IMFAR

INTERNATIONAL MEETING FOR AUTISM RESEARCH

Annual Meeting of the International Society for Autism Research (INSAR)

May 14-17, 2014

Marriott Marquis | Atlanta, Georgia, USA

International Meeting for Autism Research

www.autism-insar.org

PROGRAM BOOK

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IMFAR
INTERNATIONAL MEETING FOR AUTISM RESEARCH
Annual Meeting of the International Society for Autism Research (INSAR)

IMFAR 14th Annual Meeting
May 13 – 16, 2015
Grand America Hotel
Salt Lake City, Utah, USA

Abstract submission for the 2015 meeting is scheduled to open in September 2014. Watch our website for details.

www.autism-insar.org

INSAR Mission Statement

To present and promote an integrated approach and understanding of research on autism spectrum disorder

Strategic Initiatives

Setting the Bar – INSAR will promote and enhance the highest quality research agenda at the Society's Annual Meeting and in the Society journal.

Expanding the Scope – INSAR will cultivate cross-cutting breadth of research from basic science to service delivery that encompasses the range of ages and diversity of ASD.

Global Reach – INSAR will expand the scope of its activities to encompass global perspectives on ASD.

Next Generation – INSAR will foster opportunities for leadership and career development for the next generation of ASD researchers.

Building Identity – INSAR will grow its membership and organizational identity.

IMFAR WELCOME

Welcome to Atlanta! We are very excited to have IMFAR here this year as it signifies the culmination of a citywide commitment to making autism research a priority in our community. To host investigators from over 30 countries showcasing the very best in the field is both an honor and a privilege. This is the largest IMFAR to date. This demonstrates the growing maturity of the autism research community, which now pervades an ever-increasing number of scientific disciplines and methods. Many people contributed to making the facilities and the infrastructure match the importance of the event. Having our reception at the amazing Georgia Aquarium will add size and beauty to our festivities, and there will be some truly talented entertainers you will not want to miss!

There is a wonderful program planned for you. The scientific Program Committee reviewed a record number of abstracts, and under the leadership of Joseph Piven and Laura Klinger, has planned what is sure to be an outstanding meeting. The keynote speakers will excite and inspire with new information and perspectives from research into autism and related fields of study. The Educational and Scientific Panel sessions cover diverse topics and integrate basic and clinical sciences; the Oral Sessions promise to be superb; and the format of the Poster Sessions will provide more opportunities for networking than before. Other highlights will include the Special Interest Group meetings, the 'Meet the Experts' luncheon for trainees, and the popular Technology Poster Session and exhibits. The Lifetime Achievement Award and Advocate Award presentations are sure to be memorable.

This year's meeting would not have been possible without the tireless efforts of many special people. I would like to acknowledge and express my deepest thanks to the INSAR Board for their support and guidance, as well as to the Scientific Program Committee and the many abstract reviewers who have striven to ensure the excellence of the science presented at IMFAR. My special gratitude goes to Joe Dymek of ConferenceDirect, and to Don Mueller from the Marcus Autism Center, whose invaluable assistance throughout the planning process was instrumental in making this meeting a success, and the reception a true celebration, respectively.

I also thank the members of the Local Meeting Planning Committee for their many contributions, including their inspired and tireless efforts in planning and executing a superlative, fully inclusive and free stakeholder preconference.

Donna Johnson	Gregory Abowd	Debbie Reagin
Marshalyn Yeargin-Allsopp	Diana Robins	Anne Symons

Once again, welcome to Atlanta and enjoy every minute of your time here.

Ami Klin
IMFAR Meeting Chair

IMFAR is the Annual Meeting of the International Society for Autism Research (INSAR)

Seventy years after Leo Kanner described the diagnosis of autism, we arrive in Atlanta amidst some amazing new science on this disorder. This year's conference explores Autism Spectrum Disorder from infancy to older adulthood, research topics ranging from cells to services, and includes international research from Atlanta to Addis Ababa.

Over 1,700 abstracts were submitted this year with a final program of more than 1,000 presentations. The abstract submission and review system was changed substantially. Each abstract was read by three reviewers with expertise in the topic in which they were submitted. We had 18 Topic Chairpersons who provided oversight to reviewers and made recommendations to the Program Committee. Final acceptances for this year's program were based both on reviewer ratings and the aim to have a well-rounded program that included all 18 topic areas. In some cases, in order to "fill out" the program, we made the decision to move some presentations from Panels that were not accepted to Oral Sessions. With such a terrific pool of abstracts, there were many high quality papers that were not accepted this year.

In addition to changes in the review process, several changes were made to promote opportunities for scientific discussion. We expanded the footprint of scientific panels and added both a discussant and a period of time to broaden opportunities for conversation by those attending the session. Second, we shifted the posters to either an evening social / science hour or a lunch / science hour. It is our hope that this informal setting will promote an exchange of ideas. Every attempt was made to minimize the simultaneous presentation of information within the same topic area (i.e., Poster Sessions and Oral Sessions on the same topic are, to the extent possible, scheduled at different times).

Keynote presenters were chosen with an eye toward cutting-edge research that can bring new perspectives to our understanding of autism. Professor Declan Murphy will provide the first keynote on approaches to rapidly move forward the translational research agenda to develop effective pharmacologic treatment for ASD. Dr. Marsha Mailick will take a longitudinal view, providing some of the field's first insights into ASD across the adult lifespan. Dr. John Colombo will examine the typical and atypical development of attention in infancy to highlight the importance of early mechanisms in the unfolding of ASD.

This year's conference could not have been created without the dedication of our reviewers, Topic Chairpersons, and Program Committee. We are greatly indebted to them for their incredible commitment to this conference. We thank the INSAR Board for their input and oversight into the changes for this year's conference. We are particularly appreciative of the current (Francesca Happé) and past (Helen Tager-Flusberg) presidents of the Society for their guidance. Last, we wish to thank our terrific support professionals: Jennifer Gentry who was the organizing force behind the conference, Josh Andrews, the computer programmer who magically created an interface between the submission and review system and the reviewers, and Joe Dymek who organized all the onsite activities for the conference.

We are excited about this year's program and anticipate a great meeting. Fingers are crossed that this year's winter will finally end and we won't experience snow in Atlanta in May.

Laura Grofer Klinger
IMFAR Scientific Program Co-Chair

Joseph Piven
IMFAR Scientific Program Co-Chair

PRESIDENT'S WELCOME

It is a huge pleasure and privilege to welcome you to IMFAR 2014 in Atlanta; "South of the North, yet north of the South . . . the City of a Hundred Hills" (W.E.B. DuBois, 1903). This is my first IMFAR as president of the International Society for Autism Research (INSAR), and I have been so impressed by the hard work and insight of all who work behind the scenes to make the Society and this meeting such a success.

The preparation for this meeting began well before I took over the presidency; indeed, until recently, the Board has been busy deciding the destinations for IMFAR 2016 and 2017 (Baltimore and San Francisco, respectively). We have confirmed Meeting Chairs (William McMahon and Rebecca Landa) and Program Co-Chairs (Sally Ozonoff and Jacqueline Crawley; Daniele Fallin and Stewart Mostofsky) for the 2015 and 2016 meetings (Salt Lake City and Baltimore, respectively) future meetings. So we have Helen Tager-Flusberg and the previous Board of INSAR to thank for choosing the fabulous destination of Atlanta, and the wonderful Chairpersons for this meeting.

I would like to thank Ami Klin for all his hard work as Meeting Chair, organizing the pre-meeting conference for local stakeholders, local involvement and opening reception. I suspect IMFAR 2014 may be remembered as the year of the IMFAR Aquarium reception – and, of course, of wonderful science!

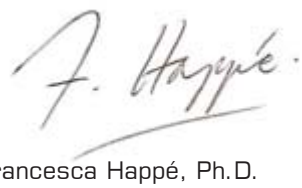
The Program Co-Chairs, Joe Piven and Laura Grofer Klinger have put together a fantastic scientific agenda. I am also very grateful for their skilful work reorganizing and rationalizing the abstract submission and review process. We are lucky that Laura is also a Board member (Past Treasurer), and the Program Chairs have taken very seriously INSAR's mission of 'Setting the Bar…[to] promote and enhance the highest quality research' at our annual meeting. The standard for acceptance has been raised, and there will be more themed panels of talks than in previous meetings. Laura and Joe have also endeavoured to give special prominence to the Poster Sessions, avoiding clashes with Oral Sessions and putting on refreshments for the early evening Poster Sessions. Do come and see all the posters at lunchtime and after the Oral Sessions!

Another highlight not to be missed is the presentations by the INSAR Award winners. Every year at IMFAR it is our pleasure to honor people at all stages of their careers in autism research. The Lifetime Achievement Award honors a researcher who has made an enormous contribution to the field over their many working years. Don't miss the opportunity to hear Fred Volkmar's acceptance speech; we all have so much to learn from those who were pioneers in researching autism. Peter Bell, recipient of this year's Advocate Award, will also have unique insights to offer in his speech, as parent, advocate and leading non-profit executive. We will also celebrate the achievements of early career scientists with our Dissertation and Young Investigator Awards, and the Slifka / Ritvo Innovation in Autism Research Awards.

I must thank the wonderful Board of INSAR. I cannot imagine a better group to work with, and together we are moving forward on new initiatives for our training and global reach missions. This year we have initiated a preconference workshop for early career researchers, focusing for 2014 on grants and funding. David Mandell and the Student Committee are also working hard on plans for a new INSAR virtual Summer Institute. We are increasing our global reach by introducing very low rates for low / middle-income countries, increasing Travel Awards, and planning for international satellite meetings and a new initiative to host global open-access autism research tools.

Finally, the Board of INSAR is supported by tremendously hard-working and talented volunteers in all our committees, and by the fantastic Jennifer Gentry and her colleagues from Association Resources and wonderful Joe Dymek and Jennifer Marshall from Conference Direct. It is thanks to them that IMFAR runs so smoothly.

I believe I am the first non-North American President of INSAR, so please make a shy Brit feel at home in Atlanta, and come and tell me how we can make this meeting and your Society even better!



Francesca Happé, Ph.D.
President of INSAR

Special Interest Groups (SIGs)

Friday, May 16
7:15 a.m. - 8:45 a.m.

Risk Assessment, Management and ASD
Chair: Dr. Laurie Sperry
Co-Chairs: Dr. Gary Mesibov, Dr. Todd Milford, Dr. Philip O'Donnell
Room A703

Approaching Adulthood: Transitional and Vocational Issues in ASD
Co-Chairs: Dr. David Nicholas and Dr. Lonnie Zwaigenbaum
Room A707

Technology and Autism
Chair: Sue Fletcher-Watson
Committee: Gregory Abowd, Alyssa Alcorn, Renae Beaumont, Judith Good, Ouriel Grynszpan, Mari MacFarland, Helen Pain
Room A704

Global Knowledge Translation for Research on Early Identification and Intervention in Autism
Co-Chairs: Mayada Elsabbagh and Petrus de Vries
Room A706

Saturday, May 17
7:15 a.m. - 8:45 a.m.

Autism Social, Legal and Ethical Research
Co-Chairs: Liz Pellicano, Ph.D., Michael Yudell, Ph.D., Bryna Siegel, Ph.D.
Room A706

Minimally Verbal Individuals
Co-Chairs: Nancy Jones, Ph.D., Terry Katz, Ph.D., Connie Kasari, Ph.D.
Room A704

Sensory Motor Special Interest Group (SMIG)
Co-Chairs: Alison Lane and Justin Williams
Room A707

Speaker Ready Room for Oral Presenters

Location: Room M103

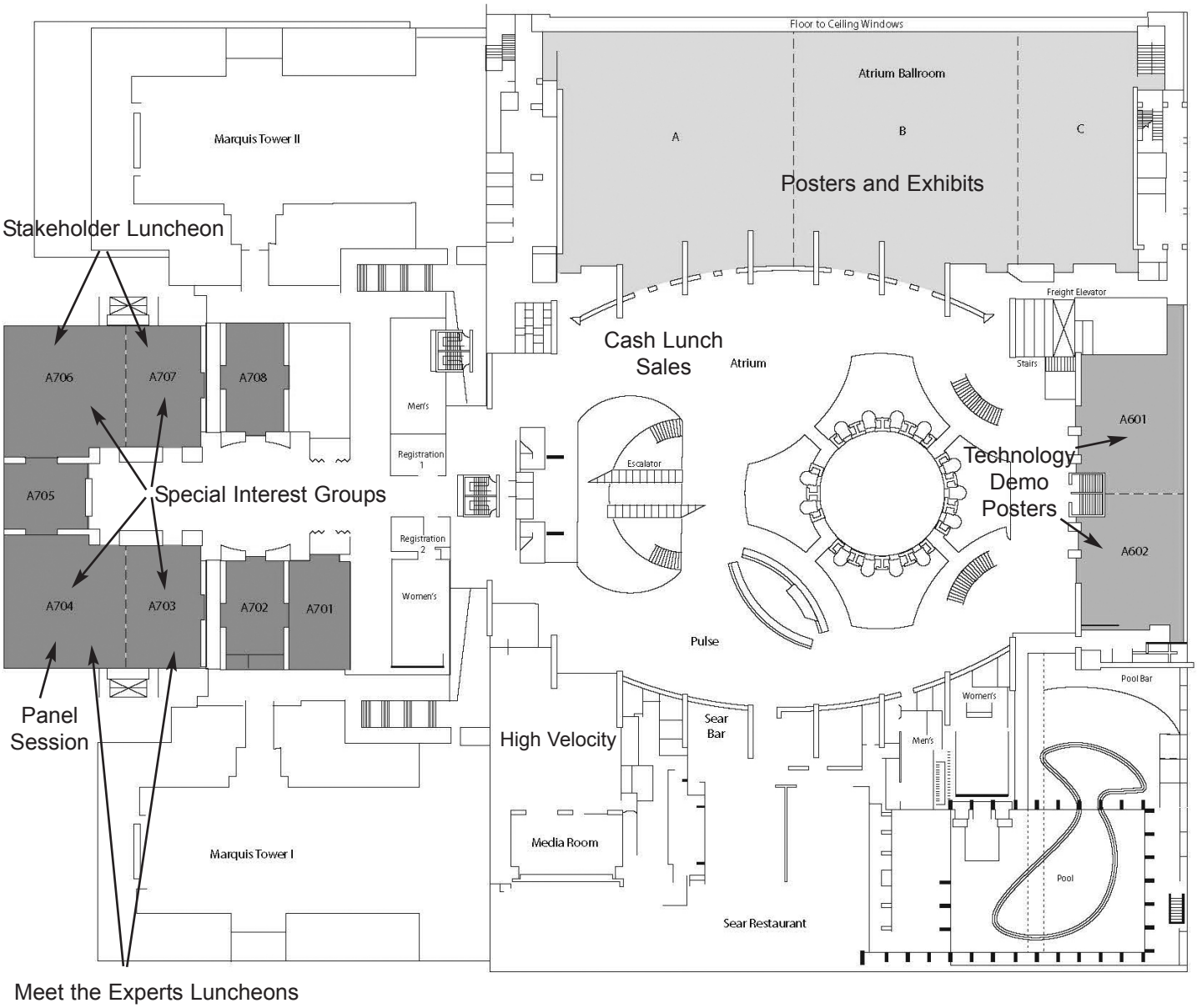
All speakers should stop by the Speaker Ready Room to upload their slides prior to their presentation time. A staff person will be available to help speakers upload their slides and other files. If at all possible, please upload your slides the day before your presentation. The Speaker Ready Room will be open as noted below:

Wednesday, May 14	3:00 p.m. - 6:00 p.m.
Thursday, May 15	8:00 a.m. - 5:00 p.m.
Friday, May 16	8:00 a.m. - 5:00 p.m.
Saturday, May 17	8:00 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 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.

On behalf of **Marcus Autism Center**, we are proud to welcome you to Atlanta for the International Meeting for Autism Research. To make your visit as pleasant as possible, we have created an interactive smartphone application to guide you through the event. Visit **Marcus.org/IMFAR** for instructions on how to download the app.

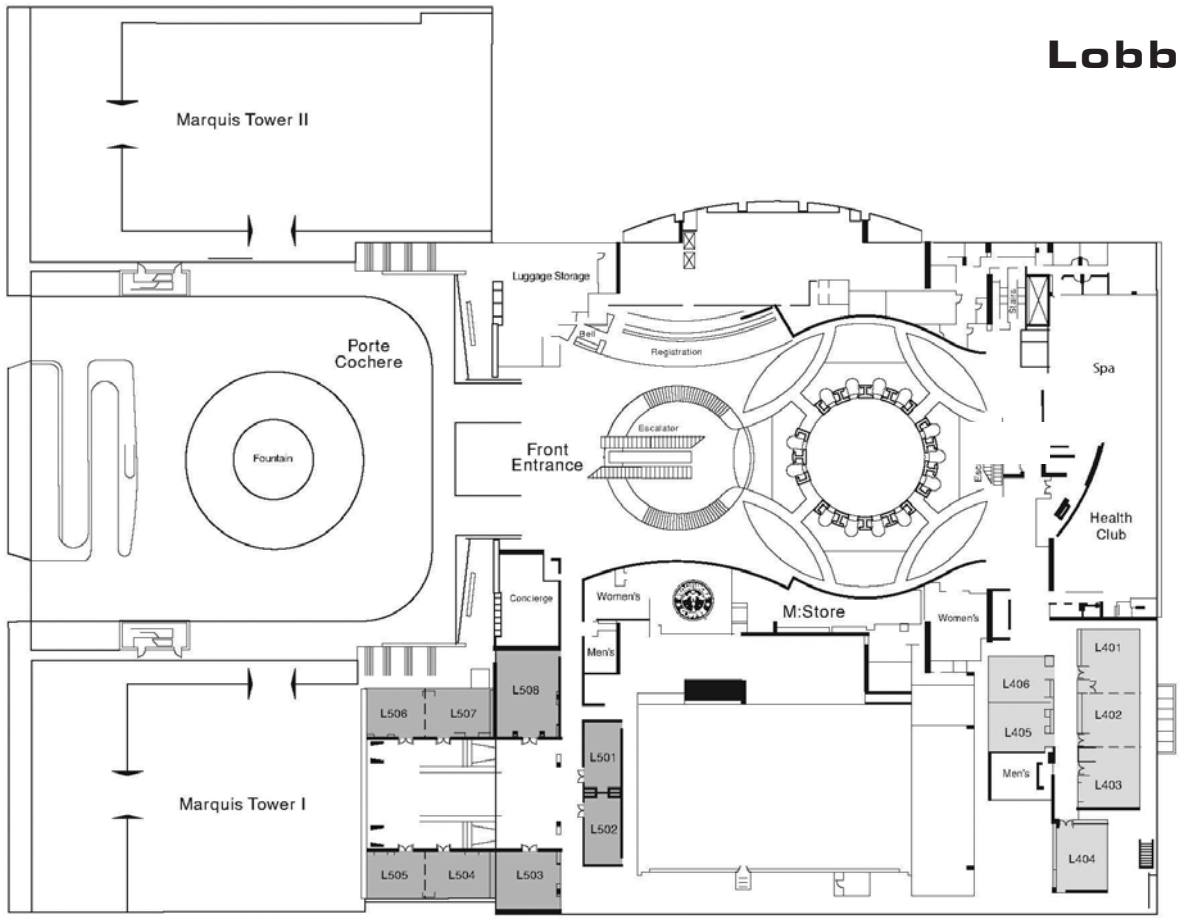
Marriott Marquis — Floor Plan
Atlanta, Georgia, USA



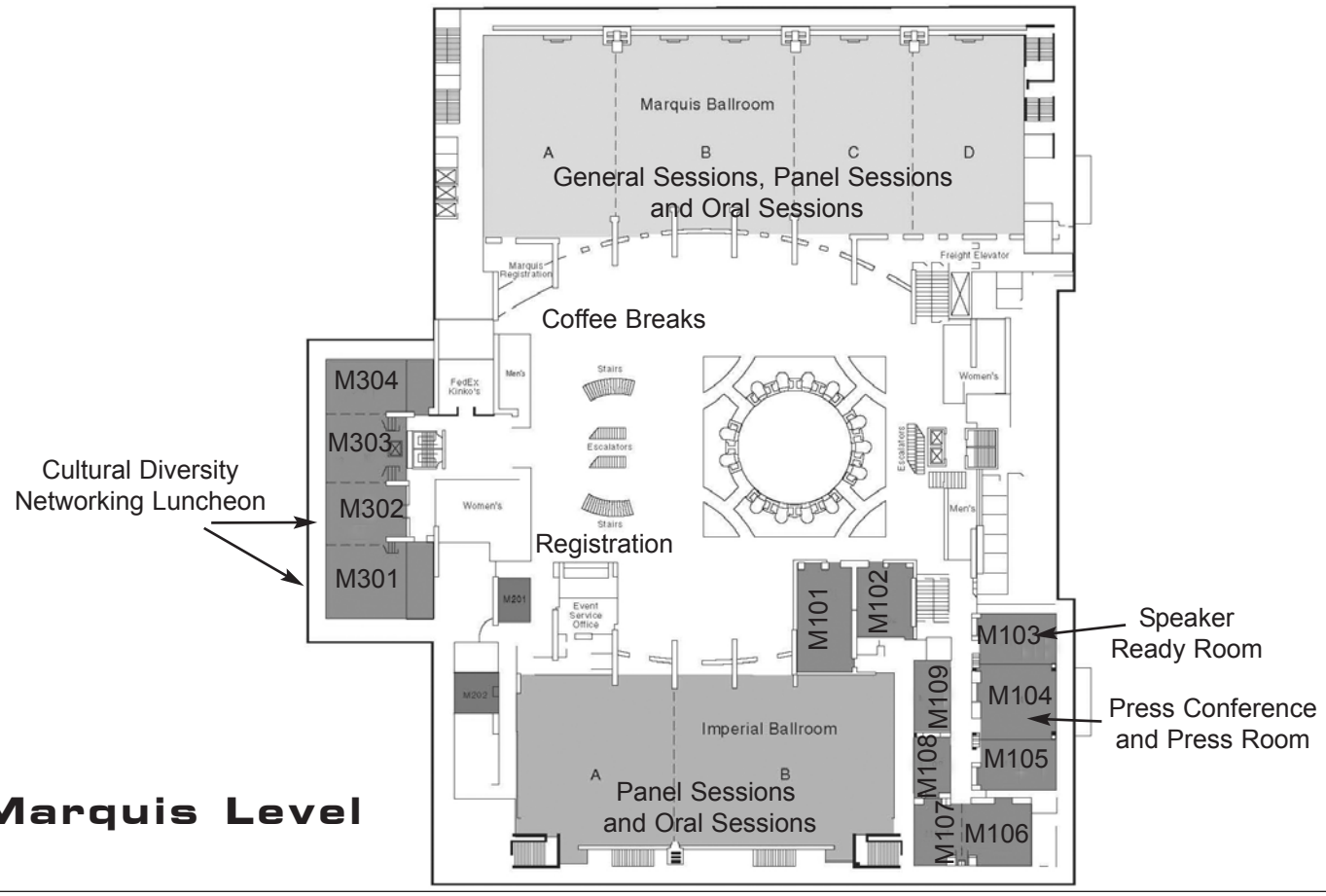
Atrium Level

Marriott Marquis — Floor Plan
Atlanta, Georgia, USA

Lobby Level



Marquis Level



SCHEDULE-AT-A-GLANCE

WEDNESDAY May 14

10:00 a.m. - 11:30 a.m. Press Conference
Meeting Room 104

11:30 a.m. - 7:00 p.m. Registration Open
Marquis & Imperial Ballroom Foyer

12:00 p.m. - 3:00 p.m. Early Career Workshop – pre-registration required
Imperial Ballroom A

1:00 p.m. - 5:00 p.m. Cultural Diversity Workshop – pre-registration required
Imperial Ballroom B

6:30 p.m. - 8:30 p.m. Opening Reception – pre-registration required
Georgia Aquarium

THURSDAY May 15

7:30 a.m. - 8:30 a.m. Coffee & Pastries
Imperial & Marquis Ballroom Foyer

7:00 a.m. - 6:00 p.m. Registration
Marquis & Imperial Ballroom Foyer

8:30 a.m. - 8:45 a.m. Welcome from IMFAR Organizers
Marquis Ballroom

8:45 a.m. - 9:00 a.m. President Address – Francesca Happé
Marquis Ballroom

9:00 a.m. - 10:00 a.m. Keynote Address – Why Are There So Few Effective Treatments for Autism – and Can Translational Neuroscience Help? – Professor Declan Murphy
Marquis Ballroom

10:00 a.m. - 10:30 a.m. Break
Marquis & Imperial Ballroom Foyer

10:30 a.m. - 12:15 p.m. Educational Panel – Infant Brain Development
Marquis Ballroom BC

Oral Sessions – Adult Outcome
Imperial Ballroom B

Oral Sessions – Brain Function & Structure I
Imperial Ballroom A

Oral Sessions – Gesture, Speech and Social Communication
Marquis Ballroom A

Oral Sessions – Interventions: Factors Affecting Feasibility and Outcomes
Marquis Ballroom D

11:30 a.m. - 1:30 p.m. Poster Sessions – Early Development; Epidemiology; Intellectual & Behavioral Assessment & Measurement; Repetitive Behaviors & Interests; Social Cognition & Social Behavior
Atrium Ballroom

Exhibits
Atrium Ballroom

12:15 p.m. - 1:30 p.m. Lunch Break
On Your Own

Student "Meet the Experts" Luncheon – pre-registration required
Room A703 & A704

1:30 p.m. - 3:30 p.m. Oral Sessions – Animal Models / Epidemiology
Marquis Ballroom A

Scientific Panel – Early Biomarkers and Endophenotypes of ASD: From Processes to Prognosis
Imperial Ballroom B

Educational Panel – Characterizing Autism: A Re-Examination of the Diagnosis and the Phenotype
Marquis Ballroom BC

Scientific Panel – Autism in Africa
Marquis Ballroom D

Scientific Panel – Cognitive Modulation of Arousal in ASD: Linking Emotion Processing and Anxiety Across Development
Imperial Ballroom A

3:30 p.m. - 4:00 p.m. Break
Marquis & Imperial Ballroom Foyer

4:00 p.m. - 5:30 p.m. INSAR Awards Ceremony – Lifetime Achievement, Advocate Award, Slifka / Ritvo Innovation, Young Investigator, Dissertation
Marquis Ballroom
Keynote Address – Lifetime Achievement Award – Fred R. Volkmar, M.D.
Acceptance Address – Advocate Award – Peter Bell

5:30 p.m. - 7:00 p.m. Poster Sessions Social – Brain Function; Cognition: Attention, Learning, Memory; Communication & Language; Early Development; Epidemiology; Molecular & Cell Biology; Repetitive Behaviors & Interests; Services; Specific Interventions – Pharmacologic
Atrium Ballroom

Exhibits
Atrium Ballroom

Author Present Times for Posters:
This year poster presenters have been asked to stand at their posters during the full Poster Session time.

❖ Presentations with this symbol may not be placed in a session within their subject area as they replaced withdrawn presentations.

‣ Abstracts with this symbol have been reviewed by the Cultural Diversity Committee and include an issue of cultural diversity (e.g., race, ethnicity, culture, socioeconomic status), a cross-cultural focus, or use a diverse population.

FRIDAY May 16

8:00 a.m. - 9:00 a.m.	Coffee & Pastries *Imperial & Marquis Ballroom Foyer*
8:00 a.m. - 6:00 p.m.	Registration *Marquis & Imperial Ballroom Foyer*
7:15 a.m. - 8:45 a.m.	Special Interest Group (SIG) – Risk Assessment, Management and ASD *Room A703*
	Special Interest Group (SIG) – Approaching Adulthood: Transitional & Vocational Issues in ASD *Room A707*
	Special Interest Group (SIG) – Technology and Autism *Room A704*
	Special Interest Group (SIG) – Global Knowledge Translation for Research on Early Identification and Intervention in Autism *Room A706*
8:45 a.m. - 9:00 a.m.	Welcome & Autism Speaks Update – Robert H. Ring, Ph.D. *Marquis Ballroom*
9:00 a.m. - 10:00 a.m.	Keynote Address – Adolescents and Adults with ASD and Their Families: Life Course Development and Bi-Directional Effects – Marsha R. Mailick, Ph.D. *Marquis Ballroom*
10:00 a.m. - 10:30 a.m.	Break *Marquis & Imperial Ballroom Foyer*
10:00 a.m. - 1:30 p.m.	Innovative Technology Demonstrations *Rooms A601 & A602*
10:30 a.m. - 12:15 p.m.	Oral Sessions – Fundamental Processes in Cognition: Attention, Learning and Memory *Marquis Ballroom D*
	Oral Sessions – Early Development I *Imperial Ballroom B*
	Oral Sessions – Molecular and Cellular Biology *Marquis Ballroom A*
	Oral Sessions – Gaze, Repetition and Social Cognition *Imperial Ballroom A*
	Oral Sessions – Randomized Intervention Trials: Replications, Novel Methods and New Applications *Marquis Ballroom BC*
11:30 a.m. - 1:30 p.m.	Poster Sessions – Adult Outcome: Medical, Cognitive, Behavioral; Brain Function; Brain Structure; Communication & Language; Services; Other Topics *Atrium Ballroom*
	Exhibits *Atrium Ballroom*
12:15 p.m. - 1:30 p.m.	Lunch Break *On Your Own*
	Student "Meet the Experts" Luncheon – pre-registration required *Rooms A703 & A704*
	Cultural Diversity Networking Luncheon (open – no pre-registration) *Rooms M301& M302*
	Autism Community Stakeholder Luncheon (open – no pre-registration) *Rooms A706 & A707*
1:30 p.m. - 3:30 p.m.	Scientific Panel – Hyper or Hypo? Towards an Integrative Model of Network Connectivity in ASD *Marquis Ballroom A*
	Educational Panel – Getting SMART about Combating Autism with Adaptive Interventions: Novel Treatment & Research Methods for Individualizing Treatment *Marquis Ballroom BC*
	Scientific Panel – Resilience in Infants at High Risk for Developing Autism Spectrum Disorder *Imperial Ballroom B*
	Scientific Panel – Phenomenology and Impact of Internalizing Symptoms in ASD Across the Lifespan *Imperial Ballroom A*
	Scientific Panel – IGF-1 and Its Analogs: Restoration of Biological Deficits in Neurodevelopmental Disorders Associated with Autism *Marquis Ballroom D*
3:30 p.m. - 4:00 p.m.	Coffee Break *Marquis & Imperial Ballroom Foyer*
3:30 p.m. - 5:30 p.m.	Oral Sessions – Genetics *Marquis Ballroom A*
	Scientific Panel – Towards an Integrated Neurocognitive Account of Local Versus Global Visual Processing in Autism Spectrum Disorders *Marquis Ballroom D*
	Scientific Panel – Early Atypical Growth Patterns in ASD: Evidence from Behavioral, Neuroimaging, and Neurobiological Studies *Imperial Ballroom B*
	Educational Panel – Active Ingredients and Therapeutic Processes in Interventions for Autism Spectrum Disorders *Marquis Ballroom BC*
	Scientific Panel – Drug Development in Autism Spectrum Disorder *Imperial Ballroom A*
	Scientific Panel – Making Sense of the Links Between Sex Differences and Autism: From Biology to Behavior *Rooms A703 & A704*
5:30 p.m. - 7:00 p.m.	Poster Sessions Social – Adult Outcome: Medical, Cognitive, Behavioral; Animal Models; Brain Structure; Early Development; Genetics; Intellectual & Behavioral Assessment & Measurement; Medical & Psychiatric Comorbidity; Social Cognition & Social Behavior; Specific Interventions – Non-Pharmacologic *Atrium Ballroom*
	Exhibits *Atrium Ballroom*

SATURDAY May 17

8:00 a.m. - 2:00 p.m.	Registration *Marquis & Imperial Ballroom Foyer*
8:00 a.m. - 9:00 a.m.	Coffee & Pastries *Marquis & Imperial Ballroom Foyer*
7:15 a.m. - 8:45 a.m.	Special Interest Group (SIG) – Autism Social, Legal and Ethical Research *Room A706*
	Special Interest Group (SIG) – Minimally Verbal Individuals *Room A704*
	Special Interest Group (SIG) - Sensory Motor Special Interest Group (SMIG) *Room A707*
8:45 a.m. - 9:00 a.m.	Welcome & Simons Foundation Update – Wendy Chung, M.D., Ph.D. *Marquis Ballroom*
9:00 a.m. - 10:00 a.m.	Keynote Address – The Development of Attention: Implications for Early Identification – John Colombo, Ph.D. *Marquis Ballroom*
10:00 a.m. - 10:30 a.m.	Break *Marquis & Imperial Ballroom Foyer*
10:30 a.m. - 12:15 p.m.	Oral Sessions – Brain Function and Structure II *Marquis Ballroom A*
	Oral Sessions – Early Development II *Imperial Ballroom B*
	Oral Sessions – Diagnostic and Behavioral Assessment and Measurement *Marquis Ballroom D*
	Oral Sessions – Longitudinal Studies & Trajectories: Social, Communication & Repetitive Behaviors *Imperial Ballroom A*
	Oral Sessions – Services for ASD: From Initial Parental Concerns to Adult Care *Marquis Ballroom BC*
11:30 a.m. - 1:30 p.m.	Poster Presentations – Animal Models; Cognition: Attention, Learning, Memory; Genetics; Medical & Psychiatric Co-Morbidity; Molecular & Cellular Biology; Specific Interventions – Non-Pharmacologic; Specific Interventions – Pharmacologic *Atrium Ballroom*
	Exhibits *Atrium Ballroom*
12:15 p.m. - 1:30 p.m.	Lunch Break *On your own*
	INSAR Business Meeting *Imperial Ballroom A*
1:30 p.m. - 3:30 p.m.	Scientific Panel – Characterizing Connectivity in Infants and Toddlers at High-Risk for Autism *Marquis Ballroom BC*
	Scientific Panel – The Role of Environmental Epigenetics in the Etiology of ASDs *Imperial Ballroom A*
	Scientific Panel – Illuminating the Developmental Neuropathology of ASD *Marquis Ballroom D*
	Scientific Panel – New Insights Into the Correlates and Processes of Competent Peer Relations During Preschool *Marquis Ballroom A*
	Educational Panel – Implementing Group CBT for Youth with ASD and Anxiety in Clinical Settings: Bridging the Research to Practice Gap *Imperial Ballroom B*

IMFAR Annual Meeting

OPENING RECEPTION

6:30 – 8:30 p.m. • Georgia Aquarium

Ticket required for admittance. Pre-registration is required and space is limited. If the event does not reach capacity, additional tickets will be available on a first-come, first-served basis at the IMFAR Onsite Registration Desk.

Co-Sponsored by: Marcus Autism Center, Autism Speaks and INSAR

Wednesday, May 14

1st Annual INSAR Early Career Development Preconference Workshop
(pre-registration was required)

Noon – 3:00 p.m. • Atlanta Marriott Marquis – Imperial Ballroom A

The INSAR Board in conjunction with the Student Committee is hosting the first annual early career development preconference workshop. This is a three-hour workshop focused on grant submissions and review process. Reservations were accepted prior to the meeting and were open to current INSAR student members (graduate, medical and postdoctoral students).

Funding agencies will include: Alice Kau, NICHD; Lisa Gilotty, NIMH; Alison Singer, President of Autism Science Foundation; John Spiro, Deputy Scientific Director of SFARI; Rob Ring, Chief Science Officer of Autism Speaks

Cultural Diversity Pre-Conference Workshop
(pre-registration was required)

1:00 p.m. – 5:00 p.m. • Atlanta Marriott Marquis – Imperial Ballroom B

The INSAR Cultural Diversity Committee is pleased to announce this workshop: *Race, Ethnicity, and Cultural Identity in Autism Research and Practice: What is the Relevance?* The workshop will begin with a discussion led by Richard Grinker about how these terms have been conceptualized and used in related fields, and what we may learn from this. Participants will then meet in small workgroups to discuss race and ethnicity in the context of their own countries and work, and how these concepts relate to research and practice in the field of ASD. The preconference workshop will form the basis of a paper that incorporates both the theoretical and research aspects of race and ethnicity in the field of ASD.

Thursday, May 15 and Friday, May 16

Student "Meet-the-Experts" Roundtable Luncheons
(pre-registration was required)

Lunch period: 12:15 – 1:30 p.m. each day • Atlanta Marriott Marquis – Meeting Room A703 -A704

Student scientists and postdoctoral researchers, bring your lunch and network with expert autism scientists in a unique and informal format. Join 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. Reservations were accepted prior to the meeting and were open to current INSAR student members (graduate, medical and postdoctoral students). Seating is limited.

Thursday, May 15

5th Annual IMFAR Student Social

7:00 p.m. (directly following the poster reception) • Max Lager's Wood-Fired Grill & Brewery – a short walk from the conference hotel: 320 Peachtree St NE, Atlanta, GA 30308, (404) 525-4400

All INSAR student members are invited to join us for an evening of informal socializing and networking among students and trainees actively engaged in autism research. We have rented the upstairs bar area and private deck, which has a private bar, pool tables and waitstaff. No ticket required.

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

Friday, May 16

Community Advisory Committee (CAC) Community Stakeholder* Luncheon

12:15 – 1:30 p.m. • Atlanta Marriott Marquis – Atrium Level, Room A706 and A707

Autism stakeholders are invited to attend the 5th 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. Hosted by the INSAR Community Advisory Committee.

*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.
Co-Sponsored by: Autism BrainNet and Autism Speaks

Cultural Diversity Networking Luncheon

12:15 – 1:30 p.m. • Atlanta Marriott Marquis – Meeting Room M301 and M302

Bring your lunch to the room. Pre-registration is not required.

IMFAR 2014 KEYNOTE SPEAKERS

John Colombo, Ph.D.

Dr. Colombo received his Ph.D. in Psychology (1981) from the State University of New York at Buffalo. After one year at Youngstown State University (1981-1982), and six years (1982-1988) as a research associate with the Bureau of Child Research at the University of Kansas, he joined the faculty of the College of Liberal Arts and Sciences at the University of Kansas in 1988, and has been a member of the Department of Psychology since January of 2002. Since 2004, he has served in an administrative role at the Schiefelbusch Institute for Life Span Studies, the largest of 10 freestanding designated research centers at the University of Kansas. After a national search in 2008, he was named director of the Institute.

Dr. Colombo's research interests are in the developmental cognitive neuroscience of attention and learning, with a special focus on early individual differences and how they relate to the typical and atypical development of cognitive and intellectual function. He conducts basic research on the development of attention in infancy and early childhood at laboratories located in suburban Kansas City at the KU Edwards Campus and in collaboration with colleagues at the Department of Nutrition and Dietetics he conducts clinical trials on the effects of nutritional supplementation on developmental/cognitive outcomes at the KU Medical Center. Finally, he collaborates with colleagues on the search for early biobehavioral markers for autism at the Wakarusa Research Facility in Lawrence. He trains students through a number of interdisciplinary programs, including the Developmental or Cognitive doctoral areas in the Department of Psychology, the Child Language Doctoral Program, and the Clinical Child Psychology doctoral program.

Dr. Colombo is the current editor of *Infancy*, and is a past Associate Editor (2007-2013) for *Child Development*. He is a Fellow in the American Psychological Association (Division 7: Developmental Psychology), a charter member and fellow in the Association for Psychological Science, and a member of the Psychonomic Society. A list of his publications (with many links to .pdf copies) can be obtained at his home page at ResearchGate.

Marsha R. Mailick, Ph.D.

Dr. Marsha R. Mailick is the Director of the Waisman Center at the University of Wisconsin-Madison (UW-Madison). She received her Ph.D. in social policy from Brandeis University and became an associate professor at Boston University before joining UW-Madison. She is the principal investigator of the Waisman Center's Intellectual and Developmental Disabilities Core Grant, awarded by the National Institute of Child Health and Human Development. The focus of Dr. Mailick's research is on the life course trajectory of developmental disabilities. She is interested in how the behavioral phenotype of specific developmental disabilities, including autism, fragile X syndrome, and Down syndrome, changes during adolescence, adulthood, and old age. In addition, she studies how the family environment affects the development of individuals with disabilities during these stages of life, and reciprocally how parents and siblings of individuals with disabilities are affected. Her current research includes three projects: a 14-year longitudinal study of autism during adolescence and adulthood, research on a demographically-representative sample of parents of individuals with developmental disabilities, and a study of family adaptation to fragile X syndrome (FXS). She recently completed an epidemiological study of the premutation of FXS and a 20-year follow-up of a cohort of older adults with Down syndrome, examining how the family environment shapes outcomes in midlife and old age. Together, these studies offer specific insights about developmental disabilities across the life course, and the impact on families.

Professor Declan Murphy

Professor Murphy is the Mortimer D. Sackler Professor of Translational Neurodevelopment, and Director of the Sackler Institute of Translational Neurodevelopment, Institute of Psychiatry (IOP), King's College London. He is also Head of Department of Forensic and Neurodevelopmental Sciences (IOP), and Director of the Behavioural and Developmental Psychiatry Clinical Academic Group, King's Health Partners, King's College London. In the latter role, his team delivers both Local and National services for people with autism.

His overarching mission is to translate research from 'bench to bedside' and develop new diagnostic approaches and treatments. The research work undertaken in his laboratory currently ranges from using stem cells and animal models to neuropsychological studies and neuroimaging, clinical trials (including behavioral interventions) and Health Services research.

Professor Murphy completed his undergraduate training in Medicine at University College (London) and his postgraduate training in psychiatry at the Maudsley Hospital and IOP (London). His research training was first at the IOP and then at NIH (Bethesda). He returned from NIH to the UK in order to establish a 'translational' research program in neurodevelopment.

In autism, Professor Murphy, together with colleagues in Oxford and Cambridge, established the MRC UK AIMS multicenter imaging network — the first in Europe. He also leads an NIHR-funded program grant on the health and service needs of individuals with autism as they 'transition' from childhood to adulthood. Additionally, he leads the European Union Innovative Medicines Initiative in autism (EU-AIMS http://www.eu-aims.eu/). This is a novel collaboration between organizations representing affected individuals and their families (Autism Speaks), academia (14 academic centers) and Industry, who for the first time in the world, have come together to develop the infrastructure underpinning the discovery of new treatments for autism.

INSAR Lifetime Achievement Award

The Lifetime Achievement Award is given annually by the Executive 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.

Fred R. Volkmar, M.D.

Fred R. Volkmar, M.D., is the director of the Yale Child Study Center and the Irving B. Harris Professor of Child Psychiatry, Psychiatry, Pediatrics, and Psychology at Yale University. Four years after completing his residency at Stanford, Dr. Volkmar received a Fellowship in Child Psychiatry at the Yale University's School of Medicine and has been there ever since. He has dedicated his career to understanding and treating children with developmental disorders and is a leader in the field of autism research. He has served as a teacher and mentor to others who are now leaders in the field. Dr. Volkmar's grants and publications run just short of 100 pages in his CV. He is editor of the *Journal of Autism* and is a gifted clinician and teacher, and his contributions have greatly improved the lives of children suffering from developmental disorders and their families.

SLIFKA / RITVO Innovation in Autism Research Awards

The Alan B. Slifka Foundation seeks to promote innovative research on autism spectrum disorders that will lead to innovative treatments and improvements in the quality of life of individuals with autism. The Foundation wishes to partner with INSAR in honoring the most meritorious and innovative presentations at the IMFAR Annual Meeting. The Foundation will provide two research awards: one to a clinical researcher (diagnosis or treatment of autism or educational efforts) and the other to a basic researcher (epidemiology, genetics, neuroscience, immunology, etc). The recipients of the Slifka / Ritvo Awards will be recognized at the Awards Ceremony at the IMFAR Annual Meeting.

Basic Science Award: Adam Naples

Clinical Award: Rosa Hoekstra

INSAR Advocate Award

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

Peter Bell

For over a decade, Peter Bell has been one of the country's most respected autism advocates and nonprofit executives, serving as an effective leader with a compassionate voice on behalf of the autism community. From 2004 to 2007, Bell served as President and CEO of Cure Autism Now (CAN), one of the founding organizations of IMFAR. During his tenure at CAN, he played a critical role in the passage of the Combating Autism Act of 2006, helped establish the Autism Treatment Network and guided the organization through a period of significant growth, fiscal improvement and community collaboration. In 2007, he championed the merger between CAN and Autism Speaks and assumed the role of Executive Vice President for Programs and Services where he founded and directed all activities of the Government Relations and Family Services departments for six and a half years. Among his notable accomplishments at Autism Speaks are: a strong record of public policy achievements including passage of federal legislation for funding autism research and services totaling $1.8 billion and enactment of autism insurance laws in over 30 states; production of a highly regarded portfolio of resources and tool kits for individuals on the spectrum and their families; and a $2.5 million community grant program that has benefited more than 30,000 people with autism. Bell also co-founded Advancing Futures for Adults with Autism (AFAA) and spearheaded important initiatives in the areas of employment, housing and residential supports for adults with autism. In February 2014, Bell was named President and CEO of Eden Autism Services, a leading autism service provider since 1975.

Bell has also represented the autism community by fulfilling a White House appointment to the President's Committee for People with Intellectual Disabilities (PCPID), co-founding and chairing the Community Advisory Committee of INSAR and serving as Chair / Vice Chair of the Autism Research Program for the Department of Defense.

Bell, earned a B.S. from Cornell University and an M.B.A. from the Kellogg School of Management at Northwestern University. He and his wife Liz live in Pennington, New Jersey with their three children. Their commitment to the autism community was inspired by their oldest son, Tyler, who was diagnosed with regressive autism in 1996. Tyler, age 21, continues to live at home with his parents as he prepares to transition into adulthood this year. His interests include a passion for painting, developing job skills with four employers and being an active member of his community.

Bios provided by recipients

Diversity Awards

Diversity travel awards are provided 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 will be 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 the developing world, 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 and middle income countries* or individuals with disabilities, including ASD.

Heather Brown	Western University
Lauren Bryant	Vanderbilt University
Sebastian Cukier	PANAACEA, Programa Argentino para Niños, Adolescentes y Adultos con Condiciones del Espectro Autista
Petrus de Vries	University of Cape Town
David Diaz	UCLA-PEERS Clinic
Aisha Dickerson	University of Texas Health Science Center at Houston
Tawakalt Fagbayi	University of Lagos
Debra Karhson	Tulane University
Annie Li	Queen's University
Natasha Marrus	Washington University School of Medicine
Tuba Mutluer	
Joy Okpuzor	University of Lagos
Arkoprovo Paul	National Brain Research Centre
Janice Phung	University of California, Irvine
Adelle Pushparatnam	Centre for Family Research, University of Cambridge
Noel Roberts	Azusa Pacific University
Maureen Samms-Vaughan	The University of the West Indies
Koyeli Sengupta	Ummeed Child Development Center
Yi (Esther) Su	Central South University, Deportment of Child Psychiatry
Xiang Sun	University of Cambridge
Daniel Valdez	FLACSO
Belinda Williams	University of California Los Angeles
Gulnoza Yakubova	Duquesne University
Daniel Yang	Yale Child Study Center
Vincent Yau	Kaiser
Ousseny Zerbo	Kaiser Permanente

*Please refer to the posted list of countries identified by the World Bank as low-income, lower-middle income, and upper-middle income at http://www.autism-insar.org/imfar-annual-meeting/travel-awards.

Student Travel Awards

Student Travel Awards are available to graduate students, postdoctoral fellows, and medical students and residents actively engaged in autism research. These awards provide a stipend of $500 each. First priority is given to students who are presenting their own original research at IMFAR 2014 and who have not previously received an IMFAR Student Award.

Kirsty Ainsworth	Autism Research at Glasgow University
Vickie Armstrong	IWK Health Centre / Dalhousie University
Elizabeth Bacon	University of California, San Diego
Lauren Bishop-Fitzpatrick	University of Pittsburgh, School of Social Work
Anya Chakraborty	University of Reading
Caitlin Clements	University of Pennsylvania at the Center for Autism Research at the Children's Hospital of Philadelphia
Amanda Crider	Georgia Regents University
Dorothea Floris	Autism Research Centre
Clare Gibbard	UCL Institute of Child Health
Ivy Giserman Kiss	University of Massachusetts, Boston
Hilary Gould	
Caroline J. Grantz	University of Miami
Rebecca Grzadzinski	Institute for Pediatric Neuroscience
Serene Habayeb	Catholic University of America
Colleen Harker	University of Washington
Bryan Harrison	University of Rochester
Tara Kerin	University of Southern California
Elizabeth Kim	Yale Child Study Center
Emily Levy	Yale Child Study Center
Klaus Libertus	University of Pittsburgh
Nell Maltman	Northwestern University
Catherine Manning	Institute of Education
Carolyn McCormick	
Haylie Miller	University of North Texas Health Science Center
Hyang Mi Moon	Stanford University
Allison Nahmias	University of Pennsylvania
Jessie Northrup	University of Pittsburgh
Marguerite O'Haire	The University of Queensland
Devon Oosting	Yale Center for Translational Developmental Neuroscience
Emily Prince	Yale University School of Medicine
Megan Pruitt	Texas Christian University
Patricia Renno	University of California, Los Angeles
Eric Rubenstein	Johns Hopkins Bloomberg School of Public Health
Andrea Samson	Stanford University
Tal Savion-Lemieux	McGill University Health Centre
Ben Schwartzman	UCLA
Stephanie Shire	University of California, Los Angeles
Nicole Stadnick	SDSU / UCSD Joint Doctoral Program in Clinical Psychology
Teresa Tavassoli	Seaver Autism Center
Claire Thomas	City University London
Rachael Tillman	Yale Child Study Center
Julian Tillmann	
Andrea Trubanova	Virginia Polytechnic Institute and State University
Liedewij Verhaeghe	University of Ghent
Quan Wang	Yale Child Study Center
Kelsey West	University of Pittsburgh
Jennifer Wolstenholme	University of Virginia

Young Investigator Awards

Young Investigator Awards are given for the best biological and clinical empirical research papers published or in press in 2013 by an investigator who has been awarded their Ph.D. or M.D. in the past seven years. These awards provide a stipend of $1,500 each.

Matthew Lerner	Stony Brook University
Matthew W. Mosconi	University of Texas Southwestern Medical Center
Shannon Rose	University of Arkansas for Medical Sciences

Dissertation Awards

Dissertation Awards are given annually to active scientists and clinicians working in all aspects of autism research. One award will be for the best basic science dissertation and one for the best clinical / behavioral dissertation in autism accepted by the university in the year 2013. These awards provide a stipend of $1,500 each.

Teresa Bennett	Offord Centre for Child Studies & McMaster University
Elizabeth Smith	National Institute of Mental Health

ACKNOWLEDGMENTS

The International Society for Autism Research (INSAR) is the professional organization that oversees the annual International Meeting for Autism Research (IMFAR). INSAR is responsible for appointing all committees that govern the organization and approving the content and format of the Annual Meeting.

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Lonnie Zwaigenbaum

Welcome Address and INSAR President's Address

8:30 - Welcome from IMFAR Organizers
8:45 - INSAR President's Address

Keynote Address

100 - Why Are There So Few Effective Treatments for Autism – and Can Translational Neuroscience Help?

9:00 - 10:00 - Marquis Ballroom

Speaker: Declan G. Murphy; *Department of Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, King's College London, UK*

This talk will be to address; 1) why effective new treatments for ASD are so hard to find; 2) what needs to be done scientifically to fix the problem; 3) how new 'translational' neuroscience approaches can be harnessed to facilitate more rapid progress, but 4) this will require meaningful collaborations with affected individuals, industry, and the regulatory authorities together with major new international trials networks that test novel treatments in more biologically homogeneous cohorts.

Educational Panel

101 - Infant Brain Development

10:30 - 12:15 - Marquis Ballroom BC

Session Chair: J. R. Pruett; *Washington University School of Medicine*

Autism spectrum disorder (ASD) is strongly suspected to involve altered developmental trajectories for structural and functional brain organization. Prospective infant sibling studies have brought increased focus on examinations of these potential changes in the first years of life, including prior to symptom expression. ASD researchers and providers need to be knowledgeable about basic aspects of infant brain development to be the most effective consumers of emerging scientific information about ASD. This panel will provide the non-neuroscientist and non-neuroimager with basic information about infant brain development and essential scientific methods used for interrogating it. Presentations will cover cellular processes, milestones of pre- and postnatal brain development, genetic and experiential effects on these processes, fundamentals of magnetic resonance imaging studies of the developing infant brain, developmental factors that influence trajectories for change in brain morphometry, and basic findings from brain imaging studies in infancy. Increased knowledge of infant brain development and the methods used for studies of brain changes in the first years of life will better enable ASD researchers and providers to assess emerging information about potential brain-based contributions to ASD in the first years of life.

10:30 101.001 Overview of Early Brain Development. C. A. Nelson*, Boston Children's Hospital, Boston, MA

10:50 101.002 Development of Human Cerebral Cortex in Health and Disease. D. C. Van Essen*, Anatomy & Neurobiology, Washington University School of Medicine, St. Louis, MO

11:10 101.003 Imaging Infant Brain Development from Birth to 2 Years. J. H. Gilmore*, Psychiatry, University of North Carolina School of Medicine, Chapel Hill, NC

11:30 101.004 MR Imaging of Brain Development. R. C. McKinstry*, Radiology, Washington University School of Medicine, St. Louis, MO

11:50 Discussant*:* D. A. Fair; Oregon Health & Science University

Oral Sessions

102 - Adult Outcome

10:30 - 12:15 - Imperial Ballroom B

Session Chair: M. R. Mailick; *Waisman Center, University of Wisconsin-Madison, Madison, WI*

10:30 102.001 Transitioning Together: A Multi-Family Group Psychoeducation Program for Adolescents with ASD and their Parents. L. E. Smith*[1], M. R. Mailick[2] and J. Greenberg[3], (1)University of Wisconsin-Madison, Madison, WI, (2)Waisman Center, University of Wisconsin-Madison, Madison, WI, (3)University of Wisconsin, Madison, WI

10:42 102.002 Psychiatric and Medical Conditions Among Adults with ASD. L. A. Croen*, O. Zerbo, Y. Qian and M. L. Massolo, Division of Research, Kaiser Permanente Northern California, Oakland, CA

10:54 102.003 A Quantitative and Qualitative Study of Twenty Autistic Individuals Over 50 Years of Age. J. Piven*[1], P. Dilworth-Anderson[2] and M. Parlier[3], (1)University of North Carolina at Chapel Hill, Chapel Hill, NC, (2)Institute of Aging, Chapel Hill, NC, (3)University of North Carolina, Chapel Hill, NC

11:06 102.004 Academic and Personality Profiles of Higher Education Students with ASD. W. Tops*[1,2,3], D. Baeyens[1,2,4] and I. Noens[4,5,6], (1)Code, Thomas More, Antwerp, Belgium, (2)Leuven Autism Research, LAuRes, Leuven, Belgium, (3)Neurolinguistics, University of Groningen, Groningen, Netherlands, (4)Parenting and Special Education Research Unit, KU Leuven, Leuven, Belgium, (5)Psychiatric and Neurodevelopmental Genetics Unit, Massachusetts General Hospital, Boston, USA, Boston, MA, (6)Leuven Autism Research (LAuRes), KU Leuven, Leuven, Belgium

11:18 102.005 Self Reports of ASD Symptomatology, Cognitive Failures, & Quality of Life in Adults (19-79 years) with ASD: A Cross Sectional Study. H. M. Geurts*[1,2] and A. G. Lever[3], (1)Dutch Autism & ADHD Research Center, Brain & Cognition, University of Amsterdam, Amsterdam, Netherlands, (2)Dr. Leo Kannerhuis (autism clinic), Amsterdam, Netherlands, (3)Dutch Autism & ADHD Research Center, Brain & Cognition, University of Amsterdam, Amsterdam, Netherlands

11:30 102.006 Nonverbal IQ in Young Adults with Autism Spectrum Disorder: Correspondence with Scores from Early Childhood. S. L. Bishop*[1], A. Thurm[2] and C. Farmer[3], (1)Center for Autism and the Developing Brain, Weill Cornell Medical College, White Plains, NY, (2)National Institutes of Health - National Institute of Mental Health, Bethesda, MD, (3)NIH, Bethesda, MD

11:42 102.007 Can Self-Report Questionnaires Screen for Autism in Adults? Comparison with 'Gold Standard' Diagnostic Assessments. K. L. Ashwood*[1], N. Gillan[2], J. Horder[2], F. S. McEwen[1], E. L. Woodhouse[1], H. L. Hayward[2], J. Findon[2], H. Eklund[2], D. Spain[2], C. E. Wilson[2], C. M. Murphy[1], D. Robertson[2], K. F. Glaser[1], P. Asherson[1] and D. G. Murphy[2], (1)Institute of Psychiatry, King's College London, London, United Kingdom, (2)Department of Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, King's College London, London, United Kingdom

11:54 102.008 Sleep Quality and Daytime Functioning in Adolescents and Young Adults with Autism Spectrum Disorders. J. N. Phung* and W. A. Goldberg, Psychology and Social Behavior, University of California, Irvine, Irvine, CA

Oral Sessions
103 - Brain Function and Structure I
10:30 - 12:15 - Imperial Ballroom A

Session Chair: D. G. Murphy; *Department of Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, King's College London, UK*

10:30 103.001 Mapping White Matter Development in Children and Adolescents with Autism. A. Shahidiani[*1,2], V. D'Almeida[1], L. Van-Hemert[1], N. Gillan[3], C. Ecker[3], C. M. Murphy[1], D. G. Murphy[3,4], S. C. Williams[2] and S. C. Deoni[5], (1)Institute of Psychiatry, King's College London, London, United Kingdom, (2)Neuroimaging, Centre for Neuroimaging Sciences, Institute of Psychiatry, King's College London, London, United Kingdom, (3)Department of Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, King's College London, London, United Kingdom, (4)The Sackler Institute for Translational Neurodevelopment, Institute of Psychiatry, King's College London, London, United Kingdom, (5)School of Engineering, Brown University, Providence, RI

10:42 103.002 Multiple Oxytocin Receptor Gene (OXTR) Loci Coalesce to Impact Structural Connectivity in Children with Autism. L. M. Hernandez[*1,2], J. D. Rudie[2], D. Beck-Pancer[2,3], D. H. Geschwind[4], S. Y. Bookheimer[3,5] and M. Dapretto[2,3], (1)Interdepartmental Neuroscience Program, UCLA, Los Angeles, CA, (2)Ahmanson-Lovelace Brain Mapping Center, UCLA, Los Angeles, CA, (3)Psychiatry and Biobehavioral Sciences, UCLA, Los Angeles, CA, (4)Program in Neurogenetics, Department of Neurology, David Geffen School of Medicine, UCLA, Los Angeles, CA, (5)Center for Cognitive Neuroscience, UCLA, Los Angeles, CA

10:54 103.003 Altered Amygdala Nuclei Projections in Young Adults with Autism Spectrum Disorder. C. R. Gibbard[*1], J. Ren[2], D. H. Skuse[2], J. D. Clayden[1] and C. A. Clark[1], (1)Imaging and Biophysics Unit, UCL Institute of Child Health, London, United Kingdom, (2)Behavioural and Brain Sciences Unit, UCL Institute of Child Health, London, United Kingdom

11:06 103.004 Lateralization of Brain Networks and Clinical Severity in Toddlers with Autism Spectrum Disorder: A Diffusion MRI Study. E. Conti[*1], S. Calderoni[1], A. Gaglianese[1], K. Pannek[2], S. Mazzotti[1], D. Scelfo[1] and A. Guzzetta[1], (1)Stella Maris Institute, Pisa, Italy, (2)University of Queensland Centre for Clinical Research, Brisbane, Australia

11:18 103.005 Reciprocal 16p11.2 Microduplication and Microdeletion Carriers Show Opposing Structural Brain Changes, and Differential Effects on Cortical Thickness Vs Surface Area. A. Y. Qureshi[*1], S. Mueller[1], A. Z. Snyder[2], W. Chung[3], E. H. Sherr[4], J. Owen[5] and R. Buckner[1], (1)Harvard, Cambridge, MA, (2)Radiology, Washington University School of Medicine, Saint Louis, MO, (3)Pediatrics, Columbia University, New York, NY, (4)Department of Neurology, University of California, San Francisco, San Francisco, CA, (5)Radiology, UCSF, San Francisco, CA

11:30 103.006 High Diagnostic Prediction Accuracy for ASD Using Functional Connectivity MRI Data and Random Forest Machine Learning. C. P. Chen[*1,2], B. A. Bailey[3], C. L. Keown[1,2,4] and R. A. Müller[2], (1)Computational Science Research Center, San Diego State University, San Diego, CA, (2)Brain Development Imaging Laboratory, Dept. of Psychology, San Diego State University, San Diego, CA, (3)Department of Mathematics and Statistics, San Diego State University, San Diego, CA, (4)Dept. of Cognitive Science, University of California San Diego, La Jolla, CA

11:42 103.007 Correlations of Quantitative EEG with Language and Cognitive Functioning As Biomarkers of Autism Spectrum Disorders. K. McEvoy[*1] and S. S. Jeste[2], (1)UCLA, Los Angeles, CA, (2)Psychiatry and Neurology, UCLA, Los Angeles, CA

11:54 103.008 Neural Mechanisms and Biomarkers of Response to Pivotal Response Treatment. P. Ventola[*1], H. Friedman[2], D. Oosting[2], L. C. Anderson[3], C. Cordeaux[2], R. Doggett[2], C. E. Mukerji[2], M. Coffman[4], J. Wolf[2], B. C. Vander Wyk[2], J. McPartland[2] and K. A. Pelphrey[2], (1)Yale Child Study Center, New Haven, CT, (2)Child Study Center, Yale University, New Haven, CT, (3)Psychology, University of Maryland, College Park, MD, (4)Virginia Polytechnic Institute and State University, Blacksburg, VA

Oral Sessions
104 - Gesture, Speech and Social Communication
10:30 - 12:15 - Marquis Ballroom A

Session Chair: C. Lord; *Weill Cornell Medical College, White Plains, NY*

10:30 104.001 Deictic but Not Conventional Gestures Predict Children's Vocabulary One Year Later. S. Ozcaliskan[*1], L. B. Adamson[2] and N. Dimitrova[2], (1)Georgia State University, Atlanta, GA, (2)Georgia State Unviersity, Atlanta, GA

10:42 104.002 Gesture Production As a Predictor of Outcomes for Children with Autism in Early Intervention. B. Harrison[*1], L. Bennetto[1], T. Smith[2], M. Sturge-Apple[1] and R. Klorman[1], (1)Clinical & Social Sciences in Psychology, University of Rochester, Rochester, NY, (2)University of Rochester, Rochester, NY

10:54 104.003 When Pronouns Are Points: Investigating Reference to Self and Other in Signing ASD Children. A. Shield[*], Boston University, Boston, MA

11:06 104.004 Communication Growth in Minimally Verbal Children with Autism. C. Mucchetti[*1], A. P. Kaiser[2] and C. Kasari[3], (1)University of California Los Angeles, Los Angeles, CA, (2)Special Education, Vanderbilt University, Nashville, TN, (3)Center for Autism Research and Treatment, University of California Los Angeles, Los Angeles, CA

11:18 104.005 Development of a Novel Functional Social Communication Classification Tool for Preschool Children with ASD: Preliminary Assessment of Intra- and Inter-Rater Agreement. B. M. Di Rezze[*1], M. Cousins[2], L. Zwaigenbaum[3], M. J. C. Hidecker[4], C. Camden[1], M. Law[1], P. Stratford[1] and P. Rosenbaum[5], (1)McMaster University, Hamilton, ON, Canada, (2)CanChild Centre for Childhood Disability Research, Hamilton, ON, Canada, (3)University of Alberta, Edmonton, AB, Canada, (4)Communication Disorders, University of Wyoming, Laramie, WY, (5)CanChild Centre, McMaster University, Hamilton, ON, Canada

11:30 104.006 A Novel Teacher Implemented Protocol to Assess Early Social Communication Skills and Play in Preschool Children with Autism. S. Y. Patterson[*1] and C. Kasari[2], (1)University of California Los Angeles, Los Angeles, CA, (2)Center for Autism Research and Treatment, University of California Los Angeles, Los Angeles, CA

11:42 104.007 Respiratory Sinus Arrhythmia As a Predictor of Language Outcomes in Initially Nonverbal Children with Autism. L. R. Watson[*1], P. J. Yoder[2], J. E. Roberts[3] and G. T. Baranek[4], (1)University of North Carolina at Chapel Hill, Chapel Hill, NC, (2)Special Education, Vanderbilt University, Nashville, TN, (3)Psychology, Barnwell College, Columbia, SC, (4)Department of Allied Health Sciences, University of North Carolina at Chapel Hill, Chapel Hill, NC

11:54 104.008 Voice Patterns in Children with Autism Spectrum Disorder: Predicting Diagnostic Status and Symptoms Severity. R. Fusaroli[*1,2,3], C. Cantio[4,5], N. Bilenberg[4,5] and E. Weed[6,7,8], (1)Center for Functionally Integrative Neuroscience, Aarhus University Hospital, Aarhus, Denmark, (2)Center for Semiotics, Aarhus University, Aarhus, Denmark, (3)Interacting Minds, Aarhus University, Aarhus, Denmark, (4)The Research Unit, Child- and Adolescent Psychiatry, Odense University Hospital, Odense, Denmark, (5)Institute of Clinical Research, University of Southern Denmark, Odense, Denmark, (6)Linguistics, Aarhus University, Aarhus, Denmark, (7)Interacting Minds Center, Aarhus University, Aarhus, Denmark, (8)Center of functionally Integrative Neuroscience, Aarhus University Hospital, Aarhus, Denmark

Oral Sessions
105 - Interventions: Factors Affecting Feasibility and Outcomes
10:30 - 12:15 - Marquis Ballroom D

Session Chair: D. S. Mandell; *Psychiatry, University of Pennsylvania School of Medicine, Philadelphia, PA*

10:30 105.001 Intervention History of Children and Adolescents with High-Functioning Autism and Optimal Outcomes. A. Orinstein[*], M. Helt, E. Troyb, K. E. Tyson, M. L. Barton, I. M. Eigsti, L. Naigles and D. A. Fein, Psychology, University of Connecticut, Storrs, CT

10:42 ▸ 105.002 Eight-Month Parent Outcomes of an Acceptance and Empowerment Training Model in India. T. C. Daley[*1], N. Singhal[2], R. S. Brezis[3], T. Weisner[4] and M. Barua[2], (1)Westat, Durham, NC, (2)Action For Autism, New Delhi, India, (3)Department of Psychiatry and Biobehavioral Sciences, UCLA, Los Angeles, CA, (4)UCLA, Los Angeles, CA

10:54 105.003 Emotion-Based Social Skills Training: A Controlled Intervention Study in 55 Mainstream Schools for Children with Autism Spectrum Disorder. B. J. Ratcliffe[*1], M. Wong[2], D. Dossetor[3] and S. C. Hayes[4], (1)Department of Psychological Medicine, Children's Hospital at Westmead, Westmead, Australia, (2)Children's Hospital at Westmead, Westmead, Australia, (3)Sydney Children's Hospital Network, Westmead, Australia, (4)Medicine, University of Sydney, University of Sydney, Australia

11:06 105.004 Cognitive Enhancement Therapy for Adults with Autism Spectrum Disorder: Results of an 18-Month Feasibility Study. S. M. Eack[*1,2], D. P. Greenwald[2], S. S. Hogarty[2], M. Y. Litschge[2], C. A. Mazefsky[2] and N. J. Minshew[3], (1)School of Social Work, University of Pittsburgh, Pittsburgh, PA, (2)Psychiatry, University of Pittsburgh School of Medicine, Pittsburgh, PA, (3)Psychiatry and Neurology, University of Pittsburgh School of Medicine, Pittsburgh, PA

11:18 105.005 Intervention Affects the Families of Adolescents with Autism Spectrum Disorders: Group and Individual-Level Analyses of Parent Stress, Efficacy, and Family Disruption. J. S. Karst[1], S. Stevens[2], K. A. Schohl[3], B. Dolan[2] and A. V. Van Hecke[*4], (1)Marquette University, Milwauee, WI, (2)Marquette University, Milwaukee, WI, (3)Clinical Psychology, Marquette University, Milwaukee, WI, (4)Cramer Hall, Rm 317, Marquette University, Milwaukee, WI

11:30 105.006 Longitudinal Outcomes of Unstuck and on Target Executive Function Intervention Trial in Children with ASD. L. Kenworthy[*1], C. Luong Tran[1], K. M. Dudley[2], M. Werner[3], J. F. Strang[4], A. C. Armour[5], G. L. Wallace[6] and L. G. Anthony[7], (1)Children's National Medical Center, Rockville, MD, (2)Department of Neuropsychology, Children's National Medical Center,, Rockville, MD, (3)Model Asperger Program, The Ivymount School, Rockville, MD, (4)Center for Autism Spectrum Disorders, Children's National Medical Center, Rockville, MD, (5)Neuropsychology, Children's National Medical Center, Rockville, MD, (6)Laboratory of Brain and Cognition, National Institute of Mental Health, Bethesda, MD, (7)Pediatrics and Psychiatry and Behavioral Sciences, Children's National Medical Center, Rockville, MD

11:42 105.007 Personalized Cognitive Behavioral Therapy for Core Autism Symptoms in High Functioning Children. J. J. Wood[*1] and K. Sze Wood[2], (1)Center for Autism Research and Treatment, University of California, Los Angeles, Los Angeles, CA, (2)UCLA, Los Angeles, CA

11:54 105.008 RCT of Mind Reading and in Vivo Rehearsal on the Emotion Encoding and Decoding of Children with High-Functioning ASDs. R. Smith[*1], M. L. Thomeer[2], C. Lopata[2] and M. A. Volker[1], (1)Department of Counseling, School, and Educational Psychology, University at Buffalo, Buffalo, NY, (2)Canisius College Institute for Autism Research, Buffalo, NY

Poster Sessions
106 - Early Development
11:30 - 1:30 - Atrium Ballroom

1 106.001 "Non Invasive Tools for Early Detection of Autism Spectrum Disorders". M. L. Scattoni[*1], A. Guzzetta[2], F. Apicella[3], M. Molteni[4], C. Manfredi[5], G. Pioggia[6], P. Venuti[7], R. Canitano[8], G. Tortorella[9], G. Vallortigara[10], G. Valeri[11], S. Vicari[12], F. Muratori[13] and A. M. Persico[14], (1)Cell Biology and Neurosciences, Istituto Superiore di Sanità, Rome, Italy, (2)Stella Maris Institute, Pisa, Italy, (3)"Fondazione Stella Maris" Scientific Institute, Pisa, Italy, (4)Department of Child Psychiatry, 'Eugenio Medea' Scientific Institute, Bosisio Parini, Italy, (5)Department of Information Engineering, Università degli Studi di Firenze, Firenze, Italy, (6)National Research Council of Italy (CNR), Pisa, Italy, (7)Department of Psychology and Cognitive Science, University of Trento, Rovereto, Italy, (8)Child Neuropsychiatry, University Hospital of Siena, Siena, Italy, (9)Universita' di Messina, Messina, Italy, (10)Center for Mind/Brain Sciences, University of Trento, Rovereto, Italy, (11)Neuroscience, Children Hospital Bambino Gesù - Roma, Roma, Italy, (12)Neuroscience Department, Child Neuropsychiatry Unit, "Children's Hospital Bambino Gesù", Rome, Italy, (13)Stella Maris Scientific Institute, Calambrone (Pisa), Italy, (14)Unit of Child and Adolescent NeuroPsychiatry, Laboratory of Molecular Psychiatry and Neurogenetics, University Campus Bio-Medico, Rome, Italy

2 106.002 How Do Early ASD Screening Scores Relate with Motor and Language Development in a Community Sample?. A. Ben-Sasson[*1] and S. V. Gill[2], (1)University of Haifa, Haifa, Israel, (2)Occupational Therapy, Boston University, Boston, MA

3 106.003 Individual Behavioural Profiles and Predictors of Outcomes to the Early Start Denver Model Intervention. L. Ruta[*1], F. Muratori[2], M. Boncoddo[3], V. Cigala[4], C. Colombi[5], F. I. Fama'[6], A. Narzisi[7], R. Siracusano[8], G. Pioggia[8] and G. Tortorella[9], (1)Stella Maris Scientific Institute, Pisa, Italy, (2)Stella Maris Scientific Institute, Calambrone (Pisa), Italy, (3)Institute of Clinical Physiology, National Council of Research, Pisa, Italy, (4)National Research Council of Italy, Messina, Italy, (5)University of Michigan, Pontenure, PC, Italy, (6)Institute of Clinical Physiology, National Research Council of Italy, Messina, Italy, (7)Division of Child Neurology and Psychiatry, Stella Maris Scientific Institute, Pisa, Italy, Pisa, Italy, (8)Institute of Clinical Physiology, National Research Council of Italy (CNR), Messina, Italy, (9)Universita' di Messina, Messina, Italy

4 106.004 The Expressive Vocabulary Profile in Young Children with Autism Spectrum Disorder. T. L. Lin[*1], C. H. Chiang[2], C. L. Chu[3] and C. C. Wu[4], (1)Psychology, National Chengchi University, Taipei, Taiwan, (2)Department of Psychology, National Chengchi University, Taipei, Taiwan, (3)Department of Psychology, National Chung Cheng University, Chiayi, Taiwan, (4)Department of Psychology, Kaohsiung Medical University, Kaohsiung, Taiwan

5 106.005 A Comparison of the BASC-2 Preschool Version in Toddlers and Preschool Children with ASD and Other Developmental Delays. L. E. Bradstreet[*1], J. Juechter[2], R. W. Kamphaus[3] and D. Robins[1], (1)Psychology, Georgia State University, Atlanta, GA, (2)Bigfork Public Schools, Bigfork, MT, (3)Counseling and Psychological Services, Georgia State University, Atlanta, GA

6 106.006 A Prospective Study of Toddlers with ASD: A Short-Term Diagnostic Stability and Developmental Outcome. C. H. Chiang[*1], C. L. Chu[2], C. C. Wu[3], Y. M. Hou[4] and J. H. Liu[5], (1)National Chengchi University, Taipei, Taiwan, (2)Department of Psychology, National Chung Cheng University, Chiayi, Taiwan, (3)Department of Psychology, Kaohsiung Medical University, Kaohsiung, Taiwan, (4)Department of Psychiatry, Chia-Yi Christian Hospital, Chia-Yi, Taiwan, (5)Psychiatry, Liouying, Chi Mei Medical Center, Tainan, Taiwan

7 106.007 ASD Screening at 18 and 24 Months: Incremental Validity and Characteristics of Screen Positive Cases. C. Chlebowski[*1], D. A. Fein[2] and D. Robins[3], (1)Psychiatry, University of California, San Diego, San Diego, CA, (2)Psychology, University of Connecticut, Storrs, CT, (3)Psychology, Georgia State University, Atlanta, GA

8 106.008 Accommodations Made By Parents Raising Children with Autism Spectrum Disorder. T. Soto[*1], N. D. Slade[2], A. Eisenhower[3] and A. S. Carter[4], (1)University of Massachusetts, Boston, Boston, MA, (2)Psychology, University of Massachusetts Boston, Boston, MA, (3)Psychology, University of Massachusetts, Boston, Boston, MA, (4)Department of Psychology, University of Massachusetts Boston, Boston, MA

9 106.009 Adaptive Skills in Toddlers with DSM-IV but Not DSM-5 Autism. D. T. Jashar[*1], L. A. Brennan[2], D. Robins[3], M. L. Barton[1] and D. A. Fein[1], (1)Psychology, University of Connecticut, Storrs, CT, (2)Psychology, University of Connecticut, New Haven, CT, (3)Psychology, Georgia State University, Atlanta, GA

10 106.010 African American Toddlers with ASD Demonstrate More Social-Communication Symptoms Than Caucasian Toddlers. B. Brooks[*1], L. E. Herlihy[2] and D. Robins[1], (1)Psychology, Georgia State University, Atlanta, GA, (2)University of Connecticut, Storrs, CT

11 106.011 Association Between Brain Function Measures and Parent-Child Interactions in the Autism Phenotype. M. Elsabbagh[*1], M. W. Wan[2], R. Bruno[3], J. Green[4], T. Charman[5], M. H. Johnson[6] and The BASIS Team[7], (1)McGill University, Montreal, PQ, Canada, (2)University of Manchester, Manchester, UK, (3)McGill University Health Centre - Research Institute, Montreal, QC, Canada, (4)University of Manchester, Manchester, England, UK, (5)Institute of Psychiatry, King's College London, London, UK, (6)Centre for Brain and Cognitive Development, Birkbeck College, University of London, London, UK, (7)Centre for Brain & Cognitive Development, Birkbeck, University of London, London, UK

12 106.012 Attentional Domains of Parent-Reported Infant Behaviors: Implications and Relations to Social Responsiveness and Risk for Autism. R. Stephens[*1], M. G. Sabatos-DeVito[1], J. S. Reznick[1], L. Turner-Brown[2], L. R. Watson[3], G. T. Baranek[4] and E. R. Crais[5], (1)Psychology, University of North Carolina at Chapel Hill, Chapel Hill, NC, (2)University of North Carolina at Chapel Hill, Carrboro, NC, (3)Division of Speech and Hearing Sciences, University of North Carolina, Chapel Hill, NC, (4)Department of Allied Health Sciences, University of North Carolina at Chapel Hill, Chapel Hill, NC, (5)Division of Speech and Hearing Sciences, University of North Carolina at Chapel Hill, Chapel Hill, NC

13 106.013 Automated Prediction of a Child's Response to Name from Audio and Video. J. Bidwell[*1], A. Rozga[1], J. C. Kim[2], H. Rao[2], M. A. Clements[2], I. Essa[1] and G. D. Abowd[1], (1)School of Interactive Computing, Georgia Institute of Technology, Atlanta, GA, (2)School of Electrical and Computer Engineering, Georgia Institute of Technology, Atlanta, GA

14 106.014 Behavioral Differences Between High-Risk and Low-Risk Children with Autism. K. R. Bradbury[*], T. Dumont-Mathieu, M. L. Barton and D. A. Fein, Psychology, University of Connecticut, Storrs, CT

15 106.015 Comparing Perceptuo-Motor and Communication Development Across at-Risk Infants Who Later Developed Autism, at-Risk Infants without Delays, and Typically Developing Infants. L. Tran[*1], S. Srinivasan[2], M. Kaur[2] and A. N. Bhat[1], (1)University of Connecticut, Storrs, CT, (2)Kinesiology, University of Connecticut, Storrs, CT

16 106.016 Components of Limited Activity Monitoring in Toddlers and Children with ASD. F. Shic[*1], G. Chen[2], M. Perlmutter[1], E. B. Gisin[1], A. Dowd[3], E. B. Prince[1], L. Flink[1], S. Lansiquot[1], C. A. Wall[1], E. S. Kim[1], Q. Wang[1], S. Macari[1] and K. Chawarska[1], (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2)Christian Academy in Japan (CAJ), Tokyo, Japan, (3)Department of Psychology, University of Texas at Austin, Austin, TX

17 106.017 Differences in Object Exploration Skills Between Infants at Risk for Autism and Typically Developing Infants in the First 15 Months of Life. I. Park[*1], M. Kaur[1], S. Srinivasan[1], A. N. Bhat[1] and M. Sandbank[2], (1)Kinesiology, University of Connecticut, Storrs, CT, (2)University of Connecticut, Storrs, CT

18 106.018 Differences in Object Sharing and Locomotor Development Between Infants at Risk for Autism and Typically Developing Infants in the First 15 Months of Life. S. Srinivasan[*1], M. Kaur[1] and A. N. Bhat[2], (1)Kinesiology, University of Connecticut, Storrs, CT, (2)University of Connecticut, Storrs, CT

19 106.019 Differences in Overt but Not Covert Gaze-Following in Young Infants at Risk for Autism Spectrum Disorders. K. A. Rice[*1], E. Wood[1], R. S. Newman[2], N. B. Ratner[1], J. Lidz[1] and E. Redcay[1], (1)University of Maryland, College Park, MD, (2)Hearing & Speech Sciences, University of Maryland, College Park, MD

20 106.020 Different Sources of Parenting Stress in Families of Toddlers with ASD or DD. L. D. Haisley[*], M. L. Barton and D. A. Fein, Psychology, University of Connecticut, Storrs, CT

21 106.021 Early Developmental Trajectories of Social Communication in Infants at Risk for ASD. L. A. Edwards[*1], K. E. Masyn[2], R. Luyster[3] and C. A. Nelson[4], (1)Harvard University, Boston Children's Hospital, Boston, MA, (2)Harvard Graduate School of Education, Harvard University, Cambridge, MA, (3)Communication Sciences and Disorders, Emerson College, Boston, MA, (4)Boston Children's Hospital, Boston, MA

22 106.022 Early Intervention for Autism and Parental Stress As an Outcome Measure: Insights from Treatment As Usual. A. Narzisi[*1], C. Colombi[2], S. Calderoni[3], G. Balboni[4] and F. Muratori[5], (1)University of Pisa - Stella Maris Scientific Institute, Pisa, Italy, (2)University of Michigan, Pontenure, PC, Italy, (3)Magnetic Resonance Laboratory, Division of Child Neurology and Psychiatry University of Pisa; Stella Maris Scientific Institute, Pisa, Italy, (4)University of Pisa, Pisa, Italy, (5)Stella Maris Scientific Institute, Calambrone (Pisa), Italy

23 106.023 Electrophysiological Indices of Biological Motion and Audio-Visual Integration in Infants at Risk for Autism. H. S. Reuman[*1], R. Tillman[1], E. Levy[1], G. Righi[1], M. Rolison[2], C. E. Mukerji[1], A. Naples[1], M. Coffman[3], P. Hashim[4] and J. McPartland[1], (1)Child Study Center, Yale University, New Haven, CT, (2)Yale University, New Haven, CT, (3)Virginia Polytechnic Institute and State University, Blacksburg, VA, (4)Yale University School of Medicine, New Haven, CT

24 106.024 Goal Anticipation in Toddlers with ASD and High-Risk Siblings of Children with ASD. S. Thomas[*1], J. Parish-Morris[2], K. Spielman[1], E. N. Cannon[3], A. L. Woodward[4], J. Pandey[1], R. T. Schultz[1] and S. Paterson[1], (1)Center for Autism Research, The Children's Hospital of Philadelphia, Philadelphia, PA, (2)University of Pennsylvania and Children's Hospital of Philadelphia, Philadelphia, PA, (3)University of Maryland, College Park, College Park, MD, (4)University of Chicago, Chicago, IL

25 106.025 High-Risk Siblings with Atypical Developmental Trajectories: Clinical Outcomes at Early School Age. K. D. Tsatsanis[*], K. K. Powell and K. Chawarska, Child Study Center, Yale University School of Medicine, New Haven, CT

26 106.026 Identifying Unique and Shared Pre- and Perinatal Risk Factors in Simplex Versus Multiplex ASD and ADHD Families. A. Sluiter-Oerlemans[*1,2], M. J. Burmanje[3], C. A. Hartman[4], B. Franke[5], J. K. Buitelaar[2,6] and N. N. J. Rommelse[1,2], (1)Department of Psychiatry, Donders Institute for Brain, Cognition and Behavior, Radboud university medical center, Nijmegen, Netherlands, (2)Karakter Child and Adolescent Psychiatry University Centre, Nijmegen, Netherlands, (3)Department of Psychiatry, Donders Institute for Brain, Cognition and Behavior, Radboud University Medical Centre, Nijmegen, Netherlands, (4)University of Groningen and University Medical Center Groningen, Groningen, Netherlands, (5)Department of Human Genetics, Radboud University Medical Center, Nijmegen, Netherlands, (6)Department of Cognitive Neuroscience, Radboud university medical center, Nijmegen, Netherlands

27 106.027 Interest in Potential Reinforcers in the Second Year of Life Predicts Outcome of Behavioral Intervention in Toddlers with ASD. L. Klintwall[*1], S. Macari[2], S. Eikeseth[1] and K. Chawarska[2], (1)Oslo & Akershus University College, Oslo, Norway, (2)Child Study Center, Yale University School of Medicine, New Haven, CT

28 106.028 Limited Influence By Others' Gaze Direction on Initial Object Processing in Three-Year-Olds with Autism. T. Falck-Ytter[1,2], E. Thorup[*1] and S. Bolte[2,3], (1)Department of Psychology, Uppsala University, Uppsala Child & Babylab, Uppsala, Sweden, (2)Center of Neurodevelopmental Disorders, Karolinska Institutet, Stockholm, Sweden, (3)Stockholm County Council, Karolinska Institutet, Stockholm, Sweden

29 106.029 Longitudinal Retrospective Video Analysis of Object Play in Infants with Autism. K. P. Wilson[*1], H. Wiener[2], M. DeRamus[3], J. Bulluck[4], G. T. Baranek[4], L. R. Watson[5] and E. R. Crais[6], (1)Kennedy Krieger Institute, Baltimore, MD, (2)Hilltop Home, Raleigh, NC, (3)CIDD, University of North Carolina at Chapel Hill, Chapel Hill, NC, (4)Department of Allied Health Sciences, University of North Carolina at Chapel Hill, Chapel Hill, NC, (5)Allied Health Sciences, University of North Carolina at Chapel Hill, Chapel Hill, NC, (6)Division of Speech and Hearing Sciences, University of North Carolina at Chapel Hill, Chapel Hill, NC

30 106.030 Modified Checklist for Autism in Toddlers, Revised (M-CHAT-R) Validation in Portugal - Preliminary Findings. C. C. Almeida[*1], A. Rodrigues[2] and D. Robins[3], (1)PIN, Carcavelos, Portugal, (2)Education and Social Sciences, Faculdade Motricidade Humana, Lisboa, Portugal, (3)Psychology, Georgia State University, Atlanta, GA

31 106.031 Predicting Toddlers' and Preschoolers' Attentional Skills and Sensory Features from Attentional Profiles on the First Year Inventory. M. G. Sabatos-DeVito[*1], R. Stephens[2], J. S. Reznick[2], L. R. Watson[3], G. T. Baranek[4] and J. Chen[5], (1)Davie Hall 224, UNC-Chapel Hill, Chapel Hill, NC, (2)Psychology, University of North Carolina at Chapel Hill, Chapel Hill, NC, (3)Division of Speech and Hearing Sciences, University of North Carolina, Chapel Hill, NC, (4)Department of Allied Health Sciences, University of North Carolina at Chapel Hill, Chapel Hill, NC, (5)University of North Carolina-Chapel Hill, Chapel Hill, NC

32 106.032 Profiles of Developmental Level, Adaptive Skills, and Diagnostic Symptoms in Late Preterm, Early Term, and Full Term Toddlers with Autism. C. Klaiman[*1], K. E. Caravella[2] and M. D. Lense[3], (1)Marcus Autism Center, Children's Healthcare of Atlanta & Emory University School of Medicine, Atlanta, GA, (2)Psychology, University of South Carolina, Columbia, SC, (3)Marcus Autism Center, Children's Healthcare of Atlanta and Emory University, Atlanta, GA

33 106.033 Smiling in Infants With and Without ASD During Infant-Caregiver Face-to-Face Interactions. R. K. Sandercock[*1], W. Jones[1], A. Klin[1] and S. Shultz[2], (1)Marcus Autism Center, Children's Healthcare of Atlanta and Emory University School of Medicine, Atlanta, GA, (2)Department of Pediatrics, Marcus Autism Center, Children's Healthcare of Atlanta, Emory University, Atlanta, GA

34 106.034 The Early Signs of Autism in First Year of Life: Identification of Key Factors Using Artificial Neural Networks. H. Alonim[1], E. Grossi[*2], I. Liberman[3], G. Schayngesicht[4] and D. Tayar[5], (1)The Mifne Center and Social Science School, Bar Ilan University, Rosh Pina, Israel, (2)Autism Research Unit, Villa Santa Maria Institute, Tavernerio(Como), Italy, (3)Research Authority, Western Galilee Academic College, Bar Ilan University, Rosh Pina, Israel, (4)The Mifne Center, Rosh Pina, Israel, (5)The Mifne Center and Health Care Unit, Health Ministry, Rosh Pina, Israel

35 106.035 The Specificity of Atypical Language Development in Infants at-Risk for ASD. G. Righi[*1], E. D. Brooks[2], P. Hashim[2], M. Coffman[3], C. E. Mukerji[1], R. Tillman[1], A. Naples[1], J. Terner[4], R. Travieso[5], D. Steinbacher[6], N. Landi[7], L. Mayes[1], J. A. Persing[8] and J. McPartland[1], (1)Child Study Center, Yale University, New Haven, CT, (2)Yale University School of Medicine, New Haven, CT, (3)Virginia Polytechnic Institute and State University, Blacksburg, VA, (4)Montefiore Medical Center, New York, NY, (5)Yale University School of Medicine, New Haven, CT, (6)Plastic and Reconstructive Surgery, Yale University School of Medicine, New Haven, CT, (7)Haskins Laboratories, New Haven, CT, (8)Section of Plastic and Reconstructive Surgery, Yale University School of Medicine, New Haven, CT

36 106.036 The Utility of the First Year Inventory in Evaluating Autism Symptoms at 12 Months in Infants at High Risk for ASD. S. Macari[*1], J. Rowberry[2], D. J. Campbell[1], G. M. Chen[3], J. Koller[4] and K. Chawarska[1], (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2)Developmental and Behavioral Pediatrics, Mike O'Callaghan Federal Medical Center, Nellis, NV, (3)Christian Academy in Japan, Tokyo, Japan, (4)Hebrew University of Jerusalem, Jerusalem, Israel

37 106.037 The Potential of an Audio-Based Automated Autism Screen: The Result of a Blind Test Using Third-Party Data. D. Xu[*1,2], B. Boyd[3], J. A. Richards[1] and J. Gilkerson[1,2], (1)LENA Foundation, Boulder, CO, (2)Department of Speech, Language and Hearing Sciences, University of Colorado, Boulder, CO, (3)University of North Carolina at Chapel Hill, Chapel Hill, NC

38 106.038 Treatment As Usual (TAU) for Preschoolers with Autism: Insight from the Artificial Neural Networks Analyses. . Narzisi[*1], E. Grossi[2] and F. Muratori[3], (1)University of Pisa - Stella Maris Scientific Institute, Pisa, Italy, (2)Autism Research Unit, Villa Santa Maria Institute, Tavernerio (Como), Italy, (3)Stella Maris Scientific Institute, Calambrone (Pisa), Italy

39 106.039 Video-Guided Self Report of ASD Indicators. R. Landa[*1], S. Warnet[2], K. Boswell[3] and K. Sheperd[4], (1)Kennedy Krieger Institute, Baltimore, MD, (2)Communicative Sciences and Disorders, New York University, New York, NY, (3)Center for Autism and Related Disorders, Kennedy Krieger Institute, Baltimore, MD, (4)Center for Autism and Related Disorders, Kennedy Krieger Institute, Baltimore, MD

40 106.040 Visual Social Attention in Infants at Risk for Autism Spectrum Disorders Differs Between Schematic and Live-Action Social Scenes. T. Tsang[*1], M. Dapretto[2], T. Hutman[3], S. S. Jeste[4] and S. Johnson[3], (1)Psychology, University of California, Los Angeles, Los Angeles, CA, (2)Ahmanson-Lovelace Brain Mapping Center, UCLA, Los Angeles, CA, (3)University of California Los Angeles, Los Angeles, CA, (4)Psychiatry and Neurology, UCLA, Los Angeles, CA

41 106.041 Who Are Blossomers? Case Studies of Children with Autism Who Blossomed through ABA Parent Training. R. Jamil[*1], M. N. Gragg[1], S. A. Scott[1] and H. E. Hebert[2], (1)University of Windsor, Windsor, ON, Canada, (2)The Summit Centre for Preschool Children With Autism, Windsor, ON, Canada

Poster Sessions
107 - Epidemiology
11:30 - 1:30 - Atrium Ballroom

42 107.042 Access to Care for African-American Families Affected By Autism: Pilot of an Event History Calendar Interview. A. Abbacchi[*1], Y. Zhang[2], P. Shattuck[3], D. S. Mandell[4], D. H. Geschwind[5] and J. N. Constantino[6], (1)Washington University School of Medicine, St. Louis, MO, (2)Psychiatry, Washington University School of Medicine, Saint Louis, MO, (3)A.J. Drexel Autism Institute, Drexel University, Philadelphia, PA, (4)Psychiatry, University of Pennsylvania School of Medicine, Philadelphia, PA, (5)Program in Neurogenetics, Department of Neurology, David Geffen School of Medicine, UCLA, Los Angeles, CA, (6)Washington University School of Medicine, Saint Louis, MO

43 107.043 Agreement Between Multiple Autism Diagnostic Instruments and Clinical Judgment Among Taiwanese Children in the Community. P. C. Tsai[*1], R. A. Harrington[2], I. T. Li[3], C. C. Wu[4], C. H. Tsai[5], C. L. Chu[6], H. Y. Hsu[3], C. L. Chang[7], W. T. Kao[8], C. C. Chien[9], F. W. Lung[10] and L. C. Lee[11], (1)Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (2)Epidemiology, Johns Hopkins University, Baltimore, MD, (3)Kaohsiung Medical University Chung-Ho Memorial Hospital, Kaohsiung, Taiwan, (4)Department of Psychology, Kaohsiung Medical University, Kaohsiung, Taiwan, (5)Kaohsiung Municipal Kai-Syuan Psychiatric Hospital, Kaohsiung, Taiwan, (6)Department of Psychology, National Chung Cheng University, Chiayi, Taiwan, (7)Graduate Institue of Medicine, Kaohsiung Medical University, Kaohsiung, Taiwan, (8)National Defense Medical Center, Taipei, Taiwan, (9)Kaohsiung Armed Forces General Hospital, Kaohsiung, Taiwan, (10)Taipei City Hospital, Taipei, Taiwan, (11)Epidemiology, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD

44 107.044 Are Males and Females with ASD More Similar Than We Thought?. J. L. Mussey[*1], N. C. Ginn[1], M. R. Klinger[2] and L. G. Klinger[1], (1)TEACCH Autism Program; Department of Psychiatry, University of North Carolina, Chapel Hill, NC, (2)Allied Health Sciences, University of North Carolina - Chapel Hill, Chapel Hill, NC

45 107.045 Association Between a Polymorphism in the Maternal Serotonin Transporter Gene and Prenatal Stress and a Subset of ASD with Hypersensitivity to Sensory Stimuli. P. Hecht[*1], M. Tilley[2] and D. Q. Beversdorf[1], (1)University of Missouri, Columbia, MO, (2)Central Methodist University, Fayette, MO

46 107.046 Changes over Time in ASD Prevalence and Characteristics Among Children Aged 3-17 Years, National Health Interview Survey, United States, 1997-2011. A. B. Goodman[*], L. H. Tian, C. E. Rice and L. A. Schieve, National Center on Birth Defects and Developmental Disabilities, Centers for Disease Control and Prevention, Atlanta, GA

47 107.047 Comparison of Time Spent in Moderate and Vigorous Activity Among Adolescents with Autism Spectrum Disorder and Typically Developing Adolescents. L. G. Bandini[*1], H. Stanish[2], C. Curtin[1], S. Phillips[3], M. C. T. Maslin[1] and A. Must[3], (1)E.K. Shriver Center, University of Massachusetts Medical School, Charlestown, MA, (2)Exercise and Health Sciences, University of Massachusetts Boston, Boston, MA, (3)Department of Public Health and Community Medicine, Tufts University School of Medicine, Boston, MA

48 107.048 Compromised Indices of Quality of Life Among Parents of Children with Autism Spectrum Disorder in Oman: A Case-Control Study. O. A. Al-Farsi[*1], Y. M. Al-Farsi[2], M. M. Al-Sharbati[3], M. I. Waly[4], M. A. al-Shafaee[5], A. Ouhtit[6], M. M. Al-Khaduri[7], M. F. Al-Said[8] and S. al-Adawi[9], (1)Sultan Qaboos University, Muscat, Oman, (2)Family Medicine & Public Health, Sultan Qaboos University, Al-Khoud, Oman, (3)Sultan Qaboos University, Muscat-Al-Khod, Oman, (4)Food Science and Nutrition, Sultan Qaboos University, Murcat, Oman, (5)Family Medicine and Public Health, S.Q.U., Muscat, Oman, (6)Genetics, Sultan Qaboos University, Muscat, Oman, (7)Obstetrics and Gynecology, Sultan Qaboos University, Muscat, Oman, (8)Sultan Qaboos university, Muscat, Oman, (9)Behavioral Medicine, Sultan Qaboos University, Muscat, Oman

49 107.049 DNA Methylation As a Biomarker for Prenatal Exposures Implicated in Autism Spectrum Disorders. C. Ladd-Acosta[*1], B. K. Lee[2], S. V. Andrews[1], C. J. Newschaffer[2], L. A. Schieve[3], G. C. Windham[4], L. A. Croen[5], A. P. Feinberg[6] and M. D. Fallin[7], (1)Johns Hopkins University, Baltimore, MD, (2)Drexel University School of Public Health, Philadelphia, PA, (3)National Center on Birth Defects and Developmental Disabilities, Centers for Disease Control and Prevention, Atlanta, GA, (4)California Dept of Public Health, Richmond, CA, (5)Division of Research, Kaiser Permanente Northern California, Oakland, CA, (6)Medicine, Johns Hopkins University, Baltimore, MD, (7)Johns Hopkins Bloomberg School of Public Health, Baltimore, MD

50 107.050 Developing UK ASD Research Capacity: Regional and UK ASD Research Databases Include 2500 Children Representative of the UK ASD Population. J. R. Parr[*1], F. Warnell[1], B. George[1], M. Johnson[2] and H. McConachie[2], (1)Institute of Neuroscience, Newcastle University, Newcastle, United Kingdom, (2)Institute of Health and Society, Newcastle University, Newcastle, United Kingdom

51 107.051 Environmental Factors Associated with Autism Spectrum Disorders: A Scoping Review. J. G. de Montigny[1], M. T. Do[*2], M. Ofner[3] and M. Carvalho[2], (1)Institute of Population Health, University of Ottawa, Ottawa, ON, Canada, (2)Public Health Agency of Canada, Ottawa, ON, Canada, (3)Public Health Agency of Canada, Toronto, ON, Canada

52 107.052 Factorial Structure of Autistic Traits in a Large Sample of Indian Children. A. Rudra[*1], S. Banerjee[2,3], P. Soni[3], S. Mukerji[3], M. Belmonte[4,5] and B. Chakrabarti[1], (1)Centre for Integrative Neuroscience and Neurodynamics, School of Psychology and Clinical Language Sciences, University of Reading, Reading, United Kingdom, (2)University of Haifa, Haifa, Israel, (3)Creating Connections, Kolkata, India, (4)Groden Centre, Providence, RI, (5)Division of Psychology, Nottingham Trent University, Nottingham, United Kingdom

53 107.053 Fetal-Placental Chorionic Surface Arterial and Venous Vascular Network Structure: Quantitative Arterio-Venous Network Differences in ASD and Controls in the Avon Longitudinal Study of Parents and Children. D. P. Misra[*1], C. M. Salafia[2], T. Girardi[3], C. Platt[4], R. Shah[5] and G. Merz[6], (1)Family Medicine and Public Health Sciences, Wayne State University, Detroit, MI, (2)Institute for Basic Research, Staten Island, NY, (3)Placental Modulation, Institute for Basic Research, Staten Island, NY, (4)Pathology, University of Bristol Hospitals, Bristol, United Kingdom, (5)Image Analysis, Placental Analytics, Larchmont, NY, (6)Microscopy and Imaging ANalysis, Institute for Basic Research, Staten Island, NY

54 107.054 Investigating the Correlation Between Parental Age at Birth and a Diagnosis of Autism Spectrum Disorder in a Sample of Children with Developmental Delays. P. N. Waselkov[*], A. N. Harris, S. E. O'Kelley and K. C. Guest, Department of Psychology, University of Alabama at Birmingham, Birmingham, AL

▸ 55 107.055 Metabolic Genes and Blood Lead Concentrations in Jamaican Children with and without Autism Spectrum Disorders. M. H. Rahbar[*1], M. Samms-Vaughan[2], M. Ardjomand-Hessabi[3], K. A. Loveland[4], A. S. Dickerson[5], J. Bressler[6], S. Shakespeare-Pellington[7], M. L. Grove[6] and E. Boerwinkle[8], (1)Center for Clinical and Translational Sciences, The University of Texas Health Science Center at Houston, Houston, TX, (2)The University of the West Indies, Kingston 7, Jamaica, (3)Biostatistics, Epidemiology, Research Design (BERD) Core, Center for Clinical and Translational Sciences (CCTS), The University of Texas Health Science Center at Houston, Houston, TX, (4)University of Texas Medical School, Houston, TX, (5)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)Department of Child Health, The University of the West Indies, Kingston, Jamaica, (8)Division of Epidemiology, Human Genetics, and Environmental Sciences, University of Texas School of Public Health at Houston, Houston, TX

56 107.056 Mortality Associated with Autism Spectrum Disorders in a Finnish National Birth Cohort. E. Jokiranta[*1], K. Cheslack-Postava[2], A. Suominen[1], D. Sucksdorff[1], V. Lehti[1], A. S. Brown[3] and A. Sourander[1], (1)University of Turku, Turku, Finland, (2)Columbia University, New York, NY, (3)Columbia College of Physicians and Surgeons, New York, NY

57 107.057 Parental Exposure to Occupational Asthmagens and Risk of Autism Spectrum Disorders in the Study to Explore Early Development. A. B. Singer[*1], G. C. Windham[2], L. A. Croen[3], J. Daniels[4], B. K. Lee[5], D. E. Schendel[6], M. D. Fallin[1] and I. Burstyn[5], (1)Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (2)California Dept of Public Health, Richmond, CA, (3)Division of Research, Kaiser Permanente Northern California, Oakland, CA, (4)UNC Gillings School of Public Health, Chapel Hill, NC, (5)Drexel University School of Public Health, Philadelphia, PA, (6)Department of Public Health and National Centre for Register-Based Research, Aarhus University, Aarhus, Denmark

58 107.058 Periconceptional Folic Acid-Containing Supplements and LINE-1 DNA Methylation in the Marbles Prospective Study of Autism Spectrum Disorder. R. J. Schmidt[*1,2], A. M. Iosif[3], J. E. Dienes[1], F. Crary[2,4], J. M. LaSalle[2,4] and I. Hertz-Picciotto[2,5], (1)Public Health Sciences, University of California at Davis, Davis, CA, (2)MIND Institute, Sacramento, CA, (3)Department of Public Health Sciences, University of California at Davis, Davis, CA, (4)Medical Microbiology and Immunology, University of California at Davis, Davis, CA, (5)Public Health Sciences, M.I.N.D. Institute, UC Davis, Davis, CA

▸ 59 107.059 Pre-Existing Differences of Mothers of Children with Autism Spectrum Disorder and/or Intellectual Disability: A Review. J. Fairthorne[*1], J. Bourke[1], A. Langridge[1] and H. M. Leonard[2], (1)Disability, Telethon Institute for Child Health Research, Perth, Australia, (2)Disability, Telethon Institute for Child Health Research, West Perth, WA, Australia

60 107.060 Prevalence Changes in Autism Spectrum Disorders Over an 8-Year Period in South Carolina. W. Jenner[*1], L. A. Carpenter[2], L. B. King[2], J. Charles[2], H. Specter[3], A. E. Wahlquist[4], C. C. Bradley[1] and A. P. Cohen[2], (1)Medical University of South Carolina, Charleston, SC, (2)Pediatrics, Medical University of South Carolina, Charleston, SC, (3)Pediatrics, Medical University of South Carolina, Chaleston, SC, (4)Public Health Sciences, Medical University of South Carolina, Charleston, SC

▸ 61 107.061 Psychological Burden on Parents of Children with Autism in Oman: A Case Control Study. O. A. Al-Farsi[*1], Y. M. Al-Farsi[2], M. M. Al-Sharbati[3], M. I. Waly[4], M. A. al-Shafaee[5], A. Ouhtit[6], M. M. Al-Khaduri[7], M. F. Al-Said[8] and S. al-Adawi[9], (1)Sultan Qaboos University, Muscat, Oman, (2)Family Medicine & Public Health, Sultan Qaboos University, Al-Khoud, Oman, (3)Sultan Qaboos University, Muscat-Al-Khod, Oman, (4)Food Science and Nutrition, Sultan Qaboos University, Murcat, Oman, (5)Family Medicine and Public Health, S.Q.U., Muscat, Oman, (6)Genetics, Sultan Qaboos University, Muscat, Oman, (7)Obstetrics and Gynecology, Sultan Qaboos University, Muscat, Oman, (8)Sultan Qaboos university, Muscat, Oman, (9)Behavioral Medicine, Sultan Qaboos University, Muscat, Oman

62 107.062 Psychotropic Medication Use Among Children with and without Autism Spectrum Disorders in 2010. J. M. Madden[*1], M. D. Lakoma[1], V. M. Yau[2], F. L. Lynch[3], D. Rusinak[1], A. A. Owen-Smith[4], K. J. Coleman[5], V. P. Quinn[5] and L. A. Croen[2], (1)Department of Population Medicine, Harvard Medical School and Harvard Pilgrim Health Care Institute, Boston, MA, (2)Division of Research, Kaiser Permanente Northern California, Oakland, CA, (3)The Center for Health Research Northwest, Kaiser Permanente Northwest, Portland, OR, (4)The Center for Health Research Southeast, Kaiser Permanente Georgia, Atlanta, GA, (5)Department of Research and Evaluation, Kaiser Permanente Southern California, Pasadena, CA

63 107.063 Quantifying Change: The Significant Increase of Autism Spectrum Disorder Prevalence in a Rural Population. L. B. King[*1], J. Charles[1], J. S. Nicholas[2], W. Jenner[1] and L. A. Carpenter[1], (1)Pediatrics, Medical University of South Carolina, Charleston, SC, (2)Medical University of South Carolina, Charleston, SC

64 107.064 Sex Difference in Diagnosis Retention of an Autism Spectrum Disorder (ASD). Y. T. Wu[*1], M. J. Maenner[2], L. D. Wiggins[3], C. E. Rice[4], C. C. Bradley[5], M. L. Lopez[6], R. S. Kirby[7] and L. C. Lee[8], (1)Department of Epidemiology, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (2)National Center on Birth Defects and Developmental Disabilities, US Centers for Disease Control and Prevention, Atlanta, GA, (3)Centers for Disease Control and Prevention, Atlanta, GA, (4)National Center on Birth Defects and Developmental Disabilities, Atlanta, GA, (5)MUSC, Medical University of South Carolina, Charleston, SC, (6)Section of Developmental Behavioral Pediatrics and Rehabilitative Medicine, University of Arkansas for Medical Sciences, Little Rock, AR, (7)Community and Family Health, University of South Florida, Tampa, FL, (8)Epidemiology, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD

65 107.065 The Likelihood of a Child Developing Autism Spectrum Disorder, Intellectual Disability or Both Is Related to a Mother's Mental Health Status in the Years before the Birth. J. Fairthorne[*1], J. L. Bourke[2], G. Hammond[1], N. De Klerk[3] and H. M. Leonard[4], (1)Disability, Telethon Institute for Child Health Research, Perth, Australia, (2)Disability, Telethon Institue for Child Health Research, Perth, Australia, (3)Biostatistics, Telethon Institute for Child Health Research, Perth, Australia, (4)Disability, Telethon Institute for Child Health Research, West Perth, WA, Australia

66 107.066 The National Autism Spectrum-Disorders Surveillance (NASS) System in Canada: Design and Implementation. L. Mery[1], M. Ofner[2], M. Cardinal[1], A. J. Bailey[3], A. M. Ugnat[1] and M. T. Do[*1], (1)Public Health Agency of Canada, Ottawa, ON, Canada, (2)Public Health Agency of Canada, Toronto, ON, Canada, (3)Psychiatry, UBC, Vancouver, BC, Canada

67 107.067 Understanding Associated Features of Autism Spectrum Disorder and Their Relationship to DSM Diagnostic Criteria. L. D. Wiggins*[1], L. H. Tian[1], K. Van Naarden Braun[1], J. Baio[1], L. A. Schieve[1], M. Maenner[1], H. Clayton[1], M. DiRienzo[2], A. B. Goodman[1] and M. Yeargin-Allsopp[1], (1)National Center on Birth Defects and Developmental Disabilities, Centers for Disease Control and Prevention, Atlanta, GA, (2)Carter Consulting for the Centers for Disease Control and Prevention, Atlanta, GA

68 107.068 What Can State-Birth Records Contribute to Our Understanding of ASD Risk?. R. C. Urbano*[1], A. Vehorn[2] and Z. Warren[3], (1)Vanderbilt Kennedy Center, Nashville, TN, (2)TRIAD, Vanderbilt Kennedy Center, Nashville, TN, (3)Vanderbilt Kennedy Center, Department of Pediatrics, Department of Psychiatry, Vanderbilt University, Nashville, TN

Poster Sessions
108 - Intellectual and Behavioral Assessment and Measurement
11:30 - 1:30 - Atrium Ballroom

69 108.069 Assessment of Change in Autism: Inter-Rater Reliability of Developmental Disabilities CGAS and the OSU Autism CGI. N. Choque Olsson*[1,2] and S. Bolte[1,3], (1)Center of neurodevelopmental disorders, Karolinska Institutet, Stockholm, Sweden, (2)Stockholm County Council, Child and Adolescent Psychiatry, Stockholm, Sweden, (3)Stockholm County Council, Karolinska Institutet, Stockholm, Sweden

70 108.070 3D Facial Pattern Analysis for Autism Using Geodesic Distances. T. Obafemi-Ajayi*[1], J. H. Miles[2], W. Qi[1], N. Takahashi[2], K. Aldridge[3], Y. Duan[1] and H. Ying[4], (1)University of Missouri, Columbia, MO, (2)Thompson Center for Autism and Neurodevelopmental Disorders, University of Missouri, Columbia, MO, (3)University of Missouri School of Medicine, Columbia, MO, (4)Nanyang Technological University, Singapore, Singapore

71 108.071 A Review of Attention-Deficit/Hyperactivity Disorder Measures for Children with Autism Spectrum Disorder. . A. Scott*, M. N. Gragg and S. A. Rutter, University of Windsor, Windsor, ON, Canada

72 108.072 Abnormal Vestibulo-Ocular Reflexes and Possible Link to Cerebellar Deficits in Autism. T. B. Carson*[1], B. Wilkes[2], K. Patel[1], J. Welsh[1], M. H. Lewis[3] and K. White[2], (1)University of Florida, Gainesville, FL, (2)Psychology, University of Florida, Gainesville, FL, (3)Psychiatry/Psychology, University of Florida, Gainesville, FL

73 108.073 Adaptive Motor Impairment in Young Children with Autism Spectrum Disorders (ASD). I. Jalnapurkar*[1], E. O'Day[1], T. Paparella[2], S. Freeman[2] and S. S. Jeste[3], (1)UCLA Center for Autism Research and Treatment, Los Angeles, CA, (2)University of California Los Angeles, Los Angeles, CA, (3)Psychiatry and Neurology, UCLA, Los Angeles, CA

74 108.074 An Exploration of the Relationship Between the Child Behavior Checklist and ADOS Comparison Scores Including Possible Mediating Factors. L. A. Washington*[1], T. Katz[2], D. Sikora[3] and A. Shui[4], (1)Rocky Mountain Human Services, Denver, CO, (2)University of Colorado, Aurora, CO, (3)Providence Neurodevelopmental Center for Children, Portland, OR, (4)Massachusettes General Hospital for Children, Boston, MA

75 108.075 Assessment of Cognitive and Language Abilities in Toddlers with and without Autism Spectrum Disorders: Comparison of the Mullen Scales of Early Learning and the Bayley Scales of Infant and Toddler Development, 3rd Edition. M. D. Lense*[1,2], S. Hoffenberg[1], E. S. Mitchell[1], C. Hall[1] and C. Klaiman[1], (1)Marcus Autism Center, Children's Healthcare of Atlanta and Emory University, Atlanta, GA, (2)Vanderbilt Kennedy Center, Nashville, TN

76 108.076 Autism Symptomatology Associated with Developmental and Adaptive Behavior in Infants with Fragile X Syndrome and Autism Infant Siblings. K. E. Caravella*, L. M. McCary and J. E. Roberts, Psychology, University of South Carolina, Columbia, SC

77 108.077 Behavior Economic Measures of Social Reward in Children with Autism. N. Call*[1,2], J. E. Lomas Mevers[3] and A. R. Reavis[1], (1)Marcus Autism Center & Children's Healthcare of Atlanta, Atlanta, GA, (2)Emory University School of Medicine, Atlanta, GA, (3)Marcus Autism Center, Children's Healthcare of Atlanta & Emory University, Atlanta, GA

78 108.078 Comparison of Parent and Teacher Reports of Adaptive Functioning for Children and Adolescents with Autism Spectrum Disorders. J. Ginberg*[1], J. Pandey[2], R. T. Schultz[3] and S. Paterson[2], (1)Department of Psychology, University of Pennsylvania, Philadelphia, PA, (2)Center for Autism Research, The Children's Hospital of Philadelphia, Philadelphia, PA, (3)Departments of Pediatrics and Psychiatry, University of Pennsylvania, Philadelphia, PA

▸ 79 108.079 Comparisons Between Black and White Children Included in the Autism Treatment Network Registry. A. D. Hagen*[1], A. P. Hill[2], K. E. Zuckerman[3] and E. Fombonne[4], (1)CDRC, Department of Psychiatry, OHSU, Portland, OR, (2)Center for Spoken Language Understanding, Oregon Health & Science University, Portland, OR, (3)Pediatrics, Oregon Health & Science University, Portland, OR, (4)Institute for Development and Disability, Department of Psychiatry, Oregon Health & Science University, Portland, OR

80 108.080 Confirmatory Factor Analysis of the Social Responsiveness Scale. K. LaGuerre*[1], F. I. Jackson[1], E. Hanson[1] and A. V. Snow[2], (1)Developmental Medicine, Boston Children's Hospital, Boston, MA, (2)Developmental Medicine, Boston Children's Hospital, Harvard Medical School, Boston, MA

81 108.081 DATA Mining of Clinical Variables and Biological Endophenotypes in Autistic Patients Using Fourth Generation Artificial Neural Networks. R. Sacco*[1,2], S. Gabriele[1,2], E. Grossi[3,4], P. M. Buscema[3] and A. M. Persico[1,2,5], (1)Child and Adolescent Neuropsychiatry Unit, Univ. Campus Bio-Medico, Rome, Italy, (2)IRCCS Fondazione Santa Lucia, Rome, Italy, (3)Semeion Research Center, Rome, Italy, (4)Autism Unit, Villa Santa Maria Institute, Tavernerio (Como), Italy, (5)Mafalda Luce Center for Pervasive Developmental Disorders, Milan, Italy

82 108.082 Development and Pilot of the Caregiver Strategies Inventory: Measuring Parents' Everyday Responses to Children's Sensory Features. A. V. Kirby*, W. Zhang and G. T. Baranek, Department of Allied Health Sciences, University of North Carolina at Chapel Hill, Chapel Hill, NC

▸ 83 108.083 Discriminative Validity of Social Responsiveness Scale (SRS) on Autism Diagnoses from a Community Study in Taiwan. W. T. Kao*[1], R. A. Harrington[2], C. H. Tsai[3], I. T. Li[4], P. C. Tsai[5], C. L. Chang[6], C. C. Chien[7], C. C. Wu[8], C. L. Chu[9], H. Y. Hsu[4], F. W. Lung[10] and L. C. Lee[11], (1)National Defense Medical Center, Taipei, Taiwan, (2)Epidemiology, Johns Hopkins University, Baltimore, MD, (3)Kaohsiung Municipal Kai-Syuan Psychiatric Hospital, Kaohsiung, Taiwan, (4)Kaohsiung Medical University Chung-Ho Memorial Hospital, Kaohsiung, Taiwan, (5)Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (6)Graduate Institue of Medicine, Kaohsiung Medical University, Kaohsiung, Taiwan, (7)Kaohsiung Armed Forces General Hospital, Kaohsiung, Taiwan, (8)Department of Psychology, Kaohsiung Medical University, Kaohsiung, Taiwan, (9)Department of Psychology, National Chung Cheng University, Chiayi, Taiwan, (10)Taipei City Hospital, Taipei, Taiwan, (11)Epidemiology, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD

84 108.084 Do Kindergarten-Level Behaviour Profiles of Children with Autism Spectrum Disorder (ASD) Differ from Profiles of Children with Other Developmental Disabilities?. E. Duku[*1], M. Janus[1], E. Mauti[1], M. Horner[1] and P. Szatmari[2], (1)McMaster University, Hamilton, ON, Canada, (2)Centre for Addiction and Mental Health, University of Toronto, Toronto, ON, Canada

85 108.085 Evaluating Student Social Behavior: An Initial Comparison of Systematic Direct Observation and Direct Teacher Behavior Ratings. S. A. Owens[*1], S. Kilgus[2], A. M. Schoemann[2], T. C. Riley-Tillman[1] and J. P. Stichter[3], (1)University of Missouri, Columbia, MO, (2)East Carolina University, Greenville, NC, (3)Special Education, University of Missouri, Columbia, MO

86 108.086 Executive Dysfunction Is More Predictive of Adaptive Functioning in a Sample of High-Functioning Autism. L. D. Ankeny[*1,2] and S. L. Hepburn[2], (1)Psychology, University of Denver, Denver, CO, (2)Psychiatry & Pediatrics, JFK Partners/University of Colorado School of Medicine, Aurora, CO

87 108.087 No Sex Differences Found in Autism Phenotype as Measured By the ADOS in Young Children with ASD. L. Huang-Storms[*1], S. Duvall[1], N. B. Knoble[2], A. P. Hill[3] and E. Fombonne[4], (1)Pediatrics, Oregon Health & Science University, Portland, OR, (2)Pediatrics, Oregon Health & Science Univeristy, Portland, OR, (3)Center for Spoken Language Understanding, Oregon Health & Science University, Portland, OR, (4)Oregon Health & Science University, Portland, OR

88 108.088 No Sex Differences Found in Cognitive Ability in Children with Autism Spectrum Disorder. S. W. Duvall[*1], L. Huang-Storms[1], N. B. Knoble[2], E. Fombonne[2] and A. P. Hill[3], (1)Pediatrics, Oregon Health & Science University, Portland, OR, (2)Oregon Health & Science University, Portland, OR, (3)Center for Spoken Language Understanding, Oregon Health & Science University, Portland, OR

89 108.089 Parental Scaffolding of Emotion Understanding in Children with Autism Spectrum Disorders: Relations to Emotion Regulation Abilities. L. Berkovits[*1], B. Caplan[1], A. Eisenhower[2] and J. Blacher[3], (1)Department of Psychology, UCLA, Los Angeles, CA, (2)Psychology, University of Massachusetts, Boston, Boston, MA, (3)Graduate School of Education, University of California - Riverside, Riverside, CA

90 108.090 Parental Stress and Style in Mothers and Fathers of Children with Autism Spectrum Disorders, Learning Disabilities and Emotional Problems. Y. Ozturk[*], A. Bentenuto, N. Zanella and P. Venuti, Department of Psychology and Cognitive Science, University of Trento, Rovereto, Italy

91 108.091 Percentile Norms for the Aberrant Behavior Checklist in ASD. A. J. Kaat[*], L. Lecavalier and M. G. Aman, Psychology, The Ohio State University, Columbus, OH

92 108.092 Relationship Between Mental Age and Everyday Adaptation Reported By Teachers in Low Functioning Individuals with and without ASD. A. San José Cáceres[*1], K. L. Ashwood[2] and F. G. Happe[3], (1)Denmark Hill, London, United Kingdom, (2)Institute of Psychiatry, London, United Kingdom, (3)MRC SGDP Centre, Institute of Psychiatry, King's College London, London, United Kingdom

93 108.093 Self-Concept and Psychosocial Adjustment in Adolescent Siblings of Individuals with ASD. L. A. Pepa[*1] and S. L. Harris[2], (1)Rutgers University- Douglass Developmental Disabilities Center, New Brunswick, NJ, (2)Douglass Developmental Disabilities Center, Rutgers University, Piscataway, NJ

95 108.095 The Differential Ability Scales-Second Edition and Cognitive Profile Variability in Young Children with Autism Spectrum Disorder. E. S. Mitchell[*], C. Klaiman, M. Lense and S. Hoffenberg, Marcus Autism Center, Children's Healthcare of Atlanta and Emory University, Atlanta, GA

96 108.096 The Effects of Conducting a Functional Analysis on Problem Behavior in Other Settings: The Possibility of Interaction Effects. A. R. Reavis[*1], N. Call[1,2], S. Clark[1] and N. Parks[1], (1)Marcus Autism Center & Children's Healthcare of Atlanta, Atlanta, GA, (2)Emory University School of Medicine, Atlanta, GA

97 108.097 The Impact of Siblings on the Clinical Presentation of Children with Autism Spectrum Disorders. D. A. Zachor[*1], H. Hochman[2], A. Ben Avraham[2] and E. Ben Itzchak[3], (1)Pediatrics, Tel Aviv University / Assaf Harofeh Medical Center, Zerifin, Israel, (2)Ariel University, Ariel, Israel, (3)Ariel University Center/Assaf Harofeh Medical Center, Givat Shmuel, Israel

98 108.098 The Impact of the COMT Val158Met Polymorphism and Personality Traits on Social Responsiveness in Healthy Adolescents. L. Poustka[*], Central Institute of Mental Health, Mannheim, Germany

99 108.099 The Relationship Between the Childhood Autism Rating Scale- Second Edition and Clinical Diagnosis Utilizing the DSM-5 and the DSM-IV. T. Dawkins[*1], A. T. Meyer[2] and M. E. Van Bourgondien[1], (1)University of North Carolina, Chapel Hill, NC, (2)Dept. of Psychology, University of North Carolina, Chapel Hill, NC

▸ 100 108.100 Using Parental and Teacher's Ratings for Differential Screening of Taiwanese Children with Higher Functioning Autism Spectrum Disorder from Children with Attention-Deficit/ Hyperactivity Disorder. C. C. Chao[*1,2] and I. H. Wu[3], (1)Psychology and Counseling, University of Taipei, Taipei, Taiwan, (2)School of Education, University of Taipei, Taipei, Taiwan, (3)Special Education, University of Taipei, Taipei, Taiwan

101 108.101 Validation of Eye-Tracking Measures of Social Disability As a Treatment Endpoint in School-Age Children with ASD. A. R. Wrencher[*1], J. Moriuchi[1], A. Klin[2], S. Shultz[3] and W. Jones[2], (1)Marcus Autism Center, Children's Healthcare of Atlanta and Emory University, Atlanta, GA, (2)Marcus Autism Center, Children's Healthcare of Atlanta and Emory University School of Medicine, Atlanta, GA, (3)Department of Pediatrics, Marcus Autism Center, Children's Healthcare of Atlanta, Emory University, Atlanta, GA

Poster Sessions
109 - Repetitive Behaviors and Interests
11:30 - 1:30 - Atrium Ballroom

102 109.102 Sensory Problems in Parents of Children with Autism Spectrum Disorders (ASD). M. Uljarevic[*1], M. Prior[2] and S. R. Leekam[3], (1)Wales Autism Research Centre, School of Psychology, Cardiff University, Cardiff, United Kingdom, (2)Department of Psychology, University of Melbourne, Carlton North, Australia, (3)Wales Autism Research Centre, School of Psychology, Cardiff University, Cardiff, United Kingdom

103 109.103 Subtypes of Restricted and Repetitive Behaviors in Minimally Verbal Children with Autism Spectrum Disorders. C. T. Moody[*1], R. M. Jones[1], S. L. Bishop[1] and C. Lord[2], (1)Center for Autism and the Developing Brain, Weill Cornell Medical College, White Plains, NY, (2)Weill Cornell Medical College, White Plains, NY

104 109.104 Computerized Quantification of Hand Stereotypies and Postural Control. S. Goldman[*1], C. Terilli[2], B. Malcolm[2], A. B. Brandwein[3], J. J. Foxe[4] and J. S. Butler[4], (1)Neurology & Pediatrics, Albert Einstein College of Medicine, Bronx, NY, (2)Pediatrics, Albert Einstein College of Medicine, Bronx, NY, (3)The Sheryl and Daniel R. Tishman Cognitive Neurophysiology Laboratory of the Children's Evaluation and Rehabilitation Center (CERC), Bronx, NY, (4)Departments of Pediatrics and Neuroscience, The Sheryl and Daniel R. Tishman Cognitive Neurophysiology Laboratory, Albert Einstein College of Medicine, Bronx, NY

105 109.105 Effects of Environmental Enrichment on Repetitive Behaviors in the BTBR T+Tf/J Mouse Model of Autism. S. E. Reynolds[*1], M. Urruela[2] and D. P. Devine[3], (1)Virginia Commonwealth University, Richmond, VA, (2)University of Florida, Gainesville, FL, (3)Psychology - Behavioral and Cognitive Neuroscience, University of Florida, Gainesville, FL

106 109.106 Examining the Effects of Jasper and Enhanced Milieu Teaching on Repetitive Behaviors and Scripted Language. E. A. Fuller*[1], J. Nietfeld[1], L. H. Hampton[2], A. P. Kaiser[1] and C. Kasari[3], (1)Special Education, Vanderbilt University, Nashville, TN, (2)Vanderbilt University, Nashville, TN, (3)Center for Autism Research and Treatment, University of California Los Angeles, Los Angeles, CA

107 109.107 Managing Repetitive Behaviours in Young Children with Autism Spectrum Disorder (ASD): New Parent Group Intervention. V. Grahame*[1], L. Dixon[2], J. Rodgers[3], D. Brett[4], H. McConachie[4] and A. S. Le-Couteur[4], (1)NTW NHS Foundation Trust, Newcastle upon Tyne, England, United Kingdom, (2)Regional Complex Neurodevelopmental Disorder service, NTW NHS Foundation Trust, Newcastle, United Kingdom, (3)Institute of Neuroscience, Newcastle University, Newcastle upon Tyne, United Kingdom, (4)Institute of Health and Society, Newcastle University, Newcastle upon Tyne, United Kingdom

108 109.108 Mapping the Phenotype of Phelan McDermid Syndrome. A. M. Mieses*, T. Tavassoli, L. Bush and A. Kolevzon, Seaver Autism Center for Research and Treatment, Icahn School of Medicine at Mount Sinai, New York, NY

109 109.109 Special Interests in Adults With and Without ASD: A Comparison Study. K. Armstrong*[1,2], F. Shafai[3], I. Oruc[3] and G. Iarocci[4], (1)Simon Fraser University, Burnaby, BC, Canada, (2)Psychology, Simon Fraser University, Burnaby, BC, Canada, (3)Department of Ophthalmology & Visual Sciences, University of British Columbia, Vancouver, BC, Canada, (4)Department of Psychology, Simon Fraser University, Burnaby, BC, Canada

Poster Sessions
110 - Social Cognition and Social Behavior
11:30 - 1:30 - Atrium Ballroom

110 110.110 Reduced Recognition of Dynamic Facial Emotional Expressions in Children with ASD. K. Evers*[1,2,3], J. Steyaert[2,3,4], I. Noens[3,5,6] and J. Wagemans[1,3], (1)Laboratory of Experimental Psychology, KU Leuven, Leuven, Belgium, (2)Child and Adolescent Psychiatry, KU Leuven, Leuven, Belgium, (3)Leuven Autism Research (LAuRes), KU Leuven, Leuven, Belgium, (4)Clinical Genetics, University Hospital Maastricht, Maastricht, Netherlands, (5)Parenting and Special Education Research Unit, KU Leuven, Leuven, Belgium, (6)Psychiatric and Neurodevelopmental Genetics Unit, Massachusetts General Hospital, Boston, USA, Boston, MA

111 110.111 A Longitudinal Look at the Effectiveness of Teaching Social Thinking to Adolescents with Autism Spectrum Disorders. P. Crooke*, Social Thinking, San Jose, CA

112 110.112 A Mixed Methods Study of Social Participation Patterns and Preferences of Children with Autism. L. Crabtree*, Occcupational Therapy & Occupational Science, Towson University, Towson, MD

113 110.113 Appropriate Person Presentation and Dress Between Individuals with ASD. M. A. Stokes*[1] and I. Galic[2], (1)Deakin University, Burwood, VIC, Australia, (2)Deakin University, Burwood, Australia

WITHDRAWN

114 110.114 An Investigation of the Cognitive Factors Underlying Reputation Management in Children With and Without Autism. E. Cage*[1], G. Bird[2] and E. Pellicano[1], (1)Centre for Research in Autism & Education, Institute of Education, London, United Kingdom, (2)King's College London, London, United Kingdom

115 110.115 Association of Social Skill Deficits and Autism Symptomology in Boys with Fragile x Syndrome. D. L. Reisinger*[1], J. Klusek[1], J. Scherr[1] and J. E. Roberts[2], (1)University of South Carolina, Columbia, SC, (2)Psychology, Barnwell College, Columbia, SC

116 110.116 Belief Reasoning in ASD: The Role of Language and Executive Functions. C. Irvine*, I. M. Eigsti and J. Mayo, Psychology, University of Connecticut, Storrs, CT

117 110.117 Contribution of Executive Function to Adaptive Behavior Changes over Time. C. E. Pugliese*[1], G. Wallace[2], L. G. Anthony[3], K. M. Dudley[4], A. C. Armour[5] and L. Kenworthy[6], (1)Department of Neuropsychology, Children's National Medical Center, Rockville, MD, (2)NIMH Intramural Research Program, Bethesda, MD, (3)Pediatrics and Psychiatry and Behavioral Sciences, Children's National Medical Center, Rockville, MD, (4)Children's National Medical Center, Rockville, MD, (5)Neuropsychology, Children's National Medical Center, Rockville, MD, (6)Children's Research Institute, Children's National Medical Center, Washington, D.C.

118 110.118 Does Greater Social Cognition Lead to More Social Anxiety? Effects of Cognitive Level, Symptom Severity, and Self-Reports of Loneliness on Social Behavior in Adolescents with ASD. A. Pearl, M. Murray*, K. Durica, L. Milliken and A. Heintzelman, Department of Psychiatry, Penn State Hershey, Hershey, PA

119 110.119 Examining the Causal Mechanisms of Positively-Biased Self-Perceptions in Adolescents with Autism Spectrum Disorders. R. Furlano*[1], E. A. Kelley[1], L. Hall[1] and D. E. Wilson[2], (1)Queen's University, Kingston, ON, Canada, (2)Psychology, Queen's University, Kingston, ON, Canada

120 110.120 Effects of Autistic Traits on Emotion Regulation and Cardiac Vagal Control in Neurotypical Adults. A. Costa* and G. Steffgen, University of Luxembourg, Walferdange, Luxembourg

121 110.121 Effects of Joint Interaction on Pretend Play Abilities in Children with Prader-Willi Syndrome & Autism Spectrum Disorder. O. Zyga*, S. Russ and A. Dimitropoulos, Department of Psychological Sciences, Case Western Reserve University, Cleveland, OH

122 110.122 Evaluating the Social Abilities of Children with Autism Spectrum Disorders and Complex Communication Needs. M. Murray*, A. Pearl, L. Milliken and K. Durica, Department of Psychiatry, Penn State Hershey, Hershey, PA

123 110.123 Examining the Relationship Between Birth Order and Birth Interval and the Emotional and Behavioral Adjustment of Siblings of Children with Autism. K. Campe*[1], F. I. Jackson[1], E. Hanson[1] and A. V. Snow[2], (1)Developmental Medicine, Boston Children's Hospital, Boston, MA, (2)Developmental Medicine, Boston Children's Hospital, Harvard Medical School, Boston, MA

124 110.124 Eye Tracking Utilizing Age Matched Social Scenes and Geometric Shapes. K. Gaietto*[1], R. Shaffer[2], K. Warner[3], L. Mathieu-Frasier[2], C. Erickson[2] and L. K. Wink[4], (1)College of Medicine, University of Cincinnati, Cincinnati, OH, (2)Cincinnati Children's Hospital Medical Center, Cincinnati, OH, (3)University of Kansas Medical Center, Kansas City, KS, (4)Pedicatrics, Division of Psychiatry, Cincinnati Children's Hospital Medical Center, Cincinnati, OH

125 110.125 Eye-Gaze Patterns during Live Social Interactions in Children with Autism Spectrum Disorders. M. W. Gower, S. A. Koch*, H. D. Johnson, M. I. Hopkins, F. R. Amthor and F. J. Biasini, Psychology, University of Alabama at Birmingham, Birmingham, AL

126 110.126 Friendship and Depression Among Children with ASD. J. Mendelson*[1], S. P. Keane[2], R. Nelson-Gray[2] and M. D. Lerner[3], (1)University of North Carolina - Greensboro, Greensboro, NC, (2)Psychology, UNC-Greensboro, Greensboro, NC, (3)Department of Psychology, Stony Brook University, Stony Brook, NY

127 110.127 Group Social Skills Intervention for High-Functioning Children with Autism Spectrum Disorder: Process and Outcomes. J. K. Goodlad*[1,2], T. S. Tomeny*[2,3], E. C. Fair*[2] and T. D. Barry[2], (1)University of Alabama at Birmingham, Birmingham, AL, (2)Psychology, The University of Southern Mississippi, Hattiesburg, MS, (3)Indiana University School of Medicine, Indianapolis, IN

128 110.128 Intellectual and Social Cognitive Functioning in Monozygotic and Dizygotic Twins with ASD. N. T. Bott[*1], J. Phillips[2], J. F. Hallmayer[2], S. Cleveland[2] and A. Y. Hardan[1], (1)Psychiatry and Behavioral Sciences, Stanford University School of Medicine, Palo Alto, CA, (2)Psychiatry and Behavioral Sciences, Stanford University School of Medicine, Stanford, CA

129 110.129 Measuring Contextualized Social Attention Using Eyetracking: A Promising Behavioral Biomarker of Autism Spectrum Disorders. C. Chevallier[*1], J. Parish-Morris[2], A. McVey[1], K. Rump[1], J. Herrington[2] and R. T. Schultz[3], (1)Center for Autism Research, The Children's Hospital of Philadelphia, Philadelphia, PA, (2)University of Pennsylvania, Philadelphia, PA, (3)Departments of Pediatrics and Psychiatry, University of Pennsylvania, Philadelphia, PA

130 110.130 Parent-Child Interaction in Children with Autism Spectrum Disorder and Their Siblings: Comparison of Two Coding Procedures. C. Bontinck[*1], P. Warreyn[1], M. Meirsschaut[2] and H. Roeyers[1], (1)Department of Experimental Clinical and Health Psychology, Ghent University, Ghent, Belgium, (2)Artevelde Hogeschool, Ghent, Belgium

131 110.131 Perceptions of Bullying Among Youth with and without Autism Spectrum Disorders. K. A. Scheil[*1] and R. M. Kowalski[2], (1)Psychology, University of Kentucky, Lexington, KY, (2)Psychology, Clemson University, Clemson, SC

132 110.132 Performance on a Novel Kinect Emotional Choice Game Correlates with Broader Autism Phenotype Characteristics in Typically Developing Adults. M. Weng[*], E. S. Kim, C. A. Wall, M. G. Perlmutter, E. R. Lebowitz and F. Shic, Child Study Center, Yale University School of Medicine, New Haven, CT

133 110.133 Predicting Empathy: The Interaction Between Indices of Reactivity and Regulation in Autism and Typical Development. J. C. Sullivan[*], S. A. Schoen and L. J. Miller, Sensory Processing Disorder Foundation, Denver, CO

134 110.134 Processing of Self-Referential Information in High-Functioning Children with Autism. C. A. Burrows[*], L. V. Usher and H. A. Henderson, Psychology, University of Miami, Coral Gables, FL

135 110.135 Qualitative Aspects of an Unstructured Unfamiliar Peer Interaction in Higher Functioning Children with Autism and Their Typically Developing Peers. D. R. Dajani[*1], L. V. Usher[1], C. A. Burrows[1], C. B. Schwartz[2] and H. A. Henderson[1], (1)Psychology, University of Miami, Coral Gables, FL, (2)Yale Child Study Center, New Haven, CT

136 110.136 Recognizing Posed and Evoked Facial Expressions from Adults with Autism Spectrum Disorder. D. J. Faso[*1], N. J. Sasson[2] and A. Pinkham[3], (1)University of Texas at Dallas, Richardson, TX, (2)School of Behavioral and Brain Sciences, University of Texas at Dallas, Richardson, TX, (3)Southern Methodist University, Dallas, TX

137 110.137 Scene Content Influences Dynamic Visual Scanning of Toddlers with and without ASD during Viewing of Naturalistic Videos. G. A. Marrinan[*1], S. Shultz[2], A. Klin[3] and W. Jones[2], (1)Marcus Autism Center, Children's Healthcare of Atlanta & Emory University School of Medicine, Atlanta, GA, (2)Department of Pediatrics, Marcus Autism Center, Children's Healthcare of Atlanta, Emory University, Atlanta, GA, (3)Marcus Autism Center, Children's Healthcare of Atlanta and Emory University School of Medicine, Atlanta, GA

138 110.138 Self-Esteem, Autism Symptoms, and Anxiety in Children and Adolescents with Autism Spectrum Disorders (ASD). L. Gilhooly[*1], S. Mahdavi[2], J. S. Beck[3], J. C. Matter[2] and M. Solomon[4], (1)Psychiatry and Behavioral Sciences, UC Davis MIND Institute, Davis, CA, (2)UC Davis MIND Institute, Davis, CA, (3)Psychiatry/M.I.N.D. Institute, UC Davis, Sacramento, CA, (4)Psychiatry, M.I.N.D. Institute, Sacramento, CA

139 110.139 Sex Differences and Gender Stereotypes: An Analysis of School-Age Children with High-Functioning Autism. M. Dean[*1] and C. Kasari[2], (1)University of California, Los Angeles, Los Angeles, CA, (2)Center for Autism Research and Treatment, University of California Los Angeles, Los Angeles, CA

140 110.140 Social Cognition Treatment: A Preliminary Investigation of Social Thinking in an Inpatient Setting. M. Siegel[*1,2,3], O. Teer[4], B. Ellsworth[5], B. Milligan[6], A. Stedman[4], T. Hutchins[7] and K. A. Smith[3], (1)Psychiatry, Tufts University School of Medicine, Boston, MA, (2)Spring Harbor Hospital, Developmental Disorders Program, Westbrook, ME, (3)Maine Medical Center Research Institute, Portland, ME, (4)Developmental Disorders Program, Spring Harbor Hospital, Westbrook, ME, (5)Spring Harbor Hospital, Westbrook, ME, (6)Spring harbor Hospital, Westbrook, ME, (7)University of Vermont, Burlington, VT

141 110.141 The Psychophysiological and Psychological Effects of Ostracism in ASD. E. M. Trimmer[*], S. McDonald, D. Mathersul and J. A. Rushby, Psychology, University of NSW, Sydney, Australia

142 110.142 The Relationship Between Executive Dysfunction and Theory of Mind. C. Cantio[*1,2], S. J. White[3], J. R. M. Jepsen[4] and N. Bilenberg[5], (1)Institute of Clinical Research, University of Southern Denmark, Odense C, Denmark, (2)The Research Unit, Child- and Adolescent Psychiatry, Odense, Odense, Denmark, (3)Institute of Cognitive Neuroscience, University College London, London, United Kingdom, (4)Psychiatric Center Glostrup, Center for Neuropsychiatric Schizophrenia Research, Glostrup, Denmark, (5)Institute of Clinical Research, University of Southern Denmark, Odense, Denmark

143 110.143 The Relationship of Social Cognition, Language, and Executive Function to Theory of Mind in Children and Adults with ASD. D. L. Williams[*1], M. E. Wendelken[1], H. Z. Gastgeb[2] and N. J. Minshew[3], (1)Speech-Language Pathology, Duquesne University, Pittsburgh, PA, (2)Psychiatry, University of Pittsburgh School of Medicine, Pittsburgh, PA, (3)Psychiatry and Neurology, University of Pittsburgh School of Medicine, Pittsburgh, PA

144 110.144 The Relationships Between Perception-Action Skills and Social Skills in Young Children with Autism. A. Hellendoorn[*1], L. Wijnroks[1], E. Van Daalen[2] and P. Leseman[1], (1)Department of Special Education, Cognitive and Motor Disabilities, Utrecht University, Utrecht, Netherlands, (2)Department of Child and Adolescent Psychiatry, University Medical Centre, Utrecht, Netherlands

145 110.145 Visual Interest for Biological Motion and Correlation to Early Social Behaviours in Young Children with ASD. M. Franchini[*1], H. Wood de Wilde[1], B. Glaser[1], E. Gentaz[2], S. Eliez[1,3] and M. Schaer[1,4], (1)Office Médico-Pédagogique, University of Geneva, Geneva, Switzerland, (2)Faculty of Psychology and Educational Sciences, University of Geneva, Geneva, Switzerland, (3)Department of Medical Genetic, Geneva University Medical School, Geneva, Switzerland, (4)Stanford Cognitive & Systems Neuroscience Laboratory, Stanford University, Palo Alto, CA

146 110.146 Why Is Impaired Social-Acting Understanding Associated with Autism? Evidence for a Unique Role of Ingroup-Support Motivation. R. Baillargeon[*1] and D. Yang[2], (1)Department of Psychology, University of Illinois, Champaign, IL, (2)Child Study Center, Yale University, New Haven, CT

❖150 110.150 Predictors of Growth in Communication Complexity over 16 Months for Children with ASD. H. Huber[*1], S. Goldman[2] and P. J. Yoder[3], (1)Vanderbilt University, Nashville, TN, (2)Special Education, Vanderbilt University, Nashville, TN

Oral Sessions
111 - Animal Models / Epidemiology
1:30 - 3:30 - Marquis Ballroom A

Session Chair: A. Reichenberg; *Mount Sinai School of Medicine, New York, NY*

1:30 111.001 A Novel Shank3-Deficient Rat Model to Understand the Neural Basis of Autism. H. Harony-Nicolas[*1,2], O. B. Gunal[1,2], R. Gur[3], K. Casten[4], N. P. Daskalakis[2], A. N. O'Toole[5], S. A. Dick[2], S. Wagner[6], M. G. Baxter[4], M. Shapiro[4] and J. D. Buxbaum[1,2,7], (1)Seaver Autism Center for Research and Treatment, New York, NY, (2)Psychiatry, Icahn School of Medicine at Mount Sinai, New York, NY, (3)University of Haifa, Haifa, Israel, (4)Neuroscience, Icahn School of Medicine at Mount Sinai, New York, NY, (5)Smurfit Institute of Genetics, Trinity College Dublin, Dublin, Ireland, (6)Neurobiology, University of Haifa, Haifa, Israel, (7)Genetics and Genomic Sciences, Icahn School of Medicine at Mount Sinai, New York, NY

1:42 111.002 Shank2 Mutation in a Rat Model Induces Behavioral, Molecular and Electrophysiological Alterations Consistent with an ASD-like Phenotype. M. E. Modi[*1], D. Reim[2], M. J. Schmeisser[2], T. M. Boeckers[2], S. J. Sukoff Rizzo[1] and D. L. Buhl[1], (1)Neuroscience Research Unit, Pfizer Inc., Cambridge, MA, (2)Institute for Anatomy and Cell Biology, Ulm University, Ulm, Germany

1:54 111.003 Identification of Critical Periods for Treatment of Autistic Behavior in Purkinje Cell Tsc1 Mice. P. Tsai[*], 300 Longwood Avenue, Boston Children's Hospital, Boston, MA

2:06 111.004 Language-Relevant Auditory Processing in the Cntnap2 Knockout Mouse. B. C. Castelluccio[*], A. R. Rendall, D. T. Truong, I. M. Eigsti and R. H. Fitch, Psychology, University of Connecticut, Storrs, CT

2:18 111.005 A New Vasopressin V1a Antagonist Reveals a Brain Network Involved in the Symptomatology of the Rat Valproate Model of Autism. C. Grundschober[*1], T. Mueggler[1], C. Risterucci[1], F. Knoflach[1], P. Schnider[2] and B. Biemans[1], (1)Neuroscience Discovery, F. Hoffmann-La Roche, pRED, Pharma Research & Early Development, Basel, Switzerland, (2)Medicinal Chemistry, F. Hoffmann-La Roche, pRED, Pharma Research & Early Development, Basel, Switzerland

2:30 111.006 Cord Blood DNA Methylation and Autism Observational Scale for Infants (AOSI) Score at 12 Months in the Early Autism Risk Longitudinal Investigation (EARLI). K. M. Bakulski[*1], J. I. Feinberg[2], S. C. Brown[3], C. Ladd-Acosta[4], C. J. Newschaffer[5], L. A. Croen[6], I. Hertz-Picciotto[7], R. Landa[8], S. E. Levy[9], A. P. Feinberg[2] and M. D. Fallin[10], (1)Epidemiology, Johns Hopkins University, Baltimore, MD, (2)Medicine, Johns Hopkins University, Baltimore, MD, (3)Mental Health, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (4)Johns Hopkins University, Baltimore, MD, (5)Drexel University School of Public Health, Philadelphia, PA, (6)Division of Research, Kaiser Permanente Northern California, Oakland, CA, (7)UC Davis MIND Institute, Sacramento, CA, (8)Center for Autism and Related Disorders, Kennedy Krieger Institute, Baltimore, MD, (9)Developmental & Behavioral Pediatrics, Children's Hospital of Philadelphia, Philadelphia, PA, (10)Johns Hopkins Bloomberg School of Public Health, Baltimore, MD

2:42 111.007 Increased Risk of Autism Spectrum Disorders at Short and Long Interpregnancy Intervals in a Finnish Population-Based Study. K. Cheslack-Postava[*1], A. Suominen[2], E. Jokiranta[2], V. Lehti[2], I. W. McKeague[3], A. Sourander[2] and A. S. Brown[4], (1)Columbia University, New York, NY, (2)University of Turku, Turku, Finland, (3)Biostatistics, Columbia University, New York, NY, (4)Columbia College of Physicians and Surgeons, New York, NY

2:54 111.008 Neonatal Blood Levels of Growth Factors and Pleiotropic Cytokines in Association with Autistic Disorder: A Danish Population-Based, Case-Control Study. E. T. Parner[1], N. Larsen[2], M. Overgaard[3], D. Hougaard[4], J. Olsen[5] and D. E. Schendel[*6], (1)Department of Public Health, Section of Biostatistics, Aarhus University, Århus, Denmark, (2)Statens Serum Institut, Copenhagen S, Denmark, (3)Department of Public Health, Section of Biostatistics, Aarhus University, Aarhus, Denmark, (4)Statens Serum Institut, Copenhagen, Denmark, (5)Department of Public Health, Aarhus University, Aarhus, Denmark, (6)Department of Public Health and National Centre for Register-based Research, Aarhus University, Aarhus, Denmark

3:06 111.009 Placental Structure in ASD: Does the Placenta Mirror the Diagnosis?. C. M. Salafia[*1], C. Platt[2], T. Girardi[3], R. Shah[4], G. Merz[5] and D. P. Misra[6], (1)Institute for Basic Research, Staten Island, NY, (2)Pathology, University of Bristol Hospitals, Bristol, United Kingdom, (3)Placental Modulation, Institute for Basic Research, Staten Island, NY, (4)Image Analysis, Placental Analytics, Larchmont, NY, (5)Microscopy and Imaging ANalysis, Institute for Basic Research, Staten Island, NY, (6)Family Medicine and Public Health Sciences, Wayne State University, Detroit, MI

Scientific Panel
112 - Early Biomarkers and Endophenotypes of ASD: From Processes to Prognosis
1:30 - 3:30 - Imperial Ballroom B

Session Chair: K. Pierce; *University of California, San Diego, CA*

Biomarker discovery in medicine is foundational to advancing knowledge and developing beneficial clinical applications. Autism is a strongly genetic disorder, and as such, research on endophenotypes, a special case of biomarkers, is an especially important avenue to identification of genetic factors underlying neural and clinical manifestations. However, biomarker discovery is at an early stage because of the challenges in studying the disorder in the first years of life, its changing phenotypic nature as early development progresses, and its multidimensional genomic, biological and behavioral character. Nonetheless, as presented and discussed in this panel, new research studies using innovative systems biology, imaging and clinical methodologies, have been successful in illuminating genomic and neural developmental bases of the disorder, explicating the neurofunctional bases of important aspects of clinical heterogeneity, identifying endophenotypes and uncovering potential diagnostic and prognostic signatures in at risk infants and toddlers. Discussion will address the pivotal role played by early biomarkers in general and endophenotypes in particular in clarifying mechanisms and processes, phenotypic heterogeneity, neural and clinical developmental trajectories. Discussion will consider early biomarkers as standing at a crucial crossroad pointing backward to earlier developmental processes, states or events, including potential etiological ones, and forward insofar as they explain unfolding development and serve as diagnostic and prognostic risk predictors.

1:30 112.001 Abnormal Visual Attention As Revealed By Eyetracking As an Early Biomarker of ASD. K. Pierce[*1], S. A. Marinero[2], R. Hazin[1], C. Carter[1] and A. Malige[1], (1)University of California, San Diego, La Jolla, CA, (2)Neuroscience, UCSD ACE Lab, La Jolla, CA

1:55 112.002 Language-Related Functional Neuroimaging Biomarkers in Autism Infants and Toddlers With Differing Language Outcome and Developmental Trajectory. M. V. Lombardo[*1], K. Pierce[2], L. T. Eyler[2], C. Carter[2], C. Ahrens-Barbeau[2], S. Solso[2], K. Campbell[2] and E. Courchesne[2], (1)Autism Research Centre, University of Cambridge, Cambridge, United Kingdom, (2)University of California, San Diego, La Jolla, CA

2:20 112.003 The Use of High Density EEG to Investigate Circuit Miswiring in Infants at Risk for Autism. C. A. Nelson[*1], A. R. Levin[2], M. F. Shi[3] and H. Tager-Flusberg[4], (1)Boston Children's Hospital, Boston, MA, (2)Neurology, Boston Children's Hospital, Boston, MA, (3)Harvard College, Cambridge, MA, (4)Psychology, Boston University, Boston, MA

2:45 112.004 Cross-Tissue Gene Networks Distinguish Normal from Abnormal Brain Development in ASD Toddlers. T. Pramparo[*1], K. Campbell[2], C. Carter Barnes[3], S. A. Marinero[4], S. Solso[3], J. Young[3], M. Mayo[3], R. Zablocki[3], A. Dale[5], C. Ahrens-Barbeau[3], S. Murray[6], L. Lopez[3], R. Xu[6], K. Pierce[2] and E. Courchesne[2], (1)Autism Center of Excellence, UCSD, La Jolla, CA, (2)University of California, San Diego, La Jolla, CA, (3)UC San Diego ACE, La Jolla, CA, (4)Neuroscience, UCSD ACE Lab, La Jolla, CA, (5)UC San Diego, La Jolla, CA, (6)Family and Preventive Medicine, and Mathematics, UC San Diego, La Jolla, CA

3:10 Discussant: T. Insel; National Institute of Mental Health (NIMH)

Educational Panel
113 - Characterizing Autism: A Re-Examination of the Diagnosis and the Phenotype
1:30 - 3:30 - Marquis Ballroom BC

Session Chair: E. B. London; *New York State Institute for Basic Research in Developmental Disabilities*

In the 1970s the psychiatric community took a bold step in creating the DSM-3, which for the first time provided standardized and reliable criteria for psychiatric diagnoses. Despite being an important improvement, it also created new problems. The diagnoses were created by consensus of committees rather than from data-driven evidence to ensure external validity. The framers warned that these diagnoses were "way stations" until better scientifically-based diagnoses could be made. Categories had unclear boundaries with other disorders and with normality. These categories, (which did not "carve nature at its joints"), created the new concept of comorbidities. It is the rare patient who has only one diagnosis. The categorical diagnoses are poor at prognosis and treatment guidance and have a wide range of heterogeneity in their presentations. Despite these problems, the diagnoses have been reified and the failure to use these categories imposes severe restrictions and often skews the research that is done. In this symposium we intend to examine the diagnosis of DSM autism in light of the problems enumerated above, using evidence from clinical, genetic and brain circuit studies. We also will review some of the proposed alternatives to the categorical diagnoses, with special attention to the NIMH's RDoCs.

1:30 113.001 How Can Genetic Research Inform Current Psychiatric Diagnostic Practice?. S. L. Santangelo[*], Psychiatry, Maine Medical Center/Maine Med Center Research Institute, Portland, ME

1:55 113.002 Brain Circuits and Functions Across Psychiatric Disorders. J. A. Sweeney[*], Psychiatry and Pediatrics, Center for Autism and Developmental Disabilities, UT Southwestern Medical Center, Dallas, TX

2:20 113.003 The Rdoc and Autism Research. A. Wagner[*], NIH/NIMH, Bethesda, MD

2:45 113.004 The Autism Diagnosis: Ongoing and Unadressed Problems. E. London[*], NYS Institute for Basic Research in Developmental Disabilities, Staten Island, NY

3:10 Discussant: I. L. Cohen; New York State Institute for Basic Research in Developmental Disabilities

Scientific Panel
114 - Autism in Africa
1:30 - 3:30 - Marquis Ballroom D

Session Chair: R. A. Hoekstra; *The Open University, United Kingdom*

There is a dearth of autism research on the African continent; this scientific panel session aims to highlight recent research progress addressing this gap. The panel includes scientific presentations from two sub-Saharan African countries, using a combination of qualitative and quantitative methodologies and reporting on both urban and rural African populations. Altogether, the findings from these studies highlight the major barriers to appropriate support for families of children with autism in Africa (including the severe shortage of diagnostic and educational services, lack of awareness about autism and its causes, and high levels of stigma), and report on a promising scalable model that can help tackle these problems by training frontline community-based health extension workers. The challenges and opportunities discussed in these presentations apply not just to the countries under study, but have relevance for the entire African continent and low/middle income countries elsewhere. During the panel discussion these common themes will be reviewed and priority areas for future research and opportunities for intervention will be highlighted, in order to facilitate future autism research, advocacy and capacity building efforts.

1:30 ▸ 114.001 Services for Children with Autism and Their Families in Ethiopia: Service Providers' Perspectives. B. Tekola Gebru[*1], Y. Baheretibeb[2], I. Roth[1], D. Tilahun[2], A. Fekadu[2], C. Hanlon[2,3] and R. A. Hoekstra[1], (1)Department of Life, Health and Chemical Sciences, The Open University, Milton Keynes, United Kingdom, (2)Department of Psychiatry, School of Medicine, College of Health Sciences, Addis Ababa University, Addis Ababa, Ethiopia, (3)Centre for Global Mental Health, Institute of Psychiatry, King's College London, London, United Kingdom

1:55 ▸ 114.002 Perceived Causes of Autism in Rural and Urban Multi-Cultural Context on the Kenyan Coast. J. K. Gona[*1], C. R. Newton[1,2], K. Rimba[1], R. Mapenzi[1], M. Kihara[1,3] and A. Abubakar[1,4,5], (1)Centre for Geographic Medicine Research (Coast), Kenya Medical Research Institute, Kilifi, Kenya, (2)Department of Psychiatry, University of Oxford, Oxford, United Kingdom, (3)Psychology Department, United States International University-Africa, Nairobi, Kenya, (4)Department of Psychology, Tilburg University, Tilburg, Netherlands, (5)Department of Child and Adolescent Studies, Utrecht University, Utrecht, Netherlands

2:20 ▸ 114.003 Increasing Autism Awareness Among Rural Community-Based Health Extension Workers in Ethiopia: The Health Education and Training+ (HEAT+) Project. R. A. Hoekstra[*1], B. Tekola Gebru[1], D. Tilahun[2], A. Fekadu[2], Y. Baheretibeb[2], I. Roth[1], B. Davey[1] and C. Hanlon[2,3], (1)Department of Life, Health and Chemical Sciences, The Open University, Milton Keynes, United Kingdom, (2)Department of Psychiatry, School of Medicine, College of Health Sciences, Addis Ababa University, Addis Ababa, Ethiopia, (3)Centre for Global Mental Health, Institute of Psychiatry, King's College London, London, United Kingdom

2:45 ▸ 114.004 Comparing Beliefs, Attitudes and Social Distance of Community Health Extension Workers Towards Children with Autism in Ethiopia: Impact of Brief Training through the Health Education and Training (HEAT) Programme. D. Tilahun[*1], C. Hanlon[1,2], B. Tekola Gebru[3], A. Fekadu[1], Y. Baheretibeb[1], I. Roth[3], B. Davey[3] and R. A. Hoekstra[3], (1)Department of Psychiatry, School of Medicine, College of Health Sciences, Addis Ababa University, Addis Ababa, Ethiopia, (2)Centre for Global Mental Health, Institute of Psychiatry, King's College London, London, United Kingdom, (3)Department of Life, Health and Chemical Sciences, The Open University, Milton Keynes, United Kingdom

3:10 Discussant: P. de Vries; University of Cape Town

Scientific Panel
115 - Cognitive Modulation of Arousal in ASD: Linking Emotion Processing and Anxiety Across Development
1:30 - 3:30 - Imperial Ballroom A

Session Chair: E. J. Jones; *Birkbeck College, University of London*

Many individuals with ASD struggle to understand emotions and experience clinically significant anxiety, but little is known about the developmental origins of these difficulties. Here, we present data suggesting that both problems stem from atypical integration of cognitive and arousal responses to emotional situations. During development, infants learn to make appropriate cognitive interpretations of arousal states through social interaction. In ASD, we propose that early delays in face processing and atypical arousal responses compromise this developmental process, leading to persistent problems with emotional understanding and anxiety. Specifically, Jones and Wagner show that atypicalities in cognitive and arousal responses to emotion faces are present in infants at high-risk for ASD, that these atypicalities jointly relate to temperamental fear, and to later social-communicative deficits and early autism classification. Webb shows that children with ASD who display atypical electrophysiological responses to emotion faces at age 3 may be at risk for clinically significant anxiety by age 15. Finally, Gaigg demonstrates that anxiety and emotion understanding are strongly related in adults with ASD, and are underpinned by difficulties in cognitive appraisal of own arousal state. Taken together, these talks support a common developmental route to emotion processing difficulties and anxiety in ASD.

1:30 115.001 Facial Emotions Elicit Atypical Arousal and Visual Attention Patterns in 14-Month-Old Infants at High Risk for Autism. E. J. Jones*[1], T. Gliga[1], S. Rigato[2], T. Charman[3], M. H. Johnson[1] and The BASIS Team[1], (1)Centre for Brain and Cognitive Development, Birkbeck College, University of London, London, United Kingdom, (2)Department of Psychology, University of Essex, Colchester, United Kingdom, (3)Institute of Psychiatry, King's College London, London, United Kingdom

1:55 115.002 Increased Pupil Size to Emotional Faces in Infants at High Risk for Autism As an Early Predictor of Atypical Development. J. B. Wagner*[1], R. J. Luyster[2,3], H. Tager-Flusberg[4] and C. A. Nelson[2], (1)Department of Psychology, College of Staten Island, CUNY, Staten Island, NY, (2)Boston Children's Hospital, Boston, MA, (3)Emerson College, Boston, MA, (4)Boston University, Boston, MA

2:20 115.003 A Longitudinal Study of Emotion Processing in ASD and the Relation with Other Clinical Symptoms: The Cpea Early Development Study of Autism. K. M. Burner*[1], L. J. Sterling[2], J. Munson[3], A. M. Estes[4], G. Dawson[5] and S. J. Webb[6], (1)Seattle Children's Hospital, Seattle, WA, (2)Psychiatry, UCLA Semel Institute for Neuroscience & Human Behavior, Los Angeles, CA, (3)University of Washington, Seattle, WA, (4)Speech and Hearing Sciences, University of Washington, Seattle, WA, (5)Department of Psychiatry and Behavioral Sciences, Duke University Medical Center, Durham, NC, (6)Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA

2:45 115.004 Alexithymia in Autism: Psychophysiological Correlates and a Possible Route to Anxiety. S. B. Gaigg*[1], G. Bird[2] and D. M. Bowler[1], (1)Autism Research Group, City University London, London, United Kingdom, (2)Institute of Psychiatry, Kings College London, London, United Kingdom

3:10 Discussant: V. Slonims; Guy's and St Thomas' NHS Foundation Trust

Keynote Address and INSAR Awards Ceremony
116 - Lifetime Achievement Awardee
4:00 - 5:30 - Marquis Ballroom

Speaker: Fred R. Volkmar; *Yale University, New Haven, CT*

In this brief presentation I'd like to thank my teachers and students (who often have been my teachers) and colleagues before summarizing changes I've witnessed over the past three decades in our understanding of autism. Knowledge has increased both in terms of our understanding of autism as a brain based social disability and in treatment approaches that facilitate outcome. Areas where knowledge remains limited and important targets for future work will be summarized as will be the importance of integrating research knowledge with clinical work.

Poster Sessions Social
117 - Brain Function
5:30 - 7:00 - Atrium Ballroom

1 117.001 Brain Metabolites and Behavior in Autism: A Twins Study. S. W. Berquist*[1], M. Gu[1], D. Spielman[1], S. Patnaik[1], S. Cleveland[1], M. Tatavarthy[1], M. Y. Lum[1], J. Hallmayer[1], L. Lazzeroni[1], T. W. Frazier[2], J. M. Phillips[1], A. L. Reiss[3] and A. Y. Hardan[1], (1)Psychiatry and Behavioral Sciences, Stanford University School of Medicine, Stanford, CA, (2)Center for Autism, Cleveland Clinic Children's Hospital, Cleveland, OH, (3)Psychiatry, Radiology and Pediatrics, Stanford University School of Medicine, Stanford, CA

2 117.002 Social Engagement Does Not Modulate Object Processing in Young Children with Autism Spectrum Disorder (ASD): An Electrophysiological Investigation. E. Baker*[1], C. Harrop[1], L. M. Elder[2], K. Abood[1], A. Soares[1] and S. S. Jeste[3], (1)UCLA Center for Autism Research and Treatment, Los Angeles, CA, (2)Autism Speaks, New York, NY, (3)Psychiatry and Neurology, UCLA, Los Angeles, CA

3 117.003 A Novel fMRI Paradigm for Testing Learning in Adolescents with ASD. M. Solomon[1], J. C. Matter*[2], T. A. Niendam[3], T. A. Lesh[4], J. S. Beck[5], C. S. Carter[3] and J. D. Ragland[6], (1)Department of Psychiatry, MIND Institute, Imaging Research Center, Sacramento, CA, (2)UC Davis MIND Institute, Davis, CA, (3)UC Davis, Psychiatry, Sacramento, CA, (4)Imaging Research Center, Sacramento, CA, (5)Psychiatry/MIND Institute, UC Davis, Sacramento, CA, (6)Psychiatry, Imaging Research Center, Sacramento, CA

4 117.004 Visual-Motor Functional Connectivity Relates to Autism Severity. M. B. Nebel*[1,2], A. Eloyan[3], C. Nettles[1], K. Ament[1], K. L. Sweeney[1], R. Ward[1], A. S. Choe[4,5], A. D. Barber[1,2], B. S. Caffo[3], J. J. Pekar[4,5] and S. H. Mostofsky[1,2,6], (1)Laboratory for Neurocognitive and Imaging Research, Kennedy Krieger Institute, Baltimore, MD, (2)Department of Neurology, Johns Hopkins School of Medicine, Baltimore, MD, (3)Department of Biostatistics, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (4)Russell H. Morgan Department of Radiology and Radiological Science, Johns Hopkins School of Medicine, Baltimore, MD, (5)F. M. Kirby Research Center for Functional Brain Imaging, Kennedy Krieger Institute, Baltimore, MD, (6)Department of Psychiatry, Johns Hopkins School of Medicine, Baltimore, MD

5 117.005 Changes in Brain Activation and Connectivity in Children with Autism before and after a Visualization Language Intervention. D. Murdaugh*, A. R. Lemelman, H. D. Deshpande, S. E. O'Kelley and R. K. Kana, Department of Psychology, University of Alabama at Birmingham, Birmingham, AL

6 117.006 Novel Network Estimation Tools Extract Common ASD Features from Abide Dataset. S. N. Tomson[*1,2,3], M. Narayan[4], G. I. Allen[5,6], S. Y. Bookheimer[1,3] and M. Dapretto[1,2], (1)Psychiatry and Biobehavioral Sciences, UCLA, Los Angeles, CA, (2)Ahmanson-Lovelace Brain Mapping Center, UCLA, Los Angeles, CA, (3)Center for Cognitive Neuroscience, UCLA, Los Angeles, CA, (4)Electrical and Computer Engineering, Rice University, Houston, TX, (5)Statistics, Rice University, Houston, TX, (6)Jan and Dan Duncan Neurological Research Institute, Houston, TX

7 117.007 Brain Activity and Local Connectivity Underlying Action Understanding in Autism Spectrum Disorders. J. O. Maximo[*1], L. E. Libero[1] and R. K. Kana[2], (1)Department of Psychology, University of Alabama Birmingham, Birmingham, AL, (2)Department of Psychology, University of Alabama at Birmingham, Birmingham, AL

8 117.008 Regionally Specific Resting-State Alpha Oscillatory Abnormalities Predict Clinical Impairment in Autism Spectrum Disorders. J. C. Edgar[*1], Y. Chen[1], J. Herrington[2], V. Y. Chow[1], L. Bloy[1], J. Pandey[3], R. T. Schultz[3] and T. P. Roberts[1], (1)Children's Hospital of Philadelphia, Philadelphia, PA, (2)Department of Child and Adolescent Psychiatry and Behavioral Science, The University of Pennsylvania, Philadelphia, PA, (3)Center for Autism Research, The Children's Hospital of Philadelphia, Philadelphia, PA

9 117.009 Intra-Individual Variability in Behavioural and fMRI Sensory-Evoked Responses in Autism. S. M. Haigh[*1], D. J. Heeger[2], I. Dinstein[3], N. J. Minshew[4] and M. Behrmann[1], (1)Psychology, Carnegie Mellon University, Pittsburgh, PA, (2)Psychology and Neural Science, New York University, New York, NY, (3)Psychology, Ben-Gurion University, Beer-Sheva, Israel, (4)Psychiatry and Neurology, University of Pittsburgh School of Medicine, Pittsburgh, PA

▸ 10 117.010 Hyperconnectivity of the Right Posterior Temporo-Parietal Junction Predicts Social Deficits in High-Functioning Boys with Autism. H. Y. Lin[*1], H. Y. Chien[2], M. C. Lai[3,4], W. Y. I. Tseng[2] and S. S. F. Gau[1,4,5], (1)Department of Psychiatry, National Taiwan University Hospital, Taipei, Taiwan, (2)Center for Optoelectronic Medicine, National Taiwan University College of Medicine, Taipei, Taiwan, (3)Autism Research Centre, University of Cambridge, Cambridge, United Kingdom, (4)Department of Psychiatry, National Taiwan University College of Medicine, Taipei, Taiwan, (5)Graduate Institute of Clinical Medicine, National Taiwan University College of Medicine, Taipei, Taiwan

11 117.011 Sex-Modulated Atypical Resting-State Functional Connectivity in Autism: An Independent Component Analysis. R. A. Bethlehem[*1], M. C. Lai[1,2], M. V. Lombardo[1,3], A. N. Ruigrok[1], B. Auyeung[1,4], J. Suckling[5], E. Bullmore[5], M. AIMS Consortium[6], S. Baron-Cohen[1,7] and B. Chakrabarti[1,8], (1)Autism Research Centre, University of Cambridge, Cambridge, United Kingdom, (2)Department of Psychiatry, National Taiwan University College of Medicine, Taipei, Taiwan, (3)Department of Psychology, University of Cyprus, Nicosia, Cyprus, (4)Department of Psychology, University of Edinburgh, Edinburgh, United Kingdom, (5)Brain Mapping Unit, Department of Psychiatry, University of Cambridge, Cambridge, United Kingdom, (6)Institute of Psychiatry, King's College London; Autism Research Centre, University of Cambridge; Autism Research Group, University of Oxford, Cambridge, United Kingdom, (7)CLASS Clinic, Cambridgeshire and Peterborough NHS Foundation Trust, Cambridge, United Kingdom, (8)School of Psychology and Clinical Language Sciences, University of Reading, Reading, United Kingdom

12 117.012 Are the Neural Attunement Effects of Oxytocin Related to Naturalistic Changes in Communicative Behavior Following Administration to Children with ASD?. I. Gordon[*1,2], B. C. Vander Wyk[1], R. H. Bennett[3], C. Cordeaux[1], M. V. Lucas[4], J. F. Leckman[1], R. Feldman[5] and K. A. Pelphrey[1], (1)Child Study Center, Yale University, New Haven, CT, (2)Department of Psychology, Bar Ilan University, Ramat Gan, Israel, (3)Yale Child Study Center, New Haven, CT, (4)Yale University, New Haven, CT, (5)Bar-Ilan University, Ramat-Gan, Israel

13 117.013 Neural Habituation in Response to Emotional Faces and Houses in ASD. N. M. M. Kleinhans[*1], T. L. Richards[1], J. Greenson[2], G. Dawson[3] and E. H. Aylward[4], (1)Radiology, University of Washington, Seattle, WA, (2)Speech and Hearing Sciences, University of Washington, Seattle, WA, (3)Psychiatry and Behavioral Sciences, Duke University, Durham, NC, (4)Seattle Children's Research Institute, Seattle, WA

14 117.014 Phase Reset As a Biomarker of ASD. J. Frohlich[*1], K. McEvoy[2] and S. S. Jeste[3], (1)University of California, Los Angeles, Los Angeles, CA, (2)UCLA, Los Angeles, CA, (3)Psychiatry and Neurology, UCLA, Los Angeles, CA

15 117.015 Concordance in Inhibitory Event Related Potentials Among Twins With and Without Autism. S. Faja[*1], A. Kresse[1], E. E. Neuhaus[1], C. Sonners[2], R. Bernier[1] and S. J. Webb[3], (1)University of Washington, Seattle, WA, (2)Neuroscience, University of Washington, Seattle, WA, (3)Psychiatry and behavioral sciences, University of Washington, Seattle, WA

16 117.016 Atypical Connectivity of Default Mode and Salience Networks and Links with ASD Symptomatology. A. E. Abbott[*1], A. Nair[1,2], C. L. Keown[1,3], M. Datko[1,3], I. Fishman[1] and R. A. Müller[1], (1)Brain Development Imaging Laboratory, Dept. of Psychology, San Diego State University, San Diego, CA, (2)Joint Doctoral Program in Clinical Psychology, University of California San Diego, La Jolla, CA, (3)Dept. of Cognitive Science, University of California San Diego, La Jolla, CA

17 117.017 Causal Underpinnings of Sensory Hypersensitivities in Autism. M. M. Kjelgaard[*1,2], T. K. Gandhi[2,3], K. Tsourides[2], D. Pantazis[2] and P. Sinha[2], (1)MGH Institute of Health Profesions, Boston, MA, (2)Brain and Cognitive Sciences, MIT, Cambridge, MA, (3)Defence Institute of Physiology and Allied Sciences, New Delhi, India

18 117.018 Hubs of Functional Brain Networks Are Atypically Organized in Children with Autism. K. Supekar[*] and V. Menon, Psychiatry and Behavioral Sciences, Stanford University, Stanford, CA

19 117.019 Precuneus Hyper-Perfusion Relates to Symptom Severity and Hypoconnectivity in Individuals with Autism Spectrum Disorder. E. Kilroy[*1], K. Jann[2], D. Beck-Pancer[3], L. M. Hernandez[4], D. J. Wang[2] and M. Dapretto[5], (1)Occupational Science, University of Southern California, Los Angeles, CA, (2)Neurology, UCLA, Los Angeles, CA, (3)Psychiatry and Biobehavioral Sciences, UCLA, Los Angeles, CA, (4)Neuroscience, University of California, Los Angeles, Los Angeles, CA, (5)Brain Mapping Center, University of California, Los Angeles, Los Angeles, CA

20 117.020 DNA Methylation of the Oxytocin Receptor Gene As a Predictor of Social Brain Function in Families with ASD. A. Jack[*1], K. A. Pelphrey[1], C. Keifer[1], J. P. Morris[2] and J. J. Connelly[3], (1)Child Study Center, Yale University, New Haven, CT, (2)Psychology, University of Virginia, Charlottesville, VA, (3)Department of Medicine, University of Virginia, Charlottesville, VA

21 117.021 Neural Responses to Biological Motion at 3 Months: A Functional Near-Infrared Spectroscopy (fNIRS) Study Comparing Infants at Low and High Risk for Autism. L. C. Anderson[*1], H. M. Fichtenholtz[2], N. M. McDonald[2], D. Z. Bolling[2] and K. A. Pelphrey[2], (1)University of Maryland, College Park, MD, (2)Child Study Center, Yale University, New Haven, CT

22 117.022 'Reading the Mind in the Eyes': Phenotypic and Endophenotypic Associations in Males and Females with Autism. R. Holt[*1], L. R. Chura[1], M. C. Lai[1,2], J. Suckling[3], E. von dem Hagen[4], A. Calder[4], E. Bullmore[3], S. Baron-Cohen[1] and M. D. Spencer[1], (1)Autism Research Centre, University of Cambridge, Cambridge, United Kingdom, (2)Department of Psychiatry, National Taiwan University College of Medicine, Taipei, Taiwan, (3)Brain Mapping Unit, Department of Psychiatry, University of Cambridge, Cambridge, United Kingdom, (4)MRC Cognition and Brain Sciences Unit, Cambridge, United Kingdom

23 117.023 Premotor Potential Differences in Autism Spectrum Disorder, ADHD and Neurotypical Children. M. F. Casanova[*1], S. M. Edelson[2], L. L. Sears[3] and E. M. Sokhadze[3], (1)Psychiatry and Health behavior, University of Louisville, Louisville, KY, (2)Autism Research Institute, San Diego, CA, (3)University of Louisville, Louisville, KY

24 117.024 Analysis of Temporal Dynamics of Brain Functional Connectivity in Autism. Y. Ghanbari[*1], L. Bloy[2], V. Shankar[1], J. C. Edgar[2], R. T. Schultz[3], T. P. Roberts[2] and R. Verma[1], (1)Department of Radiology, University of Pennsylvania, Philadelphia, PA, (2)Children's Hospital of Philadelphia, Philadelphia, PA, (3)Center for Autism Research, The Children's Hospital of Philadelphia, Philadelphia, PA

25 117.025 fMRI Imaging Results for Adolescents Who Received Treatment for Autism As Preschoolers. T. D. Graupner[*1], G. O. Sallows[1] and R. J. Davidson[2], (1)Wisconsin Early Autism Project, Madison, WI, (2)Waisman Laboratory for Brain Imaging and Behavior, University of Wisconsin, Madison, WI

26 117.026 Human Versus Non-Human Action Sound Processing in Young Children with Autism. C. Stefanidou[*1], R. Ceponiene[2] and J. P. McCleery[3], (1)School of Psychology, University of Birmingham, Birmingham, United Kingdom, (2)UCSD Medical Center, California, CA, (3)University of Birmingham, Birmingham, United Kingdom

27 117.027 Wake EEG Coherence Before and After Sleep in Adults with Autism: Decreased Morning Frontal Connectivity. C. Léveillé[1], E. Chevrier[1], L. Mottron[2] and R. Godbout[*3], (1)Sleep Laboratory & Clinic, Hop. Riviere-des-Prairies, Montreal, QC, Canada, (2)Centre de Recherche de l'Institut Universitaire de Santé Mentale de Montréal, Montréal, QC, Canada, (3)Sleep Laboratory & Clinic, Hop. Riviere-des-Prairies, Universite de Montreal, Montreal, QC, Canada

28 117.028 Attention Networks and Sociocommunicative Abilities in ASD: Functional Connectivity and Behavioral Performance. M. Ghane[*1,2], B. Keehn[3], A. Nair[1,4], A. Abbott[1], C. L. Keown[5], J. A. Richey[2], J. Townsend[6] and R. A. Müller[1], (1)Psychology, San Diego State University, San Diego, CA, (2)Psychology, Virginia Tech, Blacksburg, VA, (3)Children's Hospital Boston, Boston, MA, (4)Joint Doctoral Program in Clinical Psychology, University of California San Diego, La Jolla, CA, (5)Dept. of Cognitive Science, University of California San Diego, La Jolla, CA, (6)Neurosciences, University of California, San Diego, La Jolla, CA

29 117.029 The Relationship Between Resting-State Functional Connectivity Between Language Areas and Oral Comprehension in Children with Autism. S. D. Washington[*1], E. M. Gordon[2], J. Brar[1], W. D. Gaillard[3], M. L. Kalbfleisch[4] and J. W. VanMeter[1], (1)Center for Functional and Molecular Imaging, Georgetown University Medical Center, Washington, D.C., (2)Psychology, Georgetown University, Washington, D.C., (3)Children's Research Institute, Children's National Medical Center, Washington, D.C., (4)Krasnow Institute for Advanced Study, George Mason University, Fairfax, VA

30 117.030 Behavioral and Electrophysiological Evidence of Impaired Social Orienting in 'Unaffected' Siblings of Children with Autism Spectrum Disorder. B. Keehn[*1,2], J. Martin[1], S. Mumanachit[1], H. Tager-Flusberg[3] and C. A. Nelson[1,2], (1)Boston Children's Hospital, Boston, MA, (2)Harvard Medical School, Boston, MA, (3)Psychology, Boston University, Boston, MA

31 117.031 Abnormal Neural Correlates of Audiovisual Multisensory Integration in Autism Spectrum Disorders. L. Latterner[*1], J. Foss-Feig[2], A. P. F. Key[3], M. T. Wallace[3], W. L. Stone[4], R. L. Johnston[5] and J. McPartland[2], (1)Yale Child Study Center, New Haven, CT, (2)Child Study Center, Yale University, New Haven, CT, (3)Vanderbilt University, Nashville, TN, (4)Psychology, University of Washington, Seattle, WA, (5)Vanderbilt Kennedy Center, Vanderbilt University Medical Center, Nashville, TN

32 117.032 An MEG Study of Motor-Related Beta Oscillations during Motor Imitation in Autism. I. Buard[*], 13001 E. 17th Place, F-546, University of Colorado-Anschutz Medical Campus School of Medicine, Aurora, CO

Poster Sessions
118 - Cognition: Attention, Learning, Memory
5:30 - 7:00 - Atrium Ballroom

33 118.033 A Multilevel Meta-Analysis of Executive Function in Individuals with Autism Spectrum Disorders. B. D'Entremont[*1], E. Boudreau[2], M. Fulton[3] and D. Voyer[3], (1)PO Box 4400, University of New Brunswick, Fredericton, NB, Canada, (2)University of New Brunswick, Calgary, AB, Canada, (3)University of New Brunswick, Fredericton, NB, Canada

35 118.035 Assessing the Use of Blink Inhibition As a Measure of an Individual's Level of Engagement with Ongoing Content. C. Ranti[*1], G. J. Ramsay[1], W. Jones[1], A. Klin[1] and S. Shultz[2], (1)Marcus Autism Center, Children's Healthcare of Atlanta and Emory University School of Medicine, Atlanta, GA, (2)Department of Pediatrics, Marcus Autism Center, Children's Healthcare of Atlanta, Emory University, Atlanta, GA

36 118.036 Attention to Emotion Expressions in Autism Spectrum Conditions. P. Griffiths[*], C. Ashwin and J. Black, Dept. of Psychology, University of Bath, Bath, United Kingdom

37 118.037 Measuring Timing and Contextual Patterns of Saccade Sequences in Typical and ASD Children. L. Chukoskie[*1], C. Kanan[1], J. Wilcox[1], J. Townsend[3], (1)UCSD, La Jolla, CA, (2)University of Queensland, Brisbane, Australia, (3)Neurosciences, University of California, San Diego, La Jolla, CA

WITHDRAWN

38 118.038 Changes in the Focus of Attention Across Time in Individuals with Autism: The Effect of a Dual-Stream Paradigm. J. L. Ringo[*1], L. N. Jefferies[2], V. Di Lollo[3], J. T. Enns[4], A. Bennett[5] and J. A. Burack[1], (1)Educational & Counselling Psychology, McGill University, Montreal, QC, Canada, (2)School of Psychology and Exercise Science, Murdoch University, Murdoch, Australia, (3)Simon Fraser University, Burnaby, BC, Canada, (4)Department of Psychology, University of British Colombia, Vancouver, BC, Canada, (5)Lester B. Pearson School Board, Dorval, QC, Canada

39 118.039 Transitive Inference in Children with Autism Spectrum Disorder and Limited Verbal Ability. C. L. Thomas[*1], S. B. Gaigg[2] and D. M. Bowler[2], (1)City University London, Wembley, England, United Kingdom, (2)Autism Research Group, City University London, London, United Kingdom

41 118.041 Exploring Attentional Strategies for Emotion Recognition in Autism Spectrum Disorders. E. Birmingham[*1], V. Kling[1], N. Roberts[1], D. A. Trevisan[1], J. Tanaka[2] and G. Iarocci[3], (1)Faculty of Education, Simon Fraser University, Burnaby, BC, Canada, (2)Department of Psychology, University of Victoria, Victoria, BC, Canada, (3)Department of Psychology, Simon Fraser University, Burnaby, BC, Canada

42 118.042 Verbal Memory and ADHD Symptoms in Higher Functioning School-Aged Students with ASD. T. Oswald[*1], N. S. McIntyre[2], S. Novotny[3], L. E. Swain-Lerro[2], J. S. Beck[4], M. Montanez[5], M. Solomon[6] and P. C. Mundy[7], (1)2825 50th Street, UC Davis, Sacramento, CA, (2)School of Education, UC Davis, Davis, CA, (3)Human Development, UC Davis, Davis, CA, (4)Psychiatry/M.I.N.D. Institute, UC Davis, Sacramento, CA, (5)UC Davis, Davis, CA, (6)Psychiatry, MIND Institute, Sacramento, CA, (7)M.I.N.D. Institute and School of Education, UC Davis, Sacramento, CA

44 118.044 Dimensionality of Gaze Patterns Towards Faces and Objects in Toddlers with ASD. Q. Wang[*1], K. Chawarska[1], S. W. Zucker[2], B. Scassellati[2] and F. Shic[1], (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2)Computer Science, Yale University, New Haven, CT

45 118.045 Impaired Voluntary Imitation of Biological Motion in Autism Spectrum Conditions. S. J. Hayes[*1], M. Andrew[1], D. Elliott[1,2], E. Gowen[3] and S. J. Bennett[1], (1)Brain and Behaviour Laboratory, Liverpool John Moores University, Liverpool, United Kingdom, (2)Department of Kinesiology, McMaster University, Hamilton, ON, Canada, (3)Faculty of Life Sciences, University of Manchester, Manchester, United Kingdom

46 118.046 Is Cognitive Variability a Viable Candidate Endophenotype for Autism? Results from a Broader Autism Phenotype (BAP) Study. A. L. Hurley[*1], D. H. Skuse[2], C. O'Mahony[3], P. Burgess[3] and W. Mandy[2], (1)Great Ormond Street Hospital, London, United Kingdom, (2)Behavioural and Brain Sciences Unit, UCL Institute of Child Health, London, United Kingdom, (3)UCL Institute of Cognitive Neuroscience, London, United Kingdom

47 118.047 Neurocognitive Strategies Supporting Behavioral Response Inhibition in ASD. L. M. Schmitt[*1], M. W. Mosconi[2], M. E. Ragozzino[3], E. H. Cook[4] and J. A. Sweeney[2,5], (1)Center for Autism and Development Disabilities, UT Southwestern Medical Center, Dallas, TX, (2)Psychiatry and Pediatrics, Center for Autism and Developmental Disabilities, UT Southwestern Medical Center, Dallas, TX, (3)Psychology, University of Illinois at Chicago, Chicago, IL, (4)University of Illinois at Chicago, Chicago, IL, (5)Center for Autism Spectrum Disorders, Queensland, Australia

48 118.048 Orienting Response, Viewing Preference, and Exploration Patterns in Young Children with ASD. C. McCormick[*1], G. S. S. Young[2], J. Bernstein[3] and S. J. Rogers[2], (1)University of California, Davis, Sacramento, CA, (2)Psychiatry and Behavioral Sciences, UC Davis MIND Institute, Sacramento, CA, (3)UC Davis MIND Institute, Sacramento, CA

49 118.049 Patterns of Impairment Among School-Aged Children with ASD As Measured with a Computerized Executive Function Battery and Parent Report. C. Sonners[*1], N. Nayudu[2], G. Greco[2] and S. Faja[2], (1)Neuroscience, University of Washington, Seattle, WA, (2)University of Washington, Seattle, WA

50 118.050 Profiles of Executive Function in Austim Spectrum Disorders and Attention Deficit/Hyperactivity Disorder. C. Mills[*1], M. Berl[2], L. Kenealy[1], K. Dudley[1] and L. Kenworthy[3], (1)Children's National Medical Center, Washington, D.C., (2)Chidlren's National Medical Center, Washington, D.C., (3)Children's Research Institute, Children's National Medical Center, Washington, D.C.

51 118.051 Recognising the Same Face in Different Contexts: Testing within-Person Face Recognition in Autism. L. E. Neil[*1], G. Cappagli[1], T. Karaminis[1], R. Jenkins[2] and E. Pellicano[1], (1)Centre for Research in Autism & Education, Institute of Education, London, United Kingdom, (2)Department of Psychology, University of York, York, United Kingdom

52 118.052 Relations Between Basic Indices of Attention to Social Events and Language in Children with Autism Spectrum Disorders and Typically Developing Children. J. T. Todd[*], J. F. Saunders, V. Bein, K. C. Soska and L. E. Bahrick, Department of Psychology, Florida International University, Miami, FL

53 118.053 Spatial and Temporal Effects on Visual Filtering in Autism Spectrum Disorder. J. Stewart[*1], T. Dawkins[1], D. A. Brodeur[2] and J. A. Burack[3], (1)McGill University, Montreal, QC, Canada, (2)Department of Psychology, Acadia University, Wolfville, NS, Canada, (3)Educational & Counselling Psychology, McGill University, Montreal, QC, Canada

54 118.054 Spatial and Temporal Modulation of Visual-Tactile Crossmodal Interactions in Adults with Autism. D. Poole[*1], E. Gowen[2], P. A. Warren[1] and E. Poliakoff[1], (1)School of Psychological Sciences, University of Manchester, Manchester, United Kingdom, (2)Faculty of Life Sciences, University of Manchester, Manchester, United Kingdom

55 118.055 Personality and Perceptual Features of the Broad Autism Phenotype: Eye Gaze during Narration of "Frog, Where Are You?". M. A. Lee[*1], J. Hornickel[1], B. Thomas[1], D. Hamburger[1], P. C. Gordon[2] and M. C. Losh[1], (1)Roxelyn and Richard Pepper Department of Communication Sciences and Disorders, Northwestern University, Evanston, IL, (2)Psychology, University of North Carolina-Chapel Hill, Chapel Hill, NC

56 118.056 Taxonomic Categorization in Children with High-Functioning Autism Spectrum Disorder. K. Wright[*1], D. Poulin-Dubois[1] and E. A. Kelley[2], (1)Concordia University, Montreal, QC, Canada, (2)Queen's University, Kingston, ON, Canada

57 118.057 The Executive Function Challenge Task (EFCT): Development of a Lab-Based Observational Measure for Flexibility and Planning in Children with ASD. L. G. Anthony[*1], J. F. Strang[1], C. Luong-Tran[1], M. A. Werner[2], A. C. Armour[1], K. K. Powell[3] and L. Kenworthy[1], (1)Center for Autism Spectrum Disorders, Children's National Medical Center, Rockville, MD, (2)Model Asperger Program, Ivymount School, Rockville, MD, (3)Yale Child Study Center, New Haven, CT

58 118.058 Using the Autism-Spectrum Quotient and Social Network Size to Investigate Individual Variability in Social Attention in the Typical Population. D. A. Hayward[*] and J. Ristic, Psychology, McGill University, Montreal, QC, Canada

59 118.059 Visual Attention to Faces Is Related to Social Referencing: A Study of 16-Month-Old Infants at High and Low Risk for Autism. L. Sperle[*], M. S. Strauss and S. B. Campbell, University of Pittsburgh, Pittsburgh, PA

60 118.060 Visual Function in Adults with High Versus Low Autism Quotient Scores. V. L. Armstrong[*1], F. Tremblay[2] and S. E. Bryson[3], (1)Autism Research Centre, IWK Health Centre, Halifax, NS, Canada, (2)Dept. of Ophthalmology and Visual Sciences, Dalhousie University, Halifax, NS, Canada, (3)Autism Research Centre, Dalhousie/IWK Health Centre, Halifax, NS, Canada

Poster Sessions
119 - Communication and Language
5:30 - 7:00 - Atrium Ballroom

▸ 61 119.061 A Cross Cultural Look at Parenting Beliefs about Child Rearing and Verbal Interaction with Their Children with Autism Spectrum Disorders. V. Smith[*], University of Alberta, Edmonton, AB, Canada

62 119.062 A Fine-Grained Analysis of Longitudinal Language Use in Toddlers with ASD: The Case of GAP Verbs. J. Parish-Morris[*1], C. Gilman[2], D. A. Fein[3] and L. Naigles[3], (1)University of Pennsylvania, Philadelphia, PA, (2)The Children's Hospital of Philadelphia, Philadelphia, PA, (3)Psychology, University of Connecticut, Storrs, CT

63 119.063 An Exploration of the Phenotypic and Etiological Relationships Between Autism Spectrum Disorder and Specific Language Impairment. L. J. Taylor*[1], M. T. Maybery[2] and A. Whitehouse[3], (1)35 Stirling highway, Telethon Institute for Child Health Research, Crawley, WA, Australia, (2)School of Psychology, University of Western Australia, Perth, Australia, (3)Telethon Institute for Child Health Research, The University of Western Australia, Perth, Australia

64 119.064 Sticky Attention and Word Learning in Children with ASD. C. E. Venker*[1] and S. Ellis-Weismer[2], (1)Waisman Center, University of Wisconsin-Madison, Madison, WI, (2)University of Wisconsin-Madison, Middleton, WI

65 119.065 Does Gender Moderate Core Deficits in ASD? an Investigation into Social-Communication and Play. C. Harrop*[1], A. Gulsrud[2], Y. C. Chang[2], E. H. Ishijima[1], K. Lawton[3], S. Patterson[1] and C. Kasari[4], (1)University of California Los Angeles, Los Angeles, CA, (2)Semel Institute, UCLA, Los Angeles, CA, (3)Nisonger Center, Columbus, OH, (4)Center for Autism Research and Treatment, University of California Los Angeles, Los Angeles, CA

66 119.066 Children's Use of Disfluencies Distinguish ASD and Language Impairment. K. Gorman*[1], S. Bedrick[1], R. Lunsford[1], P. Heeman[1], L. Olson[1], G. Keepers[1], E. Fombonne[2] and J. van Santen[1], (1)Center for Spoken Language Understanding, Oregon Health & Science University, Portland, OR, (2)Oregon Health & Science University, Portland, OR

67 119.067 Exploring the Narrative Writing Skills of Students with High-Functioning Autism Spectrum Disorders. H. M. Brown*[1], J. Oram Cardy[1], R. E. Smyth[1] and A. Johnson[2], (1)Western University, London, ON, Canada, (2)Health and Rehabilitation Sciences, Western University, Canada, London, ON, Canada

68 119.068 Responsiveness to Children's Gestures Facilitates Word-Learning in Children with Autism. N. Dimitrova*[1], S. Ozcaliskan[1] and L. B. Adamson[2], (1)Georgia State University, Atlanta, GA, (2)Psychology, Georgia State University, Atlanta, GA

69 119.069 Eye-Tracking Measurements of Language Processing: Developmental Differences for Infants at High Risk for Autism. M. Chita-Tegmark*[1], C. A. Nelson[2] and H. Tager-Flusberg[1], (1)Boston University, Boston, MA, (2)Boston Children's Hospital, Boston, MA

70 119.070 A Quantitative Analysis of Pragmatic Language in Adults with High-Functioning Autism. K. E. Morrison*[1] and L. Wagner[2], (1)Psychology, Ohio State University, Columbus, OH, (2)Ohio State University, Columbus, OH

71 119.071 Does ASD Severity Predict Minimally Verbal Outcome By School Age?. A. Thurm*[1], L. Swineford[2], S. Manwaring[3,4] and C. Farmer[2], (1)National Institutes of Health - National Institute of Mental Health, Bethesda, MD, (2)Pediatrics and Developmental Neuroscience, National Institute of Mental Health, Bethesda, MD, (3)National Institute of Mental Health, Bethesda, MD, (4)University of Utah, Salt Lake City, UT

72 119.072 Ages of Language Milestones As Predictors of Developmental Trajectories in Young Children with ASD. S. T. Kover*[1] and S. Ellis-Weismer[2], (1)Department of Communication Sciences and Disorders, University of Wisconsin-Madison, Madison, WI, (2)University of Wisconsin-Madison, Middleton, WI

73 119.073 Early Identification of Autism Spectrum Disorder: Speech Language Pathologists' Knowledge, Screening, and Referral Practices. D. D. Barrie*, M. N. Gragg, K. Afridi and R. Jamil, University of Windsor, Windsor, ON, Canada

▸ 74 119.074 Early Predictors of Parental Linguistic Mapping in Preschoolers with Autism Spectrum Disorders. B. Keceli Kaysili*[1], A. Tostanoski[2], L. R. Watson[3] and P. J. Yoder[2], (1)Special Education Department, Ankara University, Ankara, Turkey, (2)Special Education, Vanderbilt University, Nashville, TN, (3)Division of Speech and Hearing Sciences, University of North Carolina, Chapel Hill, NC

75 119.075 Generalisation of Word-Picture Relations in Children with Autism and Typically Developing Children. C. Hartley*[1] and M. L. Allen[2], (1)Lancaster University, Kendal, United Kingdom, (2)Psychology, Lancaster University, Lancaster, United Kingdom

76 119.076 Iconicity Influences How Effectively Children with Autism Use Pictures As Symbols in a Search Task. M. L. Allen*[1] and C. Hartley[2], (1)Psychology, Lancaster University, Lancaster, United Kingdom, (2)Lancaster University, Kendal, United Kingdom

77 119.077 Joint Engagement and Social Communication in Minimally Verbal Children with ASD. A. Holbrook*[1] and C. Kasari[2], (1)Graduate School of Education and Information Studies, University of California, Los Angeles, Los Angeles, CA, (2)Center for Autism Research and Treatment, University of California Los Angeles, Los Angeles, CA

78 119.078 Outcomes of Behavioral Intervention to Increase Single Word Requests to Multiword Requests in Children with Autism Spectrum Disorder. C. N. Bowen*[1], M. A. Shillingsburg[2] and R. Yosick[3], (1)Marcus Autism Center, Atlanta, GA, (2)Marcus Autism Center, Children's Healthcare of Atlanta and Emory University, ATlanta, GA, (3)Behavior Treatment Clinic, Marcus Autism Center, Children's Healthcare of Atlanta and Emory University, Atlanta, GA

79 119.079 Peer Ratings of Videotaped Story-Telling of Optimal Outcome Children with a History of ASD. J. Suh*[1], I. M. Eigsti[1], L. Naigles[1], M. L. Barton[1], A. Orinstein[1], C. Irvine[1], D. T. Jashar[1], L. D. Haisley[1], E. A. Kelley[2] and D. A. Fein[1], (1)Psychology, University of Connecticut, Storrs, CT, (2)Queen's University, Kingston, ON, Canada

80 119.080 Pretend Play As a Predictor of Expressive and Receptive Communication Skills in Preschool Aged Children: The Relative Contributions of Functional Versus Symbolic Play and Shared Versus Solitary Play. M. L. Fulton*[1] and B. D'Entremont[2], (1)The University of New Brunswick, Truro, NS, Canada, (2)Psychology, University of New Brunswick, Fredericton, NB, Canada

81 119.081 Prosodic Marking of Given, New, and Contrastive Information: Differences Between Children with and without ASD. J. E. Arnold*[1], E. C. Rosa[1], M. R. Klinger[2], P. S. Powell[3] and A. T. Meyer[4], (1)University of North Carolina at Chapel Hill, Chapel Hill, NC, (2)Allied Health Sciences, University of North Carolina - Chapel Hill, Chapel Hill, NC, (3)University of North Carolina - Chapel Hill, Durham, NC, (4)Dept. of Psychology, University of North Carolina, Chapel Hill, NC

82 119.082 Self-Perception in Friendship Nomination in Children with Autism. B. L. Williams*[1], C. Kasari[2] and W. Shih[1], (1)UCLA, Los Angeles, CA, (2)Center for Autism Research and Treatment, University of California Los Angeles, Los Angeles, CA

83 119.083 Specific Language Impairment as Autism Endophenotype: A Meta-Analysis of Infant Sibling Studies. N. Marrus*[1], L. Hall[2], S. J. Paterson[3], J. T. Elison[4], J. J. Wolff[5], J. R. Pruett[1], H. C. Hazlett[5], A. M. Estes[6], J. Piven[5], K. N. Botteron[7], .. The IBIS Network[8] and J. N. Constantino[9], (1)Washington University School of Medicine, Saint Louis, MO, (2)St. Louis Children's Hospital, St. Louis, MO, (3)Center for Autism Research, The Children's Hospital of Philadelphia, Philadelphia, PA, (4)University of Minnesota, Minneapolis, MN, (5)University of North Carolina at Chapel Hill, Chapel Hill, NC, (6)Speech and Hearing Sciences, University of Washington, Seattle, WA, (7)Psychiatry and Radiology, Washington University School of Medicine, Saint Louis, MO, (8)Autism Center of Excellence, Chapel Hill, NC, (9)Psychiatry, Washington University School of Medicine, St Louis, MO

84 119.084 TITLE MISSING. S. L. Jordan*[1], L. H. Hampton[2], A. P. Kaiser[3] and C. Kasari[4], (1)Special Education, Vanderbilt University, Franklin, TN, (2)Vanderbilt University, Nashville, TN, (3)Special Education, Vanderbilt University, Nashville, TN, (4)Center for Autism Research and Treatment, University of California Los Angeles, Los Angeles, CA

85 119.085 The Impact of Birth Order and Sibling Age on Language in Individuals with ASD. A. Kresse*[1], E. J. Libsack[1], T. Ward[1], K. Ankenman[1], E. E. Neuhaus[1], S. Faja[1], S. J. Webb[2] and R. Bernier[1], (1)University of Washington, Seattle, WA, (2)Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA

86 119.086 The Influence of Semantic Richness on Novel Word Learning in Children with Autism Spectrum Disorder. A. Gladfelter*[1] and L. Goffman[2], (1)Speech, Language, & Hearing Sciences, Purdue University, West Lafayette, IN, (2)Purdue University, West Lafayette, IN

87 119.087 The Relation Between Pragmatic Language Impairment and Bully Victimization in Children with ASD. P. Rao*[1] and R. Landa[2], (1)Kennedy Krieger Institute, Baltimore, MD, (2)Center for Autism and Related Disorders, Kennedy Krieger Institute, Baltimore, MD

88 119.088 The Relation Between Teacher Functional Communication and Anxiety in Children with ASD. E. F. Geib*[1], J. Berg[1], H. N. Davis[1], B. J. Wilson[1] and C. L. Teel[2], (1)Clinical Psychology, Seattle Pacific University, Seattle, WA, (2)Seattle Pacific University, Seattle, WA

89 119.089 The Role of Social Language in the Student Teacher Relationship. M. Maye*[1], M. Feldman[1], A. Eisenhower[2] and J. Blacher[3], (1)University of Massachusetts, Boston, Boston, MA, (2)Psychology, University of Massachusetts, Boston, Boston, MA, (3)Graduate School of Education, University of California - Riverside, Riverside, CA

90 119.090 The Role of Supported Joint Engagement and Parent Utterances in Language and Social Communication Development in Children with ASD. K. M. Bottema-Beutel*[1], P. J. Yoder[2] and L. R. Watson[3], (1)Lynch School of Education, Boston College, Chestnut Hill, MA, (2)Special Education, Vanderbilt University, Nashville, TN, (3)Division of Speech and Hearing Sciences, University of North Carolina, Chapel Hill, NC

91 119.091 Use and Misuse of Common Ground, a Complex Pragmatic Language Skill, in Adolescents with Autism Spectrum Disorder. A. de Marchena*[1] and I. M. Eigsti[2], (1)Center for Autism Research, The Children's Hospital of Philadelphia, Philadelphia, PA, (2)Psychology, University of Connecticut, Storrs, CT

92 119.092 "Story Goodness" in Adolescents with Autism Spectrum Disorders. A. R. Canfield*[1], I. M. Eigsti[1] and A. de Marchena[2], (1)Psychology, University of Connecticut, Storrs, CT, (2)Center for Autism Research, The Children's Hospital of Philadelphia, Philadelphia, PA

Poster Sessions
120 - Early Development
5:30 - 7:00 - Atrium Ballroom

93 120.093 Early ASD Symptom Severity Predicts Diagnostic Transition to Global Developmental Delay (GDD). D. N. Abrams*[1], D. Robins[1], L. B. Adamson[1] and D. A. Fein[2], (1)Psychology, Georgia State University, Atlanta, GA, (2)Psychology, University of Connecticut, Storrs, CT

94 120.094 ASD Symptoms in Unaffected Younger Siblings of Children With and Without ASD: A Prospective Study. I. Giserman Kiss* and A. S. Carter, Department of Psychology, University of Massachusetts, Boston, Boston, MA

95 120.095 Context Matters: The Measure of Emotion Regulation in Autism. M. E. Crisler*[1], A. B. Barber[1], J. E. Lochman[1] and H. M. Swingle[2], (1)University of Alabama, Tuscaloosa, AL, (2)1707 Center Street, University of South Alabama, Mobile, AL

96 120.096 Effects of Depressive Symptoms in Mothers of Children with ASD on Synchrony with Later-Born Infants. B. C. Gamber*[1] and A. R. Neal-Beevers[2], (1)Dept of Psychology, University of Texas at Austin, Austin, TX, (2)Department of Psychology, University of Texas at Austin, Austin, TX

▸ 97 120.097 Screening Versus Surveillance: Differences in Demographic, Developmental, and ASD Symptom Profiles. K. A. Casagrande*, K. A. Haynes and D. Robins, Psychology, Georgia State University, Atlanta, GA

98 120.098 Diagnostic Stability from Age 3-8 Years in a Canadian High-Risk Sibling Cohort. J. A. Brian*[1], S. E. Bryson[2], I. M. Smith[3], C. Roncadin[4], W. Roberts[5], N. Garon[6], P. Szatmari[7] and L. Zwaigenbaum[8], (1)Bloorview Research Institute/ Paediatrics, Holland Bloorview Kids Rehab/ University of Toronto, Toronto, ON, Canada, (2)Autism Research Centre, Dalhousie/IWK Health Centre, Halifax, NS, Canada, (3)Pediatrics; Psychology & Neuroscience, Dalhousie University / IWK Health Centre, Halifax, NS, Canada, (4)Peel Children's Centre, Mississauga, ON, Canada, (5)Pediatrics, University of Toronto, Toronto, ON, Canada, (6)Psychology, Mount Allison University, Sackville, NB, Canada, (7)University of Toronto, Toronto, ON, Canada, (8)University of Alberta, Edmonton, AB, Canada

99 120.099 Communication Spontaneity in Response to Direct Social Prompts Predicts ASD Symptoms in High and Low Risk Infants. S. L. Alvarez*[1], A. Estes[2], B. LeBlanc[3], T. St. John[4], S. Dager[1] and .. The IBIS Network[5], (1)University of Washington, Seattle, WA, (2)Speech and Hearing Sciences, University of Washington, Seattle, WA, (3)School Psychology, University of Oregon, Eugene, OR, (4)University of Washington Autism Center, Seattle, WA, (5)Autism Center of Excellence, Chapel Hill, NC

100 120.100 The Effect of Target Saliency on the Disengage Deficit in a Reaching Task in Autism Spectrum Disorder. L. A. R. Sacrey*[1], T. Germani[1], S. E. Bryson[2] and L. Zwaigenbaum[3], (1)Pediatrics, University of Alberta, Edmonton, AB, Canada, (2)Autism Research Centre, Dalhousie/IWK Health Centre, Halifax, NS, Canada, (3)University of Alberta, Edmonton, AB, Canada

▸ 101 120.101 Reliability, Validity, Factor Structure and Cultural Variation of Measuring Autistic Traits in Singaporean Toddlers at 18 and 24 Months. I. Magiati*[1], D. A. Goh[2], J. Lim[2], D. Gan[1], P. Agarwal[3], S. B. Lim[3], A. Rifkin-Graboi[4], B. F. Broekman[5], P. Gluckman[6], Y. S. Chong[7], S. M. Saw[8], K. Y. Kwek[3] and M. Meaney[4], (1)Psychology, National University of Singapore, Singapore, Singapore, (2)Psychology, National University of Singapore, singapore, Singapore, (3)KK Women's and Children's Hospital, Singapore, Singapore, (4)Singapore Institute of Clinical Sciences, A-Star, Singapore, Singapore, (5)Psychological Medicine, National University Health System, Singapore, Singapore, (6)Liggins Institute, University of Auckland, Auckland, Australia, (7)Yong Loo Lin School of Medicine, Department of Obstetrics and Gynaecology, National University of Singapore, Singapore, Singapore, (8)Saw Swee Hock School of Public Health, National University of Singapore, Singapore, Singapore

103 120.103 Do Clinicians Operationalize the Broader Autism Phenotype the Same Way Across Sites?. A. Vehorn*[1], K. Gotham[2], L. V. Ibanez[3], W. L. Stone[3], D. S. Messinger[4] and Z. Warren[5], (1)TRIAD, Vanderbilt Kennedy Center, Nashville, TN, (2)Department of Psychiatry, Vanderbilt University, Nashville, TN, (3)Psychology, University of Washington, Seattle, WA, (4)University of Miami, Coral Gables, FL, (5)Vanderbilt Kennedy Center, Department of Pediatrics, Department of Psychiatry, Vanderbilt University, Nashville, TN

104 120.104 Project Impact: Examining Mothers' Scaffolding Techniques during Play in Toddlers with ASD. J. M. Pierucci*[1], A. B. Barber[2] and A. T. Gilpin[3], (1)Psychology, St. Mary's University, San Antonio, TX, (2)Communicative Disorders, University of Alabama ASD Clinic, Tuscaloosa, AL, (3)Psychology, University of Alabama, Tuscaloosa, AL

105 120.105 Regression in Children with ASD: Associations with Parents' Beliefs about Causes of ASD. R. P. Goin-Kochel[*1], S. S. Mire[2] and A. G. Dempsey[3], (1)Pediatrics, Baylor College of Medicine, Houston, TX, (2)Educational Psychology, University of Houston, Houston, TX, (3)Pediatrics, University of Texas Health Sciences Center, Houston, TX

106 120.106 Imitation and Joint Attention As Predictors of Language Outcome in Infants at High and Low Risk for ASD. S. R. Edmunds[*], L. V. Ibanez and W. L. Stone, Psychology, University of Washington, Seattle, WA

107 120.107 The Relationship Between Autism Symptoms and Arousal Level in Toddlers with ASD, As Measured by Electrodermal Activity. E. B. Prince[*1], E. Gisin[2], C. A. Wall[1], K. Chawarska[1] and F. Shic[1], (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2)Penn State Hershey College of Medicine, Hershey, PA

108 120.108 Sub-Threshold Autism Symptomatology at Age 2 Is Predictive of Movement Onto the Autism Spectrum at Age 4. E. Moulton[*1], D. A. Fein[2], M. L. Barton[2], D. Abrams[3] and D. Robins[4], (1)Clinical Psychology, University of Connecticut, Storrs, CT, (2)Psychology, University of Connecticut, Storrs, CT, (3)Georgia State University, Atlanta, GA, (4)Psychology, Georgia State University, Atlanta, GA

109 120.109 The Relationship Between Rhythmic Movement and Babble Onset in Infants at Heightened Risk for ASD. K. L. West[*1], N. B. Leezenbaum[1], J. B. Northrup[2] and J. M. Iverson[2], (1)Psychology, University of Pittsburgh, Pittsburgh, PA, (2)University of Pittsburgh, Pittsburgh, PA

110 120.110 Using the M-CHAT-R to Identify Developmental Concerns in a High-Risk 18-Month-Old Sibling Sample. A. S. Weitlauf[*1], A. Vehorn[2], W. L. Stone[3] and Z. Warren[4], (1)Vanderbilt Kennedy Center, Department of Pediatrics, Vanderbilt University, Nashville, TN, (2)Kennedy Center, Vanderbilt University, Nashville, TN, (3)Psychology, University of Washington, Seattle, WA, (4)Vanderbilt Kennedy Center, Department of Pediatrics, Department of Psychiatry, Vanderbilt University, Nashville, TN

111 120.111 Parsing Heterogeneity of Early ASD Phenotype: Stability and Change. S. H. Kim[*1], S. Macari[2], C. A. Saulnier[3], A. M. Steiner[4], T. R. Goldsmith[5], J. Koller[6], K. D. Tsatsanis[2] and K. Chawarska[2], (1)40 Temple St., Suite 7D, Yale University School of Medicine, New Haven, CT, (2)Child Study Center, Yale University School of Medicine, New Haven, CT, (3)Marcus Autism Center, Children's Healthcare of Atlanta and Emory University School of Medicine, Atlanta, GA, (4)Yale University, New Haven, CT, (5)Department of Pediatrics, University of New Mexico, Albuquerque, NM, (6)The Hebrew University of Jerusalem, Jerusalem, Israel

112 120.112 Play and Playfulness in Young Children with Autism. C. Shulman[*1] and R. Ankori[2], (1)Graduate Studies in Early Childhood, Hebrew University in Jerusalem, Jerusalem, Israel, (2)Department of Child Psychology, Hebrew University in Jerusalem, Jerusalem, Israel

Poster Sessions
121 - Epidemiology
5:30 - 7:00 - Atrium Ballroom

113 121.113 Exposure to Particulate Matter Air Pollution During Pregnancy Is Associated With Increased Risk of Autism Spectrum Disorder: A Nested Case-Control Study from the Nurses' Health Study II. R. Raz[*1], A. L. Roberts[1], K. Lyall[2], J. E. Hart[1,3], A. C. Just[1], F. Laden[1,3] and M. Weisskopf[1], (1)Harvard School of Public Health, Boston, MA, (2)Public Health Sciences, UC Davis, Davis, CA, (3)Channing Division of Network Medicine, Brigham and Women's Hospital and Harvard Medical School, Boston, MA

114 121.114 Mortality in Persons with Autism Spectrum Disorders: A Danish Population-Based Cohort Study. D. E. Schendel[*1], M. Overgaard[2], J. Christensen[3], L. Hjort[4], M. Vestergaard[5] and E. T. Parner[6], (1)Department of Public Health and National Centre for Register-based Research, Aarhus University, Aarhus, Denmark, (2)Department of Public Health, Section of Biostatistics, Aarhus University, Aarhus, Denmark, (3)Department of Neurology and Department of Clinical Pharmacology, Aarhus University, Aarhus, Denmark, (4)Centre for Child and Adolescent Psychiatry, Aarhus University Hospital, Aarhus, Denmark, (5)Department of Public Health, Institute of General Medical Practice, Aarhus University, Aarhus, Denmark, (6)Department of Public Health, Section of Biostatistics, Aarhus University, Århus, Denmark

115 121.115 Angiogenesis Drives Neurogenesis: Fetal-Placental Vascular Network Structure in a Population Based Cohort of ASD and Matched Controls. T. Girardi[*1], C. M. Salafia[2], C. Platt[3], D. P. Misra[4], R. Shah[5] and G. Merz[6], (1)Placental Modulation, Institute for Basic Research, Staten Island, NY, (2)Institute for Basic Research, Staten Island, NY, (3)Pathology, University of Bristol Hospitals, Bristol, United Kingdom, (4)Family Medicine and Public Health Sciences, Wayne State University, Detroit, MI, (5)Image Analysis, Placental Analytics, Larchmont, NY, (6)Microscopy and Imaging ANalysis, Institute for Basic Research, Staten Island, NY

116 121.116 Changes in Psychiatrist Diagnoses of Autism and Other Mental Health Conditions in Israel Between 2003 and 2012. M. Davidovitch[*1], V. Sima[2], V. Shalev[2], G. Chodick[2] and L. Sigler[2], (1)Child Development, Maccabi Healthcare Services, Tel Aviv, Israel, (2)Maccabi Heathcare Services, Tel Aviv, Israel

117 121.117 Concordance Between DSM-5 ASD Criteria and Community ASD Identification Under DSM-IV-TR in a Population-Based Study. M. J. Maenner[*1], C. Arneson[2], L. A. Carpenter[3], R. S. Kirby[4], C. E. Rice[1], L. A. Schieve[1], K. Van Naarden Braun[1], L. D. Wiggins[1], W. Zahorodny[5] and M. S. Durkin[6], (1)National Center on Birth Defects and Developmental Disabilities, Centers for Disease Control and Prevention, Atlanta, GA, (2)University of Wisconsin-Madison, Madison, WI, (3)Pediatrics, Medical University of South Carolina, Charleston, SC, (4)Community and Family Health, University of South Florida, Tampa, FL, (5)Rutgers New Jersey Medical School, Newark, NJ, (6)Population Health Sciences, University of Wisconsin-Madison, Madison, WI

118 121.118 Development of a Novel Protocol for Characterizing Dysmorphology to Enhance the Phenotypic Classification of Autism Spectrum Disorders. S. K. Shapira[*1], L. H. Tian[1], A. S. Aylsworth[2], E. R. Elias[3], J. E. Hoover-Fong[4], N. J. Meeks[3], M. C. Souders[5], A. C. H. Tsai[3,6], E. H. Zackai[5], A. A. Alexander[1] and L. A. Schieve[1], (1)National Center on Birth Defects and Developmental Disabilities, Centers for Disease Control and Prevention, Atlanta, GA, (2)Departments of Pediatrics and Genetics, UNC School of Medicine, Chapel Hill, NC, (3)Department of Pediatrics, Section of Genetics, University of Colorado School of Medicine, Aurora, CO, (4)McKusick-Nathans Institute of Genetic Medicine, Johns Hopkins University, Baltimore, MD, (5)Clinical Genetics Center, The Children's Hospital of Philadelphia, Philadelphia, PA, (6)Department of Molecular and Medical Genetics, Oregon Health and Sciences University, Portland, OR

119 121.119 Environmental Exposure Measured in Deciduous Teeth As Potential Biomarkers of ASD Risk. R. F. Palmer[*1], L. Heilbrun[2], D. Camann[3], S. Schultz[2] and C. Miller[2], (1)Family and Community Medicine, University of Texas Health Science Center San Antonio, San Antonio, TX, (2)Family and Community Medicine, University of Texas Health Science Center, San Antonio, TX, (3)Organic, Analytical & Environmental Chemistry, Southwest Research Institute, San Antonio, TX

120 121.120 Extremely Preterm Born Children Are at Very High Risk for Developing Autism Spectrum Disorder. L. Verhaeghe[*] and H. Roeyers, Department of Experimental Clinical and Health Psychology, Ghent University, Ghent, Belgium

121 121.121 Focus Group Contributions to the Early Life Exposure Assessment Tool (ELEAT). M. C. Oliver[*1], R. J. Schmidt[2] and C. K. Walker[3], (1)Public Health Sciences, UC Davis M.I.N.D. Institute, Sacramento, CA, (2)Public Health Sciences, M.I.N.D. Institute, University of California at Davis, Davis, CA, (3)Obstetrics & Gynecology, MIND Institute, UC Davis, Sacramento, CA

▸ 122 121.122 Influence of Family Demographic Factors on Social Communication Questionnaire (SCQ) Scores. E. Moody[*1], S. Rosenberg[2], L. C. Lee[3], M. D. Fallin[4], G. C. Windham[5], L. Wiggins[6], C. DiGuiseppi[7], L. A. Schieve[8], S. E. Levy[9], L. Blaskey[10] and L. M. Young[11], (1)13121 E 17th Avenue, University of Colorado, Denver, Aurora, CO, (2)Psychiatry, University of Colorado School of Medicine, Aurora, CO, (3)Epidemiology, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (4)Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (5)California Dept of Public Health, Richmond, CA, (6)Centers for Disease Control and Prevention, Atlanta, CO, (7)Epidemiology/Colorado School of Public Health, University of Colorado - Denver, Aurora, CO, (8)National Center on Birth Defects and Developmental Disabilities, Centers for Disease Control and Prevention, Atlanta, GA, (9)Developmental & Behavioral Pediatrics, Children's Hospital of Philadelphia, Philadelphia, PA, (10)Children's Hospital of Philadelphia, Philadelphia, PA, (11)U Penn, Philadelphia, PA

123 121.123 Integration of Environmental Variables into Autism Genetic Repository Data. H. E. Volk[*1], A. Kalkbrenner[2], N. L. Lee[3], F. Lurmann[4], H. Minor[4] and G. C. Windham[5], (1)University of Southern California, Los Angeles, CA, (2)University of Wisconsin-Milwaukee, Milwaukee, WI, (3)Epidemiology and Biostatistics, Drexel University School of Public Health, Philadelphia, PA, (4)Sonoma Technology, Inc., Petaluma, CA, (5)California Dept of Public Health, Richmond, CA

▸ 124 121.124 Maternal Education Predicts Early ASD Diagnosis in Black and White Toddlers with Higher Cognitive Functioning. S. Fernandez-Carriba[*1], C. A. Saulnier[1], J. Berman[1], B. Davis[1], G. Kneeland[1] and A. Klin[2], (1)Marcus Autism Center, Children's Healthcare of Atlanta and Emory University School of Medicine, Atlanta, GA, (2)Department of Pediatrics, Marcus Autism Center, Children's Healthcare of Atlanta, Emory University, Atlanta, GA

▸ 125 121.125 Minneapolis Somali Autism Prevalence. A. S. Hewitt[*1], J. Punyko[2], K. Hamre[1], A. N. Esler[3] and J. Reichle[4], (1)Institute on Community Integration, University of Minnesota, Minneapolis, MN, (2)Minnesota Department of Health, St. Paul, MN, (3)Pediatrics, University of Minnesota, Minneapolis, MN, (4)Educational Psychology and Sp.Lang. Hring Sci., University of Minnesota, Minneapolis, MN

126 121.126 Neonatal Cytokines and Chemokines and Risk of Autism Spectrum Disorder: The Early Markers for Autism (EMA) Study. O. Zerbo[*1], C. K. Yoshida[1], J. K. Grether[2], P. Ashwood[3], R. L. Hansen[4], J. Van de Water[5] and L. A. Croen[6], (1)Kaiser Permanente Division of Research, Oakland, CA, (2)California Dept. of Public Health, Richmond, CA, (3)UC Davis, Sacramento, CA, (4)M.I.N.D. Institute/UCDavis, Sacramento, CA, (5)Division of Rheumatology/Allergy and Clinical Immunology, UC Davis, Davis, CA, (6)Division of Research, Kaiser Permanente Northern California, Oakland, CA

127 121.127 Parental Age Effects and Autism Spectrum Disorder: Exploring the De Novo Mutation Hypothesis in Affected Families. G. C. Windham[*1], M. Anderson[2], T. J. Hoffmann[3], L. A. Croen[4], J. K. Grether[5] and N. Risch[6], (1)California Department of Public Health, Richmond, CA, (2)Impact Assessment, Inc., Richmond, CA, (3)UCSF Institute for Human Genetics, San Francisco, CA, (4)Division of Research, Kaiser Permanente Northern California, Oakland, CA, (5)California Dept of Public Health, Richmond, CA, (6)University of California, San Francisco, San Francisco, CA

128 121.128 Parental Age and the Risk of Autism Spectrum Disorders – Findings from a Swedish Population-Based Cohort. S. Idring[*1], C. Magnusson[1], M. Lundberg[1], D. Rai[2], A. Svensson[3], C. Dalman[1], H. Karlsson[4], M. Ek[3] and B. K. Lee[5], (1)Department of Public Health Sciences, Karolinska Institutet, Stockholm, Sweden, (2)University of Bristol, Bristol, United Kingdom, (3)Karolinska Institutet, Stockholm, Sweden, (4)Department of Neuroscience, Karolinska Institutet, Stockholm, Sweden, (5)Drexel University School of Public Health, Philadelphia, PA

▸ 129 121.129 Parental Concerns, Socioeconomic Status and the Risk of Autism Spectrum Conditions in a Population-Based Study. X. Sun[*1,2,3], C. Allison[4], B. Auyeung[3,5], S. Baron-Cohen[3,6] and C. Brayne[7], (1)Cambridge Institute of Pubic Health, University of Cambridge, Cambridge, United Kingdom, (2)The Jockey Club School of Public Health and Primary Care, The Chinese University of Hong Kong, Hong Kong, Hong Kong, (3)Autism Research Centre, University of Cambridge, Cambridge, United Kingdom, (4)Autism Research Centre, Department of Psychiatry, University of Cambridge, Cambridge, United Kingdom, (5)Department of Psychology, University of Edinburgh, Edinburgh, United Kingdom, (6)CLASS Clinic, Cambridgeshire and Peterborough NHS Foundation Trust, Cambridge, United Kingdom, (7)Cambridge Institute of Public Health, University of Cambridge, Cambridge, United Kingdom

130 121.130 Placental Features in ASD Compared to Controls: A Community Based Cohort in Brooklyn. K. Patel[*1], . I. Collins[1], S. Mittal[2,3], R. Schubert[1], C. M. Salafia[2,3], P. Narula[1] and B. Zimmerman-Bier[4], (1)Pediatrics, New York Methodist Hospital, Brooklyn, NY, (2)Pediatrics and Obstetrics and Gynecology, New York Methodist Hospital, Brooklyn, NY, (3)Institute for Basic Research, Staten Island, NY, (4)St Peters Univwersity Hospital, New Brunswick, NJ

▸ 131 121.131 Predictability of the Social Communication Questionnaire (SCQ) on Autism Diagnoses from a Community Study in Taiwan. C. C. Chien[*1], R. A. Harrington[2], I. T. Li[3], C. H. Tsai[4], P. C. Tsai[5], C. L. Chang[6], W. T. Kao[7], C. C. Wu[8], C. L. Chu[9], H. Y. Hsu[3], F. W. Lung[10] and L. C. Lee[11], (1)Kaohsiung Armed Forces General Hospital, Kaohsiung, Taiwan, (2)Epidemiology, Johns Hopkins University, Baltimore, MD, (3)Kaohsiung Medical University Chung-Ho Memorial Hospital, Kaohsiung, Taiwan, (4)Kaohsiung Municipal Kai-Syuan Psychiatric Hospital, Kaohsiung, Taiwan, (5)Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (6)Graduate Institue of Medicine, Kaohsiung Medical University, Kaohsiung, Taiwan, (7)National Defense Medical Center, Taipei, Taiwan, (8)Department of Psychology, Kaohsiung Medical University, Kaohsiung, Taiwan, (9)Department of Psychology, National Chung Cheng University, Chiayi, Taiwan, (10)Taipei City Hospital, Taipei, Taiwan, (11)Epidemiology, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD

132 121.132 Prenatal Antidepressant Exposure Is Associated with Risk for Autism and Attention Deficit-Hyperactivity Disorder in an Analysis of Electronic Health Records. C. C. Clements*[1,2,3], V. M. Castro[2,4], S. R. Blumenthal[2,3], H. R. Rosenfield[2,3], S. N. Murphy[5], M. Fava[6], J. L. Erb[7], S. E. Churchill[8], A. J. Kaimal[9], A. E. Doyle[2,3], E. Robinson[2,10], J. W. Smoller[3], I. S. Kohane[11] and R. H. Perlis[2,3], (1)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (2)Center for Experimental Drugs and Diagnostics, Department of Psychiatry, Massachusetts General Hospital, Boston, MA, (3)Psychiatric and Neurodevelopmental Genetics Unit, Department of Psychiatry, Massachusetts General Hospital, Boston, MA, (4)Partners Research Computing, Partners HealthCare System, Boston, MA, (5)Laboratory of Computer Science and Department of Neurology, Massachusetts General Hospital, Boston, MA, (6)Depression Clinic and Research Program, Department of Psychiatry, Massachusetts General Hospital, Boston, MA, (7)Department of Psychiatry, Brigham and Women's Hospital, Boston, MA, (8)Information Systems, Partners HealthCare System, Boston, MA, (9)Division of Maternal-Fetal Medicine, Department of Obstetrics and Gynecology, Massachusetts General Hospital, Boston, MA, (10)Analytic and Translational Genomics Unit, Center for Human Genetic Research, Massachusetts General Hospital, Boston, MA, (11)Department of Medicine, Brigham and Women's Hospital, Boston, MA

133 121.133 Reliability of Maternal Self-Report of Medical Conditions and Obstetric Interventions. P. Krakowiak[1], D. J. Tancredi[2], I. Hertz-Picciotto[3] and C. K. Walker*[4], (1)Public Health Sciences, M.I.N.D. Institute, UC Davis, Sacramento, CA, (2)Center for Healthcare Policy and Research, UC Davis, Sacramento, CA, (3)Public Health Sciences, M.I.N.D. Institute, UC Davis, Davis, CA, (4)Obstetrics & Gynecology, M.I.N.D. Institute, UC Davis, Sacramento, CA

134 121.134 The Effect of Prenatal Air Pollution Exposure on Function and Severity in Children with Autism Spectrum Disorder. T. Kerin*[1], R. McConnell[1], I. Hertz-Picciotto[2], F. Lurmann[3], S. Eckel[1] and H. E. Volk[4], (1)Department of Preventive Medicine, University of Southern California, Los Angeles, CA, (2)Department of Public Health Sciences, University of California, Davis, Davis, CA, (3)Sonoma Technology, Inc., Petaluma, CA, (4)USC - CHLA, Los Angeles, CA

135 121.135 The High Prevalence of Autism Spectrum Disorders Among Children with Intellectual Disabilities. C. C. Bradley*[1], L. A. Carpenter[2], S. Sergi[1], W. Jenner[2], J. Charles[2] and L. B. King[2], (1)Medical University of South Carolina, Charleston, SC, (2)Pediatrics, Medical University of South Carolina, Charleston, SC

136 121.136 The Validity of Social (Pragmatic) Communication Disorder. W. Mandy*[1], R. A. Wang[2], R. H. Warrington[3] and D. H. Skuse[3], (1)University College London, London, United Kingdom, (2)UCL, Institute of Child Health, London, United Kingdom, (3)Behavioural and Brain Sciences Unit, UCL Institute of Child Health, London, United Kingdom

137 121.137 Trends in ASD Co-Occurring Diagnoses in the Autism and Developmental Disabilities Monitoring Network. E. Rubenstein*[1], C. E. Rice[2], K. Van Naarden Braun[2], L. A. Schieve[2], M. S. Durkin[3], D. Christensen[4], A. V. Bakian[5], L. D. Wiggins[2], J. Daniels[6], L. B. King[7] and L. C. Lee[8], (1)Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (2)National Center on Birth Defects and Developmental Disabilities, Centers for Disease Control and Prevention, Atlanta, GA, (3)Population Health Sciences, University of Wisconsin-Madison, Madison, WI, (4)Division of Birth Defects and Developmental Disabilities, CDC, Atlanta, GA, (5)Psychiatry, University of Utah, Salt Lake City, UT, (6)UNC Gillings School of Public Health, Chapel Hill, NC, (7)Pediatrics, Medical University of South Carolina, Charleston, SC, (8)Epidemiology, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD

138 121.138 Trends in Autism Spectrum Disorders Incidence Among Children Born in Israel during 1992-2009: A Total Population Study. R. Raz*[1], M. Weisskopf[1], O. Pinto[2] and H. Levine[3], (1)Harvard School of Public Health, Boston, MA, (2)National Insurance Institute of Israel, Jerusalem, Israel, (3)Braun School of Public Health and Community Medicine, Hebrew University - Hadassah, Jerusalem, Israel

Poster Sessions
122 - Molecular and Cell Biology
5:30 - 7:00 - Atrium Ballroom

140 122.140 5-Hydroxymethylcytosine Is Increased in Autism Cerebellum and within the EN-2 Gene: Epigenetic Implications. S. J. James*[1], S. Shpyleva[2], S. Melnyk[1], O. Pavliv[1], T. Evans[1] and I. Pogribny[2], (1)Pediatrics, University of Arkansas for Medical Sciences, Little Rock, AR, (2)Biochemical Toxicology, National Center for Toxicological Research, Jefferson, AR

141 122.141 An Activating Killer-Cell Immunoglobulin-like Receptor (KIR) Gene-Content Haplotype Is Increased in Autism. A. Torres*[1], A. Dykes[1], M. Rogers[1], A. Wilkinson[1] and D. Geraghty[2], (1)Center for Persons with Disabilities, Utah State University, Logan, UT, (2)Clinical Research Division, Fred Hutchinson Cancer Research Center, Seattle, WA

WITHDRAWN

142 122.142 Cortical Interneuronal Subtypes in Autism. V. Martinez Cerdeno*, E. Hashemi and J. Ariza Torres, University of California, Davis, Sacramento, CA

143 122.143 Decreased mTOR Signaling Via p70S6K/eIF4B Is Associated with Loss of the Excitatory Postsynaptic Marker PSD-95 in Autism. C. Nicolini*[1], G. Baj[2] and M. Fahnestock[3], (1)McMaster University, Hamilton, ON, Canada, (2)Life Sciences, University of Trieste, BRAIN Centre for Neuroscience, Trieste, Italy, (3)Psychiatry & Behavioural Neurosciences, McMaster University, Hamilton, ON, Canada

144 122.144 Enteric Nervous System Dysfunction in Autism Spectrum Disorder: Development of an in Vitro Ips-Derived Model System Using Patient Cells. A. L. Wagoner*[1,2], D. L. Mack[3] and S. J. Walker[1,2], (1)Neuroscience Graduate Program, Wake Forest University Health Sciences, Winston-Salem, NC, (2)Wake Forest Institute for Regenerative Medicine, Winston-Salem, NC, (3)Rehabilitation Medicine, Institute for Stem Cell & Regenerative Medicine, Seattle, WA

145 122.145 Functional Analysis of PTCHD1 Reveals Interactions with Synaptic Machinery and Involvement in the Hedgehog Pathway. K. Mittal*[1], K. Sritharan[2], B. Degagne[2] and J. B. Vincent[3], (1)250, College Street, Centre for Addiction and Mental Health, Toronto, ON, Canada, (2)Neurogenetics, Centre for Addiction and Mental Health, Toronto, ON, Canada, (3)Centre for Addiction & Mental Health, Toronto, ON, Canada

146 122.146 Oxidative Stress Induces Mitochondrial Dysfunction in a Subset of Autism Lymphoblastoid Cell Lines. S. Rose*[1], R. E. Frye[2], J. C. Slattery[3], R. A. Wynne[4], M. Tippett[5], S. Melnyk[6] and S. J. James[1], (1)University of Arkansas for Medical Sciences, Little Rock, AR, (2)Arkansas Children's Hospital Research Institute, Little Rock, AR, (3)Pediatric Neurology, Arkansas Children's Hospital Research Institute, Little Rock, AR, (4)Arkansas Children's Hospital, Little Rock, AR, (5)ACHRI, Little Rock, AR, (6)Pediatrics, University of Arkansas for Medical Sciences, Little Rock, AR

Poster Sessions
123 - Repetitive Behaviors and Interests
5:30 - 7:00 - Atrium Ballroom

147 123.147 Increased Intra-Participant Variability in Olfactory Sensitivity Correlates with Autistic Trait Levels. D. R. Simmons*[1] and A. E. Robertson[2], (1)School of Psychology, University of Glasgow, Glasgow, United Kingdom, (2)Institute of Health and Wellbeing, University of Glasgow, Glasgow, United Kingdom

148 123.148 The Relationship Between Repetitive and Stereotyped Behavior and Social-Communicative Skills in Young Children with ASD. A. Hellendoorn*[1], L. Wijnroks[1], E. Van Daalen[2] and P. Leseman[1], (1)Department of Special Education, Cognitive and Motor Disabilities, Utrecht University, Utrecht, Netherlands, (2)Department of Child and Adolescent Psychiatry, University Medical Centre, Utrecht, Netherlands

149 123.149 Descriptive Analysis of the B Codes: Understanding Restrictive and Repetitive Behaviors in a Clinical Population. K. S. D'Eramo*[1], M. J. Palmieri[2], M. D. Powers[1], T. M. Newman[2], C. M. Cotter[1] and K. Marshall[1], (1)The Center for Children with Special Needs, Glastonbury, CT, (2)Center for Children with Special Needs, Glastonbury, CT

150 123.150 The Sensory Experiences of Children with Autism Spectrum Disorders and Complex Needs: A Qualitative Analysis. A. E. Robertson*[1] and D. R. Simmons[2], (1)Institute of Health and Wellbeing, University of Glasgow, Glasgow, United Kingdom, (2)School of Psychology, University of Glasgow, Glasgow, United Kingdom

151 123.151 Early Developmental Patterns of Repetitive Behavior in Autism Spectrum Disorders. K. E. Unruh*[1,2], J. W. Bodfish[3], L. Turner-Brown[4] and B. Boyd[5], (1)Neuroscience, Vanderbilt University, Nashville, TN, (2)Vanderbilt Brain Institue, Nashville, TN, (3)Vanderbilt University School of Medicine, Nashville, TN, (4)Psychiatry, University of North Carolina at Chapel Hill, Chapel Hill, NC, (5)University of North Carolina at Chapel Hill, Chapel Hill, NC

152 123.152 Antecedents and Characteristics of Missing Incidents and Recoveries. M. Rowe*[1], L. O. Smith[2], H. J. Spring[2], J. R. Farias[2], M. Morley[2], K. Armstrong[3] and S. Arnold[2], (1)University of South Florida, Tampa, FL, (2)College of Nursing, University of South Florida, Tampa, FL, (3)College of Medicine, University of South Florida, Tampa, FL

153 123.153 Impact of Risperidone on Repetitive Behavior in Autism: Results from Research Units on Pediatric Psychopharmacology (RUPP) Autism Network Trials. D. G. Sukhodolsky*[1], E. I. Anderberg[2] and L. Scahill[3], (1)Child Study Center, Yale School of Medicine, New Haven, CT, (2)University of Washington, Seattle, WA, (3)Marcus Autism Center, Atlanta, GA

154 123.154 Inflexible Behavior in ASD and Typically Developing Children in Age-Appropriate Play Activities. C. M. Whitehouse*[1], T. R. Vollmer[2], K. Radonovich[1], S. K. Slocum[2], K. P. Peters[3], C. L. Phillips[4], K. Burrichter[1], K. Wunderlich[1] and M. H. Lewis[5], (1)University of Florida, Gainesville, FL, (2)Psychology, University of Florida, Gainesville, FL, (3)University of Florida Behavior Analysis Research Clinic, Gainesville, FL, (4)John's Hopkins Hospital, Baltimore, MD, (5)University of Florida, University of Florida, Gainesville, FL

Poster Sessions
124 - Services
5:30 - 7:00 - Atrium Ballroom

155 124.155 Acceptability and Feasibility of Peer-Mediated Pivotal Response Treatment for Children with Autistic Spectrum Disorders: An Integrated Knowledge Translation Approach. A. Boudreau*[1,2], I. M. Smith[3] and M. Kerr[4], (1)Dalhousie University, Halifax, NS, Canada, (2)Dalhousie University, Dartmouth, NS, Canada, (3)Pediatrics; Psychology & Neuroscience, Dalhousie University / IWK Health Centre, Halifax, NS, Canada, (4)Mount Saint Vincent University, Halifax, NS, Canada

156 124.156 Access to Therapy for Children with Autism: A Population-Based Analysis. T. W. Benevides*[1], H. J. Carretta[2] and S. J. Lane[3], (1)Jefferson School of Health Professions, Thomas Jefferson University, Philadelphia, PA, (2)College of Medicine, Florida State University, Tallahassee, FL, (3)Virginia Commonwealth University, Richmond, VA

157 124.157 Traits of Autism Spectrum Disorder and Co-Occurring Mental Health Problems Among Prisoners. H. L. Hayward*[1], L. Underwood[1], J. M. McCarthy[2], E. Chaplin[3] and D. G. Murphy[4], (1)Institute of Psychiatry, King's College London, London, United Kingdom, (2)St. Andrew's Healthcare Nottinghamshire, Mansfield, United Kingdom, (3)Behavioural and Developmental Psychiatry, Clinical Academic Group, Insititute of Psychiatry, King's College London, London, United Kingdom, (4)Department of Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, King's College London, London, United Kingdom

158 124.158 Availability of BCBA Providers As a Barrier to Service Implementation in ASD. R. P. Travis*[1], A. P. Juárez[2], C. R. Newsom[3] and Z. Warren[4], (1)Pediatrics, Vanderbilt University, Nashville, TN, (2)Pediatrics & Psychiatry, Vanderbilt Kennedy Center, Nashville, TN, (3)Peabody Box 74, Vanderbilt University, Nashville, TN, (4)Vanderbilt Kennedy Center, Department of Pediatrics, Department of Psychiatry, Vanderbilt University, Nashville, TN

▸ 159 124.159 Autism Speaks Early Access to Care Community Screening Event: Description and Preliminary Outcomes. L. M. Elder*[1], M. Chen[2], A. Halladay[1], A. M. M. Daniels[3] and P. Herrera[4], (1)Autism Speaks, New York, NY, (2)Fielding School of Public Health, UCLA, Los Angeles, CA, (3)Science, Autism Speaks, New York, NY, (4)211 LA, Los Angeles, CA

160 124.160 Barriers to Care: An Investigation of Autism, Insurance, and Service Utilization. M. Mathew* and K. Koffer, A.J. Drexel Autism Institute, Philadelphia, PA

▸ 161 124.161 Disparities in Utilization of Services Around the Time of Autism Spectrum Disorder Diagnosis.
T. Savion-Lemieux[*1], M. Elsabbagh[2], M. Steiman[3], P. Szatmari[4], S. E. Bryson[5], E. Fombonne[6], T. Bennett[7], S. Georgiades[8], P. Mirenda[9], W. Roberts[10], I. M. Smith[11], T. Vaillancourt[12], J. Volden[13], C. Waddell[14], L. Zwaigenbaum[13], R. Bruno[15], E. K. Duku[8] and C. Shepherd[16], (1)Psychiatry, McGill University Health Centre-Research Institute, Montreal, QC, Canada, (2)McGill University, Montreal, PQ, Canada, (3)Psychology, The Montreal Children's Hospital, Montreal, QC, Cape Verde, (4)Centre for Addiction and Mental Health, University of Toronto, Toronto, ON, Canada, (5)Autism Research Centre, Dalhousie/IWK Health Centre, Halifax, NS, Canada, (6)Institute for Development and Disability, Department of Psychiatry, Oregon Health & Science University, Portland, OR, (7)Psychiatry and Behavioural Neurosciences, Offord Centre for Child Studies & McMaster University, Hamilton, ON, Canada, (8)Offord Centre for Child Studies & McMaster University, Hamilton, ON, Canada, (9)University of British Columbia, Vancouver, BC, Canada, (10)Pediatrics, University of Toronto, Toronto, ON, Canada, (11)Pediatrics; Psychology & Neuroscience, Dalhousie University / IWK Health Centre, Halifax, NS, Canada, (12)University of Ottawa, Ottawa, ON, Canada, (13)University of Alberta, Edmonton, AB, Canada, (14)Simon Fraser University, Vancouver, BC, Canada, (15)McGill University Health Centre - Research Institute, Montreal, QC, Canada, (16)Children's Health Policy Centre, Simon Fraser University, Vancouver, BC, Canada

162 124.162 Closing the Gap Between Research Policy and Practice.
C. Ramsden[*1], A. Roberts[2], M. Uljarevic[3], S. Carrington[4], L. J. White[4], L. Morgan[5] and S. R. Leekam[6], (1)Cardiff University, Cardiff, Wales, (2)Cardiff University, Cardiff, United Kingdom, (3)Wales Autism Research Centre, School of Psychology, Cardiff University, Cardiff, United Kingdom, (4)Wales Autism Research Centre, Cardiff, Wales, United Kingdom, (5)Wales Autism Research Centre, Psychology, Cardiff University, Cardiff, United Kingdom, (6)Park Place, Cardiff University, Cardiff, United Kingdom

163 124.163 Development and Validation of a Psychosocial Quality of Life Questionnaire for Individuals with Neurodevelopmental Disorders.
L. A. Markowitz[*1], C. Reyes[2], R. Embacher[1], L. L. Speer[1], N. J. Roizen[2] and T. W. Frazier[1], (1)Center for Autism, Cleveland Clinic Children's Hospital, Cleveland, OH, (2)Division of Developmental Behavioral Pediatrics & Psychology, University Hospitals - Rainbow Babies & Children's Hospital, Cleveland, OH

164 124.164 Family Access to Disability Services: Is There Hope?.
V. H. Mackintosh[*1] and B. Myers[2], (1)University of Mary Washington, Fredericksburg, VA, (2)Psychology, Virginia Commonwealth University, Richmond, VA

165 124.165 Evaluating the Impact of Statewide Community-Based Training for Early Intervention Providers.
L. V. Ibanez[*], S. R. Edmunds, C. M. Harker, E. A. Karp and W. L. Stone, Psychology, University of Washington, Seattle, WA

166 124.166 Evaluation of a Multidisciplinary Parent Education Program on Families of Children Newly Diagnosed with Autism.
K. V. Christodulu[*], M. L. Rinaldi, K. S. Knapp-Ines and S. Fox, University at Albany, SUNY, Albany, NY

▸ 167 124.167 Examination of Social Support and Stress Among Parents of Children with Autism Spectrum Disorder.
L. C. Miller[*1], R. Hock[2] and M. E. Yingling[3], (1)College of Social Work, The University of South Carolina, Columbia, SC, (2)University of South Carolina, Columbia, SC, (3)The University of South Carolina, Columbia, SC

▸ 168 124.168 Parent Training in Pivotal Response Treatment: Bridging Disparity Among English- and Spanish-Speaking Families of Children with Autism Spectrum Disorder.
N. L. Matthews[*], B. Conti, C. Nuño and C. J. Smith, Southwest Autism Research & Resource Center, Phoenix, AZ

169 124.169 Parental Report of Familial Factors Influencing Emotional and Relational Functioning of Children with Autism Spectrum Disorder.
K. L. Dykshoorn[*], Educational Psychology - Counselling Psychology, University of Alberta, Edmonton, AB, Canada

171 124.171 Increasing Access to an Evidence-Based ASD Intervention Via a Telehealth Parent Training Program.
A. Wainer[*1] and B. Ingersoll[2], (1)Psychology Department, Michigan State University, East Lansing, MI, (2)Michigan State University, East Lansing, MI

172 124.172 Influence of Child and Teacher Characteristics on Educational Placement of Students with Autism Spectrum Disorders.
R. Aiello[*1] and L. A. Ruble[2], (1)Vanderbilt University, Nashville, TN, (2)University of Kentucky, Lexington, KY

173 124.173 Multisensory Integration and Temporal Synchrony in Autism.
E. Smith[*1,2], S. Zhang[3] and L. Bennetto[2], (1)National Institute of Mental Health, Bethesda, MD, (2)Clinical and Social Sciences in Psychology, University of Rochester, Rochester, NY, (3)Stony Brook University School of Medicine, Stony Brook, NY

174 124.174 Stressful, Hopeful, and Strong Ecological Connections and the Well-Being of Parents of Adolescents with ASD.
J. Kuhn[*1], K. Ehlers[1] and L. E. Smith[2], (1)University of Wisconsin-Madison, Madison, WI, (2)Waisman Center, University of Wisconsin-Madison, Madison, WI

▸ 175 124.175 Telescoping Health Disparities in Childhood Autism: Urban African American Families Providing Protection and Taking Action through Their Cultural Pain.
K. W. Burkett[*], Developmental and Behavioral Pediatrics, Cincinnati Children's Hospital Medical Center, Cincinnati, OH

176 124.176 Predictors of Child and Parent-Domain Stress Profiles in Parents of Children with Autism.
T. M. Belkin[*1], J. H. McGrew[2] and L. A. Ruble[3], (1)Clinical Psychology, Indiana University- Purdue University Indianapolis, Carmel, IN, (2)Clinical Psychology, Indiana University- Purdue University Indianapolis, Indianapolis, IN, (3)University of Kentucky, Lexington, KY

▸ 177 124.177 Prospective Study of Families of Children with Autism Spectrum Disorder in the Emergency Department.
A. Deavenport[*1], J. Semple-Hess[2], G. Yu[3], V. J. Wang[2] and L. Yin[4], (1)Pediatrics, Children's Hospital Los Angeles, Los Angeles, CA, (2)Emergency Medicine, Children's Hospital Los Angeles/Keck School of Medicine of USC, Los Angeles, CA, (3)RAND, Santa Monica, CA, (4)General Pediatrics, Children's Hospital Los Angeles/Keck School of Medicine of USC, los angeles, CA

178 124.178 Psychiatric Diagnoses and Concordance with Clinician Diagnosis of Children with Autism Spectrum Disorders Served in Community Mental Health Settings.
N. Stadnick[*1], C. Chlebowski[2], M. Baker-Ericzen[3] and L. Brookman-Frazee[2], (1)San Diego State University/University of California, San Diego Joint Doctoral Program in Clinical Psychology, San Diego, CA, (2)Psychiatry, University of California, San Diego, San Diego, CA, (3)University of California, San Diego, San Diego, CA

179 124.179 The Shotgun Approach or Acceptance: Parents' Treatment Selection for Children with ASD.
B. E. Drouillard[*1], M. N. Gragg[1], R. T. Miceli[2], M. M. Ben-Aoun[1] and S. C. Popovic[1], (1)University of Windsor, Windsor, ON, Canada, (2)St. Clair College, Windsor, ON, Canada

▸ 180 124.180 Socio-Demographic Variation in Parent Belief about the Causes of Learning and Developmental Problems Among Children with Autism Spectrum Disorder.
K. Zuckerman[*1], O. J. Lindly[1], B. K. Sinche[1], P. D. Sidor[1] and C. Nicolaidis[2], (1)Pediatrics, Oregon Health & Science University, Portland, OR, (2)Internal Medicine and Geriatrics, Oregon Health & Science University, Portland, OR

181 124.181 Who's Ready?: Predictors of Transition Planning for Adolescents with Autism Spectrum Disorder.
J. Rankin[*], M. Tudor and M. D. Lerner, Department of Psychology, Stony Brook University, Stony Brook, NY

182 124.182 The Impact of Contact and Personality Traits on Attitudes Toward Individuals with Autism and Other Intellectual and Developmental Disabilities. J. DeSanctis*, L. Bennetto and R. D. Rogge, Clinical and Social Sciences in Psychology, University of Rochester, Rochester, NY

183 124.183 The Influence of Islamic Values on How Parents Face and Cope with a Family Diagnosis of Autism. J. Mahdi* and N. Madduri, Vanderbilt University School of Medicine, Nashville, TN

184 124.184 The Relationship Between Child Behaviors and Parent Feedback during a Problem-Solving Task. M. M. Pruitt*, L. Keylon and N. Ekas, Texas Christian University, Fort Worth, TX

185 124.185 Understanding Child, Provider and Setting Characteristics That May Affect Fidelity of Implementation of Evidence-Based Practices. J. Suhrheinrich[1], T. Wang*[1], H. Lee[1], S. C. Roesch[2] and A. C. Stahmer[1], (1)Psychiatry, University of California San Diego, La Jolla, CA, (2)Psychology, San Diego State University, San Diego, CA

186 124.186 Utilization of Various Treatment Types for Children and Adolescents with Autism Spectrum Disorder within the Simons Simplex Collection: Do Regional Differences Play a Role? S. S. Mire*[1], K. P. Nowell[1] and R. P. Goin-Kochel[2], (1)Department of Educational Psychology, University of Houston, Houston, TX, (2)Baylor College of Medicine, Houston, TX

Poster Sessions
125 - Specific Interventions - Pharmacologic
5:30 - 7:00 - Atrium Ballroom

187 125.187 A Pilot, Open-Label Study of Pregnenolone in the Treatment of Irritability in Autism Spectrum Disorder. L. K. Fung*[1], R. A. Libove[2] and A. Y. Hardan[2], (1)Stanford University, Stanford, CA, (2)Psychiatry and Behavioral Sciences, Stanford University School of Medicine, Stanford, CA

188 125.188 The Effects of a Novel Vasopressin V1a Antagonist on Orienting to Biological Motion. F. Shic*[1], M. del Valle Rubido[2], E. Hollander[3], S. S. Jeste[4], J. T. McCracken[5], L. Scahill[6], O. Khwaja[7], L. Squassante[8], E. S. Kim[1], M. G. Perlmutter[1], E. Sharer[9], R. J. Jou[10], M. C. Lyons[11], T. Apelian[12], G. Berlin[13], C. J. Ferretti[14], A. Gavaletz[10], R. L. Loomis[15], T. Shimizu[16], B. P. Taylor[17], C. A. Wall[1] and D. Umbricht[18], (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2)Roche, Basel, Switzerland, (3)Psychiatry, Albert Einstein College of Medicine, Bronx, NY, (4)Psychiatry and Neurology, UCLA, Los Angeles, CA, (5)Psychiatry and Biobehavioral Sciences, UCLA Semel Institute for Neuroscience & Human Behavior, Los Angeles, CA, (6)Marcus Autism Center, Atlanta, GA, (7)Neurosciences, F. Hoffmann-La Roche AG, Basel, Switzerland, (8)Product Development, Biometrics, F. Hoffmann-La Roche Ltd., Basel, Switzerland, (9)Kennedy Krieger Insitiute, Baltimore, MD, (10)Child Study Center, Yale University, New Haven, CT, (11)Developmental Disabilities Clinic, Yale University, New Haven, CT, (12)Psychiatry and Biobehavioral Sciences, UCLA Semel Institute CAN Clinic, Los Angeles, CA, (13)Montefiore Medical Center, Albert Einstein College of Medicine, Bronx, NY, (14)111 East 210th Street, Montefiore Medical Center, Albert Einstein College of Medicine, New York, NY, (15)Yale University Child Study Center, New Haven, CT, (16)Psychiatry, UCLA Center for Autism Research and Treatment, Los Angeles, CA, (17)Dept. Of Psychiatry and Behavioral Sciences, Montefiore Medical Center/Albert Einstein College of Medicine, Bronx, NY, (18)F. Hoffmann - La Roche AG, Basel, Switzerland

189 125.189 Effects of a Beta-Adrenergic Antagonist on Social and Cognitive Functioning in Autism Spectrum Disorder. R. M. Zamzow*[1], B. J. Ferguson[1], M. L. Lewis[1], A. S. Ragsdale[1], J. P. Stichter[2] and D. Q. Beversdorf[3], (1)University of Missouri-Columbia, Columbia, MO, (2)Special Education, University of Missouri, Columbia, MO, (3)University of Missouri, Columbia, MO

190 125.190 Improving Outcome Measures for Rett Clinical Trials: The Development of Rett-Specific Anchors for the Clinical Global Impression Scales. N. E. Jones*[1], D. G. Glaze[2], J. L. Neul[2], M. Snape[3], E. Anagnostou[4] and J. Horrigan[5], (1)Neuren Pharmaceuticals, Birmingham, United Kingdom, (2)Baylor College of Medicine, Houston, TX, (3)Autism Therapeutics Ltd, Wonersh, United Kingdom, (4)Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (5)Neuren Pharmaceuticals, Bethseda, MD

191 125.191 The Effectiveness of Methylcobalamin and Folinic Acid Treatment on Adaptive Behavior in Children with Autistic Disorder. R. E. Frye*[1], S. Melnyk[2], G. J. Fuchs[3], T. Reid[4], S. L. Jernigan[1], O. Pavliv[2], A. S. Hubanks[4], D. Gaylor[4], L. Walters[4] and S. J. James[4], (1)Arkansas Children's Hospital Research Institute, Little Rock, AR, (2)Pediatrics, University of Arkansas for Medical Sciences, Little Rock, AR, (3)Arkansas Children's Hospital, Little Rock, AR, (4)University of Arkansas for Medical Sciences, Little Rock, AR

192 125.192 The Efficacy of High-Dose Folinic Acid for Autism Spectrum Disorder: A Double-Blind Placebo Controlled Study. R. E. Frye*[1], J. C. Slattery[2], L. Delhey[3], M. Tippett[4], S. Melnyk[5], S. Rose[6], E. Quadros[7], J. M. Sequeira[8] and S. J. James[6], (1)Arkansas Children's Hospital Research Institute, Little Rock, AR, (2)Pediatric Neurology, Arkansas Children's Hospital Research Institute, Little Rock, AR, (3)Pediatrics, ACHRI, Little Rock, AR, (4)ACHRI, Little Rock, AR, (5)Pediatrics, University of Arkansas for Medical Sciences, Little Rock, AR, (6)University of Arkansas for Medical Sciences, Little Rock, AR, (7)SUNY Downstate, Brooklyn, NY, (8)Medicine, SUNY Downstate, Brooklyn, NY

Special Interest Groups (SIGs)

7:15 - 8:45

Location listed under each session

126 - Risk Assessment, Management and ASD

Session Chairs: Dr. Laurie Sperry, Dr. Gary Mesibov, Dr. Todd Milford, Dr. Philip O'Donnell

Room A703

Our research group has worked collaboratively for two years and brings together scholars from the divergent fields of autism, forensic and clinical psychology, criminology, law, and education. Our focus is on the potential factors that predict increased risk for offending in people with ASD and management strategies to moderate those risks.

127 - Approaching Adulthood: Transitional and Vocational Issues in ASD

Session Chairs: Dr. David Nicholas, University of Calgary, Canada; Dr. Lonnie Zwaigenbaum, University of Alberta, Canada

Room A707

Aims (1) To continue to facilitate networking for substantive priority planning and research development (2) To work toward specific research plans and galvanization of international networks for addressing gaps and opportunities for transitional and vocational research in ASD.

128 - Technology and Autism

Session Chair: Sue Fletcher-Watson *Committee:* Gregory Abowd, Alyssa Alcorn, Renae Beaumont, Judith Good, Ouriel Grynszpan, Mari MacFarland, Helen Pain

Room A704

Technology and Autism: developing a framework for best practice in design, development, evaluation and dissemination of autism-specific technologies. The main issues raised at the 2013 SIG were: 1. the difficulty of appraising the volume and variety of technologies available for people with autism; 2. the lack of guidance for families and practitioners on how to use it; 3. the need for stronger research methodologies; 4. the need to share both data and technologies between researchers.

129 - Global Knowledge Translation for Research on Early Identification and Intervention in Autism

Session Chairs: Mayada Elsabbagh and Petrus de Vries

Room A706

There is increasing appreciation of the need to enhance research impact through the iterative and dynamic process of knowledge translation: The synthesis, dissemination, exchange, and application of knowledge to improve quality of life for people affected by autism. This SIG will continue the dialogue on identifying knowledge gaps, barriers, and action priorities with a particular emphasis on global knowledge translation in the area of early identification and intervention for autism. The theme of this year's activities will be "To intervene or not to intervene: Effective and ethically sound application of evidence-based intervention models in diverse settings."

Welcome Address and Sponsor Update

8:45 - Welcome from IMFAR Organizers

8:50 - Autism Speaks Update, Robert H. Ring, Ph.D.

Keynote Address

130 - Adolescents and Adults with ASD and their Families: Life Course Development and Bi-Directional Effects

9:00 - 10:00 - Marquis Ballroom

Speaker: Marsha R. Mailick; *Waisman Center, University of Wisconsin-Madison, Madison, WI*

How does the behavioral phenotype of autism spectrum disorders change from childhood to adolescence, and into adulthood and midlife? What is the life course trajectory of independent living skills, autism symptoms, and behavior problems? What changes occur when youth with autism leave high school and enter the adult world? What factors are predictive of successful employment? How does the family environment influence the developmental trajectory and how is the family environment influenced by having an adolescent or adult family member with an autism diagnosis? This presentation will address these questions using data from our 14-year longitudinal study of autism across the life course. The research is based on a community sample of the families of 406 individuals with autism who were between the ages of 10 and 52 when they were recruited at the start of the study and who subsequently participated in ten sequential points of data collection. Thus, we have assembled a rich resource with which to chart the life course development of autism and the bi-directional individual-family processes.

Oral Sessions

131 - Fundamental Processes in Cognition: Attention, Learning and Memory

10:30 - 12:15 - Marquis Ballroom D

Session Chair: D. M. Bowler; *Autism Research Group, City University London, London, United Kingdom*

10:30 131.001 The Intersection of Working Memory and Emotion Recognition in Autism Spectrum Disorders. S. A. Anderson[*1], D. Robins[2] and T. Z. King[3], (1)Neurology, University of Miami Miller School of Medicine, Miami Beach, FL, (2)Psychology, Georgia State University, Atlanta, GA, (3)Department of Psychology, Georgia State University, Atlanta, GA

10:42 131.002 A Visual Perceptual Task Provides Evidence for an Excitatory:Inhibitory Imbalance in Adults with Autism. J. Horder[*1], M. A. Mendez[1], D. Spain[2], J. E. Faulkner[1], D. De La Harpe Golden[1] and D. G. Murphy[2,3], (1)Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, King's College London, London, United Kingdom, (2)Department of Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, King's College London, London, United Kingdom, (3)The Sackler Institute for Translational Neurodevelopment, Institute of Psychiatry, King's College London, London, United Kingdom

10:54 131.003 Atypical Classical Conditioning in Children with Autism Spectrum Disorder. P. S. Powell[*1], L. G. Klinger[2], M. R. Klinger[3] and A. T. Meyer[4], (1)Psychology, University of North Carolina at Chapel Hill, Chapel Hill, NC, (2)TEACCH Autism Program; Department of Psychiatry, University of North Carolina, Chapel Hill, NC, (3)University of North Carolina at Chapel Hill, Chapel Hill, NC, (4)Dept. of Psychology, University of North Carolina, Chapel Hill, NC

11:06 131.004 Enhanced Pattern Separation Memory in Adults Diagnosed with ASD. C. Nielson[*1], K. Stephenson[2], M. E. Maisel[2], A. R. Dorsett[2], M. South[3] and C. B. Kirwan[3], (1)Neuroscience Center, Brigham Young University, Provo, UT, (2)Department of Psychology, Brigham Young University, Provo, UT, (3)Psychology and Neuroscience, Brigham Young University, Provo, UT

11:18 131.005 Examining the Link Between Declarative Memory and Structural Language Ability in Children with Autism Spectrum Disorder (ASD). S. Anns[*], J. Boucher, D. M. Bowler and S. B. Gaigg, Autism Research Group, City University London, London, United Kingdom

11:30 131.006 The Effect of Visual Perceptual Load on Auditory Awareness in Autism Spectrum Disorder. J. Tillmann[*], A. Olguin, L. Gilmour and J. Swettenham, University College London, London, United Kingdom

11:42 131.007 Inhibitory Mechanisms Underlying Vibrotactile Perception Appear Altered in Children with ASD. N. A. Puts[*1,2], E. L. Wodka[3], T. Koriakin[3], M. Tommerdahl[4], R. A. Edden[1,2] and S. H. Mostofsky[5,6], (1)The Russell H. Morgan Department of Radiology and Radiological Science, The Johns Hopkins University, Baltimore, MD, (2)F. M. Kirby Center for Functional Brain Imaging, Kennedy Krieger Institute, Baltimore, MD, (3)Kennedy Krieger Institute, Baltimore, MD, (4)University of North Carolina, Chapel Hill, NC, (5)Laboratory for Neurocognitive and Imaging Research, Kennedy Krieger Institute, Baltimore, MD, (6)Department of Neurology, Johns Hopkins School of Medicine, Baltimore, MD

Oral Sessions
132 - Early Development I
10:30 - 12:15 - Imperial Ballroom B

Session Chair: L. Zwaigenbaum; *University of Alberta, Edmonton, AB, Canada*

10:30 132.001 Correspondence Between Parent Report and Clinician Observation at 12 Months in Infants at High Risk for ASD. S. Macari[*1], D. J. Campbell[1], G. M. Chen[2], J. Koller[3] and K. Chawarska[1], (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2)Christian Academy in Japan, Tokyo, Japan, (3)Yale Child Study Center, New Haven, CT

10:42 132.002 Parent Report of Onset Status: Prospective Versus Retrospective Methods. S. Ozonoff[*1], A. M. Iosif[2], G. S. S. Young[3] and M. Miller[1], (1)UC Davis M.I.N.D. Institute, Sacramento, CA, (2)Department of Public Health Sciences, University of California at Davis, Davis, CA, (3)Psychiatry and Behavioral Sciences, UC Davis M.I.N.D. Institute, Sacramento, CA

10:54 ▸ 132.003 Does Infant Temperament Predict Autistic Traits in Toddlers? Findings from a Prospective Longitudinal Study of Singaporean Toddlers. A. Chew[*1], S. C. Chong[2], D. A. Goh[3], S. B. Lim[4], P. Agarwal[4], B. F. Broekman[5], M. Meaney[6], A. Rifkin-Graboi[6], P. Gluckman[6,7], Y. S. Chong[8], S. M. Saw[9], K. Y. Kwek[4] and I. Magiati[10], (1)Psychology, National University of Singapore, Singapore, Singapore, (2)Child Development Unit, National University Health System, Singapore, Singapore, (3)Psychology, National University of Singapore, Singapore, Singapore, (4)KK Women's and Children's Hospital, Singapore, Singapore, (5)Psychological Medicine, National University Health System, Singapore, Singapore, (6)Singapore Institute of Clinical Sciences, A-Star, Singapore, Singapore, (7)Liggins Institute, University of Auckland, Auckland, Australia, (8)Yong Loo Lin School of Medicine, Department of Obstetrics and Gynaecology, National University of Singapore, Singapore, Singapore, (9)Saw Swee Hock School of Public Health, National University of Singapore, Singapore, Singapore, (10)National University of Singapore, Singapore, Singapore

11:06 132.004 Validation of the Modified Checklist for Autism in Toddlers-Revised with Follow-up (M-CHAT-R/F). D. L. L. Robins[*1], K. A. Casagrande[2], M. L. Barton[3], C. M. A. Chen[3], T. Dumont-Mathieu[3] and D. A. Fein[3], (1)PO Box 5010, Georgia State University, Atlanta, GA, (2)Georgia State University, Atlanta, GA, (3)Psychology, University of Connecticut, Storrs, CT

11:18 ▸ 132.005 Observed Social Communication Profiles and Parent-Reported Red Flags of ASD in Toddlers with and without Autism Spectrum Disorder from Three Racial/Ethnic Groups. S. Stronach[*1] and A. M. Wetherby[2], (1)Speech-Language-Hearing Sciences, University of Minnesota-Twin Cities, Minneapolis, MN, (2)Florida State University Autism Institute, Tallahassee, FL

11:30 132.006 Early Cognitive and Developmental Predictors of ASD in Infants with Tuberous Sclerosis Complex. S. S. Jeste[*1], J. Wu[2], T. Shimizu[3], V. Vogel-Farley[4], M. Sahin[5] and C. A. Nelson[6], (1)UCLA Center for Autism Research and Treatment, Los Angeles, CA, (2)Department of Pediatrics, UCLA, Los Angeles, CA, (3)Psychiatry, UCLA Center for Autism Research and Treatment, Los Angeles, CA, (4)Children's Hospital Boston, Boston, MA, (5)Neurology, Boston Children's Hospital, Boston, MA, (6)Boston Children's Hospital, Boston, MA

11:42 132.007 Differences Between Preschool Children with ASD Ascertained By Clinical Referral Versus Longitudinal Follow-up of Infants with an Affected Older Sibling. L. Zwaigenbaum[*1], S. E. Bryson[2], S. Georgiades[3], L. A. R. Sacrey[4], J. A. Brian[5], I. M. Smith[6], W. Roberts[7], P. Szatmari[8], C. Roncadin[9], N. Garon[10], T. Vaillancourt[11], E. Fombonne[12], P. Mirenda[13], J. Volden[1], C. Waddell[14], T. Bennett[15], M. Elsabbagh[16], E. K. Duku[3] and A. Thompson[3], (1)University of Alberta, Edmonton, AB, Canada, (2)Autism Research Centre, Dalhousie/IWK Health Centre, Halifax, NS, Canada, (3)Offord Centre for Child Studies & McMaster University, Hamilton, ON, Canada, (4)Pediatrics, University of Alberta, Edmonton, AB, Canada, (5)Bloorview Research Institute/ Paediatrics, Holland Bloorview Kids Rehab/ University of Toronto, Toronto, ON, Canada, (6)Pediatrics; Psychology & Neuroscience, Dalhousie University / IWK Health Centre, Halifax, NS, Canada, (7)Pediatrics, University of Toronto, Toronto, ON, Canada, (8)University of Toronto, Toronto, ON, Canada, (9)Peel Children's Centre, Mississauga, ON, Canada, (10)Psychology, Mount Allison University, Sackville, NB, Canada, (11)University of Ottawa, Ottawa, ON, Canada, (12)Institute for Development and Disability, Department of Psychiatry, Oregon Health & Science University, Portland, OR, (13)University of British Columbia, Vancouver, BC, Canada, (14)Simon Fraser University, Vancouver, BC, Canada, (15)Psychiatry and Behavioural Neurosciences, Offord Centre for Child Studies & McMaster University, Hamilton, ON, Canada, (16)McGill University, Montreal, PQ, Canada

11:54 ▸ 132.008 A School-Based Study of Autistic Symptoms in 3-8-Year-Olds in India from Parent and Teacher Report. B. Chakrabarti[*1], A. Rudra[2], M. Belmonte[3,4], P. Soni[5], S. Banerjee[5,6], S. Mukerji[5], N. Singhal[7], J. R. Ram[8] and M. Barua[7], (1)Centre for Integrative Neuroscience and Neurodynamics, University of Reading, Reading, United Kingdom, (2)Centre for Integrative Neuroscience and Neurodynamics, School of Psychology and Clinical Language Sciences, University of Reading, Reading, United Kingdom, (3)Groden Centre, Providence, RI, (4)Division of Psychology, Nottingham Trent University, Nottingham, United Kingdom, (5)Creating Connections, Kolkata, India, (6)University of Haifa, Haifa, Israel, (7)Action For Autism, New Delhi, India, (8)Apollo Gleneagles Hospital, Kolkata, India

Oral Sessions
133 - Molecular and Cellular Biology
10:30 - 12:15 - Marquis Ballroom A

Session Chair: E. DiCicco-Bloom; *Robert Wood Johnson Medical School, Piscataway, NJ*

10:30 133.001 Persistent Cortical Angiogenesis and Neuronal Migration in the Young Autism Brain. E. C. Azmitia[*1], M. Alzoobaee[2], H. J. Chen[2], G. Jiang[1], V. Lee[1], A. S. Saini[2] and P. Whitaker-Azmitia[3], (1)New York University, New York, NY, (2)New York University, New York University, NY, (3)State University of New York, Stony Brook, Stony Brook, NY

10:42 133.002 Characterizing the Molecular Mechanisms Underlying Autism Using iPSC-Based Models of Neurodevelopment. D. M. Dykxhoorn[*1], B. A. DeRosa[2], H. N. Cukier[3], J. M. Van Baaren[4], M. L. Cucarro[5], J. M. Vance[2] and M. A. Pericak-Vance[4], (1)University of Miami Miller School of Medicine, Miami, FL, (2)Dr. John T. Macdonald Foundation Department of Human Genetics, University of Miami Miller School of Medicine, Miami, FL, (3)Hussman Institute for Human Genomics, University of Miami, Miami, FL, (4)John P. Hussman Institute for Human Genomics, University of Miami Miller School of Medicine, Miami, FL, (5)Human Genetics, Hussman Institute for Human Genomics, Miami, FL

10:54 133.003 Epigenetic Dysregulation of SHANK3 in Brain Tissues from Individuals with Autism Spectrum Disorders. Y. H. Jiang[*1], L. Zhu[2], X. Wang[2], P. Wang[2], X. Cao[2], A. J. Towers[3], J. L. Goldstein[2], R. Bowman[2] and Y. J. Li[4], (1)Pediatrics/Genetics, Duke University School of Medicine, Durham, NC, (2)Pediatrics, Duke University School of Medicine, Durham, NC, (3)Program in Genetics and Genomics, Duke University School of Medicine, Durham, NC, (4)Department of Biostatistics and Bioinformatics, Duke University School of Medicine, Durham, NC

11:06 133.004 Further Evidence That Non-Coding RNAs Contribute to ASD Risk. D. B. Campbell[*], G. Y. Kim and N. Grepo, University of Southern California, Los Angeles, CA

11:18 133.005 Serum Microrna Profiling in Children with Autism. M. M. Vasu[*1], A. Ayyappan[2], I. Thanseem[1], K. Suzuki[1], M. Tsujii[3], T. Sugiyama[4] and N. Mori[1], (1)Department of Psychiatry, Hamamatsu University School of Medicine, Hamamatsu, Japan, (2)Research Center for Child Mental Development, Hamamatsu University School of Medicine, Hamamatsu, Japan, (3)Department of Contemporary Sociology, Chukyo University, Toyota, Japan, (4)Department of Child and Adolescent Psychiatry, Hamamatsu University School of Medicine, Hamamatsu, Japan

11:30 133.006 Preclinical Autism Consortium for Therapeutics: Developing a Platform for Medications Discovery. J. N. Crawley[*1], J. L. Silverman[1], R. Paylor[2], S. Lammers[3], S. C. Dhamne[3], A. Rotenberg[3], M. Sahin[3], D. G. Smith[4] and R. H. Ring[5], (1)M.I.N.D. Institute and Department of Psychiatry and Behavioral Sciences, University of California Davis School of Medicine, Sacramento, CA, (2)Baylor College of Medicine, Houston, TX, (3)Neurology, Boston Children's Hospital, Boston, MA, (4)Autism Speaks, Boston, MA, (5)Autism Speaks, Princeton, NJ

11:42 133.007 Prenatal Maternal Immune Activation Causes Postnatal Epigenetic Differences in the Adolescent Mouse Brain. B. Paul[1], Q. Li[1], E. L. Dempster[2], C. Wong[2], P. C. Sham[1,3], J. Mill[2,4] and G. M. McAlonan[*1,5], (1)Department of Psychiatry, The University of Hong Kong, Hong Kong, Hong Kong, (2)MRC SGDP Centre, Institute of Psychiatry, King's College London, London, United Kingdom, (3)Centre for Genomic Sciences, The University of Hong Kong, Hong Kong, Hong Kong, (4)University of Exeter Medical School, Exeter University, Exeter, United Kingdom, (5)Department of Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, King's College London, London, United Kingdom

Oral Sessions
134 - Gaze, Repetition and Social Cognition
10:30 - 12:15 - Imperial Ballroom A

Session Chair: E. Pellicano; *Centre for Research in Autism and Education, Institute of Education, London, United Kingdom*

10:30 134.001 Relationship Between Repetitive Behaviors and Sensory Functioning in ASD. E. L. Wodka[*1], T. Koriakin[1], N. A. Puts[2], E. M. Mahone[1], R. A. Edden[3], M. Tommerdahl[4] and S. H. Mostofsky[5], (1)Kennedy Krieger Institute, Baltimore, MD, (2)Russell H. Morgan Department of Radiology and Radiological Sciences, Johns Hopkins University, Baltimore, MD, (3)F. M. Kirby Center for Functional Brain Imaging, Kennedy Krieger Institute, Baltimore, MD, (4)University of North Carolina, Chapel Hill, NC, (5)Laboratory for Neurocognitive and Imaging Research, Kennedy Krieger Institute, Baltimore, MD

10:42 134.002 Psychosexual Differences Between Adolescents With Autism Spectrum Disorders and Typically Developing Adolescents: Results from the Teen Transition Inventory. K. Greaves-Lord[*1,2], L. P. Dekker[3,4], K. Visser[3,4], A. Maras[3], A. Louwerse[3,4] and E. van der Vegt[3,4], (1)Child and Adolescent Psychiatry/Psychology, Erasmus MC-Sophia Children's Hospital, Rotterdam, Netherlands, (2)Yulius, Rotterdam/Dordrecht, Netherlands, (3)Yulius, Rotterdam, Netherlands, (4)Erasmus MC-Sophia, Rotterdam, Netherlands

10:54 134.003 Associations Between Aggression and Restricted, Repetitive, and Stereotyped Behaviors and Interests in Children with Autism Spectrum Disorder: A Multi-Informant, Multi-Method Study. A. Keefer[*1], L. Kalb[2], R. A. Vasa[3], M. O. Mazurek[4], S. Kanne[5] and B. Freedman[6], (1)Center for Autism and Related Disorders, Kennedy Krieger Institute, Baltimore, MD, (2)Johns Hopkins School of Public Health, Baltimore, MD, (3)Kennedy Krieger Institute, Baltimore, MD, (4)Health Psychology, University of Missouri, Columbia, MO, (5)University of Missouri, Columbia, MO, (6)University of Delaware Center for Disabilities Studies, Newark, DE

11:06 134.004 ERP Signatures of Rule Violation and Association with Repetitive Behavior in ASD. D. Bjornn[*1], A. Dohm[2], M. South[3], M. J. Crowley[4] and M. J. Larson[3], (1)Department of Psychology, Brigham Young University, Provo, UT, (2)Neuroscience Center, Brigham Young University, Provo, UT, (3)Psychology and Neuroscience, Brigham Young University, Provo, UT, (4)Yale University, New Haven, CT

11:18 134.005 Atypical Neural Responses to Direct Gaze from a Live Person in Autism. L. A. Harrison[*1], J. M. Tyszka[2], J. Elison[3] and R. Adolphs[4], (1)Computation and Neural Systems, California Institute of Technology, Pasadena, CA, (2)Biology and Biological Engineering, California Institute of Technology, Pasadena, CA, (3)University of Minnesota, Minneapolis, MN, (4)Humanities and Social Sciences; Biology, California Institute of Technology, Pasadena, CA

11:30 134.006 Modeling Dynamic Mental Representations of Facial Expressions of Emotion in Autism Spectrum Disorders. K. Ainsworth[*1], O. Garrod[1], R. E. Jack[2], J. Lee[3], R. Adolphs[4], P. Schyns[1] and D. R. Simmons[5], (1)The University of Glasgow, Glasgow, United Kingdom, (2)Institute of Neuroscience and Psychology, University of Glasgow, Glasgow, United Kingdom, (3)California Institute of Technology, Pasadena, CA, (4)Humanities and Social Sciences; Biology, California Institute of Technology, Pasadena, CA, (5)School of Psychology, University of Glasgow, Glasgow, United Kingdom

11:42 134.007 Adults with Autism Display Increased Gaze to Low-Level Visual Features When Viewing Dynamic Social Videos. D. P. Kennedy[*1], N. Gandhi[2] and R. Adolphs[3], (1)Psychological and Brain Sciences, Indiana University, Bloomington, IN, (2)Bioengineering, University of California, San Diego, San Diego, CA, (3)Humanities and Social Sciences; Biology, California Institute of Technology, Pasadena, CA

11:54 134.008 Visual Exploration As a Measure of Social Motivation in ASD. K. Gotham[*1], K. E. Unruh[2], N. J. Sasson[3], L. Turner-Brown[4], G. S. Dichter[5] and J. W. Bodfish[6], (1)Vanderbilt University, Nashville, TN, (2)Vanderbilt Brain Institue, Nashville, TN, (3)School of Behavioral and Brain Sciences, University of Texas at Dallas, Richardson, TX, (4)Psychiatry, University of North Carolina at Chapel Hill, Chapel Hill, NC, (5)Brain Imaging and Analysis Center (BIAC), Duke University, Durham, NC, (6)Vanderbilt University School of Medicine, Nashville, TN

Oral Sessions
135 - Randomized Intervention Trials: Replications, Novel Methods and New Applications
10:30 - 12:15 - Marquis Ballroom BC

Session Chair: L. R. Watson; *Allied Health Sciences, University of North Carolina at Chapel Hill, Chapel Hill, NC*

10:30 135.001 Double-Blind, Placebo-Controlled Trial of D Cycloserine Given Prior to Peer Mediated Social Skills Training in Youth with an Autism Spectrum Disorder: Initial Findings. L. K. Wink[*1], N. Minshawi-Patterson[2], R. Shaffer[3], S. Hurwitz[4], M. Plawecki[5], C. J. McDougle[6] and C. Erickson[7], (1)Pediatrics, Division of Psychiatry, Cincinnati Children's Hospital Medical Center, Cincinnati, OH, (2)Room 4300, Indiana University School of Medicine, Indianapolis, IN, (3)Cincinnati Children's Hospital Medical Center, Cincinnati, OH, (4)Education, Indiana University, Bloomington, Bloomington, IN, (5)Indiana University School of Medicine, Indianapolis, IN, (6)Harvard School of Medicine, Massachusetts General Hospital, Lexington, MA, (7)Cincinnati Children's Hospital Medical Center, Cincinnati, OH

10:42 135.002 Early Social Interaction Project for Toddlers with Autism Spectrum Disorder: Identifying Active Ingredients of Treatment. A. M. Wetherby[*1], V. P. Reinhardt[1], C. Schatschneider[2,3], W. Guthrie[1], R. D. Holland[1], J. Woods[1], L. Morgan[1] and C. Lord[4], (1)Florida State University Autism Institute, Tallahassee, FL, (2)Florida Center for Reading Research, Tallahassee, FL, (3)Florida State University, Tallahassee, FL, (4)Weill Cornell Medical College, White Plains, NY

10:54 135.003 Randomized Multisite Replication of Early Start Denver Model Outcomes. S. J. Rogers[*1], A. M. Estes[2], C. Lord[3], N. Lange[4], J. Munson[5] and G. Dawson[6], (1)UC Davis M.I.N.D. Institute, Sacramento, CA, (2)Speech and Hearing Sciences, University of Washington, Seattle, WA, (3)Weill Cornell Medical College, White Plains, NY, (4)McLean Hospital, Belmont, MA, (5)University of Washington, Seattle, WA, (6)Psychiatry and Behavioral Sciences, Duke University, Durham, NC

11:06 135.004 Mindfulness Based Stress Reduction (MBSR) and Cognitive Behavioral Therapy (CBT) for Adults with Autism Spectrum Disorder (ASD) - Preliminary Results. B. B. Sizoo[*], Center for Developmental Disorders, Dimence, Deventer, Netherlands; Center for Developmental Disorders, Dimence, Deventer, Netherlands

11:18 135.005 Braingame Brian: A Randomized Controlled Trial for an Executive Functioning Training for Children with ASD. M. de Vries[*1], P. J. Prins[1], B. A. Schmand[2] and H. M. Geurts[3], (1)University of Amsterdam, Amsterdam, Netherlands, (2)Neurology, Academic Medical Center Amsterdam, Amsterdam, Netherlands, (3)Dutch Autism & ADHD Research Center, Brain & Cognition, University of Amsterdam, Amsterdam, Netherlands

11:30 135.006 Here's Looking at You: Neural Effects of a Cognitive-Behavioral Social Skills Treatment on Eye Gaze Processing in Children with Autism — A Randomized, Comparative Study. K. Ibrahim[*1,2], L. V. Soorya[3], D. B. Halpern[1], S. Soffes[1], M. Gorenstein[1], P. M. Weinger[1], J. D. Buxbaum[4] and A. T. Wang[4], (1)Seaver Autism Center for Research and Treatment, Icahn School of Medicine at Mount Sinai, New York, NY, (2)Psychology, University of Hartford, Hartford, CT, (3)Psychiatry, Rush University Medical Center, Chicago, IL, (4)Seaver Autism Center for Research and Treatment, Department of Psychiatry, Icahn School of Medicine at Mount Sinai, New York, NY

11:42 135.007 Is Parent-Child Interaction Therapy Efficacious for Families with Young Children with Autism Spectrum Disorder?. N. C. Ginn[*1], L. Clionsky[2], C. Warner-Metzger[3], J. P. Abner[4] and S. Eyberg[5], (1)TEACCH Autism Program; Department of Psychiatry, University of North Carolina, Chapel Hill, NC, (2)Baylor College of Medicine, Houston, TX, (3)University of Chicago Medical Center, Chicago, IL, (4)Milligan College, Milligan College, TN, (5)University of Florida, Gainesville, FL

11:54 135.008 Feasibility and Efficacy of Virtual Reality Job Interview Training in Adults with Autism Spectrum Disorder. M. J. Smith[*1], E. J. Ginger[1], M. A. Wright[1], K. Wright[1], J. L. Taylor[2], L. B. Humm[3], D. E. Olsen[3], M. D. Bell[4] and M. Fleming[1], (1)Psychiatry and Behavioral Sciences, Northwestern University Feinberg School of Medicine, Chicago, IL, (2)Vanderbilt Kennedy Center, Nashville, TN, (3)SIMmersion LLC, Columbia, MD, (4)Psychiatry, Yale University, West Haven, CT

136 - Innovative Technology Demonstrations
10:00 - 1:30 - Rooms A601 & A602

These presentations highlight an area of technology and its application to autism spectrum disorder. This Session is held in Meeting Room A601 & A602 (separate from the general poster area).

201 136.201 A Characterization Study of Q & A Behavior on an Online Forum for Autism. H. Hong[*1], G. D. Abowd[1] and R. Arriaga[2], (1)School of Interactive Computing, Georgia Institute of Technology, Atlanta, GA, (2)Georgia Institute of Technology, Atlanta, GA

202 136.202 A Computerized Approach to Interviewing for ASD: Evidence for 3di's Value in Translation, and International Compatibility with DSM-5 Criteria. R. H. Warrington[*1], H. Berntsen[2], J. Chuthapisith[3], W. De La Marche[4], K. Lai[5], M. C. Lai[6], W. Mandy[1], S. Merelli[7], F. Mo[5], K. Puura[8], A. Rattazzi[9], D. H. Skuse[1] and G. Slappendel[10], (1)Behavioural and Brain Sciences Unit, UCL Institute of Child Health, London, United Kingdom, (2)Akershus University, LØRENSKOG, Norway, (3)Department of Paediatrics, Ramathibodi Hospital, Mahidol University, Bangkok, Thailand, (4)Department of Child and Adolescent Psychiatry, University of Leuven, Leuven, Belgium, (5)Psychiatry, Chinese University of Hong Kong, Tai Po, New Territories, Hong Kong, (6)Department of

Psychiatry, National Taiwan University College of Medicine, Taipei, Taiwan, (7)San Paolo Hospital Medical School, Milan, Italy, (8)Department of Child Psychiatry, Tampere University and University Hospital, Tampere, Finland, (9)PANAACEA, Buenos Aires, Argentina, (10)Erasmus MC - Sophia Kinderziekenhuis, Rotterdam, Netherlands

203 136.203 A Manualized Wireless Moisture Alarm Intervention for Teaching Toileting in Children with Autism. D. W. Mruzek*[1], S. A. McAleavey[2], W. A. Loring[3], E. Butter[4] and T. Smith[5], (1)University of Rochester Medical Center, Rochester, NY, (2)Biomedical Engineering, University of Rochester, Rochester, NY, (3)Pediatrics and Psychiatry, Vanderbilt University, Nashville, TN, (4)Nationwide Children's Hospital, Westerville, OH, (5)University of Rochester, Rochester, NY

204 136.204 A Pilot Study of the Vayu Vest: Effects of Deep Pressure Stimulation on Performance and Physiological Arousal. S. E. Reynolds*[1], S. J. Lane[1] and B. Mullen[2], (1)Virginia Commonwealth University, Richmond, VA, (2)Therapeutic Systems, Boston, MA

▸ 205 136.205 A Step Towards Anxiety-Sensitive Virtual Reality-Based Social Communication Platform: Implication on Physiology for Children with Autism. S. Kuriakose*[1], P. Kumar[1], P. Raghavan[2] and U. Lahiri[1], (1)Electrical Engineering, Indian Institute of Technology, Gandhinagar, Ahmedabad, India, (2)Our Ashiana, Ahmedabad, India

206 136.206 A Video Analysis of Children with ASD Spontaneously Initiating about Discrepancies in a Virtual Environment: Interaction Profiles and General Trends. A. M. Alcorn[1], H. Pain[1], J. Good[2] and S. Fletcher-Watson*[3], (1)School of Informatics, University of Edinburgh, Edinburgh, Scotland, (2)Department of Informatics, University of Sussex, Falmer, Brighton, England, (3)University of Edinburgh, Edinburgh, Scotland, United Kingdom

207 136.207 ASC-Inclusion – a Virtual Environment Teaching Children with ASC to Understand and Express Emotions. S. Newman*[1], O. Golan[2], S. Baron-Cohen[3], S. Bolte[4], A. Baranger[5], B. Schuller[6], P. Robinson[7], A. Camurri[8], N. Meir-Goren[1], M. Skurnik[1], S. Fridenson[2], S. Tal[2], E. Eshchar[2], H. O'Reilly[3], D. Pigat[3], S. Berggren[4], D. Lundqvist[4], N. Sullings[5], I. Davies[7] and S. Piana[8], (1)Compedia, Ramat-Gan, Israel, (2)Department of Psychology, Bar-Ilan University, Ramat-Gan, Israel, (3)Autism Research Centre, University of Cambridge, Cambridge, United Kingdom, (4)Center of neurodevelopmental disorders, Karolinska Institutet, Stockholm, Sweden, (5)Autism Europe, Brussels, Belgium, (6)Institute for Human-Machine Communication, Technische Universität München, Munich, Germany, (7)University of Cambridge, Cambridge, England, United Kingdom, (8)University of Genova, Genova, Italy

208 136.208 Attention Point: Improving Identification in Rural Communities Using an Interactive Digital Video Library. A. B. Barber*[1], L. G. Yerby[2] and D. Albertson[3], (1)UA Autism Spectrum Disorders Clinic, University of Alabama, Tuscaloosa, AL, (2)Community and Rural Medicine, Institute for Rural Health Research, University of Alabama, Tuscaloosa, AL, (3)School of Library and Information Studies, University of Alabama, Tuscaloosa, AL

209 136.209 Capturing Social Motor Coordination in Children with Autism: Comparing the Microsoft Kinect, Video Analysis and Wireless Motion Sensor Tracking. V. Romero*[1], J. L. Amaral[2], P. Fitzpatrick[3], C. L. Thomas[4], A. W. Duncan[5], H. Barnard[6], R. C. Schmidt[7] and M. J. Richardson[1], (1)Center for Cognition, Action, & Perception, University of Cincinnati, Cincinnati, OH, (2)University of Cincinnati, Cincinnati, OH, (3)Assumption College, Worcester, MA, (4)Division of Developmental and Behavioral Pediatrics, Cincinnati Children's Hospital, Cincinnati, OH, (5)Cincinnati Children's Hospital Medical Center, Cincinnati, OH, (6)Division of Developmental and Behavioral Pediatrics, Cincinnati Children's Hospital Medical Center, Cincinnati, OH, (7)Psychology, College of the Holy Cross, Worcester, MA

210 136.210 Care Alert: A Technology to Prevent Elopement. M. Rowe*, University of South Florida, Tampa, FL

211 136.211 Children-Robot Interaction: Eye Gaze Analysis of Children with Autism during Social Interactions. S. Mavadati*[1], H. Feng[1], S. Silver[2], A. Gutierrez[3] and M. H. Mahoor[1], (1)Electrical and Computer Engineering, University of Denver, Denver, CO, (2)University of Denver, Denver, CO, (3)Psychology, Florida International University, Miami, FL

212 136.212 Computational Vocal Arousal: An Objective Instrument for Studying Affect and Interaction in ASD. D. K. Bone*[1], C. C. Lee[1], M. P. Black[1], M. E. Williams[2], S. Lee[1], P. Levitt[3] and S. Narayanan[1], (1)Signal Analysis and Interpretation Lab (SAIL), University of Southern California, Los Angeles, CA, (2)University Center for Excellence in Developmental Disabilities, Keck School of Medicine of USC, Children's Hospital Los Angeles, University of Southern California, Los Angeles, CA, (3)Children's Hospital Los Angeles and Keck School of Medicine of USC, University of Southern California, Los Angeles, CA

▸ 213 136.213 Cultural Contexts in Virtual Environments for People with Autism. M. Habash*[1] and D. J. Moore[2], (1)Leeds Metropolitan University, Ottawa, ON, Canada, (2)School of Art, Environment, and Technology, Leeds Metropolitan University, Leeds, United Kingdom

214 136.214 Design and Preliminary Assessment of a Virtual Reality Driving Environment for Adolescents with ASD. J. W. Wade*[1], D. Bian[1], L. Zhang[1], A. Swanson[2], M. S. Sarkar[3], Z. Warren[2] and N. Sarkar[4], (1)Electrical Engineering and Computer Science, Vanderbilt University, Nashville, TN, (2)Vanderbilt Kennedy Center, Department of Pediatrics, Department of Psychiatry, Vanderbilt University, Nashville, TN, (3)Computer Science, Middle Tennessee State University, Murfreesboro, TN, (4)Mechanical Engineering, Vanderbilt University, Nashville, TN

215 136.215 Designing Everyday Activities, Living Environments for Adults with Autism. K. L. Gaudion*[1] and E. Pellicano[2], (1)The Helen Hamlyn Centre for Design, London SW7 2EU, England, United Kingdom, (2)Centre for Research in Autism & Education, Institute of Education, London, United Kingdom

216 136.216 Developing Software to Support Metacognition in Autism Spectrum Disorder. M. Brosnan*[1], H. Johnson[2] and B. Grawemeyer[3], (1)University of Bath, Bath, United Kingdom, (2)University of Bath, United Kingdom, (3)London Knowledge Lab, Birkbeck College, University of London, London, United Kingdom

217 136.217 Enhancing Conflict Negotiation Strategies of Adolescents with High Functioning Autism Spectrum Disorders through Technology Supported Collaboration. M. Hochhauser*, P. L. Weiss and E. Gal, University of Haifa, Haifa, Israel

218 136.218 Evaluation of the Use of Mobile Video Modeling for Job Interviews. K. Nguyen*[1], V. E. Custodio[1], R. Weiner[1], R. Ulgado[2], A. Waterhouse[3], L. O'Neal[4] and G. R. Hayes[1], (1)Department of Informatics, University of California, Irvine, Irvine, CA, (2)Department of Human-Centered Design and Engineering, University of Washington, Seattle, WA, (3)Amazon, Seattle, WA, (4)Irvine Unified School District, Irvine, CA

219 136.219 Experimental Evaluation of a Parent-Implemented AAC Intervention Protocol for Children with Severe Autism. O. Wendt*[1], C. Masters[1], N. Hsu[2], M. Tan[2], K. Simon[1] and K. Warner[1], (1)Speech, Language, and Hearing Sciences, Purdue University, West Lafayette, IN, (2)Educational Studies, Purdue University, West Lafayette, IN

220 136.220 How Easy Are Children to Engage During Child-Adult Play? Using Electrodermal Activity As a Marker. J. Hernandez*[1], I. Riobo[2], A. Rozga[2], G. D. Abowd[2] and R. W. Picard[1], (1)Massachusetts Institute of Technology, Cambridge, MA, (2)School of Interactive Computing, Georgia Institute of Technology, Atlanta, GA

221 136.221 Impact of Collaborative iPad Game on Joint Engagement for Children with Social Skills Deficits. L. E. Boyd*[1], G. R. Hayes[2], H. Fernandez[3], M. Bistarkey[3] and K. Ringland[2], (1)Special Education, North Orange County SELPA, Fullerton, CA, (2)Informatics, UCI, Irvine, CA, (3)Special Education, La Habra City Schools, La Habra, CA

222 136.222 Iterative Design of a System to Support Diagnostic Assessments for Autism Using Home Videos. N. Nazneen[1], A. Rozga*[2], C. J. Smith[3], R. M. Oberleitner[4], G. D. Abowd[2] and R. Arriaga[1], (1)Georgia Institute of Technology, Atlanta, GA, (2)School of Interactive Computing, Georgia Institute of Technology, Atlanta, GA, (3)Southwest Autism Research & Resource Center, Phoenix, AZ, (4)Behavior Imaging Solutions, Boise, ID

▸ 223 136.223 Ka-O-TV: An Eye Gaze Detector for Early Diagnosis of ASD Phenotype. T. Haramaki*[1], K. J. Tsuchiya[2], R. Nakahara[2], M. Wakuta[1], K. Suzuki[3], N. Mori[2,3] and T. Katayama[1], (1)Osaka University United Graduate School of Child Development, Suita, Japan, (2)Research Center for Child Mental Development, Hamamatsu University School of Medicine, Hamamatsu, Japan, (3)Department of Psychiatry, Hamamatsu University School of Medicine, Hamamatsu, Japan

224 136.224 Live Internal State Interaction Monitor Using Google Glass + EDA. I. Riobo*[1], A. Parnami[1], J. Hernandez[2] and G. D. Abowd[1], (1)School of Interactive Computing, Georgia Institute of Technology, Atlanta, GA, (2)MIT Media Lab, Cambridge, MA

225 136.225 M-CHAT. J. Hawthorne*, Prometheus Research, LLC, New Haven, CT

226 136.226 New Software for Prosodic Assessment: PEPS-C with Automated Analysis. M. Filipe*, D. Freitas and S. Vicente, University of Porto, Porto, Portugal

227 136.227 Paralinguistic Event Detection in Children's Speech. H. Rao*[1], J. C. Kim[1], A. Rozga[2] and M. A. Clements[1], (1)School of Electrical and Computer Engineering, Georgia Institute of Technology, Atlanta, GA, (2)School of Interactive Computing, Georgia Institute of Technology, Atlanta, GA

228 136.228 Pilot of an Online Portal to Improve the Quality of Integrated Care for Youth and Adults with Autism Spectrum Disorder in Ontario, Canada. C. Accardi*[1], K. P. Brown[1] and K. P. Stadnick[2], (1)Dattivo Software & Solutions, London, ON, Canada, (2)The Redpath Centre, Toronto, ON, Canada

WITHDRAWN

229 136.229 Quantifying Imitative Behavior Deficits in Children with Autism Spectrum Disorder. H. L. Miller*[1], R. Patterson[2], D. Popa[3], C. Garver[4], C. de Weerd[5] and N. Bugnariu[1], (1)Physical Therapy, University of North Texas Health Science Center, Fort Worth, TX, (2)Osteopathic Manipulative Medicine, University of North Texas Health Science Center, Fort Worth, TX, (3)Electrical Engineering, University of Texas at Arlington, Arlington, TX, (4)Autism Treatment Center of Texas, Dallas, TX, (5)Motek Medical, Amsterdam, Netherlands

230 136.230 Real-Time Eye Contact Detection System. Y. Liu*[1], Y. Li[1], Z. Ye[1], F. De la Torre[2], A. Rozga[1] and J. Rehg[1], (1)School of Interactive Computing, Georgia Institute of Technology, Atlanta, GA, (2)Robotics Institute, Carnegie Mellon University, Pittsburgh, PA

231 136.231 Response and Initiative Joint Attention in Toddlers with Autism Spectrum Disorder: An Eye-Tracking Study. L. Billeci*[1], G. Crifaci[2], A. Narzisi[3], G. Campatelli[3], R. Siracusano[2], E. Maroscia[4], L. Ruta[3], C. Calzone[4], G. Tortorella[5], G. Pioggia[2] and F. Muratori[3], (1)Institute of Clinical Physiology, National Research Council of Italy (CNR), Pisa, Italy, (2)Institute of Clinical Physiology, National Research Council of Italy (CNR), Messina, Italy, (3)Stella Maris Scientific Institute, Calambrone (Pisa), Italy, (4)Department of Child Neuropsichiatry, Ospedale Madonna delle Grazie di Matera, Matera, Italy, (5)Universita' di Messina, Messina, Italy

232 136.232 Self-Adjusting Biofeedback with a Dynamic Feedback Signal Set (DyFSS). L. I. Sugarman*[1], B. L. Garrison[2], A. E. Hope[3], S. Jacobs[4], A. J. Glade[5] and K. L. Williford[5], (1)Rochester Institute of Technology, Pittsford, NY, (2)153 Lomb Memorial Dr., Rochester Institute of Technology, Rochester, NY, (3)Center for Applied Psychophysiology and Self-regulation, Rochester Institute of Technology, Rochester, NY, (4)Interactive Games and Media, Rochester Institute of Technology, Rochester, NY, (5)Rochester Institute of Technology, Rochester, NY

233 136.233 Sensorypaint: An Interactive Surface Supporting Sensory Integration in Children with Neurodevelopmental Disorders. K. Ringland*[1], R. Zalapa[2], M. Neal[3], L. Escobedo[4], M. Tentori[2] and G. R. Hayes[5], (1)Informatics, University of California, Irvine, Irvine, CA, (2)Center for Scientific Research and Higher Education of Ensenada, Ensenada, Mexico, (3)Anthropology, University of California, Irvine, Irvine, CA, (4)Autonomous University of Baja California, Ensenada, Mexico, (5)Department of Informatics, University of California, Irvine, Irvine, CA

234 136.234 Stakeholder Perspectives on the Utility of a Web-Based Resilience Skills Building Program for Students with High Functioning Autism Transitioning to Postsecondary Education. A. Sam*, D. Childress, K. T. Melillo, I. Coleman and M. DeRosier, 3C Institute, Cary, NC

235 136.235 Stop Frame Coder (SFC): A Tool for Detailed and Reliable Behavior Quantification. K. Libertus*, Learning Research and Development Center, University of Pittsburgh, Pittsburgh, PA

236 136.236 Stories in Motion: A Pilot Study of a Social Visualization and Progress Monitoring Program for Elementary School Students with High Functioning Autism. D. Childress*[1], A. Sam[1], K. T. Melillo[1], T. Henry[2], B. Cassell[1], P. Wood[1], C. Hehman[1] and J. S. McMillen[1], (1)3C Institute, Cary, NC, (2)University of North Carolina Chapel Hill, Chapel Hill, NC

237 136.237 System for Facilitating Model-Driven Behavioral Therapy. R. Jakobovits*[1,2], R. C. Bocirnea[2] and S. L. Shook[3], (1)Dept Radiology / UW Autism Center, University of Washington, Seattle, WA, (2)Experiad Solutions, Honolulu, HI, (3)Northwest Behavioral Associates, Bellevue, WA

238 136.238 The Development of an Intelligent Virtual Reality Intervention Application. E. Bekele*[1], J. W. Wade[2], D. Bian[2], L. Zhang[2], A. Swanson[3], M. S. Sarkar[4], Z. Warren[1] and N. Sarkar[5], (1)Vanderbilt University, Nashville, TN, (2)Electrical Engineering and Computer Science, Vanderbilt University, Nashville, TN, (3)Vanderbilt Kennedy Center, Department of Pediatrics, Department of Psychiatry, Vanderbilt University, Nashville, TN, (4)Computer Science, Middle Tennessee State University, Murfreesboro, TN, (5)Mechanical Engineering, Vanderbilt University, Nashville, TN

239 136.239 The Missing Data of the App Phenomena. M. Eckhardt*[1] and R. W. Picard[2], (1)Massachusetts Institute of Technology, The Media Laboratory, Cambridge, MA, (2)Massachusetts Institute of Technology, Cambridge, MA

▸ 240 136.240 The Use of a Mobile APP Parent Training Program to Improve Functional Communication in Young Children with Autism. G. C. Law*, M. F. Neihart and A. Dutt, Psychological Studies Academic Group, National Institute of Education, Singapore, Singapore

241 136.241 Using Mobile Technologies in-Situ to Train Examiners in the Behavioral Assessment of Infants and Toddlers. O. Ousley*[1], C. Bridges[2], A. Southerland[2], A. Gupta[2], M. DiRienzo[3], A. L. Pavluck[4] and J. Rehg[2], (1)Department of Psychiatry and Behavioral Sciences, Emory University School of Medicine, Atlanta, GA, (2)College of Computing, Georgia Institute of Technology, Atlanta, GA, (3)Carter Consulting for the Centers for Disease Control and Prevention, Atlanta, GA, (4)Neglected Tropical Diseases Support Center, Task Force for Global Health, Atlanta, GA

242 136.242 Virtual Humans Simulating Joint Attention Based on Real-Time Eye-Tracking. O. Grynszpan*[1], B. HAN[2], M. Courgeon[3], J. C. Martin[4] and J. Nadel[5], (1)University Pierre et Marie Curie, Paris, France, (2)University of Paris8, Saint-Denis cedex, France, (3)Lab-Sticc / University of South Brittany, Brest, France, (4)LIMSI, CNRS/ Université paris-Sud, Orsay, France, (5)French National Centre of Scientific Research (CRNS), Paris, France

Poster Sessions
137 - Adult Outcome: Medical, Cognitive, Behavioral
11:30 - 1:30 - Atrium Ballroom

▸ 1 137.001 Anxiety and Preoccupation in Cases of Autism Spectrum Disorder (ASD) Diagnosed After Age 16. J. Adachi[*1] and T. Uchiyama[2], (1)Hokkaido University of Education, Asahikawa City, Hokkaido, Japan, (2)Faculty of Human Development, Fukushima University, Fukushima, Japan

▸ 2 137.002 The Life of Adults with ASD in Japan: Are They Having a Happy Adulthood?. M. Tsujii[*1], W. Noda[2], T. Hagiwara[3], K. Suzuki[4] and S. Higo[5], (1)Chukyo University, Toyota, Aichi, Japan, (2)Research Center for Child Mental Development, Hamamatsu University School of Medicine, Nagoya-shi, Japan, (3)Hokkaido University of Education, Asahikawa, Asahikawa, Hokkaido, Japan, (4)Department of Psychiatry, Hamamatsu University School of Medicine, Hamamatsu, Japan, (5)Faculty of Education, Kagoshima University, Kagoshima, Japan

3 137.003 A Video Self-Modeling Intervention for Postsecondary Students with Autism Spectrum Disorders. N. P. Pierce[*1], T. Falcomata[2], C. Fragale[2], S. Kang[2], S. Gainey[3], D. Longino[2], C. Muething[2], I. Jones[2], J. Aguilar[2] and J. Shubert[2], (1)The University of North Carolina at Chapel Hill, Carrboro, NC, (2)Special Education, University of Texas at Austin, Austin, TX, (3)Behavior Solutions, Austin, TX

4 137.004 Executive Function in College Students on the Autism Spectrum. S. M. Ryan[*1], S. Eldred[2], H. Noble[2], A. B. Barber[2] and A. T. Gilpin[1], (1)Psychology, University of Alabama, Tuscaloosa, AL, (2)University of Alabama, Tuscaloosa, AL

5 137.005 Growing Up with Autism: Effectiveness of a Residential Farm Community Treatment in a Cohort of Adults with Low Functioning Autism. P. Politi[*], P. Orsi, M. Besozzi, N. Brondino, U. Provenzani, M. Rocchetti, T. Veglia, M. Boso and F. Barale, Department of Brain and Behavioral Sciences, University of Pavia, Pavia, Italy

6 137.006 Intact within-Modal and Cross-Modal Integration of Low-Level Sensory Features in Autism Spectrum Disorder. G. Charbonneau[*1], A. Bertone[2], M. Véronneau[3], S. Girard[1], L. Mottron, M.D.[4], F. Lepore[5] and O. Collignon[6], (1)Centre de Recherche en Neuropsychologie et Cognition (CERNEC), Université de Montréal, Montréal, QC, Canada, (2)Perceptual Neuroscience Laboratory for Autism and Development (PNLab), Montreal, QC, Canada, (3)Neuropsychologie, Centre de Recherche en Neuropsychologie et Cognition (CERNEC), Université de Montréal, Montréal, QC, Canada, (4)Centre d'excellence en Troubles Envahissants du Développement de l'Université de Montréal (CETEDUM), Montréal, QC, Canada, (5)Psychology, Centre de Recherche en Neuropsychologie et Cognition (CERNEC), Université de Montréal, Montréal, QC, Canada, (6)Center for Mind/Brain Sciences, University of Trento, Trento, Italy

7 137.007 Longtitudinal Outcomes of Adults with Autism. J. ". A. Odom[*1], L. A. Ruble[1], T. Belkin[2] and J. H. McGrew[3], (1)University of Kentucky, Lexington, KY, (2)IUPUI, Indianapolis, IN, (3)Psychology, IUPUI, Indianapolis, IN

▸ 8 137.008 Adult Daily Routines: A Mixed-Method Approach to Making Meaning. T. C. Daley[*1], N. Singhal[2], T. Weisner[3], R. S. Brezis[4] and M. Barua[2], (1)Westat, Durham, NC, (2)Action For Autism, New Delhi, India, (3)UCLA, Los Angeles, CA, (4)Department of Psychiatry and Biobehavioral Sciences, UCLA, Los Angeles, CA

9 137.009 Role of Parental Occupation in Autism Spectrum Disorder Diagnosis and Severity. A. S. Dickerson[*1], D. A. Pearson[2], K. A. Loveland[3], M. H. Rahbar[4] and P. A. Filipek[1], (1)University of Texas Health Science Center at Houston, Houston, TX, (2)University of Texas Medical School, Houston, Houston, TX, (3)University of Texas Medical School, Houston, TX, (4)Division of Clinical and Translational Sciences, University of Texas Health Science Center at Houston, Houston, TX

▸ 10 137.010 The Situation of Adolescents and Adults with Autism and Other Developmental Disabilities in Mainland China. C. Wang[*1] and M. M. Hussey[2], (1)School of Medicine, Nankai University, Tianjin, China, (2)Beijing Normal University, Beijing, China

11 137.011 The Use of a Positive Reframing Intervention during Social Conversation in Adults with ASD. A. Navab[*], K. Ashbaugh, J. L. Bradshaw, A. R. Miller, T. W. Vernon, T. Gagliardi, N. Okada, L. K. Koegel and R. L. Koegel, Koegel Autism Center, University of California Santa Barbara, Santa Barbara, CA

12 137.012 What Trade-Offs Do Typically Developing Persons Make When Undertaking Relationships with Persons with an ASD. M. A. Stokes[*1] and [illegible] Goldsworthy[2], (1)Deakin University, Burwood, VIC, Australia, (2)Psychology, Deakin University, Burwood, Australia

WITHDRAWN

13 137.013 Social Support As a Moderator of the Relation Between Sibling Relationship Attitudes and Depressive Symptoms Among Typically-Developing Adult Siblings of Those with Autism Spectrum Disorder. T. S. Tomeny[1,2], E. C. Fair[*1] and T. D. Barry[1], (1)Psychology, The University of Southern Mississippi, Hattiesburg, MS, (2)Indiana University School of Medicine, Indianapolis, IN

14 137.014 The Role of Perceived Teacher Autonomy Support in Promoting Postsecondary Education Expectations in Students with Autism Spectrum Disorder. E. A. Klinepeter[*1,2], W. McWherter[1], S. Mazur[1], C. G. Connolly[1], C. M. Gatto[1] and J. J. Diehl[1], (1)Psychology, University of Notre Dame, Notre Dame, IN, (2)School Psychology, University of Florida, Gainesville, FL

15 137.015 Informed Consent in Adults with Autism: Ethical and Legal Considerations in the United States. B. A. Jerskey[*1], E. D. Correira[2] and E. M. Morrow[3], (1)Alpert Medical School of Brown University/Bradley Hospital, East Providence, RI, (2)Correira & Correira LLP, Providence, RI, (3)Molecular Biology, Cell Biology and Biochemistry; Psychiatry and Human Behavior, Brown University, Providence, RI

16 137.016 A Multi-Site Implementation of a Social Skills Training Program (PEERS) to Improve Friendships for Adolescents with Autism Spectrum Disorders. B. Straith[*1], S. Oczak[2], J. Bebko[3], M. Thompson[4], T. MacDonald[4], M. Spoelstra[4], R. Ward[5], S. Duhaime[4], M. Segers[2] and S. Zdjelaric[2], (1)Research, Autism Ontario, Toronto, ON, Canada, (2)Psychology, York University, Toronto, ON, Canada, (3)York University, Toronto, ON, Canada, (4)Autism Ontario, Toronto, ON, Canada, (5)Brock University, Toronto, ON, Canada

Poster Sessions
138 - Brain Function
11:30 - 1:30 - Atrium Ballroom

17 138.017 Cerebral Basis of the Decision-Making Difficulties Experienced By Persons with Autism Spectrum Disorder in an Unstable Context. S. Robic[1], S. Sonié[1,2], M. Joffily[3], P. Fonlupt[1], M. A. Hénaff[1], D. Ibarrola[4], G. Coricelli[5], J. Mattout[6] and C. Schmitz[*1], (1)Lyon Neuroscience Research Center, Bron, France, (2)Autism Ressource Center Rhônes-Alpes - Hospital Center 'Le Vinatier', BRON Cedex, France, (3)GATE-LSE, Écully, France, (4)CERMEP, Lyon, France, (5)University of Southern California, Los Angeles, CA, (6)DYCOG Team, Lyon Neuroscience Research Center, Bron, France

18 138.018 Decreased Intrinsic Connectivity Between Motion Processing Areas in ASD. J. Suttrup[*1,2], L. McKay[1], C. Keysers[1,2] and M. Thioux[1,2], (1)Social Brain Lab, Netherlands Institute for Neuroscience, Amsterdam, Netherlands, (2)Department of Neurology, UMCG Groningen, Groningen, Netherlands

19 138.019 Increased Resting State EEG Gamma Power in Children with HFA. A. Nijhof[*1], R. Raymaekers[2] and J. R. Wiersema[1], (1)Ghent University, Ghent, Belgium, (2)Vlaamse Vereniging Autisme, Ghent, Belgium

20 138.020 Metabolite Alterations in Youth with Autism Spectrum Disorder: A Pilot Proton MR Spectroscopy Study. C. D. Jiménez-Espinoza[*], Physiology, Univesidad de La Laguna. Laboratorio de Neuroquímica y Neuroimagen, Santa Cruz de Tenerife, Spain

21 138.021 Reduced Interhemispheric Functional Connectivity of Children with Autism: Evidence from Functional Near Infrared Spectroscopy Studies. H. Zhu[1,2], Y. Fan[3], H. Guo[2], D. Huang[4] and S. He[*5], (1)Centre for Optical & Electromagnetic Research, Centre for Optical & Electromagnetic Research, School of Psychology, South China Normal University, Guangzhou, China, (2)Department of Psychology, School of Psychology, Guangzhou, China, (3)Guangzhou Cana School, Guangzhou, Guangdong Province, China, (4)Guangzhou Cana School, Guangzhou, China, (5)School of Electrical Engineering, Royal Institute of Technology (KTH), Stockholm, Sweden

22 138.022 Source Localization Analyses of Pre-attentive Auditory Discrimination Processing in Japanese Children with Autism Spectrum Disorders. H. Takahashi[*1], T. Nakahachi[2], S. Komatsu[2], Y. Iida[2], J. Okajima[2], K. Ogino[2] and Y. Kamio[3], (1)National Center of Neurology and Psychiatry, Japan, National Institute of Mental Health, Ogawahigashi-cho, Tokyo, Japan, (2)Department of Child and Adolescent Mental Health, National Institute of Mental Health,, National Center of Neurology and Psychiatry., Kodaira, Japan, (3)National Center of Neurology and Psychiatry, Japan, National Institute of Mental Health, Tokyo 187-8553, Japan

23 138.023 Abnormal PRE-Attentive Arousal and Auditory Sensory Modulation Difficulties in Children with Autism Spectrum Disorders: An ERP Study. T. Stroganova[1,2], V. Kozunov[1], I. Posikera[1,2], I. Galuta[1], V. Gratchev[3] and E. Orekhova[*4], (1)Moscow State University of Psychology and Education, Moscow, Russia, (2)Psychological Institute of Russian Academy of Education, Moscow, Russia, (3)Clinical Department for the Study of Adolescent Psychiatry, Mental Health Research Center of Russian Academy of Medical Sciences, Moscow, Russia, (4)Moscow State University of Psychology and Education, Moscow, Russia

24 138.024 Anxiety in Autism Spectrum Disorder Is Associated with Abnormal Prefrontal Cortex Activity. A. McVey[*1], L. Guy[1], C. M. DeLussey[1], J. Worley[1], K. Rump[1], H. Dingfelder[2], C. Chevallier[1], G. Kohls[1], R. T. Schultz[3], J. Miller[1] and J. Herrington[1], (1)Center for Autism Research, The Children's Hospital of Philadelphia, Philadelphia, PA, (2)Psychiatry, University of Pennsylvania, Philadelphia, PA, (3)Departments of Pediatrics and Psychiatry, University of Pennsylvania, Philadelphia, PA

25 138.025 Assessing Lateral Interactions within the Early Visual Areas of Adults with Autism. S. Censi[*1,2], M. Simard[3], L. Mottron, M.D.[4], A. Bertone[1,2,4] and D. Saint-Amour[3,5], (1)School/Applied Child Psychology, Educational and Counseling Psychology, McGill University, Montreal, QC, Canada, (2)Perceptual Neuroscience Laboratory for Autism and Development (PNLab), Montreal, QC, Canada, (3)Centre de recherche, CHU Sainte-Justine, Montreal, QC, Canada, (4)Centre d'Excellence en Troubles Envahissants du Développement de l'Université de Montréal (CETEDUM), Montréal, QC, Canada, (5)Département de psychologie, Université du Québec à Montréal, Montréal, QC, Canada

26 138.026 Atypical Medial Prefrontal Cortex Response to Implicit Emotion Processing in Autism Spectrum Disorders. B. S. Copeland[*1], M. A. Patriquin[2], B. Wicker[3], M. M. Channell[4] and R. K. Kana[1], (1)Department of Psychology, University of Alabama at Birmingham, Birmingham, AL, (2)Department of Psychology, University of Houston, Houston, AL, (3)Institut de Neurosciences de la Timone, Université Aix-Marseille, Marseille, France, (4)M.I.N.D. Institute, University of California, Davis, Sacramento, CA

27 138.027 Atypical Neural Response to Perceptual Saliency in Children with ASD. C. J. Vaidya[*1,2], X. You[1], M. Norr[1], E. R. Murphy[1], W. D. Gaillard[2] and L. Kenworthy[2], (1)Psychology, Georgetown University, Washington, D.C., (2)Children's Research Institute, Children's National Medical Center, Washington, D.C.

28 138.028 Atypical Ventral Premotor Cortex Activity During Motor Imitation in Children and Adolescents with Autism. H. M. Wadsworth[*], S. Sivaraman, C. Martin and R. K. Kana, Department of Psychology, University of Alabama at Birmingham, Birmingham, AL

29 138.029 Electrophysiological Assessment of Low-Contrast Visual Function and Neural Noise in Children with Autism Spectrum Disorder. P. M. Weinger[*1], V. Zemon[2], L. Soorya[3], A. Kolevzon[1], J. D. Buxbaum[4] and J. Gordon[5], (1)Seaver Autism Center for Research and Treatment, Icahn School of Medicine at Mount Sinai, New York, NY, (2)Ferkauf Graduate School of Psychology, Yeshiva University, Bronx, NY, (3)Rush University Medical Center, Chicago, IL, (4)Seaver Autism Center for Research and Treatment, Department of Psychiatry, Icahn School of Medicine at Mount Sinai, New York, NY, (5)Psychology, Hunter College, New York, NY

30 138.030 Evidence for Distinct Neural Endophenotypes of Executive Dysfunction in Autism and Phenylketonuria. K. R. Bellesheim[*1], J. P. Stichter[2,3], K. E. Bodner[1], J. L. Sokoloff[1] and S. E. Christ[1,3], (1)Psychological Sciences, University of Missouri, Columbia, MO, (2)Special Education, University of Missouri, Columbia, MO, (3)Thompson Center for Autism and Neurodevelopmental Disorders, University of Missouri, Columbia, MO

31 138.031 Examining Habituation in ERP Responses to Auditory Processing in Children with Autism. S. E. Schipul[*1], G. T. Baranek[2], F. C. Donkers[3] and A. Belger[1], (1)University of North Carolina at Chapel Hill, Chapel Hill, NC, (2)Department of Allied Health Sciences, University of North Carolina at Chapel Hill, Chapel Hill, NC, (3)Tilburg University, Tilburg, Netherlands

32 138.032 Gaze Contingent Games to Modify Neural Response to Eye Contact in ASD. A. Naples[*1], R. Tillman[2], E. Levy[2], H. S. Reuman[2] and J. McPartland[2], (1)Yale Child Study Center, New Haven, CT, (2)Child Study Center, Yale University, New Haven, CT

33 138.033 Hand and Foot Action Perception in Autism. M. Thioux[*1], J. Suttrup[2], V. Gilmont[3], A. van der Wal[4], Y. Han[5] and C. Keysers[6], (1)Netherlands Institute for Neuroscience, Amsterdam, Netherlands, (2)Netherlands Institute for Neuroscience, Groningen, GR, Netherlands, (3)Department of Neuroscience, University Medical Center Groningen, Rijksuniversiteit Groningen, Groningen, Netherlands, (4)ACCARE, University Medical Center Groningen, Rijksuniversiteit Groningen, Groningen, Netherlands, (5)University of Groningen, Amsterdam, Netherlands, (6)Social Brain Lab, Netherlands Institute for Neuroscience, Amsterdam, Netherlands

34 138.034 Heart Rate Variability During Sleep in Children with Autism Spectrum Disorders. R. Harder[1], A. Diedrich[*2], F. Baudenbacher[2], A. Halbower[3], L. Goodpaster[2], S. E. Goldman[4], D. B. Fawkes[2], L. Wang[2], Y. Shi[2] and B. A. Malow[4], (1)Electrical Engineering / BME, Vanderbilt University, Nashville, TN, (2)Vanderbilt University, Nashville, TN, (3)Children's Hospital Colorado Pulmonary Medicine, Aurora, CO, (4)Vanderbilt Kennedy Center, Vanderbilt University Medical Center, Nashville, TN

35 138.035 Hippocampal-Parietal Hyper-Connectivity Predicts Visual-Spatial Abilities in Children with Autism. M. Rosenberg-Lee[*1], L. Q. Uddin[1], S. Qin[1], D. A. Abrams[1], P. Odriozola[2], J. M. Phillips[3], C. Feinstein[1] and V. Menon[2], (1)Stanford University, Stanford, CA, (2)Psychiatry and Behavioral Sciences, Stanford University, Stanford, CA, (3)Psychiatry and Behavioral Sciences, Stanford University School of Medicine, Stanford, CA

36 138.036 Imaging of the Autism Brain and Surrounding Tissues Using Linear 2D Transcranial Ultrasonography. J. J. Bradstreet*[1], M. Ruggiero[2] and S. Pacini[3], (1)Brain Treatment Center, Newport Brain Research Laboratory, Newport Beach, CA, (2)Department of Experimental and Clinical Biomedical Sciences, University of Firenze, Firenze, Italy, (3)Experimental and Clinical Medicine, University of Firenze, Firenze, Italy

37 138.037 Impaired Maturational Changes of Network Organization in ASD: An Ica Study Using Resting State fMRI. M. Sullivan*, I. Fishman, Y. Cabrera and R. A. Müller, Brain Development Imaging Laboratory, Dept. of Psychology, San Diego State University, San Diego, CA

38 138.038 Mapping Human Brain Function with Diffuse Optical Tomography. A. T. Eggebrecht*[1], B. L. Schlaggar[2], S. E. Petersen[2], J. N. Constantino[2], J. R. Pruett[3] and J. P. Culver[4], (1)4525 Scott Avenue East Building CB 8225 RM 1150, Washington University School of Medicine, St Louis, MO, (2)Washington University School of Medicine, Saint Louis, MO, (3)Psychiatry, Washington University School of Medicine, Saint Louis, MO, (4)Washington University School of Medicine, St Louis, MO

39 138.039 Network Sculpting Index Suggests Impaired Functional Network Differentiation in ASD. L. C. Andersen*[1], I. Fishman[2], C. L. Keown[1], A. Nair[3] and R. A. Müller[2], (1)San Diego State University, San Diego, CA, (2)Brain Development Imaging Laboratory, Dept. of Psychology, San Diego State University, San Diego, CA, (3)Joint Doctoral Program in Clinical Psychology, University of California San Diego, La Jolla, CA

40 138.040 Neural Correlates of Affective Priming in ASD. A. Lartseva*[1], T. Dijkstra[2], C. Kan[3] and J. K. Buitelaar[4], (1)Department of Cognitive Neuroscience, Radboud University Nijmegen Medical Centre, Nijmegen, Netherlands, (2)Donders Centre for Cognition, Radboud University Nijmegen, Nijmegen, Netherlands, (3)Department of Psychiatry, Radboud University Nijmegen Medical Centre, Nijmegen, Netherlands, (4)Department of Cognitive Neuroscience, Radboud University Medical Center, Nijmegen, Netherlands

41 138.041 Neural Correlates of Cognitive Control and Attentional Orienting in Adults with Autism Spectrum Disorders. D. S. Karhson*[1] and E. J. Golob[2], (1)Neuroscience Program, Tulane University, New Orleans, LA, (2)Department of Psychology, Tulane University, New Orleans, LA

42 138.042 Neurocognitive Factors Associated with Neural Specialization for Letters in ASD. A. Dominguez*[1], A. Naples[1], R. Tillman[1], E. Levy[1], H. S. Reuman[1], R. T. Schultz[2], A. Klin[3], L. Mayes[1] and J. McPartland[1], (1)Child Study Center, Yale University, New Haven, CT, (2)Center for Autism Research, The Children's Hospital of Philadelphia, Philadelphia, PA, (3)Department of Pediatrics, Marcus Autism Center, Children's Healthcare of Atlanta, Emory University, Atlanta, GA

43 138.043 Prenatal Testosterone Exposure and Hemispheric Asymmetry for Language and Spatial Memory: A Prospective Cohort Study. L. P. Hollier*[1,2], M. T. Maybery[1], J. Keelan[3], M. Hickey[4] and A. Whitehouse[2], (1)School of Psychology, University of Western Australia, Perth, Australia, (2)Telethon Institute for Child Health Research, The University of Western Australia, Perth, Australia, (3)School of Women's and Infant's Health, University of Western Australia, Perth, Australia, (4)Department of Obstetrics and Gynaecology, University of Melbourne., Melbourne, Australia

44 138.044 Procedural Memory and Delta EEG Power During Nrem-Sleep in Young Typical and Autistic Adults. A. C. Rochette[1], E. Chevrier[1], I. Soulières[2], L. Mottron[3] and R. Godbout*[1], (1)Sleep Laboratory & Clinic, Montreal, QC, Canada, (2)University of Quebec in Montreal, Montreal, QC, Canada, (3)Centre de Recherche de l'Institut Universitaire de Santé Mentale de Montréal, Montréal, QC, Canada

45 138.045 Rest Cerebral Blood Flow in the STS Correlates with Social Perception Impairments in Children with ASD. A. Saitovitch*[1], E. Rechtman[1], H. Lemaitre[1], N. Chabane[2], R. Calmon[1], D. Grévent[3], A. Philippe[4], F. Brunelle[1], N. Boddaert[1] and M. Zilbovicius[1], (1)Inserm Research Unit 1000 "Neuroimaging and Psychiatry", Paris, France, (2)Inserm Research Unit 1000; Service de Pedopsychiatrie Hôpital Robert Debre, Paris, France, (3)Inserm Research Unit 1000; Necker Hospital, Paris, France, (4)Service de Génetique Hôpital Necker, Paris, France

46 138.046 Sleep Patterns in Children with High Functioning Autism: Polysomnography, Questionnaires and Diaries in a Non-Complaining Sample. A. Lambert[1], S. Tessier[1], E. Chevrier[1], P. B. Scherzer[2], L. Mottron[3] and R. Godbout*[4], (1)Sleep Laboratory & Clinic, Hop. Riviere-des-Prairies, Montreal, QC, Canada, (2)Universite du Quebec a Montreal, Montreal, QC, Canada, (3)Centre de Recherche de l'Institut Universitaire de Santé Mentale de Montréal, Montréal, QC, Canada, (4)Sleep Laboratory & Clinic, Hop. Riviere-des-Prairies, Universite de Montreal, Montreal, QC, Canada

47 138.047 Stage 2 Sleep and Intelligence Measures in Autistic Children. S. Tessier[1], A. Lambert[1], E. Chevrier[1], P. B. Scherzer[2], I. Soulières[3], L. Mottron[4] and R. Godbout*[5], (1)Sleep Laboratory & Clinic, Hop. Riviere-des-Prairies, Montreal, QC, Canada, (2)Psychology, Universite du Quebec a Montreal, Montreal, QC, Canada, (3)University of Quebec in Montreal, Montreal, QC, Canada, (4)Centre de Recherche de l'Institut Universitaire de Santé Mentale de Montréal, Montréal, QC, Canada, (5)Sleep Laboratory & Clinic, Hop. Riviere-des-Prairies, Universite de Montreal, Montreal, QC, Canada

48 138.048 The Neural Basis for Atypical Pupillary Light Response in Autism Spectrum Disorder. S. E. Christ*[1,2], A. J. Moffitt[2], C. Daluwatte[3], M. H. Price[1], J. H. Miles[2] and G. Yao[3], (1)Psychological Sciences, University of Missouri, Columbia, MO, (2)Thompson Center for Autism and Neurodevelopmental Disorders, University of Missouri, Columbia, MO, (3)Biological Engineering, University of Missouri, Columbia, MO

49 138.049 The Neural Correlates of Perceptual Closure in Adults and Elderly with Autism. P. C. M. Koolschijn* and H. M. Geurts, Dutch Autism & ADHD Research Center, Brain & Cognition, University of Amsterdam, Amsterdam, Netherlands

▸ 50 138.050 The Role of Sustained Attention in the Association Between Dual Pathways and Language Function in Youths with High-Functioning Autism. S. S. F. Gau*[1], Y. C. Lo[2] and W. Y. I. Tseng[2], (1)Psychiatry, National Taiwan University Hospital and College of Medicine, Taipei, Taiwan, (2)Center for Optoelectronic Medicine, National Taiwan University College of Medicine, Taipei, Taiwan

51 138.051 Wanting It Too Much: The Unexpected Effect of Social Motivation on Emotion Recognition. H. D. Garman*, C. Spaulding and M. D. Lerner, Department of Psychology, Stony Brook University, Stony Brook, NY

Poster Sessions
139 - Brain Structure
11:30 - 1:30 - Atrium Ballroom

53 139.053 Measuring and Reducing Acoustic Noise in MRI Studies of Infants: A Review of Existing Guidelines and Development of New Methods. M. Valente*[1], S. Shultz[2], A. Klin[3] and W. Jones[3], (1)Marcus Autism Center, Children's Healthcare of Atlanta & Emory University School of Medicine, Atlanta, GA, (2)Department of Pediatrics, Marcus Autism Center, Children's Healthcare of Atlanta, Emory University, Atlanta, GA, (3)Marcus Autism Center, Children's Healthcare of Atlanta and Emory University School of Medicine, Atlanta, GA

54 139.054 A 'Bottom-up' Approach to ASD: The Anatomy of Precision Grasping Deficits in ASD: Focus on a Newly Described Set of Fronto-Parietal Connections. A. Thompson*[1], | M. Catani[1], F. Dell'Acqua[1], C. Ecker[1], G. M. McAlonan[2] and D. G. Murphy[1], (1)Department of Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, King's College London, London, United Kingdom, (2)Department of Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, King's College London, London, United Kingdom

55 139.055 Cerebellar Grey Matter and Lobular Measures Correlate with Core Autism Symptoms. A. M. D'Mello*[1], D. Crocetti[2], S. H. Mostofsky[2] and C. J. Stoodley[3], (1)Department of Psychology, American University, Washington, DC, (2)Laboratory for Neurocognitive and Imaging Research, Kennedy Krieger Institute, Baltimore, MD, (3)Psychology, American University, Washington, D.C.

56 139.056 Amygdala and Hippocampal Morphology in Youth with High Functioning Autism Spectrum Disorders. R. A. Vasa*[1], X. Tang[2], D. Crocetti[3], T. Brown[2], T. Ratnanather[2], M. I. Miller[2] and S. H. Mostofsky[3], (1)Laboratory for Neuroimaging Research, Kennedy Krieger Institute, Baltimore, MD, (2)Center for Imaging Science, Johns Hopkins University, Baltimore, MD, (3)Laboratory for Neurocognitive and Imaging Research, Kennedy Krieger Institute, Baltimore, MD

57 139.057 Clinical Relevance of MRI Scanning in a Sample of 101 ASD Individuals: Evidences from EEG and MRI Findings. F. Piras*[1], M. Carta[1], D. Serra[1], G. Bitti[2], M. T. Peltz[2], S. Secci[2], R. Fadda[3] and G. S. Doneddu[1], (1)Center for Pervasive Developmental Disorders, Azienda Ospedaliera Brotzu, Cagliari, Italy, (2)Department of Diagnostic Imaging, Azienda Ospedaliera Brotzu, Cagliari, Italy, (3)Department of Pedagogy, Psychology, Philosophy, University of Cagliari, Cagliari, Italy

58 139.058 An MRI Investigation of Neuroanatomical Differences in High Functioning Adults with Autism Spectrum Disorder Using Non-Parametric Cluster Based Statistics. D. S. Andrews*[1], E. Daly[1], J. Horder[1], M. A. Mendez[2], V. Giampietro[3], M. Brammer[3], C. E. Wilson[1], N. Gillan[1], C. Ecker[1] and D. G. Murphy[1,4], (1)Department of Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, King's College London, London, United Kingdom, (2)Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, King's College London, London, United Kingdom, (3)Centre for Neuroimaging Sciences, King's College London, London, United Kingdom, (4)The Sackler Institute for Translational Neurodevelopment, Institute of Psychiatry, King's College London, London, United Kingdom

59 139.059 Correlation Between Cerebellar White Neuroanatomy and a Motor Coordination Task in Autism Spectrum Disorder. R. H. Wichers*[1], E. Daly[2], M. AIMS[1], D. G. Murphy[2] and C. Ecker[2], (1)Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, King's College London, London, United Kingdom, (2)Department of Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, King's College London, London, United Kingdom

60 139.060 Manual Motor Performance Related to Autistic Traits, Daily Living Skills, and White Matter Microstructure in Autism Spectrum Disorder. B. G. Travers*[1], E. D. Bigler[2], D. P. Tromp[3], N. Adluru[4], D. J. Destiche[4], M. D. Prigge[5], A. Froehlich[6], N. Lange[7], A. Alexander[8] and J. E. Lainhart[4], (1)Waisman Center University of Wisconsin-Madison, Madison, WI, (2)Psychiatry, University of Utah, Salt Lake City, UT, (3)Waisman Center, University of Wisconsin, Madison, WI, (4)Waisman Center, University of Wisconsin-Madison, Madison, WI, (5)Pediatrics and Radiology, University of Utah, Salt Lake City, UT, (6)University of Utah, Madison, WI, (7)McLean Hospital, Belmont, MA, (8)Medical Physics and Psychiatry, University of Wisconsin, Madison, WI

61 139.061 A Twin Study of Autism Spectrum Disorder and MRI-Brain Incidental Findings. J. C. Monterrey*, J. Phillips, S. Cleveland, J. F. Hallmayer and A. Y. Hardan, Psychiatry and Behavioral Sciences, Stanford University School of Medicine, Stanford, CA

62 139.062 Elevated Extra-Axial Cerebrospinal Fluid in Toddlers with Autism Spectrum Disorder. M. D. Shen*[1], C. W. Nordahl[1], D. D. Li[1], A. Lee[1], K. Angkustsiri[2], S. Ozonoff[1], S. J. Rogers[1] and D. G. Amaral[1], (1)M.I.N.D. Institute and Department of Psychiatry and Behavioral Sciences, University of California Davis Medical Center, Sacramento, CA, (2)M.I.N.D. Institute and Department of Pediatrics, University of California Davis Medical Center, Sacramento, CA

63 139.063 Relationship of 47,XYY Syndrome to ASD: Diffusion MRI Findings. L. Bloy*[1], T. P. Roberts[1] and J. Ross[2], (1)Children's Hospital of Philadelphia, Philadelphia, PA, (2)Thomas Jefferson University, Philadelphia, PA

64 139.064 Disproportionate Megalencephaly: A Clinically Meaningful Neurophenotype in Autism Spectrum Disorder. R. T. Johnson*[1], C. W. Nordahl[1], H. Ota[2], A. Kreutz[1], A. Lee[1], S. J. Rogers[1] and D. G. Amaral[1], (1)MIND Institute and Department of Psychiatry and Behavioral Sciences, University of California Davis Medical Center, Sacramento, CA, (2)Psychiatry, Showa University School of Medicine, Tokyo, Japan

65 139.065 Cerebral Morphometry in the Abide Data Set. M. Schaer*[1,2], C. J. Lynch[3] and V. Menon[4], (1)Stanford University, Stanford, CA, (2)Office Medico-Pedagogique, University of Geneva Medical School, Geneva, Switzerland, (3)University of Georgetown, Washington, D.C., (4)Psychiatry and Behavioral Sciences, Stanford University, Stanford, CA

66 139.066 The Rich-Club Organization of the Brain in Autism Spectrum Disorder. M. Coffman*[1], V. Peddireddy[1], G. Cheran[1], C. Tallman[1] and J. A. Richey[2], (1)Virginia Polytechnic Institute and State University, Blacksburg, VA, (2)Psychology, Virginia Tech, Blackbsurg, VA

67 139.067 Volumetric and Microstructural Differences in a Mouse Model of Rett Syndrome. R. Allemang-Grand*[1], J. Ellegood[1], J. P. Lerch[2] and R. M. Henkelman[2], (1)Hospital for Sick Children, Toronto, ON, Canada, (2)Mouse Imaging Centre, Hospital for Sick Children, Toronto, ON, Canada

Poster Sessions
140 - Communication and Language
11:30 - 1:30 - Atrium Ballroom

▸ 69 140.069 Duration Perception of Autistic Children in the Context of Mandarin Chinese. Y. Fan[1], Y. Fan*[2], L. Yu[1], D. Huang[2], Z. Deng[1], D. Wang[2] and S. Wang[1], (1)Department of Psychology, South China Normal University, Guangzhou, China, (2)Guangzhou Cana School (Guangzhou Rehabilitation and Research Center for Children with ASD), Guangzhou, China

▸ 70 140.070 Expressive Language Profiles in Chinese Preschool Children with Autism Spectrum Disorders: Assessment with the Putonghua Communicative Development Inventory (Toddler Form). Y. Su*[1], L. Naigles[2] and L. Y. Su[1], (1)Mental Health Institute, The Second Xiangya Hospital, Central South University, Changsha, China, (2)Psychology, University of Connecticut, Storrs, CT

71 140.071 Adaptive Behavior Deficits in Children with Autism As Predictors of Parenting Stress. S. A. Fox*[1], K. V. Christodulu[2] and M. L. Rinaldi[3], (1)Clinical Psychology, University at Albany, State University of New York, Albany, NY, (2)Center for Autsim and Related Disabilities, Albany, NY, (3)University at Albany, SUNY, Albany, NY

72 140.072 Assessing Language in School-Aged Children with ASD in a Virtual, Public Speaking Task. S. Torabian*[1], N. Alpers[2], L. Naigles[3], N. S. McIntyre[4], T. Oswald[5], L. E. Swain-Lerro[4], S. Novotny[6], T. Kapelkina[7] and P. C. Mundy[8], (1)Human Development, University of California Davis, Davis, CA, (2)University of Connecticut, Storrs, CT, (3)Psychology, University of Connecticut, Storrs, CT, (4)School of Education, UC Davis, Davis, CA, (5)M.I.N.D. Institute, UC Davis, Sacramento, CA, (6)Human Development, UC Davis, Davis, CA, (7)UC Davis, Davis, CA, (8)M.I.N.D. Institute and School of Education, UC Davis, Sacramento, CA

73 140.073 Categorical Speech Perception Across the Autism Spectrum and Its Relation to Cognitive and Language Ability. M. E. Stewart*[1], A. M. Petrou[1] and M. Ota[2], (1)Psychology, Heriot-Watt University, Edinburgh, United Kingdom, (2)University of Edinburgh, Edinburgh, United Kingdom

74 140.074 Children's Differing Patterns of Discourse Marker Use in ASD and Typical Development. M. Rouhizadeh*[1], J. van Santen[1], R. Sproat[2], K. Gorman[1], P. Heeman[1], A. P. Hill[1], S. Bedrick[1], E. T. Prud'hommeaux[3] and G. Kiss[1], (1)Center for Spoken Language Understanding, Oregon Health & Science University, Portland, OR, (2)Google, Inc., New York, NY, (3)University of Rochester, Rochester, NY

75 140.075 Detection of Syllable Stress in Autism Spectrum Conditions. N. Kargas*, B. Lopez, V. Reddy and P. Morris, Department of Psychology, University of Portsmouth, Portsmouth, United Kingdom

▸ 76 140.076 Development of Pragmatic Language Understanding in Children with Autism Spectrum Disorder. K. Asada*[1], S. Itakura[2], M. Okanda[3], Y. Moriguchi[4], K. Yokawa[5], K. Konishi[5], S. Kumagaya[1] and Y. Konishi[6], (1)The University of Tokyo, Tokyo, Japan, (2)Kyoto University, Kyoto, Japan, (3)Kobe University, Hyogo, Japan, (4)Joetsu University of Education, Niigata, Japan, (5)Sukusuku Clinic for Child Konishi, Kagawa, Japan, (6)Doshisha University, Kyoto, Japan

▸ 77 140.077 Do Mandarin-Speaking High-Functioning Children and Adolescents with Autism Spectrum Disorders Use Intonation in the Resolution of Ambiguous Sentences?. Y. Su* and L. Y. Su, Mental Health Institute, The Second Xiangya Hospital, Central South University, Changsha, China

78 140.078 Engaging Children with Autism Spectrum Disorder in Shared Book Reading: For Whom Does Dialogic Reading Work?. V. P. Fleury*[1] and I. S. Schwartz[2], (1)FPG Child Development Institute, University of North Carolina at Chapel Hill, Carrboro, NC, (2)University of Washington, Seattle, WA

79 140.079 Engaging the Play Partner in Pretence: Verbal and Non-Verbal Signalling Between Children with ASD and Their Parents. L. Stirling*[1], J. Douglas[1], C. Dissanayake[2] and S. Conte[1], (1)University of Melbourne, Parkville, Australia, (2)Olga Tennison Autism Research Centre, Melbourne, Australia

WITHDRAWN

80 140.080 Examining Language Outcomes from a Naturalistic Language Intervention for Minimally Verbal Children with Autism. L. H. Hampton*[1], S. Thrower[2] and A. P. Kaiser[2], (1)Vanderbilt University, Nashville, TN, (2)Special Education, Vanderbilt University, Nashville, TN

81 140.081 Gesture and Speech Production Indicate Audience Hypersensitivity in ASD. L. Morett*[1], A. Lynn[1], B. Luna[1], K. O'Hearn[1] and A. Ghuman[2], (1)Psychiatry, University of Pittsburgh, Pittsburgh, PA, (2)Neurological Surgery, University of Pittsburgh, Pittsburgh, PA

82 140.082 Heritability of Pragmatic Language in Autism Spectrum Disorder: A Study of Twins. V. Y. Kang*[1], K. Levesque[1], A. Anderson[1], A. Kresse[1], S. Faja[1], E. E. Neuhaus[1], R. Bernier[1] and S. J. Webb[2], (1)University of Washington, Seattle, WA, (2)Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA

▸ 83 140.083 Imitation Skills in Children with Autistic Spectrum Disorder in Different Stimulation Situations. A. C. F. R. Souza[1], A. C. Tamanaha[1], A. Armonia[1], M. Bevilacqua[2], L. Mazzega[1] and J. Perissinoto*[3], (1)UNIFESP, São Paulo, Brazil, (2)Speech and Language Department, UNIFESP, São Paulo, Brazil, (3)Federal University of São Paulo, São Paulo, Brazil

84 140.084 Impact of the Temporal Dynamics of Speech and Gesture on Communication in Autism Spectrum Disorder. A. Lambrechts*[1], K. Yarrow[2] and S. B. Gaigg[3], (1)City University London, London, England, United Kingdom, (2)Psychology, City University London, London, United Kingdom, (3)Autism Research Group, City University London, London, United Kingdom

85 140.085 Investigating the Shape Bias for Word Learning in Children with Autism Spectrum Disorders. E. Potrzeba*[1], D. A. Fein[1] and L. Naigles[2], (1)Psychology, University of Connecticut, Storrs, CT, (2)University of Connecticut, Storrs, CT

86 140.086 Item-Level Analysis Demonstrates Significant Differences in Word Production and Understanding at 12 Months of Age in Children at Risk for Autism. D. C. Lazenby*[1], G. Sideridis[1], P. S. Dale[2], M. F. Prante[3], N. Coman[1], N. L. Huntington[4], C. A. Nelson[5] and H. Tager-Flusberg[6], (1)Harvard Medical School, Boston Children's Hospital, Boston, MA, (2)Speech & Hearing Sciences, University of New Mexico, Albuquerque, NM, (3)Psychology, Utah State University, Logan, UT, (4)Harvard Medical School, Boston Children's Hosptial, Boston, MA, (5)Boston Children's Hospital, Boston, MA, (6)Psychology, Boston University, Boston, MA

87 140.087 Measurement of Crossmodal Integration of Expressive Affect Communication in Autism. J. van Santen*[1], A. Kain[1], A. P. Hill[1], E. T. Prud'hommeaux[2], R. Ludovise[1], C. Conway[3], G. Keepers[1] and E. Fombonne[4], (1)Center for Spoken Language Understanding, Oregon Health & Science University, Portland, OR, (2)University of Rochester, Rochester, NY, (3)Columbia University, New York, NY, (4)Psychiatry, Pediatrics & Behavioral Neuroscience, Oregon Health & Science University, Portland, OR

88 140.088 Non-Verbal Children with ASD (NV-ASD): Validating a Registry and Characterizing a Population. A. R. Marvin*[1], P. A. Law[2], J. K. Law[2], E. M. Arthur[1], E. L. Mortenson[3], A. M. Abbacchi[4], T. T. Watson[5], A. A. Westreich[2], T. Gray[6], Y. Zhang[3], D. J. Marvin[2], S. N. Levin[2] and J. N. Constantino[6], (1)Medical Informatics, Kennedy Krieger Institute, Baltimore, MD, (2)Kennedy Krieger Institute, Baltimore, MD, (3)Psychiatry, Washington University School of Medicine, Saint Louis, MO, (4)Child Psychiatry, Washington University School of Medicine, St. Louis, MO, (5)Child & Adolescent Psychiatry, Washington University at St. Louis, St. Louis, MO, (6)Washington University in St. Louis, St. Louis, MO

89 140.089 Parents' Strategies to Elicit Autobiographical Memories in Autism Spectrum, Language Impaired and Typically Developing Children. D. N. DeNigris[1] and S. Goldman*[2], (1)The Graduate Center, CUNY, New York, NY, (2)Neurology & Pediatrics, Albert Einstein College of Medicine, Bronx, NY

90 140.090 Prosodic Abilities in High Functioning Autism. M. Filipe*[1], S. Frota[2] and S. Vicente[1], (1)University of Porto, Porto, Portugal, (2)University of Lisbon, Lisboa, Portugal

91 140.091 Receptive Language Abilities in Young Children with Autism Versus Typically Developing Children. S. Malik*[1], C. Stefanidou[1], K. Kantartzi[2] and J. P. McCleery[1], (1)School of Psychology, University of Birmingham, Birmingham, United Kingdom, (2)Psychology Division, Faculty of Education, Law and Social Sciences, Birmingham City University, Birmingham, United Kingdom

▸ 92 140.092 Selective Listening in Autism: The Influence of Informational Masking. I. F. Lin*[1], T. Yamada[2], M. Nakamura[2], H. Watanabe[2], Y. Takayama[2], A. Iwanami[2], N. Kato[2] and M. Kashino[1,3,4], (1)NTT Communication Science Laboratories, Atsugi, Japan, (2)Showa University, Tokyo, Japan, (3)Department of Information Processing, Tokyo Institute of Technology, Yokohama, Japan, (4)CREST, JST, Atsugi-shi, Japan

93 140.093 The Communication Profile and Quality of Communication in Young Adults with Autism. W. Mitchell* and J. Volden, University of Alberta, Edmonton, AB, Canada

94 140.094 The Effect of Developmental Status and Parental Acceptance of Emotion on Parenting Stress. H. N. Davis[1], B. J. Wilson*[1], J. Berg[1], T. Estrada[1], J. Sparrow[1] and M. L. Zavertnik[2], (1)Clinical Psychology, Seattle Pacific University, Seattle, WA, (2)Seattle Pacific University, Seattle, WA

▸ 95 140.095 The Effect of Spanish VS. Non-Spanish Bilingual Exposure on Expressive Communication Scores for Toddlers with Autism Spectrum Disorder. J. Berman*[1], B. Davis[1], C. Klaiman[2] and C. A. Saulnier[1], (1)Marcus Autism Center, Children's Healthcare of Atlanta and Emory University School of Medicine, Atlanta, GA, (2)Marcus Autism Center, Children's Healthcare of Atlanta and Emory University, Atlanta, GA

96 140.096 The Impact of a Visualizing and Verbalizing Intervention on Language Ability in Children with Autism Spectrum Disorders. A. R. Lemelman*[1], D. L. Murdaugh[2], C. E. Crider[2], S. E. O'Kelley[1] and R. K. Kana[1], (1)Department of Psychology, University of Alabama at Birmingham, Birmingham, AL, (2)University of Alabama at Birmingham, Birmingham, AL

97 140.097 Training Parents in Jasp-EMT: Using Empirical Benchmarks to Evaluate Generalization and Maintenance of EMT Strategies. J. D. Bryant*[1], J. Heidlage[1], A. P. Kaiser[2] and C. Kasari[3], (1)Vanderbilt University, Nashville, TN, (2)Special Education, Vanderbilt University, Nashville, TN, (3)UCLA, Los Angeles, CA

98 140.098 What's Your Story: Narrative Language and Cognition Among School-Aged Children with ASD. G. Greco[1], C. Sonners[2], N. Nayudu[3] and S. Faja*[3], (1)Department of Psychology, University of Washington, Seattle, WA, (2)Neuroscience, University of Washington, Seattle, WA, (3)University of Washington, Seattle, WA

Poster Sessions
141 - Services
11:30 - 1:30 - Atrium Ballroom

▸ 99 141.099 Autism in Bangladesh: Window for Stigma Removal. M. Rabbani[1], H. U. Ahmed*[2], M. Mannan[3], W. A. Chowdhury[4], M. F. Alam[5] and T. Hossain[6], (1)Professor of Psychiatry, PMC, Bangladesh Association of Psychiatrists, Dhaka, Bangladesh, (2)Assistant Professor, Child Adolescent & Family Psychiatry, National Institute of Mental Health (NIMH) Bangladesh, Dhaka, Bangladesh, (3)Training Coordinator & Consultant, CNAC-BSMMU, Dhaka, Bangladesh, (4)Director cum Professor, NIMH, NIMH, Dhaka, Bangladesh, (5)Associate Professsor, NIMH, Dhaka, Bangladesh, (6)BIRDEM Hospital, Dhaka, Bangladesh

100 141.100 "It's Like a Little Secret World:" The Experience of Military Families with a Child with ASD. J. M. Davis*[1] and E. H. Finke[2], (1)Pennsylvania State University, University Park, PA, (2)Communication Sciences and Disorders, Pennsylvania State University, University Park, PA

▸ 101 141.101 Autism in Bangladesh: Current Scenario and Future Prospects. H. U. Ahmed*[1], M. Mannan[2], M. F. Alam[3], T. Hossain[4], N. F. Chowdhury[5], W. A. Chowdhury[6] and M. Rabbani[7], (1)Child Adolescent & Family Psychiatry, National Institute of Mental Health (NIMH) Bangladesh, Dhaka, Bangladesh, (2)Training Coordinator & Consultant, CNAC-BSMMU, Dhaka, Bangladesh, (3)Associate Professsor, NIMH, Dhaka, Bangladesh, (4)BIRDEM Hospital, Dhaka, Bangladesh, (5)Psychiatry, BSMMU, Dhaka, Bangladesh, (6)NIMH, Dhaka, Bangladesh, (7)Professor of Psychiatry, PMC, Bangladesh Association of Psychiatrists, Dhaka, Bangladesh

▸ 102 141.102 "You Are the Voice of Your Child, If You Don't Speak up, No One Will Hear Your Son": Latino and African American Parents' Perceptions on Access to Care for Children with Autism. K. Kubicek*[1,2], M. Robles[3], K. Smith[4], L. Richard[2] and M. D. Kipke[1,2], (1)Southern California Clinical and Translational Science Institute, Los Angeles, CA, (2)Children's Hospital Los Angeles, Los Angeles, CA, (3)Community Engagement, Southern California Clinical and Translational Science Institute, Los Angeles, CA, (4)Children's Hospital Los Angeles, Pasadena, CA

103 141.103 A Behavioral Parent Training Model for Children with Autism Spectrum Disorders: Preliminary Outcomes. A. A. Fulton*, C. Delfs, A. Baker, H. Robinson and C. Furlow, Marcus Autism Center, Children's Healthcare of Atlanta and Emory University, Atlanta, GA

104 141.104 Access to Care: Familial and Cultural Variables Associated with Limited Service Access in Individuals with ASD. S. Grunewald*[1], L. Kraus[1], N. Forburger[1], S. Youngkin[1], R. Loftin[1] and L. Soorya[2], (1)Psychiatry, Rush University Medical Center, Chicago, IL, (2)Rush University, Chicago, IL

105 141.105 Advocate with Autism Resources and Education (AWARE): A Training Program to Increase Community Awareness and Acceptance of Persons with Autism Spectrum Disorders and Their Families. L. S. Castriota*[1], M. J. Segall[2], T. Thomas[1] and J. F. Cubells[3], (1)Emory University Department of Psychiatry, The Emory Autism Center, Atlanta, GA, (2)Emory Autism Center, Atlanta, GA, (3)Human Genetics, Psychiatry and Behavioral Sciences, The Emory Autism Center, Atlanta, GA

▸ 106 141.106 An Autism Researcher's Toolbox for Community Engagement. A. Yusuf*[1], K. Shikako-Thomas[2], S. Prasanna[1], C. Ruff[3], M. Fehlings[3] and M. Elsabbagh[4], (1)McGill University, Montreal, QC, Canada, (2)McMaster University, Brossard, QC, Canada, (3)Krembil Neuroscience Centre, Toronto Western Hospital, Toronto, ON, Canada, (4)McGill University, Montreal, PQ, Canada

107 141.107 Assessing Family Outcomes of Early Intervention: Utility of Items Specific to Families of a Child with an Autism Spectrum Disorder. B. Elbaum*[1], D. M. Noyes-Grosser[2], K. Siegenthaler[2], R. G. Romanczyk[3], R. N. Cavalari[4], R. L. Carter[5], A. L. Barczykowski[6] and C. Zopluoglu[1], (1)School of Education and Human Development, University of Miami, Coral Gables, FL, (2)Bureau of Early Intervention, New York State Department of Health, Albany, NY, (3)State University of N.Y. at Binghamton, Binghamton, NY, (4)Psychology, State University of NY at Binghamton, Binghamton, NY, (5)Department of Biostatistics, State University of New York at Buffalo, Buffalo, NY, (6)Population Health Observatory, State University of New York at Buffalo, Buffalo, NY

108 141.108 Autism Comes to the Hospital: Perspectives of Child Life Specialists. P. Burnham Riosa*[1], B. Muskat[2], D. B. Nicholas[3], W. Roberts[4], K. P. Stoddart[5] and L. Zwaigenbaum[6], (1)The Hospital for Sick Children, Toronto, ON, Canada, (2)Social Work, The Hospital for Sick Children, Toronto, ON, Canada, (3)Social Work, University of Calgary, Edmonton, AB, Canada, (4)Pediatrics, University of Toronto, Toronto, ON, Canada, (5)The Redpath Centre, Toronto, ON, Canada, (6)University of Alberta, Edmonton, AB, Canada

109 141.109 Awareness on ASD Among Young Parents. R. Hock*[1], B. McKeever[2], R. McKeever[2] and Z. Yu[3], (1)University of South Carolina, University of South Carolina, Columbia, SC, (2)Public Relations Sequence, University of South Carolina, Columbia, SC, (3)University of South Carolina, Columbia, SC

110 141.110 Can We Increase Teachers Self-Efficacy to Teach the Autism Curriculum?. K. Johnsen*, C. Flint and J. Salt, HAVE Dreams, Park Ridge, IL

111 141.111 Empowering Self-Advocacy: A Participatory Action Peer-Mentor Model. D. Bublitz[*1,2], T. Cintula[3], Y. Chen[3], A. Donachie[3], A. Schimmel[3], V. Wong[3], D. Pisana[3], R. Obeid[1,2], P. J. Brooks[1,2] and K. Gillespie-Lynch[1,2], (1)Department of Psychology - Human Development Program, The Graduate Center - CUNY, New York, NY, (2)Department of Psychology, College of Staten Island - CUNY, Staten Island, NY, (3)College of Staten Island - CUNY, Staten Island, NY

112 141.112 Evaluating the Impact of Emergency Room Services for Children and Adolescents with Autism Spectrum Disorder. M. Milen[*1], D. B. Nicholas[2], L. Zwaigenbaum[3], B. Muskat[4], W. Craig[5], A. (. Newton[6], W. Roberts[7], P. Burnham Riosa[8], R. Sharon[3], A. Greenblatt[4], S. Ratnapalan[9], J. Cohen-Silver[10] and R. Morris[4,11], (1)University of Calgary, Edmonton, AB, Canada, (2)Social Work, University of Calgary, Edmonton, AB, Canada, (3)University of Alberta, Edmonton, AB, Canada, (4)Social Work, The Hospital for Sick Children, Toronto, ON, Canada, (5)Emergency Medicine, University of Alberta, Edmonton, AB, Canada, (6)Pediatrics, University of Alberta, Edmonton, AB, Canada, (7)Pediatrics, University of Toronto, Toronto, ON, Canada, (8)York University, Toronto, ON, Canada, (9)Paediatrics and Dalla Lana School of Public Health, The Hosptial for Sick Children, University of Toronto, Toronto, ON, Canada, (10)Pediatrics, The Hospital for Sick Children, Toronto, ON, Canada, (11)Factor-Inwentash Faculty of Social Work, University of Toronto, Toronto, ON, Canada

▸ 113 141.113 Evaluation of a 3 Day Autism Training Model in Nigeria. C. Flint[*1], K. Hench[2] and J. Salt[1], (1)HAVE Dreams, Park Ridge, IL, (2)AACTION Autism, Park Ridge, IL

114 141.114 Examining Change in Motivation to Modify Teacher Behavior Following Training on Evidence-Based Practices for Students with Autism Spectrum Disorder. M. L. Rinaldi[*], K. V. Christodulu and L. Corona, Center for Autism and Related Disabilities, University at Albany, SUNY, Albany, NY

▸ 115 141.115 Families of People with Autism on Curaçao Need Support. R. Pin[*1] and E. M. Blijd-Hoogewys[2,3], (1)Department of Social and Behavioural Sciences, University of the Netherlands Antilles, Willemstad, Curacao, (2)Autism Team, INTER-PSY, Groningen, Netherlands, (3)Department of Developmental Psychology, University of Groningen, Groningen, Netherlands

116 141.116 Follow-up Study of Education Graduates Reveals Sustained Use of Evidence-Based Practices. L. J. Hall[*1] and S. McDaniel[2], (1)Special Education, San Diego State University, San Diego, CA, (2)Joint Doctoral Program, San Diego State University, San Diego, CA

117 141.117 From Research Settings to Parents: The Referral Sources of Evidence-Based and Non Evidence-Based Practices. K. Pickard[*] and B. Ingersoll, Michigan State University, East Lansing, MI

118 141.118 Happy Wives and Happy Husbands: Actor-Partner Associations Among Mothers and Fathers of Children with Autism. N. Ekas[*], L. Keylon and M. Pruitt, Texas Christian University, Fort Worth, TX

119 141.119 Health Care Transition Services for Youth with Autism Spectrum Disorders. K. A. Kuhlthau[*1], M. Erickson Warfield[2], J. Delahaye[3], A. Shui[4], M. K. Crossman[2] and E. Van Der Weerd[5], (1)Pediatrics, Massachusetts General Hospital, Boston, MA, (2)Brandeis University, Boston, MA, (3)Massachusetts General Hospital, Boston, MA, (4)Massachusettes General Hospital for Children, Boston, MA, (5)Harvard University/Massachusetts General Hospital, Boston, MA

120 141.120 It's Time to Clean up! Symptom Severity Impacts Compliance Behaviors in Children at-Risk for Autism. N. Ekas[*1], N. M. McDonald[2] and D. S. Messinger[3], (1)Texas Christian University, Fort Worth, TX, (2)Child Study Center, Yale University, New Haven, CT, (3)University of Miami, Coral Gables, FL

▸ 121 141.121 Knowledge of Autism for Parents with Low Literacy: Description and Relationship to CHILD Development Knowledge. J. Campbell[*1], Z. Stoneman[2], D. Greenberg[3], P. Gallagher[4] and C. A. Simmons[5], (1)236 Dickey Hall, University of Kentucky, Lexington, KY, (2)Institute of Human Development and Disability, University of Georgia, Athens, GA, (3)Educational Psychology and Special Education, Georgia State University, Atlanta, GA, (4)Georgia State University, Atlanta, GA, (5)Educational Psychology, University of Georgia, Athens, GA

▸ 122 141.122 Parent-Teacher Communication for Students with Autism: Implications for School Consultation. G. Azad[*1], E. Ottinger[2] and D. S. Mandell[1], (1)University of Pennsylvania School of Medicine, Philadelphia, PA, (2)Psychiatry, University of Pennsylvania School of Medicine, Philadelphia, PA

WITHDRAWN

123 141.123 Prevalence and Predictors of Complementary and Alternative Medicine Use Among Children with Autism Spectrum Disorders. A. A. Owen-Smith[*1], S. Bent[2], F. L. Lynch[3], K. J. Coleman[4], V. M. Yau[5], K. A. Pearson[3], M. L. Massolo[5], M. E. Pomichowski[4] and L. A. Croen[5], (1)The Center for Health Research Southeast, Kaiser Permanente Georgia, Atlanta, GA, (2)Department of Medicine, University of California San Francisco, San Francisco, CA, (3)The Center for Health Research Northwest, Kaiser Permanente Northwest, Portland, OR, (4)Department of Research and Evaluation, Kaiser Permanente Southern California, Pasadena, CA, (5)Division of Research, Kaiser Permanente Northern California, Oakland, CA

124 141.124 Prevalence of Multi-Sector Treatment for Young Children with Autism Spectrum Disorder. L. A. Bilaver[*1], L. Cushing[2] and A. Cutler[3], (1)Public Health, Northern Illinois University, DeKalb, IL, (2)Special Education, University of Illinois Chicago, Chicago, IL, (3)Institute on Disability and Human Development, University of Illinois Chicago, Chicago, IL

125 141.125 Profile and Predictors of Service Needs in ASD. S. Hodgetts[*1], L. Zwaigenbaum[2,3] and D. B. Nicholas[4], (1)Occupational Therapy, University of Alberta, Edmonton, AB, Canada, (2)University of Alberta, Edmonton, AB, Canada, (3)Glenrose Rehabilitation Hospital, Autism Research Centre, Edmonton, AB, Canada, (4)Social Work, University of Calgary, Edmonton, AB, Canada

126 141.126 Quality of Life of Families with a Child with ASD on an Applied Behaviour Analysis Service Waitlist. M. Lloyd[*], S. Jones and E. Bremer, Faculty of Health Sciences, University of Ontario Institute of Technology, Oshawa, ON, Canada

▸ 127 141.127 Relationships Between Ethnicity and Age of Initial ASD Diagnosis in a Clinical Sample. F. van der Fluit[*1], D. J. Kriz[1], K. E. Zuckerman[2] and A. Landry[3], (1)Child Development and Rehabilitation Center, Oregon Health and Science University, Portland, OR, (2)Pediatrics, Oregon Health & Science University, Portland, OR, (3)Pacific University, Portland, OR

128 141.128 South Carolina Autism Treatment Network: Bridging the Communication Gap Between Community Pediatricians and School-Based Clinicians to Increase Service Coordination. A. V. Hall[*1], R. K. Abramson[1] and H. H. Wright[2], (1)Neuropsychiatry and Behavioral Sciences, University of South Carolina, School of Medicine, Columbia, SC, (2)University of South Carolina, Columbia, SC

▸ 129 141.129 Supported Screening to Enhance Identification of ASDs in Latino Children. B. J. Anthony[*1], K. Linas[2], M. Biel[3], D. Jacobstein[2], R. Mendez[3] and S. Dos-Santos Arquinio[2], (1)Georgetown University, Catonsville, MD, (2)Pediatrics, Georgetown University, Washington, D.C., (3)Psychiatry, Georgetown University, Washington, D.C.

130 141.130 The Autism Classroom Evaluation (ACE): A Tool for Evaluating Services and to Guide Training in Autism Classrooms. D. Zavatkay[*1] and S. Cleveland[2], (1)Marcus Autism Center, Emory University, Atlanta, GA, (2)Marcus Autism Center, Children's Healthcare of Atlanta, Atlanta, GA

131 141.131 The Experience, Accommodations, and Resilience of Grandparents of Grandchildren with Autism Spectrum Disorders. J. Hillman*[1], C. M. Anderson[2,3], A. R. Marvin[3], S. N. Levin[3], J. K. Law[3] and P. A. Law[3], (1)Psychology, Penn State Berks, Reading, PA, (2)College of Health Professions, Towson University, Towson, MD, (3)Kennedy Krieger Institute, Baltimore, MD

132 141.132 The Experiences Impacting on the Quality of Life of Mothers of Children with Intellectual Disability and Autism Spectrum Disorder: A Qualitative Study. J. Fairthorne*[1] and C. Fisher[2], (1)Disability, Telethon Institute for Child Health Research, Perth, Australia, (2)School of Population Health, University of Western Australia, Perth, Australia

133 141.133 The High School Experiences of Adolescents with ASD - Perspectives from Multiple Stakeholders. S. Kucharczyk*[1], J. Redding[2], C. K. Reutebuch[3] and S. Hedges[4], (1)Frank Porter Graham Child Development Institute, University of North Carolina - Chapel Hill, Cary, NC, (2)Center on Secondary Education for Students with Autism Spectrum Disorder (CSESA), Vanderbilt University, Nashville, TN, (3)The Meadows Center for Preventing Educational Risk, The University of Texas at Austin, Austin, TX, (4)UNC Chapel Hill, Chapel Hill, NC

134 141.134 The Importance of Explaining Autism to Peers for Promoting Social Inclusion and Interaction in Mainstream School Classrooms. P. Molteni*[1], L. d'Alonzo[2] and M. Colombo[3], (1)Research Center on Disability and Marginality, School of Education, Università Cattolica del Sacro Cuore, Milano, Italy, (2)Research Centre on Disability and Marginality, School of Education, Università Cattolica del Sacro Cuore, Milano, Italy, (3)Department for Inclusion of Students with Special Educational Needs, Ufficio Scolastico Regionale per la Lombardia - Ufficio XVIII Monza e Brianza, Monza, Italy

135 141.135 The Relationship Between Age, Severity, and Services for Children with ASD. S. Goldman*[1], M. P. Mello[1], R. C. Urbano[2] and R. M. Hodapp[3], (1)Special Education, Vanderbilt University, Nashville, TN, (2)Vanderbilt Kennedy Center, Nashville, TN, (3)Kennedy Center and Department of Special Education, Vanderbilt University, Nashville, TN

136 141.136 The UK ASD+ Study: Co-Existing Conditions of Children with ASD, Unmet Needs for Services and Impact on the Family. B. Koshy*[1], J. Rodgers[2], A. S. Le Couteur[3], H. McConachie[4] and J. Parr[5], (1)Institute of Neuroscience, Newcastle university, Newcastle upon Tyne, United Kingdom, (2)Newcastle University, Newcastle, United Kingdom, (3)Newcastle University, Newcastle upon Tyne, United Kingdom, (4)Institute of Health and Society, Newcastle University, Newcastle, United Kingdom, (5)Newcastle University, Newcastle Upon Tyne, United Kingdom

137 141.137 Validity and Reliability of the Parent Activation Measure for Developmental Disabilities. L. A. Ruble*[1], D. S. Murray[2], K. Brevoort[3], V. Wong[1] and J. McGrew[4], (1)University of Kentucky, Lexington, KY, (2)Autism Speaks, Boston, MA, (3)Cincinnati Children's Hospital, Cincinnati, OH, (4)Indiana University-Purdue University, Indianapolis, IN

138 141.138 Young People with Complex Health Needs: Baseline Data from a Longitudinal Study of Transition from Child to Adult Healthcare Services. A. S. Le Couteur*[1], H. Merrick[2], H. McConachie[3], K. D. Mann[4], J. Parr[5], A. Colver[4] and Transition Team*[6], (1)Institute of Health and Society, Newcastle University, Newcastle upon Tyne, United Kingdom, (2)Institute of Health and Society, Newcastle University, Newcastle Upon Tyne, United Kingdom, (3)Institute of Health and Society, Newcastle University, Newcastle, United Kingdom, (4)Institute of Health and Society, Newcastle University, Newcastle, England, (5)Newcastle University, Newcastle upon Tyne, United Kingdom, (6)Institute of Health and Society, Newcastle University, Newcastle, United Kingdom

Poster Sessions
142 - Other Topics
11:30 - 1:30 - Atrium Ballroom

139 142.139 A Technical Demonstration of Rexdb, an Open Source, Integrated Data Management Platform for Autism Research. C. H. Tirrell*, D. Voccola, L. Rozenblit, C. C. Evans, O. McGettrick, O. Golovko and F. Farach, Prometheus Research, LLC, New Haven, CT

140 142.140 An Effective, Scalable Privileging Model for Enabling HIPAA-Compliant User Access in a Shared Data Repository. D. Voccola[1], A. Van Wagner*[1], C. H. Tirrell[1], T. Cermak[2], M. Yourd[1] and W. Jones[3], (1)Prometheus Research, LLC, New Haven, CT, (2)Marcus Autism Center, Atlanta, GA, (3)Department of Pediatrics, Marcus Autism Center, Children's Healthcare of Atlanta, Emory University, Atlanta, GA

141 142.141 Service Delivery Processes and Parenting Stress Among Families of School-Aged Children with ASD. A. Zaidman-Zait*[1,2], P. Mirenda[3], P. Szatmari[4], S. E. Bryson[5], E. Fombonne[6], T. Bennett[7], E. K. Duku[8], M. Elsabbagh[9], S. Georgiades[8], I. M. Smith[10], W. Roberts[11], T. Vaillancourt[12], J. Volden[13], C. Waddell[14], L. Zwaigenbaum[13] and A. Thompson[8], (1)Department of School Counseling and Special Education, Tel-Aviv University, Tel-Aviv, Israel, (2)Human Early Learning Partnership, University of British Columbia, Vancouver, BC, Canada, (3)University of British Columbia, Vancouver, BC, Canada, (4)Centre for Addiction and Mental Health, University of Toronto, Toronto, ON, Canada, (5)Autism Research Centre, Dalhousie/IWK Health Centre, Halifax, NS, Canada, (6)Oregon Health & Science University, Portland, OR, (7)Psychiatry and Behavioural Neurosciences, Offord Centre for Child Studies & McMaster University, Hamilton, ON, Canada, (8)Offord Centre for Child Studies & McMaster University, Hamilton, ON, Canada, (9)McGill University, Montreal, PQ, Canada, (10)Pediatrics; Psychology & Neuroscience, Dalhousie University / IWK Health Centre, Halifax, NS, Canada, (11)Pediatrics, University of Toronto, Toronto, ON, Canada, (12)University of Ottawa, Ottawa, ON, Canada, (13)University of Alberta, Edmonton, AB, Canada, (14)Simon Fraser University, Vancouver, BC, Canada

▸ 142 142.142 How Does a Western Approach to Autism Work within a Chinese Population? Service Provision for Children with Autism Spectrum Conditions in Hong Kong. X. Sun*[1,2,3], C. Allison[4], B. Auyeung[3,5], S. Baron-Cohen[3,6] and C. Brayne[7], (1)Cambridge Institute of Pubic Health, University of Cambridge, Cambridge, United Kingdom, (2)The Jockey Club School of Public Health and Primary Care, The Chinese University of Hong Kong, Hong Kong, Hong Kong, (3)Autism Research Centre, University of Cambridge, Cambridge, United Kingdom, (4)Autism Research Centre, Department of Psychiatry, University of Cambridge, Cambridge, United Kingdom, (5)Department of Psychology, University of Edinburgh, Edinburgh, United Kingdom, (6)CLASS Clinic, Cambridgeshire and Peterborough NHS Foundation Trust, Cambridge, United Kingdom, (7)Cambridge Institute of Public Health, University of Cambridge, Cambridge, United Kingdom

143 142.143 Men Are from Mars, Women Are from Venus: 2D:4D Digit Ratio Mediates Emotion Recognition from Male Eyes in Men. N. Brondino*, T. Veglia, U. Provenzani, M. Besozzi, L. Folini, E. Caverzasi, F. Barale and P. Politi, Department of Brain and Behavioral Sciences, University of Pavia, Pavia, Italy

144 142.144 Conditional Probabilities of Dynamic Visual Scanning in School-Age Children with ASD. A. Khan*[1], S. Shultz[2], W. Jones[3] and A. Klin[3], (1)Marcus Autism Center, Children's Healthcare of Atlanta & Emory University School of Medicine, Atlanta, GA, (2)Department of Pediatrics, Marcus Autism Center, Children's Healthcare of Atlanta, Emory University, Atlanta, GA, (3)Marcus Autism Center, Children's Healthcare of Atlanta and Emory University School of Medicine

Scientific Panel
143 - Hyper or Hypo? Towards an Integrative Model of Network Connectivity in ASD
1:30 - 3:30 - Marquis Ballroom A

Session Chair: R. A. Müller; *Dept. of Psychology, San Diego State University*

The functional connectivity literature on ASD has grown exponentially in the past decade, but initial consensus on 'general underconnectivity' has been undermined by conflicting results and the growing awareness of methodological issues (e.g., head movement, spontaneous vs. task-driven signal fluctuations) that may have dramatic effects on findings. This panel is motivated by the need for a more nuanced and developmental understanding of functional connectivity and aims to present perspectives for a comprehensive model of network abnormalities in ASD that may reconcile the vast array of diverse and often seemingly inconsistent findings. Presentations in this panel will attempt to elucidate (i) how and why MRI findings (functional connectivity, DTI) have been divergent, (ii) how different analytic approaches can provide a comprehensive view of aberrant functional connectivity, (iii) how multimodal approaches, including electrophysiological techniques such as MEG, can contribute to more differentiated models of network abnormalities in ASD, and (iv) how differential findings may be reconciled in network-specific models that relate to core symptomatology.

1:30 143.001 Disrupted Emergence of Networks in ASD: Evidence from fcMRI and DTI. R. A. Müller*, Brain Development Imaging Laboratory, Dept. of Psychology, San Diego State University, San Diego, CA

1:55 143.002 Local and Long-Range Functional Connectivity Abnormalities in ASD: Frequency-Specific Insights from MEG. T. Kenet*, Neurology, Mass Gen Hosp/Harvard Med School, Charlestown, MA

2:20 143.003 Toward a Fine-Grained Characterization of the Intrinsic Functional Connectome in ASD. A. Di Martino*[1], A. ABIDE Consortium[2] and M. P. Milham[3], (1)Child Psychiatry, NYU Child Study Center, New York, NY, (2)NYU CSC, New York, NY, (3)Child Mind Institute, New York, NY

2:45 143.004 Linking Triadic Autism Symptoms to Distinct Features of Functional Brain Connectivity. V. Menon*, Psychiatry and Behavioral Sciences, Stanford University, Stanford, CA

3:10 Discussant: R. T. Schultz; The Children's Hospital of Philadelphia

Educational Panel
144 - Getting SMART about Combating Autism with Adaptive Interventions: Novel Treatment and Research Methods for Individualizing Treatment
1:30 - 3:30 - Marquis Ballroom BC

Session Chair: D. Almirall; *University of Michigan*

The effective treatment of a wide variety of autism spectrum disorders (ASD) often requires an individualized (personalized), sequential approach to treatment, whereby treatment is dynamically adapted over time based on the individual's changing course. Adaptive interventions operationalize this type of individualized, sequential, decision making via a set of decision rules that specify whether, how, for whom, or when to alter the dosage, type or delivery of behavioral or pharmacological strategies in the treatment of autism. Adaptive interventions can be used as a guide for clinical practice. Recently, sequential multiple assignment randomized trials (SMART), a type of study design, were developed explicitly for the purpose of developing and optimizing adaptive interventions. However, adaptive interventions and SMART are new to autism researchers. The overarching aim of this methodology-oriented educational panel is to (a) provide an introduction on the application of adaptive interventions and SMART in autism treatment and research, respectively, and (b) encourage a discussion on how adaptive interventions and SMART can be used to address complex ASDs for which there is wide treatment effect heterogeneity, or for which there is an array of effective treatments, some of which may be costly or burdensome.

1:30 144.001 Introduction to Sequential Multiple Assignment Randomized Trials (SMART) for the Development of Adaptive Interventions: Two Case Studies in Autism. D. Almirall* and S. A. Murphy, University of Michigan, Ann Arbor, MI

1:55 144.002 SMART Approach to Increasing Communication Outcomes in ASD. A. P. Kaiser*[1] and CCNIA and AIM ASD Research Networks[2], (1)Special Education, Vanderbilt University, Nashville, TN, (2)University of California, Los Angeles; Vanderbilt University, Nashville, TN; Kennedy Krieger Institute, Baltimore, MD; University of Rochester, NY; Cornell University, New York, NY; University of Michigan, Ann Arbor, MI

2:20 144.003 Modularized Evidence-Based Clinical Decision-Making: A Rescue Protocol for Non-Responders. C. Kasari*[1] and B. F. Chorpita[2], (1)Center for Autism Research and Treatment, University of California Los Angeles, Los Angeles, CA, (2)University of California, Los Angeles, Los Angeles, CA

2:45 144.004 Adaptive Intervention for Peer-Related Social Skills for Children with Autism Spectrum Disorders: Identifying Patterns Indicating Need for Change in Treatment. W. Shih*[1] and S. Patterson[2], (1)Department of Biostatistics, University of California, Los Angeles, Los Angeles, CA, (2)University of California Los Angeles, Los Angeles, CA

3:10 Discussant: A. Pickles; King's College London

Scientific Panel
145 - Resilience in Infants at High Risk for Developing Autism Spectrum Disorders
1:30 - 3:30 - Imperial Ballroom B

Session Chair: L. J. Carver; *University of California, San Diego*

Infant siblings of children with autism spectrum disorders are at increased risk for developing the disorder, and, even when unaffected, often show early signs consistent with ASD symptoms. Tracking early development in infant siblings of children with ASD can help with identifying early precursors to the development of ASD. Researchers who have been following children with ASD have noted that some children who show early signs associated with ASD later show patterns more consistent with typical development. An important, but often overlooked research question is what factors protect infants at risk from developing ASD. The talks in the proposed symposium describe studies of children who show trajectories of development that are consistent with resilient development. The presentations using converging methods including eye tracking and behavioral assessments to show patterns of improving trajectory and lessening symptoms in a subset of children who show early characteristics of ASD. Presentations will also discuss possible mechanisms for resilience, including early infant-caregiver interactions and looking behavior. We will also discuss implications of resilience for developing early intervention and prevention strategies.

1:30 145.001 Communication Development in Infant Siblings of Children with ASD: Evidence of Resiliency. C. Hess[1], R. Landa*[2], K. Boswell[2] and J. P. Sharpless[2], (1)Center for Autism and Related Disorders, Kennedy Krieger Institute, Baltimore, MD, (2)Center for Autism and Related Disorders, Kennedy Krieger Institute, Baltimore, MD

1:55 145.002 A First Glimpse of the Developmental Profile of Sibling Resilience: 2-24 Months Eye Tracking-Based Developmental Trajectories of Eye Fixation. W. Jones[1] and A. Klin*[2], (1)Marcus Autism Center, Children's Healthcare of Atlanta and Emory University School of Medicine, Atlanta, GA, (2)Department of Pediatrics, Marcus Autism Center, Children's Healthcare of Atlanta, Emory University, Atlanta, GA

2:20 145.003 "Optimal Early Social Environment" As a Protective Factor for At-Risk Infants? A closer study of parent-infant interactions. M. W. Wan*[1] and J. Green[2], (1)University of Manchester, Manchester, United Kingdom, (2)University of Manchester, Manchester, England, United Kingdom

2:45 145.004 Early Characteristics of Children Who Lose Their Autism Diagnosis Between Age 2 and 4. E. Moulton*[1], D. A. Fein[2], M. L. Barton[2] and D. Robins[3], (1)Clinical Psychology, University of Connecticut, Storrs-Mansfield, CT, (2)Psychology, University of Connecticut, Storrs, CT, (3)Psychology, Georgia State University, Atlanta, GA

3:10 Discussant: L. J. Carver; University of California, San Diego

Scientific Panel
146 - Phenomenology and Impact of Internalizing Symptoms in ASD Across the Lifespan
1:30 - 3:30 - Imperial Ballroom A

Session Chair: K. Gotham; *Vanderbilt University*

Internalizing comorbidity in the ASD population has received increasing attention due to its observed prevalence and clinical reports of associated impairment, however its exact relation to and impact within ASD are unclear. In this panel, we elucidate the phenomenology of anxiety and depressive symptoms in ASD using well-characterized samples spanning early school-age to mid-adulthood. Data on internalizing comorbidity patterns will be presented from a developmental perspective, and with particular emphasis on disentangling whether these symptoms are consistent with the ASD phenotype versus separable and additive. Measurement of comorbid internalizing symptoms is considered across raters and using novel methodology (e.g., eye-tracking). Finally, we will present cutting-edge findings on the impact and outcome of affective distress in ASD from a variety of perspectives. We take a transdiagnostic approach to both internalizing symptoms (focusing on emotional distress and symptom ratings rather than categorical disorders), and to their potential mechanisms (e.g., gaze patterns and emotion regulation ratings are compared across ASD and typical controls). Discussion will focus on methodological considerations associated with psychiatric comorbidity patterns in ASD, and specifically on designing clinical research that is sensitive to transdiagnostic issues and employs state of the art and novel measurement of internalizing symptoms across the lifespan.

1:30 146.001 Modeling Growth of Internalizing Symptoms from Childhood Through Young Adulthood in Autism Spectrum and Developmentally Delayed Samples. K. Gotham*[1], S. M. Brunwasser[2] and C. Lord[3], (1)Department of Psychiatry, Vanderbilt University, Nashville, TN, (2)Vanderbilt University, Nashville, TN, (3)Weill Cornell Medical College, White Plains, NY

1:55 146.002 Is it Anxiety and Does it Matter? Exploring the Manifestations and Costs of Anxiety and Other Symptoms of Distress in Youth with ASD. C. M. Kerns*[1], M. D. Lerner[2], S. W. White[3], P. C. Kendall[4], J. Herrington[5], J. Miller[6], M. Franklin[5], T. H. Ollendick[7], J. J. Wood[8], G. Ginsburg[9], B. McLeod[10], S. Compton[11] and J. Piacentini[12], (1)AJ Drexel Autism Institute, and Psychology, Drexel University, Philadelphia, PA, (2)Department of Psychology, Stony Brook University, Stony Brook, NY, (3)Psychology, Virginia Polytechnic Institute and State University, Blacksburg, VA, (4)Temple University, Philadelphia, PA, (5)University of Pennsylvania, Philadelphia, PA, (6)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (7)Psychology, Virginia Polytechnic University, Blacksburg, VA, (8)Departments of Education and Psychiatry, University of California Los Angeles, Los Angeles, CA, (9)John Hopkins Medical Institute, Baltimore, MD, (10)Virginia Commonwealth University, Richmond, VA, (11)Duke University, Durham, NC, (12)Semel Institute for Neuroscience, University of California Los Angeles, Los Angeles, CA

2:20 146.003 Emotion Regulation Patterns in Adolescents with High-Functioning Autism Spectrum Disorder: Comparison to Typically-Developing Adolescents and Association with Psychiatric Symptoms. C. A. Mazefsky*[1], X. Borue[1], T. N. Day[2] and N. J. Minshew[3], (1)Psychiatry, University of Pittsburgh School of Medicine, Pittsburgh, PA, (2)University of Pittsburgh, Pittsburgh, PA, (3)Psychiatry and Neurology, University of Pittsburgh School of Medicine, Pittsburgh, PA

2:45 146.004 Eye-Gaze Pattern Analysis As a Key to Understanding Co-Occurring Social Anxiety within Autism Spectrum Disorder. B. B. Maddox* and S. W. White, Psychology, Virginia Polytechnic Institute and State University, Blacksburg, VA

3:10 Discussant: S. W. White; Virginia Polytechnic Institute and State University

Scientific Panel
147 - IGF-1 and Its Analogs: Restoration of Biological Deficits in Neurodevelopmental Disorders Associated with Autism
1:30 - 3:30 - Marquis Ballroom D

Session Chair: O. Shcheglovitov; *Stanford University School of Medicine*

Recent studies have demonstrated the effectiveness of IGF-1 and related compounds to restore biological deficits in neurodevelopmental disorders associated with autism and intellectual disability, including Rett, Fragile X, and Phelan-McDermid Syndromes. Although, these disorders are caused by different genetic abnormalities, the ameliorative effects of IGF-1 and IGF-1(1-3) suggest the presence of common rescue pathways. In this session, we bring together individuals with diverse expertise that are studying cellular, molecular and behavioral phenotypes associated with Rett, Fragile X and Phelan-McDermid Syndromes, using animal and human models. The participants discuss the relevant mechanisms of action and perspectives on using IGF1 and its analogs as novel therapeutic agents for patients with ASDs.

1:30 147.001 IGF-1 and its Analogs: Restoration of Biological Deficits in Mouse Models of Fragile X and Rett Syndromes. L. Glass*[1], F. J. Altimiras[2], M. Snape[3], J. Horrigan[1] and P. Cogram[4], (1)Neuren Pharmaceuticals, Bethseda, MD, (2)Molecular and Clinical Pharmacology Program, Institute of Biomedical Sciencies, Faculty of Medicine, University of Chile, Santiago, Chile, (3)Autism Therapeutics Ltd, Wonersh, United Kingdom, (4)Oxidative stress, Molecular and Clinical Pharmacology Program, Institute of Biomedical Sciencies, Faculty of Medicine, University of Chile, Santiago, Chile

1:55 147.002 A Model for Neural Development and Treatment of Rett Syndrome Using Human Induced Pluripotent Stem Cells. C. Carromeu*, Pediatrics, University of California San Diego, La Jolla, CA

2:20 147.003 Insulin-Like Growth Factor-1 Rescues Synaptic and Motor Deficits in a Mouse Model of Autism and Developmental Delay. J. D. Buxbaum*, Seaver Autism Center for Research and Treatment, Department of Psychiatry, Icahn School of Medicine at Mount Sinai, New York, NY

2:45 147.004 IGF1 Restore Synaptic Deficits in Neurons from Phelan-McDermid syndrome patients. O. Shcheglovitov*[1], O. Shcheglovitova[1], M. Yazawa[1], T. Portmann[1], R. Shu[1], V. Sebastiano[2], A. Krawisz[1], W. Froehlich[3], J. A. Bernstein[4], J. F. Hallmayer[5] and R. Dolmetsch[6], (1)Neurobiology, Stanford University School of Medicine, Stanford, CA, (2)Institute for Stem Cell Biology and Regenerative Medicine, Stanford University School of Medicine, Stanford, CA, (3)Child and Adolescent Child Psychiatry, Stanford University School of Medicine, Stanford, CA, (4)Pediatrics, Stanford University, Stanford, CA, (5)Psychiatry and Behavioral Sciences, Stanford University School of Medicine, Stanford, CA, (6)Novartis Institutes for Biomedical Research, Cambridge, MA

3:10 Discussant: J. Horrigan; Neuren Pharmaceuticals

Oral Sessions
148 - Genetics
3:30 - 5:30 - Marquis Ballroom A

Session Chair: J. Veenstra-Vander Weele; *Vanderbilt University, Nashville, TN*

3:30 148.001 Convergence of Genes and Cellular Pathways Dysregulated in Autism Spectrum Disorder. D. Pinto*[1], C. Betancur[2], S. W. Scherer[3] and The Autism Genome Project Consortium[4], (1)Psychiatry, Genetics and Genomic Sciences, Icahn School of Medicine at Mount Sinai, 10029, New York, NY, (2)INSERM U952 - CNRS UMR 7224 - Universite Pierre et Marie Curie, Paris, France, (3)Hospital for Sick Children, University of Toronto, Toronto, ON, Canada, (4)Autism Genome Project Consortium, NY

3:42 148.002 Epidemiology of Consanguineous Families in Autism. K. Schmitz-Abe*, M. Chahrour, T. W. Yu, C. A. Walsh and K. Markianos, Genetics and Genomics, Boston Children's Hospital,

3:54 148.003 Exome Sequencing of Extended Families with Autism Reveals Genes Shared Across Neurodevelopmental and Neuropsychiatric Disorders. H. N. Cukier*[1], N. D. Dueker[1], S. H. Slifer[2], P. L. Whitehead[2], E. Lalanne[1], N. Leyva[1], I. Konidari[2], R. C. Gentry[1], W. F. Hulme[2], D. Van Booven[2], V. Mayo[1], N. Hofmann[1], M. A. Schmidt[2,3], E. R. Martin[2,3], J. L. Haines[4], M. L. Cuccaro[2,3], J. R. Gilbert[2,3] and M. A. Pericak-Vance[2,3], (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)Dr. John T. Macdonald Foundation Department of Human Genetics, University of Miami, Miami, FL, (4)Department of Epidemiology and Biostatistics, Case Western Reserve University, Cleveland, OH

4:06 148.004 Fragile X, Intermediate, and Premutation Alleles in the Autism Genetic Resource Exchange (AGRE). W. T. Brown*[1], A. Glicksman[2], X. H. Ding[1], N. Ersalesi[2], C. Dobkin[2] and S. Nolin[1], (1)New York State Institute for Basic Research in Developmental Disabilities, Staten Island, NY, (2)New York State Institute for Basic Research in Developmental DIsabilities, Staten Island, NY

4:18 148.005 Genotype Phenotype Correlation in Patients with Synaptic Genes Mutations. F. Bonnet-Brilhault*[1], M. Gomot[2], R. Blanc[3], C. Destrieux[4], S. Bazaud[4], C. Andres[5], S. Alirol[5], A. Toutain[5], M. Raynaud[4] and F. Laumonnier[1], (1)UMR 930 Inserm-Universite Francois Rabelais Tours, Tours Cedex 09, France, (2)INSERM U930, Tours, France, (3)INSERM U 930, Tours, France, (4)INSERM, Tours, France, (5)INSERM, Tours, France

4:30 148.006 Integrated Analyses of Genome Wide Association and Targeted Sequencing Data Identify Loss of Function and Noncoding Regulatory Rare Variants Contributing to Autism Spectrum Disorder. A. J. Griswold*[1], N. D. Dueker[1], D. Van Booven[1], J. A. Rantus[2], J. Jaworski[1], S. H. Slifer[1], M. A. Schmidt[1], W. F. Hulme[1], I. Konidari[1], P. L. Whitehead[1], S. M. Williams[3], R. Menon[4], M. L. Cuccaro[1], E. R. Martin[1], J. L. Haines[5], J. R. Gilbert[1], J. P. Hussman[6] and M. A. Pericak-Vance[1], (1)John P. Hussman Institute for Human Genomics, University of Miami Miller School of Medicine, Miami, FL, (2)Hussman Institute for Human Genomics, University of Miami, Miami, FL, (3)Center for Human Genetics Research, Vanderbilt University, Nashville, TN, (4)Rollins School of Public Health, Emory University, Atlanta, GA, (5)Department of Epidemiology and Biostatistics, Case Western Reserve University, Cleveland, OH, (6)Hussman Foundation, Ellicott City, MD

4:42 148.007 Leveraging Hyperserotonemia and Whole Exome Sequencing in Autism Spectrum Disorder Families to Tackle Genetic Heterogeneity. J. S. Sutcliffe*[1], N. G. Campbell[1], E. L. Crawford[1], V. Trubetskoy[2], A. Rodriguez[2], R. Madduri[2], B. Li[1], L. K. Davis[2], N. J. Cox[2] and E. H. Cook[3], (1)Vanderbilt University, Nashville, TN, (2)University of Chicago, Chicago, IL, (3)University of Illinois at Chicago, Chicago, IL

4:54 148.008 Phenotypic Profile of Children with ASD with Gene Disruptions in the Beta-Catenin Pathway. R. K. Earl*[1], J. E. Elgin[2], T. Ward[2], A. Stevens[1], J. Gerdts[1] and R. Bernier[1], (1)University of Washington, Seattle, WA, (2)University of Washington Autism Center, Seattle, WA

5:06 148.009 Paternal Age-Related Changes in DNA Methylation from an Autism-Enriched Cohort. J. I. Feinberg*[1], K. M. Bakulski[2], R. Tryggvadottir[1], S. C. Brown[3], A. E. Jaffe[4], L. R. Goldman[5], L. A. Croen[6], I. Hertz-Picciotto[7], C. J. Newschaffer[8], M. D. Fallin[9] and A. P. Feinberg[1], (1)Medicine, Johns Hopkins University, Baltimore, MD, (2)Epidemiology, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (3)Mental Health, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (4)Lieber Institute for Brain Development, Baltimore, MD, (5)George Washington University School of Public Health and Health Services, Washington, D.C., (6)Division of Research, Kaiser Permanente Northern California, Oakland, CA, (7)UC Davis M.I.N.D. Institute, Sacramento, CA, (8)Drexel University School of Public Health, Philadelphia, PA, (9)Johns Hopkins Bloomberg School of Public Health, Baltimore, MD

Scientific Panel
149 - Towards an Integrated Neurocognitive Account of Local Versus Global Visual Processing in Autism Spectrum Disorders
3:30 - 5:30 - Marquis Ballroom D

Session Chair: B. Boets; *KU Leuven*

Atypical visual processing in autism spectrum disorders (ASD), such as superior processing of local details or substandard processing of global structures, has been investigated repeatedly, but research findings vary widely and are often contradictory. Here, we present a collection of behavioural and neuroimaging studies that investigate various levels of visual processing in individuals with ASD and well-matched typically developing (TD) controls. In particular, we aim to get a better understanding of the interrelation between local versus global visual processing, either by applying paradigms that try to disentangle the relative contribution of both types of processing or by applying paradigms that investigate the interplay between bottom-up and top-down processing. Findings generally indicate subtle group differences between individuals with ASD and TD individuals, which strongly depend on task-demands and stimulus characteristics. In line with the literature, this series of studies reveals a mixed pattern of results, ranging from evidence for a more locally oriented processing style and impaired

global processing, towards intact and even enhanced global integration capacities in ASD. It is concluded that atypical visual processing cannot currently provide us with a reliable endophenotype for ASD.

3:30 149.001 Evidence of Global Weakness in Autism Spectrum Disorder. R. D. Booth* and F. Happé, Institute of Psychiatry, King's College London, London, United Kingdom

3:55 149.002 Atypical Visual Processing As an Endophenotype of Autism Spectrum Disorders. L. Van Eylen*[1], B. Boets[2], J. Steyaert[2], J. Wagemans[3] and I. Noens[1,4], (1)Parenting and Special Education Research Unit, KU Leuven, Leuven, Belgium, (2)Child and Adolescent Psychiatry, KU Leuven, Leuven, Belgium, (3)Laboratory of Experimental Psychology, KU Leuven, Leuven, Belgium, (4)Psychiatric and Neurodevelopmental Genetics Unit, Massachusetts General Hospital, Boston, USA, Boston, MA

4:20 149.003 Local and Global Contributions to Direction Integration Performance in Children With Autism Spectrum Disorder. C. Manning*[1], S. Dakin[2], M. Tibber[2], T. Charman[3] and E. Pellicano[1], (1)Centre for Research in Autism & Education, Institute of Education, London, United Kingdom, (2)Institute of Ophthalmology, University College London, London, United Kingdom, (3)Institute of Psychiatry, King's College London, London, United Kingdom

4:45 149.004 Components of Visual Perceptual Organization in ASD: An Overview of Behavioural and fMRI Evidence Using Gabor Patterns. K. Evers*[1], R. Van der Hallen[1], B. Boets[2], B. Haesen[1], L. Van Eylen[3], J. Steyaert[2], I. Noens[3,4] and J. Wagemans[1], (1)Laboratory of Experimental Psychology, KU Leuven, Leuven, Belgium, (2)Child and Adolescent Psychiatry, KU Leuven, Leuven, Belgium, (3)Parenting and Special Education Research Unit, KU Leuven, Leuven, Belgium, (4)Psychiatric and Neurodevelopmental Genetics Unit, Massachusetts General Hospital, Boston, USA, Boston, MA

5:10 Discussant: D. R. Simmons; University of Glasgow

Scientific Panel
150 - Early Atypical Growth Patterns in ASD: Evidence from Behavioral, Neuroimaging, and Neurobiological Studies
3:30 - 5:30 - Imperial Ballroom B

Session Chair: K. Chawarska; *Yale University School of Medicine*

Brain over-growth in infancy is one of the best-replicated imaging findings in ASD. Considering the high correlation between HC and total brain volume, particularly in infancy, atypical HC trajectory may also provide a proxy for abnormal brain development during infancy. Even though early brain growth and, more generally, early somatic overgrowth is well-recognized in ASD, the underlying biological mechanisms and relationships to the etiology of ASD remain poorly understood. The proposed symposium will address a number of key questions regarding early overgrowth in ASD, including its prevalence and effects of gender on growth patterns, evidence from neuroimaging studies of infant siblings of children with ASD, animal models of autism risk factors, as well as studies modeling neuronal growth using induced pluripotent stem cells.

3:30 150.001 Early Head and Body Overgrowth in Boys and Girls with ASD: Prevalence Rate and Clinical Outcomes. D. J. Campbell*[1], J. Chang[2] and K. Chawarska[1], (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2)Statistics, Yale University, New Haven, CT

3:55 150.002 Longitudinal Head Circumference and Accelerated Brain Growth in Infants at Risk for Autism. H. C. Hazlett*[1], H. Gu[2], M. A. Styner[1], J. Piven[1] and .. The IBIS Network[3], (1)University of North Carolina at Chapel Hill, Chapel Hill, NC, (2)University of North Carolina, Charlotte, NC, (3)Autism Center of Excellence, Chapel Hill, NC

4:20 150.003 Genome and Transcriptome Analyses of Induced Pluripotent Stem Cells in ASD. F. Vaccarino*, J. Mariani and G. Coppola, Child Study Center, Program in Neurodevelopment and Regeneration, Yale University School of Medicine, New Haven, CT

4:45 150.004 The Influence of Pten Signaling on Brain Growth Dynamics. D. T. Page*, Department of Neuroscience, The Scripps Research Institute, Jupiter, FL

5:10 Discussant: E. DiCicco-Bloom; Robert Wood Johnson Medical School

Educational Panel
151 - Active Ingredients and Therapeutic Processes in Interventions for Autism Spectrum Disorders
3:30 - 5:30 - Marquis Ballroom BC

Session Chair: M. D. Lerner; *Stony Brook University*

Research on treatments for social deficits in autism spectrum disorders (ASD) has recently proliferated, leading to identification of interventions considered empirically-supported (Rogers & Vismara, 2008; Reichow & Volkmar, 2010). However, few studies have yet addressed the nuanced questions of "why and how does it work, for whom, under what conditions" (Kazdin, 2007). This has been identified as a crucial priority (e.g., Lerner, et al., 2012; Maglione et al., 2012), as identification of "active ingredients" and therapeutic mechanisms is essential to achieving the goal of optimized evidence-based therapies. There currently exist a wide array of methodological and statistical approaches to uncovering processes responsible for change in interventions. In this panel, we will introduce and describe several different approaches with unique applications to disentangling therapeutic processes across childhood. To achieve coordinated teaching across research groups, cutting edge treatment data will be used to elucidate both how given process variables relate to discrete outcomes, and what they may reflect about general process analysis principles. Key factors such as parental involvement, operative therapist behaviors, conceptual and manual fidelity, and knowledge- versus performance-training strategies will be presented, with an integrative discussion aimed at highlighting the utility and accessibility of studying therapeutic processes in ASD.

3:30 151.001 Changes in Parental Involvement and Behavior During a Parent-Mediated Intervention for Toddlers with Autism. A. Gulsrud*[1], G. Hellemann[2] and C. Kasari[3], (1)Semel Institute, UCLA, Los Angeles, CA, (2)Biostatistics Department, UCLA, Los Angeles, CA, (3)Center for Autism Research and Treatment, University of California Los Angeles, Los Angeles, CA

3:55 151.002 Towards Understanding the Active Ingredients of Parent-Mediated Social Communication Interventions for Young Children With ASD. B. Ingersoll*, Michigan State University, East Lansing, MI

4:20 151.003 Assessment of Fidelity in a Summer Program for Social Competency in Youth with ASD. J. Mendelson*[1], M. Tudor[2] and M. D. Lerner[2], (1)University of North Carolina-Greensboro, Greensboro, NC, (2)Department of Psychology, Stony Brook University, Stony Brook, NY

4:45 151.004 Immediate Impact and Individual Differences: Using a "Micro-Dismantling" Approach to Elucidate Dissociable Effects of Knowledge- and Performance-Training Components. M. D. Lerner[*1] and A. Y. Mikami[2], (1)Department of Psychology, Stony Brook University, Stony Brook, NY, (2)University of British Columbia, Vancouver, BC, Canada

5:10 Discussant: P. J. Yoder; Vanderbilt University

Scientific Panel
152 - Drug Development in Autism Spectrum Disorder
3:30 - 5:30 - Imperial Ballroom A

Session Chair: L. Scahill; *Marcus Institute, Emory University*

Two medications, risperidone and aripiprazole, are approved by the U.S. Food and Drug Administration for the treatment of irritability in children age 5 to 17 with DSM-IV autistic disorder. There are no approved medications for social disability or repetitive behavior in autism specifically or autism spectrum disorder (ASD) more broadly. Over the past decade several genes have been identified that dramatically increase the risk of ASD. Identified genes include those causing monogenic disorders (e.g., Fragile X, neurofibromatosis), as well as rare mutations and de novo mutations. These genetic abnormalities may affect the structure and function of neurotransmitter receptors, the intracellular function of neurons, development of neural networks and signaling between neurons among other neurobiological functions. As more is learned about the function of the genes that contribute to the etiology of autism, there is expanding potential for drug development. This scientific panel will present a series of talks outlining the central issues facing drug development in ASD: the role of pilot studies, compound selection, the importance of biomarkers and ethical considerations for studies involving developmentally disabled individuals.

3:30 152.001 Place of Pilot Trials in Drug Development for ASD. L. Scahill[*], Pediatrics, Marcus Institute, Emory University, Atlanta, GA

3:55 152.002 Hot Targets for Compound Selection in ASD Trials: The NIMH FAST-ASD Network. J. T. McCracken[*], Psychiatry and Biobehavioral Sciences, UCLA Semel Institute for Neuroscience & Human Behavior, Los Angeles, CA

4:20 152.003 How Can Biomarkers Enhance Clinical Trials in Autism Spectrum Disorder?. M. Grabb[*], Developmental & Translational Research, National Institute of Mental Health, Bethesda, MD

4:45 152.004 Ethical Dilemmas in Drug Development in ASD. L. Politte[*], Psychiatry & Pediatrics, Lurie Center, Lexington, MA

5:10 Discussant: B. King; University of Washington & Seattle Children's Hospital

Scientific Panel
183 - Making Sense of the Links Between Sex Differences and Autism: From Biology to Behavior
3:30 - 5:30 - Rooms A703 & A704

Session Chair: M. C. Lai; *University of Cambridge*

The male-bias in the prevalence of autism has two major implications for understanding the emergence of autism. First, studies into mechanisms associated with the development of typical sexual differentiation may provide insight into the etiologies and development of autism. Second, identifying similarities and differences between males and females with autism can inform us about shared characteristics and mechanisms central to the emergence of autism, as well as sex-specific and/or sex-linked characteristics, etiological mechanisms, susceptibility and protective factors. This Scientific Panel brings together research from four different groups addressing these two inter-linked themes. The first two presentations discuss how sex-differential gene expression and associated regulatory mechanisms are potentially related to the genetic and epigenetic etiologies of autism. The second two presentations compare and contrast girls and boys, women and men with autism, integrating across levels of brain structure, neural activation, cognition and behaviors. The discussant will address the implications from the interaction of both threads of research, as well as future directions elucidating the links between sex differences and autism.

3:30 183.001 Sex-Differential Gene Expression in Human Brain: Implications for Autism Spectrum Disorders. D. M. Werling[*1], N. N. Parikshak[1,2] and D. H. Geschwind[3], (1)Interdepartmental Ph.D. Program in Neuroscience, Brain Research Institute, University of California, Los Angeles, Los Angeles, CA, (2)Program in Neurogenetics, Department of Neurology, David Geffen School of Medicine, University of California, Los Angeles, Los Angeles, CA, (3)Program in Neurogenetics, Department of Neurology, David Geffen School of Medicine, UCLA, Los Angeles, CA

3:55 183.002 Sex Hormone-Mediated Regulation of RORA, a Potential Contributor to Sex Bias in ASD. V. Hu[*1] and T. Sarachana[1,2], (1)Department of Biochemistry and Molecular Medicine, The George Washington University School of Medicine and Health Sciences, Washington, DC, (2)Department of Clinical Chemistry, Faculty of Allied Health Sciences, Chulalongkorn University, Bangkok, Thailand

4:20 183.003 Multimodal Developmental Neuroimaging of Girls with Autism. K. A. Pelphrey[*], A. Jack, L. C. Anderson, D. Z. Bolling, R. J. Jou, D. Yang and B. C. Vander Wyk, Child Study Center, Yale University, New Haven, CT

4:45 183.004 Measuring "Camouflage" in Males and Females with Autism: Clinical, Cognitive, and Neuroanatomical Associations. M. C. Lai[*1,2], M. V. Lombardo[1,3], A. N. Ruigrok[1], J. Suckling[4], B. Chakrabarti[1,5], B. Auyeung[1,6], C. Ecker[7], M. C. Craig[7], D. G. Murphy[7], E. Bullmore[4], M. AIMS Consortium[8] and S. Baron-Cohen[1,9], (1)Autism Research Centre, University of Cambridge, Cambridge, United Kingdom, (2)Department of Psychiatry, National Taiwan University College of Medicine, Taipei, Taiwan, (3)Department of Psychology, University of Cyprus, Nicosia, Cyprus, (4)Brain Mapping Unit, Department of Psychiatry, University of Cambridge, Cambridge, United Kingdom, (5)School of Psychology and Clinical Language Sciences, University of Reading, Reading, United Kingdom, (6)Department of Psychology, University of Edinburgh, Edinburgh, United Kingdom, (7)Department of Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, King's College London, London, United Kingdom, (8)Institute of Psychiatry, King's College London; Autism Research Centre, University of Cambridge; Autism Research Group, University of Oxford, Cambridge, United Kingdom, (9)CLASS Clinic, Cambridgeshire and Peterborough NHS Foundation Trust, Cambridge, United Kingdom

5:10 Discussant: S. Baron-Cohen; *University of Cambridge*

Poster Sessions
153 - Adult Outcome: Medical, Cognitive, Behavioral
5:30 - 7:00 - Atrium Ballroom

1 153.001 Adjustment to University and the Broad Autism Phenotype. D. A. Trevisan[*] and E. Birmingham, Faculty of Education, Simon Fraser University, Burnaby, BC, Canada

2 153.002 Disconnected Postsecondary Youth with ASD: What Are They Doing? What Do They Need?. P. Shattuck[*], A.J. Drexel Autism Institute, Drexel University, Philadelphia, PA

3 153.003 Examining Vocational Services for Adults with Autism. D. B. Nicholas[*1], L. Zwaigenbaum[2], M. Clarke[3], K. P. Stoddart[4], P. Mirenda[5], I. M. Smith[6], C. Carroll[7], W. Roberts[8], B. Muskat[9], M. Spoelstra[10], T. Jackman[11], S. Duhaime[4], H. Emery[12], L. Ghali[13], D. Barrett[14] and L. Parakin[15], (1)University of Calgary,

Edmonton, AB, Canada, (2)University of Alberta, Edmonton, AB, Canada, (3)Pediatrics, University of Calgary, Calgary, AB, Canada, (4)The Redpath Centre, Toronto, ON, Canada, (5)University of British Columbia, Vancouver, BC, Canada, (6)Pediatrics; Psychology & Neuroscience, Dalhousie University / IWK Health Centre, Halifax, NS, Canada, (7)Autism Nova Scotia, Halifax, NS, Canada, (8)Pediatrics, University of Toronto, Toronto, ON, Canada, (9)Social Work, The Hospital for Sick Children, Toronto, ON, Canada, (10)Autism Ontario, Toronto, ON, Canada, (11)Autism Society Canada/Autism Society Newfoundland and Labrador, St. John's, NF, Canada, (12)University of Calgary, Calgary, AB, Canada, (13)The Ability Hub, Calgary, AB, Canada, (14)Autism Society of Edmonton Area, Edmonton, AB, Canada, (15)Autism Calgary Association, Calgary, AB, Canada

4 153.004 Five Factor Personality and Adults with Autism. B. Schwartzman*[1], J. J. Wood[2] and S. K. Kapp[3], (1)Education, UCLA, Los Angeles, CA, (2)Departments of Education and Psychiatry, University of California Los Angeles, Los Angeles, CA, (3)University of California, Los Angeles, Culver City, CA

5 153.005 A Pilot RCT for Adults with ASD: The Interview Skills Curriculum. L. Morgan*[1], A. Leatzow[1] and M. Siller[2], (1)Florida State University Autism Institute, Tallahassee, FL, (2)Hunter College of the City University of New York, New York, NY

6 153.006 Psychosocial Outcomes of a Community Sample of High Functioning Individuals with Autism Spectrum Disorder. B. D'Entremont*[1], S. Nichols[2], S. Byers[3] and S. Voyer[3], (1)PO Box 4400, University of New Brunswick, Fredericton, NB, Canada, (2)ASPIRE Center for Learning and Development, Melville, NY, (3)University of New Brunswick, Fredericton, NB, Canada

7 153.007 The Relationship Between Stress and Social Functioning in Adults with Autism Spectrum Disorders. L. Bishop-Fitzpatrick*[1], N. J. Minshew[2] and S. M. Eack[3], (1)University of Pittsburgh, Pittsburgh, PA, (2)Psychiatry and Neurology, University of Pittsburgh School of Medicine, Pittsburgh, PA, (3)School of Social Work, University of Pittsburgh, Pittsburgh, PA

8 153.008 Anxiety and Depression in Adults with Autism: Implications for Clinical Care and Research in India. N. Singhal*[1], T. C. Daley[2], D. Taneja[1], S. Suryanarayan[1], R. S. Brezis[3], T. Weisner[4] and M. Barua[1], (1)Action For Autism, New Delhi, India, (2)Westat, Durham, NC, (3)Department of Psychiatry and Biobehavioral Sciences, UCLA, Los Angeles, CA, (4)UCLA, Los Angeles, CA

9 153.009 Neurological Examination Findings in Autistic Adults. B. K. Woodruff*[1], A. K. Duffy[2], E. Pollard[3], J. G. Hentz[4], D. E. Locke[5], Y. E. Geda[6] and C. J. Smith[7], (1)Neurology, Mayo Clinic Arizona, Scottsdale, AZ, (2)Clinical Studies Unit, Mayo Clinic Arizona, Scottsdale, AZ, (3)Research, SARRC, Phoenix, AZ, (4)Biostatistics, Mayo Clinic Arizona, Scottsdale, AZ, (5)Neuropsychology, Mayo Clinic Arizona, Scottsdale, AZ, (6)Psychiatry and Neurology, Mayo Clinic Arizona, Scottsdale, AZ, (7)Southwest Autism Research & Resource Center, Phoenix, AZ

10 153.010 Raising a Child with Autism: A Developmental Perspective on Family Adaptation. R. L. McStay*[1] and C. Dissanayake[2], (1)Olga Tennison Autism Research Centre, Bundoora, Australia, (2)Olga Tennison Autism Research Centre, Melbourne, Australia

11 153.011 Adult Outcomes in Typically-Developing Siblings of Individuals with an ASD with Respect to Childhood Parentification. E. C. Fair*, T. S. Tomeny and T. D. Barry, Psychology, The University of Southern Mississippi, Hattiesburg, MS

12 153.012 Empathy Modulates the Reward Value of Mimicry: Implications for Imitation Based Interventions for Autism. J. Neufeld*[1], A. Barry[1], V. Levrini[2] and B. Chakrabarti[1], (1)Centre for Integrative Neuroscience and Neurodynamics, School of Psychology and Clinical Language Sciences, University of Reading, Reading, United Kingdom, (2)Faculty of Biology, University of Cambridge, Cambridge, United Kingdom

Poster Sessions
154 - Animal Models
5:30 - 7:00 - Atrium Ballroom

13 154.013 A Goldilocks Effect for Ube3a in Regulating Social Behavior Via Altered Gene Expression in Idic15 Autism and Angelman Syndrome. M. P. Anderson*, Neurology and Pathology, Harvard Medical School/Beth Israel Deaconess Medical Center, Boston, MA

14 154.014 Pten Haploinsufficient Mice Show Selective Impairments in Autism-Relevant Behavioral Tests. A. E. Clipperton-Allen*[1] and D. T. Page[2], (1)Neuroscience, The Scripps Research Institute, Jupiter, FL, (2)Department of Neuroscience, The Scripps Research Institute, Jupiter, FL

15 154.015 Cyfip1 Developmentally Regulates Presynaptic Function. K. Hsiao*[1], H. Harony-Nicolas[2], J. D. Buxbaum[3,4], D. L. Benson[1] and O. B. Gunal[3], (1)Neuroscience, Icahn School of Medicine at Mount Sinai, New York, NY, (2)Seaver Autism Center for Research and Treatment, New York, NY, (3)Seaver Autism Center for Research and Treatment, Department of Psychiatry, Icahn School of Medicine at Mount Sinai, New York, NY, (4)Genetics and Genomic Sciences, Icahn School of Medicine at Mount Sinai, New York, NY

16 154.016 Developmental Trajectory and Parental Behaviour Contribution to the Advanced Paternal Age Effects on Autism-Related Phenotypes in Mice. M. Janecka*[1], A. Manduca[2], R. Smith[1], L. Schalkwyk[1], J. Mill[1,3], V. Trezza[2], A. Reichenberg[4,5] and C. Fernandes[1], (1)Social, Genetic and Developmental Psychiatry, King's College London, London, United Kingdom, (2)Department of Science, Roma Tre University, Rome, Italy, (3)Medical School, University of Exeter, Exeter, United Kingdom, (4)Icahn School of Medicine at Mount Sinai, New York, NY, (5)Psychological Medicine, King's College London, London, United Kingdom

17 154.017 Behavioral Consequences of Disrupted MET Signaling. B. Thompson*[1], W. Rodriguez[2] and P. Levitt[3], (1)University of Southern California, Los Angeles, CA, (2)Pediatrics, Childrens Hospital of Los Angeles, Los Angeles, CA, (3)Children's Hospital Los Angeles and Keck School of Medicine of USC, University of Southern California, Los Angeles, CA

18 154.018 Differences in Neuronal Activation and Gene Expression in the Fragile X Mouse. T. D. Rogers*, C. G. Forsberg and J. Veenstra-Vander Weele, Vanderbilt University, Nashville, TN

20 154.020 Distribution of Oxytocin Receptors and Vasopressin 1a Receptors in the Titi Monkey, an Emerging Animal Model for the Study of Social Attachment. S. M. Freeman*[1], L. J. Young[2] and K. L. Bales[3], (1)Dept of Psychology and California National Primate Research Center, University of California, Davis, Davis, CA, (2)Center for Translational Social Neuroscience and Yerkes National Primate Research Center, Emory University, Atlanta, GA, (3)Psychology Department, University of California, Davis, Davis, CA

21 154.021 Hippocampal Dysregulation of Neurofibromin-Dependent Pathways Is Associated with Impaired Spatial Learning in Engrailed 2 Knockout Mice. G. Provenzano*[1], L. Pangrazzi[1], A. Poli[2], P. Sgadò[1], S. Genovesi[1], G. Zunino[1], N. Berardi[2], S. Casarosa[3] and Y. Bozzi[1], (1)Molecular Neuropathology Laboratory, Centre for Integrative Biology (CIBIO), University of Trento, Italy, Trento, Italy, (2)C.N.R. Neuroscience Institute, Pisa, Italy, Pisa, Italy, (3)Developmental Neurobiology Laboratory, Centre for Integrative Biology (CIBIO), University of Trento, Italy, Trento, Italy

22 154.022 R-Baclofen, a Gabab Agonist, Reduced Stereotyped and Repetitive Behavior in the BTBR and C58 Mouse Models of Autism. J. L. Silverman*, M. C. Pride, J. E. Hayes and J. N. Crawley, MIND Institute and Department of Psychiatry and Behavioral Sciences, University of California Davis School of Medicine, Sacramento, CA

23 154.023 The Role of Transglutaminase 2 in GABAA Receptor Regulation in Autism. A. M. Crider[*1], C. Pandya[2] and A. Pillai[2], (1)Psychiatry, GRU, Augusta, GA, (2)Psychiatry, GRU, Augusta, GA

24 154.024 Toll-like Receptor-Selective Placental Vulnerability in an Autism Mouse Model. H. M. Moon[*1], V. Saravanapandian[1], G. Subramanyam[1,2], T. Cisneros[1], M. Ozen[1,3], P. Carpentier[1], M. Rivera[1] and T. Palmer[1], (1)Department of Neurosurgery, Institute for Stem Cell Biology and Regenerative Medicine, Stanford University, Stanford, CA, (2)CIRM Bridges Internship, Graduate Program in Biological Sciences, San Jose State University, San Jose, CA, (3)Neonatal-Perinatal Medicine, Stanford University, Palo Alto, CA

Poster Sessions
155 - Brain Structure
5:30 - 7:00 - Atrium Ballroom

25 155.025 Atypical Cerebral Lateralization of Language and Motor-Related Regions in High-Functioning Male Adults with Autism. D. L. Floris[*1], M. C. Lai[2,3], J. Suckling[4], M. V. Lombardo[5], C. Ecker[6], B. Chakrabarti[7], S. J. Wheelwright[2], B. Auyeung[2], C. Allison[8], A. N. Ruigrok[2], E. Bullmore[4], M. AIMS Consortium[9], D. G. Murphy[6] and S. Baron-Cohen[2], (1)Autism Research Centre, Cambridge, England, United Kingdom, (2)Autism Research Centre, University of Cambridge, Cambridge, United Kingdom, (3)Department of Psychiatry, National Taiwan University College of Medicine, Taipei, Taiwan, (4)Brain Mapping Unit, Department of Psychiatry, University of Cambridge, Cambridge, United Kingdom, (5)Department of Psychology, University of Cyprus, Nicosia, Cyprus, (6)Department of Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, King's College London, London, United Kingdom, (7)Centre for Integrative Neuroscience and Neurodynamics, School of Psychology and Clinical Language Sciences, University of Reading, Reading, United Kingdom, (8)Autism Research Centre, Department of Psychiatry, University of Cambridge, Cambridge, United Kingdom, (9)Institute of Psychiatry, King's College London; Autism Research Centre, University of Cambridge; Autism Research Group, University of Oxford, Cambridge, United Kingdom

26 155.026 Anatomical MRI Abnormalities in Autism?. S. Haar[1], S. Berman[2], M. Behrmann[3] and I. Dinstein[*1,4], (1)Cognitive and Brain Sciences, Ben Gurion University, Beer Sheva, Israel, (2)Industrial Engineering & Management, Ben Gurion University, Beer Sheva, Israel, (3)Psychology, Carnegie Mellon University, Pittsburgh, PA, (4)Psychology, Ben Gurion University, Beer Sheva, Israel

27 155.027 Frontal and Parietal Lobes' Structure Is Associated with Impairments in Motor and Social Skills in Children with Autism Spectrum Disorder. R. Mahajan[*1,2], B. Dirlikov[3], D. Crocetti[3] and S. H. Mostofsky[3,4,5], (1)Department of Psychiatry, Kennedy Krieger Institute, Baltimore, MD, (2)Department of Psychiatry and Behavioral Sciences, Johns Hopkins University School of Medicine, Baltimore, MD, (3)Laboratory for Neurocognitive and Imaging Research, Kennedy Krieger Institute, Baltimore, MD, (4)Department of Psychiatry, Johns Hopkins School of Medicine, Baltimore, MD, (5)Department of Neurology, Johns Hopkins School of Medicine, Baltimore, MD

▸ 28 155.028 Regional Brain Volume Differences Between Males with and without Autism Are Highly Age-Dependent. H. C. Ni[*1,2,3], H. Y. Lin[1], M. C. Lai[4,5], W. Y. I. Tseng[6] and S. S. F. Gau[1,2], (1)Department of Psychiatry, National Taiwan University Hospital, Taipei, Taiwan, (2)Graduate Institute of Clinical Medicine, National Taiwan University College of Medicine, Taipei, Taiwan, (3)Department of Child Psychiatry, Chang Gung Memorial Hospital-Linkou Medical Center, Taipei, Taiwan, Linkou, Taiwan, (4)Autism Research Centre, University of Cambridge, Cambridge, United Kingdom, (5)Department of Psychiatry, National Taiwan University College of Medicine, Taipei, Taiwan, (6)Center for Optoelectronic Medicine, National Taiwan University College of Medicine, Taipei, Taiwan

29 155.029 Cortical Thinning Is Related to Restricted Repetitive Behaviour in Autism Spectrum Disorders. J. E. Fitzgerald[*1], L. Gallagher[1], J. McGrath[2] and S. Delmonte[1], (1)Trinity College Dublin, Dublin, Ireland, (2)Trinity College Dublin, Dublin 14, Ireland

30 155.030 Neurochemical Concentration, White Matter Integrity, and Brain Functioning in Autism Spectrum Disorder. L. Libero[*1], T. DeRamus[1] and R. K. Kana[2], (1)University of Alabama at Birmingham, Birmingham, AL, (2)Department of Psychology, University of Alabama at Birmingham, Birmingham, AL

31 155.031 Structural Anatomy of the Social Brain in Autism: An Activation Likelihood Meta-Analysis. T. DeRamus[*1] and R. K. Kana[2], (1)University of Alabama at Birmingham, Birmingham, AL, (2)Department of Psychology, University of Alabama at Birmingham, Birmingham, AL

32 155.032 Neuroanatomical Signatures of Autism. D. Yang[*], R. J. Jou and K. A. Pelphrey, Child Study Center, Yale University, New Haven, CT

33 155.033 Study of 38 Brain Regions Demonstrates Alterations Restricted Mainly to Structures Involved in Repetitive Behaviors and Social Deficits. J. Wegiel[*1], M. J. Flory[2], I. Kuchna[3], K. Nowicki[4], S. Y. Ma[5], H. Imaki[4], J. Wegiel[6], I. L. Cohen[7], E. London[3], W. T. Brown[8] and T. Wisniewski[9], (1)Developmental Neurobiology, New York State Institute for Basic Research, Staten Island, NY, (2)Infant Development, NYS Institute for Basic Research in Developmental Disabilities, Staten Island, NY, (3)NYS Institute for Basic Research in Developmental Disabilities, Staten Island, NY, (4)Developmental Neurobiology, New York State Institute for Basic Research in Developmental Disabilities, Staten Island, NY, (5)New York State Institute for Basic Research in Developmental Disabilities, Staten Island, NY, (6)The College Of Staten Island (CUNY), Metuchen, NJ, (7)1050 Forest Hill Rd, New York State Institute for Basic Research in Developmental Disabilities, Staten Island, NY, (8)Human Genetics, NYS Institute for Basic Research in DD, Staten Island, NY, (9)Neurology, Psychiatry and Pathology, New York University School of Medicine, New York, NY

34 155.034 Behavioral and Neural Basis of Anomalous Motor Learning in Autism. M. K. Marko[*1], D. Crocetti[2], R. Shadmehr[1] and S. H. Mostofsky[3], (1)Johns Hopkins University, Baltimore, MD, (2)Kennedy Krieger Institute, Baltimore, MD, (3)Laboratory for Neurocognitive and Imaging Research, Kennedy Krieger Institute, Baltimore, MD

35 155.035 White and Grey Matter Abnormalities and Cognitive Functioning in Autism Spectrum Disorders. S. V. Huemer[*1], F. Kruggel[2], V. Mann[3] and J. Gehricke[4], (1)University of CA - Irvine, Redondo Beach, CA, (2)Department of Biomedical Engineering, University of California, Irvine, Irvine, CA, (3)Department of Cognitive Sciences, University of California, Irvine, Irvine, CA, (4)Department of Pediatrics, University of California, Irvine, Irvine, CA

36 155.036 Are Autistic Traits in the General Population Related to Global and Regional Differences in Brain Structure?. P. C. M. Koolschijn[*1], H. M. Geurts[1], A. R. Van der Leij[2] and H. S. Scholte[2], (1)Dutch Autism & ADHD Research Center, Brain & Cognition, University of Amsterdam, Amsterdam, Netherlands, (2)Brain and Cognition, University of Amsterdam, Amsterdam, Netherlands

Poster Sessions
156 - Early Development
5:30 - 7:00 - Atrium Ballroom

37 156.037 Comparison of the Clinical Profiles of 1-Year Olds and 2-Year Olds with Autism Spectrum Disorders. R. E. Aiello*[1], K. Jenkins[2], Z. Warren[3] and C. R. Newsom[4], (1)Pediatrics, Vanderbilt University Medical Center, Nashville, TN, (2)Counseling Psychology, Tennessee State University, Nashville, TN, (3)Vanderbilt Kennedy Center, Department of Pediatrics, Department of Psychiatry, Vanderbilt University, Nashville, TN, (4)Pediatrics, Psychiatry, & Psychology, Vanderbilt University, Nashville, TN

38 156.038 Learning from Exploration: Manual Exploration Strategies in Infants with and without ASD. K. Libertus*[1] and J. M. Iverson[2], (1)University of Pittsburgh, Pittsburgh, PA, (2)Psychology, University of Pittsburgh, Pittsburgh, PA

39 156.039 Do Two-Year Olds with ASD Orient to Sounds They Do Not Share. L. B. Adamson*, D. Robins, R. Bakeman, A. M. Kellerman and A. A. Hasni, Psychology, Georgia State University, Atlanta, GA

▸ 40 156.040 Early Identification of Toddlers with Autism Spectrum Disorder at 18-24 Months of Age By the Screening Tools for Autism in Two-Year-Olds Taiwan Version (T-STAT). C. C. Wu*[1], C. H. Chiang[2] and Y. M. Hou[3], (1)Department of Psychology, Kaohsiung Medical University, Kaohsiung, 80708, Taiwan, (2)Department of Psychology, National Chengchi University, Taipei, Taiwan, (3)Department of Psychiatry, Ditmanson Medical Foundation Chia-Yi Hospital, Chiayi City ,Taiwan, Taiwan

41 156.041 Emergence of Social Engagement in Infants at High and Low Risk for ASD As Indexed By Cry. Y. Stern*, S. Ghai, A. Klin and G. J. Ramsay, Marcus Autism Center, Children's Healthcare of Atlanta and Emory University School of Medicine, Atlanta, GA

42 156.042 The Relation Between Infant Social Engagement and Maternal Behavior in Infants at High-Risk for Autism Spectrum Disorder. C. M. Harker*[1], T. P. Nguyen[2], L. V. Ibanez[1] and W. L. Stone[1], (1)Psychology, University of Washington, Seattle, WA, (2)University of Washington, Seattle, WA

43 156.043 Biochemical Assessment of Circadian Processes in ASD. G. M. Anderson*[1], S. Samanta[2], T. Brand[3] and K. Chawarska[1], (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2)Child Study Center, Yale Univ, Sch. of Medicine, New Haven, CT, (3)Child Study Center, Yale Univ. Sch. Medicine, New Haven, CT

44 156.044 Infant Emotional Responsiveness and Autism Risk. N. M. McDonald*[1], B. L. Lambert[2], W. Mattson[2] and D. S. Messinger[2], (1)Child Study Center, Yale School of Medicine, New Haven, CT, (2)University of Miami, Coral Gables, FL

45 156.045 Pragmatic Language Difficulties and Associations with Behavior Problems in Non-ASD Siblings of Children with ASD. M. Miller*[1], G. S. S. Young[2], T. Hutman[3], S. Johnson[3], A. J. Schwichtenberg[4] and S. Ozonoff[5], (1)UC Davis M.I.N.D. Institute, Sacramento, CA, (2)Psychiatry and Behavioral Sciences, UC Davis MIND Institute, Sacramento, CA, (3)University of California Los Angeles, Los Angeles, CA, (4)Human Development and Family Studies, Purdue University, West Lafayette, IN, (5)M.I.N.D. Institute and Department of Psychiatry and Behavioral Sciences, University of California Davis Medical Center, Sacramento, CA

47 156.047 Results of Two Screening Tools Impact Diagnostic Outcome. M. Khowaja*[1] and D. L. Robins[2], (1)Georgia State University, Atlanta, GA, (2)Psychology, Georgia State University, Atlanta, GA

48 156.048 Sex Differences in Parent Report of Adaptive Behavior of Children at Risk for Autism Based on the Modified Checklist for Autism in Toddlers (M-CHAT). N. N. Ludwig*[1], D. Robins[1], L. B. Adamson[1] and D. A. Fein[2], (1)Psychology, Georgia State University, Atlanta, GA, (2)Psychology, University of Connecticut, Storrs, CT

49 156.049 Stability of Autism Diagnosis in Children Under 24 Months. L. H. Shulman*, K. F. Hottinger, M. D. Valicenti-McDermott, R. M. Seijo, D. J. Meringolo, N. L. Tarshis, E. D'Agostino and S. D. Rabbanifar, Albert Einstein College of Medicine, Bronx, NY

50 156.050 The Impact of Intervention on Parent-Child Communication Following Early ASD Screening. K. Suma*, L. B. Adamson, R. Bakeman and D. L. Robins, Psychology, Georgia State University, Atlanta, GA

Poster Sessions
157 - Genetics
5:30 - 7:00 - Atrium Ballroom

51 157.051 Aberrant Genome-Wide DNA Methylation Identified in Disorders Associated with 7q11.23 Copy Number Variation. E. Strong*[1], D. Butcher[2], C. B. Mervis[3], C. A. Morris[4], R. Weksberg[5] and L. R. Osborne[6], (1)Department of Molecular Genetics, University of Toronto, Toronto, ON, Canada, (2)Program in Genetics and Genome Biology, The Hospital for SickKids, Toronto, ON, Canada, (3)Psychological & Brain Sciences, University of Louisville, Louisville, KY, (4)Department of Pediatrics, University of Nevada School of Medicine, Las Vegas, NV, (5)Department of Pediatrics, The Hospital for SickKids, Toronto, ON, Canada, (6)Medicine, Molecular Genetics, University of Toronto, Toronto, ON, Canada

▸ 52 157.052 Whole Exome Sequencing of ASD in Korean Population. H. J. Yoo*[1,2], S. A. Kim[3], J. Kim[4], J. E. Park[1], M. Park[5] and N. Kim[4], (1)Psychiatry, Seoul National University Bundang Hospital, Seongnam, South Korea, (2)Seoul National University College of Medicine, Seoul, South Korea, (3)Pharmacology, Eulji University Medical College, Daejeon, South Korea, (4)Korean Bioinformation Center, Korea Research Institute of Bioscience and Biotechnology, Daejeon, South Korea, (5)Epidemiology, Eulji University Medical College, Daejeon, South Korea

53 157.053 CD38 Gene Polymorphism on Eye-Gaze Ability in Human Social Interaction. I. Lee*[1], T. Lehtimaki[2], K. Puura[3] and D. H. Skuse[1], (1)Behavioural and Brain Sciences Unit, UCL Institute of Child Health, London, United Kingdom, (2)Department of Clinical Chemistry, Fimlab Laboratories, Tampere University and University Hospital, Tampere, Finland, (3)Department of Child Psychiatry, Tampere University and University Hospital, Tampere, Finland

54 157.054 Game of Exomes: Battle of the Rare Variants for Association with Autism Spectrum Disorder. N. D. Dueker*[1], A. J. Griswold[2], H. N. Cukier[3], E. R. Martin[4], S. H. Slifer[4], J. Jaworski[4], I. Konidari[4], P. L. Whitehead[4], M. A. Schmidt[4], J. R. Gilbert[4], M. L. Cuccaro[4], J. L. Haines[5] and M. A. Pericak-Vance[4], (1)John P. Hussman Institute for Human Genomics, University of Miami, Miami, FL, (2)University of Miami, Miami, FL, (3)Hussman Institute for Human Genomics, University of Miami, Miami, FL, (4)John P. Hussman Institute for Human Genomics, University of Miami Miller School of Medicine, Miami, FL, (5)Department of Epidemiology and Biostatistics, Case Western Reserve University, Cleveland, OH

55 157.055 Genome-Wide Gene-Environment Analysis Identifies Genetic Variation within A2BP1 As a Potential Modifier of the Risk Effect of Maternal Smoking on the Expression of Autistic Traits in Middle Childhood. D. Rai[1], D. H. Skuse[2], W. Mandy[2], J. Golding[3], D. M. Evans[4], N. J. Timpson[4], J. P. Kemp[4], W. L. McArdle[3], S. M. Ring[3], G. Davey Smith[4] and B. St. Pourcain*[4], (1)University of Bristol, Bristol, United Kingdom, (2)Behavioural and Brain Sciences Unit, UCL Institute of Child Health, London, United Kingdom, (3)School of Social and Community Medicine, University of Bristol, Bristol, United Kingdom, (4)MRC Integrative Epidemiology Unit, University of Bristol, Bristol, United Kingdom

56 157.056 High Transposable Element Content in Strong-Association Autism-Risk Genes. E. L. Williams[*1], M. F. Casanova[2] and A. E. Switala[1], (1)University of Louisville, Louisville, KY, (2)Psychiatry and Behavioral Sciences, University of Louisville, Louisville, KY

57 157.057 Increased Risk of Autism Spectrum Disorders in Boys with XYY. J. Ross[*1], D. Roeltgen[2], N. Tartaglia[3], B. M. Winder-Patel[4] and J. Miller[4], (1)Thomas Jefferson University, Philadelphia, PA, (2)Neurology, University of Pennsylvania, Philadelphia, PA, (3)Pediatrics, University of Colorado, Denver, CO, (4)Center for Autism Research, The Children's Hospital of Philadelphia, Philadelphia, PA

58 157.058 Integration of Copy Number and Exome Sequence Data in a Queryable Database for the Investigation of ASDs. E. McArthur[*1,2], X. Zhang[1], E. R. Gamazon[1], J. S. Sutcliffe[3], E. H. Cook[4], L. K. Davis[1] and N. J. Cox[1], (1)University of Chicago, Chicago, IL, (2)University of North Carolina at Chapel Hill, Chapel Hill, NC, (3)Vanderbilt Brain Institute, Vanderbilt University, Nashville, TN, (4)University of Illinois at Chicago, Chicago, IL

59 157.059 Interactions Dynamics of 16p11.2 Genes Across the Developing Human Brain. G. N. Lin[*1], R. Corominas[1], X. Yang[2,3], D. E. Hill[2,3], M. Vidal[2,3] and L. M. Iakoucheva[1], (1)Department of Psychiatry, University of California San Diego, La Jolla, CA, (2)Center for Cancer Systems Biology (CCSB) and Department of Cancer Biology, Dana-Farber Cancer Institute, Boston, MA, (3)Department of Genetics, Harvard Medical School, Boston, MA

60 157.060 Network Analysis of Protein Interaction Module of AutDB Database. U. Kuppuswamy[1], C. C. Swanwick[2], S. Meund[*1] and S. B. Basu[3], (1)MindSpec Inc, McLean, VA, (2)MindSpec Inc., McLean, VA, (3)MindSpec, Inc., McLean, VA

61 157.061 No Evidence of Excess of De Novo Mutations in Autistic Children from Multiplex Families. C. L. Simpson[*1], Y. Kim[1,2], C. A. Wassif[3], N. Hansen[4], J. Mullikin[4], E. Tierney[5], F. D. Porter[3] and J. E. Bailey-Wilson[1], (1)Inherited Disease Research Branch, National Human Genome Research Institute, National Institutes of Health, Baltimore, MD, (2)Center for Drug Evaluation and Research, Food and Drug Administration, Silver Spring, MD, (3)Section on Molecular Dysmorphology, National Institute of Child Health, National Institutes of Health, Bethesda, MD, (4)NIH Intramural Sequencing Center, National Human Genome Research Institute, National Institutes of Health, Bethesda, MD, (5)Kennedy Krieger Institute, Baltimore, MD

62 157.062 The Etiological Relationship Between Dimensional Traits and Categorical Diagnostic Constructs of ASD. B. Tick[*1], E. Colvert[2], F. Rijsdijk[3], E. L. Woodhouse[4], F. McEwen[5], F. Happe[4] and P. F. Bolton[2], (1)SGDP, IoP, King's College London, London, England, United Kingdom, (2)SGDP, Institute of Psychiatry, King's College London, London, United Kingdom, (3)Institute of Psychiatry, KCL, London, United Kingdom, (4)Institute of Psychiatry, King's College London, London, United Kingdom, (5)SGDP, Institute of Psychiatry, London, United Kingdom

Poster Sessions
158 - Intellectual and Behavioral Assessment and Measurement
5:30 - 7:00 - Atrium Ballroom

63 158.063 Calibrated Severity Scores for the Autism Diagnostic Observation Schedule-Toddler Module. A. N. Esler[*1], V. Hus Bal[2], W. Guthrie[3] and C. Lord[4], (1)Rm 340, University of Minnesota, Minneapolis, MN, (2)University of Michigan, Ann Arbor, MI, (3)Florida State University Autism Institute, Tallahassee, FL, (4)Weill Cornell Medical College, White Plains, NY

64 158.064 Abnormal Vestibulo-Ocular Reflexes in Autism Spectrum Disorders. B. Wilkes[*1], T. B. Carson[2], J. H. Ko[3], J. W. Bodfish[4], K. M. Newell[3] and M. H. Lewis[5], (1)Psychology, University of Florida, Gainesville, FL, (2)University of Florida, Gainesville, FL, (3)Pennsylvania State University, University Park, PA, (4)Department of Hearing and Speech Sciences, Vanderbilt University, Nashville, TN, (5)Psychiatry/Psychology, University of Florida, Gainesville, FL

65 158.065 Clinical Application and Validation of the Autism Detection in Early Childhood (ADEC) in Referred Children Aged 14-36 Months in a US Pediatric Hospital. D. Hedley[*1,2], R. E. Nevill[2], Y. Monroy Moreno[1,3], B. Murphy[1,4], N. Fields[2], J. Wilkins[1], J. A. Mulick[5] and E. Butter[1], (1)Nationwide Children's Hospital, Westerville, OH, (2)The Ohio State University, Columbus, OH, (3)National Autonomous University of Mexico, Iztacala, Mexico, (4)Capital University, Columbus, OH, (5)Pediatrics, The Ohio State University, Westerville, OH

▸ 66 158.066 Population-Based Screening for Autism Spectrum Disorder Using the Social Communication Questionnaire. L. A. Carpenter[*1], C. C. Bradley[1], A. E. Wahlquist[2], J. Charles[1], W. Jenner[1], A. P. Cohen[1], H. Specter[3] and L. B. King[1], (1)Pediatrics, Medical University of South Carolina, Charleston, SC, (2)Public Health Sciences, Medical University of South Carolina, Charleston, SC, (3)Pediatrics, Medical University of South Carolina, Chaleston, SC

67 158.067 Associations Between Handwriting Fluency and Motor Control in Children with Autism. B. Dirlikov[*1], S. H. Mostofsky[2,3], A. J. Bastian[4] and M. B. Nebel[3], (1)Kennedy Krieger Institute, Baltimore, MD, (2)Laboratory for Neurocognitive and Imaging Research, Kennedy Krieger Institute, Baltimore, MD, (3)Department of Neurology, Johns Hopkins School of Medicine, Baltimore, MD, (4)Johns Hopkins School of Medicine, Kennedy Krieger Institute, Baltimore, MD

68 158.068 Attenuation but Persistence of Normative Sex Differences in Empathizing, Systemizing, and Autistic Traits in 800 High-Functioning Adults with Autism: A Big-Data Test of the 'Extreme Male Brain' Theory. S. Baron-Cohen[*1], S. A. Cassidy[1], B. Auyeung[1], C. Allison[2], M. Achoukhi[1], S. Robertson[1] and M. C. Lai[1,3], (1)Autism Research Centre, University of Cambridge, Cambridge, United Kingdom, (2)Autism Research Centre, Department of Psychiatry, University of Cambridge, Cambridge, United Kingdom, (3)Department of Psychiatry, National Taiwan University College of Medicine, Taipei, Taiwan

69 158.069 A Novel Severity Measure for Quantitative Description of Heterogeneity in Autism. B. Tunc[*1], Y. Ghanbari[1], A. R. Smith[1], J. Pandey[2], A. N. Browne[2], R. T. Schultz[2,3] and R. Verma[1], (1)Department of Radiology, University of Pennsylvania, Philadelphia, PA, (2)Center for Autism Research, The Children's Hospital of Philadelphia, Philadelphia, PA, (3)Departments of Pediatrics and Psychiatry, University of Pennsylvania, Philadelphia, PA

70 158.070 Emotion Dysregulation in Children and Adolescents with Autism Spectrum Disorder. A. C. Samson[*1], A. Y. Hardan[2], J. J. Gross[1], J. M. Phillips[2], Y. Arbab[3] and R. W. Podell[4], (1)Department of Psychology, Stanford University, Stanford, CA, (2)Psychiatry and Behavioral Sciences, Stanford University School of Medicine, Stanford, CA, (3)Psychology, Stanford University, Stanford, CA, (4)Teachers College, Columbia University, New York, NY

71 158.071 Behavioral Evidence of Hemispheric Disconnectivity in Autism Spectrum Disorders. C. Jung[*1] and J. J. Hutsler[2], (1)University of Nevada, Reno, Oakland, CA, (2)Cognitive and Brain Sciences, University of Nevada Reno, Reno, NV

72 158.072 Behavioral and Cognitive Characteristics of Females and Males with Autism in the Simons Simplex Collection. R. Embacher[*1], T. W. Frazier[2], S. Georgiades[3], S. L. Bishop[4] and A. Y. Hardan[5], (1)Center for Autism, Cleveland Clinic Children's

Hospital, Cleveland, OH, (2)Cleveland Clinic, Pepper Pike, OH, (3)Offord Centre for Child Studies & McMaster University, Hamilton, ON, Canada, (4)Center for Autism and the Developing Brain, Weill Cornell Medical College, White Plains, NY, (5)Psychiatry and Behavioral Sciences, Stanford University School of Medicine, Stanford, CA

73 158.073 Cognitive Ability Is Associated with Different Outcome Trajectories in Autism Spectrum Disorders. E. Ben Itzchak[*1], L. R. Watson[2] and D. A. Zachor[3], (1)Communication Disorders, Ariel University, Ariel, Israel, (2)Division of Speech and Hearing Sciences, University of North Carolina, Chapel Hill, NC, (3)Pediatrics, Tel Aviv University / Assaf Harofeh Medical Center, Zerifin, Israel

74 158.074 Comparing the Performance Characteristics of ASD Screening Measures in Toddlers. A. L. Palmer[*1], A. Vehorn[2] and Z. Warren[3], (1)Peabody College, Vanderbilt University, Nashville, TN, (2)Kennedy Center, Vanderbilt University, Nashville, TN, (3)Vanderbilt Kennedy Center, Department of Pediatrics, Department of Psychiatry, Vanderbilt University, Nashville, TN

75 158.075 Convergence of Mullen Scales of Early Learning Developmental Quotient with the Differential Ability Scales, Second Edition Intelligence Quotient in Young Children. C. Farmer[*1], C. Golden[1] and A. Thurm[2], (1)Pediatrics and Developmental Neuroscience, National Institute of Mental Health, Bethesda, MD, (2)National Institutes of Health-National Institute of Mental Health, Bethesda, MD

76 158.076 Exploring Gender Differences in Core Autism Symptoms. D. N. Lordo[*], T. N. Takahashi and S. M. Kanne, University of Missouri Thompson Center for Autism & Neurodevelopmental Disorders, Columbia, MO

77 158.077 Sex Differences in Internalizing Symptoms in Young Children with ASD. N. B. Knoble[*1], S. W. Duvall[1], L. Huang-Storms[2], A. P. Hill[3] and E. Fombonne[1], (1)Oregon Health & Science University, Portland, OR, (2)Pediatrics, Oregon Health & Science University, Portland, OR, (3)Center for Spoken Language Understanding, Oregon Health & Science University, Portland, OR

78 158.078 Utility of the Child Behavior Checklist in Differentiating Children with Autism Spectrum Disorders from Other Clinical Disorders. A. Havdahl[*1,2], S. L. Bishop[1], M. Huerta[1] and E. Molloy[1], (1)Center for Autism and the Developing Brain, Weill Cornell Medical College, White Plains, NY, (2)Lovisenberg Diaconal Hospital, Oslo, Norway

79 158.079 Assessing Verbal Ability in Children with ASD: Convergent Validity of the Ppvt-IV. S. Maisel[1], F. I. Jackson[*2], E. Hanson[2] and A. V. Snow[3], (1)Boston Children's Hospital, Boston, MA, (2)Developmental Medicine, Boston Children's Hospital, Boston, MA, (3)Developmental Medicine, Boston Children's Hospital, Harvard Medical School, Boston, MA

80 158.080 Developmental Stability of Sensory Processing Patterns in Autism, Attention Deficit Hyperactivity Disorder and Typical Development. L. M. Little[*1], E. Dean[2], L. Foster[1] and W. Dunn[1], (1)Occupational Therapy, University of Kansas Medical Center, Kansas City, KS, (2)Therapeutic Science, University of Kansas Medical Center, Kansas City, KS

▸ 81 158.081 Differences in Parent Reported Adaptive and Executive Functioning Between African American and White Children with ASD. A. B. Ratto[*1], L. Kenworthy[2], A. C. Armour[3], K. M. Dudley[4], Y. Granader[4] and L. G. Anthony[5], (1)Center for Autism Spectrum Disorders, Children's National Health System, Rockville, MD, (2)Children's Research Institute, Children's National Medical Center, Washington, DC, (3)Neuropsychology, Children's National Medical Center, Rockville, MD, (4)Children's National Medical Center, Rockville, MD, (5)Pediatrics and Psychiatry and Behavioral Sciences, Children's National Medical Center, Rockville, MD

83 158.083 Factors Associated with Parents' Ratings of the Severity of Autism Spectrum Disorder: A Population Study. B. Zablotsky[*], S. J. Blumberg and M. D. Bramlett, Division of Health Interview Statistics, National Center for Health Statistics, Hyattsville, MD

84 158.084 How Will DSM-5 Affect Autism Diagnosis? A Systematic Literature Review and Meta-Analysis. K. M. Kulage[*1,2], A. M. Smaldone[1] and E. G. Cohn[1], (1)School of Nursing, Columbia University, New York, NY, (2)Joseph P. Mailman School of Public Health, Columbia University, New York, NY

85 158.085 Measures of Symptom Severity in Preschoolers with Autism Spectrum Disorder: The Role of Maternal Anxiety. C. S. Ghilain[*1], M. V. Parladé[2], T. D. Owen[2], C. Alvarez-Tabio[3], A. Gutierrez[4] and M. Alessandri[2], (1)5665 Ponce De Leon Blvd., University of Miami, Coral Gables, FL, (2)Psychology, University of Miami, Coral Gables, FL, (3)Psychology, University of Miami, Miami, FL, (4)Psychology, Florida International University, Miami, FL

86 158.086 Measuring Joint Attention in Children with Autism Spectrum Disorder through Structured and Unstructured Play. J. Panganiban[*1] and C. Kasari[2], (1)University of California, Los Angeles, Arcadia, CA, (2)Center for Autism Research and Treatment, University of California Los Angeles, Los Angeles, CA

87 158.087 Microanalysis of Daily Living Skills in Adolescents with ASD. A. W. Duncan[*1], M. Will[1], K. Martin[1], H. Barnard[2], C. L. Thomas[3] and R. E. Adams[4], (1)Developmental and Behavioral Pediatrics, Cincinnati Children's Hospital Medical Center, Cincinnati, OH, (2)Division of Developmental and Behavioral Pediatrics, Cincinnati Children's Hospital Medical Center, Cincinnati, OH, (3)Division of Developmental and Behavioral Pediatrics, Cincinnati Children's Hospital, Cincinnati, OH, (4)Cincinnati Children's Hospital Medical Center, Cincinnati, OH

88 158.088 Motors Skills in High Functioning Autism. C. Gallot[*1], A. Amestoy[1], E. Bestaven[2], E. Guillaud[2], J. R. Cazalets[2] and M. Bouvard[3], (1)Centre Ressource Autisme Aquitaine, BORDEAUX, France, (2)INCIA - CNRS UMR 5287, Bordeaux, France, (3)Charles Perrens Hospital, Expert Autism Center, Bordeaux, France

89 158.089 Sensory-Motor Control in Autism. C. Whyatt[*], Queen's University Belfast, Belfast, United Kingdom

90 158.090 Temporal Aspects of Gait in Autism. K. R. Forster[1], B. Nicholas[*1] and D. C. Wimpory[2], (1)Psychology, Bangor University, Bangor, United Kingdom, (2)Psychology, Bangor University & BCU Health Board, Bangor, United Kingdom

91 158.091 The Effects of Birth Order and Birth Spacing on Autism Symptom Severity in Simplex Families. N. Roberts[*1] and L. Martin[2], (1)Graduate Psychology, Azusa Pacific University, Azusa, CA, (2)Azusa Pacific University, Azusa, CA

▸ 92 158.092 Validation of the Parent-Report and Teacher-Report Social Responsiveness Scale (SRS) in the Netherlands. J. Duvekot[*1,2] and K. Greaves-Lord[1,2], (1)Child and Adolescent Psychiatry/Psychology, Erasmus MC-Sophia Children's Hospital, Rotterdam, Netherlands, (2)Yulius, Rotterdam/Dordrecht, Netherlands

Poster Sessions
159 - Medical and Psychiatric Comorbidity
5:30 - 7:00 - Atrium Ballroom

93 159.093 A Systematic Review of Interventions for Autistic Catatonia. D. Hare[*1], P. Bunton[2] and H. DeJong[2], (1)Brunswick Street, University of Manchester, Manchester, England, United Kingdom, (2)School of Psychological Sciences, University of Manchester, Manchester, United Kingdom

94 159.094 Actigraphy in Children with Autism Spectrum Disorders: Strategies for Success. B. A. Malow[*1], D. B. Fawkes[2], S. Weiss[3], A. M. Reynolds[4], A. Loh[5], K. W. Adkins[6], D. Wofford[7], A. Wyatt[1] and S. E. Goldman[1], (1)Vanderbilt Medical Center, Nashville, TN, (2)Neurology- Sleep Division, Vanderbilt Medical Center, Nashville, TN, (3)Hospital for Sick Children, University of Toronto, Toronto, ON, Canada, (4)University of Colorado Denver,

Aurora, CO, (5)Surrey Place, Toronto, ON, Canada, (6)Neurology/Sleep, Vanderbilt Medical Center, Nashville, TN, (7)Neurology-Sleep Division, Vanderbilt Medical Center, Nashville, TN

95 159.095 Does Generalized Anxiety Predict Peer Relations in Youth with High Functioning Autism Spectrum Disorder?. K. Johnston[*1] and G. Iarocci[2], (1)Simon Fraser University, Burnaby, BC, Canada, (2)Department of Psychology, Simon Fraser University, Burnaby, BC, Canada

96 159.096 Longitudinal Relations Among Anxiety, Sensory over-Responsivity and Abdominal Pain in Children with ASD. M. O. Mazurek[*1], A. Shui[2], R. A. Vasa[3] and A. Keefer[3], (1)Health Psychology, University of Missouri, Columbia, MO, (2)Massachusettes General Hospital for Children, Boston, MA, (3)Kennedy Krieger Institute, Baltimore, MD

97 159.097 Autistic Traits: A Highly Prevalent Risk Indicator for Childhood Abuse, Posttraumatic Stress, and Depression. A. L. Roberts[*], 401 Park Drive, Harvard School of Public Health, Boston, MA

98 159.098 Anxiety, Distress, and Repetitive Behaviors in ASD, Anxiety Disorder, and Typical Development. K. Rump[*1], J. Worley[1], A. J. McVey[1], L. Guy[1], C. M. Kerns[2], H. Dingfelder[3], B. E. Yerys[1], M. Franklin[4], R. T. Schultz[1], J. Herrington[4] and J. Miller[1], (1)Center for Autism Research, The Children's Hospital of Philadelphia, Philadelphia, PA, (2)AJ Drexel Autism Institute, Drexel University, Philadelphia, PA, (3)Psychiatry, University of Pennsylvania, Philadelphia, PA, (4)University of Pennsylvania, Philadelphia, PA

99 159.099 Diurnal Cortisol and Daily Stress in Youth with Autism Spectrum Disorder. P. A. Renno[*1], L. J. Sterling[2] and J. J. Wood[3], (1)University of California, Los Angeles, Los Angeles, CA, (2)Psychiatry, UCLA Semel Institute for Neuroscience & Human Behavior, Los Angeles, CA, (3)Departments of Education and Psychiatry, University of California Los Angeles, Los Angeles, CA

100 159.100 Exploratory Profile of High Functioning Adolescents and Adults with Autism Spectrum Disorders Experiencing Subthreshold Psychotic Symptoms. C. Wilson[*1,2], L. Kenworthy[2], L. G. Anthony[2], I. W. Eisenberg[3], B. Orionzi[3], A. Martin[3] and G. L. Wallace[3], (1)University of Maryland, Baltimore County, Baltimore, MD, (2)Center for Autism Spectrum Disorders, Children's National Medical Center, Rockville, MD, (3)Laboratory of Brain and Cognition, National Institute of Mental Health, Bethesda, MD

101 159.101 Attention Problems in ASD: Cognitive and Behavioral Correlates. C. J. Grantz[*1], A. P. Hill[2], E. Fombonne[3], D. A. Fair[4], J. Nigg[4] and J. van Santen[2], (1)Pediatric Psychology, Oregon Health & Sciences University, Portland, OR, (2)Center for Spoken Language Understanding, Oregon Health & Science University, Portland, OR, (3)Psychiatry, Pediatrics & Behavioral Neuroscience, Oregon Health & Science University, Portland, OR, (4)Oregon Health & Science University, Portland, OR

102 159.102 Feeding Behavior & Comorbidity Differences for Children With and Without ASD. D. L. Jaquess[*1,2], W. G. Sharp[1,2], R. Berry[1] and M. Cole-Clark[1], (1)Pediatric Feeding Disorders Program, Marcus Autism Center, Atlanta, GA, (2)Pediatrics, Division of Autism & Related Disorders, Children's Healthcare of Atlanta & Emory University School of Medicine, Atlanta, GA

103 159.103 Genomic and Electrophysiologic Parameters Contribute to Clinical Endophenotypes in Autism and Epilepsy Populations. G. Barnes[*], Vanderbilt, Nashville, TN

104 159.104 Good Night, Sleep Tight: The Impact of Early Bedtime Behaviors on Toddlerhood Sleep Problems in Infants at Heightened Risk for ASD. K. Spielman[*1], B. M. Winder-Patel[1], S. Thomas[1], J. Pandey[1], R. T. Schultz[1], S. Paterson[1] and The IBIS Network[2], (1)Center for Autism Research, The Children's Hospital of Philadelphia, Philadelphia, PA, (2)Autism Center of Excellence, Chapel Hill, NC

105 159.105 Informant Agreement in ASD: Comparisons to Intellectual Disability. E. Stratis[*1] and L. Lecavalier[2], (1)The Ohio State University, Columbus, OH, (2)Psychology, The Ohio State University, Columbus, OH

106 159.106 Investigating Autonomic Nervous System Dysregulation in ASD. E. Anagnostou[*1] and A. Kushki[2], (1)Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (2)Bloorview Research Institute, Toronto, ON, Canada

107 159.107 Longitudinal Course and Predictors of Aggression in Children with ASD. C. R. Engelhardt[*1], M. O. Mazurek[2], E. L. Wodka[3] and S. Kanne[2], (1)Health Psychology, University of Missouri, Columbia, MO, (2)University of Missouri, Columbia, MO, (3)Kennedy Krieger Institute, Baltimore, MD

108 159.108 Mental Health Disorders in High-Risk Younger Siblings of Children with Autism Spectrum Disorder. C. Roncadin[*1], J. A. Brian[2], S. E. Bryson[3], N. Garon[4], W. Roberts[5], I. M. Smith[6], P. Szatmari[7], T. Vaillancourt[8] and L. Zwaigenbaum[9], (1)Peel Children's Centre, Mississauga, ON, Canada, (2)Bloorview Research Institute/ Paediatrics, Holland Bloorview Kids Rehab/ University of Toronto, Toronto, ON, Canada, (3)Autism Research Centre, Dalhousie/IWK Health Centre, Halifax, NS, Canada, (4)Psychology, Mount Allison University, Sackville, NB, Canada, (5)Pediatrics, University of Toronto, Toronto, ON, Canada, (6)Pediatrics; Psychology & Neuroscience, Dalhousie University / IWK Health Centre, Halifax, NS, Canada, (7)University of Toronto, Toronto, ON, Canada, (8)University of Ottawa, Ottawa, ON, Canada, (9)University of Alberta, Edmonton, AB, Canada

109 159.109 Movement Abnormalities in Children with 16p11.2 Deletion or Duplication and Their Association with ASD and Other Neurodevelopmental Challenges. K. Steinman[*1,2], R. Bernier[2], R. P. Goin-Kochel[3], L. N. Berry[4], K. Johnson[5], S. M. Kanne[6], A. Stevens[2], A. V. Snow[7], M. B. Ramocki[3], S. J. Spence[8], M. Proud[9], S. K. Kessler[10], E. Marco[11], L. Green-Snyder[12], W. Chung[13], E. H. Sherr[14] and E. Hanson[15], (1)Seattle Children's Research Institute, Seattle, WA, (2)University of Washington, Seattle, WA, (3)Baylor College of Medicine, Houston, TX, (4)Texas Children's Hospital, Autism Center, Baylor College of Medicine, Houston, TX, (5)UW Autism Center, CHDD, University of Washington, Seattle, WA, (6)University of Missouri Thompson Center for Autism & Neurodevelopmental Disorders, Columbia, MO, (7)Developmental Medicine, Boston Children's Hospital, Harvard Medical School, Boston, MA, (8)Neurology, Boston Children's Hospital, Boston, MA, (9)Child Neurology, Baylor College of Medicine, Houston, TX, (10)Children's Hospital of Philadelphia, Philadelphia, PA, (11)University of California, San Francisco, Larkspur, CA, (12)Boston Children's Hospital, Boston, MA, (13)Pediatrics and Medicine, Columbia University Medical Center, New York, NY, (14)Department of Neurology, University of California, San Francisco, San Francisco, CA, (15)Developmental Medicine, Boston Children's Hospital, Boston, MA

110 159.110 PGC Mega-Analysis of 5300 Individuals with ASD Yields a Genome-Wide Significant Association with the Astrotactin 2 (ASTN2) Gene. S. L. Santangelo[*], Psychiatry, Maine Medical Center/Maine Med Ctr Research Institute, Portland, ME

111 159.111 Parent and Teacher Perceptions of Emotional and Behavioral Problems in Children with ASD: Effects of Child Age and IQ. N. S. Raff[*], S. S. Mire, A. N. Tagliarina, H. L. LeBlanc and H. Hyatt, Educational Psychology, University of Houston, Houston, TX

112 159.112 Parent-Reported Adjustment in Children and Adolescents with ASD: An Examination of Negative Cognitions, Executive Function, and General Cognitive Abilities. N. M. Reyes[*1], S. L. Hepburn[2], A. Blakeley-Smith[3], J. Stern[3] and J. Reaven[3], (1)Psychiatry and Pediatrics, JFK Partners/University of Colorado School of Medicine, Aurora, CO, (2)Psychiatry & Pediatrics, JFK Partners/University of Colorado School of Medicine, Aurora, CO, (3)Psychiatry, JFK Partners/University of Colorado School of Medicine, Aurora, CO

113 159.113 Predictors of Adaptive Functioning and Internalizing and Externalizing Symptoms in Children with Autism Spectrum Disorder (ASD). D. Oosting*[1], K. A. Pelphrey[1], N. M. McDonald[1], H. Friedman[1], C. Keifer[1], C. Cordeaux[1], L. C. Anderson[2] and P. Ventola[1], (1)Child Study Center, Yale University, New Haven, CT, (2)Yale Child Neuroscience Lab, College Park, MD

114 159.114 Prevalence of Obesity in Autism Spectrum Disorders and Associated Risk Factors. A. P. Hill*[1,2], K. E. Zuckerman[3], K. Asplund[1], Y. Yin[4] and E. Fombonne[1], (1)Oregon Health & Science University, Portland, OR, (2)Center for Spoken Language Understanding, Oregon Health & Science University, Beaverton, OR, (3)Pediatrics, Oregon Health & Science University, Portland, OR, (4)Institute of Developmental and Disability, Oregon Health & Science University, Portland, OR

115 159.115 Retrospective Review of Dietary Intake in Children with an Autism Spectrum Disorder. M. Dole*[1], M. M. Cantor[2,3], M. Corkins[4] and K. A. McVicar[5], (1)Pediatrics, University of Tennessee Health Science Center, Memphis, TN, (2)Pediatric Neuroscience, University of Tennessee Health Science Center, Memphis, TN, (3)Neuroscience, Rhodes College, Memphis, TN, (4)Pediatric Gastroenterology, University of Tennessee Health Science Center, Le Bonheur Children's Hospital, Memphis, TN, (5)Pediatric Neuroscience, University of Tennessee Health Sciences Center, Memphis, TN

▸ 116 159.116 Sleeping Disorders in Children with Autism Spectrum Disorders and Other Developmental Disabilities. M. D. Valicenti-McDermott*[1,2], K. Lawson[3], K. F. Hottinger[3], R. M. Seijo[3], M. Schechtman[3], L. H. Shulman[1] and S. Shinnar[4], (1)Pediatrics, Albert Einstein College of Medicine, Bronx, NY, (2)CERC, Albert Einstein College of Medicine, Bronx, NY, (3)Albert Einstein College of Medicine, Bronx, NY, (4)Neurology, Pediatrics and Epidemiology and Population Health, Albert Einstein College of Medicine, Bronx, NY

117 159.117 Suicidal Ideation, Plans, and Attempts in Adults with Asperger Syndrome: A Clinic Referral Study. S. A. Cassidy*[1], P. Bradley[2], J. Robinson[3], C. Allison[4], M. McHugh[3] and S. Baron-Cohen[1], (1)Autism Research Centre, University of Cambridge, Cambridge, United Kingdom, (2)Psychiatry of Learning Disability, Hertfordshire Partnership NHS Foundation Trust, Watford, United Kingdom, (3)Cambridge Lifespan Asperger Syndrome Service, Cambridgeshire and Peterborough Foundation NHS Trust, Cambridge, United Kingdom, (4)Autism Research Centre, Department of Psychiatry, University of Cambridge, Cambridge, United Kingdom

118 159.118 Symptoms of Autism in Children with ADHD with and without Concerns for ASD. R. L. Grzadzinski*[1,2], C. Lord[3] and S. L. Bishop[4], (1)Center for Autism and Developing Brain, Weill Cornell Medical College & NY Presbyterian Hospital/Westchester Division, New York, NY, (2)Clinical Psychology, Teachers College, Columbia University, New York, NY, (3)Weill Cornell Medical College, White Plains, NY, (4)Center for Autism and the Developing Brain, Weill Cornell Medical College, White Plains, NY

119 159.119 The Impact of Demographics and Sleep Hygiene on Sleep in Children Aged 2-5 Years With and Without Autism Spectrum Disorder (ASD). A. L. Richdale*, La Trobe University, La Trobe University, Bundoora, Australia

120 159.120 The Prevalence of Neurofibromatosis Type 1 Among Children Identified with Autism Spectrum Disorders By the Autism and Developmental Disabilities Monitoring (ADDM) Network. D. Bilder*[1], A. V. Bakian[2], D. Stevenson[3], P. Carbone[1], C. M. Cunniff[4], A. B. Goodman[5], W. M. McMahon[2] and D. Viskochil[3], (1)University of Utah, Salt Lake City, UT, (2)Psychiatry, University of Utah, Salt Lake City, UT, (3)Division of Medical Genetics, University of Utah, Salt Lake City, UT, (4)Pediatrics, University of Arizona, Tucson, AZ, (5)National Center on Birth Defects and Developmental Disabilities, Centers for Disease Control and Prevention, Atlanta, GA

121 159.121 The Relationship Between the Core Features of ASD and Maladaptive Behaviours Measured Using the Diagnostic Interview for Social and Communication Disorders. R. G. Kent*[1], A. S. Le-Couteur[2], J. Gould[3], L. Wing[3] and S. R. Leekam[4], (1)70 Park Place, Cardiff University, Cardiff, United Kingdom, (2)Institute of Health and Society, Newcastle University, Newcastle upon Tyne, United Kingdom, (3)National Autistic Society, London, United Kingdom, (4)Wales Autism Research Centre, School of Psychology, Cardiff University, Cardiff, United Kingdom

122 159.122 The Role of Hypersensitivity in Anxiety and Specific Phobia in ASD. C. M. Kerns*[1], T. Rosen[2], J. Herrington[3], J. Miller[4], R. T. Schultz[5] and J. E. Connell[6], (1)AJ Drexel Autism Institute, Drexel University, Philadelphia, PA, (2)Drexel University, Phila, PA, (3)University of Pennsylvania, Philadelphia, PA, (4)Center for Autism Research, The Children's Hospital of Philadelphia, Philadelphia, PA, (5)Children's Hospital of Philadelphia, Philadelphia, PA, (6)Drexel University, Philadelphia, PA

Poster Sessions
160 - Social Cognition and Social Behavior
5:30 - 7:00 - Atrium Ballroom

123 160.123 A Longitudinal Investigation of Parent Reported Social Functioning in Autism Spectrum Disorders: Still Lots of Room for Improvement. K. M. Dudley*[1], G. L. Wallace[2], L. G. Anthony[3], C. E. Pugliese[4], Y. Granader[5], A. C. Armour[6], B. Orionzi[2] and L. Kenworthy[7], (1)Department of Neuropsychology, Children's National Medical Center,, Rockville, MD, (2)Laboratory of Brain and Cognition, National Institute of Mental Health, Bethesda, MD, (3)Center for Autism Spectrum Disorders, Children's National Medical Center, Rockville, MD, (4)Department of Neuropsychology, Children's National Medical Center, Rockville, MD, (5)Children's National Medical Center, Rockville, MD, (6)Neuropsychology, Children's National Medical Center, Rockville, MD, (7)Children's Research Institute, Children's National Medical Center, Washington, D.C.

124 160.124 Pupillary Responses to Emotional Faces in Individuals with Autism Spectrum Disorder and Their Unaffected Siblings. A. L. Hogan-Brown*[1], J. Barstein[2], S. J. Shah[1], C. Stiehl[1] and M. C. Losh[3], (1)Communication Sciences and Disorders, Northwestern University, Evanston, IL, (2)Department of Psychiatry and Behavioral Sciences, Northwestern University, Chicago, IL, (3)Roxelyn and Richard Pepper Department of Communication Sciences and Disorders, Northwestern University, Evanston, IL

125 160.125 Evaluation of the Common Genetic Architecture of Problematic Peer Relationships. B. St. Pourcain*[1], C. Haworth[2], O. Davis[3], K. Wang[4], N. J. Timpson[5], D. M. Evans[5], J. P. Kemp[5], S. M. Ring[6], W. L. McArdle[6], J. Golding[6], H. Hakonarson[7], R. Plomin[8] and G. Davey Smith[5], (1)University of Bristol, University of Bristol, Bristol, United Kingdom, (2)Department of Psychology, University of Warwick, Warwick, United Kingdom, (3), Department of Genetics, Evolution and Environment, UCL, London, United Kingdom, (4)Zilkha Neurogenetic Institute & Department of Psychiatry, University of Southern California, Los Angeles, CA, (5)MRC Integrative Epidemiology Unit, University of Bristol, Bristol, United Kingdom, (6)School of Social and Community Medicine, University of Bristol, Bristol, United Kingdom, (7)Center for Applied Genomics, Children's Hospital of Philadelphia, Philadelphia, PA, (8)Institute of Psychiatry, KCL, London, United Kingdom

126 160.126 The Role of the X-Linked EFHC2 Gene in Social Cognition in Neurotypical Males. C. M. Startin*[1], C. R. Gibbard[1], C. A. Clark[2], M. de Haan[3] and D. H. Skuse[4], (1)UCL Institute of Child Health, London, United Kingdom, (2)Imaging and Biophysics Unit, UCL Institute of Child Health, London, United

Kingdom, (3)Insittute of Child Health, University College London, London, United Kingdom, (4)Behavioural and Brain Sciences Unit, UCL Institute of Child Health, London, United Kingdom

127 160.127 Autistic Traits Modulate Self-Recognition in the Auditory Domain. A. Chakraborty* and B. Chakrabarti, Centre for Integrative Neuroscience and Neurodynamics, School of Psychology and Clinical Language Sciences, University of Reading, Reading, United Kingdom

128 160.128 Comparing Social Cognitive Profiles of Autism and Schizophrenia. N. J. Sasson*[1], A. E. Pinkham[2], D. J. Faso[1], C. Simpson[2] and S. Kelsven[3], (1)University of Texas at Dallas, Richardson, TX, (2)Southern Methodist University, Dallas, TX, (3)Psychology, Southern Methodist University, Dallas, TX

129 160.129 Perceived Credibility of Witnesses with Autism Spectrum Disorder: Do Behavioural Manifestations Influence Mock Juror Perceptions?. K. L. Maras*[1] and A. Memon[2], (1)Claverton Down, University of Bath, Bath, United Kingdom, (2)Royal Holloway, London, United Kingdom

130 160.130 Broader Autism Phenotype Characteristics and Social Adjustment in College Students: Mediating Effects of Depression. H. Gordon*[1], J. Waldron[1], A. Scarpa[2], S. W. White[3] and M. Benson[4], (1)Psychology, Virginia Tech, Blacksburg, VA, (2)Virginia Tech, Blacksburg, VA, (3)Psychology, Virginia Polytechnic Institute and State University, Blacksburg, VA, (4)Human Development, Virginia Tech, Blacksburg, VA

131 160.131 Delineating the Nature, Severity and Frequency of Face Processing Abnormalities in Autism Spectrum Disorders. E. Loth*[1], E. Stolyarchuk[2], A. Duff[2], F. G. Happe[3] and B. Duchaine[4], (1)Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, London, United Kingdom, (2)Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, King's College London, London, United Kingdom, (3)MRC SGDP Centre, Institute of Psychiatry, King's College London, London, United Kingdom, (4)Psychological and Brain Sciences, Dartmouth College, Hanover, NH

132 160.132 Exploring the Developmental Social Profile of Females with ASD. R. Jamison*[1], J. Schuttler[2] and L. Edwards[3], (1)Center for Child Health and Development, University of Kansas Medical Center, Mission, KS, (2)Center for Child Health and Development, University of Kansas Medical Center, Kansas City, KS, (3)Center for Child Health and Development, University of Kansas Medical Center, Kansas City, KS

133 160.133 Dynamics of Social Movement Coordination As a Pathway to Understanding ASD-Specific Social Deficits. P. Fitzpatrick*[1], V. Romero[2], J. L. Amaral[3], C. L. Thomas[4], A. W. Duncan[5], H. Barnard[6], M. J. Richardson[2] and R. C. Schmidt[7], (1)Psychology Department, Assumption College, Worcester, MA, (2)Center for Cognition, Action, & Perception, University of Cincinnati, Cincinnati, OH, (3)University of Cincinnati, Cincinnati, OH, (4)Division of Developmental and Behavioral Pediatrics, Cincinnati Children's Hospital, Cincinnati, OH, (5)Cincinnati Children's Hospital Medical Center, Cincinnati, OH, (6)Division of Developmental and Behavioral Pediatrics, Cincinnati Children's Hospital Medical Center, Cincinnati, OH, (7)Psychology, College of the Holy Cross, Worcester, MA

134 160.134 Plasma Vasopressin Concentrations Predict CSF Vasopressin Concentrations in Human Neonates and Are Associated with Social Functioning in Children with Autism. D. S. Carson*[1], C. L. Howerton[2], J. P. Garner[2], R. A. Libove[1], S. A. Hyde[1], J. M. Phillips[1], A. A. Penn[3], A. Y. Hardan[1] and K. J. Parker[1], (1)Psychiatry and Behavioral Sciences, Stanford University School of Medicine, Stanford, CA, (2)Department of Comparative Medicine, Stanford University School of Medicine, Stanford, CA, (3)Departments of Fetal and Transitional Medicine, Neonatology, and the Center for Neuroscience Research, Children's National Medical Center, Washington, D.C.

135 160.135 Randomized Control Trials for Social Skills Interventions: Exploring the Initial Results for the SCI-a Program. J. P. Stichter*, M. Herzog and K. Bellesheim, University of Missouri, Columbia, MO

136 160.136 Early Predictors of Emotional Knowledge and Expression in Autism Spectrum Disorders. H. Gould*[1] and C. Kasari[2], (1)Education, University of California, Los Angeles, Los Angeles, CA, (2)Center for Autism Research and Treatment, University of California Los Angeles, Los Angeles, CA

137 160.137 Oxytocin Increases Processing Efficiency of Socially Salient Visual Information. R. Tillman*[1], I. Gordon[2], J. F. Leckman[1], R. Feldman[3], A. Naples[1], G. Righi[1], K. A. Pelphrey[1,2] and J. McPartland[1], (1)Child Study Center, Yale University, New Haven, CT, (2)Yale University, New Haven, CT, (3)Bar-Ilan University, Ramat-Gan, Israel

138 160.138 The "Face Deficit" in Visual Attention: Parsing Heterogeneity in ASD. J. Parish-Morris*[1], C. Chevallier[2], A. de Marchena[2] and R. T. Schultz[3], (1)University of Pennsylvania, Philadelphia, PA, (2)Center for Autism Research, The Children's Hospital of Philadelphia, Philadelphia, PA, (3)Departments of Pediatrics and Psychiatry, University of Pennsylvania, Philadelphia, PA

139 160.139 Emotional Prosody Processing in Behavior and Brain Function: Insights from Autism Spectrum Disorder. G. Rosenblau*[1,2], D. Kliemann[1], I. Dziobek[1] and H. R. Heekeren[1], (1)Freie Universitaet Berlin, Berlin, Germany, (2)Yale University, New Haven, CT

140 160.140 Evaluating the Classification Potential of Eye-Tracking Measures Based on Perception of Social and Physical Contingencies in Toddlers with ASD. A. Abraham*[1], A. Trubanova[2], J. B. Northrup[3], D. Lin[4], P. Lewis[1], A. Klin[1], W. Jones[1] and G. Ramsay[5], (1)Marcus Autism Center, Children's Healthcare of Atlanta and Emory University School of Medicine, Atlanta, GA, (2)Psychology, Virginia Polytechnic Institute and State University, Blacksburg, VA, (3)University of Pittsburgh, Pittsburgh, PA, (4)Department of Neurology, Massachusetts General Hospital, Boston, MA, (5)Marcus Autism Center, Children's Healthcare of Atlanta & Emory University School of Medicine, Atlanta, GA

141 160.141 Exploring the Social and Academic Engagement of Included Children with ASD. E. Rotheram-Fuller*[1] and J. J. Locke[2], (1)Arizona State University, Tempe, AZ, (2)University of Pennsylvania, Philadelphia, PA

142 160.142 Studying Social Attention in Autism Spectrum Disorders: Stimulus Type Matters. A. McVey*[1], R. T. Schultz[2], J. Parish-Morris[3], K. Rump[1], J. Pandey[1] and C. Chevallier[1], (1)Center for Autism Research, The Children's Hospital of Philadelphia, Philadelphia, PA, (2)Departments of Pediatrics and Psychiatry, University of Pennsylvania, Philadelphia, PA, (3)University of Pennsylvania, Philadelphia, PA

143 160.143 Cortisol Stress Response Patterns and Social Behaviors in Adolescent Boys with Fragile X Syndrome and Autism. S. McGrath*[1], J. Klusek[2], E. Schworer[3], J. Gunther[4], L. Abbeduto[5] and J. E. Roberts[6], (1)School Psychology, University of South Carolina, Columbia, SC, (2)Department of Psychology, University of South Carolina, Columbia, SC, (3)University of South Carolina, Columbia, SC, (4)University of California Davis M.I.N.D. Institute, Sacramento, CA, (5)University of California Davis M.I.N.D. Institute, Sacramento, CA, (6)Psychology, University of South Carolina, Columbia, SC

144 160.144 Examining the Roles of Affective Theory of Mind and Social Problem-Solving in the Expression of Depressive Symptomology in High-Functioning Autistic Adults and the Broader Autism Phenotype. S. L. Jackson*[1] and B. Dritschel[2], (1)University of St Andrews, Woodbridge, CT, (2)University of St Andrews, St Andrews, United Kingdom

145 160.145 The Relationship Between Social Cognition and Social Functioning in Individuals with Autism Spectrum Disorder. L. Bishop-Fitzpatrick*[1], S. M. Eack[1] and N. J. Minshew[2], (1)School of Social Work, University of Pittsburgh, Pittsburgh, PA, (2)Psychiatry and Neurology, University of Pittsburgh School of Medicine, Pittsburgh, PA

146 160.146 Problem Behaviors of School-Age Children with and without Autism Spectrum Disorders during Mother-Child Play Tasks. T. A. Hassenfeldt* and A. Scarpa, Virginia Tech, Blacksburg, VA

147 160.147 Gaze Patterns in a Narrative Task with FMR1 Premutation Carriers and Autism Parents. N. Maltman*[1], R. S. Hoedemaker[2], P. C. Gordon[3] and M. C. Losh[4], (1)Northwestern University, Evanston, IL, (2)University of North Carolina, Chapel Hill, NC, (3)Psychology, University of North Carolina-Chapel Hill, Chapel Hill, NC, (4)Roxelyn and Richard Pepper Department of Communication Sciences and Disorders, Northwestern University, Evanston, IL

148 160.148 Siblings of Individuals with and without Autism Spectrum Disorder and Other Intellectual Disabilities. C. Shivers*, Counseling, Educational Psychology, & Special Educatio, Michigan State University, East Lansing, MI

149 160.149 Specific Events That Impact the Topography of Salience When Individuals with and without ASD View Naturalistic Social Scenes. E. M. Kim*[1], S. Shultz[2], W. Jones[3] and A. Klin[3], (1)Marcus Autism Center, Children's Healthcare of Atlanta & Emory University School of Medicine, Atlanta, GA, (2)Department of Pediatrics, Marcus Autism Center, Children's Healthcare of Atlanta, Emory University, Atlanta, GA, (3)Marcus Autism Center, Children's Healthcare of Atlanta and Emory University School of Medicine, Atlanta, GA

150 160.150 Multidimensional Assessment of Empathy in Children with ASD. L. K. Bryant*[1], K. Schauder[2] and C. Cascio[3], (1)Graduate Program in Neuroscience, Vanderbilt University, Nashville, TN, (2)Clinical and Social Sciences in Psychology, University of Rochester, Rochester, NY, (3)Vanderbilt University School of Medicine, Nashville, TN

151 160.151 The Relationship Between Neural Sensitivity to Social and Non-Social Positive and Negative Feedback and Autistic Traits. V. Carter Leno*[1,2], A. Naples[1], R. Tillman[1], H. S. Reuman[1], E. Levy[1], H. Rutherford[1], A. Cox[1] and J. McPartland[1], (1)Child Study Center, Yale University, New Haven, CT, (2)University College London, London, United Kingdom

152 160.152 Proneness to Self-Conscious Emotions and Theory of Mind in Adults with Autism Spectrum Disorders. D. Davidson*, S. B. Vanegas and E. Hilvert, Loyola University Chicago, Chicago, IL

153 160.153 Social Anxiety and Social Reciprocity in Children and Adolescents with High Functioning Autism. L. V. Usher*[1], C. A. Burrows[1], C. B. Schwartz[2] and H. A. Henderson[1], (1)Psychology, University of Miami, Coral Gables, FL, (2)Yale Child Study Center, New Haven, CT

154 160.154 Social Engagement of Children with ASD in Inclusive Setting: The Role of the Social Profile of Typically Developing Peers. M. Zakai -Mashiach*[1], M. Al-Yagon[2] and E. Dromi[3], (1)School of Education, Tel Aviv University, Tel Aviv, Israel, (2)Tel-Aviv University, Tel-Aviv, Israel, (3)Constantiner School of Education, Tel Aviv University, Tel Aviv, Israel

155 160.155 Trying to Make Sense of a Heterogeneous Disorder: A Factor Mixture Modelling Approach to Autism Spectrum Disorder. V. E. Brunsdon*[1], E. Colvert[1], P. F. Bolton[1] and F. Happe[2], (1)SGDP, Institute of Psychiatry, King's College London, London, United Kingdom, (2)Institute of Psychiatry, King's College London, London, United Kingdom

156 160.156 Understanding Trajectories of Diurnal Rhythm of Cortisol in Children with Autism Based on Psychological and Behavioral Profiles. G. Han*[1], A. Tomarken[1] and B. Corbett[2], (1)Psychological Sciences, Vanderbilt University, Nashville, TN, (2)Vanderbilt University, Nashville, TN

Poster Sessions
161 - Specific Interventions – Non-Pharmacologic
5:30 - 7:00 - Atrium Ballroom

157 161.157 Disseminating an Evidence-Based ASD Intervention: Predictors of Community Providers' Likelihood of Implementation. N. I. Berger* and B. Ingersoll, Michigan State University, East Lansing, MI

158 161.158 Treatment Effects of the Joint Attention, Symbolic Play, Engagement and Regulation (JASPER) Intervention for Toddlers with ASD. A. Gulsrud*[1], C. Kasari[2] and G. Hellemann[3], (1)Semel Institute, UCLA, Los Angeles, CA, (2)Center for Autism Research and Treatment, University of California Los Angeles, Los Angeles, CA, (3)Biostatistics Department, UCLA, Los Angeles, CA

159 161.159 A Systematic Review of Theory of Mind Based Interventions for Autism Spectrum Disorder. S. Fletcher-Watson*[1] and H. McConachie[2], (1)University of Edinburgh, Edinburgh, Scotland, United Kingdom, (2)Institute of Health and Society, Newcastle University, Newcastle, United Kingdom

160 161.160 Click-East: Using Data Collected within a Therapeutic Ipad App to Elucidate Results of a Randomised Controlled Trial. S. Fletcher-Watson*[1], A. E. O'Hare[2], H. Pain[3] and H. McConachie[4], (1)University of Edinburgh, Edinburgh, Scotland, United Kingdom, (2)Section Child Life & Health, School of Clinical Science, University of Edinburgh, Edinburgh, United Kingdom, (3)School of Informatics, University of Edinburgh, Edinburgh, Scotland, (4)Institute of Health and Society, Newcastle University, Newcastle, United Kingdom

161 161.161 Creating Symptom Profiles to Anticipate Treatment Outcomes for Adolescents with ASD Following the UCLA PEERS® Intervention. J. Hopkins*[1], B. Schwartzman[2], S. Bates[3] and E. A. Laugeson[1], (1)Psychiatry, UCLA Semel Institute for Neuroscience and Human Behavior, Los Angeles, CA, (2)Education, UCLA, Los Angeles, CA, (3)Graduate School of Education and Psychology, Pepperdine University, Los Angeles, CA

162 161.162 A Teacher Instructing Caregivers of Toddlers with Autism Spectrum Disorder How to Spontaneously Increase Words. K. Lawton*, S. Barrett and L. Mong, The Ohio State University Nisonger Center Early Childhood Education, Columbus, OH

163 161.163 Depression As a Predictor of Decreased Social Engagement for Adolescents with Autism Spectrum Disorder Following the UCLA PEERS® Intervention. C. Costa*, D. Diaz, J. Hopkins, M. Cronin and E. A. Laugeson, Psychiatry, UCLA Semel Institute for Neuroscience and Human Behavior, Los Angeles, CA

164 161.164 Effects of Exergaming on Children with Autism Spectrum Disorders: A Pilot Study. C. L. Hilton*[1], K. Cumpata[2], C. L. Klohr[3] and P. Trapani[4], (1)Occupational Therapy, University of Texas Medical Branch, Galveston, TX, (2)Occupational Therapy, Children's Medical Center, Dallas, TX, (3)Psychiatry, Washington University School of Medicine, St. Louis, MO, (4)360 Fitness For Life & Health, LLC, Wildwood, MO

165 161.165 Efficacy of an Ehealth Parent-Mediated Intervention for Young Children with ASD: Comparison of Two Delivery Approaches. B. Ingersoll*, Michigan State University, East Lansing, MI

166 161.166 Efficacy of the Social Adjustment Enhancement Intervention: A Follow-up Study. C. McMahon*[1] and M. Solomon[2], (1)Department of Curriculum and Instruction, Special Education Program, Indiana University - Bloomington, Bloomington, IN, (2)Psychiatry, M.I.N.D. Institute, Sacramento, CA

167 161.167 Generalization of Joint Engagement to the Classroom for Toddlers with ASD Following a Parent-Mediated Intervention. K. Berry*[1], A. Gulsrud[2] and C. Kasari[3], (1)University of California, Los Angeles, Los Angeles, CA, (2)Semel Institute, UCLA, Los Angeles, CA, (3)Center for Autism Research and Treatment, University of California Los Angeles, Los Angeles, CA

168 161.168 Integrating Behavioral Strategies for Children with Autism. A. B. Jobin[*1], L. Schreibman[2] and A. C. Stahmer[3], (1)Rady Children's Hospital San Diego, San Diego, CA, (2)University of California, San Diego, La Jolla, CA, (3)Psychiatry, University of California, San Diego, San Diego, CA

169 161.169 Moderators of Short-Term Effects and Maintenance from Social Cognitive Group Therapies: Results from a Randomized, Comparative Trial of Seaver-Nett. L. Soorya[*1], A. T. Wang[2], P. M. Weinger[3], J. D. Buxbaum[4], D. B. Halpern[3] and M. Gorenstein[3], (1)Rush University, Chicago, IL, (2)Seaver Autism Center, New York, NY, (3)Seaver Autism Center for Research and Treatment, Icahn School of Medicine at Mount Sinai, New York, NY, (4)Seaver Autism Center for Research and Treatment, Department of Psychiatry, Icahn School of Medicine at Mount Sinai, New York, NY

170 161.170 Preliminary Data on Individualized Social Skill Outcome Measures Associated with the START Group Social Skills Intervention for Adolescents with ASD. A. R. Miller[*], T. L. Clarke, M. K. Cornish, K. P. Dresser, M. R. Fredricks, K. D. Russo, V. L. Wu, J. L. Bradshaw, A. Navab and T. W. Vernon, Koegel Autism Center, University of California Santa Barbara, Santa Barbara, CA

171 161.171 Preparing for University Life: A Program Evaluation. A. J. Hillier[*1], J. B. Kopec[2] and S. M. Donnelly[1], (1)Psychology, University of Massachusetts Lowell, Lowell, MA, (2)Psychology: Interdisciplinary Affective Science Lab, Northeastern University, Boston, MA

173 161.173 Social and Emotional Functioning in Autism and Anxiety: Participation in a Social Competence Intervention in a Private Clinical Setting. S. I. Habayeb[*1], B. Rich[1] and M. Alvord[2], (1)Department of Psychology, The Catholic University of America, Washington, DC, (2)Alvord, Baker, & Associates, Rockville, MD

174 161.174 The Effects of a Parent-Mediated Early Toddler Intervention on Improving Language Trajectories and Joint Attention. J. L. Bradshaw[*], H. E. Reshes, A. Navab, A. R. Miller, T. W. Vernon and L. K. Koegel, Koegel Autism Center, University of California Santa Barbara, Santa Barbara, CA

175 161.175 The Pegasus Psychoeducational Programme for Young People Diagnosed with Autism Spectrum Disorder Enhances ASD Self-Awareness. K. Gordon[*1], L. Roughan[2], O. Baykaner[3], V. Livermore-Hardy[4], D. H. Skuse[5], M. Murin[3] and W. Mandy[5], (1)BBSU, UCL Institute of Child Health, London, United Kingdom, (2)Great Ormond Street Hospital, london, United Kingdom, (3)Great Ormond Street Hospital, London, United Kingdom, (4)Great Ormond Street Hospital, London, London, United Kingdom, (5)Behavioural and Brain Sciences Unit, UCL Institute of Child Health, London, United Kingdom

176 161.176 Educator and Student Response to a Social-Communication Intervention Translated for Public Preschool Classrooms. K. P. Wilson[*1], E. Stripling[1] and R. Landa[2], (1)Kennedy Krieger Institute, Baltimore, MD, (2)Center for Autism and Related Disorders, Kennedy Krieger Institute, Baltimore, MD

177 161.177 Video-Based Instruction to Improve Job-Related Problem-Solving Skills of Students with Autism. G. Yakubova[*], Duquesne University, Pittsburgh, PA

▸ 178 161.178 Effects of Dyadic Peer-Relationship-Oriented Intervention for Chidren with High-Functioning ASD. H. Fujino[*], Tokyo Gakugei University, Koganei-Shi, Tokyo, Japan

179 161.179 Effects of Social Stories for Individuals with ASD: A Quantitative Review. C. Qi[*1], E. E. Barton[2] and Y. L. Lin[3], (1)University of New Mexico, Albuquerque, NM, (2)Special Education, Vanderbilt University, Nashville, TN, (3)Educational Specialties, University of New Mexico, Albuquerque, NM

180 161.180 Empathy As a Predictor of Treatment Outcome in Young Adults with ASD Following the UCLA PEERS® Intervention. E. M. Shipley[*1,2,3], Y. Bolourian[1,2], S. Bates[3] and E. A. Laugeson[1], (1)Psychiatry, UCLA Semel Institute for Neuroscience and Human Behavior, Los Angeles, CA, (2)The Help Group - UCLA Autism Research Alliance, Sherman Oaks, CA, (3)Graduate School of Education and Psychology, Pepperdine University, Los Angeles, CA

181 161.181 Examining the Effects of a Comprehensive Reading Intervention for Adolescents with ASD. C. K. Reutebuch[*] and F. El Zein, The Meadows Center for Preventing Educational Risk, The University of Texas at Austin, Austin, TX

182 161.182 Exploring the Coaching Process and Routine Context of Early Social Interaction (ESI), a Parent-Implemented Intervention for Toddlers with ASD. J. A. Brown[*1], J. Woods[2], R. D. Holland[2], A. M. Wetherby[2] and C. Lord[3], (1)Communication Sciences and Special Education, University of Georgia, Athens, GA, (2)Florida State University Autism Institute, Tallahassee, FL, (3)Weill Cornell Medical College, White Plains, NY

183 161.183 Has the Needle Moved for Social Inclusion of Children with ASD? a 10-Year View. L. N. Huynh[*1], Y. C. Chang[2], W. Shih[3] and C. Kasari[4], (1)Semel Institute for Neuroscience and Human Behavior, UCLA, Los Angeles, CA, (2)Semel Institute, UCLA, Los Angeles, CA, (3)Department of Biostatistics, University of California, Los Angeles, Los Angeles, CA, (4)Center for Autism Research and Treatment, University of California Los Angeles, Los Angeles, CA

184 161.184 Improving Hand Function in Adults with Autism Spectrum Disorder and an Intellectual Disability through Participation in an Adapted Physical Exercise Program. K. Carr[*], P. McKeen, N. R. Azar, S. Horton and C. A. Sutherland, Kinesiology, University of Windsor, Windsor, ON, Canada

185 161.185 Predictors of Decreased Dating Anxiety in Young Adults with Autism Spectrum Disorder Following the PEERS® for Young Adults Intervention. J. Sanchez[*1,2], Y. Bolourian[1,2], R. Ellingsen[3], K. F. Noorbhai[1,2] and E. A. Laugeson[1], (1)Psychiatry, UCLA Semel Institute for Neuroscience and Human Behavior, Los Angeles, CA, (2)The Help Group - UCLA Autism Research Alliance, Sherman Oaks, CA, (3)University of California Los Angeles, Los Angeles, CA

186 161.186 Social Outcomes of a Fundamental Motor Skill Intervention for 4 Year Old Children with Autism Spectrum Disorder. E. Bremer[*] and M. Lloyd, Faculty of Health Sciences, University of Ontario Institute of Technology, Oshawa, ON, Canada

187 161.187 Teaching Playground Staff at Schools to Improve Peer Engagement for Children with Autism Spectrum Disorders. M. Kretzmann[*], W. Shih and C. Kasari, UCLA, Los Angeles, CA

188 161.188 The Impact of Participant Characteristics on the Effectiveness of Facial Emotion Training in Children with Autism Spectrum Disorders. J. K. Johnson[*], B. Evans-Smith and N. M. Russo-Ponsaran, Rush NeuroBehavioral Center, Department of Behavioral Sciences, Rush University Medical Center, Skokie, IL

189 161.189 The Role of Pragmatic Speech in the Effectiveness of an Anxiety-Focused Cognitive Behavior Therapy for Adolescents with Autism Spectrum Disorders. A. Trubanova[*], R. Elias and S. W. White, Psychology, Virginia Polytechnic Institute and State University, Blacksburg, VA

190 161.190 The Use of Mobile Technology in the Treatment of Prosodic Deficits in Autism Spectrum Disorders. E. Schoen Simmons[*1], C. A. Wall[1], R. Paul[2] and F. Shic[1], (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2)Sacred Heart University, Fairfield, CT

▸ 191 161.191 Well-Being in a Novel Cultural Milieu: Examining the Well-Being of Mothers of Children with Autism in Lebanon. R. Obeid[*1,2] and N. Daou[2], (1)Department of Psychology - Human Development Program, The Graduate Center - CUNY, New York, NY, (2)Psychology, American University of Beirut, Beirut, Lebanon

Special Interest Groups (SIGs)

7:15 - 8:45

Location listed under each session

162 - Autism Social, Legal and Ethical Research

Session Chairs: Liz Pellicano, Ph.D., *Institute of Education, Univ. of London*; Michael Yudell, Ph.D., *Drexel Univ. School of Public Health*; Bryna Siegel, Ph.D., *Autism Center of N. Calif. & UCSF*

Room A706

Political and Ethical Considerations in Autism Research and Treatment. The third year of this SIG will explore social, ethical and legal issues concerning autism research and treatment, particularly how these impact the needs of less able individuals who are or will soon become adults. Speakers will include:

Dr. Bryna Siegel, Dr. Deborah Barnbaum, Dr. Carolyn Klebanoff and John Elder Robison will act as Discussants

163 - Minimally Verbal Individuals

Session Chairs: Nancy Jones, Ph.D., Terry Katz, Ph.D., Connie Kasari, Ph.D.

Room A704

The goal for 2014 is to develop practice parameters for minimally verbal individuals (MVI) in the areas of: characterization, evaluation, intervention, developmental considerations and underserved populations. We will facilitate mentorship partnerships within the projects. Specific aims include: 1) Provide a brief review of current literature 2) Workgroups will: a. Discuss the current literature and identify critical gaps b. Outline plans for the development of one or two specific practice parameters c. Establish the project goals and key milestones, aiming to present at IMFAR 2015. d. Leaders will organize project teams with mentors partnered with junior faculty and student members.

164 - Sensory Motor Special Interest Group (SMIG)

Session Chairs: Alison Lane, *University of Newcastle, Australia*; Justin Williams, *University of Aberdeen, Scotland*

Room A707

Our goal for 2014-2015 is to foster collaboration between sensory and motor researchers. The Sensorimotor Interest Group (SMIG) was formed from two separate sensory and motor special interest groups. Hence, participants tend to have a primary interest in either sensory or motoric aspects of autism. However, motoric and sensory problems are closely related, and indeed, we consider that impaired sensori-motor integration is a core developmental impairment in autism. As such, the next generation of researchers in this field will likely spend considerable time in their careers exploring these questions. We consider that a valuable function of our group is to promote and facilitate research, which can further explore the relationship between motor and sensory problems.

Welcome Address and Sponsor Update

8:45 - Welcome from IMFAR Organizers

8:50 - Simons Foundation Update, Wendy Chung, M.D., Ph.D.
Marquis Ballroom

Keynote Address

165 - The Development of Attention: Implications for Early Identification

9:00 - 10:00 - Marquis Ballroom

Speaker: John Colombo, Ph.D.; *University of Kansas, Kansas City, KS*

Even though William James claimed in 1870 that "everyone knows what attention is," many of the fundamental questions about attention remain unanswered nearly 150 years later. In this talk, I will describe a framework for conceptualizing the basic construct of attention, recent advances in the neural substrates that presumably underlie the construct. In addition to reviewing the developmental course of attention from infancy through early childhood, I will describe a framework for thinking about how attention relates to the emergence of executive function, and review the degree to which early attention is related to later language and cognitive outcomes. Finally, I will review recent findings derived from the study of attention that are relevant to the early identification of autism spectrum disorders.

Oral Sessions

166 - Brain Function and Structure II

10:30 - 12:15 - Marquis Ballroom A

Session Chair: C. Ecker; *Department of Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, King's College London, United Kingdom*

10:30 166.001 Auditory Gamma-Band Power Is Related to GABA Concentration in Autism. D. C. Rojas[*1], S. Steinmetz[2], S. L. Hepburn[3] and M. S. Brown[4], (1)University of Colorado Denver Anschutz Medical Campus, Aurora, CO, (2)University of Colorado Denver, Aurora, CO, (3)Psychiatry & Pediatrics, JFK Partners/University of Colorado School of Medicine, Aurora, CO, (4)Radiology, University of Colorado Anschutz Medical Campus, Aurora, CO

10:42 166.002 Abnormalities in Subcortical Glutamate/Glutamine, But Not GABA, in Adults with an ASD: A [1H]MRS Study. M. A. Mendez[*1], J. Horder[1], N. Gillan[2], S. Coghlan[1] and D. G. Murphy[2,3], (1)Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, King's College London, London, United Kingdom, (2)Department of Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, King's College London, London, United Kingdom, (3)The Sackler Institute for Translational Neurodevelopment, Institute of Psychiatry, King's College London, London, United Kingdom

10:54 166.003 Deficits in Auditory Processing Contribute to Impairments in Vocal Affect Recognition in Autism: A MEG Study. C. Demopoulos[*1,2,3], J. Hopkins[3], B. Kor[illegible], M. Paulson[2], L. Doyle[2], W. E. Andrews[2] and [illegible]owne[2], (1)Department of Radiology, University of California-San Francisco (UCSF), San Francisco, CA, (2)MIND Research Network, Albuquerque, NM, (3)Department of Psychology, Illinois Institute of Technology, Chicago, IL, (4)Alameda Health System, Alameda, CA

WITHDRAWN

11:06 166.004 Empathy in ASD: Using ERPs to Identify Atypical Neural Responses to Physical and Social Pain. E. J. Levy*[1], C. E. Mukerji[1], A. Naples[1], R. Bernier[2], R. Tillman[1], H. S. Reuman[1], J. H. Foss-Feig[1], D. Perszyk[3] and J. McPartland[1], (1)Child Study Center, Yale University, New Haven, CT, (2)University of Washington, Seattle, WA, (3)Project on Child Development, Northwestern University, Evanston, IL

11:18 166.005 Neural Responsivity to Tactile and Auditory Sensory Stimuli in Youth With and Without ASD. S. Green*[1], D. Beck-Pancer[2], L. M. Hernandez[3], J. J. Wood[4], J. D. Rudie[5], M. Dapretto[5] and S. Y. Bookheimer[2], (1)UCLA, Los Angeles, CA, (2)Psychiatry and Biobehavioral Sciences, UCLA, Los Angeles, CA, (3)Neuroscience, University of California, Los Angeles, Los Angeles, CA, (4)Departments of Education and Psychiatry, University of California Los Angeles, Los Angeles, CA, (5)Ahmanson-Lovelace Brain Mapping Center, UCLA, Los Angeles, CA

11:30 166.006 Reward Anticipation and Processing of Social Versus Nonsocial Stimuli in Children with and without Autism Spectrum Disorders. K. K. Stavropoulos* and L. J. Carver, University of California, San Diego, La Jolla, CA

11:42 166.007 Sex Differences in Brain Structure of Preschool-Aged Children with Autism Spectrum Disorder. C. W. Nordahl*[1], F. Hoeft[2], H. Ota[1,3], A. Lee[4], S. J. Rogers[4], S. Ozonoff[4] and D. G. Amaral[4], (1)Psychiatry and Behavioral Sciences, UC Davis M.I.N.D. Institute, Sacramento, CA, (2)Psychiatry, University of California at San Francisco, San Francisco, CA, (3)Psychiatry, Showa University School of Medicine, Tokyo, Japan, (4)MIND Institute and Department of Psychiatry and Behavioral Sciences, University of California Davis Medical Center, Sacramento, CA

11:54 166.008 White Matter Microstructure in Girls with Autism Spectrum Disorder: Comparison with Neurotypical Controls and Unaffected Siblings. R. J. Jou*[1], C. R. Gibbard[1], C. M. Pretzsch[1], D. Yang[1], I. Y. Murphy[1] and K. A. Pelphrey[2], (1)Yale Child Study Center, Yale School of Medicine, New Haven, CT, (2)Yale Child Study Center, Yale University, New Haven, CT

Oral Sessions
167 - Early Development II
10:30 - 12:15 - Imperial Ballroom B

Session Chair: W. L. Stone; *University of Washington, Seattle, WA*

10:30 167.001 A Multi-Site Study of Prevalence, Incidence, and Age at First Diagnosis for Autism Spectrum Disorders: Findings from the Mental Health Research Network Autism Registry Study. V. Yau*[1], F. L. Lynch[2], J. Madden[3], A. A. Owen-Smith[4], K. J. Coleman[5], S. Bent[6], M. L. Massolo[7], K. A. Pearson[2], P. Crawford[8], M. E. Pomichowski[5], M. Lakoma[3] and L. A. Croen[7], (1)Kaiser Permanente, Oakland, CA, (2)The Center for Health Research Northwest, Kaiser Permanente Northwest, Portland, OR, (3)Department of Population Medicine, Harvard Pilgrim Health Care Institute, Boston, MA, (4)The Center for Health Research Southeast, Kaiser Permanente Georgia, Atlanta, GA, (5)Department of Research and Evaluation, Kaiser Permanente Southern California, Pasadena, CA, (6)Department of Medicine, University of California San Francisco, San Francisco, CA, (7)Division of Research, Kaiser Permanente Northern California, Oakland, CA, (8)The Center for Health Research/Northwest, Kaiser Permanente Northwest, Portland, OR

10:42 167.002 Vocal Coordination during Early Parent-Infant Interactions Predicts Language Outcome in High Risk Infants. J. B. Northrup*[1] and J. M. Iverson[2], (1)University of Pittsburgh, Pittsburgh, PA, (2)Psychology, University of Pittsburgh, Pittsburgh, PA

10:54 167.003 Reduced Curiosity and Exploration As an Early Warning Sign of ASD. E. C. Bacon*[1], M. Chen[2], L. Schreibman[1], A. C. Stahmer[3], C. Carter[1], E. Courchesne[1] and K. Pierce[1], (1)University of California, San Diego, La Jolla, CA, (2)Fielding School of Public Health, UCLA, Los Angeles, CA, (3)Psychiatry, University of California San Diego, La Jolla, CA

11:06 167.004 Definition, Measurement, and Validation of Resilience and Canalization in the Early Autism Phenotype. M. Elsabbagh*[1] and The BASIS Team[2], (1)McGill University, Montreal, PQ, Canada, (2)BASIS, London, United Kingdom

11:18 167.005 Analysis of Crying during the Separation Phase of the Strange Situation Procedure in Infant Siblings at High Risk for ASD. G. Esposito*[1], M. Rostagno[2], P. Venuti[3], J. D. Haltigan[4] and D. S. Messinger[5], (1)Unit for Affiliative Social Behavior, RIKEN Brain Science Institute, Saitama, Japan, (2)University of Trento, Rovereto, Italy, (3)Department of Psychology and Cognitive Science, University of Trento, Rovereto, Italy, (4)University of Ottawa, Ottawa, ON, Canada, (5)University of Miami, Coral Gables, FL

11:30 167.006 The Integration of Vocalizations and Smiles Within Joint Attention Acts in Infants at Risk for Autism Spectrum Disorder. L. V. Ibanez*[1], S. R. Edmunds[1], D. Gangi[2], T. P. Nguyen[1], Z. E. Warren[3], D. S. Messinger[4] and W. L. Stone[1], (1)Psychology, University of Washington, Seattle, WA, (2)University of Miami, Miami, FL, (3)Vanderbilt University, Nashville, TN, (4)University of Miami, Coral Gables, FL

11:42 167.007 Early Trajectories of Growth in Initiating Joint Attention Are Associated with ASD Severity at 36 Months. D. Gangi*[1], L. Ibanez[2], W. L. Stone[3] and D. S. Messinger[4], (1)University of Miami, Miami, FL, (2)University of Washington, Seattle, WA, (3)Psychology, University of Washington, Seattle, WA, (4)University of Miami, Coral Gables, FL

11:54 167.008 Developmental Trajectories of Respiratory Sinus Arrhythmia in Children with Autism from Birth to Early Childhood. S. J. Sheinkopf*[1], T. P. Levine[1], B. Abar[1], E. Conradt[1], L. L. LaGasse[1], R. Seifer[2], S. Shankaran[3], H. Bada-Ellzey[4], C. Bauer[5], T. M. Whitaker[6], J. A. Hammond[7] and B. M. Lester[1], (1)Brown Center for the Study of Children at Risk, Women & Infants Hospital, Providence, RI, (2)Department of Psychiatry, Warren Alpert Medical School of Brown University, Providence, RI, (3)Wayne State University, Detroit, MI, (4)Department of Pediatrics, University of Kentucky, Lexington, KY, (5)Department of Pediatrics, Miller School of Medicine, University of Miami, Miami, FL, (6)The University of Tennessee Health Science Center, Memphis, TN, (7)RTI International, Rockville, MD

Oral Sessions
168 - Diagnostic and Behavioral Assessment and Measurement
10:30 - 12:15 - Marquis Ballroom D

Session Chair: S. Ozonoff; *M.I.N.D. Institute and Department of Psychiatry and Behavioral Sciences, University of California Davis Medical Center, Sacramento, CA*

10:30 168.001 Video-Referenced Ratings of Reciprocal Social Behavior in Toddlers: A Twin Study. N. Marrus[*1], Y. Zhang[2], E. L. Mortenson[2], K. Holzhauer[3], S. Sant[1], V. Hariprasad[2], A. Glowinski[2] and J. N. Constantino[4], (1)Washington University School of Medicine, Saint Louis, MO, (2)Psychiatry, Washington University School of Medicine, Saint Louis, MO, (3)Psychiatry, Washington University School of Medicine, Saint Louis, MO, (4)Psychiatry, Washington University School of Medicine, St Louis, MO

10:42 168.002 A Critical Review of Outcome Measures Used to Evaluate the Effectiveness of Comprehensive, Community-Based Treatments for Preschoolers with ASD. M. Stolte[*1,2] and S. Hodgetts[3], (1)Centre for Autism Services Alberta, Edmonton, AB, Canada, (2)University of Alberta, Edmonton, AB, Canada, (3)Occupational Therapy, University of Alberta, Edmonton, AB, Canada

10:54 168.003 DSM-5 Autism Spectrum Disorder: In Search of Essential Behaviours for Diagnosis. S. R. Leekam[1], S. J. Carrington[*1], R. G. Kent[1], J. Gould[2], L. Wing[2], J. P. W. Maljaars[3], I. Noens[4], I. A. van Berckelaer-Onnes[5] and A. S. Le-Couteur[6], (1)Wales Autism Research Centre, School of Psychology, Cardiff University, Cardiff, United Kingdom, (2)National Autistic Society, London, United Kingdom, (3)KU Leuven, Belgium, Belgium, (4)Parenting and Special Education Research Unit, KU Leuven, Leuven, Belgium, (5)Universiteit Leiden, Leiden, Netherlands, (6)Institute of Health and Society, Newcastle University, Newcastle upon Tyne, United Kingdom

11:06 168.004 Evidence of Robust Tools for the Evaluation of Outcomes in Young Children with ASD. H. McConachie[*1], N. Livingstone[2], J. Hanratty[2], I. P. Oono[1], M. Glod[1], S. Robalino[1] and C. Terwee[3], (1)Institute of Health and Society, Newcastle University, Newcastle upon Tyne, United Kingdom, (2)Institute of Child Care Research, Queen's University Belfast, Belfast, United Kingdom, (3)VU University Medical Center, Amsterdam, Netherlands

11:18 168.005 How Can We Robustly Measure Sensory Reactivity; A New DSM-5 Criterion for Autism Spectrum Disorder. T. Tavassoli[*1], K. Bellesheim[2], J. J. Servinskas[3], D. Grodberg[4], A. Kolevzon[5] and J. D. Buxbaum[6], (1)Mount Sinai School of Medicine, Seaver Autism Center, New York, NY, (2)University of Missouri, Columbia, MO, (3)Icahn School of Medicine at Mount Sinai, Melville, NY, (4)Psychiatry, Icahn School of Medicine at Mount Sinai, New York, NY, (5)Seaver Autism Center for Research and Treatment, Icahn School of Medicine at Mount Sinai, New York, NY, (6)Genetics and Genomic Sciences, Icahn School of Medicine at Mount Sinai, New York, NY

11:30 ▸ 168.006 Diagnostic Testing Practices for Autism Spectrum Disorder in Four US Populations. C. E. Rice[*1], L. A. Carpenter[2], L. D. Wiggins[3], N. C. Hobson[4], L. C. Lee[5], J. Baio[3], S. Pettygrove[6], L. B. King[2], C. C. Bradley[7] and M. J. J. Morrier[8], (1)Mailstop E-86, National Center on Birth Defects and Developmental Disabilities, Atlanta, GA, (2)Pediatrics, Medical University of South Carolina, Charleston, SC, (3)National Center on Birth Defects and Developmental Disabilities, Centers for Disease Control and Prevention, Atlanta, GA, (4)Research Triangle Institute, Atlanta, GA, (5)Epidemiology, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (6)Epidemiology and Biostatistics, University of Arizona - Tucson, Tucson, AZ, (7)Medical University of South Carolina, Charleston, SC, (8)Psychiatry & Behavioral Sciences, Emory University School of Medicine, Atlanta, GA

11:42 ▸ 168.007 Observation-Centered Approaches to ASD Assessment in Tanzania. A. L. Johnson[*1], E. H. Zimak[2], E. M. Morrow[3] and S. J. Sheinkopf[2,4], (1)Alpert Medical School of Brown University, Providence, RI, (2)Brown University, Providence, RI, (3)Molecular Biology, Cell Biology and Biochemistry; Psychiatry and Human Behavior, Brown University, Providence, RI, (4)Brown Center for the Study of Children at Risk, Women and Infants Hospital, Providence, RI

11:54 ▸ 168.008 The CROSS Cultural Examination of a Brief Autism Diagnostic Interview (ADI-R) in KOREA and the United States. L. Daley[*1], C. Keys[2], D. Henry[3], Y. S. Kim[4] and B. Leventhal[5], (1)Psychology, DePaul University, Chicago, IL, (2)DePaul Univeristy, Chicago, IL, (3)University of Illinois at Chicago, Chicago, IL, (4)Yale Univeristy, Branford, CT, (5)University of New York, Orangeburg, NY

Oral Sessions
169 - Longitudinal Studies and Trajectories: Social, Communication and Repetitive Behaviors
10:30 - 12:15 - Imperial Ballroom A

Session Chair: S. L. Bishop; *Center for Autism and the Developing Brain, Weill Cornell Medical College, White Plains, NY*

10:30 169.001 Walking Onset Predicts Rate of Language Growth in Children with Autism Spectrum Disorder. R. Bedford[*1], A. Pickles[1] and C. Lord[2], (1)King's College London, London, United Kingdom, (2)Weill Cornell Medical College, White Plains, NY

10:42 169.002 Early Expressive and Receptive Language Trajectories in High-Risk Infant Siblings of Children with Autism Spectrum Disorder (ASD). J. Longard[*1], S. E. Bryson[2], J. A. Brian[3], L. Zwaigenbaum[4], C. L. Moore[1], E. K. Duku[5], C. Roncadin[6], W. Roberts[7], I. M. Smith[8], N. Garon[9] and P. Szatmari[10], (1)Dalhousie University, Halifax, NS, Canada, (2)Autism Research Centre, Dalhousie/IWK Health Centre, Halifax, NS, Canada, (3)Bloorview Research Institute/ Paediatrics, Holland Bloorview Kids Rehab/ University of Toronto, Toronto, ON, Canada, (4)University of Alberta, Edmonton, AB, Canada, (5)Offord Centre for Child Studies & McMaster University, Hamilton, ON, Canada, (6)Peel Children's Centre, Mississauga, ON, Canada, (7)Pediatrics, University of Toronto, Toronto, ON, Canada, (8)Pediatrics; Psychology & Neuroscience, Dalhousie University / IWK Health Centre, Halifax, NS, Canada, (9)Psychology, Mount Allison University, Sackville, NB, Canada, (10)Centre for Addiction and Mental Health, University of Toronto, Toronto, ON, Canada

10:54 169.003 Longitudinal Trajectories of Language Development in Infants and Toddlers with ASD. S. Paterson[*1], J. J. Wolff[2], J. T. Elison[3], N. Marrus[4], H. Gu[5], J. N. Constantino[6], A. M. Estes[7], H. C. Hazlett[2], J. Pandey[1], J. R. Pruett[8], R. T. Schultz[1], L. Zwaigenbaum[9], J. Piven[2], K. N. Botteron[10] and The IBIS Network[11], (1)Center for Autism Research, The Children's Hospital of Philadelphia, Philadelphia, PA, (2)University of North Carolina at Chapel Hill, Chapel Hill, NC, (3)University of Minnesota, Minneapolis, MN, (4)Psychiatry, Washington University School of Medicine, Saint Louis, MO, (5)UNC Chapel Hill, Chapel Hill, NC, (6)Psychiatry, Washington University School of Medicine, St Louis, MO, (7)Speech and Hearing Sciences, University of Washington, Seattle, WA, (8)Washington University School of Medicine, Saint Louis, MO, (9)University of Alberta, Edmonton, AB, Canada, (10)Washington University School of Medicine in St. Louis, St. Louis, MO, (11)Autism Center of Excellence, Chapel Hill, NC

11:06 169.004 Early Predictors of Expressive and Receptive Vocabulary in Initially Nonverbal Preschoolers with ASD. P. J. Yoder[*1] and L. R. Watson[2], (1)Special Education, Vanderbilt University, Nashville, TN, (2)Allied Health Sciences, University of North Carolina at Chapel Hill, Chapel Hill, NC

11:18 169.005 Persistence of Repetitive Behaviors in ASD. M. L. Cuccaro[*1], E. R. Martin[2], J. M. Lee[1], J. R. Gilbert[2] and M. A. Pericak-Vance[2], (1)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 Miller School of Medicine, Miami, FL

11:30 169.006 Emerging Patterns of Repetitive Behavior Linked to Clinical and Behavioral Outcomes in High-Risk Infant Siblings. J. J. Wolff[*1], J. T. Elison[2], H. C. Hazlett[1], J. Pandey[3], S. J. Paterson[3], K. N. Botteron[4], A. M. Estes[5], L. Zwaigenbaum[6], J. Piven[1] and The IBIS Network[7], (1)University of North Carolina at Chapel Hill, Chapel Hill, NC, (2)University of Minnesota, Minneapolis, MN, (3)Center for Autism Research, The Children's Hospital of Philadelphia, Philadelphia, PA, (4)Washington University School of Medicine in St. Louis, St. Louis, MO, (5)Speech and Hearing Sciences, University of Washington, Seattle, WA, (6)University of Alberta, Edmonton, AB, Canada, (7)Autism Center of Excellence, Chapel Hill, NC

11:42 169.007 Developmental Trajectories of Behavioural Symptoms in ASC. B. Lopez[*1] and L. Over[2], (1)King Henry Building, University of Portsmouth, Portsmouth, United Kingdom, (2)Psychology, University of Portsmouth, Portsmouth, United Kingdom

11:54 169.008 Longitudinal Associations Between Loneliness and Depressive Symptoms in Adolescents with ASD. R. E. Adams[*1], S. L. Bishop[2], B. K. Fredstrom[1], K. Gotham[3] and C. Lord[4], (1)Cincinnati Children's Hospital Medical Center, Cincinnati, OH, (2)Center for Autism and the Developing Brain, Weill Cornell Medical College, White Plains, NY, (3)Department of Psychiatry, Vanderbilt University, Nashville, TN, (4)Weill Cornell Medical College, White Plains, NY

Oral Sessions
170 - Services for ASD: From Initial Parental Concerns to Adult Care
10:30 - 12:15 - Marquis Ballroom BC

Session Chair: C. Kasari; *University of California Los Angeles*

10:30 170.001 A Meta-Analysis Comparing Parent- and Therapist-Implemented Early Interventions for Children with Autism Spectrum Disorders. A. S. Nahmias[*1] and D. S. Mandell[2], (1)Psychology, University of Pennsylvania, Philadelphia, PA, (2)Psychiatry, University of Pennsylvania School of Medicine, Philadelphia, PA

10:42 ▸ 170.002 The Relationship Between Treatment Attendance, Adherence, and Outcome in a Caregiver-Mediated Intervention for Low-Resourced Families of Young Children with ASD. T. Carr[*1], K. Lawton[2] and C. Kasari[1], (1)Center for Autism Research and Treatment, University of California Los Angeles, Los Angeles, CA, (2)Nisonger Center, Columbus, OH

10:54 170.003 The Social Infrastructure of Autism Treatments in Schools. E. McGhee Hassrick[*1] and K. Carley[2], (1)University of Chicago, Ossining, NY, (2)Carnegie Mellon, Pittsburg, PA

11:06 170.004 Engagement of Students with ASD in Elementary and Middle School Classrooms. J. R. Dykstra[*], Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill, Chapel Hill, NC

11:18 170.005 Parent Developmental Concerns, Provider Response to Concerns, and Delayed Autism Spectrum Disorder Diagnosis. K. Zuckerman[*1], O. J. Lindly[1,2] and B. K. Sinche[1], (1)Pediatrics, Oregon Health & Science University, Portland, OR, (2)Public Health, Oregon State University, Corvallis, OR

11:30 170.006 Planning for the Future: The Service and Care Needs for Adults with Autism Post Parental Care. V. D'Astous[*1], K. F. Glaser[2] and K. Lowton[3], (1)Home, London, United Kingdom, (2)Institute of Psychiatry, King's College London, London, United Kingdom, (3)Gerontology, King' College London, London, United Kingdom

11:42 170.007 Perspectives of Youth with ASD on Social Competence, Friendships, and Intervention. K. M. Bottema-Beutel[*], Lynch School of Education, Boston College, Boston, MA

11:54 170.008 The cost effectiveness of ESDM. D. S. Mandell[*1], Z. Cidav[2], J. Munson[3], A. Estes[4] and G. Dawson[5], (1)Psychiatry, University of Pennsylvania School of Medicine, Philadelphia, PA, (2)Center for Mental Health Policy and Services Research, University of Pennsylvania, Philadelphia, PA, (3)University of Washington, Seattle, WA, (4)Speech and Hearing Sciences, University of Washington, Seattle, WA, (5)Psychiatry and Behavioral Sciences, Duke University, Durham, NC

Poster Sessions
171 - Animal Models
11:30 - 1:30 - Atrium Ballroom

1 171.001 Endogenous Retrovirus Expression in Two Mouse Models of Autism Spectrum Disorders. L. Ricceri[*1], E. Balestrieri du Marteau[2], A. De Felice[1], C. Matteucci[2], A. A. Dendoba[2], C. Cipriani[2], M. L. Scattoni[1], G. Calamandrei[1] and P. Sinibaldi-Vallebona[2], (1)Dept. Cell Biology and Neurosciences, Istituto Superiore di Sanità, Rome, Italy, (2)Dept. Experimental Medicine and Surgery, University of Rome Tor Vergata, Rome, Italy

2 171.002 A Mouse Model of Prenatal Vitamin D Deficiency: Effects on Offspring Behavior, Systemic Immune and Gut Microflora Profiles. K. L. Jones[*1], A. M. Belenchia[2], V. Vieira-Potter[2], C. A. Peterson[3], M. J. Will[2] and D. Q. Beversdorf[2], (1)University of California - Davis, Davis, CA, (2)University of Missouri, Columbia, MO, (3)Nutrtition & Exercise Physiology, University of Missouri, Columbia, MO

3 171.003 Activity-Dependent Changes in Microtubule-Dependent Synaptic Transport in an Animal Model of Autism. S. Uchida and G. P. Shumyatsky[*], Genetics, Rutgers University, Piscataway, NJ

4 171.004 Behavioural Aspects of the Valproate Rat Model of Autism. F. Bertelsen[*1], A. Møller[1,2], J. Scheel-Krüger[1,2] and A. M. Landau[1,3], (1)Psychiatry Centre, Aarhus University Hospital, Aarhus, Denmark, (2)Center of Functionally Integrative Neuroscience, Aarhus University, Aarhus, Denmark

WITHDRAWN

5 171.005 CNTN4, a Candidate Gene Associated with Autism Spectrum Disorders and Anorexia Nervosa, Has a Function in the Neurodevelopmental Trajectory of Cognitive Rigidity in Mice. A. Oguro-Ando[*], R. Molenhuis, L. de Visser, J. J. Sprengers, P. H. Burbach and M. J. Kas, Department of Translational Neuroscience, Brain Center Rudolf Magnus, University Medical Center Utrecht, Utrecht, Netherlands

6 171.006 Cerebellar Stimulation Differentially Modulates Neuronal Activity in Mouse Prefrontal Cortex. Y. Liu[1], C. Blaha[2], G. Mittleman[3], D. Goldowitz[4] and D. H. Heck[*5], (1)University of Tennessee Health Science Center, Memphis, TN, (2)University of Memphis, Memphis, TN, (3)Psychology, University of Memphis, Memphis, TN, (4)Center for Molecular Medicine and Therapeutics, University of British Columbia, Vancouver, BC,

Canada, (5)Anatomy and Neurobiology, University of Tennessee Health Science Center, Memphis, TN

7 171.007 Characterization of Mice Bearing Humanized Androgen Receptor Genes (h/mAr) Varying in Q Tract Polymorphism Length. Z. Buchwald[*1], J. Ellegood[1], C. Burton[2], D. M. Robins[3], A. Raznahan[4], P. D. Arnold[2] and J. P. Lerch[1,5], (1)Mouse Imaging Centre, Hospital for Sick Children, Toronto, ON, Canada, (2)Psychiatry, Hospital for Sick Children, Toronto, ON, Canada, (3)Human Genetics, University of Michigan, Ann Arbor, MI, (4)NIH IRP, NIMH, Child Psychiatry Branch, Bethesda, MD, (5)Medical Biophysics, University of Toronto, Toronto, ON, Canada

8 171.008 Effect of Perinatal Asphyxia on Protein Expression in Rat Prefrontal Cortex during Postnatal Development. S. Lam[1], T. Wakuda[2], Q. Li[1], R. Wei[1], X. Zhang[1], P. C. Sham[3], Y. Wang[4], S. E. Chua[5], N. Takei[6] and G. M. McAlonan[*7], (1)Department of Psychiatry, The University of Hong Kong, Pokfulam, Hong Kong, (2)Psychiatry, Hamamatsu University School of Medicine, Shizuoka, Japan, (3)Genome Research Centre, The University of Hong Kong, Pokfulam, Hong Kong, (4)Department of Biochemistry, The University of Hong Kong, Pokfulam, Hong Kong, (5)Department of Psychiatry, University of Hong Kong, Pokfulam, Hong Kong, (6)Research Center for Child Mental Development, Hamamatsu University School of Medicine, Shizuoka, Japan, (7)DeCrespigny Park, Institute of Psychiatry, King's College London, Denmark Hill, United Kingdom

9 171.009 Maternal Immune Activation during Pregnancy Induces Gender-Specific Behavioral Effects in Offspring. D. R. Hampson[*1] and I. Xuan[2], (1)University of Toronto, Toronto, ON, Canada, (2)Pharmaceutical Sciences, University of Toronto, Toronto, ON, Canada

10 171.010 Transcriptome Profiling in Engrailed2 Knockout Mice Reveals Common Molecular Pathways Associated with Autism Spectrum Disorders. P. Sgadò[*1], G. Provenzano[1], E. Dassi[2], V. Adami[3], G. Zunino[1], S. Genovesi[1], S. Casarosa[4] and Y. Bozzi[1], (1)Molecular Neuropathology Laboratory, Centre for Integrative Biology (CIBIO), University of Trento, Italy, Trento, Italy, (2)Laboratory of Translational Genomics, Centre for Integrative Biology (CIBIO), University of Trento, Italy, Trento, Italy, (3)High Throughput Screening Core Facility, Centre for Integrative Biology (CIBIO), University of Trento, Italy, Trento, Italy, (4)Laboratory of Developmental Neurobiology, Centre for Integrative Biology (CIBIO), University of Trento, Italy, Trento, Italy

11 171.011 Intrinsic Excitability Defects in Specific Subtypes of Medial Prefrontal Cortex Pyramidal Neurons in a Mouse Model of Autism. A. C. Brumback[*1] and V. S. Sohal[2], (1)Child Neurology, University of California, San Francisco, San Francisco, CA, (2)Psychiatry, University of California, San Francisco, San Francisco, CA

12 171.012 Maternal Immune Activation Leads to Activated Inflammatory Macrophages in Offspring. C. E. Onore[1], J. Schwartzer[2], M. Careaga[3], R. F. Berman[4] and P. Ashwood[*5], (1)M.I.N.D. Institute, UC Davis, Sacramento, CA, (2)The M.I.N.D. Institutue, Sacramento, CA, (3)UC Davis/MIND Institute, Sacramento, CA, (4)UC Davis, Davis, CA, (5)University of California, Davis, M.I.N.D. Institute, Sacramento, CA

13 171.013 Mother Recognition and Preference after Neonatal Amygdala Lesions in Rhesus Macaques (Macaca mulatta) Raised in a Semi-Naturalistic Environment. A. P. Goursaud[*1,2], K. Wallen[1,3] and J. Bachevalier[1,3], (1)Developmental and Cognitive Neuroscience Division, Yerkes National Primate Research Center, Emory University, Atlanta, GA, (2)Psychology, Georgia State University, Atlanta, GA, (3)Psychology, Emory University, Atlanta, GA

14 171.014 Relative Lack of Volumetric Differences in the Brain of Mouse Models Involving the Serotonin Transporter Gene. J. Ellegood[*1], C. L. Muller[2], T. M. Kerr[2], R. D. Blakely[2], R. M. Henkelman[1,3], J. Veenstra-Vander Weele[2] and J. P. Lerch[1,3], (1)Mouse Imaging Centre, Hospital for Sick Children, Toronto, ON, Canada, (2)Vanderbilt University, Nashville, TN, (3)Medical Biophysics, University of Toronto, Toronto, ON, Canada

15 171.015 Serotonin 1A Agonism Selectively Inhibits Affiliation in the Titi Monkey: Relevance to Social Deficits and Hyperserotonemia in Autism. R. H. Larke[*1,2] and K. L. Bales[1,2], (1)Psychology Department, University of California, Davis, Davis, CA, (2)California National Primate Research Center, University of California, Davis, Davis, CA

16 171.016 Social Choice in the BTBR Mouse Model of ASD. K. K. Chadman[*1], K. Ryan[2] and L. Thompson[2], (1)NYS Institute for Basic Research in Developmental Disabilities, Staten Island, NY, (2)Center for Developmental Disabilities, CUNY College of Staten Island, Staten Island, NY

17 171.017 mGluR5 Expression Is Required for NMDA-Receptor Dependent Forms of Plasticity in Mouse Visual Cortex. M. Sidorov[*1], E. Kaplan[1], S. Tagliatela[1] and M. F. Bear[2], (1)Massachusetts Institute of Technology, Cambridge, MA, (2)The Picower Institute for Learning and Memory, Cambridge, MA

Poster Sessions
172 - Cognition: Attention, Learning, Memory
11:30 - 1:30 - Atrium Ballroom

18 172.018 Value Attribution and Cognition in Typical Development and Autism Spectrum Disorders. K. I. Jayasinghe[*], A. L. Richdale, G. Trivail and C. Dissanayake, Olga Tennison Autism Research Centre, Melbourne, Australia

WITHDRAWN

19 172.019 "Catch the Spies": Multiple-Object Tracking in Low-Functioning Children with Autism Spectrum Disorder. H. Flores[*1], D. A. Brodeur[2], L. M. Trick[3] and J. A. Burack[1], (1)Educational & Counselling Psychology, McGill University, Montreal, QC, Canada, (2)Department of Psychology, Acadia University, Wolfville, NS, Canada, (3)Psychology, University of Guelph, Guelph, ON, Canada

20 172.020 A Preliminary Head-Mounted Eye-Tracking Study of Individuals with ASD Touring a Museum of Art. S. J. Wallace[*1], G. Vaccarino Gearty[2], E. S. Kim[1], M. Perlmutter[1], Q. Wang[1], C. A. Wall[1], J. S. Kowitt[3], L. Friedlaender[4] and F. Shic[1], (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2)University of Chicago, Chicago, IL, (3)Educational Psychology, University of Connecticut, Storrs, CT, (4)Yale Center for British Art, Yale University, New Haven, CT

21 172.021 A Systematic Examination of Early Perceptual Influences on Low-, Mid- and Higher-Level Visual Abilities in Autism Spectrum Disorder. J. Guy[*1,2], A. Perreault[1,3], V. M. Doobay[1,4], L. Mottron[5] and A. Bertone[1,6,7], (1)Perceptual Neuroscience Laboratory for Autism and Development (PNLab), Montreal, QC, Canada, (2)Integrated Program in Neuroscience, McGill University, Montreal, QC, Canada, (3)Centre of Research in Neuropsychology and Cognition (CERNEC), Department of Psychology, Université de Montréal, Montreal, QC, Canada, (4)School/Applied Child Psychology, Dept of Educational and Counseling Psychology, McGill University, Montreal, QC, Canada, (5)Service de Recherche, Centre d'Excellence en Troubles Envahissants du Développement de l'Université de Montréal (CETEDUM), Montreal, QC, Canada, (6)School/Applied Child Psychology, Educational and Counseling Psychology, McGill University, Montreal, QC, Canada, (7)Centre d'Excellence en Troubles Envahissants du Développement de l'Université de Montréal (CETEDUM), Montréal, QC, Canada

22 172.022 Arbitrary Cue-Target Association on a Visual Orienting Task Is Enhanced in Individuals with Higher Autism Quotient Scores. O. Landry[*1] and I. L. Kehayes[2], (1)McMaster University, Hamilton, ON, Canada, (2)Psychology, Dalhousie University, Halifax, NS, Canada

23 172.023 Associations Between Sensory Response Patterns and Symptoms of ADHD in Children with ASD. E. Patten[*1], C. Cotton[1] and E. Smith[2], (1)Communication Sciences and Disorders, UNC Greensboro, Greensboro, NC, (2)Communication Science and Disorders, UNC Greensboro, Greensboro, NC

24 172.024 Attention to Non-Social and Social Details in Adults with High and Low Degrees of Autistic Traits: A Change Blindness Study. C. Singleton[*1], M. J. Brosnan[2] and C. Ashwin[3], (1)University of Bath, Burford, United Kingdom, (2)Psychology, University of Bath, Bath, United Kingdom, (3)Dept. of Psychology, University of Bath, Bath, United Kingdom

25 172.025 Can Reasoning and Decision-Making in ASD be Conceptualised As More Deliberative or Less Intuitive?. M. Brosnan[*1], M. E. Hollinworth[1] and K. Antoniadou[2], (1)University of Bath, Bath, United Kingdom, (2)Maastricht University, Maastricht, Netherlands

26 172.026 Can Sequential Processing be Enhanced As a Way to Improve Language and Communication Functions?. G. L. Smith[*], C. M. Conway and J. C. Daltrozzo, Psychology, Georgia State University, Atlanta, GA

27 172.027 Cognitive Control and Negative Affect: A Dimensional Approach to Self-Regulation in Autism and Other Childhood Psychopathologies and Developmental Disorders. B. Yerys[*1], R. T. Schultz[2], L. D. Antezana[3] and J. Herrington[4], (1)The Children's Hospital of Philadelphia, Philadelphia, PA, (2)Departments of Pediatrics and Psychiatry, University of Pennsylvania, Philadelphia, PA, (3)Children's Hospital of Philadelphia, Philadelphia, PA, (4)University of Pennsylvania, Philadelphia, PA

28 172.028 Relational Memory Processes in Adults with Autism Spectrum Disorder. M. Ring[*], S. B. Gaigg and D. M. Bowler, Autism Research Group, City University London, London, United Kingdom

▸ 29 172.029 Cognitive/Affective Mechanisms Underlying the Anger Superiority Effect in Children with Autism Spectrum Disorders. T. Isomura[*], S. Ogawa and N. Masataka, Kyoto University, Primate Research Institute, Inuyama, Aichi, Japan

30 172.030 Deficits in Auditory Temporal Processing Are Associated with Language Impairments in Children with ASD. J. H. Foss-Feig[*1], R. L. Johnston[2], K. Schauder[3], N. de la Fontaine[4], A. P. F. Key[5], M. T. Wallace[5] and W. L. Stone[6], (1)Vanderbilt University, New Haven, CT, (2)Vanderbilt Kennedy Center, Vanderbilt University Medical Center, Nashville, TN, (3)Clinical and Social Sciences in Psychology, University of Rochester, Rochester, NY, (4)Yale University, New Haven, CT, (5)Vanderbilt University, Nashville, TN, (6)Psychology, University of Washington, Seattle, WA

31 172.031 Central Tendency Effects in Temporal Interval Reproduction in Autism. T. Karaminis[*1], L. E. Neil[1], G. Cappagli[1], D. Aagten-Murphy[2], G. M. Cicchini[3], D. Burr[2] and E. Pellicano[1], (1)Centre for Research in Autism & Education, Institute of Education, London, United Kingdom, (2)University of Florence, Pisa, Italy, (3)Institute of Neuroscience, Consiglio Nazionale delle Ricerche, Pisa, Italy

32 172.032 Encoding Similarities but Recognition Differences in Eye-Movement Behaviour during Face Emotion and Identity Processing in Autism Spectrum Disorder. H. E. Matheson[*1], J. H. Filliter[2], P. A. McMullen[1] and S. A. Johnson[3], (1)Psychology and Neuroscience, Dalhousie University, Halifax, NS, Canada, (2)Dalhousie University, Halifax, NS, Canada, (3)Department of Psychology and Neuroscience, Dalhousie University, Halifax, NS, Canada

33 172.033 Evidence for Dissociable Visual Perception and Executive Functioning Processes in Typically Developing Adults with Varying Degrees of Autistic-like Characteristics. R. J. Clements[1], K. B. Parkington[*1], O. Landry[2] and P. Chouinard[3], (1)Dalhousie University, Halifax, NS, Canada, (2)McMaster University, Hamilton, ON, Canada, (3)The Unversity of Western Ontario, London, ON, Canada

34 172.034 Eye-Tracking Measures of Executive Functioning Correlate with Academic Achievement in Adolescents with ASD. L. Hall[*1], E. A. Kelley[1], D. E. Wilson[2], E. Ladwig[1], R. Furlano[1] and J. Rajsic[3], (1)Queen's University, Kingston, ON, Canada, (2)Psychology, Queen's University, Kingston, ON, Canada, (3)University of Toronto, Toronto, ON, Canada

35 172.035 Grouping Interference in ASD: Evidence from a Series of Multiple Object Tracking Experiments. R. Van der Hallen[*1,2], K. Evers[1,2,3], L. de-Wit[1], B. Haesen[1,2,3], J. Steyaert[2,4], I. Noens[2,5,6] and J. Wagemans[1,2], (1)Laboratory of Experimental Psychology, KU Leuven, Leuven, Belgium, (2)Leuven Autism Research (LAuRes), KU Leuven, Leuven, Belgium, (3)Child and Adolescent Psychiatry, KU Leuven, Leuven, Belgium, (4)Department of Child and Adolescent Psychiatry, University of Leuven, Leuven, Belgium, (5)Parenting and Special Education Research Unit, KU Leuven, Leuven, Belgium, (6)Psychiatric and Neurodevelopmental Genetics Unit, Massachusetts General Hospital, Boston, MA

36 172.036 Drawing Corners: Using a Drawing Reproduction Task to Test Theories of Local-Global Processing in Children with Autism. L. Kenny[*1], A. D. Smith[2], A. Rudnicka[1] and E. Pellicano[1], (1)Centre for Research in Autism & Education, Institute of Education, London, United Kingdom, (2)School of Psychology, University of Nottingham, Nottingham, United Kingdom

37 172.037 I Know It's Heavy but I Can't Make Anything of It Before I Feel It. M. Martel[*1,2], S. Sonié[3,4], E. Pirat[3,5], B. Kassai-Koupai[5], C. Schmitz[4] and A. C. Roy[1,2], (1)L2C2 - UMR 5304 - Institute of Cognitive Science, BRON Cedex, France, (2)University Claude Bernard Lyon 1, VILLEURBANNE, France, (3)Autism Ressource Center Rhônes-Alpes - Hospital Center 'Le Vinatier', BRON Cedex, France, (4)Lyon Neuroscience Research Center, Bron, France, (5)Center for Clinical Investigation of Lyon - EPICIME, BRON Cedex, France

38 172.038 Individual Differences in Implicit Learning Abilities: Implications for Identifying Treatment Predictors. R. Jones[*], C. T. Moody, J. Baker, S. Levitt, L. Donnelly and C. Lord, Weill Cornell Medical College, White Plains, NY

39 172.039 No Evidence for Deficits in the Multisensory Integration of Self-Generated Movement in Children with Autism Spectrum Disorder. M. Jaime[*1], J. Longard[2], S. E. Bryson[3] and C. Moore[4], (1)Division of Science, Indiana University-Purdue University Columbus, Columbus, IN, (2)Dalhousie University, Halifax, NS, Canada, (3)Autism Research Centre, Dalhousie/IWK Health Centre, Halifax, NS, Canada, (4)Psychology and Neuroscience, Dalhousie University, Halifax, NS, Canada

40 172.040 Predictors of Basic Reading Skills in High-Functioning Children with Autism Spectrum Disorder. P. Kittel[*1] and C. A. Stone[2], (1)University of Michigan, Ann Arbor, MI, (2)Educational Studies, University of Michigan, Ann Arbor, MI

41 172.041 Reading Comprehension Impairments in Higher Functioning School-Aged Children with ASD. N. S. McIntyre[*1], S. Novotny[2], L. E. Swain-Lerro[1], J. S. Beck[3], M. Montanez[4], T. M. Oswald[5], M. Solomon[6] and P. C. Mundy[7], (1)School of Education, UC Davis, Davis, CA, (2)Human Development, UC Davis, Davis, CA, (3)Psychiatry/M.I.N.D. Institute, UC Davis, Sacramento, CA, (4)UC Davis, Davis, CA, (5)M.I.N.D. Institute, UC Davis, Davis, CA, (6)Psychiatry, MIND Institute, Sacramento, CA, (7)M.I.N.D. Institute and School of Education, UC Davis, Sacramento, CA

42 172.042 Social Attention, Higher Functioning ASD, and ADHD Symptoms. S. Novotny[*1], W. Jarrold[2], N. S. McIntyre[3], L. E. Swain-Lerro[3], T. M. Oswald[4], M. Solomon[5] and P. C. Mundy[6], (1)University of California, Davis, Davis, CA, (2)UC Davis, Davis, CA, (3)School of Education, UC Davis, Davis, CA, (4)M.I.N.D. Institute, UC Davis, Davis, CA, (5)Psychiatry, M.I.N.D. Institute, Sacramento, CA, (6)M.I.N.D. Institute and School of Education, UC Davis, Sacramento, CA

43 172.043 The Association of Child Characteristics on Outcome in a School-Based Behavioral Intervention. M. Pellecchia[*1], J. E. Connell[2], M. Xie[1] and D. S. Mandell[3], (1)University of Pennsylvania School of Medicine, Philadelphia, PA, (2)Drexel University, Philadelphia, PA, (3)Psychiatry, University of Pennsylvania School of Medicine, Philadelphia, PA

44 172.044 Writing Development and Working Memory in School-Age Children with ASD. M. C. Zajic[*1], N. S. McIntyre[1], L. E. Swain-Lerro[1], S. Novotny[2], T. Kapelkina[3], T. Oswald[4] and P. C. Mundy[5], (1)School of Education, UC Davis, Davis, CA, (2)Human Development, UC Davis, Davis, CA, (3)UC Davis, Davis, CA, (4)M.I.N.D. Institute, UC Davis, Sacramento, CA, (5)M.I.N.D. Institute and School of Education, UC Davis, Sacramento, CA

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173 - Genetics
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45 173.045 Association Between GABA(A) Receptor Subunit Polymorphisms and Autism Spectrum Disorder (ASD) in an Argentinean Sample. C. V. Sesarini[*1], L. Costa[1], N. Granana[2], M. Naymark[3], A. R. Cajal[1], M. Garcia Coto[4], R. Pallia[3] and P. F. Argibay[1], (1)Instituto de Ciencias Basicas y Medicina Experimental (ICBME), Hospital Italiano de Buenos Aires, Buenos Aires, Argentina, (2)Hospital Durand, Buenos Aires, Argentina, (3)Pediatric Mental Health Service, Hospital Italiano de Buenos Aires, Buenos Aires, Argentina, (4)CIDEP, Buenos Aires, Argentina

46 173.046 Exploring the Nature of Quantitative Autistic Traits: A Factor Mixture Modeling Approach. R. Grove[*1], A. J. Baillie[1], C. Allison[2], S. Baron-Cohen[3,4] and R. A. Hoekstra[2,5], (1)Centre for Emotional Health, Department of Psychology, Macquarie University, Sydney, Australia, (2)Autism Research Centre, Department of Psychiatry, University of Cambridge, Cambridge, United Kingdom, (3)Autism Research Centre, University of Cambridge, Cambridge, United Kingdom, (4)CLASS Clinic, Cambridgeshire and Peterborough NHS Foundation Trust, Cambridge, United Kingdom, (5)Department of Life, Health and Chemical Sciences, The Open University, Milton Keynes, United Kingdom

47 173.047 The Genetic Basis of Autism Spectrum Disorders: Identification and Analysis of Rare Structural Variants in a Family Based Study. N. Brison[*1], W. De La Marche[2], V. De Wolf[1], H. Olivié[3], J. Steyaert[2], I. Noens[4], J. Vermeesch[1], K. Devriendt[1] and H. Peeters[1], (1)Center for Human Genetics, Clinical Genetics, University of Leuven, Leuven, Belgium, (2)Department of Child and Adolescent Psychiatry, University of Leuven, Leuven, Belgium, (3)Center of Developmental Disorders, University Hospital Leuven, Leuven, Belgium, (4)Parenting and Special Education Research Unit, KU Leuven, Leuven, Belgium

48 173.048 Analysis of Differential Methylation in Autism Spectrum Disease Using a Novel Probe-Based Algorithm. T. R. Magalhaes[*1], S. Ennis[2], J. Conroy[3], R. Regan[4] and J. Casey[5], (1)Sean Ennis Lab, National Children's Research Centre, Dublin, Ireland, (2)University College Dublin, Dublin, Ireland, (3)UCD, Blanchardstown, Ireland, (4)UCD, Dublin, Ireland, (5)National Children's Research Centre, Dublin, Ireland

49 173.049 Assessment of Sources of Methylation Variation and Their Relationship to Autism Spectrum. M. D. Fallin[*1], S. V. Andrews[2], B. K. Lee[3], C. J. Newschaffer[3], G. C. Windham[4], L. A. Schieve[5], L. A. Croen[6], A. P. Feinberg[7] and C. Ladd-Acosta[2], (1)Johns Hopkins School of Public Health, Baltimore, MD, (2)Johns Hopkins University, Baltimore, MD, (3)Drexel University School of Public Health, Philadelphia, PA, (4)California Dept of Public Health, Richmond, CA, (5)National Center on Birth Defects and Developmental Disabilities, Centers for Disease Control and Prevention, Atlanta, GA, (6)Division of Research, Kaiser Permanente Northern California, Oakland, CA, (7)Medicine, Johns Hopkins University, Baltimore, MD

50 173.050 AutDB: A Modular Database for Accelerating Autism Genetic Research. E. Larsen[*], U. Kuppuswamy and S. B. Basu, MindSpec, Inc., McLean, VA

51 173.051 Blood-Brain DNA Methylation Concordance in Autism Spectrum Disorders. S. V. Andrews[*1], L. A. Croen[2], L. A. Schieve[3], K. D. Hansen[1], B. K. Lee[4], C. J. Newschaffer[4], A. P. Feinberg[5], C. Ladd-Acosta[1] and M. D. Fallin[6], (1)Johns Hopkins University, Baltimore, MD, (2)Division of Research, Kaiser Permanente Northern California, Oakland, CA, (3)National Center on Birth Defects and Developmental Disabilities, Centers for Disease Control and Prevention, Atlanta, GA, (4)Drexel University School of Public Health, Philadelphia, PA, (5)Medicine, Johns Hopkins University, Baltimore, MD, (6)Johns Hopkins Bloomberg School of Public Health, Baltimore, MD

52 173.052 Common Polygenic Variations in Autism. J. Carayol[1], B. Génin[1], C. Amiet[1,2], F. Liebaert[*1], R. Thiébaut[1], B. Abrahams[3] and T. W. Frazier[4], (1)IntegraGen, Evry, France, (2)Department of Child and Adolescent Psychiatry, GHU Pitié-Salpêtrière, APHP, Paris, France, (3)Albert Einstein College of Medicine, Bronx, NY, (4)Cleveland Clinic, Pepper Pike, OH

53 173.053 Common Polymorphisms in GABRB3 Are Associated with Asperger Syndrome and Related Endophenotypes. V. Warrier[*1], S. Baron-Cohen[2] and B. Chakrabarti[3], (1)Department of Psychiatry, University of Cambridge, Cambridge, United Kingdom, (2)CLASS Clinic, Cambridgeshire and Peterborough NHS Foundation Trust, Cambridge, United Kingdom, (3)School of Psychology and Clinical Language Sciences, University of Reading, Reading, United Kingdom

54 173.054 Concordance in Symptom Severity and Face Processing Among Twins with and without Autism. E. E. Neuhaus[*1], S. J. Webb[2], R. Bernier[1], A. Kresse[1] and S. Faja[1], (1)University of Washington, Seattle, WA, (2)Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA

55 173.055 Cross-Disorder CNV Interactome. R. Corominas[*1], G. N. Lin[1], X. Yang[2,3], D. E. Hill[2,3], M. Vidal[2,3] and L. M. Iakoucheva[1], (1)Department of Psychiatry, University of California San Diego, La Jolla, CA, (2)Center for Cancer Systems Biology (CCSB) and Department of Cancer Biology, Dana-Farber Cancer Institute, Boston, MA, (3)Department of Genetics, Harvard Medical School, Boston, MA

56 173.056 Defining the Clinical Phenotype of Recurrent Copy Number Variation at Chromosome 1q21.1. R. Bernier[*1], B. Reilly[2], E. Hanson[3], R. P. Goin-Kochel[4], L. Green-Snyder[5], J. Tjernagel[6], J. Gerdts[1], A. Stevens[1], W. A. Faucett[7], E. H. Sherr[8], C. L. Martin[9], D. H. Ledbetter[9], J. E. Spiro[6] and W. Chung[10], (1)University of Washington, Seattle, WA, (2)Lakeside Center for Autism, Issaquah, WA, (3)Developmental Medicine, Boston Children's Hospital, Boston, MA, (4)Baylor College of Medicine, Houston, TX, (5)Boston Children's Hospital, Boston, MA, (6)Simons Foundation, New York, NY, (7)Autism and Developmental Medicine Institute, Geisinger Health System, Danville, PA, (8)Department of Neurology, University of California, San Francisco, San Francisco, CA, (9)Autism & Developmental Medicine Institute, Geisinger Health System, Danville, PA, (10)Pediatrics and Medicine, Columbia University Medical Center, New York, NY

57 173.057 Differentially Expressed Small Non-Coding RNA in the Temporal Cortex of the Autism Brain. B. P. Ander[*1], N. Barger[2], B. Stamova[1], F. R. Sharp[1] and C. M. Schumann[2], (1)Neurology, UC Davis MIND Institute, Sacramento, CA, (2)Psychiatry and Behavioral Sciences, UC Davis M.I.N.D. Institute, Sacramento, CA

58 173.058 Early Intervention in Autism: Wide-Locus GWAS Leading to Novel Treatment Options. K. M. Wittkowski[*1], B. Bigio[2], V. Sonakya[2], M. K. Tonn[3], F. Shic[4], M. Ascano[5], C. Nasca[6] and G. Gold-Von Simson[7], (1)1230 York Ave Box 322, The Rockefeller University, New York, NY, (2)Center for Clinical and Translational Science, The Rockefeller University, New York, NY, (3)RheinAhrCampus, Hochschule Koblenz, Remagen, Germany, (4)Child Study Center, Yale University School of Medicine, New Haven, CT, (5)Tuschl Laboratory of RNA Molecular Biology, The Rockefeller University, New York, NY, (6)McEwen Laboratory of Neuroendocrinology, The Rockefeller University, New York, NY, (7)Langone Medical Center, New York University, New York, NY

60 173.060 Examining the Overlap of Autism Spectrum Disorder and 22Q11 Deletion Syndrome Using Standardized Clinical Assessments. N. Evans[*1], S. Fernandez-Carriba[1], E. L. Smearman[2,3], K. Rockers[4], K. Coleman[5,6], J. F. Cubells[7] and O. Ousley[1,8], (1)Marcus Autism Center, Children's Healthcare of Atlanta and Emory University School of Medicine, Atlanta, GA, (2)Behavioral Sciences and Health Education Emory Rollins School of Public Health, Atlanta, GA, (3)Emory University School of Medicine, Atlanta, GA, (4)Departments of Human Genetics, Emory University School of Medicine, Atlanta, GA, (5)Nell Hodgson Woodruff School of Nursing at Emory University, Atlanta, GA, (6)Children's Healthcare of Atlanta, Atlanta, GA, (7)Human Genetics, Psychiatry and Behavioral Sciences, The Emory Autism Center, Atlanta, GA, (8)Department of Psychiatry and Behavioral Sciences, Emory University School of Medicine, Decatur, GA

61 173.061 Heterogeneity in 5-Httlpr Genotype-Phenotype Effects. E. H. Cook[*1], E. Kistner-Griffin[2], S. Jacob[3], F. Najjar[1], S. J. Guter[4], N. J. Cox[5] and J. S. Sutcliffe[6], (1)University of Illinois at Chicago, Chicago, IL, (2)Medical University of South Carolina, Charleston, SC, (3)University of Minnesota, Minneapolis, MN, (4)Psychiatry, University of Illinois at Chicago, Chicago, IL, (5)University of Chicago, Chicago, IL, (6)Vanderbilt Brain Institute, Vanderbilt University, Nashville, TN

62 173.062 Maternally Acting Gene Alleles (MAGAs) in Autism: A Meta-Analysis of Two GWAS Study Results. W. G. Johnson[*1], E. Stenroos[2] and S. Buyske[3], (1)Neurology, Rutgers University - Robert Wood Johnson Medical School, Piscataway, NJ, (2)Neurology, Rutgers University - Robert Wood Johnson Medial School, Piscataway, NJ, (3)Statistics and Biostatistics, Rutgers University, Piscataway, NJ

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▸ 63 174.063 Mediators Between Autistic Traits and Anxiety Symptoms in Young Adults: ARE There Specific Mediators for Different Anxiety Subtypes?. S. M. Liew[*1], N. G. Thevaraja[1], R. Y. Hong[1] and I. Magiati[2], (1)Psychology, National University of Singapore, singapore, Singapore, (2)National University of Singapore, Singapore, Singapore

64 174.064 Artificial Neural Networks Show Complex Interplay Among Risk Factors Related to Pregnancy, and Peri and Post Natal Period That May Contribute to Autism: A Pilot Study. E. Grossi[*1], F. Veggo[1], F. Muratori[2] and A. Narzisi[3], (1)Autism Research Unit, Villa Santa Maria Institute, Tavernerio (Como), Italy, (2)Stella Maris Scientific Institute, Calambrone (Pisa), Italy, (3)University of Pisa - Stella Maris Scientific Institute, Pisa, Italy

65 174.065 Behavior Profiles of Children with Attention Deficit Hyperactivity Disorder Behaviors and Children with Autism Spectrum Disorder on the Parent PDD Behavior Inventory. I. L. Cohen[*], 1050 Forest Hill Rd, New York State Institute for Basic Research in Developmental Disabilities, Staten Island, NY

66 174.066 Co-Occurring Social Anxiety Disorder in Adults with Autism Spectrum Disorder. B. B. Maddox[*] and S. W. White, Psychology, Virginia Polytechnic Institute and State University, Blacksburg, VA

67 174.067 Development of the Autistic Catatonia Questionaire. D. Hare[*] and J. Breen, School of Psychological Sciences, University of Manchester, Manchester, United Kingdom

68 174.068 Endocrine Profile at Puberty in Autism Spectrum Conditions. L. Ruta[*1,2], A. Pohl[3], L. Reale[4], A. Nicolosi[5], L. Mazzone[6], D. Mazzone[7], M. Caruso[5], K. Taylor[8] and S. Baron-Cohen[9,10], (1)Division of Child Neurology and Psychiatry, Department of Developmental Neuroscience, Stella Maris Scientific Institute, Pisa, Italy, (2)Institute of Clinical Physiology, National Research Council of Italy, Messina, Italy, (3)Autism Research Centre, University of Cambridge, Cambridge, United Kingdom, (4)Division of Child Neurology and Psychiatry, Department of Paediatrics, University of Catania, Catania, Italy, (5)Division of Pediatric Endocrinology, Department of Paediatrics, University of Catania, Catania, Italy, (6)Child Neuropsychiatry Unit, Department of Neuroscience, I.R.C.C.S. Children's Hospital Bambino Gesù, Rome, Italy, (7)University of Catania, Catania, Italy, (8)Department of Clinical Biochemistry, Addenbrookes Hospital, Cambridge, United Kingdom, (9)Autism Research Centre, University of Cambridge, Cambridge, United Kingdom, (10)CLASS Clinic, Cambridgeshire and Peterborough NHS Foundation Trust, Cambridge, United Kingdom

69 174.069 Family Driven Goals Improve Sleep in Children and Youth with Autism Spectrum Disorder. K. Sohl[*1], J. Taylor[2], D. L. Coury[3], N. Madduri[4], P. Green[5], A. M. Neumeyer[6], T. Katz[7], S. E. Levy[8] and B. A. Malow[9], (1)University of Missouri, Columbia, MO, (2)National Initiative for Children's Health Care Quality, Boston, MA, (3)Nationwide Children's Hospital, Columbus, OH, (4)Vanderbilt University School of Medicine, Nashville, TN, (5)Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (6)Neurology and Pediatrics, Massachusetts General Hospital, Lexington, MA, (7)University of Colorado, Aurora, CO, (8)Developmental & Behavioral Pediatrics, Children's Hospital of Philadelphia, Philadelphia, PA, (9)Vanderbilt Kennedy Center, Vanderbilt University Medical Center, Nashville, TN

70 174.070 Food Selectivity and Sensory Sensitivity Subtypes in Children with ASD: A Cluster Analysis. L. Fava[*], M. Esposito and K. Strauss, Autism Treatment and Research Center "Una Breccia nel Muro"; Rome, Italy, Rome, Italy

71 174.071 In-Depth Understanding of Anxiety Experienced By Children and Adolescents with ASD, and Impact on the Family. J. Palilla[*1], M. South[2] and J. Rodgers[3], (1)Department of Psychology, Brigham Young University, Provo, UT, (2)Psychology and Neuroscience, Brigham Young University, Provo, UT, (3)Institute of Neuroscience, Newcastle University, Newcastle upon Tyne, United Kingdom

72 174.072 Investigation of Individual Factors Associated with Anxiety in Youth with Autism Spectrum Disorder. A. Dubin[*1], R. G. Lieberman-Betz[2] and M. Lease[1], (1)Educational Psychology, University of Georgia, Athens, GA, (2)Communication Sciences and Special Education, University of Georgia, Athens, GA

73 174.073 Antibrain Antibodies in Children with Autism Spectrum Disorder and in Mothers Are Associated with More Severe Cognitive and Behavioural Profiles. I. S. Piras[*1], L. Haapanen[2], V. Napolioni[1], R. Sacco[1], J. Van de Water[2] and A. M. Persico[1,3,4], (1)Unit of Child and Adolescent NeuroPsychiatry, Laboratory of Molecular Psychiatry and Neurogenetics, University Campus Bio-Medico, Rome, Italy, (2)Division of Rheumatology/Allergy and Clinical Immunology, UC Davis, Davis, CA, (3)Department of Experimental Neurosciences, IRCCS Fondazione Santa Lucia, Rome, Italy, (4)Mafalda Luce Center for Pervasive Developmental Disorders, Milan, Italy

74 174.074 Effects of Parental Stress and General Well Being, and Parent Child Interaction. A. San José Cáceres*[1], V. Slonims[2], P. Howlin[3], E. Pellicano[4] and T. Charman[5], (1)King's College, London, United Kingdom, (2)Guy's and St Thomas' NHS Foundation Trust, London, England, United Kingdom, (3)King's College London, Institute of Psychiatry, London, United Kingdom, (4)Centre for Research in Autism & Education, Institute of Education, London, United Kingdom, (5)Institute of Psychiatry, King's College London, London, United Kingdom

75 174.075 Comparison of Rsa during a Relaxation Task Between ASD, Anxiety, & Controls. L. Guy*[1], M. C. Souders[2], C. M. DeLussey[3], C. M. Kerns[4] and J. Herrington[5], (1)The Children's Hospital of Philadelphia, Philadelphia, PA, (2)University of Pennsylvania School of Nursing/The Children's Hospital of Philadelphia, Philadelphia, PA, (3)Center for Autism Research, The Children's Hospital of Philadelphia, Philadelphia, PA, (4)AJ Drexel Autism Institute, Drexel University, Philadelphia, PA, (5)University of Pennsylvania, Philadelphia, PA

76 174.076 Empathy, and Autistic Traits in Children with Attention-Deficit/Hyperactivity Disorder. L. Ruta*[1], R. Siracusano[2], E. Germanò[3] and A. Gagliano[4], (1)Stella Maris Scientific Institute, Taormina, Italy, (2)Institute of Clinical Physiology, National Research Council of Italy (CNR), Messina, Italy, (3)Università di Messina, Messina, Italy, (4)University of Messina, Messina, Italy

77 174.077 Do ASD Symptoms at 2 Years Influence the Prediction of Childhood Sleep Problems and Anxiety from 2- to 8-Years?. J. Davis*[1], A. L. Richdale[2] and S. M. Cotton[3], (1)School of Psychological Science, La Trobe University, Bundoora, Australia, (2)Olga Tennison Autism Research Centre, La Trobe University, Bundoora, Australia, (3)University of Melbourne, Parkville, Australia

78 174.078 Food Selectivity, Gastriontestinal Dysfunction, BMI Status, and Caregiver Feeding Styles in Children with ASD. K. Strauss*, M. Esposito and L. Fava, Autism Treatment and Research Center "Una Breccia nel Muro"; Rome, Italy

79 174.079 Disorder-Specific and Shared Reward Circuitry Dysfunction in Children with ASD Versus ADHD. G. Kohls*, B. Herpertz-Dahlmann and K. Konrad, Department of Child and Adolescent Psychiatry and Psychotherapy, RWTH Aachen University Hospital, Aachen, Germany

80 174.080 Low Endogenous Fecal Chymotrypsin: A Possible Biomarker for Autism?. M. F. Heil*[1], D. A. Pearson[2] and J. Fallon[1], (1)Curemark, Rye, NY, (2)University of Texas Medical School, Houston, TX

81 174.081 Medical and Behavioral Correlates Associated with a History of Depression in Children and Adolescents with ASD. J. L. Greenlee*[1,2], A. S. Mosley[1], K. Gotham[3] and J. Veenstra-VanderWeele[1], (1)Vanderbilt University, Nashville, TN, (2)Department of Psychology, University of Alabama, Tuscaloosa, AL, (3)Department of Psychiatry, Vanderbilt University, Nashville, TN

82 174.082 Overweight and Obesity in Children with Autism Spectrum Disorders. S. N. Grondhuis*[1,2] and M. G. Aman[3], (1)The Ohio State University, Columbus, OH, (2)Psychology and Neuroscience, Millsaps College, Jackson, MS, (3)Psychology, The Ohio State University, Columbus, OH

▸ 83 174.083 Psychological Burden on Parents of Children with Autism in Oman. O. A. Al-Farsi*[1], Y. M. Al-Farsi[2], M. I. Waly[3], M. M. Al-Sharbati[4], M. A. al-Shafaee[5], A. Ouhtit[6], M. M. Al-Khaduri[7], M. F. Al-Said[8] and S. al-Adawi[9], (1)Sultan Qaboos University, Muscat, Oman, (2)Sultan Qaboos University, Al-Khoud, Oman, (3)Food Science and Nutrition, Sultan Qaboos University, Murcat, Oman, (4)Sultan Qaboos University, Muscat-Al-Khod, Oman, (5)Family Medicine and Public Health, S.Q.U., Muscat, Oman, (6)Genetics, Sultan Qaboos University, Muscat, Oman, (7)Obstetrics and Gynecology, Sultan Qaboos University, Muscat, Oman, (8)Sultan Qaboos university, Muscat, Oman, (9)Behavioral Medicine, Sultan Qaboos University, Muscat, Oman

84 174.084 Relationships Between the Web-Based SNAP-IV and Commercial Measures of Core ADHD Symptoms in Children with ASD. D. A. Pearson*[1], K. A. Loveland[1], M. G. Aman[2], C. W. Santos[1], R. Mansour[1], D. Lane[3], M. M. Nadeau[1], E. W. Shum[1], D. Elledge[1], E. Mitaro[1], A. Shields[1] and L. A. Cleveland[1], (1)University of Texas Medical School, Houston, TX, (2)Ohio State University, Columbus, OH, (3)Psychology, Rice University, Houston, TX

85 174.085 Sleep Quality Among Adolescents with ASD in Relation to Internalizing and Externalizing Symptoms. M. M. Abdullah*[1], J. N. Phung[2] and W. A. Goldberg[3], (1)University of California, Irvine, Irvine, CA, (2)University of California, Irvine, Long Beach, CA, (3)Psychology and Social Behavior, University of California, Irvine, Irvine, CA

86 174.086 Sleep and Executive Functioning Among High-IQ School-Aged Children with Autism. N. Nayudu*[1], G. Greco[2], C. Sonners[3] and S. Faja[2], (1)Psychology and Physiology, University of Washington, Seattle, WA, (2)University of Washington, Seattle, WA, (3)Neuroscience, University of Washington, Seattle, WA

▸ 87 174.087 Specific Hypolipidemia Caused By VLDL Lipolysis in Children with ASD. H. Matsuzaki*[1], K. Iwata[1], K. Nakamura[2], M. Tsujii[3] and N. Mori[4], (1)Research Center for Child Mental Development, University of Fukui, Fukui, Japan, (2)Hirosaki University, Aomori-Ken, Aomori, Japan, (3)Department of Contemporary Sociology, Chukyo University, Toyota, Japan, (4)Department of Psychiatry, Hamamatsu University School of Medicine, Hamamatsu, Japan

▸ 88 174.088 Stress, Anxiety, and Depression Among Parents of Children with Autism in Oman: A Case-Control Study. O. A. Al-Farsi*[1], Y. M. Al-Farsi[2], M. I. Waly[3], M. M. Al-Sharbati[4], M. A. al-Shafaee[5], A. Ouhtit[6], M. M. Al-Khaduri[7], M. F. Al-Said[8] and S. Al-Adawi[1], (1)Sultan Qaboos University, Muscat, Oman, (2)Family Medicine & Public Health, Sultan Qaboos University, Al-Khoud, Oman, (3)Food Science and Nutrition, Sultan Qaboos University, Murcat, Oman, (4)Sultan Qaboos University, Muscat-Al-Khod, Oman, (5)Family Medicine and Public Health, S.Q.U., Muscat, Oman, (6)Genetics, Sultan Qaboos University, Muscat, Oman, (7)Obstetrics and Gynecology, Sultan Qaboos University, Muscat, Oman, (8)Sultan Qaboos university, Muscat, Oman

89 174.089 The Childhood Autism Spectrum Test (CAST) As a Screener for High-Functioning Children, Adolescents, and Young Adults with Autism Spectrum Disorder. T. Gev*[1,2], I. Grinvald[1] and O. Golan[1,2], (1)Department of Psychology, Bar-Ilan University, Ramat-Gan, Israel, (2)Bait Echad Center, The Association for Children at Risk, Tel-Aviv, Israel

90 174.090 The Developmental Clinical Instrument (DCI): Structured Data Collection for the Autism-Focused Clinical Exam. D. Grodberg*[1], P. M. Weinger[2], L. Bush[2] and A. Kolevzon[2], (1)Box #1230, Mount Sinai School of Medicine, New York, NY, (2)Seaver Autism Center for Research and Treatment, Icahn School of Medicine at Mount Sinai, New York, NY

91 174.091 The Influence of Gender and Age on Prevalence Rates of Comorbid Disorders in Autism. K. Supekar*, T. P. Iyer, P. Odriozola and V. Menon, Psychiatry and Behavioral Sciences, Stanford University, Stanford, CA

92 174.092 Uncovering Sex-Steroid Related Conditions in Women with Autism: A Latent Class Analysis. A. Pohl*[1], B. Auyeung[2,3], S. A. Cassidy[1] and S. Baron-Cohen[3,4], (1)Autism Research Centre, Department of Psychiatry, University of Cambridge, Cambridge, United Kingdom, (2)Department of Psychology, University of Edinburgh, Edinburgh, United Kingdom, (3)Autism Research Centre, University of Cambridge, Cambridge, United Kingdom, (4)CLASS Clinic, Cambridgeshire and Peterborough NHS Foundation Trust, Cambridge, United Kingdom

Poster Sessions
175 - Molecular and Cellular Biology
11:30 - 1:30 - Atrium Ballroom

93 175.093 A Metabolic Profile of Autism Spectrum Disorder from Autism Phenome Project Patient Plasma. R. Burrier[*1], D. G. Amaral[2], P. West[1], S. J. Rogers[3], A. M. Smith[4], D. D. Li[2], M. Ross[1], B. Fontaine[1] and E. Donley[1], (1)Stemina Biomarker Discovery, Madison, WI, (2)MIND Institute and Department of Psychiatry and Behavioral Sciences, University of California Davis Medical Center, Sacramento, CA, (3)Psychiatry and Behavioral Sciences, UC Davis M.I.N.D. Institute, Sacramento, CA, (4)Computational Biology, Stemina Biomarker Discovery, Madison, WI

94 175.094 A Microbead-Based Multiplex Immunoassay to Measure Dynamic Protein Interaciton Networks at the Glutamate Synapse. S. E. Smith[*1], S. C. Neier[1], T. R. Davis[1], C. Neuhauser[2] and A. G. Schrum[1], (1)Dept of Immunology, Mayo Clinic, Rochester, MN, (2)Biomedical Informatics and Computational Biology, University of Minnesota Rochester, Rochester, MN

95 175.095 Effects of Ultrasounds on Human Neuron Connectivity and Microglia Activation: Potential for the Therapeutic Use of Transcranial Ultrasonography in Autism. M. Ruggiero[*1], S. Pacini[2] and J. J. Bradstreet[3], (1)Clinical and Experimental Biomedical Sciences, University of Firenze, Firenze, Italy, (2)Experimental and Clinical Medicine, University of Firenze, Firenze, Italy, (3)Brain Treatment Center, Buford, GA

96 175.096 Gene Expression Deficits in Pyramidal Neurons from the Anterior Cingulate Cortex in Males with Autism. M. J. Chandley[*], J. D. Crawford, A. Szebeni, K. Szebeni, J. L. Crawford and G. A. Ordway, Biomedical Sciences, Academic, East Tennessee State University, Johnson City, TN

97 175.097 Immunological Disarrangements in ASD Are Associated with Biological Processes and Homeostatic Mechanisms in ASD Rather Than Autoimmunity or Pathogenic Inflammation. C. A. Pardo[*1], A. Thurm[2], C. Farmer[3] and S. E. Swedo[4], (1)Johns Hopkins University School of Medicine, Baltimore, MD, (2)National Institutes of Health - National Institute of Mental Health, Bethesda, MD, (3)NIH, Bethesda, MD, (4)Pediatrics & Developmental Neuroscience Branch, NIMH, Bethesda, MD

98 175.098 Low Maternal Progesterone and Autism. P. M. Whitaker-Azmitia[*1], D. Jenkins[2] and H. D. Garman[3], (1)Psychology and Psychiatry, Stony Brook University, Stony Brook, NY, (2)Stony Brook University, Stony Brook, NY, (3)Department of Psychology, Stony Brook University, Stony Brook, NY

99 175.099 Maternal Metabolic Conditions and Neonatal Cytokine and Chemokine Levels of Children with ASD. P. Krakowiak[*1], I. Hertz-Picciotto[2] and J. Van de Water[3], (1)2825 50th Street, University of California, Sacramento, CA, (2)Public Health Sciences, M.I.N.D. Institute, UC Davis, Davis, CA, (3)Division of Rheumatology/Allergy and Clinical Immunology, UC Davis, Davis, CA

▸ 100 175.100 Modulation of the Serotonin Transporter By Interaction with N-Ethylmaleimide-Sensitive Factor. K. Iwata[*1], H. Matsuzaki[2], T. Katayama[3] and N. Mori[4], (1)Fukui Univ., Fukui, Fukui, Japan, (2)Research Center for Child Mental Development, University of Fukui, Fukui, Japan, (3)Osaka University United Graduate School of Child Development, Suita, Japan, (4)Department of Psychiatry, Hamamatsu University School of Medicine, Hamamatsu, Japan

101 175.101 Molecular Analysis of Inflamed Ileocolonic Tissue from GI Symptomatic ASD Children. S. J. Walker[*1] and A. Krigsman[2], (1)Wake Forest University Health Sciences, Winston-Salem, NC, (2)Pediatric Gastroenterology Resources of New York and Texas, Far Rockaway, NY

102 175.102 Oxidative Stress and Immune Cytokines in Plasma of Young Children with Autism Spectrum Disorder and Recent Language and/or Social Regression: A Prospective Case-Control Study. A. Loh[*1], E. Anagnostou[2], D. U. Menon[3], C. A. Pardo[4], J. A. Brian[5], T. Clemons[6], M. L. Bauman[7], A. W. Zimmerman[8], M. E. Fenwick[9] and S. J. James[10], (1)Surrey Place, Toronto, ON, Canada, (2)Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (3)Kennedy Krieger Institute, Baltimore, MD, (4)Johns Hopkins University School of Medicine, Baltimore, MD, (5)Bloorview Research Institute/ Paediatrics, Holland Bloorview Kids Rehab/ Univerisity of Toronto, Toronto, ON, Canada, (6)The Emmes Corporation, Rockville, MD, (7)Department of Anatomy and Neurobiology, Boston University School of Medicine, Boston, MA, (8)Lurie Center for Autism Massachusetts General Hospital, Lexington, MA, (9)University of Calgary, Calgary, AB, Canada, (10)University of Arkansas for Medical Sciences, Little Rock, AR

Poster Sessions
176 - Specific Interventions – Non-Pharmacologic
11:30 - 1:30 - Atrium Ballroom

▸ 103 176.103 Effects of Cognitive-Behavioral Intervention on Emotion Regulation in Adults with High-Functioning Autism Spectrum Disorders: A Randomized Controlled Trial. M. Kuroda[*1], Y. Kawakubo[2], H. Kuwabara[3], Y. Kamio[4] and Y. Kano[5], (1)Department of Child Neuropsychiatry, University of Tokyo, Tokyo, Japan, (2)University of Tokyo, Bunkyo-ku, Japan, (3)University of Tokyo Hospital, Tokyo, Japan, (4)National Center of Neurology and Psychiatry, Japan, National Institute of Mental Health, Tokyo 187-8553, Japan, (5)Department of Child Neuropsychiatry, The University of Tokyo, Tokyo, Japan

104 176.104 A Computer-Assisted Social Intervention for College Students with ASD: Assessment of Longitudinal Changes in White Matter Integrity in a Small, Randomized Controlled Trial. J. A. Richey[*1], S. W. White[2], D. Gracanin[3], M. Coffman[4], M. Ghane[5], K. Gad[3] and S. Laconte[3], (1)Psychology, Virginia Tech, Blackbsurg, VA, (2)Psychology, Virginia Polytechnic Institute and State University, Blacksburg, VA, (3)Virginia Tech, Blacksburg, VA, (4)Psychology, Virginia Tech, Blacksburg, VA, (5)Psychology, San Diego State University, San Diego, CA

105 176.105 A Targeted Intervention for Siblings of Children with Autism Spectrum Disorders: The Effects of a Sibling Support Group. A. P. Cohen[*1] and S. L. Harris[2], (1)Pediatrics, Medical University of South Carolina, Charleston, SC, (2)Douglass Developmental Disabilities Center, Rutgers University, Piscataway, NJ

▸ 106 176.106 Adaptation and Preparation for Conducting a Parent-Implemented Autism Intervention Among Underserved Families in Taiwan. P. F. Chen[*1], A. C. Stahmer[2], S. R. Reed[2], P. C. Tsai[3], Y. T. Wu[4], C. C. Wu[5], F. W. Lung[6] and L. C. Lee[7], (1)Calo Psychiatric Center, Pingtung county, Taiwan, (2)Psychiatry, University of California San Diego, La Jolla, CA, (3)Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (4)Department of Epidemiology, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (5)Department of Psychology, Kaohsiung Medical University, Kaohsiung, Taiwan, (6)Taipei City Hospital, Taipei, Taiwan, (7)Epidemiology, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD

107 176.107 An Autism Spectrum Disorder (ASD) Clinical Trial: Rater Training Program Overview and Initial Findings. L. Kingery[*1], P. Ventola[2], X. Liogier D'ardhuy[3], M. Deraët[3], A. E. Veroff[1], S. Zaragoza[4], V. Krishna[1], A. P. Nomikos[1], A. Miner[1], M. del Valle Rubido[3] and O. Khwaja[5], (1)Cogstate, New Haven, CT, (2)Child Study Center, Yale University, New Haven, CT, (3)Roche, Basel, Switzerland, (4)Cogstate, Barcelona, Spain, (5)Neurosciences, F. Hoffmann-La Roche AG, Basel, Switzerland

109 176.109 Assessment of Intervention Effects on in Vivo Peer Interactions in Adolescents with Autism Spectrum Disorders. B. K. Dolan[*], A. V. Van Hecke, B. Gemkow, J. Kahne, N. Linneman and R. J. Remmel, Psychology, Marquette University, Milwaukee, WI

110 176.110 Autism and Safety – It's Unpredictable. J. Harris*[1] and A. P. Robertiello[2], (1)Children's Specialized Hospital, Mountainside, NJ, (2)Autism, Children's Specialized Hospital, Fanwood, NJ

111 176.111 Clinical and Biomarker Effects of a Novel Vasopressin 1a Receptor Antagonist Vs Placebo in High Functioning Adult Autism. E. Hollander*[1,2], M. del Valle Rubido[3], O. Khwaja[4], L. Squassante[5], C. J. Ferretti[6], B. P. Taylor[7], G. Berlin[8], R. H. Noone[9], L. Antar[8], J. T. McCracken[10], L. Scahill[11], F. Shic[12], R. J. Jou[13], M. C. Lyons[14], A. Gavaletz[13], C. A. Wall[12] and D. Umbricht[15], (1)Montefiore Medical Center University Hospital, Albert Einstein College of Medicine, Bronx, NY, (2)Psychiatry and Behavioral Sciences, Montefiore Medical Center University Hospital, Albert Einstein College of Medicine, Bronx, NY, (3)Roche, Basel, Switzerland, (4)Pharma Research and Early Development, Neuroscience, Translational Medicine Group, F. Hoffman-La Roche Ltd., Basel, Switzerland, (5)Product Development, Biometrics, F. Hoffmann-La Roche Ltd., Basel, Switzerland, (6)Psychiatry, Montefiore Medical Center, Albert Einstein College of Medicine, Bronx, NY, (7)Dept. Of Psychiatry and Behavioral Sciences, Montefiore Medical Center/Albert Einstein College of Medicine, Bronx, NY, (8)Montefiore Medical Center, Albert Einstein College of Medicine, Bronx, NY, (9)Department of Psychiatry & Behavioral Sciences, Montefiore Medical Center, Albert Einstein College of Medicine, Bronx, NY, (10)Psychiatry and Biobehavioral Sciences, UCLA Semel Institute for Neuroscience & Human Behavior, Los Angeles, CA, (11)Pediatrics, Marcus Institute, Emory University, Atlanta, GA, (12)Child Study Center, Yale University School of Medicine, New Haven, CT, (13)Child Study Center, Yale University, New Haven, CT, (14)Developmental Disabilities Clinic, Yale University, New Haven, CT, (15)F. Hoffmann - La Roche AG, Basel, Switzerland

▸ 112 176.112 Group Autism Parent-Training in a Low-Resource Community: A Randomized Controlled Trial of a Joint Engagement Intervention in Buenos Aires, Argentina. K. Houghton*[1], A. Rattazzi[2], S. H. Cukier[2], P. Landolfi[2], N. Martinez[2] and C. Lewis[1], (1)Psychology, Lancaster University, Lancaster, United Kingdom, (2)PANAACEA, Buenos Aires, Argentina

113 176.113 Can a Brief Behavioral Intervention Improve Sleep Hygiene in Adolescents and Young Adults with Autism Spectrum Disorders?. W. A. Loring*[1], L. L. MacDonald[2], L. Gray[2], R. L. Johnston[1], S. E. Goldman[1] and B. A. Malow[1], (1)Vanderbilt Kennedy Center, Vanderbilt University Medical Center, Nashville, TN, (2)Vanderbilt University Medical Center, Nashville, TN

114 176.114 Changing College Students' Conceptions of Autism: A Mixed-Methods Analysis. K. Gillespie-Lynch*[1], R. Obeid[2], C. M. Shane-Simpson[3], M. Dupiton[4], T. Cintula[5], C. Olender[4], D. Bublitz[2] and P. J. Brooks[2], (1)Graduate Center - CUNY, Staten Island, NY, (2)Department of Psychology - Human Development Program, The Graduate Center - CUNY, New York, NY, (3)The Graduate Center at the City University of New York, New York, NY, (4)College of Staten Island, Staten Island, NY, (5)College of Staten Island - CUNY, Staten Island, NY

115 176.115 Child Behavior Problems Moderate the Relationship Between Maternal Self-Regulation and Maternal Stress. C. M. Conner* and S. W. White, Psychology, Virginia Polytechnic Institute and State University, Blacksburg, VA

116 176.116 Effect of Trampoline Training on Motor Proficiency and Body Mass Index in Children with Autism Spectrum Disorders. C. Lourenço*[1], D. Esteves[2], R. Corredeira[3], A. Seabra[4] and P. Pinheiro[5], (1)Sports Science Department, University of Beira Interior, Covilhã, Portugal, (2)Sport Science Department, Beira interior University, Covilha, Portugal, (3)Department of adapted physical activity, Faculty of Sport, University of Porto, Porto, Portugal, (4)laboratory kinanthropometry, Faculty of Sport, University of Porto, Porto, Portugal, (5)Department of Management and Economy, University of Beira Interior, Covilhã, Portugal

117 176.117 Effects of Rhythm and Robotic Interventions on the Affective States of Children with Autism Spectrum Disorders. A. N. Bhat*[1], D. Gilewska[2], I. Park[2], S. Srinivasan[2], T. Gifford[1] and L. P. Neelly[3], (1)University of Connecticut, Storrs, CT, (2)Kinesiology, University of Connecticut, Storrs, CT, (3)Music Education, University of Connecticut, Storrs, CT

118 176.118 Efficacy of a Facial Emotion Training Program for Children and Teens with ASD. B. Evans-Smith*[1], N. M. Russo-Ponsaran[2], J. Russo[2], J. K. Johnson[2] and C. McKown[3], (1)Behavioral Sciences; Rush NeuroBehavioral Center, Rush University Medical Center, Skokie, IL, (2)Rush NeuroBehavioral Center, Department of Behavioral Sciences, Rush University Medical Center, Skokie, IL, (3)Rush University Medical Center, Skokie, IL

119 176.119 Evaluating Social Motivation As a Predictor of Change in Loneliness in the Context of Individualized Treatment. R. Elias*, A. Trubanova and S. W. White, Psychology, Virginia Polytechnic Institute and State University, Blacksburg, VA

120 176.120 Examining the Effects of Compass on the Self-Efficacy of Teachers of Students with Autism. A. D. Rodgers*[1], L. A. Ruble[2], W. H. Wong[3] and J. H. McGrew[4], (1)Department of Educational, School, and Counseling Psychology, University of Kentucky, Lexington, KY, (2)University of Kentucky, Lexington, KY, (3)The Department of Educational, Counseling, and School Psychology, The University of Kentucky, Lexington, KY, (4)Psychology, Indiana University - Purdue University Indianapolis, Indianapolis, IN

121 176.121 Examining the Social Outcomes of Practice Based Models of Social Skills Interventions for Children with Autism in Schools. J. J. Locke*[1], E. Rotheram-Fuller[2], C. Kasari[3] and D. S. Mandell[4], (1)Perelman School of Medicine, University of Pennsylvania, Philadelphia, PA, (2)Arizona State University, Tempe, AZ, (3)Center for Autism Research and Treatment, University of California Los Angeles, Los Angeles, CA, (4)Psychiatry, University of Pennsylvania School of Medicine, Philadelphia, PA

122 176.122 Exploring the Lived Experience of Families in the Social ABCs Parent-Mediated Intervention for Toddlers with Autism Spectrum Disorder. M. E. Fenwick*[1], S. E. Bryson[2], E. Dowds[3], K. Lynch[3], S. Hodgson[4], T. McCormick[5], S. MacWilliam[6] and J. A. Brian[7], (1)University of Calgary, Calgary, AB, Canada, (2)Autism Research Centre, Dalhousie/IWK Health Centre, Halifax, NS, Canada, (3)Autism Research Centre, Holland Bloorview Kids Rehabilitation Centre, Toronto, ON, Canada, (4)Holland Bloorview Kids Rehabilitation Hospital, Aurora, ON, Canada, (5)IWK Health Centre, Halifax, NS, Canada, (6)Autism Research Centre, IWK Health Centre, Halifax, NS, Canada, (7)Bloorview Research Institute/ Paediatrics, Holland Bloorview Kids Rehab/ University of Toronto, Toronto, ON, Canada

123 176.123 Facial Emotion Recognition and Expression Deficits in Children with ASD and the Effects of Training. J. Russo*, B. Evans-Smith and N. M. Russo-Ponsaran, Rush NeuroBehavioral Center, Department of Behavioral Sciences, Rush University Medical Center, Skokie, IL

▸ 124 176.124 How Stress Level Differs in Parents of Children with ASD, Downs Syndrome and Typically Developing Children: Findings from Bangladesh. N. Y. Ahmed*[1] and C. Dissanayake[2], (1)Hope Autism Center, Dhaka, Bangladesh, (2)Olga Tennison Autism Research Centre, Melbourne, Australia

WITHDRAWN

▸ 125 176.125 Indian Mothers' and Fathers' Changing Views of Their Child with Autism before and after a Parent-Child Training Program. R. S. Brezis*[1], T. Weisner[1], T. C. Daley[2], N. Singhal[3] and M. Barua[3], (1)UCLA, Los Angeles, CA, (2)Westat, Durham, NC, (3)Action For Autism, New Delhi, India

126 176.126 Non-Intensive ABA Is Not Superior to Other Intervention Methods in Young Children with Autism Spectrum Disorder. H. Roeyers*, S. Van der Paelt and P. Warreyn, Department of Experimental Clinical and Health Psychology, Ghent University, Ghent, Belgium

127 176.127 Parents Broader Autism Phenotype and Parenting Stress: Comparison Among Mothers of Children with Autism Spectrum Disorders, Down Syndrome and Typically Developing Children. A. Zaidman-Zait*[1], L. Eichelberg[2] and E. Dromi[3], (1)Department of School Counseling and Special Education, University of British Columbia, Tel-Aviv, Israel, (2)Tel-Aviv University, Tel-Aviv, Israel, (3)Constantiner School of Education, Tel Aviv University, Tel Aviv, Israel

128 176.128 Participant Benefits and Training Opportunities for University Students through a 12-Week Adapted Physical Exercise Program for Adults with Autism and an Intellectual Disability. C. A. Sutherland*, K. Carr, P. McKeen, S. Horton and N. R. Azar, Kinesiology, University of Windsor, Windsor, ON, Canada

129 176.129 Pivotal Response Treatment Increases Processing Efficiency for Social Information. M. Rolison*[1], R. Tillman[2], P. Ventola[2], J. H. Foss-Feig[2], A. Naples[2], H. Friedman[2], D. Oosting[2], L. C. Anderson[3], C. Cordeaux[2], R. Doggett[2], C. E. Mukerji[2], M. Coffman[4], J. Wolf[2], K. A. Pelphrey[2] and J. McPartland[2], (1)Yale University, New Haven, CT, (2)Child Study Center, Yale University, New Haven, CT, (3)Psychology, University of Maryland, College Park, MD, (4)Virginia Polytechnic Institute and State University, Blacksburg, VA

130 176.130 Positive Self-Esteem As a Predictor of Decreased Problem Behaviors in Adolescents with ASD Following the UCLA PEERS® Intervention. D. Diaz*[1], C. Costa[1], J. Hopkins[1], S. Bates[2], M. Cronin[1] and E. A. Laugeson[1], (1)Psychiatry, UCLA Semel Institute for Neuroscience and Human Behavior, Los Angeles, CA, (2)Graduate School of Education and Psychology, Pepperdine University, Los Angeles, CA

131 176.131 Social Motivation As a Predictor of Treatment Outcome in Adolescents with ASD Following the School-Based PEERS® Curriculum. Y. Bolourian*[1,2], L. Tucci[1,2] and E. A. Laugeson[3], (1)Department of Psychiatry, UCLA Semel Institute for Neuroscience and Human Behavior, Los Angeles, CA, (2)The Help Group - UCLA Autism Research Alliance, Sherman Oaks, CA, (3)Psychiatry, UCLA Semel Institute for Neuroscience and Human Behavior, Los Angeles, CA

132 176.132 Summer Robotics Camp: A Pilot Social/Vocational Intervention for Adolescents with ASD and Their Peers. J. Kaboski*[1], J. Beriont[2], C. R. Crowell[2], M. Villano[2], K. Tang[3], H. Miller[3], T. Crown[1], W. McWherter[2], T. Gorman[3], M. Won[4], J. Zenk[3], K. G. Wier[5] and J. J. Diehl[2], (1)Psychology, University of Notre Dame, South Bend, IN, (2)Psychology, University of Notre Dame, Notre Dame, IN, (3)University of Notre Dame, Notre Dame, IN, (4)University of Notre Dame, South Bend, IN, (5)Sonya Ansari Center for Autism and University of Notre Dame, Saint Joseph, MI

▸ 133 176.133 Supporting Rural Families with Toddlers on the Autism Spectrum: Understanding Family and Child Characteristics in an Effort to Develop Accessible and Effective Intervention. K. Hume*[1], L. Turner-Brown[2], B. Boyd[3] and C. C. Arnold[4], (1)University of North Carolina, Chapel HIll, Carrboro, NC, (2)University of North Carolina at Chapel Hill, Carrboro, NC, (3)University of North Carolina at Chapel Hill, Chapel Hill, NC, (4)Carolina Institute for Developmental Disabilities, University of North Carolina at Chapel Hill, Chapel Hill,, NC

134 176.134 TMS-Based Neuromodulation Improves Functional Measures of Information Processing and Behavioral Responses in Autism Spectrum Disorder. E. M. Sokhadze*[1], A. S. El-Baz[2], L. L. Sears[1] and M. F. Casanova[3], (1)University of Louisville, Louisville, KY, (2)Bioengineering, University of Louisville, Louisville, KY, (3)Psychiatry & Behavioral Sciences, University of Louisville, Louisville, KY

135 176.135 The Effects of Robot-Child Interactions on the Solo and Social Synchrony of Children with Autism Spectrum Disorders. M. Kaur*[1], S. Srinivasan[1], A. Desrosiers[1], T. Gifford[2], K. Marsh[3] and A. N. Bhat[2], (1)Kinesiology, University of Connecticut, Storrs, CT, (2)University of Connecticut, Storrs, CT, (3)Psychology, University of Connecticut, Storrs, CT

136 176.136 The Impact of Pivotal Response Treatment on the Spoken Language Phase of Preschool Children. H. E. Flanagan[1], E. Gore-Hickman[2] and I. M. Smith*[3], (1)IWK Health Centre, Halifax, NS, Canada, (2)University of Calgary, Calgary, AB, Canada, (3)Pediatrics; Psychology & Neuroscience, Dalhousie University / IWK Health Centre, Halifax, NS, Canada

▸ 137 176.137 Ummeed Parent Program for Autism (UPPA) - a Culturally Appropriate Parent-Mediated Intervention Program for Parents of Children with Autism in Mumbai, India. K. Sengupta* and V. Krishnamurthy, Developmental Pediatrics, Ummeed Child Development Center, Mumbai, India

139 176.139 Vocational and Personal Independence Training for Individuals with Autism Spectrum Disorder: Effectiveness of the Practical Assessment Exploration System (PAES). A. D. Smith*, A. W. McCrimmon and S. Cairns, University of Calgary, Calgary, AB, Canada

Poster Sessions
177 - Specific Interventions – Pharmacologic
11:30 - 1:30 - Atrium Ballroom

140 177.140 Patterns of Psychotropic Medication Use Among Children Referred for Autism Spectrum Disorder Evaluation. I. Bukelis*[1], F. J. Biasini[2], K. C. Guest[3], S. E. O'Kelley[3], A. N. Harris[3] and A. Patel[4], (1)University of Alabama at Birmingham, Vestavia Hills, AL, (2)Psychology, University of Alabama at Birmingham, Birmingham, AL, (3)Department of Psychology, University of Alabama at Birmingham, Birmingham, AL, (4)University of Alabama at Birmingham, Birmingham, AL

141 177.141 Modulation of the Locus Coeruleus-Noradrenergic System with Milnacipran Vs Placebo in Autism Spectrum Disorder. R. H. Noone*[1], C. J. Ferretti[2], B. P. Taylor[3], E. Racine[4], J. L. Kirsch[4] and E. Hollander[5], (1)Department of Psychiatry & Behavioral Sciences, Montefiore Medical Center, Albert Einstein College of Medicine, Bronx, NY, (2)111 East 210th Street, Montefiore Medical Center, Albert Einstein College of Medicine, New York, NY, (3)Dept. Of Psychiatry and Behavioral Sciences, Montefiore Medical Center/Albert Einstein College of Medicine, Bronx, NY, (4)Psychiatry, Montefiore Medical Center, Albert Einstein College of Medicine, Bronx, NY, (5)Psychiatry, Albert Einstein College of Medicine, Bronx, NY

142 177.142 Multi-Site Randomised Controlled Trial of Fluoxetine in Children and Adolescents with Autism (FAB): Rationale and Design. A. Mouti*[1,2,3], M. Kohn[1,2,3], D. Reddihough[4,5], C. Marraffa[4], P. Hazell[2,3], J. Wray[6], K. Lee[4,5], P. J. Santosh[7], S. Reid[4], D. Dossetor[1,3], N. Silove[1,3], J. Carlin[4], A. Whitehouse[6,8], J. Granich[6,8], S. Kloprogge[4], M. O'Sullivan[4], F. Orsini[4], P. Lockhart[4], S. Clarke[1,3] and A. Poulton[3], (1)Sydney Children's Hospital Network, Westmead, Australia, (2)Centre for Research into Adolescent's Health (CRASH), Westmead, Australia, (3)Sydney Medical School, The University of Sydney, Sydney, Australia, (4)Murdoch Childrens Research Institute, Parkville, Australia, (5)Department of Paediatrics, University of Melbourne, Parkville, Australia, (6)State Child Development Centre, Perth, Australia, (7)Child & Adolescent Psychiatry, King's College London, London, United Kingdom, (8)Telethon Institute for Child Health Research, The University of Western Australia, Perth, Australia

143 177.143 Preliminary Investigation of Lithium for Mood Disorder Symptoms in Children with Autism Spectrum Disorder. M. Siegel*[1,2,3], C. A. Beresford[4], O. Teer[3], M. Bunker[3], M. Verdi[3], A. Stedman[3] and K. A. Smith[1], (1)Maine Medical Center Research Institute, Portland, ME, (2)Psychiatry, Tufts University School of Medicine, Boston, MA, (3)Developmental Disorders Program, Spring Harbor Hospital, Westbrook, ME, (4)Children's Hospital Colorado, Aurora, CO

Scientific Panel
178 - Characterizing Connectivity in Infants and Toddlers at High-Risk for Autism
1:30 - 3:30 - Marquis Ballroom BC

Session Chair: S. Paterson; *The Children's Hospital of Philadelphia*

Research involving older children and adults with autism spectrum disorder (ASD) has identified a range of atypicalities in brain structural and functional connectivity. However, little is known about how and when connectivity becomes implicated in the emergence of ASD between 6 and 24 months. These questions are addressed in this panel through multimodal imaging studies encompassing structural and functional connectivity analysis in infants at high risk for ASD and controls. These studies investigate changes in resting state connectivity, and various aspects of diffusion-based structural connectivity and white matter organization via tract-based morphometry, analysis of network metrics and full brain connectomics, to present a comprehensive characterization of connectivity changes during this critical developmental period. Our data demonstrate that changes in connectivity emerge over this period and parallel the timing of group differences in behavior, with differences in early sensory motor areas apparent at six months and higher order brain areas implicated at 12-24 months, as more complex social impairments appear. These studies provide important new information relevant to: 1) understanding underlying neural mechanisms in ASD, 2) very early developmental trajectories that are potential target phenotypes for exploring links to etiology and teasing apart heterogeneity, and 3) early detection and intervention targets.

1:30 178.001 Atypical Corpus Callosum Development Associated with Autism in Infants and Toddlers. J. J. Wolff*[1], T. Soda[2], M. A. Styner[1], J. R. Scotton[1], K. N. Botteron[3], S. Dager[4], H. C. Hazlett[1], R. T. Schultz[5], J. Piven[1] and .. The IBIS Network[6], (1)University of North Carolina at Chapel Hill, Chapel Hill, NC, (2)Harvard University, Boston, MA, (3)Washington University School of Medicine in St. Louis, St. Louis, MO, (4)University of Washington, Seattle, WA, (5)Children's Hospital of Philadelphia, Philadelphia, PA, (6)Autism Center of Excellence, Chapel Hill, NC

1:55 178.002 SVM Classifies Age but Not Autism Risk Using fcMRI Data from 6 and 12-Month-Old Infants at Low and High Genetic Risk for Autism. J. R. Pruett*[1], S. K. Hoertel[1], S. Kandala[1], A. Z. Snyder[2], J. T. Elison[3], T. Nishino[1], E. J. Feczko[4], N. U. Dosenbach[1], B. Nardos[1], J. D. Power[1], B. Adeyemo[1], K. N. Botteron[5], R. C. McKinstry[1], A. C. Evans[6], H. C. Hazlett[7], S. Dager[8], S. J. Paterson[9], R. T. Schultz[9], D. L. Collins[6], V. S. Fonov[6], M. A. Styner[7], G. Gerig[10], S. Das[6], P. Kostopoulos[6], J. N. Constantino[1], The IBIS Network[11], S. E. Petersen[1], B. L. Schlaggar[1] and J. Piven[7], (1)Washington University School of Medicine, Saint Louis, MO, (2)Radiology, Washington University School of Medicine, Saint Louis, MO, (3)University of Minnesota, Minneapolis, MN, (4)Emory University, Atlanta, GA, (5)Psychiatry and Radiology, Washington University School of Medicine, Saint Louis, MO, (6)Montreal Neurological Institute, McGill University, Montreal, QC, Canada, (7)University of North Carolina at Chapel Hill, Chapel Hill, NC, (8)University of Washington, Seattle, WA, (9)Center for Autism Research, The Children's Hospital of Philadelphia, Philadelphia, PA, (10)School of Computing & Scientific Computing and Imaging Institute SCI, University of Utah, Salt Lake City, UT, (11)Infant Brain Imaging Study, Chapel Hill, NC

2:20 178.003 White-Matter Network Inefficiencies in ASD at 24 Months. J. D. Lewis*[1], A. C. Evans[2], J. R. Pruett[3], K. N. Botteron[4], L. Zwaigenbaum[5], A. M. Estes[6], G. Gerig[7], D. L. Collins[2], P. Kostopoulos[8], R. C. McKinstry[3], S. Dager[9], S. J. Paterson[10], R. T. Schultz[10], M. A. Styner[11], H. C. Hazlett[11], J. Piven[11] and The IBIS Network[12], (1)McGill University, Montreal, QC, Canada, (2)Montreal Neurological Institute, McGill University, Montreal, QC, Canada, (3)Washington University School of Medicine, Saint Louis, MO, (4)Psychiatry and Radiology, Washington University School of Medicine, Saint Louis, MO, (5)University of Alberta, Edmonton, AB, Canada, (6)Speech and Hearing Sciences, University of Washington, Seattle, WA, (7)School of Computing & Scientific Computing and Imaging Institute SCI, University of Utah, Salt Lake City, UT, (8)McConnell Brain Imaging Centre, Montreal Neurological Institute, Montreal, QC, Canada, (9)University of Washington, Seattle, WA, (10)Center for Autism Research, The Children's Hospital of Philadelphia, Philadelphia, PA, (11)University of North Carolina at Chapel Hill, Chapel Hill, NC, (12)Autism Center of Excellence, Chapel Hill, NC

2:45 178.004 Atypical Unfolding of Early Brain Development in Autism: A Diffusion Tensor Imaging Study of Structural Connectivity and White Matter Organization. R. Verma*[1], Y. Ghanbari*[1], W. Parker[2], M. Ingalhalikar[2], M. A. Styner[3], G. Gerig[4], J. D. Lewis[5], J. R. Pruett[6], A. M. Estes[7], A. C. Evans[8], S. Das[8], P. Kostopoulos[8], H. C. Hazlett[3], S. J. Paterson[9], J. Pandey[9], H. Gu[10], K. N. Botteron[11], S. Dager[12], R. C. McKinstry[6], R. T. Schultz[9], J. Piven[3] and The IBIS Network[13], (1)*Joint first authors, University of Pennsylvania, Philadelphia, PA, (2)University of Pennsylvania, Philadelphia, PA, (3)University of North Carolina at Chapel Hill, Chapel Hill, NC, (4)School of Computing & Scientific Computing and Imaging Institute SCI, University of Utah, Salt Lake City, UT, (5)McGill University, Montreal, QC, Canada, (6)Washington University School of Medicine, Saint Louis, MO, (7)Speech and Hearing Sciences, University of Washington, Seattle, WA, (8)Montreal Neurological Institute, McGill University, Montreal, QC, Canada, (9)Center for Autism Research, The Children's Hospital of Philadelphia, Philadelphia, PA, (10)UNC Chapel Hill, Chapel Hill, NC, (11)Psychiatry and Radiology, Washington University School of Medicine, Saint Louis, MO, (12)University of Washington, Seattle, WA, (13)Autism Center of Excellence, Chapel Hill, NC

3:10 Discussant: A. C. Evans; McGill University

Scientific Panel
179 - The Role of Environmental Epigenetics in the Etiology of ASDs
1:30 - 3:30 - Imperial Ballroom A

Session Chair: M. D. Fallin; *Johns Hopkins School of Public Health*

Previous investigations into the etiology of autism spectrum disorders have focused on genetic influences or environmental exposures, independently. The scientific literature has recently recognized the importance of both sources of risk for ASDs, and the potential for gene-environment interaction. However, the mechanism of risk through environmental exposures, and interplay of environmental exposures on gene expression, has largely been unexplored. The purpose of this scientific panel is to present background and new evidence for epigenetic associations with environmental exposures and with ASDs. A primary focus will be on the science of epigenetics, which refers to the many layers of molecular mechanisms that control gene expression, many of which are susceptible to environmental influences. The potential role of epigenetic mechanisms in environmental risk for ASDs, and for mechanisms of gene-environment interaction will be discussed. The panel will specifically cover examples of past and current exposures of concern, mechanisms of epigenetic action, utility of epigenetic signatures for ASD research broadly, and windows of developmental susceptibility–including somatic and germ cell mutations. Speakers will present new findings in epigenetics in ASD and research projects underway, including both human and animal model approaches.

1:30 179.001 Epigenetic Signatures at Genomic Sites Sensitive to Environmental Exposures – Potential Applications for ASD Research. C. Ladd-Acosta*, Johns Hopkins University, Baltimore, MD

1:55 179.002 Epigenetic Signatures in ASDs and Potential Relationship With Environmental Wxposures. M. D. Fallin*, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD

2:20 179.003 Understanding Gene/Environment Interactions Through Epigenomics. J. M. LaSalle*, Medical Microbiology and Immunology, University of California at Davis, Davis, CA

2:45 179.004 Understanding the Epigenetic Consequences of Gene/Environment Interactions Through Animal Models. E. Rissman*, University of Virginia, Charlottesville, VA

3:10 Discussant: D. G. Amaral; University of California Davis Medical Center

Scientific Panel
180 - Illuminating the Developmental Neuropathology of ASD
1:30 - 3:30 - Marquis Ballroom D

Session Chair: N. Sestan; *Yale School of Medicine*

Exome sequencing has led to robust identification of genes associated with Autism Spectrum Disorder (ASD), thus offering an unprecedented opportunity to investigate its neuropathology. However, the large number of genes affecting risk and their numerous biological functions challenge conventional genetic methodologies. To overcome this hurdle we integrate recent ASD gene discoveries with genome-wide analysis of gene expression and regulation in the developing human brain to highlight common biological mechanisms leading to ASD. We will present: 1) Gene-discovery from exome sequencing of the Simons Simplex Collection and where these genes converge in their expression in the developing human brain; 2) A novel approach to integrating exome and expression data to greatly accelerate gene discovery; 3) A map of the gene network regulated by CHD8, a chromatin modifier with the best evidence of ASD-associated via loss of function mutations; and 4) Development of zebrafish models to assess hypotheses of neuropathology in vivo. Through integration of psychiatry, neuroscience, genetics, and statistics we present a strategy that uses the genes discovered by exome sequencing to illuminate features of the developmental neuropathology that underlie ASD.

1:30 180.001 Exome-sequencing based gene discovery and systems biology of autism spectrum disorders. S. J. Sanders*[1], A. J. Willsey[1], K. Roeder[2], B. Devlin[3], N. Sestan[4] and M. W. State[1], (1)Psychiatry, UCSF, San Francisco, CA, (2)Statistics, Carnegie Mellon University, Pittsburgh, PA, (3)University of Pittsburgh, Pittsburgh, PA, (4)Yale School of Medicine, New Haven, CT

1:55 180.002 Modeling gene expression and rare sequence variation identifies genes and subnetworks underlying autism risk. K. Roeder*[1], L. Liu[1], J. Lei[1], S. Sanders[2], J. Willsey[2], M. W. State[3], J. D. Buxbaum[4] and B. Devlin[5], (1)Statistics, Carnegie Mellon University, Pittsburgh, PA, (2)Yale University, New Haven, CT, (3)Psychiatry, UCSF, San Francisco, CA, (4)Seaver Autism Center for Research and Treatment, New York, NY, (5)University of Pittsburgh, Pittsburgh, PA

2:20 180.003 The CHD8 regulatory network in the developing brain is enriched for ASD risk genes. J. Noonan*[1], J. Cotney[1], S. Reilly[1], R. A. Muhle[2], W. Niu[1] and W. Liu[1], (1)Genetics, Yale University School of Medicine, New Haven, CT, (2)Yale Child Study Center, New Haven, CT

2:45 180.004 Functional Analysis of Genes Strongly Associated with Autism Spectrum Disorders in a Zebrafish Model System. E. J. Hoffman*[1], J. M. Fernandez[2], J. Rihel[3], A. J. Giraldez[4] and M. W. State[5], (1)Yale University, New Haven, CT, (2)Child Study Center, Genetics, Yale University, New Haven, CT, (3)Cell and Developmental Biology, University College London, London, United Kingdom, (4)Genetics, Yale University, New Haven, CT, (5)Psychiatry, UCSF, San Francisco, CA

3:10 Discussant: M. W. State; UCSF

Scientific Panel
181 - New Insights into the Correlates and Processes of Competent Peer Relations During Preschool
1:30 - 3:30 - Marquis Ballroom A

Session Chair: N. Bauminger; *Bar-Ilan University*

In typical development, "peers are necessities, not luxuries" (Hartup, 2009, p. 3), both for well-being and for children's growth of cognitive, linguistic, and social skills. Peer relations (rather than parent-child relations) constitute one of the major known deficits for children with ASD (APA, 2013); yet there is considerable heterogeneity. Peer relationships lie on a continuum ranging from a compelling lack of awareness of others to relatively intact peer relations. The peer relationship difficulties noted in older children with ASD likely begin early, but these processes during preschool are not well understood. In this symposium we provide novel and broad insight into the process with a focus on language (pragmatic); social-cognitive (Theory of mind and joint attention); emotion (emotion knowledge, regulation, temperamental negativity and effortful control) and neuropsychological (executive function) correlates of competent peer relations. Novel data will be presented that is based on multidimensional assessment procedures, combining semi-structured and spontaneous observations of peer relations, experimental tasks, and parent reports. Better understanding of the beginnings of peer relationships should provide insight into later difficulties and importantly pinpoint targets for early intervention for children with ASD.

1:30 181.001 Friendship and Pragmatic Skills During Spontaneous Peer Conversation. N. Bauminger*[1] and E. Karin[2], (1)Bar-Ilan University, Ramat Gan, Israel, (2)School of Education, Bar-Ilan University, Ramat - Gan, Israel

1:55 181.002 Friendship and Joint Attention in Preschoolers with ASD. Y. C. Chang*[1] and C. Kasari[2], (1)Semel Institute, UCLA, Los Angeles, CA, (2)Center for Autism Research and Treatment, University of California Los Angeles, Los Angeles, CA

2:20 181.003 The Importance of Emotion Regulation Coping Strategies and Emotion Knowledge for Social Competence with Peers in Preschoolers with Autism. L. B. Jahromi* and A. Dimachkie, Arizona State University, Tempe, AZ

2:45 181.004 Theory of Mind and Executive Function in Preschoolers with ASD and TYP as a Basis for Competent Peer Relations. Y. Kimhi*[1] and N. Bauminger[2], (1)School of Education, Bar-Ilan University, Shoham, Israel, (2)Bar-Ilan University, Ramat Gan, Israel

3:10 Discussant: S. Odom; University of North Carolina

Educational Panel
182 - Implementing Group CBT for Youth with ASD and Anxiety in Clinical Settings: Bridging the Research to Practice Gap
1:30 - 3:30 - Imperial Ballroom B

Session Chair: J. Reaven; *Univ. of Colorado Denver-JFK Partners*

Children with high-functioning autism spectrum disorders (ASD) are at high risk for developing anxiety symptoms. Cognitive behavioral treatments (CBT) are frequently used in the general population with good success to reduce anxiety. Recently published studies have demonstrated significant reductions in anxiety for youth with ASD following modified CBT interventions (Storch et al. 2013). Because the majority of treatment studies have occurred in controlled university settings, generalizability to other settings is limited. The purpose of this symposium is to discuss variables that may increase the adoptability of evidence-based interventions, maximizing success for clinical practice and narrowing the research-to-practice gap. This symposium also addresses barriers to dissemination of evidenced-based intervention that target anxiety symptoms in

youth with ASD, and identifies approaches to fostering the adoption of empirically supported programs for youth with ASD in real-world settings. Four sites were trained in the Facing Your Fears (FYF) program (Reaven et al., 2011) and have implemented the treatment. Session topics include: 1) measurement of anxiety in youth with ASD, with an emphasis on real-world application; 2) mediators of treatment related to implementation; 3) factors that influence the adoption of evidenced-based interventions in clinical settings; and 4) balance between treatment fidelity and model adaptations.

1:30 182.001 Assessing Anxiety and Measuring Treatment Outcomes: Challenges and Creative Solutions for Implementing the Facing Your Fears Program in a Tertiary Care Setting. M. McConnell*[1], K. McFee[1], M. Soltys[1], K. Johnston[2] and G. Iarocci[3], (1)British Columbia Children's Hospital, Vancouver, BC, Canada, (2)Psychology, Simon Fraser University, Burnaby, BC, Canada, (3)Department of Psychology, Simon Fraser University, Burnaby, BC, Canada

1:55 182.002 Factors That Influence the Adoption of Evidenced-Based Interventions in Clinical Settings. T. Beattie*[1], A. Sullivan[2] and I. M. Smith[3], (1)IWK Health Centre, Halifax, NS, Canada, (2)Mental Health and Addictions, IWK Health Centre, Halifax, NS, Canada, (3)Pediatrics; Psychology & Neuroscience, Dalhousie University / IWK Health Centre, Halifax, NS, Canada

2:20 182.003 Factors that Mediate Effective Treatment (CBT) of Anxiety in Children with Autism Spectrum Disorders: Lessons Learned and Potential Impact on Implementation in New Settings. I. E. Drmic*[1], J. A. Weiss[2], P. Szatmari[3], E. Anagnostou[1], A. Solish[1] and J. A. Brian[4], (1)Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (2)Psychology, York University, Toronto, ON, Canada, (3)Centre for Addiction and Mental Health, University of Toronto, Toronto, ON, Canada, (4)Bloorview Research Institute/ Paediatrics, Holland Bloorview Kids Rehab/University of Toronto, Toronto, ON, Canada

2:45 182.004 Implementing the Facing Your Fears Program in Clinical Settings: Balancing Treatment Fidelity and Model Adaptation. J. Reaven*[1], A. Blakeley-Smith[1], E. Moody[1], J. Stern[1] and S. L. Hepburn[2], (1)Psychiatry, JFK Partners/University of Colorado School of Medicine, Aurora, CO, (2)Psychiatry & Pediatrics, JFK Partners/University of Colorado School of Medicine, Aurora, CO

3:10 Discussant: D. Mandell; University of Pennsylvania Perelman School of Medicine

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IMFAR Annual Meeting – International Meeting for Autism Research

The year 2014 marks the 13th International Meeting for Autism Research (IMFAR). The IMFAR 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 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 this 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 International Meeting for Autism Research (IMFAR) 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 2014 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. Please check the INSAR website for an updated listing of exhibiting companies and organizations. 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 Atrium Ballroom on the Atrium Level (2nd Floor) of the hotel.

Thursday, May 15 .....11:30 a.m. – 1:30 p.m.
5:30 p.m. – 7:00 p.m.
Friday, May 16 .....11:30 a.m. – 1:30 p.m.
5:30 p.m. – 7:00 p.m.
Saturday, May 17.....11:30 a.m. – 1:30 p.m.

Wireless Internet

Wireless internet is available in all meeting rooms from Wednesday, May 14 – Saturday, May 17. Please follow the instructions bellow to access the Internet:

- Connect to the Marriott Conference.
- Start your Internet browser before using any other Internet applications such as email, chat or VPN software. You will be automatically redirected to the Marriott Conference Site.
- Enter the Password AUTISM14.

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 Marquis Level in Meeting Room 104. Press Room hours are:

Thursday, May 15 .....9:00 a.m. – 5:00 p.m.
Friday, May 16 .....9:00 a.m. – 5:00 p.m.
Saturday, May 17 .....9:00 a.m. – Noon

Program Changes

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

Meeting Location

Atlanta Marriott Marquis
265 Peachtree Center Ave.
Atlanta, GA 30303
404.521.0000

Business Center

The hotel business center is located on the Marquis Ballroom Level near the cluster of 300 meeting rooms.

No Smoking Policy

For the comfort and health of all attendees, smoking is not permitted at any IMFAR function. This includes educational sessions, meetings and all food functions. The Atlanta Marriott Marquis is a 100% smoke-free facility.

Information for International Travelers

Consulates and Embassies: All international embassies from other countries to the United States are located in Washington, D.C. There are a number of international embassy branch offices, called consulates, located in Georgia. If your country does not have a consulate in Georgia, call directory information in Washington, D.C. (phone: 202.555.1212) for the number of your national embassy.

Gratuities
Gratuities are not automatically added to the bill, except in some cases for large groups. Waiters and waitresses are usually given 15% of the bill. Taxi drivers usually receive 10% of the fare and doormen, skycaps and porters are normally tipped $1 per bag.

Registration and Security
IMFAR is committed to providing a secure meeting environment. A formal security plan is in place with the Security Department at the Atlanta Marriott Marquis. 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 IMFAR meeting.

Future IMFAR Annual Meeting Dates
- 2015 — Salt Lake City, Utah, USA
  May 14-16
- 2016 — Baltimore, Maryland, USA
  May 11-14
- 2017 — San Francisco, California, USA
  May 10-13

Safety and Security Information
The Atlanta Marriott Marquis security team will be on site during the entire IMFAR Congress. In case of emergency please dial "0" and the hotel operator will dispatch a security person a EMS to assist you, or you may ask any Atlanta Marriott Marquis Staff member for assistance.

Trained Medical Personnel will also be on site throughout the entire Congress to handle any medical emergency.

Appropriate badges will be required to enter 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 IMFAR 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.

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Autism BrainNet is a multi-site network that acquires, stores, processes and distributes brain tissue resources to accelerate autism research and increase our understanding of the underlying biological basis of autism. Autism BrainNet is a collaboration between the Simons Foundation Autism Research Initiative (SFARI), Autism Speaks and the MIND Institute at UC Davis.

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The Autism Science Foundation provides funding directly to scientists conducting cutting-edge autism research to discover the causes 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.

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LENA Research Foundation
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Boulder, CO 80301
Phone: (866) 503-9918
Email: info@lenafoundation.org
www.lenafoundation.org

The LENA Pro System was specifically designed for researchers, speech language pathologists, audiologists, and pediatricians. LENA allows you to easily collect, process, and analyze language environment and development data for children ages 2 to 48 months, including measurements like the number of words spoken to a child, conversational turns and child vocalizations.

Mangold International GmbH
Graf-von-Deym-Str. 5
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www.mangold-international.com

Mangold International is a world leading provider for observational research labs. Our integrated, easy to use hardware and software solutions enable researchers from different disciplines professional observational studies.

Marcus Autism Center
1920 Briarcliff Road
Atlanta, GA 30329-4010
Email: Katie.Lindsey@choa.org
www.marcus.org

Marcus Autism Center is a not-for-profit organization and an affiliate of Children's Healthcare of Atlanta that treats more than 5,500 children with autism and related disorders a year. As one of the largest autism centers in the U.S. and one of only three National Institutes of Health Autism Centers of Excellence, Marcus Autism Center offers families access to the latest research, comprehensive evaluations and intensive behavior treatments. With the help of research grants, community support and government funding, Marcus Autism Center aims to maximize the potential of children with autism today and transform the very nature of autism for future generations.

NICHD Brain and Tissue Bank for Developmental Disorders
655 W. Baltimore St
BRB, Room 13-013
Baltimore, MD 21201
Phone: (800) 847-1539
Email: btbumab@umaryland.edu
www.Btbank.org

The NICHD Brain and Tissue Bank for Developmental Disorders was established in 1991 to serve as a tissue resource center with the goals of collecting, storing and distributing human tissue for medical research, with a special focus on autism. The Bank works with medical examiners, individuals, support groups and researchers to offer hope and life to future generations.

NIH/NIMH
6001 Executive Boulevard
Rockville, MD 20852

The mission of NIMH is to transform the understanding and treatment of mental illnesses through basic and clinical research, paving the way for prevention, recovery, and cure. For the Institute to continue fulfilling this vital public health mission, it must foster innovative thinking and ensure that a full array of novel scientific perspectives are used to further discovery in the evolving science of brain, behavior, and experience. In this way, breakthroughs in science can become breakthroughs for all people with mental illnesses.

Prometheus Research
Julie Hawthorne
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New Haven, CT 06510
Phone: (203) 672-5847
Email: Julie@PrometheusResearch.com
www.prometheusresearch.com

Prometheus is the premier data management partner for autism research, having supported some of the largest and most ambitious projects in the field. From data centralization and enrollment reporting to remote collaborations and NDAR submissions, we deliver sensible solutions to the ordinary and extraordinary challenges of conducting behavioral research.

SensoMotoric Instruments GmbH
SensoMotoric Instruments, Inc.
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SMI is a world leader in dedicated computer vision applications, developing and marketing eye & gaze tracking systems and OEM solutions for a wide range of applications such as psychology, neurology and usability. SMI serves customers around the globe from offices in Teltow, Germany and Boston, USA. Visit our booth to try the eye tracking solutions yourself or find more information at www.smivision.com/egts.

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

The Simons Foundation Autism Research Initiative (SFARI) seeks to improve the diagnosis and treatment of autism spectrum disorders by funding, catalyzing and driving innovative research of the highest quality and relevance. SFARI currently funds over 190 investigators in the United States and abroad and makes $60M per year in grants for autism research. SFARI also aims to facilitate the field as a whole by developing resources for scientists.

Springer
Judy Jones
Senior Editor
233 Spring Street
New York NY 10013
Email: judy.jones@springer.com

Stay on the cutting edge with Springer Journals, Books, and Major Reference Works in the fields of Autism and Related Neurodevelopmental Disorders, where leading scholars and practitioners connect research, practice, and policy to give professionals the information and tools they need.

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From brief screeners to comprehensive assessments, WPS has the tests you need to accurately identify, diagnose, and treat autism spectrum disorders. Visit our booth to receive 10% off and free shipping on all WPS and Creative Therapy Store products, including the DSM-5-compatible SRS-2 and other tools to unlock potential.

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AUTISM RESEARCH

The highest-ranking journal devoted to the study of Autism Spectrum Disorders

Autism Research, the flagship journal of the International Society for Autism Research, encourages the submission of articles that take a developmental approach to the biology and psychology of autism, with a particular emphasis on identifying underlying mechanisms and integrating across different levels of analysis. **Autism Research** publishes treatment studies that also illuminate underlying mechanisms. Usually papers should be empirical, but the Journal is willing to accept theoretical papers if they significantly advance thinking. Individuals included in research studies can span the full spectrum of ASD, including the broader phenotype, and there are no restrictions on study participants in terms of age or intellectual ability. The Journal is willing to take papers reporting work on animals or fundamental biology that are directly relevant to a greater understanding of ASDs.

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INSAR | International Society for Autism Research

The International Society for Autism Research (INSAR) is a scientific and professional organization devoted to advancing knowledge about autism spectral disorders (ASDs), including autism, Asperger Syndrome and Pervasive Developmental Disorders Not Otherwise Specified (PDD NOS).

Society members can access the journal via the INSAR website.
Visit: **http://www.autism-insar.org** *for moredetails or to become a member.*

For more information about the journal, please visit: **www.autismresearchjournal.com**

SAVE THE DATE!

2015 IMFAR Annual Meeting

May 13-16, 2015
Grand America Hotel
Salt Lake City, Utah USA

Abstract submission for the 2015 meeting is scheduled to open in September 2014.
Watch our website for details.

www.autism-insar.org

IMFAR is the annual meeting of the
International Society for Autism Research