Chang Gung University, Taoyuan City, Taiwan, (2)National Taiwan University Hospital & College of Medicine, Taipei, TAIWAN
- 218 **186.218** Exploring Shared Mechanisms across Autism and Depression to Inform Emotional Health Interventions in ASD **K. Gotham<sup>1</sup>**, G. T. Han<sup>2</sup>, K. E. Unruh<sup>3</sup>, R. N. Crist<sup>4</sup> and J. W. Bodfish<sup>5</sup>, (1)Vanderbilt University Medical Center, Nashville, TN, (2)Vanderbilt University, Nashville, TN, TN, (3)Kansas Center for Autism Research and Training (K-CART), Schiefelbusch Institute for Life Span Studies, and Clinical Child Psychology Program, University of Kansas, Lawrence, KS, (4)Vanderbilt University, Cambridge, MA, (5)Department of Hearing and Speech Sciences, Vanderbilt University Medical Center, Nashville, TN
- 219 **186.219** First Evidence of the Efficacy of a Novel Positive Emotion Regulation Training for Individuals with Autism Spectrum Disorder **A. C. Samson<sup>1,2</sup>**, A. Zaharia<sup>1</sup> and D. Sander<sup>1</sup>, (1)Swiss Center for Affective Sciences, University of Geneva, Geneva, Switzerland, (2)Department of Psychiatry and Behavioral Science, Stanford University School of Medicine, Stanford, CA
- 220 **186.220** High Risk for Severe Emotional Dysregulation in Psychiatrically Referred Youth with Autism Spectrum Disorder: A Controlled Study **J. Wozniak<sup>1</sup>**, G. Joshi<sup>2</sup>, M. Fitzgerald<sup>3</sup>, S. V. Faraone<sup>4</sup>, R. Fried<sup>5</sup>, M. Galdo<sup>5</sup>, A. Belsler<sup>2</sup> and J. Biederman<sup>2</sup>, (1)Massachusetts General Hospital / Harvard Medical School, Boston, MA, (2)Pediatric Psychopharmacology and Adult ADHD, Massachusetts General Hospital, Boston, MA, (3)Pediatric Psychopharmacology, Massachusetts General Hospital, Boston, MA, (4)Psychiatry, SUNY Upstate Medical University, Syracuse, NY, (5)Massachusetts General Hospital, Boston, MA
- 221 **186.221** Identifying Associations Among Medical Comorbidities in Autism Spectrum Disorder. **A. Neumeyer<sup>1</sup>**, J. S. Anixt<sup>2</sup>, J. Chan<sup>3</sup>, J. M. Perrin<sup>4</sup>, D. S. Murray<sup>5</sup>, D. L. Coury<sup>6</sup>, A. Bennett<sup>7</sup>, R. A. Parker<sup>8</sup> and J. G. Farmer<sup>9</sup>, (1)Lurie Center for Autism Massachusetts General Hospital, Lexington, MA, (2)Pediatrics, Cincinnati Children's Hospital Medical Center, Cincinnati, OH, (3)Massachusetts General Hospital, Boston, MA, (4)Harvard Medical School, Boston, MA, (5)Autism Speaks, Boston, MA, (6)Nationwide Children's Hospital, Columbus, OH, (7)Children's Hospital of Philadelphia, Philadelphia, PA, (8)Biostatistics, Massachusetts General Hospital and Harvard Medical School, Boston, MA, (9)Pediatrics, Massachusetts General Hospital, Boston, MA
- 222 **186.222** Longitudinal Study of Sleep and Co-Occurring Problems in Autism Spectrum Disorder **K. N. Medeiros<sup>1</sup>**, M. O. Mazurek<sup>2</sup>, A. M. Neumeyer<sup>3</sup> and B. A. Malow<sup>4</sup>, (1)Health Psychology, University of Missouri, Columbia, MO, (2)University of Virginia, Charlottesville, VA, (3)Pediatrics and Neurology, Massachusetts General Hospital, Lexington, MA, (4)Sleep Disorders Division, Department of Neurology, Vanderbilt University Medical Center, Nashville, TN
- 223 **186.223** Mapping Anxiety in Minimally Verbal Autistic Pupils **J. Galpin<sup>1</sup>**, S. Millar<sup>1</sup>, T. Andrews<sup>1</sup>, P. Calzada<sup>1</sup>, E. Ashcroft<sup>1</sup> and J. Gallagher<sup>2</sup>, (1)The Bridge School, London, London, United Kingdom, (2)Whittington Health NHS Trust, London, United Kingdom
- 224 **186.224** Measuring Autistic Traits in Adults Who Have Attempted Suicide **G. Richards<sup>1,2</sup>**, R. Kenny<sup>3</sup>, S. Cassidy<sup>1,4</sup>, S. Griffiths<sup>1</sup>, C. Allison<sup>3</sup>, D. Mosse<sup>5</sup>, R. Holt<sup>6</sup> and S. Baron-Cohen<sup>3,6</sup>, (1)Autism Research Centre, Department of Psychiatry, University of Cambridge, Cambridge, United Kingdom, (2)NIHR CLAHRC East of England, Cambridge, United Kingdom, (3)University of Cambridge, Cambridge, United Kingdom, (4)Coventry University, Coventry, United Kingdom, (5)Department of Anthropology and Sociology, SOAS University of London, London, United Kingdom, (6)CLASS Clinic, Cambridgeshire & Peterborough NHS Trust, Cambridge, United Kingdom
- 225 **186.225** Mechanisms Underlying Thoughts of Self-Harm and Depression in Autism Spectrum Disorder: Findings from a Nationally Representative Sample **D. Hedley<sup>1</sup>**, M. Uljarevic<sup>2,3,4</sup>, K. R. Foley<sup>5,6</sup>, A. L. Richdale<sup>7,8</sup> and J. Trollor<sup>6,8</sup>, (1)Olga Tennison Autism Research Centre, La Trobe University, Melbourne, Australia, (2)Olga Tennison Autism Research Centre, Olga Tennison Autism Research Centre, Melbourne, CA, (3)Cooperative Research Centre for Living with Autism (Autism CRC), Long Pocket, CA, (4)Department of Psychiatry and Behavioral Sciences, Stanford University School of Medicine, Stanford, CA, (5)The University of New South Wales, UNSW Sydney, Australia, (6)Cooperative Research Centre for Living with Autism (Autism CRC), Brisbane, Queensland, Australia, (7)Olga Tennison Autism Research Centre, Olga Tennison Autism Research Centre, Bundoora, Australia, (8)Cooperative Research Centre for Living with Autism (Autism CRC), Long Pocket, Australia

- 226 **186.226** Parent Ratings of Emotion Regulation in Children with and without ASD Differ Based on Level of Psychosocial Functioning **M. Gurm<sup>1</sup>** and G. Iarocci<sup>2</sup>, (1)Psychology, Simon Fraser University, Burnaby, BC, Canada, (2)Simon Fraser University, Burnaby, BC, Canada
- 227 **186.227** Predicting Poor Sleep Quality in Young Adults on the Autism Spectrum **A. L. Richdale<sup>1</sup>**, L. P. Hollier<sup>2</sup> and M. Uljarevic<sup>3,4</sup>, (1)Olga Tennison Autism Research Centre, Olga Tennison Autism Research Centre, Bundoora, Australia, (2)Olga Tennison Autism Research Centre, La Trobe University OTARC, Melbourne, Australia, (3)Olga Tennison Autism Research Centre, Olga Tennison Autism Research Centre, Melbourne, CA, (4)Department of Psychiatry and Behavioral Sciences, Stanford University School of Medicine, stanford, CA
- 228 **186.228** Psychiatric Comorbidity and Sex Bias in Adults with Autism Spectrum Disorder **K. J. Cottle<sup>1</sup>**, A. J. Fischer<sup>1</sup>, J. Davis<sup>2</sup>, H. Coon Coon<sup>3</sup> and D. A. Bilder<sup>4</sup>, (1)University of Utah, Salt Lake City, UT, (2)Educational Psychology, University of Utah, Salt Lake City, UT, (3)University of Utah School of Medicine, Salt Lake City, UT, (4)Psychiatry, University of Utah, Salt Lake City, UT
- 229 **186.229** Sleep and Attention in Children with ASD-Associated Gene-Disruptive De Novo Mutations in Pathic ASD **C. M. Hudac Huda<sup>1</sup>**, B. E. Hill<sup>1</sup>, J. DesChamps<sup>2</sup>, M. M. Mahony<sup>1</sup>, A. B. Arnett<sup>1</sup>, J. Webb<sup>1</sup> and R. Bernier<sup>1</sup>, (1)Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA, (2) Psychology, University of Washington, Seattle, WA
- 230 **186.230** Social Anhedonia As a Vulnerability Factor for Depression in Adults with ASD **G. T. Han<sup>1</sup>** and K. Gotham<sup>2</sup>, (1) Vanderbilt University, Nashville, TN, TN, (2)Vanderbilt University Medical Center, Nashville, TN
- 231 **186.231** Social Vulnerability and Mental Health in Adults with Autism Spectrum Conditions **S. Griffiths<sup>1</sup>**, C. Allison<sup>2</sup>, R. Kenny<sup>2</sup>, R. Holt<sup>2</sup> and S. Baron-Cohen<sup>2</sup>, (1)Autism Research Centre, Department of Psychiatry, University of Cambridge, Cambridge, United Kingdom, (2)University of Cambridge, Cambridge, United Kingdom
- 232 **186.232** Suicidal Ideation and Behaviors in Children, Youth, and Young Adults with Autism Spectrum Disorder (ASD): Rates & Outcomes Based on Parent-Report of 996 Individuals with ASD **B. L. Baer<sup>1</sup>**, J. K. Law<sup>2,3,4</sup>, L. Kalb<sup>5</sup>, R. A. Vasa<sup>5,6</sup>, H. C. Wilcox<sup>3,4</sup> and **P. H. Lipkin<sup>2,3,4</sup>**, (1)Interactive Autism Network, Baltimore, MD, (2) Medical Informatics, Kennedy Krieger Institute, Baltimore, MD, (3) Johns Hopkins University School of Medicine, Baltimore, MD, (4) Johns Hopkins University Bloomberg School of Public Health, Baltimore, MD, (5)Center for Autism and Related Disorders, Kennedy Krieger Institute, Baltimore, MD, (6)Kennedy Krieger Institute, Baltimore, MD
- 233 **186.233** The Link between Focused Attention and Emotion Regulation Ability in Children with ASD **A. P. Costa<sup>1</sup>**, C. Couronne<sup>2</sup> and G. Steffgen<sup>3</sup>, (1)University of Luxembourg, Esch sur Alzette, LUXEMBOURG, (2)University of Utrecht, Utrecht, Netherlands, (3)Institute for Health and Behaviour, University of Luxembourg, Luxembourg, Luxembourg
- 234 **186.234** The Relationship between Autism and Depression and the Influence of Worry and Mastery: A Network Analysis **B. F. van Heijst<sup>1</sup>**, M. K. Deserno<sup>2</sup>, H. C. Comijs<sup>3</sup> and H. Geurts<sup>1</sup>, (1) University of Amsterdam, Amsterdam, Netherlands, (2)Department of Psychology, University of Amsterdam, Amsterdam, Netherlands, (3)VUMC, GGZ InGeest, Amsterdam, Netherlands
- 235 **186.235** The Relationship between Group Belonging, Subclinical Autistic Traits and Suicidal Ideation **K. Monaghan<sup>1</sup>** and A. E. Robertson<sup>2</sup>, (1)University of Dundee, Dundee, United Kingdom, (2) Coventry University, Coventry, United Kingdom
- 236 **186.236** Visual Perceptual Correlates of Autistic Traits in Fragile X Syndrome **J. Glennon<sup>1</sup>**, L. Mason<sup>2</sup>, H. D'Souza<sup>2</sup>, A. Karmiloff-Smith Ph.D<sup>2</sup> and M. S. Thomas<sup>2</sup>, (1)Birkbeck, University of London, London, United Kingdom, (2)Centre for Brain and Cognitive Development, Birkbeck, University of London, London, United Kingdom
- 237 **186.237** 'Something Needs to Change': Mental Health in Young Autistic Adults **L. Crane<sup>1</sup>**, F. Adams<sup>2</sup>, G. Harper<sup>2</sup>, J. Welch<sup>2</sup> and E. Pellicano<sup>3</sup>, (1)Centre for Research in Autism and Education, UCL Institute of Education, University College London, London, United Kingdom, (2)Ambitious about Autism, London, United Kingdom, (3) Macquarie University, Sydney, Australia
- 238 **186.238** Heightened Neural Processing of Errors Uniquely Relates to Social Anxiety Symptoms in Youth with ASD **T. Rosen** and M. D. Lerner, Stony Brook University, Stony Brook, NY
- 239 **186.239** Symptom Presentation of Children with Autism Spectrum Disorder after Maltreatment and Trauma **A. Barrett<sup>1</sup>** and T. Vernon<sup>2</sup>, (1)University of California, Santa Barbara, Santa Barbara, CA, (2)University of California Santa Barbara, Santa Barbara, CA
- 240 **186.240** Exploring the Prevalence of Callous-Unemotional Traits in Young People with Autism and Their Association with Conduct Problems **Y. Mahadevan<sup>1</sup>**, **W. Mandy<sup>2</sup>**, A. McKenna<sup>3</sup>, K. Stevenson<sup>3</sup>, M. Bindman<sup>3</sup>, M. Murin<sup>4</sup> and D. H. Skuse<sup>5</sup>, (1)UCL, London, United Kingdom, (2)University College London, London, United Kingdom of Great Britain and Northern Ireland, (3)Great Ormond Street Hospital, London, United Kingdom, (4)Great Ormond Street Hospital for Children, London, United Kingdom of Great Britain and Northern Ireland, (5)Behavioural Sciences Unit, UCL Great Ormond Street Institute of Child Health, London, United Kingdom
- 241 **186.241** Autistic Features and Gender-Specific Eating Behavior throughout Childhood: The Generation R Study **M. van t' Hof<sup>1,2,3,4</sup>**, W. A. Ester<sup>4,5</sup>, F. Serdarevic<sup>2,6</sup>, M. Hillegers<sup>7</sup>, H. Tiemeier<sup>6,8,9</sup>, H. W. Hoek<sup>10</sup> and P. W. Jansen<sup>6,11</sup>, (1)Erasmus MC-University Medical Center, Department of Child and Adolescent Psychiatry / Psychology, Rotterdam, Netherlands, (2)The Generation R Study Group, Erasmus University Medical Center, Rotterdam, Netherlands, (3)Sarr Expert Centre for Autism, Lucertis Child- & Adolescent Psychiatry, Rotterdam, Netherlands, (4)Parnassia Psychiatric Institute, The Hague, Netherlands, (5)Sarr Expert Centre for Autism, Lucertis Child- & Adolescent Psychiatry, Rotterdam, Netherlands, Rotterdam, Netherlands, (6)Department of Child and Adolescent Psychiatry / Psychology, Erasmus MC-University Medical Center, Rotterdam, Netherlands, (7) Department of Child and Adolescent Psychiatry / Psychology, rasmus MC-University Medical Center, Rotterdam, Netherlands, (8)Department of Epidemiology, Erasmus MC-University Medical Center, Rotterdam, Netherlands, (9)Department of Psychiatry, Erasmus MC-University Medical Center, Rotterdam, Netherlands, (10)Department of Psychiatry, University Medical Center Groningen, Groningen, Netherlands, (11)Department of Psychology, Erasmus MC-University Medical Center, Rotterdam, Netherlands

**Oral Session - 11A**

**188 - School-Based Interventions**

1:45 PM - 2:35 PM - Grote Zaal

- 1:45 **188.001** Modular Approach to Supporting Students with ASD in Classrooms: Feasibility and Preliminary Efficacy of the Saage Intervention **S. Iadarola**<sup>1</sup>, B. Cavanaugh<sup>1</sup>, K. Fontechia<sup>2</sup>, R. Haynes<sup>3</sup>, L. Levato<sup>1</sup>, R. Martin<sup>4</sup>, L. A. Oakes<sup>5</sup>, C. M. Anderson<sup>4</sup>, R. Iovannone<sup>2</sup> and T. Smith<sup>6</sup>, (1)University of Rochester Medical Center, Rochester, NY, (2)University of South Florida, Tampa, FL, (3)Southern Illinois University, Carbondale, IL, (4)May Institute, Randolph, MA, (5)Developmental and Behavioral Pediatrics, University of Rochester Medical Center, Rochester, NY, (6) University of Rochester, Rochester, NY
- 1:57 **188.002** A School-Based Sensory Intervention for Food Selectivity in Young Autistic Pupils **J. Galpin**<sup>1</sup>, L. Osman<sup>1</sup> and C. Paramore<sup>2</sup>, (1)The Bridge School, London, London, United Kingdom, (2)Nutrition and Dietetics, The Whittington Hospital NHS Trust, London, United Kingdom
- 2:09 **188.003** Efficacy of a School-Based Treatment Model for Adolescents with Autism: Effects on School Quality **S. Odom**<sup>1</sup>, K. Hume<sup>2</sup>, L. E. Smith DaWal<sup>3</sup>, B. Kraemer<sup>4</sup> and L. J. Hall<sup>4</sup>, (1) University of North Carolina, Chapel Hill, NC, (2)University of North Carolina, Chapel Hill, Carrboro, NC, (3)Waisman Center-University of Wisconsin, Madison, WI, (4)Special Education, San Diego State University, San Diego, CA
- 2:21 **188.004** Does Peer-Mediation Increase Effectiveness of the PEERS Curriculum? A Pilot Randomized Control Trial Examining Social Function, Well-Being and Classroom Social Network Centrality **N. L. Matthews**<sup>1</sup>, E. Rotheram-Fuller<sup>2</sup>, B. Orr<sup>1</sup>, K. Warriner<sup>3</sup>, M. DeCarlo<sup>1</sup>, M. Sorensen<sup>1</sup>, J. Laffin<sup>1</sup> and C. J. Smith Ph.D<sup>1</sup>, (1)Southwest Autism Research and Resource Center, Phoenix, AZ, (2)Arizona State University, Tempe, AZ, (3) Comprehensive Behavioral Programs, Southwest Autism Research and Resource Center, Phoenix, AZ

**Oral Session - 11B**

**189 - Improving Employment Outcomes for Adults**

2:40 PM - 3:30 PM - Grote Zaal

- 2:40 **189.001** Evaluation of the BOOST-a Transition Planning Program for Adolescents on the Autism Spectrum: Quasi-Randomised Controlled Trial and Process Evaluation **M. Hatfield**<sup>1</sup>, M. Falkmer<sup>2</sup>, T. Falkmer<sup>3</sup> and M. Ciccarelli<sup>4</sup>, (1)Curtin University and Autism CRC, Perth, Australia, (2)School of Occupational Therapy and Social Work, Curtin University, Perth, Western Australia, Australia, (3)School of Occupational Therapy and Social Work, Curtin University, Perth, Australia, (4)Curtin University, Perth, Australia
- 2:52 **189.002** Evaluating the Effectiveness of an Autism-Specific Workplace Tool **M. T. Scott**<sup>1,2</sup>, M. Falkmer<sup>3,4,5</sup>, T. Falkmer<sup>1,2,6</sup> and S. J. Girdler<sup>2,3</sup>, (1)School of Occupational Therapy and Social Work, Curtin University, Perth, Australia, (2)Cooperative Research Centre for Living with Autism (Autism CRC), Brisbane, Australia, (3) School of Occupational Therapy and Social Work, Curtin University, Perth, Western Australia, Australia, (4)School of Education and Communication, CHILD programme, Institute of Disability Research, Jönköping University, Jönköping, Jönköping County, Sweden, (5)Curtin University, Bentley, Australia, (6)Department for Rehabilitation, Jönköping University, Jönköping, Sweden

- 3:04 **189.003** A School-Based Transition Intervention for Adolescents with ASD: A Pilot Efficacy Study **K. M. Dudley**<sup>1</sup>, L. Klinger<sup>2</sup>, G. Osborne<sup>3</sup>, T. Dawkins<sup>4</sup>, R. K. Sandercock<sup>5</sup> and M. R. Klinger<sup>6</sup>, (1) Department of Psychology & Neuroscience, UNC Chapel Hill; TEACCH Autism Program, Carrboro, NC, (2)Psychiatry, UNC TEACCH Autism Program, Chapel Hill, NC, (3)UNC TEACCH Autism Program, Greensboro, NC, (4)University of North Carolina at Chapel Hill, Chapel Hill, NC, (5)Department of Psychology & Neuroscience, University of North Carolina at Chapel Hill, Chapel Hill, NC, (6)UNC TEACCH Autism Program, Chapel Hill, NC
- 3:16 **189.004** Communityworks Canada® (CWC): A Volunteer, Pre-Employment Program for Youth with ASD **W. Mitchell**<sup>1</sup>, C. Dudley<sup>1</sup>, D. B. Nicholas<sup>2</sup> and R. Zulla<sup>3</sup>, (1)Sinneave Family Foundation, Calgary, AB, Canada, (2)University of Calgary, Edmonton, AB, Canada, (3)University of Alberta, Edmonton, AB, Canada

**Oral Session - 12A**

**190 - Challenging Theories of ASD**

1:45 PM - 2:35 PM - Willem Burger Zaal

- 1:45 **190.001** Contextual Priors Do Not Modulate Action Anticipation in Children with Autism L. Amoruso<sup>1,2</sup>, **A. Narzisi**<sup>3</sup>, M. Pinzino<sup>3</sup>, A. Finisguerra<sup>4</sup>, F. Fabbro<sup>4</sup>, A. Volzone<sup>5</sup>, S. Calderoni<sup>6</sup>, F. Muratori<sup>3</sup> and C. Urgesi<sup>7,8</sup>, (1)University of Udine, Udine, Italy, (2)Basque Center of Cognition, Brain and Language, San Sebastian, Spain, (3)IRCCS Stella Maris Foundation, Calambrone (Pisa), Italy, (4) University of Udine, Udine, Italy, (5)Scientific Institute IRCCS Eugenio Medea, San Vito al Tagliamento, Italy, (6)Department of Developmental Neuroscience, Stella Maris Scientific Institute and University of Pisa, Pisa, Italy, (7)Dipartimento di Lingue e Letterature, Comunicazione Formazione e Società, University of Udine, Udine, Italy, (8)Scientific Institute (IRCCS) E. Medea, Bosisio Parini, Italy
- 1:57 **190.002** Visual Motion Prediction and Verbal False Memory Performance in Autistic Children F. G. Tewolde, D. V. Bishop and **C. Manning**, Department of Experimental Psychology, University of Oxford, Oxford, United Kingdom
- 2:09 **190.003** Interoceptive Impairments Do Not Lie at the Heart of Autism or Alexithymia **T. Nicholson**<sup>1</sup>, D. M. Williams<sup>2</sup>, C. Grainger<sup>3</sup>, S. B. Gaigg<sup>4</sup>, B. Calvo-Merino<sup>5</sup> and J. F. Christensen Jr.<sup>4</sup>, (1) University of Kent, Canterbury, England, United Kingdom, (2) University of Kent, Canterbury, United Kingdom, (3)University of Stirling, Stirling, United Kingdom, (4)Psychology, City, University of London, London, United Kingdom, (5)City University, London, United Kingdom
- 2:21 **190.004** Domain-Specific Impairment in Flexible Value Learning in Young Children with ASD **Q. Wang**<sup>1</sup>, L. DiNicola<sup>2</sup>, P. Heymann<sup>1</sup>, M. Hampson<sup>3</sup> and K. Chawarska<sup>1</sup>, (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2)Yale Child Study Center, Yale University School of Medicine, New Haven, CT, (3) Yale School of Medicine, Yale University, New Haven, CT



**Oral Session - 12B**

**191 - From Cognition to Symptoms**

2:40 PM - 3:30 PM - Willem Burger Zaal

- 2:40 **191.001** Children with Autism Spectrum Disorder Prefer Looking at Repetitive Movements in a Preferential Looking Paradigm **Y. Hu**<sup>1</sup>, Q. Wang<sup>1</sup>, D. Shi<sup>1</sup>, Y. Zhang<sup>2</sup>, X. Zou<sup>3</sup>, S. Li<sup>1</sup>, F. Fang<sup>1</sup> and L. Yi<sup>4</sup>, (1) Peking University, Beijing, China, (2)Peking University, Beijing, China, (3)The Third Affiliated Hospital of Sun Yat-Sen University, Guangzhou, China, (4)School of Psychological and Cognitive Sciences, Peking University, Beijing, China
- 2:52 **191.002** Reconciling the Co-Occurrence of Impulsivity and Insistence on Sameness in ASD **D. J. Bos**<sup>1</sup>, M. Silverman<sup>2</sup>, E. Ajodan<sup>2</sup>, C. Martin<sup>3</sup>, B. Silver<sup>2</sup>, A. Di Martino<sup>4</sup> and R. M. Jones<sup>3</sup>, (1)Sackler Institute for Developmental Psychobiology, New York, NY, (2)Sackler Institute for Developmental Psychobiology, New York, NY, (3)Weill Cornell Medicine, White Plains, NY, (4)NYU Child Study Center, New York, NY
- 3:04 **191.003** Cross-Domain Cognitive Subgroups of Autism Spectrum Disorder Show Differences Both in Terms of Their Clinical Symptom Profile and Neurofunctional Characteristics: Evidence from the EU-AIMS LEAP Cohort **E. Loth**<sup>1</sup>, C. Moessnang<sup>2</sup>, J. Ahmad<sup>3</sup>, S. Baumeister<sup>4</sup>, L. Mason<sup>5</sup>, D. V. Crawley<sup>6</sup>, C. H. Chatham<sup>7</sup>, H. L. Hayward<sup>1</sup>, A. San Jose Caceres<sup>8</sup>, B. Oakley<sup>9</sup>, T. Charman<sup>10</sup>, J. Tillmann<sup>11</sup>, E. J. Jones<sup>5</sup>, R. Holt<sup>12</sup>, C. Bours<sup>13</sup>, M. C. Lai<sup>14</sup>, M. V. Lombardo<sup>15</sup>, C. B. Beckmann<sup>16</sup>, M. Brammer<sup>17</sup>, W. Sporen<sup>18</sup>, S. Baron-Cohen<sup>12</sup>, M. H. Johnson<sup>5</sup>, H. Tost<sup>2</sup>, A. Meyer-Lindenberg<sup>2</sup>, J. K. Buitelaar<sup>19</sup>, D. G. Murphy<sup>20</sup> and G. Dumas<sup>21</sup>, (1)Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (2)Department of Psychiatry and Psychotherapy, Central Institute of Mental Health, University of Heidelberg, Mannheim, Germany, (3)Forensic and Neurodevelopmental Sciences, Kings College London, Institute of Psychiatry, Psychology & Ne, United Kingdom of Great Britain and Northern Ireland, (4)Department of Child and Adolescent Psychiatry and Psychotherapy, Central Institute of Mental Health, Medical Faculty Mannheim/Heidelberg University, Mannheim, Germany, (5)Centre for Brain and Cognitive Development, Birkbeck, University of London, London, United Kingdom, (6) Forensic and Neurodevelopmental Sciences, King's College, London, London, United Kingdom of Great Britain and Northern Ireland, (7)Neuroscience, Ophthalmology, and Rare Diseases (NORD) Roche Pharma Research and Early Development. Roche Innovation Center Basel, Hoffmann La Roche, Basel, Switzerland, (8)Forensic and Neurodevelopmental Sciences, King's College, London, United Kingdom of Great Britain and Northern Ireland, (9)Institute of Psychiatry, Psychology and Neuroscience, King's College London, Camberwell, United Kingdom of Great Britain and Northern Ireland, (10)King's College London, Institute of Psychiatry, Psychology and Neuroscience, London, United Kingdom, (11)Institute of Psychiatry Psychology & Neuroscience, London, United Kingdom, (12)University of Cambridge, Cambridge, United Kingdom, (13) Nijmegen Medical Centre, Donders Institute for Brain, Cognition and Behaviour, Nijmegen, Netherlands, (14)Centre for Addiction & Mental Health, University of Toronto, Toronto, ON, Canada, (15) University of Cambridge, Sacramento, CA, (16)Radboud University Medical Center Nijmegen, Donders Institute for Brain, Cognition and Behaviour, Department of Cognitive Neuroscience, Nijmegen, Netherlands, (17)Centre for Neuroimaging, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (18)Behavioural Pharmacology and Preclinical Imaging

at Hoffmann-La Roche, Basel, Switzerland, (19)Radboud University Medical Center Nijmegen, Donders Institute for Brain, Cognition and Behaviour, Nijmegen, Netherlands, (20)Department of Forensic and Neurodevelopmental Sciences, and the Sackler Institute for Translational Neurodevelopment, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (21)Human Genetics and Cognitive Functions Unit, Institut Pasteur, Paris, France

- 3:16 **191.004** Flexibility Explains Adaptive Behavior in Youth with Autism Spectrum Disorder **J. R. Bertollo**<sup>1</sup>, J. F. Strang<sup>2</sup>, S. Seese<sup>2</sup>, L. Kenworthy<sup>3</sup>, G. L. Wallace<sup>4,5</sup> and B. E. Yerys<sup>1</sup>, (1)The Center for Autism Research/CHOP, Philadelphia, PA, (2)Children's National Health System, Washington, DC, (3)Children's National Medical Center, Rockville, DC, (4)National Institutes of Health- National Institute of Mental Health, Bethesda, MD, (5)The George Washington University, Washington, DC

**Oral Session - 13A**

**192 - Genetics**

1:45 PM - 2:35 PM - Willem Burger Hal

- 1:45 **192.001** Genome-Wide SNP and Environment Interaction Study in Autism Spectrum Disorder **C. Ladd-Acosta**<sup>1,2</sup>, K. S. Benke<sup>3</sup>, B. K. Lee<sup>4</sup>, A. Singer<sup>5</sup>, B. K. Sheppard<sup>6</sup>, A. M. Reynolds<sup>7</sup>, D. E. Schendel<sup>8,9,10</sup>, G. C. Windham<sup>11</sup>, L. Schieve Ph.D<sup>12</sup>, L. Croen<sup>13</sup>, C. Newschaffer<sup>4,14</sup> and M. D. Fallin<sup>3,15</sup>, (1)Epidemiology, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (2)Wendy Klag Center for Autism and Developmental Disabilities, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (3)Mental Health, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (4)Epidemiology and Biostatistics, Drexel University, Philadelphia, PA, (5)University of North Carolina - Chapel Hill, Chapel Hill, NC, (6)Johns Hopkins School of Public Health, Baltimore, MD, (7)University of Colorado Denver, Aurora, CO, (8)Public Health, Aarhus University, Aarhus, Denmark, (9)Economics and Business, National Center for Registry-based Research, Aarhus University, Aarhus, Denmark, (10)Aarhus University, Aarhus, Denmark, (11)Div of Environmental and Occupational Disease Control, California Dept of Public Health, Richmond, CA, (12) Centers for Disease Control and Prevention, Atlanta, GA, (13)Kaiser Permanente Division of Research, Oakland, CA, (14)A.J. Drexel Autism Institute, Philadelphia, PA, (15)Wendy Klag Center for Autism and Developmental Disabilities, Johns Hopkins School of Public Health, Baltimore, MD

- 1:57 **192.002** DNA Methylation and Cross-Tissue Integration Shows Utility Of Blood-Based Epigenetic Research for ASD **M. D. Fallin**<sup>1</sup>, S. Andrews<sup>2</sup>, B. K. Sheppard<sup>3</sup>, K. M. Bakulski Baku<sup>4</sup>, D. E. Schendel<sup>5</sup>, L. Schieve Ph.D<sup>6</sup>, G. C. Windham<sup>7</sup>, L. Croen<sup>8</sup>, I. Hertz-Picciotto<sup>9</sup>, S. Warren<sup>10</sup>, P. Chopra<sup>10</sup>, R. Alisch<sup>11</sup>, S. Ellis<sup>12</sup>, J. Mill<sup>13</sup>, E. Hannon<sup>13</sup>, C. Newschaffer<sup>14</sup>, D. Arking<sup>15</sup> and C. Ladd-Acosta<sup>16</sup>, (1)Wendy Klag Center for Autism and Developmental Disabilities, Johns Hopkins School of Public Health, Baltimore, MD, (2)Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (3)Johns Hopkins School of Public Health, Baltimore, MD, (4)University of Michigan, Ann Arbor, MI, (5)Aarhus University, Aarhus, Denmark, (6)Centers for Disease Control and Prevention, Atlanta, GA, (7)Div of Environmental and Occupational Disease Control, California Dept of Public Health, Richmond, CA, (8)Kaiser Permanente Division of Research, Oakland, CA, (9)University of California at Davis, Davis, CA, (10)Human Genetics, Emory University, Atlanta, GA, (11)Psychiatry, University of Wisconsin, Madison, WI, (12)Johns Hopkins University, Baltimore, MD, (13)Medical School, University of Exeter, Exeter, United Kingdom, (14)Epidemiology and Biostatistics, Drexel University, Philadelphia, PA, (15)Johns Hopkins University School of Medicine, Baltimore, MD, (16)Epidemiology, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD
- 2:09 **192.003** Genome-Wide Analyses of DNA Methylation in Autism Brains Suggest Epigenetic-Mediated Effects in GABA Signaling **J. I. Young**<sup>1</sup>, A. J. Griswold<sup>2</sup>, C. Brandenburg<sup>3</sup>, J. P. Hussman<sup>4</sup>, M. A. Pericak Vance<sup>2</sup>, G. J. Blatt<sup>3</sup> and J. M. Vance<sup>5</sup>, (1)John P. Hussman Institute for Human Genomics, University of Miami, Miami, FL, (2)John P. Hussman Institute for Human Genomics, University of Miami Miller School of Medicine, Miami, FL, (3)Hussman Institute for Autism, Baltimore, MD, (4)Hussman Institute for Autism, Catonsville, MD, (5)Hussman Institute for Human Genomics, Miami, FL
- 2:21 **192.004** Characterization of SCN2A Haploinsufficiency in Early Neurodevelopment Using Transcriptomic Analyses and Systems Biology **J. Y. An Dr**<sup>1</sup>, S. Fazel Darbandi<sup>1</sup>, D. M. Werling<sup>2</sup>, G. B. Schwartz<sup>1</sup>, C. M. Keeshen<sup>3</sup>, K. J. Bender<sup>4</sup> and **S. Sanders**<sup>1</sup>, (1)Psychiatry, University of California San Francisco, San Francisco, CA, (2)Psychiatry, UCSF, San Francisco, CA, (3)UCSF, San Francisco, CA, (4)Department of Neurology, UCSF, San Francisco, CA

- 3:04 **193.003** ▶ The Influence of Individual and Family Characteristics on Intervention Access for People on the Autism Spectrum: A RI-CART Study **C. E. McCormick**<sup>1,2</sup> and S. J. Sheinkopf Ph.D<sup>3,4,5,6</sup>, (1)Human Development and Family Studies, Purdue University, West Lafayette, IN, (2)Rhode Island Consortium for Autism Research and Treatment (RI-CART), Bradley Hospital, East Providence, RI, (3)Brown Center for the Study of Children at Risk, Women and Infants Hospital, Providence, RI, (4)Pediatrics, The Warren Alpert Medical School of Brown University, Providence, RI, (5)Department of Psychiatry and Human Behavior, The Warren Alpert Medical School of Brown University, Providence, RI, (6)Rhode Island Consortium for Autism Research and Treatment (RI-CART), East Providence, RI
- 3:16 **193.004** Care Coordination: Testing Associations between Social Networks and the Perceived Transition Success for Low Resource Children with ASD **E. McGhee Hassrick**<sup>1</sup>, W. I. Shih<sup>2</sup>, C. Friedman<sup>3</sup>, Z. Shamsi<sup>4</sup>, S. F. Vejnaska<sup>5</sup>, B. Bronstein<sup>6</sup>, D. Linares<sup>7</sup>, K. M. Carley<sup>8</sup>, A. C. Stahmer<sup>9</sup>, T. Smith<sup>10</sup>, P. Mundy<sup>11</sup>, D. S. Mandell<sup>12</sup> and C. Kasari<sup>12</sup>, (1)Drexel University A.J. Drexel Autism Institute, Philadelphia, PA, (2)University of California, Los Angeles, Los Angeles, CA, (3)Drexel University, Philadelphia, PA, (4)Drexel University, Philadelphia, PA, (5)University of California, Davis, Sacramento, CA, (6)University of Pennsylvania, Philadelphia, PA, (7)Health Resources and Services Administration, Rockville, MD, (8)Carnegie Mellon University, Pittsburgh, PA, (9)Psychiatry and Behavioral Sciences, University of California at Davis MIND Institute, Sacramento, CA, (10)University of Rochester Medical Center, Rochester, NY, (11)University of California at Davis, Sacramento, CA, (12)University of California Los Angeles, Los Angeles, CA

**Oral Session - 14A**

**194 - Brain Structure: Sex Differences & Twin Modelling**

1:45 PM - 2:35 PM - Jurriaanse Zaal

- 1:45 **194.001** Sex Related Brain Structure of Social Cognition: An Autism Twin Study **A. van't Westeinde**<sup>1</sup>, **E. Cauvet**<sup>2</sup>, J. Neufeld<sup>3</sup>, R. Toro<sup>4</sup>, R. Kuja-Halkola<sup>5</sup>, K. Mevel<sup>6</sup> and S. Bolte<sup>7</sup>, (1)Center of Neurodevelopmental Disorders at Karolinska Institutet (KIND), Stockholm, Sweden, (2)Center of Neurodevelopmental Disorders at Karolinska Institutet (KIND), Institutionen för kvinnors och barns hälsa (KBH), Karolinska Institutet, Stockholm, Sweden, (3)Center of Neurodevelopmental Disorders at Karolinska Institutet (KIND), Institutionen för kvinnors och barns hälsa (KBH), Center of Neurodevelopmental Disorders at Karolinska Institutet (KIND), Srockholm, Sweden, (4)Institut Pasteur, Paris, France, (5)Department of Medical Epidemiology and Biostatistics, Karolinska Institutet, Stockholm, Sweden, (6)Laboratory for the Psychology of Child Development and Education, Paris-Descartes University, Paris, France, (7)Karolinska Institutet, Stockholm, Sweden

**Oral Session - 13B**

**193 - Service Access and Patterns of Care Across Service Systems**

2:40 PM - 3:30 PM - Willem Burger Hal

- 2:40 **193.001** Using Diffusion of Innovation Theory to Improve Adoption of Evidence Based Practice in Community Settings: A 10-Year Case Study in PRT **M. Stolte**, Centre for Autism Services Alberta, Edmonton, AB, Canada
- 2:52 **193.002** High Impact Vocational Services to Achieve Employment More Rapidly **D. Nord**<sup>1</sup> and K. Hamre<sup>2</sup>, (1)Indiana Institute on Disability and Community, Indiana University, Bloomington, IN, (2)School of Social Work, Indiana University, Bloomington, IN

- 1:57 **194.002** Sex Differences in Structural Brain Development Underlying a Female Protective Effect **D. Yang**<sup>1,2</sup>, A. Jack<sup>1</sup>, P. E. Ventola<sup>3</sup>, E. H. Aylward<sup>4</sup>, M. Dapretto Ph.D<sup>5</sup>, D. Geschwind<sup>6</sup>, J. S. Duncan<sup>6</sup>, G. L. Wallace<sup>1</sup>, S. J. Webb<sup>7</sup>, S. Y. Bookheimer<sup>8</sup>, L. Kenworthy<sup>8</sup>, C. Torgerson<sup>9</sup>, Z. Jacokes<sup>9</sup>, C. A. Nelson III<sup>10</sup>, J. Van Horn<sup>9</sup>, T. Girls' Neurogenetics Network Team<sup>1</sup> and K. Pelphrey<sup>1</sup>, (1) The George Washington University, Washington, DC, (2)Children's National Medical Center, Washington, DC, (3)Yale Child Study Center, Yale University School of Medicine, New Haven, CT, (4) Seattle Children's Research Institute, Seattle, WA, (5)University of California, Los Angeles, Los Angeles, CA, (6)Biomedical Engineering/Radiology, Yale University, New Haven, CT, (7) Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA, (8)Children's National Medical Center, Rockville, DC, (9)University of Southern California, Los Angeles, CA, (10)Boston Children's Hospital, Boston, MA
- 2:09 **194.003** Multi-Class Pattern Classification Discriminates Young Males and Females with Autism Spectrum Disorder Based on Cortical Morphology **H. Hosseini**<sup>1</sup>, A. Annappureddy<sup>1</sup>, L. Libero<sup>2</sup>, J. K. Lee<sup>3</sup>, N. Sharma<sup>2</sup>, C. Coleman<sup>4</sup>, D. G. Amaral<sup>2</sup>, F. Hoeff<sup>5</sup> and C. W. Nordahl<sup>2</sup>, (1)Psychiatry and Behavioral Sciences, School of Medicine, Stanford University, Stanford, CA, (2)Psychiatry and Behavioral Sciences, University of California at Davis, MIND Institute, Sacramento, CA, (3)Psychiatry and Behavioral Sciences, University of California, Davis, MIND Institute, Sacramento, CA, (4)Psychiatry and Behavioral Sciences, MIND Institute, Sacramento, CA, (5)Psychiatry, UCSF School of Medicine, San Francisco, CA
- 2:21 **194.004** Genetic and Environmental Influences on Cortico-Striato-Thalamo-Cortical Circuits in Twins with Autism **J. P. Hegarty II**<sup>1</sup>, M. Gu<sup>2</sup>, D. M. Spielman<sup>2</sup>, S. C. Cleveland<sup>3</sup>, J. F. Hallmayer<sup>3</sup>, L. C. Lazzeroni<sup>3</sup>, M. M. Raman<sup>3</sup>, T. W. Frazier<sup>4</sup>, J. M. Phillips Ph.D<sup>3</sup>, A. L. Reiss<sup>3</sup> and A. Y. Hardan<sup>3</sup>, (1)Psychiatry and Behavioral Sciences, Stanford University, Palo Alto, CA, (2) Radiology, Stanford University, Stanford, CA, (3)Psychiatry and Behavioral Sciences, Stanford University, Stanford, CA, (4)Autism Speaks, New York, NY
- 2:52 **195.002** Examining Associations between Brain Morphology and Social Function in ASD, ADHD, OCD, and Typical Development Using Machine Learning: Analysis of Pond Network Data **A. Kushki**<sup>1,2</sup>, M. Komeili<sup>3</sup>, S. Panahandeh<sup>4</sup>, E. Anagnostou<sup>5</sup> and J. P. Lerch<sup>6</sup>, (1)Bloorview Research Institute, Toronto, ON, Canada, (2) Institute of Biomaterials and Biomedical Engineering, University of Toronto, Toronto, ON, Canada, (3)University of Toronto, Toronto, ON, Canada, (4)Institute of Biomaterials and Biomedical Engineering, University of Toronto, Vaughan, ON, Canada, (5) Holland Bloorview Kids Rehab hospita:, University of Toronto, Toronto, ON, Canada, (6)The Hospital for Sick Children, Toronto, ON, Canada
- 3:04 **195.003** Neurite Orientation Dispersion and Density Imaging in Autism Spectrum Disorders **D. C. Dean III**<sup>1</sup>, J. Villaruz<sup>1</sup>, A. Freeman<sup>1</sup>, N. Adluru<sup>1</sup>, K. Kellett<sup>1</sup>, K. Kane<sup>1</sup>, J. B. King<sup>2</sup>, M. B. Prigge<sup>2</sup>, B. A. Zielinski<sup>2</sup>, J. S. Anderson<sup>2</sup>, J. Taylor<sup>2</sup>, S. Schrodi<sup>3</sup>, N. Matsunami<sup>2</sup>, E. Bigler<sup>4</sup>, M. Leppert<sup>2</sup>, N. Lange<sup>5</sup>, J. E. Lainhart<sup>1</sup> and A. L. Alexander<sup>1</sup>, (1)University of Wisconsin - Madison, Madison, WI, (2)University of Utah, Salt Lake City, UT, (3)Marshfield Clinic Research Institute, Marshfield, WI, (4)Brigham Young University, Provo, UT, (5)McLean Hospital, Cambridge, MA
- 3:16 **195.004** Towards Personalized Medicine in Autism Diagnosis: Anatomical Abnormalities Analysis Using a Deep Learning Based Approach **O. Dekhil**<sup>1</sup>, M. Ghazal<sup>2</sup>, A. Shalaby<sup>3</sup>, A. Switala<sup>4</sup>, A. S. El-Baz<sup>1</sup>, A. Khalil<sup>5</sup> and G. Barnes<sup>6</sup>, (1)Bioengineering, university of Louisville, Louisville, KY, (2)Electrical and Computer Engineering, Abu Dhabi University, Abu Dhabi, United Arab Emirates, (3) Bioengineering, University of Louisville, Louisville, KY, (4)University of Louisville, Louisville, KY, (5)Information Technology and Computer Science, Abu Dhabi University, Abu Dhabi, United Arab Emirates, (6)University of Louisville School of Medicine, Louisville, KY

**Oral Session - 14B**

**195 - Brain Structure: General Neuropathology & Case-level Prediction**

2:40 PM - 3:30 PM - Jurriaanse Zaal

- 2:40 **195.001** Reduced Ratio of Inner to Outer Surface Area of the Brain in Autism Spectrum Disorders (ASD) **C. Mann**<sup>1</sup>, A. Bletsch<sup>2</sup>, D. S. Andrews<sup>3</sup>, E. Daly<sup>3</sup>, C. M. Murphy<sup>3</sup>, M. Gudbrandsen<sup>3</sup>, D. G. Murphy<sup>3</sup> and C. Ecker<sup>1,3</sup>, (1)Department of Child and Adolescent Psychiatry, Psychosomatics and Psychiatry, Goethe-University Frankfurt am Main, Frankfurt, Germany, (2)University Hospital Frankfurt, Frankfurt, Germany, (3)Department of Forensic and Neurodevelopmental Sciences, and the Sackler Institute for Translational Neurodevelopment, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom



**Oral Session - 15A**

**196 - Pharmacological Interventions in ASD and Related Conditions (need to verify title)**

1:45 PM - 2:35 PM - Arcadis Zaal

- 1:45 **196.001** Long-Term Efficacy and Safety of Pediatric Prolonged-Release Melatonin for Insomnia in Children with Autism Spectrum Disorder **A. Maras**<sup>1</sup>, B. A. Malow<sup>2</sup>, T. Nir<sup>3</sup>, N. Zisapel<sup>3</sup> and P. Gringras<sup>4</sup>, (1)Yulius Academy, Yulius Mental Health Organization, Barendrecht, Netherlands, (2)Sleep Disorders Division, Department of Neurology, Vanderbilt University Medical Center, Nashville, TN, (3)Neurim Pharmaceuticals, Tel Aviv, Israel, (4)Children's Sleep Medicine, Evelina London Children's Hospital, Guy's and St Thomas', London, United Kingdom
- 1:57 **196.002** Antidepressants Modulate Brain Activation Differently in Autism Compared to Controls **R. H. Wichers**<sup>1</sup>, J. Findon<sup>2</sup>, V. Giampietro<sup>3</sup>, V. Stoencheva<sup>2</sup>, C. M. Murphy<sup>2</sup>, G. M. McAlonan<sup>2</sup>, C. Ecker<sup>4</sup>, K. Rubia<sup>5</sup>, D. G. Murphy<sup>2</sup> and E. Daly<sup>2</sup>, (1)Institute of Psychiatry, Psychology & Neurosciences, King's College London, UK, London, United Kingdom of Great Britain and Northern Ireland, (2)Department of Forensic and Neurodevelopmental Sciences, and the Sackler Institute for Translational Neurodevelopment, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (3)Department of Neuroimaging, Division of Neuroscience, The Institute of Psychiatry, Psychology & Neuroscience, King's College London, London, United Kingdom, (4) Department of Child and Adolescent Psychiatry, Psychosomatics and Psychiatry, Goethe-University Frankfurt am Main, Frankfurt, Germany, (5)Department of Child and Adolescent Psychiatry, King's College London, Institute of Psychiatry, Psychology and Neuroscience, London, United Kingdom
- 2:09 **196.003** Bumetanide to Ameliorate Hyperexcitable Behavior in Tuberous Sclerosis Complex **D. M. van Andel**<sup>1</sup>, C. Vlaskamp<sup>2</sup>, J. J. Sprengers<sup>1</sup>, F. E. Jansen<sup>3</sup>, B. Oranje<sup>2</sup> and H. Bruining<sup>4</sup>, (1) Brain Center Rudolf Magnus, Department of Psychiatry, UMC Utrecht, Utrecht, Netherlands, (2)Department of Psychiatry, Brain Center Rudolf Magnus, NICHE Lab, University Medical Center Utrecht, Utrecht, Netherlands, (3)Department of Child Neurology, Brain Center Rudolf Magnus, University Medical Center Utrecht, Utrecht, Netherlands, (4)Brain Centre Rudolf Magnus, Amsterdam, Netherlands
- 2:21 **196.004** A RCT of Tideglusib Vs Placebo: Data from the Pond Network **E. Anagnostou**<sup>1</sup>, R. Nicolson<sup>2</sup> and T. Bennett<sup>3</sup>, (1)Holland Bloorview Kids Rehab hospita;, University of Toronto, Toronto, ON, Canada, (2)University of Western Ontario, London, ON, Canada, (3)Offord Centre for Child Studies, McMaster University, Hamilton, ON, CANADA

**Oral Session - 15B**

**197 - International and Cross Cultural Perspectives**

2:40 PM - 3:30 PM - Arcadis Zaal

- 2:40 **197.001** Universal Developmental Surveillance for Autism in Infants, Toddlers and Preschoolers: The Social Attention and Communication Study-Revised (SACS-R) and SACS-Preschool **J. Barbaro**<sup>1</sup>, C. Dissanayake<sup>2</sup> and N. Sadka<sup>2</sup>, (1)Olga Tennison Autism Research Centre, La Trobe University, Melbourne, Victoria, Australia, (2)Olga Tennison Autism Research Centre, La Trobe University, Melbourne, Australia
- 2:52 **197.002** ▶ Pilot Randomised Controlled Trial of the Who Caregiver Skills Training in Public Child Neuropsychiatry Services in Italy **E. Salomone**<sup>1,2</sup>, M. Settanni<sup>1</sup>, F. Ferrara<sup>1</sup>, A. Salandin<sup>1</sup>, T. WHO CST Team<sup>2</sup>, T. CST Italy Team<sup>1</sup> and C. Servili<sup>2</sup>, (1) Department of Psychology, University of Turin, Turin, Italy, (2) Department of Mental Health and Substance Abuse, World Health Organization, Geneva, Switzerland
- 3:04 **197.003** ▶ Effects of Dual-Language Exposure on Language and Executive Function in Children with ASD and ADHD **A. B. Ratto**<sup>1</sup>, L. Anthony<sup>2</sup>, M. D. Powers<sup>3</sup>, A. Verbalis<sup>1</sup>, S. Seese<sup>1</sup> and L. Kenworthy<sup>4</sup>, (1)Children's National Health System, Washington, DC, (2)University of Colorado, Denver, Aurora, CO, (3)Children's National Health System, Rockville, MD, (4)Children's National Medical Center, Rockville, DC
- 3:16 **197.004** ▶ Identifying Cultural Differences and Commonalities in Autistic Traits across India, Japan and the UK Using the Autism-Spectrum Quotient (AQ) **S. Carruthers**<sup>1</sup>, E. Kinnaird<sup>2</sup>, A. Rudra<sup>3</sup>, P. Smith<sup>4</sup>, C. Allison<sup>4</sup>, B. Auyeung<sup>5</sup>, B. Chakrabarti<sup>6</sup>, A. Wakabayashi<sup>7</sup>, S. Baron-Cohen<sup>4</sup>, I. Bakolis<sup>2</sup> and R. A. Hoekstra<sup>8</sup>, (1)King's College London, London, United Kingdom of Great Britain and Northern Ireland, (2)King's College London, London, United Kingdom, (3) Psychology, Ben Gurion University of the Negev, Beer Sheva, Israel, (4)University of Cambridge, Cambridge, United Kingdom, (5) University of Edinburgh, Edinburgh, United Kingdom, (6)School of Psychology and Clinical Language Sciences, University of Reading, Reading, United Kingdom, (7)Chiba University, Chiba, Japan, (8) Department of Psychology, King's College London, London, United Kingdom

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## INSAR Annual Meeting

The INSAR Annual Meeting was convened for the first time in November 2001, to provide ASD researchers from around the world with a focused opportunity to share the rapidly moving scientific investigation of ASD. Until that meeting, ASD researchers competed with many other groups for the opportunity to share their work at large scientific meetings that covered a wide range of topics. While other meetings provided some opportunity to share high quality ASD research, none of them focused specifically on ASD. Funding for ASD research has increased steadily, highlighted by the emergence of private foundations, such as Autism Speaks and several NIH initiatives: The Autism Centers for Excellence (ACE), which replaces earlier NIH programs – The Collaborative Programs of Excellence in Autism (CPEA) and the Studies to Advance Autism Research and Treatment (STAART) network program. Stimulating more scientific progress in understanding ASD requires a dedicated yearly venue for ASD researchers to share their findings and their resources.

Scientific progress in ASD also requires the continuous development of new scientists, from many disciplines. Scientific progress in ASD is dependent upon increasing the number and expertise of scientists working in ASD from the wide array of the biological and behavioral sciences. Given the complex biological and behavioral nature of ASD, interdisciplinary training and ongoing mentoring of new scientists and promising graduate students is necessary to recruit talented young people in ASD research. We want to provide them with the motivation and mentoring needed to focus a career on ASD and related developmental disorders. Having an annual interdisciplinary meeting focused on scientific progress in understanding and treating ASD provides an unparalleled opportunity for recognizing, supporting, and motivating talented graduate students and postdoctoral fellows into a career in ASD research.

## Objectives of the Meeting

1. The Annual Meeting for INSAR is an annual scientific meeting, convened each spring, to exchange and disseminate new scientific progress among ASD scientists and their trainees from around the world. The first and primary aim of the meeting is to promote exchange and dissemination of the latest scientific findings and to stimulate research progress in understanding the nature, causes, and treatments for ASD.
2. Research on ASD involves sophisticated behavioral and biological approaches. ASD affects people's functioning in virtually every domain, requiring interdisciplinary research collaboration to gain comprehensive knowledge of the disorder. A second aim of the meeting is to foster dialogue among ASD scientists across disciplines and across methods.
3. The third aim is to promote the training and development of new ASD scientists by supporting the inclusion of postdoctoral and predoctoral trainees as well as junior faculty who are already working in ASD research. The opportunity for trainees and junior faculty to interact with established ASD scientists will foster the creativity and productivity of those at all levels.
4. The fourth aim is to foster diversity among ASD scientists by encouraging attendance and supporting access to the meeting for scientists and trainees from members of traditionally underrepresented groups, including those from ethnic minority groups, and those with disabilities.

## Abstracts

Abstracts from the Annual Meeting are available on the INSAR website. An archive of past meeting abstracts is also available online.

## Insurance, Liabilities

INSAR cannot be held responsible for any personal injury, loss, damage, accident to private property or additional expenses incurred as a result of delays or changes in air, rail, sea, road, or other services, strikes, sickness, weather, acts of terrorism and any other cause. All participants are encouraged to make their own arrangements for health and travel insurance.

## Exhibits

The Exhibit Hall is an integral part of the learning experience. Attendees will have an ideal opportunity to learn about the latest in pharmaceuticals, publications, scientific equipment, and technology. A complete exhibitor listing is included in this Program Book. To ensure safety and security, no children, strollers, carriages, wheeled luggage or wheeled briefcases will be allowed in the Exhibit Hall during exhibit hours. Exhibits will be held in the Port of Rotterdam Foyer on the First Floor of the De Doelen. **NOTE: The exhibit hall opens on Wednesday this year and is NOT open on Saturday.**

Wednesday, May 9 . . . . .	6:00 p.m. – 7:30 p.m.
Thursday, May 10 . . . . .	8:00 a.m. – 5:00 p.m.
Friday, May 11 . . . . .	8:00 a.m. – 5:00 p.m.

## Wireless Internet

Wireless internet is available in all meeting rooms from Wednesday, May 9 – Saturday, May 12. Please follow the instructions below to access the Internet:

- Connect to INSAR
- Enter the Password Rotterdam2018

## Language

The official language of the Annual Meeting is English. Translation service will not be available for any sessions.

## Photography and Recording of Programs

INSAR strictly prohibits all photography (flash, digital, or otherwise), audio and/or videotaping during the Annual Meeting. Equipment will be confiscated. Photographs taken during this meeting by INSAR may be used in any of the Society's communications and materials in the furtherance of the organization's goals and purposes.

## Press Room

The Press Room is located on the 3rd floor in the Hudig Zaal. Press Room hours are:

Thursday, May 10 . . . . .	9:00 a.m. – 5:00 p.m.
Friday, May 11 . . . . .	9:00 a.m. – 5:00 p.m.
Saturday, May 12 . . . . .	9:00 a.m. – 12:00 p.m.

## Program Changes

INSAR cannot assume liability for any changes in the program due to external or unforeseen circumstances.

## Meeting Location

De Doelen  
Schouwburgplein 50,  
3012 CL Rotterdam, Netherlands

## Copy Center

There is a copy center located about 3 blocks from the de Doelen Convention Center. The company is called Multicopy the Communication Company. Phone number is +3110-4147362. Address is Kruisplein 23b, 3014 DB Rotterdam, email address is [infor@multicopy-rotterdam.nl](mailto:infor@multicopy-rotterdam.nl)

## No Smoking Policy

For the comfort and health of all attendees, smoking is not permitted at any INSAR function. This includes educational sessions, meetings and all food functions. The de Doelen is a no-smoking facility.



## Information for International Travelers

All international embassies from other countries to the Netherlands are located in The Hague. There are a number of international embassy branch offices, called consulates, located in Amsterdam. Please research the location of your country's Embassy or Consulate before coming to the Netherlands.

### Gratuities

In the Netherlands tipping is expected in restaurants for good or exceptional service, around 5-10% of the bill. If the service was average, you can round-up the bill or leave change.

### Registration and Security

INSAR is committed to providing a secure meeting environment. A formal security plan is in place with the Security Department at the de Doelen. All meeting attendees will be required to produce government issued photo identification prior to receiving their badge and registration materials. Appropriate badges must be worn at all times while in attendance at the meeting and are required for admittance to all meeting activities. Special security procedures are also in place for exhibition materials and all deliveries to the INSAR meeting.

### Future INSAR Annual Meeting Dates

2019 — Montreal, Canada . . . . . May 1-4  
2020 — Seattle, Washington, USA . . . . . May 6-9  
2021 — Boston, Massachusetts, USA . . . . . May 5-8  
2022 — Austin, Texas, USA . . . . . May 11-14

## Safety and Security Information

The de Doelen security team will be on site during the entire INSAR Annual Meeting. In case of emergency please dial "112" and you will be connected directly to de Doelen Emergency Personnel who will assist you.

Trained Medical Personnel will be on site throughout the entire meeting to handle any medical emergency. Appropriate badges will be required to enter the de Doelen along with all educational sessions, Poster Sessions, the Exhibit Hall and meetings. Due to safety and fire regulations doors will be closed to all session rooms that are filled to capacity. Throughout the meeting, you will notice a presence of security staff to monitor the safety of all participants. Do not leave unattended packages (i.e. briefcases, laptops, purses, etc.) in any area of the hotel. Please report any suspicious activity to security staff or to the INSAR Registration desk staff.

### General Safety Tips

- Remove your badge once you leave the meeting facilities.
- Carry important telephone numbers with you.
- Do not display or carry large amounts of cash.
- Walk in groups, especially at night.
- Lock your hotel room door.
- Always verify hotel room repair or service calls.
- Do not disclose your room number to anyone.
- Never give your personal information over the phone; instead, go to the front desk if the hotel calls with questions.

### Contact Information

International Society for Autism Research (INSAR)  
342 North Main Street, Suite 301  
West Hartford, CT 06117-2507  
Phone: 860.586.7575

Email: [INSAR@autism-insar.org](mailto:INSAR@autism-insar.org)  
Website: [www.autism-insar.org](http://www.autism-insar.org)

## Membership

Join  
INSAR!

[www.autism-insar.org](http://www.autism-insar.org)

INSAR membership is open to individuals engaged in academic or research activities (full members), graduate students and postdoctoral researchers (student members) and others (affiliate members) vested in the study of autism spectrum disorders (ASDs).

Currently, the membership benefits entail the following:

- Free abstract submission to annual INSAR meeting
- Reduced registration fee for annual INSAR meeting
- Eligibility to Chair a Special Interest Group (SIG)
- Online subscription to *Autism Research* journal
- Ability to vote and run for elected office in INSAR
- Submit job postings for the INSAR website (postings can be viewed by all visitors)

In order to qualify for membership benefits, fees must be paid annually and an initial application must be submitted to INSAR.

Visit the INSAR website at [www.autism-insar.org](http://www.autism-insar.org) today to complete a membership application.

Data presented at the INSAR Annual Meeting is the sole responsibility of the authors. The sponsor of the Annual Meeting, the International Society for Autism Research (INSAR), takes no responsibility for its accuracy. Submitted abstracts are reviewed only to ensure that the authors will be presenting empirical data and that aims and conduct of the study, as far as can be ascertained, are consistent with international ethical guidelines for scientific research (Declaration of Helsinki). Acceptance of an abstract for presentation at the INSAR Annual Meeting does not represent an endorsement by the Society of the quality or accuracy of the data and their interpretation, which judgment must await publication in a peer reviewed journal. Consumers should recognize that study data presented at meetings is often preliminary and in some cases speculative, and that findings and conclusions have not undergone the rigors of a true peer review process.

# EXHIBITORS

## Autism Community Training (ACT)

Deborah Pugh  
Executive Director  
2204-2735 East Hastings Street  
Vancouver, BC V5K 1Z8 CANADA  
Email: dpugh@actcommunity.ca  
Website: www.actcommunity.ca



ACT – Autism Community Training, a Canadian not-for-profit, is recognized as a leader in the promotion of free, online, evidence-informed, information and training, through its development of the Autism Information Database and Autism Videos@ACT(AVA). ACT welcomes collaboration with researchers interested in knowledge-translation, to support individuals with ASD, their families, and community service providers, world-wide.

## Autism Science Foundation

Casey Gold  
106 W. 32nd Street, Suite 182  
New York, NY  
Phone: (914) 810-9100  
Email: cgold@autismsciencefoundation.org  
Website: www.autismsciencefoundation.org



The Autism Science Foundation provides funding directly to scientists conducting cutting-edge autism research to discover the cause of autism and develop better treatments. We also provide information about autism to the general public and support the needs of individuals with autism and their families.

## Autism Speaks

Thomas Frazier II, PhD  
Chief Science Officer  
1 East 33rd St.  
New York, NY 02109  
Email: info@autismspeaks.org  
Website: www.autismspeaks.org



Autism Speaks is dedicated to promoting solutions, across the spectrum and throughout the lifespan, for the needs of individuals with autism and their families through advocacy and support; increasing understanding and acceptance of autism spectrum disorder; and advancing research into causes and better interventions for autism spectrum disorder and related conditions.

Autism Speaks enhances lives today and is accelerating a spectrum of solutions for tomorrow.

## Behavior Imaging

Ron Oberleitner  
106 N 6th St, Suite 200-222  
Boise, ID 83702  
Phone: (609) 306-9181  
Email: ron@behaviorimaging.com  
Website: https://behaviorimaging.com/



**Behavior Imaging**  
Health & Education Assessment Technology

Changing the way researchers observe, assess, and treat autism remotely via our award-winning online health platform. Use HIPAA-conforming apps to clinically guide caregivers to capture and share filmed behavior data from home or school. Behavior Imaging is helping the research community transform how autism diagnosis (NODA) and ongoing health assessments can be done.

## Interagency Autism Coordinating Committee (IACC)

Susan Daniels, Ph.D.  
Director, Office of Autism Research Coordination  
Senior Advisor to the Director for Autism Activities  
Executive Secretary, Interagency Autism Coordinating Committee  
National Institute of Mental Health/National Institutes of Health  
6001 Executive Blvd., Room 6184  
Bethesda, MD 20892  
Phone: (301) 443-2756  
Email: sdaniels@mail.nih.gov  
Website: www.iacc.hhs.gov



The IACC is a Federal advisory committee that coordinates Federal efforts and provides advice to the Secretary of HHS on issues related to ASD. Through its inclusion of both Federal and public members, the IACC helps to ensure that a wide range of ideas and perspectives are represented and discussed in a public forum.

## Neurim Pharmaceutical

Dr. Tali Nir  
VP Clinical and Regulatory Affairs  
Phone: 972-3-7684924  
Email: info@neurim.com  
Website: www.neurim.com



Neurim Pharmaceuticals Ltd. is a neuroscience pharma company, focusing on CNS diseases. Neurim's innovative product pipeline is intended for insomnia, Alzheimer's disease, glaucoma and pain. Its first approved drug, Circadin®, is available worldwide. In response to the unmet medical need Neurim developed an innovative age-appropriate formulation designed for ASD children with insomnia, currently under EMA review.

## Philips Neuro

Dee Dee Nunes  
Phone: (541) 246-1682  
Email: deede.nunes@philips.com  
Website: www.egi.com



EGI is now part of Philips! Together, we are increasing our commitment to basic and applied neuroscience research, combining EGI's expertise in EEG-based brain imaging and personalized neuromodulation and Philips' expertise in diagnostic imaging and informatics. Visit our booth to see our exciting new products and vision for the future.

## Simons Foundation Autism Research Initiative (SFARI)

Anastasia Greenebaum  
Communications Director  
160 Fifth Avenue, 7th Floor  
New York, NY 10010  
Phone: (646) 654-0066  
Email: agreenebaum@simonsfoundation.org  
Website: www.sfari.org



The Simons Foundation Autism Research Initiative (SFARI) seeks to improve the understanding, diagnosis and treatment of autism spectrum disorders by funding innovative research of the highest quality and relevance. SFARI currently funds over 250 investigators in the United States and abroad and spends \$75M per year supporting grants and programs for autism research. SFARI also aims to facilitate the field as a whole by developing resources for scientists.

## SPARK

Beverly Robertson  
Manager, Participant Engagement and Outreach  
Simons Foundation Autism Research Initiative  
Phone: (646) 362-0080  
Email: brobertson@simonsfoundation.org  
Website: www.SPARKforAutism.org



SPARK's mission is to speed up research and advance the understanding of autism to help improve lives. With a cohort of thousands, the research community will be able to draw on these data for their own research studies. Visit our booth for more details.

## Wiley

Melissa Asaro  
Editor  
Wiley  
111 River Street  
Hoboken, NJ 07030  
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Website: www.wiley.com



Wiley is a global provider of knowledge and knowledge-enabled services in areas of research, professional practice and education. We partner with societies such as INSAR and support researchers to communicate discoveries. Our digital content includes 21,000+ books and 1,600+ journals and builds on a 200-year heritage of quality publishing.



**INSAR**

International Society for Autism Research

**SAVE THE DATE**

**INSAR 2019  
Annual Meeting**

**MAY 1 - 4**



**MONTREAL,  
CANADA**

**PALAIS DES CONGRES  
DE MONTREAL**

Abstract submission for the 2019 meeting is scheduled to open in early fall 2018. Watch our website for details.

**[www.autism-insar.org](http://www.autism-insar.org)**

**International Society for Autism Research**

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VanderWeele,**  
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York State Psychiatric Institute

*Autism Research* focuses on basic genetic, neurobiological and psychological mechanisms and how these influence developmental processes in ASDs. Learn more: [www.autismresearchjournal.com](http://www.autismresearchjournal.com)



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*Autism Research*.

WILEY





# INSAR

International Society for Autism Research

## STRATEGIC INITIATIVES

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### INSAR Mission Statement

To promote the highest quality research in order to improve the lives of people affected by autism.

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#### STRATEGIC GOAL #1

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##### SETTING THE BAR

Increase the quality, diversity and relevance of research promoted through annual meetings, journal, educational and other year-round activities.

#### STRATEGIC GOAL #2

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##### INTERDISCIPLINARY AND TRANSLATIONAL

Cultivate interdisciplinary and translational research, public-private partnerships, and relationships with industry.

#### STRATEGIC GOAL #3

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##### DIVERSE AND GLOBAL

Represent and serve a diverse and global community.

#### STRATEGIC GOAL #4

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##### NEXT GENERATION

Foster opportunities for leadership and career development for a diverse next generation of autism researchers.

#### STRATEGIC GOAL #5

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##### BUILDING IDENTITY

Promote INSAR as the premier society for autism researchers.

#### STRATEGIC GOAL #6

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##### RESEARCH TO PRACTICE

Disseminate scientific knowledge to inform research priorities, policy, practice, and public understanding.

#### STRATEGIC GOAL #7

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##### PARTNERSHIPS

Foster communication and collaboration between autism researchers and people affected by autism.