

2022

ANNUAL MEETING



PROGRAM BOOK

MAY 11-14
AUSTIN, TEXAS

WWW.AUTISM-INSAR.ORG



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INSAR
International Society for Autism Research



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ACCESS THE VIRTUAL PLATFORM:

INSAR 2022 Virtual Platform
Download the INSAR 2022 Mobile App:
<https://insar.confex.com/insar/2022/meetingapp.cgi>

Scan the QR code below using your phone's camera, or use the link to be taken directly to the app store of your choice.



Download the App

Download INSAR 2022 Mobile App
<https://qrco.de/insar2022>

INSAR WELCOME

Welcome to Austin for the 2022 International Society for Autism Research Annual Meeting (INSAR 2022)! Austin is a very energetic city that is proud of its slogan "Keep Austin Weird." It is very laid back so if you want to dress up you can, but you'll be just as comfortable in your casual attire. I encourage you to explore the vibrant downtown area that you'll be staying in, and the beautiful campus of the University of Texas (UT) at Austin nearby.

Don't wonder off too far though, because the INSAR Program Committee has organized an amazing scientific program for the Annual Meeting. This is the first year that INSAR has hosted a hybrid conference and we're excited to say that we are on track to have close to 2,000 total attendees with about 1,200 In-Person attendees expected. We have important events you won't want to miss such as the Cultural Diversity and Student and Trainee Pre-conference Workshops, and opportunities to meet the experts.

I'm happy to say that the local Central Texas community will benefit from the presence of INSAR in Austin this year. With my colleagues here at UT, we organized a local community conference. Due to a large Latino population in Texas, we will be holding sessions in English and Spanish and will use simultaneous translation for our keynotes. Keynotes from the INSAR Annual Meeting (Liz Pellicano, Evdokia Anagnostou, and Joe Buxbaum) have generously volunteered to speak at the local conference. Local scientists will present topics about evidenced-based practices and we are thrilled to have a panel of autistic adults at the community conference. INSAR has generously sponsored this conference which will be held on the UT campus.

I have truly enjoyed working with the INSAR Board led by Connie Kasari and with the conference team, Joe Dymek, (Conference Direct) Emily Mathis and Jennifer Gentry (Crane Martin). We have worked through many issues such as the impact of the political climate on the autism communities represented by INSAR. While these are difficult times, they give us the opportunities to integrate important dialogues in Austin.

We are very excited about the INSAR program this year and for those of you who opted to attend in person, I truly hope you enjoy the city. We also extend a warm welcome to those who are joining virtually.

Sincerely,



Sandy Magaña, MSW, PhD
INSAR 2022 Meeting Chair

INSAR 2022 is the Annual Meeting of the International Society for Autism Research (INSAR).

SCIENTIFIC PROGRAM

It has been a great pleasure and a privilege to help organize the scientific program of the 21st International Society for Autism Research (INSAR) Annual Meeting. This year will be INSAR's first hybrid meeting. We are thrilled about the opportunity to meet again in person, reconnect with old colleagues and friends, and make new ones. It is the sharing of ideas and engaging in dialogues and discussions during and outside scientific sessions that many of us have missed over the last two years and that immensely enriches our work. At the same time, the new hybrid format allows us to connect with colleagues around the world who cannot participate in person because of the ongoing pandemic, political issues worldwide, environmental concerns, and many other reasons.

More than 1,300 abstracts were submitted, reflecting a great variety of advances across different areas of autism research from Service Delivery and Family Experiences over New interventions, Medical and Psychiatric issues, to Neuroimaging, Genetic and Preclinical approaches to increase mechanistic understanding. This year we reduced the number of topic areas to streamline the review process and enhanced criteria for reviewers. We were fortunate to work with a distinguished program committee of 27 members covering 21 topic areas, who played key roles in selecting the most innovative and impactful submissions and invited additional panels to complement those that were originally submitted. We are also immensely grateful for the work of approximately 175 reviewers which was vital to this process.

Our Keynote, Panel and Oral session speakers cover new approaches to participatory research, biomarker identification, pre-clinical models, and clinical trials. We are delighted that several of them represent role models of women, non-white, and neurodiverse speakers at the forefront of our field. Also notable was the increasing amount of scientific contributions by autistic researchers, and research conducted in consultation with autistic people and their families with lived experience. To foster dialogues between researchers and families, this year we asked Panel chairs to give a brief summary highlighting the relevance of their research for the autistic community.

We hope that INSAR continues to be a formative platform of exchange for all attendees, in particular Early Career Researchers. We recognize that the future of autism research depends on the success of recruiting and retaining exceptional trainees and early-stage investigators in this field. Thanks to the INSAR Administrative team, this year we have quiet poster sessions, and virtual e-poster meetings to increase interactions and feedback. Also new this year are informal in-person coffee breaks to give Early Career Researchers the opportunity to meet and network with more established investigators. Whether one attends in person or online, the opportunity to watch presentations on demand is a fantastic way to catch up with talks that are presented in parallel or to delve into areas somewhat outside one's main topic(s) of interest.

We thank the INSAR Board, INSAR Administrative Director Jennifer Gentry, and Meeting Manager Joe Dymek for their guidance, dedication, and support to navigate us through the challenges of this new hybrid form of the largest meeting of autism research.

We hope you will enjoy this meeting.

Sincerely,



Mustafa Sahin, MD, PhD
INSAR 2022 Scientific Program Chair



Eva Loth, PhD
INSAR 2022 Scientific Program, Co-Chair

PRESIDENT'S WELCOME

Welcome to the 2022 International Society for Autism Research Annual Meeting. We are excited that we can be back in person after a 2-year hiatus! While the pandemic had many negative effects on everyone, not the least being the risk to our health, reduced educational and therapeutic services, research productivity, and mentorship opportunities, we did learn new ways to engage with each other. Online meetings and classes have become the norm. As a result, we are offering a hybrid option —both in-person and online options to attend our annual meeting. Because a hybrid option allows more access for everyone, we will continue this dual format for the foreseeable future of INSAR. It does come at a cost, however. Online access is quite expensive (requiring additional technology, coordination, expertise, and staff time) for the planning and execution of essentially two meetings. As you will have noticed registration rates are the same for in-person and virtual. However, we have added many reduced fee options and travel awards to keep the meeting accessible for our Early Career, Student and Trainees, and participants from Low and Middle-Income Countries (LMIC).

We also note the current world events which affect all of us, and the board of INSAR has published statements in support of autistic individuals who are refugees (currently Ukrainian refugees but also recognition of others around the world), Black Lives Matter, anti-Asian violence, and all oppressed groups due to current socio-political events. We note that our decision to host a conference in any location around the world occurs many years prior to the actual meeting. There are socio-cultural events that are out of our control, but we stand in solidarity with all our families and individuals on the spectrum no matter where they reside. Indeed, a major goal of the INSAR board is to work toward increasing diversity in research topics and methods, and the researchers who study autism.

At INSAR 2022, we will address current topics of interest with civil discourse sessions for our members who attend in person. These sessions will focus on important aspects of intersectionality, including research on LGBTQ+ autistic individuals, and ethnic/racial minorities. We hope that those of you attending in person will participate in these important discussions as we work towards increasing the diversity of our Society and increasing equity among all. See page xx for times and facilitators for these new sessions. We also have added In-person coffee breaks with experts as mentioned in the Program Chairs' welcome letter.

I want to take this opportunity to recognize the incredible effort of many individuals who have worked tirelessly to put on this year's hybrid meeting. Mustafa Sahin and Eva Loth have provided leadership on the 2022 scientific program, and along with the commitment of our scientific program committee and reviewers, we have an outstanding lineup of keynote talks, panels, and oral talks and posters scheduled. Sandra Magana has worked with the Austin area community to produce an incredible local community conference. Our board members (Peter Mundy, Marjorie Soloman, Brian Boyd, Evdokia Anagnostou, and Diana Schendel) have actively worked to organize this hybrid meeting, working closely with the various INSAR committees (Autistic Researchers Committee, Early Career Committee, Student & Trainee, Cultural Diversity, Global Leaders, SIGs, et al). Your Board is comprised of elected officers and appointed board members. I especially want to thank our appointed board members: David Amaral, Alison Singer, and John Robison for their valuable input and key involvement in strategic planning with multiple boards over the years. As well as our dedicated committee chairs and committee members. All INSAR leadership, volunteers their time and talents so that we can offer such a vast number of events and initiatives key to fulfilling our mission.

We could not put on the meeting without the deft, capable INSAR administrative team of Jennifer Gentry and Emily Mathis, with support from Jessica Klekowski, Stephanie Lehenbauer, Susan Francis, and Jennifer Crane of Crane Martin association management. Joe Dymek (meeting planning) and Jennifer Marshall (venue sourcing) of Conference Direct have been stabilizing forces during the many uncertainties of the in-person/hybrid dilemmas over the past few years. Joe Dymek, Jennifer Marshall, and Jennifer Gentry have worked with INSAR for 13 years now. Finally, we could not have this meeting without our sponsors who continue to support all INSAR Initiatives including the annual meeting, and our exhibitors. Their continued support is especially meaningful. See the listing of our Sponsors (inside front cover) and Exhibitors (page 6).


PRESIDENT'S WELCOME

As is usual, it is my pleasure to announce that this year's INSAR Lifetime Achievement Award goes to Former INSAR President Dr. Sally Rogers, a leading, highly respected researcher of the development and treatment of autism in young children, and co-developer of the pioneering Early Start Denver Model (ESDM). This year's INSAR Advocate Award will honor Jim and Marilyn Simons, co-founders of the Simons Foundation, for their pioneering and enduring support of groundbreaking autism science. The 2022 INSAR Annual Meeting will also recognize the soon-to-be-announced recipients of the INSAR Cultural Diversity Research Award, Slifka / Ritvo Innovation in Autism Research Award, INSAR Early Career Investigator Awards, and Dissertation Awards. Awards will also be presented to autistic researchers, and students involved in autism research. These will be announced Thursday evening at our awards ceremony beginning at 4 pm CDT. The Awards Ceremony will be live-streamed and recorded.

Of course, our meeting is exceptional because of all of you, who have persisted under difficult circumstances to produce new research and share this important work with our community of researchers, advocates, and stakeholders. More than 1,300 abstracts with authors from over 20 countries have been accepted for presentation at this year's meeting. We are also especially indebted to the members who have populated the many influential committees that have met throughout the past year and the current SIGs which continue to diversify the breadth of autism research topics and increase the participation of our attendees and membership.

I hope you will be inspired by what you learn over the next few days and that you are able to reconnect with friends and colleagues as well as make some new connections and collaborations that will extend beyond the meeting. Enjoy the next few days!

Best regards,



Connie Kasari, PhD
INSAR President 2021-2023

2022 EXHIBITORS

Autism Speaks

Andy Shih, PhD
1060 State Road, 2nd floor
Princeton, NJ 08540
Email: info@autismspeaks.org
Website: www.autismspeaks.org



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

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

BEL (the Brain Electrophysiology Laboratory Company)

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United States
Email: deedee.nunes@bel.company
Phone: +1.541.252-9799
Website: <https://bel.company/>



BEL (the Brain Electrophysiology Laboratory Company) presents the new Geodesic Head Web for whole head EEG on babies, pediatrics and adults using patented MPE design and integrating with the new BEL EEG System One for neuroscience research, offering innovations to this community of autism researchers.

The Interagency Autism Coordinating Committee (IACC)

Angelice A. Mitrakas
Management Analyst
The Office of Autism Research Coordination (OARC)
6001 Executive Blvd., Ste. 7218
Rockville, MD 20852
E-mail: angelice.mitrakas@nih.gov
Phone: 301-435-9269



CHADIS is a clinical process support system – BOOTH 402
Pre-visit: Parents/teachers complete screening/diagnostic questionnaires (from >500) online via computer, tablet or smartphone, including accurate 18-month autism AI tool. Moment of Care: CHADIS provides clinicians scored screens, decision support, graphics Post Visit: Patient Portal has local and national education/resources.

Magstim EGI

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For more than 30 years, Magstim EGI has been a global leader in HD-EEG and TMS solutions and is cited in thousands of research papers. Magstim EGI HD-EEG makes more autism research possible; offering comfort, speed, and ease-of use during the study the neurophysiology of sensitive populations.

Simons Foundation Autism Research Initiative (SFARI)

Anastasia Greenbaum
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New York, NY 10010
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Website www.sfari.org



Autism in Adulthood is the home for research and scholarship on the most pressing issues affecting adults on the autism spectrum, from emerging adulthood to later life. Using original research, in-depth analysis, and inter-professional dialogue, Autism in Adulthood provides new insights and evidence to promote practice, systems, and policy change.

SPARK

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



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

Tobii Pro

Tobii Pro Marketing
namarketing@tobii.com



Tobii Pro empowers science professionals with valuable insights into human behavior through eye tracking solutions. Our technology captures behavior in a natural way and provides objective data about real responses to stimuli. This allows you to advance your research in ways you never thought possible.

Wiley Research

Christina Tuballes
ctuballes@wiley.com



Wiley is on a journey to help research change the world. Questions inspire groundwork that leads us to solutions for challenges we all face. We are a global provider of knowledge, leading change in scientific and scholarly publishing by following the researcher as our north star.

Wiley is co-owner and publisher of the Society's Journal, *Autism Research*.

ANNOUNCEMENTS (In-Person Only)

SPECIAL INTEREST GROUPS (SIGs)

Friday, May 13, 2022
7:00 am – 8:30 am CST

Advancing Anti-Racist Research and Clinical Practice in the Autism Field

Room: Lone Star Ballroom Salons A-C

SIG Leader: Sarabeth Broder-Fingert

SIG Co-Leaders: Diondra Straiton and Aksheya Sridhar

Reduction of Severe Challenging Behaviors in Children, Teens, and Adults with Severe Autism

Room: Lone Star Ballroom Salon D

SIG Leader: Lee Wachtel

SIG Co-Leader: Imtiaz Mubbashar

Regression or Skill Loss and Autism

Room: Lone Star Ballroom Salon E

SIG Leader: Katrina Williams

SIG Co-Leader: Chirag Mehra

Saturday, May 14, 2022
7:00 am – 8:30 am CST

Improving Patient Reported Outcome Measures (PROMs) in Autism Research: Bridging the Gap Between Advanced Psychometric Techniques and Stakeholder Priorities

Room: Lone Star Ballroom Salons A-C

SIG Leader: Hillary Schiltz

SIG Co-Leader: Zachary Williams

Transition-Age Autistic Youth: Are We Meeting Their Needs?

Room: Lone Star Ballroom Salon D

SIG Leader: Helen Genova

SIG Co-Leader: Heba Elsayed

Virtual Assessment of Autism Spectrum Disorder: Best Practices and Practical Strategies

Room: Lone Star Ballroom Salon E

SIG Leader: Natalie Berger

SIG Co-Leader: Sabine Scott

Civil Discourse Dialogue Sessions

INSAR recognizes the multiple intersections of identity among autistic people and the researchers who study autism. To highlight the topic of intersectionality, we will host civil discourse sessions on the intersectionality of autism with a focus on LGBTQ+ and ethnic/racial identities. We are hosting these sessions to encourage transformative cross-community, cross-group, and cross-issue collaborations. We acknowledge there are multiple intersections and encourage participants to consider other identities as well as all forms of privilege/oppression, including ableism, class, gender, immigration status, and geopolitical location. We look forward to hearing your perspective on these important issues.

Thursday, May 12, 2022

605 - Civil Discourse Dialogue Session with a Focus on LGBTQ+ (In-Person Only)

Discussion Facilitators: Diana Robins, Lauren Baczewski, and Elliot Keenan

11:30 AM - 12:30 PM Grand Ballroom Salon 8

607 - Civil Discourse Dialogue Session with Focus on Race/Ethnicity (In-Person Only)

Discussion Facilitators: Sandy Magana, Diondra Straiton, and Aksheya Sridhar

5:30 PM - 6:30 PM Grand Ballroom Salon 8

Coffee Breaks for ECRs

limited availability, reservation required

This year we would like to introduce informal 'coffee breaks' to help Early Career Researchers (ECRs) to get in touch with more established experts. Program Committee members that will be attending the meeting In-Person have volunteered for some limited slots during scheduled break times.

We recognize that the INSAR Annual Meeting has long played a critical role in networking. It remains so vital for ECRs to build new connections and collaborations that they may have missed out on during the past two years without in-person events. These are intended to complement the more formal 'Meet the Experts' events organized by the Student & Trainee Committee, which are being held again this year. Current Student members registered for that limited session as part of online registration.

Visit the Student & Trainee Booth in Griffith Hall for more information on how to reserve your spot.

Annual Business Meeting

Saturday, May 14, 2022, 12:30 PM – 1:30 PM

Room: JW Marriott Hotel - Grand Ballroom Salon 1-2

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

INSAR 2022 IN-CONJUNCTION EVENTS IN-PERSON ONLY

INSAR meeting registration is required to be eligible to attend these events.
Some require pre-registration and have limited availability.

Wednesday, May 11

Student & Trainee Workshop (pre-registration required)

12:00 PM - 3:00 PM CDT

Grand Ballroom Salon 1-2

The topic for this year's Student and Trainee Preconference Workshop is, "Increasing Access & Representation." Student and trainee attendees will hear from a diverse panel of faculty on the facilitators and barriers to their own success in a variety of career paths. Following the panel presentations, attendees will have the opportunity to join smaller informal group discussions with expert faculty facilitators.

Current Student Members are eligible to register for this event. Pre-registration required. Seats are limited.

NOTICE: Registration for Student & Trainee events is on a first-come, first-served basis for current INSAR Student Members.

Cultural Diversity Pre-Conference Workshop

(Open; No pre-registration required. Seating is limited.)

12:00 pm - 4:00 pm CDT

Grand Ballroom Salon 8

The workshop will include presentations by the INSAR Research Internship in Autism Spectrum Disorder and Cultural Diversity awardees, with reflections on their experience and project updates.

Following the presentation from the Research Internship awardees, the workshop will include presentations addressing the impact of COVID-19 pandemic on research with culturally diverse communities, research innovations emerging during the COVID-19 pandemic, and the use of technology for global autism research.

We will conclude the pre-conference workshop with networking opportunities as part of our new program, the Cultural diversity Career Advancement Program (C-CAP).

Cultural Diversity Meet & Greet

(Open - no pre-registration required)

4:30 pm - 5:30 pm CDT

Lone Star Ballroom East Foyer

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

Opening Reception

(Open; No pre-registration required. Seating is limited.)

5:30 PM - 7:00 PM CDT

Lone Star Ballroom A-D

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

Thursday, May 12

Student "Meet-the-Experts" Luncheon

(pre-registration required)

12:30 pm - 1:30 pm CDT

Grand Ballroom Salon 1-2

Pre-registration required. Seats are limited. Only available to current INSAR Student Members.

INSAR Student and Trainee Members, bring your lunch and network with expert autism researchers in a unique and informal format. Sit at a roundtable with an autism research expert who will share experiences about their career, research from their laboratory, and advice on how to build a successful research career. Pre-registration is required, and seating is limited. These sessions are only available to current INSAR Student Members also registering for INSAR 2022. Organized by the Student and Trainee Committee.

INSAR Student, Trainee, and Early Career Social

(Open - No pre-registration required)

7:00 PM CDT

Offsite Location:

Smash ATX

213 W. 5th Street, Austin, TX 78701

All INSAR Student and Trainee and Early Career members who are 21 years old or over are invited to join us for an evening of informal socializing and networking with other trainees actively engaged in autism research. Funds for complimentary food were generously provided by the INSAR Board of Directors. Cash bar is available

INSAR 2022 IN-CONJUNCTION EVENTS IN-PERSON ONLY

INSAR meeting registration is required to be eligible to attend these events.
Some require pre-registration and have limited availability.

Event: Civil Discourse Dialogue Session with a Focus on LGBTQ+ (In-Person Only)

(In-Person Only)

11:30 AM - 12:30 PM CDT

Grand Ballroom Salon 8

INSAR recognizes the multiple intersections of identity among autistic people and the researchers who study autism. To highlight the topic of intersectionality, we will host civil discourse sessions on intersectionality of autism with a focus on LGBTQ+ and ethnic/racial identities. We are hosting these sessions to encourage transformative cross-community, cross-group and cross-issue collaborations. We acknowledge there are multiple intersections and encourage participants to consider other identities as well as all forms of privilege/oppression, including ableism, class, gender, immigration status, and geopolitical location. We look forward to hearing your perspective on these important issues.

Cultural Diversity Networking Luncheon

(Open - No pre-registration required)

12:30 pm - 1:30 pm CDT

Grand Ballroom Salon 8

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

Stakeholder* Meeting

(Open - No pre-registration required)

12:30 pm - 1:30 pm CDT

Brazo Room

Autism stakeholders are invited to attend the annual Stakeholder* Meeting. This event is organized by members of the INSAR Community Advisory Committee (CAC) as an avenue to bridge the gap between scientists and members of the autism community. Pre-registration is not required.

Bring your lunch with you to the session. Hosted by the INSAR CAC.

**The term "stakeholder" has various definitions. In the context of the CAC, a stakeholder is an autistic person or any individual with a personal investment in autism.*

Event: Civil Discourse Dialogue Session with Focus on Race/ Ethnicity (In-Person Only)

(In-Person Only)

5:30 PM - 6:30 PM CDT

Grand Ballroom Salon 8

INSAR recognizes the multiple intersections of identity among autistic people and the researchers who study autism. To highlight the topic of intersectionality, we will host civil discourse sessions on intersectionality of autism with a focus on LGBTQ+ and ethnic/racial identities. We are hosting these sessions to encourage transformative cross-community, cross-group and cross-issue collaborations. We acknowledge there are multiple intersections and encourage participants to consider other identities as well as all forms of privilege/oppression, including ableism, class, gender, immigration status, and geopolitical location. We look forward to hearing your perspective on these important issues.

Friday, May 13

Autism Research Author Workshop

(Open - No pre-registration required)

10:30 AM - 12:00 PM CDT

Grand Ballroom Salon 1-2

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

Cultural Diversity Networking Luncheon

(Open - No pre-registration required)

12:30 pm - 1:30 pm CDT

Grand Ballroom Salon 8

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

Stakeholder* Meeting

(Open - No pre-registration required)

12:30 pm - 1:30 pm CDT

Brazo Room

Autism stakeholders are invited to attend the annual Stakeholder* Meeting. This event is organized by members of the INSAR Community Advisory Committee (CAC) as an avenue to bridge the gap between scientists and members of the autism community. Pre-registration is not required.

Bring your lunch with you to the session. Hosted by the INSAR CAC.

**The term "stakeholder" has various definitions. In the context of the CAC, a stakeholder is an autistic person or any individual with a personal investment in autism.*

Saturday, May 14

INSAR Annual Business Meeting

(Current Members Only; In-Person Event)

12:30 PM - 1:30 PM CDT

Grand Ballroom Salon 1-2

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

Exhibits

The Exhibit Hall is an integral part of the learning experience. Attendees will have an ideal opportunity to learn about the latest in publications, scientific equipment, and technology. A complete exhibitor list is included in this Program Book. To ensure safety and security, no children, strollers, carriages, wheeled luggage or wheeled briefcases will be allowed in the Exhibit Hall during exhibit hours. Exhibits will be held in the pre-function area on the 4th level of the JW Marriott. The exhibit hall hours are as follows

Thursday, May 12..... 8:00A-5:00P
 Friday, May 13.....8:00A-4:00P

Wireless Internet

Wireless Internet is available in all meeting rooms from Wednesday, May 11 – Saturday, May 14. Please follow the instructions below to access the Internet;

Connect to the network: INSAR
Enter the Password: Austin2022

Language

The official language of the Annual Meeting is English. Translation services are not available.

Press Room

The Press Room is located on the 4th level in room 401. Press Room hours are:

Thursday, May 129:00A – 5:00P
 Friday, May 13. 9:00A – 5:00P
 Saturday, May 14..... 9:00A – 12:00P

Lactation Room

INSAR has a Lactation Room available for nursing mothers. Please stop by the registration desk to get a key and to find out the location of the room.

Sensory Room

This quiet room is open during the conference as noted on the schedule. The quiet room was introduced at our 2018 Annual Meeting. INSAR will have a Sensory Room during this year's meeting. The room is designed to be quiet place without discussion and the use of cell phones.

Thursday, May 12.....8:00A – 6:00P
 Friday, May 13.....8:00A – 5:00P
 Saturday, May 14.....8:00A – 3:00P

Sensory Sensitivity

INSAR has taken steps to improve the accessibility of our conference to individuals with sensory sensitivity. Attendees are asked to use "silent visual applause" sometimes referred to as "jazz hands" as adapted from the deaf community. Disposable earplugs are being provided in bins at the registration desk for attendees to utilize as needed. A limited number of headphones are also available for use during the meeting. Request at the onsite registration desk. We also are continuing to have a quiet room (room 308) for individuals to retreat from all the stimulations of a conference our size.

Lanyards

At this year's INSAR, colored lanyards are available at the registration desk to signal your preference for social interaction. These can be used by any attendees who feel that they will be helpful. See below for what each lanyard means.

Black lanyard (default): "I'm open to interacting with anyone."

Green lanyard: "Please feel free to approach and talk to me in a sensory friendly way."

Yellow lanyard: "I prefer to interact only with people I know."

Navy Blue lanyard: "I am unable to interact with individuals approaching me."

Meeting Location

JW Marriott Austin
 Austin, Texas, USA
 Address: 110 East 2nd St, Austin, TX 78701
 Phone: +1-512-474-4777

Copy Center

There is a FedEx Office Print and Ship Center located on the 5th floor of the JW Marriott Austin:

FedEx Office Print & Ship Center

110 East 2nd Street, 5th Floor
 Austin, TX 78701 US
 Phone +1-512-391-1816
 Email address: USA5679@FEDEX.COM
 Website: <https://local.fedex.com/en-us/tx/austin/office-5679>

Gender Neutral Bathrooms

This year INSAR will have Gender Neutral Bathrooms located on each of the meeting floors.

The bathrooms are located:

- 2nd floor by meeting room 208
- 3rd floor by meeting room 307
- 4th floor by just past the hotel elevators

No Smoking Policy

For the comfort and health of all attendees, smoking is not permitted at any INSAR Functions. This includes educational sessions, meetings and all food functions. The JW Marriott Austin is a non-smoking facility.

Information for International Travelers

All International embassies from other countries to United States are located in Washington DC. There are a number of international embassy branch offices, called consulates, located in Austin, Texas. If your country does not have a consulate in Austin, Tx you can look up on line the location of the closest consulate or call directory information in Washington, DC (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 17-20% of the bill. Taxi drivers receive 10% of the fare and doormen and bellman are normally tipped \$1 per bag.

Registration and Security

INSAR is committed to providing a secure meeting environment. A formal security plan is in place with the Security department at the JW Marriott Austin. 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 the admittance of all meeting activities. Special security procedures are also in place for exhibition materials and all deliveries to the INSAR Meeting.

Registration will be located on the Grand Ballroom Salon 7 on the 4th floor and will be open from;

Wednesday, May 11.....11:00A-7:00P
 Thursday, May 12.....7:30A-6:00P
 Friday, May 13.....8:00A-5:00P
 Saturday, May 14.....8:00A-2:00P

Future INSAR Annual Meeting Sites

2023 – Stockholm, Sweden.....May 3-6, 2023
2024 – Melbourne, Australia.....May 15-18, 2024

Safety and Security Information

The JW Marriott Austin security team will be on site during the entire INSAR Annual Meeting. In case of an emergency, please dial 911 from your mobile phone or 5555 from a house phone and you will be connected directly to JW Marriott Austin Emergency Personnel who will assist you.

Appropriate badges will be required to enter all education 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. Participants are advised to not leave personal items unattended (i.e. briefcases, laptops, purses, etc.) in any area of the JW Marriott Austin and to report any suspicious activity to security staff or to the INSAR Registration Staff.

COVID Safety

INSAR strongly recommends masks are worn throughout the meeting even if there is no mask mandate in place over the dates of the event. Speakers could remove them during their presentation and attendees can when they are actively eating). INSAR will be following CDC and local guidelines. Submission of the online registration form is giving consent / agreement to follow in-person masking and social distancing guidelines as much as possible as well as adhering to the INSAR Code of Conduct. Completion and submission of the registration form indicate that you have read the full text, and agree to, the Code of Conduct and Liability Waiver. Text is listed below. This is the same text that was presented during online registration.

GENERAL INFORMATION

Download the INSAR 2022 Mobile App:

Scan the QR code below using your phone's camera, or use the link to be taken directly to the app store of your choice.

Download the INSAR 2022 Mobile App:

Scan the QR code below using your phone's camera, or use the link to be taken directly to the app store of your choice.



Download INSAR 2022 Mobile App

Hybrid Format & Navigating the Platform

To log in: Use the same username and password you used on the INSAR website to register for the event.

Connection Preferences

Opt-in to Connect

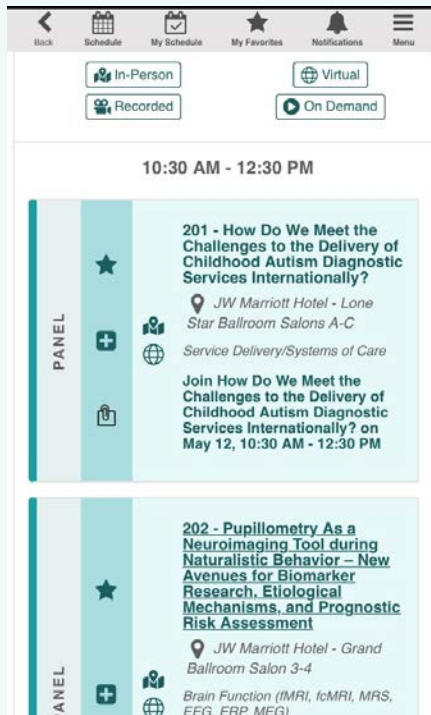
When you log in, click on your initials located top left-hand corner to update your Connection Preferences. You have to option to opt in to be listed on the attendee list and allow other attendees to connect with you.

By default, you will automatically be opted-out so you'll need to opt-in to connect with other attendees. This setting is the only way to participate in Q&As for all sessions.

Technical Difficulties:

If you experience technical difficulties using the app, please reach out to tech support using the 'Technical Support' option on the sidebar of the desktop platform or under the menu on the mobile app; or email tech support directly at INSAR@confex.com.

Navigating the Platform: Scroll down on the home screen of the platform or app to find the title "Navigating the Platform". This provides an overview of the platform pages and features.



Schedule:

Browse events scheduled for this meeting using the 'Schedule' tab (on the left in the desktop platform or at the top on the mobile app) and create your own schedule of events, which you can find under the 'My Schedule' tab.

'My Schedule' is simply a planning tool, to create your personal schedule. It is not a way to register for sessions.

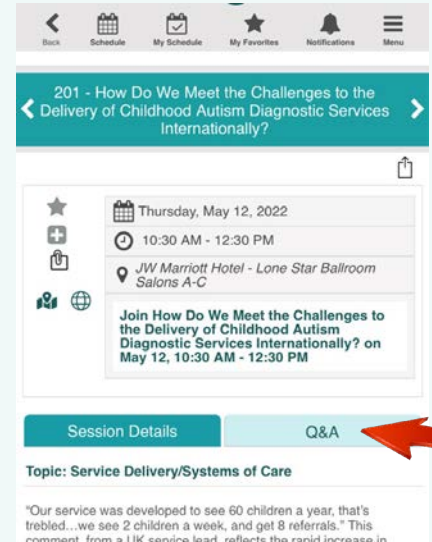
Registrants Access:

A "Join Now" button will display on the Schedule page within the virtual platform and mobile app for all sessions that are available for you to attend.

The Join Now link will appear approximately 20 minutes prior to the session start time and will be put in the waiting room until the session begins.

Q&A Format:

Throughout the live sessions, attendees will be able to submit questions for the Presenters through the Asynchronous Q&A section on the session details page (accessible either on the web or through the mobile app). Attendees can ask questions, see other questions that have been submitted, and will be able to up vote.



The Async Q&A is the only way question can be asked during the scheduled sessions.

There will not be microphones in the meeting rooms for in-person questions as we want all attendees both virtual and in-person to see the questions.

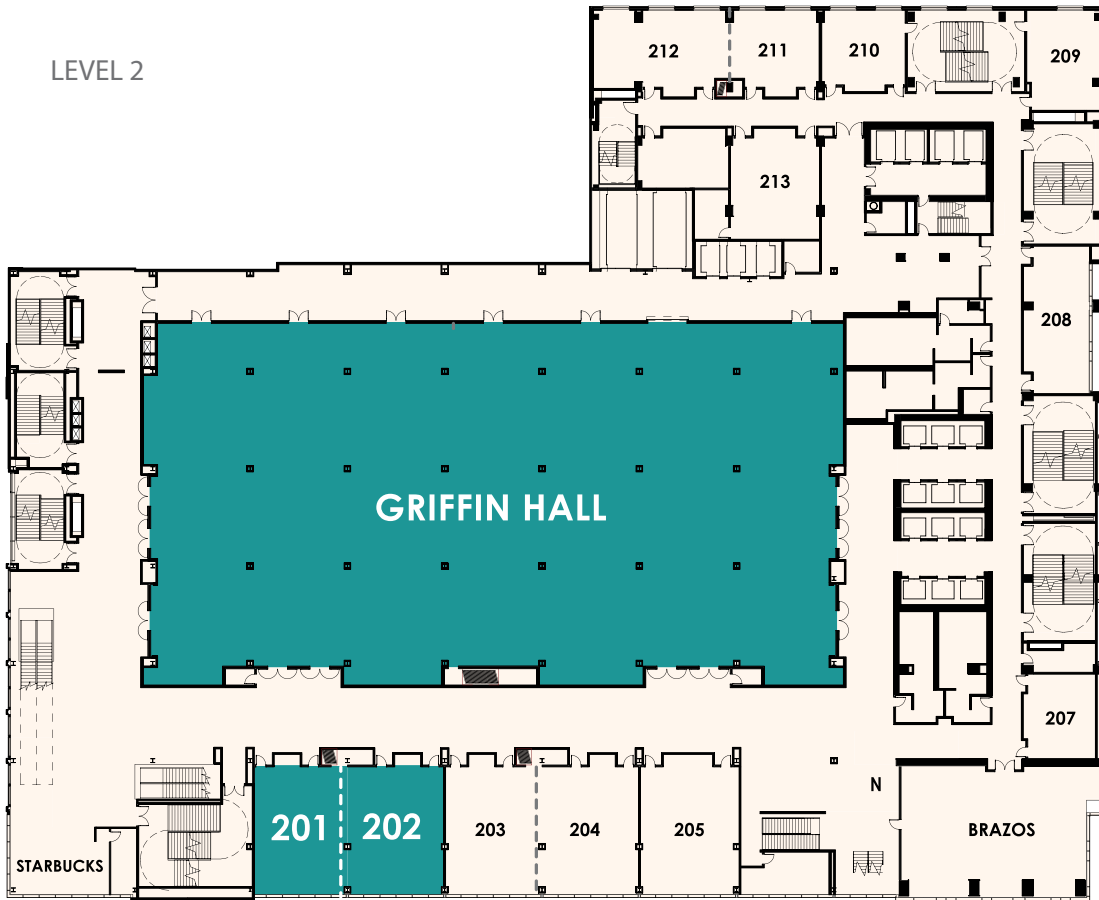
Hybrid Access:

All Oral, Panel, and Keynote sessions are available to every attendee. Additionally, the virtual Poster sessions are available for all attendees to join live to have discussions with the Poster presenters. All sessions will be held in Zoom. Both Panel and Oral sessions will be in Zoom webinar format and for Virtual Posters will be in zoom meeting format.

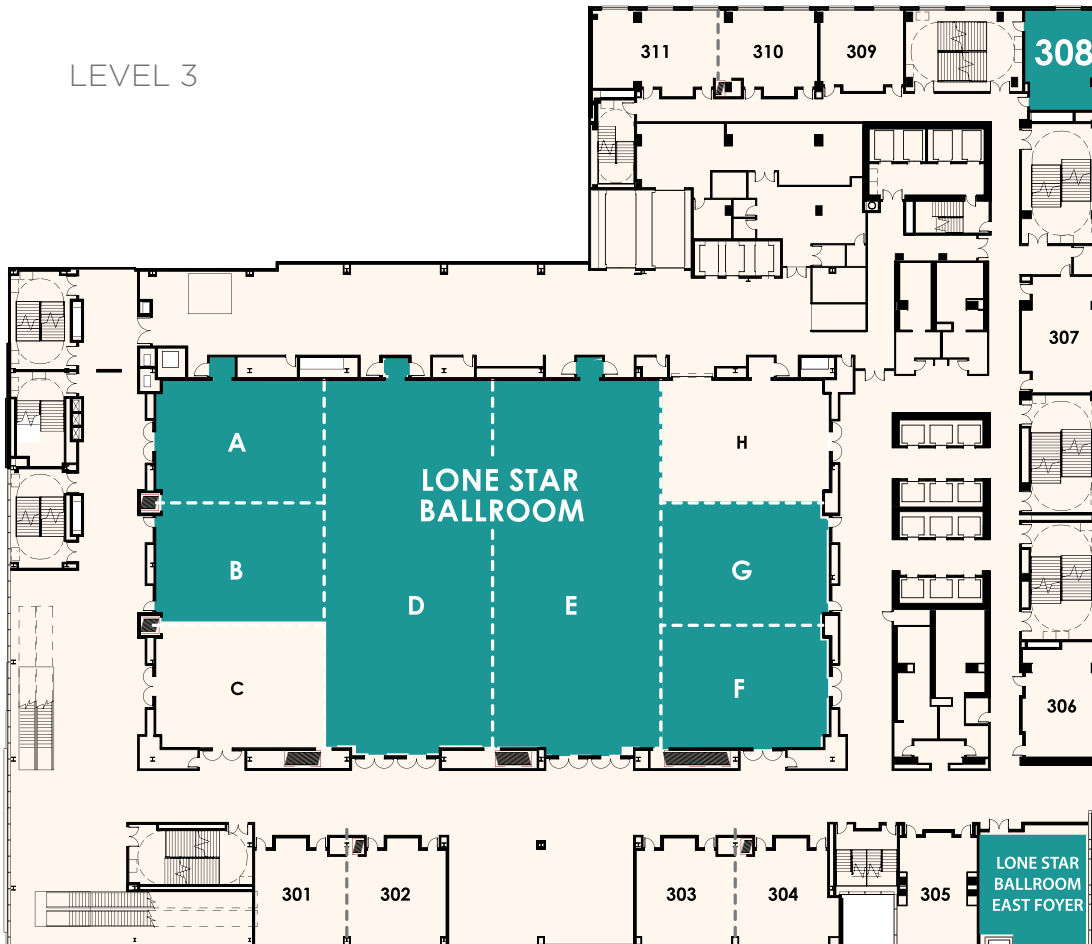
On-demand Content will be available to all attendees until Wednesday, June 15, 2022.

JW MARRIOTT, AUSTIN TEXAS FLOOR PLANS

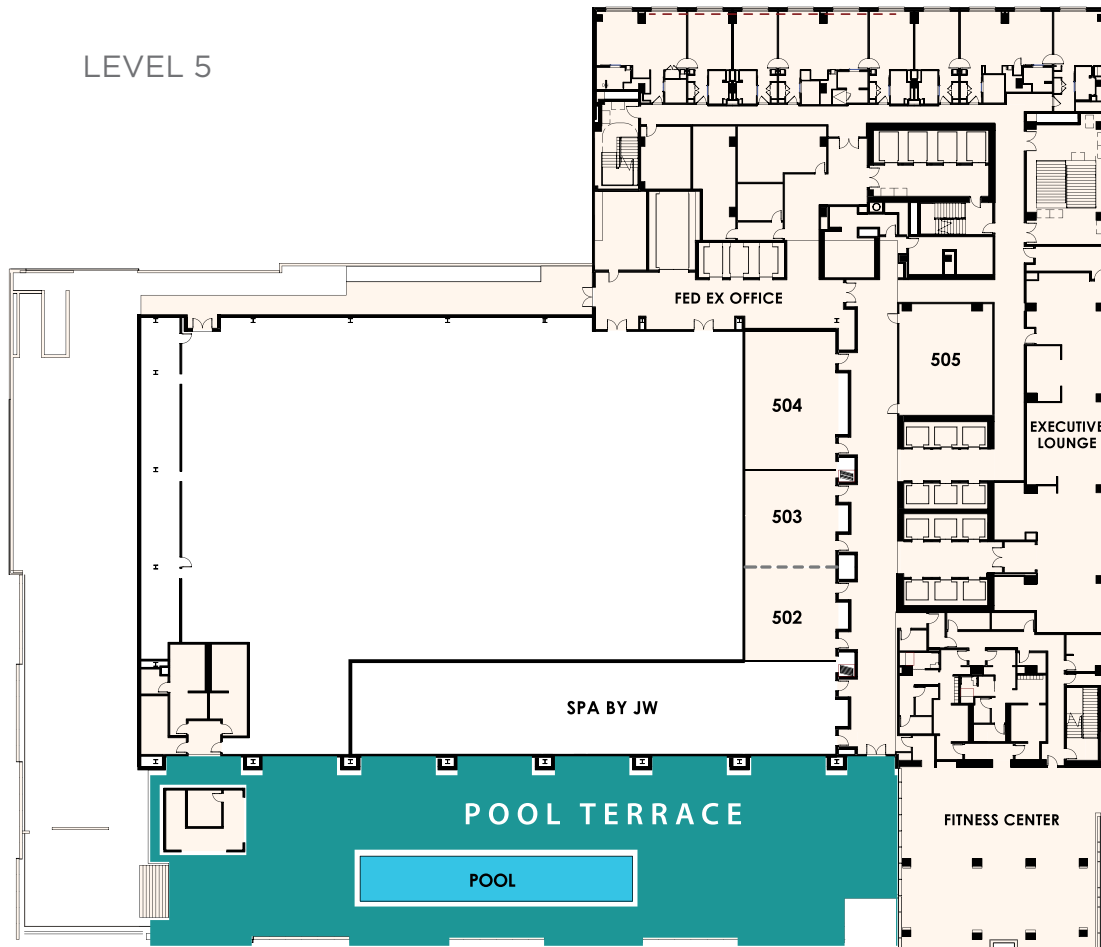
LEVEL 2



LEVEL 3



JW MARRIOTT, AUSTIN TEXAS FLOOR PLANS



INSAR 2022 KEYNOTE SPEAKERS



Damien A. Fair, PA-C, PhD
Thursday, May 12 | 9:00 AM – 10:00 AM CDT

Damien Fair is a Cognitive Neuroscientist and Professor in the Institute of Child Development and the Department of Pediatrics at the University of Minnesota. He is also the Redleaf Endowed Director of the Masonic Institute of the Developing Brain. He trained at Washington University in St. Louis under Bradley Schlaggar, M.D., Ph.D. and Steven Petersen, Ph.D. His postdoctoral work was conducted at Oregon Health and Science University under Joel Nigg Ph.D., and Bonnie Nagel, Ph.D.

Combining technical advances in functional MRI, advanced mathematics, and expertise in psychology and neuroscience, Fair has been able to demonstrate several basic principles of brain development and its relationships to typical and atypical behaviors. His work cuts across both human and animal models using these non-invasive tools as a bridge between species. He has published more than 150 journal articles in high-impact journals including Nature Neuroscience, Molecular Psychiatry, Neuron, PLoS, PNAS, Science, and more. His work has been cited well over 28,000 times. In 2012, he was awarded the Presidential Early Career Award for Scientists and Engineers Issued by President Barack Obama and the White House. In 2020 he was named a John D. and Catherine T. MacArthur Fellow. He currently serves on the Board of Scientific Counselors for the National Institute on Alcohol Abuse and Alcoholism and Council for the National Institute of Child Health and Human Development. He also serves on the Scientific Research Council for the Child Mind Institute and the National Scientific Council on the Developing Child. Fair is deeply committed to public service, community engagement, and STEM education. He founded and directed the Youth Engaged in Science (YES!) initiative and the OHSU Fellowship for Diversity and Inclusion. He's also served on the Society for Neuroscience Program Committee, Public Education and Communication Committee, Press Committee, Workforce and Training Groups, and maintained a position on the BrainFacts.org editorial board. He has given several briefings to the Congressional Neuroscience Caucus and the American Brain Coalition on the intersection of brain development and policymaking. He aims to advance the intersection of cognitive psychology and neuroscience and widen the reach of those who are trained and 'touched' by the efforts.



Liz Pellicano, PhD
Friday, May 13 | 9:00am – 10:00am CDT

Professor Liz Pellicano has long been committed to transforming autism science so that it more accurately reflects everyday autistic life. She is Professor of Autism Research at University College London (UCL), having recently been Professor at Macquarie University, Sydney, Australia. Previously, she was Professor of Autism Education and Director of the Centre for Research in Autism and Education (CRAE) at UCL Institute of Education. Her most recent research, funded by a Future Fellowship from the Australian Research Council, identifies ways to bridge the gap between lab and life and open up research to greater involvement of Autistic people themselves, with the aim of generating scientific discoveries that bring real benefits to Autistic people and their families.



Joseph D. Buxbaum, PhD
Friday, May 13 | 1:30 pm – 2:30 pm CDT

Joseph D. Buxbaum, PhD, is a Professor of Psychiatry, Genetics and Genomic Sciences, and Neuroscience at the Icahn School of Medicine at Mount Sinai. He also serves as the Director of the Seaver Autism Center for Research and Treatment, and is Vice Chair for Research and Vice Chair for Mentoring of the Department of Psychiatry. Dr. Buxbaum is a renowned molecular neuroscientist whose research aims to understand the molecular and genetic basis of autism spectrum disorder and associated neurodevelopmental disorders, with the goal of developing improved interventions. Dr. Buxbaum is a founder and communicating Principal Investigator of the Autism Sequencing Consortium, currently analyzing whole exome sequencing from 65,000 individuals to identify ASD genes. He was elected to the National Academy of Medicine in 2015 and was elected a fellow of the International Society for Autism Research in 2019. Dr. Buxbaum is the author of about 400 publications, and he is co-editor-in-chief of the journal Molecular Autism.



Evdokia Anagnostou, MD
Saturday, May 14 | 9:00 AM – 10:00 AM CDT

Evdokia Anagnostou is a Child Neurologist and Professor of Pediatrics at the University of Toronto and Assistant Director of Holland Bloorview's Research Institute. As a Senior Clinician Scientist, she co-leads of the Autism Research Centre (ARC) at Holland Bloorview and University of Toronto. She holds a Canada Research Chair in translational therapeutics in Autism Spectrum Disorder (ASD) and the Dr. Stuart D. Sims Chair in Autism at Holland Bloorview.

Dr. Anagnostou has received extensive international funding to understand the underlying biological differences associated with ASD and other neurodevelopmental differences, translate such understandings into potential novel interventions. She also has funding in health system innovation, stakeholder engagement, and in understanding the meaning and impact of ASD in marginalized populations. She serves on multiple government committees on improving diagnostic and intervention pathways, and several editorial boards and grant review panels.

She has also been recognized for her contributions to training young clinicians and scientists and for her commitment to women in STEM. She currently represents the region of America -North on the INSAR Global Senior Leaders committee. Dr. Anagnostou was also elected for the position of Secretary on the INSAR Board of Directors for the 2021 – 2023 term.

INSAR 2022 SCHEDULE AT A GLANCE

All times Central Daylight Time (CDT)

WEDNESDAY MAY 11

11:00 AM – 12:00 PM	Press Conference <i>Grand Ballroom Salon 4</i>	12:00 PM – 4:00 PM	Cultural Diversity Workshop (NO pre-registration required, Open) <i>Grand Ballroom Salon 8</i>
11:00 AM – 7:00 PM	Onsite Registration Open <i>Grand Ballroom Salon 7</i>	4:30 PM – 5:30 PM	Cultural Diversity Meet & Greet - Important: Go to INSAR Registration Desk first to get your badge <i>Lone Star Ballroom East Foyer</i>
12:00 PM – 5:00 PM	Press Room <i>Room 401</i>	5:30 PM – 7:00 PM	Opening Reception - Important: Go to INSAR Registration Desk first to get your badge <i>Lone Star Ballroom A-D</i>
12:00 PM – 3:00 PM	Student & Trainee Workshop (pre-registration required, student members only) <i>Grand Ballroom Salon 1-2</i>		

THURSDAY MAY 12

12:00 AM – 12:00 AM	Virtual Exhibits On Demand	11:30 AM – 1:30 PM	Poster Session - Animal Models; Interventions - Non-pharmacologic - Preschool & Infant; Interventions - Non-pharmacologic - School-Age, Adolescent, Adult; Molecular & Cellular Biology; Sensory, Motor, & Repetitive Behaviors & Interests; Social Cognition and Social Behavior; Combined Topics <i>Griffin Hall</i>
7:30 AM – 6:00 PM	Onsite Registration Open <i>Grand Ballroom Salon 7</i>	11:30 AM – 1:30 PM	Virtual Poster Session - Animal Models; Interventions - Non-pharmacologic - Preschool & Infant; Interventions - Non-pharmacologic - School-Age, Adolescent, Adult; Molecular & Cellular Biology; Sensory, Motor, & Repetitive Behaviors & Interests; Social Cognition and Social Behavior
8:00 AM – 6:00 PM	Sensory Break Room - Quiet room available for a sensory break from the meeting activities <i>Room 308</i>	11:30 AM – 12:30 PM	Civil Discourse Dialogue Session with a Focus on LGBTQ+ (In-Person Only) <i>Grand Ballroom Salon 8</i>
8:00 AM – 4:00 PM	Exhibits Open <i>Grand Ballroom Foyer</i>	12:30 PM – 1:30 PM	Student Meet the Experts (In-Person Only) - Session Pre-registration Required, student members only; bring your own lunch with you to the session room) <i>Grand Ballroom Salon 1-2</i>
8:00 AM – 9:00 AM	Coffee & Tea <i>Grand Ballroom Foyer</i>	1:30 PM – 2:30 PM	Oral Session 1A - Interventions - Non-pharmacologic - Preschool & Infant: Community Caregiver-mediated Early Intervention <i>Lone Star Ballroom Salons A-C</i>
8:30 AM – 9:00 AM	Welcome from Annual Meeting Organizers and INSAR President Address <i>Grand Ballroom Salon 5-6</i>	1:30 PM – 2:30 PM	Oral Session 2A - Early Development (< 48 months): Early biomarkers <i>Grand Ballroom Salon 3-4</i>
9:00 AM – 10:00 AM	Keynote Address - Developmental Cognitive Neuroscience in the Era of Big Data - Damien Fair <i>Grand Ballroom Salon 5-6</i>	1:30 PM – 2:30 PM	Oral Session 3A - Brain Function (fMRI, fcMRI, MRS, EEG, ERP, MEG): Neurodevelopmental Processes Associated with Sensory Functions in ASD <i>Grand Ballroom Salon 5-6</i>
10:00 AM – 10:30 AM	Break <i>Grand Ballroom Foyer</i>	1:30 PM – 2:30 PM	Oral Session 4A - Family Issues and Stakeholder Experiences: Autistic Experiences <i>Lone Star Ballroom Salon F-H</i>
10:30 AM – 12:30 PM	Panel Session - Service Delivery/Systems of Care: How Do We Meet the Challenges to the Delivery of Childhood Autism Diagnostic Services Internationally? <i>Lone Star Ballroom Salons A-C</i>	1:30 PM – 2:30 PM	Oral Session 5A - Diagnostic, Behavioral & Intellectual Assessment: Important Demographic Considerations in ASD Diagnosis: A Deeper Dive <i>Lone Star Ballroom Salon D</i>
10:30 AM – 12:30 PM	Panel Session - Brain Function (fMRI, fcMRI, MRS, EEG, ERP, MEG): Pupillometry As a Neuroimaging Tool during Naturalistic Behavior - New Avenues for Biomarker Research, Etiological Mechanisms, and Prognostic Risk Assessment <i>Grand Ballroom Salon 3-4</i>	1:30 PM – 2:30 PM	Oral Session 6A - Molecular and Cellular Biology: Neural Progenitor Cells: Insights into the Biology of Autism <i>Lone Star Ballroom Salon E</i>
10:30 AM – 12:30 PM	Panel Session - Combined Topics: The Lancet Commission on the Future of Care and Clinical Research in Autism <i>Grand Ballroom Salon 5-6</i>	2:30 PM – 3:30 PM	Oral Session 1B - Interventions - Non-pharmacologic - School-Age, Adolescent, Adult: Novel Ways of Engaging the ASD Community with Behavioral Interventions for Youth and Adults <i>Lone Star Ballroom Salons A-C</i>
10:30 AM – 12:30 PM	Panel Session - Translational: Oxytocin and Vasopressin "Where Do We Go from Here?" <i>Lone Star Ballroom Salon F-H</i>	2:30 PM – 3:30 PM	Oral Session 2B - Communication and Language: Using Parent-Child Interactions to Learn About Language <i>Grand Ballroom Salon 3-4</i>
10:30 AM – 12:30 PM	Panel Session - Medical and Psychiatric Comorbidity: Advances in Understanding Depression and Suicidality in Autism <i>Lone Star Ballroom Salon D</i>	2:30 PM – 3:30 PM	Oral Session 3B - Brain Structure (MRI, neuropathology): The Neuroanatomical Underpinnings of Different Clinical ASD Phenotypes <i>Grand Ballroom Salon 5-6</i>
10:30 AM – 12:30 PM	Panel Session - International and Cross-Cultural Perspectives: Identifying Interdisciplinary and International Approaches to Address Inequities in Criminal Justice System Contact Among Autistic Individuals <i>Lone Star Ballroom Salon E</i>		
10:30 AM – 11:30 AM	Quiet Poster Viewing (In-Person) (No Authors Present) <i>Griffin Hall</i>		

INSAR 2022 SCHEDULE AT A GLANCE

All times Central Daylight Time (CDT)

THURSDAY MAY 12 cont.

2:30 PM – 3:30 PM	Oral Session 4B - Service Delivery/Systems of Care: Service Delivery / Systems of Care <i>Lone Star Ballroom Salon F-H</i>	5:30 PM – 7:00 PM	Quiet Poster Viewing (In-Person) <i>Griffin Hall</i>
2:30 PM – 3:30 PM	Oral Session 5B - Combined Topics: Biomarkers and Intervention Trials <i>Lone Star Ballroom Salon D</i>	5:30 PM – 7:00 PM	Poster Session - Communication and Language; Diagnostic, Behavioral & Intellectual Assessment I; Epidemiology; Family Issues and Stakeholder Experiences; Genetics; Interventions - Pharmacologic <i>Griffin Hall</i>
2:30 PM – 3:30 PM	Oral Session 6B - International and Cross-Cultural Perspectives: Autism across Communities: Screening and Intervention <i>Lone Star Ballroom Salon E</i>	5:30 PM – 6:30 PM	Virtual Poster Session - Communication and Language; Diagnostic, Behavioral & Intellectual Assessment I; Epidemiology; Family Issues and Stakeholder Experiences; Genetics; Interventions - Pharmacologic
3:30 PM – 4:00 PM	Break <i>Grand Ballroom Foyer</i>	5:30 PM – 6:30 PM	Civil Discourse Dialogue Session with Focus on Race/ Ethnicity (In-Person Only) <i>Grand Ballroom Salon 8</i>
4:00 PM – 5:30 PM	INSAR Awards Ceremony - Lifetime Achievement, Advocate Award, Cultural Diversity Research Award, Slifka Award, Young Investigator, Dissertation <i>Grand Ballroom Salon 5-6</i>	7:00 PM – 10:00 PM	INSAR Student, Trainee, and Early Career Social (In-Person Only) Offsite <i>Location: Smash ATX</i>

FRIDAY MAY 13

12:00 AM – 12:00 AM	Virtual Exhibits On Demand	10:30 AM – 12:30 PM	Panel Session - Service Delivery/Systems of Care: Novel Models for Improving Healthcare Transition and Adult Healthcare Provision in Individuals with Autism and Related Neurodevelopmental Disabilities (NDD). <i>Grand Ballroom Salon 5-6</i>
7:00 AM – 8:30 AM	Special Interest Groups (SIGs): Advancing Anti-Racist Research and Clinical Practice in the Autism Field (In-Person Only) <i>Lone Star Ballroom Salons A-C</i>	10:30 AM – 12:30 PM	Panel Session - Adult Outcome: Medical, Cognitive, Behavioral: Chronic Physical Health Problems in Autistic Adults <i>Lone Star Ballroom Salon F-H</i>
7:00 AM – 8:30 AM	Special Interest Groups (SIGs): Reduction of Severe Challenging Behaviors in Children, Teens & Adults with Severe Autism (In-Person Only) <i>Lone Star Ballroom Salon D</i>	10:30 AM – 12:30 PM	Panel Session - Diagnostic, Behavioral & Intellectual Assessment: Advancing Understanding of Neurogenetic Syndromes through Novel Analytic and Measurement Approaches <i>Lone Star Ballroom Salon D</i>
7:00 AM – 8:30 AM	Special Interest Groups (SIGs): Regression or Skill Loss and Autism (In-Person Only) <i>Lone Star Ballroom Salon E</i>	10:30 AM – 12:30 PM	Panel Session - Sensory, Motor, and Repetitive Behaviors and Interests: Where Do Motor Impairments Fit within the Broader Framework of Autism Spectrum Disorder (ASD) and What Is Their Value in Screening/Diagnosis and in Predicting Future Outcomes? <i>Lone Star Ballroom Salon E</i>
8:00 AM – 5:00 PM	Onsite Registration Open <i>Grand Ballroom Salon 7</i>	10:30 AM – 12:30 PM	Autism Research Author Workshop (In-Person Only) - NO pre-registration required <i>Grand Ballroom Salon 1-2</i>
8:00 AM – 5:00 PM	Sensory Break Room - Quiet room available for a sensory break from the meeting activities <i>Room 308</i>	10:30 AM – 11:30 AM	Quiet Poster Viewing (In-Person) <i>Griffin Hall</i>
8:00 AM – 5:00 PM	Exhibits Open <i>Grand Ballroom Foyer</i>	11:30 AM – 1:30 PM	Poster Session - Adult Outcome: Medical, Cognitive, Behavioral; Brain Function (fMRI, fcMRI, MRS, EEG, ERP, MEG); Cognition: Attention, Learning, Memory; Diagnostic, Behavioral & Intellectual Assessment; Medical and Psychiatric Comorbidity <i>Griffin Hall</i>
8:00 AM – 9:00 AM	Coffee & Tea <i>Grand Ballroom Foyer</i>	11:30 AM – 1:30 PM	Virtual Poster Session - Adult Outcome: Medical, Cognitive, Behavioral; Brain Function (fMRI, fcMRI, MRS, EEG, ERP, MEG); Cognition: Attention, Learning, Memory; Diagnostic, Behavioral & Intellectual Assessment; Medical and Psychiatric Comorbidity
8:45 AM – 9:00 AM	Welcome Address & Autism Speaks Update <i>Grand Ballroom Salon 5-6</i>	12:30 PM – 1:30 PM	Autism Community Stakeholder Mtg (In-Person Only) - NO pre-reg; Bring your lunch with you <i>Braza Room</i>
9:00 AM – 10:00 AM	Keynote Address - The Foundations of Autistic Flourishing - Liz Pellicano <i>Grand Ballroom Salon 5-6</i>	12:30 PM – 1:30 PM	Cultural Diversity Networking (In-Person Only) - NO pre-reg required; Bring your lunch with you <i>Grand Ballroom Salon 8</i>
10:00 AM – 10:30 AM	Break <i>Grand Ballroom Foyer</i>		
10:30 AM – 12:30 PM	Panel Session - Communication and Language: Quantification of Language and Communication in Minimally Verbal Individuals <i>Lone Star Ballroom Salons A-C</i>		
10:30 AM – 12:30 PM	Panel Session - Diagnostic, Behavioral & Intellectual Assessment: Quantitative Traits in ASD Research: Addressing Measurement, Etiology, and More <i>Grand Ballroom Salon 3-4</i>		

INSAR 2022 SCHEDULE AT A GLANCE

All times Central Daylight Time (CDT)

FRIDAY MAY 13 cont.

1:30 PM	Simons Foundation Update - Kelsey Martin <i>Grand Ballroom Salon 5-6</i>	5:00 PM – 6:00 PM	Oral Session 8A - Social Cognition and Social Behavior: Innovative Measures of Autistic Social Behavior <i>Grand Ballroom Salon 3-4</i>
1:30 PM – 2:30 PM	Keynote Address - Precision Medicine in Autism - Joseph Buxbaum <i>Grand Ballroom Salon 5-6</i>	5:00 PM – 6:00 PM	Oral Session 9A - Brain Function (fMRI, fcMRI, MRS, EEG, ERP, MEG): Functional Brain Network Variation Across Autism and Related Neurodevelopmental Disorders <i>Grand Ballroom Salon 5-6</i>
2:30 PM – 3:00 PM	Break <i>Grand Ballroom Foyer</i>	5:00 PM – 6:00 PM	Oral Session 10A - Medical and Psychiatric Comorbidity: Intersectional Comorbidities <i>Lone Star Ballroom Salon F-H</i>
3:00 PM – 5:00 PM	Panel Session - Family Issues and Stakeholder Experiences: Challenges and Resilience: Effects of the COVID-19 Pandemic on Autistic Individuals and Their Families across the Lifespan <i>Lone Star Ballroom Salons A-C</i>	5:00 PM – 6:00 PM	Oral Session 11A - Sensory, Motor, and Repetitive Behaviors and Interests: Sensory, Motor, and Repetitive Behaviors and Interests <i>Lone Star Ballroom Salon D</i>
3:00 PM – 5:00 PM	Panel Session - Social Cognition and Social Behavior: Perceptions and Experiences of Social Acceptance and Peer Victimization for Autistic Youth and Adults <i>Grand Ballroom Salon 3-4</i>	5:00 PM – 6:00 PM	Oral Session 12A - Early Development (< 48 months): Early Communication and Cognition <i>Lone Star Ballroom Salon E</i>
3:00 PM – 5:00 PM	Panel Session - Interventions - Non-pharmacologic - School-Age, Adolescent, Adult: Comprehensive Transition Programs for Autistic Youth: Efficacy in Targeting Immediate Outcomes and Beyond <i>Grand Ballroom Salon 5-6</i>	6:00 PM – 7:00 PM	Oral Session 7B - Epidemiology: Epidemiology <i>Lone Star Ballroom Salons A-C</i>
3:00 PM – 5:00 PM	Panel Session - Social Cognition and Social Behavior: Double Empathy Problem: Investigating the Social Interaction Profiles of Autistic People When Interacting within and across Diagnostic Boundaries, and Implications for Theory and Practice <i>Lone Star Ballroom Salon F-H</i>	6:00 PM – 7:00 PM	Oral Session 8B - Cognition: Attention, Learning, Memory: Perception, Attention, Learning and Decision Making <i>Grand Ballroom Salon 3-4</i>
3:00 PM – 5:00 PM	Panel Session - Sensory, Motor, and Repetitive Behaviors and Interests: Utilizing Sensory Phenotypes to Understand Sensory Processing Abilities in Autism <i>Lone Star Ballroom Salon D</i>	6:00 PM – 7:00 PM	Oral Session 9B - Brain Structure (MRI, neuropathology): White Matter Differences and Their Impact on Clinical Symptoms Across the Human Lifespan in ASD <i>Grand Ballroom Salon 5-6</i>
3:00 PM – 5:00 PM	Panel Session - Animal Models: Sleepless in the Spectrum: Insight from Animal Models <i>Lone Star Ballroom Salon E</i>	6:00 PM – 7:00 PM	Oral Session 10B - Medical and Psychiatric Comorbidity: The Developmental Complexity Between Autism and Mental Health Rm: <i>Lone Star Ballroom Salon F-H</i>
5:00 PM – 6:00 PM	Oral Session 7A - Genetics: Rare Genetic Variants Associated with ASD <i>Lone Star Ballroom Salons A-C</i>	6:00 PM – 7:00 PM	Oral Session 11B - Family Issues and Stakeholder Experiences: Family Systems <i>Lone Star Ballroom Salon D</i>
		6:00 PM – 7:00 PM	Oral Session 12B - Communication and Language: Beyond Standard Scores: New Approaches for Exploring Linguistic Heterogeneity <i>Lone Star Ballroom Salon E</i>

SATURDAY MAY 14

12:00 AM – 12:00 AM	Virtual Exhibits On Demand	8:00 AM – 3:00 PM	Autistic Researcher Meet Up Area <i>Grand Ballroom East Foyer</i>
7:00 AM – 8:30 AM	Special Interest Groups (SIGs): Improving Patient Reported Outcome Measures (PROMs) in Autism Research: Bridging the Gap Between Advanced Psychometric Techniques & Stakeholder Priorities (In-Person Only) <i>Lone Star Ballroom Salons A-C</i>	8:00 AM – 9:00 AM	Coffee & Tea <i>Grand Ballroom Foyer</i>
7:00 AM – 8:30 AM	Special Interest Groups (SIGs): Transition-Age Autistic Youth: Are We Meeting Their Needs? (In-Person Only) <i>Lone Star Ballroom Salon D</i>	8:45 AM – 9:00 AM	Welcome & Keynote Intro <i>Grand Ballroom Salon 5-6</i>
7:00 AM – 8:30 AM	Special Interest Groups (SIGs): Virtual Assessment of Autism Spectrum Disorder: Best Practices & Practical Strategies (In-Person Only) <i>Lone Star Ballroom Salon E</i>	9:00 AM – 10:00 AM	Keynote Address - Exploring Heterogeneity in ASD: from Bench to Clinic to Stakeholder Priorities -Evdokia Anagnostou <i>Grand Ballroom Salon 5-6</i>
7:30 AM – 1:30 PM	Speaker Ready Room (In-Person Only) <i>Room 404</i>	10:00 AM – 1:30 PM	Technology Demonstration <i>Griffin Hall</i>
8:00 AM – 2:00 PM	Onsite Registration Open <i>Grand Ballroom Salon 7</i>	10:00 AM – 10:30 AM	Break <i>Grand Ballroom Foyer</i>
8:00 AM – 3:00 PM	Sensory Break Room - Quiet room available for a sensory break from the meeting activities <i>Room 308</i>	10:00 AM – 12:30 PM	Panel Session - Genetics: Autism Genetics: Moving from Identification to Validation to Treatment <i>Lone Star Ballroom Salons A-C</i>

INSAR 2022 SCHEDULE AT A GLANCE

All times Central Daylight Time (CDT)

SATURDAY cont.

10:00 AM – 12:30 PM	Panel Session - Genetics: Autism Genetics: Moving from Identification to Validation to Treatment <i>Lone Star Ballroom Salons A-C</i>	12:30 PM – 1:30 PM	Lunch Break (on your own)
10:30 AM – 12:30 PM	Panel Session - Animal Models: Translational Models for Autism Spectrum Disorders (ASD) and Neurodevelopmental Disorders (NDDs) <i>Grand Ballroom Salon 3-4</i>	12:30 PM – 1:30 PM	INSAR Business Meeting (In-Person Only) - Current Members Only <i>Grand Ballroom Salon 1-2</i>
10:30 AM – 12:30 PM	Panel Session - Family Issues and Stakeholder Experiences: Understanding the Stigmatisation of Autistic People across Contexts and Settings <i>Grand Ballroom Salon 5-6</i>	1:30 PM – 3:30 PM	Panel Session - International and Cross-Cultural Perspectives: The Impact of the COVID-19 Pandemic on Families with Children with ASD Around the World <i>Lone Star Ballroom Salon E</i>
10:30 AM – 12:30 PM	Panel Session - Early Development (< 48 months): Functional Brain Development during Neonatal and Infancy Periods in Neurodiverse Populations <i>Lone Star Ballroom Salon F-H</i>	1:30 PM – 3:30 PM	Panel Session - Adult Outcome: Medical, Cognitive, Behavioral: Interventions to Promote Skill Development As Autistic Youth Transition to Adulthood <i>Grand Ballroom Salon 3-4</i>
10:30 AM – 12:30 PM	Panel Session - Cognition: Attention, Learning, Memory: Executive Functioning in Autistic Adolescents and Adults: Lived Experience, Relation to Outcomes and Response to Intervention <i>Lone Star Ballroom Salon D</i>	1:30 PM – 3:30 PM	Panel Session - Adult Outcome: Medical, Cognitive, Behavioral: Quality of Life <i>Grand Ballroom Salon 5-6</i>
10:30 AM – 12:30 PM	Panel Session - International and Cross-Cultural Perspectives: Understanding and Addressing Family Needs in Very Low-Income Contexts: Perspectives from Sub-Saharan Africa <i>Lone Star Ballroom Salon E</i>	1:30 PM – 3:30 PM	Panel Session - Brain Function (fMRI, fcMRI, MRS, EEG, ERP, MEG): Investigating the Excitatory/Inhibitory Imbalance Hypothesis in Autism - a Multidisciplinary Approach <i>Lone Star Ballroom Salon F-H</i>
10:30 AM – 11:30 AM	Quiet Poster Viewing (In-Person) <i>Griffin Hall</i>	1:30 PM – 3:30 PM	Panel Session - Interventions - Non-pharmacologic - Preschool & Infant: Leveraging Diverse Digital Technologies to Disseminate Evidence-Based Autism Interventions <i>Lone Star Ballroom Salon D</i>
11:30 AM – 1:30 PM	Poster Session - Brain Structure (MRI, neuropathology); Early Development (< 48 months); Family Issues and Stakeholder Experiences II; International and Cross-Cultural Perspectives; Service Delivery/Systems of Care <i>Griffin Hall</i>	1:30 PM – 3:30 PM	Panel Session - Early Development (< 48 months): The Neurodevelopment of Language in Infants at High Risk for Autism <i>Lone Star Ballroom Salons A-C</i>
11:30 AM – 1:30 PM	Virtual Poster Session - Brain Structure (MRI, neuropathology); Early Development (< 48 months); Family Issues and Stakeholder Experiences II; International and Cross-Cultural Perspectives; Service Delivery/Systems of Care		

Thank You for Attending

MEMBERSHIP

JOIN



INSAR

International Society for Autism Research

WWW.AUTISM-INSAR.ORG

INSAR membership is open to individuals engaged in academic or research activities (Full Members), graduate students, post-doctoral researchers and research assistants (Student Members), and others (Affiliate Members) vested in the study of autism research.

Reduced membership and registration rates are available to individuals living and working in Low, Low-Middle, Upper Middle-Income countries (LMIC) as listed on the World Bank List of Economies.

INSAR Membership:

Currently, the membership benefits entail the following:

- Free abstract submission for the upcoming INSAR Annual Meeting
- Reduced registration fee for the current year's INSAR Annual Meeting
- Eligibility to Lead a Special Interest Group (SIG)
- Eligibility to serve as an Abstract Reviewer (Full members are eligible)
- Eligibility to apply for INSAR Awards (travel and other)
- Online subscription to *Autism Research* journal
- Vote (Student and Full members are eligible) in Board Elections
- Ability to nominate for elected office in INSAR (Student and Full members are eligible)
- Eligibility to participate in elected office in INSAR (Full members)
- Eligibility to participate on INSAR Committees
- Free submission of job postings on the INSAR Website (postings can be viewed by all visitors)
- Access to Members Only content

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

Visit the INSAR website at www.autism-insar.org today for more details.

Application Periods are Jan 1 - Mar 31 and June 1 - Dec 31.

INSAR 2022 INSAR FELLOWS

In 2017, INSAR initiated a program to honor distinguished members of the International Society for Autism Research whose research has made a significant international impact on the scientific understanding of autism spectrum disorder, clinical practice, educational methods, and/or policy. Those honored are conferred the title of INSAR Fellow. On an annual basis, we will honor these Fellows at our Annual meeting. The 2022 Fellows will be honored at the Annual Business Meeting on Friday, May 13, 2022.

2022 INSAR Fellows

Ami Klin	USA
Evdokia Anagnostou	CAN
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Meng Chuan Lai	CAN
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Peter Mundy	USA
Declan Murphy	UK
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Cathy Lord	USA
Lonnie Zwaigenbaum	CAN

INSAR Lifetime Achievement Award

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



Sally J. Rogers, PhD

Sally J. Rogers, Distinguished Professor Emeritus of Psychiatry and Behavioral Sciences at the MIND Institute, University of California Davis is a licensed psychologist and developmental scientist who has been the principal investigator of many NIH funded programs of early autism research. She received her Ph.D. from Ohio State University in Developmental Psychology focusing on Developmental Disabilities. She began her research by studying early cognitive developmental processes from a Piagetian perspective in a large group of institutionalized children with profound intellectual impairment. The result of that study, of fairly typical patterns of sensorimotor developmental patterns in children whose abilities and experiences were so atypical had a marked effect on her thinking and raised a series of questions that she and her colleagues examined over time. Her studies described robustness of typical developmental trajectories in several domains in infants blind from birth, and found evidence of secure attachment in young children with ASD at a time when most believed that attachment was disordered in ASD. Additional published studies compared development in early autism and in typically developing toddlers, in young children with Down Syndrome, in young children with fragile X syndrome, and in young children with general developmental delays, which helped to specify and differentiate the early behavioral and developmental phenotype of ASD. Her work with Sally Ozonoff on the development of infant siblings also addressed this theme. While at the University of Colorado Health Sciences Center, this work was supported by a CPEA Network Program Project awarded to her and Bruce Pennington.

A second topic of study began with her clinical awareness of the difficulty of eliciting imitative actions in interactions with young autistic children. Stimulated by a paper by Margot Prior from in the 1970's and the compelling science of imitative development in the 70's and 80's, she and her colleague Bruce Pennington published a theoretical paper in 1991 that cast a large spotlight on the imitation problems in autism, stimulating many studies and tying quickly into the discovery of mirror neurons as a possible mechanism for imitation. She and her colleagues conducted several studies of imitation in autism, and she and Justin Williams from Scotland edited a book focused on Imitation in Autism. The autism interventions she developed focus strongly on developing imitative abilities as a necessary tool for social learning.

The final area of her research has focused on developing effective early intervention for ASD. She received her first federal funding for this work in 1981, to construct and test a developmental intervention, beginning a line of work to test and refine interventions, tools, and delivery systems to improve outcomes for young children with ASD. From the first paper on the Denver Model in 1986, to her most recent paper, published a few months ago, this work has provided her with rich collaborations with scientists, especially Geri Dawson, Aubyn Stahmer, Laurie Vismara, and Annette Estes. Her collaboration with Geri Dawson on a Center Grant resulted in the Early Start Denver Model (ESDM), and from that time til has resulted in two ACE Treatment Network grants to her for multisite RCTs and a series of papers, treatment manuals, parent handbooks, curricula, online materials, and other tools written with Laurie Vismara, Geri Dawson, and others. This work extended to one of the first intervention in studies involving infants with autism symptoms funded by NICHD R21. The ESDM is now in use across the world, and active research programs are in progress in Italy, France, Australia, Canada, China, Germany, and Japan, among others. The newest papers report work involving community implementation and dissemination. The body of work has resulted in many awards, in positive outcomes for the children involved, and in optimism for what children with ASD can do and become.

She has served as vice president and president of the International Society for Autism Research, associate editor of the journal Autism Research, member of the Autism Speaks Global Autism Public Health Initiative, member of the Autism DSM5 workgroup, and is a fellow of the American Psychological Association, the Association for Psychological Sciences, and the International Society for Autism Research, among others. She has published close to 300 papers, books, and chapters. The results from the first published ESDM efficacy paper was recognized by Time magazine and by Autism Speaks as one of the 10 main medical breakthroughs of 2012. Additional career awards include the The Dane Prugh Award for Distinguished Teaching in Child Psychiatry from the University of Colorado Health Sciences Center, Lifetime Scientific Achievement Award from New York University Child Study Center, UC Davis School of Medicine Research Award and the UC Davis Dean's Award for Excellence in Research. John W. Jacobsen Career Award from the American Psychological Association, the UC Hibbard Williams Award for Extraordinary Achievement, and the California Legislative Women's Caucus Breaking the Glass Ceiling Award. She is a fellow of the American Psychological Association, the Association for Psychological Science, and the International Society for Autism Research. She has published over 280 papers, chapters, videos, and books and is in the top 1% of Clarivate Analytics Highly Cited Researchers.

INSAR Advocate Award

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



Dr. James H. Simons

Dr. James H. Simons is Co-Chair of the Simons Foundation, an organization dedicated to advancing the frontiers of research in mathematics and the basic sciences. The Foundation's philanthropic activities include a major research initiative on the causes of autism, and the establishment of an institute for research in mathematics and theoretical physics. The Foundation is particularly interested in the growing interface between the physical and life sciences and has established and endowed several such research programs at universities and institutions both in the US and abroad.

Dr. Simons is a director of Renaissance Technologies LLC, a highly quantitative investment firm, from which he retired in 2009 having founded the company and serving as its CEO for over thirty years. Previously he was chairman of the Mathematics

Department at the State University of New York at Stony Brook. Earlier in his career he was a cryptanalyst at the Institute of Defense Analyses in Princeton, and taught mathematics at the Massachusetts Institute of Technology and Harvard University.

Dr. Simons holds a B.S. in mathematics from the Massachusetts Institute of Technology and a Ph.D. in mathematics from the University of California at Berkeley. His scientific research was in the area of geometry and topology. He received the American Mathematical Society Veblen Prize in Geometry in 1975 for work that involved a recasting of the subject of area minimizing multi-dimensional surfaces. Dr. Simons' most influential research involved the discovery and application of certain geometric measurements, now called the Chern-Simons Invariants, which have wide use, particularly in theoretical physics.

Dr. Simons is the founder and Chairman of Math for America, a nonprofit organization with a mission to significantly improve math education in our nation's public schools. He serves as Trustee of Brookhaven National Laboratory, the Institute for Advanced Study, Rockefeller University, the New York Genome Center, Institut des Hautes Études Scientifiques and the Mathematical Sciences Research Institute in Berkeley. He is a member of the Board of the MIT Corporation and Chair Emeritus of the Stony Brook Foundation. Dr. Simons is a member of the American Academy of Arts and Sciences, the American Philosophical Society and the National Academy of Sciences.



Marilyn Hawrys Simons

Marilyn is a leader and advocate in the not-for profit scientific community. A co-founder of the Simons Foundation, Marilyn currently serves as a co-chair of the foundation's board of trustees. From 1994–2021 she also served as the Foundation' President, overseeing the start-up of the Simons Foundation Autism Research Initiative (SFARI), the Simons Simplex Collection (SSC) and Spectrum: Autism Research News, among other programmatic initiatives.

An active supporter of STEM research, education and outreach, Marilyn currently serves as chair of the board of trustees of the Cold Spring Harbor Laboratory - an outstanding U.S. research facility specializing in molecular biology and genetics; she has been a member of the Lab's board since 2008. Marilyn is also a member of the boards of trustees of the National Museum of Mathematics and the Turkana Basin Institute, and she serves as an advisory board member of Sandbox Films, a documentary studio dedicated to illuminating the art and beauty of scientific inquiry.

In 2014 Marilyn founded the Stony Brook Women's Leadership Council, a mentoring program for outstanding undergraduate women at Stony Brook University, where she currently serves as the Council's chair.

In addition to her work to advance basic science research, Simons is active in supporting K-12 education for underserved communities. She is a member of the board of trustees of the LearningSpring School, a New York City-based school for children diagnosed on the autism spectrum as well as the East Harlem Scholars Academies in New York City. With her husband, Jim, Marilyn oversees the philanthropic work of the MJS Foundation, a private family foundation in New York.

Simons received a B.A. and Ph.D. in economics from the State University of New York at Stony Brook.

INSAR Cultural Diversity Research Award

The Cultural Diversity Research Award seeks to support and recognize research with significant impact on culturally diverse and underserved communities. The goal of the award is to support investigators who conduct community-based or community partnered research that seeks to leave a lasting impact on underserved and under-researched communities beyond the scope of a single research study.



Meadan Family Lab

Meadan Family Lab in the Department of Special Education at the University of Illinois Urbana-Champaign is led by Dr. Hedda Meadan. Under the guidance and mentorship of Dr. Meadan, members of the Family Lab have established a line of research working with minoritized and marginalized stakeholders of children with autism. Notable recent projects were led by James Lee, Stacy McGuire, Kaori Terol, Michelle Sands, Moon Chung, and Nikki Adams. Since 2012, these collective yet distinctive research efforts on capacity building have resulted in high productivity and spearheaded innovation in autism research using novel methods, such as caregiver-implemented intervention, cascading model of intervention, telepractice delivery, and cultural adaptation. Recently the lab has developed the Cultural Adaptation Checklist after identifying a

gap in the uptake of evidence-based interventions among underserved caregivers of children with autism, specifically in low-resourced communities. The hope is that this will lead to high quality cultural adaptation of interventions both in research and practice.

Slifka/Ritvo Innovation in Autism Research Award

The Alan B. Slifka Foundation promotes innovative research on autism conducted by junior investigators. The objective of the award is to lead to new treatments and improvements in the quality of life of individuals with autism. The Foundation provides one \$25,000 (for one year) research award to an INSAR member. The award may support clinical research (diagnosis or treatment of autism or educational efforts) or basic research (epidemiology, genetics, neuroscience, immunology etc). The goal of the Slifka/Ritvo Award is to support promising junior investigators to pursue excellent research for which they do not have funding and are not likely to get funding readily. The recipient of the Slifka/Ritvo Award will be recognized at the Awards Ceremony at INSAR 2022 Annual Meeting.

Erin Kang, PhD
Montclair State University
Characterizing Electroencephalogram (EEG) Index of Plasticity of the Social Brain in Autism Spectrum Disorder

Dissertation Awards

Dissertation Awards are granted annually for the best dissertation in autism accepted by the university in September 2020 – August 2021 (i.e., successfully defended). Each Awardee receives \$1500 USD. Dissertation awardees will present their dissertation research as a 5-minute presentation during the Awards Ceremony at the INSAR 2022 Annual Meeting.

2022 Awardees

Melissa Anderson-Chavarria Michigan State University
Tanya Procyshyn University of Cambridge

Early Career Investigator Awards

Early Career Investigator Awards (previously named Young Investigator) are granted annually for the best empirical research papers published or in press during the period of September 2020 – August 2021 by an investigator who has been awarded their PhD or MD in the past seven years. Each Awardee receives \$1500 USD.

2022 Awardees

Xin Jin Massachusetts Institute of Technology (MIT)

In vivo Perturb-Seq reveals neuronal and glial abnormalities associated with autism risk genes. *Science*. 2020 November 27; 370(6520): doi:10.1126/science.aaz6063

Helen Willsey University of California San Francisco

Parallel in vivo analysis of large-effect autism genes implicates cortical neurogenesis and estrogen in risk and resilience. *Neuron*. 2021 Mar 3;109(5):788-804.e8. doi: 10.1016/j.neuron.2021.01.002.

Autistic Researcher Awards

Autistic Researcher Awards are available to self-identified autistic researchers that have submitted an abstract for INSAR 2022. These awards were created to help support autistic researchers attend and present their research at the INSAR Annual Meeting. We note that the term “autistic” is used here to respect the identity-first preference of many autistic self-advocates. The award will reimburse up to \$1,000 in meeting expenses (travel, lodging, registration).

Noémie Cusson	Université du Québec à Montréal
Patrick Dwyer	University of California, Davis
Julia Nauman	Michigan State University
Amy Pearson	University of Sunderland
Zachary Williams	Vanderbilt University School of Medicine

Diversity / Low Income Countries Travel Awards

Diversity / Low Income Countries Travel Awards (including Early Career) will be 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. This category of awards has been expanded to include funding for Early Career applicants from low-income countries. The awards will provide reimbursement for meeting expenses (travel, lodging, registration). For individuals from North America, Europe and other high-income countries the award will reimburse up to \$1,000 USD. For individuals from low income, low middle income and upper middle-income countries, the award will reimburse up to \$1,500 USD. The purpose of the awards is to increase the participation of individuals currently under-represented in the biomedical, clinical, behavioral and social sciences, defined as: Individuals from under-represented racial and ethnic groups; Individuals from low income, low-middle income, and upper-middle income countries; Early Career researchers from low-income countries; Individuals with disabilities.

Diversity Award

Oluwatobi Abubakare	Indiana University Bloomington
Mary Agyapong	King's College London
Angelina Jones	Cincinnati Children's Hospital Medical Center
Chase Keyler	UCLA and Pepperdine GSEP
Sadaf Khawar	Montclair State University
Lauren Kupis	University of California Los Angeles
Jessica Miguel	University of California San Diego
Anthony Osuna	University of California, Santa Barbara
Jennifer Quinde Zlibut	Vanderbilt University
Asmita Singh	University of Arkansas
Kristin Walker	Stony Brook University
Jo Ann Yon-Hernández	University of Salamanca

Professionals from Low Income Countries Awards

Subcategory of Diversity Travel Awards, which provides reimbursement for meeting expenses (travel, lodging, registration), for individuals from low income, low middle income and upper middle-income countries, the award will reimburse up to \$1,500 USD.

Jeanri Combrinck	University of Cape Town
Damla Eyuboglu	Eskisehir Osmangazi University, Medicine Faculty
Murat Eyuboglu	Eskisehir Osmangazi University Medical School
Teresa Girolamo	University of Connecticut
Tigist Zerihun Kebede	University of Cape Town
Lavangi Naithani	Jamia Millia Islamia
Hsing-Chang Ni	National Taiwan University
Salam Salloum Asfar-	Qatar Biomedical Research Institute (QBRI), HBKU, Qatar Foundation
Liezl Schlebusch	University of Cape Town
Jannatara Shefa	Bangabandhu Sheikh Mujib Medical University
Marisa Viljoen	University of Cape Town

Student Travel Awards

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

Melody Altschuler	Yale University
Theresa Andrzejewski	University of Wyoming
Stacy Arbuckle	University of Oregon
Margaret Azu	Yale University School of Medicine
Chitra Banarjee	University of Miami
Alexandra Boxberger	University of Oregon Clark Honors College
Chloe Brittenham	CUNY Graduate Center
Melis Cakar	University of California, Los Angeles
Rebecca Canale	University of Connecticut
Sarah Carter	Kaiser Permanente Southern California
Jiayang Chen	Washington University in St. Louis
Yen-Ho Chou	University of California, Los Angeles
Marissa Co	Oregon Health & Science University
Shannon Crowley	Boston College
Ellen Demurie	Ghent University
Emily Diamond	Scripps College
Brett Dufour	University of California, Davis
Simone Dufresne	Tufts University
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Robin Finlayson	University of Washington
Caroline Finn	Yale University Medical School - Child Study Center
Emily Fox	Loyola University Maryland
Madison Glass	University of North Carolina at Chapel Hill
Yael Goldfarb	University of Haifa
Luke Grosvenor	Johns Hopkins Bloomberg School of Public Health
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Mariela Jiménez	Drexel University
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Manjinder Mann	University of Glasgow
Hannah Marcham	University of Reading

Emma McQueen	Emory University
Alexa Meilleur	Université du Québec à Montréal
Carly Moser	University of South Carolina
Danna Oomen	Ghent University
Shuolin Pan	Sun Yat-sen University
Lauren Pisani	Yale University
Orla Putnam	University of North Carolina at Chapel Hill
Md Mostafijur Rahman	University of Southern California
Sapna Ramappa	University of California, Los Angeles
Katherine Riley	Seattle University
Nicole Rosen	University of California, Los Angeles
Maya Sabag	Bar Ilan University
Zoe Sargent	University of Virginia
Nichole Scheerer	Western University
Ala Seif	University of Western Ontario
Brittany St John	University of Wisconsin - Madison
Cassandra Stevens	Yale University
Olivia Surgent	University of Wisconsin-Madison
Al Terui	Hirosaki University
Seydanur Tikir	Albert Einstein College of Medicine
Hannah Tokish	Emory University
Lauren Wagner	University of California, Los Angeles
Hope Willis	University of Washington
Samantha Tze Sum Wong	McGill University

Student and Trainee Workshop Travel Awards

Student and Trainee Workshop Travel Awards are granted to current Student members that will be attending the INSAR 2022 Annual Meeting and the Student and Trainee Workshop (prior to INSAR 2022). The award will provide a \$200 USD stipend.

Sarah Barkley	Mount Sinai Icahn School of Medicine
Michal Cook	University of North Carolina at Chapel Hill
Nicholas Fears	University of North Texas Health Science Center
Eden Fowler-Benton	Montclair State University
Ellen Howerton	Johns Hopkins University
Shashwat Kala	Yale University
Bonnie Lerman	Icahn School of Medicine
Talia Liu	Vanderbilt University Medical Center
Breana McCormack	University of Texas Rio Grande Valley
Morgan McNair	Yale School of Medicine
Broc Pagni	Arizona State University
Elizabeth Perkovich	University of Houston
David Schena	University of Massachusetts Lowell
Hillary Schiltz	Marquette University
Suma Suswaram	University of Kansas

ACKNOWLEDGMENTS

The International Society for Autism Research (INSAR) is the professional organization that oversees the Annual Meeting. 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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JUNE 16 – JULY 21

Autistic People's Research Priorities



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INSTITUTE

The Student & Trainee Committee (STC) and Autistic Researchers Committee (ARC) have co-developed this theme and will work collaboratively to deliver this year's Institute series. Topics within this theme were determined by reviewing the priorities of autistic-run organizations (e.g., Autistic Self-Advocacy Network, AutChat, Autistica) and ranking from ARC members. These topics include participatory research, augmentative/alternative communication, adult diagnosis, burnouts/meltdowns/shutdowns, mental health, and sleep differences.

The 2022 INSAR Institute series will consider autism research and autistic experiences from an intersectional perspective, that is, the complex, cumulative way in which the effects of multiple forms of discrimination (such as ableism, racism, sexism, and classism) combine, overlap, and/or intersect, aligning with INSAR's commitment to diversity, equity, and inclusion and corresponding initiatives and committees' (ARC; Global Senior Leaders; Early Career Committee's Global Representatives Initiative Project; Cultural Diversity Committee). Broadening the scope of autism research to include autistic people's perspectives and priorities has vital implications for science, clinical practice, and policy to ensure that all autistic people reach their full potential.

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THURSDAY May 12, 2022 – AM

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Keynote Address

101 - Developmental Cognitive Neuroscience in the Era of Big Data

9:00 AM - 10:00 AM - Grand Ballroom Salon 5-6

Speaker: Damien Fair, PhD, Masonic Institute for the Developing Brain, Minneapolis, MN

Developmental cognitive neuroscience is being pulled in new directions by network science and big data. Brain imaging (e.g. functional MRI, functional connectivity MRI), analytical advances (e.g. graph theory, machine learning), and access to large computing resources have empowered us to collect and process neuro-behavioral data faster and in larger populations than ever before. The translational potential from these advances is unparalleled, as a better understanding of complex human brain function is best grounded in the onset of these functions during human development. However, the maturation of the developmental cognitive neuroscience has seen the emergence of new challenges and pitfalls, which have significantly slowed progress and need to be overcome to maintain momentum. Here I examine the state of developmental cognitive neuroscience in the era of networks and 'big data' and highlight the solid footing we can take forward into the future.

Panel Session

Service Delivery/Systems of Care

201 - How Do We Meet the Challenges to the Delivery of Childhood Autism Diagnostic Services Internationally?

10:30 AM - 12:30 PM - Lone Star Ballroom Salons A-C

Panel Chair: I. A. Male, Mid Sussex Child Development Team, Sussex Community NHS Trust, Haywards Heath, United Kingdom

Discussant: K. Sohl, ECHO Autism Communities, University of Missouri, School of Medicine, Columbia, MO

"Our service was developed to see 60 children a year, that's trebled...we see 2 children a week, and get 8 referrals." This comment, from a UK service lead, reflects the rapid increase in demand for autism diagnostic assessment internationally, whilst resourcing, and availability of expert diagnosticians, struggles to keep pace. Challenges vary between higher income countries where there is better access to diagnostic services, which have become overwhelmed by growing demand, to lower and middle-income countries where clinicians were limited in number to start with. Context can also vary at local level, for example, geographical spread of population, cultural acceptance of autism, and health economy. This panel aims to share research into solutions that could improve access to diagnosis across various settings, continents (Europe, North, and South America) and health economies. We represent an international group (also from Australasia, Asia and Africa) with interest in service provision for children with possible autism, working in tertiary centres in large cities, or at local level, often in rural settings. We will focus on approaches to broaden, train and support the workforce, adaptation of diagnostic tools for non-English speaking populations, use of telehealth and approaches to improve efficiency of diagnostic process.

10:30 **201.001** How Can We Improve the Delivery of Childhood Autism Diagnostic Services: Emerging Lessons from Clinician Interviews from Teams Meeting the UK Nice Autism Quality Standard **I. A. Male¹**, W. Farr², P. M. Wilson³, V. J. Abrahamson⁴, S. Wigham⁵, H. Terrell⁶, A. Allard⁷, V. Grahame⁸, L. Kenny⁹, V. Reddy¹⁰ and J. R. Parr⁶, (1)Mid Sussex Child Development Centre, Sussex Community NHS Trust, Haywards Heath, United Kingdom, (2)Sussex Community NHS Trust, Haywards Heath, United Kingdom, (3)Centre for Health Service Studies, University of Kent, Canterbury, United Kingdom, (4)University of Kent, Canterbury, United Kingdom, (5)Population Health Sciences Institute, Newcastle University, Newcastle upon Tyne, United Kingdom, (6)Research and Development, Sussex Community NHS Foundation Trust, Haywards Heath, United Kingdom, (7)Council for Disabled Children, London, United Kingdom, (8)Cumbria, Northumberland, Tyne and Wear NHS Foundation Trust, Newcastle upon Tyne, United Kingdom, (9)Centre for Research in Autism and Education (CRAE), London, United Kingdom of Great Britain and Northern Ireland, (10)Cambridge and Peterborough NHS Foundation Trust, Peterborough, United Kingdom

10:50 **201.002** Accuracy of Consultant General Pediatrician Autism Diagnosis Compared to a Multi-Disciplinary Team **M. Penner¹**, L. Senman², L. Andoni³, A. Dupuis⁴, E. Anagnostou⁵, M. Shoultice⁶, S. Kao⁷ and J. A. Brian¹, (1) Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (2) Autism, Bloorview Research Institute, Toronto, ON, Canada, (3)University of Massachusetts, Boston, MA, (4)Biostatistics, University of Toronto, Dalla Lana School of Public Health, Toronto, ON, Canada, (5)Autism Research Centre, Bloorview Research Institute, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (6)Hospital for Sick Children, Toronto, ON, Canada, (7)Paediatric Alliance of Ontario, Toronto, ON, Canada

11:10 **201.003** Combination of New Remote Assessment Tool and Echo Autism Program Accelerates Access to Autism Assessment and Diagnosis in Latin America Despite Global Pandemic **V. Nanclares-Nogues¹**, N. E. Granana², A. Richaudeau³, F. Astorino⁴ and K. Sohl⁵, (1)ECHO Autism Communities, University of Missouri, Columbia, MO, (2)Servicio de Neurología Infantil, Hospital Durand, CABA, Argentina, (3)Hospital Universitario Austral, Buenos Aires, Argentina, (4)Pediatric neurology, Hospital Alassia, Santa FE, Argentina, (5)ECHO Autism Communities, University of Missouri, School of Medicine, Columbia, MO

11:30 **201.004** Validation of the Spanish Version of the Autism Mental Status Exam (AMSE) in Argentina **S. H. Cukier¹**, A. L. Maglio², J. P. Berman³, N. Barrios⁴ and D. Grodberg⁵, (1)PANAACEA, Buenos Aires, Argentina, (2) Universidad de Buenos Aires, Buenos Aires, Argentina, (3)PANAACEA, Programa Argentino para Niños, Adolescentes y Adultos con Condiciones del Espectro Autista, Buenos Aires, Argentina, (4)Fleni, Capital Federal, ARGENTINA, (5)Mount Sinai School of Medicine, New York, NY

Panel Session

**Brain Function (fMRI, fcMRI, MRS, EEG, ERP, MEG)
202 - Pupillometry As a Neuroimaging Tool during
Naturalistic Behavior – New Avenues for Biomarker
Research, Etiological Mechanisms, and Prognostic
Risk Assessment**

10:30 AM - 12:30 PM - Grand Ballroom Salon 3-4

Panel Chair: N. Bast, Autism Research and Intervention Center of Excellence Frankfurt, Department of Child and Adolescent Psychiatry, Psychosomatics and Psychotherapy, University Hospital Frankfurt, Goethe University, Frankfurt, Germany

The size of the eye's pupil has long been established as an indicator of arousal. Recent animal models and optogenetic studies revealed that pupillometric measures deliver far more by indexing the activity of subcortical neuromodulatory systems. These small but pivotal networks are difficult to quantify in conventional neuroimaging (fMRI, EEG), but can now be reliably assessed during video-based pupillometry. This technique is largely tolerated even in sensory-sensitive children or impaired infants. This led to the advent of innovative paradigms that assess neuroimaging data on subcortical neuromodulation during naturalistic behavior and thus bridge the gap between experimental designs and ecological validity. In this present panel, experts from four different institutions in the U.S. and Europe present their independent research on pupillometric neuroimaging in infants, children, and adults with neurodevelopmental disorders. The results converge on an altered function of the Locus-Coeruleus Norepinephrine system that might be applied as a developmental risk marker and is able to explain neurocognitive findings in Autism Spectrum Condition of altered sensory processing as well as visual and social attention. The purpose of this session is to introduce pupillometric neuroimaging as a promising tool for future biomarker research and prognostic risk assessment.

- 10:30 Panel Chair Introduction - Nico Bast **N. Bast**, Department of Child and Adolescent Psychiatry and Psychotherapy, University Hospital Frankfurt, Frankfurt, Germany
- 10:35 **202.001** Attentional Strengths and Weaknesses in Autism Spectrum Disorder: The Role of the Locus Coeruleus – Norepinephrine System **B. Keehn**¹, G. Kadlaskar² and R. McNally Keehn³, (1)Speech, Language, and Hearing Sciences, Purdue University, West Lafayette, IN, (2)Department of Psychiatry & Behavioral Sciences, University of California, Davis, MIND Institute, Sacramento, CA, (3)Pediatrics, Indiana University School of Medicine, Indianapolis, IN
- 10:55 **202.002** Sensory Salience Processing and Associated Pupillary Responses Modulate Attenuated Social Attention in Autism Spectrum Disorder **N. Bast**, Autism Research and Intervention Center of Excellence Frankfurt, Department of Child and Adolescent Psychiatry, Psychosomatics and Psychotherapy, University Hospital Frankfurt, Goethe University, Frankfurt, Germany
- 11:15 **202.003** Pupil Size and Pupillary Light Reflex in Early Infancy: Heritability and Associations with Polygenic Liability for Neuropsychiatric Conditions **A. M. Portugal**¹, M. Taylor², C. Viktorsson³, P. Nyström⁴, D. Li⁵, K. Tammimies⁶, A. Ronald⁷ and T. Falck-Ytter⁸, (1)Center of Neurodevelopmental Disorders (KIND), Centre for Psychiatry Research, Department of Women's and Children's Health, Karolinska Institute, Stockholm, Sweden, (2)Karolinska Institutet, Stockholm, Sweden, (3) Development and Neurodiversity Lab, Department of Psychology, Uppsala University, Uppsala, Sweden, (4)Uppsala University, Uppsala, Sweden, (5) Center for Psychiatry Research, Region Stockholm, Stockholm, Sweden, (6) Center for Neurodevelopmental Disorders at Karolinska Institutet (KIND), Department of Women's and Children's Health, Karolinska Institutet, Stockholm, Sweden, (7)Birkbeck College, London, United Kingdom of Great Britain and Northern Ireland, (8)Center of Neurodevelopmental Disorders (KIND), Centre for Psychiatry Research; Department of Women's and Children's Health, Karolinska Institutet, Stockholm, Sweden

- 11:35 **202.004** Capturing the Pupillary Light Reflex As Part of Medical Appointments in a Neurodevelopmental Clinic Using Automated Pupillometry **V. Troiani**¹, A. DiCrisio¹, S. Dickey² and A. Beck², (1)Geisinger Autism & Developmental Medicine Institute, Lewisburg, PA, (2)Geisinger, Lewisburg, PA

Panel Session

Combined Topics

203 - The Lancet Commission on the Future of Care and Clinical Research in Autism

10:30 AM - 12:30 PM - Grand Ballroom Salon 5-6

Panel Chairs: C. Lord, UCLA Semel Institute for Neuroscience and Human Behavior, Los Angeles, CA; T. Charman, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, Department of Psychology, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom

Discussant: J. Cusack, Autistica, London, United Kingdom of Great Britain and Northern Ireland

Despite the tremendous increase in awareness of autism over the past two decades, much more could be done to improve life outcomes for autistic individuals. This Commission brought together clinicians and other health-care providers, researchers, advocates, self-advocates, and parents from six continents to generate recommendations that have the potential to improve quality of life for autistic individuals and their families worldwide.

- 10:30 **203.001** A New Stepped Care and Personalised Health Model for Delivering Services and Monitoring Effectiveness **C. Lord**, UCLA Semel Institute for Neuroscience and Human Behavior, Los Angeles, CA
- 10:45 **203.002** Care of Co-Occurring Medical and Mental Health Conditions **P. Carbone**, University of Utah, Salt Lake City, UT
- 11:00 **203.003** Global and Cultural Diversity: Addressing the Needs of Autistic People in LMICs, Low Resource Settings and Those Social Excluded **G. Divan**, Child Development Group, Sangath, New Delhi, India
- 11:15 **203.004** Neurodiversity and Valuing Autism **A. Plank**, Wrong Planet, Los Angeles, CA
- 11:30 **203.005** Policy and Research Priorities and Implications **T. Charman**, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom

Panel Session

Translational

204 - Oxytocin and Vasopressin – Where Do We Go from Here?

10:30 AM - 12:30 PM - Lone Star Ballroom Salon F-H

Panel Chair: S. G. Rao, atai Life Sciences, New York, NY

Disappointment surrounding the results of two recent clinical trials, one of oxytocin and the other of a vasopressin 1a receptor antagonist, was rooted not only in the robust nature of these trials (double-blind and placebo-controlled designs with 24-week treatment periods, each with more than 290 subjects enrolled) but also in the long line of research showing that these neuropeptide-mediated signaling pathways have central roles in social behavior. Indeed, the research that motivated these trials extends across multiple levels of investigation, ranging from genetics, to cellular and circuit neuroscience, to human biomarker and behavioral studies, all of which point to the therapeutic potential of oxytocin and vasopressin receptor modulators in conditions involving social cognition deficits, including ASD. The panel speakers include both academic and industry scientists who have led studies across this range of research. They will report on the two recent clinical trials, as well as on mechanistic insights gleaned from human neuroimaging and experimental behavioral studies and on preclinical investigations into the neurobiological actions of oxytocin and vasopressin. Together, these presentations will showcase the need for continued research on the putative roles for oxytocin and vasopressin in ASD and the directions that such research should take.

- 10:30 **204.001** Imaging and Behavioral Trials with Oxytocin **K. Pelphey**, University of Virginia, Charlottesville, VA
- 10:50 **204.002** Soars-B Trial: Overview & Results **L. Sikich**, Department of Psychiatry and Behavioral Sciences, Duke Center for Autism and Brain Development, Durham, NC
- 11:10 **204.003** Balovaptan Phase 3 Trial: Overview, Results, and Insights from This Large Clinical Trials Program **S. Jacob**, Department of Psychiatry, University of Minnesota - Twin Cities, Minneapolis, MN

Panel Session

Medical and Psychiatric Comorbidity

205 - Advances in Understanding Depression and Suicidality in Autism

10:30 AM - 12:30 PM - Lone Star Ballroom Salon D

Panel Chair: J. M. Schwartzman, Psychiatry and Behavioral Sciences, Vanderbilt University Medical Center, Nashville, TN

Discussant: K. O. Gotham, Department of Psychology, Rowan University, Glassboro, NJ

Increasing community, research, and clinical attention highlights the elevated prevalence of depression and suicidality in autistic individuals worldwide. The current panel focuses on the role of social determinants (e.g., social connectedness, service access) in the pathway to depression and suicidality in autism. This collection of cutting-edge research advances our understanding of these critical issues by leveraging mixed-method and longitudinal designs, international perspectives, and key social determinants. Sarah Cassidy will present data on the unique role of perceived burdensomeness in the relationship between camouflaging autistic traits and suicidality in autistic adults. Erin McKenney reports longitudinal data on the associations between social motivation, perceived social connectedness, and mood symptoms throughout the first college semester in autistic and non-autistic individuals. Jessica Schwartzman will share findings on mediators of the relationship between loneliness and suicidal ideation in a large autistic adult sample. Darren Hedley will present novel findings on age-related risk factors of suicidality across two international autistic cohorts, with qualitative findings providing new directions for developing prevention strategies. Finally, Katherine Gotham will lead a discussion about the practical implications of these novel findings, highlighting opportunities for more direct clinical translation to improve mental health and reduce risk in the autistic community.

- 10:30 **205.001** Is Camouflaging Autistic Traits Associated with Thwarted Belongingness, Perceived Burdensomeness, and Suicidality in Autistic Adults? **S. A. Cassidy**¹, H. Cogger-Ward¹, L. Manning¹, M. K. Pelton² and J. Rodgers³, (1)School of Psychology, University of Nottingham, Nottingham, United Kingdom, (2)Coventry University, Coventry, United Kingdom, (3) Population Health Sciences Institute, Newcastle University, Newcastle upon Tyne, United Kingdom
- 10:50 **205.002** Modeling Social Predictors of Depressive Symptoms across the First Semester in Autistic and Non-Autistic College Students **E. E. McKenney**¹, J. K. Richards¹, T. C. Day², B. Kofner³, R. G. McDonald⁴, K. Gillespie-Lynch⁵, E. Kang⁴, M. D. Lerner² and K. O. Gotham⁶, (1)Rowan University, Glassboro, NJ, (2)Psychology, Stony Brook University, Stony Brook, NY, (3)College of Staten Island, Staten Island, NY, (4)Department of Psychology, Montclair State University, Montclair, NJ, (5)Department of Psychology, College of Staten Island, City University of New York, Staten Island, NY, (6)Psychiatry and Behavioral Sciences, Vanderbilt University Medical Center, Nashville, TN
- 11:10 **205.003** Depression and Quality of Life Directly and Sequentially Mediate the Association between Loneliness and Suicidal Ideation in Autistic Adults **J. M. Schwartzman**¹, Z. J. Williams² and K. O. Gotham³, (1) Psychiatry and Behavioral Sciences, Vanderbilt University Medical Center, Nashville, TN, (2)Medical Scientist Training Program, Vanderbilt University School of Medicine, Nashville, TN, (3)Department of Psychology, Rowan University, Glassboro, NJ
- 11:30 **205.004** A Mixed Methods Study of Suicidal and Non-Suicidal Self-Injurious Behavior in Younger and Older Autistic People **D. Hedley**¹ and C. McMorris², (1)Olga Tennison Autism Research Centre, La Trobe University OTARC, Melbourne, VIC, Australia, (2)Department of Paediatrics, University of Calgary, Calgary, AB, Canada

Panel Session

**International and Cross-Cultural Perspectives
206 - Identifying Interdisciplinary and International
Approaches to Address Inequities in Criminal
Justice System Contact Among Autistic Individuals**

10:30 AM - 12:30 PM - Lone Star Ballroom Salon E

Panel Chair: L. Shea, A.J. Drexel Autism Institute, Philadelphia, PA

Research identifying high rates of criminal justice system (CJS) contact among autistic individuals has been accompanied by international news coverage of negative and even fatal outcomes. This presents a call to action for the international autism community to generate research that propels prevention and improvement of interactions between autistic individuals and the CJS. Prior research approaches are limited to foci on individual components of the CJS, without considering experiences of autistic individuals across each entity (e.g. police departments, courts, prisons). Cross-system frameworks and interdisciplinary collaboration are crucial in producing research grounded in this sociocultural context in order to effectively conduct meaningful research and implement findings into policy and practice. Future research must focus on all components of CJS involvement, center opportunities for accommodations and pathways that steer autistic individuals back into communities, and foster environments for sharing emerging international best practices. This panel will present a new era of research guided by international partnerships and oriented to an adapted Sequential Intercept Model encompassing the full continuum of CJS components. Presentations focus on key and distinct building blocks of the CJS, showcasing innovative practices to advance justice and connections to policy and practice to ensure equitable CJS experiences for autistic individuals.

10:30 **206.001** Global Criminal Justice Survey: Initial Scale Development and Validation V. Gibbs¹, **A. M. Love**², T. W. Benevides³, M. C. Mogavero⁴, K. Hooven⁵ and I. Basketball⁶, (1)Aspect Research Centre for Autism Practice, Autism Spectrum Australia, Sydney, NSW, Australia, (2)Aspect Research Centre for Autism Practice, Autism Spectrum Australia (Aspect), Melbourne, VIC, Australia, (3)Occupational Therapy, Augusta University, Augusta, GA, (4)Department of Criminal Justice, Anthropology, Sociology & Human Rights, Georgian Court University, Lakewood, NJ, (5)Autism, Services, Education, Resources, & Training Collaborative (ASERT), Philadelphia, PA, (6)Philadelphia Autism Project, Philadelphia, PA

10:50 **206.002** Autism in Courtrooms: A Scoping Review of Court Opinions in Criminal Cases Involving Autism **D. Cooper**¹, E. B. Zimmerman², J. Hyatt³ and L. Shea⁴, (1)AJ Drexel Autism Institute, Drexel University, Philadelphia, PA, (2)Drexel University Thomas R. Kline School of Law, Philadelphia, PA, (3)Department of Criminology and Justice Studies, Drexel University, Philadelphia, PA, (4)A.J. Drexel Autism Institute, Philadelphia, PA

11:10 **206.003** Accommodating Persons with Complex Communication Needs in South African Courts **D. Msipa** and J. Bornman, Centre for Human Rights, University of Pretoria, Pretoria, South Africa

11:30 **206.004** Investigative Interviewing with Autistic People: Moving Towards Best Practice **R. Bagnall** and K. L. Maras, Psychology, Centre for Applied Autism Research, University of Bath, Bath, United Kingdom

Poster Session

401 - Animal Models

11:30 AM - 1:30 PM - Griffin Hall

- 1 **401.001** Chronic Effects of Manipulating Dietary Tryptophan on Social Preferences and Central Serotonin Neurotransmission in Male Mice **G. G. Gould**, Cellular & Integrative Physiology, The University of Texas Health Science Center at San Antonio, San Antonio, TX
- 2 **401.002** Distinct Patterns of Cerebellar-Cerebral Structural Correlation Differences Are Present in ASD Mouse Model Clusters **F. Morgado**¹, C. Hammill², J. Ellegood³ and J. P. Lerch⁴, (1)University of Toronto, Toronto, ON, Canada, (2)The Hospital for Sick Children, Toronto, ON, Canada, (3)Mouse Imaging Centre, The Hospital for Sick Children, Toronto, ON, Canada, (4)Wellcome Centre for Integrative Neuroimaging (WIN), University of Oxford, Oxford, ON, United Kingdom
- 3 **401.003** Early Life Antibiotic Exposure Alters Postnatal Neurogenesis in 16p11.2 Neurodevelopmental Disorder Mice **C. R. McDermott**¹, X. Zhang², X. Zhou³, J. H. Millonig², M. J. Blaser⁴ and E. DiCicco-Bloom⁵, (1) Neuroscience & Cell Biology, Rutgers Robert Wood Johnson Medical School, Piscataway, NJ, (2)Center for Advanced Biotechnology & Medicine, Rutgers University, Piscataway, NJ, (3)Neuroscience & Cell Biology, Rutgers University Robert Wood Johnson Medical School, Piscataway, NJ, (4)Center for Advanced Biotechnology & Medicine, Rutgers University, Piscataway, NJ, (5)Neuroscience and Cell Biology, Rutgers Robert Wood Johnson Medical School, Piscataway, NJ
- 4 **401.004** Effect of Neonatal Status Epilepticus in Microglial Activation and Complement Pathway. **D. Santana Coelho**, D. Narvaiz, S. Chilukuri and J. N. Lugo, Psychology and Neuroscience, Baylor University, Waco, TX
- 5 **401.005** Genetic Mouse Models of Autism Spectrum Disorder Present Subtle Heterogenous Cardiac Abnormalities **S. Assimpoulos**^{1,2,3}, C. Hammill^{2,3}, D. J. Fernandes^{2,3}, T. L. Spencer Noakes^{2,3}, Y. Q. Zhou^{2,3}, L. M. Nutter^{2,4}, J. Ellegood^{2,3}, E. Anagnostou⁵, J. G. Sled^{2,3,6} and J. P. Lerch⁷, (1) Department of Medical Biophysics, Mouse Imaging Centre, Toronto, ON, Canada, (2)The Hospital for Sick Children, Toronto, ON, Canada, (3)Mouse Imaging Centre, The Hospital for Sick Children, Toronto, ON, Canada, (4) The Centre for Phenogenomics, Toronto, ON, Canada, (5)Autism Research Centre, Bloorview Research Institute, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (6)Department of Medical Biophysics, University of Toronto, Toronto, ON, Canada, (7)Wellcome Centre for Integrative Neuroimaging (WIN), University of Oxford, Oxford, ON, United Kingdom
- 6 **401.006** Microglial Mutation Affects Auditory and Somatosensory Perceptions **L. Gray**¹, G. S. Shelton² and M. Gabriele³, (1)Communication Sciences and Disorders, James Madison University, Harrisonburg, VA, (2) James Madison University, Harrisonburg, VA, (3)Biology, James Madison University, Harrisonburg, VA
- 7 **401.007** Phenotyping Mouse Models of Angelman Syndrome with Multidimensional Behavioral Analysis J. K. Tanas¹, J. M. Wolter², Y. Elgersma³ and **M. S. Sidorov**¹, (1)Center for Neuroscience Research, Children's National Hospital, Washington, DC, (2)The University of North Carolina - Chapel Hill, Chapel Hill, NC, (3)ENCORE Expertise Center for Neurodevelopmental Disorders, Erasmus Medical Center, Rotterdam, Netherlands

- 8 **401.008** Quantifying the Developmental Trajectory of Autism Associated Brain Overgrowth Using Magnetic Resonance and 3D Cellular Resolution Imaging **F. A. Kyere**¹, C. E. McCormick², I. Curtin², O. Krupa², M. R. Glass², T. M. Farah², C. F. Escobar-Tomljenovich², Q. He³, T. W. Wang³, A. Rumble⁴, J. A. Jimenez⁵, M. S. Itano⁵, M. J. Zylka¹, I. S. Y. Shih⁵, G. Wu⁴ and J. Stein⁶, (1)Department of Cell Biology & UNC Neuroscience Center, University of North Carolina, Chapel Hill, NC, (2)Genetics & UNC Neuroscience Center, University of North Carolina, Chapel Hill, NC, (3)Center for Animal MRI, University of North Carolina, Chapel Hill, NC, (4)Department of Psychiatry, University of North Carolina, Chapel Hill, NC, (5)Department of Toxicology & UNC Neuroscience Center, University of North Carolina, Chapel Hill, NC, (6)^{co-senior author}, University of North Carolina, Chapel Hill, NC
- 9 **401.009** Shared and Distinct Effects of Autism-Associated Tbr1 Mutations on Cortical Development **M. Co**^{1,2}, S. Grindstaff¹, J. N. Jahncke², R. A. Barnard¹, L. Fedorov³, K. M. Wright² and B. J. O’Roak¹, (1)Molecular and Medical Genetics, Oregon Health & Science University, Portland, OR, (2)Vollum Institute, Oregon Health & Science University, Portland, OR, (3)Transgenic Mouse Models Core, Oregon Health & Science University, Portland, OR
- 10 **401.010** Utilizing Vagus Nerve Stimulation to Reverse Maladaptive Plasticity in the Inferior Colliculus in a Rat Autism Model **Y. Tamaoki**¹, M. Borland², R. Rodrigues De Souza¹, A. Mehendale¹, O. I. Olajubutu¹, K. Chawla¹, A. Rao¹, L. S. Tharakan¹, S. K. Skipton¹, A. Reyes¹, C. Chandler³ and C. T. Engineer⁴, (1)The University of Texas at Dallas, Richardson, TX, (2)Texas Biomedical Device Center, Richardson, TX, (3)University of Texas at Dallas, Richardson, TX, (4)Behavioral and Brain Sciences, The University of Texas at Dallas, Richardson, TX
- 11 **401.011** microRNA As a Potential Biomarker in Autism: Prenatal Stress and SERT Gene Interaction Model **T. Woo**¹, C. King², C. Bloomer³, N. Kibiryaeva⁴, Z. Talebizadeh⁵ and D. Q. Beversdorf⁶, (1)Interdisciplinary Neuroscience Program, University of Missouri, Columbia, MO, (2)Biological Science, University of Missouri, Columbia, MO, (3)University of Kansas Medical Center, Kansas City, KS, (4)Children’s Mercy Hospital, Kansas City, MO, (5)Children’s Mercy Hospital, Kansas City, MO, (6)Department of Radiology, Neurology, and Psychological Sciences, University of Missouri, Columbia, MO
- Poster Session**
402 - Interventions - Non-pharmacologic - Preschool & Infant
 11:30 AM - 1:30 PM - Griffin Hall
- 13 **402.013** Fidelity in Caregiver and Educator-Mediated Intervention Research: A Systematic Review **S. L. Arbuckle**¹, S. Y. Shire² and W. Bao³, (1)Special Education, University of Oregon, Eugene, OR, (2)Special Education and Clinical Sciences, University of Oregon, Eugene, OR, (3)University of Oregon, Eugene, OR
- 14 **402.014** CST: Caregiver Skills Training, Virtual Modality and COVID-19 D. Suaya Demaria¹, **N. E. Granana**², P. C. Consortium³, V. Nanclares-Nogues⁴ and P. Dixon⁵, (1)Pediatrics, Health Center 11, Buenos Aires, Argentina, (2)Servicio de Neurología Infantil, Hospital Durand, CABA, Argentina, (3)Primary Care Department, Ministry of Health City of Buenos Aires, Buenos Aires, Argentina, (4)Pediatric Developmental Center, Advocate Children’s Hospital, Chicago, IL, (5)Wayne State University, Ann Arbor, MI
- 15 **402.015** Changes in Maternal Language during a Parent-Mediated Intervention **A. Bentenuto**, G. Bertamini, S. Perzoli, S. De Falco and P. Venuti, Department of Psychology and Cognitive Science, University of Trento, Rovereto, Italy
- 16 **402.016** Comparison Groups in Early Childhood Autism Research: A Meta-Analytic Review **S. Albarran**, J. E. Crank, M. Sandbank and M. Canihuante, The University of Texas at Austin, Austin, TX
- 17 **402.017** Early Intensive Behavioral Intervention (EIBI): Predicting Outcome and Examining Relations between Treatment Intensity, Treatment Quality and Treatment Acceptability **M. Andreassen**¹, S. Eikeseth² and R. Lugo³, (1)Psychology, Inland Norway University College of Applied Sciences, Lillehammer, Norway, (2)Department of Behavioural Sciences, Oslo Metropolitan University, Oslo, Norway, (3)Norwegian University of Science and Technology, Gjøvik, Norway
- 18 **402.018** Effects of Therapist Dosage on Child-Therapist Rapport in Toddlers with Autism Spectrum Disorder **M. Jiménez**, G. Vivanti and M. Schuler, A.J. Drexel Autism Institute, Drexel University, Philadelphia, PA
- 19 **402.019** Efficacy of the Early Achievements Intervention in Preschools: A Teacher-Implemented Interpersonal Synchrony Curriculum Supplement Increases Motor Imitation, Joint Attention, and Initiations of Peer Engagement in Preschoolers with ASD **R. Landa**^{1,2}, A. M. Engelstad^{3,4} and C. B. Hologic⁵, (1)Center for Autism and Related Disorders, Kennedy Krieger Institute, Baltimore, MD, (2)Department of Psychiatry and Behavioral Sciences, Johns Hopkins University School of Medicine, Baltimore, MD, (3)Center for Autism and Related Disorders, Boston Children’s Hospital and Harvard University, Baltimore, MD, (4)Harvard University, Cambridge, MA, (5)Department of Mental Health, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD
- 20 **402.020** Imitation in Autism within Early Intervention: Examining the Roles of Motor Skills and Social Engagement **K. D. Kelly**, C. Coopersmith and G. Vivanti, A.J. Drexel Autism Institute, Drexel University, Philadelphia, PA
- 21 **402.021** Implementing a Community-Based Caregiver Intervention in Low-Resource Contexts: A Focus on Implementation Strategies during the Planning and Preparation Phase **J. Combrinck**¹, N. Chambers², P. J. de Vries³ and L. Schlebusch⁴, (1)Faculty of Health Sciences, Psychiatry, University of Cape Town, Cape Town, South Africa, (2)Division of Child and Adolescent Psychiatry University of Cape Town, Centre for Autism Research in Africa (CARA), Cape Town, South Africa, (3)Centre for Autism Research in Africa, Division of Child & Adolescent Psychiatry, University of Cape Town, Cape Town, South Africa, (4)Centre for Autism Research in Africa, Division of Child and Adolescent Psychiatry, University of Cape Town, Cape Town, South Africa
- 22 **402.022** Implementing the Who Caregivers Skills Training Program Via Telehealth in Rural Missouri **C. Montiel-Nava**¹, M. Tregnago², J. Marshall³, K. Sohl⁴, A. Curran⁵, M. Mahurin⁵, M. Warne-Griggs⁵, T. W. CST Team⁷ and P. Dixon⁸, (1)Psychological Science, University of Texas Rio Grande Valley, Edinburg, TX, (2)Easterseals Midwest, Columbia, MO, (3)Easterseals Midwest, St. Louis, MO, (4)ECHO Autism Communities, University of Missouri, School of Medicine, Columbia, MO, (5)Department of Child Health, University of Missouri, School of Medicine, Columbia, MO, (6)University of Missouri, Columbia, MO, (7)Department of Mental Health and Substance Abuse, World Health Organization, Geneva, Switzerland, (8)Autism Speaks, Washington D.C., DC
- 23 **402.023** Investigating the Extent to Which Consultation Improves Community Providers’ Adherence to a Manualized Social Communication Intervention **D. Straiton**¹, B. R. Ingersoll¹, J. Greatorex² and M. Moeyaert³, (1)Psychology, Michigan State University, East Lansing, MI, (2)Michigan State University, East Lansing, MI, (3)Educational and Counseling Psychology, University at Albany, State University of New York, Albany, NY
- 24 **402.024** Music-Enhanced Reciprocal Imitation Training in ASD: A Single-Subject Study of a Telehealth Parent Coaching Intervention **T. Liu**¹, K. Martínez-Torres², O. Boorum³, S. Camarata³ and M. D. Lense¹, (1) Vanderbilt University Medical Center, Nashville, TN, (2)1215 21st Avenue South Medical Center East, Vanderbilt University, Nashville, TN, (3)Hearing & Speech Sciences; Psychiatry & Behavioral Sciences, Vanderbilt University Medical Center, Nashville, TN
- 25 **402.025** Pandemic-Related Interruptions to Early Intervention Services: Impacts on Students Academic and Behavioral Outcomes **S. Hurwitz** and T. O’Neal, Special Education, Indiana University, Bloomington, IN

- 26 **402.026** Piloting an Evidence-Based, Parent Mediated Intervention for Spanish Speaking Latinx Families **K. Guerra¹**, K. Pickard² and N. M. Hendrix³, (1)Marcus Autism Center, Atlanta, GA, (2)Emory University School of Medicine, Marcus Autism Center, Atlanta, GA, (3)Marcus Autism Center, Emory University School of Medicine, Atlanta, GA
- 27 **402.027** Positive Reinforcement during Naturalistic Developmental Behavioral Interventions: Application of the New Coding Scheme **Opris S. K. Kleber¹**, J. Kitzerow¹, S. C. Mueller², Z. Kim¹, K. Teufel¹ and C. M. Freitag¹, (1)Autism Research and Intervention Center of Excellence Frankfurt, Department of Child and Adolescent Psychiatry, Psychosomatics and Psychotherapy, University Hospital Frankfurt, Goethe University, Frankfurt, Germany, (2)Autism Research and Intervention Center of Excellence, Department of Child and Adolescent Psychiatry, Psychosomatics and Psychotherapy - University Hospital Frankfurt, Goethe University, Frankfurt am Main, Germany, Frankfurt a.M., Germany
- 28 **402.028** Pre-Treatment Developmental Quotient, Age at Treatment Start, and Early Intervention Type Predict Differential Developmental Trajectories in Autism **E. M. Busuoli¹**, M. Godel², F. Robain², Y. Sinai-Gavrilov³, T. Gev⁴, A. Narzisi⁵, A. Contaldo⁶, C. Colombi⁷, F. Muratori⁸, O. Golan⁹, G. Vivanti¹⁰, M. Schaefer¹¹, L. Ruta¹² and M. V. Lombardo¹³, (1) Center for Neuroscience and Cognitive Systems, Laboratory for Autism and Neurodevelopmental Disorders, Istituto Italiano di Tecnologia, Rovereto, Italy, (2)Department of Psychiatry, University of Geneva School of Medicine, Geneva, Switzerland, Geneva, Switzerland, (3)Autism Research Lab, Department of Psychology, Bar-Ilan University, Ramat-Gan 5290002, Israel, Ramat-Gan, Israel, (4)Department of Psychology, Bar-Ilan University, Ramat Gan, Israel, (5)IRCCS Stella Maris Foundation, Pisa (Calambrone), Italy, (6)IRCCS Stella Maris Foundation, Calambrone (Pisa), Italy, (7)Stella Maris Institute, Pisa, MI, Italy, (8)Department of Clinical and Experimental Medicine, University of Pisa, Pisa, Italy, (9)Department of Psychology, Bar-Ilan University, Ramat-Gan, Israel, (10)A.J. Drexel Autism Institute, Drexel University, Philadelphia, PA, (11)Developmental Imaging and Psychopathology Lab, University of Geneva, Geneva, Switzerland, (12) Institute of Applied Sciences and Intelligent Systems, "Eduardo Caianiello" (ScienceApp) – National Research Council of Italy (CNR), Messina, Italy, (13)Center for Neuroscience and Cognitive Systems, Istituto Italiano di Tecnologia, Rovereto, Italy
- 29 **402.029** Prediction and Monitoring of Treatment Response in Early Intervention: Measuring Social Visual Engagement during a Randomized Clinical Trial of the Early Social Interaction Project **E. Kushner¹**, K. Pickard², J. L. Stapel-Wax³, A. M. Wetherby⁴, A. Klin⁵, W. Jones⁵ and L. A. Edwards⁵, (1)Emory University, Marcus Autism Center, Atlanta, GA, (2) Emory University School of Medicine, Marcus Autism Center, Atlanta, GA, (3)Emory University School of Medicine, Atl, GA, (4)Florida State University Autism Institute, Tallahassee, FL, (5)Marcus Autism Center, Children's Healthcare of Atlanta and Emory University School of Medicine, Atlanta, GA
- 30 **402.030** Predictors of Active Engagement in Inclusive Preschool Classrooms for Children with and without ASD: Teachers' Classroom Supports and Children's Social Visual Attention **M. Siller¹**, L. Morgan², L. A. Edwards², S. Fuhrmeister³, B. Schirmer⁴, A. Rudrabhatla², E. Kushner², Q. O. Wedderburn⁶ and E. J. Chatson⁵, (1)Emory University School of Medicine, Atlanta, GA, (2)Marcus Autism Center, Children's Healthcare of Atlanta and Emory University School of Medicine, Atlanta, GA, (3)Marcus Autism Center, Children's Healthcare of Atlanta, Atlanta, GA, (4)Marcus Autism Center, Atlanta, GA, (5)Emory University, Marcus Autism Center, Atlanta, GA, (6)Emory University, Atlanta, GA
- 31 **402.031** Preparation for Adaptation of Intensive Early Intervention for Toddlers with ASD: Childcare Providers' Perspectives on Training Approach **M. Maye¹**, S. R. Edmunds², A. K. Stone MacDonald³ and A. S. Carter⁴, (1)Henry Ford Health System, Detroit, MI, (2)Boston Children's Hospital, Boston, MA, (3)University of Massachusetts Boston, Boston, MA, (4)Department of Psychology, University of Massachusetts Boston, Boston, MA
- 32 **402.032** Proof-of-Concept Study of a Novel Parent-Mediated Intervention for Infants at Elevated Likelihood of Autism **L. R. Watson¹**, J. Sideris², R. A. Faldowski³, E. Crais¹, S. W. Nowell⁴, M. DuBay⁵, R. Anderson⁶, C. Holland⁷, J. Artis⁸, E. Campi⁹, E. Choi⁹, T. Uzonyi¹⁰, R. Grzadzinski¹¹, H. Lee¹², S. M. Bristol⁶, M. E. Jaramillo¹³, H. Elsayed¹⁴ and G. T. Baranek⁹, (1)Department of Allied Health Sciences, University of North Carolina at Chapel Hill, Chapel Hill, NC, (2)Mrs. T. H. Chan Division of Occupational Science and Occupational Therapy, University of Southern California - T.H. Chan Division of Occupational Science and Occupational Ther, Los Angeles, CA, (3)Center for the Study of Aging and Human Development, Duke University, Durham, NC, (4)Frank Porter Graham Child Development Institute, University of North Carolina - Chapel Hill, Chapel Hill, NC, (5)University of North Carolina, Chapel Hill, VA, (6)Allied Health Sciences, University of North Carolina at Chapel Hill, Chapel Hill, NC, (7)Columbia University, New York, NY, (8)Communication Sciences and Disorders, New York University, New York, NY, (9)Chan Division of Occupational Science and Occupational Therapy, University of Southern California, Los Angeles, CA, (10)Audiology and Speech Pathology, University of Tennessee Health Science Center, Knoxville, TN, (11)Carolina Institute for Developmental Disabilities, University of North Carolina, Chapel Hill, NC, (12)Psychology, Albright College, Reading, PA, (13)University of North Carolina, Chapel Hill, Chapel Hill, NC, (14)Center for Mobility and Rehabilitation Engineering Research, Kessler Foundation, East Hanover, NJ
- 33 **402.033** Systematic Review of Very Early Life Interventions for Infants at-Risk or Diagnosed with Neuro-Developmental Disorders **S. Wunderlich¹**, J. Zeidan¹, A. Ibrahim¹, M. Micali², F. Fulceri³, C. Servili⁴, P. Dixon⁵, A. Shih⁶, M. L. Scattoni³ and M. Elsabbagh⁷, (1)McGill University, Montreal, QC, Canada, (2)Research Coordination and Support Service, Istituto Superiore di Sanità, Rome, Italy, (3)Istituto Superiore di Sanità, Rome, Italy, (4)Department of Mental Health and Substance Abuse, World Health Organization, Geneva, Switzerland, (5)Wayne State University, Ann Arbor, MI, (6)Autism Speaks, New York, NY, (7)Neurology and Neurosurgery, McGill University, Montreal, QC, Canada
- 34 **402.034** The Current State of Preemptive Interventions: A Systematic Review and Meta-Analysis **L. H. Hampton** and E. Rodriguez, The University of Texas at Austin, Austin, TX
- 35 **402.035** The Effect of "Resilience Intervention with Parents of Children with ASD" on Parental Resilience and Well-Being and on Children's Behavior and Emotion Regulation **T. Gev^{1,2}**, O. Karnieli-Miller³, N. Gershon¹, D. Hamiel^{1,4}, N. Cohen-Aronson¹, S. Jaffe¹, A. Shlomiuk³ and N. Laor^{1,3}, (1)Center for the Treatment and Research of Autism - Association for Children at Risk, Giv'at Shemu'el, Israel, (2)Department of Psychology, Bar-Ilan University, Ramat Gan, Israel, (3)Sackler Faculty of Medicine, Tel Aviv University, Tel Aviv, Israel, (4)Baruch Ivcher School of Psychology, Reichman University (IDC Herzliya), Herzliya, Israel
- 36 **402.036** The Impact of Parent Resolution of Diagnosis on Intervention Fidelity in a Parent-Delivered Intervention for Pre-School Children with Autism: A Mixed Methods Study **C. Dissanayake¹**, P. Grogen¹, M. Yaari², R. Jellet¹ and K. L. Unwin¹, (1)Olga Tennison Autism Research Centre, La Trobe University, Melbourne, VIC, Australia, (2)Department of Psychology, The Hebrew University of Jerusalem, Jerusalem, Israel
- 37 **402.037** The Relationship between Child-Initiated and Caregiver-Initiated Joint Engagement and Joint Attention Following Jasper Treatment in Toddlers at-Risk for ASD. **M. Tafolla Magana¹**, T. Cohenour², S. Seese¹, W. I. Shih³, A. Gulsrud⁴ and C. Kasari¹, (1)University of California, Los Angeles, Los Angeles, CA, (2)UCLA, Los Angeles, CA, (3)University of California - Los Angeles, Los Angeles, CA, (4)UCLA Semel Institute for Neuroscience & Human Behavior, Los Angeles, CA

- 38 **402.038** Young Children with Autism Placed in Special and Inclusive Educational Settings Exhibit Similar Improvements in Core ASD Symptoms over Time **M. Ilan**¹, M. Faroy², D. A. Zachor³, L. Manelis⁴, A. Michaelovski⁵, I. Avni⁶, I. Menashe⁷, I. Dinstein⁸ and G. Meiri⁹, (1)Psychology Department, Ben-Gurion University of the Negev, Beer Sheva, Israel, (2)Preschool Psychiatric Unit, Soroka University Medical Center, Beer Sheva, Israel, (3) The Autism Center/ALUT, Pediatrics, Tel Aviv University /Shamir (Assaf Harofeh) Medical Center, Zerifin, Israel, (4)Negev Autism Center, Ben Gurion University of the Negev, Beer Sheva, Israel, (5)Zusman Child Development Center, Soroka University Medical Center, Beer Sheva, Israel, (6)Cognitive and Brain Sciences, Ben-Gurion University of the Negev, Beer Sheva, Israel, (7)Public Health Department, Ben-Gurion University of the Negev, Beer Sheva, Israel, (8)Cognitive and Brain Sciences Department, Ben-Gurion University of the Negev, Beer Sheva, Israel, (9)National Autism Research Center of Israel, Ben-Gurion University of the Negev, Beer Sheva, Israel
- 47 **403.047** Evidence-Based Review of the Parent-Implemented Video-Based Intervention to Teach Life Skills to Autistic Children **G. Yakubova** and B. B. Chen, University of Maryland, College Park, MD
- 48 **403.048** Technology-Based Interventions to Teach STEM Skills to Autistic Students **G. Yakubova**, B. B. Chen and M. Defayette, University of Maryland, College Park, MD
- 49 **403.049** Feasibility of Implementing a Virtual Reality Police Safety Intervention Via Teletherapy **A. S. Russell**¹, A. Zitter¹, M. Leuzzi¹, J. Pacheco², K. G. Tena¹, A. Knox¹, M. R. Pelella¹, M. L. Cola¹, R. Solorzano³, S. Turnacioglu³, J. S. Miller¹, V. Ravindran³, J. McCleery⁴ and J. Parish-Morris¹, (1)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (2)Saint Joseph's University, Philadelphia, PA, (3)Floreo, Inc., Washington DC, DC, (4)Psychology, Saint Joseph's University, Philadelphia, PA
- 50 **403.050** Generalization of Playground Social Skills Interventions and Identifying Potential Active Ingredients on Social Network Outcomes for School Aged Children with ASD **W. I. Shih**¹, J. Locke² and C. Kasari³, (1) University of California - Los Angeles, Los Angeles, CA, (2)Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA, (3)University of California, Los Angeles, Los Angeles, CA
- 51 **403.051** Group Selfi: Preliminary Results from an RCT of a Social Media Skills Group Intervention **A. Osuna**¹, T. W. Vernon², K. Sabini², E. Yamane², J. Flores², J. Lemus-Valle², J. Partida Flores², B. Bas², N. Pierce², G. Goldschmidt², T. Bhatia² and A. Nees², (1)University of California Santa Barbara, Santa Barbara, CA, (2)University of California, Santa Barbara, Santa Barbara, CA
- 52 **403.052** Open Trial of College Success Intervention: Increasing Executive Functioning and Social Skills in College Students with ASD **M. J. Baker-Ericzen**^{1,2}, M. Fitch³ and A. Tran⁴, (1)Administration, Rehabilitation and Post-Secondary Education, San Diego State University, San Diego, CA, (2)Child and Adolescent Services Research Center, San Diego State University, San Diego, CA, (3)Child and Adolescent Services Research Center, San Diego, CA, (4)Child and Adolescent Services Research, University of California, San Diego, San Diego, CA
- 53 **403.053** Parental High Elaborative Reminiscing Predicts Improvement in Autistic Children's Episodic Memory and Theory of Mind **A. Brien**¹ and **T. Hutchins**², (1)Speech-Language Pathology, California State University San Marcos, San Marcos, CA, (2)University of Vermont, Burlington, VT
- 54 **403.054** Qualitative Assessment of Autobiographical Memory in Autism Facilitates Treatment Planning of Parent-Led Interventions **T. Hutchins**¹ and A. Brien², (1)UVM, Burlington, VT, (2)Speech Language Pathology, California State University, San Marcos, San Marcos, CA
- 55 **403.055** Quality Assessment of Intervention Studies for Transition-Age Autistic Youth **K. Bottema-Beute**¹, S. Crowley¹, S. Y. Kim², S. Mohiuddin¹, Q. Yu¹ and P. Postek¹, (1)Lynch School of Education and Human Development, Boston College, Chestnut Hill, MA, (2)Duksung Women's University, Seoul, Korea, Republic of (South)
- 56 **403.056** Remote-Delivered Listening Comprehension Intervention for Children with Autism: Feasibility and Initial Efficacy **A. R. Henry**¹, C. Conner¹, M. C. Zajic² and E. J. Solari³, (1)University of Virginia, Charlottesville, VA, (2)University of California at Davis MIND Institute, Davis, CA, (3)Curriculum, Instruction, and Special Education, Curry School of Education University of Virginia, Charlottesville, VA
- 57 **403.057** SPARK Research Match: Supporting Clinical Trial Recruitment **J. Toroney**¹, J. K. Law², C. W. Lehman³, M. Sabiha³, P. Feliciano³, W. K. Chung⁴ and S. Consortium³, (1)Kennedy Krieger Institute, Baltimore, MD, (2)Maryland Center for Developmental Disabilities, Maryland Center for Development Disabilities, Kennedy Krieger Institute, Baltimore, MD, (3) Simons Foundation, New York, NY, (4)Department of Pediatrics, Columbia University, New York, NY

Poster Session

403 - Interventions - Non-pharmacologic - School-Age, Adolescent, Adult

11:30 AM - 1:30 PM - Griffin Hall

- 40 **403.040** Autism & Gender: A Pilot Study to the Effects of a Peer Support Group for Adolescents with Autism Spectrum Disorder and Gender Dysphoria **T. Brandsma**¹, **K. Visser**¹, L. P. Dekker², J. Volk¹ and A. Balleur-van Rijn³, (1)Youz, Rotterdam, Netherlands, (2)Department of Psychology, Education & Child Studies, Erasmus University Rotterdam, Rotterdam, Netherlands, (3)Youz, Gorinchem, Netherlands
- 41 **403.041** Autistic Experiences and Perspectives on Dating and Romantic Relationships: Towards an Inclusive Dating Social Skills Program for Autistic Adults **A. Arias** and T. W. Vernon, University of California, Santa Barbara, Santa Barbara, CA
- 42 **403.042** Breaking Down Barriers: Intensive Online PCIT for Parents of Autistic Children **M. Jimenez Munoz**, University of California, Santa Barbara, Santa Barbara, CA
- 43 **403.043** Community-Informed Development and Pilot of the Emotion Awareness and Skills Enhancement Team-Based Program (EASE-Teams) **K. B. Beck**¹, J. B. Northrup², K. Breitenfeldt³, S. A. Porton², T. N. Day⁴, K. T. MacKenzie⁵, C. M. Conner² and C. A. Mazefsky², (1)University of Pittsburgh, Pittsburgh, PA, (2)Department of Psychiatry, University of Pittsburgh School of Medicine, Pittsburgh, PA, (3)Psychiatry, University of Pittsburgh Medical Center (UPMC), Pittsburgh, PA, (4)Florida State University, Tallahassee, FL, (5)University of Pittsburgh School of Social Work, Pittsburgh, PA
- 44 **403.044** Effect of Daily Exercise on Body Composition of Adolescents with ASD **C. L. Hilton**¹, D. M. Collins¹, J. Jones², J. Flanagan³, C. Habeger¹ and K. Ratcliff¹, (1)Occupational Therapy, University of Texas Medical Branch, Galveston, TX, (2)Tarnow Center for Self-Management, Houston, TX, (3)Occupational Therapy, Nova Southeastern University, Jacksonville, FL
- 45 **403.045** Elaborative Reminiscence: A Feasible and Acceptable Intervention for Autistic Children **G. Ryan**¹, M. Cartwright², D. M. Bowler³, P. Howlin⁴, E. Strom⁵ and S. E. Lind⁶, (1)Autism Research Group, City University of London, London, United Kingdom, (2)City University of London, London, United Kingdom, (3)Autism Research Group, City University, London, United Kingdom, (4)King's College London, London, United Kingdom, (5)Psychology, City, University of London, London, United Kingdom, (6)City, University of London, London, United Kingdom
- 46 **403.046** Evaluating Race As a Predictor of Treatment Gains in the UCLA PEERS® for Young Adults Program **Y. H. Chou**¹, C. Moody², J. E. Lerner², I. Viani² and E. A. Laugeson², (1)Psychiatry and Biobehavioral Sciences, UCLA PEERS® Clinic, Los Angeles, CA, (2)UCLA Semel Institute for Neuroscience and Human Behavior, Los Angeles, CA

- 58 **403.058** School-Provided and Private Intervention Service Rates in School-Age Children with Autism with and without Co-Occurring Conditions M. C. Zajic¹, A. Manessis¹, J. Pattamaddy¹ and J. Gudknecht², (1)Health & Behavior Studies, Teachers College, Columbia University, New York, NY, (2)Human Development, Teachers College, Columbia University, New York, NY
- 59 **403.059** Sexuality and Relationship Education for Autistic Adults: A Pilot Program Based on an Evidence-Based Teen Model E. T. Crehan¹, J. N. Barstein², L. Stephens³, K. Greaves-Lord⁴ and L. P. Dekker⁵, (1) Eliot-Pearson Department of Child Study & Human Development, Tufts University, Medford, MA, (2)The Help Group - University of Los Angeles, California, Los Angeles, CA, (3)The Help Group, Sherman Oaks, CA, (4)Child and Adolescent Psychiatry/Psychology, Erasmus MC-Sophia Children's Hospital, Rotterdam, Netherlands, (5)Erasmus MC - Sophia Children's hospital, Rotterdam, Netherlands
- 60 **403.060** Systematic Review and Meta-Analysis on Psychotherapeutic Interventions for Co-Occurring Symptoms of Depressive-, Anxiety- and Obsessive-Compulsive Disorders in Autism Spectrum Disorder R. H. Wichers, L. C. van der Wouw, M. Brouwer, A. Lok and C. Bockting, Department of Psychiatry, Amsterdam UMC, Amsterdam, Netherlands
- 61 **403.061** Systematic Review: Emotion Dysregulation and Challenging Behavior Interventions for Children and Adolescents with Autism with Graded Key Evidence-Based Strategy Recommendations H. J. Nuske¹, A. Young¹, F. Khan², E. Palermo¹, B. Ajanaku¹, M. Pellecchia¹, G. Vivanti³, C. A. Mazefsky⁴, L. Brookman-Frazee⁵, J. McPartland⁶, M. S. Goodwin⁷ and D. S. Mandell⁸, (1)Penn Center for Mental Health, University of Pennsylvania, Philadelphia, PA, (2)Sociomedical Sciences Department, Mailman School of Public Health, Columbia University, New York, NY, (3)A.J. Drexel Autism Institute, Drexel University, Philadelphia, PA, (4)Department of Psychiatry, University of Pittsburgh School of Medicine, Pittsburgh, PA, (5)Psychiatry, UC San Diego, La Jolla, CA, (6)Child Study Center, Yale University School of Medicine, New Haven, CT, (7)Northeastern University, Boston, MA
- 62 **403.062** Facing Your Fears on Campus: Development of a Group-Based Anxiety Intervention for College Autistic Students B. Freedman¹, J. Monahan², K. L. Baldwin³, C. Edmondson², S. Mazza² and B. Blumenthal⁴, (1)Center for Disabilities Studies, University of Delaware, Newark, DE, (2) University of Delaware, Newark, DE, (3)Spectrum Scholars, University of Delaware, Newark, DE, (4)University of Delaware Center for Disabilities Studies, Newark, DE
- 63 **403.063** Telehealth Delivery of the Secret Agent Society Group Social Skills Program during COVID-19 A. Constantine¹, T. Filstein¹, C. A. Mootz¹, A. Lemelman², J. Giordano², J. Winter² and R. B. Beaumont³, (1)Weill Cornell Medicine, White Plains, NY, (2)Psychiatry, Center for Autism and the Developing Brain, White Plains, NY, (3)Child and Adolescent Psychiatry, Weill Cornell Medicine, New York Presbyterian Hospital, New York, NY
- 64 **403.064** The Effect of a Music-Making Program on Student-Teacher Relationships in Adolescents on the Autism Spectrum and with Intellectual Disability. M. Kaedbey¹, C. Sim¹, H. Dahary¹ and E. M. Quintin², (1) McGill University, Montreal, QC, Canada, (2)Educational & Counselling Psychology, McGill University, Montreal, QC, Canada
- 65 **403.065** The Implementation and Teaching of Health Practices for Children with Autism Spectrum Disorders during the COVID-19 Pandemic B. Aaronson^{1,2}, W. McCloud¹, C. Courshon^{1,3}, E. Allen¹, C. J. Kirk⁴ and S. N. Glick^{5,6}, (1)UW Autism Center, University of Washington, Seattle, WA, (2)Pediatrics, University of Washington, Seattle, WA, (3)Educational Psychology, University of Washington, Seattle, WA, (4)Pharmacy, Seattle Children's Hospital, Seattle, WA, (5)Division of Allergy and Infectious Disease – Department of Medicine, University of Washington, Seattle, WA, (6)Public Health – Seattle & King County, Seattle, WA
- 66 **403.066** “What Do We Do after We Fail? We Try Again”: Autistic Students' Experiences of Project Failures in an Interest-Based Afterschool Maker Program K. Murthi¹, Y. L. Chen¹, W. Martin², R. Vidiškis³, A. Riccio⁴ and K. P. Koenig¹, (1)Occupational Therapy, New York University, New York, NY, (2)Education Development Center, New York, NY, (3)EDC, New York, NY, (4)Department of Psychology, The Graduate Center, City University of New York (CUNY), New York, NY
- 67 **403.067** Improvements in Social Skills Accompanied By Decreases in Mental Health Symptoms: A Pilot Study with UCLA PEERS Program C. I. Parenteau¹, J. Floyd², T. Glavin³, K. Ankenman⁴, E. Lin², J. Charale², W. Ence², Y. S. Kim⁵, S. Bishop⁴ and S. Zheng⁶, (1)University of California, San Francisco, San Francisco, CA, (2)UCSF, San Francisco, CA, (3)STAR Center for ASD and NDDs, University of California San Francisco, San Francisco, CA, (4)University of California San Francisco, San Francisco, CA, (5)Department of Psychiatry and Behavioral Sciences, University of California, San Francisco, San Francisco, CA, (6)Psychiatry, University of California, San Francisco (UCSF), San Francisco, CA
- 68 **403.068** Comparing Telehealth and Face-to-Face (F2F) Academic, Seated Play Interventions and Their Assessment for Children with Autism Spectrum Disorder (ASD) A. N. Bhat¹, C. Cleffi², W. C. Su³, N. Amonkar⁴, S. Williams⁵ and S. Srinivasan⁶, (1)Department of Physical Therapy, University of Delaware, Newark, DE, (2)Physical therapy, University of Delaware, Newark, DE, (3)Physical Therapy, University of Delaware, Newark, DE, (4) University of Connecticut, Storrs, CT, (5)University of Delaware, Newark, DE, (6)Kinesiology, University of Connecticut, Storrs, CT
- 69 **403.069** Comparing Telehealth and Face-to-Face Creative Movement Interventions and Associated Assessments in Children with Autism Spectrum Disorder M. Spearling¹, W. C. Su², C. Cleffi³, N. Amonkar⁴, S. Williams⁵, S. Srinivasan⁶ and A. N. Bhat⁶, (1)University of Delaware, Newark, DE, (2)Physical Therapy, University of Delaware, Newark, DE, (3)Physical therapy, University of Delaware, Newark, DE, (4)University of Connecticut, Storrs, CT, (5)Kinesiology, University of Connecticut, Storrs, CT, (6)Department of Physical Therapy, University of Delaware, Newark, DE
- 70 **403.070** Comparing Telehealth and Face-to-Face (F2F) General Movement Interventions & Their Assessment in Children with Autism Spectrum Disorder (ASD) S. Williams¹, C. Cleffi², N. Amonkar³, W. C. Su⁴, S. Srinivasan⁵ and A. N. Bhat⁶, (1)University of Delaware, Newark, DE, (2)Physical therapy, University of Delaware, Newark, DE, (3)University of Connecticut, Storrs, CT, (4)Physical Therapy, University of Delaware, Newark, DE, (5)Kinesiology, University of Connecticut, Storrs, CT, (6) Department of Physical Therapy, University of Delaware, Newark, DE
- 71 **403.071** Effects of a Rhythm-Based, Creative Movement Intervention on Gross-Motor Coordination, Locomotor Skills, and Functional Strength of Children with ASD M. Bertram¹, C. Cleffi², W. C. Su³, N. Amonkar⁴, S. Srinivasan⁵ and A. N. Bhat⁶, (1)University of Delaware, Newark, DE, (2) Physical therapy, University of Delaware, Newark, DE, (3)Physical Therapy, University of Delaware, Newark, DE, (4)University of Connecticut, Storrs, CT, (5)Kinesiology, University of Connecticut, Storrs, CT, (6)Department of Physical Therapy, University of Delaware, Newark, DE
- 72 **403.072** Effects of a Whole-Body Exercise Intervention on Gross-Motor Skills and Functional Strength of Children with ASD C. Cleffi¹, N. Amonkar², W. C. Su³, S. Srinivasan⁴ and A. N. Bhat⁵, (1)Physical therapy, University of Delaware, Newark, DE, (2)University of Connecticut, Storrs, CT, (3)Physical Therapy, University of Delaware, Newark, DE, (4)Kinesiology, University of Connecticut, Storrs, CT, (5)Department of Physical Therapy, University of Delaware, Newark, DE
- 73 **403.073** Appropriateness, Acceptability, and Feasibility of a Neurodiversity-Based Self-Determination Program for Autistic Adults T. A. M. McDonald¹, S. Lalani², I. Chen², C. Cotton³, L. Jeradeh Boursoulian⁴ and B. A. Malow¹, (1)Sleep Disorders Division, Department of Neurology, Vanderbilt University Medical Center, Nashville, TN, (2)Neurology, Vanderbilt University Medical Center, Nashville, TN, (3)Vanderbilt University Medical Center, Nashville, TN, (4)Department of Pediatrics, Vanderbilt University Medical Center, Nashville, TN

- 74 **403.074** Effects of Creative and Fine-Motor Interventions on Fine Motor Skills and Executive Functioning of Children with ASD **W. C. Su¹**, B. Kapinski², N. Islam¹, C. Cleffi³, N. Amonkar⁴, S. Srinivasan⁵ and A. N. Bhat⁶, (1)Physical Therapy, University of Delaware, Newark, DE, (2)University of Delaware, Newark, DE, (3)Physical therapy, University of Delaware, Newark, DE, (4)University of Connecticut, Storrs, CT, (5)Kinesiology, University of Connecticut, Storrs, CT, (6)Department of Physical Therapy, University of Delaware, Newark, DE
- 75 **403.075** Implementation Fidelity of T-STEP Program for Transition-Age Autistic Adults **S. A. Stahl¹**, M. L. Cook², Y. C. Syu³, B. Tomaszewski⁴ and L. G. Klinger⁵, (1)TEACCH, University of North Carolina at Chapel Hill, Carrboro, NC, (2)TEACCH Autism Program; Psychology & Neuroscience, University of North Carolina, Chapel Hill, NC, (3)University of North Carolina - Chapel Hill, Chapel Hill, NC, (4)Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill, TEACCH Autism Program, Chapel Hill, NC, (5)TEACCH Autism Program; Psychiatry, UNC TEACCH Autism Program, Chapel Hill, NC

Poster Session

404 - Molecular and Cellular Biology

11:30 AM - 1:30 PM - Griffin Hall

- 80 **404.080** Characterizing the Impact of TBR1 De Novo Mutations on in Vitro Human Brain Development **A. B. Mar¹**, B. A. DeRosa¹, R. M. Mulqueen¹, D. Krenik¹, M. Co¹, A. Nishida¹, A. C. Adey^{1,2} and B. J. O'Roak¹, (1)Molecular and Medical Genetics, Oregon Health & Science University, Portland, OR, (2)Knight Cardiovascular Institute, Oregon Health & Science University, Portland, OR
- 81 **404.081** Human Endogenous Retroviruses Re-Activation, Autism Spectrum Disorder and Maternal Perinatal Depression: Upcoming Results of Hervs Expression in Mother-Child Pairs. **M. Siracusano^{1,2}**, M. Giudice³, A. Riccioni^{2,4}, V. Petrone³, M. Fanelli³, A. Minutolo³, C. Maracchioni³, C. Cipriani⁵, E. Carloni², L. Arturi², I. Adulti⁵, C. Niolu^{5,6}, C. Matteucci³, L. Mazzone^{2,4} and E. Balestrieri³, (1)Biomedicine and Prevention, University of Rome Tor Vergata, Rome, Italy, (2)Child and Adolescence Psychiatry Unit, Policlinico Tor Vergata Hospital, Rome, Italy, (3)Department of Experimental Medicine, University of Rome Tor Vergata, Rome, Italy, (4)Systems Medicine, Division of Child Psychiatry, University of Rome Tor Vergata, Rome, Italy, (5)Adult Psychiatry Unit, Policlinico Tor Vergata Hospital, Rome, Italy, (6)Systems Medicine, Division of Adult Psychiatry, University of Rome Tor Vergata, Rome, Italy
- 82 **404.082** The Intellectual Disability Gene DDX3X in Sex-Specific Neuronal Morphogenesis **A. Mossa^{1,2,3,4}**, Y. Park^{1,2,3,4}, Z. Akpinar^{1,2,3,4}, M. Hannah^{1,2,3,4}, O. Pistone^{1,2,3,4}, D. C. Ung^{1,2,3,4}, A. Romagnoli⁵, J. D. Buxbaum^{1,2,3,4,6,7}, D. Di Marino⁸ and S. De Rubeis^{1,2,3,4}, (1)Psychiatry, Icahn School of Medicine at Mount Sinai, New York, NY, (2)Friedman Brain Institute, Icahn School of Medicine at Mount Sinai, New York, NY, (3)The Mindich Child Health and Development Institute, Icahn School of Medicine at Mount Sinai, New York, NY, (4)Seaver Autism Center for Research and Treatment, Icahn School of Medicine at Mount Sinai, New York, NY, (5)New York-Marche Structural Biology Center (NY-MaSBiC), Polytechnic University of Marche, Ancona, Italy, (6)Department of Neuroscience, Icahn School of Medicine at Mount Sinai, New York, NY, (7)Genetics and Genomic Sciences, Icahn School of Medicine at Mount Sinai, New York, NY, (8)Faculty of Biomedical Sciences, Institute of Computational Science, Università della Svizzera Italiana, Lugano, Switzerland

Poster Session

405 - Sensory, Motor, and Repetitive Behaviors and Interests

11:30 AM - 1:30 PM - Griffin Hall

- 85 **405.085** A Pilot Study of Active Social Touch in Autism **A. Zoltowski¹**, E. Eyoh², K. Dunham¹, T. G. Woynaroski³, M. D. Failla⁴, J. I. Feldman⁵, T. S. Chou⁶, J. L. Krichmar⁵ and C. J. Cascio⁶, (1)Vanderbilt University, Nashville, TN, (2)Institute of Child Development, University of Minnesota, Minneapolis, MN, (3)Department of Hearing and Speech Sciences, Vanderbilt University Medical Center, Nashville, TN, (4)Psychiatry, Vanderbilt University, Nashville, TN, (5)Cognitive Science, University of California, Irvine, Irvine, CA, (6)Department of Psychiatry and Behavioral Science, Vanderbilt University Medical Center, Nashville, TN
- 86 **405.086** Adherence to the Two-Thirds Power Law and Kinematic Differences in Children with Autism during Ellipse Drawing and Tracing Activities on Smart-Tablet **E. Fourie¹**, S. C. Lu², J. Delafield-Butt² and S. M. Rivera³, (1)Psychology, University of California, Davis, Davis, CA, (2) Laboratory for Innovation in Autism, University of Strathclyde, Glasgow, United Kingdom, (3)Department of Psychology, University of California, Davis, Davis, CA
- 87 **405.087** Age-Related Differences in Behavioral and Physiological Responses to Sensory Stimulation in Children and Adolescents with and without Autism Spectrum Disorder (ASD) **S. Ramappa^{1,2}**, J. Jung², R. Chu³, K. K. Cummings⁴, G. Patterson⁵, M. Dapretto², S. Y. Bookheimer² and S. A. Green², (1)University of California, Los Angeles, Los Angeles, CA, (2) Dept of Psychiatry and Biobehavioral Sciences, University of California, Los Angeles, Los Angeles, CA, (3)Growing Healthy Children Therapy Services, Inc., Rescue, CA, (4)The University of North Carolina at Chapel Hill, Chapel Hill, NC, (5)University of Denver, Denver, CO
- 88 **405.088** An Observational Study of the Relationship between Sensory Reactivity Differences and Classroom Behaviour of Autistic Children. **H. Marcham¹** and T. Tavassoli², (1)School of Psychology and Clinical Language Sciences, University of Reading, Reading, United Kingdom, (2) Centre for Autism, School of Psychology & Clinical Language Sciences, University of Reading, Reading, United Kingdom
- 89 **405.089** Are Interests Harmonious or Obsessive? A Look at Passion in Autistic Emerging Adults **A. J. Meilleur^{1,2}**, N. Cusson^{2,3}, R. J. Vallerand⁴, I. Soulières⁵ and E. L. Bussières⁵, (1)Department of Psychology, Université du Québec à Montréal, Montréal, QC, Canada, (2)Autism Research Group, CIUSSS du Nord-de-l'Île-de-Montréal, Montréal, QC, Canada, (3) Department of Psychology, Université du Québec à Montréal, Montréal, QC, Canada, (4)Psychology, Université du Québec à Montréal (UQAM), Montréal, QC, Canada, (5)Psychology, Université du Québec à Trois-Rivières, Trois-Rivières, QC, Canada
- 90 **405.090** Characterization of Sensory over-Responsivity in a Broad Neurodevelopmental Concern Cohort Using the Sensory Processing Three Dimensions (SP3D:A) Assessment **M. C. Lazerwitz^{1,2}**, M. A. Rowe³, K. J. Trimarchi², R. D. Garcia², R. Chu^{1,4}, S. Parekh¹, J. Wren-Jarvis¹, I. Bourla¹, I. Mark¹, E. J. Marco² and P. Mukherjee^{1,5}, (1)Department of Radiology and Biomedical Imaging, University of California, San Francisco, San Francisco, CA, (2)Cortica Healthcare, San Rafael, CA, (3)Department of Psychology and Neuroscience, University of Colorado, Boulder, Boulder, CO, (4) Growing Healthy Children Therapy Services, Rescue, CA, (5)Department of Bioengineering and Therapeutic Sciences, University of California, San Francisco, San Francisco, CA
- 91 **405.091** Defining and Assessing the Construct of Food Pickiness in Autistic and Neurotypical Adolescents and Young Adults **R. A. Rivera¹**, P. Allen² and L. Bennetto¹, (1)Psychology, University of Rochester, Rochester, NY, (2)University of Rochester Medical Center, Rochester, NY
- 92 **405.092** Differential and Shared Pathways to Sensory over-Responsivity and Anxiety: The Role of Hot and Cool Self-Regulation **E. Glenn**, A. Taiwo and L. L. McIntyre, Special Education and Clinical Sciences, University of Oregon, Eugene, OR

- 93 **405.093** Dynamic Complexity of Atypical Postural Control in Autistic Toddlers **P. R. Krishnappa Babu¹**, J. M. Di Martino¹, R. E. Aiello², K. L. Carpenter², S. Compton², N. O. Davis³, S. Espinosa¹, J. Flowers², A. Harris⁴, J. Howard², S. Perochon¹, M. Spanos³, G. Dawson² and G. Sapiro¹, (1) Department of Electrical and Computer Engineering, Duke University, Durham, NC, (2)Department of Psychiatry and Behavioral Sciences, Duke Center for Autism and Brain Development, Durham, NC, (3)Department of Psychiatry and Behavioral Sciences, Duke ADHD Program, Duke University Medical Center, Durham, NC, (4)Boston University, Durham, NC
- 94 **405.094** EEG Proxy Markers of Sensory Sensitivities of ASD **A. Javed¹**, J. L. He², N. A. Puts³, J. Ahmad⁴, R. Jeyaraj⁵, E. J. Jones⁶ and G. McAlonan⁷, (1)Department of Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, Psychology and Neuroscience, Kings College London, Insite of Psychiatry, Psychology & Neuroscience, London, United Kingdom, (2)King's College London, London, MD, United Kingdom, (3) Russell H. Morgan Department of Radiology and Radiological Science, The Johns Hopkins University School of Medicine, Baltimore, MD, (4)Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (5)King's College London, London, United Kingdom, (6)Centre for Brain and Cognitive Development, Birkbeck University of London, London, United Kingdom, (7)NIHR-Biomedical Research Centre for Mental Health at the Institute of Psychiatry, Psychology and Neuroscience, South London and Maudsley Foundation NHS Trust, London, United Kingdom
- 95 **405.095** Examining the Association between Categories of Restricted Repetitive Behaviors and Parent Stress for Parents of Children with ASD **S. F. Fernandes¹**, E. Harrington¹, J. E. Nauman² and B. R. Ingersoll¹, (1) Psychology, Michigan State University, East Lansing, MI, (2)Psychology, Michigan State University Psychology Department, East Lansing, MI
- 96 **405.096** Examining the Role of Attention Problems in Motor Stereotypy in Children with ASD **J. E. Nauman¹** and B. R. Ingersoll², (1)Psychology, Michigan State University Psychology Department, East Lansing, MI, (2) Psychology, Michigan State University, East Lansing, MI
- 97 **405.097** Executive Function As a Predictor of Restricted and Repetitive Behaviors (RRB) Severity in Kindergarteners with ASD **A. M. Viggiano¹**, E. P. McKernan¹, K. Tang² and S. H. Kim¹, (1)Psychiatry, Center for Autism and the Developing Brain, White Plains, NY, (2)Center for Autism and the Developing Brain, White Plains, NY
- 98 **405.098** Gain Control for Sensory Processing in Autism Spectrum Disorder **G. Parra¹**, K. Takach¹, L. Cornelissen² and A. R. Levin³, (1)Boston Children's Hospital, Brookline, MA, (2)Anesthesiology, Boston Children's Hospital, Boston, MA, (3)Neurology, Boston Children's Hospital, Brookline, MA
- 99 **405.099** Identification and Quantification of Stereotypical Movements from Video Recordings of ADOS Assessments Using Computer Vision and Deep Learning Techniques **T. Barami¹**, M. Ilan², N. Gabbay¹, M. Faroy³, A. Michaelovskii⁴, G. Meiri⁴, A. Sharf¹ and I. Dinstein⁵, (1)Ben Gurion University, Beersheba, Israel, (2)Psychology Department, Ben-Gurion University of the Negev, Beer Sheva, Israel, (3)Preschool Psychiatric Unit, Soroka University Medical Center, Beer Sheva, Israel, (4)National Autism Research Center of Israel, Ben-Gurion University of the Negev, Beer Sheva, Israel, (5)Cognitive and Brain Sciences Department, Ben-Gurion University of the Negev, Beer Sheva, Israel
- 100 **405.100** Sensory Processing and Autistic Traits in Young Adult Females **G. J. Cardon¹**, M. McQuarrie² and S. Calton¹, (1)Brigham Young University, Provo, UT, (2)Brigham Young University, Provo, UT
- 101 **405.101** Intolerance of Uncertainty, Sensory Processing, and Related Correlates in Autistic Children during the COVID-19 Pandemic **G. J. Cardon¹** and M. Bradley, Brigham Young University, Provo, UT
- 102 **405.102** Motor Skills Predict Adaptive Behavior in Children and Adolescents with Autism Spectrum Disorder **N. E. Fears¹** and H. L. Miller, School of Kinesiology, University of Michigan, Ann Arbor, MI
- 103 **405.103** Paired Tactile Stimulation Enhances Tactile Perception in Children with and without Autism **M. Balabanovska¹**, J. L. He², H. Powell³, P. A. Celnik⁴, R. A. Edden⁵, S. H. Mostofsky⁶ and N. A. Puts⁵, (1)King's College London, London, United Kingdom, (2)King's College London, London, MD, United Kingdom, (3)Institute of Psychiatry, Psychology & Neuroscience, King's College London, London, United Kingdom, (4) Department of Physical Medicine and Rehabilitation, The Johns Hopkins University School of Medicine, Baltimore, MD, (5)Russell H. Morgan Department of Radiology and Radiological Science, The Johns Hopkins University School of Medicine, Baltimore, MD, (6)Center for Autism and Related Disorder, Kennedy Krieger Institute, Baltimore, MD
- 104 **405.104** Postural Control during Preparation and Execution of Voluntary Arm Movements in Children with Autism Spectrum Disorder **S. W. Park¹**, S. Bond², A. Cardinaux³, P. Sinha² and D. Sternad², (1)The University of Texas at San Antonio, San Antonio, TX, (2)Northeastern University, Boston, MA, (3)Massachusetts Institute of Technology, Cambridge, MA
- 105 **405.105** Quantification of Fine Motor Skills Via a Tablet-Based Video Game in Young Autistic and Neurotypical Children **S. Perochon^{1,2}**, J. M. Di Martino¹, P. R. Krishnappa Babu¹, R. E. Aiello³, K. L. Carpenter³, S. Compton³, N. O. Davis⁴, S. Espinosa¹, J. Flowers³, J. Howard³, S. H. Collins⁴, E. M. Perrin⁵, A. Rieder⁶, M. Spanos³, G. Sapiro¹ and G. Dawson³, (1)Department of Electrical and Computer Engineering, Duke University, Durham, NC, (2)Mathematics, Ecole Normale Supérieure Paris-Saclay, Gif-sur-Yvette, France, (3)Department of Psychiatry and Behavioral Sciences, Duke Center for Autism and Brain Development, Durham, NC, (4) Department of Psychiatry and Behavioral Sciences, Duke ADHD Program, Duke University Medical Center, Durham, NC, (5)Department of Pediatrics, Duke University School of Medicine, Durham, NC, (6)Duke Global Health Institute, Duke University, Durham, NC
- 106 **405.106** Reduced Autonomic Response to Pleasant Touch in ASD Children **M. R. Bufo^{1,2,3}**, M. Guidotti^{1,2,3}, Y. Mofid^{1,2}, F. Bonnet-Brihault^{1,2,3}, N. Aguilon Hernandez^{1,3} and C. Wardak^{1,2}, (1)UMR 1253, iBrain, Université de Tours, Inserm, Tours, France, (2)Exac-t, EXcellence Center in Autism and neurodevelopmental disorders, Tours, France, (3)Université François Rabelais de Tours, Tours, France
- 107 **405.107** Relationship between Sensory Processing and Behavioral and Physiological Distress during Routine Dental Cleanings in Children with Autism Spectrum Disorder **L. I. Duker (Stein)¹**, C. Jollette², C. Vigen² and S. Cermak³, (1)Chan Division of Occupational Science and Occupational Therapy, University of Southern California, Los Angeles, CA, (2)University of Southern California, Los Angeles, CA, (3)USC Mrs. T.H. Chan Division of Occupational Science and Occupational Therapy, University of Southern California, Los Angeles, CA
- 108 **405.108** Relationships between Age and Diagnostic Status on the Presence of Restricted Interests in Toddlers with ASD, Developmental Delay, and No Delay **M. Frisch¹**, K. L. Coulter¹, R. P. Thomas¹, M. Barton¹, D. L. Robins² and D. A. Berger¹, (1)Psychological Sciences, University of Connecticut, Storrs, CT, (2)A.J. Drexel Autism Institute, Drexel University, Philadelphia, PA
- 109 **405.109** Sensory Gating in Neurodevelopmental Disorders: A Scoping Review **S. E. Schulz¹**, M. Luszczawski¹, K. E. Hannah² and R. A. Stevenson³, (1)Western University, London, ON, Canada, (2)Psychology, University of Western Ontario, London, ON, Canada, (3)Brain and Mind Institute, University of Western Ontario, London, ON, Canada
- 110 **405.110** Impact of Sensory Functioning on School Performance and Social-Emotional Outcomes **C. Butera^{1,2}**, P. Ring¹, L. A. Harrison², A. Jayashankar^{1,2}, J. Sideris¹, E. Kilroy^{1,2}, S. Cermak¹, M. D. Chernikova², J. Kaplan² and L. Aziz-Zadeh^{1,2}, (1)USC Mrs. T.H. Chan Division of Occupational Science and Occupational Therapy, University of Southern California, Los Angeles, CA, (2)Brain and Creativity Institute, Dornsife College of Letters, Arts and Sciences, University of Southern California, Los Angeles, CA
- 111 **405.111** Sensory Reactivity Patterns Predict Variation in Restricted and Repetitive Behaviors in Non-Autistic Children **S. Soker-Elimaliah¹** and J. B. Wagner², (1)The Graduate Center, City University of New York, New York,

NY, (2)Department of Psychology, College of Staten Island, City University of New York, Staten Island, NY

- 112 **405.112** Sensory Symptoms and Internalizing Behaviors in Young Adults and Adolescents with Current ASD, History of ASD, and Typical Development **H. R. Thomas**, M. J. Stabile, R. P. Thomas, D. A. Berger and I. M. Eigsti, Psychological Sciences, University of Connecticut, Storrs, CT
- 113 **405.113** The Development and Implementation of an Anonymous Survey to Measure Caregiver Satisfaction with Sensory Interventions for Children with Autism and Related Conditions **C. F. Layton**¹ and P. M. Siper², (1)The Seaver Autism Center for Research & Treatment, New York, NY, (2)Seaver Autism Center for Research and Treatment, Department of Psychiatry, Icahn School of Medicine at Mount Sinai Hospital, New York, NY
- 114 **405.114** The Predictive Relationship between Sensory Reactivity and Depressive Symptoms in Young Autistic Children with Few to No Words. **T. Rossow**¹, K. MacLennan² and T. Tavassoli², (1)Centre for Autism, School of Psychology & Clinical Language Sciences, University of Reading, Reading, United Kingdom, (2)Centre for Autism, School of Psychology & Clinical Language Sciences, University of Reading, Reading, United Kingdom
- 115 **405.115** The Role of Sensory Processing in Feeding Challenges for Young Autistic Children and Contributions to Family Goals **K. K. Ausderau**¹ and B. M. St John², (1)University of Wisconsin - Madison, Madison, WI, (2)University of Wisconsin-Madison, Madison, WI
- 116 **405.116** Towards Better Characterization of Circumscribed Interests in Children and Adolescents with Autism **E. K. Spackman**¹, T. W. Frazier², A. Y. Hardan³ and M. Uljarevic⁴, (1)The Melbourne School of Psychological Sciences, University of Melbourne, Parkville, VIC, Australia, (2)Psychology, John Carroll University, Cleveland, OH, (3)Psychiatry & Behavioral Sciences, Stanford University, Stanford, CA, (4)School of Psychological Sciences, University of Melbourne, Stanford, CA, Australia
- 117 **405.117** Unsupervised Stratification of Motor Behavior in Autism Isolates a Subtype with Enhanced Motor Noise **V. Mandelli**^{1,2}, I. Landi², S. Busti Ceccarelli³, M. Molteni³, A. Crippa⁴ and M. V. Lombardo⁵, (1)Center for mind/brain sciences - CIMeC, Centre for Mind Brain Sciences (CIMeC), University of Trento, Italy, Trento, Italy, (2)Center for Neuroscience and Cognitive Systems, Laboratory for Autism and Neurodevelopmental Disorders, Istituto Italiano di Tecnologia, Rovereto, Italy, (3)Scientific Institute, IRCCS Eugenio Medea, Bosisio Parini, Italy, (4)Department of Psychology, University of Milano-Bicocca, Milano, Italy, (5)Center for Neuroscience and Cognitive Systems, Istituto Italiano di Tecnologia, Rovereto, Italy
- 118 **405.118** Using Both Explicit and Implicit Emotional Responses to Taste Cues for Understanding Taste Preferences Among Autistic Children. **A. Singh** and H. S. Seo, Food Science, University of Arkansas, Fayetteville, AR
- 119 **405.119** The Association between Sensory Domains in Children with Autism Spectrum Disorder **K. Takach**¹, G. Parra¹, L. Cornelissen² and A. R. Levin³, (1)Boston Children's Hospital, Brookline, MA, (2)Anesthesiology, Boston Children's Hospital, Boston, MA, (3)Neurology, Boston Children's Hospital, Brookline, MA
- 120 **405.120** Autism in Movement: Influence of Motor Development on Other Aspects of Development in Children with and without Autism Spectrum Disorder in New Zealand **P. Araya-Herrera**, School of Psychology, The University of Auckland, Auckland, New Zealand
- 121 **405.121** Relationships between Motor and Daily Living Skills in Children with Autism Spectrum Disorder (ASD): A SPARK Dataset Analysis **A. N. Bhat**, Department of Physical Therapy, University of Delaware, Newark, DE

Poster Session

406 - Social Cognition and Social Behavior

11:30 AM - 1:30 PM - Griffin Hall

- 124 **406.124** Adults with Autism Demonstrate Theory of Mind on a Child-Oriented Word Association Task **S. West**¹, E. Haebig² and C. Cox¹, (1) Louisiana State University, Baton Rouge, LA, (2)Communication Sciences and Disorders, Louisiana State University, Baton Rouge, LA
- 125 **406.125** Affect and Autism Spectrum Disorder: Facial Expressivity in Response to Social Uncertainty **K. Layton**¹, J. Tetreault¹, D. Morriss Sipsock² and **S. Sheinkopf**³, (1)Brown Center for the Study of Children at Risk, Women & Infants Hospital of Rhode Island, Providence, RI, (2)Warren Alpert Medical School, Providence, RI, (3)Brown Center for the Study of Children at Risk, Women & Infants Hospital, Providence, RI
- 126 **406.126** An 'Autistic Communicative Style'? Exploring Autistic People's Social Communicative Style **H. Sutherland**¹, C. J. Crompton¹, J. Long² and S. Fletcher-Watson³, (1)University of Edinburgh, Edinburgh, United Kingdom, (2)Scottish Autism, Alloa, United Kingdom, (3)Salvesen Mindroom Research Centre, University of Edinburgh, Edinburgh, United Kingdom
- 127 **406.127** Autistic Traits Modulate the Relation between Self-Perceived and Actual Social Cognitive Ability **D. Romero Fajardo**, N. S. Tucker, L. Sweeney and K. R. Warnell, Department of Psychology, Texas State University, San Marcos, TX
- 128 **406.128** Children's Autistic Traits and Peer Relationships: Do Non-Verbal IQ and Externalizing Problems Play a Role? **N. Sari**, Erasmus Rotterdam University, Rotterdam, Netherlands
- 129 **406.129** Developing and Maintaining Friendships: The Role of Anxiety, Social Engagement and Mentorship Among Youth with ASD **J. E. Pappagianopoulos**¹ and M. O. Mazurek², (1)Clinical and School Psychology, University of Virginia, Charlottesville, VA, (2)University of Virginia, Charlottesville, VA
- 130 **406.130** Development of a Measure of Positive and Negative Emotions in Autistic Adults **A. R. Dallman**¹, M. Lieb² and A. Scott³, (1)Department of Allied Health Sciences, University of North Carolina at Chapel Hill, Chapel Hill, NC, (2)Occupational Therapy & Occupational Science, Towson University, Towson, MD, (3)Towson University, Towson, MD
- 131 **406.131** Diagnostic and Sex-Based Differences in Behavioral Responses to Social Evaluative Threat Among Autistic and Neurotypical Adolescents **J. M. Schwartzman**, R. A. Muscatello and B. A. Corbett, Psychiatry and Behavioral Sciences, Vanderbilt University Medical Center, Nashville, TN
- 132 **406.132** Differential Effects of Specific Anxiety Symptoms on Facial Emotion Recognition in Youth with Autism Spectrum Disorder: Examination By Stimulus Type **E. Fowler-Benton**¹, R. G. McDonald¹, S. Khawar¹, N. Yacoub¹, M. I. Cargill¹, N. Macapagal¹, T. Rosen², M. D. Lerner³ and E. Kang¹, (1)Department of Psychology, Montclair State University, Montclair, NJ, (2)University of Colorado School of Medicine, JFK Partners, Aurora, CO, (3)Psychology, Stony Brook University, Stony Brook, NY
- 133 **406.133** Empathy in Autism: A Systematic Review and Meta-Analysis **N. Cusson**^{1,2}, A. J. Meilleur^{2,3}, B. Bernhardt¹, I. Soulieres^{1,2} and L. Mottron, M.D.^{2,5}, (1)Department of Psychology, Université du Québec à Montréal, Montréal, QC, Canada, (2)Autism Research Group, CIUSSS du Nord-de-l'Île-de-Montréal, Montréal, QC, Canada, (3)Department of Psychology, Université du Québec à Montréal, Montréal, QC, Canada, (4)Department of Neurology and Neurosurgery, McGill University, Montréal, QC, Canada, (5)Department of Psychiatry and Addictology, Université de Montréal, Montréal, QC, Canada
- 134 **406.134** Evidence of Girls with Autism Spectrum Disorder Camouflaging Autistic Traits **M. Canihuante**, J. E. Crank, S. Albarran and M. Sandbank, The University of Texas at Austin, Austin, TX

- 135 **406.135** Exploring Attention Networks and Social Functioning in Autism Spectrum Disorder **A. Jones**¹ and L. Tamm², (1)Cincinnati Childrens Hospital Medical Center, Cincinnati, OH, (2)Division of Behavioral Medicine and Clinical Psychology, Cincinnati Children's Hospital Medical Center, Cincinnati, OH
- 136 **406.136** Implicit Social Attribution in Preschool- and School-Aged Children with Autism Spectrum Disorder **B. Schirmer**¹, A. Krasno², L. Morgan³, M. Siller⁴, L. A. Edwards⁵, W. Jones⁶ and A. Klin⁷, (1)Marcus Autism Center, Atlanta, GA, (2)University of California Santa Barbara, Santa Barbara, CA, (3)Marcus Autism Center, Children's Healthcare of Atlanta and Emory University School of Medicine, Atlanta, GA, (4)Emory University School of Medicine, Atlanta, GA
- 137 **406.137** Improving University Students' Attitudes Towards Individuals with Autism **C. L. Dickter**¹, J. Burk², K. Burton¹, A. Allen¹, M. Blanco¹, S. Mallipeddi¹, K. Fergus¹ and K. Carter¹, (1)College of William and Mary, Williamsburg, VA, (2)William & Mary, Williamsburg, VA
- 138 **406.138** Investigating the Role of Emotion Regulation and Physiological Arousal in Anxiety in Children Diagnosed with Autism Spectrum Disorder **B. Syed**¹, R. Cardy², S. Monga³, J. A. Brian², B. Andrade⁴, E. Anagnostou⁵ and A. Kushki⁶, (1)University of Toronto, Toronto, ON, Canada, (2)Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (3)The Hospital for Sick Children, Toronto, ON, Canada, (4) Centre for Addiction and Mental Health, Toronto, ON, Canada, (5)Autism Research Centre, Bloorview Research Institute, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada
- 139 **406.139** Lack of Left Gaze Bias to Faces in Adults with High Levels of Autistic Traits **C. Brittenham**^{1,2} and J. B. Wagner^{3,4}, (1)Psychology, The Graduate Center, City University of New York, New York, NY, (2) Psychology, College of Staten Island, City University of New York, Staten Island, NY, (3)Department of Psychology, College of Staten Island, City University of New York, Staten Island, NY, (4)Department of Psychology, The Graduate Center, City University of New York, New York, NY
- 140 **406.140** Maternal Perinatal Depression and Risk of Neurodevelopmental Disorders in Offspring: Updated Results from the SOS Mood Project. **M. Siracusano**^{1,2}, A. Riccioni^{2,3}, L. Emberti Gialloreti¹, E. Carloni², A. Baratta², M. Ferrara², L. Arturi², G. Lisi⁴, I. Adulti⁵, R. Rossi⁶, A. Lucaseilli⁶, A. Rossi⁶, C. Niolu^{4,5} and L. Mazzone^{2,3}, (1)Biomedicine and Prevention, University of Rome Tor Vergata, Rome, Italy, (2)Child and Adolescence Psychiatry Unit, Policlinico Tor Vergata Hospital, Rome, Italy, (3)Systems Medicine, Division of Child Psychiatry, University of Rome Tor Vergata, Rome, Italy, (4)Systems Medicine, Division of Adult Psychiatry, University of Rome Tor Vergata, Rome, Italy, (5)Adult Psychiatry Unit, Policlinico Tor Vergata Hospital, Rome, Italy, (6)Section of Psychiatry, Department of Biotechnological and Applied Clinical Sciences, University of L'Aquila, L'Aquila, Italy
- 141 **406.141** Mimicry and Social Affiliation with Virtual Partner Are Decreased in Autism **B. Tunggenç**¹, C. A. Koch², I. M. Eigsti³, S. H. Mostofsky⁴ and **M. J. Stabile**⁵, (1)Psychology, University of Nottingham, Nottingham, MD, United Kingdom, (2)Center for Neurodevelopmental and Imaging Research, Kennedy Krieger Institute, Baltimore, MD, (3) Psychological Sciences, University of Connecticut, Storrs, CT, (4)Center for Autism and Related Disorder, Kennedy Krieger Institute, Baltimore, MD
- 142 **406.142** Nuanced Multimodal Measurement of Pragmatic Communication, Gaze and Accuracy on the Rmet **E. F. Dillon**¹, C. W. Brune², C. A. Cooper¹, J. M. Moriuchi³, E. V. Ocampo³, L. Bush⁴, Z. E. Arnold³ and L. V. Soorya³, (1)Psychiatry, Rush University Medical Center, Chicago, IL, (2)Department of Psychiatry, AARTS Center, Rush University Medical Center, Chicago, IL, (3)Department of Psychiatry, Rush University Medical Center, Chicago, IL, (4)Northwestern Feinberg School of Medicine, Chicago, IL
- 143 **406.143** Parent Report of Nonverbal Joint Attention Symptoms in School Aged Children with ASD **J. C. Bullen**¹, S. L. Birkeneder² and P. Mundy¹, (1)University of California, Davis, Davis, CA, (2)UC Davis, Davis, CA
- 144 **406.144** Quantifying Behavioral Inhibition to Unfamiliar Social and Non-Social Stimuli in Toddlers with ASD **C. Banarjee**¹, V. Donthireddy², E. Diamond³, A. Boxberger², K. All², R. Foster⁴, B. Gordon², E. Brennan-Wydra², A. Vermetti², S. Macari² and K. Chawarska², (1)Child Study Center, Child Study Center, Yale School of Medicine, New Haven, CT, (2)Child Study Center, Yale University School of Medicine, New Haven, CT, (3)Yale University, New Haven, CT, (4)Child Study Center, Yale School of Medicine, New Haven, CT
- 145 **406.145** Recognition of Emotions in People with Autistic Traits and Comorbid Anxiety: A Behavioural Study **M. S. Mann**¹, P. Liu², F. E. Pollick³ and M. Sutherland¹, (1)University of Glasgow, Glasgow, United Kingdom, (2)Sun Yat-Sen University, Guangzhou, China, (3)School of Psychology, University of Glasgow, Glasgow, United Kingdom
- 146 **406.146** Regulatory Strategies, Emotional Expression, and Physiological Responses during a Frustration Eliciting Task in Toddlers with and without ASD **A. Boxberger**¹, E. Diamond², C. Banarjee³, R. Foster⁴, K. All¹, B. Gordon¹, V. Donthireddy¹, E. Brennan-Wydra¹, K. K. Powell¹, S. Macari¹, A. Vermetti¹ and K. Chawarska¹, (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2)Yale University, New Haven, CT, (3)Child Study Center, Child Study Center, Yale School of Medicine, New Haven, CT, (4)Child Study Center, Yale School of Medicine, New Haven, CT
- 147 **406.147** Sex Differences in Social-Emotional Insight in Youth with Autism Spectrum Disorder **H. M. Mattern**¹, J. Parish-Morris², M. L. Cola², K. G. Tena², A. Knox², A. S. Russell², M. R. Pelella², R. T. Schultz² and J. McCleery², (1)Developmental Psychology, Penn State University, University Park, PA, (2)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (3)Psychology, Saint Joseph's University, Philadelphia, PA
- 148 **406.148** Sharing Joy during Puppet Shows: Toddlers with Autism Spectrum Disorder Share Positive Affect as Frequently as Typically Developing Controls **E. Diamond**¹, K. All², B. Gordon², C. Banarjee³, R. Foster⁴, A. Boxberger², V. Donthireddy², E. Brennan-Wydra², A. Vermetti², S. Macari² and K. Chawarska², (1)Yale University, New Haven, CT, (2)Child Study Center, Yale University School of Medicine, New Haven, CT, (3)Child Study Center, Child Study Center, Yale School of Medicine, New Haven, CT, (4)Child Study Center, Yale School of Medicine, New Haven, CT
- 149 **406.149** Social Cognition and Social Anxiety in Neurodevelopmental Disorders **G. L. Simmons**¹, T. H. Ollendick² and S. W. White¹, (1) Psychology, The University of Alabama, Tuscaloosa, AL, (2)Virginia Polytechnic Institute and State University, Blacksburg, VA
- 150 **406.150** Social Motivation Predicts Behavioral Compensation in Autistic Adolescents **A. Knox**¹, K. G. Tena¹, A. S. Russell¹, M. R. Pelella¹, M. Leuzzi¹, C. J. Zampella¹, M. L. Cola¹, L. S. Cubit², J. Pandey¹, R. T. Schultz¹ and J. Parish-Morris¹, (1)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (2)Clinical and Social Sciences in Psychology, University of Rochester, Rochester, NY
- 151 **406.151** Social Performance - but Not Social Knowledge - Predicts Autism Spectrum Disorder Among Adolescents **C. E. Freden**¹, K. M. Hauschild² and M. D. Lerner², (1)Stony Brook University, Stony Brook, NY, (2)Psychology, Stony Brook University, Stony Brook, NY
- 152 **406.152** Subtypes of Spontaneous Empathic Facial Expression Production in Autistic Adults **J. Quinde Zlibut**¹ and C. J. Cascio², (1) Vanderbilt University, Nashville, TN, (2)Department of Psychiatry and Behavioral Science, Vanderbilt University Medical Center, Nashville, TN

- 153 **406.153** Utilizing Eye Tracking Methodology to Delineate Social Attention Profiles in Fragile X Syndrome and Autism Spectrum Disorder **D. L. Reisinger¹**, A. Khalil², R. Shaffer^{3,4} and C. A. Erickson^{5,6}, (1)Indiana University School of Medicine, Indianapolis, IN, (2)Purdue University, West Lafayette, IN, (3)Division of Developmental and Behavioral Pediatrics, Cincinnati Children's Hospital Medical Center, Cincinnati, OH, (4) Department of Pediatrics, University of Cincinnati College of Medicine, Cincinnati, OH, (5)Psychiatry, Cincinnati Children's Hospital Medical Center, Cincinnati, OH, (6)Psychiatry and Behavioral Neuroscience, University of Cincinnati College of Medicine, Cincinnati, OH
- 154 **406.154** Why Social Motor Synchrony Matters: The Implications of Social Motor Synchrony on Adaptive Behavior of Children with ASD **M. Sabag¹**, J. Yarmolovsky², N. B. Bauminger-Zviely³ and R. Geva⁴, (1) Psychology, Bar-Ilan University, Ramat Gan, Israel, (2)Gonda Brain Science Center, Bar-Ilan University, Ramat Gan, Israel, (3)School of Education, Bar Ilan University, Ramat Gan, Israel, (4)Psychology Department, Bar-Ilan University, Ramat-Gan, Israel
- 155 **406.155** Examining Conversational and Prosodic Abilities of Adolescents with ASD through Computerized Acoustic Analysis H. Shaham¹, M. Eni², S. J. Rabin¹, E. Zadok¹, I. Gordon¹, I. Dinstein³ and **O. Golan¹**, (1)Department of Psychology, Bar-Ilan University, Ramat-Gan, Israel, (2)National Autism Research Center of Israel, Ben Gurion University, Beer Sheva, Israel, (3)Cognitive and Brain Sciences Department, Ben-Gurion University of the Negev, Beer Sheva, Israel
- 156 **406.156** Associations between Intervention Hours and Attention to Faces in ASD: An Exploratory Analysis from the Autism Biomarkers Consortium for Clinical Trials **H. Willis¹**, F. Shic², S. Faja³, S. R. Edmunds³, M. Sabatos-DeVito⁴, A. Naples⁵, R. A. Bernier⁶, K. Chawarska⁵, G. Dawson⁷, S. Jeste⁸, N. Kleinhans⁹, C. A. Nelson¹⁰, J. Dziura¹¹, D. Senturk¹², C. Sugar⁸, S. J. Webb⁹ and J. McPartland⁵, (1)Child Health, Behavior & Development, Seattle Children's Research Institute, Seattle, WA, (2)Center for Child Health, Behavior and Development, Seattle Children's Research Institute, Seattle, WA, (3)Boston Children's Hospital, Boston, MA, (4)Psychiatry and Behavioral Sciences, Duke Center for Autism and Brain Development, Durham, NC, (5)Child Study Center, Yale University School of Medicine, New Haven, CT, (6)Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA, (7)Department of Psychiatry and Behavioral Sciences, Duke Center for Autism and Brain Development, Durham, NC, (8)University of California, Los Angeles, Los Angeles, CA, (9)University of Washington, Seattle, WA, (10)Department of Developmental Medicine, Boston Children's Hospital, Boston, MA, (11)Yale University, New Haven, CT, (12)UCLA, Los Angeles, CA
- 157 **406.157** Cluster Analysis of Social Competence Profiles of Autistic Children, Using the Parent Report Version of the Multidimensional Social Competence Scale (MSCS) **V. Mount¹** and G. Iarocci², (1)Psychology Department, Simon Fraser University, Burnaby, BC, Canada, (2) Psychology, Simon Fraser University, Burnaby, BC, Canada
- 158 **406.158** Evaluating Effects of Caregiver Anxiety and Emotion Regulation on Child Emotional Functioning in Autism Spectrum Disorder **N. Cristallo¹**, A. Constantine², S. H. Kim¹ and D. Swain³, (1)Psychiatry, Center for Autism and the Developing Brain, White Plains, NY, (2)Weill Cornell Medicine, White Plains, NY, (3)Virginia Polytechnic Institute and State University, Blacksburg, VA
- 159 **406.159** Investigating Sex Differences in Friendship Quality and Loneliness in Autistic and Neurotypical Children **N. Libster¹**, A. Knox², C. Lord³, D. Geschwind¹, J. Parish-Morris² and C. Kasari¹, (1)University of California, Los Angeles, Los Angeles, CA, (2)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (3)UCLA Semel Institute for Neuroscience and Human Behavior, Los Angeles, CA
- 160 **406.160** Sex Differences in Peer Conflict in Autistic and Neurotypical Children **N. Libster¹**, A. Knox², C. Lord³, D. Geschwind¹, J. Parish-Morris² and C. Kasari¹, (1)University of California, Los Angeles, Los Angeles, CA, (2)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (3)UCLA Semel Institute for Neuroscience and Human Behavior, Los Angeles, CA
- 161 **406.161** Effects of Creative Movement Interventions on Praxis, Imitation, and Interpersonal Synchrony Skills in Children with ASD **K. Lombardi¹**, **W. C. Su²**, C. Cleffi³, J. Dolan¹, S. Williams¹, N. Amonkar⁴, S. Srinivasan⁵ and A. N. Bhat⁶, (1)University of Delaware, Newark, DE, (2) Physical Therapy, University of Delaware, Newark, DE, (3)Physical therapy, University of Delaware, Newark, DE, (4)University of Connecticut, Storrs, CT, (5)Kinesiology, University of Connecticut, Storrs, CT, (6)Department of Physical Therapy, University of Delaware, Newark, DE
- 162 **406.162** "Social Pain Is Feeling Unwanted, When Nobody Wants You Around": Perceptions of Social Pain Among Adults with Autism. **M. Levi¹**, N. Schreuer², Y. Granovsky³, I. Weissman-Fogel⁴, T. Bar-Shalita⁵, T. Hoffman⁴ and E. Gal⁶, (1)Occupational therapy, University of Haifa, Haifa, Israel, (2) Occupational Therapy, University of Haifa, Haifa, Israel, (3)Department of Neurology, Rambam Health Care Campus and the Laboratory of Clinical Neurophysiology, Faculty of Medicine, Technion, Haifa Israel, Haifa, Israel, (4)University of Haifa, Haifa, Israel, (5)Occupational Therapy, Tel Aviv University, Tel Aviv, Israel, (6)Department of Occupational Therapy, University of Haifa, Haifa, Israel
- 163 **406.163** Social Engagement in Children with ASD in Inclusive Urban Classrooms **Y. C. Chang¹**, W. I. Shih² and C. Kasari³, (1)Special Education and Counseling, California State University, Los Angeles, Los Angeles, CA, (2)University of California - Los Angeles, Los Angeles, CA, (3)University of California, Los Angeles, Los Angeles, CA
- 164 **406.164** The Impact of Stress in Experimental Measures of Gaze Perception in Adults with ASD **A. Saitovitch¹**, A. Vinçon-Leite², L. Fillon³, J. Boisgontier³, A. Philippe⁴, H. Lemaître⁵, N. Boddaert³ and M. Zilbovicius³, (1)INSERM, Paris, France, (2)INSERM U1000, Paris, France, (3)Institut Imagine / INSERM U1299, Paris, France, (4)Institut Imagine / UMR 1163, Paris, France

Poster Session

407 - Combined Topics

11:30 AM - 1:30 PM - Griffin Hall

- 167 **407.167** Difficulties of Brazilian Families in Choosing the Best Intervention Option for Children with Autism Spectrum Disorder. **C. S. Paula¹**, L. C. Silva¹, E. S. Coutinho² and M. C. Teixeira¹, (1)Developmental Disorder Program, Universidade Presbiteriana Mackenzie, São Paulo, Brazil, (2)Social Medicine Institute, Universidade Estadual do Rio de Janeiro (UERJ), Rio de Janeiro, Brazil
- 168 **407.168** Comparing Telehealth and Face-to-Face (F2F) Videos of Standardized Motor Assessments from a Pilot Randomized Controlled Trial in Children with Autism Spectrum Disorder (ASD) **C. Myers¹**, C. Cleffi², W. C. Su³, S. Williams⁴, **N. Amonkar¹**, A. N. Bhat⁵ and S. Srinivasan⁶, (1) University of Connecticut, Storrs, CT, (2)Physical therapy, University of Delaware, Newark, DE, (3)Physical Therapy, University of Delaware, Newark, DE, (4)University of Delaware, Newark, DE, (5)Department of Physical Therapy, University of Delaware, Newark, DE, (6)Kinesiology, University of Connecticut, Storrs, CT
- 169 **407.169** Effects of a Whole-Body General Movement Interventions on Motor Performance, Agility, and Locomotor Skills of Children with ASD **N. Amonkar¹**, C. Cleffi², W. C. Su³, A. N. Bhat⁴ and S. Srinivasan⁵, (1) University of Connecticut, Storrs, CT, (2)Physical therapy, University of Delaware, Newark, DE, (3)Physical Therapy, University of Delaware, Newark, DE, (4)Department of Physical Therapy, University of Delaware, Newark, DE, (5)Kinesiology, University of Connecticut, Storrs, CT

- 170 **407.170** Effects of a Whole-Body General Movement and Exercise Intervention on Social Communication and Behavioral-Affective Skills of Children with ASD A. Delskey¹, M. Spearing², C. Cleffi³, W. C. Su⁴, **N. Amonkar¹**, A. N. Bhat⁵ and S. Srinivasan⁶, (1)University of Connecticut, Storrs, CT, (2)University of Delaware, Newark, DE, (3)Physical therapy, University of Delaware, Newark, DE, (4)Physical Therapy, University of Delaware, Newark, DE, (5)Department of Physical Therapy, University of Delaware, Newark, DE, (6)Kinesiology, University of Connecticut, Storrs, CT

Virtual Poster Session

501 - Animal Models --- (V)

11:30 AM - 1:30 PM -

- 1 **501.001** Microbial Dysbiosis and Increased Gut Permeability in a Cntnap2 Knock-out Rat Model of Autism R. Mittal¹, I. Memis¹, L. Cavalcante¹, E. Furar¹, R. S. Eshraghi¹, F. Wang¹, J. Mittal¹ and **A. A. Eshraghi²**, (1)University of Miami Miller School of Medicine, Miami, FL, (2) Otolaryngology, Neurological Surgery and Pediatrics, University of Miami Miller School of Medicine, Miami, FL
- 2 **501.002** Understanding the Development of ASD Trajectory in Offspring Following Exposure to Maternal and Postnatal Immune Activation Using a Rat Model F. Wang¹, I. Memis¹, J. Mittal¹, E. Furar¹, R. Mittal¹ and **A. A. Eshraghi²**, (1)University of Miami Miller School of Medicine, Miami, FL, (2)Otolaryngology, Neurological Surgery and Pediatrics, University of Miami Miller School of Medicine, Miami, FL
- 3 **501.003** Effects of a Gut-Selective Integrin-Targeted Therapy in a Mouse Model for Autism Spectrum Disorders R. De Simone¹, A. Butera¹, R. Potenza¹, M. Armida¹, F. Trenta², M. Boirivant¹ and **L. Ricceri²**, (1)CNRVF, Istituto Superiore di Sanità, Rome, Italy, (2)CSCSM, Istituto Superiore di Sanità, Rome, Italy
- 4 **501.004** Vorinostat, a Histone Deacetylase Inhibitor, Ameliorates the Sociability and Cognitive Memory in an Ash1L-Deletion-Induced ASD/ID Mouse Model **J. He**, Biochemistry and Molecular Biology, Michigan State University, East Lansing, MI

Virtual Poster Session

502 - Interventions - Non-pharmacologic - Preschool & Infant --- (V)

11:30 AM - 1:30 PM -

- 5 **502.005** Early Intervention Modifications for Autism during Covid19 – an ABAB Design Case Series from a Tertiary Care Center in India **A. Dinesan¹**, S. Lakshmi¹, S. Santosh², N. Srikanth¹, S. M. Kaku¹ and A. Mysore¹, (1)Center for Advanced Research and Excellence in Autism and Developmental Disorders (CARE-ADD), St. John's Medical College Hospital, St John's Medical College Hospital, Bangalore, India, (2)Center for Advanced Research and Excellence in Autism and Developmental Disorders (CARE-ADD), St. John's Medical College Hospital, Bangalore, India
- 6 **502.006** Evaluating Parent Treatment Fidelity and Child Social Communication Outcomes Following Participation in a Parent-Mediated Intervention for Toddlers with Autism Spectrum Disorder **E. Greenfield¹**, N. M. Hendrix¹, G. Binion¹, N. Brane², K. Guerra², K. Ulven² and K. Pickard³, (1)Marcus Autism Center, Emory University School of Medicine, Atlanta, GA, (2)Marcus Autism Center, Atlanta, GA, (3)Emory University School of Medicine, Marcus Autism Center, Atlanta, GA
- 7 **502.007** Feasibility of Early Interventionists Implementing a Parent-Mediated Intervention: A Randomized-Controlled Trial in Autism Treatment **J. Bender¹**, E. Kaiser¹, C. Rock¹, N. Bond¹ and J. L. Stapel-Wax², (1)Marcus Autism Center, Atlanta, GA, (2)Emory University School of Medicine, Atl, GA

- 8 **502.008** Adapting PEERS® for Preschoolers for Telehealth: A Novel Remote Caregiver-Mediated Social Skills Intervention for Young Children with Social Challenges **R. S. Factor**, L. Glass, D. Baertschi and E. A. Laugeson, UCLA Semel Institute for Neuroscience and Human Behavior, Los Angeles, CA

- 9 **502.009** Examining Variability in Naturalistic Developmental Behavioral Intervention (NDBI) Strategy Use in Caregivers **H. Brown¹**, D. Swain², C. Kasari³, S. J. Rogers⁴, A. M. Estes⁵, A. M. Wetherby⁶, C. Lord⁷ and S. H. Kim¹, (1)Psychiatry, Center for Autism and the Developing Brain, White Plains, NY, (2)Virginia Polytechnic Institute and State University, Blacksburg, VA, (3)University of California, Los Angeles, Los Angeles, CA, (4)Department of Psychiatry and Behavioral Sciences, University of California at Davis, Sacramento, CA, (5)Speech and Hearing Sciences, University of Washington, Seattle, WA, (6)Florida State University Autism Institute, Tallahassee, FL, (7)UCLA Semel Institute for Neuroscience and Human Behavior, Los Angeles, CA

- 10 **502.010** Preliminary Evidence for the Feasibility and Acceptability of Group-Based Telehealth Parent Coaching for Sleep Problems in Children with ASD **R. Finlayson¹**, A. M. Estes² and I. Schwartz¹, (1)College of Education, University of Washington, Seattle, WA, (2)Speech and Hearing Sciences, University of Washington, Seattle, WA

- 11 **502.011** The Prevalence of Background Noise during Electronic Versus Traditional Toy Play: A Study of Young Children with Autism and Their Parents M. Sturman¹ and **C. E. Venker²**, (1)CSD, Michigan State University, East Lansing, MI, (2)Communicative Sciences and Disorders, Michigan State University, East Lansing, MI

- 12 **502.012** Treatment Mechanism of the Who Caregiver Skills Training **E. Salomone¹**, M. Settanni², K. Suma³, C. Servili⁴, H. McConachie⁵ and L. B. Adamson³, (1)Department of Psychology, University of Milan-Bicocca, Milan, Italy, (2)Department of Psychology, University of Turin, Turin, Italy, (3)Psychology, Georgia State University, Atlanta, GA, (4)Department of Mental Health and Substance Abuse, World Health Organization, Geneva, Switzerland, (5)Population Health Sciences Institute, Newcastle University, Newcastle upon Tyne, United Kingdom

- 13 **502.013** Longitudinal Predictive Association of Interaction Features and Response Trajectories in Autism Spectrum Disorder (ASD) Early Developmental Intervention. **G. Bertamini¹**, A. Benteuto¹, S. Perzelli², E. Paolizzi¹, P. Venuti¹ and C. Furlanello³, (1)Department of Psychology and Cognitive Science, University of Trento, Rovereto, Italy, (2)University of Trento, Rovereto, Italy, (3)HK3 Lab, Milan, Italy

- 14 **502.014** Parent-Child Intervention Delivered during the COVID-19 Lockdown in Italy **C. Colombi¹**, C. Blandino², C. Pierotti³, G. Santolini², F. Muratori⁴ and A. Contaldo⁵, (1)Stella Maris Institute, Pisa, MI, Italy, (2) CETRA, Calambrone (Pisa), Italy, (3)Stella Maris Institute, Pisa, Italy, (4) Department of Clinical and Experimental Medicine, University of Pisa, Pisa, Italy, (5)IRCCS Stella Maris Foundation, Calambrone (Pisa), Italy

Virtual Poster Session

503 - Interventions - Non-pharmacologic - School-Age, Adolescent, Adult --- (V)

11:30 AM - 1:30 PM -

- 15 **503.015** A Realist Evaluation of a Mealtime Service for Autistic Children A. Chan¹, C. Li Ern Chong¹, C. Xin Xuan Ling¹, Z. M. Goh¹, M. Davey², R. Tong^{1,2} and **M. H. Black¹**, (1)School of Allied Health, Curtin University, Perth, WA, Australia, (2)Therapy Focus, Perth, WA, Australia

- 16 **503.016** Adaptation of the De-Stress and Progress© Program for Autistic Adolescents: Preliminary Results of Implementation in High Schools **S. M. Fecteau**¹, N. Desaulniers², K. E. Bapte³, J. Sainte-Marie⁴, E. Dubé⁵ and G. Sehabi², (1)Psychoéducation et psychologie, Université du Québec en Outaouais, St-Jérôme, QC, Canada, (2)Ottawa University, Ottawa, ON, Canada, (3)Université du Québec en Outaouais, Saint-Jérôme, QC, Canada, (4)Université du Québec à Chicoutimi, Chicoutimi, QC, Canada
- 17 **503.017** Effects of a Visualizing Intervention on Reading Comprehension in Autistic Children **K. L. Coburn**¹, J. A. Trapani², S. E. O'Kelley³ and R. K. Kana⁴, (1)Department of Psychology, University of Alabama, Tuscaloosa, TUSCALOOSA, AL, (2)University of Alabama at Birmingham, Birmingham, AL, (3)The University of Alabama at Birmingham, Birmingham, AL, (4)Department of Psychology, University of Alabama, Tuscaloosa, AL
- 18 **503.018** Can We Improve Online Education for Autistic Teens through Data-Driven Curricular Revisions? Insights from Educators Who Led Two Game Design Workshops **A. Riccio**¹, W. Martin¹, J. Herrel², E. Grossman², E. Pak³, C. Ulerio², B. Rosenberg⁵, A. Hurs⁶ and K. Gillespie-Lynch⁷, (1) Education Development Center, New York, NY, (2)Tech Kids Unlimited, Brooklyn, NY, (3)Psychology, CUNY Graduate Center, New York, NY, (4) College of Staten Island, Staten Island, NY, (5)Technology, Culture, Society, New York University Tandon School of Engineering, Brooklyn, NY, (6)New York University, New York, NY, (7)Department of Psychology, College of Staten Island, City University of New York, Staten Island, NY
- 19 **503.019** Does Participation in Social Skills Intervention Improve Quality of Life for Teens with ASD? a Preliminary Investigation **L. Hodge**¹, E. Veytsman², E. Baker³, T. Choy¹ and K. K. Stavropoulos¹, (1)University of California, Riverside, Riverside, CA, (2)Graduate School of Education, University of California Riverside, Riverside, CA, (3)University of California Riverside, Riverside, CA, (4)School of Education, University of California Riverside, Riverside, CA
- 20 **503.020** Effectiveness of Improving Joint Attention in Low-Functioning Chinese-Speaking Children with Autism: Comparison of Robot-Based Intervention to Human-Based Intervention **W. So**, Educational Psychology, The Chinese University of Hong Kong, Hong Kong, Hong Kong
- 21 **503.021** Effects of Creative Movement Interventions on Rhythmic Praxis and Drumming Performance of Children with Autism Spectrum Disorder **P. Mathur**¹, W. C. Su², J. Dolan³, C. Cleffi⁴, N. Amonkar⁵, A. N. Bhat⁶ and **S. Srinivasan**⁵, (1)University of Connecticut, Storrs, CT, (2) Physical Therapy, University of Delaware, Newark, DE, (3)University of Delaware, Newark, DE, (4)Physical therapy, University of Delaware, Newark, DE, (5)Kinesiology, University of Connecticut, Storrs, CT, (6) Department of Physical Therapy, University of Delaware, Newark, DE
- 22 **503.022** Effects of a Rhythm-Based, Creative Movement Intervention on Social Communication, Behavior, and Affect in Children with ASD **A. Khade**¹, M. Shuguli¹, W. C. Su², C. Cleffi³, M. Spearing⁴, N. Amonkar⁵, A. N. Bhat⁶ and **S. Srinivasan**⁵, (1)University of Connecticut, Storrs, CT, (2) Physical Therapy, University of Delaware, Newark, DE, (3)Physical therapy, University of Delaware, Newark, DE, (4)University of Delaware, Newark, DE, (5)Kinesiology, University of Connecticut, Storrs, CT, (6)Department of Physical Therapy, University of Delaware, Newark, DE
- 23 **503.023** Effects of the "Transition to Kobe University Program" on High School Students with High-Functioning Autism Spectrum Disorder **M. Torii**¹, A. Nishi² and Y. Muranaka³, (1)Graduate School of Human Development and Environment, Kobe University, Kobe, Japan, (2)Graduate School of Human Development and Environment, Kobe University, Kobe-shi, Japan, (3)Support Center for Campuslife, Kobe University, Kobe, Japan
- 24 **503.024** Exploring the Acceptability of a Community-Based Cognitive Behaviour Therapy Program for Autistic Children: A Mixed-Methods Approach **N. Vashi**¹, V. Lee², T. Sellitto¹, F. H. Roudbarani¹, A. Pouyandeh¹, S. Ameis³, A. Elkader⁴, K. Gray⁵, C. M. Kerns⁶, J. Lake⁷, M. Legree⁸, K. M. Thomson⁹ and J. A. Weiss¹, (1)Psychology, York University, Toronto, ON, Canada, (2)Psychology, Carleton University, Ottawa, ON, Canada, (3)The Margaret and Wallace McCain Centre for Child, Youth, & Family Mental Health, Campbell Family Mental Health Research Institute, Centre for Addiction and Mental Health, Toronto, ON, Canada, (4)Kinark Child and Family Services, Markham, ON, Canada, (5)Centre for Educational Development, Appraisal and Research, University of Warwick, Coventry, United Kingdom, (6)University of British Columbia, Vancouver, BC, Canada, (7)Psychiatry, University of Toronto, Toronto, ON, Canada, (8)Lake Ridge Community Support Services, Whitby, ON, Canada, (9)Applied Disability Studies, Brock University, St. Catharines, ON, Canada
- 25 **503.025** Is It Possible to Foster Social Competence Via Telehealth? Examining Effects of PEERS® for Adolescents Telehealth for Autistic Adolescents **E. J. Adler**¹, H. K. Schiltz¹, D. M. Glad², S. A. Lehman¹, S. K. Pardej², R. E. Stanley³ and A. V. Van Hecke¹, (1)Psychology, Marquette University, Milwaukee, WI, (2)University of Wisconsin-Milwaukee, Milwaukee, WI, (3)Marquette University, Milwaukee, WI
- 26 **503.026** Inhibition and Emotion Regulation Training Programs for Children with Autism Spectrum Disorder **T. Vacca**¹, M. Ferland² and J. M. Bekko¹, (1)York University, Toronto, ON, Canada, (2)York University, Toronto, ON, CANADA
- 27 **503.027** Picture Memory in Autistic Children Following a Reading Comprehension Intervention **G. N. Miller**¹, M. E. Beckerson², J. A. Trapani³, S. E. O'Kelley⁴ and R. K. Kana⁵, (1)University of Alabama, Tuscaloosa, AL, (2)Department of Psychology, University of Alabama, Tuscaloosa, AL, (3) University of Alabama at Birmingham, Birmingham, AL, (4)The University of Alabama at Birmingham, Birmingham, AL
- 28 **503.028** Predictors of Treatment Use in Autistic Children **E. Back**¹, K. Jonkman² and S. Begeer³, (1)Department of Psychology, Kingston University London, Kingston upon Thames, United Kingdom, (2)Vrije Universiteit Amsterdam, Amsterdam, Netherlands, (3)Vrije Universiteit, Amsterdam, Netherlands
- 29 **503.029** Preliminary Outcomes for Mentors in the Autism Mentorship Program (AMP) **R. L. Hudock**, L. Weiler and N. Chandrasekharan, University of Minnesota, Minneapolis, MN
- 30 **503.030** Satisfaction and Preliminary Outcomes of the PEERS Social Skills Program When Delivered Via Telehealth **R. L. Hudock**¹ and C. M. Lee², (1)University of Minnesota, Minneapolis, MN, (2)Department of Pediatrics, University of Minnesota, Minneapolis, MN
- 31 **503.031** Sex-Based Differences of Treatment Response to PRT for Emotional and Behavioral Symptoms **S. Terroso**¹, D. J. Magin², D. G. Sukhodolsky³ and P. E. Ventola³, (1)Child Study Center, Yale University, New Haven, CT, (2)Yale Child Study Center, New Haven, CT, (3)Yale Child Study Center, Yale University School of Medicine, New Haven, CT
- 32 **503.032** The Effects of an Eight-Week Physical Exercise Intervention, LEGO and Minecraft Activities on Anxiety in Underserved Children with Autism Spectrum Disorder **J. G. Gehrcke**¹, L. Lowery², S. D. D. Alejo³, M. N. Dawson³, J. Chan⁴, R. A. Parker⁵, A. R. Archibald⁶, H. Benavidez⁶, T. Saini⁶, K. Kuhlthau⁴, Y. Trujillo⁶, O. Grigaux⁶, S. A. Cadondon⁶, M. G. Baconawa⁶, K. R. Bellesheim⁷, M. Sweeney⁸, F. Haddad⁹ and S. Radom-Aizik¹⁰, (1)The Center for Autism & Neurodevelopmental Disorders, University of California, Irvine, Santa Ana, CA, (2)Thompson Center for Autism and Neurodevelopmental Disorders, University of Missouri, Columbia, MO, (3)Pediatrics, University of California - Irvine, Santa Ana, CA, (4)Massachusetts General Hospital, Boston, MA, (5)Biostatistics, Massachusetts General Hospital and Harvard Medical School, Boston, MA, (6)UC Irvine, Irvine, CA, (7)University of Michigan, Ann Arbor, MI, (8) Thompson Center for Autism and Neurodevelopmental Disorders, University of Missouri, Missouri, MO, (9)Pediatrics, University of California, Irvine, Irvine, CA, (10)University of California, Irvine, Irvine, CA

- 33 **503.033** School-Partnered Development of a Sleep Intervention for Autistic Students: Lessons Learned **I. Schouwenaars¹**, M. Magnee¹, H. M. Geurts², C. van Bennekom³, S. Pillen⁴ and J. P. Teunisse¹, (1)HAN University of Applied Sciences, Nijmegen, Netherlands, (2)University of Amsterdam, Amsterdam, Netherlands, (3)R&D, Heliomare, Wijk aan Zee, Netherlands, (4)Kempenhaeghe, Heeze, Netherlands
- 34 **503.034** Efficacy of a School-Based Sleep Intervention for Autistic Students **I. Schouwenaars¹**, M. Magnee¹, C. van Bennekom², H. M. Geurts³, S. Pillen⁴ and J. P. Teunisse¹, (1)HAN University of Applied Sciences, Nijmegen, Netherlands, (2)R&D, Heliomare, Wijk aan Zee, Netherlands, (3)University of Amsterdam, Amsterdam, Netherlands, (4)Kempenhaeghe, Heeze, Netherlands
- 35 **503.035** Improving Academic Performance through a School-Based Intervention Targeting Executive Functioning and Study Skills **L. B. Jones¹**, E. Hamik¹, J. Patronick¹, J. Yeung¹, A. Duncan^{2,3}, A. Zoromski¹ and L. Tamm¹, (1)Division of Behavioral Medicine and Clinical Psychology, Cincinnati Children's Hospital Medical Center, Cincinnati, OH, (2)Cincinnati Children's Hospital Medical Center, Cincinnati, OH, (3)College of Medicine, University of Cincinnati, Cincinnati, OH
- 36 **503.036** A Holistic Evaluation of Social Skills Group Programs for Autistic Adults According to the ICF: A Systematic Review **B. Afsharnejad¹**, E. D'Arcy², M. Youell³, R. Mordant³, L. Rogalasky³, J. Berlinger³, S. McGarry⁴, S. Bolte⁵ and S. J. Girdler⁶, (1)Autism Research Team, Telethon Kids Institute, Perth, WA, Australia, (2)Cooperative Research Centre for Living with Autism (Autism CRC), Brisbane, Australia, (3)Curtin University, Bentley, WA, Australia, (4)Curtin Autism Research Group, Curtin University, Perth, WA, Australia, (5)Center of Neurodevelopmental Disorders (KIND), Centre for Psychiatry Research; Department of Women's and Children's Health, Karolinska Institutet, & Stockholm Health Care Services, Region Stockholm, Stockholm, Sweden, (6)School of Allied Health, Curtin University, Bentley, WA, Australia
- 37 **503.037** A Systematic Review of Social Skills Group Programs Delivered to Autistic Youth with a Co-Occurring Intellectual Disability **B. Afsharnejad¹**, F. Parkhowell², A. Y. Koh², R. Rapheal², R. Swarts², S. McGarry³, S. Bolte⁴ and S. J. Girdler⁵, (1)School of Allied Health, Curtin University, Perth, WA, Australia, (2)Curtin University, Bentley, WA, Australia, (3)Curtin Autism Research Group, Curtin University, Perth, WA, Australia, (4)Center of Neurodevelopmental Disorders (KIND), Centre for Psychiatry Research; Department of Women's and Children's Health, Karolinska Institutet, & Stockholm Health Care Services, Region Stockholm, Stockholm, Sweden, (5)School of Allied Health, Curtin University, Bentley, WA, Australia
- 38 **503.038** A Neurocognitive Therapy Intervention to Develop Inner Speech Infor Autistic Children: Preliminary Results for a Remote, Synchronous Training Program for SLPs **J. Nathan¹**, B. R. Nathan¹, B. L. Baumann², M. Sheynblyum³, V. Carr Copeland⁴ and S. M. Eack⁵, (1)Nathan Speech Services, LLC., Pittsburgh, PA, (2)aF-CBT Program, University of Pittsburgh, Pittsburgh, PA, (3)Psychiatry, University of Pittsburgh, Pittsburgh, PA, (4)School of Social Work, University of Pittsburgh, Pittsburgh, PA, (5)University of Pittsburgh School of Social Work, Pittsburgh, PA
- 39 **503.039** A Quality Evaluation of Intervention Outcomes for Transition-Age Autistic Youth **S. Crowley¹**, K. Bottema-Beutel¹, S. Y. Kim², S. Mohiuddin¹ and Q. Yu¹, (1)Lynch School of Education and Human Development, Boston College, Chestnut Hill, MA, (2)Duksung Women's University, Seoul, Korea, Republic of (South)
- 40 **503.040** Evaluation of a Brief Telehealth PRT Training Program for Parents of Autistic Children **K. M. Baiden¹**, R. K. Schuck¹, C. Fong¹, A. Lakhani¹, G. Smith¹, G. Singer¹ and T. W. Vernon², (1)Gevirtz Graduate School of Education, University of California, Santa Barbara, Santa Barbara, CA, (2)University of California, Santa Barbara, Santa Barbara, CA
- 41 **503.041** PEERS Intervention with Adolescents: Are There Broader Effects on the Family? **T. Choy¹**, E. Baker², E. Veytsman³, J. Blacher⁴ and K. K. Stavropoulos⁵, (1)University of California, Riverside, Riverside, CA, (2)University of California Riverside, Riverside, CA, (3)Graduate School of Education, University of California Riverside, Riverside, CA, (4)School of Education, University of California, Riverside, Riverside, CA, (5)School of Education, University of California Riverside, Riverside, CA
- 42 **503.042** Effects of a Community-Based Social Skills Intervention for Children with Autism: Parent-Rated Skills Outside of the Treatment Setting **S. X. Tan¹**, S. S. Mire, M. Keller-Margulis, H. J. Kim and J. E. Gonzalez, Psychological, Health, and Learning Sciences, University of Houston, Houston, TX
- 43 **503.043** Secondary Outcomes of a Parent-Mediated Intervention for Children with Autism & Disruptive Behaviors **Y. Sinai-Gavrilov¹**, A. Shoughry¹, T. Graucher² and **J. Koller³**, (1)Seymour Fox School of Education, The Hebrew University of Jerusalem, Jerusalem, Israel, (2)The Hebrew University of Jerusalem, Jerusalem, Israel, (3)Seymour Fox School of Education, Hebrew University of Jerusalem, Jerusalem, Israel
- 44 **503.044** The Emotional Support Plan: Preliminary Results from a Brief Telehealth, Mobile Intervention to Support Autistic Adults **V. H. Bal¹**, N. Jadaav², J. Shinall³, G. B. Gunin², E. Istvan⁴, E. Brennan⁴, E. Wilkinson² and E. Kleiman⁵, (1)Graduate School of Applied and Professional Psychology, Rutgers University - New Brunswick, Piscataway, NJ, (2)Graduate School of Applied and Professional Psychology, Rutgers University-New Brunswick, Piscataway, NJ, (3)Columbia University Medical Center, New York, NY, (4)Rutgers University, Piscataway, NJ, (5)Psychology, Rutgers University, Piscataway, NJ
- 45 **503.045** The I-Socialise Study: A Cluster Randomised Controlled Trial Investigating the Social Competence and Isolation of Children with Autism Taking Participating in LEGO® Based Therapy ('play brick therapy') Groups in Mainstream School Environments **E. N. Kingsley¹**, C. Cooper², K. Biggs², M. Bursnell², H. I. Wang³, T. Chater⁴, E. Coates⁵, M. D. Teare⁶, K. McKendrick⁷, G. Gomez de la Cuesta⁷, A. Barr⁸, K. Solaiman², A. Packham², D. Marshall⁹, D. Varley⁹, R. Nekooi¹⁰, S. Parrott¹¹, S. Ali³, S. Gilbody³ and A. LeCouteur¹¹, (1)Research & Development, COMIC research / LYPFT NHS, York, United Kingdom, (2)Clinical Trials Research Unit, University of Sheffield, Sheffield, United Kingdom, (3)Department of Health Sciences, University of York, York, United Kingdom, (4)University of Liverpool, Liverpool, United Kingdom, (5)Science Policy and Research Programme, National Institute for Health and Care Excellence, Sheffield, United Kingdom, (6)Population Health Science Institute, Newcastle University, Newcastle upon Tyne, United Kingdom, (7)Play Included CIC, Duxford, United Kingdom, (8)Centre for Reviews and Dissemination, University of York, York, United Kingdom, (9)University of York, York, United Kingdom, (10)Sheffield Children's NHS Foundation Trust, Sheffield, United Kingdom, (11)Population Health Sciences Institute, Newcastle University, Newcastle upon Tyne, United Kingdom
- 46 **503.046** Using Observed Child Affect & Parent-Report to Assess the Social Validity of a Brief, Intensive PRT Parent Training Program **R. K. Schuck¹**, K. M. Baiden¹, A. Jevtic¹, C. Fong¹ and T. W. Vernon², (1)Gevirtz Graduate School of Education, University of California, Santa Barbara, Santa Barbara, CA, (2)University of California, Santa Barbara, Santa Barbara, CA
- 47 **503.047** Using the Theory of Planned Behavior to Predict French-Speaking Practitioner' Intention and Behavior of Using Robot for ASD **L. Charpiot¹**, A. P. Costa² and G. Steffgen³, (1)Université du Luxembourg, Esch-sur-Alzette, Luxembourg, (2)University of Luxembourg, Esch sur Alzette, LUXEMBOURG, (3)Institute for Health and Behaviour, University of Luxembourg, Luxembourg, Luxembourg

Virtual Poster Session

505 - Sensory, Motor, and Repetitive Behaviors and Interests --- (V)

11:30 AM - 1:30 PM -

- 48 **505.048** A Comparison of Psychometric and Clinical Properties of Bsq and ABC-C J. R. Murray¹, L. H. Rosenthal¹, S. Mussarrat¹, B. Rozumny¹ and E. Hanson², (1)Developmental Medicine, Boston Children's Hospital, Boston, MA, (2)Boston Children's Hospital/Harvard Medical School, Boston, MA
- 49 **505.049** A Portrait of the Repetitive Behaviors and Interests of Autistic Children Aged 6 to 12 Years: Parents' Perceptions J. Desrosiers¹, V. Courchesne², M. Couture³, I. Soulieres⁴, G. Thernidor⁵, L. Mottron, M.D.² and C. Jacques⁶, (1)University of Montreal, Montreal, QC, Canada, (2)Autism Research Group, CIUSSS du Nord-de-l'Île-de-Montréal, Montréal, QC, Canada, (3)Rehabilitation, Université de Sherbrooke, Sherbrooke, QC, Canada, (4)Department of Psychology, Université du Québec à Montréal, Montréal, QC, Canada, (5)University of Montreal Center of Excellence for Pervasive Developmental Disorders (CETEDUM), Montreal, QC, Canada, (6)University of Quebec in Outaouais, Gatineau, QC, Canada
- 50 **505.050** Barriers to an Autistic Identity: How Restricted and Repetitive Behaviors May Contribute to the Underdiagnosis of Females E. L. Cary¹, A. Rao², E. Matsuba¹, E. C. Masters¹, C. MacKenzie¹, J. Osborne² and N. Russo¹, (1)Department of Psychology, Syracuse University, Syracuse, NY, (2)Syracuse University, Syracuse, NY
- 51 **505.051** Trauma Mediates the Relation between Autistic Traits and Sensory Sensitivity and Avoiding in Adults E. L. Cary¹, A. Rodrigues¹, E. C. Masters¹, E. Matsuba¹, C. MacKenzie¹, J. Osborne² and N. Russo¹, (1) Department of Psychology, Syracuse University, Syracuse, NY, (2)Syracuse University, Syracuse, NY
- 52 **505.052** Evidence for Specificity of Involvement in Executive Functioning, Behavioral and Attentional Regulation in Tactile Detection Thresholds. W. Y. W. Chau¹, N. A. Puts², J. L. He³, A. Deronda⁴, R. A. Edden², S. H. Mostofsky² and E. Wodka⁵, (1)Social, Genetic and Developmental Psychiatry, King's College London, London, United Kingdom, (2)Russell H. Morgan Department of Radiology and Radiological Science, The Johns Hopkins University School of Medicine, Baltimore, MD, (3)King's College London, London, MD, United Kingdom, (4)Center for Neurodevelopmental and Imaging Research, Kennedy Krieger, Baltimore, MD, (5)Center for Autism and Related Disorder, Kennedy Krieger Institute, Baltimore, MD
- 53 **505.053** Gender and Age Differences in Sensory Impairments in ASD and ASD+ADHD K. Macdonald¹, M. Santhosh², H. Rea³, K. Pelphrey⁴ and S. J. Webb⁵, (1)Child Health, Behavior, and Development, Seattle Children's Research Institute, Seattle, WA, (2)Center for Child Health, Behavior and Development, Seattle Children's Research Institute, Seattle, WA, (3) Center for Human Development and Disability, University of Washington, Seattle, WA, (4)University of Virginia, Charlottesville, VA, (5)Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA
- 54 **505.054** Interoceptive Challenges Are Linked to Appetitive and Eating Disorder Traits in Autistic Adults R. R. Ritchie¹, G. L. Wallace² and S. L. Chan², (1)Speech, Language, and Hearing Sciences, The George Washington University, Washington, DC, (2)The George Washington University, Washington, DC
- 55 **505.055** Investigation of the Postural Control and Gait of Autistic and Neurotypical Preschool Children C. Ong¹, E. McAdam¹, M. K. Licari², M. H. Black¹ and S. Morris³, (1)School of Allied Health, Curtin University, Perth, WA, Australia, (2)Telethon Kids Institute, University of Western Australia, Perth, WA, Australia, (3)School of Allied Health, Curtin University, Perth, Australia
- 56 **505.056** Pupil Reveals Auditory over-Responsivity in Children with Autism Spectrum Disorder C. Song^{1,2}, R. Ma³, W. Ni^{2,3}, X. Peng³ and L. Yi^{2,3,4}, (1)School of Psychological and Cognitive Sciences and Beijing Key Laboratory of Behavior and Mental Health, Peking University, Beijing, China, (2)Beijing Key Laboratory of Behavior and Mental Health, Peking University, Beijing, China, (3)School of Psychological and Cognitive Sciences, Peking University, Beijing, China, (4)PKU-IDG/McGovern Institute for Brain Research, Peking University, Beijing, China
- 57 **505.057** Reduced Connectivity of Cortical-Cerebellar Networks Is Implicated in Precision Motor Deficits in Individuals with Autism Spectrum Disorder K. E. Unruh¹, W. S. McKinney², J. Bartolotti³ and M. W. Mosconi², (1)Kansas Center for Autism Research and Training (K-CART), University of Kansas, Lawrence, KS, (2)Clinical Child Psychology Program, Schiefelbusch Institute for Life Span Studies, University of Kansas, Lawrence, KS, (3)University of Kansas Medical Center, Kansas City, KS
- 58 **505.058** Sensory Features of the Classroom Affect Task-Behaviour Especially for Autistic Children M. Hanley¹, E. Jones², J. R. Hirst² and D. M. Riby³, (1)South Road, Durham University, Durham, United Kingdom of Great Britain and Northern Ireland, (2)Durham University, Durham, United Kingdom, (3)Department of Psychology, Durham University, Durham, United Kingdom
- 59 **505.059** Sensory Profiles in Children with Autism Spectrum Disorder: A Descriptive Study Using the Italian Version of the Sensory Processing Measure-2 (SPM-2) A. Narzisi¹, M. Fabbri-Destro², F. Maugeri³, S. Berloff⁴, P. Fantozzi¹, M. Gulisano³, R. Muccio¹, E. Valente¹, V. Viglione¹, R. Rizzo³, A. Milone¹, R. Barone³ and G. Masi¹, (1)IRCCS Stella Maris Foundation, Pisa (Calambrone), Italy, (2)Istituto di Neuroscienze, Consiglio Nazionale delle Ricerche (CNR), Parma, Italy, (3)Child Neurology and Psychiatry Section-Department of Clinical and Experimental Medicine – University of Catania-Catania, Italy, Catania, Italy, (4)IRCCS Stella Maris Foundation, Catania, Italy
- 60 **505.060** Slow Updating with Adequate Benefits from Temporal Regularities K. Kasten¹ and M. Ahissar², (1)The Hebrew University, Jerusalem, Israel, (2)Hebrew University, Jerusalem, Israel
- 61 **505.061** Synesthesia Is Consistently Positively Associated with Attention to Detail – a Twin Study A. Hagström¹, M. Biasao², L. Wilsson², S. Bolte³ and J. Neufeld⁴, (1)Karolinska Institutet, Stockholm, Sweden, (2) Center of Neurodevelopmental Disorders at Karolinska Institutet (KIND), Stockholm, Sweden, (3)Center of Neurodevelopmental Disorders (KIND), Centre for Psychiatry Research; Department of Women's and Children's Health, Karolinska Institutet, & Stockholm Health Care Services, Region Stockholm, Stockholm, Sweden, (4)Center of Neurodevelopmental Disorders (KIND), Centre for Psychiatry Research; Department of Women's and Children's Health, Karolinska Institutet, & Stockholm Health Care Services, Region Stockholm, Stockholm, Sweden
- 62 **505.062** Differences between ASD and TD in Social and Non-Social Joint Action Performance and Its Predictors S. Bar Yehuda¹ and N. B. Bauminger-Zviely², (1)School of Education, Bar - Ilan University, Ramat - Gan, Israel, (2)School of Education, Bar Ilan University, Ramat Gan, Israel
- 63 **505.063** What Is the Developmental Trajectory of Repetitive Behaviors in Autistic Children Aged 6 to 12 Years? – a Parental Perspective A. Ethier¹, V. Courchesne^{2,3}, M. Couture⁴, I. Soulieres^{2,5}, G. Thernidor⁶, L. Mottron, M.D.² and C. Jacques^{1,2}, (1)University of Quebec in Outaouais, Gatineau, QC, Canada, (2)Autism Research Group, CIUSSS du Nord-de-l'Île-de-Montréal, Montréal, QC, Canada, (3)CAMH : Centre for Addiction and Mental Health, Toronto, Toronto, ON, Canada, (4)Rehabilitation, Université de Sherbrooke, Sherbrooke, QC, Canada, (5)Department of Psychology, Université du Québec à Montréal, Montréal, QC, Canada, (6)University of Montreal Center of Excellence for Pervasive Developmental Disorders (CETEDUM), Montreal, QC, Canada

- 64 **505.064** A Multi-Level Investigation of Sensory Sensitivity and Responsivity in Adults with Autism **L. A. Sapey-Triomphe**^{1,2}, J. Dierckx¹, J. Van Overwalle^{1,2}, S. Vettori³ and J. Wagemans^{1,2}, (1)Department of Brain and Cognition, Leuven Brain Institute, KU Leuven, Leuven, Belgium, (2) Leuven Autism Research (LAuRes), KU Leuven, Leuven, Belgium, (3) Institut des Sciences Cognitives - Marc Jeannerod UMR5229, Centre National de la Recherche Scientifique (CNRS) & Université Claude Bernard Lyon 1, Lyon, France
- 65 **505.065** Estimating the Relative Prevalence of Early Interest in Written Material in Autism in a Representative Population **A. Ostrolenk**^{1,2}, M. Boisvert^{3,4}, O. Lemire^{3,4}, M. P. Côté^{3,4} and L. Mottron, M.D.^{5,6}, (1)Department of Psychiatry, Université de Montréal, Montreal, QC, Canada, (2)Autism Research Group, CIUSSS du Nord-de-l'Île-de-Montréal, Montreal, QC, Canada, (3)Department of Psychology, Université de Montréal, Montreal, QC, Canada, (4)Centre de recherche du CIUSSS du Nord-de-l'Île-de-Montréal, Montreal, QC, Canada, (5)Autism Research Group, CIUSSS du Nord-de-l'Île-de-Montréal, Montréal, QC, Canada, (6)Department of Psychiatry and Addictology, Université de Montréal, Montréal, QC, Canada
- 66 **505.066** Investigating the Relationships between Perceptual Alterations, Sensory Reactivity, Intolerance of Uncertainty and Anxiety in Autistic Children **H. Powell**¹, J. L. He¹, E. Wodka², A. Deronda³, R. A. Edden⁴, S. H. Mostofsky², M. J. Meaney^{5,6} and N. A. Puts¹, (1)Institute of Psychiatry, Psychology & Neuroscience, King's College London, London, United Kingdom, (2)Center for Autism and Related Disorder, Kennedy Krieger Institute, Baltimore, MD, (3)Center for Neurodevelopmental and Imaging Research, Kennedy Krieger, Baltimore, MD, (4)Russell H. Morgan Department of Radiology and Radiological Science, The Johns Hopkins University School of Medicine, Baltimore, MD, (5)Department of Psychiatry and Neurology and Neurosurgery, McGill University, Montreal, QC, Canada, (6)Singapore Institute for Clinical Sciences, A*STAR, Singapore, Singapore
- 67 **505.067** Oromotor Skills in Autism Spectrum Disorder: A Scoping Review **M. F. Maffei**¹, K. V. Chenausky², H. Tager-Flusberg³ and J. R. Green¹, (1)Speech and Feeding Disorders Lab, MGH Institute of Health Professions, Boston, MA, (2)Neurology, MGH Institute of Health Professions / Harvard Medical School, Boston, MA, (3)Department of Psychological and Brain Sciences, Boston University, Boston, MA
- 68 **505.068** Sensory and Behavioral Subtypes of Children with Autism Spectrum Disorder **H. Noda**^{1,2,3,4}, D. Enomoto⁴, S. Takahata⁵, M. Ide³ and R. Iwanaga¹, (1)Graduate School of Biomedical Sciences, Nagasaki University, Nagasaki, Japan, (2)Japan Society for the Promotion of Science, Tokyo, Japan, (3)Department of Rehabilitation for Brain Functions, Research Institute of National Rehabilitation Center for Persons with Disabilities, Tokorozawa, Saitama, Japan, (4)LITALICO Inc., Tokyo, Japan, (5) Department of Medical and Health Science, Occupational Therapy, Aino University, Osaka, Japan
- 69 **505.069** The Association between Rrbs and Adaptive Functioning S. Rozenblatt¹, S. Netzer¹, N. Rudko¹, A. Shefer¹, D. A. Zachor² and J. Koller³, (1)Seymour Fox School of Education, The Hebrew University of Jerusalem, Jerusalem, Israel, (2)The Autism Center/ALUT, Pediatrics, Tel Aviv University /Shamir (Assaf Harofeh) Medical Center, Zerifin, Israel, (3)Seymour Fox School of Education, Hebrew University of Jerusalem, Jerusalem, Israel
- 70 **505.070** The Shortening of Achilles' Tendon Length in Moderate/High Severity Toe Walkers Is Already Present at a Young Age and Increase with the Age? **G. Valagussa**^{1,2}, E. Grossi², V. Balatti², D. Piscitelli^{1,3}, F. Cantarelli⁴, L. Mascetti⁵, E. Montrasio⁵, M. Mazzucchelli⁶ and C. Perin¹, (1) Program in Physical Therapy, University of Milano-Bicocca, School of Medicine and Surgery, Monza, Italy, (2)Autism Research Unit, Villa Santa Maria Foundation, Tavernerio, Italy, (3)School of Physical and Occupational Therapy, McGill University, Montreal, QC, Canada, (4)Istituto La Casa del Sole, Mantova, Italy, (5)Fondazione Renato Piatti, Milano, Italy, (6)School of Medicine and Surgery, University of Milan-Bicocca, Milano, Italy

- 71 **505.071** Visual and Proprioceptive Feedback Mechanisms of Fine and Gross Motor Control in ASD **R. L. Shafer**¹, Z. Wang², B. Karmakar³ and M. W. Mosconi⁴, (1)Life Span Institute, University of Kansas, Lawrence, KS, (2) Department of Applied Physiology and Kinesiology, University of Florida, Gainesville, FL, (3)The University of Florida, Gainesville, FL, (4)Clinical Child Psychology Program, Schiefelbusch Institute for Life Span Studies, University of Kansas, Lawrence, KS

Virtual Poster Session

506 - Social Cognition and Social Behavior --- (V)

11:30 AM - 1:30 PM -

- 72 **506.072** Alexithymia, Emotional Intelligence and Adjustment to College in Students with and without Autistic Traits **D. Davidson**¹ and D. Morales², (1)Psychology, Loyola University Chicago, Chicago, IL, (2)Loyola University Chicago, Chicago, IL
- 73 **506.073** Amount and Timing of Attention to the Eyes Are Differentially Associated with White Matter Maturation **A. L. Ford**¹, X. Dai², L. Li³, Z. M. Ammar¹, W. Jones⁴, A. Klin⁴ and S. Shultz¹, (1)Neuroscience Program, Emory University, Atlanta, GA, (2)Iowa State University, Ames, IA, (3) Marcus Autism Center, Children's Healthcare of Atlanta, Emory University, Atlanta, GA, (4)Marcus Autism Center, Children's Healthcare of Atlanta and Emory University School of Medicine, Atlanta, GA
- 74 **506.074** Are Developmental Trajectories from Toddlerhood to Adolescence in ASD Related to Social Relationship Competence? **R. Saban-Bezalel**¹, E. Ben-Itzhak² and D. A. Zachor³, (1)Communication disorders, Ariel university, Ariel, Israel, (2)Bruckner Center for Research in Autism, Communication Disorder, Ariel University, Ariel, Israel, (3) The Autism Center/ALUT, Pediatrics, Tel Aviv University /Shamir (Assaf Harofeh) Medical Center, Zerifin, Israel
- 75 **506.075** Assessing Contribution of Pragmatic Impairments and Executive Dysfunction to Theory of Mind Deficits in School-Aged Children with High-Functioning Autism **Z. Y. Wu**¹ and F. M. Tsao², (1)National Taiwan University, Taipei, Taiwan, (2)Psychology, National Taiwan University, Taipei, Taiwan
- 76 **506.076** Associations of Emotion Dysregulation and Heart Rate Variability in Adolescents with and without Autism Spectrum Disorder **H. T. Chiu**^{1,2}, F. N. Y. Ching^{1,2}, I. Ip^{1,2} and S. W. H. Wong^{1,2}, (1)Department of Educational Psychology, The Chinese University of Hong Kong, Hong Kong, Hong Kong, (2)Laboratory for Brain and Education, The Chinese University of Hong Kong, Hong Kong, Hong Kong
- 77 **506.077** Development of Helping Behavior in Children at Elevated Likelihood for Autism Spectrum Disorder **E. Demurie**, S. Boterberg, E. Bruyneel, C. Bontinck, P. Warreyn and H. Roeyers, Department of Experimental-Clinical and Health Psychology, Ghent University, Ghent, Belgium
- 78 **506.078** Interpersonal Contexts Predict Interaction Reciprocity: How Autistic, Non-Autistic, and Mixed-Neurotype Peer Interactions Unfold in an Inclusive School Environment **Y. L. Chen**¹ and K. P. Koenig², (1)Center of Outcomes and Assessment Research, Kessler Foundation, East Hanover, NJ, (2)Occupational Therapy, New York University, New York, NY
- 79 **506.079** Investigation of Autism Spectrum Disorder Diagnosis and Social Anxiety Symptoms As Predictors of Visual Attention to Faces and Eyes **C. J. Franke**¹, J. M. Wolf¹, A. Naples¹, M. E. Johnson², G. T. Han^{1,3} and J. McPartland¹, (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2)Child Study Center, Child Study Center, Yale University, New Haven, CT, (3)Yale Child Study Center, New Haven, CT

- 80 **506.080** Links between Perceived Dissimilarity, Loneliness and Internalizing Symptoms in Autistic Children and Adolescents **P. Munshell¹**, D. Alkire², H. A. Yarger³ and E. Redcay³, (1)Department of Psychology, University of Maryland at College Park, College Park, MD, (2)Neuroscience and Cognitive Science Program, University of Maryland, College Park, MD, (3)Department of Psychology, University of Maryland, College Park, MD
- 81 **506.081** Loneliness in Autistic Children: In Relation to School Recess Time **Y. T. Tsou¹**, M. Nasri¹, L. van Klaveren¹, E. M. Blijd-Hoogewys², M. Baratchi³, A. Koutamanis⁴, K. Liu¹ and C. Rieffe^{1,5,6}, (1)Institute of Psychology, Leiden University, Leiden, Netherlands, (2)INTER-PSY, Groningen, Netherlands, (3)Leiden Institute of Advanced Computer Science (LIACS), Leiden University, Leiden, Netherlands, (4)Faculty of Architecture & the Built Environment, Delft University of Technology, Delft, Netherlands, (5)Faculty of Electrical Engineering, Mathematics and Computer Science, University of Twente, Enschede, Netherlands, (6)Institute of Education, University College London, London, United Kingdom
- 82 **506.082** Relationships between Social Responsiveness and Visual Attention to Faces in a Transdiagnostic Sample of Adults with Autism, Schizophrenia, and a Non-Clinical Comparison Group **M. E. Johnson¹**, G. T. Han², A. Naples³, C. J. Franke³, C. J. Stevens³, L. M. Pisan³, C. C. Cukar-Capizzi³, J. M. Wolf³ and J. McPartland³, (1)Child Study Center, Child Study Center, Yale University, New Haven, CT, (2)Yale Child Study Center, New Haven, CT, (3)Child Study Center, Yale University School of Medicine, New Haven, CT
- 83 **506.083** Self-Determination, Body-Related Self-Conscious Emotions, and Physical Activity Levels in College Students with and without ASD Traits **D. Morales¹** and D. Davidson², (1)Loyola University Chicago, Chicago, IL, (2)Psychology, Loyola University Chicago, Chicago, IL
- 84 **506.084** The Moderating Effect of Sex on Autistic Trait Emotional Intelligence and Alexithymia **M. I. Cargill¹**, R. G. McDonald¹, N. Yacoub¹, S. Khawar¹, M. D. Lerner² and E. Kang¹, (1)Department of Psychology, Montclair State University, Montclair, NJ, (2)Psychology, Stony Brook University, Stony Brook, NY
- 85 **506.085** The Neurobiological Map of Theory of Mind and Pragmatic Communication in Autism **K. E. May¹**, A. Waltz², L. E. Duvall³ and R. K. Kana⁴, (1)University of Alabama, Tuscaloosa, AL, (2)The University of Alabama, Tuscaloosa, AL, (3)Psychology, University of Alabama, Tuscaloosa, AL, (4)Department of Psychology, University of Alabama, Tuscaloosa, AL
- 86 **506.086** The Relation between Social Anxiety and Meta-Perception during Peer Interaction in Children with and without Autism Spectrum Disorder **L. Giacobbe¹**, D. Alkire², H. A. Yarger¹ and E. Redcay¹, (1) Department of Psychology, University of Maryland, College Park, MD, (2) Neuroscience and Cognitive Science Program, University of Maryland, College Park, MD
- 87 **506.087** Understanding the Social Functioning Profile in NGLY1 Deficiency Using the Stanford Social Dimensions Scale (SSDS) **A. Revanur¹**, M. Uljarevic², C. Frater³, J. M. Phillips⁴, A. Y. Hardan⁴ and M. Ruzhnikov⁵, (1)University of Arizona College of Medicine-Tucson, Tucson, AZ, (2)School of Psychological Sciences, University of Melbourne, Stanford, CA, Australia, (3)Department of Child Neurology, Stanford University, Palo Alto, CA, (4)Psychiatry & Behavioral Sciences, Stanford University, Stanford, CA
- 88 **506.088** Validation and Factor Structure of the Japanese Version of the Camouflaging Autistic Traits Questionnaire (CAT-Q) **M. Hongo¹**, F. Oshima², Y. Nitta³, T. Takahashi⁴, H. Kuwabara⁵, T. Ohtani¹, L. Hull⁶, W. Mandy⁶ and E. Shimizu², (1)Chiba University, Chiba, Japan, (2)Research Center for Child Mental Development Chiba University, Chiba, Japan, (3) Waseda University, Tokorozawa, Japan, (4)Waseda University, Saitama, Japan, (5)University of Tokyo Hospital, Tokyo, Japan, (6)Department of Clinical, Educational and Health Psychology, University College London, London, United Kingdom
- 89 **506.089** Aggression and Social Deficits Among Children with Autism Spectrum Disorder **A. A. Lindley¹**, M. Santhosh², H. Rea³, E. Neuhaus⁴, A. Naples⁵, C. Sugar⁶, M. Murias⁷, J. Dziura⁸, C. Brandt⁸, C. A. Nelson⁹, G. Dawson¹⁰, R. A. Bernier¹¹, S. Faja¹², K. Chawarska⁵, F. Shic², S. J. Webb¹¹ and J. McPartland⁵, (1)Psychology, Seattle Children's Research Institute University of Washington, Seattle, WA, (2)Center for Child Health, Behavior and Development, Seattle Children's Research Institute, Seattle, WA, (3) Center for Human Development and Disability, University of Washington, Seattle, WA, (4)Seattle Children's Research Institute, Seattle, WA, (5)Child Study Center, Yale University School of Medicine, New Haven, CT, (6) University of California, Los Angeles, Los Angeles, CA, (7)Duke Center for Autism and Brain Development, Department of Psychiatry and Behavioral Sciences, Duke University, Durham, NC, (8)Yale University, New Haven, CT, (9)Department of Developmental Medicine, Boston Children's Hospital, Boston, MA, (10)Department of Psychiatry and Behavioral Sciences, Duke Center for Autism and Brain Development, Durham, NC, (11)Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA, (12)Boston Children's Hospital, Boston, MA
- 90 **506.090** Association between Emotion Regulation and Temperament in Children and Youth with ASD **R. Cardy¹**, C. Smith², F. Liu², B. Syed³, T. Paul⁴, B. Andrade⁴, J. A. Brian¹, S. Monga⁵, E. Anagnostou⁶ and A. Kushki⁶, (1)Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (2)Bloorview Research Institute, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (3)University of Toronto, Toronto, ON, Canada, (4)Centre for Addiction and Mental Health, Toronto, ON, Canada, (5)The Hospital for Sick Children, Toronto, ON, Canada, (6)Autism Research Centre, Bloorview Research Institute, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada
- 91 **506.091** Attention Preference in Cooperation and Competition of Preschool Children with Autism: Differences and Implications **L. Ban^{1,2}**, Z. Wang^{1,2}, Y. Fan², X. Jie³, J. Zhang^{1,2} and L. Yu^{1,2}, (1)School of Psychology, South China Normal University, Guangzhou, China, (2)Autism Research Center, South China Normal University, Guangzhou, China, (3)Guangzhou Ruibao Child Development Center, Guangzhou, China
- 92 **506.092** Atypical Social Interaction during Tickle Play in Children with Autism Spectrum Disorder **K. Matsushima¹** and T. Kato², (1)Kansai Medical University, Hirakata, Japan, (2)Department of Human Health Science, Graduate School of Medicine and Faculty of Medicine, Kyoto University, Kyoto, Japan
- 93 **506.093** Autistic Traits and Social Anxiety Interactively Affect Attention to the Eyes **W. Ni¹**, Q. Wang², C. Song³ and L. Yi³, (1)School of Psychological and Cognitive Sciences, Peking University, Beijing, China, (2)Beijing Key Laboratory of Applied Experimental Psychology, National Demonstration Center for Experimental Psychology Education (Beijing Normal University), Faculty of Psychology, Beijing Normal University, Beijing, China, (3)School of Psychological and Cognitive Sciences and Beijing Key Laboratory of Behavior and Mental Health, Peking University, Beijing, China
- 94 **506.094** Brain Activation Patterns of Detecting Social Transgression in School-Aged Children with High-Functioning Autism **F. M. Tsao¹**, H. M. Liu² and W. C. Hsu³, (1)Psychology, National Taiwan University, Taipei, Taiwan, (2)Special Education, National Taiwan Normal University, Taipei, Taiwan, (3)National Taiwan University of Science and Technology, Taipei, Taiwan
- 95 **506.095** Cognitive and Emotional Aspects of Social Anxiety in Autism without Intellectual Disability and Specific Learning Disorder **R. Lievore¹** and I. C. Mammarella², (1)Department of Developmental and Social Psychology, University of Padova (IT), Padova, Italy, (2)Department of Developmental and Social Psychology, University of Padova, Padova, Italy
- 96 **506.096** Emotion Recognition and Social Adaptive Behavior of Children with Autism Spectrum Disorder **U. Sharma¹**, B. Bhushan² and **S. Gulati³**, (1) Indian Institute of Technology Kanpur, Kanpur, India, (2)Indian Institute of Technology Kanpur, Kanpur, India, (3)Centre of Excellence and Advanced Research for Childhood Neurodevelopmental Disorders, Child Neurology Division, Department of Pediatrics, All India Institute of Medical Sciences, New Delhi, India

- 97 **506.097** Emotional Responses to Simulated Social Situations By Autistic and Non-Autistic Youth **N. M. Summers¹**, A. Karls² and N. Russo-Ponsaran², (1)Psychiatry and Behavioral Sciences, Rush Neurobehavioral Center, Skokie, IL, (2)Rush University Medical Center, Skokie, IL
- 98 **506.098** Empathizing, Systemizing, Empathizing-Systemizing Difference and Their Association with Autistic Traits in Autistic Children with and without Intellectual Disability **N. Pan¹**, B. Auyeung², X. Wang¹, L. Lin¹, H. Li¹, X. Zhan¹, C. Jin¹, J. Jing¹ and X. Li¹, (1)Sun Yat-sen University, Guangzhou, China, (2)University of Edinburgh, Edinburgh, United Kingdom
- 99 **506.099** Exploring the Applicability of the Cognitive Model of Social Anxiety in Autistic Youths **J. Lei¹** and A. Russell², (1)Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (2)Psychology/Centre for Applied Autism Research, University of Bath, Bath, United Kingdom
- 100 **506.100** Relationship between Emotions and Repetitive Behaviors in School-Aged Autistic Children **K. Sotelo^{1,2}**, I. Soulieres^{2,3}, V. Courchesne^{2,4}, M. Couture⁵, G. Thernidor², L. Mottron, M.D.² and C. Jacques^{2,6}, (1) Université du Québec en Outaouais, Gatineau, QC, Canada, (2)Autism Research Group, CIUSSS du Nord-de-l'Île-de-Montréal, Montréal, QC, Canada, (3)Department of Psychology, Université du Québec à Montréal, Montréal, QC, Canada, (4)CAMH : Centre for Addiction and Mental Health, Toronto, Toronto, ON, Canada, (5)Rehabilitation, Université de Sherbrooke, Sherbrooke, QC, Canada, (6)University of Quebec in Outaouais, Gatineau, QC, Canada
- 101 **506.101** Let's Play Together! Cognitive-Motor Abilities Predict Peer Interaction in ASD and TD **Y. Estrugo¹** and N. B. Bauminger-Zviely², (1) School of Education, Bar Ilan University, Ramat-Gan, Israel, (2)School of Education, Bar Ilan University, Ramat Gan, Israel
- 102 **506.102** More Than Management: The Stigmatized Identity Framework-General Based on Goffman's Stigma Theory and Applied to Autism **C. Cotton¹** and T. A. M. McDonald², (1)Vanderbilt University Medical Center, Nashville, TN, (2)Sleep Disorders Division, Department of Neurology, Vanderbilt University Medical Center, Nashville, TN
- 103 **506.103** Parental Report of Empathic Disequilibrium Predicts Autistic Traits in Neurotypical Adolescents **I. Shalev¹**, T. Simantov² and F. Uzefovsky², (1)Psychology, Ben-Gurion University, Jerusalem, Israel, (2) Ben-Gurion University of the Negev, Be'er-Sheva, Israel
- 104 **506.104** Predictive Associations between Frontal EEG Alpha Asymmetry and Social Communication Difficulties in Females with ASD **E. Neuhaus¹**, M. Santhosh², K. Pelphrey³, S. J. Webb⁴ and G. A. Consortium¹, (1)Seattle Children's Research Institute, Seattle, WA, (2)Center for Child Health, Behavior and Development, Seattle Children's Research Institute, Seattle, WA, (3)University of Virginia, Charlottesville, VA, (4)Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA
- 105 **506.105** Puberty and Empathy Development during the COVID-19 Pandemic **T. Simantov¹** and F. Uzefovsky, Ben-Gurion University of the Negev, Be'er-Sheva, Israel
- 106 **506.106** Reduced Parasympathetic Regulation, but Not Reactivity, and Socioemotional Symptoms in Male and Female Adolescents with Autism **R. A. Muscatello¹**, A. J. Romines², I. A. Smith² and B. A. Corbett¹, (1) Psychiatry and Behavioral Sciences, Vanderbilt University Medical Center, Nashville, TN, (2)Vanderbilt University, Nashville, TN
- 107 **506.107** Sibling Influences on Interpersonal and Coping Skills in Individuals with Autism Spectrum Disorder **E. Hanson¹**, B. Rozumny², S. Mussarat², M. Harris² and N. Bornstein³, (1)Boston Children's Hospital/Harvard Medical School, Boston, MA, (2)Developmental Medicine, Boston Children's Hospital, Boston, MA, (3)Boston Children's Hospital, Boston, MA
- 108 **506.108** Social Disruption and Loneliness in Autistic and Non-Autistic Youth during the COVID-19 Pandemic **A. H. Gerber¹**, J. Keluskar², M. Ballan³, J. Stadheim¹ and M. D. Lerner¹, (1)Psychology, Stony Brook University, Stony Brook, NY, (2)Stony Brook University, Stony Brook, NY, (3)School of Social Welfare, Stony Brook University, Stony Brook, NY
- 109 **506.109** The Relationship between Autism Symptoms and Reading the Mind in the Eyes **M. Kurtz¹**, J. A. Trapani² and R. K. Kana³, (1)The University of Alabama, Tuscaloosa, AL, (2)University of Alabama at Birmingham, Birmingham, AL, (3)Department of Psychology, University of Alabama, Tuscaloosa, AL
- 110 **506.110** Thriving in Autistic Children Seeking Socioemotional Supports in a Virtual Group-Based Cognitive Behavioural Therapy Program **T. Sellitto¹**, V. Lee², N. Vashi¹, F. H. Roudbarani¹, A. Pouyandeh¹ and J. A. Weiss¹, (1)Psychology, York University, Toronto, ON, Canada, (2) Psychology, Carleton University, Ottawa, ON, Canada
- 111 **506.111** Understanding Transgender Identity in a Survey of Autistic Individuals **H. R. Steinberg¹**, A. Becker² and L. Shea³, (1)AJ Drexel Autism Institute, Philadelphia, PA, (2)Policy and Analytics Center, A.J. Drexel Autism Institute, Philadelphia, PA, (3)A.J. Drexel Autism Institute, Philadelphia, PA
- 112 **506.112** How Do Individual Differences in Social Motivation and Emotion Regulation Relate to Social-Emotional Difficulties in Youth with Autism Spectrum Disorder (ASD) **M. Uljarevic¹**, **J. M. Phillips²**, T. W. Frazier³ and A. Y. Hardan², (1)School of Psychological Sciences, University of Melbourne, Stanford, CA, Australia, (2)Psychiatry & Behavioral Sciences, Stanford University, Stanford, CA, (3)Psychology, John Carrol University, Cleveland, OH

Oral Session - 1A

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

**301 - Community Caregiver-mediated Early
Intervention**

1:30 PM - 2:30 PM - Lone Star Ballroom Salons A-C

- 1:30 **301.001** Feasibility and Acceptability of Parenting Interventions Delivered in Spanish to Caregivers of Children with Autism and Other Developmental Delays: A Mixed-Methods Design **J. Safer-Lichtenstein¹**, L. L. McIntyre², G. Rodriguez¹, D. Gomez¹, S. Puerta³ and C. L. Neece⁴, (1)University of Oregon, Eugene, OR, (2)Special Education and Clinical Sciences, University of Oregon, Eugene, OR, (3)Loma Linda University, Loma Linda, CA, (4)Psychology, Loma Linda University, Loma Linda, CA
- 1:45 **301.002** Stakeholder Perspectives on Family 'Fit' for a Parent-Implemented Naturalistic Developmental Behavioral Intervention **K. M. Frost¹**, D. Duggan², D. Weedmark² and B. R. Ingersoll¹, (1)Psychology, Michigan State University, East Lansing, MI, (2)Michigan State University, East Lansing, MI
- 2:00 **301.003** Exploring Coaching and Follow-up Supports in Community Implemented Caregiver-Mediated Jasper Intervention **S. Y. Shire¹**, W. I. Shih², T. Barriault³ and C. Kasari⁴, (1)Special Education and Clinical Sciences, University of Oregon, Eugene, OR, (2)University of California - Los Angeles, Los Angeles, CA, (3)Roots and Wings Psychology, Sudbury, ON, Canada, (4)University of California, Los Angeles, Los Angeles, CA
- 2:15 **301.004** Comparison of Who Caregiver Skills Training Delivered Remotely and in Person C. Ferrante¹, P. Sogato¹, S. Ghera², A. Salandini³, S. Rizzo², C. Chiesa¹, T. W. CST Team³, M. L. Scattoni⁴, C. Servili³ and **E. Salomone¹**, (1)Department of Psychology, University of Milan-Bicocca, Milan, Italy, (2)Fondazione Paideia, Turin, Italy, (3)Department of Mental Health and Substance Abuse, World Health Organization, Geneva, Switzerland, (4)Istituto Superiore di Sanità, Rome, Italy

Oral Session - 2A

Early Development (< 48 months)

302 - Early biomarkers

1:30 PM - 2:30 PM - Grand Ballroom Salon 3-4

- 1:30 **302.001** Executive Attention Moderates the Association between Infant Excitation/Inhibition Balance and Autistic Traits in Toddlerhood **V. Carter Leno¹**, J. Begum-Ali², L. Mason³, G. Pasco⁴, A. Pickles¹, T. Gliga⁵, S. Garg⁶, J. Green⁷, T. Charman⁸, M. Johnson⁹ and E. J. Jones³, (1)Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (2)Centre for Brain and Cognitive Development, Birkbeck, University of London, London, United Kingdom, (3)Centre for Brain and Cognitive Development, Birkbeck University of London, London, United Kingdom, (4)Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (5)Department of Psychology, University of East Anglia, London, United Kingdom, (6)School of Biological Sciences, University of Manchester, Manchester, United Kingdom, (7) University of Manchester, Manchester, United Kingdom of Great Britain and Northern Ireland, (8)Department of Psychology, University of Cambridge, Cambridge, United Kingdom
- 1:45 **302.002** Neonatal Neurobehavior in Infants with Autism Spectrum Disorder **J. Bradshaw¹**, D. Shi¹, C. A. Saulnier² and C. Klaiman³, (1) University of South Carolina, Columbia, SC, (2)Neurodevelopmental Assessment & Consulting Services, Decatur, GA, (3)Marcus Autism Center, Children's Healthcare of Atlanta and Emory University School of Medicine, Atlanta, GA
- 2:00 **302.003** Dyadic Vocal Contingency in Infants Later Diagnosed with Autism Spectrum Disorder **R. K. Sandercock¹**, H. Hazlett², S. S. Meera³, J. Parish-Morris⁴, L. D. Yankowitz⁴, S. Plate⁴, M. Swanson⁵, J. R. Pruett⁶, A. M. Estes⁷, L. Zwaigenbaum⁸, K. Botteron⁹, S. R. Dager¹⁰, R. T. Schultz², J. Pandey⁴, T. St. John¹¹, J. Piven² and .. The IBIS Network³, (1)Developmental Behavioral Pediatrics, JFK Partners, University of Colorado School of Medicine, Aurora, CO, (2)*co-senior author, University of North Carolina, Chapel Hill, NC, (3)National Institute of Mental Health and Neurosciences, Bangalore, India, (4)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (5)University of North Carolina, Chapel Hill, NC, (6)*Co-senior author, **For the IBIS Network, Washington University School of Medicine, St. Louis, MO, (7)Speech and Hearing Sciences, University of Washington, Seattle, WA, (8)University of Alberta, Edmonton, AB, Canada, (9)Psychiatry (Child) and Radiology, Washington University School of Medicine, St. Louis, MO, (10)Radiology, University of Washington, Seattle, WA, (11)University of Washington, Seattle, WA
- 2:15 **302.004** The P1 Event-Related Potential Response Is Associated with Sensory Responsivity in Infants with Fragile X Syndrome and High Familial Risk for Autism **M. W. Guy¹**, S. Conte², A. L. Hogan³, A. Bursalioglu¹, J. E. Richards² and J. Roberts³, (1)Loyola University Chicago, Chicago, IL, (2) University of South Carolina, Columbia, SC, (3)Department of Psychology, University of South Carolina, Columbia, SC

Oral Session - 3A

Brain Function (fMRI, fcMRI, MRS, EEG, ERP, MEG)

303 - Neurodevelopmental Processes Associated with Sensory Functions in ASD

1:30 PM - 2:30 PM - Grand Ballroom Salon 5-6

- 1:30 **303.001** Atypical Integration of Sensory-to-Transmodal Functional Systems Mediates Symptom Severity in Autism **S. Park¹**, K. V. Haak², H. B. Cho¹, M. P. Milham³, B. Bernhardt⁴, A. Di Martino³ and S. J. Hong^{1,3,5}, (1) Center for Neuroscience Imaging Research, Institute for Basic Science, Suwon, Korea, Republic of (South), (2)Radboud University Medical Center Nijmegen, Donders Institute for Brain, Cognition and Behaviour, Department of Cognitive Neuroscience, Nijmegen, Netherlands, (3)Child Mind Institute, New York, NY, (4)Neurology and Neurosurgery, Montreal Neurological Institute, Montreal, QC, Canada, (5)Department of Global Biomedical Engineering, Sungkyunkwan University, Suwon, Korea, Republic of (South)
- 1:45 **303.002** Atypicalities in Salience Network Connectivity at 9 Months Relate to Sensory Sensitivity in Infants with a Family History of Autism **L. E. Wagner¹**, M. Banchik¹, T. Tsang¹, N. J. Okada², K. K. Cummings³, J. Jung⁴, N. M. McDonald⁵, S. Y. Bookheimer⁶, S. A. Green⁴ and M. Dapretto¹, (1) University of California, Los Angeles, Los Angeles, CA, (2)Harvard Medical School, Harvard University, Boston, MA, (3)The University of North Carolina at Chapel Hill, Chapel Hill, NC, (4)Dept of Psychiatry and Biobehavioral Sciences, University of California, Los Angeles, Los Angeles, CA, (5)UCLA Center for Autism Research and Treatment, Los Angeles, CA
- 2:00 **303.003** Resting-State Functional Connectivity of the Sensorimotor Cerebellum in ASD **M. E. Cakar¹**, J. Jung², N. J. Okada³, K. K. Cummings⁴, G. Patterson⁵, S. Y. Bookheimer⁶, M. Dapretto² and S. A. Green², (1) Interdepartmental Neuroscience Program, University of California, Los Angeles, Los Angeles, CA, (2)Dept of Psychiatry and Biobehavioral Sciences, University of California, Los Angeles, Los Angeles, CA, (3) Harvard Medical School, Harvard University, Boston, MA, (4)The University of North Carolina at Chapel Hill, Chapel Hill, NC, (5)University of Denver, Denver, CO
- 2:15 **303.004** Relationship between GABA, Glutamate and Social and Sensory Processing in Children with Autism Spectrum Disorder **A. Johnson¹**, E. Shankland¹, T. L. Richards¹, N. Corrigan¹, A. M. Estes², T. St. John¹, S. R. Dager³ and N. Kleinhaus¹, (1)University of Washington, Seattle, WA, (2)Speech and Hearing Sciences, University of Washington, Seattle, WA, (3)Radiology, University of Washington, Seattle, WA

Oral Session - 4A

Family Issues and Stakeholder Experiences

304 - Autistic Experiences

1:30 PM - 2:30 PM - Lone Star Ballroom Salon F-H

- 1:30 **304.001** Autistic and Non-Autistic Stakeholder Participation in Autism Research **S. L. Curtiss¹**, M. Subih¹, F. Madison², S. Tillman³ and W. Ingram², (1)University of Delaware, Newark, DE, (2)Independent Scholar, Newark, DE, (3)Independent Scholar, Newark, DE
- 1:45 **304.002** The Experiences and Perceptions of Professional Autistic Actors in Film and on Television **M. Dean¹** and A. Nordahl-Hansen², (1) Education, California State University, Channel Islands, Camarillo, CA, (2) Faculty of Education, Østfold University College, Halden, Norway
- 2:00 **304.003** Understanding the Research Priorities and Perspectives of Autistic Female and Nonbinary People **O. C. Putnam¹**, M. Swisher², T. A. Niblack³, C. M. Perry¹ and C. Harrop¹, (1)Department of Allied Health Sciences, University of North Carolina at Chapel Hill, Chapel Hill, NC, (2) The University of North Carolina - Chapel Hill, Chapel Hill, NC, (3)University of North Carolina at Chapel Hill, Chapel Hill, NC

- 2:15 **304.004** Implicit Attitudes Towards Autism in the British Press T. Karaminis¹, U. Maden-Weinberger², G. Beattie² and C. Gabrielatos², (1) Department of Psychology, Edge Hill University, Ormskirk, United Kingdom, (2)Edge Hill University, Ormskirk, United Kingdom

Oral Session - 5A

**Diagnostic, Behavioral & Intellectual Assessment
305 - Important Demographic Considerations in ASD
Diagnosis: A Deeper Dive**

1:30 PM - 2:30 PM - Lone Star Ballroom Salon D

- 1:30 **305.001** Racial Disparities in the Clinician-Reported Validity of Autism Diagnostic Evaluations C. Nadler¹, L. Wiggins², M. S. Durkin³, N. Reyes⁴, S. Rosenberg⁵, L. Eck⁶, J. Daniels⁷ and R. Fitzgerald⁸, (1)Children's Mercy Kansas City, Kansas City, MO, (2)Centers for Disease Control and Prevention, Atlanta, GA, (3)Population Health Sciences, University of Wisconsin School of Medicine and Public Health, Madison, WI, (4) JFK Partners, University of Colorado Anschutz Medical Campus, Aurora, CO, (5)University of Colorado Anschutz Medical Campus, Aurora, CO, (6) Washington University School of Medicine, St. Louis, MO, (7)University of North Carolina at Chapel Hill, Chapel Hill, NC
- 1:45 **305.002** Evaluation of Racial and Sex Bias in the Autism Diagnostic Observation Schedule: An Item-Response Theory Analysis L. Kalb^{1,2,3}, V. Singh², J. S. Hong^{2,4}, C. B. Holingue^{1,2}, N. N. Ludwig⁵, P. Danika^{2,4}, R. Reetzke^{2,4}, A. Gross⁶ and R. Landa^{2,4}, (1)Department of Mental Health, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (2) Center for Autism and Related Disorders, Kennedy Krieger Institute, Baltimore, MD, (3)Department of Neuropsychology, Kennedy Krieger Institute, Baltimore, MD, (4)Department of Psychiatry and Behavioral Sciences, Johns Hopkins University School of Medicine, Baltimore, MD, (5)Neuropsychology, Kennedy Krieger Institute, Baltimore, MD, (6)Johns Hopkins School of Public Health, Baltimore, MD
- 2:00 **305.003** Are the Diagnostic Rates of Autistic Females Increasing? an Examination of State-Wide Trends C. Harrop¹, C. B. Klein², O. C. Putnam¹, E. M. Lamarche² and L. G. Klinger³, (1)Department of Allied Health Sciences, University of North Carolina at Chapel Hill, Chapel Hill, NC, (2) TEACCH Autism Program; Psychiatry, University of North Carolina, Chapel Hill, NC, (3)TEACCH Autism Program; Psychiatry, UNC TEACCH Autism Program, Chapel Hill, NC
- 2:15 **305.004** Community-Referral Vs. Siblings with Familial Risk for Autism Spectrum Disorder: Clinician Certainty in the Diagnosis of Toddlers E. McQueen¹, H. Walum¹, A. Klin¹, W. Jones¹, S. P. White² and C. Klaiman¹, (1)Marcus Autism Center, Children's Healthcare of Atlanta and Emory University School of Medicine, Atlanta, GA, (2)Marcus Autism Center, Emory University School of Medicine, Atlanta, GA

Oral Session - 6A

Molecular and Cellular Biology

306 - Neural Progenitor Cells: Insights into the Biology of Autism

1:30 PM - 2:30 PM - Lone Star Ballroom Salon E

- 1:30 **306.001** Converging and Independent Pathway Level Changes in Early Maturing Neurons Induced By Autism-Related Environmental Risk Factors A. Arora^{1,2,3}, M. Becker^{1,2,3}, C. M. Marques⁴, M. Oksanen^{1,2,3}, D. Li^{1,2,3}, F. Mastropasqua^{1,2,3}, M. E. Watts^{1,2,3}, M. Arora⁵, A. Falk^{6,7}, C. O. Daub^{8,9}, I. Lanekoff⁴ and K. Tammimies^{1,2,3}, (1)Center for Neurodevelopmental Disorders at Karolinska Institutet (KIND), Department of Women's and Children's Health, Karolinska Institutet, Stockholm, Sweden, (2)Astrid Lindgren Children's Hospital, Karolinska University Hospital, Region Stockholm, Stockholm, Sweden, (3)Center for Psychiatry Research, Region Stockholm, Stockholm, Sweden, (4)Department of Chemistry - BMC, Uppsala University, Uppsala, Sweden, (5)Department of Environmental Medicine and Public Health, Icahn School of Medicine at Mount Sinai, New York, NY, (6)Department of Neuroscience, Karolinska Institutet, Stockholm, Sweden, (7)Lund Stem Cell Center, Division of Neurobiology, Department of Experimental Medical Science, Lund University, Lund, Sweden, (8) Department of Biosciences and Nutrition, Karolinska Institutet, Stockholm, Sweden, (9)Science for Life Laboratory, Stockholm, Sweden
- 1:45 **306.002** Thyroid Hormone Therapy in the Differentiation of Neural Progenitor Cells into Cortical Neurons: Potential Contribution to Autism Spectrum Disorders S. Salloum-Asfar¹, K. C. Shin², R. Taha³, A. K. Elsayed⁴, N. T. Swaidan⁵, S. Khattak⁶, Y. Park² and S. A. Abdulla¹, (1) Qatar Biomedical Research Institute (QBRI), HBKU, Qatar Foundation, Doha, Qatar, (2)Neurological Disorders Research Center, Qatar Biomedical Research Institute, Hamad Bin Khalifa University, Qatar Foundation, Doha, Qatar, (3)Neurological Disorders Research Center, Qatar Biomedical Research Institute (QBRI), Hamad Bin Khalifa University (HBKU), Education City, Qatar Foundation (QF), Doha, Qatar, (4)Neurological Disorders Research Center, Qatar Biomedical Research Institute, Hamad Bin Khalifa University, Qatar Foundation, Doha, Qatar, (5)Royal College of Surgeons in Ireland, Bahrain, Bahrain
- 2:00 **306.003** Uncovering Novel Neuroimmune Mechanisms Regulating Brain Overgrowth in Autism Using Human Pluripotent Stem Cells S. Chetty¹, J. F. Hallmayer², R. O'Hara³, C. W. Nordahl⁴, M. Solomon⁴, S. M. Rivera⁵ and D. G. Amaral⁴, (1)Psychiatry and Behavioral Sciences, Institute for Stem Cell Biology and Regenerative Medicine, Stanford University, Stanford, CA, (2)Psychiatry & Behavioral Sciences, Stanford University, Stanford, CA, (3)Psychiatry and Behavioral Sciences, Stanford University, Stanford, CA, (4)Department of Psychiatry and Behavioral Sciences, The Medical Investigation of Neurodevelopmental Disorders (MIND) Institute, UC Davis School of Medicine, University of California Davis, Sacramento, CA, (5)Department of Psychology, University of California, Davis, Davis, CA
- 2:15 **306.004** Relating Interindividual Differences in Cerebral Organoids to Longitudinal Infant Brain Growth M. R. Glass¹, A. A. Beltran¹, J. M. Simon¹, N. Matoba¹, S. Bhargava², K. Huang², M. Kaikini², O. Krupa¹, T. St. John³, L. Flake⁴, J. Pandey⁵, A. M. Estes⁶, S. R. Dager⁷, R. T. Schultz⁵, K. Botteron⁴, M. Styner⁸, A. S. Beltran⁹, J. B. Girault¹⁰, H. Hazlett¹¹, M. D. Shen¹¹, J. Piven¹¹, J. Stein¹¹ and .. The IBIS Network³, (1)Genetics & UNC Neuroscience Center, University of North Carolina, Chapel Hill, NC, (2)University of North Carolina, Chapel Hill, NC, (3)University of Washington, Seattle, WA, (4)Washington University School of Medicine, St. Louis, MO, (5)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (6)Speech and Hearing Sciences, University of Washington, Seattle, WA, (7)Radiology, University of Washington, Seattle, WA, (8)Psychiatry and Computer Science, University of North Carolina, Chapel Hill, NC, (9)Genetics, UNC Chapel Hill, Chapel Hill, NC, (10)Carolina Institute for Developmental Disabilities, University of North Carolina, Chapel Hill, NC, (11)*co-senior author, University of North Carolina, Chapel Hill, NC

Oral Session - 1B

Interventions - Non-pharmacologic - School-Age, Adolescent, Adult

307 - Novel Ways of Engaging the ASD Community with Behavioral Interventions for Youth and Adults

2:30 PM - 3:30 PM - Lone Star Ballroom Salons A-C

- 2:30 **307.001** Improving Outcomes in Minority Children with Autism Spectrum Disorder Affected By the COVID-19 Pandemic through the Evaluation of a Telehealth Family-Mediated Intervention **M. Nava Palma¹**, J. Trayvick², J. Beltran³, S. Barkley², L. Tolentino Espinoza⁴, L. Mayo⁴, H. Morsbach Sweeney⁵, J. H. Foss-Feig² and M. P. Trelles², (1)Psychiatry, Seaver Autism Center at the Icahn School of Medicine at Mount Sinai, New York City, NY, (2)Seaver Autism Center for Research and Treatment, Department of Psychiatry, Icahn School of Medicine at Mount Sinai Hospital, New York, NY, (3)Psychiatry, Icahn School of Medicine at Mount Sinai Hospital, New York City, NY, (4)Centro Ann Sullivan Peru (CASP), Lima, Peru, (5)Center Ann Sullivan International - CASI, Lawrence, KS
- 2:45 **307.002** A Pilot Feasibility Trial of Telehealth-Delivered Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) for Autistic Youth **C. G. McDonnell¹**, T. M. Andrzejewski¹, E. A. DeLucia² and J. Dike³, (1) Department of Psychology, University of Wyoming, Laramie, WY, (2) Department of Psychology, Virginia Polytechnic Institute and State University, Blacksburg, VA, (3)Virginia Tech, Blacksburg, VA
- 3:00 **307.003** A Randomized Controlled Study and Replication of Compass to Improve Individualized Educational Planning for Students on the Autism Spectrum in an Australian Context **A. M. Love^{1,2}**, R. Y. Cai³, E. Gallagher⁴, J. Stephenson⁵ and V. Gibbs⁴, (1)Aspect Research Centre for Autism Practice, Autism Spectrum Australia (Aspect), Melbourne, VIC, Australia, (2) Aspect Research Centre for Autism Practice, Flemington, VIC, Australia, (3) Aspect Research Centre for Autism Practice, Autism Spectrum Australia, Melbourne, VIC, Australia, (4)Aspect Research Centre for Autism Practice, Autism Spectrum Australia, Sydney, NSW, Australia, (5)Macquarie University, Sydney, NSW, Australia
- 3:15 **307.004** Public Perceptions of ABA on Facebook: A Preliminary Snapshot **P. Chaxiong¹**, M. Y. S. Bak¹, E. Worthley² and A. M. Reilly¹, (1) Educational Psychology, University of Minnesota, Minneapolis, MN, (2) University of Minnesota, Minneapolis, MN

- 3:00 **308.003** Remote Natural Language Sampling for Children with ASD: Role of Parent-Selected Activities and Child Language Level **L. Butler¹**, H. Tager-Flusberg², S. Shen³, C. La Valle³, J. Palana⁴, N. Peterman¹ and C. Liu¹, (1)Psychological & Brain Sciences, Boston University, Boston, MA, (2)Department of Psychological and Brain Sciences, Boston University, Boston, MA, (3)Department of Speech, Language, and Hearing Sciences, Boston University, Boston, MA, (4)Psychological and Brain Sciences, Boston University, Boston, MA
- 3:15 **308.004** Play Skills As a Predictor of Sentence Diversity in Young Children with Autism Spectrum Disorder **G. Duncan¹**, B. Manning², E. Clark-Whitney³, C. B. Klein⁴, A. Lemelman³, J. Winter³ and **S. H. Kim³**, (1) Psychiatry, Center for Autism and the Developing Brain, Weill Cornell Medical College, White Plains, NY, (2)Center for Autism and the Developing Brain, Weill Cornell Medicine, White Plains, NY, (3)Psychiatry, Center for Autism and the Developing Brain, White Plains, NY, (4)Psychiatry, TEACCH Autism Program, UNC Chapel Hill, White Plains, NY

Oral Session - 3B

Brain Structure (MRI, neuropathology)

309 - The Neuroanatomical Underpinnings of Different Clinical ASD Phenotypes

2:30 PM - 3:30 PM - Grand Ballroom Salon 5-6

- 2:30 **309.001** Investigating Shared and Distinct Neuroanatomical Underpinnings of ASD in Individuals with and without Comorbid ADHD **L. Berg^{1,2}**, T. Schäfer^{1,2}, C. Mann^{1,2}, J. Leyhausen^{1,2}, C. M. Pretzsch³, E. Loth⁴, J. K. Buitelaar⁵, C. Beckmann⁶, T. Charman⁶, T. Bourgeron⁷, D. Murphy⁸ and C. Ecker^{1,2,3}, (1)Department of Child and Adolescent Psychiatry, Psychosomatics and Psychotherapy, Goethe University Frankfurt am Main, Frankfurt, Germany, (2)Brain Imaging Center, Goethe University Frankfurt am Main, Frankfurt, Germany, (3)Department of Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (4) Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, Psychology, and Neuroscience, King's College London, London, United Kingdom, (5)Department of Cognitive Neuroscience, Donders Institute for Brain, Cognition and Behaviour, Radboud University Nijmegen Medical Centre, Nijmegen, Netherlands, (6)Department of Psychology, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (7)Human Genetics and Cognitive Functions, Institut Pasteur, Paris, France, (8)Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom
- 2:45 **309.002** Variation in Neuroanatomical Development Is Associated with Variation in Adaptive Outcome in Autism **C. M. Pretzsch¹**, T. Schäfer², A. Bletsch³, C. Mann², D. L. Floris⁴, M. V. Lombardo⁵, T. Bourgeron⁶, T. Charman⁷, J. K. Buitelaar⁸, C. Beckmann⁹, E. Loth⁹, D. Murphy⁷ and C. Ecker³, (1)IoPPN King's College London, London, United Kingdom, (2) Department of Child and Adolescent Psychiatry, Psychosomatics and Psychotherapy, Goethe University Frankfurt am Main, Frankfurt, Germany, (3)Department of Child and Adolescent Psychiatry, Psychosomatics and Psychotherapy, Goethe-University Frankfurt am Main, Frankfurt, Germany, (4)Donders Centre for Cognitive Neuroimaging, Nijmegen, Netherlands, (5)Center for Neuroscience and Cognitive Systems, Istituto Italiano di Tecnologia, Rovereto, Italy, (6)Human Genetics and Cognitive Functions, Institut Pasteur, Paris, France, (7)Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (8)Department of Cognitive Neuroscience, Donders Institute for Brain, Cognition and Behaviour, Radboud University Nijmegen Medical Centre, Nijmegen, Netherlands, (9)Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, Psychology, and Neuroscience, King's College London, London, United Kingdom

Oral Session - 2B

Communication and Language

308 - Using Parent-Child Interactions to Learn About Language

2:30 PM - 3:30 PM - Grand Ballroom Salon 3-4

- 2:30 **308.001** Describing (pre-)Linguistic Oral Productions in Young Autistic Children: A Cluster Analysis **P. Maes¹**, M. Weyland and M. Kissine, ACTE — Center of research in Linguistics — ULB Neuroscience Institute, Université libre de Bruxelles, Brussels, Belgium
- 2:45 **308.002** What Role Does the Environment Play in Language Development? SES, Parent Language Input, and Language Abilities in Children with ASD **M. Pecukonis¹**, L. Butler² and H. Tager-Flusberg¹, (1) Department of Psychological and Brain Sciences, Boston University, Boston, MA, (2)Psychological & Brain Sciences, Boston University, Boston, MA

3:00 **309.003** Subcortical Brain Alterations across Copy Number Variants Converge with Those in Autism and Neurodevelopmental Psychiatric Disorders **K. Kumar**¹, C. Modenato², C. A. Moreau³, C. R. K. Ching⁴, A. Harvey¹, S. Martin², G. Huguet¹, M. Jean Louis¹, C. O. Martin¹, E. A. Douard¹, A. I. Silva^{5,6}, M. Van Den Bree^{5,7,8}, D. E. Linden^{5,6,7}, M. J. Owen^{5,7}, J. Hall^{5,7,8}, S. Lippe⁹, G. Dumas¹, C. E. Bearden¹⁰, P. M. Thompson⁴ and S. Jacquemont¹, (1)Centre de recherche CHU Sainte-Justine and University of Montréal, Montreal, QC, Canada, (2)LREN - Department of clinical neurosciences, Centre Hospitalier Universitaire Vaudois and University of Lausanne, Lausanne, Switzerland, (3)Human Genetics and Cognitive Functions, CNRS UMR 3571, Université de Paris, Institut Pasteur, Paris, France, (4)Imaging Genetics Center, Mark and Mary Stevens Neuroimaging and Informatics Institute, Keck School of Medicine, University of Southern California, Marina del Rey, CA, (5)Neurosciences & Mental Health Research Institute, Cardiff University, Cardiff, United Kingdom, (6)School for Mental Health and Neuroscience, Maastricht University, Maastricht, Netherlands, (7)MRC Centre for Neuropsychiatric Genetics and Genomics, Cardiff University, Cardiff, United Kingdom, (8)Division of Psychological Medicine and Clinical Neurosciences, School of Medicine, Cardiff University, Cardiff, United Kingdom, (9)Neurosciences of Early Development Lab, CHU Sainte-Justine, Montreal, QC, Canada, (10)Department of Psychiatry and Biobehavioral Sciences, Semel Institute for Neuroscience and Human Behavior and Department of Psychology, University of California-Los Angeles, Los Angeles, CA

3:15 **309.004** Clinical Correlates of Gabaergic Interneuron Pathology in the Autistic Prefrontal Cortex **B. Dufour**^{1,2} and V. Martinez-Cerdeno^{2,3}, (1)Psychiatry and Behavioral Sciences, UC Davis School of Medicine, Sacramento, CA, (2)MIND Institute, UC Davis Medical Center, Sacramento, CA, (3)Pathology & Laboratory Medicine, UC Davis School of Medicine; Institute for Pediatric Regenerative Medicine and Shriners Hospitals for Children of Northern California, Sacramento, CA

Oral Session - 4B

Service Delivery/Systems of Care

310 - Service Delivery / Systems of Care

2:30 PM - 3:30 PM - Lone Star Ballroom Salon F-H

2:30 **310.001** Diagnostic Accuracy within a Statewide System of ASD Evaluation **R. McNally Keehn**¹, B. Enneking¹, L. R. Hamrick², T. Ryan-Lengacher¹, G. Kadlaskar³, A. Paxton¹, P. Monahan⁴, N. Swigonski¹, M. Ciccarelli¹ and B. Keehn⁵, (1)Pediatrics, Indiana University School of Medicine, Indianapolis, IN, (2)Psychological Sciences, Purdue University, West Lafayette, IN, (3)Department of Psychiatry & Behavioral Sciences, University of California, Davis, MIND Institute, Sacramento, CA, (4)Biostatistics, Indiana University School of Medicine, Indianapolis, IN, (5)Speech, Language, and Hearing Sciences, Purdue University, West Lafayette, IN

2:45 **310.002** Echo Autism: Mental Health: An Approach to Improved Mental Health Care for Individuals on the Autism Spectrum L. Levinstein¹, **B. B. Maddox**², R. Brown³, M. Odum⁴ and K. Soh¹, (1)University of Missouri - Columbia School of Medicine, Columbia, MO, (2)University of Pennsylvania, Philadelphia, PA, (3)University of Missouri, Columbia, MO, (4)ECHO Autism Communities, University of Missouri, School of Medicine, Columbia, MO

3:00 **310.003** Understanding and Improving Education Systems for Children with Autism Spectrum Disorder in South Africa **S. Pillay**¹, P. J. de Vries² and M. Duncan³, (1)Health Sciences, University of Cape Town, Cape Town, South Africa, (2)Centre for Autism Research in Africa, Division of Child & Adolescent Psychiatry, University of Cape Town, Cape Town, South Africa, (3)Occupational Therapy, University of Cape Town, Cape Town, South Africa

3:15 **310.004** Racial Disparities in Autism Service Persist throughout the Pandemic-Induced Transition to Telehealth **K. D. Riley**¹, N. Ono², K. Keller³, E. Neuhaus¹, J. Mannheim², A. Persons-Geer⁴, H. Willis⁵, J. Skytta¹, F. Shic⁶, M. Augustine³, G. Riley³, K. Salum² and D. Camenisch³, (1)Seattle Children's Research Institute, Seattle, WA, (2)Seattle Children's Autism Center, Seattle, WA, (3)Seattle Children's Hospital, Seattle, WA, (4)Department of Psychiatry and Behavioral Medicine, Seattle Children's Autism Center, Seattle, WA, (5)Child Health, Behavior & Development, Seattle Children's Research Institute, Seattle, WA, (6)Center for Child Health, Behavior and Development, Seattle Children's Research Institute, Seattle, WA

Oral Session - 5B

Combined Topics

311 - Biomarkers and Intervention Trials

2:30 PM - 3:30 PM - Lone Star Ballroom Salon D

2:30 **311.001** Identification of Metabolic Dysregulation Associated with Autism Spectrum Disorder (ASD) through Continued Development of a Precision Medicine Approach to Blood Plasma Based Metabolic Tests **A. M. Smith**¹, E. Donley¹, M. Ludwig¹, L. Feuling¹, M. Natowicz², D. G. Amaral³ and R. Burrier⁴, (1)Stemina Biomarker Discovery, Madison, WI, (2)Pathology & Laboratory Medicine Institute, Cleveland Clinic, LL-3, Cleveland, OH, (3)Department of Psychiatry and Behavioral Sciences, The Medical Investigation of Neurodevelopmental Disorders (MIND) Institute, UC Davis School of Medicine, University of California Davis, Sacramento, CA

2:45 **311.002** Metabolic Support Therapy with Q10 Ubiquinol, Vitamin E and Polyvitamin B: Results of a Retrospective Chart Review in Neurodevelopmental Disorders and of a Double-Blind, Randomized Cross-over Study in Phelan-Mcdermid Syndrome **A. M. Persico**¹, A. Ricciardello², L. Turriziani³, F. Cucinotta⁴, G. Calabrese³, P. Tomaiuolo³, A. Mancini³, T. Di Bella³, F. Bellomo³, M. Boncoddò³, G. Turturo³, S. Mirabelli³, R. Keller⁵, V. Porcelli⁶ and L. Palmieri⁶, (1)Department of Biomedical, Metabolic and Neural Sciences, University of Modena and Reggio Emilia, Modena, Italy, (2)Villa Miralago, Center for the treatment of eating disorders, Cuasso al Monte, Italy, (3)Interdepartmental Program "Autism 0-90", "G. Martino" University Hospital, University of Messina, Messina, Italy, (4)IRCCS Centro Neurolesi "Bonino-Pulejo", Messina, Italy, (5)Centro Regionale Disturbi Spettro Autistico in Età Adulta, ASL "Citta di Torino", Turin, Italy, (6)Department of Biosciences, Biotechnologies and Biopharmaceutics, University of Bari, Bari, Italy

3:00 **311.003** Phenotypic Characterization of Individuals with Autism Spectrum Disorder Based upon Serotonin Blood Levels. **A. M. Persico**¹, F. Cucinotta², A. Ricciardello³, L. Turriziani⁴, P. Tomaiuolo⁴, G. Calabrese⁴, F. Bellomo⁴, M. Boncoddò⁴, G. Turturo⁴, S. Mirabelli⁴, R. Sacco⁵, S. Gabriele⁵ and M. Canali⁶, (1)Department of Biomedical, Metabolic and Neural Sciences, University of Modena and Reggio Emilia, Modena, Italy, (2)IRCCS Centro Neurolesi "Bonino-Pulejo", Messina, Italy, (3)Villa Miralago, Center for the treatment of eating disorders, Cuasso al Monte, Italy, (4)Interdepartmental Program "Autism 0-90", "G. Martino" University Hospital, University of Messina, Messina, Italy, (5)Service for Neurodevelopmental Disorders & Laboratory of Molecular Psychiatry and Neurogenetics, University "Campus Bio-Medico", Rome, Italy

3:15 **311.004** Long-Term Safety and Sustained Efficacy of ZYN002 Cannabidiol Transdermal Gel in Children and Adolescents with Fragile X Syndrome (ZYN2-CL-017) N. Tich¹, A. Thibodeau¹, T. Sebree¹, T. Dobbins², J. M. Palumbo³ and **S. OQuinn**¹, (1)Zynerba Pharmaceuticals, Devon, PA, (2)The Griesser Group, Conshohocken, PA

Oral Session - 6B

**International and Cross-Cultural Perspectives
312 - Autism across Communities: Screening and Intervention**

2:30 PM - 3:30 PM - Lone Star Ballroom Salon E

- 2:30 **312.001** First-Generation South Asian Immigrants and Navigating Their Child's Autism **M. Mahjoob¹** and P. Perepa², (1)University of Toronto & Bloorview Research Institute, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (2)University of Northampton, Northampton, United Kingdom of Great Britain and Northern Ireland
- 2:45 **312.002** Parental Perceptions of Autism in New Delhi, India **G. Lockwood Estrin¹**, S. Bhavnani², R. Arora² and S. Gulati³, (1)Centre for Brain and Cognitive Development, Birkbeck University of London, London, United Kingdom, (2)Child Development Group, Sangath, New Delhi, India, (3)Centre of Excellence and Advanced Research for Childhood Neurodevelopmental Disorders, Child Neurology Division, Department of Pediatrics, All India Institute of Medical Sciences, New Delhi, India
- 3:00 **312.003** Towards Naturalistic Developmental Behavioural Interventions for Autism in Africa: Content and Contexts of Caregiver-Child Dyadic Interactions in Low-Resource South African Environments **M. Ndlovu¹**, Z. Dawood², N. Seris¹, N. Shabalala¹, M. Harty³, M. Viljoen¹, L. Franz² and P. J. de Vries¹, (1)Centre for Autism Research in Africa, Division of Child & Adolescent Psychiatry, University of Cape Town, Cape Town, South Africa, (2)Division of Communication Sciences and Disorders, University of Cape Town, Cape Town, South Africa, (3)Department of Health & Rehab Sciences, University of Cape Town, Observatory, Cape Town, South Africa, (4)Duke Center for Autism and Brain Development, Department of Psychiatry and Behavioral Sciences, Duke University, Durham, NC
- 3:15 **312.004** Is Forward-Back Translation Sufficient? Comparing Two Translation Methods for a Parent-Report Autism Screening Tool **M. DuBay¹**, J. Sideris² and E. Rouch³, (1)University of North Carolina, Chapel Hill, VA, (2)Mrs. T. H. Chan Division of Occupational Science and Occupational Therapy, University of Southern California - T.H. Chan Division of Occupational Science and Occupational Ther, Los Angeles, CA, (3) University of Virginia, Charlottesville, VA

Poster Session

408 - Communication and Language

5:30 PM - 7:00 PM - Griffin Hall

- 1 **408.001** Language Measures and ASD Risk Sensitivity: Utility of the Language Use Inventory Assessment **J. E. Blume¹**, A. Mastergeorge¹, S. Ozonoff², M. Miller³ and D. O'Neill⁴, (1)Human Development and Family Sciences, Texas Tech University, Lubbock, TX, (2)Psychiatry and Behavioral Sciences, University of California at Davis, MIND Institute, Sacramento, CA, (3)Department of Psychiatry and Behavioral Sciences, The Medical Investigation of Neurodevelopmental Disorders (MIND) Institute, UC Davis School of Medicine, University of California Davis, Sacramento, CA, (4)Psychology, University of Waterloo, Waterloo, ON, Canada
- 2 **408.002** Are Real-Time Coded Measures of Verbal Communicative Competence Sensitive to Capturing Change in Minimally Verbal Children with ASD in the Context of the Jasper Intervention? **C. La Valle¹**, E. Johnston², W. I. Shih³, C. Kasari⁴ and H. Tager-Flusberg¹, (1)Department of Psychological and Brain Sciences, Boston University, Boston, MA, (2) Boston University, Boston, MA, (3)University of California - Los Angeles, Los Angeles, CA, (4)University of California, Los Angeles, Los Angeles, CA

- 3 **408.003** Autism Subtypes and Language Ability in Males with Co-Occurring Fragile X Syndrome and Autism Spectrum Disorder **C. Moser¹**, A. Campanelli², L. Friedman³, A. J. Thurman⁴, L. Abbeduto⁴ and J. Klusek⁵, (1)Communication Sciences & Disorders, University of South Carolina, Columbia, SC, (2)University of South Carolina School of Medicine, Columbia, SC, (3)University of South Carolina, Columbia, SC, (4)M.I.N.D. Institute, UC Davis, Sacramento, CA, (5)Communication Sciences and Disorders, University of South Carolina, Columbia, SC
- 4 **408.004** Case Studies of Non-Interactive Bilingualism in ASD **C. Dumont¹**, M. Kissine², E. Clin², A. Biston³ and A. Wintgens⁴, (1)ACTE-ULB, Bruxelles, Belgium, (2)ACTE — Center of research in Linguistics — ULB Neuroscience Institute, Université libre de Bruxelles, Brussels, Belgium, (3) ULB, Bruxelles, Belgium, (4)Cliniques universitaires de Saint-Luc, Bruxelles, Belgium
- 5 **408.005** Cluster Scores on the CSBS Reveal Widespread Social Communication Deficits in 12-Month-Old Infants Who Are Later Diagnosed with Autism **S. Ravi¹**, A. Bradshaw², H. Wong², S. S. Meera³, J. Parish-Morris⁴, L. Zwaigenbaum⁵, A. M. Estes⁶, L. D. Yankowitz⁴, S. Paterson⁴, H. Hazlett⁷, K. Botteron⁸, S. R. Dager⁹, R. T. Schultz⁴, J. Pandey⁴, C. A. Burrows¹⁰, T. St. John¹¹, J. C. Chappell¹², M. Swanson¹² and J. Piven⁷, (1) Communication Sciences and Disorders, University of Texas at Dallas, Richardson, TX, (2)University of Texas at Dallas, Richardson, TX, (3) National Institute of Mental Health and Neurosciences, Bangalore, India, (4)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (5)University of Alberta, Edmonton, AB, Canada, (6) Speech and Hearing Sciences, University of Washington, Seattle, WA, (7)*co-senior author, University of North Carolina, Chapel Hill, NC, (8) Washington University School of Medicine, St. Louis, MO, (9)Radiology, University of Washington, Seattle, WA, (10)Pediatrics, University of Minnesota, Minneapolis, MN, (11)University of Washington, Seattle, WA, (12)University of North Carolina, Chapel Hill, NC
- 6 **408.006** Comparing Social Communication and Language Patterns between Adults with and without Autism **D. Kan¹**, J. K. Kinar², R. K. Greene³ and P. Cernasov⁴, (1)School of Education, University of North Carolina at Chapel Hill, Chapel Hill, NC, (2)Carolina Institute for Developmental Disabilities, University of North Carolina - Chapel Hill, Chapel Hill, NC, (3)Oregon Health & Science University, Portland, OR, (4) Psychology and Neuroscience, University of North Carolina, Chapel Hill, NC
- 7 **408.007** Early Predictors of Toddlers' Use of Decontextualized Language and Its Associations with Symptoms of Autism **M. Rudling¹**, S. Bolte² and T. Falck-Ytter^{3,4}, (1)Department of Psychology, Department of Psychology, Uppsala University, Uppsala, Sweden, (2)Center of Neurodevelopmental Disorders (KIND), Centre for Psychiatry Research; Department of Women's and Children's Health, Karolinska Institutet, & Stockholm Health Care Services, Region Stockholm, Stockholm, Sweden, (3)Center of Neurodevelopmental Disorders (KIND), Centre for Psychiatry Research; Department of Women's and Children's Health, Karolinska Institutet, Stockholm, Sweden, (4)Department of Psychology, Uppsala University, Uppsala, Sweden
- 8 **408.008** Gesture As a Potential Early Flag in High-Familial Risk Infants Who Are Later Diagnosed with ASD **D. Wu¹**, J. J. Wolff², S. Ravi³, E. Johnson⁴, J. T. Elison⁵, K. Botteron⁴, S. R. Dager⁶, A. M. Estes⁶, H. Hazlett⁷, J. Pandey⁸, S. Paterson⁸, R. T. Schultz⁸, T. St. John⁹, J. Piven⁷, M. Swanson¹⁰ and .. The IBIS Network¹¹, (1)Psychology, University of Texas at Dallas, Richardson, TX, (2)University of Minnesota, Minneapolis, MN, (3)Communication Sciences and Disorders, University of Texas at Dallas, Richardson, TX, (4)Washington University School of Medicine, St. Louis, MO, (5)Radiology, University of Washington, Seattle, WA, (6)Speech and Hearing Sciences, University of Washington, Seattle, WA, (7)*co-senior author, University of North Carolina, Chapel Hill, NC, (8)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (9) University of Washington, Seattle, WA, (10)University of Texas at Dallas, Richardson, TX, (11)University of North Carolina, Chapel Hill, NC

- 9 **408.009** Gesture Comprehension in Individuals with and without Autism Spectrum Disorder **R. Canale¹**, A. R. Canfield², C. Larson¹, B. Castelluccio³ and I. M. Eigsti¹, (1)Psychological Sciences, University of Connecticut, Storrs, CT, (2)SUNY Upstate Medical University, Syracuse, NY, (3)Psychiatry and Human Behavior, Alpert Medical School of Brown University, Providence, RI
- 10 **408.010** Identifying Homogeneous Subgroups of Autistic Youth Based on Talkativeness **M. L. Cola¹**, L. D. Yankowitz¹, S. Plate¹, A. S. Russell¹, A. Knox¹, M. R. Pelella¹, M. Leuzzi¹, K. G. Tena¹, C. J. Zampella¹, L. S. Cubit², J. Pandey¹, R. T. Schultz¹ and J. Parish-Morris¹, (1)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (2)Clinical and Social Sciences in Psychology, University of Rochester, Rochester, NY
- 11 **408.011** Internal State Language Production in Storybook Versus Personal Narratives in TD Children and Children with ASD **J. Carmona, C. Boo** and L. R. Naigles, Psychological Sciences, University of Connecticut, Storrs, CT
- 12 **408.012** Investigating Differences in Pronoun Comprehension and Language Abilities in Autistic and Typically-Developing Adults **O. Abubakare¹** and J. Snedeker², (1)Psychological and Brain Sciences, Indiana University Bloomington, Bloomington, IN, (2)Psychology, Harvard University, Cambridge, MA
- 13 **408.013** Investigating the Relationship between Early Joint Attention and Later Usage of Verb Subcategories in Children with Autism Spectrum Disorder **K. J. LeGrand¹**, J. Parish-Morris² and L. R. Naigles³, (1) Communication Sciences and Disorders, Emerson College, Boston, MA, (2)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (3)Psychological Sciences, University of Connecticut, Storrs, CT
- 14 **408.014** Let's Talk about Trains: Personalized Stories about Special Interests Increase Language Network Activation in Children with and without ASD **A. M. D'Mello¹**, H. A. Olson¹, K. T. Johnson^{2,3} and J. D. E. Gabrieli¹, (1)Brain and Cognitive Sciences, Massachusetts Institute of Technology, Cambridge, MA, (2)Rosamund Stone Zander Translational Neuroscience Center, Boston Children's Hospital/Harvard Medical School, Boston, MA, (3) MIT, Cambridge, MA
- 15 **408.015** Longitudinal Perspectives on Language Impairment in Minority Autistic Young Adults **T. Girolamo¹** and M. L. Rice², (1)Cognitive Neuroscience of Communication, University of Connecticut, Storrs, CT, (2) Child Language Doctoral Program, University of Kansas, Lawrence, KS
- 16 **408.016** Pronominal Ambiguity in ASD Suggest Struggles with Social (and not linguistic) Pragmatics **E. Zane¹**, K. Clark¹, L. Filbey¹, R. Myhaver², A. Privett¹ and R. Grossman³, (1)Communication Sciences and Disorders, James Madison University, Harrisonburg, VA, (2)Connecticut College, New London, CT, (3)CSD, Emerson College, Boston, MA
- 17 **408.017** The Use of Discourse-Marker 'like' By Older Children with ASD **E. Zane¹**, R. Jones¹, G. R. Timler² and R. Grossman³, (1) Communication Sciences and Disorders, James Madison University, Harrisonburg, VA, (2)Miami University, Glendale, OH, (3)CSD, Emerson College, Boston, MA
- 18 **408.018** Sex Differences in Social Communication between Males and Females with Autism **E. Dhawan¹**, J. P. Hegarty¹, M. Ujarevic², R. Libove¹ and A. Y. Hardan¹, (1)Psychiatry & Behavioral Sciences, Stanford University, Stanford, CA, (2)School of Psychological Sciences, University of Melbourne, Melbourne, VIC, Australia
- 19 **408.019** The Effect of Word-Learning Biases on Early Vocabulary Acquisition in Children with Autism Spectrum Disorder **C. Bourgeois¹**, E. Haebig¹, S. West² and C. Cox², (1)Communication Sciences and Disorders, Louisiana State University, Baton Rouge, LA, (2)Louisiana State University, Baton Rouge, LA
- 20 **408.020** Recognition of Gradable Adjectives in Children with ASD **D. R. M. Murphy¹**, L. Tecoulesco¹, J. Carmona¹, P. de Villiers² and L. R. Naigles¹, (1)Psychological Sciences, University of Connecticut, Storrs, CT, (2)Smith College, Northampton, MA
- 21 **408.021** Vocalization and Word Usage from Minimally Verbal Individuals **K. T. Johnson^{1,2}**, J. Narain^{3,4}, A. M. O'Brien^{5,6}, R. W. Picard³ and T. Quatieri⁷, (1)Boston Children's Hospital, Cambridge, MA, (2)Rosamund Stone Zander Translational Neuroscience Center, Boston Children's Hospital/Harvard Medical School, Boston, MA, (3)MIT, Cambridge, MA, (4) MIT Media Lab, Cambridge, MA, (5)Harvard University, Cambridge, MA, (6) McGovern Institute, Massachusetts Institute of Technology, Cambridge, MA, (7)MIT Lincoln Laboratory, Lexington, MA
- 22 **408.022** Vowel Distinctiveness and Expressive Language in Children with ASD **K. V. Chenausky^{1,2,3}**, L. Butler⁴, J. Palana³, S. Shen⁵, J. R. Green⁶ and H. Tager-Flusberg⁷, (1)Communication Sciences and Disorders, MGH Institute of Health Professions, Boston, MA, (2)Department of Neurology, Harvard Medical School, Boston, MA, (3)Psychological and Brain Sciences, Boston University, Boston, MA, (4)Psychological & Brain Sciences, Boston University, Boston, MA, (5)Department of Speech, Language, and Hearing Sciences, Boston University, Boston, MA, (6)Speech and Feeding Disorders Lab, MGH Institute of Health Professions, Boston, MA, (7)Department of Psychological and Brain Sciences, Boston University, Boston, MA

Poster Session

409 - Diagnostic, Behavioral & Intellectual Assessment I

5:30 PM - 7:00 PM - Griffin Hall

- 25 **409.025** Factors Affecting Parental Quality of Life in Young Children with Autism Spectrum Disorder in Singapore **Y. Q. Kang¹**, **R. Aishworiya²**, S. C. Chong¹, K. Muly¹, T. S. Lim¹, M. Y. Tan³, J. Kiing¹ and J. Y. Bong³, (1) National University Hospital, Singapore, Singapore, (2)Paediatrics, National University Health System, Singapore, Singapore, (3)National University Hospital Singapore, Singapore, Singapore
- 26 **409.026** A Promising New Measure for Quantifying Emotion Dysregulation in Toddlers and Preschoolers: Development and Psychometrics of the Emotion Dysregulation Inventory – Young Child **T. N. Day¹**, L. Yu², C. L. Neece³ and C. A. Mazefsky¹, (1)Department of Psychiatry, University of Pittsburgh School of Medicine, Pittsburgh, PA, (2) University of Pittsburgh School of Medicine, Pittsburgh, PA, (3)Psychology, Loma Linda University, Loma Linda, CA
- 27 **409.027** Adaptive Behavior in School-Age Autistic Males and Females **C. B. Klein¹**, C. Harrop², O. C. Putnam², B. Tomaszewski¹, E. M. Lamarche¹ and L. G. Klinger³, (1)TEACCH Autism Program; Psychiatry, University of North Carolina, Chapel Hill, NC, (2)Department of Allied Health Sciences, University of North Carolina at Chapel Hill, Chapel Hill, NC, (3)TEACCH Autism Program; Psychiatry, UNC TEACCH Autism Program, Chapel Hill, NC
- 28 **409.028** Adaptive Functioning and Autism Symptomology As Correlates of DSM-5 Severity Levels in a Clinical Sample **C. Gilchrist¹**, R. Sumner¹, J. M. Campbell² and L. Gardner¹, (1)Johns Hopkins All Children's Hospital, St. Petersburg, FL, (2)Psychology, Western Carolina University, Cullowhee, NC
- 29 **409.029** Age and Gender Implications on the Symptom Presentation for Autism **H. Adams¹** and R. Jamison², (1)University of Kansas Medical Center, Kansas City, KS, (2)Center for Child Health and Development, Pediatrics, University of Kansas Medical Center, Mission, KS
- 30 **409.030** Agreement of Parent-Reported Cognitive Level with Measured IQ Among Children with Autism Spectrum Disorder **C. M. Lee¹**, A. N. Esler², L. Green Snyder³, C. M. Taylor⁴ and S. Consortium⁵, (1)Department of Pediatrics, University of Minnesota, Minneapolis, MN, (2)University of Minnesota, Minneapolis, MN, (3)Simons Foundation, New York, NY, (4) Geisinger, Lewisburg, PA

- 31 **409.031** An Exploration of a General Social Outcome Measure **N. Buranova¹**, J. Stichter² and M. Stormont³, (1)Special Education, University of Missouri, Columbia, MO, (2)University of Missouri, Columbia, MO, (3) University of Missouri, Columbia, MO
- 32 **409.032** Applying a Service Design Framework to Teleassessments: Incorporating Both Family and Assessor Points-of-View **L. V. Ibanez¹**, S. Scott², N. Berger³, M. Petruccielli⁴, D. M. Tagavi⁵, Y. G. Dai⁶, J. Birudavol⁷, A. Morelos⁸, C. Schubert⁹, A. Wainer⁸, B. R. Ingersoll⁸, A. S. Carter¹⁰ and W. L. Stone¹¹, (1)UW READi Lab, Seattle, WA, (2)University of Washington, Seattle, WA, (3)Michigan State University, East Lansing, MI, (4)University of Massachusetts, Boston, MA, (5)University of California, Santa Barbara, Santa Barbara, CA, (6)University of Massachusetts- Boston, Boston, MA, (7)University of Massachusetts Boston, Boston, MA, (8)Department of Psychiatry, Rush University Medical Center, Chicago, IL, (9)Psychology, Michigan State University, East Lansing, MI, (10)Department of Psychology, University of Massachusetts Boston, Boston, MA, (11)Psychology, University of Washington, Seattle, WA
- 33 **409.033** Autism Assessment from Home: Inter-Rater Reliability of the Remote, Caregiver-Facilitated CARS-2 Observation during COVID-19 **J. R. Bertollo¹**, J. Albright¹, A. V. Dahiya-Singh¹, M. Fok², E. A. DeLucia¹, J. N. Constantino³ and A. Scarpa¹, (1)Department of Psychology, Virginia Polytechnic Institute and State University, Blacksburg, VA, (2)Department of Psychology, Virginia Tech, Blacksburg, VA, (3)Washington University School of Medicine, St. Louis, MO
- 34 **409.034** Almost ASD : When Autistic Construction Is Incomplete and Quickly Reversed **N. Gaddour¹**, T. Brahim², A. Guedria³ and R. Bourourou³, (1)University Hospital F. Bourguiba, Monastir, Tunisia, (2)PSYCHIATRY, UNIVERSITY OF MONASTIR, MONASTIR, Tunisia, (3)University of Monastir, Monastir, Tunisia
- 35 **409.035** Catatonia Associated with ASD: Correlates and Treatment Orientations **N. Gaddour¹** and R. Bourourou², (1)University Hospital F. Bourguiba, Monastir, Tunisia, (2)University of Monastir, Monastir, Tunisia
- 36 **409.036** Characterization of ASD Symptomatology in Individuals with CHAMP1 Disorder **M. M. Sardinis¹**, B. Lerman², P. M. Siper², D. Halpern², J. Zweifach², J. H. Foss-Feig², J. D. Buxbaum³, A. Kolevzon² and T. Levy², (1)Seaver Autism Center, Department of Psychiatry, Icahn School of Medicine at Mount Sinai Hospital, New York, NY, (2)Seaver Autism Center for Research and Treatment, Department of Psychiatry, Icahn School of Medicine at Mount Sinai Hospital, New York, NY, (3)Psychiatry, Icahn School of Medicine at Mount Sinai, New York, NY
- 37 **409.037** Children with ASD Have Differences in Index-Level IQ Structure Despite Unaffected Full Scale IQ **M. A. Levine¹**, H. Chen², E. Wodka³, B. Caffo² and J. B. Ewen⁴, (1)Developmental Neurology, Kennedy Krieger Institute, Baltimore, MD, (2)Department of Biostatistics, Johns Hopkins University, Baltimore, MD, (3)Center for Autism and Related Disorder, Kennedy Krieger Institute, Baltimore, MD, (4)School of Medicine, Johns Hopkins University, Baltimore, MD
- 38 **409.038** Comparing Executive Functioning across Clinical Groups: ASD, ADHD, and ASD + ADHD **A. G. Carroll¹** and L. Newell, Indiana University of Pennsylvania, Indiana, PA
- 39 **409.039** Comparison of Age of Diagnosis and Sex Differences in Parent Report of Autism Characteristics **C. Shulman¹**, The School of Social Work, The Hebrew University of Jerusalem, Jerusalem, Israel
- 40 **409.040** Compliance of ASD Management to International Guidelines in a Low-Income Country **T. Brahim¹**, F. Ayari², R. Nabl^{3,4}, A. Guedria⁵ and N. Gaddour⁶, (1)PSYCHIATRY, UNIVERSITY OF MONASTIR, MONASTIR, Tunisia, (2)Monastir, faculté de médecine de Monastir, Monastir, Tunisia, (3)CENTRE HOSPITALIER DU ROUVRAY, Sotteville-les-Rouen, France, (4)Centre Hospitalo-universitaire Fattouma Bourguiba, Monastir, Tunisia, (5)University of Monastir, Monastir, Tunisia, (6)University Hospital F. Bourguiba, Monastir, Tunisia
- 41 **409.041** Confirmatory Factor Analysis of the CARS2-ST in Virtual Autism Evaluations with Measurement Invariance for White and Non-White Children **N. C. Russell¹**, K. G. Stephenson, M. Norris, E. Kryszak, C. Albright and E. Butter, Nationwide Children's Hospital, Columbus, OH
- 42 **409.042** Cross-Cultural Differences in Reporting Autistic Symptoms in Toddlers: A Study with the M-CHAT-(R) Data from Ten Countries **D. Stevanovic¹**, **M. Jiménez²**, F. Costanzo³, E. Fucà³, G. Valeri⁴, S. Vicari⁴, H. Özek Erkurun⁵, F. Yaylaci⁶, L. Albores-Gallo⁷, G. G. Gatica-Bahamonde⁸, M. Gabunia⁹, M. Zirakashvili¹⁰, T. Charman¹¹, S. Ali Samadi¹², T. H. Toh¹³, G. C. Windham¹⁴, L. Brennan¹⁵, T. Zorcec¹⁶, A. Auza¹⁷, M. V. de Jonge¹⁸, R. Knez¹⁹ and D. L. Robins², (1)Clinic for Neurology and Psychiatry for Children and Youth, Belgrade, Serbia, (2)A.J. Drexel Autism Institute, Drexel University, Philadelphia, PA, (3)Child and Adolescent Neuropsychiatry Unit, Bambino Gesù Children's Hospital, Rome, Italy, (4)Child and Adolescence Neuropsychiatry Unit, Department of Neuroscience, Children Hospital Bambino Gesù, Roma, Italy, (5)Dr Behcet Uz Children's Research and Training Hospital Child and Adolescent Psychiatry Unit, Izmir, Turkey, (6) Bursa Dörtcelik Children Hospital, Bursa, Turkey, (7)Hospital Psiquiátrico Infantil Dr. Juan N. Navarro. Secretaria de Salud, México, Mexico, (8) Mental Health Department, Universidad de la Frontera, Temuco, Chile, (9)Mental Health Center, Tbilisi, Georgia, (10)Ilia State University, Tbilisi, Georgia, (11)Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (12)Institute of Nursing and Health Research, University of Ulster, Newtownabbey, Coleraine, Northern Ireland, United Kingdom, (13)Clinical Research Centre & Department of Pediatrics, Sibü Hospital, Ministry of Health, Sarawak, Malaysia, (14) Environmental Health Investigations Branch, California Department of Public Health, Richmond, CA, (15)University of Connecticut, Auburn, CT, (16)Department for Psychophysiology, University Children's Hospital, Skopje, Macedonia, The former Yugoslav Republic of, (17)Language and Cognition Laboratory, Hospital General Dr. Manuel Gea González, Mexico City, Mexico, (18)Faculty of Social Science, Education and Child Studies, Clinical neuroscience and developmental disorders, Leiden University, Leiden, Netherlands, (19)Department of Women's and Children's Health, Skaraborgs Hospital, Skövde, Sweden
- 43 **409.043** Developing the Signposting Questionnaire for Autistic Adults (SQ-A Adult) **L. A. Livingston^{1,2}**, G. Davies¹, P. Shah³, O. Layinka¹, S. R. Leekam¹ and C. R. Jones¹, (1)Wales Autism Research Centre, School of Psychology, Cardiff University, Cardiff, United Kingdom, (2)Social, Genetic and Developmental Psychiatry Centre, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (3) University of Bath, Bath, United Kingdom
- 44 **409.044** Development of a Novel Questionnaire for Assessment of Visual Processing in Children with Neurodevelopmental Disorders **F. L. Rattray¹**, A. Smeets², J. Nonweiler³, F. Happe⁴, M. Absoud⁵ and S. Vitoratou², (1)Social, Genetic and Developmental Psychiatry Centre, King's College London, London, United Kingdom, (2)Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (3)Universitat Autònoma de Barcelona, Barcelona, Spain, (4)Social, Genetic and Developmental Psychiatry Centre, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (5)Department of Women and Children's Health, King's College London, London, United Kingdom
- 45 **409.045** Diagnosing Autism Spectrum Disorder in Phelan-Mcdermid Syndrome: Assessing the Utility of Gold-Standard Diagnostic Instruments **M. Schreiber¹**, S. Barkley¹, J. Trayvick¹, T. Levy¹, J. Chung¹, I. Wert¹, I. Giserman-Kiss², J. Zweifach¹, D. Halpern¹, J. H. Foss-Feig¹, J. D. Buxbaum³ and A. Kolevzon¹, (1)Seaver Autism Center for Research and Treatment, Department of Psychiatry, Icahn School of Medicine at Mount Sinai Hospital, New York, NY, (2)Neurodevelopmental and Behavioral Phenotyping Service, National Institutes of Mental Health, Bethesda, MD, (3)Psychiatry, Icahn School of Medicine at Mount Sinai, New York, NY

- 46 **409.046** Diagnostic Discrepancies: Factors Associated with Unconfirmed/Inaccurate Community-Based ASD Diagnosis in a Research Referred Sample S. W. Duvall¹, **R. K. Greene¹**, R. A. Phelps², S. Markwardt³, T. M. Rutter³, J. Grieser Painter³, O. Doyle³, J. Nigg³, E. Fombonne⁴, D. Fair⁵, B. Calame³ and M. Cordova⁶, (1)Oregon Health & Science University, Portland, OR, (2)Oregon Health & Science University - CDRC, Portland, OR, (3)OHSU, Portland, OR, (4)Department of Psychiatry, Oregon Health & Science University, Portland, OR, (5)Masonic Institute for the Developing Brain, Minneapolis, MN, (6)SDSU/UC San Diego Joint Doctoral Program in Clinical Psychology, San Diego, CA
- 47 **409.047** Differences in Children at Risk for Autism Detected By Screening Vs. Surveillance **S. Y. Eldeeb¹**, A. T. Wieckowski¹, R. K. Ramsey², K. L. Coulter³, Y. Algur⁴, V. Ryan⁴ and D. L. Robins¹, (1)A.J. Drexel Autism Institute, Drexel University, Philadelphia, PA, (2)Georgia State University, Atlanta, OH, (3)Psychological Sciences, University of Connecticut, Storrs, CT, (4)Epidemiology & Biostatistics, Drexel University, Philadelphia, PA
- 48 **409.048** Differences in Reported and Observed Skills in Children with ASD from Multiplex and Simplex Families **J. Anbar¹**, N. L. Matthews¹, S. James¹, C. J. Smith¹, A. Ariff¹ and K. Pierce², (1)Southwest Autism Research & Resource Center, Phoenix, AZ, (2)Neurosciences, University of California, San Diego, La Jolla, CA
- 49 **409.049** Differential Patterns of Response across Seven Dimensions of Risk on the First Years Inventory (FYIv3.1) Screening As Related to Autistic Traits at Age 3 in a Community Sample **J. Sideris¹**, Y. J. Chen², L. R. Watson³, E. Crais³ and G. T. Baranek⁴, (1)USC Mrs. T.H. Chan Division of Occupational Science and Occupational Therapy, University of Southern California, Los Angeles, CA, (2)Chan Division of Occupational Science and Occupational Therapy, McMaster University, Los Angeles, CA, Canada, (3)Department of Allied Health Sciences, University of North Carolina at Chapel Hill, Chapel Hill, NC, (4)Chan Division of Occupational Science and Occupational Therapy, University of Southern California, Los Angeles, CA
- 50 **409.050** Discordance Among Parents and Teachers with Self-Reports on Internalizing Problems in Children and Youth with Autism Spectrum Disorders **K. N. Dovgan¹** and K. Nowell², (1)Psychology, Marist College, Poughkeepsie, NY, (2)Health Psychology, Univ. of Missouri; Thompson Center for Autism & Neurodevelopmental Disorders, Columbia, MO
- 51 **409.051** Discrepancies between Parent and Clinician Report of Autism Spectrum Disorder Features: Associations with Demographics, Diagnosis, and Intervention **M. A. Azu¹**, J. M. Wolf¹, A. Naples¹, K. Chawarska¹, G. Dawson², R. A. Bernier³, S. Jeste⁴, C. A. Nelson⁵, J. Dziura⁶, S. J. Webb³, C. Sugar⁷, F. Shic⁷ and J. McPartland¹, (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2)Department of Psychiatry and Behavioral Sciences, Duke Center for Autism and Brain Development, Durham, NC, (3)Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA, (4)University of California, Los Angeles, Los Angeles, CA, (5)Department of Developmental Medicine, Boston Children's Hospital, Boston, MA, (6)Yale University, New Haven, CT, (7)Center for Child Health, Behavior and Development, Seattle Children's Research Institute, Seattle, WA
- 52 **409.052** Do Behavioral and Parent-Reported Measures of Sensory Filtering in Autism Match? **A. Seif¹**, R. Phillips², S. E. Schulz¹, K. R. Henderson¹, S. Schmid³ and R. A. Stevenson⁴, (1)Western University, London, ON, Canada, (2)University of Western Ontario, London, ON, Canada, (3)Anatomy and Cell Biology, University of Western Ontario, London, ON, Canada, (4)Brain and Mind Institute, University of Western Ontario, London, ON, Canada
- 53 **409.053** Early Autism Adaptive Behavior Subtypes Differ in Verbal, Non-Verbal, and Motor Developmental Trajectories over the First 6 Years of Life V. Mandelli^{1,2}, I. Landi², E. M. Busuoli^{2,3}, E. Courchesne⁴, K. Pierce⁵ and **M. V. Lombardo⁶**, (1)Center for mind/brain sciences - CIMEC, Centre for Mind Brain Sciences (CIMEC), University of Trento, Italy, Trento, Italy, (2) Center for Neuroscience and Cognitive Systems, Laboratory for Autism and Neurodevelopmental Disorders, Istituto Italiano di Tecnologia, Rovereto, Italy, (3)University of Trento, Center for mind/brain sciences - CIMEC, Trento, Italy, (4)Neuroscience, UC San Diego Autism Center of Excellence, San Diego, CA, (5)Neurosciences, University of California, San Diego, La Jolla, CA, (6)Center for Neuroscience and Cognitive Systems, Istituto Italiano di Tecnologia, Rovereto, Italy
- 54 **409.054** Early Reading and Linguistic Indicators for Daughters with Delayed or Missed Diagnosis of Autism Spectrum Disorder **D. F. Stovall¹**, M. Gillies², E. A. Cutrer-Parraga³, C. Yaccarino² and R. A. Lundwall⁴, (1) Psychology, Brigham Young University Psychology Department, Provo, UT, (2)Brigham Young University, Provo, UT, (3)Counseling Psychology and Special Education, Brigham Young University, Provo, UT, (4)Psychology & Neuroscience, Brigham Young University, Provo, UT
- 55 **409.055** Autism Observation Scale for Infants: Systematic Review and Meta-Analysis in Samples at Increased Likelihood of Autism Spectrum Disorders **K. Reid¹**, L. A. Sacrey², L. Zwaigenbaum¹, J. A. Brian³ and I. M. Smith⁴, (1)University of Alberta, Edmonton, AB, Canada, (2)Autism Research Centre, Glenrose Rehabilitation Hospital, Edmonton, AB, CANADA, (3)Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (4)Dalhousie University / IWK Health Centre, Halifax, NS, CANADA
- 56 **409.056** Gaze-Based Features Extracted Via Computer Vision Are Differentially Correlated with Parent-Report Measures of Autism-Related Behaviors and Internalizing and Externalizing Behaviors **M. Coffman¹**, A. Rieder², J. M. Di Martino³, R. E. Aiello⁴, K. L. Carpenter¹, Z. Chang³, S. Compton¹, N. O. Davis⁴, S. Espinosa³, J. Flowers¹, L. Franz², J. Howard¹, S. Perochon³, P. R. Krishnappa Babu³, M. Spanos¹, S. Vermeer⁵, C. A. Wall⁶, G. Sapiro³, G. Dawson¹ and S. Yang¹, (1)Department of Psychiatry and Behavioral Sciences, Duke Center for Autism and Brain Development, Durham, NC, (2)Duke Global Health Institute, Duke University, Durham, NC, (3)Department of Electrical and Computer Engineering, Duke University, Durham, NC, (4)Department of Psychiatry and Behavioral Sciences, Duke ADHD Program, Duke University Medical Center, Durham, NC, (5)Duke Center for Autism and Brain Development, Department of Psychiatry and Behavioral Sciences, Duke University, Durham, NC, (6)Department of Psychology, Duke University Medical Center, Columbia, SC, (7)Duke Center for Autism and Brain Development, Durham, NC
- 57 **409.057** Test-Retest Reliability of Social Attention Measures from a Digital Phenotyping Application **K. L. Carpenter¹**, C. Sullivan², J. M. Di Martino³, Z. Chang³, S. Perochon³, P. R. Krishnappa Babu³, D. Y. Isaev⁴, J. A. Summers², K. Washington¹, M. Sabatos-DeVito⁵, G. Sapiro³ and G. Dawson¹, (1)Department of Psychiatry and Behavioral Sciences, Duke Center for Autism and Brain Development, Durham, NC, (2)Duke University, Durham, NC, (3)Department of Electrical and Computer Engineering, Duke University, Durham, NC, (4)Duke Center for Autism and Brain Development, Durham, NC, (5)Psychiatry and Behavioral Sciences, Duke Center for Autism and Brain Development, Durham, NC
- 58 **409.058** Validity Evidence of Cultural Adaptation of the English Original Version of Emotional Outburst Questionnaire to Brazilian Portuguese. **C. S. Paula¹**, M. C. Teixeira¹, C. Mevorach², R. Lowenthal³, B. Balbueno¹, J. Chung⁴ and K. Woodcock¹, (1)Developmental Disorder Program, Universidade Presbiteriana Mackenzie, São Paulo, Brazil, (2)School of Psychology, University of Birmingham, Birmingham, United Kingdom, (3) Santa Casa Hospital, Sao Paulo, Brazil, (4)University of Birmingham, Birmingham, United Kingdom

59 **409.059** Potential Relationships between Sleep and Daily Activity in Children with Autism **G. Eylon**¹, G. Meir², I. Menashe³, L. Tikotzky⁴ and I. Dinstein⁵, (1)Cognitive and Brain Sciences, Ben Gurion University of the Negev, Beer Shev, Israel, (2)National Autism Research Center of Israel, Ben-Gurion University of the Negev, Beer Sheva, Israel, (3)Public Health Department, Ben-Gurion University of the Negev, Beer Sheva, Israel, (4) Psychology, Ben Gurion University of the Negev, Be'er Sheva, Israel, (5) Cognitive and Brain Sciences Department, Ben-Gurion University of the Negev, Beer Sheva, Israel

64 **410.064** Tracking Health in Kids (THiNK) C. Lord¹, K. Byrne², S. Zheng³, S. S. Ghods⁴, J. Boucher⁵ and S. Bishop⁶, (1)UCLA Semel Institute for Neuroscience and Human Behavior, Los Angeles, CA, (2)University of California, Los Angeles, Los Angeles, CA, (3)Psychiatry, University of California, San Francisco (UCSF), San Francisco, CA, (4)University of California San Francisco, San Francisco, CA, (5)Pennsylvania State University, State College, PA

65 **410.065** Features That Best Define the Heterogeneity and Homogeneity of Autism in Preschool-Age Children: A Multisite Case-Control Analysis Replicated across Two Independent Samples **L. Wiggins**¹, K. Pazol², L. Tian¹, E. Rubenstein³, L. A. Schieve¹, J. Daniels⁴, C. DiGuseppi⁵, B. Barger⁶, E. Moody⁷, S. Rosenberg⁸, C. Bradley⁹, M. Hsu¹⁰, C. Robinson Rosenberg¹¹, T. Crume¹², J. Pandey¹³ and S. E. Levy¹⁴, (1)Centers for Disease Control and Prevention, Atlanta, GA, (2)Division of Human Development and Disability, Centers for Disease Control and Prevention, National Center on Birth Defects and Developmental Disabilities, Atlanta, GA, (3)Waisman Center at UW Madison, Madison, WI, (4)University of North Carolina at Chapel Hill, Chapel Hill, NC, (5)Colorado School of Public Health, University of Colorado Anschutz Medical Campus, Aurora, CO, (6) Georgia State University, Atlanta, GA, (7)Wyoming Institute for Disabilities, University of Wyoming, Laramie, WY, (8)University of Colorado Anschutz Medical Campus, Aurora, CO, (9)Epidemiology, University of North Carolina at Chapel Hill, Chapel Hill, NC, (10)University of Washington, Seattle, WA, (11)University of Colorado / JFK Partners, Aurora, CO, (12)Epidemiology, University of Colorado Anschutz Medical Campus, Aurora, CO, (13)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (14)Division of Developmental and Behavioral Pediatrics, Center for Autism Research, Children's Hospital of Philadelphia; Perelman School of Medicine at the University of Pennsylvania, Philadelphia, PA

Poster Session

410 - Epidemiology

5:30 PM - 7:00 PM - Griffin Hall

60 **410.060** A Mixtures Approach to Assessing the Association of Prenatal Diet and Autism-Related Outcomes in the EARLI Study **J. Rando**¹, R. Vecchione², G. B. Hamra³, H. E. Volk⁴, M. D. Fallin⁴, L. A. Croen⁵, I. Hertz-Picciotto⁶, C. J. Newschaffer⁷, R. J. Schmidt⁸ and K. Lyall⁹, (1)AJ Drexel Autism Institute, Philadelphia, PA, (2)Drexel University, Philadelphia, PA, (3)Epidemiology, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (4)Wendy Klag Center for Autism and Developmental Disabilities, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (5)Division of Research, Kaiser Permanente Northern California, Oakland, CA, (6)University of California at Davis, Davis, CA, (7)College of Health and Human Development, Pennsylvania State University, University Park, PA, (8)Public Health Sciences, University of California Davis, Davis, CA, (9)A.J. Drexel Autism Institute, Drexel University, Philadelphia, PA

61 **410.061** Additive or Interactive Associations of Eczema with Genotypes of GST Genes (GSTM1, GSTP1 and GSTT1) in Relation to ASD and ASD Severity in Jamaican Children **S. Saroukhani**^{1,2}, M. E. Samms-Vaughan³, J. Bressler⁴, M. Lee^{5,6}, C. E. Byrd-Williams⁷, M. Hessabi², M. L. Grove^{1,4}, S. Shakespeare-Pellington³, K. A. Loveland⁸ and M. H. Rahbar^{1,2,9}, (1) Department of Epidemiology, Human Genetics, and Environmental Sciences, School of Public Health, The University of Texas Health Science Center at Houston, Houston, TX, (2)Biostatistics/Epidemiology/Research Design (BERD) core, Center for Clinical and Translational Sciences (CCTS), The University of Texas Health Science Center at Houston, Houston, TX, (3)Department of Child & Adolescent Health, The University of the West Indies, Mona Campus, Kingston, Jamaica, (4)Human Genetics Center, School of Public Health, The University of Texas Health Science Center at Houston, Houston, TX, (5)Department of Biostatistics & Data Science, School of Public Health, University of Texas Southwestern Medical Center, Dallas, TX, (6)Harold C. Simmons Comprehensive Cancer Center, University of Texas Southwestern Medical Center, Dallas, TX, (7)Health Promotion & Behavioral Sciences, School of Public Health, The University of Texas Health Science Center at Houston, Austin, TX, (8)Louis A Faillace, MD, Department of Psychiatry and Behavioral Sciences, McGovern Medical School, The University of Texas Health Science Center at Houston, Houston, TX, (9)Division of Clinical and Translational Sciences, Department of Internal Medicine, McGovern Medical School, The University of Texas Health Science Center at Houston, Houston, TX

62 **410.062** An Exploratory Investigation of Organic Chemicals in Baby Teeth: Differences between Children with and without Autism. **R. Palmer**¹, L. Heilbrun², K. Favela³ and R. Blase³, (1)The University of Texas at San Antonio, San Antonio, TX, (2)University of Texas Health Science Center at Houston, San Antonio, TX, (3)South West Research Institute, San Antonio, TX

63 **410.063** An Exploratory Study in Pain Assessment Bias: Effects of Autism and Intellectual Disability on Pain Assessment By Medical Professionals. **M. D. Failla**¹, E. Eyoh², L. Oatney³, C. Convery⁴ and C. J. Cascio⁵, (1)College of Nursing, The Ohio State University, Columbus, OH, (2)Institute of Child Development, University of Minnesota, Minneapolis, MN, (3)College of Nursing, Columbus, OH, (4)Vanderbilt University Medical Center, Nashville, TN, (5)Department of Psychiatry and Behavioral Science, Vanderbilt University Medical Center, Nashville, TN

66 **410.066** Associations between Intellectual Disability and Social Determinants of Health in Pre-School Age Children with Autism According to Maternal Race/Ethnicity **L. Wiggins**¹, L. Tian¹, M. S. Durkin², B. Barger³, J. N. Constantino⁴, J. Daniels⁵, C. DiGuseppi⁶, R. Fitzgerald⁴, A. Klin⁷, E. Moody⁸, C. Nadler⁹, N. Reyes¹⁰, E. Rubenstein¹¹ and K. Pazol¹², (1)Centers for Disease Control and Prevention, Atlanta, GA, (2)Population Health Sciences, University of Wisconsin School of Medicine and Public Health, Madison, WI, (3)Georgia State University, Atlanta, GA, (4)Washington University School of Medicine, St. Louis, MO, (5)University of North Carolina at Chapel Hill, Chapel Hill, NC, (6)Colorado School of Public Health, University of Colorado Anschutz Medical Campus, Aurora, CO, (7)Marcus Autism Center, Children's Healthcare of Atlanta and Emory University School of Medicine, Atlanta, GA, (8)Wyoming Institute for Disabilities, University of Wyoming, Laramie, WY, (9)Children's Mercy Kansas City, Kansas City, MO, (10)JFK Partners, University of Colorado Anschutz Medical Campus, Aurora, CO, (11)Waisman Center at UW Madison, Madison, WI, (12)Division of Human Development and Disability, Centers for Disease Control and Prevention, National Center on Birth Defects and Developmental Disabilities, Atlanta, GA

67 **410.067** Autism Spectrum Disorder and Possible Related Factors in Pregnancy **D. Eyuboglu**¹ and M. Eyuboglu², (1)Child and adolescent psychiatry, Eskisehir Osmangazi University Medical School, Eskisehir, Turkey, (2)Child and Adolescent Psychiatry, Eskisehir Osmangazi University Medical School, Eskisehir, Turkey

68 **410.068** Exploration of Stressful Life Events during Pregnancy As a Risk Factor for Child Neurodevelopmental Outcome in Marbles: A High Familial Risk Cohort **D. H. Hoang**¹, S. Ozonoff² and R. J. Schmidt³, (1) University of California, Davis, Davis, CA, (2)Psychiatry and Behavioral Sciences, University of California at Davis, MIND Institute, Sacramento, CA, (3)Public Health Sciences, University of California Davis, Davis, CA

69 **410.069** Exploring the Barriers and Facilitators to Physical Activity Involvement in Autistic Youth with Mild Intellectual Disability **C. L. McIntyre**, T. Q. Boucher, M. L. Mylett and G. Iarocci, Psychology, Simon Fraser University, Burnaby, BC, Canada

- 70 **410.070** Association of Early-Life Exposures to Diet Soda and Aspartame with Autism in Males: A Case-Control Study **S. P. Fowler¹**, D. Gimeno Ruiz de Porras^{2,3}, M. D. Swartz⁴, P. Stigler Granados⁵, L. Heilbrun⁶ and R. Palmer⁷, (1)Department of Medicine, Long School of Medicine, The University of Texas Health Science Center at San Antonio, San Antonio, TX, (2)Epidemiology, Human Genetics & Environmental Sciences, University of Texas School of Public Health, San Antonio Regional Campus, San Antonio, TX, (3)Epidemiology, Human Genetics & Environmental Sciences, Southwest Center for Occupational and Environmental Health, University of Texas School of Public Health, San Antonio Regional Campus, San Antonio, TX, (4)Biostatistics, University of Texas School of Public Health, Houston, TX, (5)Division of Environmental Health, San Diego State University School of Public Health, San Diego, CA, (6)Environmental and Occupational Health Sciences, University of Texas School of Public Health, San Antonio Regional Campus, San Antonio, TX, (7)Family & Community Medicine, Long School of Medicine, University of Texas Health Science Center at San Antonio, San Antonio, TX
- 71 **410.071** Gestational Diabetes and Risk of Autism Spectrum Disorder **D. Schendel¹**, T. Laursen², A. Reichenberg³, M. A. Franko⁴, S. Sandin⁵, S. Swan⁶, J. Grove⁷, B. Devlin⁸, K. Roeder⁹, A. Kolevzon¹⁰, J. D. Buxbaum¹¹, L. Klei¹² and M. Persson¹³, (1)AJ Drexel Autism Institute, Drexel University, Philadelphia, PA, (2)Aarhus University, Aarhus, Denmark, (3)Seaver Autism Center, Department of Psychiatry, Icahn School of Medicine at Mount Sinai, New York, NY, (4)Karolinska Institute, Stockholm, Sweden, (5)Mt Sinai School of Medicine, New York, NY, (6)Department of Psychiatry, University of Pittsburgh School of Medicine, Pittsburgh, PA, (7)Carnegie Mellon University, Pittsburgh, PA, (8)Seaver Autism Center for Research and Treatment, Department of Psychiatry, Icahn School of Medicine at Mount Sinai Hospital, New York, NY, (9)Psychiatry, Icahn School of Medicine at Mount Sinai, New York, NY
- 72 **410.072** Maternal Cortisol in 3rd Trimester Predicted Traits of Autism in Offspring at 3 Years of Age. Odense Child Cohort **N. Bilenberg¹**, B. B. Tobiasen², J. J. Andreasen³, R. C. Jensen⁴, H. Boye⁵, T. K. Jensen⁶, D. Glinthborg⁷ and M. S. Andersen⁸, (1)University of Southern Denmark, Odense C, Denmark, (2)University of Southern Denmark, Odense, Denmark, (3)Department of Endocrinology and Metabolism, Odense University Hospital, Denmark, University of Southern Denmark, Odense, Denmark, (4)Hans Christian Andersen Hospital for Children and Adolescents, Odense University Hospital, Denmark, Odense, Denmark, (5)Department of Environmental Medicine, Odense University Hospital, Odense C, Denmark, University of Southern Denmark, Odense, Denmark, (6)Department of Endocrinology and Metabolism, Odense University Hospital, Denmark, Odense University Hospital, Denmark, Odense, Denmark, (7)Department of Endocrinology and Metabolism, Odense University Hospital, Denmark, Odense, Denmark
- 73 **410.073** Maternal Obesity, Diabetes, Preeclampsia, and Asthma during Pregnancy and Risk of Autism Spectrum Disorders and Gastrointestinal Comorbidities in Children **S. Carter**, Department of Research & Evaluation, Kaiser Permanente Southern California, Pasadena, CA
- 74 **410.074** Multiple Birth As a Risk Factor for Autism Spectrum Disorder: Findings from a Large Population **S. Gomez¹**, J. Shenouda², K. Sidwell³, L. Kam⁴ and W. Zahorodny⁵, (1)Rutgers New Jersey Medical School, Newark, NJ, (2)Department of Pediatrics, Rutgers University, Newark, NJ, (3)Department of Pediatrics, Rutgers New Jersey Medical School, Newark, NJ, (4)Rutgers University, Newark, NJ, (5)Department of Pediatrics, Rutgers--New Jersey Medical School, Newark, NJ
- 75 **410.075** Prenatal Fine Particulate Matter Nitrate Exposure and Childhood Autism Spectrum Disorders **M. M. Rahman¹**, Y. H. Shu², T. Chow³, S. Carter⁴, X. Yu⁵, M. P. Martinez⁶, M. J. Kleeman⁷, P. Levitt⁸, J. Schwartz⁹, Z. Chen¹, J. C. Chen¹, S. P. Eckel¹, F. W. Lurmann¹, R. McConnell¹ and A. H. Xiang², (1)Department of Preventive Medicine, Keck School of Medicine, University of Southern California, Los Angeles, CA, (2)Department of Research & Evaluation, Kaiser Permanente Southern California, Pasadena, CA, (3)Spatial Science Institute, University of Southern California, Los Angeles, CA, USA, Los Angeles, CA, (4)Department of Civil and Environmental Engineering, University of California, Davis, Davis, California, USA, Davis, CA, (5)Children's Hospital Los Angeles, Los Angeles, CA, (6)Department of Environmental Health, Harvard T.H. Chan School of Public Health, Boston, MA, (7)Sonoma Technology, Inc., Petaluma, CA
- 76 **410.076** Prenatal and Postnatal Factors Associated with Autism Severity **N. T. Swaidan¹**, R. Taha¹, **S. Salloum-Asfar²** and S. A. Abdulla², (1)Neurological Disorders Research Center, Qatar Biomedical Research Institute (QBRI), Hamad Bin Khalifa University (HBKU), Education City, Qatar Foundation (QF), Doha, Qatar, (2)Qatar Biomedical Research Institute (QBRI), HBKU, Qatar Foundation, Doha, Qatar
- 77 **410.077** Prevalence of Autism Spectrum Disorder in a Population of New Jersey Adolescents **W. Zahorodny¹**, J. Shenouda², M. Verile³, K. Sidwell⁴, R. Baltus⁵, M. Waale⁶, A. Fusco⁷, C. Cruz⁸, I. Gallo⁹, T. Gleeson¹⁰, G. Burack¹¹ and A. Mars¹², (1)Department of Pediatrics, Rutgers--New Jersey Medical School, Newark, NJ, (2)Department of Pediatrics, Rutgers University, Newark, NJ, (3)Rutgers University- New Jersey Medical School, Newark, NJ, (4)Department of Pediatrics, Rutgers New Jersey Medical School, Newark, NJ, (5)Rutgers University, Newark, NJ
- 78 **410.078** Prevalence of and Factors Associated with Reports of Child Maltreatment Among Children Identified By the Missouri Autism and Developmental Disabilities Monitoring Network **A. E. Duncan¹**, **R. Fitzgerald²**, M. Jonson-Reid³, B. Drake⁴ and J. N. Constantino⁵, (1)Brown School, Washington University in St. Louis, Saint Louis, MO, (2)Washington University School of Medicine, St. Louis, MO
- 79 **410.079** Use of ATLAS.Ti to Improve Efficiency Active Surveillance of Autism Spectrum Disorder **L. Gu¹**, K. Sidwell², J. Shenouda³ and W. Zahorodny⁴, (1)Rutgers New Jersey Medical School, Newark, NJ, (2)Department of Pediatrics, Rutgers New Jersey Medical School, Newark, NJ, (3)Department of Pediatrics, Rutgers University, Newark, NJ, (4)Department of Pediatrics, Rutgers--New Jersey Medical School, Newark, NJ
- 80 **410.080** Role of Metabolic Genes (GSTT1, GSTP1, GSTM1) in Blood Lead Concentrations of Jamaican Children with and without Autism Spectrum Disorder **M. H. Rahbar^{1,2,3}**, M. E. Samms-Vaughan⁴, S. Kim^{2,5}, S. Saroukhani^{2,3}, J. Bressler^{3,6}, M. Hessabi², M. L. Grove^{3,6}, S. Shakespeare-Pellington⁷ and K. A. Loveland⁸, (1)Division of Clinical and Translational Sciences, Department of Internal Medicine, McGovern Medical School, The University of Texas Health Science Center at Houston, Houston, TX, (2)Biostatistics/Epidemiology/Research Design (BERD) core, Center for Clinical and Translational Sciences (CCTS), The University of Texas Health Science Center at Houston, Houston, TX, (3)Department of Epidemiology, Human Genetics, and Environmental Sciences, School of Public Health, The University of Texas Health Science Center at Houston, Houston, TX, (4)Department of Child & Adolescent Health, The University of the West Indies, Mona Campus, Kingston, Jamaica, (5)Department of Biostatistics & Data Science, School of Public Health, The University of Texas Health Science Center at Houston, Houston, TX, (6)Human Genetics Center, School of Public Health, The University of Texas Health Science Center at Houston, Houston, TX, (7)Louis A Faillace, MD, Department of Psychiatry and Behavioral Sciences, McGovern Medical School, The University of Texas Health Science Center at Houston, Houston, TX

- 81 **410.081** Sociodemographic Correlates of Health-Related Quality of Life in Children with ASD **M. Mahjoob**¹, E. Anagnostou², B. Andrade³, J. A. Brian⁴, E. Kelley⁵, M. Ayub⁶, R. Cardy⁴, A. Iaboni², J. Crosbie², R. Schachar², S. Georgiades⁵, R. Nicolson⁹ and A. Kushki², (1)University of Toronto & Bloorview Research Institute, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (2)Autism Research Centre, Bloorview Research Institute, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (3)Centre for Addiction and Mental Health, Toronto, ON, Canada, (4)Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (5)Department of Psychology, Queen's University, Kingston, ON, Canada, (6)Department of Psychiatry, Queen's University, Kingston, ON, Canada, (7)Department of Psychiatry, The Hospital for Sick Children, Toronto, ON, Canada, (8)McMaster Autism Research Team, McMaster University, Hamilton, ON, Canada, (9)Department of Psychiatry, University of Western Ontario, London, ON, Canada
- 82 **410.082** Anxiety Symptoms Among Children with Autism Spectrum Disorders in Vietnam through Pediatric Anxiety Rating Scale **C. V. Tran**¹ and D. Ngo², (1)Department of Educational Sciences, Vietnam National University, Hanoi, Viet Nam, (2)National Center Special Education, Ha Noi, Viet Nam
- 83 **410.083** Risk Factors for Emotional and Behavioral Problems in Children with Autism Spectrum Disorders in Vietnam **P. H. Nguyen**¹ and **C. V. Tran**², (1)VNU University of Education, Hanoi, Viet Nam, (2)Department of Educational Sciences, Vietnam National University, Hanoi, Viet Nam
- 84 **410.084** Victimization Among Students with Development Disorders Under Teachers' Viewpoint **C. V. Tran**¹ and C. Le², (1)Department of Educational Sciences, Vietnam National University, Hanoi, Viet Nam, (2) University of Education, Vietnam National University, Hanoi, Ha Noi, Viet Nam

- 89 **411.089** Autistic People Don't like Music – an International Survey on Community Opinions of Autistic Portrayals on Film and TV **A. Nordahl-Hansen**¹, M. Dean², S. Fletcher-Watson³ and S. Orm⁴, (1)Faculty of Education, Østfold University College, Halden, Norway, (2)Education, California State University, Channel Islands, Camarillo, CA, (3)Salvesen Mindroom Research Centre, University of Edinburgh, Edinburgh, United Kingdom, (4)Innlandet hospital, Lillehammer, Norway
- 90 **411.090** Autistic Women Portrayed on Instagram #Fann #Actuallyautistic #Letsputafaceonthat M. Stevens¹ and **E. M. Blijd-Hoogewys**², (1)Miranda Stevens Photography, Breda, Netherlands, (2) INTER-PSY, Groningen, Netherlands
- 91 **411.091** Social Inclusion and Autism in Mainstream Secondary Education. What Is Needed? **S. Kamp**¹, **E. M. Blijd-Hoogewys**¹, B. LP², Y. T. Tsou², K. Liu², A. Koutamanis³ and C. Rieffe^{2,4,5}, (1)INTER-PSY, Groningen, Netherlands, (2)Institute of Psychology, Leiden University, Leiden, Netherlands, (3)Faculty of Architecture & the Built Environment, Delft University of Technology, Delft, Netherlands, (4)Faculty of Electrical Engineering, Mathematics and Computer Science, University of Twente, Enschede, Netherlands, (5)Institute of Education, University College London, London, United Kingdom
- 92 **411.092** Black Families' Experiences of Autism Diagnosis: Preliminary Parent Feedback to Inform Culturally Competent Care **A. Miceli**¹, A. Vehorn¹, T. Pinnock², Y. Dada², J. Hine¹, Z. Warren¹ and A. S. Weitlauf¹, (1) Vanderbilt University Medical Center, Nashville, TN, (2)Meharry Medical College, Nashville, TN, (3)Vanderbilt Kennedy Center, Vanderbilt University Medical Center, Nashville, TN
- 93 **411.093** Building Capacity for Inclusive Informal STEM Learning Opportunities for People with ASD **A. Johns**¹, J. Anbar², S. Kiefer¹ and C. J. Smith¹, (1)Southwest Autism Research & Resource Center, Phoenix, AZ, (2)Mel and Enid Zuckerman College of Public Health, University of Arizona, Tucson, AZ
- 94 **411.094** COVID-19 Vaccine Hesitancy in the Autism Community **S. D. Barns**¹, J. R. Wright¹, A. Goler¹, C. W. Lehman¹, J. K. Law^{1,2}, A. Daniels¹, L. Green Snyder¹, S. Consortium¹, P. Feliciano¹ and W. K. Chung^{1,3}, (1) Simons Foundation, New York, NY, (2)Maryland Center for Developmental Disabilities, Maryland Center for Development Disabilities, Kennedy Krieger Institute, Baltimore, MD, (3)Department of Pediatrics, Columbia University, New York, NY
- 95 **411.095** Caregiver Depression during the COVID-19 Pandemic: A Study on Latino Families of Children with Autism and Developmental Disabilities **W. Zeng** and S. Magana, Steve Hicks School of Social Work, University of Texas at Austin, Austin, TX
- 96 **411.096** Caregiver Perspectives on Barriers and Facilitators to Primary Healthcare Encounters for Autistic Adults **L. I. Duker (Stein)**¹ and **E. R. Goodman**², (1)Chan Division of Occupational Science and Occupational Therapy, University of Southern California, Los Angeles, CA, (2)Chan Division of Occupational Science and Occupational Therapy, USC Chan Division of Occupational Science and Occupational Therapy, Los Angeles, CA
- 97 **411.097** Caregiver Perspectives on Reading Instruction for Elementary School-Aged Children with Autism Due to the COVID-19 Educational Disruption **N. S. McIntyre**¹ and M. C. Zajic², (1)School of Communication Sciences and Disorders, University of Central Florida, Orlando, FL, (2) Health & Behavior Studies, Teachers College, Columbia University, New York, NY
- 98 **411.098** Characterizing Family Social Support from Adolescence through Young Adulthood in Autism **H. K. Schiltz**¹ and C. Lord², (1) Psychology, Marquette University, Milwaukee, WI, (2)UCLA Semel Institute for Neuroscience and Human Behavior, Los Angeles, CA

Poster Session
411 - Family Issues and Stakeholder Experiences I
 5:30 PM - 7:00 PM - Griffin Hall

- 85 **411.085** A Systematic Review of Social Support for Siblings of Children with Neurodevelopmental Disorders **S. Kirchhofer**¹, T. M. Vatne², S. Orm³, Y. B. Haukeland⁴, T. Fredriksen⁵, C. Wakefield⁶ and K. W. Fjermestad¹, (1) Psychology, University of Oslo, Oslo, Norway, (2)Frambu Resource Centre for Rare Disorders, Siggerud, Norway, (3)Department of Psychology, University of Oslo, Oslo, Norway, (4)University of Oslo, Oslo, Norway, (5) Innlandet Hospital Trust, Lillehammer, Norway, (6)University of New South Wales, Sydney, NSW, Australia
- 86 **411.086** Associations Among Parent Emotion Regulation, Parent Stress, and Child Behavior Problems **A. Rovane**¹ and R. Hock², (1) Psychology, University of South Carolina, Columbia, SC, (2)University of South Carolina, Columbia, SC
- 87 **411.087** Associations between Caregiver Depression and Social Support Among Diverse Caregivers of Children with Autism **A. Taiwo**¹, E. Glenn², L. L. McIntyre¹ and C. L. Neece³, (1)Special Education and Clinical Sciences, University of Oregon, Eugene, OR, (2)Duke Center for Autism and Brain Development, Durham, NC, (3)Psychology, Loma Linda University, Loma Linda, CA
- 88 **411.088** Autism Community Priorities in Diverse Low-Resource Settings: A Country-Wide Scoping Exercise in India **S. Chakrabarti**¹, R. Nandi¹, R. Shekhar¹, I. Dey¹, S. Nayar², J. R. Ram³, S. Mukerji³ and **B. Chakrabarti**^{1,4,5}, (1)India Autism Center, Kolkata, India, (2)Auckland University of Technology, Auckland, New Zealand, (3)Mental Health Foundation, Kolkata, India, (4)Centre for Autism, School of Psychology & Clinical Language Sciences, University of Reading, Reading, United Kingdom, (5)Psychology, Ashoka University, Sonapat, India

- 99 **411.099** Comparison of Psychological Functioning and Parental Burnout in Heterosexual and Same-Sex Parents of Children with ASD **R. L. Harmon¹**, C. A. Paisley², A. B. McClain¹, A. M. Birnschein¹ and T. S. Tomeny¹, (1)Psychology, The University of Alabama, Tuscaloosa, AL, (2) School of Medicine, University of Colorado, Aurora, CO
- 100 **411.100** Computer-Assisted Heart Rate Variability Biofeedback As a Method of Stress Reduction for Parents of Children with Autism: A Pilot Study **D. Hoerberg**, Gevirtz Graduate School of Education, University of California, Santa Barbara, santa barbara, CA
- 101 **411.101** Coping and Well-Being Associations Among Parents of Autistic Adolescents and Young Adults with and without Intellectual Disability **H. Singer¹**, E. B. Clarke¹, H. K. Schiltz² and C. Lord³, (1)University of California, Los Angeles, Los Angeles, CA, (2)Psychology, Marquette University, Milwaukee, WI, (3)UCLA Semel Institute for Neuroscience and Human Behavior, Los Angeles, CA
- 102 **411.102** Differences in Parent Perceptions of and Family Experiences with Autism Among Vaccine Hesitant and Non-Hesitant Parents of Children with ASD in the SPARK Cohort **M. L. Ayala-Brittain¹**, S. Gardner², S. S. Mire³, E. Fombonne⁴ and R. P. Goin-Kochel⁵, (1)Psychological, Health and Learning Sciences, University of Houston, Houston, TX, (2)University of Houston, Houston, TX, (3)Psychological, Health, and Learning Sciences, University of Houston, Houston, TX, (4)Department of Psychiatry, Oregon Health & Science University, Portland, OR, (5)Baylor College of Medicine, Houston, TX
- 103 **411.103** Do Cultural Adaptations Matter? Comparison of Socially Valid Measurements during Caregiver Training of Children with Autism **F. Vargas Londono**, Special Education, The University of Texas at Austin, Austin, TX
- 104 **411.104** Elucidating the Perspectives of Autistic Youth about Their Healthcare Experiences **B. O'Hagan¹**, E. Crable², A. Ursitti³, S. Foster³, A. Friedman¹, L. Bartolotti¹ and S. Krauss³, (1)Developmental and Behavioral Pediatrics, Boston Medical Center, Boston, MA, (2)University of California San Diego, San Diego, CA, (3)Boston Medical Center, Boston, MA
- 105 **411.105** Examining the Experiences of Autistic and Non-Autistic Adolescents in a Teen Mentoring Program during the COVID-19 Pandemic: A Qualitative Focus Group Study **B. O'Hagan¹**, S. Foster², A. Ursitti², S. R. Dufresne³, L. Bartolotti¹ and S. Krauss², (1)Developmental and Behavioral Pediatrics, Boston Medical Center, Boston, MA, (2)Boston Medical Center, Boston, MA, (3)Eliot-Pearson Department of Child Study & Human Development, Tufts University, Medford, MA
- 106 **411.106** Evaluating Maternal Communicative Behaviors in Latina Mothers of Young Children with ASD in Low-Resource Households **S. Vanegas¹**, E. Miranda², J. Valdes¹, L. Hopp¹ and S. Magana³, (1)Texas State University, San Marcos, TX, (2)University of Texas at Austin, Austin, TX, (3)Steve Hicks School of Social Work, University of Texas at Austin, Austin, TX
- 107 **411.107** En Español Se Siente Mas Bonito: Parent Perspective of Bilingual Language Development and Service Support for Autistic Children **E. Zamora¹**, F. A. Castellon² and C. Kasari², (1)Psychology, University of California, Los Angeles, Los Angeles, CA, (2)University of California, Los Angeles, Los Angeles, CA
- 108 **411.108** Understanding the Impact of the COVID-19 Pandemic on Autistic Children and Their Families: Results from an Online Survey Developed By Project Steer Stakeholders **A. Wainer¹**, A. R. Borowy², M. Beard³, R. A. Gordon¹ and K. M. Walton², (1)Department of Psychiatry, Rush University Medical Center, Chicago, IL, (2)Nisonger Center, The Ohio State University, Columbus, OH, (3)Department of Psychology, The Ohio State University, Columbus, OH
- 109 **411.109** Family Echo: All Teach, All Learn Model to Build Family Knowledge and Ability to Care for Children with Autism **A. Hess¹**, E. Butter² and C. Hostutler¹, (1)Nationwide Children's Hospital, columbus, OH, (2) Nationwide Children's Hospital, Columbus, OH
- 110 **411.110** Family Experiences of Children with Autism Spectrum Disorder in Indian Context: A Parental Survey **C. Pinto¹** and S. Tiwari², (1) Department of Speech and Hearing, Manipal College of Health Professions, Manipal, India, (2)Department of speech and hearing, Manipal academy of higher education, Manipal, India
- 111 **411.111** Family Perspectives on Behavioral Health Hospitalizations for Children with Autism Spectrum Disorder **E. Klinepeter^{1,2}**, K. Gibbs², J. Choate² and T. Nelson Hall², (1)Baylor College of Medicine, Houston, TX, (2)Texas Children's Hospital, Houston, TX
- 112 **411.112** How Do Autistic Individuals Conceptualise and Experience Uncertainty? **L. Lennuyeux-Connene¹**, S. B. Gaigg² and J. Yates³, (1) Department of Psychology, City, University of London, London, United Kingdom, (2)Autism Research Group, City, University of London, London, United Kingdom, (3)Psychology, City, University of London, London, United Kingdom
- 113 **411.113** How Does Stigma Towards Autism Compare to Other Clinical Conditions? **D. R. Jones**, K. M. DeBrabander and N. J. Sasson, University of Texas at Dallas, Richardson, TX
- 114 **411.114** Implementing Virtual Reality Technology for Autistic Students: Teacher's Perspective on Success Factors and Challenges. **A. Dechsling¹**, O. M. Vister², T. E. Johansen³, Y. Herikstad³ and **A. Nordahl-Hansen⁴**, (1) Faculty of Teacher Education and Languages, Østfold University College, Fredrikstad, Norway, (2)Østfold University College, Halden, Norway, (3) Østfold University College, Fredrikstad, Norway, (4)Faculty of Education, Østfold University College, Halden, Norway
- 115 **411.115** Improving Provider and Family Experiences with Telehealth Services for Children with Autism and Developmental Disabilities **M. L. Luu¹**, L. N. Berry², R. H. Fein¹, S. Cash¹, R. G. Voigt² and R. P. Goin-Kochel², (1)Texas Children's Hospital, Houston, TX, (2)Baylor College of Medicine, Houston, TX
- 116 **411.116** Investigating Autistic Adults' Preferences for the Social Model of Disability and Identity-First Terminology **T. Q. Boucher¹**, N. E. Scheerer², P. Hood¹, V. Ly¹, H. Aime¹ and G. Iarocci¹, (1)Psychology, Simon Fraser University, Burnaby, BC, Canada, (2)Psychology, Western University, London, ON, Canada
- 117 **411.117** Language Interactions Among Bilingual Families and Their Children with ASD **S. R. Cohen¹**, J. Miguel² and E. Lee³, (1)University of California - San Diego, La Jolla, CA, (2)Department of Education Studies, UC San Diego, La Jolla, CA, (3)UCLA, Los Angeles, CA
- 118 **411.118** Maternal Autism: Is Wellbeing Related to Autistic Camouflaging? **V. S. Finke** and S. Anns, School of Psychology, University of Sussex, Brighton, United Kingdom
- 119 **411.119** Mental Health and Loneliness in Mothers of Autistic Children and Mothers of Children with Fragile X Syndrome during the COVID-19 Pandemic: Associations with Caregiver Burden and Social Support **A. C. Hickey¹**, K. Bangert² and J. Klusek¹, (1)Communication Sciences and Disorders, University of South Carolina, Columbia, SC, (2)University of South Carolina, Columbia, SC
- 120 **411.120** Mental Health of Mothers and Fathers of Autistic Children during the COVID-19 Pandemic **N. Ekas¹** and C. Kouros², (1)Texas Christian University, Fort Worth, TX, (2)Southern Methodist University, Dallas, TX
- 121 **411.121** Now What?: First Actions Taken By Parents after an Autism Diagnosis. **D. L. Limon¹**, K. M. Normansell-Mossa¹, E. I. Hartnett², R. A. Lundwall³ and M. South⁴, (1)Clinical Psychology, Brigham Young University, Provo, UT, (2)Oregon Health and Science University, Portland, OR, (3) Psychology & Neuroscience, Brigham Young University, Provo, UT, (4) Psychology & Neuroscience, Emory Autism Center, Provo, GA

- 122 **411.122** Parent Perceptions about the Academic, Literacy, Social, and Behavioral Development of School-Age Children with Autism during COVID-19: A Latent Profile Analysis **M. C. Zajic**¹ and N. S. McIntyre², (1)Health & Behavior Studies, Teachers College, Columbia University, New York, NY, (2)School of Communication Sciences and Disorders, University of Central Florida, Orlando, FL
- 123 **411.123** Parent Stress, Emotion Dysregulation, and Depression in Parents of Children with Autism and Intellectual Disabilities during the Covid-19 Pandemic: A Mixed-Method Analysis **S. Khawar**¹, K. Schiavo¹, E. Fowler-Benton¹, M. I. Cargill¹, N. Yacoub¹, R. G. McDonald¹, C. Tilson² and E. Kang¹, (1)Department of Psychology, Montclair State University, Montclair, NJ, (2)Chicago School of Professional Psychology, Chicago, IL
- 124 **411.124** Parent-Reported Impact of the COVID-19 Pandemic on Autistic Traits and Mental Health Symptoms in Children and Adolescents with ASD **L. Hooijman**^{1,2}, R. Van der Hallen^{1,2}, S. Louwerse^{1,3}, K. Visser^{1,4}, D. Bastiaansen^{1,5}, W. A. Ester^{1,6,7,8}, L. W. ten Hoopen^{1,9}, P. F. de Nijs^{1,9}, S. Van Rijen^{1,2}, F. Truijens^{1,2} and L. P. Dekker^{1,2}, (1)Rotterdam Autism Consortium (R.A.C.), Rotterdam, Netherlands, (2)Department of Psychology, Education & Child Studies, Erasmus University Rotterdam, Rotterdam, Netherlands, (3)Erasmus MC - Sophia, Rotterdam, Netherlands, (4)Youz, Rotterdam, Netherlands, (5)Yulius, Barendrecht, Netherlands, (6)Sarr Expert Centre for Autism, Lucertis Child- & Adolescent Psychiatry, Rotterdam, Netherlands, Rotterdam, Netherlands, (7)Parnassia Psychiatric Institute, The Hague, Netherlands, (8)Department of Child and Adolescent Psychiatry, Curium-LUMC, Leiden University Medical Center, Oegstgeest, Netherlands, (9)Child and Adolescent Psychiatry/Psychology, Erasmus MC-Sophia Children's Hospital, Rotterdam, Netherlands
- 125 **411.125** Parent-Sibling Communication and Mental Health in Siblings of Children with Autism Spectrum Disorder Compared with Physical Disabilities **S. Orm**¹, Y. B. Haukeland², T. M. Vatne³ and K. W. Fjermestad⁴, (1)Department of Psychology, University of Oslo, Oslo, Norway, (2)University of Oslo, Oslo, Norway, (3)Frambu Resource Centre for Rare Disorders, Siggerud, Norway, (4)Psychology, University of Oslo, Oslo, Norway
- 126 **411.126** Parent-to-Parent (P2P) As an Intervention Delivery Model: A Scoping Review **J. D. Lee**¹, A. Terol², C. Yoon² and H. Meadan³, (1)444 Minnesota Avenue Ste 300, University of Illinois, Kansas City, KS, (2)University of Illinois at Urbana-Champaign, Champaign, IL, (3)University of Illinois, Champaign, IL 61820, IL
- 127 **411.127** Parents' Perceptions of Genetic Testing for Their Children with Autism: What Factors Make a Difference? **G. J. Sakyi**¹, C. N. Murali², S. S. Mire¹ and R. P. Goin-Kochel³, (1)Psychological, Health, and Learning Sciences, University of Houston, Houston, TX, (2)Baylor College of Medicine, Hoston, TX, (3)Baylor College of Medicine, Houston, TX
- 128 **411.128** Effects of Anxiety and Social Impairment on Quality of Life in Autistic Children **J. Zhong**¹, K. Ibrahim¹, C. Calvin², R. Jordan³, A. Reed¹ and D. G. Sukhodolsky¹, (1)Yale Child Study Center, Yale University School of Medicine, New Haven, CT, (2)Child Study Center, Yale University, New Haven, CT, (3)Yale Child Study Center, New Haven, CT
- 129 **411.129** Stakeholder Opinions on Neurodiversity and Autism Intervention **P. Dwyer**^{1,2,3}, S. K. Kapp^{4,5}, K. Gillespie-Lynch^{6,7}, D. S. Chang^{1,2} and S. M. Rivera^{1,2,3}, (1)Department of Psychology, University of California, Davis, Davis, CA, (2)Center for Mind and Brain, University of California, Davis, Davis, CA, (3)MIND Institute, UC Davis Medical Center, Sacramento, CA, (4)Department of Psychology, University of Portsmouth, Portsmouth, United Kingdom, (5)Center for Interaction, Development and Diversity, University of Portsmouth, Portsmouth, United Kingdom, (6)Department of Psychology, College of Staten Island, City University of New York, Staten Island, NY, (7)The Graduate Center, City University of New York, Staten Island, NY
- 130 **411.130** The Broader Autism Phenotype and Young Adults' Perceived Barriers to Education and Employment: The Moderating Role Parent and Sibling Dynamics **A. Jensen**, Brigham Young University, Provo, UT
- 131 **411.131** The Experience of Parents of Children with Neurodevelopmental Disorder during the First Wave of COVID-19 Pandemic: Preliminary Quantitative and Qualitative Cross-Cultural Findings **M. Giannotti**¹, N. Mazzoni¹, A. Bentenuto¹, F. Filosi², G. Iandolo³, M. Facchini⁴, L. Strathearn⁵, K. Zarei⁶ and S. De Falco¹, (1)Department of Psychology and Cognitive Science, University of Trento, Rovereto, Italy, (2)University of Trento, ROVERETO, Italy, (3)Universidad Europea de Madrid., Madrid, Spain, (4)University of Trento, Rovereto, Italy, (5)Baylor College of Medicine, Houston, TX, (6)Center for Disabilities and Development, University of Iowa Stead Family Children's Hospital, Iowa City, IA
- 132 **411.132** The Impact of the COVID-19 Pandemic on Caregivers of Autistic Children **C. M. Perry**¹, J. E. Goldblum², C. Harrop¹, A. R. Dallman¹ and B. A. Boyd³, (1)Department of Allied Health Sciences, University of North Carolina at Chapel Hill, Chapel Hill, NC, (2)Department of Psychology and Neuroscience, University of North Carolina at Chapel Hill, Chapel Hill, NC, (3)Juniper Gardens Children's Project, University of Kansas, Kansas City, KS
- 133 **411.133** The Influence of Parent Experience: Investigating the Association between Parent Experiences and Parent-Reported Behaviours of Their Autistic Child **L. de la Roche**¹, E. Kelley², C. Anderson³, T. Bennett⁴, A. Cauwenbergs⁵, K. Dekker⁶, B. Di Rezze⁶, I. Drmic⁷, E. Duku⁸, J. Eerkes⁵, S. J. Gentles⁹, K. Georgiades⁹, L. Hout⁷, O. Kraus De Camargo⁹, W. Mahoney⁹, R. Mesterman⁹, O. Ng⁵, C. Roncadin⁷, S. Robertson⁵, P. Rosenbaum¹⁰ and S. Georgiades¹¹, (1)Developmental Psychology, Queen's University, Kingston, ON, Canada, (2)Department of Psychology, Queen's University, Kingston, ON, Canada, (3)McMaster Children's Hospital, Hamilton, ON, Canada, (4)Offord Centre for Child Studies, McMaster University, Hamilton, ON, CANADA, (5)Autism Program, McMaster Children's Hospital, Hamilton, ON, Canada, (6)School of Rehabilitation Science, McMaster University, Hamilton, ON, Canada, (7)Autism Spectrum Disorder Service, McMaster Children's Hospital - Hamilton Health Sciences, Hamilton, ON, Canada, (8)Offord Centre for Child Studies, McMaster University, Hamilton, ON, Canada, (9)McMaster University, Hamilton, ON, Canada, (10)CanChild Centre, McMaster University, Hamilton, ON, Canada, (11)McMaster Autism Research Team, McMaster University, Hamilton, ON, Canada
- 134 **411.134** The Large-Scale Shift to Telehealth Delivery in Part C Services during the Pandemic: Provider and Caregiver Perspectives **A. Bravo**¹, L. V. Ibanez², C. C. Dick³, S. Scott⁴, P. Carpentier² and W. L. Stone³, (1)College of Education, University of Washington, Seattle, WA, (2)UW READi Lab, Seattle, WA, (3)Psychology, University of Washington, Seattle, WA, (4)University of Washington, Seattle, WA
- 135 **411.135** Exploring Factors That Contribute to the Quality of Life in Mother and Fathers of Children with Autism Spectrum Disorder **H. Behr**¹, R. Hock², B. C. Aaron³ and A. Rovane⁴, (1)College of Social Work, The University of South Carolina, Columbia, SC, (2)University of South Carolina, Columbia, SC, (3)College of Social Work, University of South Carolina, Columbia, SC, (4)Psychology, University of South Carolina, Columbia, SC
- 136 **411.136** Exploring the Contributions of Child Challenging Behaviors and Coparenting on Stress in Mothers and Fathers of Children Diagnosed with Autism **B. C. Aaron**¹, R. Hock², H. Behr³ and A. Rovane⁴, (1)College of Social Work, University of South Carolina, Columbia, SC, (2)University of South Carolina, Columbia, SC, (3)College of Social Work, The University of South Carolina, Columbia, SC, (4)Psychology, University of South Carolina, Columbia, SC

- 137 **411.137** Service Encounters: Service Provision and Difficulty Experienced When Attempting to Access Appropriate Treatment and Educational Services in Uruguay **M. Montenegro¹**, J. Robles¹, G. Garrido², D. Valdez³, A. Rosoli⁴, C. Amigo⁵, S. H. Cukier⁶, C. S. Paula⁷, R. A. Garcia⁸, A. Rattazzi⁹ and C. Montiel-Nava⁹, (1)University of Texas Rio Grande Valley, Edinburg, TX, (2)Universidad de la República, Montevideo, Uruguay, (3) Facultad Latinoamericana de Ciencias Sociales sede Argentina, Buenos Aires, Argentina, (4)Projects, Organizacion Estados Iberoamericanos, Santo Domingo, Dominican Republic, (5)Clinica de psiquiatria pediátrica Facultad de medicina, UDELAR, Montevideo, Uruguay, (6)PANAACEA, Buenos Aires, Argentina, (7)Developmental Disorder Program, Universidade Presbiteriana Mackenzie, São Paulo, Brazil, (8)Clínica Las Condes, Santiago, Chile., Santiago, CHILE, (9)Psychological Science, University of Texas Rio Grande Valley, Edinburg, TX
- 138 **411.138** Baseline Parenting Stress but Not Parent Depression Predicts Growth in Parent Self-Efficacy over the Course of a Parent-Mediated Intervention **M. Howard**, K. M. Frost and B. R. Ingersoll, Psychology, Michigan State University, East Lansing, MI
- 139 **411.139** Program Evaluation of a Cultural and Recreational Event Serving Families with Individuals on the Autism Spectrum **G. Perez Liz¹**, A. T. Wieckowski¹, M. Albaugh², R. Ideishi² and D. L. Robins¹, (1)A.J. Drexel Autism Institute, Drexel University, Philadelphia, PA, (2)The Philadelphia Orchestra, Philadelphia, PA, (3)The George Washington University | School of Medicine & Health Sciences, Washington, DC
- 140 **411.140** "Weaponized Autism": A Discourse Analysis of Gab Posts **C. Welch^{1,2}**, L. Senman³, R. L. Loftin⁴, C. Picciolini⁵, J. Robison⁶, A. Westphal⁷, B. Perry⁸, P. Jachyra⁹, S. Stevenson¹, J. Aggarwal¹, J. Nguyen¹⁰, S. Wijekoon², S. Baron-Cohen¹¹, R. Slavny¹² and M. Penner¹⁰, (1)University of Toronto, Toronto, ON, Canada, (2)Bloorview Research Institute, Toronto, ON, Canada, (3)Autism, Bloorview Research Institute, Toronto, ON, Canada, (4)Department of Psychiatry and Behavioral Sciences, Feinberg School of Medicine, Northwestern University, Chicago, IL, (5) Free Radicals Project Inc., Chicago, IL, (6)William & Mary, Williamsburg, VA, (7)Child Study Center and Department of Psychiatry, Yale University, New Haven, CT, (8)Ontario Tech University, Oshawa, ON, Canada, (9) Azrieli Adult Neurodevelopmental Centre, Centre for Addiction and Mental Health, Toronto, ON, Canada, (10)Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (11)Autism Research Centre, Department of Psychiatry, University of Cambridge, Cambridge, United Kingdom, (12) University of Cambridge, Cambridge, United Kingdom
- 142 **412.142** Attention Problems and Expressive Language in Adnp Syndrome **K. Kangas-Dick¹**, T. Levy², L. Tang², I. Giserman-Kiss³, J. Zweifach², D. Halpern², A. Kolevzon², J. D. Buxbaum⁴, P. M. Siper² and J. H. Foss-Feig², (1)Seaver Autism Center for Research & Treatment Ichan School of Medicine at Mount Sinai, New York, NY, (2)Seaver Autism Center for Research and Treatment, Department of Psychiatry, Ichan School of Medicine at Mount Sinai Hospital, New York, NY, (3)Neurodevelopmental and Behavioral Phenotyping Service, National Institutes of Mental Health, Bethesda, MD, (4)Psychiatry, Ichan School of Medicine at Mount Sinai, New York, NY
- 143 **412.143** Autism Spectrum Disorder and Sotos Syndrome: Which Relation Genotype-Phenotype? a PILOT Study **M. Siracusano^{1,2}**, A. Riccioni^{2,3}, C. Dante², L. Arturi², G. Conteduca⁴, M. Grasso⁴, C. Galasso^{2,3}, D. Coviello⁴ and L. Mazzone^{2,3}, (1)Biomedicine and Prevention, University of Rome Tor Vergata, Rome, Italy, (2)Child and Adolescence Psychiatry Unit, Policlinico Tor Vergata Hospital, Rome, Italy, (3)Systems Medicine, Division of Child Psychiatry, University of Rome Tor Vergata, Rome, Italy, (4)Laboratorio di Genetica Umana IRCCS Istituto Giannina Gaslini, Genova, Italy
- 144 **412.144** Cognitive and Language Abilities Associated with Protein Levels Differentially in Males and Females with Fragile X Syndrome **A. Jones¹**, A. Dapore¹, A. Boggs¹, C. Gross¹, S. Schroeder², A. Sterling², C. A. Erickson³ and L. M. Schmitt⁴, (1)Cincinnati Children's Hospital Medical Center, Cincinnati, OH, (2)University of Wisconsin-Madison, Madison, WI, (3)Psychiatry, Cincinnati Children's Hospital Medical Center, Cincinnati, OH, (4)Developmental and Behavioral Pediatrics, Cincinnati Children's Hospital Medical Center, Cincinnati, OH
- 145 **412.145** Contributive Role of C12orf57 Mutations in Autism Spectrum Disorder and Intellectual Disability **R. Taha¹**, S. Salloum-Asfar² and S. A. Abdulla², (1)Neurological Disorders Research Center, Qatar Biomedical Research Institute (QBRI), Hamad Bin Khalifa University (HBKU), Education City, Qatar Foundation (QF), Doha, Qatar, (2)Qatar Biomedical Research Institute (QBRI), HBKU, Qatar Foundation, Doha, Qatar
- 146 **412.146** Epigenetic Aging at Birth and Risk of Autism Spectrum Disorder **A. Y. Song¹**, M. D. Fallin², L. A. Croen³, I. Hertz-Picciotto⁴, R. J. Schmidt⁵, X. Hong⁶, B. Zhang⁷, X. Wang⁶, C. J. Newschaffer⁸, H. E. Volk² and C. Ladd-Acosta², (1)Mental Health, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (2)Wendy Klag Center for Autism and Developmental Disabilities, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (3)Division of Research, Kaiser Permanente Northern California, Oakland, CA, (4)University of California at Davis, Davis, CA, (5)Public Health Sciences, University of California Davis, Davis, CA, (6) The Center on the Early Life Origins of Disease, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (7)John Hopkins Bloomberg School of Public Health, Baltimore, MD, (8)College of Health and Human Development, Pennsylvania State University, University Park, PA

Poster Session

412 - Genetics

5:30 PM - 7:00 PM - Griffin Hall

- 141 **412.141** An Epigenome-Wide Association Study of Social Responsiveness Scale Score in the Study to Explore Early Development **E. M. Howerton¹**, J. Daniels², A. Y. Song³, K. S. Benke³, H. E. Volk², H. Farzadegan¹, A. Alexander⁴, A. Tapia⁵, G. S. Dichter⁶, J. Daniels⁷, L. A. Croen⁸, G. L. Wojcik¹, L. Wiggins⁹, M. D. Fallin² and C. Ladd-Acosta², (1)Epidemiology, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (2)Wendy Klag Center for Autism and Developmental Disabilities, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (3)Mental Health, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (4)NCBDDD, Centers for Disease Control and Prevention, Atlanta, GA, (5)Epidemiology, University of North Carolina at Chapel Hill, Chapel Hill, NC, (6)Psychiatry, University of North Carolina, Chapel Hill, NC, (7)University of North Carolina at Chapel Hill, Chapel Hill, NC, (8)Division of Research, Kaiser Permanente Northern California, Oakland, CA, (9)Centers for Disease Control and Prevention, Atlanta, GA
- 147 **412.147** Gender Effect on the Severity of Developmental Phenotype in Children with Rare Autosomal Genetic Mutations **A. Chezana¹**, O. Leon Attia², M. Shaham³ and **L. V. Gabis^{4,5}**, (1)medicine, Ben Gurion University, Beer Sheva, Israel, (2)Child development Center, Sheba Medical Center, Tel Hashomer, Israel, (3)Statistics, Haifa University, Haifa, Israel, (4) Pediatrics, Maccabi Healthcare, Rehovot, ISRAEL, (5)Maccabi Healthcare, Tel Aviv, Israel
- 148 **412.148** Identifying Shared and Divergent Transcriptional Dysregulation across Brain Regions in Adult Chd8 Haploinsufficient Mice **C. P. Canales¹**, K. Cichewicz¹, A. A. Wade¹, R. Ortiz¹, E. Smith¹, C. Ardekani¹, S. Lozano¹, J. Zhu¹, P. Beauregard¹ and A. S. Nord², (1)Center for Neuroscience, University of California Davis, Davis, CA, (2)Center for Neuroscience, Department of Neurobiology, Physiology, & Behavior, University of California, Davis, Davis, CA
- 149 **412.149** Immune-Phenotyping and Transcriptomic Profiling of Peripheral Blood Mononuclear Cells Based on Severity from Children with Autism Spectrum Disorders **S. Salloum-Asfar¹**, R. Taha² and S. A. Abdulla², (1)Qatar Biomedical Research Institute (QBRI), HBKU, Qatar Foundation, Doha, Qatar, (2)Neurological Disorders Research Center, Qatar Biomedical Research Institute (QBRI), Hamad Bin Khalifa University (HBKU), Education City, Qatar Foundation (QF), Doha, Qatar

- 150 **412.150** Leveraging Family Structure to Parse the Genetic Architecture of Autism Spectrum Disorder Endophenotypes **N. T. Stockham**¹, K. M. Paskov¹, J. Y. Jung¹, B. Chrisman² and D. P. Wall², (1)Stanford University, Palo Alto, CA, (2)Stanford University, Stanford, CA
- 151 **412.151** Maternal Cortisol Predicts Child Cortisol in Autism Spectrum Disorder and Fragile X Syndrome **R. Hantman**¹, E. A. Will² and J. Roberts¹, (1)Department of Psychology, University of South Carolina, Columbia, SC, (2)Psychology, University of South Carolina, Columbia, SC
- 152 **412.152** Neurowes-Macedonia: Gene Discovery and Precision Medicine in Ndd **S. Trajkova**¹, E. Sukarova-Angelovska², A. Mussa³, G. Battista Ferrero⁴, S. Cardaropoli⁵, L. Pavinato⁶, C. Giovenino⁶, V. Pullano⁶, S. Carestato⁶, E. Giorgio⁶, T. Pippucci⁷, P. Dimartino⁸, S. De Rubeis⁹, J. D. Buxbaum⁹ and A. Brusco¹⁰, (1)Department of Medical Genetics, University of Torino, Turin, Italy, (2)Department of Endocrinology and Genetics, University Clinic for Children's Diseases, Faculty of Medicine, University Sv. Kiril I Metodij, Skopje, Macedonia, The former Yugoslav Republic of, (3) Department of Public Health and Pediatrics, University of Turin, Turin, Italy, (4)Department of Clinical and Biological Sciences, University of Turin, Turin, Italy, (5)Department of Medical Genetics, University of Turin, Turin, Italy, (6)Department of Molecular Medicine, University of Pavia, Pavia, Italy, (7) Medical Genetics Unit, Polyclinic Sant'Orsola-Malpighi University Hospital, Bologna, Italy, (8)Department of Medical and Surgical Sciences, University of Bologna, Bologna, Italy, (9)Psychiatry, Icahn School of Medicine at Mount Sinai, New York, NY, (10)Unit of Medical Genetics, Città della Salute e della Scienza, University Hospital, Turin, Italy
- 153 **412.153** Obesity and Genetic Predisposition in Individuals with Complex Neurodevelopmental Phenotypes **E. Smith**¹, I. Gutierrez² and J. A. Martinez-Agosto³, (1)Human Genetics, UCLA, Los Angeles, CA, (2) Univ California Los Angeles, Los Angeles, CA, (3)Departments of Human Genetics, Pediatrics and Psychiatry, University of California, Los Angeles, Los Angeles, CA
- 154 **412.154** Pupillary Light Reflex As an Objective Biomarker in Children with Phelan-Mcdermid Syndrome and Autism Spectrum Disorder **J. Trayvick**¹, S. Barkley¹, B. Lerman¹, L. Massa², K. Keller¹, H. E. Grosman¹, C. McLaughlin¹, T. Levy¹, P. M. Siper¹, S. B. Guillory¹, J. D. Buxbaum³, A. Kolevzon¹ and J. H. Foss-Feig¹, (1)Seaver Autism Center for Research and Treatment, Department of Psychiatry, Icahn School of Medicine at Mount Sinai Hospital, New York, NY, (2)Seaver Autism Center, Department of Psychiatry, Icahn School of Medicine at Mount Sinai Hospital, New York, NY, (3)Psychiatry, Icahn School of Medicine at Mount Sinai, New York, NY
- 155 **412.155** Stochastic Epigenetic Mutation Burden in Autism Spectrum Disorders **D. Gentilini**^{1,2}, M. Olivola¹, M. Nola¹, C. Guiot¹, L. Calza², R. Cavagnola¹, P. Politi¹ and **N. Brondino**¹, (1)Department of Brain and Behavioral Sciences, University of Pavia, Pavia, Italy, (2)Istituto Auxologico, Cusano Milanino, Italy
- 156 **412.156** Investigation of Genetic Factors Contributing to the ASD Subphenotype Disproportionate Megalencephaly **S. S. Nishizaki**¹, C. W. Nordahl², D. G. Amaral² and M. Y. Dennis³, (1)Psychiatry and Behavioral Services, UC Davis MIND Institute, Sacramento, CA, (2)Department of Psychiatry and Behavioral Sciences, The Medical Investigation of Neurodevelopmental Disorders (MIND) Institute, UC Davis School of Medicine, University of California Davis, Sacramento, CA, (3)Biochemistry & Molecular Medicine, MIND Institute, Genome Center, University of California Davis, Davis, CA

Poster Session

413 - Interventions - Pharmacologic

5:30 PM - 7:00 PM - Griffin Hall

- 157 **413.157** A Pilot Treatment Study of Low-Dose Ketamine Shows Improvement of Social Attention in Children with Adnp Syndrome **B. Lerman**¹, S. Barkley¹, T. Levy¹, H. Walker², K. Keller³, D. Halpern¹, J. Zweifach¹, P. M. Siper¹, M. P. Trelles¹, J. D. Buxbaum⁴, A. Kolevzon¹ and J. H. Foss-Feig¹, (1)Seaver Autism Center for Research and Treatment, Department of Psychiatry, Icahn School of Medicine at Mount Sinai Hospital, New York, NY, (2)Teachers College, Columbia University, New York, NY, (3)Rosalind Franklin University of Medicine and Science, North Chicago, IL, (4)Psychiatry, Icahn School of Medicine at Mount Sinai, New York, NY
- 158 **413.158** A Randomized Double-Blind Clinical Trial with L. Reuteri in Autism Spectrum Disorder: Improvement of Social Behaviour and Gastrointestinal Symptoms, with Modulation of Immune Response **L. Mazzone**^{1,2}, R. Abate¹, L. Arturi², A. Riccioni^{1,2}, A. Sabatini³ and E. Volpe³, (1)Systems Medicine, Division of Child Psychiatry, University of Rome Tor Vergata, Rome, Italy, (2)Child and Adolescence Psychiatry Unit, Policlinico Tor Vergata Hospital, Rome, Italy, (3)Fondazione Santa Lucia IRCSS, Rome, Italy
- 159 **413.159** Changes in Parent- and Self-Reported Anxiety Symptoms in Children with and without ASD Receiving SSRI Medication: A Retrospective Chart Review **K. G. Stephenson**, P. Vandana and E. Butter, Nationwide Children's Hospital, Columbus, OH
- 160 **413.160** Children and Adolescents Treated with Cbd-Rich Cannabis Exhibit Significant Improvements in Social Symptoms of ASD in an Open Label Study **M. Hacoheh**^{1,2,3}, I. Dinstein⁴, O. Elkana⁵, E. Kohn⁶, A. Hazan⁵, E. Heyman⁵, Y. Sobol⁶, D. Waissengreen⁶, M. Berkovitch⁷ and O. E. Stolar⁸, (1)Ben Gurion University of the Negev, Israel, Be'er Sheba, Israel, (2) Ben-Gurion University of the Negev, Beer Sheva, Israel, (3)Tel Aviv-Yaffo Academic College, Tel Aviv-Yaffo, Israel, (4)Cognitive and Brain Sciences Department, Ben-Gurion University of the Negev, Beer Sheva, Israel, (5) Shamir Medical Center, Be'er Ya'akov, Israel, (6)Israel National Autism Research Center, Be'er Sheba, Israel, (7)Clinical Pharmacology and Toxicology Unit, Assaf Harofeh Medical Center, zerifin, Israel, (8)Autism Center, Assaf Harofeh Medical Center, zerifin, Israel
- 161 **413.161** Effects of Propranolol on Gastrointestinal Problems in Children and Adults with Autism Spectrum Disorder **K. N. Dogvan**¹, D. Q. Beversdorf², B. J. Ferguson³ and M. Hogg⁴, (1)Psychology, Marist College, Poughkeepsie, NY, (2)Department of Radiology, Neurology, and Psychological Sciences, University of Missouri, Columbia, Columbia, MO, (3)Health Psychology, Radiology, & Thompson Center for Autism & Neurodevelopmental Disorders, University of Missouri, Columbia, MO, (4) University of Missouri, Columbia, MO
- 162 **413.162** Examining the Effects of Low Dose Ketamine on Neural Responses of Children with Adnp Syndrome **S. Barkley**¹, B. Lerman¹, T. Levy¹, H. Walker², K. Keller³, J. Zweifach¹, D. Halpern¹, P. M. Siper¹, M. P. Trelles¹, J. D. Buxbaum⁴, A. Kolevzon¹ and J. H. Foss-Feig¹, (1)Seaver Autism Center for Research and Treatment, Department of Psychiatry, Icahn School of Medicine at Mount Sinai Hospital, New York, NY, (2) Teachers College, Columbia University, New York, NY, (3)Psychiatry, Icahn School of Medicine at Mount Sinai, New York, NY
- 163 **413.163** Intranasal Esketamine in a Young Woman with Autism Spectrum Disorder and Resistant Depression **M. Olivola**, V. Arienti, N. Bassetti, S. C. Civardi, M. Nola, C. Guiot and **N. Brondino**, Department of Brain and Behavioral Sciences, University of Pavia, Pavia, Italy

- 164 **413.164** Pharmacotherapy of Adolescents with Autism Spectrum Disorder: Findings from Population Based Surveillance in a US Metropolitan Area **C. Lescott**¹, M. Palmeri¹, M. Jackson², M. Verile³, K. Sidwell⁴, J. Shenouda⁵ and W. Zahorodny⁶, (1)Rutgers New Jersey Medical School, Newark, NJ, (2)Biostatistics and Epidemiology, Rutgers University, Piscataway, NJ, (3)Rutgers University- New Jersey Medical School, Newark, NJ, (4)Department of Pediatrics, Rutgers New Jersey Medical School, Newark, NJ, (5)Department of Pediatrics, Rutgers University, Newark, NJ, (6)Department of Pediatrics, Rutgers--New Jersey Medical School, Newark, NJ
- 165 **413.165** Psychophysiological Predictors of the Treatment Response to Propranolol on Core ASD Symptoms Using the Autism Impact Measure **C. Appling**¹, N. Nuraini², D. Q. Beversdorf³, A. Kalathil² and B. J. Ferguson⁴, (1) Interdisciplinary Neuroscience Program, University of Missouri, Columbia, MO, (2)University of Missouri Columbia, Columbia, MO, (3)Department of Radiology, Neurology, and Psychological Sciences, University of Missouri, Columbia, MO, (4)Health Psychology, Radiology, & Thompson Center for Autism & Neurodevelopmental Disorders, University of Missouri, Columbia, MO
- 166 **413.166** Randomized, Double-Blind, Controlled Trial of Probiotic Supplementation in Children with Autism Spectrum Disorder: Improvement of Gastro Intestinal Symptoms and Gut Microbiota Modulation. D. Adduce¹, **M. Siracusano**^{2,3}, R. Abate⁴, F. Cristofori¹, L. Arturi³, A. Riccioni^{3,4}, R. Francavilla⁵ and L. Mazzone^{3,4}, (1)University of Bari, Bari, Italy, (2) Biomedicine and Prevention, University of Rome Tor Vergata, Rome, Italy, (3)Child and Adolescence Psychiatry Unit, Policlinico Tor Vergata Hospital, Rome, Italy, (4)Systems Medicine, Division of Child Psychiatry, University of Rome Tor Vergata, Rome, Italy, (5)Children's Hospital "Giovanni XXIII", University of Bari, Bari, Italy
- 167 **413.167** Resting Heart Rate Variability As a Predictor of Anxiety Response to Propranolol in Autism Spectrum Disorder **N. Nuraini**¹, C. Appling², D. Q. Beversdorf³, K. Kovarik¹, M. Prendergast⁴ and B. J. Ferguson⁵, (1)Interdisciplinary Neuroscience Program, Thompson Center at the University of Missouri, Columbia, MO, (2)Interdisciplinary Neuroscience Program, University of Missouri, Columbia, MO, (3)Department of Radiology, Neurology, and Psychological Sciences, University of Missouri, Columbia, MO, (4)University of Missouri, Columbia, MO, (5)Health Psychology, Radiology, & Thompson Center for Autism & Neurodevelopmental Disorders, University of Missouri, Columbia, MO
- 168 **413.168** The Effect of Low-Dose Ketamine on Aberrant Behaviors in Children with Adnp Syndrome **L. Massa**¹, T. Levy², D. Halpern², H. Walker³, B. Lerman², S. Barkley², C. F. Layton¹, P. M. Siper², J. H. Foss-Feig², J. D. Buxbaum⁴, A. Kolevzon² and K. Friedman⁵, (1)Seaver Autism Center, Department of Psychiatry, Icahn School of Medicine at Mount Sinai Hospital, New York, NY, (2)Seaver Autism Center for Research and Treatment, Department of Psychiatry, Icahn School of Medicine at Mount Sinai Hospital, New York, NY, (3)Teachers College, Columbia University, New York, NY, (4)Psychiatry, Icahn School of Medicine at Mount Sinai, New York, NY, (5) Vanderbilt University, Nashville, TN

Virtual Poster Session

508 - Communication and Language --- (V)

5:30 PM - 7:00 PM -

- 1 **508.001** A Game of Telephone: Longitudinal, Telephone-Based Natural Language Sampling Among Neurodiverse, School-Aged Children **K. G. Tena**¹, A. Knox¹, M. R. Pelella¹, M. Leuzzi¹, A. S. Russell¹, M. L. Cola¹, S. Cho², M. Liberman³, R. Fusaroli⁴, C. Cieri³, A. Hulick¹, J. Fiumara², K. Walker², A. Nenkova⁵, J. Uzokwe⁶, C. H. Chatham⁷, J. S. Miller¹, J. Pandey¹, R. T. Schultz¹ and J. Parish-Morris¹, (1)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (2)University of Pennsylvania, Philadelphia, PA, (3)Linguistic Data Consortium, University of Pennsylvania, Philadelphia, PA, (4)Aarhus University, Aarhus, Denmark, (5)Computer and Information Science, University of Pennsylvania, Philadelphia, PA, (6)Children Hospital of Philadelphia, Philadelphia, PA, (7) Neuroscience and Rare Diseases (NRD), Roche Pharma Research and Early Development, Roche Innovation Center, New York, CA
- 2 **508.002** A Preliminary Study on the Emotional Valences of Passive Sentences in Japanese Perceived By People with ASD **K. Yorozuya**¹, J. Adachi², M. Saito³ and R. Yorozuya⁴, (1)Education, Hokkaido University, Sapporo, Japan, (2)Graduate School of Education, Hokkaido University, Sapporo, Japan, (3)Department of Special Education, Hokkaido University of Education, Sapporo, Japan, (4)Department of English Language Education, Hokkaido University of Education, Sapporo, Sapporo, Japan
- 3 **508.003** Contextual Differences in Prosodic Language Profiles in Autism Spectrum Disorder **M. Waxman**¹, J. Guilfoyle², E. Landau², S. Crawford¹ and M. Losh¹, (1)Communication Sciences and Disorders, Northwestern University, Evanston, IL, (2)Feinberg School of Medicine, Department of Psychiatry and Behavioral Sciences, Northwestern University, Evanston, IL
- 4 **508.004** Evaluation of Linguistic Abilities and Emerging Literacy Skills of Children with ASD **N. Sukenik**¹ and S. Oren², (1)School of education, Bar Ilan University, Ramat Gan, Israel, (2)Bar Ilan University, Ramat Gan, Israel
- 5 **508.005** Girls with Autism Speed up More in a Tongue Twister Task **W. Lai**¹, S. Cho², M. Liberman¹, A. Knox³, A. S. Russell³, M. R. Pelella³, M. L. Cola³, K. G. Tena³, J. Pandey³, R. T. Schultz³ and J. Parish-Morris³, (1)Linguistic Data Consortium, University of Pennsylvania, Philadelphia, PA, (2)University of Pennsylvania, Philadelphia, PA, (3)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA
- 6 **508.006** Measuring Referential Communication Dynamically in Older Children with ASD **C. Lee**¹, M. Schreuders¹, E. Zane¹ and R. Grossman², (1)Communication Sciences and Disorders, James Madison University, Harrisonburg, VA, (2)CSD, Emerson College, Boston, MA
- 7 **508.007** Associations between Language Use and Classroom Engagement in Inclusive Classrooms for Preschoolers with and without ASD **R. M. Fasano**¹, S. G. Mitsven¹, S. Custode¹, D. S. Messinger² and L. K. Perry¹, (1)Psychology, University of Miami, Coral Gables, FL, (2)University of Miami, Coral Gables, FL
- 8 **508.008** Automated Recognition of Nouns and Verbs As a Tool for Assessing Language Ability and Response to Intervention in Children with ASD **B. Manning**¹, M. Kumar², D. Swain³, S. Narayanan² and S. H. Kim², (1)Center for Autism and the Developing Brain, Weill Cornell Medicine, White Plains, NY, (2)University of Southern California, Los Angeles, CA, (3)Virginia Polytechnic Institute and State University, Blacksburg, VA, (4) Psychiatry, Center for Autism and the Developing Brain, White Plains, NY

- 9 **508.009** Children with ASD Describe Pictures Differently Than Matched Non-Autistic Peers **S. Cho**¹, R. Fusaroli², K. G. Tena³, A. Knox³, M. R. Pelella⁴, J. S. Miller⁵, A. S. Russell³, A. Hulick³, M. Leuzzi³, A. Nenkova⁴, W. Lai⁶, J. Uzokwe⁶, K. Walker¹, C. Cieri⁶, J. Fiumara¹, J. Pandey³, C. H. Chatham⁷, R. T. Schultz², M. Liberman⁵ and J. Parish-Morris³, (1)University of Pennsylvania, Philadelphia, PA, (2)Aarhus University, Aarhus, Denmark, (3)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (4)Computer and Information Science, University of Pennsylvania, Philadelphia, PA, (5)Linguistic Data Consortium, University of Pennsylvania, Philadelphia, PA, (6)Children Hospital of Philadelphia, Philadelphia, PA, (7)Neuroscience and Rare Diseases (NRD), Roche Pharma Research and Early Development, Roche Innovation Center, New York, CA
- 10 **508.010** Cloze Probability in Visual and Linguistic Narrative Comprehension in Individuals with Autism S. Kubinski¹, N. Cohn², T. Brothers³ and **E. L. Coderre**¹, (1)University of Vermont, Burlington, VT, (2)Tilburg University, Tilburg, Netherlands, (3)Tufts University, Medford, MA
- 11 **508.011** Combining Speech and Language Features Improves Automated Autism Detection A. C. Salem¹, **H. MacFarlane**², L. Chen¹, M. Asgari¹ and E. Fombonne³, (1)Oregon Health & Science University, Portland, OR, (2)Oregon Health & Science University (OHSU), Portland, OR, (3)Department of Psychiatry, Oregon Health & Science University, Portland, OR
- 12 **508.012** Comparing in Developmental Profile of Minimally Verbal Children **S. Suswaram**¹ and N. Brady², (1)Speech-Language-Hearing: Sciences & Disorders, University of Kansas, Lawrence, KS, (2)University of Kansas, Lawrence, KS
- 13 **508.013** Differentiating Among Low, Medium, and High "Um" Users with ASD and ADHD **C. Boo**¹, N. S. McIntyre², P. Mundy³ and L. R. Naigles¹, (1)Psychological Sciences, University of Connecticut, Storrs, CT, (2)School of Communication Sciences and Disorders, University of Central Florida, Orlando, FL, (3)University of California, Davis, Davis, CA
- 14 **508.014** Downward Entailment in Mandarin-Speaking High-Functioning Children with Autism Spectrum Disorders **J. Wei**¹ and Y. E. Su², (1)Central South University, Changsha, China, (2)Childa Language Lab, School of Foreign Languages, Central South University, Changsha, Hunan, China
- 15 **508.015** Examining Language and Communication in Autistic People with Complex Needs – a Systematic Review of Procedural and Measurement Issues and Practice **S. Donald**¹, S. B. Gaigg², A. Remington³ and N. Edwards⁴, (1)City University of London, London, United Kingdom, (2)Autism Research Group, City, University of London, London, United Kingdom, (3)UCL Centre for Research in Autism and Education, London, United Kingdom, (4)City University of London, London, United Kingdom
- 16 **508.016** Examining the Influence of Bilingualism on the Narrative, Social and Pragmatic Abilities of School-Aged Children on the Autism Spectrum **M. L. Beauchamp**¹, S. Rezzonico², M. Elsabbagh³, P. Mirenda⁴, T. Bennett⁵, E. Duku⁶, S. Georgiades⁷, C. M. Kerns⁴, I. M. Smith⁸, P. Szatmari⁹, W. J. Ungar¹⁰, T. Vaillancourt¹¹, A. Zaidman-Zait¹² and L. Zwaigenbaum¹³, (1)Research Institute- McGill University Health Centre Montreal, Montreal, QC, Canada, (2)École d'orthophonie et d'audiologie, Université de Montréal, Montreal, QC, Canada, (3)Neurology and Neurosurgery, McGill University, Montreal, QC, Canada, (4)University of British Columbia, Vancouver, BC, Canada, (5)Offord Centre for Child Studies, McMaster University, Hamilton, ON, CANADA, (6)Offord Centre for Child Studies, McMaster University, Hamilton, ON, Canada, (7)McMaster Autism Research Team, McMaster University, Hamilton, ON, Canada, (8)Dalhousie University / IWK Health Centre, Halifax, NS, CANADA, (9)The Hospital for Sick Children, Toronto, ON, Canada, (10)The Hospital for Sick Children Research Institute, Toronto, ON, Canada, (11)University of Ottawa, Ottawa, ON, Canada, (12)Tel-Aviv University, Tel-Aviv, Israel, (13)University of Alberta, Edmonton, AB, Canada
- 17 **508.017** Identifying Profiles of Grammatical Production in Autistic Children Via Cluster Analysis **A. Mankovich**¹, K. Wittke², J. E. Blume³, A. Mastergeorge³, A. Paxton¹ and L. R. Naigles¹, (1)Psychological Sciences, University of Connecticut, Storrs, CT, (2)University of Connecticut, Storrs, CT, (3)Human Development and Family Sciences, Texas Tech University, Lubbock, TX
- 18 **508.018** Initiation Strategies of Bilingual and Monolingual Children with Autism Spectrum Disorders in a Verbal Fluency Task A. M. Gonzalez Barrero, **A. Gores** and M. Mongeau, School of Communication Sciences and Disorders, Dalhousie University, Halifax, NS, Canada
- 19 **508.019** Mental State Verbs Expressed By Children on the Autism Spectrum: A Syntactic Perspective **E. Macaruso**, L. Wisman Weil and R. J. Luyster, Communication Sciences and Disorders, Emerson College, Boston, MA
- 20 **508.020** Metaphors Interpretation Using Comparison and Structure Mapping Processes Among Adolescents with ASD and Theirs Siblings **O. E. Hetzroni**¹ and I. Segal Palensia², (1)Special Education, University of Haifa, Haifa, Israel, (2)University of Haifa, Haifa, Israel
- 21 **508.021** Patterns of Finger-Tracking in Italian Early Readers with Autism Spectrum Disorder C. Marzi¹, **A. Narzisi**², M. Ferro³, G. Masi², A. Milone², V. Viglione², S. Pelagatti¹, I. Tomassini³ and V. Pirrelli³, (1)University of Pisa, Pisa, Italy, (2)IRCCS Stella Maris Foundation, Pisa (Calambrone), Italy, (3)CNR Institute for Computational Linguistics, Pisa, Italy
- 22 **508.022** Scalar and Non-Scalar Implicatures in Preschool Mandarin-Speaking Children with Autism Spectrum Disorder **Y. Jiang**¹ and Y. E. Su², (1)Central South University, Changsha, China, (2)Childa Language Lab, School of Foreign Languages, Central South University, Changsha, Hunan, China
- 23 **508.023** Sex Differences in Pronoun and Maze Usage in the Language of Children with Autism Spectrum Disorder **G. O. Lawley**¹, S. Bedrick² and E. Fombonne³, (1)Computer Science and Electrical Engineering, Oregon Health & Science University, Portland, OR, (2)Department of Medical Informatics and Clinical Epidemiology, Oregon Health & Science University, Portland, OR, (3)Department of Psychiatry, Oregon Health & Science University, Portland, OR
- 24 **508.024** Similarities and Differences in the Generation of a Common Ground in ASD and TD **E. Karin**¹, R. Geva² and N. B. Bauminger-Zviely³, (1)School of Education, Bar Ilan University Israel, Ramat - Gan, Israel, (2)Psychology Department, Bar-Ilan University, Ramat-Gan, Israel, (3)School of Education, Bar Ilan University, Ramat Gan, Israel
- 25 **508.025** The Use of Syntactic Bootstrapping in Verb Learning of Mandarin-Exposed Preschool Children with Autism Spectrum Disorder **J. SU**¹, Y. E. Su² and L. R. Naigles³, (1)Central South University, Changsha, China, (2)Childa Language Lab, School of Foreign Languages, Central South University, Changsha, Hunan, China, (3)Psychological Sciences, University of Connecticut, Storrs, CT
- 26 **508.026** Frequency of Household Reading Predicts Receptive and Expressive Language Development over One Year for Autistic Toddlers **J. R. Mathee-Scott**¹, T. Reuter², S. Ellis-Weismer³, J. Saffran³ and J. Edwards⁴, (1)Communication Sciences & Disorders; Waisman Center, University of Wisconsin-Madison, Madison, WI, (2)Waisman Center, Madison, WI, (3)University of Wisconsin-Madison, Madison, WI, (4)University of Maryland, College Park, MD
- 27 **508.027** Efficacy of High-Tech Alternative and Augmentative Communication (Avaz) for Children with Disabilities: A Qualitative Case Study in Northern India during Covid-19 Pandemic **D. Nair**, Latika Roy Foundation, Dehradun, India

Virtual Poster Session

509 - Diagnostic, Behavioral & Intellectual Assessment I --- (V)

5:30 PM - 7:00 PM -

- 28 **509.028** A Training Needs Analysis to Determine Professionals' Needs for Asdetectpro: An Early Autism Training Program and Early Identification Tool **M. Gilbert**¹, R. Nair² and J. Barbaro², (1)Olga Tennison Autism Research Centre, Olga Tennison Autism Research Centre, La Trobe University, Melbourne, VIC, Australia, (2)Olga Tennison Autism Research Centre, La Trobe University, Melbourne, VIC, Australia
- 29 **509.029** Early Autism Identification Training for Maternal and Child Health Nurses K. E. Gore¹, **M. Gilbert**², R. Nair³ and J. Barbaro³, (1)Olga Tennison Autism Research Centre, La Trobe University, Bundoora, VIC, Australia, (2)Olga Tennison Autism Research Centre, Olga Tennison Autism Research Centre, La Trobe University, Melbourne, VIC, Australia, (3)Olga Tennison Autism Research Centre, La Trobe University, Melbourne, VIC, Australia
- 30 **509.030** An Update on the TAP: Diagnostic Agreement, Diagnostic Certainty, and Analysis of Scoring Procedures **L. Corona**¹, L. Wagner², M. Hooper³, J. Hine², A. S. Weitlauf⁴ and Z. Warren², (1)Vanderbilt University Medical Center - Treatment and Research Institute for Autism Spectrum Disorder, Nashville, TN, (2)Vanderbilt University Medical Center, Nashville, TN, (3)Vanderbilt University, Nashville, TN, (4)Vanderbilt Kennedy Center, Vanderbilt University Medical Center, Nashville, TN
- 31 **509.031** Comparison of Telehealth & Adapted Protocols Vs. Standard-of-Care Evaluations for the Diagnostic Assessment of Autism Spectrum Disorder Due to the COVID-19 Pandemic **G. Binion**¹, H. Tokish², E. McQueen³, A. Rudrabhatla², J. Pincus⁴, J. Ferguson⁵, S. P. White¹, C. Klaiman² and S. Sivathasan⁶, (1)Marcus Autism Center, Emory University School of Medicine, Atlanta, GA, (2)Marcus Autism Center, Children's Healthcare of Atlanta and Emory University School of Medicine, Atlanta, GA, (3)Department of Allied Health Sciences, University of North Carolina at Chapel Hill, Chapel Hill, NC, (4)Department of Pediatrics, Emory University School of Medicine, Marcus Autism Center, Atlanta, GA, (5)Clinical Assessment and Diagnostics, Emory University School of Medicine, Marcus Autism Center, Atlanta, GA, (6)Educational & Counselling Psychology, McGill University, Montreal, QC, Canada
- 32 **509.032** Diagnosing Autism Spectrum Disorder during COVID-19 Pandemic: A Model Utilizing the Bosa T. Fried¹, R. Battino², M. Valicenti-McDermott² and **L. Shulman**², (1)Department of Developmental Medicine, Rose F. Kennedy Children's Evaluation & Rehabilitation Center at Children's Hospital at Montefiore, Bronx, NY, (2)Rose F. Kennedy Center, Children's Evaluation and Rehabilitation Center; Montefiore Medical Center, Bronx, NY
- 33 **509.033** Diagnostic Stability of Autism Spectrum Disorder in Preschool Children: A Systematic Review and Meta-Analysis **A. Brignell**^{1,2,3,4}, R. Harwood⁵, T. May¹, S. Woolfenden^{6,7}, A. Montgomery^{7,8}, A. Iorio⁹ and K. Williams^{1,4}, (1)Monash University, Clayton, VIC, Australia, (2)Murdoch Children's Research Institute, Parkville, VIC, Australia, (3)Speech Pathology, Australian Catholic University, Fitzroy, VIC, Australia, (4)Monash Children's Hospital, Clayton, VIC, Australia, (5)Western Health, Melton West, VIC, Australia, (6)Sydney Children's Hospital Network, Randwick, NSW, Australia, (7)University of New South Wales, Randwick, NSW, Australia, (8)Sydney Local Health District, Camperdown, NSW, Australia, (9)McMaster University, Hamilton, ON, Canada
- 34 **509.034** Microanalysis of Daily Living Skills in Adolescents with Autism Spectrum Disorder without an Intellectual Disability **A. Duncan**^{1,2}, M. Liddle³, C. Fassler¹ and M. Glover³, (1)Cincinnati Children's Hospital Medical Center, Cincinnati, OH, (2)College of Medicine, University of Cincinnati, Cincinnati, OH, (3)Behavioral Medicine and Clinical Psychology, Cincinnati Children's Hospital Medical Center, Cincinnati, OH
- 35 **509.035** ASD Symptomatology in Females: Data from a Community Clinic **M. Heyman**¹, K. K. Stavropoulos² and J. Blacher³, (1)University of California, Riverside, Riverside, CA, (2)School of Education, University of California Riverside, Riverside, CA, (3)School of Education, University of California, Riverside, Riverside, CA
- 36 **509.036** Caregiver Concerns Predict Specific Areas of Adaptive Functioning in Infants and High- and Low-Risk for Autism **M. Fecher**¹, C. J. Zampella¹, M. Drye¹, R. Benecke¹, L. S. Cubit¹, G. Megginson¹, L. K. Steinbeck¹, L. A. Wang^{1,2}, R. T. Schultz^{1,3} and W. Guthrie^{1,3,4}, (1)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (2)Department of Psychology, University of Pennsylvania, Philadelphia, PA, (3)Departments of Psychiatry and Pediatrics, University of Pennsylvania Perelman School of Medicine, Philadelphia, PA, (4)Center for Pediatric Clinical Effectiveness, Children's Hospital of Philadelphia, Philadelphia, PA
- 37 **509.037** Biological and Phenotypic Markers in the Contribution of ASD Subtypes and Prognosis **J. Portolese**^{1,2}, F. Franco³, F. Sumiya⁴, C. Santos⁵, P. Lourenco⁵, M. Colla⁵, L. Escudero⁴, M. Fondello⁵ and H. Brentani⁴, (1) Medical School, Sao Paulo, Brazil, (2)Clinical Hospital, São Paulo, Brazil, (3)University of Sao Paulo, BRAZIL, SÃO PAULO, Brazil, (4)University of Sao Paulo, BRAZIL, São Paulo, Brazil, (5)University of Sao Paulo, BRAZIL, Sao Paulo, Brazil
- 38 **509.038** Characterizing Cognitive Rigidity and Thought Disruption in Autism **E. L. Reckner**, S. Srinivas, L. D. Yankowitz, J. D. Herrington, R. T. Schultz and B. E. Yerys, Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA
- 39 **509.039** Concurrent Validity of the Brief Observation of Symptoms of Autism (BOSA) **J. M. Wolf**¹, C. C. Cukar-Capizzi¹, M. E. Johnson², C. E. Finn³, L. M. Pisani¹, C. Stevens¹, M. A. Azu¹, C. J. Franke¹, R. Iqbal¹, G. T. Han¹, A. Naples¹ and J. McPartland¹, (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2)Child Study Center, Child Study Center, Yale University, New Haven, CT, (3)McPartland Lab - Yale Child Study Center, Yale School of Medicine, New Haven, CT
- 40 **509.040** Discriminating Features of Autism through a Play Assessment Method - Inter Rater Reliability **B. Kumarswamy**¹, P. Srikantapuram¹, V. Raman², S. Rajagopalan³, A. Mysore⁴ and A. Joseph¹, (1)Center for Advanced Research and Excellence in Autism and Developmental Disorders (CARE-ADD), St John's Medical College Hospital, Bangalore, India., Bengaluru, India, (2)St.Johns Medical College Hospital, Bengaluru, India, (3)Center for Advanced Research and Excellence in Autism and Developmental Disorders (CARE-ADD), St John's Medical College Hospital, Bangalore, India., Bangalore, India, (4)Center for Advanced Research and Excellence in Autism and Developmental Disorders (CARE-ADD), St. John's Medical College Hospital, St John's Medical College Hospital, Bangalore, India
- 41 **509.041** Do ADHD Symptoms Accelerate Diagnostic Timing of Autism in School-Age Youth? **A. Khuu**, L. Kenworthy, A. Verbalis and A. B. Ratto, Center for Autism Spectrum Disorders, Children's National Hospital, Washington, DC

Virtual Poster Session

510 - Epidemiology --- (V)

5:30 PM - 7:00 PM -

- 42 **510.042** Are There Sex Differences While Assessing Interactive Associations of Environmental Exposure to Three Heavy Metals Lead (Pb), Mercury (Hg) and Manganese (Mn) with GST (GSTP1, GSTM1 and GSTT1) Genes in Relation to ASD in Jamaican Children **H. Zwiya**¹, M. E. Samms-Vaughan², J. Bressler^{3,4}, M. Lee^{5,6}, C. E. Byrd-Williams⁷, M. Hessabi⁸, M. L. Grove^{3,4}, S. Pellington², K. A. Loveland⁹ and M. H. Rahbar^{8,10}, (1) Harris County Public Health, Houston, TX, (2)Department of Child & Adolescent Health, The University of the West Indies, Mona Campus, Kingston, Jamaica, (3)Human Genetics Center, School of Public Health, The University of Texas Health Science Center at Houston, Houston, TX, (4)Department of Epidemiology, Human Genetics, and Environmental Sciences, School of Public Health, The University of Texas Health Science Center at Houston, Houston, TX, (5)Department of Biostatistics & Data Science, School of Public Health, University of Texas Southwestern Medical Center, Dallas, TX, (6)Harold C. Simmons Comprehensive Cancer Center, University of Texas Southwestern Medical Center, Dallas, TX, (7)Health Promotion & Behavioral Sciences, School of Public Health, The University of Texas Health Science Center at Houston, Austin, Austin, TX, (8) Biostatistics/Epidemiology/Research Design (BERD) core, Center for Clinical and Translational Sciences (CCTS), The University of Texas Health Science Center at Houston, Houston, TX, (9)Louis A Faillace, MD, Department of Psychiatry and Behavioral Sciences, McGovern Medical School, The University of Texas Health Science Center at Houston, Houston, TX, (10) Division of Clinical and Translational Sciences, Department of Internal Medicine, McGovern Medical School, The University of Texas Health Science Center at Houston, Houston, TX
- 43 **510.043** Background of Sleep Problems in Preschoolers; Analysis of Factors Including Neurodevelopmental Disorders **A. Kuki**¹, M. Saito², Y. Sakamoto², A. Terui², A. Osato³, T. Mikami³ and K. Nakamura³, (1)Hiroasaki University, Hiroasaki, Japan, (2)Department of Neuropsychiatry, Graduate School of Medicine, Hiroasaki University, Hiroasaki, Japan, (3)Research Center for Child Mental Development, Graduate School of Medicine, Hiroasaki University, Hiroasaki, Japan
- 44 **510.044** Disparities in the Proportion of Children with Autism Spectrum Disorder Classified As "Low Functioning" or with Co-Occurring Intellectual Disability: Evaluation of the Impact of Adaptive Behavior Scores **S. M. Furnier**^{1,2}, M. S. Durkin^{1,2}, S. Ellis-Weismer³, C. Nadler⁴, K. Pazol⁵, N. Reyes⁶, S. Rosenberg⁷, E. Rubenstein⁸ and L. Wiggins⁹, (1)Population Health Sciences, University of Wisconsin School of Medicine and Public Health, Madison, WI, (2)Waisman Center, University of Wisconsin-Madison, Madison, WI, (3)University of Wisconsin-Madison, Madison, WI, (4) Children's Mercy Kansas City, Kansas City, MO, (5)Division of Human Development and Disability, Centers for Disease Control and Prevention, National Center on Birth Defects and Developmental Disabilities, Atlanta, GA, (6)JFK Partners, University of Colorado Anschutz Medical Campus, Aurora, CO, (7)University of Colorado Anschutz Medical Campus, Aurora, CO, (8)Epidemiology, Boston University School of Public Health, Boston, MA, (9)Centers for Disease Control and Prevention, Atlanta, GA
- 45 **510.045** Estimating the Prevalence of Autism Spectrum Disorders in 3-Year-Old Children in Community-Based Survey **M. Saito**¹, T. Mikami², A. Terui¹, Y. Sakamoto¹, A. Osato², M. Takahashi³, M. Adachi³, T. Hirota⁴ and K. Nakamura², (1)Department of Neuropsychiatry, Graduate School of Medicine, Hiroasaki University, Hiroasaki, Japan, (2)Research Center for Child Mental Development, Graduate School of Medicine, Hiroasaki University, Hiroasaki, Japan, (3)Department of Clinical Psychological Science, Hiroasaki University, Hiroasaki, Japan, (4)University of California, San Francisco (UCSF), San Francisco, CA
- 46 **510.046** Identifying Classes of Neurodevelopmental Perinatal Risk Factors Among Mothers of Children at High Familial Risk for Autism Spectrum Disorder **A. Budavari**¹, R. Musci², L. A. Croen³, M. D. Fallin⁴, I. Hertz-Picciotto⁵, K. Lyall⁶, C. J. Newschaffer⁷, R. J. Schmidt⁸ and H. E. Volk⁴, (1)Department of Mental Health, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (2)Mental Health, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (3)Division of Research, Kaiser Permanente Northern California, Oakland, CA, (4)Wendy Klag Center for Autism and Developmental Disabilities, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (5)University of California at Davis, Davis, CA, (6)A.J. Drexel Autism Institute, Drexel University, Philadelphia, PA, (7) College of Health and Human Development, Pennsylvania State University, University Park, PA, (8)Public Health Sciences, University of California Davis, Davis, CA
- 47 **510.047** Inclusion of Low-Income Children in Estimates of the Population Prevalence of Autism Spectrum Disorder: A Data Linkage Study **O. M. Pokoski**¹, M. S. Durkin², S. M. Furnier¹ and A. Salinas³, (1)Population Health Sciences, University of Wisconsin-Madison, Madison, WI, (2) Population Health Sciences, University of Wisconsin School of Medicine and Public Health, Madison, WI, (3)Waisman Center, University of Wisconsin-Madison, Madison, WI
- 48 **510.048** Maternal Vitamin D Level and Air Pollution Exposure during Pregnancy: Findings from the Early Markers for Autism (EMA) Study **X. Qu**¹, H. E. Volk¹, J. L. Ames², G. C. Windham³, K. Berger⁴ and L. A. Croen², (1)Mental Health, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (2)Division of Research, Kaiser Permanente Northern California, Oakland, CA, (3)Environmental Health Investigations Branch, California Department of Public Health, Richmond, CA, (4)Sequoia Foundation, La Jolla, CA
- 49 **510.049** Parental Occupational Exposures Are Associated with Autism Behaviors. **E. C. McCanlies**¹, J. K. Gu², W. T. Sanderson³ and I. Hertz-Picciotto⁴, (1)CDC/NIOSH, Morgantown, WV, (2)HELD/BB, NIOSH, Morgantown, WV, (3)College of Public Health, University of Kentucky, Lexington, KY, (4)University of California at Davis, Davis, CA
- 50 **510.050** Responses to COVID-19 Pandemic and Their Associations with Neurodevelopmental Traits in a General Population Sample of 5 Years Old Children in Japan **Y. Sakamoto**¹, M. Saito¹, T. Hirota², A. Osato³, A. Terui¹, T. Mikami³ and K. Nakamura³, (1)Department of Neuropsychiatry, Graduate School of Medicine, Hiroasaki University, Hiroasaki, Japan, (2) University of California, San Francisco (UCSF), San Francisco, CA, (3) Research Center for Child Mental Development, Graduate School of Medicine, Hiroasaki University, Hiroasaki, Japan
- 51 **510.051** Significant Adverse Experiences and Neurodevelopmental Difficulties in Childhood and Adolescence: A Scoping Review **J. Baud**, K. Williams and A. Ure, Monash University, Clayton, VIC, Australia
- 52 **510.052** A Systematic Review and Meta-Analysis of the Prevalence of Suicidality in Autistic and Possibly Autistic People without Co-Occurring Intellectual Disability. **V. E. Newell**¹, S. A. Cassidy¹ and C. Richards², (1) School of Psychology, University of Nottingham, Nottingham, United Kingdom, (2)School of Psychology, University of Birmingham, Birmingham, United Kingdom
- 53 **510.053** Biochemical Assessments of Thyroid Profile and Its Association with Cognitive Level Among Children with Autism in a Tertiary Care Center of Bangladesh **J. Shefa**, Bangabandhu Sheikh Mujib Medical University, Institute of Paediatric Neurodisorder and Autism (IPNA), Dhaka, Bangladesh
- 54 **510.054** Child and Family Factors Predicting Study Inclusion and Participation in a Genetic Study of Autism **T. Ho**¹, S. Riffle², E. Neuhaus³, B. Rodriguez² and J. Gerds⁴, (1)seattle children's Autism Center, Seattle, WA, (2)Seattle Children's, Seattle, WA, (3)Seattle Children's Research Institute, Seattle, WA, (4)University of Washington, Seattle, WA

55 **510.055** Examining Associations between Prenatal Biomarkers of Oxidative Stress and ASD-Related Traits Using Quantile Regression **M. E. Carey¹**, S. Melnyk², S. J. James³, N. Snyder⁴, C. Salafia⁴, C. J. Newschaffer⁵, I. Hertz-Picciotto⁶, L. A. Croen⁷, M. D. Fallin⁸, H. E. Volk⁹, R. J. Schmidt⁹, K. Lyall¹ and J. Rando¹⁰, (1)A.J. Drexel Autism Institute, Drexel University, Philadelphia, PA, (2)Arkansas Children's Research Institute, Little Rock, AR, (3)University of Arkansas for Medical Sciences, Little Rock, AR, (4)Institute for Basic Research, Staten Island, NY, (5)College of Health and Human Development, Pennsylvania State University, University Park, PA, (6)University of California at Davis, Davis, CA, (7)Division of Research, Kaiser Permanente Northern California, Oakland, CA, (8)Wendy Klag Center for Autism and Developmental Disabilities, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (9)Public Health Sciences, University of California Davis, Davis, CA, (10)AJ Drexel Autism Institute, Philadelphia, PA

56 **510.056** Factors Predicting Timing of Referral, Diagnosis, and Intervention Use for Toddlers after a Positive Autism Screen in Primary Care **Y. (Zhu)**, C. Sullivan², L. A. Kirby³, S. Compton⁴ and G. Dawson⁵, (1)School of Medicine, Duke University, Durham, NC, (2)Duke University, Durham, NC, (3)Yale Child Study Center, New Haven, CT, (4)Department of Psychiatry and Behavioral Sciences, Duke Center for Autism and Brain Development, Durham, NC

57 **510.057** Is There an Association between Maternal Nativity with Trajectories of Autism Symptoms and Adaptive Functioning? **T. Sharp¹**, N. J. Wright², P. Mirenda³, C. M. Kerns³, C. Waddell⁴, L. Zwaigenbaum⁵, T. Vaillancourt⁶, P. Szatmari⁷, W. J. Ungar⁸, T. Bennett⁹, E. Duku¹⁰, S. Georgiades¹¹, I. M. Smith¹², A. Zaidman-Zait¹³, A. Pickles¹⁴, M. Elsabbagh¹⁵ and R. Bedford¹⁶, (1)King's College London, London, United Kingdom, (2)Biostatistics & Health Informatics, Kings College London, London, United Kingdom, (3)University of British Columbia, Vancouver, BC, Canada, (4)Simon Fraser University, Vancouver, BC, Canada, (5)University of Alberta, Edmonton, AB, Canada, (6)University of Ottawa, Ottawa, ON, Canada, (7)The Hospital for Sick Children, Toronto, ON, Canada, (8)The Hospital for Sick Children Research Institute, Toronto, ON, Canada, (9)Offord Centre for Child Studies, McMaster University, Hamilton, ON, CANADA, (10)Offord Centre for Child Studies, McMaster University, Hamilton, ON, Canada, (11)McMaster Autism Research Team, McMaster University, Hamilton, ON, Canada, (12)Dalhousie University / IWK Health Centre, Halifax, NS, CANADA, (13)Tel-Aviv University, Tel-Aviv, Israel, (14)Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (15)Neurology and Neurosurgery, McGill University, Montreal, QC, Canada, (16)University of Bath, Bath, United Kingdom

58 **510.058** Prevalence of Sleeping Disorders and Patterns of Medication Use in Individuals with Neurodevelopmental Disorders Using Health Insurance Claims Data from the United States **M. Johnson¹**, A. Yakubu², T. Wiese³ and M. del Valle Rubido³, (1)Roche Products Ltd, Welwyn Garden City, United Kingdom, (2)Genesis Research, Real World Evidence Solutions, Hoboken, NJ, (3)Roche Pharma Research and Early Development, Roche Innovation Center, Basel, Switzerland

59 **510.059** Profile of Children with ASD and Food Selectivity **G. M. Kuravackel¹**, A. Schaefer², L. Sears³ and R. Lele⁴, (1)University of Louisville School of Medicine, Louisville, KY, (2)Clinical Psychology, Spalding University, Louisville, KY, (3)University of Louisville, Louisville, KY, (4)Bioinformatics and Biostatistics, University of Louisville, Louisville, KY

60 **510.060** Suicide Versus Non-Suicide Death in Autistic Individuals: A 25-Year Population-Based Matched Cohort Study in Ontario, Canada **M. C. Lai^{1,2,3,4}**, N. R. Saunders⁵, A. Huang⁵, A. Artani⁵, D. Wilton⁵, J. Zaheer⁶, S. Ameis⁷, H. K. Brown⁸ and Y. Lunsby², (1)The Margaret and Wallace McCain Centre for Child, Youth and Family Mental Health, Centre for Addiction and Mental Health, Toronto, ON, Canada, (2)Azrieli Adult Neurodevelopmental Centre, Centre for Addiction and Mental Health, Toronto, ON, Canada, (3)Department of Psychiatry, University of Toronto, Toronto, ON, Canada, (4)The Hospital for Sick Children, Toronto, ON, Canada, (5)ICES, Toronto, ON, Canada, (6)Centre for Addiction and Mental Health, Toronto, ON, Canada, (7)The Margaret and Wallace McCain Centre for Child, Youth, & Family Mental Health, Campbell Family Mental Health Research Institute, Centre for Addiction and Mental Health, Toronto, ON, Canada, (8)Department of Health & Society, University of Toronto Scarborough, Toronto, ON, Canada

61 **510.061** Psychometric Epidemiology: Population Based Reasoning to Identify ASD Screening Tools That Are Weaker Than Publicized **B. Barger¹** and J. R. Olmstead², (1)Georgia State University, Atlanta, GA, (2)Epidemiology (Contagious Disease), Georgia Department of Public Health, Atlanta, GA

62 **510.062** The Conjoint Impact of Preterm Birth, Low Birth Weight, and Literature Implicated Covariates on Identified Autism Spectrum Disorder **S. Sanchez-Alvarez, B. Barger** and E. Graybill, Georgia State University, Atlanta, GA

Virtual Poster Session
511 - Family Issues and Stakeholder Experiences I
--- (V)
5:30 PM - 7:00 PM -

63 **511.063** A Mixed-Methods Systematic Review of Community Involvement in Autism Research **D. W. Tan¹**, J. den Houting¹, Y. Guan², H. Winspear-Schillings¹, M. Rabuka¹, T. Haar¹ and E. Pellicano¹, (1)Macquarie School of Education, Macquarie University, Sydney, NSW, Australia, (2)University of Western Australia, Perth, WA, Australia

64 **511.064** A Qualitative Study Exploring Autistic People's Experiences of Stigma at Universities in Australia **D. W. Tan, M. Rabuka, T. Haar** and E. Pellicano, Macquarie School of Education, Macquarie University, Sydney, NSW, Australia

65 **511.065** Associations between Parental Stress and Quality Time Spent with Youth on the Autism Spectrum **I. Vengurlekar¹**, G. Staples¹, R. Bradley¹, L. B. Quetsch¹, C. Brown², L. Aloia² and S. M. Kanne¹, (1)University of Arkansas, Fayetteville, AR, (2)Pacific University, Hillsboro, OR, (3)Communication, University of Arkansas, Fayetteville, AR, (4)Center for Autism and the Developing Brain, White Plains, NY

66 **511.066** Autism in the Context of Humanitarian Emergency: The Lived Experiences of Syrian Refugee Parents **A. S. Bernier¹**, S. Nsair², H. Hans² and A. McCrimmon¹, (1)Werklund School of Education, University of Calgary, Calgary, AB, Canada, (2)University of Calgary, Calgary, AB, Canada

67 **511.067** Understanding the Experiences of Autistic Working Mothers in Australia: An Exploratory Study **K. E. Gore¹**, R. L. Flower², M. Gilbert³, S. M. Hayward⁴ and J. Barbaro⁵, (1)Olga Tennison Autism Research Centre, La Trobe University, Bundoora, VIC, Australia, (2)Olga Tennison Autism Research Centre, La Trobe University, Melbourne, VIC, Australia, (3)Olga Tennison Autism Research Centre, Olga Tennison Autism Research Centre, La Trobe University, Melbourne, VIC, Australia, (4)School of Social and Political Sciences, The University of Melbourne, Melbourne, VIC, Australia

68 **511.068** Caregiver Concerns during Prodromal Autism: A Qualitative Study **F. Avila¹**, M. R. Talbott², S. Dufek³ and G. S. Young⁴, (1)Psychiatry and Behavioral Sciences, University of California at Davis MIND Institute, Sacramento, CA, (2)Psychiatry and Behavioral Sciences, UC Davis MIND Institute, Sacramento, CA, (3)Psychiatry, University of California, Davis, Sacramento, CA, (4)University of California at Davis, MIND Institute, Sacramento, CA

69 **511.069** Caregiver Experiences Related to Employment of Their Adult-Aged Children with Autism **K. Wilson¹**, C. Marsack-Topolewski², G. Knollman¹ and D. Smith³, (1)Towson University, Towson, MD, (2)School of Social Work, Eastern Michigan University, Ypsilanti, MI, (3)Temple University, Philadelphia, PA

70 **511.070** Characterizing the Accommodations Made By Parents of Young Children with Autism: A Mixed Methods Analysis **Y. G. Dai** and A. S. Carter, Department of Psychology, University of Massachusetts Boston, Boston, MA

- 71 **511.071** Child Disruptive Behavior and Parenting Stress: The Moderating Role of Shared Enjoyment in Parent-Child Activities **R. Bradley¹**, E. A. del Rosario¹, L. B. Quetsch¹, C. Brown², L. Aloia³ and S. M. Kanne⁴, (1)University of Arkansas, Fayetteville, AR, (2)Pacific University, Hillsboro, OR, (3)Communication, University of Arkansas, Fayetteville, AR, (4)Center for Autism and the Developing Brain, White Plains, NY
- 72 **511.072** Child Disruptive Behaviors As a Mediator of the Impact of Child Sleep Quality and Parental Stress **E. Thorpe¹**, H. Onovbiona¹, L. B. Quetsch¹, C. Brown², L. Aloia³ and S. M. Kanne⁴, (1)University of Arkansas, Fayetteville, AR, (2)Pacific University, Hillsboro, OR, (3)Communication, University of Arkansas, Fayetteville, AR, (4)Center for Autism and the Developing Brain, White Plains, NY
- 73 **511.073** Community Participation Challenges of Minority Transitioning Adults with Autism Spectrum Disorder (ASD): Parental Perspective **A. P. Davidson¹**, B. Pfeiffer² and M. Salzer³, (1)Health and Rehabilitation Sciences, Temple University, Philadelphia, PA, (2)Rehabilitation Sciences, Temple University, Philadelphia, PA, (3)Temple University, Philadelphia, PA
- 74 **511.074** Comparisons of Parental Stress and Child Behavior in Families Seeking Behavioral Treatment: A Diverse Sample of Children with Autism Spectrum Disorder **H. Onovbiona¹**, L. B. Quetsch¹, C. Brown², L. Aloia³ and S. M. Kanne⁴, (1)University of Arkansas, Fayetteville, AR, (2) Pacific University, Hillsboro, OR, (3)Communication, University of Arkansas, Fayetteville, AR, (4)Center for Autism and the Developing Brain, White Plains, NY
- 75 **511.075** Describing the Experience of Suicidal Thoughts and Behaviours in Autistic Youth **S. J. Howe¹**, K. Turner¹, H. D. Sanguino¹ and C. McMorris², (1)University of Calgary, Calgary, AB, Canada, (2)Department of Paediatrics, University of Calgary, Calgary, AB, Canada
- 76 **511.076** Developing Screen Time Guidelines for Children and Youth with Autism Spectrum Disorder: Using the Knowledge to Action Framework **M. Cohen Eilig¹**, A. Glodjo², T. Jarus³, Y. Mayer⁴, J. Chan⁴ and N. Kuzyk⁴, (1)Developmental Pediatrics, Sunny Hill Health Centre at BC Children's Hospital, Vancouver, BC, Canada, (2)Sunny Hill Health Centre at BC Children's Hospital, Vancouver, BC, Canada, (3)UBC, Vancouver, BC, Canada, (4)UBC, Vancouver, BC, Canada
- 77 **511.077** Differences in Parenting Stressors, Family Resilience, Cognitive Appraisals, and Perceptions of Psychological Crisis Among and within Parents of Children with Developmental Disabilities **E. Suzukida¹** and T. Yamane², (1)Graduate School of Developmental and Environment, Human Development and Environment, Kobe University, Kobe, Japan, (2) Graduate School of Developmental and Environment, Kobe University, Kobe, Japan
- 78 **511.078** Echo Autism STAT: Caregiver Satisfaction and Needs **V. Wong¹** and K. Sohl², (1)Clinical Excellence Research Center, Stanford University, Stanford, CA, (2)ECHO Autism Communities, University of Missouri, School of Medicine, Columbia, MO
- 79 **511.079** Effects of COVID-19 on the Transition Services for Autistic Youth: A Qualitative Analysis **J. Albright^{1,2}**, E. A. DeLucia¹, M. Fok³, K. Bernstein¹, L. Sejas¹ and A. Scarpa^{1,2}, (1)Department of Psychology, Virginia Polytechnic Institute and State University, Blacksburg, VA, (2)Virginia Tech Autism Clinic & Center for Autism Research, Blacksburg, VA, (3)Department of Psychology, Virginia Tech, Blacksburg, VA
- 80 **511.080** Examination of the Correlation between Physical and Psychological Measures in Parents of Individuals with Autism Spectrum Disorder **N. Johnson¹**, A. Bekhet¹, E. Zint², J. Wang², S. Pena¹, A. V. Van Hecke³, M. Garnier-Villarreal⁴ and A. Ng², (1)Nursing, Marquette University, Milwaukee, WI, (2)Physical Therapy, Marquette University, Milwaukee, WI, (3)Psychology, Marquette University, Milwaukee, WI, (4)Sociology, Vrije University, Amsterdam, Netherlands
- 81 **511.081** Examining the Impacts of Stress on Parent Emotion Regulation Abilities **S. Constant¹**, S. H. Kim² and D. Swain³, (1)Psychiatry, Center for Autism and the Developing Brain Weill Cornell Medicine, White Plains, NY, (2)Psychiatry, Center for Autism and the Developing Brain, White Plains, NY, (3)Virginia Polytechnic Institute and State University, Blacksburg, VA
- 82 **511.082** Exploring Nutrition, Physical Activity, and the Role of Pet Dogs in Households with a Child with Autism Spectrum Disorder: The Dane Study **S. C. Folta¹**, C. Mule², D. Linder³, A. Must⁴, S. Cash⁵, J. Adkins⁶ and E. Halbreich⁶, (1)Tufts University, Boston, MA, (2)Center for Children with Special Needs, Tufts Medical Center, Boston, MA, (3)Cummings School of Veterinary Medicine, Tufts University, Grafton, MA, (4)Tufts University School of Medicine, Boston, MA, (5)Friedman School of Nutrition Science and Policy, Tufts University, Boston, MA, (6)Tufts University, Medford, MA
- 83 **511.083** Exploring Occupational Balance and Quality of Life in Primary Caregivers of Autistic Children: A Qualitative Study **G. Davy¹**, K. L. Unwin, J. Barbaro and C. Dissanayake, Olga Tennis Autism Research Centre, La Trobe University, Melbourne, VIC, Australia
- 84 **511.084** Family-Centered Care in ABA: Parent and BCBA Perspectives **M. Held¹**, A. Witwer², G. Hilbrands¹, J. Thomas¹ and L. Delfunt¹, (1)The Ohio State University Nisonger Center, Columbus, OH, (2)The Ohio State University, Columbus, OH
- 85 **511.085** "I Was Done with the Volcanoes in Me": Exploring the Perspectives of Young Autistic People with Lived Experience of Suicidal Ideation/Behaviour and Self-Harm **L. Taimre¹**, University of Melbourne, Melbourne, VIC, Australia; Orygen Youth Health, Melbourne, VIC, Australia
- 86 **511.086** "I'm the Family Ringmaster and Juggler": Autistic Parents' Experiences of Parenting during the Early Phase of COVID-19 **M. Heyworth^{1,2}**, S. Brett¹, J. den Houting¹, I. Magiati³, R. Steward⁴, A. Urbanowicz⁵, M. Stears⁶ and E. Pellicano¹, (1)Macquarie School of Education, Macquarie University, Sydney, NSW, Australia, (2)Reframing Autism, Sydney, NSW, Australia, (3)School of Psychological Science, University of Western Australia, Perth, WA, Australia, (4)Wellcome Trust, London, United Kingdom, (5)Social and Global Studies Centre, RMIT University, Melbourne, VIC, Australia, (6)Sydney Policy Lab, University of Sydney, Sydney, NSW, Australia
- 87 **511.087** Autism and Bilingualism: A Thematic Analysis of Practitioner Perspectives and Experiences **R. V. Davis¹** and F. Binti Mohd Zaki², (1) Department of Psychiatry, University of Edinburgh, Edinburgh, United Kingdom, (2)University of Edinburgh, Edinburgh, United Kingdom
- 88 **511.088** Autistic Teens Show Greatly Reduced Self-Determination Compared to Their Typically Developing Peers **R. Handsman¹**, J. R. Linde², B. B. Maddox^{3,4}, L. Kenworthy¹, A. Verbalis¹, J. F. Strang¹ and C. E. Pugliese¹, (1)Center for Autism Spectrum Disorders, Children's National Hospital, Washington, DC, (2)Georgetown University, Washington, DC, (3) University of North Carolina-Chapel Hill, Chapel Hill, NC, (4)Psychiatry, UNC TEACCH Autism Program, Chapel Hill, NC
- 89 **511.089** Classroom Practices and General Autism Awareness of Faculty Among Three California Public Universities **G. B. Salinas¹**, Y. Bolourian¹, S. Zeedyk² and J. Blacher^{1,3}, (1)School of Education, University of California, Riverside, Riverside, CA, (2)Department of Child and Adolescent Studies, California State University, Fullerton, Fullerton, CA, (3)Department of Psychology, University of California, Los Angeles, Los Angeles, CA

- 90 **511.090** Efficacy of Coping Mechanisms Used during COVID-19 As Reported By Parents of Children with Autism E. Furar¹, I. Memis¹, F. Wang¹, R. S. Eshraghi¹, J. Durocher², A. Ahn², A. C. Samson³, J. Van Herwegen⁴, D. Dukes⁵, M. Alessandri², R. Mittal¹ and A. A. Eshraghi⁶, (1)University of Miami Miller School of Medicine, Miami, FL, (2)University of Miami, Coral Gables, FL, (3)Institute of Special Education, University of Fribourg, Fribourg, Switzerland; Faculty of Psychology, Unidistance Suisse, Brig, Switzerland, Switzerland, Switzerland, (4)Institute of Education, University College London, London, United Kingdom, (5)Special Education, University of Fribourg, Fribourg, Switzerland, (6)Otolaryngology, Neurological Surgery and Pediatrics, University of Miami Miller School of Medicine, Miami, FL
- 91 **511.091** Experiences and Perspectives of Parents of Children with Autism Spectrum Disorder in Lima-Peru M. Asencio Pimentel¹ and C. H. Qi², (1)University of New Mexico, Albuquerque, NM, (2)Special Education, University of New Mexico, Albuquerque, NM
- 92 **511.092** How Can We Effectively Engage Autistic Teens in Online Learning Opportunities?: Use Universal Design but Remember It Is a Process and Should be Student Interest Driven E. Grossman¹, J. Herrell², A. Riccio³, S. Biswas⁴, E. Pak⁵, C. Ulerio⁶, J. Delos Santos⁶, P. Dwyer⁷, S. Shevchuk-Hill⁸, S. Dave⁹, L. Hwang-Geddes⁹, B. Kofner¹⁰, K. Gravitch⁹, R. Faye Concepcion¹¹, T. Major⁵, B. Rosenberg¹², W. Martin³, A. Hurst¹³ and K. Gillespie-Lynch¹⁴, (1)Psychology, CUNY Graduate Center, New York, NY, (2)CUNY School of Professional Studies, New York, NY, (3)Education Development Center, New York, NY, (4)Tech Kids Unlimited, Brooklyn, NY, (5)College of Staten Island, Staten Island, NY, (6)Hunter College, City University of New York, New York, NY, (7)Department of Psychology, University of California, Davis, Davis, CA, (8)Pace University, New York, NY, (9)Cornell University, Ithaca, NY, (10)CUNY, NY, NY, (11)Ossining High School, Ossining, NY, (12)Technology, Culture, Society, New York University Tandon School of Engineering, Brooklyn, NY, (13)New York University, New York, NY, (14)Department of Psychology, College of Staten Island, City University of New York, Staten Island, NY
- 93 **511.093** Inequities in Identification and Access to Services between Spanish-Speaking and English-Speaking Caregivers in California P. Luermo and L. J. Hall, Special Education, San Diego State University, San Diego, CA
- 94 **511.094** The Impact of COVID-19 on Individuals with ASD in the US: Parent Perspectives on Social and Support Concerns E. Furar¹, F. Wang¹, J. Durocher², A. Ahn², I. Memis¹, L. Cavalcante¹, L. Klahr³, A. C. Samson³, J. Van Herwegen⁴, D. Dukes⁵, M. Alessandri², R. Mittal¹ and A. A. Eshraghi⁶, (1)University of Miami Miller School of Medicine, Miami, FL, (2)University of Miami, Coral Gables, FL, (3)Miller School of Medicine University of Miami, Miami, FL, (4)Institute of Special Education, University of Fribourg, Fribourg, Switzerland; Faculty of Psychology, Unidistance Suisse, Brig, Switzerland, Switzerland, Switzerland, (5)Institute of Education, University College London, London, United Kingdom, (6)Special Education, University of Fribourg, Fribourg, Switzerland, (7)Otolaryngology, Neurological Surgery and Pediatrics, University of Miami Miller School of Medicine, Miami, FL
- 95 **511.095** Maternal Factors Influencing Anxiety in Children with Developmental Disorders Compared to Children with Typical Development in Japan K. Nogami¹ and T. Yamane², (1)Human Development, Graduate School of Human Development and Environment, Kobe University, Kobe, Japan, (2)Graduate School of Developmental and Environment, Kobe University, Kobe, Japan
- 96 **511.096** The Wellbeing and Support Needs of Australian Caregivers of Neurodiverse Children. E. D'Arcy^{1,2}, T. Burnett¹, E. Capstick¹, C. Elder¹, O. Slee¹, S. J. Girdler^{1,2,3,4,5}, M. T. Scott^{1,3} and B. T. Milbourn^{2,6}, (1)School of Allied Health, Curtin University, Bentley, WA, Australia, (2)Curtin Autism Research Group, Curtin University, Bentley, WA, Australia, (3)Cooperative Research Centre for Living with Autism (Autism CRC), Brisbane, QLD, Australia, (4)School of Allied Health, University of Western Australia, Crawley, WA, Australia, (5)Karolinska Institutet, Stockholm, Sweden, (6) School of Allied Health, Curtin University, Perth, WA, Australia

- 97 **511.097** Autistic Women's Experience - or the Dynamic Interaction between the Characteristics Associated to the Activities They Engage in and Their Environment with Their Own Personal Characteristics. M. Désormeaux-Moreau¹, A. Grondin², M. Couture³, F. Watier² and A. Paradis⁴, (1)École de réadaptation, Université de Sherbrooke, Sherbrooke, QC, Canada, (2)Université de Sherbrooke, Sherbrooke, QC, Canada, (3) Rehabilitation, Université de Sherbrooke, Sherbrooke, QC, Canada, (4) Education, Université du Québec à Montréal, Montreal, QC, Canada
- 98 **511.098** The Importance of Contexts on the Experience of a Fulfilling Life - What Can We Learn from a Comparison of COVID-19 Lockdown's Impact on Life Satisfaction of Autistic and Non-Autistic Adults M. Désormeaux-Moreau¹, M. Couture² and A. Grondin³, (1)École de réadaptation, Université de Sherbrooke, Sherbrooke, QC, Canada, (2) Rehabilitation, Université de Sherbrooke, Sherbrooke, QC, Canada, (3) Université de Sherbrooke, Sherbrooke, QC, Canada

Virtual Poster Session

512 - Genetics --- (V)

5:30 PM - 7:00 PM -

- 99 **512.099** Association between Imputed Gene Expression for Selected Brain Tissues and IQ in Individuals with Autism Spectrum Disorder C. Humphreys¹, S. Good² and X. Q. Liu³, (1)Pharmacy, University of Manitoba, Winnipeg, MB, Canada, (2)Biology, University of Winnipeg, Winnipeg, MB, Canada, (3)Obstetrics, Gynecology, and Reproductive Sciences, University of Manitoba, Winnipeg, MB, Canada
- 100 **512.100** Autism Symptoms in Children and Adolescents with Fragile X, Angelman Syndrome, Tuberous Sclerosis Complex and Neurofibromatosis Type 1: A Cross-Syndrome Comparison K. Lubbers^{1,2}, G. C. Dieleman^{1,2}, E. M. Stijl^{1,2}, D. A. Hagenaar^{1,2}, L. W. ten Hoopen^{1,2}, J. S. Legerstee^{1,2}, P. F. de Nijs^{1,2}, A. B. Rietman^{1,2}, K. Greaves-Lord¹, M. H. J. Hillegers¹, B. Dierckx^{1,2} and S. E. Mous^{1,2}, (1)Child and Adolescent Psychiatry/Psychology, Erasmus MC-Sophia Children's Hospital, Rotterdam, Netherlands, (2)ENCORE expertise center, Erasmus MC-Sophia Children's Hospital, Rotterdam, Netherlands
- 101 **512.101** Evaluation of Polygenic Risk Score Performance for ASD in High Risk Sibling Cohorts K. S. Benke¹, J. Daniels², L. Song², L. P. Grosvenor³, E. M. Howerton⁴, J. I. Feinberg⁵, K. M. Bakulski⁶, J. Piven⁶, H. Hazlett⁶, R. T. Schultz⁷, K. Botteron⁸, S. R. Dager⁹, A. M. Estes¹⁰, M. D. Shen⁶, C. J. Newschaffer¹¹, K. Lyall¹², R. J. Schmidt¹³, I. Hertz-Picciotto¹⁴, L. A. Croen¹⁵, M. D. Fallin², C. Ladd-Acosta² and H. E. Volk², (1)Mental Health, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (2)Wendy Klag Center for Autism and Developmental Disabilities, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (3) Department of Mental Health, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (4)Epidemiology, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (5)University of Michigan, Ann Arbor, MI, (6)*co-senior author, University of North Carolina, Chapel Hill, NC, (7)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (8)Washington University School of Medicine, St. Louis, MO, (9)Radiology, University of Washington, Seattle, WA, (10)Speech and Hearing Sciences, University of Washington, Seattle, WA, (11)College of Health and Human Development, Pennsylvania State University, University Park, PA, (12) A.J. Drexel Autism Institute, Drexel University, Philadelphia, PA, (13)Public Health Sciences, University of California Davis, Davis, CA, (14)University of California at Davis, Davis, CA, (15)Division of Research, Kaiser Permanente Northern California, Oakland, CA

- 102 **512.102** Examining Quantitative Behavioral Phenotypes and Likelihood of Neurodevelopmental Conditions in Individuals with and without NRXN1 Gene Variants **S. C. Taylor**^{1,2,3}, M. Rajan^{1,2}, Z. L. Smernoff^{1,2}, B. N. Gehring^{1,2}, H. C. Dow^{1,2}, S. Steeman^{1,2}, J. Zhang², A. Ghorai², L. Almasy^{2,4,5}, D. J. Rader², M. Bucan² and E. S. Brodtkin¹, (1)Department of Psychiatry, Perelman School of Medicine University of Pennsylvania, Philadelphia, PA, (2)Department of Genetics, Perelman School of Medicine University of Pennsylvania, Philadelphia, PA, (3)Neuroscience Graduate Group, University of Pennsylvania, Philadelphia, PA, (4)Lifespan Brain Institute, Children's Hospital of Philadelphia, Philadelphia, PA, (5)Department of Biomedical and Health Informatics, Children's Hospital of Philadelphia, Philadelphia, PA
- 103 **512.103** Inheritance Matters: Comparing Risk of Familial and De Novo CNVs for ASD **J. Wolstencroft**¹, R. Srinivasan², I. D. Imagine³, D. H. Skuse⁴ and L. Raymond⁵, (1)UCL GOS ICH, London, United Kingdom, (2)UCL GOS ICH, London, United Kingdom of Great Britain and Northern Ireland, (3)UCL GOS Institute of Child Health, London, United Kingdom, (4)Behavioural and Brain Sciences Unit, Population Policy and Practice Programme, UCL Great Ormond Street Institute of Child Health, University College London, London, United Kingdom, (5)University of Cambridge, Cambridge, United Kingdom of Great Britain and Northern Ireland
- 104 **512.104** Molecular Functions of ID/ASD-Associated MYT1L in CNS Development **C. Jiayang**^{1,2}, H. Gabel³, B. Clark⁴, S. Maloney² and J. Dougherty^{1,2}, (1)Genetics, Washington University School of Medicine, St. Louis, MO, (2)Psychiatry, Washington University School of Medicine, St. Louis, MO, (3)Neuroscience, Washington University School of Medicine, St. Louis, MO, (4)Ophthalmology and Visual Sciences, Washington University School of Medicine, St. Louis, MO
- 105 **512.105** Visual and Ocular Phenotypes in Neurodevelopmental Genetic Syndromes Associated with Autism Using Electronic Health Records **A. DiCriscio**¹, J. A. Little², B. Harry³ and V. Troiani¹, (1)Geisinger Autism & Developmental Medicine Institute, Lewisburg, PA, (2)Ulster University, Coleraine, United Kingdom, (3)Geisinger, Danville, PA
- 106 **512.106** Whole Exome Sequencing of Indian Autism Spectrum Disorder Simplex Families Identifies Increased Burden of Inherited Variations **A. SNM**¹, S. V.P.², S. Durbagula³, A. Korlimarla³ and A. Mysore⁴, (1)Centre for Advanced Research and Excellence in Autism and Developmental Disorders, St Johns Research Institute, Bengaluru, India, (2)Molecular medicine, St Johns Research Institute, Bangalore, India, (3)Centre for Advanced Research and Excellence in Autism and Developmental Disorders, St Johns Research Institute, Bangalore, India, (4)Center for Advanced Research and Excellence in Autism and Developmental Disorders (CARE-ADD), St. John's Medical College Hospital, St John's Medical College Hospital, Bangalore, India
- 107 **512.107** 1M Genome Arrays May Not Provide High Quality Coverage for Some Top ASD Hits **M. Yao**¹, J. Daniels², L. P. Grosvenor³, J. I. Feinberg², K. M. Bakulski⁴, J. Piven⁵, H. Hazlett⁶, R. T. Schultz⁶, K. Botteron⁷, S. R. Dager⁸, A. M. Estes⁹, M. D. Shen⁵, C. J. Newschaffer¹⁰, K. Lyall¹¹, R. J. Schmidt¹², I. Hertz-Picciotto¹³, L. A. Croen¹⁴, M. D. Fallin², C. Ladd-Acosta², H. E. Volk² and K. S. Benke¹⁵, (1)Mental Health, Johns Hopkins Bloomberg School of Public Health, Great Falls, VA, (2)Wendy Klag Center for Autism and Developmental Disabilities, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (3)Department of Mental Health, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (4)University of Michigan, Ann Arbor, MI, (5)*co-senior author, University of North Carolina, Chapel Hill, NC, (6)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (7)Psychiatry (Child) and Radiology, Washington University School of Medicine, St. Louis, MO, (8)Radiology, University of Washington, Seattle, WA, (9)Speech and Hearing Sciences, University of Washington, Seattle, WA, (10)College of Health and Human Development, Pennsylvania State University, University Park, PA, (11)A.J. Drexel Autism Institute, Drexel University, Philadelphia, PA, (12)Public Health Sciences, University of California Davis, Davis, CA, (13)University of California at Davis, Davis, CA, (14)Division of Research, Kaiser Permanente Northern California, Oakland, CA, (15)Mental Health, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD
- 108 **512.108** Children with Sexual Chromosome Trisomies: Linguistic or Socio-Communication Impairment? **C. Chiesa**¹, E. Ceriani¹, G. Silibello², P. Vizziello², L. Zampini¹ and E. Salomone¹, (1)Department of Psychology, University of Milan-Bicocca, Milan, Italy, (2)Unità Operativa Neuropsichiatria dell'Infanzia e dell'Adolescenza, Fondazione IRCCS Ca' Granda Ospedale Maggiore Policlinico, Milan, Italy
- 109 **512.109** Kbg Syndrome: Prospective Videoconferencing and Use of AI-Driven Facial Phenotyping **G. J. Lyon**¹, L. Guo², E. Yi², J. Park² and E. Marchi², (1)Institute for Basic Research in Developmental Disabilities, Staten Island, NY, (2)Institute for Basic Research in Developmental Disabilities, STATEN ISLAND, NY
- 110 **512.110** Microdeletion of Chromosome 2 at q33.1 to q33.3 with Co-Occurring Autism Spectrum Disorder in a 14 Year Old Female **J. Hangauer**¹ and T. Driscoll², (1)Psychology, Johns Hopkins All Children's Hospital, St Petersburg, FL, (2)Institute for Brain Protection Sciences, Johns Hopkins All Children's Hospital, St Petersburg, FL

Virtual Poster Session

513 - Interventions - Pharmacologic --- (V)

5:30 PM - 7:00 PM -

- 111 **513.111** A Randomized Controlled Trial of Everolimus for Neurocognitive Symptoms in PTEN Hamartoma Tumor Syndrome **S. Srivastava**¹, B. Jo², B. Zhang¹, T. W. Frazier³, A. S. Gallagher¹, F. Peck⁴, A. R. Levin⁵, S. Mondal⁶, Z. Li⁶, R. Filip-Dhima⁷, G. Geisel¹, K. Dies¹, A. Diplock¹, C. Eng⁸, R. Hanna⁹, M. Sahin¹⁰ and A. Y. Hardan¹¹, (1)Boston Children's Hospital, Boston, MA, (2)Department of Psychiatry and Behavioral Sciences, Stanford University, Stanford, CA, Stanford, CA, (3)Psychology, John Carroll University, Cleveland, OH, (4)Neurology, Boston Children's Hospital, Boston, MA, (5)Neurology, Boston Children's Hospital, Brookline, MA, (6)Stanford, Stanford, CA, (7)Boston Children's Hospital, Boston, MA, (8)Genomic Medicine, Cleveland Clinic Lerner Research Institute, Cleveland, OH, (9)Cleveland Clinic, Cleveland, OH, (10)Boston Children's Hospital/Harvard Medical School, Boston, MA, (11)Psychiatry & Behavioral Sciences, Stanford University, Stanford, CA
- 112 **513.112** Treatment of Missed ADHD with Significant Improvement in Three Adult Females with Mild Autism Spectrum Disorder and Recurrent Suicidality **S. C. Singh**¹, I. Casubho² and J. A. Hellings³, (1)University of Missouri-Kansas City, Kansas City, MO, (2)University of Missouri-Kansas City School of Medicine, Kansas City, MO, (3)Psychiatry, University of Missouri Kansas City and Truman Behavioral Health, Kansas City, MO
- 113 **513.113** Medical Cannabis for Treatment of Comorbid Symptoms in Children with Autistic Spectrum Disorder: An Interim Analysis of Biochemical Safety **O. E. Stolar**, Autism Center, Assaf Harofeh Medical Center, zerifin, Israel
- 114 **513.114** Medical Cannabis for the Treatment of Comorbid Symptoms in Children with Autistic Spectrum Disorder: An Interim Analysis of Biochemical Safety **O. E. Stolar**, Autism Center, Assaf Harofeh Medical Center, zerifin, Israel
- 115 **513.115** Psychotropic Medication Use in Autistic Children Enrolled in Medicaid **J. Rast**¹, S. Tao², L. Shea³ and B. K. Lee⁴, (1)A.J. Drexel Autism Institute, Drexel University, Philadelphia, PA, (2)Drexel University, Philadelphia, PA, (3)A.J. Drexel Autism Institute, Philadelphia, PA, (4)Epidemiology and Biostatistics, Drexel University, Philadelphia, PA

FRIDAY May 13, 2022 – AM

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Special Interest Groups

701 - Advancing Anti-Racist Research and Clinical Practice in the Autism Field (In-Person Only)

7:00 AM - 8:30 AM - Lone Star Ballroom Salons A-C

- SIG Leader: Sarabeth Broder-Fingert
- SIG Co-Leaders: Diondra Straiton and Aksheya Sridhar

Though racialization occurs differently across cultures, many countries privilege Whiteness, and racism affects the autism field globally. Although health disparities for autistic racial/ethnic minorities are well established, there is still a paucity of work on actions to address racism among scientists and practitioners. In line with INSAR's recent call to understand systemic barriers for autistic racial/ethnic minorities, this SIG aims to develop a network of interdisciplinary autism professionals to support education and scientific development that addresses the impact of racism on autism.

Special Interest Groups

702 - Reduction of Severe Challenging Behaviors in Children, Teens & Adults with Severe Autism (In-Person Only)

7:00 AM - 8:30 AM - Lone Star Ballroom Salon D

- SIG Leader: Lee Wachtel
- SIG Co-Leader: Imtiaz Mubbashar

Challenging behaviors in severe autism are of significant concern to many patients, families and providers, yet research and care models within this unique population are relatively limited and fraught with obstacles. This SIG brings together professionals, researchers, parents, advocates and policy experts to begin addressing a crucial need in the international autism community.

Special Interest Groups

703 - Regression or Skill Loss and Autism (In-Person Only)

7:00 AM - 8:30 AM - Lone Star Ballroom Salon E

- SIG Leader: Katrina Williams
- SIG Co-Leader: Chirag Mehra

There has been a recent increased interest in skill loss in children who have autism. To maximise the potential of collaborative research activities and data sharing we will build on existing research in autistic regression, recent consensus statements about skill loss in children, and existing approaches in other areas of autism research, health care, and support. Our goal is to improve outcomes for children with autistic regression and their families by generating knowledge and developing evidence-based care.

Welcome Address and Sponsor Update

8:45 AM Welcome from INSAR Organizers

8:50 AM Autism Speaks Update

Grand Ballroom Salon 5-6

Keynote Address

103 - The Foundations of Autistic Flourishing

9:00 AM - 10:00 AM - Grand Ballroom Salon 5-6

Speaker: Elizabeth "Liz" Pellicano, PhD, University College London, London, United Kingdom

At the core of all decent societies is an effort to enable all people to live full and flourishing lives. But what does a flourishing life look like for Autistic people? And how can we all help to build a foundation for such lives? In this talk, Liz Pellicano contends that answering these questions requires us to step away from key assumptions that have structured autism science for decades now. She explains the ways in which both hidden biases and methodological errors too often obscure understanding the nature of Autistic flourishing. She also traces the contours of a new scientific process, one that breaks down the distinction between 'lab' and 'life' and places Autistic people and their families and allies right at the heart of research decision-making itself.

Panel Session

Communication and Language

207 - Quantification of Language and Communication in Minimally Verbal Individuals

10:30 AM - 12:30 PM - Lone Star Ballroom Salons A-C

Panel Chair: K. T. Johnson, Rosamund Stone Zander Translational Neuroscience Center, Boston Children's Hospital/Harvard Medical School, Boston, MA, MIT, Cambridge, MA

Discussant: A. M. O'Brien, Harvard University, Cambridge, MA

This session will examine the quantification of language and communication from, for, and with autistic individuals who identify as minimally verbal with respect to expressive speech (mvASD). Topics include real-world natural language sampling techniques, including new technology, assessment protocols, and linguistic analysis techniques. The panel will also discuss machine learning models and advanced signal processing methods to characterize speech and communication from the mvASD population. Several projects will highlight advancements in quantitative communication research for individuals with fewer than 10 spoken words. The panel will discuss how these metrics might serve as sensitive developmental biomarkers and intervention targets for clinicians, researchers, and families in this underserved population. The panel contains multi-disciplinary researchers with expertise spanning neuroscience, machine learning, signal processing, psychology, psycholinguistics, and speech-language pathology. Two panelists are both researchers and parents of mvASD individuals. A former clinical SLP and current speech neuroscientist will serve as the Discussant.

10:35 **207.001** Phonemic Content of Nonverbal Vocalizations from Individuals with 0-10 Spoken Words **K. T. Johnson**¹, J. Narain², A. M. O'Brien³, A. Kershenbaum³, T. Quatieri⁴ and R. W. Picard², (1)Boston Children's Hospital, Cambridge, MA, (2)MIT, Cambridge, MA, (3)Harvard University, Cambridge, MA, (4)MIT Lincoln Laboratory, Lexington, MA

- 10:55 **207.002** Linguistic Analyses of Expressive Language from Minimally Verbal Children with ASD H. Tager-Flusberg¹ and L. Butler², (1)Department of Psychological and Brain Sciences, Boston University, Boston, MA, (2) Psychological & Brain Sciences, Boston University, Boston, MA
- 11:15 **207.003** Quantifying the Complexity of Vocal Expression Using Articulatory Coordination T. Quatieri¹, T. Talkar^{1,2}, K. T. Johnson^{3,4}, J. Narain⁴ and R. W. Picard⁴, (1)MIT Lincoln Laboratory, Lexington, MA, (2)Harvard University, Cambridge, MA, (3)Rosamund Stone Zander Translational Neuroscience Center, Boston Children's Hospital/Harvard Medical School, Boston, MA, (4)MIT, Cambridge, MA
- 11:35 **207.004** Acoustic Features and Models to Classify Affect and Communicative Intent of Nonverbal Vocalizations from Minimally Speaking Individuals with Autism J. Narain¹, K. T. Johnson², A. M. O'Brien³, A. Kershenbaum³, T. Quatieri⁴, R. W. Picard⁴ and P. Maes⁵, (1)MIT, Cambridge, MA, (2)Boston Children's Hospital, Cambridge, MA, (3)Harvard University, Cambridge, MA, (4)MIT Lincoln Laboratory, Lexington, MA, (5) MIT Media Lab, Cambridge, MA

Panel Session
Diagnostic, Behavioral & Intellectual Assessment
208 - Quantitative Traits in ASD Research:
Addressing Measurement, Etiology, and More
 10:30 AM - 12:30 PM - Grand Ballroom Salon 3-4

Panel Chair & Discussant: K. Lyall, A.J. Drexel Autism Institute, Drexel University, Philadelphia, PA

Quantitative traits (QTs) are phenotypic characteristics, measured along a continuum, demonstrating high heritability. This session seeks to address QTs in autism research, with a specific focus on one of the most widely used such measures, the Social Responsiveness Scale (SRS). Key goals are to: 1) clarify motivations for using QTs and address common misconceptions; 2) highlight new work applying the SRS as a QT measure, 3) determine opportunities for improving measures and optimizing utility, and 4) consider implications for future work. This multi-disciplinary panel spans clinical, epidemiologic, genetic, and neurobiologic expertise. Under the theme of utilizing the SRS as a QT in autism research, we will address the following specific topics: 1) Using the SRS as a QT to elucidate key questions in autism etiology and development, 2) Validation of abbreviated versions of the SRS and applications in epidemiologic studies, 3) Familial QTs as measured by the SRS in association with infant brain and behavioral development and 4) Measuring QTs using the SRS in the context of intellectual disability, as a major co-occurring condition in autism. This panel will provide an important venue for cross-disciplinary discussion of these key topics addressing autism phenotype and measurement relevant to etiology.

- 10:30 **208.001** Harnessing the Quantitative Trait Indexed By the Social Responsiveness Scale to Elucidate the Developmental Sub Structure of Autism J. N. Constantino, Washington University School of Medicine, St. Louis, MO
- 10:50 **208.002** A Validation Study of Abbreviated Versions of the SRS and Implications for Epidemiologic Analysis K. Lyall, A.J. Drexel Autism Institute, Drexel University, Philadelphia, PA
- 11:10 **208.003** Maternal Autistic Traits and Infant Brain and Behavioral Development J. B. Girault, Carolina Institute for Developmental Disabilities, University of North Carolina, Chapel Hill, NC
- 11:30 **208.004** Measuring Social Responsiveness in the Context of Intellectual Disability C. M. Taylor¹, M. I. Brown¹, H. R. Fisher¹, L. Walsh¹ and J. N. Constantino², (1)Geisinger, Lewisburg, PA, (2)Washington University School of Medicine, St. Louis, MO

Panel Session
Service Delivery/Systems of Care
209 - Novel Models for Improving Healthcare
Transition and Adult Healthcare Provision
in Individuals with Autism and Related
Neurodevelopmental Disabilities (NDD).
 10:30 AM - 12:30 PM - Grand Ballroom Salon 5-6

Panel Chair: S. J. Spence, Autism Spectrum Center, Department of Neurology, Boston Children's Hospital, Boston, MA

Youth with Autism Spectrum Disorder (ASD) and neurodevelopmental disabilities (NDD) face unique challenges when transitioning from pediatric to adult healthcare. There are a myriad of obstacles including patient and family reluctance to leave a pediatric practice, lack of adult providers trained to work with this population, and a very different system of health care delivery in the adult world. For these and many other reasons, adults with ASD may lack access to care and experience poorer health outcomes. This panel will explore unique programs designed to overcome some of these barriers and improve the healthcare transition process for this vulnerable population and ultimately improve healthcare for adults with ASD and NDDs. Dr. Spence will discuss an ongoing state-wide initiative using quality improvement methods designed to improve the transition process in both pediatric and specialty care. Dr. Sanders will present results from a newly formed adult neurodevelopmental clinic at the University of Colorado. Dr. Frueh will discuss the formation of a clinic created in an adult neurology practice focused on training neurology residents to work with adults with autism. Dr. Malow will discuss an ECHO model to provide guidance and expertise to community adult clinicians.

- 10:30 **209.001** Massachusetts Initiative to Improve Transition to Adult Healthcare for Individuals with Autism and Related Neurodevelopmental Disabilities (NDD) S. J. Spence¹, S. Shanske², L. S. Hunt³ and J. Polzin⁴, (1)Autism Spectrum Center, Department of Neurology, Boston Children's Hospital, Boston, MA, (2)Bridges Young Adult Program Department of Social Work, Boston Children's Hospital, Boston, MA, (3)Center for Primary Care, Harvard Medical School, Boston, MA, (4)Division of Developmental Medicine, Boston Children's Hospital, Boston, MA
- 10:50 **209.002** Training Neurology Residents to Care for Adults with Autism and Related Neuro Developmental Disabilities J. Frueh¹, S. J. Spence², D. K. Union¹, D. Z. Press³ and J. S. Sanders⁴, (1)Department of Neurology, Boston Children's Hospital, Boston, MA, (2)Autism Spectrum Center, Department of Neurology, Boston Children's Hospital, Boston, MA, (3) Cognitive Neurology Unit, Department of Neurology, Beth Israel Deaconess Hospital, Boston, MA, (4)Department of Neurology, University of Colorado, Denver, CO
- 11:10 **209.003** A New Adult Neurodevelopmental Disabilities Clinic: Description of Population and Yield of Genetic Testing in the First Year J. S. Sanders¹ and M. Mabry², (1)Department of Neurology, University of Colorado, Denver, CO, (2)University of Colorado School of Medicine, Aurora, CO
- 11:30 **209.004** Project Echo Autism Adult Healthcare: A Novel Learning Community for Primary Care Providers B. A. Malow¹, K. Soh², N. C. Cheak-Zamora³, J. Shouse⁴ and M. O. Mazurek⁵, (1)Sleep Disorders Division, Department of Neurology, Vanderbilt University Medical Center, Nashville, TN, (2)ECHO Autism Communities, University of Missouri, School of Medicine, Columbia, MO, (3)Health Sciences, University of Missouri, Columbia, MO, (4)Vanderbilt University Medical Center, Nashville, TN, (5) University of Virginia, Charlottesville, VA

Panel Session

**Adult Outcome: Medical, Cognitive, Behavioral
210 - Chronic Physical Health Problems in Autistic Adults**

10:30 AM - 12:30 PM - Lone Star Ballroom Salon F-H

Panel Chair: S. Begeer, Vrije Universiteit, Amsterdam, Netherlands

Physical health has been understudied in autism. This is unfortunate, life expectancy in autistic individuals is 16-year lower (Hirvikoski et al., 2016). Health problems may occur at higher rates in autism. The reasons for this are unclear. Individual and environmental factors may play a role, but also the interaction with medical professionals. The current panel, initiated by Prof. Patricia Howlin, includes neurodiverse speakers from clinical and scientific fields, combining early career and senior speakers from the US, UK and Europe. We provide insights on ill health in autism. Grant et al will focus on sensitisation of the central nervous system (Central Sensitivity Syndromes), in autistic adults from the Netherlands. Weir et al. highlight demographic and environmental features of chronic physical health conditions, in autistic and non-autistic adults from the UK. Davis et al., examined hospitalization and mortality related to the Covid pandemic, based on US insurance data. Finally, Ingram et al. studied healthcare adjustments for autistic adults in the UK. They explored Tailored Healthcare Adjustments for older autistic people, and explored acceptability, feasibility and utility. The papers combine individual, environmental and health care perspectives on physical health in autism, a much needed new avenue of autism research.

- 10:35 **210.001** Autism and Chronic Ill Health: An Observational Study of Symptoms and Diagnoses of Central Sensitivity Syndromes in Autistic Adults **S. L. Grant**¹, S. Norton², R. F. Weiland³, A. M. Scheeren³, S. Begeer³ and R. A. Hoekstra¹, (1)Department of Psychology, King's College London, London, United Kingdom, (2)Department of Health Psychology, King's College London, London, United Kingdom, (3)Vrije Universiteit, Amsterdam, Netherlands
- 10:55 **210.002** Chronic Physical Health Disorders in Adults with Autism Spectrum Disorder **J. H. Ward**¹, **E. M. Weir**², C. Allison³ and S. Baron-Cohen³, (1)Department of Gastroenterology, Royal Devon & Exeter NHS Foundation Trust, Exeter, United Kingdom, (2)Autism Research Centre, Department of Psychiatry, Autism Research Centre - University of Cambridge, Cambridge, United Kingdom, (3)Autism Research Centre, Department of Psychiatry, University of Cambridge, Cambridge, United Kingdom
- 11:15 **210.003** Do Insured Adults with Autism Experience Increased Odds of Hospitalizations and Mortality in the U.S. after a COVID-19 Diagnosis? **A. M. Davis**¹ and H. Belcher², (1)Johns Hopkins Univ, Baltimore, MD, (2)Johns Hopkins University, Baltimore, MD
- 11:35 **210.004** Tailored Healthcare Adjustments for Older Autistic People: An Evaluation of an Intervention to Improve Healthcare **B. Ingham**¹, P. Rob², T. Brown³, I. A. James⁴, D. Mason⁵, C. Scarlett⁶, E. Walton⁷, M. Woodbury-Smith⁸ and J. R. Parr⁹, (1)Cumbria, Northumberland, Tyne and Wear NHS Foundation Trust, Newcastle upon Tyne, United Kingdom, (2) Population Health Sciences Institute, Newcastle University, Newcastle Upon Tyne, United Kingdom, (3)Cumbria, Northumberland Tyne and Wear NHS Foundation Trust, Newcastle upon Tyne, United Kingdom, (4)University of Bradford, Bradford, United Kingdom, (5)Social, Genetic and Developmental Psychiatry Centre, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (6)North Tyneside CCG, Newcastle-upon-Tyne, United Kingdom, (7)Newcastle University, Newcastle upon Tyne, United Kingdom, (8)Newcastle University, Institute of Neuroscience, Newcastle upon Tyne, United Kingdom of Great Britain and Northern Ireland, (9)Population Health Sciences Institute, Newcastle University, Newcastle upon Tyne, United Kingdom

Panel Session

**Diagnostic, Behavioral & Intellectual Assessment
211 - Advancing Understanding of Neurogenetic Syndromes through Novel Analytic and Measurement Approaches**

10:30 AM - 12:30 PM - Lone Star Ballroom Salon D

Panel Chair: A. Y. Hardan, Psychiatry & Behavioral Sciences, Stanford University, Stanford, CA

Discussant: M. Sahin, Boston Children's Hospital/Harvard Medical School, Boston, MA

Given that autism phenotypic complexity and heterogeneity likely reflects distinct underlying causal mechanisms, it has been suggested that focus on individuals who share genetic risk factors can minimize the noise related to etiological heterogeneity and help in establishing clear links between symptoms and neurobiology. However, despite considerable investment and research efforts, the lack of subjective and objective instruments optimized for characterizing diverse cognitive, behavioral and clinical presentations across neurogenetic syndromes has stopped our field from fully capitalizing on the significant promise of the genetic-first approach. The proposed panel brings together state-of-the-art empirical work aimed at advancing assessments of neurogenetic syndromes. Proposed investigations span a range of approaches including (i) neurobehavioral evaluation tool encompassing informant and webcam performance measures, (ii) touch screen based outcome assessment battery, (iii) clinician administered observation measure for capturing sensory processing, and (iv) big data based computational tool for characterizing repetitive behavior profiles at the individual patient level. Given that novel computational and measurement approaches are a prerequisite for understanding the mechanisms behind diverse clinical presentations, and ultimately, essential for the design and evaluation of effective behavioral and pharmacological interventions, the proposed panel is particularly timely and holds promise for positively impacting both research and clinical practice.

- 10:30 **211.001** Developing and Validating Touch Screen Tasks As Digital Biomarkers and Objective Outcome Measures for Neurodevelopmental Conditions and Rare Genetic Syndromes **E. Loth**¹, J. Koziel², A. Pilkington², A. N. de Rothschild², A. Fritz², A. Goodwin³, A. Azor¹, P. F. da Costa⁵, E. J. Jones⁶ and R. Leech⁷, (1)Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, Psychology, and Neuroscience, King's College London, London, United Kingdom, (2)Department of Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (3) Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (4)Kings College London, London, United Kingdom, (5)Centre for Neuroimaging Sciences, King's College London, London, United Kingdom, (6)Centre for Brain and Cognitive Development, Birkbeck University of London, London, United Kingdom, (7)Imperial College London, London, United Kingdom
- 10:50 **211.002** Development of a Neurobehavioral Evaluation Tool for Neurogenetic Syndromes Associated with Autism **T. W. Frazier**¹, A. Y. Hardan², E. Youngstrom³ and M. Uljarevic⁴, (1)Psychology, John Carrol University, Cleveland, OH, (2)Psychiatry & Behavioral Sciences, Stanford University, Stanford, CA, (3)University of North Carolina at Chapel Hill, Chapel Hill, NC, (4)School of Psychological Sciences, University of Melbourne, Stanford, CA, Australia

11:10 **211.003** The Sensory Assessment for Neurodevelopmental Disorders (SAND) in Neurogenetic Syndromes: Natural History, Response to Treatment, and Relationships with Core Symptoms **P. M. Siper¹**, C. F. Layton², T. Levy¹, J. Zweifach¹, S. Sethuram³, J. H. Foss-Feig¹, J. D. Buxbaum⁴ and A. Kolevzon¹, (1)Seaver Autism Center for Research and Treatment, Department of Psychiatry, Icahn School of Medicine at Mount Sinai Hospital, New York, NY, (2)Seaver Autism Center, Department of Psychiatry, Icahn School of Medicine at Mount Sinai Hospital, New York, NY, (3)Department of Pediatrics, Icahn School of Medicine at Mount Sinai, New York, NY, (4)Psychiatry, Icahn School of Medicine at Mount Sinai, New York, NY

11:30 **211.004** Developing Computational Infrastructure for Better Characterization of Clinical Variance in Repetitive Behaviors Among Individuals with Neurogenetic Syndromes **M. Uljarevic¹**, T. W. Frazier² and A. Y. Hardan³, (1)School of Psychological Sciences, University of Melbourne, Stanford, CA, Australia, (2)Psychology, John Carroll University, Cleveland, OH, (3)Psychiatry & Behavioral Sciences, Stanford University, Stanford, CA

10:50 **212.002** Value of the Developmental Coordination Disorder Questionnaire (DCD-Q) As a Screener for Co-Occurring Motor Problems in Children with Autism Spectrum Disorder **T. Van Damme**, Department of Rehabilitation Sciences, Research group Adapted Physical Activity and Psychomotor Rehabilitation, KU Leuven, Leuven, Belgium; Child Psychiatry, Expertise center Autism, UPC Z.Org KU Leuven, Leuven, Belgium

11:10 **212.003** Motor Impairment Relates to Social Communication Impairment More Than Repetitive Behavior Severity in School-Age Children with Autism Spectrum Disorder (ASD): A SPARK Dataset Analysis. **A. N. Bhat**, Department of Physical Therapy, University of Delaware, Newark, DE

11:30 **212.004** Unique Motor Differences in ASD and Their Structural and Functional Neurological Basis **L. aziz-Zadeh**, USC Mrs. T.H. Chan Division of Occupational Science and Occupational Therapy, University of Southern California, Los Angeles, CA; USC Mrs. T.H. Chan Division of Occupational Science and Occupational Therapy; Psychology, University of Southern California, Los Angeles, CA; Brain and Creativity Institute, Dornsife College of Letters, Arts and Sciences, University of Southern California, Los Angeles, CA

Panel Session

Sensory, Motor, and Repetitive Behaviors and Interests

212 - Where Do Motor Impairments Fit within the Broader Framework of Autism Spectrum Disorder (ASD) and What Is Their Value in Screening/Diagnosis and in Predicting Future Outcomes?

10:30 AM - 12:30 PM - Lone Star Ballroom Salon E

Panel Chair: A. N. Bhat, Department of Physical Therapy, University of Delaware, Newark, DE

Discussant: C. Lord, UCLA Semel Institute for Neuroscience and Human Behavior, Los Angeles, CA

Motor delays are one of the earliest markers in infants who later go onto develop Autism Spectrum Disorder (ASD, Landa & Garrett-Mayer, 2006). They are closely associated with core impairments (social communication and repetitive behaviors) as well as comorbid impairments in language, cognition, and functioning (Licari et al., 2019; Bhat, 2021). Both early gross and fine-motor development predict future language development in children with ASD (Bedford et al., 2016; Bal et al., 2020). However, motor impairments are currently not part of the diagnostic criteria or specifiers for ASD within the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-V). This diverse panel of developmental/clinician scientists will present data on motor impairments across the entire developmental spectrum from young and older children to adults with ASD. Together, these studies will discuss the pervasive and persistent nature of motor impairments in ASD, types of motor impairments linked to core ASD characteristics, their impact on adaptive functioning, as well as neural correlates of motor impairments in ASD. We hope to make a case for why motor impairments should be included within the definition of ASD (criteria or specifiers) and how they could be used for screening/diagnosis and treatment of motor/overall adaptive functioning.

10:30 **212.001** Persistent Barriers to Motor Assessment and Intervention, Despite Early Caregiver Awareness of Motor Symptoms. **H. L. Miller¹**, N. E. Fears¹, A. Luna-Smith², S. Mupparapu², A. Ganesh², K. Martinez², G. M. Sherrod³ and N. L. Bugnariu⁴, (1)School of Kinesiology, University of Michigan, Ann Arbor, MI, (2)University of North Texas Health Science Center, Fort Worth, TX, (3)Department of Psychology, University of Alabama at Birmingham, Birmingham, AL, (4)University of the Pacific, Sacramento, CA

Poster Session

415 - Adult Outcome: Medical, Cognitive, Behavioral

11:30 AM - 1:30 PM - Griffin Hall

1 **415.001** Sex Differences in Rates of Coping Self-Efficacy, Depression, and Suicidal Ideation Among Autistic Adolescents and Young Adults **T. D. Marsh¹**, B. Tomaszewski², M. L. Cook³ and L. G. Klinger⁴, (1)TEACCH Autism Program, TEACCH Autism Program, UNC Chapel Hill, Chapel Hill, NC, (2)Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill, TEACCH Autism Program, Chapel Hill, NC, (3)TEACCH Autism Program; Psychology & Neuroscience, University of North Carolina, Chapel Hill, NC, (4)TEACCH Autism Program; Psychiatry, UNC TEACCH Autism Program, Chapel Hill, NC

2 **415.002** Affective Responses Predictive of College Students' Attitudes and Willingness to Interact with Peers with ASD **A. M. Birnschein¹**, A. B. McClain¹, R. L. Harmon¹, C. A. Paisley² and T. S. Tomeny¹, (1)Psychology, The University of Alabama, Tuscaloosa, AL, (2)The University of Alabama, Tuscaloosa, AL

3 **415.003** An Examination of Coping Strategies in Relation to Emotion Regulation Difficulties and PTSD-Symptoms Among Autistic Adults **T. M. Andrzejewski** and C. G. McDonnell, Department of Psychology, University of Wyoming, Laramie, WY

4 **415.004** Assessing Retrospective Learning Challenges in Autistic Adults with a Screening Tool Used in Vocational Rehabilitation Settings **H. E. Grosman¹**, G. L. Wallace², G. A. McQuaid², N. R. Lee¹ and D. Aragon-Guevara¹, (1)Department of Psychological and Brain Sciences, Drexel University, Philadelphia, PA, (2)The George Washington University, Washington, DC

5 **415.005** Assessing the Association between LGBTQ+ Individuals and Co-Occurring Conditions in Autistic Adults **M. Enayetallah¹**, P. Feliciano², C. W. Lehman², W. K. Chung^{2,3} and A. Holbrook^{2,4}, (1)SPARK, Simons Foundation - SPARK, New York, NY, (2)Simons Foundation, New York, NY, (3)Department of Pediatrics, Columbia University, New York, NY, (4) University of California, Los Angeles, Los Angeles, CA

6 **415.006** Associations between Protective and Vulnerability Factors of Aging: Network Estimation in Subgroups of Autistic Adults **T. A. Radhoe**, J. Agelink van Rentergem, C. Torenvliet, A. P. Groenman, W. J. van der Putten and H. M. Geurts, University of Amsterdam, Amsterdam, Netherlands

- 7 **415.007** Autism Severity and Cognitive and Behavioral Studies in Individuals with Fragile X Syndrome **R. Aishworiya¹**, Y. Tak², M. Salcedo^{1,2}, K. Kim^{1,3}, H. M. B. Biag^{1,2}, A. Schneider^{1,2}, S. Afzal^{1,2}, F. Tassone^{1,4} and R. Hagerman^{1,2}, (1)Medical Investigation of Neurodevelopmental Disorders (MIND) Institute, Sacramento, CA, (2)University of California Davis, Davis, CA, (3)Division of Biostatistics, Department of Public Health Sciences, University of California, Davis, Cavis, CA, (4)Biochemistry and Molecular Medicine, UC Davis, SACRAMENTO, CA
- 8 **415.008** Characteristics of COVID-19 Vaccine Hesitant Autistic Adults in the SPARK Cohort **N. Nagpal¹**, **M. Sabiha¹**, M. Kowanda¹, J. K. Law^{1,2}, C. W. Lehman¹, A. Daniels¹, P. Feliciano¹, S. Consortium¹ and W. K. Chung^{1,3}, (1)Simons Foundation, New York, NY, (2)Maryland Center for Developmental Disabilities, Maryland Center for Development Disabilities, Kennedy Krieger Institute, Baltimore, MD, (3)Department of Pediatrics, Columbia University, New York, NY
- 9 **415.009** Depressive Symptoms in Individuals with Autism Spectrum Disorder or Attention-Deficit/Hyperactivity Disorder: A 10-Year Longitudinal Study **S. Orm¹**, M. G. Øie¹, I. N. Fossum², P. N. Andersen⁴ and E. W. Skogli², (1)Department of Psychology, University of Oslo, Oslo, Norway, (2) Innlandet Hospital Trust, Lillehammer, Norway, (3)Innlandet Hospital Trust, Lillehammer, Norway, (4)Inland Norway University of Applied Sciences, Lillehammer, Norway
- 10 **415.010** Developing a Measure of Adult Function Outcomes in Autism Spectrum Disorder: Conceptual Model and Item Generation of the Adult Functioning Scale **K. T. MacKenzie¹**, K. B. Beck², S. M. Eack¹, K. N. Zeglen², C. M. Conner³ and C. A. Mazefsky³, (1)University of Pittsburgh School of Social Work, Pittsburgh, PA, (2)University of Pittsburgh, Pittsburgh, PA, (3)Department of Psychiatry, University of Pittsburgh School of Medicine, Pittsburgh, PA
- 11 **415.011** Neuropsychological Profile of Executive Functions in Autism Spectrum Disorder and Schizophrenia Spectrum Disorders: A Comparison Study in Adults **J. A. Yon-Hernández^{1,2}**, D. Z. Wojcik^{1,2}, L. García-García³, M. Magan Maganto^{2,4}, M. A. Franco-Martín³ and R. Canal-Bedia^{1,2}, (1) InFoAutismo- Instituto Universitario de Integración a la Comunidad (INICO), Salamanca, Spain, (2)University of Salamanca, Salamanca, Spain, (3) Zamora Hospital (Complejo Asistencial de Zamora), Zamora, Spain, (4) InFoAutismo- Instituto Universitario de Integración a la Comunidad (INICO), 37004, Spain
- 12 **415.012** Differences in Daily Life Executive Functioning between People with Autism and People with Schizophrenia **J. A. Yon-Hernández^{1,2}**, D. Z. Wojcik^{2,3}, L. García-García⁴, M. A. Franco-Martín⁴ and R. Canal-Bedia^{2,3}, (1)InFoAutismo - Instituto Universitario de Integración en la Comunidad (INICO), Salamanca, Spain, (2)University of Salamanca, Salamanca, Spain, (3)InFoAutismo- Instituto Universitario de Integración a la Comunidad (INICO), Salamanca, Spain, (4)Zamora Hospital (Complejo Asistencial de Zamora), Zamora, Spain
- 13 **415.013** Direct and Indirect Influences of Depression Symptoms on Subjective Quality of Life Among Autistic Adults **E. A. Kaplan-Kahn¹**, G. A. McQuaid², N. R. Lee³, G. L. Wallace² and B. E. Yerys¹, (1)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (2) The George Washington University, Washington, DC, (3)Department of Psychological and Brain Sciences, Drexel University, Philadelphia, PA
- 14 **415.014** An Examination of Connectedness and Socialization in an Autistic and Neurotypical Sample in the United States **S. R. Dufresne** and E. T. Crehan, Eliot-Pearson Department of Child Study & Human Development, Tufts University, Medford, MA
- 15 **415.015** Exploring the Experiences of Physical Fitness with Autistic Adults **S. R. Dufresne**, O. Ward and E. T. Crehan, Eliot-Pearson Department of Child Study & Human Development, Tufts University, Medford, MA
- 16 **415.016** Improvements in Social and Role Functioning in Autistic Youth Transitioning to Young Adulthood **R. A. Wulff¹**, M. K. Krug¹ and M. Solomon², (1)Department of Psychiatry & Behavioral Sciences, UC Davis MIND Institute, Sacramento, CA, (2)Department of Psychiatry and Behavioral Sciences, The Medical Investigation of Neurodevelopmental Disorders (MIND) Institute, UC Davis School of Medicine, University of California Davis, Sacramento, CA
- 17 **415.017** Development of a Self-Report Tool for Measuring Change in Aspects of Autism **M. Meyer¹**, A. Bangerter¹, B. L. Leventhal², V. H. Bal³, S. Bishop⁴, R. Hendren⁵, J. Trudeau⁶ and G. J. Pandina¹, (1)Janssen Research & Development, Titusville, NJ, (2)Department of Psychiatry and Behavioral Sciences, University of California San Francisco, San Francisco, CA, (3)Graduate School of Applied and Professional Psychology, Rutgers University - New Brunswick, Piscataway, NJ, (4)University of California San Francisco, San Francisco, CA, (5)Psychiatry, University of California, San Francisco, San Francisco, CA, (6)Janssen Global Services, Raritan, NJ
- 18 **415.018** Physical, Psychological and Environmental Barriers and Facilitators to Physical Activity Engagement in Autistic Adults with Mild Intellectual Disability: A Qualitative Study **M. L. Mylett¹**, T. Q. Boucher, C. L. McIntyre and G. Iarocci, Psychology, Simon Fraser University, Burnaby, BC, Canada
- 19 **415.019** Positive Repetitive Thinking Predicts Quality of Life in Autistic Adults **T. Scull¹**, C. Pellegrino¹, K. O. Gotham¹ and S. Mattheiss², (1) Department of Psychology, Rowan University, Glassboro, NJ, (2)School of Arts and Sciences, Felician University, Rutherford, NJ
- 20 **415.020** Predictors of Suicide Risk in Transition-Aged Youth and Young Adults on the Spectrum **M. L. Cook¹**, B. Tomaszewski² and L. G. Klingner³, (1)TEACCH Autism Program; Psychology & Neuroscience, University of North Carolina, Chapel Hill, NC, (2)TEACCH Autism Program; Psychiatry, University of North Carolina, Chapel Hill, NC, (3)TEACCH Autism Program; Psychiatry, UNC TEACCH Autism Program, Chapel Hill, NC
- 21 **415.021** Preliminary Analyses of a Randomized Control Trial of Training to Understand and Navigate Emotions and Interactions **J. A. Rankin¹**, R. Rasty² and E. S. Brodwin³, (1)Department of Psychiatry, University of Pennsylvania, Perelman School of Medicine, Philadelphia, PA, (2)The University of Pennsylvania, Philadelphia, PA, (3)Department of Psychiatry, Perelman School of Medicine University of Pennsylvania, Philadelphia, PA
- 22 **415.022** Psychometric Properties of the Perma Profiler in Autistic Adults **L. P. Grosvenor¹**, C. Hood Bey², C. B. Hologue^{1,2}, C. Errichetti², J. McLaren^{3,4} and L. G. Kalb^{1,2,3}, (1)Department of Mental Health, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (2)Center for Autism and Related Disorders, Kennedy Krieger Institute, Baltimore, MD, (3)National Center for START Services, University of New Hampshire, Durham, NH, (4)Geisel School of Medicine, Dartmouth-Hitchcock University, Hanover, NH
- 23 **415.023** Quality of Life, Life Satisfaction, and Psychiatric Comorbidities in ASD and Loss of Autism Diagnosis (LAD) Compared to TD. **J. Crutcher¹**, E. Taverna², M. F. Dieckhaus¹, C. Larson¹, A. Mohan¹, D. A. Berger¹ and I. M. Eigsti¹, (1)Psychological Sciences, University of Connecticut, Storrs, CT, (2)Department of Psychological Sciences, University of Connecticut, Storrs, CT
- 24 **415.024** Quantitative and Qualitative Examination of Dating Experience in College Students with Autism **J. McCleery¹**, T. Fryczynski², K. Ryan³, C. Rose¹, H. M. Mattern⁴, T. McFalls⁵, A. McDougall¹, A. Gatta⁵, M. A. Newell⁵, R. Haft⁵, C. Morrin³ and A. Jayroe³, (1)Psychology, Saint Joseph's University, Philadelphia, PA, (2)Interdisciplinary Health Studies, Saint Joseph's University, Philadelphia, PA, (3)Saint Joseph's University, Philadelphia, PA, (4)Developmental Psychology, Penn State University, University Park, PA, (5)Kinney Center for Autism Education and Support, Saint Joseph's University, Philadelphia, PA

- 25 **415.025** Sensory Issues Are Linked to Menopausal Symptoms in Autistic Women Y. Lohuis, M. L. Bezemer and **E. M. Blijd-Hoogewys**, INTER-PSY, Groningen, Netherlands
- 26 **415.026** Social Self-Esteem and Social Media Use in College Students with Autism Spectrum Disorder: A Case-Control Study **K. N. Dovgan**, Psychology, Marist College, Poughkeepsie, NY
- 27 **415.027** Teaching Employment-Related Skills to Autistic Workers; A Review and Call for Research **D. Schena**¹, A. Hillier² and V. Rosado², (1)University of Massachusetts, Lowell, Lowell, MA, (2)University of Massachusetts Lowell, Lowell, MA
- 28 **415.028** Longitudinal Effects of Age-Related Cognitive Decline in Autistic Adults **C. Torenvliet**, A. P. Groenman, T. A. Radhoe, J. Agelink van Rentergem, W. J. van der Putten and H. M. Geurts, University of Amsterdam, Amsterdam, Netherlands
- 29 **415.029** The Role of Gender, Interests, and Diagnosis Age in Camouflaging ASD **M. Swisher**¹, D. V. Chan², O. C. Putnam³ and C. Harrop³, (1)The University of North Carolina - Chapel Hill, Chapel Hill, NC, (2)Allied Health Sciences, University of North Carolina at Chapel Hill, Chapel Hill, NC, (3)Department of Allied Health Sciences, University of North Carolina at Chapel Hill, Chapel Hill, NC
- 30 **415.030** The Role of Internalizing & Externalizing Behaviors on Adaptive Behavior in Autistic Adults L. F. Rentschler¹, **Y. C. Syu**², S. Kawabata³, B. Tomaszewski⁴ and B. B. Maddox⁵, (1)School of Education, University of North Carolina - Chapel Hill, Chapel Hill, NC, (2)University of North Carolina - Chapel Hill, Chapel Hill, NC, (3)University of North Carolina at Chapel Hill, Chapel Hill, NC, (4)Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill, TEACCH Autism Program, Chapel Hill, NC, (5)University of Pennsylvania, Philadelphia, PA
- 31 **415.031** Vocational Trajectories and Well-Being in Young Adults with Autism Spectrum Disorder **E. B. Clarke**¹, K. Sterrett¹ and C. Lord², (1)University of California, Los Angeles, Los Angeles, CA, (2)UCLA Semel Institute for Neuroscience and Human Behavior, Los Angeles, CA
- 32 **415.032** Work-Related Psychological Needs and Job Satisfaction of Autistic Adults: The Mediating Role of Self-Determined Work Motivation **Y. Goldfarb**¹, E. Gal¹ and O. Golan², (1)Department of Occupational Therapy, University of Haifa, Haifa, Israel, (2)Department of Psychology, Bar-Ilan University, Ramat-Gan, Israel
- 33 **415.033** "F*****!": The Impact of COVID-19 on the Well-Being of Autistic Adults **K. M. Normansell-Mossa**¹, D. L. Limon², S. Y. Park¹, N. Daines³, M. South⁴ and R. A. Lundwall⁵, (1)Clinical Psychology, Brigham Young University, Provo, UT, (2)308 W North Temple, Brigham Young University, Salt Lake City, UT, (3)Brigham Young University, Provo, UT, (4)Psychology & Neuroscience, Emory Autism Center, Provo, GA, (5)Psychology & Neuroscience, Brigham Young University, Provo, UT
- 34 **415.034** "Social Vulnerability" Is Predicted By Cognitive More Than Emotional Factors in Women with Social Difficulties **M. South**¹, J. S. Beck², K. M. Normansell-Mossa³, D. L. Limon⁴, T. P. Gabrielsen⁵, J. Cox⁶ and R. A. Lundwall⁷, (1)Psychology & Neuroscience, Emory Autism Center, Provo, GA, (2)Psychology, Brigham Young University, Provo, UT, (3)Clinical Psychology, Brigham Young University, Provo, UT, (4)308 W North Temple, Brigham Young University, Salt Lake City, UT, (5)Counseling & Special Education, Brigham Young University, Provo, UT, (6)Counseling & Career Center, Brigham Young University, Provo, UT, (7)Psychology & Neuroscience, Brigham Young University, Provo, UT

- 35 **415.035** Atypical Cortical and Subcortical Brain Activation Associated with Precision Visuomotor Control in Autistic Adults **Z. Wang**¹, S. A. Coombes², D. E. Vaillancourt³, D. J. Shirley², G. Valcante¹, A. M. Orlando⁵, R. A. Romero⁶, B. Karmakar⁶, A. A. Wagle Shukla⁵ and M. W. Mosconi⁸, (1) Department of Applied Physiology and Kinesiology, University of Florida, Gainesville, FL, (2)Applied Physiology and Kinesiology, The University of Florida, Gainesville, FL, (3)Applied Physiology and Kinesiology, University of Florida, Gainesville, FL, (4)University of Florida, Gainesville, FL, (5)The University of Florida, Gainesville, FL, (6)Clinical Child Psychology Program, Schiefelbusch Institute for Life Span Studies, University of Kansas, Lawrence, KS

Poster Session

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

11:30 AM - 1:30 PM - Griffin Hall

- 40 **416.040** Evaluation of EEG Biomarkers for Angelman Syndrome during Overnight Sleep **N. S. Hosamane**¹, Y. Levin¹, T. E. McNair², S. S. Kunnam¹, B. D. Philpot³, Z. Fan⁴ and M. S. Sidorov^{1,5}, (1)Center for Neuroscience Research, Children's National Hospital, Washington, DC, (2)UNC, Chapel Hill, NC, (3)University of North Carolina Chapel Hill, Chapel Hill, NC, (4)Neurology, UNC, Chapel Hill, NC, (5)Pediatrics, George Washington University, Washington, DC
- 41 **416.041** Age-Related Changes in Insular Cortical Functional Connectivity in Autism Spectrum Disorder **L. Kupis**¹, N. A. Kathrein², Z. T. Goodman², S. Hoang³, L. Kircher², J. S. Nomi³ and L. Q. Uddin¹, (1)University of California Los Angeles, Los Angeles, CA, (2)University of Miami, South Miami, FL, (3)University of Miami, Coral Gables, FL
- 42 **416.042** Association between the Visual Evoked Potential and autistic symptoms in children with and without Tuberous Sclerosis Complex **C. C. Clements**¹, C. L. Wilkinson², L. Gabard-Durnam³, C. E. Mukerji⁴, C. Ochi⁵, M. Hartney⁶, C. Hyde⁷, H. Tager-Flusberg⁸, S. Jeste⁹ and C. A. Nelson², (1) Labs of Cognitive Neuroscience, Boston Children's Hospital, Brookline, MA, (2)Department of Developmental Medicine, Boston Children's Hospital, Boston, MA, (3)Pediatrics, Harvard Medical School, Boston, MA, (4)Harvard University, Cambridge, MA, (5)UCSF, San Francisco, CA, (6)Developmental Medicine, Boston Children's Hospital, Boston, MA, (7)Semel Institute, UCLA Medical Center, Los Angeles, CA, (8)Department of Psychological and Brain Sciences, Boston University, Boston, MA, (9)University of California, Los Angeles, Los Angeles, CA
- 43 **416.043** Attentional Influences on Neural Processing of Biological Motion in Typically Developing Children and Those on the Autism Spectrum **E. J. Knight**¹, A. I. Krakowski², J. S. Butler³, E. G. Freedman⁴, S. Molholm⁵ and J. J. Foxe⁴, (1)Developmental and Behavioral Pediatrics, University of Rochester Medical Center, Rochester, NY, (2)City University of New York, New York, NY, (3)Technological University Dublin, Dublin, Ireland, (4)The Ernest J. Del Monte Institute for Neuroscience, University of Rochester Medical Center, Rochester, NY, (5)Albert Einstein College of Medicine, Bronx, NY
- 44 **416.044** Distinct Habituation Patterns of Auditory Social Attention Associated with Disruptive SCN2A and GRIN2B Mutations **C. M. Hudac**¹ and N. R. Friedman², (1)Center for Youth Development and Intervention, Department of Psychology, University of Alabama, Seattle, AL, (2)Cincinnati Children's Hospital Medical Center, Cincinnati, AL
- 45 **416.045** EEG Frequency Tagging Evidence of Intact Social Interaction Recognition in Adults with Autism **D. Oomen**^{1,2}, E. Cracco^{1,2}, M. Brass^{3,4} and J. R. Wiersema^{1,2}, (1)Department of Experimental Clinical and Health Psychology, Ghent University, Ghent, Belgium, (2)Research group EXPLORA, Ghent University, Ghent, Belgium, (3)Berlin School of Mind and Brain, Department of Psychology, Humboldt-Universität zu Berlin, Berlin, Germany, (4)Department of Experimental Psychology, Ghent University, Ghent, Belgium

- 46 **416.046** Functional Analyses of Biological Motion Perception in ASD **A. Naples¹**, S. J. Webb², F. Shic³, S. Faja⁴, G. Hellemann⁵, G. Dawson⁶, R. A. Bernier², S. Jeste⁷, C. A. Nelson⁸, K. Chawarska¹, C. Sugar⁷, M. Murias⁹, A. R. Levin¹⁰, D. Senturk⁶, J. Dziura¹¹ and J. McPartland¹, (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2) Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA, (3)Center for Child Health, Behavior and Development, Seattle Children's Research Institute, Seattle, WA, (4)Boston Children's Hospital, Boston, MA, (5)UCLA, Los Angeles, CA, (6)Department of Psychiatry and Behavioral Sciences, Duke Center for Autism and Brain Development, Durham, NC, (7) University of California, Los Angeles, Los Angeles, CA, (8)Department of Developmental Medicine, Boston Children's Hospital, Boston, MA, (9)Duke Center for Autism and Brain Development, Department of Psychiatry and Behavioral Sciences, Duke University, Durham, NC, (10)Neurology, Boston Children's Hospital, Brookline, MA, (11)Yale University, New Haven, CT
- 47 **416.047** Infant/Toddler Trajectories of Amygdala Development Are Associated with Later ASD Diagnosis and School-Age Anxiety in a Familial High-Risk for ASD Sample **C. A. Burrows¹**, C. Lasch², J. Gross³, J. B. Girault⁴, J. J. Wolff⁵, M. Swanson⁶, C. M. Lee⁶, S. R. Dager⁷, M. Styner⁸, K. Botteron⁹, A. M. Estes¹⁰, H. Hazlett¹¹, J. R. Pruett¹², R. T. Schultz¹³, L. Zwaigenbaum¹⁴, J. Piven¹¹, M. D. Shen¹¹ and J. T. Elison¹, (1)Pediatrics, University of Minnesota, Minneapolis, MN, (2)Institute of Child Development, University of Minnesota, Minneapolis, MN, (3)Carolina Institute for Developmental Disabilities, University of North Carolina, Chapel Hill, NC, (4) University of Minnesota, Minneapolis, MN, (5)University of North Carolina, Chapel Hill, NC, (6)Department of Pediatrics, University of Minnesota, Minneapolis, MN, (7)Radiology, University of Washington, Seattle, WA, (8) Psychiatry and Computer Science, University of North Carolina, Chapel Hill, NC, (9)Washington University School of Medicine, St. Louis, MO, (10)Speech and Hearing Sciences, University of Washington, Seattle, WA, (11)*co-senior author, University of North Carolina, Chapel Hill, NC, (12)*Co-senior author, **For the IBIS Network, Washington University School of Medicine, St. Louis, MO, (13)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (14)University of Alberta, Edmonton, AB, Canada
- 48 **416.048** Late Positive Potential to Emotional Faces in Young Children with Autism: Associations with Sex and Reciprocal Social Interaction **R. G. McDonald¹**, T. C. Day², M. I. Cargill¹, S. Khawar¹, N. Yacoub¹, E. Trimmer², M. D. Lerner² and E. Kang¹, (1)Department of Psychology, Montclair State University, Montclair, NJ, (2)Psychology, Stony Brook University, Stony Brook, NY
- 49 **416.049** Modulation of the Face-Sensitive N170 Event-Related Potential By Emotional Expression and Visual Attention in Adults with Autism, Schizophrenia, and a Non-Clinical Comparison Group **G. T. Han¹**, A. Naples¹, J. M. Wolf¹, J. H. Foss-Feig², V. Srihari³, A. Anticevic⁴ and J. McPartland¹, (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2)Seaver Autism Center for Research and Treatment, Department of Psychiatry, Icahn School of Medicine at Mount Sinai Hospital, New York, NY, (3)Program for Specialized Treatment Early in Psychosis (STEP), Department of Psychiatry, Yale University School of Medicine, New Haven, CT, (4)Division of Neurocognition, Neurocomputation, and Neurogenetics (N3), Yale University School of Medicine, New Haven, CT
- 50 **416.050** Neurocomputational Mechanisms of Social Decision-Making Impairments in Autism Spectrum Disorder **S. M. Banker¹**, S. Na¹, M. Schafer¹, S. Barkley², J. Trayvick³, C. McLaughlin², E. Isenstein³, S. B. Guillory², X. Gu¹, D. Schiller¹ and J. H. Foss-Feig², (1)Department of Neuroscience, Icahn School of Medicine at Mount Sinai, New York, NY, (2)Seaver Autism Center for Research and Treatment, Department of Psychiatry, Icahn School of Medicine at Mount Sinai Hospital, New York, NY, (3)University of Rochester, Rochester, NY
- 51 **416.051** Neurophysiological Correlates of the Sensory Gating Inventory in Adults with Autism Spectrum Disorders **J. E. Crasta**, Physical Medicine and Rehabilitation, Kennedy Krieger Institute, Baltimore, MD
- 52 **416.052** Novel Unsupervised Machine Learning Approaches for Understanding Sleep EEG Brain State Dynamics in Rett Syndrome **C. Huang^{1,2}**, A. Mahat^{3,4}, D. G. Glaze^{3,4}, M. Maletic-Savatic^{1,2,3}, A. Buckley⁵ and M. McGinley^{1,2,6}, (1)Neuroscience, Baylor College of Medicine, Houston, TX, (2)Jan and Dan Duncan Neurological Research Institute, Texas Children's Hospital, Houston, TX, (3)Pediatrics-Neurology, Baylor College of Medicine, Houston, TX, (4)Neurology, Texas Children's Hospital, Houston, TX, (5)National Institute of Mental Health, Bethesda, MD, (6)Electrical and Computer Engineering, Rice University, Houston, TX
- 53 **416.053** Physical Disgust Processing in Children with Autism Spectrum Disorder (ASD) during Observation of Rotten Foods **A. Jayashankar^{1,2}**, E. Kilroy^{1,2}, S. Ringold^{1,2}, R. W. McGuire^{1,2} and L. aziz-Zadeh^{1,2}, (1)Brain and Creativity Institute, Dornsife College of Letters, Arts and Sciences, University of Southern California, Los Angeles, CA, (2)USC Mrs. T.H. Chan Division of Occupational Science and Occupational Therapy, University of Southern California, Los Angeles, CA
- 54 **416.054** Resting EEG and Language Development in Young Children with Autism Spectrum Disorder **C. E. Mukerji^{1,2,3}**, J. Wilson⁴, C. L. Wilkinson², M. A. Krol⁴, C. A. Nelson² and H. Tager-Flusberg⁴, (1) Department of Psychology, Bryn Mawr College, Bryn Mawr, PA, (2) Department of Developmental Medicine, Boston Children's Hospital, Boston, MA, (3)Psychological and Brain Sciences, Boston University, Boston, MA, (4)Department of Psychological and Brain Sciences, Boston University, Boston, MA
- 55 **416.055** Robust Sex Differences in Functional Brain Organization and Their Dissociable Links to Clinical Symptoms in Autism **K. Supekar**, Stanford University School of Medicine, Stanford, CA
- 56 **416.056** SLEEP Disturbance Is Associated with Anomalous Default and Attention Network Dynamic Functional Connectivity in Children with Autism **D. E. Lidstone¹**, D. Crocetti¹, A. Spira², H. E. Volk³, S. H. Mostofsky⁴ and M. B. Nebel¹, (1)Center for Neurodevelopmental and Imaging Research, Kennedy Krieger Institute, Baltimore, MD, (2)Department of Mental Health, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (3) Wendy Klag Center for Autism and Developmental Disabilities, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (4)Center for Autism and Related Disorder, Kennedy Krieger Institute, Baltimore, MD
- 57 **416.057** Self- and Other-Related Processing in the Brain: An fMRI Study **A. D. Nijhof¹**, M. Brass² and J. R. Wiersma³, (1)Department of Experimental-Clinical and Health Psychology, Ghent University, Ghent, Belgium, (2)Berlin School of Mind and Brain, Department of Psychology, Humboldt-Universität zu Berlin, Berlin, Germany, (3)Department of Experimental Clinical and Health Psychology, Ghent University, Ghent, Belgium
- 58 **416.058** Sex Differences in Neural Response to Faces in Autistic Adults **C. J. Stevens¹**, A. Naples¹, L. M. Pisani¹, C. E. Finn², M. E. Johnson³, J. M. Wolf¹, C. C. Cukar-Capizzi¹ and J. McPartland¹, (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2)McPartland Lab - Yale Child Study Center, Yale School of Medicine, New Haven, CT, (3)Child Study Center, Child Study Center, Yale University, New Haven, CT
- 59 **416.059** Somatosensory Duration Mismatch Negativity in Young Adults with and without Autism Spectrum Disorder **E. Isenstein¹**, A. Xu², I. DeAndrea-Lazarus², L. A. Oakes³, E. G. Freedman³ and J. J. Foxe³, (1) University of Rochester Medical Center, Rochester, NY, (2)University of Rochester, Rochester, NY, (3)The Ernest J. Del Monte Institute for Neuroscience, University of Rochester Medical Center, Rochester, NY
- 60 **416.060** The Relationship between Visual Evoked Potentials, Sleep, and Autistic Traits As Markers of Excitatory/Inhibitory Imbalance and Gabaergic Functioning in Autism Spectrum Disorder **L. M. Pisani¹**, G. T. Han², A. Naples¹, C. E. Finn³, M. E. Johnson⁴, C. J. Stevens¹, M. A. Azu¹, C. J. Franke¹, R. Iqbal¹, C. C. Cukar-Capizzi¹, J. M. Wolf¹ and J. McPartland¹, (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2)Yale Child Study Center, New Haven, CT, (3)McPartland Lab - Yale Child Study Center, Yale School of Medicine, New Haven, CT, (4)Child Study Center, Child Study Center, Yale University, New Haven, CT

- 61 **416.061** Visual Evoked Potential N1 Amplitude and Latency Differ between Children Diagnosed with Autism, Attention-Deficit/Hyperactivity Disorder, and Autism with Co-Occurring Attention-Deficit/Hyperactivity Disorder **K. L. Carpenter**¹, S. Major², T. Calnan³, R. E. Aiello¹, S. Compton¹, N. O. Davis⁴, L. Franz², J. N. Grapel⁵, T. Kiefer¹, A. Lerner¹, M. Sabatos-DeVito⁶, J. Schechter², L. Sikich¹, M. Spanos¹, C. Sullivan⁷, J. A. Summers⁷ and G. Dawson¹, (1)Department of Psychiatry and Behavioral Sciences, Duke Center for Autism and Brain Development, Durham, NC, (2)Duke Center for Autism and Brain Development, Department of Psychiatry and Behavioral Sciences, Duke University, Durham, NC, (3)Duke Center for Autism and Brain Development, Durham, NC, (4)Department of Psychiatry and Behavioral Sciences, Duke ADHD Program, Duke University Medical Center, Durham, NC, (5)Psychology, Duke Center for Autism and Brain Development, Durham, NC, (6)Psychiatry and Behavioral Sciences, Duke Center for Autism and Brain Development, Durham, NC, (7)Duke University, Durham, NC
- 72 **417.072** Executive Functioning in Everyday Life in Children and Adolescents with Attention-Deficit/Hyperactivity Disorder and Autism Spectrum Disorders: A Two-Year Longitudinal Study **E. W. Skogli**¹, P. N. Andersen², S. Orm³, K. T. Hovik¹ and M. G. Øie¹, (1)Innlandet Hospital Trust, Lillehammer, Norway, (2)Inland Norway University College of Applied Sciences, Lillehammer, Norway, (3)Innlandet Hospital Trust, Lillehammer, Norway, (4)Department of Psychology, University of Oslo, Oslo, Norway
- 73 **417.073** Executive Functions As Predictors of ASD Youth Mental Health during COVID-19 **C. Romero**, University of Miami, Coral Gables, FL
- 74 **417.074** How Reliable Are the Parental Reports on Academic and Attention Performance of Children with Autism Spectrum Disorder? **C. S. Paula**¹, C. Mevorach², R. Lowenthal³, J. Magalhães⁴, M. C. Teixeira¹ and M. Muller Spaniol⁵, (1)Developmental Disorder Program, Universidade Presbiteriana Mackenzie, São Paulo, Brazil, (2)School of Psychology, University of Birmingham, Birmingham, United Kingdom, (3)Santa Casa Hospital, Sao Paulo, Brazil, (4)Mackenzie Presbyterian University, São Paulo, Brazil, (5)Developmental Disorders Program, Mackenzie Presbyterian University, Sao Paulo, Brazil
- 75 **417.075** Longitudinal Development of Real-World Executive Function Skills in Preschoolers with Autism Spectrum Disorder **R. Foster**¹, K. All², C. Banarjee³, E. Diamond⁴, A. Boxberger², B. Gordon², V. Donthiredy², K. K. Powell², E. Brennan-Wydra², A. Vernetti², S. Macari² and K. Chawarska², (1)Child Study Center, Yale School of Medicine, New Haven, CT, (2)Child Study Center, Yale University School of Medicine, New Haven, CT, (3)Child Study Center, Child Study Center, Yale School of Medicine, New Haven, CT, (4)Yale University, New Haven, CT
- 76 **417.076** Preliminary Results on the Role of Emotional Difficulties in the Academic Success of Adolescents with ASD **A. P. Costa**¹, L. Morais dos Reis² and **M. Franco**², (1)University of Luxembourg, Esch sur Alzette, LUXEMBOURG, (2)University of Luxembourg, Esch-sur-Alzette, Luxembourg
- 77 **417.077** Puppets Facilitate Attention to Social Cues in Children with ASD **S. Macari**¹, X. E. Chen², L. Brunissen¹, E. Yhang¹, E. Brennan-Wydra¹, A. Vernetti¹, F. R. Volkmar¹, J. Chang² and K. Chawarska¹, (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2)Statistics and Data Science, Yale University, New Haven, CT
- 78 **417.078** Self-Regulation, Academic Learning Rates, and School Performance in Preschoolers with Autism Spectrum Disorder **Y. Chen**¹ and L. B. Jahromi², (1)Department of Health and Behavior Studies, Teachers College, Columbia University, New York, NY, (2)Teachers College, Columbia University, New York, NY
- 79 **417.079** Short- and Long-Term Melodic Memory of Children on the Autism Spectrum of Varying Mental Ages. **S. T. S. Wong**, S. Stanutz, S. Sivathasan, E. Stubbart, J. Burack and E. M. Quintin, Educational & Counselling Psychology, McGill University, Montreal, QC, Canada
- 80 **417.080** The Relationship between Repetitive Behaviors and Concurrent Executive Function Demands in Children with Autism Spectrum Disorder **S. E. Christ**^{1,2}, M. N. Cissne¹, L. E. Kester¹, A. J. Moffitt², K. E. Bodner^{3,4} and J. H. Miles^{2,5}, (1)Psychological Sciences, University of Missouri, Columbia, MO, (2)Thompson Center for Autism & Neurodevelopmental Disorders, University of Missouri, Columbia, MO, (3)Case Western Reserve University School of Medicine, Cleveland, OH, (4)MetroHealth System, Cleveland, OH, (5)Child Health, University of Missouri, Columbia, MO
- 81 **417.081** The Role of Autism Core Features and Inhibitory Control in Parent-Child Interactions across FXS Versus ASD **E. Hunt**¹, E. A. Will² and J. Roberts¹, (1)Department of Psychology, University of South Carolina, Columbia, SC, (2)Psychology, University of South Carolina, Columbia, SC

Poster Session

417 - Cognition: Attention, Learning, Memory

11:30 AM - 1:30 PM - Griffin Hall

- 65 **417.065** Inhibitory Control in Male and Female Adolescents with Autism Spectrum Disorder (ASD) **M. N. Cissne**¹, K. R. Bellesheim² and S. E. Christ¹, (1)Psychological Sciences, University of Missouri, Columbia, MO, (2)University of Michigan, Ann Arbor, MI

- 66 **417.066** Unexpected Salient Associations Prompt Attention Transfer to Subtler but More Predictive Cues: An Effect Influenced By Individual Differences **F. Papastamou**¹, A. Destrebecqz² and M. Kissine³, (1)Université libre de Bruxelles, Bruxelles, Belgium, (2)Université libre de Bruxelles, Brussels, Belgium, (3)ACTE — Center of research in Linguistics — ULB Neuroscience Institute, Université libre de Bruxelles, Brussels, Belgium

- 67 **417.067** Autistic Individuals Show Less Grouping-Induced Underestimation Bias in Numerosity Judgments. **A. Pomè**¹, T. Karaminis² and D. C. Burr³, (1)Heinrich-Heine-Universität Düsseldorf, Düsseldorf, Germany, (2)Department of Psychology, Edge Hill University, Ormskirk, United Kingdom, (3)Department of Neuroscience, Psychology, Pharmacology and Child Health, University of Florence, Florence, Italy

- 68 **417.068** Black-and-White Style Predictions in Autism: Findings from Electroencephalography (EEG) **S. Tikir**¹, M. J. Crosse² and S. Molholm¹, (1) Albert Einstein College of Medicine, Bronx, NY, (2)Trinity College Dublin, Dublin, NY, Ireland

- 69 **417.069** Causal Modeling of Large Psychological Datasets to Evaluate Cognitive Theories of ASD **J. B. Ewen**¹, B. Tang², J. Adamek³, B. Caffo⁴, M. A. Levine⁵ and E. Wodka⁶, (1)School of Medicine, Johns Hopkins University, Baltimore, MD, (2)Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (3)Kennedy Krieger Institute, Baltimore, MD, (4)Department of Biostatistics, Johns Hopkins University, Baltimore, MD, (5)Developmental Neurology, Kennedy Krieger Institute, Baltimore, MD, (6)Center for Autism and Related Disorder, Kennedy Krieger Institute, Baltimore, MD

- 70 **417.070** Effects of Age on Verbal Memory and the Hippocampus in Adults with Autism Spectrum Disorder: Longitudinal Versus Cross-Sectional Findings **B. A. Pagni**¹, M. Walsh¹, E. Ofori¹, K. Chen², G. Sullivan¹, J. Alvar¹, L. Monahan¹, N. Guerithault¹, S. Delaney¹ and B. B. Braden³, (1)Arizona State University, Tempe, AZ, (2)Banner Alzheimer's Institute, Phoenix, AZ, (3)College of Health Solutions, Arizona State University, Tempe, AZ

- 71 **417.071** Executive Functioning and Sleep in Children with ASD and Neurotypical Development **H. K. Schiltz**¹, R. M. Fenning² and J. K. Baker³, (1)Psychology, Marquette University, Milwaukee, WI, (2)Center for Autism, Child and Adolescent Studies, California State University, Fullerton, Fullerton, CA, (3)Center for Autism; Dept. of Child & Adolescent Studies, California State University, Fullerton, Fullerton, CA

Poster Session

418 - Diagnostic, Behavioral & Intellectual Assessment II

11:30 AM - 1:30 PM - Griffin Hall

- 83 **418.083** Echo Autism: Developing Clinical Expertise for Autism Spectrum Disorder Assessment and Diagnosis in Primary Care Clinicians K. Schieltz¹, R. Brown², V. Nanclares-Nogues³, M. Odum⁴ and K. Sohl¹, (1) University of Iowa, Iowa City, IA, (2)KUMC, Wichita, KS, (3)ECHO Autism Communities, University of Missouri, Columbia, MO, (4)ECHO Autism Communities, University of Missouri, School of Medicine, Columbia, MO
- 84 **418.084** Examining the Cultural Sensitivity of a Social Communication Screening Tool for Toddlers ("My Toddler's Social Communication"): A Mixed-Methods Study K. Duffy-Greslo¹, S. M. Attar², L. V. Ibanez³ and W. L. Stone⁴, (1)Psychology, ReadLab - University of Washington, Seattle, WA, (2)University of Washington, Seattle, WA, (3)UW READi Lab, Seattle, WA, (4)Psychology, University of Washington, Seattle, WA
- 85 **418.085** Extending the Usefulness of the Brief Observation of Social Communication Change (BOSSC): Development of the Phrase Speech and Young Fluent Version K. Byrne¹, K. Sterrett¹, A. Holbrook¹ and C. Lord², (1)University of California, Los Angeles, Los Angeles, CA, (2)UCLA Semel Institute for Neuroscience and Human Behavior, Los Angeles, CA
- 86 **418.086** Feasibility of Actigraphy for Evaluating Sleep and Daytime Physical Activity in Children with Autism Spectrum Disorder M. L. Alder¹, C. R. Johnson², B. A. Malow³, L. Scahill⁴ and J. A. Zauszniewski⁵, (1) Department of Pediatrics/Marcus Autism Center, Emory University School of Medicine, Atlanta, GA, (2)Center for Autism, Department of Pediatrics, Cleveland Clinic Children's, Case Western Reserve University School of Medicine, Cleveland, OH, (3)Neurology Sleep, Vanderbilt University, Nashville, TN, (4)Marcus Autism Center, Atlanta, GA, (5)Frances Payne Bolton School of Nursing, Case Western Reserve University, Cleveland, OH
- 87 **418.087** Gender Differences in Autistic Phenomenon and Adaptive Behaviors in the Indian Setting S. M. Kaku¹, A. Joseph², R. Nagaraj², V. Raman³ and A. Mysore¹, (1)Center for Advanced Research and Excellence in Autism and Developmental Disorders (CARE-ADD), St. John's Medical College Hospital, St John's Medical College Hospital, Bangalore, India, (2)Center for Advanced Research and Excellence in Autism and Developmental Disorders (CARE-ADD), St John's Medical College Hospital, Bangalore, India, (3)Center for Advanced Research and Excellence in Autism and Developmental Disorders (CARE-ADD), St John's Medical College Hospital, Bengaluru, India
- 88 **418.088** Identifying Features of Minimally-Structured Interaction Activities That Facilitate or Impede Social Opportunities for Autistic Youth M. L. McNair, K. M. Hauschild and M. D. Lerner, Psychology, Stony Brook University, Stony Brook, NY
- 89 **418.089** Identifying Gender Differences on the Autism Diagnostic Observation Scale: Preliminary Results C. Savard¹, C. Dorval², J. Cadorette³, E. Gilbert⁴ and I. Abi-Zeid⁴, (1)Health Sciences, Université Du Québec à Rimouski, Lévis, QC, Canada, (2)Université Du Québec à Rimouski, Lévis, QC, Canada, (3)School of Psychology, Université Laval, Quebec, QC, Canada, (4)Operations and Decision Systems, Université Laval, Quebec, QC, Canada
- 90 **418.090** Infant Effortful Control Predicts Childhood Emotion Dysregulation in Autism-Enriched Cohort T. Bazelmans¹, E. Shephard^{1,2}, R. Arthur³, B. Milosavljevic³, M. W. Wan⁴, M. H. Johnson⁵, E. J. Jones⁵ and T. Charman¹, (1)Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (2)Faculdade de Medicina, Universidade de São Paulo, Sao Paulo, Brazil, (3)Centre for Brain and Cognitive Development, Birkbeck, University of London, London, United Kingdom, (4)University of Manchester, Manchester, United Kingdom of Great Britain and Northern Ireland, (5)Centre for Brain and Cognitive Development, Birkbeck University of London, London, United Kingdom
- 91 **418.091** Influence of Gender Differences in Clinical Presentation on ASD Diagnosis K. N. Drapalik, E. Wilkinson, M. Rinaldi and K. V. Christodulu, Center for Autism and Related Disabilities, Albany, NY
- 92 **418.092** Investigating the Accuracy of People's Judgements about Social Dyads' Autistic Diagnostic Status from Videos of Social Interaction H. Sutherland¹, D. Ropar², S. Fletcher-Watson³ and C. J. Crompton¹, (1) University of Edinburgh, Edinburgh, United Kingdom, (2)University of Nottingham, Nottingham, United Kingdom of Great Britain and Northern Ireland, (3)Salvesen Mindroom Research Centre, University of Edinburgh, Edinburgh, United Kingdom
- 93 **418.093** Limited Specificity across Psychological Domains of Parent Rating Forms in ASD M. A. Levine¹, H. Chen², E. Wodka³, B. Caffo² and J. B. Ewen⁴, (1)Developmental Neurology, Kennedy Krieger Institute, Baltimore, MD, (2)Department of Biostatistics, Johns Hopkins University, Baltimore, MD, (3)Center for Autism and Related Disorder, Kennedy Krieger Institute, Baltimore, MD, (4)School of Medicine, Johns Hopkins University, Baltimore, MD
- 94 **418.094** Objective Measures to Quantify Homophily in the Inclusion Classroom C. Banarjee¹, R. M. Fasano², Y. Tao³, C. Song⁴, J. Wang⁵, M. L. Shyu⁶, L. K. Perry² and D. S. Messinger¹, (1)Child Study Center, Child Study Center, Yale School of Medicine, New Haven, CT, (2)Psychology, University of Miami, Coral Gables, FL, (3)University of Miami, Miami, FL, (4)University of Miami, Coral Gables, FL, (5)Educational and Psychological Studies, University of Miami, Coral Gables, FL, (6)Electrical and Computer Engineering, University of Miami, Coral Gables, FL
- 95 **418.095** Output Metrics for Prototype and Reference Standard Hand-Held Pupilometers: Comparison of Pupillary Measures for ASD and Typical Development in Children between 2-4 Years L. E. Neuenschwander¹, S. Buckley², D. Sidell³, K. Morales³, G. Brundage², O. Vargas⁴, M. A. Minjarez⁵ and G. T. Lynch⁶, (1)Elson S. Floyd College of Medicine, Washington State University Health Sciences Spokane, Spokane, WA, (2)Northwest Autism Center, Spokane, WA, (3)Seattle Children's Hospital Autism Center, Seattle, WA, (4)Elson S. Floyd College of Medicine, Washington State University, Spokane, WA, (5)Seattle Children's Autism Center/University of WA, Seattle, WA, (6)Elson S. Floyd College of Medicine, Washington State University Health Sciences, Spokane, WA
- 96 **418.096** Patterns of Peer Relations in Youths with Autism Spectrum Disorder: An Analysis of Gender and Age S. Finkelstein and C. Brown, Pacific University, Hillsboro, OR
- 97 **418.097** Peer Stress in Adolescence: Differential Coping Strategies Reported By Individuals with Autism Spectrum Disorder and Typical Development M. E. Klemencic and B. A. Corbett, Psychiatry and Behavioral Sciences, Vanderbilt University Medical Center, Nashville, TN
- 98 **418.098** Preliminary Factor Analysis of the Autism Parent Screen for Infants T. Djiko¹, S. Sung², J. J. Wolff³, L. Zwaigenbaum³, J. A. Brian⁴, L. A. Sacey⁵, I. M. Smith⁶, S. Jacob⁷ and J. T. Elison², (1)University of South Carolina, Columbia, SC, (2)University of Minnesota, Minneapolis, MN, (3) University of Alberta, Edmonton, AB, Canada, (4)Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (5)Autism Research Centre, Glenrose Rehabilitation Hospital, Edmonton, AB, CANADA, (6)Dalhousie University / IWK Health Centre, Halifax, NS, CANADA, (7)Department of Psychiatry, University of Minnesota - Twin Cities, Minneapolis, MN
- 99 **418.099** Psychometric Properties of the Spanish Version of the Autism Quotient Questionnaire for Children (AQ-Child) C. J. Fernandez Alvarez¹, M. Magan Maganto¹, J. A. Yon-Hernández², A. N. Mota Rodriguez¹, D. Z. Wojcik³, Á. Bejarano¹, E. Diez Villoria¹, A. Huete-García⁴ and R. Canal-Bedia¹, (1)University of Salamanca, Salamanca, Spain, (2)InFoAutismo - Instituto Universitario de Integración en la Comunidad (INICO), Salamanca, Spain, (3)InFoAutismo- Instituto Universitario de Integración a la Comunidad (INICO), Salamanca, Spain, (4)Sociology and Communication Department, University of Salamanca, Salamanca, Spain

- 100 **418.100** Psychopathological Correlates of Autism Symptom Severity Change during Middle Childhood **E. Waizbard-Bartov¹**, E. Ferrer¹, B. Heath², D. S. Andrews³, S. J. Rogers⁴, C. W. Nordahl⁵, M. Solomon² and D. G. Amaral⁶, (1)UC Davis, Davis, CA, (2)Department of Psychiatry and Behavioral Sciences, The Medical Investigation of Neurodevelopmental Disorders (MIND) Institute, UC Davis School of Medicine, University of California Davis, Sacramento, CA, (3)Department of Psychiatry and Behavioral Sciences, MIND Institute, UC Davis Medical Center, Sacramento, CA, (4)Department of Psychiatry and Behavioral Sciences, University of California at Davis, Sacramento, CA
- 101 **418.101** Remote Assessment of ASD Symptoms in Clinical Trials: Automated Analysis of Repetitive Speech Behaviours in Natural Conversations C. H. Chatham¹, **J. O'Sullivan²**, W. Y. Cheng³, D. Slater⁴, D. Nobbs⁵, G. Bogaarts⁶, P. Schoenberger⁷, T. Kilchenmann⁸, J. Cai⁹, L. Murtagh⁹, F. Lipsmeier⁹, N. Mesgarani⁸, J. F. Hipp⁹ and M. Lindemann¹, (1)Neuroscience and Rare Diseases (NRD), Roche Pharma Research and Early Development, Roche Innovation Center, New York, CA, (2)F. Hoffman-La Roche AG, Basel, (3)Pharma Research & Early Development Informatics, Roche Innovation Center New York, Basel, Switzerland, (4)Roche Pharma Research and Early Development, Roche Innovation Center Basel, Hoffmann-La Roche, Basel, Switzerland, (5)Roche, Basel, Switzerland, (6)Neuroscience and Rare Diseases (NRD), Roche Pharma Research and Early Development, Roche Innovation Center, Basel, Switzerland, (7)Roche, New York, NY, (8)Columbia University, New York, NY, (9)Neuroscience and Rare Diseases (NRD), Pharma Research & Early Development, Roche Innovation Center Basel, F. Hoffmann-La Roche AG, Basel, Switzerland
- 102 **418.102** School-Based Universal Screening for Autism: Feasibility and Initial Findings **S. James** and C. J. Smith, Southwest Autism Research & Resource Center, Phoenix, AZ
- 103 **418.103** Sensitivity and Specificity of the Autism Diagnostic Interview, Revised (ADI-R) in an Ethnically and Racially Diverse Clinical Sample **E. F. Geib**, K. G. Stephenson, C. Murphy and E. Butter, Nationwide Children's Hospital, Columbus, OH
- 104 **418.104** Sensitivity and Specificity of the Modified Checklist for Autism in Toddlers: A Systematic Review **L. Williams¹**, A. T. Wiecekowi¹, D. L. Robins¹, K. Lyall¹ and A. Resnikoff², (1)A.J. Drexel Autism Institute, Drexel University, Philadelphia, PA, (2)Drexel University, Philadelphia, PA
- 105 **418.105** Social Communication and Repetitive Behavior and Interests in Girls with High-Functioning Autism Spectrum Disorder **J. M. Burton^{1,2}**, N. A. Creaghead³, A. Duncan⁴ and N. Silbert⁵, (1)Communication Sciences and Disorders, Western Kentucky University, Bowling Green, KY, (2)Communication Sciences and Disorders, University of Cincinnati, Cincinnati, OH, (3)University of Cincinnati, Cincinnati, OH, (4)Cincinnati Children's Hospital Medical Center, Cincinnati, OH, (5)Tubi, Cincinnati, OH
- 106 **418.106** Stability of ASD Outcomes: Expected Change of Commonly Used Social Communication Measures **K. Sterrett**, University of California, Los Angeles, Los Angeles, CA
- 107 **418.107** The Autism-Spectrum Quotient - Hebrew Version (AQ-Heb): A Full and a Short Form, Adapted for DSM-5 **O. Golan^{1,2}**, M. Terner³, S. Israel Yaacov^{1,2}, C. Allison⁴ and S. Baron-Cohen⁵, (1)Department of Psychology, Bar-Ilan University, Ramat-Gan, Israel, (2)Association for Children at Risk, Givat-Shmuel, Israel, (3)Bar-Ilan University, Ramat-Gan, Israel, (4)Autism Research Centre, Department of Psychiatry, University of Cambridge, Cambridge, United Kingdom
- 108 **418.108** The Consequences of Using Different 10-Item Autism Spectrum Quotient (AQ10) Cut-Offs in Psychological Research **L. H. Waldren¹**, L. A. Livingston², R. A. Clutterbuck¹, E. Walton¹ and P. Shah³, (1)Department of Psychology, University of Bath, Bath, United Kingdom, (2)Wales Autism Research Centre, School of Psychology, Cardiff University, Cardiff, United Kingdom, (3)University of Bath, Bath, United Kingdom
- 109 **418.109** The Importance of Language Delays for Early ASD Diagnosis T. Nitzan^{1,2}, J. Koller³, M. Ilan^{1,2,4}, M. Faroy^{2,4}, A. Michaelovskii^{2,5}, I. Menashe^{2,6}, G. Meiri^{2,4} and **I. Dinstein^{1,2,7}**, (1)Psychology Department, Ben-Gurion University of the Negev, Beer Sheva, Israel, (2)National Autism Research Center of Israel, Ben-Gurion University of the Negev, Beer Sheva, Israel, (3)Seymour Fox School of Education, Hebrew University of Jerusalem, Jerusalem, Israel, (4)Preschool Psychiatric Unit, Soroka University Medical Center, Beer Sheva, Israel, (5)Zusman Child Development Center, Soroka University Medical Center, Beer Sheva, Israel, (6)Public Health Department, Ben-Gurion University of the Negev, Beer Sheva, Israel, (7)Cognitive and Brain Sciences Department, Ben-Gurion University of the Negev, Beer Sheva, Israel
- 110 **418.110** Trends in Intellectual Ability Among Children with Autism Spectrum Disorder from 2000 to 2016 in a Large Diverse Metropolitan Area **J. Shenouda^{1,2,3}**, W. Zahorodny⁴, K. Sidwell⁵, C. Lescott⁶, M. Jackson⁷ and L. Kam⁷, (1)Department of Pediatrics, Rutgers University, Newark, NJ, (2)Pediatrics, Rutgers University - NJ Medical School, Newark, NJ, (3)Biostatistics and Epidemiology, Rutgers University, Piscataway, NJ, (4)Department of Pediatrics, Rutgers-New Jersey Medical School, Newark, NJ, (5)Department of Pediatrics, Rutgers New Jersey Medical School, Newark, NJ, (6)Rutgers New Jersey Medical School, Newark, NJ, (7)Rutgers University, Newark, NJ
- 111 **418.111** Validating a Swedish Measure of Social Camouflaging in Autism **K. Lundin¹** and S. Bolte², (1)Karolinska Institutet, Stockholm, Sweden, (2)Center of Neurodevelopmental Disorders (KIND), Centre for Psychiatry Research; Department of Women's and Children's Health, Karolinska Institutet, & Stockholm Health Care Services, Region Stockholm, Stockholm, Sweden
- 112 **418.112** Pediatrician Accuracies in the Early Identification of Autism and Other Developmental Disorders and Delays **J. Mahmalji¹**, C. Andreason², T. Wen², A. Grzybowski², S. Nalabolu², C. Carter², S. Arias³ and K. Pierce², (1)Neuroscience, Autism Center of Excellence, UCSD, La Jolla, CA, (2)UCSD Autism Center of Excellence, La Jolla, CA, (3)Autism Center of Excellence, UCSD, San Diego, CA
- 113 **418.113** Test-Retest Reliability of Automated Social Communication Algorithms to Support Autism Characterization C. W. Brune¹, E. V. Ocampo², L. V. Soorya², S. Licona³, Z. Tóser⁴, K. Kamal⁵, **L. Hermle²** and A. Hirshman², (1)Department of Psychiatry, AARTS Center, Rush University Medical Center, Chicago, IL, (2)Department of Psychiatry, Rush University Medical Center, Chicago, IL, (3)University of California, Santa Barbara, Santa Barbara, CA, (4)Argus Cognitive, Inc., Lebanon, NH, (5)Argus Cognitive, Inc., Budapest, Hungary
- 114 **418.114** A Systematic Review of the Use of Telehealth to Facilitate a Diagnosis for Children with Developmental Concerns **C. La Valle¹**, E. Johnston² and H. Tager-Flusberg¹, (1)Department of Psychological and Brain Sciences, Boston University, Boston, MA, (2)Boston University, Boston, MA

Poster Session
419 - Medical and Psychiatric Comorbidity
 11:30 AM - 1:30 PM - Griffin Hall

- 117 **419.117** Anxiety in Adolescents and Young Adults with Autism Spectrum Disorder: Links to Symptom Severity, Aberrant Behaviors, Sensory Issues, and Medical Conditions **Y. Chen¹**, R. Hantman² and H. Tager-Flusberg¹, (1)Department of Psychological and Brain Sciences, Boston University, Boston, MA, (2)Department of Psychology, University of South Carolina, Columbia, SC
- 118 **419.118** Autistic Severity and Psychiatric Comorbidity Among Children with Autism Spectrum Disorder **M. A. Zoromba¹**, H. El-Gazar², A. Loutfy³, O. El-Sheikh⁴ and A. El-Monshed⁵, (1)Mansoura University, Port Said, Egypt, (2)Port Said University, Port Said, Egypt, (3)Beni-suef University, Beni-Suef, Egypt, (4)Mansoura University, Mansoura, Egypt, (5)Mansoura University, El-Mansoura, Egypt

- 119 **419.119** Clinical and Molecular Stratification of Autism-Associated Comorbidities **C. Jose**^{1,2}, P. D. George-Zwicker³, L. Tardif⁴, A. Bouma⁵, J. Gaudet⁶, M. Robichaud⁶ and A. McKenna⁷, (1)Family Medicine & Emergency Medicine, University of Sherbrooke, Sherbrooke, QC, Canada, (2)Centre de médecine de précision du NB, Vitalité Health Network, Moncton, NB, Canada, (3)Autistics Aloud, Autism Nova Scotia, Bedford, NS, Canada, (4)CCNB, Moncton, NB, Canada, (5)BOUMA Woodworks, Woodstock, NB, Canada, (6)Maritime SPOR SUPPORT Unit, Moncton, NB, Canada, (7)ND Collective, MOncton, NB, Canada
- 120 **419.120** Critical Review of Measuring Method for Assessing Prevalence of Gender Dysphoria Among Individuals with Autism Spectrum Disorder. - Based on the Results of Interview Survey about Gender Dysphoria Experience of ASD Individuals in Japan. - **S. Shimoyama**¹, T. Endo¹ and N. Kato², (1)The University of Tokyo, Tokyo, Japan, (2)Medical Institute of Developmental Disabilities Research, Showa University, Tokyo, Japan
- 121 **419.121** Differences in Predictive Relationships between Parent Reported Social Skills, Child Reported Social Skills, and Mental Health Outcomes **E. Wilkinson**, K. V. Christodulu and M. Rinaldi, Center for Autism and Related Disabilities, Albany, NY
- 122 **419.122** Familial Metagenomic Profiling Reveals Dysbiosis-Related Commonalities in Children with Autism Spectrum Disorder **S. J. Walker**¹, S. Hazan² and A. Papoutsis², (1)Wake Forest Institute for Regenerative Medicine, Winston Salem, NC, (2)Progenabiome, Ventura, CA
- 123 **419.123** Identifying Disparities in Mental Health Services Among Racial/Ethnic Minority Children with Intellectual and Developmental Disabilities **S. Vanegas**, School of Social Work, Texas State University, San Marcos, TX
- 124 **419.124** Identifying the Structure of Co-Occurring Neurodevelopmental/Psychiatric Symptoms in Autism across Three Large-Scale Cohort Studies. **B. Oakley**¹, M. C. Lai², J. Tillmann³, R. Holt⁴, S. Georgiades⁵, T. Charman⁶, J. K. Buitelaar⁶, E. Anagnostou⁷, E. Loth¹ and D. Murphy³, (1)Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, Psychology, and Neuroscience, King's College London, London, United Kingdom, (2)Autism Research Centre, Department of Psychiatry, University of Cambridge, Cambridge, ON, United Kingdom, (3)Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (4)Autism Research Centre, Department of Psychiatry, University of Cambridge, Cambridge, United Kingdom, (5)McMaster Autism Research Team, McMaster University, Hamilton, ON, Canada, (6)Department of Cognitive Neuroscience, Donders Institute for Brain, Cognition and Behaviour, Radboud University Nijmegen Medical Centre, Nijmegen, Netherlands, (7) Autism Research Centre, Bloorview Research Institute, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada
- 125 **419.125** Impact of the COVID-19 Pandemic on Challenging and Adaptive Behaviors in Children Diagnosed with Autism with and without Co-Occurring ADHD **M. Coffman**¹, K. L. Carpenter¹, L. Franz², S. Compton¹, N. O. Davis³, M. Spanos¹, J. A. Summers⁴, A. Brownell¹ and G. Dawson¹, (1)Department of Psychiatry and Behavioral Sciences, Duke Center for Autism and Brain Development, Durham, NC, (2)Duke Center for Autism and Brain Development, Department of Psychiatry and Behavioral Sciences, Duke University, Durham, NC, (3)Department of Psychiatry and Behavioral Sciences, Duke ADHD Program, Duke University Medical Center, Durham, NC, (4)Duke University, Durham, NC
- 126 **419.126** Influence of Co-Occurring ADHD on Working Memory Skills in Young Autistic Children **K. L. Carpenter**¹, J. A. Summers², M. Sabatos-DeVito³, N. O. Davis⁴, S. Compton¹, M. Spanos¹, L. Franz², E. Abdelnour⁵, A. Kaniuka¹, A. Welch² and G. Dawson¹, (1)Department of Psychiatry and Behavioral Sciences, Duke Center for Autism and Brain Development, Durham, NC, (2)Duke University, Durham, NC, (3)Psychiatry and Behavioral Sciences, Duke Center for Autism and Brain Development, Durham, NC, (4) Department of Psychiatry and Behavioral Sciences, Duke ADHD Program, Duke University Medical Center, Durham, NC, (5)Duke Center for Autism and Brain Development, Department of Psychiatry and Behavioral Sciences, Duke University, Durham, NC, (6)Washington University, St. Louis, MO, (7)Duke Center for Autism and Brain Development, Duke University, Durham, NC
- 127 **419.127** Mitochondrial Dysregulation Is Associated with Right-Sided Colonic Hypomotility in Children with Autism Spectrum Disorder **S. J. Walker**¹, T. Simon¹ and A. Krigsman², (1)Wake Forest Institute for Regenerative Medicine, Winston Salem, NC, (2)Pediatric Gastroenterology Resources of New York and Texas, Austin, TX
- 128 **419.128** Resilience in the Face of a Pandemic: An Examination of Anxiety and Depression in Autistic Adolescents in a Post-COVID World **C. Keyler**¹, C. Moody², S. Gonzalez³ and E. A. Laugeson², (1)Semel Institute for Neuroscience and Human Behavior, PEERS lab: UCLA PEERS Clinic, Los Angeles, CA, (2)UCLA Semel Institute for Neuroscience and Human Behavior, Los Angeles, CA, (3)Semel Institute for Neuroscience and Human Behavior, UCLA, Los Angeles, CA
- 129 **419.129** Risk of Cancer Among Autistic Individuals Compared to Non-Autistic Individuals **E. M. Weir**¹, C. Allison² and S. Baron-Cohen³, (1)Autism Research Centre, Department of Psychiatry, Autism Research Centre - University of Cambridge, Cambridge, United Kingdom, (2)Autism Research Centre, Department of Psychiatry, University of Cambridge, Cambridge, United Kingdom
- 130 **419.130** Serum Metabolome Profiles Distinguish Children with Gastrointestinal Inflammation and Autism Spectrum Disorder From Typically Developing Controls **S. J. Walker**¹ and A. Krigsman², (1)Wake Forest Institute for Regenerative Medicine, Winston Salem, NC, (2)Pediatric Gastroenterology Resources of New York and Texas, Austin, TX
- 131 **419.131** Sleep Disturbances in Individuals with Autism Spectrum Disorder: Clinical, Developmental, Medical, Psychometric, Familial and Biological Correlates **A. M. Persico**¹, L. Turriziani², F. Cucinotta³, A. Ricciardello⁴, P. Tomaiuolo², G. Calabrese², F. Bellomo², M. Boncoddò², G. Turturo², S. Mirabelli² and R. Sacco⁵, (1)Dept. of Biomedical, Metabolic and Neural Sciences, University of Modena and Reggio Emilia, Modena, Italy, (2)Interdepartmental Program "Autism 0-90", "G. Martino" University Hospital, University of Messina, Messina, Italy, (3)IRCCS Centro Neurolesi "Bonino-Pulejo", Messina, Italy, (4)Villa Miralago, Center for the treatment of eating disorders, Cuasso al Monte, Italy, (5)Service for Neurodevelopmental Disorders & Laboratory of Molecular Psychiatry and Neurogenetics, University "Campus Bio-Medico", Rome, Italy
- 132 **419.132** The Health Impact of Insomnia on Children with Autism Spectrum Disorder **S. Solomon**¹, G. Meiri², A. Michaelovski³, I. Dinstein⁴ and I. Menashe⁵, (1)Ben-Gurion University of the Negev, Beer Sheva, Israel, (2) National Autism Research Center of Israel, Ben-Gurion University of the Negev, Beer Sheva, Israel, (3)Zusman Child Development Center, Soroka University Medical Center, Beer Sheva, Israel, (4)Cognitive and Brain Sciences Department, Ben-Gurion University of the Negev, Beer Sheva, Israel, (5)Public Health Department, Ben-Gurion University of the Negev, Beer Sheva, Israel
- 133 **419.133** The Prevalence and Correlates of Somatic Symptoms, DSM-5 Somatic Symptom Disorder, and Functional Somatic Syndromes in Autistic Adults **Z. J. Williams**¹, C. J. Cascio² and T. G. Woynaroski³, (1)Medical Scientist Training Program, Vanderbilt University School of Medicine, Nashville, TN, (2)Department of Psychiatry and Behavioral Science, Vanderbilt University Medical Center, Nashville, TN, (3)Department of Hearing and Speech Sciences, Vanderbilt University Medical Center, Nashville, TN
- 134 **419.134** The Recurrence Rate of First Nonfebrile Seizure in Pediatric Patients with Autism Spectrum Disorder. **L. Boursoulian**, Pediatrics, Vanderbilt Childrens Hospital, Nashville, TN
- 135 **419.135** The Relationship between Camouflaging and Co-Occurring Psychiatric Problems: Are There Differences Among Subgroups? **W. J. van der Putten**¹, C. Torenvliet¹, T. A. Radhoe¹, A. P. Groenman¹, H. M. Geurts¹, J. Agelink van Rentergem¹ and A. Mol², (1)University of Amsterdam, Amsterdam, Netherlands, (2)dr. Leo Kannerhuis, Amsterdam, Netherlands

- 136 **419.136** Understanding Psychiatrist's Knowledge and Attitudes to Suicidal Ideation and Behavior in Individual with Autism Spectrum Disorder **M. Eyuboglu¹**, B. Sahbudak² and D. Eyuboglu³, (1)Child and Adolescent Psychiatry, Eskisehir Osmangazi University Medical School, Eskisehir, Turkey, (2)Child and Adolescent Psychiatry, Manisa Mental Health and Diseases Hospital, Manisa, Turkey, (3)Child and adolescent psychiatry, Eskisehir Osmangazi University Medical School, Eskisehir, Turkey
- 137 **419.137** Using Canonical Correlation Analysis to Examine the Relationship between Creativity and Psychopathology **S. Kramer¹**, T. R. Thomas¹, M. Trog¹ and J. Michaelson², (1)University of Iowa, Iowa City, IA, (2)Division of Computational and Molecular Psychiatry, Iowa City, IA
- Virtual Poster Session**
515 - Adult Outcome: Medical, Cognitive, Behavioral
--- (V)
 11:30 AM - 1:30 PM -
- 1 **515.001** Autism-Friendly Public Bus Transport: Hearing the Voices of Autistic Persons to Better Understand Their Needs **H. Dirix¹**, V. Ross¹, K. Brijs¹, L. Bertels², W. Alhajyaseen³, T. Brijs¹, G. Wets¹ and A. Spooren¹, (1)School for Transportation Sciences, Transportation Research Institute, Hasselt University, Diepenbeek, Belgium, (2)Master program occupational sciences, Faculty of Medicine and Health Sciences, Ghent University, Ghent, Belgium, (3)Qatar Transportation and Traffic Safety Center, College of Engineering, Qatar University, Doha, Qatar, (4)Faculty of Medicine and Life Sciences, Rehabilitation sciences, Hasselt University, Diepenbeek, Belgium
- 2 **515.002** A Snapshot of Self-Reported Experiences Under the COVID-19 Pandemic **W. Song¹**, D. Cooper², K. Koffer Miller² and L. Shea⁴, (1) Temple University, Philadelphia, PA, (2)AJ Drexel Autism Institute, Drexel University, Philadelphia, PA, (3)Policy and Analytics Center, A.J. Drexel Autism Institute, Philadelphia, PA, (4)A.J. Drexel Autism Institute, Philadelphia, PA
- 3 **515.003** Case Study of an Autistic Calendar Calculator **J. Desrosiers¹** and L. Mottron, M.D.², (1)University of Montreal, Montreal, QC, Canada, (2) Autism Research Group, CIUSSS du Nord-de-l'Île-de-Montréal, Montréal, QC, Canada
- 4 **515.004** Continuity and Change in Loneliness and Stress during the COVID-19 Pandemic: A Longitudinal Study of Autistic and Non-Autistic Adults **A. M. Scheeren¹**, P. Howlin², E. Pellicano³, I. Magiati⁴ and S. Begeer¹, (1)Vrije Universiteit, Amsterdam, Netherlands, (2)King's College London, London, United Kingdom, (3)Macquarie School of Education, Macquarie University, Sydney, NSW, Australia, (4)School of Psychological Science, University of Western Australia, Perth, WA, Australia
- 5 **515.005** Coping-Resilience Profiles and Experiences of Stress in Autistic Adults **M. Muniandy¹**, A. L. Richdale² and L. P. Lawson¹, (1)Olga Tennis Autism Research Centre, La Trobe University, Melbourne, VIC, Australia, (2)Cooperative Research Centre for Living with Autism (Autism CRC), Brisbane, QLD, Australia
- 6 **515.006** Developing a Tool to Measure Frequency, Severity, and Impact of Meltdowns and Shutdowns in Autistic Adults **L. F. Lewis, M. Cleary, M. Page, M. Layton and A. Burfoot**, College of Nursing & Health Sciences, University of Vermont, Burlington, VT
- 7 **515.007** Differences in Self-Reported Mental Health Diagnoses between Autistic Adults Diagnosed before and after 21 Years of Age **N. Jadav¹**, V. H. Bal² and E. Wilkinson¹, (1)Graduate School of Applied and Professional Psychology, Rutgers University-New Brunswick, Piscataway, NJ, (2)Graduate School of Applied and Professional Psychology, Rutgers University - New Brunswick, Piscataway, NJ
- 8 **515.008** Dropping the Mask: It Takes Two **J. Cook¹**, L. Crane² and W. Mandy³, (1)Psychology and Language Sciences, University College London, London, United Kingdom, (2)Centre for Research in Autism and Education, UCL Institute of Education, University College London, London, United Kingdom, (3)Department of Clinical, Educational and Health Psychology, University College London, London, United Kingdom
- 9 **515.009** Examination of Differences in Enrollment, Attendance, and Participation in an Intervention to Increase Community Participation in Rural Communities **A. Pearl¹**, J. Nagle² and M. Salzer³, (1)Department of Psychiatry/Division of Autism Services, Penn State Hershey/Penn State College of Medicine, Hershey, PA, (2)Psychiatry, Penn State College of Medicine, Hershey, PA, (3)Temple University, Philadelphia, PA
- 10 **515.010** Eye-Tracking on the Eyes Task in Adults with Autism Spectrum Disorder **Y. L. Chien¹**, J. P. Lee² and H. L. Li³, (1)National Taiwan University, Taipei, Taiwan, (2)National Taiwan University, Taipei, Taiwan, (3)University of Amsterdam, Amsterdam, Netherlands
- 11 **515.011** Interpersonal Violence in Autism Spectrum Conditions: A Systematic Review and Meta-Analysis **K. Cooke¹**, K. L. Ridgway¹, D. Hedley², E. Westrupp³, M. Hooley⁴ and M. A. Stokes⁵, (1)Healthy Autistic Life Lab; School of Psychology, Deakin University, VIC, Australia, Melbourne, VIC, Australia, (2)Olga Tennis Autism Research Centre, La Trobe University OTARC, Melbourne, VIC, Australia, (3)School of Psychology, Deakin University, VIC, Australia, Melbourne, VIC, Australia, (4)Psychology, Deakin University, Burwood, VIC, Australia, (5)Deakin University, Burwood, VIC, Australia
- 12 **515.012** Multi-Layer Temporal Network Analysis Reveals Differences in Psychopathology Dynamics across Neurodevelopmental Disorders **C. Sandini¹**, C. Feller², S. Eliez³, D. Van De Ville⁴ and M. Schneider¹, (1) Université de Genève, Geneva, Switzerland, (2)University of Geneva, Geneva, Switzerland, (3)Office Medico-Pedagogique, Geneva, Switzerland, (4)University of Geneva, Geneva, Switzerland
- 13 **515.013** Psychological and Sociocultural Influences in Camouflaging and Its Relationship with Mental Health in Autistic Adults: Findings from a Cross-Sectional Survey **S. Zhuang¹**, M. J. Liang², B. Loo², D. J. Leong³, L. William¹, M. Bougoure¹, L. Hull⁴, L. A. Livingston^{5,6}, W. Mandy⁴, F. Happe⁵, D. W. Tan^{7,8} and I. Magiati^{1,2}, (1)School of Psychological Science, University of Western Australia, Perth, WA, Australia, (2)Department of Psychology, National University of Singapore, Singapore, Singapore, (3)Disabled People's Association, Singapore, Singapore, (4)Department of Clinical, Educational and Health Psychology, University College London, London, United Kingdom, (5)Social, Genetic and Developmental Psychiatry Centre, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (6)Wales Autism Research Centre, School of Psychology, Cardiff University, Cardiff, United Kingdom, (7)School of Psychological Science, Macquarie University, Perth, WA, Australia, (8) Macquarie School of Education, Macquarie University, Sydney, NSW, Australia
- 14 **515.014** Repetitive Behaviors and Restricted Interests in Different Age and Cognitive Level Groups in Children and Youth with ASD **S. Jasim** and A. Perry, Psychology, York University, Toronto, ON, Canada
- 15 **515.015** Symptom Profiles in Autism Spectrum Disorder Versus Attention Deficit Hyperactivity Disorder Versus Autism Spectrum Disorder Comorbid with Attention Deficit Hyperactivity Disorder: A Systematic Review **H. Kandel**, Psychiatry, SUNY Downstate Health Sciences University, Brooklyn, NY
- 16 **515.016** The Relationship between Autism Spectrum Quantitative Phenotypes, Resilience, and Anxiety during the COVID-19 Pandemic. **Z. L. Smernoff^{1,2}**, S. C. Taylor^{1,2,3}, B. N. Gehringer^{1,2}, S. Steeman^{1,2}, H. C. Dow^{1,2}, L. Almasy², D. J. Rader², M. Bucan² and E. S. Brodtkin¹, (1)Department of Psychiatry, Perelman School of Medicine University of Pennsylvania, Philadelphia, PA, (2)Department of Genetics, Perelman School of Medicine University of Pennsylvania, Philadelphia, PA, (3)Neuroscience Graduate Group, University of Pennsylvania, Philadelphia, PA

- 17 **515.017** Health Related Quality of Life in Children with Autism Spectrum Disorder: A Cross-Sectional Study from Apex Center in North India **S. Gulati¹**, P. K. Panda², S. Sharma³, S. Khan³, P. Madaan³, S. Singh⁴, G. Kamila⁴ and B. Gupta⁵, (1)Centre of Excellence and Advanced Research for Childhood Neurodevelopmental Disorders, Child Neurology Division, Department of Pediatrics, All India Institute of Medical Sciences, New Delhi, India, (2)Child Neurology Division, Department of Pediatrics, All India Institute of Medical Sciences, Rishikesh, India, (3)Child Neurology Division, Department of Pediatrics, All India Institute of Medical Sciences, New Delhi, India, (4)All India Institute of Medical Sciences, New Delhi, New Delhi, India, (5)All India Institute of Medical Sciences, New Delhi, India
- 18 **515.018** Being Autistic and Bilingual: A Thematic Analysis of the Experiences of Autistic Bilingual Adults Living in the UK **B. G. Digard¹**, S. Fletcher-Watson², A. Sorace³, A. C. Stanfield⁴ and **R. V. Davis⁵**, (1)Division of Psychiatry, University of Edinburgh, Edinburgh, United Kingdom, (2)Salvesen Mindroom Research Centre, University of Edinburgh, Edinburgh, United Kingdom, (3)Department of Linguistics, University of Edinburgh, Edinburgh, United Kingdom, (4)University of Edinburgh, Edinburgh, United Kingdom
- 19 **515.019** Conversational Dynamics during Interactions between Autistic and Non-Autistic Partners **A. Castillo¹**, E. Stack², **K. M. DeBrabander³**, D. R. Jones⁴ and N. J. Sasson⁵, (1)University of Iowa, Iowa City, IA, (2)The University of Texas at Dallas, Richardson, TX, (3)University of Texas at Dallas, Richardson, TX
- 20 **515.020** Beyond Friendship: The Spectrum of Meaningful Social Participation of Autistic Adults **D. V. Chan¹** and J. D. Doran², (1)Allied Health Sciences, University of North Carolina at Chapel Hill, Chapel Hill, NC, (2) Pediatric School Psychology, East Carolina University, Greenville, NC
- 21 **515.021** COVID-19 As a Natural Experiment Paradigm: Implications for Personal Wellbeing and Stress in Autistic Adults. **C. M. Brown¹**, D. Hedley², M. Fuller-Tyszkiewicz², M. Hooley⁴ and M. A. Stokes⁵, (1)School of Psychology, Deakin University Australia, Melbourne, Australia, (2)Olga Tennison Autism Research Centre, La Trobe University OTARC, Melbourne, VIC, Australia, (3)Deakin University, Melbourne, Australia, (4)Psychology, Deakin University, Burwood, VIC, Australia, (5)Deakin University, Burwood, VIC, Australia
- 22 **515.022** Cardiovascular Risk Factors in Middle-Aged and Older Autistic People and Their Associations with Depression Symptoms and Executive Function **R. A. Charlton¹**, G. A. McQuaid² and G. L. Wallace², (1) Psychology, Goldsmiths University of London, London, United Kingdom, (2) The George Washington University, Washington, DC
- 23 **515.023** Effectiveness of a Peer Support Transportation Intervention Program for Individuals with Autism Spectrum Disorders **B. Pfeiffer¹**, E. Brusilovskiy², A. P. Davidson³, M. Salzer² and C. Feeley⁴, (1)Rehabilitation Sciences, Temple University, Philadelphia, PA, (2)Temple University, Philadelphia, PA, (3)Health and Rehabilitation Sciences, Temple University, Philadelphia, PA, (4)School of Engineering, Rutgers CAIT, Piscataway, NJ
- 24 **515.024** How Have Participation Outcomes of Autistic Young Adults Been Measured? a Scoping Review **E. G. Munsell^{1,2}** and W. J. Coster³, (1)Center for Rehabilitation Outcomes Research, Shirley Ryan AbilityLab, Chicago, IL, (2)Center for Education in Health Sciences, Northwestern University, Feinberg School of Medicine, Chicago, IL, (3)Department of Occupational Therapy, Boston University, Boston, MA
- 25 **515.025** Internalizing Symptoms in Autistic Young Adults: The Role of Emotion Regulation **S. A. Lehman¹**, E. J. Adler¹, H. K. Schiltz¹, A. D. Haendel², M. Carlson³, N. S. Gordon¹ and A. V. Van Hecke¹, (1)Psychology, Marquette University, Milwaukee, WI, (2)Speech-Language Pathology, Concordia University Wisconsin, Mequon, WI, (3)Education, Marquette University, Milwaukee, WI
- 26 **515.026** Language and Social Cognitive Profiles of 7 Autistic Bilingual Adults Who Were Minimally-Speaking in Childhood **B. G. Digard¹**, Z. Blair², A. Sorace³, A. C. Stanfield⁴ and S. Fletcher-Watson⁴, (1)Division of Psychiatry, University of Edinburgh, Edinburgh, United Kingdom, (2) Edinburgh Medical School, University of Edinburgh, Edinburgh, United Kingdom, (3)Department of Linguistics, University of Edinburgh, Edinburgh, United Kingdom, (4)Salvesen Mindroom Research Centre, University of Edinburgh, Edinburgh, United Kingdom
- 27 **515.027** The Influence of Bilingualism on Cognitive and Affective Perspective-Taking Abilities in Autistic and Neurotypical Adults **B. G. Digard¹**, A. Sorace², A. C. Stanfield⁴ and S. Fletcher-Watson³, (1)Division of Psychiatry, University of Edinburgh, Edinburgh, United Kingdom, (2) Department of Linguistics, University of Edinburgh, Edinburgh, United Kingdom, (3)Salvesen Mindroom Research Centre, University of Edinburgh, Edinburgh, United Kingdom
- 28 **515.028** Predictors of Sustainable Autism Employment: An 8-Year Longitudinal Study. **S. M. Bury¹**, S. Begeer², D. Hedley³, X. Li⁴, M. Uljarevic⁵ and M. A. Stokes⁶, (1)Olga Tennison Autism Research Centre, School of Psychology and Public Health, La Trobe University, Melbourne, VIC, Australia, (2)Vrije Universiteit, Amsterdam, Netherlands, (3)Olga Tennison Autism Research Centre, La Trobe University OTARC, Melbourne, VIC, Australia, (4)La Trobe University, Melbourne, VIC, Australia, (5)School of Psychological Sciences, University of Melbourne, Stanford, CA, Australia, (6)Deakin University, Burwood, VIC, Australia
- 29 **515.029** Sensory Sensitivity and Sexual Motivation in Autistic Adults **A. B. Choi¹**, N. Nadwodny¹, D. Thakkar¹, D. W. Pantalone² and S. Faja¹, (1)Boston Children's Hospital, Boston, MA, (2)Psychology, University of Massachusetts Boston, Boston, MA
- 30 **515.030** We Need Less of That and More of This: Autistic Researchers on Autism Research **S. C. Jones**, Australian Catholic University, Melbourne, VIC, Australia

Virtual Poster Session

516 - Brain Function (fMRI, fcMRI, MRS, EEG, ERP, MEG) --- (V)

11:30 AM - 1:30 PM -

- 31 **516.031** Altered Processing of Communication Signals in the Subcortical Auditory Sensory Pathway in Autism **S. Schelinski^{1,2}**, A. Tabas^{1,2} and K. von Kriegstein^{1,2}, (1)Technische Universität Dresden, Dresden, Germany, (2)Max Planck Institute for Human Cognitive and Brain Sciences, Leipzig, Germany
- 32 **516.032** Auditory Processing Is Substantially Altered in Low-Functioning Children with ASD: ERP Study **O. V. Sysoeva¹**, S. Molholm² and J. J. Foxe³, (1)Institute of Higher Nervous Activity and Neurophysiology, Moscow, Russian Federation, (2)Albert Einstein College of Medicine, Bronx, NY, (3)The Ernest J. Del Monte Institute for Neuroscience, University of Rochester Medical Center, Rochester, NY
- 33 **516.033** Brain to Brain Synchrony during Natural Social Interaction of Children with Autism Spectrum Disorder Using fNIRS **H. Ayaz¹**, Y. Topoglu¹, A. Curtin¹, J. Day-Watkins², B. Garvin³, G. Foster⁴, E. S. Sheridan², J. Connell⁴, D. Bennett⁴ and K. Heffler⁵, (1)School of Biomedical Engineering Science and Health Systems, Drexel University, Philadelphia, PA, (2)AJ Drexel Autism Institute, Drexel University, Philadelphia, PA, (3) St. Christopher's Hospital for Children, Philadelphia, PA, (4)School of Education, Drexel University, Philadelphia, PA, (5)Department of Psychiatry, Drexel University, Philadelphia, PA

- 34 **516.034** Default Mode Network Connectivity Differences in Youth with Autism Spectrum Disorder Compared to Early-Onset Psychosis **R. Jalal¹**, A. Preston¹, H. Gutierrez², M. Rshtouni³, C. E. Bearden⁴, K. Karlsgodt³ and A. Nair³, (1)Psychology, Loma Linda University, Loma Linda, CA, (2)Loma Linda University, Loma Linda, CA, (3)University of California, Los Angeles, Los Angeles, CA, (4)Department of Psychiatry and Biobehavioral Sciences, Semel Institute for Neuroscience and Human Behavior and Department of Psychology, University of California-Los Angeles, Los Angeles, CA
- 35 **516.035** Detection of an Autism EEG Signature through a New Processing Method Based on a Topological Approach **E. Grossi¹**, R. White² and R. J. Swatzyna³, (1)Autism Research Unit, Villa Santa Maria Foundation, Tavernerio, Italy, (2)Belmont University, Nashville, TN, (3)Research, Houston Neuroscience Brain Center, Houston, TX
- 36 **516.036** EEG Based Non-Linear Measures in Pre-School Children with Autism and Other Neurodevelopmental Disorders during Awake and Sleep States **A. Vasista¹**, S. M. Kaku², G. Sarma³, S. Rajagopalan⁴, M. W. James¹ and A. Mysore², (1)Center for Advanced Research and Excellence in Autism and Developmental Disorders (CARE-ADD), St John's Medical College Hospital, Bangalore, India, (2)Center for Advanced Research and Excellence in Autism and Developmental Disorders (CARE-ADD), St. John's Medical College Hospital, Bangalore, India, (3)Neurology, St John's Medical College Hospital, Bangalore, India, (4)Center for Advanced Research and Excellence in Autism and Developmental Disorders (CARE-ADD), St John's Medical College Hospital, Bangalore, India, Bangalore, India
- 37 **516.037** Face-Encoding Fusiform Gyrus (FFG) Neural Activity in Preschool Children with and without Autism Spectrum Disorder **O. Allison¹**, J. C. Edgar, H. Green, K. Mol, M. Kim, E. S. Kuschner, S. Liu, M. Slinger, T. Chiang, L. Bloy, T. Roberts and Y. Chen, Lurie Family Foundations MEG Imaging Center, Department of Radiology, Children's Hospital of Philadelphia, Philadelphia, PA
- 38 **516.038** Frontal Lobe Hyperconnectivity As a Biomarker for Executive Dysfunction in Fragile X Syndrome **J. Li¹**, L. M. Schmitt^{2,3}, R. Liu⁴, C. A. Erickson^{4,5}, G. Westerkamp⁴ and E. V. Pedapati^{4,5,6}, (1)University of Cincinnati College of Medicine, Cincinnati, OH, (2)Developmental and Behavioral Pediatrics, Cincinnati Children's Hospital Medical Center, Cincinnati, OH, (3)Pediatrics, University of Cincinnati College of Medicine, Cincinnati, OH, (4)Psychiatry, Cincinnati Children's Hospital Medical Center, Cincinnati, OH, (5)Psychiatry and Behavioral Neuroscience, University of Cincinnati College of Medicine, Cincinnati, OH, (6)Neurology, Cincinnati Children's Hospital Medical Center, Cincinnati, OH
- 39 **516.039** Functional Connectivity to Emotional Faces in ASD and ADHD Children **K. Safar¹**, M. M. Vandewouwe², E. W. Pang³, J. Crosbie⁴, R. Schachar⁴, A. Iaboni², S. Georgiades⁵, R. Nicolson⁵, E. Kelley⁷, M. Ayub⁸, J. P. Lerch⁹, E. Anagnostou² and M. J. Taylor¹, (1)Diagnostic Imaging, Hospital for Sick Children, Toronto, ON, Canada, (2)Autism Research Centre, Bloorview Research Institute, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (3)Program in Neurosciences & Mental Health, Hospital for Sick Children, Toronto, ON, Canada, (4)Department of Psychiatry, The Hospital for Sick Children, Toronto, ON, Canada, (5)Department of Psychiatry and Behavioural Neurosciences, McMaster University, Hamilton, ON, Canada, (6)Department of Psychiatry, University of Western Ontario, London, ON, Canada, (7)Department of Psychology, Queen's University, Kingston, ON, Canada, (8)Department of Psychiatry, Queen's University, Kingston, ON, Canada, (9)Wellcome Centre for Integrative Neuroimaging (WIN), University of Oxford, Oxford, ON, United Kingdom
- 40 **516.040** Hearing the World Differently: Examining Predictive Coding Accounts of Autism Using MEG and a Roving Auditory Oddball Paradigm **H. Rapaport¹**, R. A. Seymour², W. He³, E. Pellicano¹ and P. F. Sowman³, (1)Macquarie School of Education, Macquarie University, Sydney, NSW, Australia, (2)Wellcome Centre for Human Neuroimaging, University College London, London, United Kingdom, (3)School of Psychological Sciences, Macquarie University, Sydney, NSW, Australia
- 41 **516.041** Investigating EEG Band Differences in Preschool Children with Autism during Awake and Sleep States **A. Vasista¹**, **S. M. Kaku²**, G. Sarma³, S. Rajagopalan⁴, M. W. James¹ and A. Mysore², (1)Center for Advanced Research and Excellence in Autism and Developmental Disorders (CARE-ADD), St John's Medical College Hospital, Bangalore, India, (2)Center for Advanced Research and Excellence in Autism and Developmental Disorders (CARE-ADD), St. John's Medical College Hospital, Bangalore, India, (3)Neurology, St John's Medical College Hospital, Bangalore, India, (4)Center for Advanced Research and Excellence in Autism and Developmental Disorders (CARE-ADD), St John's Medical College Hospital, Bangalore, India, Bangalore, India
- 42 **516.042** Neural Response to Intervention: Alpha Asymmetry and Theta Oscillations of Reward **E. Baker¹**, E. Veytsman², T. Choy³, J. Blacher⁴ and K. K. Stavropoulos⁵, (1)University of California Riverside, Riverside, CA, (2)Graduate School of Education, University of California Riverside, Riverside, CA, (3)University of California, Riverside, Riverside, CA, (4)School of Education, University of California, Riverside, Riverside, CA, (5)School of Education, University of California Riverside, Riverside, CA
- 43 **516.043** Relative Alpha Power in Autism Spectrum Disorder: Sex Differences and Association with ASD Features **C. E. Finn¹**, A. Naples², J. M. Wolf² and J. McPartland², (1)McPartland Lab - Yale Child Study Center, Yale School of Medicine, New Haven, CT, (2)Child Study Center, Yale University School of Medicine, New Haven, CT
- 44 **516.044** Resting State EEG Connectivity: Functional Neural Differences in Toddlers and Preschoolers with ASD **Y. Braverman¹**, S. Faja and M. Surmacz, Boston Children's Hospital, Boston, MA
- 45 **516.045** Similarities and Differences within a Pediatric Sample of High Intellectual Potential Vs High Functioning Autism: The Potential Role of Event Related Potentials (ERPs) **A. Riccioni^{1,2}**, S. Pro³, M. Siracusano^{2,4}, M. Terribili², R. Moavero^{1,3}, M. Valeriani³ and L. Mazzone^{1,2}, (1)Systems Medicine, Division of Child Psychiatry, University of Rome Tor Vergata, Rome, Italy, (2)Child and Adolescence Psychiatry Unit, Policlinico Tor Vergata Hospital, Rome, Italy, (3)Neuroscience and Neurorehabilitation Department, Child Neurology Unit, Bambino Gesù Children's Hospital, Rome, Italy, (4)Biomedicine and Prevention, University of Rome Tor Vergata, Rome, Italy
- 46 **516.046** Use of Computer Vision Analysis for Coding Visual Attention during EEG Experiments **D. Y. Isaev^{1,2}**, S. Major³, C. Sullivan⁴, J. N. Grapel⁵, T. Calnan¹, Z. Chang⁴, J. M. Di Martino⁶, G. Sapiro⁶ and G. Dawson⁷, (1)Duke Center for Autism and Brain Development, Durham, NC, (2)Department of Biomedical Engineering, Duke University, Durham, NC, (3)Duke Center for Autism and Brain Development, Department of Psychiatry and Behavioral Sciences, Duke University, Durham, NC, (4)Duke University, Durham, NC, (5)Psychology, Duke Center for Autism and Brain Development, Durham, NC, (6)Department of Electrical and Computer Engineering, Duke University, Durham, NC, (7)Department of Psychiatry and Behavioral Sciences, Duke Center for Autism and Brain Development, Durham, NC
- 47 **516.047** Amplitude of Low Frequency Fluctuations during Resting State fMRI in Autism **K. A. Smitha¹**, K. L. Coburn², M. E. Beckerson³ and R. K. Kana³, (1)Department of Psychology, University of Alabama, TUSCALOOSA, AL, (2)Department of Psychology, University of Alabama, Tuscaloosa, TUSCALOOSA, AL, (3)Department of Psychology, University of Alabama, Tuscaloosa, AL
- 48 **516.048** Association between Eyes Closed Resting State Alpha EEG Power and Social Responsiveness in Youth with and without ASD: The Gendaar Study **M. Premkumar¹**, M. Santhosh², K. Pelphrey³, S. J. Webb⁴, E. Neuhaus¹ and G. A. Consortium¹, (1)Seattle Children's Research Institute, Seattle, WA, (2)Center for Child Health, Behavior and Development, Seattle Children's Research Institute, Seattle, WA, (3)University of Virginia, Charlottesville, VA, (4)Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA

- 49 **516.049** Bringing EEG from the Lab into the Clinic for Autism Biomarker Implementation R. Haartsen¹, T. Del Bianco¹, L. Mason¹, P. E. Springer², M. Potter³, W. L. Mackay³, C. du Plessis³, P. Smit³, H. J. Odendaal³, E. Loth⁴ and E. J. Jones¹, (1)Centre for Brain and Cognitive Development, Birkbeck University of London, London, United Kingdom, (2)Department of Paediatrics and Child Health, Stellenbosch University, Cape Town, South Africa, (3)Department of Obstetrics and Gynecology, Stellenbosch University, Cape Town, South Africa, (4)Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, Psychology, and Neuroscience, King's College London, London, United Kingdom
- 50 **516.050** Elevated E/I Ratio Is Associated with Intellectual Disability in Children with Autism V. O. Manyukhina¹, A. O. Prokofyev¹, I. A. Galuta¹, D. E. Goiaeva¹, T. S. Obukhova¹, J. F. Schneiderman², D. I. Altukhov¹, T. A. Stroganova¹ and E. V. Orekhova¹, (1)MEG-Center, Moscow University of Psychology and Education (MSUPE), Moscow, Russian Federation, (2) Department of Clinical Neurophysiology, Institute of Neuroscience and Physiology, Sahlgrenska Academy, University of Gothenburg, Gothenburg, Sweden
- 51 **516.051** Fewer Transient Alpha Frequency Events Predict Phase Synchronization Impairments during the Sensory Auditory Chirp in Fragile X Syndrome G. Westerkamp¹, L. E. Ethridge², C. A. Erickson¹, R. Liu¹, E. Blank³, M. Miyakoshi⁴, L. M. Schmitt^{5,6}, E. Smith⁵, L. A. De Stefano⁶, K. Cullion⁷, K. Dominick⁸, R. Shaffer⁷, J. A. Sweeney⁸ and E. V. Pedapati¹, (1) Psychiatry, Cincinnati Children's Hospital Medical Center, Cincinnati, OH, (2)Pediatrics, University of Oklahoma Health Science Center, Oklahoma City, OK, (3)Cincinnati Children's Hospital Medical Center, Cincinnati, OH, (4)Schwartz Center, University of California San Diego, San Diego, CA, (5) Pediatrics, University of Cincinnati College of Medicine, Cincinnati, OH, (6) Cincinnati Children's Hospital Medical Center, Cincinnati, OH, (7)Division of Developmental and Behavioral Pediatrics, Cincinnati Children's Hospital Medical Center, Cincinnati, OH, (8)University of Cincinnati College of Medicine, Cincinnati, OH
- 52 **516.052** Imbalanced Empathy in Children with Autism Spectrum Disorder: Evidence from Hemodynamic Responses Measured By Functional Near-Infrared Spectroscopy G. Liu¹, T. Li¹, W. Ni² and L. Yi¹, (1)School of Psychological and Cognitive Sciences and Beijing Key Laboratory of Behavior and Mental Health, Peking University, Beijing, China, (2)School of Psychological and Cognitive Sciences, Peking University, Beijing, China
- 53 **516.053** Neural Effects of Sham-Controlled Alpha Auditory Entrainment in Fragile X Syndrome: Pilot Study E. Blank¹, M. Miyakoshi², L. E. Ethridge³, G. Westerkamp⁴, L. M. Schmitt⁵, C. A. Erickson⁴, R. Liu⁴, E. Smith⁶, L. A. De Stefano⁶, K. Cullion⁷, K. Dominick⁸, R. Shaffer⁷, J. A. Sweeney⁸ and E. V. Pedapati¹, (1)Cincinnati Children's Hospital Medical Center, Cincinnati, OH, (2)Schwartz Center, University of California San Diego, San Diego, CA, (3)Pediatrics, University of Oklahoma Health Science Center, Oklahoma City, OK, (4)Psychiatry, Cincinnati Children's Hospital Medical Center, Cincinnati, OH, (5)Developmental and Behavioral Pediatrics, Cincinnati Children's Hospital Medical Center, Cincinnati, OH, (6)Cincinnati Children's Hospital Medical Center, Cincinnati, OH, (7)Division of Developmental and Behavioral Pediatrics, Cincinnati Children's Hospital Medical Center, Cincinnati, OH, (8)University of Cincinnati College of Medicine, Cincinnati, OH
- 54 **516.054** Predictive Coding in Autism Spectrum Disorder: Electrophysiological Alterations in Early Auditory Predictive Processing As Potential Markers for Autistic Symptomatology T. van Laarhoven¹, J. J. Stekelenburg¹, M. Eussen² and J. Vroomen¹, (1)Cognitive Neuropsychology, Tilburg University, Tilburg, Netherlands, (2)Yulius Mental Health Organization, Dordrecht, Netherlands
- 55 **516.055** Relation of Imagination Deficit with Severity ASD Symptoms Associated with N-Acetyl-Aspartyl Glutamate Metabolism Imbalance. C. D. Jimenez-Espinoza¹, F. J. Marcano Serrano² and J. L. González-Mora³, (1) Physiology, University of La Laguna, Santa Cruz de Tenerife, Spain, (2) Neurochemistry and Neuroimage Lab., University of La Laguna, Santa Cruz de Tenerife, Spain, (3)University Hospital of Canary Islands HUC, La Laguna, Spain
- 56 **516.056** Relationships Among Social Motivation, Sex, and Neural Response during Vocal Emotion Recognition in Youth with and without ASD M. R. Dudi, T. C. Day, D. Krishnathasan and M. D. Lerner, Psychology, Stony Brook University, Stony Brook, NY
- 57 **516.057** Sensory Neurophysiology and Intrinsic Connectivity in Autism Spectrum Disorder: Mismatch Negativity and P50 Y. L. Chien¹, M. H. Hsieh², C. Chen² and S. S. F. Gau³, (1)National Taiwan University, Taipei, Taiwan, (2)Department of Psychiatry, National Taiwan University Hospital, Taipei, Taiwan, (3)Department of Psychiatry, National Taiwan University Hospital & College of Medicine, Taipei, Taiwan
- 58 **516.058** Spanning the Auditory System: Subcortical and Cortical Auditory Processing of Speech Sounds in Autistic and Typically Developing Children E. Matsuba¹, E. L. Cary¹, A. Madrid², D. Pacheco², B. Prieve² and N. Russo¹, (1)Department of Psychology, Syracuse University, Syracuse, NY, (2)Department of Communication Sciences and Disorders, Syracuse University, Syracuse, NY
- 59 **516.059** Task-Based Functional Connectivity Predicts Language Ability of Autistic and Typically-Developing Adolescents Using Connectome-Based Predictive Modeling R. Jordan¹, D. G. Sukhodolsky², J. S. Wolff³, T. Evans⁴, K. Pelphrey⁵ and J. Eilbott², (1)Yale Child Study Center, New Haven, CT, (2) Yale Child Study Center, Yale University School of Medicine, New Haven, CT, (3)Neurology, University of Virginia, Charlottesville, VA, (4)University of Virginia, Charlottesville, VA, (5)Autism and Neurodevelopment Disorders Institute, George Washington University and Children's National Medical Center, Washington, DC
- 60 **516.060** The Dual Pathways of Oxytocin Neural Effects in Youth with ASD: A MEG Study A. Korisky¹, I. Gordon² and A. Goldstein³, (1)Gonda multidisciplinary brain research center, Bar-Ilan University, Ramat Gan, Israel, (2)Department of Psychology, Bar-Ilan University, Ramat-Gan, Israel, (3)Department of Psychology, Bar-Ilan University, Ramat Gan, Israel
- 61 **516.061** Preliminary Sex Differences in Longitudinal Functional Connectivity in Mid-to-Older Adults with Autism M. Walsh¹, B. A. Pagni¹, L. Monahan¹, S. Delaney¹ and B. B. Braden², (1)Arizona State University, Tempe, AZ, (2)College of Health Solutions, Arizona State University, Tempe, AZ

Virtual Poster Session

517 - Cognition: Attention, Learning, Memory --- (V)

11:30 AM - 1:30 PM -

- 62 **517.062** A Follow-up Study on School-Age Outcomes of Children Born Very Preterm F. Vlaeminck, J. Vermeirsch and H. Roeyers, Department of Experimental-Clinical and Health Psychology, Ghent University, Ghent, Belgium
- 63 **517.063** Category Learning Strategy in Autism Spectrum Disorders (ASD) J. R. Linde¹, R. Handsman², X. You³, D. Zeithamova⁴, A. Missner¹, A. Verbalis², C. E. Pugliese², L. Kenworthy² and C. Vaidya⁵, (1)Georgetown University, Washington, DC, (2)Center for Autism Spectrum Disorders, Children's National Hospital, Washington, DC, (3)Center for Neuroscience, Children's National Hospital, Washington DC, DC, (4)University of Oregon, Eugene, OR, (5)Psychology, Georgetown University, Washington, DC
- 64 **517.064** Contextual Information Modulates Pupil Size in Autistic Children M. Turi¹, C. Tortelli², D. C. Burr³, R. Iglizzi⁴ and P. Binda¹, (1) Department of Translational Research on New Technologies in Medicine and Surgery, University of Pisa, Pisa, Italy, (2)university of pisa, pisa, Italy, (3)Department of Neuroscience, Psychology, Pharmacology and Child Health, University of Florence, Florence, Italy, (4)IRCSS Fondazione Stella Maris, Pisa, Italy

- 65 **517.065** Executive Function As a Generalized Determinant of Psychopathology and Functional Outcome in School-Aged Autism Spectrum Disorder **O. Wong**¹, R. Barzilay^{2,3,4}, A. Lam¹, S. Chan¹, M. E. Calkins^{3,4}, R. E. Gur^{3,4} and R. C. Gur^{3,4}, (1)Department of Psychiatry, The Chinese University of Hong Kong, Hong Kong, Hong Kong, (2)Department of Child and Adolescent Psychiatry and Behavioral Science, Children's Hospital of Philadelphia, Philadelphia, PA, (3)Lifespan Brain Institute (LiBI), Children's Hospital of Philadelphia and Penn Medicine, Philadelphia, PA, (4)Neurodevelopment and Psychosis Section, Department of Psychiatry, Perelman School of Medicine, University of Pennsylvania, Philadelphia, PA
- 66 **517.066** Executive Function As a Predictor of Academic and Social Outcomes in Kindergarteners with ASD **E. P. McKernan**, A. M. Viggiano and S. H. Kim, Psychiatry, Center for Autism and the Developing Brain, White Plains, NY
- 67 **517.067** Gaze Behaviors in Children with Autism Spectrum Disorder and the Impact of Parental Gaze Behaviors on Joint Attention **E. S. Perkovich**¹, S. S. Mire², L. Sun¹, A. L. Laakman², G. J. Sakyi², U. Sakhuja¹, S. Lagbenro¹ and H. Yoshida¹, (1)Psychology, University of Houston, Houston, TX, (2)Psychological, Health, and Learning Sciences, University of Houston, Houston, TX
- 68 **517.068** Müller-Lyer Illusion Susceptibility Is Conditionally Predicted By Autistic Trait Expression **G. Tailor**¹ and C. M. Glazebrook², (1)Kinesiology and Recreation Management, University of Manitoba, Winnipeg, MB, Canada, (2)University of Manitoba, Winnipeg, MB, CANADA
- 69 **517.069** A Link between the Profiles of Attention and the Clinical Presentation of Autistic Females **T. Del Bianco**¹, L. Mason¹, M. C. Lai^{2,3,4}, E. Loth⁵, J. Tillmann^{6,7}, T. Charman⁸, H. L. Hayward⁸, T. Gleissl⁹, J. K. Buitelaar¹⁰, D. Murphy⁸, S. Baron-Cohen², S. Bolte¹¹ and E. J. Jones¹, (1) Centre for Brain and Cognitive Development, Birkbeck University of London, London, United Kingdom, (2)Autism Research Centre, Department of Psychiatry, University of Cambridge, Cambridge, United Kingdom, (3)Centre for Addiction & Mental Health, University of Toronto, Toronto, ON, Canada, (4)Department of Psychiatry, National Taiwan University Hospital and College of Medicine, Taipei, Taiwan, (5)Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, Psychology, and Neuroscience, King's College London, London, United Kingdom, (6)Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (7)Neuroscience and Rare Diseases (NRD), Pharma Research & Early Development, Roche Innovation Center Basel, F. Hoffmann-La Roche AG, Basel, Switzerland, (8)Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (9)Institute of Psychiatry, Psychology & Neuroscience, King's College London, London, United Kingdom, (10)Department of Cognitive Neuroscience, Donders Institute for Brain, Cognition and Behaviour, Radboud University Nijmegen Medical Centre, Nijmegen, Netherlands, (11)Center of Neurodevelopmental Disorders (KIND), Centre for Psychiatry Research; Department of Women's and Children's Health, Karolinska Institutet, & Stockholm Health Care Services, Region Stockholm, Stockholm, Sweden
- 70 **517.070** Adults with More Autistic Traits Are More Willing to Pay for "Useless" Information **H. Lu**^{1,2}, H. Zhang^{2,3,4} and L. Yi^{3,4,5}, (1)Academy for Advanced Interdisciplinary Studies, Peking University, Beijing, China, (2) Peking-Tsinghua Center for Life Sciences, Peking University, Beijing, China, (3)School of Psychological and Cognitive Sciences, Peking University, Beijing, China, (4)PKU-IDG/McGovern Institute for Brain Research, Peking University, Beijing, China, (5)Beijing Key Laboratory of Behavior and Mental Health, Peking University, Beijing, China
- 71 **517.071** Evaluating Gender Differences in Perceptual Profiles of Individuals with Autism Spectrum Disorder **E. Marcil** and A. Bertone, McGill University, Montreal, QC, Canada
- 72 **517.072** Outcomes of Online Executive Functioning Support Videos for Caregivers of Children with Executive Function Difficulties during COVID-19 **T. Dahlman**¹, J. V. Smith², E. Grinsteiner³, J. Holmes³, A. Verbalis⁴, A. C. Armour⁵, L. Cannon⁶, M. A. Werner⁷, K. C. Alexander⁸, A. B. Ratto⁴, K. Hardy⁹, B. J. Anthony¹⁰, L. Kenworthy⁴ and L. Anthony¹⁰, (1)Department of Psychiatry, University of Colorado Anschutz Medical Campus, Aurora, CO, (2)Psychology, The University of Alabama, Tuscaloosa, AL, (3)University of Colorado Anschutz Medical Campus, Aurora, CO, (4)Center for Autism Spectrum Disorders, Children's National Hospital, Washington, DC, (5) Children's National Hospital, Rockville, MD, (6)Ivymount School, Rockville, MD, (7)Program Development and Training, Ivymount School, Rockville, MD, (8)The Occupational Therapy Institute, La Mesa, CA, (9)Children's National Health System, Washington, DC, (10)University of Colorado, Denver, Aurora, CO
- 73 **517.073** Processing Speed, Executive Function and Social Impairment in a Puerto Rican Sample of Children with Autism Spectrum Disorder. **R. E. Oliveras**¹, **J. L. Baez-Morales**², W. Rodriguez¹ and E. Rosario¹, (1) Behavior & Brain Sciences, Ponce Health Sciences University, Ponce, PR, (2)Behavior & Brain Sciences, PONCE HEALTH SCIENCES UNIVERSITY, Ponce, PR
- 74 **517.074** Role of Alpha Power during Selective Attention in Children with Autism Spectrum Disorder: A QEEG Study **A. Ahmad**¹, S. Sharma², S. Soni³, S. Kaur³, P. Tayade³, B. Chakrabarty⁴, S. Gulati⁵ and R. Sharma⁶, (1)Department of Physiology, All India Institute of Medical Sciences, New Delhi, New Delhi, India, (2)Child Neurology Division, Department of Pediatrics, All India Institute of Medical Sciences, New Delhi, New Delhi, India, (3)Physiology, All India Institute of medical sciences, New Delhi, India, NEW DELHI, India, (4)Pediatrics, All India Institute of medical sciences, New Delhi, India, NEW DELHI, India, (5)Centre of Excellence and Advanced Research for Childhood Neurodevelopmental Disorders, Child Neurology Division, Department of Pediatrics, All India Institute of Medical Sciences, New Delhi, India, (6)Department of Physiology, All India Institute of Medical Sciences, New Delhi, India
- 75 **517.075** The Association between Rhythm Perception and Phonological Awareness for Children on the Autism Spectrum **C. Rimmer**¹, H. Dahary¹ and E. M. Quintin², (1)McGill University, Montreal, QC, Canada, (2)Educational & Counselling Psychology, McGill University, Montreal, QC, Canada
- 76 **517.076** Use and Compliance of a Computer Assistant Learning Program (Lexia) in Children with Autism Spectrum Disorder and Learning Disabilities in Reading in an Ethnically Diverse Community. **M. Valicenti-McDermott**, E. Rivelis, M. J. Cardin, C. Bernstein and **L. Shulman**, Rose F. Kennedy Center, Children's Evaluation and Rehabilitation Center, Montefiore Medical Center, Bronx, NY
- 77 **517.077** Vocabulary, Decoding, and Memory in Autistic Children with a Discrepant Reading Profile **M. E. Beckerson**¹, G. N. Miller², J. A. Trapani², M. Martino¹, S. E. O'Kelley⁴ and R. K. Kana¹, (1)Department of Psychology, University of Alabama, Tuscaloosa, AL, (2)University of Alabama, Tuscaloosa, AL, (3)University of Alabama at Birmingham, Birmingham, AL, (4)The University of Alabama at Birmingham, Birmingham, AL
- 78 **517.078** Working Memory in Preschool Children with Autism Spectrum Disorder: An Eye-Tracking Study **O. Zacharov**¹, R. Huster² and A. Kaale¹, (1)Department of Special Needs Education, University of Oslo, Oslo, Norway, (2)Department of Psychology, University of Oslo, Oslo, Norway
- 79 **517.079** Cognitive Heterogeneity in School-Aged Children with High-Functioning Autism Spectrum Disorder: Theory of Mind and Executive Function **C. H. Chiang**¹ and Y. L. Chen², (1)Department of Psychology, National Chengchi University, Taipei City, Taiwan, (2)Child and Adolescent Psychiatry, Kaohsiung Chang Gung Memorial Hospital, Kaohsiung, Taiwan

80 **517.080** Intact Self-Bias on Perception in Adults with Autism L. **Amodeo**¹, J. Goris², A. D. Nijhof³, M. Brass⁴ and J. R. Wiersema⁵, (1) Department of Experimental-Clinical and Health Psychology, Ghent University, Ghent, Belgium, (2)Department of Experimental Psychology, Ghent University, Ghent, Belgium, (3)Institute of Psychiatry, King's College London, London, United Kingdom, (4)Research group EXPLORA, Ghent University, Ghent, Belgium, (5)Department of Experimental Clinical and Health Psychology, Ghent University, Ghent, Belgium

88 **518.088** The Impact of Gender and "Disruptive" Behaviors on Identification of Autism Spectrum Disorder **J. Bisson**¹, R. Obeid², S. Saade³, A. J. Harrison⁴, B. Kofner⁵ and K. Gillespie-Lynch⁶, (1)Clemson University, Clemson, SC, (2)Case Western Reserve University, Cleveland, OH, (3) American University of Beirut, Beirut, Lebanon, (4)Educational Psychology, University of Georgia, Athens, GA, (5)CUNY, NY, NY, (6)Department of Psychology, College of Staten Island, City University of New York, Staten Island, NY

Virtual Poster Session
518 - Diagnostic, Behavioral & Intellectual
Assessment II --- (V)
 11:30 AM - 1:30 PM -

81 **518.081** Mealtime Problem Behaviors in Italian Children with Autism Spectrum Disorders: Insights into the Role of Sensory Atypicalities Assessed with the Italian Child Sensory Profile 2 **I. Basadonne**¹, J. Frinzi², M. Prospero³, R. Nencioli⁴, V. Passani⁵, S. Isoli⁶, F. Zuccolo⁷, R. Atzei⁸, P. Venuti⁹, L. Zocante⁹ and R. Tancredi⁹, (1)Department of Psychology and Cognitive Science, University of Trento - Italy, Rovereto, Italy, (2)IRCCS Stella Maris Foundation, Pisa, Italy, (3)Child Neuropsychiatry Unit, AOUI Verona, Verona, Italy, (4)NPM Bambini in Movimento SCS, Firenze, Italy, (5)Department of Psychology and Cognitive Science, University of Trento, Rovereto, Italy

89 **518.089** The Parent Interview for Autism-Clinical Version: Exploring the Construct Validity of the Social Communication Section **S. M. Attar**¹, H. Neiderman², D. M. Tagavi³, L. V. Ibanez⁴ and W. L. Stone⁵, (1)University of Washington, Seattle, WA, (2)Psychology, University of Washington, Seattle, WA, (3)University of California, Santa Barbara, Santa Barbara, CA, (4)UW READi Lab, Seattle, WA

82 **518.082** Objective Measurement of Gaze and Social Smile in Children with Suspected Autism Spectrum Disorder during Autism Diagnostic Observation Schedule-2 **Y. A. Ahn**¹, J. M. Moffitt¹, Y. Tao², S. Custode¹, A. L. Beaumont³, S. M. Cardona¹, M. Parladé³, J. Durocher³, M. N. Hale³, M. Alessandri³, L. K. Perry⁴ and D. S. Messinger³, (1)Psychology, University of Miami, Coral Gables, FL, (2)University of Miami, Miami, FL, (3)University of Miami, Coral Gables, FL

90 **518.090** Topography and Clinical Correlates of Restricted and Repetitive Behaviors in Autism Spectrum Disorder **M. Udhmani**, S. Y. Kim and L. Lecavalier, Nisonger Center, The Ohio State University, Columbus, OH

83 **518.083** Problematic Internet Use Among Adolescents with Autism: Analyzing the Psychological Motives for Using the Internet **R. Cardillo**¹, C. Marino^{2,3}, C. Orefice² and I. C. Mammarella², (1)Department of Developmental and Social Psychology, University of Padova (IT), Padova, Italy, (2)Department of Developmental and Social Psychology, University of Padova, Padova, Italy, (3)Division of Psychology, School of Applied Sciences, London South Bank University, London, United Kingdom

91 **518.091** Translation and Cultural Adaptation of the Malay Version of Social Responsiveness Scale Second Edition (SRS-2) **N. F. Sulaiman**¹, S. Kamaralzaman², A. N. Rauf³, F. B. Adnan⁴, K. Ilias⁵, H. Toran⁶ and H. Harun Rasit⁶, (1)GENIUS Division, GENIUS Kurnia Centre, Kuala Lumpur, Malaysia, (2)Faculty of Health Sciences, Universiti Kebangsaan Malaysia, Kuala Lumpur, Malaysia, (3)GENIUS Division, GENIUS Kurnia, Kuala Lumpur, Malaysia, (4)Department of Psychology, Jeffrey Cheah School of Medicine and Health Sciences, Monash University Malaysia, Bandar Sunway, Malaysia, (5)Faculty of Education, Universiti Kebangsaan Malaysia, Bangi, Malaysia, (6)Regional Centre for Special Educational Needs, Southeast Asian Ministers of Education Organization, Melaka, Malaysia

84 **518.084** Stress Physiology: Cross-Sectional Comparison between Adolescents on the Autism Spectrum and Typically Developing Peers **A. Thoen**^{1,2}, K. Alaerts^{2,3}, J. Steyaert^{2,4,5} and T. Van Damme^{1,2,5}, (1)Department of Rehabilitation Sciences, Research group Adapted Physical Activity and Psychomotor Rehabilitation, KU Leuven, Leuven, Belgium, (2) Leuven Autism Research Consortium (LAuRes), KU Leuven, Leuven, Belgium, (3)Rehabilitation Sciences, KU Leuven, Leuven, Belgium, (4) Center for Developmental Psychiatry, KU Leuven, Leuven, Belgium, (5) Child Psychiatry, Expertise center Autism, UPC Z.Org KU Leuven, Leuven, Belgium

92 **518.092** Using Machine Learning to Improve Diagnostic Assessment with the ADOS-2 in the Light of Specific Differential Diagnosis **M. Schulte-Ruther**¹, T. Kulvicus¹, S. Stroth², V. Roessner³, P. B. Marschik¹, I. Kamp-Becker² and L. Poustka¹, (1)Department of Child and Adolescent Psychiatry and Psychotherapy, University Medical Center Göttingen, Göttingen, Germany, (2)Department of Child and Adolescent Psychiatry, Psychosomatics and Psychotherapy, Philipps University Marburg, Marburg, Germany, (3)Department of Child and Adolescent Psychiatry, University Hospital Carl Gustav Carus, Technische Universität Dresden, Dresden, Germany

85 **518.085** Synchrony Influences Intra-Individual Context-Related Social Communication in Minimal-Verbal Children with Autism **J. Kitzerow**, C. Lemler, S. K. Kleber, Z. Kim, K. Teufel and C. M. Freitag, Autism Research and Intervention Center of Excellence Frankfurt, Department of Child and Adolescent Psychiatry, Psychosomatics and Psychotherapy, University Hospital Frankfurt, Goethe University, Frankfurt, Germany

93 **518.093** Using Smartphone-Recorded Vocalizations for Assistive Diagnoses of Children with Autism Spectrum Disorder **D. Lehmann**¹, M. V. Marques¹, **W. L. Owotoki**¹, F. Oringe² and P. O. Owotoki¹, (1)Vitafluence.ai, Kronberg im Taunus, Germany, (2)Kenyatta University, Nairobi, Kenya

86 **518.086** Validity and Acceptability of the Telehealth Autism Diagnostic Assessments (TADA) for Adults **H. Rea**¹, S. J. Webb², S. Murray³ and E. C. Kurtz-Nelson³, (1)Center for Human Development and Disability, University of Washington, Seattle, WA, (2)Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA, (3)Psychology, University of Washington, Seattle, WA

94 **518.094** Validating a the Counseling Center Assessment of Psychological Symptoms for Autistic College Students: A Step Toward Better Understanding of Mental Health **J. Monahan**¹, B. Freedman², V. Singh³ and L. G. Kalb⁴, (1)University of Delaware, Newark, DE, (2)Center for Disabilities Studies, University of Delaware, Newark, DE, (3)Center for Autism and Related Disorders, Kennedy Krieger Institute, Baltimore, MD, (4) Department of Mental Health, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD

87 **518.087** The DSM 5 Parent Interview on ASD - Preschool **R. E. Nickel**, OHSU, Eugene, OR

95 **518.095** The Anxiety Scale for Autism-Adults Is a Valid Tool for Autistic but Not Non-Autistic Cis-Gender Males and Females **H. L. Moore**¹, J. Rodgers² and S. A. Cassidy³, (1)Newcastle University, Newcastle upon Tyne, United Kingdom, (2)Population Health Sciences Institute, Newcastle University, Newcastle upon Tyne, United Kingdom, (3)School of Psychology, University of Nottingham, Nottingham, United Kingdom

- 96 **518.096** What Is the Concordance between Parent- and Teacher-Reported Adaptive Functioning in Autistic Children Using the VABS-II? **H. L. Moore¹**, A. Le Couteur², T. Charman³, J. Green⁴, V. Grahame⁵ and P. G. C. PACT-G Consortium⁶, (1)Newcastle University, Newcastle upon Tyne, United Kingdom, (2)Newcastle University, Newcastle Upon Tyne, United Kingdom, (3)Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (4)University of Manchester, Manchester, United Kingdom of Great Britain and Northern Ireland, (5) Cumbria, Northumberland, Tyne and Wear NHS Foundation Trust, Newcastle upon Tyne, United Kingdom, (6)The University of Manchester, Manchester, United Kingdom
- 97 **518.097** Using the Brief Observation of Social Communication Change (BOSCC) to Measure Longitudinal Changes in Social Communication Behaviors **A. Jones¹**, A. Pellegrino², S. Dvorak³, S. H. Kim⁴ and S. Faja⁵, (1) Boston Children's Hospital Labs of Cognitive Neuroscience, Brookline, MA, (2)Boston College, Boston, MA, (3)Harvard College, Cambridge, MA, (4) Psychiatry, Center for Autism and the Developing Brain, White Plains, NY, (5)Boston Children's Hospital, Boston, MA
- 98 **518.098** Initial Validation of the Mandarin Translation of the Stanford Social Dimensions Scale (SSDS) **X. Su¹**, J. Ge², J. M. Phillips³, A. Y. Hardan³ and M. Uljarevic⁴, (1)Early Childhood Education, Faculty of Education, East China Normal University, Shanghai, China, (2)Special Education School of Xiaoshan District, Hangzhou City, Hangzhou, China, (3)Psychiatry & Behavioral Sciences, Stanford University, Stanford, CA, (4) School of Psychological Sciences, University of Melbourne, Stanford, CA, Australia
- 99 **518.099** Examining Sources of and Interventions for Distress in Autistic Individuals with Complex Needs – a Systematic Review of Procedural and Measurement Issues and Practice **N. Edwards¹**, S. Donald², S. B. Gaigg³ and A. Remington⁴, (1)City University of London, London, United Kingdom, (2)Cuty University of London, London, United Kingdom, (3)Autism Research Group, City, University of London, London, United Kingdom, (4)UCL Centre for Research in Autism and Education, London, United Kingdom
- 100 **518.100** Me Reporting on Myself: Further Evidence in Support of the Validity of the Theory of Mind Inventory-Self Report When Completed By Autistic Adults **E. L. Coderre¹** and T. Hutchins², (1)University of Vermont, Burlington, VT, (2)UVM, Burlington, VT
- 101 **518.101** Examining Provider Perspectives on the Process of Conducting Virtual Diagnostic Evaluations: A Double-Edged Sword **R. Haibe-Schlagel¹**, K. S. Dickson^{1,2}, J. Byrnes-Fox¹, M. Leraas¹ and R. Vedder³, (1)San Diego State University, San Diego, CA, (2)Child and Adolescent Services Research Center, San Diego, CA, (3)San Diego Regional Center, San Diego, CA
- 102 **518.102** Factor Analyses of the Gilliam Autism Rating Scale-Third Edition Using Special Education Staff Ratings in Samples with ASD and Other Developmental Disabilities **N. Bergamo¹**, M. A. Volker¹, J. A. Toomey², G. Lee³, K. M. Rispoli³, C. Sung⁴, M. Stoll¹, S. L. Brennan¹ and R. Birnbaum⁵, (1)Counseling, Educational Psychology, and Special Education, Michigan State University, East Lansing, MI, (2)Summit Educational Resources, Getzville, NY, (3)Michigan State University, East Lansing, MI, (4)Department of Counseling, Educational Psychology and Special Education, Michigan State University, East Lansing, MI, (5)Pediatrics, Division of Pediatric Psychology, Michigan Medicine/University of Michigan, Ann Arbor, MI
- 103 **518.103** Identifying Patient Characteristics to Understand Which Children May Receive Diagnostic Clarity in a Virtual Autism Spectrum Disorder Evaluation **R. A. Phelps¹**, E. Sample², R. K. Greene³ and S. W. Duvall⁴, (1)Oregon Health & Science University - CDRC, Portland, OR, (2)Pacific University, Forest Grove, OR, (3)Oregon Health & Science University, Portland, OR
- 104 **518.104** Linkages Among Age of Diagnosis, Assigned Sex, Cognitive Functioning and Mental Health in ASD **J. V. Smith¹**, A. B. Ratto¹, A. Verbalis¹, G. A. McQuaid², A. Jack³, J. F. Strang¹, G. L. Wallace⁴ and L. Kenworthy¹, (1)Center for Autism Spectrum Disorders, Children's National Hospital, Washington, DC, (2)George Mason University, Fairfax, VA, (3)Psychology, George Mason University, Fairfax, VA, (4)The George Washington University, Washington, DC
- 105 **518.105** Measurement Invariance of the Vineland Adaptive Behavior Scales in Minimally Verbal Versus Verbal Autistic Individuals **E. Wilkinson¹**, V. H. Bal², C. Farmer³ and E. Kleiman⁴, (1)Graduate School of Applied and Professional Psychology, Rutgers University-New Brunswick, Piscataway, NJ, (2)Graduate School of Applied and Professional Psychology, Rutgers University - New Brunswick, Piscataway, NJ, (3)National Institute of Mental Health, Bethesda, MD, (4)Psychology, Rutgers University, Piscataway, NJ
- 106 **518.106** Play Behaviour Assessment for Children with Autism – Development and Feasibility **B. Kumarswamy¹**, P. Srikanthapuram¹, V. Raman², S. Rajagopalan³ and A. Mysore², (1)Center for Advanced Research and Excellence in Autism and Developmental Disorders (CARE-ADD), St John's Medical College Hospital, Bangalore, India., Bengaluru, India, (2)St.Johns Medical College Hospital, Bengaluru, India, (3)Center for Advanced Research and Excellence in Autism and Developmental Disorders (CARE-ADD), St John's Medical College Hospital, Bengaluru, India., Bengaluru, India
- 107 **518.107** Psychometric Properties of Broadband Screening Tools for Developmental Delays in Infants at High- and Low-Risk for Autism **M. Drye¹**, C. J. Zampella¹, M. Fecher¹, R. Benecke¹, L. S. Cubit¹, G. Megginson¹, L. K. Steinbeck¹, L. A. Wang^{1,2}, R. T. Schultz^{1,3} and W. Guthrie^{1,3,4}, (1)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (2) Department of Psychology, University of Pennsylvania, Philadelphia, PA, (3)Departments of Psychiatry and Pediatrics, University of Pennsylvania Perelman School of Medicine, Philadelphia, PA, (4)Center for Pediatric Clinical Effectiveness, Children's Hospital of Philadelphia, Philadelphia, PA
- 108 **518.108** Sensory Sensitivity in Adolescents with ASD: An Experience Sampling Study with Context Tracking **E. Lutin^{1,2}**, K. Evers^{3,4,5}, C. Van Hoof^{2,6} and J. Steyaert^{4,5}, (1)Electrical Engineering-ESAT, KU Leuven, Leuven, Belgium, (2)imec, Heverlee, Belgium, (3)Parenting and Special Education Research Unit, KU Leuven, Leuven, Belgium, (4)Leuven Autism Research Consortium (LAuRes), KU Leuven, Leuven, Belgium, (5)Child Psychiatry, UPC-KU Leuven, Leuven, Belgium, (6)OnePlanet Research Center, imec the Netherlands, Wageningen, Netherlands
- 109 **518.109** Simple, High-Performance Classification Model for Autism Based on Machine Learning and Pupillary Response **Q. Liu**, W. You, X. He, D. Li, L. Shen and X. Gao, School of Medicine, Tsinghua University, Beijing, China
- 110 **518.110** The 16 Early Signs Checklist: A Brief Observational Screener to Improve Detection of Early Signs of Autism in Very Young Children **J. L. Hooker¹**, A. Delehanty², C. Nottke¹ and A. M. Wetherby¹, (1)Florida State University Autism Institute, Tallahassee, FL, (2)Speech-Language Pathology, Duquesne University, Pittsburgh, PA
- 111 **518.111** Unpicking the Drivers of Neuropsychiatric Risk in Children with Autism Spectrum Disorders That Are Associated with Intellectual Disability **J. Wolstencroft¹**, R. Srinivasan², I. D. Imagine³ and D. H. Skuse⁴, (1)UCL GOS ICH, London, United Kingdom, (2)UCL GOS ICH, London, United Kingdom of Great Britain and Northern Ireland, (3)UCL GOS Institute of Child Health, London, United Kingdom, (4)Behavioural and Brain Sciences Unit, Population Policy and Practice Programme, UCL Great Ormond Street Institute of Child Health, University College London, London, United Kingdom

Virtual Poster Session

519 - Medical and Psychiatric Comorbidity --- (V)

11:30 AM - 1:30 PM -

- 112 **519.112** A Psychological Network Approach to Sleep and Daytime Functioning in Autistic Adolescents **I. Schouwenaars¹**, M. Magnee¹, H. M. Geurts², C. van Bennekom³, S. Pillen⁴ and J. P. Teunisse¹, (1)HAN University of Applied Sciences, Nijmegen, Netherlands, (2)University of Amsterdam, Amsterdam, Netherlands, (3)R&D, Heliomare, Wijk aan Zee, Netherlands, (4)Kempenhaghe, Heeze, Netherlands
- 113 **519.113** Characteristics Associated with Injuries Requiring Emergency Care or Hospitalization in Pre-School Age Children with Autism **C. DiGuseppi¹**, M. Bolt¹, S. Schmiege¹, B. Holst¹, L. Tian², B. Barger³, T. Crume⁴, S. E. Levy⁵, C. Nadler⁶, L. A. Schieve² and L. Wiggins², (1) Colorado School of Public Health, University of Colorado Anschutz Medical Campus, Aurora, CO, (2)Centers for Disease Control and Prevention, Atlanta, GA, (3)Georgia State University, Atlanta, GA, (4)Epidemiology, University of Colorado Anschutz Medical Campus, Aurora, CO, (5)Division of Developmental and Behavioral Pediatrics, Center for Autism Research, Children's Hospital of Philadelphia; Perelman School of Medicine at the University of Pennsylvania, Philadelphia, PA, (6)Children's Mercy Kansas City, Kansas City, MO
- 114 **519.114** Chronic Stress Predicts Obesity in Autistic Individuals: An Analysis of U.S. Medicare and Medicaid Administrative Claims Data **E. Hotez¹**, S. Tao² and L. Shea³, (1)City University of New York, Hunter College, New York, NY, (2)Drexel University, Philadelphia, PA, (3)A.J. Drexel Autism Institute, Philadelphia, PA
- 115 **519.115** Co-Occurrence of Avoidant/Restrictive Food Intake Disorder and Its Impact on Psychosocial Functioning in Younger Adults with Autism **S. C. Duane¹**, H. F. Zickgraf² and G. L. Wallace¹, (1)The George Washington University, Washington, DC, (2)University of South Alabama, Mobile, AL
- 116 **519.116** Longitudinal Changes in the Mental Health of ASD Individuals and the Role of Social Functioning, Low Self-Esteem, and Gender As Potential Risk Factors for Depression during the COVID-19 Pandemic. **S. Ornelas¹**, M. Santhosh², E. Neuhaus³, K. Pelphrey⁴, S. J. Webb⁵, **N. Kleinhans⁶** and G. A. Consortium³, (1)Department of Radiology, University of Washington, Seattle, WA, (2)Center for Child Health, Behavior and Development, Seattle Children's Research Institute, Seattle, WA, (3) Seattle Children's Research Institute, Seattle, WA, (4)University of Virginia, Charlottesville, VA, (5)Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA, (6)University of Washington, Seattle, WA
- 117 **519.117** Sex Differences in the Relationship between Depressive Symptoms and Pupillary Light Reflex in Children with ASD: Results from the ABC-CT Main Study **R. Iqbal¹**, A. Naples¹, K. Chawarska¹, G. Dawson², R. A. Bernier³, S. Jeste⁴, C. A. Nelson⁵, J. Dziura⁶, S. J. Webb³, C. Sugar⁴, F. Shic⁷ and J. McPartland¹, (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2)Department of Psychiatry and Behavioral Sciences, Duke Center for Autism and Brain Development, Durham, NC, (3) Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA, (4)University of California, Los Angeles, Los Angeles, CA, (5)Department of Developmental Medicine, Boston Children's Hospital, Boston, MA, (6) Yale University, New Haven, CT, (7)Center for Child Health, Behavior and Development, Seattle Children's Research Institute, Seattle, WA
- 118 **519.118** Temperament in Infancy Predicts Internalizing and Externalizing Problem Behavior at Age 5 in Children with an Increased Likelihood of Autism Spectrum Disorder **L. A. Sacrey¹**, L. Zwaigenbaum², S. E. Bryson³, J. A. Brian⁴, I. M. Smith⁵, N. Garon⁶, T. Vaillancourt⁷ and C. Roncadin⁸, (1)Autism Research Centre, Glenrose Rehabilitation Hospital, Edmonton, AB, CANADA, (2)University of Alberta, Edmonton, AB, Canada, (3)Dalhousie University, Halifax, NS, Canada, (4)Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (5)Dalhousie University / IWK Health Centre, Halifax, NS, CANADA, (6)Mount Allison University, Sackville, NB, Canada, (7)University of Ottawa, Ottawa, ON, Canada, (8)Autism Spectrum Disorder Service, McMaster Children's Hospital - Hamilton Health Sciences, Hamilton, ON, Canada
- 119 **519.119** The Association between Social Skills, Anxiety, and Depression in Autism Spectrum Disorder: Parent and Youth Perspectives **S. X. Tan¹**, S. S. Mire, M. Keller-Margulis, H. J. Kim and J. E. Gonzalez, Psychological, Health, and Learning Sciences, University of Houston, Houston, TX
- 120 **519.120** The Clinical Profile of Referrals to the Gender and Autism Program, a Novel Clinical Service for Gender Diverse Autistic Youth and Young Adults **A. Fischbach¹**, S. N. Bernstein¹, J. F. Strang², L. McClellan¹ and B. Parchem³, (1)Division of Neuropsychology, Children's National Hospital, Rockville, MD, (2)Center for Autism Spectrum Disorders, Children's National Hospital, Washington, DC, (3)Department of Psychological and Brain Sciences, George Washington University, Washington, D.C., DC
- 121 **519.121** Assessing the Moderating Role of Behavioral Regulation on the Longitudinal Relationships between Anxiety and Social Communication Among Autistic Children **E. Ng-Cordell¹**, H. R. Pickard², R. Bedford³, W. J. Ungar⁴, A. Zaidman-Zait⁵, L. Zwaigenbaum⁶, E. Duku⁷, T. Bennett⁸, S. Georgiades⁹, I. M. Smith¹⁰, A. E. Richard¹¹, T. Vaillancourt¹², P. Szatmari¹³, M. Elsabbagh¹⁴ and C. M. Kems¹⁵, (1)Psychology, University of British Columbia Vancouver, Vancouver, BC, Canada, (2)Social, Genetic and Developmental Psychiatry, King's College London, London, United Kingdom, (3)University of Bath, London, United Kingdom, (4)The Hospital for Sick Children Research Institute, Toronto, ON, Canada, (5)Tel-Aviv University, Tel-Aviv, Israel, (6)University of Alberta, Edmonton, AB, Canada, (7)Offord Centre for Child Studies, McMaster University, Hamilton, ON, Canada, (8)Offord Centre for Child Studies, McMaster University, Hamilton, ON, CANADA, (9)McMaster Autism Research Team, McMaster University, Hamilton, ON, Canada, (10)Dalhousie University / IWK Health Centre, Halifax, NS, CANADA, (11)Autism Research Centre, IWK, Halifax, NS, Canada, (12)University of Ottawa, Ottawa, ON, Canada, (13)The Hospital for Sick Children, Toronto, ON, Canada, (14)Neurology and Neurosurgery, McGill University, Montreal, QC, Canada, (15)University of British Columbia, Vancouver, BC, Canada
- 122 **519.122** Characterizing Adolescent Autism Diagnosis in Individuals with Prior Psychiatric Diagnoses **C. J. Bernardin¹**, M. N. Cissne², K. Hirst³, M. Stevens⁴, K. Nowell⁵ and T. N. Takahashi⁶, (1)Department of Psychological Sciences, University of Missouri - Columbia, Columbia, MO, (2)Psychological Sciences, University of Missouri, Columbia, MO, (3) Thompson Center, University of Missouri, Columbia, MO, (4)University of Missouri, Columbia, MO, (5)Health Psychology, Univ. of Missouri; Thompson Center for Autism & Neurodevelopmental Disorders, Columbia, MO, (6)Thompson Center for Autism & Neurodevelopmental Disorders, University of Missouri, Columbia, MO
- 123 **519.123** Co-Occurrence of Externalizing Behaviors, Attention Problems, and Internalizing Symptoms Higher in Autistic Than Non-Autistic Adolescents **J. M. Phan¹**, E. Hilton², H. Goldsmith³ and E. Shirliff⁴, (1) Waisman Center, Waisman Center, University of Wisconsin - Madison, Madison, WI, (2)University of Wisconsin - Madison, Madison, WI, (3) Psychology, University of Wisconsin-Madison, Madison, WI, (4)Human Development and Family Studies, Iowa State University, Ames, IA

- 124 **519.124** Content and Extent of Worry in Autistic Adults D. Greenwood¹, J. Choo¹, J. Pivac², J. Tang¹, P. Clarke³ and **M. H. Black¹**, (1)School of Allied Health, Curtin University, Perth, WA, Australia, (2)Curtin University, Perth, WA, Australia, (3)Affective, Behavioural, and Cognitive Neuroscience Research Group, School of Population Health, Curtin University, Perth, WA, Australia
- 125 **519.125** Experiences and Impact of Anxiety on the Everyday Participation of Autistic Adults C. McKenzie¹, K. Romanczuk¹, J. Waddell¹, B. Zettels¹, P. Clarke², B. T. Milbourn^{1,3} and **M. H. Black^{1,3}**, (1)School of Allied Health, Curtin University, Perth, WA, Australia, (2)Affective, Behavioural, and Cognitive Neuroscience Research Group, School of Population Health, Curtin University, Perth, WA, Australia, (3)jenAble Institute, Curtin University, Perth, WA, Australia
- 126 **519.126** Exploring the Relevance of the Interpersonal Theory of Suicide in Autistic People **R. Moseley¹**, N. J. Gregory², P. Smith³, C. Allison⁴, S. A. Cassidy⁵ and S. Baron-Cohen¹, (1)Bournemouth University, Poole, United Kingdom, (2)Department of Psychology, Bournemouth University, Poole, United Kingdom, (3)University of Cambridge, Cambridge, United Kingdom, (4)Autism Research Centre, Department of Psychiatry, University of Cambridge, Cambridge, United Kingdom, (5)School of Psychology, University of Nottingham, Nottingham, United Kingdom
- 127 **519.127** Impact of Sleeping Disorders on Anxiety-Related Clinical Scales in Individuals with Autism Y. Zhu¹, Y. Liu², T. Wiese³ and **M. del Valle Rubido³**, (1)F. Hoffmann-La Roche Ltd, Welwyn Garden City, United Kingdom, (2)Genesis Research, Real World Evidence Solutions, Hoboken, NJ, (3)Roche Pharma Research and Early Development, Roche Innovation Center, Basel, Switzerland
- 128 **519.128** Pubertal Timing and Tempo in Females and Males with Autism Spectrum Disorder Compared to Typically Developing Youth **B. A. Corbett¹**, R. A. Muscatello¹, A. Kim², S. Vandekar², S. Duffus³ and Y. Tanguturi³, (1)Psychiatry and Behavioral Sciences, Vanderbilt University Medical Center, Nashville, TN, (2)Department of Biostatistics, Vanderbilt University Medical Center, Nashville, TN, (3)Vanderbilt University Medical Center, Nashville, TN
- 129 **519.129** Sleep Problems in Autism: Sex Differences in the School-Age Population **A. M. Estes¹**, J. Munson², T. St. John³, R. Finlayson⁴, J. Pandey⁵, B. Gottlieb⁶, J. D. Herrington⁵ and R. T. Schultz⁵, (1)Speech and Hearing Sciences, University of Washington, Seattle, WA, (2)Psychiatry & Behavioral Sciences, University of Washington, Seattle, WA, (3)University of Washington, Seattle, WA, (4)College of Education, University of Washington, Seattle, WA, (5)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (6)Children's Hospital of Philadelphia, Philadelphia, PA
- 130 **519.130** Impact of Associated Co-Morbidities in Autism Spectrum Disorder **S. Gulati¹**, S. Sharma², S. R. Chowdhury³, A. Wander³, S. Singh⁴, G. Kamila⁴, K. Purkayastha⁵, A. K. Meena⁴, P. K. Choudhary³, S. Khan², A. Bhattacharyya³, R. Tiwari⁵, A. Chaudhary², A. Rath³, S. Ojha³ and M. Aakash³, (1)Centre of Excellence and Advanced Research for Childhood Neurodevelopmental Disorders, Child Neurology Division, Department of Pediatrics, All India Institute of Medical Sciences, New Delhi, India, (2)Child Neurology Division, Department of Pediatrics, All India Institute of Medical Sciences, New Delhi, New Delhi, India, (3)All India Institute of Medical Sciences, New Delhi, India, (4)All India Institute of Medical Sciences, New Delhi, New Delhi, India, (5)Child Neurology Division, All India Institute of Medical Sciences, New Delhi, India
- 131 **519.131** Prevalence of Sleep Problems in Preschool Children with Neurodevelopmental Disorders and Correlation with Behavioral or Serum Ferritin in Community Surveys **A. Terui¹**, M. Saito¹, A. Kuki², Y. Sakamoto¹, T. Mikami³, A. Osato³ and K. Nakamura³, (1)Department of Neuropsychiatry, Graduate School of Medicine, Hirosaki University, Hirosaki, Japan, (2)Hirosaki University, Hirosaki, Japan, (3)Research Center for Child Mental Development, Graduate School of Medicine, Hirosaki University, Hirosaki, Japan
- 132 **519.132** Sleep Patterns in Hospitalized Children with Autism Vary By Age and Pubertal Status **B. J. Taylor^{1,2}**, C. F. Reynolds^{1,3}, C. Peura⁴ and M. Siegel^{1,4,5,6}, (1)Center for Psychiatric Research, Maine Medical Center Research Institute, Portland, ME, (2)Psychiatry, Tufts School of Medicine, Boston, MA, (3)Psychiatry, University of Pittsburgh School of Medicine, Pittsburgh, PA, (4)Spring Harbor Hospital, Westbrook, ME, (5)Psychiatry, Tufts School of Medicine, Boston, ME, (6)The Glickman Lauder Center of Excellence in Autism and Developmental Disorders, Portland, ME
- 133 **519.133** Seizure Events and Abnormal Epileptiform Activity Reports in People Carrying CHD8 Genetic Variants **Y. K. Kim¹**, M. L. Krenzer², K. Hazzard³ and R. A. Muhle⁴, (1)New York State Psychiatric Institute, New York, NY, (2)Psychiatry, Yale University, New Haven, CT, (3)Barnard University, New York, NY, (4)Psychiatry, Columbia University, New York, NY
- 134 **519.134** Characteristics of Children Diagnosed with Late Childhood Autism Spectrum Disorder **E. Zilbershot Fink¹**, H. Nagar Shimoni², R. Orbach³, H. Cohen⁴, A. Avinir⁴ and Y. Leitner¹, (1)Maarot Autism Center, Child Development, Tel Aviv Souraski Medical Center, Tel Aviv, Israel, (2)Child Development, Marrot Autism Center/Ichilov Hospital, Tel Aviv, Israel, (3)Child Development, Tel Aviv Souraski Medical Center, Tel Aviv, Israel, (4)Tel Aviv Souraski Medical Center, Tel Aviv, Israel

Sponsor Update & Keynote Intro.

1:30 PM Simons Foundation Update

Grand Ballroom Salon 5-6

Keynote Address

104 - Precision Medicine in Autism

1:30 PM - 2:30 PM - Grand Ballroom Salon 5-6

Speaker: Joseph D. Buxbaum, PhD, Psychiatry, Icahn School of Medicine at Mount Sinai, New York, NY

That autism has multiple, distinct biological causes is a concept that has existed since the earliest descriptions of autism. For more than a decade, beginning with the advent of affordable high-throughput sequencing, genome-wide studies of rare coding and non-coding genetic variation in autism have been ongoing, and have completely transformed our knowledge of the biological bases of autism. With hundreds of strong-effect autism genes identified, we are now able to translate these genetic findings into valid model systems for neuroscience. More importantly, these etiological discoveries provide a path towards precision medicine in autism. In this talk, I will summarize progress in gene discovery in autism, and give examples of, and approaches to, precision medicine that can arise from such etiological insights.

Panel Session

**Family Issues and Stakeholder Experiences
213 - Challenges and Resilience: Effects of the
COVID-19 Pandemic on Autistic Individuals and
Their Families across the Lifespan**

3:00 PM - 5:00 PM - Lone Star Ballroom Salons A-C

Panel Chair: M. D. Lerner, Psychology, Stony Brook University, Stony Brook, NY

Discussant: E. Simonoff, King's College London, Institute of Psychiatry, Psychology and Neuroscience, London, United Kingdom

The COVID-19 pandemic, and associated social distancing, has had a worldwide impact on mental health (Pfefferbaum & North, 2020), particularly internalizing (depression & anxiety) symptoms (Hawes et al., 2021). Based on elevated rates of such symptoms (Rosen et al., 2018) and elevated family stress (Friesen et al., 2021), autism research anticipated unique risk and resilience potential in autistic individuals early in the pandemic (Amaral & de Vries, 2020). The present studies offer among the first high-quality cross-sectional and longitudinal studies to quantify these effects. Corbett and colleagues examine stress, anxiety, and coping at the height of the pandemic in autistic and non-autistic adolescents and their families. Day and colleagues then offer a dense longitudinal examination of trajectories of internalizing in autistic teens during the first year of the pandemic. Hedley and colleague utilize mixed methods approaches to identifying the impact of the pandemic on mental health symptoms in Australian autistic adults. Zheng and colleagues then example change in internalizing symptoms in American Autistic adults over time. In all cases, novel resilience factors are clearly identified. Simonoff will integrate these findings to identify what we have learned about mental health in autistic individuals thanks to the pandemic, and vice versa.

- 3:00 **213.001** COVID-19: The Important Roles of Stress, Anxiety, and Coping in Adolescents with and without Autism and Their Parents **B. A. Corbett**¹, R. A. Muscatello¹, M. E. Klemencic¹ and J. M. Schwartzman², (1) Psychiatry and Behavioral Sciences, Vanderbilt University Medical Center, Nashville, TN, (2)Palo Alto University, Palo Alto, CA
- 3:20 **213.002** Trajectories of Self-Reported Internalizing Symptoms Among Autistic and Nonautistic Youth during the COVID-19 Pandemic **T. C. Day**¹, M. L. McNair¹, D. Reicher², A. H. Gerber¹ and M. D. Lerner¹, (1)Psychology, Stony Brook University, Stony Brook, NY, (2)Psychiatry, Stony Brook University, Stony Brook, NY
- 3:40 **213.003** A Mixed Methods Study of the Impact of COVID-19 on the Mental Health and Wellbeing, and Mental Health Service Access during COVID-19, of Autistic Adults in Australia **D. Hedley**¹, K. Denney², M. Uljarevic³, S. M. Hayward⁴ and M. A. Stokes⁵, (1)Olga Tennison Autism Research Centre, La Trobe University OTARC, Melbourne, VIC, Australia, (2)Olga Tennison Autism Research Centre, La Trobe University, Melbourne, VIC, Australia, (3)School of Psychological Sciences, University of Melbourne, Stanford, CA, Australia, (4)Cooperative Research Centre for Living with Autism (Autism CRC), Brisbane, QLD, Australia, (5)Deakin University, Burwood, VIC, Australia
- 4:00 **213.004** Longitudinal Changes in Depression and Other Mental Health Symptoms Among Autistic Adults during the COVID-19 Pandemic **S. Zheng**¹, J. L. Taylor², R. Adams³ and S. Bishop⁴, (1)Psychiatry, University of California, San Francisco (UCSF), San Francisco, CA, (2)Vanderbilt Kennedy Center, Nashville, TN, (3)Cincinnati Children's Hospital Medical Center, Cincinnati, OH, (4)University of California San Francisco, San Francisco, CA

Panel Session

**Social Cognition and Social Behavior
214 - Perceptions and Experiences of Social
Acceptance and Peer Victimization for Autistic Youth
and Adults**

3:00 PM - 5:00 PM - Grand Ballroom Salon 3-4

Panel Chair: H. E. Morton, Binghamton University, Binghamton, NY, Oregon Health & Science University, Portland, OR

Discussant: J. M. Campbell, Psychology, Western Carolina University, Cullowhee, NC

Autistic youth's social communication and interests often differ from neurotypical expectations, which may contribute to their greater likelihood for peer rejection. The purpose of this panel is to share recent research on perceptions of social interactions of autistic individuals and their experiences of peer victimization across stages of development to inform future research on peer acceptance and inclusion. The first paper examines the stigmatization of autistic-like behaviors and friendship likelihood by non-autistic children (ages 4-7) using pictorial vignettes. The second paper reports on non-autistic adolescent's attitudes towards bullying of autistic targets in written vignettes across development (ages 11-15) and by victimization type. The third paper describes the digital adaptation of a bullying questionnaire based on the self-report of autistic youth (ages 11-21) using animated video stimuli and including disability-specific victimization behaviors. The fourth paper presents a thematic analysis of semi-structured interviews with autistic women (ages 19-56) describing the detrimental effects of social rejection and behaviors used to mitigate risk. The discussant will draw on his expertise studying neurotypical attitudes towards autism to coalesce presentation findings and make recommendations for peer acceptance and inclusion work.

- 3:00 **214.001** Non-Autistic Children Stigmatize Gaze Aversion, but Not Other Autistic-like Behaviors **Z. M. Sargent** and V. K. Jaswal, University of Virginia, Charlottesville, VA
- 3:20 **214.002** The Effect of Exposure to Autism and Sense of School Belongingness on Attitudes Towards Bullying and Autism in Schools – a Longitudinal Cohort Study **A. H. Cook**¹ and J. Ogden², (1)Department of Psychology, Goldsmiths University of London, London, United Kingdom, (2) Psychology, University of Surrey, Guildford, United Kingdom
- 3:40 **214.003** Self-Report of Disability-Specific Peer Victimization in Autistic and ADHD Youth: A Pilot Study with Animated Video Stimuli **H. E. Morton**^{1,2}, S. Swinson^{1,3}, K. R. Warnell⁴, J. M. Gillis¹ and R. G. Romanczyk¹, (1)Binghamton University, Binghamton, NY, (2)Oregon Health & Science University, Portland, OR, (3)Social Work, Columbia University, New York, NY, (4)Department of Psychology, Texas State University, San Marcos, TX
- 4:00 **214.004** "Wanting to Belong and Never Quite Making the Mark" a Qualitative Exploration of How Autistic Females Experience Social Rejection **A. Boddy**¹ and A. H. Cook², (1)University of Surrey, Guildford, United Kingdom, (2)Department of Psychology, Goldsmiths University of London, London, United Kingdom

Panel Session**Interventions - Non-pharmacologic - School-Age, Adolescent, Adult
215 - Comprehensive Transition Programs for Autistic Youth: Efficacy in Targeting Immediate Outcomes and Beyond**

3:00 PM - 5:00 PM - Grand Ballroom Salon 5-6

Panel Chair: L. G. Klinger, TEACCH Autism Program; Psychiatry, UNC TEACCH Autism Program, Chapel Hill, NC

Discussant: B. R. Nachman, North Carolina State University, Raleigh, NC

Although 70% of autistic individuals have the intellectual skills needed to complete a college degree, adult outcomes remain poor with high rates of college dropout and unemployment. Research suggests that self-determination, executive functioning, adaptive behavior, and emotion regulation are all associated with positive postsecondary outcomes in autistic adolescents and young adults. Few studies, however, have examined treatment efficacy or mechanisms of change of transition interventions that target these skills. Further, little is known about whether transition interventions produce positive long-term outcomes. In this panel, three different autism-specific comprehensive transition to adulthood intervention programs report significant effects on self and parent-reported outcomes (e.g., self-determination, adaptive behavior, executive function, emotion coping). This panel will provide an overview of each of these interventions, including results associated with two Randomized Control Efficacy Trials (Unstuck & On Target: High School and TEACCH School Transition to Employment and Postsecondary Education – T-STEP) and one feasibility trial (TRANSITION). Follow-up employment and postsecondary education outcomes will be presented for the T-STEP intervention. Our discussant, an autistic scholar who engages in research on autism in higher education, will provide a summary of key intervention targets and highlight future research needs to facilitate meaningful long-term outcomes for autistic youth.

- 3:00 **215.001** Self-Determination and Adaptive Behavior Outcomes of an EF Intervention for Transition-Age Autistic Youth **C. E. Pugliese¹**, R. Handsman¹, B. B. Maddox², L. Anthony³ and L. Kenworthy¹, (1)Center for Autism Spectrum Disorders, Children's National Hospital, Washington, DC, (2)University of Pennsylvania, Philadelphia, PA, (3)University of Colorado, Denver, Aurora, CO
- 3:20 **215.002** Supporting the Transition to Adulthood for Autistic Youth: Results of a Community-College Based Randomized Control Efficacy Study **L. G. Klinger¹**, B. Tomaszewski², N. Bagatell³, K. Bowman², E. M. Lamarche⁴, M. L. Cook¹, C. B. Klein², S. A. Stahl⁵ and G. M. Osborne², (1) TEACCH Autism Program; Psychiatry, UNC TEACCH Autism Program, Chapel Hill, NC, (2)TEACCH Autism Program; Psychiatry, University of North Carolina, Chapel Hill, NC, (3)University of North Carolina at Chapel H, Chapel Hill, NC, (4)TEACCH Autism Program; Psychology & Neuroscience, University of North Carolina, Chapel Hill, NC, (5)TEACCH, University of North Carolina at Chapel Hill, Carrboro, NC
- 3:40 **215.003** Distal Outcomes for Autistic Individuals Completing a Community College-Based Intervention **B. Tomaszewski¹**, K. Bowman¹, N. Bagatell², E. M. Lamarche¹, M. L. Cook³, C. B. Klein¹, S. A. Stahl⁴, G. M. Osborne¹ and L. G. Klinger⁵, (1)TEACCH Autism Program; Psychiatry, University of North Carolina, Chapel Hill, NC, (2)University of North Carolina at Chapel H, Chapel Hill, NC, (3)TEACCH Autism Program; Psychology & Neuroscience, University of North Carolina, Chapel Hill, NC, (4)TEACCH, University of North Carolina at Chapel Hill, Carrboro, NC, (5)TEACCH Autism Program; Psychiatry, UNC TEACCH Autism Program, Chapel Hill, NC

- 4:00 **215.004** The Cross-Cultural Adaptability of Transition Program for Australian Autistic Youth: A Feasibility Study **B. Afsharnejad¹**, J. Tang², S. Kasiraman³, U. Jonsson⁴, E. A. Lee⁵, S. Bolte⁶ and S. J. Girdler⁷, (1)Autism Research Team, Telethon Kids Institute, Perth, WA, Australia, (2)School of Occupational Therapy and Social Work, Curtin University, Perth, Australia, (3)Curtin University, Bentley, WA, Australia, (4)Karolinska Institutet, Stockholm, Sweden, (5)School of Occupational Therapy, Social Work and Speech Pathology, Curtin University, Perth, WA, Australia, (6)Center of Neurodevelopmental Disorders (KIND), Centre for Psychiatry Research; Department of Women's and Children's Health, Karolinska Institutet, & Stockholm Health Care Services, Region Stockholm, Stockholm, Sweden, (7)School of Allied Health, Curtin University, Bentley, WA, Australia

Panel Session**Social Cognition and Social Behavior
216 - Double Empathy Problem: Investigating the Social Interaction Profiles of Autistic People When Interacting within and across Diagnostic Boundaries, and Implications for Theory and Practice**

3:00 PM - 5:00 PM - Lone Star Ballroom Salon F-H

Panel Chair: N. J. Sasson, University of Texas at Dallas, Richardson, TX

Discussant: M. A. Gernsbacher, Department of Psychology, University of Wisconsin-Madison, Madison, WI

Predominant cognitive theories of autism (e.g., theory of mind) conceptualize autistic modes of social understanding and interaction as inherently deficient. From this perspective, the primary mechanisms of social disability in autism are intrinsic to the condition and much of autism research and treatment flow from this assumption. However, such deficit frameworks artificially reduce complex social processes to individual characteristics and, importantly, are often incongruent with the experiences of autistic people themselves. An alternative framework known as the Double Empathy Problem (DEP; Milton, 2012) recasts autistic social disability as relational rather than individual. DEP locates social impairment not within the autistic individual but at the intersection of autistic and non-autistic interaction. According to DEP, differences in social preferences, expectations, and assumptions during mixed-neurotype interactions can contribute to a bidirectional ("double") breakdown in social connection and understanding ("empathy"). This symposium features presentations and discussions of the emerging empirical evidence base supporting the DEP, including recent experimental and observational studies indicating enhanced communication and connection between autistic people and the effect and malleability of non-autistic biases on interaction. Collectively, this symposium highlights the DEP as a novel framework for conceptualizing social disability in autism that foregrounds autistic experiences and challenges prevailing deficit models.

- 3:00 **216.001** Theorising the Double Empathy Problem: A Retrospective Review **D. Milton**, Tizard Centre, University of Kent, Canterbury, United Kingdom
- 3:20 **216.002** Autistic Peer-to-Peer Communication Is Effective and Rewarding: Implications for the Social Deficit Model of Autism **C. J. Crompton**, University of Edinburgh, Edinburgh, United Kingdom
- 3:40 **216.003** Double Empathy in the School Context: Observing Peer Interactions Among Autistic and Non-Autistic Youth **Y. L. Chen^{1,2}** and K. P. Koenig³, (1)Center of Outcomes and Assessment Research, Kessler Foundation, East Hanover, NJ, (2)Physical Medicine and Rehabilitation, Rutgers University New Jersey Medical School, Newark, NJ, (3) Occupational Therapy, New York University, New York, NY

4:00 **216.004** The Effects of Biases Toward Autism on Social Interaction and the Perception of Autistic Abilities **D. R. Jones**, K. M. DeBrabander and N. J. Sasson, University of Texas at Dallas, Richardson, TX

4:00 **217.004** Exploring Sensory Phenotypes in Autism Spectrum Disorder and Attention-Deficit / Hyperactivity Disorder **N. E. Scheerer**¹, A. Pourtousi², C. Yang², B. Stojanoski², E. Anagnostou³, R. Nicolson⁴, E. Kelley⁵, S. Georgiades⁶, J. Crosbie⁷, R. Schachar⁷, X. Liu⁸ and R. A. Stevenson⁹, (1)Psychology, Western University, London, ON, Canada, (2)Western University, London, ON, Canada, (3)Autism Research Centre, Bloorview Research Institute, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (4)Department of Psychiatry, University of Western Ontario, London, ON, Canada, (5)Department of Psychology, Queen's University, Kingston, ON, Canada, (6)McMaster Autism Research Team, McMaster University, Hamilton, ON, Canada, (7)Department of Psychiatry, The Hospital for Sick Children, Toronto, ON, Canada, (8)Genomics, Queen's Genomics Lab at Ongwanada, Kingston, ON, Canada, (9)Brain and Mind Institute, University of Western Ontario, London, ON, Canada

Panel Session

Sensory, Motor, and Repetitive Behaviors and Interests

217 - Utilizing Sensory Phenotypes to Understand Sensory Processing Abilities in Autism

3:00 PM - 5:00 PM - Lone Star Ballroom Salon D

Panel Chair: N. E. Scheerer, Psychology, Western University, London, ON, Canada

Discussant: R. A. Stevenson, Brain and Mind Institute, University of Western Ontario, London, ON, Canada

Atypical reactions to the sensory environment are frequently reported in autistic individuals, with a high degree of variability across individuals and sensory modalities. Clustering techniques have been adopted in an attempt to identify sensory phenotypes, or subgroups of autistic individuals who display more similar sensory processing abilities. This panel will provide evidence for the utility of clustering sensory characteristics for understanding the functional impacts of sensory processing differences, and guiding therapy and interventions. In addition, this panel will present evidence for links between sensory phenotypes and genetic variants, it will discuss the stability of these phenotypes by considering longitudinal data, and it will examine the transdiagnostic utility of these sensory phenotypes by comparing sensory phenotypes identified in autistic individuals with those identified in individuals with attention deficit hyperactivity disorder. This panel consists of researchers who are at the forefront of sensory processing research. These talks will not only demonstrate the utility of sensory phenotyping, but also provide recommendations for future directions for this field of research.

3:00 **217.001** Utilisation of Sensory Subtyping to Understand Functional Impacts and Intervention Responsiveness in Autism **A. E. Lane**¹, D. Blackwell², J. Brent³, G. Easey³, L. Rowlandson³, T. Johnson³, R. Lange⁴, U. Schall⁵, L. E. Campbell⁶ and S. J. Lane⁶, (1)Olga Tennison Autism Research Centre, La Trobe University, Melbourne, VIC, Australia, (2)La Trobe University, Melbourne, VIC, Australia, (3)University of Newcastle, Callaghan, NSW, Australia, (4)University of Newcastle, Newcastle, NSW, Australia, (5) School of Psychology, University of Newcastle, Newcastle, Australia, (6) Occupational Therapy, Colorado State University, Fort Collins, CO

3:20 **217.002** Cluster Analysis Reveals Sensory Phenotypes Associated with Specific Genetic Profiles in Autism Spectrum Disorder **A. M. Lyons-Warren**¹ and Y. W. Wan², (1)Pediatrics, Baylor College of Medicine, Houston, TX, (2)Molecular and Human Genetics, Baylor College of Medicine, Houston, TX

3:40 **217.003** Sensory Profiles of Children on the Autism Spectrum: A Six Year Longitudinal Study **K. Simpson**¹, M. Stainer² and D. Adams³, (1)Autism CRC, Brisbane, QLD, Australia, (2)School of Applied Psychology, Griffith University, Gold Coast, QLD, Australia, (3)Autism Centre of Excellence, Griffith University, Brisbane, Australia

Panel Session

Animal Models

218 - Sleepless in the Spectrum: Insight from Animal Models

3:00 PM - 5:00 PM - Lone Star Ballroom Salon E

Panel Chair: L. Peixoto, Sleep and Performance Research Center, Washington State University, Spokane, WA

Sleep problems are extremely prevalent in the Autism Spectrum, affecting 40-80% of individuals. Sleep problems predict severity of core ASD symptoms and associated behaviors such as tantrums and aggression. In addition, problems falling and staying asleep greatly affect the quality of life of both individuals with ASD and caregivers. However, the mechanisms behind the high incidence of sleep problems in ASD is poorly understood. In this session we will present an overview of sleep and circadian studies using animal models of genetic disorders with a high incidence of ASD to provide mechanistic insights into the nature of this debilitating co-morbidity.

3:05 **218.001** Shank3 Modulates Sleep across Postnatal Development **L. Peixoto**, Sleep and Performance Research Center, Washington State University, Spokane, WA

3:20 **218.002** Translational Studies into Sleep Disturbance in Neurodevelopmental Disorders – of Mechanisms and Treatment Strategies **M. Coll-Tané**¹, L. V. van Renssen¹, N. N. Gong², B. van Reijmersdal³, S. J. Belfer², E. C. Kurtz-Nelson³, C. M. Hudac⁴, T. Nowakowski⁵, R. K. Earl³, S. Pillen⁶, E. E. Eichler⁷, M. S. Kayser², T. Kleefstra¹ and **A. Schenck**¹, (1) Radboud university medical center, Nijmegen, Netherlands, (2)Perelman School of Medicine at the University of Pennsylvania, Philadelphia, PA, (3) Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA, (4)Center for Youth Development and Intervention, Department of Psychology, University of Alabama, Seattle, AL, (5)University of California San Francisco, San Francisco, CA, (6)Kempfenhaeghe, Heeze, Netherlands, (7)Department of Genome Sciences, University of Washington, Seattle, WA

3:35 **218.003** Circadian Mechanisms As Bidirectional Modulators of Neurodevelopmental Disorders **J. O. Lipton**, Neurology, Boston Children's Hospital, Boston, MA

3:50 **218.004** Translational Modulation By Isrib Alleviates Synaptic and Behavioral Phenotypes in Fragile X Syndrome **P. Mourrain**, Stanford University, Palo Alto, CA

4:05 **218.005** Sleep in Dravet Syndrome: Insights from Preclinical Models **H. de la Iglesia**, University of Washington, Seattle, WA

Oral Session - 7A

Genetics

313 - Rare Genetic Variants Associated with ASD

5:00 PM - 6:00 PM - Lone Star Ballroom Salons A-C

- 5:00 **313.001** Genomic Architecture of Autism Spectrum Disorder from Comprehensive Whole-Genome Sequence Annotation **B. Trost¹**, B. Thiruvahindrapuram¹, A. J. Chan¹, W. Engchuan¹, E. J. Higginbotham¹, J. L. Howe¹, L. O. Loureiro¹, M. S. Reuter¹, D. Roshandel¹, J. Whitney¹, M. Zarrei¹, M. Bookman², M. Fiume³, R. K. Yuen¹, J. Sebat⁴, T. W. Frazier⁵, N. Sondheimer¹, D. Glazer², D. Hartley⁶ and S. Scherer¹, (1)The Hospital for Sick Children, Toronto, ON, Canada, (2)Verily Life Sciences, San Francisco, CA, (3)DNASTack, Toronto, ON, Canada, (4)University of California - San Diego, La Jolla, CA, (5)Psychology, John Carrol University, Cleveland, OH, (6)Autism Speaks, New York, NY
- 5:15 **313.002** Optimized Fragile X Protein Analysis in Context of EEG and Single-Dose Challenge Study in Fragile X Syndrome **L. M. Schmitt^{1,2}**, E. V. Pedapati^{3,4}, R. Liu³, A. Boggs⁵, C. Gross^{5,6}, J. A. Sweeney⁶ and C. A. Erickson^{3,6}, (1)Developmental and Behavioral Pediatrics, Cincinnati Children's Hospital Medical Center, Cincinnati, OH, (2)Pediatrics, University of Cincinnati College of Medicine, Cincinnati, OH, (3)Psychiatry, Cincinnati Children's Hospital Medical Center, Cincinnati, OH, (4)Psychiatry and Behavioral Neuroscience, University of Cincinnati College of Medicine, Cincinnati, OH, (5)Cincinnati Children's Hospital Medical Center, Cincinnati, OH, (6)University of Cincinnati College of Medicine, Cincinnati, OH
- 5:30 **313.003** Gene Functional Impairment and Its Correlation with the Phenotypic Profile of ASD in a National Cohort of UK Children with Intellectual Disability **D. H. Skuse¹**, M. Rallison², J. Wolstencroft³ and I. D. Imagine⁴, (1)Behavioural and Brain Sciences Unit, Population Policy and Practice Programme, UCL Great Ormond Street Institute of Child Health, University College London, London, United Kingdom, (2)UCL, London, United Kingdom, (3)UCL GOS ICH, London, United Kingdom, (4)UCL GOS Institute of Child Health, London, United Kingdom
- 5:45 **313.004** Sleep Problems in Children with Rare Genetic Variants Associated with Autism and Developmental Disabilities **A. Holbrook¹**, E. Brooks¹, L. Green Snyder¹, J. Tjernagel¹ and W. K. Chung^{1,2}, (1)Simons Foundation, New York, NY, (2)Department of Pediatrics, Columbia University, New York, NY

- 5:30 **314.003** Empathic Accuracy and Empathic Synchrony: Developing a Novel Test with Autistic and Non-Autistic People **Y. Rum¹**, C. Allison¹, P. Smith², S. Genzer³, O. Golan⁴, A. Perry³ and S. Baron-Cohen¹, (1)Autism Research Centre, Department of Psychiatry, University of Cambridge, Cambridge, United Kingdom, (2)University of Cambridge, Cambridge, United Kingdom, (3)The Hebrew University of Jerusalem, Jerusalem, Israel, (4)Bar-Ilan University, Ramat-Gan, Israel
- 5:45 **314.004** Developing New Touch Screen Tasks to Assess Social and Non-Social Reward Learning in Autistic and Non-Autistic Children **A. Fritz¹**, J. Koziel², A. Goodwin³, A. Pilkington², A. N. de Rothschild², E. Demurie⁴, M. A. Krol⁵, L. Axelsson⁶, M. Mues⁷, S. Schaubroeck⁴, M. Erdogan⁴, E. van Petersen⁸, A. Dykstra⁹, K. Lamers⁹, R. Delorme¹⁰, T. Falck-Ytter¹¹, H. Roeyers⁴, J. K. Buitelaar¹² and E. Loth¹³, (1)King's College London, London, United Kingdom, (2)Department of Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (3)Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (4)Department of Experimental-Clinical and Health Psychology, Ghent University, Ghent, Belgium, (5)Department of Psychological and Brain Sciences, Boston University, Boston, MA, (6)Karolinska Institutet, Solna, Sweden, (7)Department of Experimental-Clinical and Health Psychology, Ghent University, Department of Experimental, Clinical and Health Psychology, Ghent, Belgium, (8)Donders Institute for Brain, Cognition and Behaviour, Radboud University, Nijmegen, Netherlands, (9)Radboud University, Nijmegen, Netherlands, (10)Excellence centre for Autism and Neurodevelopmental disorders, Paris, France, (11)Center of Neurodevelopmental Disorders (KIND), Centre for Psychiatry Research; Department of Women's and Children's Health, Karolinska Institutet, Stockholm, Sweden, (12)Department of Cognitive Neuroscience, Donders Institute for Brain, Cognition and Behaviour, Radboud University Nijmegen Medical Centre, Nijmegen, Netherlands, (13)Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, Psychology, and Neuroscience, King's College London, London, United Kingdom

Oral Session - 9A

Brain Function (fMRI, fcMRI, MRS, EEG, ERP, MEG)

315 - Functional Brain Network Variation Across Autism and Related Neurodevelopmental Disorders

5:00 PM - 6:00 PM - Grand Ballroom Salon 5-6

- 5:00 **315.001** Cerebellar Functional Connectivity Profiles Are Shared Among Children with Autism Spectrum Disorder and Other Neurodevelopmental Disorders **F. Morgado¹**, C. Hammill², M. M. Vandewouw³, E. Kelley⁴, J. Crosbie⁵, R. Schachar⁶, M. Ayub⁷, R. Nicolson⁷, M. J. Taylor⁸, A. Kushki⁹, E. Anagnostou⁹ and J. P. Lerch¹⁰, (1)University of Toronto, Toronto, ON, Canada, (2)The Hospital for Sick Children, Toronto, ON, Canada, (3)Program in Neuroscience & Mental Health, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (4)Department of Psychology, Queen's University, Kingston, ON, Canada, (5)Department of Psychiatry, The Hospital for Sick Children, Toronto, ON, Canada, (6)Department of Psychiatry, Queen's University, Kingston, ON, Canada, (7)Department of Psychiatry, University of Western Ontario, London, ON, Canada, (8)Diagnostic Imaging, Hospital for Sick Children, Toronto, ON, Canada, (9)Autism Research Centre, Bloorview Research Institute, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (10)Wellcome Centre for Integrative Neuroimaging (WIN), University of Oxford, Oxford, ON, United Kingdom

Oral Session - 8A

Social Cognition and Social Behavior

314 - Innovative Measures of Autistic Social Behavior

5:00 PM - 6:00 PM - Grand Ballroom Salon 3-4

- 5:00 **314.001** Developing an Exploratory Novel Translational Social Habituation Task for Children **A. Pilkington¹**, J. Koziel¹, A. N. de Rothschild¹ and E. Loth², (1)Department of Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (2)Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, Psychology, and Neuroscience, King's College London, London, United Kingdom
- 5:15 **314.002** The Social Attribution Task-Revised (SAT-R): Criterion-Oriented Validity and Feasibility of a Brief Spontaneous Theory of Mind Task in Children with Autism Spectrum Disorder **M. R. Altschuler¹** and S. Faja², (1)Institute of Child Development & Department of Psychology, University of Minnesota, Minneapolis, MN, (2)Boston Children's Hospital, Boston, MA

- 5:15 **315.002** Using Optimal Classification Trees to Disentangle the Overlap between Autism Spectrum Disorder and Schizophrenia **L. Uscatescu**¹, C. Hyatt¹, M. Kronbichler², V. Calhoun³, S. Corbera⁴, K. Pelphrey⁵, B. Pittman⁶, G. Pearlson^{1,6} and M. Assaf^{1,6}, (1)Olin Neuropsychiatry Research Center, Institute of Living, Hartford, CT, (2)University of Salzburg, Salzburg, Austria, (3)Tri-institutional Center for Translational Research in Neuroimaging and Data Science (TReNDS) Georgia State University, Georgia Institute of Technology, Emory University, Atlanta, GA, (4)Department of Psychological Science, Central Connecticut State University, New Britain, CT, (5) University of Virginia, Charlottesville, VA, (6)Psychiatry, Yale School of Medicine, New Haven, CT
- 5:30 **315.003** Challenging Diagnostic Boundaries in ASD, ADHD and OCD Using fMRI Resting-State Networks **M. M. Vandewouw**^{1,2}, E. Anagnostou^{1,3}, M. J. Taylor^{3,4,5,6}, J. P. Lerch^{3,7,8}, A. Iaboni¹, J. Crosbie^{9,10}, R. Schachar^{9,10}, E. Kelley^{11,12}, M. Ayub¹¹, S. Georgiades^{13,14}, R. Nicolson¹⁵ and A. Kushki¹², (1) Autism Research Centre, Bloorview Research Institute, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (2)Institute of Biomedical Engineering, University of Toronto, Toronto, ON, Canada, (3)Program in Neuroscience & Mental Health, The Hospital for Sick Children, Toronto, ON, Canada, (4)Diagnostic Imaging, The Hospital for Sick Children, Toronto, ON, Canada, (5)Department of Psychology, University of Toronto, Toronto, ON, Canada, (6)Department of Medical Imaging, University of Toronto, Toronto, ON, Canada, (7)Department of Medical Biophysics, University of Toronto, Toronto, ON, Canada, (8)Wellcome Centre for Integrative Neuroimaging (WIN), University of Oxford, Oxford, ON, United Kingdom, (9)Department of Psychiatry, The Hospital for Sick Children, Toronto, ON, Canada, (10)Department of Psychiatry, University of Toronto, Toronto, ON, Canada, (11)Department of Psychiatry, Queen's University, Kingston, ON, Canada, (12)Department of Psychology, Queen's University, Kingston, ON, Canada, (13)Offord Centre for Child Studies, Hamilton, ON, Canada, (14)Department of Psychiatry and Behavioural Neurosciences, McMaster University, Hamilton, ON, Canada, (15)Department of Psychiatry, University of Western Ontario, London, ON, Canada
- 5:45 **315.004** Neural Correlates of Face Processing in Children with Autism, Fragile X Syndrome, Unaffected Siblings of Children with Autism, and Typical Development **M. W. Guy**¹, J. E. Richards², A. L. Hogan³, C. J. Black³ and J. Roberts³, (1)Loyola University Chicago, Chicago, IL, (2)University of South Carolina, Columbia, SC, (3)Department of Psychology, University of South Carolina, Columbia, SC

- 5:15 **316.002** Comorbidities of Autism Spectrum Disorder and Their Etiologies **V. Khachadourian**¹, B. Mahjani², S. Sandin², A. Kolevzon³, J. D. Buxbaum⁴, A. Reichenberg² and M. Janecka⁵, (1)Icahn School of Medicine at Mount Sinai, New York, NY, (2)Seaver Autism Center, Department of Psychiatry, Icahn School of Medicine at Mount Sinai, New York, NY, (3)Seaver Autism Center for Research and Treatment, Department of Psychiatry, Icahn School of Medicine at Mount Sinai Hospital, New York, 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
- 5:30 **316.003** Network Analysis to Evaluate Relations Among Approach-Withdrawal Behavior and Co-Occurring Conditions in ASD **S. Kala**¹, G. T. Han², A. Naples¹, K. Chawarska¹, G. Dawson³, R. A. Bernier⁴, S. Jeste⁵, C. A. Nelson⁶, J. Dziura⁷, S. J. Webb⁷, C. Sugar⁸, F. Shic⁹ and J. McPartland¹, (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2)Yale Child Study Center, New Haven, CT, (3)Department of Psychiatry and Behavioral Sciences, Duke Center for Autism and Brain Development, Durham, NC, (4)Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA, (5)University of California, Los Angeles, Los Angeles, CA, (6)Department of Developmental Medicine, Boston Children's Hospital, Boston, MA, (7)Yale University, New Haven, CT, (8)Center for Child Health, Behavior and Development, Seattle Children's Research Institute, Seattle, WA
- 5:45 **316.004** Elevated COVID-19 Risk: Children with Autism, Intellectual Disability, and Mental Health Diagnoses **W. Schott**¹, S. Tao² and L. Shea³, (1)A.J. Drexel Autism Institute, Drexel University, Philadelphia, PA, (2)Drexel University, Philadelphia, PA, (3)A.J. Drexel Autism Institute, Philadelphia, PA

Oral Session - 10A

**Medical and Psychiatric Comorbidity
316 - Intersectional Comorbidities**

5:00 PM - 6:00 PM - Lone Star Ballroom Salon F-H

- 5:00 **316.001** Sex Differences in Mental Health in Young Autistic Adults: A Population Based Cohort Study **M. Martini**¹, R. Kuja-Halkola¹, A. Butwicki¹, E. Du Rietz¹, B. D'Onofrio², F. Happe³, A. Kanina¹, H. Larsson⁴, S. Lundström⁵, J. Martin⁶, M. Rosenqvist¹, P. Lichtenstein¹ and M. Taylor¹, (1)Karolinska Institutet, Stockholm, Sweden, (2)Psychological and Brain Sciences, Indiana University, Bloomington, IN, (3)Social, Genetic and Developmental Psychiatry Centre, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (4) School of Medical Sciences, Örebro University, Örebro, Sweden, (5)Gillberg Neuropsychiatry Centre, Department of Psychiatry and Neurochemistry, Institute of Neuroscience and Physiology, Sahlgrenska Academy, University of Gothenburg, Gothenburg, Sweden, (6)Cardiff University, Cardiff, United Kingdom of Great Britain and Northern Ireland

Oral Session - 11A

Sensory, Motor, and Repetitive Behaviors and Interests

317 - Sensory, Motor, and Repetitive Behaviors and Interests

5:00 PM - 6:00 PM - Lone Star Ballroom Salon D

- 5:00 **317.001** The Sensory Observation Autism Rating Scale (SOAR): A New Measure of Early Sensory Behaviours in Autism **K. L. Unwin**, A. A. Hussain, M. E. Chetcuti, J. Barbaro and A. E. Lane, Olga Tension Autism Research Centre, La Trobe University, Melbourne, VIC, Australia
- 5:15 **317.002** Sensory Processing Subtypes in Young Children with ASD: Differences in ASD Symptomatology, Adaptive Skills, and Attentional Problems **G. Kadlaskar**¹, P. H. Mao², A. M. Iosif³, D. G. Amaral⁴, S. J. Rogers⁵, C. W. Nordahl⁶ and M. Miller⁴, (1)Department of Psychiatry & Behavioral Sciences, University of California, Davis, MIND Institute, Sacramento, CA, (2)UC Davis, Sacramento, CA, (3)Public Health Sciences, University of California Davis, Davis, CA, (4)Department of Psychiatry and Behavioral Sciences, The Medical Investigation of Neurodevelopmental Disorders (MIND) Institute, UC Davis School of Medicine, University of California Davis, Sacramento, CA, (5)Department of Psychiatry and Behavioral Sciences, University of California at Davis, Sacramento, CA
- 5:30 **317.003** Development of Restricted, Repetitive, Behaviors and Internalizing Symptom Outcomes in Longitudinal Study of Autism **N. Masjedi**¹, E. B. Clarke² and C. Lord³, (1)Psychiatry, UCLA, Los Angeles, CA, (2)CART, UCLA, Providence, CA, (3)UCLA Semel Institute for Neuroscience and Human Behavior, Los Angeles, CA

- 5:45 **317.004** Early Developmental Profiles of Sensory Patterns in a Community Sample: Associations with Later Autistic Traits and Adaptive Functioning **Y. J. Chen¹**, J. Sideris², L. R. Watson³, E. Crais³ and G. T. Baranek², (1)Chan Division of Occupational Science and Occupational Therapy, McMaster University, Los Angeles, CA, Canada, (2)Chan Division of Occupational Science and Occupational Therapy, University of Southern California, Los Angeles, CA, (3)Department of Allied Health Sciences, University of North Carolina at Chapel Hill, Chapel Hill, NC

Oral Session - 12A

Early Development (< 48 months)

318 - Early Communication and Cognition

5:00 PM - 6:00 PM - Lone Star Ballroom Salon E

- 5:00 **318.001** Links between Exposure to More Than One Language in the Home and Neuroanatomical Development in Language Regions in Young Children with Autism Spectrum Disorders **L. Olson^{1,2}**, B. Chen^{1,2}, J. S. Kohli^{1,2}, C. Ibarra², S. R. Peña², A. Andriasyan², L. Ringlee², E. Mendez², I. Sogutlugil², R. A. Müller^{1,2}, A. C. Linke², R. A. Carper^{1,2} and I. Fishman^{1,2,3}, (1) Joint Doctoral Program in Clinical Psychology, SDSU/UC San Diego, San Diego, CA, (2)Brain Development Imaging Laboratories, San Diego State University, San Diego, CA, (3)SDSU Center for Autism and Developmental Disorders, San Diego State University, San Diego, CA
- 5:15 **318.002** Developmental Milestone Attainment in 17,000 Individuals with Autism Spectrum Disorder and 4,000 Unaffected Siblings: Relationships with Comorbid Intellectual Disability, Genetic Etiology, and Cohort **S. S. Kuo^{1,2}**, C. van der Merwe^{1,2}, C. E. Carey^{1,2}, S. Bishop³ and E. B. Robinson^{1,2}, (1)Stanley Center for Psychiatric Research, Broad Institute of MIT and Harvard, Cambridge, MA, (2)Center for Genomic Medicine, Massachusetts General Hospital, Boston, MA, (3)University of California San Francisco, San Francisco, CA
- 5:30 **318.003** Early Predictors of Language Outcomes at 36-Months in Infants Who Have an Older Sibling with Autism Spectrum Disorder: A Baby Siblings Research Consortium Study **M. Pecukonis¹**, G. S. Young², J. A. Brian³, T. Charman⁴, K. Chawarska⁵, J. M. Iverson⁶, S. Jeste⁷, R. Landa⁸, D. S. Messinger⁹, A. J. Schwichtenberg¹⁰, S. J. Webb¹¹, L. Zwaigenbaum¹² and H. Tager-Flusberg¹, (1)Department of Psychological and Brain Sciences, Boston University, Boston, MA, (2)Psychiatry and Behavioral Sciences, University of California at Davis, MIND Institute, Sacramento, CA, (3) Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (4) Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (5)Child Study Center, Yale University School of Medicine, New Haven, CT, (6)University of Pittsburgh, Pittsburgh, PA, (7)University of California, Los Angeles, Los Angeles, CA, (8)Center for Autism and Related Disorders, Kennedy Krieger Institute, Baltimore, MD, (9)University of Miami, Coral Gables, FL, (10)Purdue University, West Lafayette, IN, (11)Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA, (12)University of Alberta, Edmonton, AB, Canada
- 5:45 **318.004** Does EEG Spectral Power Predict Language Development in the Early Years? **S. Huberty¹**, C. O'Reilly², V. Carter Leno³, M. Steiman⁴, S. J. Webb⁵, & The BASIS Team⁶ and M. Elsabbagh⁷, (1)McGill University, Montreal, QC, Canada, (2)École Polytechnique Fédérale de Lausanne, Geneva, Switzerland, (3)Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (4) Azrieli Centre for Autism Research, Montreal Neurological Institute-Hospital, Montreal, QC, Canada, (5)Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA, (6)Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (7) Neurology and Neurosurgery, McGill University, Montreal, QC, Canada

Oral Session - 7B

Epidemiology

319 - Epidemiology

6:00 PM - 7:00 PM - Lone Star Ballroom Salons A-C

- 6:00 **319.001** Maternal Inflammatory Conditions during Pregnancy and Risk of Autism Spectrum and Other Neurodevelopmental Disorders **L. A. Croen¹**, Y. Qian¹, J. L. Ames¹, S. Alexeeff¹, P. Ashwood², E. P. Gunderson³, Y. W. Wu³, L. Weiss⁴, R. Yolken⁵ and J. Van de Water⁶, (1)Division of Research, Kaiser Permanente Northern California, Oakland, CA, (2) MIND Institute, University of California, Davis, Sacramento, CA, (3)UCSF, San Francisco, CA, (4)Department of Psychiatry and Institute for Human Genetics, University of California San Francisco, San Francisco, CA, (5) Johns Hopkins University, Baltimore, MD, (6)MIND Institute, University of California, Davis, Davis, CA
- 6:15 **319.002** Significant Regional Differences in Autism and Intellectual Disability Risk Associated with Cesarean Section Reflect Background Variation in Cesarean Section Rates **D. A. Bilder¹**, D. Chen², M. J. Maenner³, M. M. Hughes³, S. Dalton⁴, J. A. Hall-Lande⁵ and A. V. Bakian¹, (1)Psychiatry, University of Utah, Salt Lake City, UT, (2)Study Design and Biostatistics Center, University of Utah, Salt Lake City, UT, (3)Centers for Disease Control and Prevention, Atlanta, GA, (4)Obstetrics and Gynecology, University of Utah, Salt Lake City, UT, (5)UCEDD, University of MN, Minneapolis, MN
- 6:30 **319.003** Maternal Autoantibodies and Autism-Risk Prediction in the EMA Study **A. Ramirez-Celis¹**, J. Van de Water², L. A. Croen³, C. K. Yoshida⁴ and J. Schauer², (1)UC Davis, Davis, CA, (2)MIND Institute, University of California, Davis, Davis, CA, (3)Division of Research, Kaiser Permanente Northern California, Oakland, CA, (4)Division of Research, Kaiser Permanente, Oakland, CA
- 6:45 **319.004** Maternal Diagnoses in Pregnancy and Risk of Autism Spectrum Disorder **V. Khachadourian¹**, E. Arldskov², A. Schlessinger³, P. F. O'Reilly⁴, J. Grove², A. Kodesh⁵, S. Z. Levine⁶, J. D. Buxbaum⁷, D. Schendel⁸, L. A. Croen⁹, S. Hansen⁹, S. Sandin⁹, A. Reichenberg⁹ and M. Janecka¹⁰, (1)Icahn School of Medicine at Mount Sinai, New York, NY, (2) Aarhus University, Aarhus, Denmark, (3)Department of Pharmacological Sciences, Icahn School of Medicine at Mount Sinai, New York, NY, (4) Icahn School of Medicine at Mount Sinai, New York, NY, (5)Department of Community Mental Health, University of Haifa, Haifa, Israel, (6)University of Haifa, Haifa, Israel, (7)Psychiatry, Icahn School of Medicine at Mount Sinai, New York, NY, (8)Division of Research, Kaiser Permanente Northern California, Oakland, CA, (9)Seaver Autism Center, Department of Psychiatry, Icahn School of Medicine at Mount Sinai, New York, NY, (10)Seaver Autism Center for Research and Treatment Icahn school of Medicine at Mount Sinai, New York, NY

Oral Session - 8B

Cognition: Attention, Learning, Memory

320 - Perception, Attention, Learning and Decision Making

6:00 PM - 7:00 PM - Grand Ballroom Salon 3-4

- 6:00 **320.001** Re-Investigating 'fast' and 'slow' Processing in Autism **P. Shah¹**, E. C. Taylor¹, G. D. Farmer², L. A. Livingston^{3,4} and M. J. Callan¹, (1) University of Bath, Bath, United Kingdom, (2)Division of Neuroscience & Experimental Psychology, University of Manchester, Manchester, United Kingdom, (3)Social, Genetic and Developmental Psychiatry Centre, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (4)Cardiff University, Cardiff, United Kingdom

- 6:15 **320.002** Practice Makes Perfect or Make Practice Perfect: The Contextual Interference Effect Facilitates Motor Learning and Transfer in Autism Spectrum Disorders **N. C. Foster**¹, C. Ansuini¹, K. Pullar², F. Battaglia^{1,3}, L. Nobili^{3,4}, S. J. Hayes⁵ and C. Becchio¹, (1)Cognition, Motion and Neuroscience, Istituto Italiano di Tecnologia, Genova, Italy, (2)Neural Coding, Istituto Italiano di Tecnologia, Genova, Italy, (3)IRCCS Istituto Giannina Gaslini, Ospedale Pediatrico, Genova, Italy, (4)Department of Neurosciences, Rehabilitation, Ophthalmology, Genetics and Maternal and Children's Science, University of Genoa, Genova, Italy, (5)Department of Psychology and Human Development, Institute of Education, University College London, London, United Kingdom
- 6:30 **320.003** Gender and Parent Reports of Childhood Joint Attention Related Symptoms **S. L. Birkeneder**^{1,2}, J. C. Bullen^{2,3}, M. Solomon⁴ and P. Mundy^{2,3}, (1)UC Davis, Davis, CA, (2)The Medical Investigation of Neurodevelopmental Disorders (MIND) Institute, Sacramento, CA, (3) University of California, Davis, Davis, CA, (4)Department of Psychiatry and Behavioral Sciences, The Medical Investigation of Neurodevelopmental Disorders (MIND) Institute, UC Davis School of Medicine, University of California Davis, Sacramento, CA
- 6:45 **320.004** Autistic People Show Higher Susceptibility to the Postictive Illusion of Choice. N. Greene, L. Wilkinson, S. Hagan and **T. Karaminis**, Department of Psychology, Edge Hill University, Ormskirk, United Kingdom

- 6:30 **321.003** Maternal Perinatal Depressive Symptoms, Neonatal White Matter, and Emerging Autistic Traits in Toddlers **A. Lautarescu**^{1,2}, A. F. Bonthron¹, M. Pietsch^{1,2}, D. Batalle^{1,2}, L. Cordero-Grande^{1,3,4}, J. D. Tournier¹, D. Christiaens^{1,5}, J. V. Hajnal¹, A. Chew¹, S. Falconer¹, C. Nosarti^{1,6}, S. Victor^{1,7}, M. C. Craig^{2,8}, A. D. Edwards^{1,7,9,10} and S. J. Counsell¹, (1)Centre for the Developing Brain, Division of Imaging Sciences and Biomedical Engineering, King's College London, London, United Kingdom, (2) Department of Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (3)Biomedical Research Networking Center in Bioengineering, Biomaterials and Nanomedicine, Madrid, Spain, (4) Biomedical Image Technologies, ETSI Telecomunicación, Universidad Politécnica de Madrid, Madrid, Spain, (5)Department of Electrical Engineering, ESAT/PSI, KU Leuven, Leuven, Belgium, (6)Department of Child and Adolescent Psychiatry, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (7)Neonatal Unit, Evelina London Children's Hospital, London, United Kingdom, (8)National Female Hormone Clinic, South London and Maudsley National Health Service Foundation Trust, London, United Kingdom, (9) MRC Centre for Neurodevelopmental Disorders, King's College London, London, United Kingdom, (10)EPSRC/Wellcome Centre for Medical Engineering, King's College London, London, United Kingdom
- 6:45 **321.004** Brainstem White Matter Is Uniquely Related to Sensory Features and Motor Performance in Autistic Children. **O. J. Surgent**¹, B. G. Travers¹, J. Guerrero-Gonzalez¹, N. Adluru¹, A. L. Alexander², D. C. Dean³, K. K. Ausderau¹ and G. R. Kirk⁴, (1)University of Wisconsin - Madison, Madison, WI, (2)Medical Physics & Psychiatry, University of Wisconsin - Madison, Madison, WI, (3)Pediatrics & Medical Physics, University of Wisconsin - Madison, Madison, WI, (4)Waisman Brain Imaging Lab, University of Wisconsin - Madison, Madison, WI

Oral Session - 9B

Brain Structure (MRI, neuropathology)

321 - White Matter Differences and Their Impact on Clinical Symptoms Across the Human Lifespan in ASD

6:00 PM - 7:00 PM - Grand Ballroom Salon 5-6

- 6:00 **321.001** White Matter Microstructure Differences in Autism: A Pilot Study from the Enigma ASD Working Group **K. E. Lawrence**¹, D. van Rooij², E. Laltoo¹, J. McCracken³, J. K. Buitelaar², P. M. Thompson⁴ and -. ENIGMA ASD working group⁵, (1)University of Southern California, Los Angeles, CA, (2)Department of Cognitive Neuroscience, Donders Institute for Brain, Cognition and Behaviour, Radboud University Nijmegen Medical Centre, Nijmegen, Netherlands, (3)UCLA Semel Institute, Los Angeles, CA, (4)Stevens Neuroimaging & Informatics Institute, University of Southern California, Los Angeles, CA, (5)The ENIGMA – Autism Spectrum Disorder (ASD) working group, Nijmegen, Netherlands
- 6:15 **321.002** White Matter Microstructural and Morphometric Alterations in Autism: Implications for Intellectual and Verbal Capabilities **H. Y. Lin**¹, R. Y. Tseng², H. C. Ni³, S. S. F. Gau⁴ and C. H. Yeh², (1)Department of Psychiatry, University of Toronto, Toronto, ON, Canada, (2)Chang Gung University and Chang Gung Memorial Hospital, Taoyuan, Taiwan, (3) Psychiatry, Chang Gung Memorial Hospital at Linkou, Taoyuan, TAIWAN, (4)Department of Psychiatry, National Taiwan University Hospital & College of Medicine, Taipei, Taiwan

Oral Session - 10B

Medical and Psychiatric Comorbidity

322 - The Developmental Complexity Between Autism and Mental Health

6:00 PM - 7:00 PM - Lone Star Ballroom Salon F-H

- 6:00 **322.001** ASD and Trauma: The Impact of Adverse Childhood Experiences on Posttraumatic Stress and Psychiatric Comorbidities Among a Nationwide Sample of Children with Autism Spectrum Disorder **A. Bernardoni**¹ and T. W. Vernon², (1)Bradley Hospital, Warren Alpert Medical School of Brown University, East Providence, RI, (2)University of California, Santa Barbara, Santa Barbara, CA
- 6:15 **322.002** Perceived Stress and Emotion Dysregulation As Mediators of Mental Health in Camouflaging Among Autistic Adults **L. Y. Sadowski**¹, G. A. McQuaid¹, N. R. Lee² and G. L. Wallace¹, (1)The George Washington University, Washington, DC, (2)Department of Psychological and Brain Sciences, Drexel University, Philadelphia, PA

6:30 **322.003** Understanding the Heterogeneity of Anxiety in Autism Spectrum Disorder: A Subtyping Approach **E. K. Spackman¹**, J. W. Lerh², J. Rodgers³, M. J. Hollocks⁴, M. South⁵, H. McConachie⁶, A. Ozsvadjian⁶, A. V. Van Hecke⁷, R. Libove⁸, A. Y. Hardan⁹, S. R. Leekam⁹, E. Simonoff¹⁰, T. W. Frazier¹¹, G. A. Alvares¹², I. Magiati¹³ and M. Uljarevic¹⁴, (1)The Melbourne School of Psychological Sciences, University of Melbourne, Parkville, VIC, Australia, (2)Psychology, National University of Singapore, Singapore, (3)Population Health Sciences Institute, Newcastle University, Newcastle upon Tyne, United Kingdom, (4)King's College London, Cambridge, UNITED KINGDOM, (5)Brigham Young University, Provo, UT, (6)St. Thomas Hospital, Evelina London Children's Hospital, London, UNITED KINGDOM, (7)Psychology, Marquette University, Milwaukee, WI, (8)Psychiatry & Behavioral Sciences, Stanford University, Stanford, CA, (9)Wales Autism Research Centre, School of Psychology, Cardiff University, Cardiff, United Kingdom, (10)King's College London, Institute of Psychiatry, Psychology and Neuroscience, London, United Kingdom, (11)Psychology, John Carroll University, Cleveland, OH, (12)Telethon Kids Institute, University of Western Australia, Perth, WA, Australia, (13)School of Psychological Science, University of Western Australia, Perth, WA, Australia, (14)School of Psychological Sciences, University of Melbourne, Stanford, CA, Australia

6:45 **322.004** Developmental Cascades between Insistence on Sameness Behavior and Anxiety Symptoms in Autism Spectrum Disorder **D. A. Baribeau¹**, S. Vigod², E. Pullenayegum³, C. M. Kerns⁴, P. Mirenda¹, I. M. Smith⁵, T. Vaillancourt⁶, J. Volden⁷, C. Waddell⁸, L. Zwaigenbaum⁷, T. Bennett⁹, E. Duku¹⁰, M. Elsabbagh¹¹, S. Georgiades¹², W. J. Ungar¹³, A. Zaidman-Zait⁴ and P. Szatmari³, (1)University of Toronto, Toronto, ON, Canada, (2)Women's College Hospital, Toronto, ON, Canada, (3)The Hospital for Sick Children, Toronto, ON, Canada, (4)University of British Columbia, Vancouver, BC, Canada, (5)Dalhousie University / IWK Health Centre, Halifax, NS, CANADA, (6)University of Ottawa, Ottawa, ON, Canada, (7)University of Alberta, Edmonton, AB, Canada, (8)Simon Fraser University, Vancouver, BC, Canada, (9)Offord Centre for Child Studies, McMaster University, Hamilton, ON, CANADA, (10)Offord Centre for Child Studies, McMaster University, Hamilton, ON, Canada, (11)Neurology and Neurosurgery, McGill University, Montreal, QC, Canada, (12)McMaster Autism Research Team, McMaster University, Hamilton, ON, Canada, (13)The Hospital for Sick Children Research Institute, Toronto, ON, Canada

6:30 **323.003** Examining Indicators of Psychosocial Risk and Resilience in Parents of Autistic Children **A. D. Dimachkie-Nunnally¹**, R. S. Factor², A. Sturm³, L. Abbeduto⁴, L. V. Soorya⁵, A. Wainer⁶ and **A. Gulsrud⁶**, (1) UC Davis MIND Institute, University of California, Davis, Sacramento, CA, (2)Virginia Polytechnic Institute and State University, Blacksburg, VA, (3) UCLA, Los Angeles, CA, (4)M.I.N.D. Institute, UC Davis, Sacramento, CA, (5)Department of Psychiatry, Rush University Medical Center, Chicago, IL, (6)UCLA Semel Institute for Neuroscience & Human Behavior, Los Angeles, CA

6:45 **323.004** Influence of Siblings on Teacher-Reported Trajectories of Challenging Behaviors in Autism **N. E. Rosen¹**, H. K. Schiltz² and C. Lord¹, (1)UCLA Semel Institute for Neuroscience and Human Behavior, Los Angeles, CA, (2)Psychology, Marquette University, Milwaukee, WI

Oral Session - 12B
Communication and Language
324 - Beyond Standard Scores: New Approaches for Exploring Linguistic Heterogeneity

6:00 PM - 7:00 PM - Lone Star Ballroom Salon E

6:00 **324.001** Multisensory Integration and Adaptive Communication in Autistic and Non-Autistic Youth **C. Sancimino¹**, M. C. Cotter², D. J. Horsthuis², L. A. Ross³, J. J. Foxe⁴ and S. Molholm², (1)Neuroscience, Pediatrics, Albert Einstein College of Medicine, Bronx, NY, (2)Albert Einstein College of Medicine, Bronx, NY, (3)Departments of Imaging Sciences and Neuroscience, University of Rochester Medical Center, Rochester, NY, (4) The Ernest J. Del Monte Institute for Neuroscience, University of Rochester Medical Center, Rochester, NY

6:15 **324.002** Discovering Novel Predictors of Minimally Verbal Outcomes in Autism through Computational Modeling **M. Xu¹**, **J. M. Rehg¹**, A. Rozga¹, J. McDaniel², P. Yoder³, L. R. Watson⁴ and N. Brady⁵, (1)Georgia Institute of Technology, Atlanta, GA, (2)Life Span Institute, University of Kansas, Lawrence, KS, (3)Department of Special Education, Vanderbilt University, Nashville, TN, (4)Department of Allied Health Sciences, University of North Carolina at Chapel Hill, Chapel Hill, NC, (5)University of Kansas, Lawrence, KS

6:30 **324.003** When Cut-Off Scores Don't Cut It: Children with ASD Who Test As Having 'Normal' Language Make Twice As Many Language Errors As NT Peers **E. Zane¹**, N. Sperrazza² and R. Grossman³, (1)Communication Sciences and Disorders, James Madison University, Harrisonburg, VA, (2) James Madison University, Harrisonburg, VA, (3)CSD, Emerson College, Boston, MA

6:45 **324.004** Phonological and Morphosyntactic Skills in Arabic-Speaking Children with and without Autism Spectrum Disorder (ASD): Evidence from Non-Word and Sentence Repetition Tasks **M. Abd El-Raziq¹**, **N. Meir²** and E. Saiegh-Haddad³, (1)The department of English Literature and Linguistics, Bar-Ilan University, Ramat-Gan, Israel, (2)Department of English Literature and Linguistics, Bar-Ilan University, Ramat Gan, Israel, (3)The Department of English Literature and Linguistics, Bar-Ilan University, Ramat-Gan, Israel

Oral Session - 11B
Family Issues and Stakeholder Experiences
323 - Family Systems

6:00 PM - 7:00 PM - Lone Star Ballroom Salon D

6:00 **323.001** Financial Hardship in Families of Children with Autism Spectrum Disorders: A Report from the r-Kids Study **F. Lynch¹**, J. Dickerson¹, J. Bulkley¹, E. Fombonne², L. A. Croen³, Y. Daida⁴, B. Hatch⁵ and A. Varga¹, (1)Kaiser Permanente Center for Health Research, Portland, OR, (2)Department of Psychiatry, Oregon Health & Science University, Portland, OR, (3)Division of Research, Kaiser Permanente Northern California, Oakland, CA, (4)Kaiser Permanente Center for Integrated Health Care Research, Honolulu, HI, (5)Oregon Health & Science University, Portland, OR

6:15 **323.002** Attitudes and Behaviors Related to COVID-19 Vaccines Among Parents of Children with ASD and Autistic Adults **N. L. Matthews¹**, A. Klott¹, J. Scholtes¹, M. Mitchell¹, B. B. Braden² and C. J. Smith¹, (1) Southwest Autism Research & Resource Center, Phoenix, AZ, (2)College of Health Solutions, Arizona State University, Tempe, AZ

SATURDAY May 14, 2022 – AM

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Special Interest Groups

704 - Improving Patient Reported Outcome Measures (PROMs) in Autism Research: Bridging the Gap Between Advanced Psychometric Techniques & Stakeholder Priorities (In-Person Only)

7:00 AM - 8:30 AM - Lone Star Ballroom Salons A-C

- SIG Leader: Hillary Schiltz
- SIG Co-Leader: Zachary Williams

Although methodologically rigorous measure development, evaluation, and adaptation initiatives are essential for high-quality science, very few patient-reported outcome measures (PROMs) have been developed or thoroughly validated for use with autistic individuals. Therefore, this SIG aims to develop and disseminate recommendations and resources for rigorous PROM development and validation to improve autism research. The SIG will involve data blitz presentations, small and large group discussions, and access to training resources and continued networking opportunities.

Special Interest Groups

705 - Transition-Age Autistic Youth: Are We Meeting Their Needs? (In-Person Only)

7:00 AM - 8:30 AM - Lone Star Ballroom Salon D

- SIG Leader: Helen Genova
- SIG Co-Leader: Heba Elsayed

While most research in autism is focused on younger children, transition-age youth and young adults are a vulnerable, understudied and underserved subpopulation, highlighting the need for increased awareness and investigation of much needed services. We hope that this SIG will increase collaborations of scientists, clinicians, practitioners, and community members, which will lead to innovative research, increased services and practical guidelines for supporting transition-age autistic individuals.

Special Interest Groups

706 - Virtual Assessment of Autism Spectrum Disorder: Best Practices & Practical Strategies (In-Person Only)

7:00 AM - 8:30 AM - Lone Star Ballroom Salon E

- SIG Leader: Natalie Berger
- SIG Co-Leader: Sabine Scott

COVID-19 has necessitated large-scale adoption of innovative approaches to care delivery, including virtual ASD assessment. The objective of this SIG is to complement ongoing research investigating the validity of specific assessment protocols by beginning to develop consensus regarding best practices for virtual assessment across both research and clinical contexts. This SIG will also focus on generating practical strategies for clinicians and researchers currently engaging in this work.

Keynote Address

105 - Exploring Heterogeneity in ASD: from Bench to Clinic to Stakeholder Priorities

9:00 AM - 10:00 AM - Grand Ballroom Salon 5-6

Speaker, Evdokia Anagnostou, MD, Autism Research Centre, Bloorview Research Institute, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada

The past decade in ASD research is characterized by a concerted effort to describe and understand its heterogeneity. We will use Canadian multimodal data (structural and functional imaging, phenotypic, and potentially genomic data) from our POND network (<https://pond-network.ca/>) and others, to highlight advances in this area, within ASD and across neurodevelopmental conditions. Stakeholder experience and perspectives will be discussed to illuminate and challenge our common interpretations of such work.

Poster Session

421 - Technology Demonstration

10:00 AM - 1:30 PM - Griffin Hall

- 202 **421.202** A New Remote Technology Package Demonstration: Bringing the Lab to Families' Homes **J. Birudavol**¹, M. Howard², A. Morelos¹, M. Petrucci³, K. Ray⁴, W. L. Stone⁴, A. Wainer⁵, B. R. Ingersoll⁶, S. Broder-Fingert⁷ and A. S. Carter⁸, (1)University of Massachusetts Boston, Boston, MA, (2)Michigan State University, Lansing, MI, (3)University of Massachusetts, Boston, MA, (4)Psychology, University of Washington, Seattle, WA, (5)Department of Psychiatry, Rush University Medical Center, Chicago, IL, (6)Psychology, Michigan State University, East Lansing, MI, (7)University of Massachusetts Chan Medical School, Worcester, MA, (8) Department of Psychology, University of Massachusetts Boston, Boston, MA
- 203 **421.203** A Rapid Co-Design Approach for Digital Health Transformation – Methodology, Community Response and Live Demonstration. **K. Davey**, Decipher Zone, Rochedale South, Australia; Secret Agent Society, Social Skills Training Institute / AutismCRC, Indooroopilly, QLD, Australia
- 204 **421.204** Balance, Brain, Speech, Kinematic, and Behavioral Effects of a Mechanical Horse-Riding Simulator for Children with Autism **J. Rylander**¹, S. Hockett², **B. Garner**², R. Switzer², P. Fillmore², J. Ivey², B. Lanning², R. Coleman² and V. Kantety², (1)Mechanical Engineering, Baylor University, Waco, TX, (2)Baylor University, Waco, TX
- 205 **421.205** Designing Mika 1.0: An Communication Learning Application for Children with Autism Spectrum Disorder in Indonesia **M. Margaretha**^{1,2}, S. R. Yuliani^{2,3}, N. Khamida^{2,4}, V. Emir Muhammad⁵ and I. Puspitasari⁵, (1) Psychology, Universitas Airlangga, Surabaya, Indonesia, (2)Forum Peduli Autisme Jawa Timur, Surabaya, Indonesia, (3)SLB River Kids Malang, Malang, Indonesia, (4)UPTD ABK Sidoarjo, Sidoarjo, Indonesia, (5) Information Systems, Universitas Airlangga, Surabaya, Indonesia
- 206 **421.206** Mobile Virtual Reality Skill Building for Autism Spectrum Disorder **S. Turnacioglu**¹, V. Ravindran² and **R. Solorzano**², (1)Floreo, Bethesda, MD, (2)Floreo, Inc., Washington DC, DC
- 207 **421.207** Peerbots - a Social Robot and Assistive Communication Toolkit **M. Rearick**, Peerbots, Mammoth Lakes, CA

Panel Session

Genetics

219 - Autism Genetics – Moving from Identification to Validation to Treatment

10:30 AM - 12:30 PM - Lone Star Ballroom Salons A-C

Panel Chair: M. D. Fallin, Wendy Klag Center for Autism and Developmental Disabilities, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD

Discussant: T. N. Turner, Department of Genetics, Washington University in St. Louis, St. Louis, MO

Autism genetics and genomics discoveries have advanced rapidly in the last decade. The work reflects contributions of multiple disciplines from clinicians, epidemiologists, statisticians, geneticists, and molecular and cellular biologists building off of new methods, technologies, and discoveries to translate findings into actions that benefit people with ASD. This panel will provide examples of how this multidiscipline pipeline can lead to new treatment options, beginning with a summary of genetic discoveries from family and population-based studies (Chung), then discussing functional validation and mechanistic characterization of discovered genes and pathways (Trevino, Dougherty), and finally, how such information can inform novel treatment strategies (Wolters). Panel discussion (led by Turner) will cover ways in which each step can cross-inform the others, and also other implications of the work for clinical and population-based research and practice.

- 10:30 **219.001** Sparking New Insight into Autism Genetics **W. K. Chung**, Department of Pediatrics, Columbia University, New York, NY
- 10:50 **219.002** Massively Parallel Approaches to Identifying Which ASD Non-Coding Variants Have CNS Consequences **J. Dougherty**, Genetics, Washington University School of Medicine, St. Louis, MO
- 11:10 **219.003** Chromatin and Gene-Regulatory Dynamics of the Developing Human Cerebral Cortex at Single-Cell Resolution **A. Trevino**, Stanford, San Francisco, CA
- 11:30 **219.004** CRISPR Based Gene Therapy for Angelman Syndrome **J. M. Wolter**, The University of North Carolina - Chapel Hill, Chapel Hill, NC

Panel Session

Animal Models

220 - Translational Models for Autism Spectrum Disorders (ASD) and Neurodevelopmental Disorders (NDDs)

10:30 AM - 12:30 PM - Grand Ballroom Salon 3-4

Panel Chair: J. L. Silverman, Department of Psychiatry and Behavioral Sciences, UC Davis MIND Institute, Sacramento, CA

Translational endpoints, including behavioral outcomes, are essential for studying mechanisms of neurodevelopmental disorders (NDD) and for developing therapeutic treatment strategies. Not all behaviors and phenotypes studied in the laboratory are robust, reliable, or optimal for enabling translational experiments. Our proposed symposium will highlight 4 speakers whose research focuses on using animal models and reliable translationally relevant behavioral measures along with technically innovative ways to address the issues of preclinical modeling facing the NDD field.

- 10:35 **220.001** Neural Circuitry of Social Play: Involvement of Oxytocin and Vasopressin **A. Veenema**, Michigan State University, E Lansing, MI
- 10:55 **220.002** Advancing Research in Gastrointestinal Dysfunction in People with Neurodevelopmental Disorders **M. Gareau**, University of California Davis, Davis, CA
- 11:15 **220.003** Development of a Rhesus Monkey Model of Naturally Occurring Social Impairment **K. J. Parker**, Psychiatry and Behavioral Sciences, Stanford University, Stanford, CA
- 11:35 **220.004** Reconsidering Animal Models Used to Study Autism Spectrum Disorder: Optimizing for Successful Translation **J. L. Silverman**, Department of Psychiatry and Behavioral Sciences, UC Davis MIND Institute, Sacramento, CA

Panel Session

Family Issues and Stakeholder Experiences

221 - Understanding the Stigmatisation of Autistic People across Contexts and Settings

10:30 AM - 12:30 PM - Grand Ballroom Salon 5-6

Panel Chair: M. Botha, Department of Psychology, University of Stirling, Stirling, United Kingdom

Discussant: M. A. Gernsbacher, Department of Psychology, University of Wisconsin-Madison, Madison, WI

'Stigma' happens when an identity or group is viewed as having an 'undesired differentness', and negative stereotypes are attached to the group. That group will then experience status loss and discrimination (Link & Phelan, 2001). Autistic people have a stigmatised identity, and experiencing stigma is a life-limiting experience, as it relates to poorer quality of life and mental health for autistic people (Botha & Frost, 2020). It is therefore vital that we research and find ways to prevent stigma towards autistic people. This panel brings together new research exploring autism stigma, using a range of methods, in different settings and contexts, from multiple geographic regions and neurodivergent speakers. The panel features a study on cross-cultural differences between South Korea and the United States, and how differing speaking levels and support needs might influence stigma; research on stigma in the first impressions of autistic people across personal and professional settings; a qualitative study on the relationship between stigma and interpersonal victimisation; and lastly, a study on stigma within autism research, and how participatory research might facilitate less othering narratives of autism. Insights from this panel will highlight ways forward in increasing the acceptance of autistic people around the world.

- 10:30 **221.001** "I Felt like I Deserved It Because I Was Autistic": Understanding the Impact of Interpersonal Victimisation in the Lives of Autistic People **A. Pearson**¹, K. Rose¹, J. Rees¹ and S. Forster², (1) Psychology, University of Sunderland, Sunderland, United Kingdom, (2) Social Work, University of Sunderland, Sunderland, United Kingdom
- 10:50 **221.002** Perceptions of Autistic Adults across Personal and Professional Contexts **K. M. DeBrabander**¹, D. R. Jones¹, R. A. Ackerman² and N. J. Sasson¹, (1)University of Texas at Dallas, Richardson, TX, (2)The University of Texas at Dallas, Richardson, TX
- 11:10 **221.003** Characteristics of Autistic People and Characteristics of Raters: An Investigation into Factors Contributing to Heightened Autism Stigma in South Koreans Vs Americans **S. Y. Kim**¹ and K. Gillespie-Lynch², (1)DukSung Women's University, Seoul, Korea, Republic of (South), (2) Department of Psychology, College of Staten Island, City University of New York, Staten Island, NY

11:30 **221.004** Understanding Cues for Stigmatisation in the Narratives of Autism Researchers **M. Botha** and E. Cage, Department of Psychology, University of Stirling, Stirling, United Kingdom

11:10 **222.003** Predictive Links between Saliency Network Connectivity and Attention to Social Partners in Neonates with Familial History of Autism **A. Verneti**¹, R. Ray², D. Scheinost³, L. R. Ment⁴, S. Macari¹, H. Neiderman⁵, C. Nutor¹, C. D. Gershman¹, H. Feiner¹, R. Foster⁶, R. T. Constable⁷, J. Chang² and K. Chawarska¹, (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2)Statistics and Data Science, Yale University, New Haven, CT, (3)Radiology & Biomedical Imaging, Yale School of Medicine, New Haven, CT, (4)Pediatrics, Yale School of Medicine, New Haven, CT, (5)Psychology, University of Washington, Seattle, WA, (6)Child Study Center, Yale School of Medicine, New Haven, CT, (7)Yale University, New Haven, CT

Panel Session

Early Development (< 48 months)

222 - Functional Brain Development during Neonatal and Infancy Periods in Neurodiverse Populations

10:30 AM - 12:30 PM - Lone Star Ballroom Salon F-H

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

Although there is extensive evidence regarding alterations in structural and functional connectivity of the brain in autism, the evidence is largely based on older children, with only a handful of studies focused on the development of brain connectivity during early infancy. Enhancing our understanding of early brain development dynamics in infants with a family history of autism and their links with later outcomes will help identify processes that are primarily affected in autism with an aim of translating this knowledge to support those in most need early, with targeted interventions. The panel, which brings together three research groups and highlights the work of junior investigators, will map out typical patterns of connectivity development and identification of brain features that differentiate infants with an elevated likelihood of developing autism from typical controls. Further, presentations will examine if dimensional outcomes including social function, attention, cognition, temperament, and language can be predicted from structural and functional properties of the developing brain.

10:30 **222.001** Establishing a Platform for Early Childhood Development: MRI Studies of the Structure and Function of the Neonatal Brain **D. Fenchel**¹, J. Ciarrusta¹, A. Uus², M. Deprez², R. Dimitrova³, J. V. Hajnal³, E. Hughes³, A. Javed², C. Nosarti³, D. Murphy⁴, T. Arichi⁵, A. D. Edwards⁶, D. Batalle⁷, J. Ó Muircheartaigh² and **G. McAlonan**⁸, (1)Department of Forensic and Neurodevelopmental Sciences, and the Sackler Institute for Translational Neurodevelopment, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (2)King's College London, London, United Kingdom, (3)Centre for the Developing Brain, Division of Imaging Sciences and Biomedical Engineering, King's College London, London, United Kingdom, (4)Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (5)Imaging Science & Biomedical Engineering, King's College London, London, United Kingdom, (6)Neonatal Unit, Evelina London Children's Hospital, London, United Kingdom, (7)Department of Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (8)NIHR-Biomedical Research Centre for Mental Health at the Institute of Psychiatry, Psychology and Neuroscience, South London and Maudsley Foundation NHS Trust, London, United Kingdom

10:50 **222.002** Saliency Network Functional Connectivity in Neonates with High Likelihood of Autism **D. Scheinost**¹, J. Chang², C. Lacadie³, E. Brennan-Wydra⁴, R. T. Constable⁵, L. R. Ment⁶ and K. Chawarska¹, (1) Radiology & Biomedical Imaging, Yale School of Medicine, New Haven, CT, (2)Statistics and Data Science, Yale University, New Haven, CT, (3)Yale University, New Haven, CT, (4)Child Study Center, Yale University School of Medicine, New Haven, CT, (5)Pediatrics, Yale School of Medicine, New Haven, CT

11:30 **222.004** Altered Theta-Beta Ratios in Infants at Elevated Likelihood of Neurodevelopmental Disorders **J. Begum Ali**¹, A. Goodwin², L. Mason³, G. Pasco², T. Charman², M. H. Johnson¹ and E. J. Jones³, (1)Centre for Brain and Cognitive Development, Birkbeck, University of London, London, United Kingdom, (2)Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (3)Centre for Brain and Cognitive Development, Birkbeck University of London, London, United Kingdom

Panel Session

Cognition: Attention, Learning, Memory

223 - Executive Functioning in Autistic Adolescents and Adults: Lived Experience, Relation to Outcomes and Response to Intervention

10:30 AM - 12:30 PM - Lone Star Ballroom Salon D

Panel Chair: L. Kenworthy, Center for Autism Spectrum Disorders, Children's National Hospital, Washington, DC

Discussant: S. daVanport, Autistic Women & Nonbinary Network, Lincoln, NE

Executive functions (EF) are a set of self-regulatory abilities that include inhibition, flexibility and working memory, and are essential to mental and physical health. Recent meta-analyses identify EF as an area of challenge in autism, with many domains of EF affected. The current evidence in autism indicates that EF drives theory of mind, psychiatric comorbidity, restricted and repetitive behaviors, and adaptive behavior. This potent cognitive function is malleable, and therefore a potential target for intervention which merits close inspection across the life span. Our panel presents novel findings from diverse state-of-the-art qualitative and quantitative investigations of autistic children and adults, including: Qualitative report from parents and autistic youth/adults on their experiences of executive function; Evidence for the strong association of EF and quality of life in a large group of community ascertained autistic adults; Data from a treatment trial identifying EF as a mechanism of change in adaptive behavior for high school students; and Evidence of the persistence of EF problems into adulthood which are predictive of psychopathology outcomes. Our discussant, the director of the Autistic Women and Nonbinary Network, will contextualize these findings within the lived-experience of autism.

10:30 **223.001** "When You're Anxious, Planning Becomes Much More Painful": Everyday Executive Function Difficulties from the Perspectives of Autistic Adolescents and Their Parents **L. Kenny**¹, A. Remington² and E. Pellicano³, (1)University College London, UK, London, United Kingdom, (2)UCL Centre for Research in Autism and Education, London, United Kingdom, (3)Macquarie School of Education, Macquarie University, Sydney, NSW, Australia

10:50 **223.002** Executive Function Problems Persist into Young Adulthood in Autism and Drive Psychopathology **L. Kenworthy**¹, C. E. Pugliese¹, M. S. Fritz², A. C. Armour¹, K. D. Csumitta³, G. E. Reimann⁴, A. Martin³ and G. L. Wallace⁵, (1)Center for Autism Spectrum Disorders, Children's National Hospital, Washington, DC, (2)University of Nebraska-Lincoln, College of Education and Human Sciences, Lincoln, NE, (3)NIMH, Bethesda, MD, (4) Vanderbilt University, Nashville, TN, (5)The George Washington University, Washington, DC

11:10 **223.003** Associations between Executive Functioning and Subjective Quality of Life in Autistic Adults **G. L. Wallace¹**, G. A. McQuaid¹ and N. R. Lee², (1)The George Washington University, Washington, DC, (2) Department of Psychological and Brain Sciences, Drexel University, Philadelphia, PA

11:30 **223.004** Developing Phenotype-Specific Interventions to Promote Meaningful Outcomes for Transition-Age Youth with ASD **C. E. Pugliese¹**, L. Anthony² and L. Kenworthy¹, (1)Center for Autism Spectrum Disorders, Children's National Hospital, Washington, DC, (2)University of Colorado, Denver, Aurora, CO

11:10 **224.003** Findings of a Brief Caregiver Well-Being Programme for Caregivers of Children with Developmental Disabilities in South Africa **L. Schlebusch¹**, N. Chambers² and P. J. de Vries³, (1)Centre for Autism Research in Africa, Division of Child and Adolescent Psychiatry, University of Cape Town, Cape Town, South Africa, (2)Centre for Autism Research in Africa, Division for Child and Adolescent Psychiatry, University of Cape Town, Cape Town, South Africa, (3)Centre for Autism Research in Africa, Division of Child & Adolescent Psychiatry, University of Cape Town, Cape Town, South Africa

11:30 **224.004** Acceptability and Feasibility of the World Health Organization's Caregiver Skills Training Programme for Developmental Disabilities Delivered By Non-Specialists in Rural Ethiopia **T. Z. Kebede¹**, B. T. Tekola Gebru², M. Kinfe³, K. N. Koly⁴, R. Abdulrahman⁵, F. Girma³, C. Hanlon⁶, P. J. de Vries⁷ and R. A. Hoekstra², (1)Department of Psychiatry, University of Cape Town, Addis Ababa, South Africa, (2)Department of Psychology, King's College London, London, United Kingdom, (3)Department of Psychiatry, School of Medicine, College of Health Sciences, Addis Ababa University, Addis Ababa, Ethiopia, (4)Health System and Population Studies Division, International Centre for Diarrhoeal Disease Research, Bangladesh (icddr), Dhaka, Bangladesh, (5)Department of Psychiatry, Yekatit 12 Hospital Medical College, Addis Ababa, Ethiopia, (6)Addis Ababa University and King's College London, Addis Ababa, Ethiopia, (7)Centre for Autism Research in Africa, Division of Child & Adolescent Psychiatry, University of Cape Town, Cape Town, South Africa

Panel Session

**International and Cross-Cultural Perspectives
224 - Understanding and Addressing Family Needs
in Very Low-Income Contexts: Perspectives from
Sub-Saharan Africa**

10:30 AM - 12:30 PM - Lone Star Ballroom Salon E

Panel Chair: R. A. Hoekstra, Department of Psychology, King's College London, London, United Kingdom

While it is well documented that families with children with autism or other developmental disabilities (DD) experience several challenges and have diverse needs, the needs and expectations of families from very low-resource contexts are less well studied. This panel provides an in-depth exploration of the needs of families in sub-Saharan Africa and evaluates two interventions that aim to address some of these needs. The first presentation considers perceptions on empowerment of caregivers of children with DD in Ethiopia, highlighting the pervasive influence of poverty and the gendered role of caregiving. The second talk considers expectations of caregivers and service providers of children with DD in Ghana, revealing some cultural-specific expectations, and differences in expectations held between caregivers and service providers. The third presentation discusses pilot findings of a novel short caregiver well-being intervention developed by the World Health Organization, adapted for use in low-resourced communities in South Africa. The final talk evaluates the implementation of the World Health Organization's Caregiver Skills Training programme in rural Ethiopia. In the panel discussion we will critically reflect on these findings and consider how these studies can inform intervention development and scale-up to address family needs in low-income settings across the globe.

10:30 **224.001** Empowerment of Caregivers Raising Children with Autism and Other Neurodevelopmental Conditions in Ethiopia **Z. Szlamka¹**, I. Ahmed², B. Gebru¹, M. Kinfe³, C. Hanlon⁴ and R. A. Hoekstra⁵, (1)King's College London, London, United Kingdom, (2)Addis Ababa University, Addis Ababa, Ethiopia, (3)Department of Psychiatry, School of Medicine, College of Health Sciences, Addis Ababa University, Addis Ababa, Ethiopia, (4) Addis Ababa University and King's College London, Addis Ababa, Ethiopia, (5)Department of Psychology, King's College London, London, United Kingdom

10:50 **224.002** Service Provider and Caregiver Expectations for Children with Autism or Intellectual Disabilities in Ghana **M. Washington-Nortey^{1,2}**, Z. Serpell² and A. Anum³, (1)Psychology, King's College London, London, United Kingdom, (2)Department of Psychology, Virginia Commonwealth University, Richmond, VA, (3)Department of Psychology, University of Ghana, Accra, Ghana

Poster Session

422 - Brain Structure (MRI, neuropathology)

11:30 AM - 1:30 PM - Griffin Hall

1 **422.001** Investigating Transdiagnostic White Matter Complexity Using Shannon Entropy Analysis **N. Satapathy¹**, O. Ousley¹ and D. Zaras², (1) Department of Psychiatry and Behavioral Sciences, Emory Autism Center, Emory University School of Medicine, Atlanta, GA, (2)Emory University, Atlanta, GA

2 **422.002** Association of Subcortical Volumes with Sleep Problems in Autistic and Typically Developing Children **D. S. Andrews¹**, B. Hatch^{2,3}, J. K. Lee³, S. J. Rogers⁴, M. Solomon³, D. G. Amaral³, M. Miller³ and C. W. Nordahl², (1)Department of Psychiatry and Behavioral Sciences, MIND Institute, UC Davis Medical Center, Sacramento, CA, (2)Psychology, Institute for Social Neuroscience, Melbourne, VIC, Australia, (3)Department of Psychiatry and Behavioral Sciences, The Medical Investigation of Neurodevelopmental Disorders (MIND) Institute, UC Davis School of Medicine, University of California Davis, Sacramento, CA, (4)Department of Psychiatry and Behavioral Sciences, University of California at Davis, Sacramento, CA

3 **422.003** Atypical Intrinsic Grey-Matter Connectivity in Autism Spectrum Disorder - an Analysis of the EU-AIMS Longitudinal European Autism Project (LEAP) **J. Leyhausen^{1,2}**, T. Schäfer^{1,2}, C. Mann^{1,2}, L. Berg^{1,2}, C. M. Pretzsch³, E. Loth⁴, J. K. Buitelaar⁵, C. Beckmann⁶, T. Charman⁶, T. Bourgeron⁷, D. Murphy⁸ and C. Ecker^{1,2,3}, (1)Department of Child and Adolescent Psychiatry, Psychosomatics and Psychotherapy, Goethe University Frankfurt am Main, Frankfurt, Germany, (2)Brain Imaging Center, Goethe University Frankfurt am Main, Frankfurt, Germany, (3)Department of Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (4)Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, Psychology, and Neuroscience, King's College London, London, United Kingdom, (5)Department of Cognitive Neuroscience, Donders Institute for Brain, Cognition and Behaviour, Radboud University Nijmegen Medical Centre, Nijmegen, Netherlands, (6)Department of Psychology, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (7)Human Genetics and Cognitive Functions, Institut Pasteur, Paris, France, (8)Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom

- 4 **422.004** Decreased Number and Increased Activation State of Astrocytes in Grey and White Matter of the Prefrontal Cortex in Autism **V. Martinez-Cerdeno**¹, B. Dufour² and G. Vakilzadeh³, (1)Pathology & Laboratory Medicine, UC Davis School of Medicine; Institute for Pediatric Regenerative Medicine and Shriners Hospitals for Children of Northern California, Sacramento, CA, (2)Psychiatry and Behavioral Sciences, UC Davis School of Medicine, Sacramento, CA, (3)Department of Pathology and Laboratory Medicine, Institute for Pediatric Regenerative Medicine/ Shriners Hospital for Children, Sacramento, CA
- 5 **422.005** Factors Influencing Sleep MRI Scan Success Rates in Preschoolers with Autism Spectrum Disorder Compared to Their Typically Developing Peers **M. Mues**¹, E. Demurie², S. Schaubroeck², M. Erdogan², P. Pullens³, A. Goodwin⁴, M. Bowdler⁴, F. dell'Acqua⁴, T. Charman⁴, J. K. Buitelaar⁵, R. Delorme⁶, T. Falck-Ytter⁷, E. Loth⁸ and H. Roeyers², (1)Department of Experimental-Clinical and Health Psychology, Ghent University, Department of Experimental, Clinical and Health Psychology, Ghent, Belgium, (2)Department of Experimental-Clinical and Health Psychology, Ghent University, Ghent, Belgium, (3)Department of Radiology, Ghent University Hospital, Ghent, Belgium, (4)Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (5)Department of Cognitive Neuroscience, Donders Institute for Brain, Cognition and Behaviour, Radboud University Nijmegen Medical Centre, Nijmegen, Netherlands, (6)Excellence centre for Autism and Neurodevelopmental disorders, Paris, France, (7)Center of Neurodevelopmental Disorders (KIND), Centre for Psychiatry Research; Department of Women's and Children's Health, Karolinska Institutet, Stockholm, Sweden, (8)Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, Psychology, and Neuroscience, King's College London, London, United Kingdom
- 6 **422.006** Gray Matter Thickness and Gyrfication in Language-Related Brain Areas Are Associated with Language Impairment in Primary-School-Aged Children with Autism Spectrum Disorder **V. Arutiunian**¹, M. Gomozova¹, A. Minnigulova¹, E. Davydova², D. Pereverzeva², A. Sorokin³, S. Tyushkevich², U. Mamokhina², K. Danilina² and O. Dragoy⁴, (1)Center for Language and Brain, HSE University, Moscow, Russian Federation, (2) Federal Resource Center for ASD, Moscow State University of Psychology and Education, Moscow, Russian Federation, (3)Haskins Laboratories, New Haven, CT, (4)Institute of Linguistics, Russian Academy of Sciences, Moscow, Russian Federation
- 7 **422.007** IQ Development across Childhood in Autism Differentiated By Structural Differences in Default Mode and Fronto-Parietal Network **J. K. Lee**¹, A. C. Cho², D. S. Andrews³, S. J. Rogers⁴, D. G. Amaral¹, M. Solomon¹, C. W. Nordahl¹ and S. Ozonoff⁵, (1)Department of Psychiatry and Behavioral Sciences, The Medical Investigation of Neurodevelopmental Disorders (MIND) Institute, UC Davis School of Medicine, University of California Davis, Sacramento, CA, (2)Human Development & Psychology, University of California, Los Angeles, Los Angeles, CA, (3)Department of Psychiatry and Behavioral Sciences, MIND Institute, UC Davis Medical Center, Sacramento, CA, (4)Department of Psychiatry and Behavioral Sciences, University of California at Davis, Sacramento, CA, (5)Psychiatry and Behavioral Sciences, University of California at Davis, MIND Institute, Sacramento, CA
- 8 **422.008** Investigating Homogeneous Subgroups across ASD, ADHD, and Typical Development Using Measures of Cortical Thickness, Surface Area, Cortical/Subcortical Volume, and Structural Covariance **Y. Sadat-Nejad**¹, R. Cardy¹, E. Anagnostou², J. P. Lerch³, M. J. Taylor⁴, A. Iaboni², C. Hammill⁵, J. A. Brian¹, E. Kelley⁶, M. Ayub⁷, J. Crosbie⁸, R. Schachar⁹, S. Georgiades⁹, R. Nicolson¹⁰ and A. Kushki², (1)Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (2)Autism Research Centre, Bloorview Research Institute, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (3)Wellcome Centre for Integrative Neuroimaging (WIN), University of Oxford, Oxford, ON, United Kingdom, (4)Diagnostic Imaging, Hospital for Sick Children, Toronto, ON, Canada, (5)Mouse Imaging Centre, The Hospital for Sick Children, Toronto, ON, Canada, (6)Department of Psychology, Queen's University, Kingston, ON, Canada, (7)Department of Psychiatry, Queen's University, Kingston, ON, Canada, (8)Department of Psychiatry, The Hospital for Sick Children, Toronto, ON, Canada, (9)McMaster Autism Research Team, McMaster University, Hamilton, ON, Canada, (10)Department of Psychiatry, University of Western Ontario, London, ON, Canada
- 9 **422.009** Linking Structural and Functional Imaging Modalities to Characterize Atypical Face Processing in Autism **D. L. Floris**¹, A. Llera², T. Mei², N. Forde², C. Moessnang³, E. J. Jones⁴, L. Mason⁴, R. Haartsen⁴, C. Ecker⁵, J. K. Buitelaar² and C. Beckmann², (1)Donders Centre for Cognitive Neuroimaging, Nijmegen, Netherlands, (2)Department of Cognitive Neuroscience, Donders Institute for Brain, Cognition and Behaviour, Radboud University Nijmegen Medical Centre, Nijmegen, Netherlands, (3) Department of Psychiatry and Psychotherapy, Central Institute of Mental Health, University of Heidelberg, Mannheim, Germany, (4)Centre for Brain and Cognitive Development, Birkbeck University of London, London, United Kingdom, (5)Department of Child and Adolescent Psychiatry, Psychosomatics and Psychotherapy, Goethe-University Frankfurt am Main, Frankfurt, Germany
- 10 **422.010** Predicting Accelerated Visual Memory Decline in Middle-Age and Older Adults with ASD with Multi-Modal MRI: The Case for Hippocampal System Free-Water **B. B. Braden**¹, M. Walsh², E. Ofori², B. A. Pagni², G. Sullivan² and K. Chen³, (1)College of Health Solutions, Arizona State University, Tempe, AZ, (2)Arizona State University, Tempe, AZ, (3) Banner Alzheimer's Institute, Phoenix, AZ
- 11 **422.011** Prenatal PM2.5 and Subcortical Volumes in Children with Neurodevelopmental Disorders **E. Rechtman**¹, L. Alexander², D. M. Papazaharias¹, A. Just¹, R. O. Wright¹, M. P. Millham², C. Gennings¹ and M. K. Horton¹, (1)Department of Environmental Medicine and Public Health, Icahn School of Medicine at Mount Sinai, New York, NY, (2)Child Mind Institute, New York, NY
- 12 **422.012** Whole-Brain White Matter Compromise across the Lifespan in Autism Is Not Predictive of Behavioral Symptomatology **S. R. Otto**, Y. Yang, L. M. Ray, J. A. Travers, J. Hutsler and S. M. Haigh, Psychology, University of Nevada, Reno, Reno, NV

Poster Session
423 - Early Development (< 48 months)
 11:30 AM - 1:30 PM - Griffin Hall

- 13 **423.013** Differential Cognitive and Behavioral Development from 6 to 24 Months in Autism and Fragile x Syndrome **L. J. Mullin**¹, J. Rutsohn², J. Gross¹, A. M. Estes³, J. J. Wolff⁴, K. Botteron⁵, M. D. Shen⁶, J. Piven⁶, H. Hazlett⁶ and J. B. Girault¹, (1)Carolina Institute for Developmental Disabilities, University of North Carolina, Chapel Hill, NC, (2)University of North Carolina, Chapel Hill, NC, (3)Speech and Hearing Sciences, University of Washington, Seattle, WA, (4)University of Minnesota, Minneapolis, MN, (5)Washington University School of Medicine, St. Louis, MO, (6)*co-senior author, University of North Carolina, Chapel Hill, NC

- 14 **423.014** Imagine It in Movement: Motor Development in Children with and without Autism Spectrum Disorder in New Zealand **P. Araya-Herrera**, School of Psychology, The University of Auckland, Auckland, New Zealand; School of Physiotherapy, University of Valparaiso, Vina del Mar, Chile
- 15 **423.015** A Demonstration of Limited Attention to Parent Faces during a Live Eye-Tracking Task in Toddlers with Elevated Autism Symptoms **A. Vernetti**¹, C. Banarjee², A. Boxberger¹, E. Diamond³, K. All¹, S. Macari¹ and K. Chawarska¹, (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2)Child Study Center, Child Study Center, Yale School of Medicine, New Haven, CT, (3)Yale University, New Haven, CT
- 16 **423.016** A Prospective Study of Anxiety and Perceptual Sensitivity As Early Markers for Restricted and Repetitive Behaviours in Infants with Typical and Elevated Likelihood of Autism and ADHD: Replication and Extension in an Independent Cohort. **N. Narvekar**¹, V. Carter Leno², G. Pasco³, M. H. Johnson⁴, E. J. Jones⁵ and T. Charman³, (1)IoPPN, Institute of Psychiatry, KCL, London, United Kingdom, (2)Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (3)Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (4)Centre for Brain and Cognitive Development, Birkbeck, University of London, London, United Kingdom, (5) Centre for Brain and Cognitive Development, Birkbeck University of London, London, United Kingdom
- 17 **423.017** ASD Assessment and Timing of Diagnosis: The Impact of Sex and IQ **J. Davis**¹, D. Askings², D. A. Bilder³, W. M. McMahon³, A. V. Kirby⁴, C. Kingsbury⁵ and J. Gutierrez⁶, (1)Educational Psychology, University of Utah, Salt Lake City, UT, (2)University of Utah, Salt Lake City, UT, (3) Psychiatry, University of Utah, Salt Lake City, UT, (4)University of Utah College of Health, Salt Lake City, UT, (5)Children with Special Health Care Needs, Utah Department of Health, Salt Lake City, UT, (6)University of Utah, SALT LAKE CITY, UT
- 18 **423.018** Age of First Screen-Positive Status in Children Diagnosed with Autism Spectrum Disorder: A Comparison across Multiple Measures **C. Parikh**¹, R. Ni², D. N. Gangi³, M. M. Hill³, S. Maqbool², E. Solis², G. S. Young⁴, S. Park⁵ and S. Ozonoff¹, (1)Psychiatry and Behavioral Sciences, University of California at Davis, MIND Institute, Sacramento, CA, (2) UC Davis MIND Institute, Sacramento, CA, (3)Psychiatry and Behavioral Sciences, University of California, Davis, MIND Institute, Sacramento, CA, (4)University of California at Davis, MIND Institute, Sacramento, CA, (5)UC Davis MIND, Sacramento, CA
- 19 **423.019** Altered Locus Coeruleus-Norepinephrine Activity As Underlying Mechanism of Attenuated Social Attention in Preschoolers with ASD **L. Polzer**, C. M. Freitag and N. Bast, Autism Research and Intervention Center of Excellence Frankfurt, Department of Child and Adolescent Psychiatry, Psychosomatics and Psychotherapy, University Hospital Frankfurt, Goethe University, Frankfurt, Germany
- 20 **423.020** Association between Ultrasonography Fetal Anomalies and Autism Spectrum Disorder **O. Regev**¹, A. Hadar^{2,3}, G. Meiri⁴, H. Fluser³, A. Michaelovskii⁵, I. Dinstein⁶, R. Hershkovitch³ and **I. Menashe**¹, (1)Ben-Gurion University of the Negev, Beer Sheva, Israel, (2)Clalit Health Services, Beer Sheva, Israel, (3)Soroka University Medical Center, Beer Sheva, Israel, (4) National Autism Research Center of Israel, Ben-Gurion University of the Negev, Beer Sheva, Israel, (5)Zusman Child Development Center, Soroka University Medical Center, Beer Sheva, Israel, (6)Cognitive and Brain Sciences Department, Ben-Gurion University of the Negev, Beer Sheva, Israel, (7)Public Health Department, Ben-Gurion University of the Negev, Beer Sheva, Israel
- 21 **423.021** Associations Among Motor Speech, Arm and Hand Control, Social Communication, and Language Skills in Toddlers with and without Autism Spectrum Disorder **A. Delehanty**¹, J. L. Hooker², J. E. Cleary Dillon³ and A. M. Wetherby², (1)Speech-Language Pathology, Duquesne University, Pittsburgh, PA, (2)Florida State University Autism Institute, Tallahassee, FL, (3)LeBonheur Children's Hospital, Memphis, TN
- 22 **423.022** Associations between Autistic Traits and Behavioral/Emotional Problems in Toddlers with Autism **Q. O. Wedderburn**¹, M. Siller², L. Morgan³ and S. Furlmeister⁴, (1)Emory University, Atlanta, GA, (2)Emory University School of Medicine, Atlanta, GA, (3)Marcus Autism Center, Children's Healthcare of Atlanta and Emory University School of Medicine, Atlanta, GA, (4)Marcus Autism Center; Children's Healthcare of Atlanta, Atlanta, GA
- 23 **423.023** Asymmetries in the Development of Infant-Caregiver Social Contingency in Typical Development and ASD **G. Ramsay**¹, M. Edwards² and K. Little¹, (1)Marcus Autism Center, Children's Healthcare of Atlanta, and Emory University School of Medicine, Atlanta, GA, (2)Emory University, Atlanta, GA
- 24 **423.024** Autism Spectrum Disorder (ASD) Screening Project: How to Increase Community ASD Screening and Improve Linkage to Care in an Underserved Region? **M. Palmeri**¹, **J. Jones**², J. Schwab², H. Tanuos², C. Alcindor-Sparman², S. Banugaria², I. Gallo², K. Sidwell², C. Castellano², F. Bass², K. Rebaza², J. Shenouda³ and W. Zahorodny⁴, (1)Rutgers New Jersey Medical School, Newark, NJ, (2)Department of Pediatrics, Rutgers New Jersey Medical School, Newark, NJ, (3)Department of Pediatrics, Rutgers University, Newark, NJ, (4)Department of Pediatrics, Rutgers--New Jersey Medical School, Newark, NJ
- 25 **423.025** Differences in Object Manipulation in Infants at Low and Elevated Likelihood for Autism Spectrum Disorder **A. Federico**¹, E. Platt², A. Dea² and J. Bradshaw², (1)The University of South Carolina, Columbia, SC, (2)University of South Carolina, Columbia, SC
- 26 **423.026** Examining Clinical Phenotype Sex Differences Among ASD Toddlers **S. Ramos-Cabo**¹, J. Zahiri², C. Carter², S. Arias², S. Nalabolu², E. Courchesne² and K. Pierce³, (1)Neurosciences, University of California San Diego, San Diego, CA, (2)Autism Center of Excellence, UCSD, San Diego, CA, (3)Neurosciences, University of California, San Diego, La Jolla, CA
- 27 **423.027** Expanding Social Attention and Communication Surveillance into Preschool (SACS-PR): An Additional Checklist of the SACS-Revised for Early Autism Detection **J. Barbaro**¹, N. Sadka¹, M. Gilbert², L. Ridgway³ and C. Dissanayake¹, (1)Olga Tennison Autism Research Centre, La Trobe University, Melbourne, VIC, Australia, (2)Olga Tennison Autism Research Centre, Olga Tennison Autism Research Centre, La Trobe University, Melbourne, VIC, Australia, (3)Judith Lumley Centre, La Trobe University, Melbourne, VIC, Australia
- 28 **423.028** Explaining the Gap: Executive Functioning Predicts the Discrepancy between Cognitive and Adaptive Functioning in Toddlers with ASD **S. R. Edmunds**¹, Y. Braverman², I. Hastedt² and S. Faja², (1) Psychology, University of South Carolina, Columbia, SC, (2)Boston Children's Hospital, Boston, MA
- 29 **423.029** Eye-Tracking and NIRS Measures of Familiar Face Processing in Infants with and without an Older Sibling with Autism **J. B. Wagner**^{1,2}, M. Pecukonis³, S. R. Scarano¹, **C. Martinez**², H. Tager-Flusberg³ and C. A. Nelson⁴, (1)Department of Psychology, College of Staten Island, City University of New York, Staten Island, NY, (2)Department of Psychology, The Graduate Center, City University of New York, New York, NY, (3)Department of Psychological and Brain Sciences, Boston University, Boston, MA, (4)Department of Developmental Medicine, Boston Children's Hospital, Boston, MA
- 30 **423.030** Impact of Co-Occurring Gestures on Social Visual Engagement to Caregivers in Infants with and without Autism Spectrum Disorder **C. Nicholson**^{1,2,3}, N. Fram⁴, M. K. Sahoo⁵, M. Hines-Wilson¹, A. Klin⁶, W. Jones⁶, M. D. Lense⁷ and L. A. Edwards⁸, (1)Marcus Autism Center, Atlanta, GA, (2)Emory University School of Medicine, Atlanta, GA, (3)Children's Healthcare of Atlanta, Atlanta, GA, (4)Stanford University, Stanford, CA, (5)Emory University School of Medicine, Marcus Autism Center, Atlanta, GA, (6)Marcus Autism Center, Children's Healthcare of Atlanta and Emory University School of Medicine, Atlanta, GA, (7)Vanderbilt University Medical Center, Nashville, TN

- 31 **423.031** Implementing the Get SET Early Model in a Community Setting to Lower the Age of ASD Diagnosis C. J. Smith¹, **S. James¹**, E. Skepnek^{1,2}, E. Leuthe^{1,3}, L. E. Outhier¹, D. Avelar^{4,5}, C. Barnes⁶, E. Bacon^{7,8} and K. Pierce⁹, (1)Southwest Autism Research & Resource Center, Phoenix, AZ, (2)Arizona Autism United, Phoenix, AZ, (3)Carolina Psychological Associates, Greensboro, NC, (4)SARRC, Phoenix, AZ, (5) Mountain Park, Phoenix, AZ, (6)University of California, San Diego, La Jolla, CA, (7)Neurosciences, University of California, San Diego, La Jolla, CA, (8)Rady Children's Hospital, San Diego, CA, (9)UCSD Autism Center of Excellence, La Jolla, CA
- 32 **423.032** Increased Feminine Gender Markers in Toddler Girls with and without Autism Spectrum Disorder **S. Goldman¹**, M. J. Martin², L. Ehteshami³ and N. Yamane⁴, (1)Department of Neurology, Division of Child Neurology, Columbia University Irving Medical Center, New York, NY, (2)Columbia University School of General Studies, New York, NY, (3) Columbia University Barnard College, New York, NY, (4)Health Informatics, Northeastern University, Boston, MA
- 33 **423.033** Infant Sibling's Temperament Associate with Proband Traits of ASD and ADHD **H. Halkola¹**, A. Pickles², J. Begum Ali³, A. Gui⁴, G. Pasco⁵, M. H. Johnson⁶, T. Charman⁷, E. J. Jones⁸ and &. The BASIS-STAARS Team⁹, (1)Institute of Psychiatry, Psychology and Neuroscience, Department of Psychology, King's College London, London, United Kingdom, (2)Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (3)Centre for Brain and Cognitive Development, Birkbeck, University of London, London, United Kingdom, (4)Centre for Brain and Cognitive Development, Birkbeck University of London, London, United Kingdom, (5)Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (6)Department of Psychology, Institute of Psychiatry, Psychology & Neuroscience, King's College London, London, United Kingdom
- 34 **423.034** Infant's Visual Attention to Faces and Temporal Frequency: A Prospective Longitudinal Autism and ADHD Study **M. A. Agyapong¹**, M. H. Johnson², T. Charman¹, E. J. Jones³ and &. The BASIS-STAARS Team⁴, (1)Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (2)Centre for Brain and Cognitive Development, Birkbeck, University of London, London, United Kingdom, (3)Centre for Brain and Cognitive Development, Birkbeck University of London, London, United Kingdom, (4)Department of Psychology, Institute of Psychiatry, Psychology & Neuroscience, King's College London, London, United Kingdom
- 35 **423.035** Internalizing and Externalizing Symptoms Are Elevated in 3-Year-Olds with ASD and Are Predicted By Temperamental Features at Age 2 **S. Macari¹**, K. K. Powell¹, E. Diamond², E. Brennan-Wydra¹, A. Vermetti¹ and K. Chawarska¹, (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2)Yale University, New Haven, CT
- 36 **423.036** Investigating Discrepancies between Eye-Tracking Measures and Expert Clinician Evaluation of ASD: Discrepancies Reflect Less Diagnostically-Clear Cases **H. Tokish¹**, S. Sivathasan, E. McQueen, C. Klaiman, H. Walum, A. Klin and W. Jones, Marcus Autism Center, Children's Healthcare of Atlanta and Emory University School of Medicine, Atlanta, GA
- 37 **423.037** Multimodal Investigation of Brain Morphology and Local Activity and Connectivity in Young Children with ASD **B. Chen¹**, A. C. Linke², L. Olson³, J. S. Kohli², M. C. Arcadio Arce², S. R. Peña², A. Andriasyan², E. Mendez², R. A. Müller², R. A. Carper² and I. Fishman², (1) San Diego State University, San Diego, CA, (2)Brain Development Imaging Laboratories, San Diego State University, San Diego, CA, (3)Joint Doctoral Program in Clinical Psychology, SDSU/UC San Diego, San Diego, CA
- 38 **423.038** Pre-Emptive Interventions for Infants and Toddlers at Risk for Autism: A Systematic Review and Meta-Analysis **E. Rodriguez¹** and L. H. Hampton², (1)Special Education, The University of Texas at Austin, Austin, TX, (2)The University of Texas at Austin, Austin, TX
- 39 **423.039** Qualitative and Quantitative Analyses of Early Vocal Productions of 6 Months Old Infants with High-Likelihood of ASD **M. Weyland¹**, P. Maes and M. Kissine, ACTE — Center of research in Linguistics — ULB Neuroscience Institute, Université libre de Bruxelles, Brussels, Belgium
- 40 **423.040** Racial/Ethnic and Socioeconomic Disparities in Identification and Diagnosis of Autism Spectrum Disorder **C. Jiang¹**, J. Shenouda², K. Sidwell³ and W. Zahorodny⁴, (1)Rutgers New Jersey Medical School, Newark, NJ, (2)Department of Pediatrics, Rutgers University, Newark, NJ, (3)Department of Pediatrics, Rutgers New Jersey Medical School, Newark, NJ, (4)Department of Pediatrics, Rutgers--New Jersey Medical School, Newark, NJ
- 41 **423.041** Relationship between Caregiver-Reported Autism Symptoms and Age, Cognitive Level, and Language Abilities **K. L. Coulter¹**, M. Frisch¹, M. Barton¹, D. L. Robins² and D. A. Berger¹, (1)Psychological Sciences, University of Connecticut, Storrs, CT, (2)A.J. Drexel Autism Institute, Drexel University, Philadelphia, PA
- 42 **423.042** Sleep Challenges and Temperament Among Infants with Autistic Siblings **M. Foster¹** and J. Bradshaw, University of South Carolina, Columbia, SC
- 43 **423.043** Symptoms of Executive Dysfunction and ADHD Are Linked with Poorer Adaptive Functioning in 3-Year-Olds with ASD **K. K. Powell¹**, S. Macari¹, E. Brennan-Wydra¹, H. Feiner¹, M. Butler¹, D. M. Goncalves Fortes¹, A. Boxberger¹, C. Morgan², M. Lyons¹, M. S. Torres-Viso³ and K. Chawarska¹, (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2)Yale, New Haven, CT, (3)Yale Child Study Center, New Haven, CT
- 44 **423.044** Temperament in Infancy in Relation to Symptom Load of ASD and ADHD in Older Siblings **L. Andersson Konke¹**, T. Falck-Ytter², E. J. Jones³, A. Goodwin⁴ and K. Brocki⁵, (1)Uppsala University, Uppsala, Sweden, (2)Center of Neurodevelopmental Disorders (KIND), Centre for Psychiatry Research; Department of Women's and Children's Health, Karolinska Institutet, Stockholm, Sweden, (3)Centre for Brain and Cognitive Development, Birkbeck University of London, London, United Kingdom, (4)Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (5)Department of Psychology, Uppsala University, Uppsala, Sweden
- 45 **423.045** The Role of Predictability in Social Rhythmic Entrainment in TD and ASD Toddlers **S. Chawla¹**, Y. Wang², W. Jones¹, L. A. Edwards¹ and M. D. Lense², (1)Marcus Autism Center, Children's Healthcare of Atlanta and Emory University School of Medicine, Atlanta, GA, (2)Vanderbilt University Medical Center, Nashville, TN
- 46 **423.046** Trajectories of Language Development in Young Children with and without Autism Spectrum Disorder in Taiwan **C. C. Wu¹** and P. Y. Yao, Department of Psychology, Kaohsiung Medical University, Kaohsiung, Taiwan
- 47 **423.047** Trajectories of Visual Attention to the Mouth during Infant-Directed Speech and Song in Infants with and without ASD over the First Year of Life **M. K. Sahoo¹**, M. Hines-Wilson², C. Nicholson², D. Parmaksiz², A. Klin³, W. Jones³, L. A. Edwards³ and M. D. Lense⁴, (1)Emory University School of Medicine, Marcus Autism Center, Atlanta, GA, (2)Marcus Autism Center, Atlanta, GA, (3)Marcus Autism Center, Children's Healthcare of Atlanta and Emory University School of Medicine, Atlanta, GA, (4)Vanderbilt University Medical Center, Nashville, TN
- 48 **423.048** Trends in Regressive Autism between 2000 and 2016 **M. Palmeri¹**, R. Krishnaraj¹, J. Shenouda², K. Sidwell³ and W. Zahorodny⁴, (1)Rutgers New Jersey Medical School, Newark, NJ, (2)Department of Pediatrics, Rutgers University, Newark, NJ, (3)Department of Pediatrics, Rutgers New Jersey Medical School, Newark, NJ, (4)Department of Pediatrics, Rutgers--New Jersey Medical School, Newark, NJ

- 49 **423.049** Unique Pathway to Social Communication Intervention with or without an Autism Spectrum Disorders (ASD) Diagnosis **N. Brane¹**, K. Ulven¹, G. Binion², K. Pickard³ and N. M. Hendrix³, (1)Marcus Autism Center, Atlanta, GA, (2)Marcus Autism Center, Emory University School of Medicine, Atlanta, GA, (3)Emory University School of Medicine, Marcus Autism Center, Atlanta, GA
- 50 **423.050** What Are You Looking at? – Gaze Following with and without Target Objects in ASD and TD **E. Thorup¹**, P. Nyström², S. Bolte³ and T. Falck-Ytter⁴, (1)Uppsala universitet, Uppsala, SWEDEN, (2)Uppsala University, Uppsala, Sweden, (3)Center of Neurodevelopmental Disorders (KIND), Centre for Psychiatry Research; Department of Women's and Children's Health, Karolinska Institutet, & Stockholm Health Care Services, Region Stockholm, Stockholm, Sweden, (4)Center of Neurodevelopmental Disorders (KIND), Centre for Psychiatry Research; Department of Women's and Children's Health, Karolinska Institutet, Stockholm, Sweden
- 51 **423.051** Robotese and Mothers: Examining Patterns of Attention Preference in Infants and Toddlers in Eye-Tracking Paradigms **G. M. Garcia**, M. A. Cox, J. E. Blume, K. Webb and A. Mastergeorge, Human Development and Family Sciences, Texas Tech University, Lubbock, TX
- 52 **423.052** Visual Attention to the Mouth and Language Acquisition in Infants with and without Autism Spectrum Disorder during the Second Year of Life: Considering Communicative Context **M. Hines-Wilson¹**, M. K. Sahoo², C. Nicholson¹, A. Klin³, W. Jones³, M. D. Lense⁴ and L. A. Edwards³, (1)Marcus Autism Center, Atlanta, GA, (2)Emory University School of Medicine, Marcus Autism Center, Atlanta, GA, (3)Marcus Autism Center, Children's Healthcare of Atlanta and Emory University School of Medicine, Atlanta, GA, (4)Vanderbilt University Medical Center, Nashville, TN
- 60 **424.060** Stakeholder Input on Opportunities and Challenges Related to Inclusion in Research **S. Furukawa¹**, K. Fitzpatrick¹, A. Wyatt¹, E. McMillan¹, E. Turner¹, C. Taylor¹, J. Neul¹ and B. A. Malow², (1)Vanderbilt University Medical Center, Nashville, TN, (2)Sleep Disorders Division, Department of Neurology, Vanderbilt University Medical Center, Nashville, TN
- 61 **424.061** Systematic Review: Parent-Mediated Interventions and Their Impact on Parent's Stress. **M. Z. Hassan¹**, J. Y. Talbot² and C. E. McCormick¹, (1)Human Development and Family Studies, Purdue University, West Lafayette, IN, (2)Speech, Language, and Hearing Sciences, Purdue University, West Lafayette, IN
- 62 **424.062** The Association between COVID-19 Impact and Barriers to Healthcare for Autistic Youth and Their Families **E. A. DeLucia¹**, M. Fok², J. R. Bertollo¹, C. G. McDonnell³ and A. Scarpa¹, (1)Department of Psychology, Virginia Polytechnic Institute and State University, Blacksburg, VA, (2)Department of Psychology, Virginia Tech, Blacksburg, VA, (3)Department of Psychology, University of Wyoming, Laramie, WY
- 63 **424.063** The Effect of Training and Experience on Preservice Teachers' Knowledge Related to Autism and Language Development **L. J. Avery**, Special Education, University of Missouri - Columbia, Columbia, MO
- 64 **424.064** The Effect of an Etiologic Genetic Diagnosis on Family Adjustment and Parental Stress Among Families of Children with Autism Spectrum Disorder (ASD) **C. N. Murali¹**, G. J. Sakyi², S. S. Mire² and R. P. Goin-Kochel³, (1)Baylor College of Medicine, Houston, TX, (2)Psychological, Health, and Learning Sciences, University of Houston, Houston, TX, (3)Baylor College of Medicine, Houston, TX
- 65 **424.065** The Lived Experience of Gender Dysphoria in Autistic Young People: A Phenomenological Study with Young People and Their Parents **K. Cooper¹**, C. Butler¹, A. Russell² and W. Mandy³, (1)University of Bath, Bath, United Kingdom, (2)Psychology/Centre for Applied Autism Research, University of Bath, Bath, United Kingdom, (3)Department of Clinical, Educational and Health Psychology, University College London, London, United Kingdom
- 66 **424.066** The Oral Health Knowledge, Attitudes, and Practices of Black Caregivers of Children with and without Autism Spectrum Disorder **D. H. Como¹**, L. I. Florindez¹, L. I. Duker (Stein)² and S. Cermak³, (1)Division of Occupational Science and Occupational Therapy, University of Southern California, Los Angeles, CA, (2)Chan Division of Occupational Science and Occupational Therapy, University of Southern California, Los Angeles, CA, (3)USC Mrs. T.H. Chan Division of Occupational Science and Occupational Therapy, University of Southern California, Los Angeles, CA
- 67 **424.067** The Role of Autistic Features in Parental Mental Health and Quality of Life: Comparison between Parents of Children with Idiopathic Autism, Phelan McDermid Syndrome (PMS) and Other Copy Number Variants (CNVs) **J. Cooke¹**, B. Rankasz², B. Oakley² and E. Loth², (1)Forensic and Neurodevelopmental Sciences, Kings College London, Institute of Psychiatry, Psychology & Neuroscience, London, United Kingdom, (2)Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, Psychology, and Neuroscience, King's College London, London, United Kingdom
- 68 **424.068** The Role of Parental Stress As a Predictor for Limit Setting in Families of Children with Autism Spectrum Disorders **J. Golt¹**, E. McRae² and L. Stoppelbein¹, (1)The University of Alabama, Tuscaloosa, AL, (2)University of Alabama, Birmingham, Birmingham, AL
- 69 **424.069** Time Is Not Money— Examining the Relationships between Parental Stress and Family Resources after the Clinical Support Withdraws for Lower Resourced Families and Their Children with Autism **L. M. Chiang¹**, W. I. Shih² and C. Kasari³, (1)UCLA, Los Angeles, CA, (2)University of California - Los Angeles, Los Angeles, CA, (3)University of California, Los Angeles, Los Angeles, CA
- 70 **424.070** Tracking Outcome of Early Career Researchers in ASD **A. Halladay^{1,2}**, K. Madgett¹ and A. T. Singer¹, (1)Autism Science Foundation, Scarsdale, NY, (2)Rutgers University, Piscataway, NJ

Poster Session

424 - Family Issues and Stakeholder Experiences II

11:30 AM - 1:30 PM - Griffin Hall

- 55 **424.055** Patterns of Maternal Communicative Behaviors Among Low-Income Chinese Immigrant Mothers of Children with ASD- an Exploratory Study **Y. Xu¹**, F. Chen² and S. Magana³, (1)Department of Health Sciences Education, University of Illinois College of Medicine at Rockford, Rockford, IL, (2)University of Illinois at Chicago, Chicago, IL, (3)Steve Hicks School of Social Work, University of Texas at Austin, Austin, TX
- 56 **424.056** Play and Emotional Availability of Fathers of Young Children with ASD: Impact on Development **S. Perzoli**, A. Bentenuto, G. Bertamini and P. Venuti, Department of Psychology and Cognitive Science, University of Trento, Rovereto, Italy
- 57 **424.057** Psychological Functioning and Resilience in Mothers and Fathers of Children with and without Autism Spectrum Disorder during the COVID-19 Pandemic **C. A. Paisley¹**, R. L. Harmon², A. B. McClain², A. M. Birnschein² and T. S. Tomeny², (1)School of Medicine, University of Colorado, Aurora, CO, (2)Psychology, The University of Alabama, Tuscaloosa, AL
- 58 **424.058** Risk for Mild Cognitive Impairment in Mothers of Autistic Children **L. Friedman¹**, A. C. Hickey² and J. Klusek², (1)University of South Carolina, Columbia, SC, (2)Communication Sciences and Disorders, University of South Carolina, Columbia, SC
- 59 **424.059** Sensory Processing and Meaningful Community Participation in Autistic Adults **N. Bagatell¹**, D. V. Chan², **Y. C. Syu³** and E. M. Lamarche⁴, (1)University of North Carolina at Chapel Hill, Chapel Hill, NC, (2)Allied Health Sciences, University of North Carolina at Chapel Hill, Chapel Hill, NC, (3)University of North Carolina - Chapel Hill, Chapel Hill, NC, (4)TEACCH Autism Program; Psychiatry, University of North Carolina, Chapel Hill, NC

- 71 **424.071** Trust Takes Times: Using a Patient-Centered Outcomes Research (PCOR) Approach to Build and Sustain Engagement with Transition-Age Autistic Youth and Stakeholders **S. N. Brasher¹**, L. Coleman² and M. J. Segall³, (1)School of Nursing, Emory University, Atlanta, GA, (2)Marcus Autism Center, Atlanta, GA, (3)Emory Autism Center, Emory University, Atlanta, GA
- 72 **424.072** What Are the Experiences of Primary to Secondary Transition for Children with Autism? an Exploration of the Experiences of Primary to Secondary School Transition for Children with Autism in One East London Borough. **E. Valizadeh**, Support for Learning Service, London Borough of Tower Hamlets, London, United Kingdom
- 73 **424.073** Participants' and Researchers' Perceptions of Effective Recruitment Strategies: Lessons Learned through SPARK **R. P. Goin-Kochel**, Baylor College of Medicine, Houston, TX
- 74 **424.074** Mental Health of Siblings of Children with Autism Spectrum Disorder **T. Brahim¹**, R. H. Trabelsi², A. Guedria³ and N. Gaddour⁴, (1) PSYCHIATRY, UNIVERSITY OF MONASTIR, MONASTIR, Tunisia, (2) university of Monastir, Monastir, Tunisia, (3)University of Monastir, Monastir, Tunisia, (4)University Hospital F. Bourguiba, Monastir, Tunisia
- 75 **424.075** Parent Perceptions of Autism and Policing: Similarities and Differences By Race **M. Leuzzi¹**, A. S. Russell¹, A. Zitter¹, J. Pacheco², K. G. Tena¹, M. R. Pelella¹, A. Knox¹, M. L. Cola¹, R. Solorzano³, S. Turnacioglu³, J. S. Miller¹, V. Ravindran³, **J. Parish-Morris¹** and J. McCleery¹, (1)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (2)Saint Joseph's University, Philadelphia, PA, (3)Floreo, Inc., Washington DC, DC
- 80 **425.080** Changes in the Perception of Age of Diagnosis and Access to Services in Caregivers of Autistic Individuals in Argentina. **E. Garza¹**, M. Montenegro¹, S. H. Cukier², D. Valdez³, A. Rattazzi², G. Garrido⁴, C. S. Paula⁵, R. A. Garcia⁶, A. Rosoli⁷, A. Karpur⁸, A. Shih⁹ and C. Montiel-Nava¹⁰, (1)University of Texas Rio Grande Valley, Edinburg, TX, (2)PANAACEA, Buenos Aires, Argentina, (3)Facultad Latinoamericana de Ciencias Sociales sede Argentina, Buenos Aires, Argentina, (4)Universidad de la República, Montevideo, Uruguay, (5)Developmental Disorder Program, Universidade Presbiteriana Mackenzie, São Paulo, Brazil, (6)Clínica Las Condes, Santiago, Chile., Santiago, CHILE, (7)Projects, Organizacion Estados Iberoamericanos, Santo Domingo, Dominican Republic, (8)Autism Speaks, Princeton, NJ, (9)Autism Speaks, New York, NY, (10)Psychological Science, University of Texas Rio Grande Valley, Edinburg, TX
- 81 **425.081** Culture, Tortuous Pathways, and the Case for Ameliorating Autism Burden in Nigeria and South Africa **O. A. Kehinde¹**, O. J. Lindly², B. Ntombela³ and C. Hermann⁴, (1)English, University of Zululand, KwaDlangezwa, South Africa, (2)Health Sciences, Northern Arizona University, Flagstaff, AZ, (3)Department of English, University of Zululand, KwaDlangezwa, 3886, South Africa, (4)Psychology, University of Zululand, KwaDlangezwa, 3886, South Africa
- 82 **425.082** Early Screening of ASD with the RITA-T in a Culturally Diverse Community **R. Choueiri¹**, V. Tokatli², E. Prashad² and W. Garrison³, (1)University of Massachusetts Memorial Children's Medical Center, North Worcester, MA, (2)University of Massachusetts Chan Medical School, Worcester, MA, (3)Pediatrics, Developmental and Behavioral Pediatrics, University of Massachusetts Medical School, Worcester, MA
- 83 **425.083** Employment for Individuals with ASD in Russia – Experience, Opportunities, and Obstacles **S. Dovbnya¹**, T. Morozova², O. Shamayko², I. Monova² and A. Zalogina², (1)NHF Russian Federation, St-Petersburg, Russian Federation, (2)NHF Russia, Moscow, Russian Federation
- 84 **425.084** Examining the Psychometric Properties of an Implicit Association Test Used to Identify Potential Implicit Biases in Autism Identification **G. Thomas¹**, A. J. Harrison¹ and J. Bisson², (1)Educational Psychology, University of Georgia, Athens, GA, (2)Clemson University, Clemson, SC
- 85 **425.085** Extension for Community Healthcare Outcomes (ECHO) Autism: Protectea, Argentina: Promoting Best Practices in Detecting and Managing Autism Spectrum Disorders **V. Nancíaes-Nogues¹**, N. E. Granana², A. Richaudeau³, V. Maggio³, A. James⁴, M. Mahurin⁵ and K. Sohl⁶, (1)ECHO Autism Communities, University of Missouri, Columbia, MO, (2)Servicio de Neurología Infantil, Hospital Durand, CABA, Argentina, (3)Hospital Universitario Austral, Buenos Aires, Argentina, (4)University of Missouri-Columbia School of Medicine, 65212, MO, (5)Department of Child Health, University of Missouri, School of Medicine, Columbia, MO, (6)ECHO Autism Communities, University of Missouri, School of Medicine, Columbia, MO
- 86 **425.086** Journey Towards a Diagnosis: Studying the Experiences of Latinx Parents of Children with ASD **A. I. Mendez¹**, A. Klin² and K. Pickard³, (1)Emory University, Marcus Autism Center, Atlanta, GA, (2)Marcus Autism Center, Children's Healthcare of Atlanta and Emory University School of Medicine, Atlanta, GA, (3)Emory University School of Medicine, Marcus Autism Center, Atlanta, GA
- 87 **425.087** Pilot Study of Citas: Communication Interaction Training on Autism for Spanish-Speaking Caregivers **L. Morgan¹**, K. Guerra², S. Gillespie³, J. L. Stapel-Wax³ and K. Pickard⁴, (1)Marcus Autism Center, Children's Healthcare of Atlanta and Emory University School of Medicine, Atlanta, GA, (2)Marcus Autism Center, Atlanta, GA, (3)Pediatrics, Emory University School of Medicine, Atlanta, GA, (4)Emory University School of Medicine, Marcus Autism Center, Atlanta, GA

Poster Session

425 - International and Cross-Cultural Perspectives

11:30 AM - 1:30 PM - Griffin Hall

- 77 **425.077** Adaption and Evaluation of the Program Parents Taking Action (PTA) for Parents of Pre/Adolescents with Autism Spectrum Disorder in Colombia **M. Garcia**, UIC, Chicago, IL
- 78 **425.078** Barriers to Access Health and Educational Services for Venezuelan Autistic Children. Caregivers Priorities in a Humanitarian Crisis **A. Cosino Chavarria¹**, A. Rattazzi², S. H. Cukier², D. Valdez³, R. A. Garcia⁴, A. Rosoli⁵, G. Garrido⁶, C. S. Paula⁷ and C. Montiel-Nava⁸, (1) University of Texas Rio Grande Valley, Edinburg, TX, (2)PANAACEA, Buenos Aires, Argentina, (3)Facultad Latinoamericana de Ciencias Sociales sede Argentina, Buenos Aires, Argentina, (4)Clínica Las Condes, Santiago, Chile., Santiago, CHILE, (5)Projects, Organizacion Estados Iberoamericanos, Santo Domingo, Dominican Republic, (6)Universidad de la República, Montevideo, Uruguay, (7)Developmental Disorder Program, Universidade Presbiteriana Mackenzie, São Paulo, Brazil, (8)Psychological Science, University of Texas Rio Grande Valley, Edinburg, TX
- 79 **425.079** Behavioral and Psychological Changes Experienced By Autistic Individuals during Covid-19 Pandemic in Latin America **M. Montenegro¹**, D. Valdez², A. Rosoli³, G. Garrido⁴, S. H. Cukier⁵, C. S. Paula⁶, R. A. Garcia⁷, A. Rattazzi⁸ and C. Montiel-Nava⁸, (1)University of Texas Rio Grande Valley, Edinburg, TX, (2)Facultad Latinoamericana de Ciencias Sociales sede Argentina, Buenos Aires, Argentina, (3)Projects, Organizacion Estados Iberoamericanos, Santo Domingo, Dominican Republic, (4)Universidad de la República, Montevideo, Uruguay, (5) PANAACEA, Buenos Aires, Argentina, (6)Developmental Disorder Program, Universidade Presbiteriana Mackenzie, São Paulo, Brazil, (7)Clínica Las Condes, Santiago, Chile., Santiago, CHILE, (8)Psychological Science, University of Texas Rio Grande Valley, Edinburg, TX

- 88 **425.088** Validation of the M-CHAT-R/F Illustrated, in Spanish: Preliminary Results **G. Perez Liz¹**, G. Vela², A. Sanchez Montemayor³, R. Montemayor Morales⁴, F. R. Lorena⁵, A. Ortiz Menchaca⁶, A. Chapa Armenta⁷, G. Sandoval Flores⁸, A. Vela Staines⁹ and D. L. Robins¹, (1)A.J. Drexel Autism Institute, Drexel University, Philadelphia, PA, (2)Autismo ABP, Monterrey, NL, MEXICO, (3)TIBI Un espacio para todos, Monterrey, NL, Mexico, (4)Centro de Educación Psicopedagógica, Monterrey, NL, Mexico, (5)CENTRO DE INVESTIGACIÓN Y ENTRENAMIENTO EN PSICOTERAPIA GESTALT .FRITZ PERLS. S.C., Monterrey, NL, Mexico, (6)Centro de Diagnostico e Intervencion Conductual, Monterrey, NL, Mexico, (7)Mindpedia Psicología Avanzada, Monterrey, NL, Mexico, (8) Surfing the Sky, Monterrey, NL, Mexico, (9)Colegio de Bioetica de Nuevo Leon, Monterrey, Mexico
- 89 **425.089** Voices from the Field: Informing Research and Practice on Capacity Building Strategies in Mongolia **J. D. Lee¹**, H. Meadan² and E. Oyunbaatar³, (1)444 Minnesota Avenue Ste 300, University of Illinois, Kansas City, KS, (2)University of Illinois, Champaign, IL 61820, IL, (3) University of Western Ontario, London, ON, Canada
- 90 **425.090** Capacity Building of Parents of Children with ASD in Mongolia, a Low-Resource Setting **J. D. Lee¹** and H. Meadan², (1)Juniper Gardens Children's Project, University of Kansas, Kansas City, KS, (2) University of Illinois, Champaign, IL 61820, IL
- 91 **425.091** ASD Screening in Persian: "What Does 'Bright Lights' Mean? a Lamp, Sunlight, or Light-up Toys?" **A. Tiznobeik¹**, H. Dadgar¹ and **M. DuBay²**, (1)Tehran University of Medical Sciences, Tehran, Iran (Islamic Republic of), (2)Human Services, University of Virginia, Charlottesville, VA
- 103 **426.103** Challenges and Opportunities in Building Interdisciplinary Programs Around Autism **E. Rotheram-Fuller¹**, M. Dixon and N. Scherer, Arizona State University, Tempe, AZ
- 104 **426.104** Changes in the Organizational Context of Autism Community-Based Organizations: Effectiveness of a Multi-Faceted Implementation Strategy **J. E. Tschida¹**, A. Sridhar¹ and A. Drahota^{1,2}, (1)Psychology Department, Michigan State University, East Lansing, MI, (2)Child and Adolescent Services Research Center (CASRC), San Diego, CA
- 105 **426.105** Childhood Opportunity and Access to Telehealth during the COVID19 Pandemic **M. E. Villalobos¹**, P. Carbone², A. L. Stuart³ and A. Ellzey⁴, (1)Pediatrics, University of Utah, Park City, UT, (2)University of Utah, Salt Lake City, UT, (3)General Pediatrics, University of Utah, Salt Lake City, UT, (4)University of Utah, salt lake city, UT
- 106 **426.106** Comparing Rates of Health Care Transition across Youth with ASD, Shcn, and Youth with Typical Development **N. C. Cheak-Zamora¹**, M. Golzy² and T. Mandy³, (1)Health Sciences, University of Missouri, Columbia, MO, (2)Department of Family and Community Medicine, University of Missouri, Columbia, MO, (3)Department of Health Management and Informatics, University of Missouri, Columbia, MO
- 107 **426.107** Content Analysis of the Recommendations from Project Echo Ontario Autism. **A. A. Jane¹**, M. Penner², L. Kanigsberg², A. Patel², S. Eldon², J. A. Brian² and E. Anagnostou³, (1)Queen's University School of Medicine, Kingston, ON, Canada, (2)Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (3)Autism Research Centre, Bloorview Research Institute, Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada

Poster Session

426 - Service Delivery/Systems of Care

11:30 AM - 1:30 PM - Griffin Hall

- 97 **426.097** A Social Network Analysis of Team Coordination to Support Children with ASD in an Inclusive School Setting **E. Isralowitz¹**, T. Valente² and E. McGhee Hassrick³, (1)Chan Division of Occupational Science and Occupational Therapy, University of Southern California, Los Angeles, CA, (2)University of Southern California, Los Angeles, CA, (3)A.J. Drexel Autism Institute, Drexel University, Philadelphia, PA
- 98 **426.098** Longitudinal Analysis of Impact of COVID-19 on the Service Patterns and Child/Parent/Family Mental Health in Families Affected By Autism Spectrum Disorder (ASD) **A. N. Bhat¹**, Department of Physical Therapy, University of Delaware, Newark, DE
- 99 **426.099** Academic Performance of College Students with Autism Spectrum Disorder or Attention Deficit Hyperactivity Disorder **K. Ryan¹**, T. McFalls², P. Schatz³, A. Gatta², M. A. Newell², D. McDevitt¹, C. Mecke¹ and J. McCleery³, (1)Saint Joseph's University, Philadelphia, PA, (2)Kinney Center for Autism Education and Support, Saint Joseph's University, Philadelphia, PA, (3)Psychology, Saint Joseph's University, Philadelphia, PA
- 100 **426.100** Autistic Women Evaluate Their Therapies Received **M. L. Bezemer¹** and **E. M. Blijd-Hoogewys¹**, INTER-PSY, Groningen, Netherlands
- 101 **426.101** Building on the Strengths of Autistic Scholars By Addressing Systemic Barriers to Autistic Success in Academia: Year One SIG Results **A. R. Dallman¹**, D. L. Gassner² and P. Dwyer³, (1)Department of Allied Health Sciences, University of North Carolina at Chapel Hill, Chapel Hill, NC, (2)Social Work, Adelphi University, West Hempstead, NY, (3) Department of Psychology, University of California, Davis, Davis, CA
- 102 **426.102** COVID-19 Pandemic Influence on Vaccinations and Autism Myth Discussions **L. V. Gabis¹**, O. Leon Attia² and M. Shaham³, (1) Pediatrics, Maccabi Healthcare, Rehovot, ISRAEL, (2)Child development Center, Sheba Medical Center, Tel Hashomer, Israel, (3)Statistics, Haifa University, Haifa, Israel
- 108 **426.108** Cultural Adaptation Checklist: Enhancing Implementation and Sustainment of Autism Interventions **J. D. Lee¹**, H. Meadan², M. Sands³, A. Terol⁴, M. Martin⁴ and C. Yoon⁴, (1)444 Minnesota Avenue Ste 300, University of Illinois, Kansas City, KS, (2)University of Illinois, Champaign, IL 61820, IL, (3)University of Wisconsin at Oshkosh, Oshkosh, WI, (4) University of Illinois at Urbana-Champaign, Champaign, IL
- 109 **426.109** Developmental-Behavior Extenders Reach Military Families Worldwide **E. Flake¹** and K. Belzer², (1)Madigan Army Medical Center, Tacoma, WA, (2)Madigan Army Medical Center, Lakewood, WA
- 110 **426.110** Disparities in Autism Diagnosis and Classroom Placement in Black Students **B. Ayalew¹**, A. Sturm², B. A. Boyd³ and C. Kasari⁴, (1)UCLA Semel Institute for Neuroscience & Human Behavior, Los Angeles, CA, (2) UCLA, Los Angeles, CA, (3)Juniper Gardens Children's Project, University of Kansas, Kansas City, KS, (4)University of California, Los Angeles, Los Angeles, CA
- 111 **426.111** Examining Perceived Barriers to Engagement and Adaptation of Treatment Delivery for Families of Diverse Racial and Sociocultural Backgrounds Undergoing Participation in an Evidence-Based Parent-Mediated Intervention **A. Rudrabhatla¹**, N. Brane², E. Greenfield², K. Guerra², N. M. Hendrix³ and K. Pickard⁴, (1)Marcus Autism Center, Children's Healthcare of Atlanta and Emory University School of Medicine, Atlanta, GA, (2)Marcus Autism Center, Atlanta, GA, (3)Marcus Autism Center, Emory University School of Medicine, Atlanta, GA, (4)Emory University School of Medicine, Marcus Autism Center, Atlanta, GA
- 112 **426.112** Social Justice Orientation Moderates the Link between Teacher Attention-Related Concerns and Inclusion Attitudes in Parents of Typically-Developing Children **A. Rudrabhatla¹**, L. Morgan¹ and M. Siller², (1)Marcus Autism Center, Children's Healthcare of Atlanta and Emory University School of Medicine, Atlanta, GA, (2)Emory University School of Medicine, Atlanta, GA

- 113 **426.113** Exploring Seasonal Trajectories in Intensity of Intervention Use for Children on the Autism Spectrum **D. M. Goncalves Fortes**¹, A. Naples¹, J. M. Wolf¹, M. Sabatos-DeVito², S. Faja³, S. R. Edmunds³, K. Chawarska¹, G. Dawson⁴, R. A. Bernier⁵, S. Jeste⁶, C. A. Nelson⁷, J. Dziura⁸, S. J. Webb⁹, C. Sugar⁶, F. Shic⁹ and J. McPartland¹, (1)Child Study Center, Yale University School of Medicine, New Haven, CT, (2)Psychiatry and Behavioral Sciences, Duke Center for Autism and Brain Development, Durham, NC, (3)Boston Children's Hospital, Boston, MA, (4)Department of Psychiatry and Behavioral Sciences, Duke Center for Autism and Brain Development, Durham, NC, (5)Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA, (6)University of California, Los Angeles, Los Angeles, CA, (7)Department of Developmental Medicine, Boston Children's Hospital, Boston, MA, (8)Yale University, New Haven, CT, (9)Center for Child Health, Behavior and Development, Seattle Children's Research Institute, Seattle, WA
- 114 **426.114** Exploring the Effects of Virtual Mathematics Instructional Tools on the Word Problem Solving Performance of Autistic Elementary School Students **B. B. Chen**, G. Yakubova and M. Defayette, University of Maryland, College Park, MD
- 115 **426.115** Exploring the Impact of Autism-Specific Medicaid Home and Community-Based Waivers: A Scoping Review **K. J. McLean**¹ and L. Bishop², (1)Social Work, University of Wisconsin - Madison, Madison, WI, (2)University of Wisconsin - Madison, Madison, WI
- 116 **426.116** Exploring the Intersection of Race and Autism in Young Adults: Do Provider Adverse Childhood Experience (ACE) Inquiries Differ Based on Patient Race? **K. Walker**¹, J. A. Gates², C. M. Kerns³, A. Drahota⁴, E. G. Cohn⁵, L. V. Soorya⁶, L. Moskowitz⁷, A. Wainer⁶ and M. D. Lerner⁸, (1) Stony Brook University, Stony Brook, NY, (2)Department of Psychology, Stony Brook University, Stony Brook, NY, (3)University of British Columbia, Vancouver, BC, Canada, (4)Child and Adolescent Services Research Center (CASRC), San Diego, CA, (5)Hunter-Bellevue School of Nursing, New York, NY, (6)Department of Psychiatry, Rush University Medical Center, Chicago, IL, (7)Department of Psychology, St. John's University, Queens, NY, (8)Psychology, Stony Brook University, Stony Brook, NY
- 117 **426.117** Forward Translation of Who's Caregiver Skills Training (WHO-CST) during COVID-19 Pandemic: A Field Experience from Malaysia **M. Mohd Zain**¹, S. Kamaralzaman², N. F. Sulaiman³ and H. Harun Rasit⁴, (1) Center for Rehabilitation and Special Needs Studies, Universiti Kebangsaan Malaysia, Kuala Lumpur, Malaysia, (2)Faculty of Health Sciences, Universiti Kebangsaan Malaysia, Kuala Lumpur, Malaysia, (3)GENIUS Division, GENIUS Kurnia, Kuala Lumpur, Malaysia, (4)Regional Centre for Special Educational Needs, Southeast Asian Ministers of Education Organization, Melaka, Malaysia
- 118 **426.118** Healthcare Disparities Among Autistic, Sexual and Gender Minority Individuals **A. Wallisch**¹, B. A. Boyd¹, J. Hall², N. Kurth², C. Streed³ and K. Batza², (1)Juniper Gardens Children's Project, University of Kansas, Kansas City, KS, (2)University of Kansas, Lawrence, KS, (3)Boston University, Boston, MA
- 119 **426.119** Identifying Autism Intervention Components Deliverable By Non-Specialists in Low- and Middle-Income Countries: A Systematic Review **L. Naithani**^{1,2}, C. Goldie³, C. Butter³, A. Kaur⁴, S. Lakhera⁴, K. Leadbitter³ and G. Divan⁵, (1)Sangath Society, New Delhi, India, (2)Sangath, New Delhi, India, (3)University of Manchester, Manchester, United Kingdom, (4)Sangath, Delhi, India, (5)Child Development Group, Sangath, New Delhi, India
- 120 **426.120** Implementation of Telepsychiatry Services in Autism Spectrum Disorder Specialty Clinics: A Nationwide Survey Shows Rapid Implementation to Sustain Access to Mental Health Services during COVID-19 Lockdown **S. Verma**¹, P. Vandana², T. Soda³, K. A. Koth⁴, P. Aguayo⁵, R. Shaffer⁶, J. A. Helligs⁷ and **R. A. Muhle**⁸, (1)Psychiatry, San Francisco, San Francisco, CA, (2)Nationwide Children's Hospital, Columbus, OH, (3)Psychiatry, University of Florida, Jacksonville, FL, (4)Medical College of Wisconsin, Milwaukee, WI, (5)Huntsman Mental Health Institute, University of Utah, Salt Lake City, UT, (6)Division of Developmental and Behavioral Pediatrics, Cincinnati Children's Hospital Medical Center, Cincinnati, OH, (7)Psychiatry, University of Missouri Kansas City and Truman Behavioral Health, Kansas City, MO, (8)Psychiatry, Columbia University, New York, NY
- 121 **426.121** Incorporating Telehealth Visits in an Interdisciplinary Team Evaluation Approach for Assessing Autism Spectrum Disorder in School-Age Children **E. Fox**¹ and J. Gerdt², (1)Seattle Children's Autism Center, Seattle, WA, (2)University of Washington, Seattle, WA
- 122 **426.122** Optimizing Access to Tailored Autism Integrated Care (ATTAIN) in a Federally Qualified Health Center **K. Martinez**^{1,2}, E. Lane³, V. Hernandez⁴, E. Lugo⁵, F. Munoz², T. Sahms⁵ and N. A. Stadnick^{3,6,7}, (1)Child and Adolescent Services Research Center (CASRC), San Diego, CA, (2)Clinical Psychology, San Diego State University / University of California, San Diego Joint Doctoral Program in Clinical Psychology, San Diego, CA, (3)Child and Adolescent Services Research Center, San Diego, CA, (4)San Ysidro Health Center, San Ysidro, CA, (5)San Ysidro Health Center, San Ysidro, CA, (6)University of California, San Diego, La Jolla, CA, (7)UC San Diego Dissemination and Implementation Science Center, La Jolla, CA
- 123 **426.123** Part C Provider- and System-Level Factors Influencing Engagement in Training and Consultation **N. M. Hendrix**¹, K. Pickard², K. Guerra³, E. Kaiser³, N. Bond³, A. Carney⁴ and J. L. Stapel-Wax⁵, (1)Marcus Autism Center, Emory University School of Medicine, Atlanta, GA, (2)Emory University School of Medicine, Marcus Autism Center, Atlanta, GA, (3)Marcus Autism Center, Atlanta, GA, (4)Children's Healthcare of Atlanta, Atlanta, GA, (5)Pediatrics, Emory University School of Medicine, Atlanta, GA
- 124 **426.124** Poorer Self-Reported Healthcare Quality Among Autistic Compared to Non-Autistic Adults **E. M. Weir**¹, C. Allison² and S. Baron-Cohen², (1)Autism Research Centre, Department of Psychiatry, Autism Research Centre - University of Cambridge, Cambridge, United Kingdom, (2)Autism Research Centre, Department of Psychiatry, University of Cambridge, Cambridge, United Kingdom
- 125 **426.125** School Leaders' Perspectives on the Implementation of Evidence-Based Practices for Students with Autism Spectrum Disorder **I. Taormina**¹, A. Sridhar², M. Rajadhyaksha³, S. Moore³ and G. F. Azad¹, (1)Psychiatry, Columbia University Medical Center, New York, NY, (2)Psychology Department, Michigan State University, East Lansing, MI, (3)University of California Riverside, Riverside, CA
- 126 **426.126** Special Education Services Among Preschool and School-Age Children with Autism with and without Co-Occurring Conditions **M. C. Zajic**¹ and **J. Gudknecht**², (1)Health & Behavior Studies, Teachers College, Columbia University, New York, NY, (2)Human Development, Teachers College, Columbia University, New York, NY
- 127 **426.127** The Enduring Predominance of Basic Research in ASD: No Evidence for a Relative Increase in Applied Research Published Since 1979 **P. Doehring**, ASD Roadmap, Chadds Ford, PA
- 128 **426.128** The Impact of Poverty and Anti-Poverty Program Utilization Among Autistic Adults **L. Bishop**¹, K. J. McLean², R. A. Charlton³, G. A. McQuaid⁴, N. R. Lee⁵ and G. L. Wallace⁴, (1)University of Wisconsin - Madison, Madison, WI, (2)Social Work, University of Wisconsin - Madison, Madison, WI, (3)Psychology, Goldsmiths University of London, London, United Kingdom, (4)The George Washington University, Washington, DC, (5)Department of Psychological and Brain Sciences, Drexel University, Philadelphia, PA

- 129 **426.129** Understanding Middle Aged and Older Autistic Adults Experiences with Health and Healthcare **L. Bishop¹** and K. J. McLean², (1) University of Wisconsin - Madison, Madison, WI, (2)Social Work, University of Wisconsin - Madison, Madison, WI
- 130 **426.130** The Implementation of the Screening Tool for Autism in Toddlers in Part C Early Intervention Systems **D. M. Tagavi¹**, C. C. Dick², S. M. Attar¹, L. V. Ibanez³ and W. L. Stone², (1)University of Washington, Seattle, WA, (2)Psychology, University of Washington, Seattle, WA, (3)UW READi Lab, Seattle, WA
- 131 **426.131** The Role of the COVID-19 Pandemic in Predicting Lack of Needed Health Services for Children with and without ASD **S. Brunt¹** and M. O. Mazurek, University of Virginia, Charlottesville, VA
- 132 **426.132** The Use of Psychological and Organizational Theories to Predict Implementation of Evidence-Based Practices in School Settings **A. M. Hernandez¹**, M. Pullmann², M. L. Hugh², M. Joshi¹ and J. Locke³, (1) University of Washington, Seattle, WA, (2)Psychiatry & Behavioral Sciences, University of Washington, Seattle, WA, (3)Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA
- 133 **426.133** Trends in English Proficiency Among Autistic English Learners **F. A. Castellon¹**, A. Sturm², J. A. Pan² and C. Kasari¹, (1)University of California, Los Angeles, Los Angeles, CA, (2)UCLA, Los Angeles, CA, (3) Biostatistics, UCLA, Los Angeles, CA
- 134 **426.134** Understanding Differences in Involvement with Community-Based ASD Care Systems between Non-Hispanic and Hispanic Children from Linguistically Diverse Families within a Family Navigation Model **A. Lavanderos¹**, A. Miceli², N. Harris³, A. S. Weitauf³, E. Davis², M. West² and Z. Warren², (1)Vanderbilt University Medical Center - TRIAD, Nashville, TN, (2)Vanderbilt University Medical Center, Nashville, TN, (3)Vanderbilt Kennedy Center, Vanderbilt University Medical Center, Nashville, TN
- 135 **426.135** The Impacts of the COVID-19 Pandemic on Therapy Utilization Among Racially/Ethnically and Socio-Economically Diverse Children with Autism Spectrum Disorder **C. W. Gonzales¹**, J. Simonell¹, C. Rodriguez-Gallegos¹ and J. Tarbox^{1,2}, (1)University of Southern California, Los Angeles, CA, (2)FirstSteps for Kids, Los Angeles, CA
- 136 **426.136** Aligning Ecosystems: How Multi-System Brokerage Shapes Autism Interventions for Children on the Autism Spectrum **E. McGhee Hassrick¹**, J. Suhrheinrich², P. Schetter³, C. Nguyen⁴, M. Melgarejo², Y. Yu⁵, T. Holt², J. Li⁶, J. Ventimiglia⁷, A. Nahmias⁸ and A. C. Stahmer⁶, (1) A..J. Drexel Autism Institute, Drexel University, Philadelphia, PA, (2)San Diego State University, San Diego, CA, (3)UC Davis, Sacramento, CA, (4) AJ Drexel Autism Institute, Philadelphia, PA, (5)Indiana University - Purdue University Indianapolis, Indianapolis, IN, (6)UC Davis MIND Institute, University of California, Davis, Sacramento, CA, (7)AJ Drexel Autism Institute, Drexel University, Philadelphia, PA, (8)Stony Brook University School of Medicine, Stony Brook, NY
- 137 **426.137** United: Using Collaborative Teaming Strategies and Social Network Theories to Sustain the Implementation of Evidenced-Based Intervention for Children on the Autism Spectrum **E. McGhee Hassrick¹**, S. Iadarola², J. Locke³, D. S. Mandell⁴, T. Valente⁵, J. Ventimiglia⁶, A. C. Stahmer⁷, B. A. Boyd⁸ and C. Kasari⁹, (1)A..J. Drexel Autism Institute, Drexel University, Philadelphia, PA, (2)University of Rochester Medical Center, Rochester, NY, (3)Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA, (4)Penn Center for Mental Health, University of Pennsylvania, Philadelphia, PA, (5)University of Southern California, Los Angeles, CA, (6)AJ Drexel Autism Institute, Drexel University, Philadelphia, PA, (7)UC Davis MIND Institute, University of California, Davis, Sacramento, CA, (8)Juniper Gardens Children's Project, University of Kansas, Kansas City, KS, (9)University of California, Los Angeles, Los Angeles, CA
- 138 **426.138** Using Quality Improvement Science to Standardize ADHD Care in a Pediatric ASD Population in the Autism Care Network **D. S. Murray^{1,2}**, J. S. Anixt³, K. L. Ratliff-Schaub⁴, S. Wootton⁵, C. Lannon⁶, K. Kuhlthau⁷ and D. Coury⁸, (1)Science, Autism Speaks, Boston, MA, (2) Developmental & Behavioral Pediatrics/University of Cincinnati, Department of Pediatrics, School of Medicine, Cincinnati Children's Hospital Medical Center, Cincinnati, OH, (3)Division of Developmental & Behavioral Pediatrics, Cincinnati Children's Hospital Medical Center, Cincinnati, OH, (4)Developmental-Behavioral Pediatrics, Prisma Health, Greenville, SC, (5)Anderson Center for Health Systems Excellence, Cincinnati Children's Hospital Medical Center, Cincinnati, OH, (6)Anderson Center for Health systems Excellence/Department of Pediatrics UC Medical School, Cincinnati Children's Hospital/University of Cincinnati, Cincinnati, OH, (7) Massachusetts General Hospital, Boston, MA, (8)Developmental-Behavioral Pediatrics, Nationwide Children's Hospital, Columbus, OH
- 139 **426.139** What I Wish You Knew: Insights on Burnout, Inertia, Meltdown, and Shutdown on Autistic Youth **J. Phung¹**, M. Penner², C. Pilot² and **C. Welch³**, (1)Bloorview Research Institute, Toronto, ON, Canada, (2)Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada, (3)University of Toronto, Toronto, ON, Canada
- 140 **426.140** When Elementary Students with Autism and Intellectual Disability Are Removed from the General Education Curriculum **K. Maurer¹**, F. A. Castellon², A. Sturm¹ and C. Kasari², (1)UCLA, Los Angeles, CA, (2) University of California, Los Angeles, Los Angeles, CA
- 141 **426.141** Readiness for Change: Implementing Mental Health Interventions for Autistic Youth in Virginia Community Service Boards **M. Fok¹**, J. E. Tschida², **J. R. Bertollo³**, A. Sridhar², E. A. DeLucia³, A. Drahota^{2,4} and A. Scarpa³, (1)Department of Psychology, Virginia Tech, Blacksburg, VA, (2)Psychology Department, Michigan State University, East Lansing, MI, (3)Department of Psychology, Virginia Polytechnic Institute and State University, Blacksburg, VA, (4)Child and Adolescent Services Research Center (CASRC), San Diego, CA
- 142 **426.142** A Mixed-Method Evaluation of the Satisfaction and Acceptability of a Group-Based Parent Coaching Intervention Via Telehealth Based on the Early Start Denver Model **L. Qu¹**, H. Chen², H. L. Miller¹, C. Colombi³ and D. A. Ulrich¹, (1)School of Kinesiology, University of Michigan, Ann Arbor, MI, (2)Yangzhou University, Yangzhou, China, (3)Stella Maris Institute, Pisa, MI, Italy

Virtual Poster Session

522 - Brain Structure (MRI, neuropathology) --- (V)

11:30 AM - 1:30 PM -

- 1 **522.001** Amygdala Subnuclei Involvement in Restrictive and Repetitive Behaviors in Children with Autism Spectrum Disorder **D. Seguin¹**, A. Hennessy¹, S. Correa², J. Martinez-Trujillo¹, R. Nicolson³ and E. Duerden¹, (1)Western University, London, ON, Canada, (2)1137 Western Rd, Faculty of Education Building, Rm 1031, Western University, London, ON, Canada, (3)Department of Psychiatry, University of Western Ontario, London, ON, Canada
- 2 **522.002** Cerebellar Anatomy and Sensorimotor Impairment in Autism Spectrum Disorder **W. S. McKinney^{1,2}**, S. E. Kelly², M. Styner³, M. H. Campbell^{1,2} and M. W. Mosconi^{1,2}, (1)Clinical Child Psychology Program, Schiefelbusch Institute for Life Span Studies, University of Kansas, Lawrence, KS, (2)Kansas Center for Autism Research and Training (K-CART), University of Kansas, Lawrence, KS, (3)Psychiatry and Computer Science, University of North Carolina, Chapel Hill, NC
- 3 **522.003** Gray Matter Covariations in Autism. out of Sample Replication of Using the Enigma-Autism Dataset **T. Mei¹**, A. Llera¹, N. Forde¹, D. van Rooij¹, D. L. Floris¹, -. ENIGMA ASD working group², C. Beckmann¹ and J. K. Buitelaar¹, (1)Department of Cognitive Neuroscience, Donders Institute for Brain, Cognition and Behaviour, Radboud University Nijmegen Medical Centre, Nijmegen, Netherlands, (2)The ENIGMA – Autism Spectrum Disorder (ASD) working group, Nijmegen, Netherlands

- 4 **522.004** Impact of Intermittent Theta-Burst Stimulation over the Bilateral Posterior Superior Temporal Sulcus on White Matter Structural Connectome in Children and Adolescence with Autism Spectrum Disorder **H. C. Ni¹** and **H. Y. Lin²**, (1)Psychiatry, Chang Gung Memorial Hospital at Linkou, Taoyuan, TAIWAN, (2)Department of Psychiatry, University of Toronto, Toronto, ON, Canada
- 5 **522.005** Non-Verbal Cognitive Trajectories from Infancy through School-Age Reflect Brain Growth during the Same Period in Familial High-Risk Siblings **K. E. Caravella¹**, **J. Rutsohn²**, **K. Donovan³**, **M. D. Shen⁴**, **K. Botteron⁵**, **A. M. Estes⁶**, **S. R. Dager⁷**, **G. Gerig⁸**, **R. C. McKinstry⁹**, **J. Pandey¹⁰**, **R. T. Schultz¹¹**, **T. St. John¹²**, **M. Styner¹³**, **L. Zwaigenbaum¹⁴**, **H. Hazlett⁴**, **J. Piven⁴** and **J. B. Girault¹**, (1)Carolina Institute for Developmental Disabilities, University of North Carolina, Chapel Hill, NC, (2)University of North Carolina, Chapel Hill, NC, (3)Gillings School of Global Public Health, University of North Carolina, Chapel Hill, NC, (4)*co-senior author, University of North Carolina, Chapel Hill, NC, (5)Washington University School of Medicine, St. Louis, MO, (6)Speech and Hearing Sciences, University of Washington, Seattle, WA, (7)Radiology, University of Washington, Seattle, WA, (8)New York University, New York, NY, (9)Mallinckrodt Institute of Radiology, Washington University School of Medicine, St. Louis, MO, (10)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (11)University of Washington, Seattle, WA, (12)Psychiatry and Computer Science, University of North Carolina, Chapel Hill, NC, (13)University of Alberta, Edmonton, AB, Canada
- 6 **522.006** Phenotypic Correlates of Brain Morphometry in Young Children with Autism Spectrum Disorders **N. Kojovic¹**, **B. Aurélie²**, **L. Ben Hadid³**, **E. Mullier²**, **P. Hagmann⁴** and **M. Schaer⁵**, (1)Developmental Imaging and Psychopathology Lab, UNIGE, Geneva, Switzerland, (2)University of Geneva, Geneva, Switzerland, (3)Department of Psychiatry, University of Geneva, Faculty of Medicine, 1211, Switzerland, (4)University of Lausanne, Lausanne, Switzerland, (5)Developmental Imaging and Psychopathology Lab, University of Geneva, Geneva, Switzerland
- 7 **522.007** Use of Diffusion Tensor Imaging to Create Subgroups of Individuals with Autism Spectrum Disorder **D. Y. Song^{1,2}** and **S. Bisdas^{3,4}**, (1)Department of Psychiatry, Seoul National University Bundang Hospital, Seongnam, Korea, Republic of (South), (2)Institute of Neurology, University College London, London, United Kingdom, (3)Lysholm Department of Neuroradiology, University College London Hospitals NHS Foundation Trust, London, United Kingdom, (4)Department of Brain Repair & Rehabilitation, University College London, London, United Kingdom
- 8 **523.008** An Examination of Social-Communication Behaviours in Infants and Toddlers in the General Population **N. C. Freeman¹**, **E. Beattie²**, **B. Gallo Cordoba³** and **J. Barbaro²**, (1)School of Educational Psychology & Counselling, Faculty of Education, Monash University, Melbourne, VIC, Australia, (2)Olga Tennison Autism Research Centre, La Trobe University, Melbourne, VIC, Australia, (3)School of Education, Culture & Society, Faculty of Education, Monash University, Melbourne, VIC, Australia
- 9 **523.009** Atypical Developmental Trajectories and Loss of Skills in Children at Elevated Likelihood for Autism Spectrum Disorder. **S. Boterberg¹**, **E. Demurie²**, **P. Warreyn³**, **E. Bruyneel⁴**, **C. Bontinck⁵** and **H. Roeyers⁶**, Department of Experimental-Clinical and Health Psychology, Ghent University, Ghent, Belgium
- 10 **523.010** Biobehavioral Profiles of Social Impairments in Autism Spectrum Disorder and Fragile X Syndrome **C. A. Wall¹** and **J. Roberts²**, (1)Psychiatry and Behavioral Sciences, Duke Center for Autism and Brain Development, Durham, NC, (2)Department of Psychology, University of South Carolina, Columbia, SC
- 11 **523.011** Caregiver Report of Autism and ADHD Symptoms in a Community Sample of Toddlers **N. O. Davis¹**, **K. L. Carpenter²**, **S. Compton²**, **L. Franz³**, **E. Henderson⁴**, **Z. Rodriguez⁴**, **M. Sabatos-DeVito⁵**, **L. Sikich²**, **M. Spanos²** and **G. Dawson²**, (1)Department of Psychiatry and Behavioral Sciences, Duke ADHD Program, Duke University Medical Center, Durham, NC, (2)Department of Psychiatry and Behavioral Sciences, Duke Center for Autism and Brain Development, Durham, NC, (3)Duke Center for Autism and Brain Development, Department of Psychiatry and Behavioral Sciences, Duke University, Durham, NC, (4)Duke University Medical Center, Durham, NC, (5)Psychiatry and Behavioral Sciences, Duke Center for Autism and Brain Development, Durham, NC
- 12 **523.012** Development of Early Screening for Communication and Social Skills (ESCoMS) Instrument: Predictive Validity **D. Swaminathan¹**, **S. Nagaraj²**, **A. Joseph²**, **V. Raman³**, **M. Lewin⁴**, **F. Naaz Fathima⁵**, **T. Agrawal⁶**, **D. Misquith⁶** and **A. Mysore⁷**, (1)National Institute of Mental Health and Neuro Sciences (NIMHANS), Bangalore, Bangalore, India, (2)Center for Advanced Research and Excellence in Autism and Developmental Disorders (CARE-ADD), St John's Medical College Hospital, Bangalore, India, (3)Center for Advanced Research and Excellence in Autism and Developmental Disorders (CARE-ADD), St John's Medical College Hospital, Bengaluru, India, (4)Pediatrics, St John's Medical College Hospital, Bangalore, India, (5)Community Medicine, St John's Medical College Hospital, Bangalore, India, (6)Community Medicine, St. John's Medical College Hospital, Bangalore, India, (7)Center for Advanced Research and Excellence in Autism and Developmental Disorders (CARE-ADD), St. John's Medical College Hospital, St John's Medical College Hospital, Bangalore, India
- 13 **523.013** Examining the Association between Neurodevelopmental Quantitative Trait Variation in ASD Probands and Their Younger Siblings at 36 Months **A. Budavari¹**, **L. Song²**, **J. B. Girault³**, **S. Ozonoff⁴**, **R. Landa⁵**, **L. A. Croen⁶**, **M. D. Fallin²**, **I. Hertz-Picciotto⁷**, **K. Lyall⁸**, **C. J. Newschaffer⁹**, **R. J. Schmidt¹⁰** and **H. E. Volk¹**, (1)Department of Mental Health, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (2)Wendy Klag Center for Autism and Developmental Disabilities, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, (3)Carolina Institute for Developmental Disabilities, University of North Carolina, Chapel Hill, NC, (4)Psychiatry and Behavioral Sciences, University of California at Davis, MIND Institute, Sacramento, CA, (5)Center for Autism and Related Disorders, Kennedy Krieger Institute, Baltimore, MD, (6)Division of Research, Kaiser Permanente Northern California, Oakland, CA, (7)University of California at Davis, Davis, CA, (8)A.J. Drexel Autism Institute, Drexel University, Philadelphia, PA, (9)College of Health and Human Development, Pennsylvania State University, University Park, PA, (10)Public Health Sciences, University of California Davis, Davis, CA

Virtual Poster Session

523 - Early Development (< 48 months) --- (V)

11:30 AM - 1:30 PM -

- 14 **523.014** The Preschool Brain Imaging and Behaviour Project: A Transdiagnostic Approach to Identify Neurodevelopmental Subgroups and Trajectories in a Large European Multi-Centre Study **A. Goodwin**¹, E. Demurie², M. A. Krol³, L. Axelsson⁴, A. Lefebvre⁵, J. Koziel⁶, M. Bowdler¹, L. Duquesne⁷, A. Dykstra⁸, M. Erdogan⁹, A. Fritz⁹, L. Girke¹⁰, A. Guiot¹¹, K. Lamers⁹, M. Mues¹², G. Pasco¹, S. Schaubroeck², E. van Petersen¹³, F. Campana¹⁴, F. dell'Acqua¹⁵, E. J. Jones¹⁶, S. Hunnius¹⁵, L. Mason¹⁶, N. A. Puts¹⁷, T. Charman¹, R. Delorme¹⁸, T. Falck-Ytter¹⁹, H. Roeyers², J. K. Buitelaar²⁰ and E. Loth²¹, (1)Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (2) Department of Experimental-Clinical and Health Psychology, Ghent University, Ghent, Belgium, (3)Department of Psychological and Brain Sciences, Boston University, Boston, MA, (4)Karolinska Institutet, Solna, Sweden, (5)AP-HP, Robert-Debré Hospital, Child and Adolescent Psychiatry unit, Paris, France, (6)Department of Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (7)APHP, Paris, France, (8) Radboud University, Nijmegen, Netherlands, (9)King's College London, London, United Kingdom, (10)Karolinska Institutet, Stockholm, Sweden, (11)APHP, Paris, France, (12)Department of Experimental-Clinical and Health Psychology, Ghent University, Department of Experimental, Clinical and Health Psychology, Ghent, Belgium, (13)Donders Institute for Brain, Cognition and Behaviour, Radboud University, Nijmegen, Netherlands, (14)Institut Pasteur, Paris, France, (15)Natbrainlab, London, United Kingdom, (16)Centre for Brain and Cognitive Development, Birkbeck University of London, London, United Kingdom, (17)Russell H. Morgan Department of Radiology and Radiological Science, The Johns Hopkins University School of Medicine, Baltimore, MD, (18)Excellence centre for Autism and Neurodevelopmental disorders, Paris, France, (19) Center of Neurodevelopmental Disorders (KIND), Centre for Psychiatry Research; Department of Women's and Children's Health, Karolinska Institutet, Stockholm, Sweden, (20)Department of Cognitive Neuroscience, Donders Institute for Brain, Cognition and Behaviour, Radboud University Nijmegen Medical Centre, Nijmegen, Netherlands, (21)Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, Psychology, and Neuroscience, King's College London, London, United Kingdom
- 15 **523.015** Validation of the Tele-RITA-T **R. Choueiri**¹, W. Garrison², V. Tokatlis³, M. Ravi⁴ and E. Prashad³, (1)University of Massachusetts Memorial Children's Medical Center, North Worcester, MA, (2)Pediatrics, Developmental and Behavioral Pediatrics, University of Massachusetts Medical School, Worcester, MA, (3)University of Massachusetts Chan Medical School, Worcester, MA, (4)UMass Children's Hospital, Worcester, MA
- 16 **523.016** Neural Coding of Exaggerated Speech in Young Children with and without Autism : Evidence from Mandarin Chinese **L. Ban**^{1,2}, A. Yi³, J. Xin³, S. Li³ and L. Yu^{1,2}, (1)School of Psychology, South China Normal University, Guangzhou, China, (2)Autism Research Center, South China Normal University, Guangzhou, China, (3)Department of Child Rehabilitation, Foshan Chancheng Central Hospital, Foshan, China
- 17 **523.017** Phenotypic Characteristics of Children with Autism Spectrum Disorder By Parental Age: Study to Explore Early Development (SEED) **P. Powell**¹, M. J. Maenner², C. DiGuseppi³, L. A. Schieve², G. C. Windham⁴ and N. Dowling², (1)Child Development & Disabilities Branch, CDC National Centers on Birth Defects and Developmental Disabilities, Atlanta, GA, (2) Centers for Disease Control and Prevention, Atlanta, GA, (3)Colorado School of Public Health, University of Colorado Anschutz Medical Campus, Aurora, CO, (4)Environmental Health Investigations Branch, California Department of Public Health, Richmond, CA
- 18 **523.018** Pilot Findings from the Parc Study: The Interaction between Autism Symptomatology and Adaptive Functioning over Six Months **T. David Cohen**¹, **J. Koller**², E. Duku³, A. Kata⁴, C. Anderson⁵, T. Bennett⁶, A. Cauwenbergs⁷, K. Dekker⁷, B. Di Rezze⁸, I. Drmic⁹, J. Eerkes⁷, S. J. Gentles¹⁰, K. Georgiades⁴, L. Hoult⁹, O. Kraus De Camargo⁴, W. Mahoney⁴, R. Mesterman⁴, O. Ng⁷, S. Robertson⁷, C. Roncadin⁹, P. Rosenbaum¹¹ and S. Georgiades¹², (1)Hebrew University, Jerusalem, Israel, (2)Seymour Fox School of Education, Hebrew University of Jerusalem, Jerusalem, Israel, (3)Offord Centre for Child Studies, McMaster University, Hamilton, ON, Canada, (4)McMaster University, Hamilton, ON, Canada, (5)McMaster Children's Hospital, Hamilton, ON, Canada, (6)Offord Centre for Child Studies, McMaster University, Hamilton, ON, CANADA, (7)Autism Program, McMaster Children's Hospital, Hamilton, ON, Canada, (8)School of Rehabilitation Science, McMaster University, Hamilton, ON, Canada, (9) Autism Spectrum Disorder Service, McMaster Children's Hospital - Hamilton Health Sciences, Hamilton, ON, Canada, (10)Wilfrid Laurier University, Hamilton, ON, Canada, (11)CanChild Centre, McMaster University, Hamilton, ON, Canada, (12)McMaster Autism Research Team, McMaster University, Hamilton, ON, Canada
- 19 **523.019** Skill Attainment and Loss in Phelan-Mcdermid Syndrome **I. Giserman-Kiss**¹, E. Mohanty², C. Farmer³, A. Thurm⁴, J. A. Bernstein⁵, J. D. Buxbaum⁶, E. Berry-Kravis⁷, C. M. Powell⁸, M. Sahin⁹, L. V. Soorya¹⁰ and A. Kolevzon¹¹, (1)Neurodevelopmental and Behavioral Phenotyping Service, National Institutes of Mental Health, Bethesda, MD, (2)University of Wisconsin, Milwaukee, WI, (3)National Institute of Mental Health, Bethesda, MD, (4)Office of the Clinical Director, National Institute of Mental Health, Bethesda, MD, (5)Pediatrics, Stanford University, Stanford, CA, (6) Psychiatry, Icahn School of Medicine at Mount Sinai, New York, NY, (7) Pediatrics, Neurological Sciences, & Biochemistry, Rush University Medical Center, Chicago, IL, (8)Neurobiology, UAB School of Medicine, Birmingham, AL, (9)Boston Children's Hospital/Harvard Medical School, Boston, MA, (10)Department of Psychiatry, Rush University Medical Center, Chicago, IL, (11)Seaver Autism Center for Research and Treatment, Department of Psychiatry, Icahn School of Medicine at Mount Sinai Hospital, New York, NY
- 20 **523.020** The Co-Development of the Pupillary Light Reflex and Sensory Reactivity over Infancy and Their Relationship to the Emergence of Autism: A Multi-Group Cross-Lagged Panel Analysis **L. Fish**¹, P. Nyström², J. Begum Ali³, L. Mason⁴, G. Pasco⁵, R. Arthur⁶, T. Charman⁵, M. Johnson⁶, T. Falck-Ytter⁷ and E. J. Jones⁸, (1)King's College London, London, United Kingdom, (2)Uppsala University, Uppsala, Sweden, (3)Centre for Brain and Cognitive Development, Birkbeck, University of London, London, United Kingdom, (4)Centre for Brain and Cognitive Development, Birkbeck University of London, London, United Kingdom, (5)Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (6)Department of Psychology, University of Cambridge, Cambridge, United Kingdom, (7)Center of Neurodevelopmental Disorders (KIND), Centre for Psychiatry Research; Department of Women's and Children's Health, Karolinska Institutet, Stockholm, Sweden
- 21 **523.021** Viability of Virtual Gaze Data in Preschoolers with and without Autism Spectrum Disorder **T. S. Boyd**¹, A. Steele², T. Buonocore², R. J. Luyster² and S. Arunachalam¹, (1)Communicative Sciences and Disorders, New York University, New York, NY, (2)Communication Sciences and Disorders, Emerson College, Boston, MA
- 22 **523.022** Towards Feeling, Understanding, and Caring: The Development of Empathy in Young Autistic Children **B. Li**¹, L. Stockmann¹, E. M. Blijd-Hoogewys², I. Vergari¹ and C. Rieffe^{1,3,4}, (1)Institute of Psychology, Leiden University, Leiden, Netherlands, (2)INTER-PSY, Groningen, Netherlands, (3)Faculty of Electrical Engineering, Mathematics and Computer Science, University of Twente, Enschede, Netherlands, (4) Institute of Education, University College London, London, United Kingdom

Virtual Poster Session

524 - Family Issues and Stakeholder Experiences II

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11:30 AM - 1:30 PM -

- 23 **524.023** Trends in U.S. Autism Research Funding: Interagency Autism Coordinating Committee Autism Research Portfolio Analysis Report **S. Daniels¹**, O. Celestin² and K. Ferrara³, (1)National Institute of Mental Health (NIMH), Rockville, MD, (2)OARC, NIH/NIMH, Bethesda, MD, (3)National Institute of Mental Health (NIMH), ROCKVILLE, MD
- 24 **524.024** Multiple Perspectives Regarding Barriers to Minoritized Populations' Participation in Genetic Research: Examining Practitioner and Community Responses on This Critical Issue **M. J. Oyeyemi¹**, Z. Algaze², V. Ranganathan³, A. Quinones², S. Horner⁴, E. LaSasso², A. Daniels⁵, K. Diehl⁵, J. K. Law⁶, N. Nagpal⁶, R. T. Schultz⁷, J. Pandey¹ and S. Consortium⁸, (1)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (2)Center for Autism Research at the Children's Hospital of Philadelphia, Philadelphia, PA, (3)CHOP, Philadelphia, PA, (4)CHOP Center for Autism Research, Havertown, PA, (5)Simons Foundation, New York, NY, (6)Maryland Center for Developmental Disabilities, Maryland Center for Development Disabilities, Kennedy Krieger Institute, Baltimore, MD
- 25 **524.025** Representation Counts: Assessing the Needs, Barriers, and Fears of Minoritized Populations' Participation in Genetic Research **M. J. Oyeyemi¹**, Z. Algaze², V. Ranganathan³, A. Quinones⁴, L. Malloch⁴, A. Daniels⁵, K. Diehl⁵, R. P. Goin-Kochel⁶, A. Gulsrud⁷, J. K. Law⁸, N. Nagpal⁸, D. E. Sarver⁸, R. T. Schultz⁷, J. Pandey¹ and S. Consortium⁹, (1)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (2)Center for Autism Research at the Children's Hospital of Philadelphia, Philadelphia, PA, (3)CHOP, Philadelphia, PA, (4)University of Mississippi Medical Center, Jackson, MS, (5)Simons Foundation, New York, NY, (6)Baylor College of Medicine, Houston, TX, (7)UCLA Semel Institute for Neuroscience & Human Behavior, Los Angeles, CA, (8)Maryland Center for Developmental Disabilities, Maryland Center for Development Disabilities, Kennedy Krieger Institute, Baltimore, MD
- 26 **524.026** Parent-Perceived Parental Stress, Relationship Closeness, and Relationship Satisfaction: Comparison of Simplex and Multiplex Families **E. Mitchell¹**, H. Onovbiona², L. B. Quetsch², C. Brown³, L. Aloia⁴ and S. M. Kanne^{5,6}, (1)Psychological Science, University of Arkansas, Fayetteville, AR, (2)University of Arkansas, Fayetteville, AR, (3)Pacific University, Hillsboro, OR, (4)Communication, University of Arkansas, Fayetteville, AR, (5)Center for Autism and the Developing Brain, White Plains, NY, (6)Weill Cornell Medical College and New York-Presbyterian Hospital, New York, NY
- 27 **524.027** Perspectives of Caregivers and Youth with Developmental Disabilities on Physical Activity: A Qualitative Study **S. Srinivasan¹**, A. Athreya, M. Kaba, S. S. Glenney and D. Bubela, Kinesiology, University of Connecticut, Storrs, CT
- 28 **524.028** Perspectives of Clinicians and Special Educators on Physical Activity in Youth with Developmental Disabilities: A Qualitative Study **A. Athreya¹**, M. Kaba, S. S. Glenney, D. Bubela and **S. Srinivasan²**, Kinesiology, University of Connecticut, Storrs, CT
- 29 **524.029** Post-Diagnostic Stress Among Parents of Children Diagnosed with Autism Spectrum Disorder: A Qualitative Study **P. Malhi¹**, A. S. Shetty², B. Bharti³ and L. Saini⁴, (1)Department of Pediatrics, Post Graduate Institute of Medical Education and Research, Chandigarh, India, (2)Dept of Pediatrics, Post Graduate Institute of Medical Education and Research, Chandigarh, India, (3)Pediatrics, Post Graduate Institute of Medical Education and Research, Chandigarh, India, (4)Department of Pediatrics, All India Institute of Medical Sciences (AIIMS), Jodhpur, India
- 30 **524.030** The Effect of Affiliate Stigma on Family Quality of Life Among Parents of ASD Children: The Chain Mediating Roles of Social Support and Self-Compassion **C. Wang¹** and T. Yu², (1)Department of Social Psychology, Nankai University, Tianjin, China, (2)Nankai University, Tianjin, China
- 31 **524.031** Quiet Ego and Post-Traumatic Growth in Caregivers of Special Children: A Mediating Model for Regulation **C. Wang¹** and Q. Bai², (1)Department of Social Psychology, Nankai University, Tianjin, China, (2) Nankai UNIVERSITY, TIANJIN, China
- 32 **524.032** Neurotypical Adult Siblings' Perceptions of Pressure: Examining Birth Order and Affect Toward the Sibling Relationship **J. Maga¹**, S. Guadarrama² and J. N. Phung³, (1)California State San Marcos, san Marcos, CA, (2)California State University San Marcos, San Marcos, CA, (3) Psychology, California State University San Marcos, San Marcos, CA
- 33 **524.033** Speech Language Pathologists' Perspective on Speech Language Communication Therapy Practices for Autism Spectrum Disorder Population: An Online Indian Survey **R. M.**, K. D. Veena, A. Menon and V. Aithal, Department of Speech and Hearing, Manipal College of Health Professions, Manipal Academy of Higher Education, Udupi, India
- 34 **524.034** Speech Language Pathologists' and Psychologists' Perspective on Assessment of Autism Spectrum Disorder: An e-Survey **C. A. A. Sreelakshmi¹** and K. D. Veena², (1)Department of Speech & Hearing, MCHP, MAHE, Manipal College of Health Professions, Manipal Academy of Higher Education, Udupi, India, (2)Department of Speech and Hearing, Manipal College of Health Professions, Manipal Academy of Higher Education, Udupi, India
- 35 **524.035** Preparing for the Next Disaster: Lessons Learned from the Early Experiences of Autistic Adults during the COVID-19 Pandemic **A. P. Davidson¹**, C. Feeley², B. Pfeiffer³ and M. Salzer⁴, (1)Health and Rehabilitation Sciences, Temple University, Philadelphia, PA, (2)School of Engineering, Rutgers CAIT, Piscataway, NJ, (3)Rehabilitation Sciences, Temple University, Philadelphia, PA, (4)Temple University, Philadelphia, PA
- 36 **524.036** The Effect of Siblings on Empathy in Autistic People **Y. Rum¹**, C. Allison¹, P. Smith², S. White², O. Golan³ and S. Baron-Cohen¹, (1)Autism Research Centre, Department of Psychiatry, University of Cambridge, Cambridge, United Kingdom, (2)University of Cambridge, Cambridge, United Kingdom, (3)Bar-Ilan University, Ramat-Gan, Israel
- 37 **524.037** The Experience of Camouflaging in Autistic Women **N. Denomey¹**, J. Ryan², L. Gilmour³, C. Devlin⁴ and H. M. Brown¹, (1) Educational Psychology, University of Alberta, Edmonton, AB, Canada, (2)Rehabilitation Medicine, University of Alberta, Edmonton, AB, Canada, (3)University of Alberta, Edmonton, AB, Canada, (4)Ryerson University, London, ON, Canada
- 38 **524.038** The Impact of COVID-19 on Older Autistic Adults: A Mixed-Methods Analysis **K. Koffer Miller¹** and L. Shea², (1)Policy and Analytics Center, A.J. Drexel Autism Institute, Philadelphia, PA, (2)A.J. Drexel Autism Institute, Philadelphia, PA
- 39 **524.039** The Impact of COVID-19 on the Employment and Mental Health of Adults on the Autism Spectrum and/or with Intellectual Disabilities **C. Di Francesco¹**, T. Flanagan¹ and A. Nadig², (1)Educational and Counselling Psychology, McGill University, Montreal, QC, Canada, (2) School of Communication Sciences and Disorders, McGill University, Montreal, QC, Canada
- 40 **524.040** The Relationship between Pivotal Response Treatment for Children with Autism Spectrum Disorder and Parental Stress **D. J. Magin¹**, S. Terroso², D. G. Sukhodolsky³ and P. E. Ventola², (1)Yale Child Study Center, New Haven, CT, (2)Child Study Center, Yale University, New Haven, CT, (3)Yale Child Study Center, Yale University School of Medicine, New Haven, CT

- 41 **524.041** Transitioning Together: Evaluation of a Multi-Family Group Psychoeducation Program for Parents and Youth with Autism **S. Mills¹**, Q. Wan¹, N. E. Walker², J. Seymour³, L. E. Smith DaWall⁴ and P. Burnham Riosa¹, (1)Brock University, St. Catharines, ON, Canada, (2)Kerry's Place Autism Services, Aurora., ON, CANADA, (3)York ASD Partnership, Toronto, ON, Canada, (4)University of Wisconsin-Madison Waisman Center, Madison, WI
- 42 **524.042** Underage Alcohol Use and Non-Use Among Autistic Youth **L. Graham Holmes¹**, C. B. Hologue² and E. F. Rothman³, (1)Hunter College, City University of New York, New York City, NY, (2)Center for Autism and Related Disorders, Kennedy Krieger Institute, Baltimore, MD, (3)Community Health Sciences, Boston University, Sargent College, Boston, MA
- 43 **524.043** What Is a "Good Mother of a Children with Autism"? a Comparison between the US and Japan **N. Porter¹**, K. A. Loveland², T. Yamane³ and H. F. Porter⁴, (1)Department of Human Development, Washington State University, Pullman, WA, (2)Louis A Failace, MD, Department of Psychiatry and Behavioral Sciences, McGovern Medical School, The University of Texas Health Science Center at Houston, Houston, TX, (3)Graduate School of Developmental and Environment, Kobe University, Kobe, Japan, (4)Nozomi Child Care Center, Kanazawa, Japan
- 44 **524.044** A Phenomenological Approach to Understanding the Experience of Telehealth Assessments **J. Ferguson¹**, E. McQueen², G. Binion³, H. Tokish⁴, A. Rudrabhatla⁴, S. P. White³, C. Klaiman⁴ and S. Sivathasan⁵, (1)Clinical Assessment and Diagnostics, Emory University School of Medicine, Marcus Autism Center, Atlanta, GA, (2)Department of Allied Health Sciences, University of North Carolina at Chapel Hill, Chapel Hill, NC, (3)Marcus Autism Center, Emory University School of Medicine, Atlanta, GA, (4)Marcus Autism Center, Children's Healthcare of Atlanta and Emory University School of Medicine, Atlanta, GA, (5)Educational & Counseling Psychology, McGill University, Montreal, QC, Canada
- 45 **524.045** Autism Voices: Perspectives of the Needs, Challenges, and Hopes for the Future of Autistic Youth **R. Tesfaye¹**, V. Courchesne², P. Miranda³, W. Mitchell⁴, D. B. Nicholas⁵, I. Singh⁶, L. Zwaigenbaum⁷ and M. Elsabbagh⁸, (1)Neuroscience, McGill University, Montreal, QC, Canada, (2)Autism Research Group, CIUSSS du Nord-de-l'Île-de-Montréal, Montréal, QC, Canada, (3)University of British Columbia, Vancouver, BC, Canada, (4)Sinneave Family Foundation, Calgary, AB, Canada, (5)University of Calgary, Edmonton, AB, Canada, (6)Department of Psychiatry, Oxford University, Oxford, United Kingdom, (7)University of Alberta, Edmonton, AB, Canada, (8)Neurology and Neurosurgery, McGill University, Montreal, QC, Canada
- 46 **524.046** Reflections on Experiences in the Schools: Young Adults on the Autism Spectrum and Their Parents **C. M. Anderson¹**, C. I. Wood¹ and C. Sarsony², (1)Health Sciences, Towson University, Towson, MD, (2) Forward Together Counseling, Silver Spring, MD
- 47 **524.047** Strengths, Barriers, and Needs to Improve Acute Psychiatric Care in General Hospital-Based Crisis Settings for Autistic Persons: Findings from a Multi-Stakeholder Evaluation **J. Fodstad¹**, J. Mehringer², N. Scheive² and Y. Saadeh³, (1)Indiana University School of Medicine, Indianapolis, IN, (2)Indiana University Purdue University - Indianapolis, Indianapolis, IN, (3)Indiana University Purdue University Indianapolis, Indianapolis, IN
- 48 **524.048** Using the Nominal Group Technique to Investigate Experiences of Students with ASD in Online Postsecondary Education **C. M. Nelson¹**, S. W. White², L. Stoppelbein³, M. L. Armstrong¹, M. L. Paul⁴ and L. Morett⁵, (1)Educational Studies in Psychology, Research Methodology, and Counseling, The University of Alabama, Tuscaloosa, AL, (2)Psychology, The University of Alabama, Tuscaloosa, AL, (3)The University of Alabama, Tuscaloosa, AL, (4)Psychology, St. Louis University, St. Louis, MO, (5) University of Alabama, Tuscaloosa, AL
- 49 **524.049** View of the Work Community and Vocational Rehabilitation Services Among Adults with Autism Spectrum Disorder **J. D. Doran¹** and D. V. Chan², (1)Pediatric School Psychology, East Carolina University, Greenville, NC, (2)Allied Health Sciences, University of North Carolina at Chapel Hill, Chapel Hill, NC
- 50 **524.050** Youth Feedback on a Virtual Mind-Body Group Intervention for Teen Siblings of Children with Autism Spectrum Disorder **L. A. Fell¹**, B. Goshe², L. Traeger³, G. K. Perez⁴, D. Iannuzzi⁵, E. Park⁶, K. Kuhlthau⁶ and C. M. Luberto⁷, (1)Division of Academic Pediatrics, Massachusetts General Hospital, Boston, MA, (2)Psychiatry, Mass General Hospital, Boston, MA, (3)Psychiatry, Massachusetts General Hospital, Boston, MA, (4)Health Policy Research Center at Mongon Institute, Mass General Hospital/Harvard Medical School, Boston, MA, (5)Department of Psychiatry, Brigham and Women's Hospital, Boston, MA, (6)Massachusetts General Hospital, Boston, MA, (7)Health Policy Research Center at Mongon Institute, Mass General Hospital, Boston, MA
- 51 **524.051** Resilience in the Face of the COVID-19 Pandemic Is Associated with Age, Gender, and Coping Self-Efficacy: Insights from Children with Developmental Delays and Disabilities **A. Yusuf^{1,2}**, N. J. Wright³, M. Steiman², M. Gonzalez^{1,2}, A. Karpur⁴, A. Shih⁵, K. Shikako-Thomas⁶ and M. Elsabbagh^{1,2}, (1)Neurology and Neurosurgery, McGill University, Montreal, QC, Canada, (2)Azrieli Centre for Autism Research, Montreal Neurological Institute-Hospital, Montreal, QC, Canada, (3) Biostatistics & Health Informatics, Kings College London, London, United Kingdom, (4)Autism Speaks, Princeton, NJ, (5)Autism Speaks, New York, NY, (6)School of Physical and Occupational Therapy, McGill University, Montreal, QC, Canada
- 52 **524.052** Locked Down - Locked in : Understanding Experiences of Families of Children with Autism Spectrum Disorders in Delhi, India **M. Kakra Abhilashi¹**, G. Lall¹, L. Naithani², S. Johri¹, R. Roy¹, C. A. Taylor³, K. Leadbitter³, V. Patel⁴, J. Green⁵, G. Divan⁶, **A. Kaur⁷** and A. Singh⁸, (1)Sangath, New Delhi, India, (2)Sangath Society, New Delhi, India, (3) University of Manchester, Manchester, United Kingdom, (4)Harvard Medical School, Boston, MA, (5)University of Manchester, Manchester, United Kingdom of Great Britain and Northern Ireland, (6)Child Development Group, Sangath, New Delhi, India, (7)Sangath, Delhi, India, (8)Sangath India, Delhi, India
- 53 **524.053** Influence of Social Support on Parenting Stress in Parents of Children with Autism Spectrum Disorders: Multiple Mediating Effect of Family Resilience and Parenting Sense of Competence **C. Wang¹** and Y. Liu², (1)Department of Social Psychology, Nankai University, Tianjin, China, (2)Nankai University, Tianjin, China
- 54 **524.054** Subjective Experiences and Felt Needs of the Adolescents with Autism Spectrum Disorder and Their Parents – an Interpretative Phenomenological Analysis **H. Manohar¹**, J. V. S. Kommu¹, T. Kishore², P. Jacob¹ and D. Jayarajan³, (1)Child and Adolescent Psychiatry, National Institute of Mental Health and Neuro Sciences (NIMHANS), Bangalore, Bangalore, India, (2)Clinical Psychology, National Institute of Mental Health and Neuro Sciences (NIMHANS), Bangalore, Bangalore, India, (3)National Institute of Mental Health and Neuro Sciences (NIMHANS), Bangalore, Bangalore, India

Virtual Poster Session
525 - International and Cross-Cultural Perspectives
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 11:30 AM - 1:30 PM -

- 55 **525.055** Comparison of the Effects of Center-Based Vs. Virtual Training and Supervision of a Parent-Mediated Program Based in Applied Behavior Analysis in Children with Autism Spectrum Disorder in Lima, Peru **M. C. Askins¹**, L. Joseph², A. Chavez³ and S. Granados⁴, (1)Alcanzando Inc, Naples, FL, (2)National Institute of Mental Health, Bethesda, MD, (3) Alcanzando Inc, Coconut Creek, FL, (4)Alcanzando Inc., Lima, Peru
- 56 **525.056** Diet Quality and Dietary Pattern of Children with Autism Spectrum Disorder in China **L. Cai¹**, S. Pan, X. Wang and J. Jing, Sun Yat-sen University, Guangzhou, China

- 57 **525.057** Disclosing the Child's Autism Spectrum Disorder: Perspectives of First-Generation Immigrant Korean Mothers **H. KIM¹** and R. L. Dodds², (1) Human Development & Psychology, University of California-Los Angeles, Los Angeles, CA, (2)Special Education & Counseling, California State University Los Angeles, Los Angeles, CA
- 58 **525.058** Diversity Representation in Evidence-Based Practices for Social Communication **M. Y. S. Bak¹**, A. D. Duenas², A. M. Reilly¹, H. Abas³ and Q. Pan¹, (1)Educational Psychology, University of Minnesota, Minneapolis, MN, (2)College of Education and Human Services, Lehigh University, Bethlehem, PA, (3)College of Liberal Arts, University of Minnesota, Minneapolis, MN
- 59 **525.059** How Do Japanese People Perceive the Concept of "Developmental Disorders"? **A. Taniguchi¹** and T. Yamane², (1)Graduate School of Human Development and Environment, Kobe University, Kobe, Japan, (2)Graduate School of Developmental and Environment, Kobe University, Kobe, Japan
- 60 **525.060** Mapping Socio Economic Factors and Their Relation to Strengths, Difficulties and Autistic Traits in a Large Multinational European Autism Cohort **T. Del Bianco¹**, G. Lockwood Estrin¹, J. Tillmann², A. San Jose Caceres^{2,3}, H. L. Hayward², D. V. Crawley², B. Oakley⁴, L. Mason¹, M. Johnson⁵, T. Charman², E. Loth⁴, D. Murphy², J. K. Buitelaar⁶ and E. J. Jones¹, (1)Centre for Brain and Cognitive Development, Birkbeck University of London, London, United Kingdom, (2)Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (3)Hospital General Universitario Gregorio Marañón, Madrid, Spain, (4)Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, Psychology, and Neuroscience, King's College London, London, United Kingdom, (5)Department of Psychology, University of Cambridge, Cambridge, United Kingdom, (6)Department of Cognitive Neuroscience, Donders Institute for Brain, Cognition and Behaviour, Radboud University Nijmegen Medical Centre, Nijmegen, Netherlands
- 61 **525.061** Medical Encounters for Individuals with Autism Spectrum Disorder (ASD): Perceptions and Practices of Filipino Physicians **M. K. P. Alonzo**, Division of Developmental and Behavioral Pediatrics, Philippine General Hospital, Manila, Philippines
- 62 **525.062** Social-Demographic Factors and Clinical Diagnoses of Autism Spectrum Disorder Among 16-30 Months Children: A National Cross-Sectional Study **M. Cao¹**, X. Wang², L. Lin² and J. Jing², (1)Maternal and Child Health, Sun Yat-sen University, Guangzhou, China, (2)Sun Yat-sen University, Guangzhou, China
- 63 **525.063** Psychometric Properties of the Chinese Version of the Children's Empathy Quotient and Systemizing Quotient **X. Wang¹**, L. Lin¹, J. Jing¹ and B. Auyeung², (1)Sun Yat-sen University, Guangzhou, China, (2) University of Edinburgh, Edinburgh, United Kingdom
- 64 **525.064** The Validity and Reliability of the Chinese Version of the Social Communication Questionnaire **L. Lin**, S. Liu, X. Wang and J. Jing, Sun Yat-sen University, Guangzhou, China
- 65 **525.065** Understanding Cultural Sensitivity in Autism Education: A Semi-Structured Interview with Chinese American Parents of Children with Autism **X. Yang¹** and E. T. Crehan², (1)Child Study and Human Development, Tufts University, Medford, MA, (2)Eliot-Pearson Department of Child Study & Human Development, Tufts University, Medford, MA
- 66 **525.066** Brief Report: Parental Stress in Parents of Autistic Children in China and the Netherlands **F. Liu¹**, S. Begeer², A. M. Scheeren² and C. Wang³, (1)Horstnberg, Vrije University Amsterdam, Amsterdam, Netherlands, (2)Vrije Universiteit, Amsterdam, Netherlands, (3)Department of Social Psychology, Nankai University, Tianjin, China
- 67 **525.067** Working Towards Inclusive Education for Autistic Children in Algeria: An Analysis of the English As a Foreign Language (EFL) Teacher Preparation Programme **I. Z. Kassous¹**, D. R. Simmons² and I. Alves¹, (1) School of Education, University of Glasgow, Glasgow, United Kingdom, (2) School of Psychology and Neuroscience, University of Glasgow, Glasgow, United Kingdom
- 68 **525.068** Examination of the Impact of the Get SET Early Program on Racial and Ethnic Disparities on the Screen-Evaluation-Treatment Chain in Toddlers with ASD **C. Pham**, E. Bacon, C. Barnes, S. Arias, L. Lopez, E. Courchesne and K. Pierce, Neurosciences, University of California, San Diego, La Jolla, CA
- 69 **525.069** Examining Cultural Differences in Face Processing: Implications for Assessment and Intervention in Autism Spectrum Disorder (ASD) **Y. Bean¹** and A. J. Harrison², (1)School Psychology, University of Georgia, Athens, GA, (2)Educational Psychology, University of Georgia, Athens, GA
- 70 **525.070** Identifying the Best Discriminating Signs of Autism Spectrum Disorder (ASD) in High-Risk Siblings in Singapore **C. M. Wong**, N. Mohd Zambri, H. H. Fan, L. H. S. Lau, L. M. Daniel and H. C. Koh, Department of Child Development, KK Women's and Children's Hospital, Singapore, Singapore
- 71 **525.071** South Korea's Perception of Autism and Play, and the Effects on Parents and Educators of Children with ASD **S. Kim¹** and A. K. Marcelo², (1)Kindle Behavior Consultants, Burlington, MA, (2)Psychology, Clark University, Worcester, MA
- 72 **525.072** The Relationship between Social Camouflage and Mental Health in Japanese Autistic Adults. **F. Oshima¹**, T. Takahashi², M. Hongo³, L. Hull⁴, W. Mandy⁴ and E. Shimizu¹, (1)Research Center for Child Mental Development Chiba University, Chiba, Japan, (2)Waseda University, Saitama, Japan, (3)Chiba University, Chiba, Japan, (4)Department of Clinical, Educational and Health Psychology, University College London, London, United Kingdom

Virtual Poster Session

526 - Service Delivery/Systems of Care --- (V)

11:30 AM - 1:30 PM -

- 73 **526.073** A Scoping Review of Clinical Decision Support System (CDSS) Use in Autism and Other Neurodevelopmental Disorders **R. P. Sulek¹**, J. Robertson¹, A. W. C. Liew², G. Upson³, A. J. Whitehouse⁴ and D. Trembath⁵, (1)School of Health Sciences and Social Work, Griffith University, Brisbane, QLD, Australia, (2)School of Information and Communication Technology, Griffith University, Brisbane, QLD, Australia, (3)Telethon Kids Institute, Perth, WA, Australia, (4)Telethon Kids Institute, Perth, Australia, (5)Menzies Health Institute, Griffith University, Australia
- 74 **526.074** Applying the Exploration, Preparation, Implementation, and Sustainment Framework to Adapt and Test an Executive Functioning Intervention for ASD for Mental Health Services **K. S. Dickson¹**, T. Holt² and M. R. Ledoux³, (1)Child and Adolescent Services Research Center, San Diego, CA, (2)San Diego State University, San Diego, CA, (3)Graduate School of Education, University of California, Riverside, Riverside, CA
- 75 **526.075** Clinical Diagnosis and Educational Eligibility: Is There a Match for Latino Children with Autism Spectrum Disorder? **E. Kaplon¹** and N. Reyes², (1)1201 Larimer Street, University of Colorado Denver, Denver, CO, (2)JFK Partners, University of Colorado Anschutz Medical Campus, Aurora, CO
- 76 **526.076** Critical Autism Theory within Disabilities Studies **M. E. Lefebvre**, Educational sciences, Université de Montréal, Montréal, QC, Canada
- 77 **526.077** Delivery of Psychotherapy to Autistic Youth: Treatment Approaches, Adaptations and Clinician Knowledge **A. Ibrahim¹**, F. H. Roudbarani¹, C. Gallant¹, B. B. Maddox² and J. A. Weiss¹, (1)Psychology, York University, Toronto, ON, Canada, (2)University of Pennsylvania, Philadelphia, PA

- 78 **526.078** Enhanced Training Models for Capacity Building in Autism Service Delivery **A. Inge**¹, K. A. Register-Brown², L. Kenworthy³, A. C. Armour³, N. Nadwodny⁴, Y. Myrick⁵, S. Khurana⁶, C. Morgan⁷, A. Ware⁸ and A. Hastings⁹, (1)Center for Autism Spectrum Disorder, Children's National Hospital, Rockville, MD, (2)Center for Autism Spectrum Disorder, Children's National Hospital, Washington, DC, (3)Center for Autism Spectrum Disorders, Children's National Hospital, Washington, DC, (4)Boston Children's Hospital, Boston, MA, (5)DC Autism Parents, Washington, DC, (6)Pediatric Specialists of Virginia, Fairfax, VA, (7)Hearing and Speech Center, Children's National Hospital, Washington, DC, (8)Catholic University, Washington, DC, (9)Children's National Hospital, Washington, DC
- 79 **526.079** Exploring the Experiences of Autistic Young Adults and Their Transitions into Employment **C. Ballantyne**¹, C. B. McCann¹ and C. Wilson², (1)Department of Psychology, University of the West of Scotland, Paisley, United Kingdom, (2)School of Education, University of Strathclyde, Glasgow, United Kingdom
- 80 **526.080** Healthcare Access of Language Minorities with Autism: The Case of English Official Language Minority Language Speakers in Quebec, Canada **N. Amantayev**¹ and A. Nadig², (1)Communication Sciences and Disorders, McGill University, Montreal, QC, Canada, (2)School of Communication Sciences and Disorders, McGill University, Montreal, QC, Canada
- 81 **526.081** Innovation in Access to Early Interventions for ASD in Kenya: Neurodevelopmental Early Intervention Scholarship **W. L. Owotoki**¹, M. V. Marques¹, J. Mathaga², J. Muiruri³ and P. O. Owotoki¹, (1)Vitafluence, Kronberg im Taunus, Germany, (2)Arthur's Dream Autism Trust (ADAT Foundation), Nairobi, Kenya, (3)Kenya Autism Alliance, Nairobi, Kenya
- 82 **526.082** Online Social Support By and for Autistic Adults – Assessing Needs and Interest **M. Désormeaux-Moreau**¹, I. Courcy² and M. Couture³, (1)École de réadaptation, Université de Sherbrooke, Sherbrooke, QC, Canada, (2)CIUSSS Nord-de-l'Île-de-Montréal, Montréal, QC, Canada, (3)Rehabilitation, Université de Sherbrooke, Sherbrooke, QC, Canada
- 83 **526.083** Parental and Provider Satisfaction with Teletherapy Services for Children with Autism Spectrum Disorder (ASD) during COVID-19 Pandemic. **K. Sengupta**¹ and S. Roy², (1)Ummeed Child Development Center, Mumbai, Maharashtra, INDIA, (2)Developmental Pediatrics, Ummeed Child Development Center, Mumbai, India
- 84 **526.084** Predicting Student Success of Autistic Students in Higher Education **T. C. Bakker**¹, A. C. Krabbendam¹, S. Bhulai², M. Meeter³ and S. Begeer⁴, (1)Clinical Developmental Psychology, Vrije Universiteit Amsterdam, Amsterdam, Netherlands, (2)Mathematics, Vrije Universiteit Amsterdam, Amsterdam, Netherlands, (3)Educational and Family Studies, Vrije Universiteit Amsterdam, Amsterdam, Netherlands, (4)Vrije Universiteit, Amsterdam, Netherlands
- 85 **526.085** Professional Development Programs for Community Professionals Who Support Autistic People: Process and Outcomes **K. D. Bopp**¹, S. Hu² and P. Mirinda³, (1)Centre for Interdisciplinary Research and Collaboration in Autism, University of BC, Vancouver, BC, Canada, (2)Centre for Interdisciplinary Research and Collaboration in Autism, University of BC, Canada, Vancouver, BC, Canada, (3)University of British Columbia, Vancouver, BC, Canada
- 86 **526.086** Testing a Theory of Implementation Leadership and Climate across Autism Evidence-Based Interventions of Varying Complexity **J. Locke**¹ and N. Williams², (1)Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA, (2)Boise State University, Boise, ID
- 87 **526.087** Understanding Autistic Parents' Experiences and Relationships with Schools **A. S. Rabba**¹, J. A. Smith¹, G. Hall¹, **M. Heyworth**^{1,2}, W. Lawson¹, R. Lilley¹, P. Datta¹, E. Goodall³, V. Alexander³, N. Syeda³ and E. Pellicano¹, (1)Macquarie School of Education, Macquarie University, Sydney, NSW, Australia, (2)Reframing Autism, Sydney, NSW, Australia, (3)Positive Partnerships, Sydney, NSW, Australia
- 88 **526.088** Understanding Implementation Readiness in School Systems in California **Y. Yu**¹, A. C. Stahmer², M. Melgarejo³, T. Holt⁴, J. Li², P. Schetter⁴, S. Park⁵, G. S. Young⁶ and J. Suhrheinrich³, (1)UC Davis MIND institute, Sacramento, CA, (2)UC Davis MIND Institute, University of California, Davis, Sacramento, CA, (3)San Diego State University, San Diego, CA, (4)UC Davis, Sacramento, CA, (5)UC Davis MIND, Sacramento, CA, (6)Psychiatry and Behavioral Sciences, University of California at Davis, MIND Institute, Sacramento, CA
- 89 **526.089** Understanding of the Police Caution in the Autistic Population **S. Anns**¹, **S. Lane**¹, R. Cassidy¹, A. Green¹, C. Dando² and R. Milne³, (1) School of Psychology, University of Sussex, Brighton, United Kingdom, (2) Psychology, University of Westminster, London, United Kingdom, (3)Centre of Forensic Interviewing, Institute of Criminal Justice Studies, University of Portsmouth, Portsmouth, United Kingdom
- 90 **526.090** "I Wouldn't Discount How Hard We Have Tried" Understanding the Experiences of Chinese Parents of Autistic Children As They Navigate School **J. A. Smith**¹, A. S. Rabba¹, E. Dresens², P. Lee², N. Syeda², G. Hall¹, M. Heyworth^{1,3}, R. Lilley¹, P. Datta¹, W. Lawson¹ and E. Pellicano¹, (1)Macquarie School of Education, Macquarie University, Sydney, NSW, Australia, (2)Positive Partnerships, Sydney, NSW, Australia, (3)Reframing Autism, Sydney, NSW, Australia
- 91 **526.091** Usual Care Settings and Differences in Screening and Treatment of Trauma for Autistic Youth **S. Honovic**¹, J. A. Gates¹, K. Walker¹, C. M. Kerns², A. Drahotá³, E. G. Cohn⁴, L. V. Soorya⁵, L. Moskowitz⁶, A. Wainer⁶ and M. D. Lerner⁷, (1)Department of Psychology, Stony Brook University, Stony Brook, NY, (2)University of British Columbia, Vancouver, BC, Canada, (3)Child and Adolescent Services Research Center (CASRC), San Diego, CA, (4)Hunter-Bellevue School of Nursing, New York, NY, (5)Department of Psychiatry, Rush University Medical Center, Chicago, IL, (6)Department of Psychology, St. John's University, Queens, NY, (7)Psychology, Stony Brook University, Stony Brook, NY
- 92 **526.092** Examining the Balance of Fidelity and Family-Centered Care within a Parent-Mediated Intervention Delivered in a State-Funded Early Intervention System **K. Pickard**¹, N. M. Hendrix², K. Guerra³, E. Kaiser³, N. Bond⁴ and J. L. Stapel-Wax⁴, (1)Emory University School of Medicine, Marcus Autism Center, Atlanta, GA, (2)Marcus Autism Center, Emory University School of Medicine, Atlanta, GA, (3)Marcus Autism Center, Atlanta, GA, (4)Pediatrics, Emory University School of Medicine, Atlanta, GA
- 93 **526.093** A Preliminary Investigation of Code Related Emergent Literacy Skills in Bilingual Children with Autism Spectrum Disorder **H. S. Mohan**¹ and S. Tiwari², (1)Department of speech and hearing, Manipal Academy of higher education, Manipal, India, (2)Department of speech and hearing, Manipal academy of higher education, Manipal, India
- 94 **526.094** Factors Contributing to Employment and Job Satisfaction for Autistic Adults **B. Schwartzman**, Vanderbilt University, Nashville, TN
- 95 **526.095** Completing Autism Evaluations in an Integrated Pediatric Primary Care Setting. **T. Snider**, Nationwide Children's Hospital, Columbus, OH
- 96 **526.096** ACEs Screening Pilot for Children Clinically Referred for Neurodevelopmental Disorders **L. J. Dilly** and J. Owen, Marcus Autism Center, Atlanta, GA
- 97 **526.097** Access to Care: Training and Partnership with Primary Care in Colorado **M. Cobian** and R. Wilson, Children's Hospital Colorado, Aurora, CO

- 98 **526.098** Better Together: Using a Coaching Model to Support Teachers' Use of Evidence-Based Practices with Students on the Autism Spectrum **J. M. Paynter¹**, K. O'Leary², D. Adams³, M. Clark⁴, K. Simpson⁵, D. Trembath⁶ and M. F. Westerveld⁷, (1)School of Applied Psychology, Griffith University, Gold Coast, QLD, Australia, (2)Griffith University, Gold Coast, QLD, Australia, (3)Autism Centre of Excellence, Griffith University, Brisbane, Australia, (4)La Trobe University, Melbourne, VIC, Australia, (5) Messines Rd, Griffith University, Brisbane, QLD, Australia, (6)Menzies Health Institute, Griffith University, Australia, (7)School of Allied Health Sciences, Griffith University, Gold Coast, QLD, Australia
- 99 **526.099** Evaluating Factors That Influence Provider ASD Referrals in Underserved Primary Care Settings **T. C. Kalmus¹**, L. V. Ibanez² and W. L. Stone³, (1)Psychiatry, The University of Iowa, Iowa City, IA, (2)UW READI Lab, Seattle, WA, (3)Psychology, University of Washington, Seattle, WA
- 100 **526.100** Exploring the Impact of Policy on Access to Early Autism Diagnosis and Other Services in Five States **O. J. Lindly¹**, A. Chu², P. Fuchu³, J. L. Kuhn⁴, D. Abate⁵, E. Feinberg⁶ and S. Broder-Finger⁶, (1) Health Sciences, Northern Arizona University, Flagstaff, AZ, (2)Boston University School of Public Health, Boston, MA, (3)Boston University School of Medicine, Boston, MA, (4)Pediatrics, Boston Medical Center, Boston, MA, (5)University of Massachusetts, Boston, MA, (6)Boston Medical Center, Boston, MA
- 101 **526.101** Feasibility and Acceptability of an Integrated Evaluation Program for Autism Spectrum Disorder in a Pediatric Primary Care Clinic **S. Habayeb¹**, R. Williams², E. Eisenman¹, A. Hastings¹, S. Singh¹, M. Lauer¹, B. Brown³, M. Long¹, A. Inge⁴ and L. Godoy¹, (1)Children's National Hospital, Washington, DC, (2)Child Health Advocacy Institute, Children's National Hospital, Washington, DC, (3)University of the District of Columbia, Washington, DC, (4)Center for Autism Spectrum Disorder, Children's National Hospital, Rockville, MD
- 102 **526.102** Feasibility of Screening of Pediatric Neurodevelopmental Patients for Suicide Risk Via Telehealth: A Pilot of the ASQ Instrument Validation Study **P. H. Lipkin^{1,2,3}**, S. Rybczynski^{2,4}, A. Thurm⁵, M. R. Ngur¹, P. C. Ryan⁶, N. J. Lowry⁶, C. Lopez-Arvizu^{6,7} and L. M. Horowitz⁵, (1)Neurology and Developmental Medicine, Kennedy Krieger Institute, Baltimore, MD, (2) Pediatrics, Johns Hopkins University School of Medicine, Baltimore, MD, (3) Johns Hopkins University Bloomberg School of Public Health, Baltimore, MD, (4)Kennedy Krieger Institute, Baltimore, MD, (5)Office of the Clinical Director, Intramural Research Program, National Institute of Mental Health, Bethesda, MD, (6)Psychiatric Mental Health Program, Kennedy Krieger Institute, Baltimore, MD, (7)Psychiatry, Johns Hopkins University School of Medicine, Baltimore, MD
- 103 **526.103** Implementing Standard of Care Diagnostic Genetic Testing for Autism Spectrum Disorders in Outpatient Psychiatry Clinics **M. Goldman^{1,2}** and D. Moreno De Luca^{3,4}, (1)Verrecchia Clinic for Children with Autism and Developmental Disabilities (CADD), E.P. Bradley Hospital, East Providence, RI, (2)Precision Medicine in Autism (PRISMA) Group, Providence, RI, (3) Verrecchia Clinic for Children with Autism & Developmental Disabilities, E.P. Bradley Hospital, Riverside, RI, (4)Division of Child and Adolescent Psychiatry Department of Psychiatry and Human Behavior Warren Alpert Medical School of Brown University, Precision Medicine in Autism (PRISMA) Group, Providence, RI
- 104 **526.104** Increasing Understanding of Autism Among University Students Using 'the Birthday Party' Psychoeducational Video **C. R. Jones¹**, N. Czarnokoza, A. Burunova, K. Warren, J. De Kock, J. Hodges and K. Langley, Wales Autism Research Centre, School of Psychology, Cardiff University, Cardiff, United Kingdom
- 105 **526.105** Integrating Routine Screening and Identification Strategies into Alabama's Part C/Early Intervention System **S. E. O'Kelley¹**, A. B. Barber², K. R. Tomeny³, M. B. Vick⁴, W. D. Pittard⁵, L. C. Hackney⁴, K. Goff⁶, M. Costo³ and T. Hilty¹, (1)The University of Alabama at Birmingham, Birmingham, AL, (2)Communicative Disorders, University of Alabama, Tuscaloosa, AL, (3)University of Alabama, Tuscaloosa, AL, (4)Alabama Department of Rehabilitation Services, Tuscaloosa, AL, (5)Alabama's Early Intervention System, Alabama's Department of Rehabilitation Services, Huntsville, AL, (6)Alabama Department of Mental Health, Decatur, AL
- 106 **526.106** Law Enforcement Officers' Interactions with Individuals with Autism: Commonly Reported Calls and Outcomes **L. Gardner¹** and **J. M. Campbell²**, (1)Johns Hopkins All Children's Hospital, St. Petersburg, FL, (2) Psychology, Western Carolina University, Cullowhee, NC
- 107 **526.107** Reproductive Health and Obstetrics/Gynecology Health Care Use in Autistic Adults **J. L. Ames¹**, M. C. Anderson¹, E. Cronbach², C. Lee¹ and L. A. Croen¹, (1)Division of Research, Kaiser Permanente Northern California, Oakland, CA, (2)Obstetrics and Gynecology, The Permanente Medical Group, Walnut Creek, CA
- 108 **526.108** Service Use Among Asian American Caregivers of Children with Autism **I. Kim¹**, S. Dababnah² and Y. Xu³, (1)School of Social Work, Tulane University, New Orleans, LA, (2)University of Maryland, Baltimore, Baltimore, MD, (3)Department of Health Sciences Education, University of Illinois College of Medicine at Rockford, Rockford, IL
- 109 **526.109** Subjective Satisfaction of Smart School Programs during Lockdown for COVID-19 Pandemics: Comparison between Subjects with Autism Vs Subjects with Other Neuropsychiatric Disorders. **E. Grossi¹**, E. Castagna, A. Castelnuovo, E. Caminada, E. R. Castelli, D. Gilardoni, G. Molteni, G. Salardi, E. Zanini, M. Azzaretto and L. Marrano, Autism Research Unit, Villa Santa Maria Foundation, Tavernerio, Italy
- 110 **526.110** Systematic Adaptation of Evidence-Based Resources to Support Adults with ASD in Community Settings **M. Melgarejo¹**, J. Suhrheinrich¹, P. Schetter² and M. Rettnhouse³, (1)San Diego State University, San Diego, CA, (2)UC Davis, Sacramento, CA, (3)Alta Regional Center, Sacramento, CA
- 111 **526.111** Talking about Me: An Autistic Take on Autism Terminology and Language **S. C. Jones¹**, J. Lowe, C. Gordon and S. Mizzi, Australian Catholic University, Melbourne, VIC, Australia
- 112 **526.112** Trends and Variations in Receiving Care from Psychiatric Providers within 30 Days of Psychiatric Emergency Department Visits Among People with Autism Spectrum Disorder **G. Liu¹**, L. Kong¹, D. Ba¹ and M. Murray², (1)Public Health Sciences, Penn State University College of Medicine, Hershey, PA, (2)Department of Psychiatry/Division of Autism Services, Penn State University College of Medicine, Hershey, PA

Panel Session

**International and Cross-Cultural Perspectives
225 - The Impact of the COVID-19 Pandemic on Families with Children with ASD Around the World**

1:30 PM - 3:30 PM - Lone Star Ballroom Salon E

Panel Chair: L. P. Dekker, Department of Psychology, Education & Child Studies, Erasmus University Rotterdam, Rotterdam, Netherlands, Rotterdam Autism Consortium (R.A.C.), Rotterdam, Netherlands

This panel will discuss international/cross-cultural perspectives regarding the impact of the COVID-19 pandemic: so how are children/adolescents with ASD and their caregivers impacted around the world by the pandemic and the restrictions set by the various governments. Four presentation will discuss the impact of COVID-19 around the world, specifically in the USA (speaker 1); the Netherlands (speaker 2 and 4); and Canada (speaker 3) with both cross-sectional and longitudinal data, and quantitative and qualitative perspectives. Data that will be presented reflects both information from early in the pandemic to longer-term impact. The panel allows for an interdisciplinary and international discussion of how different approaches impacted families with children with ASD. In addition, there will be suggestion for policy and care.

- 1:30 **225.001** Psychiatric Outcomes and Models of Care in the United States for Children with Autism Spectrum Disorder during the COVID-19 Pandemic **R. A. Vasa**, Kennedy Krieger Institute, Baltimore, MD
- 1:50 **225.002** The Impact of the COVID-19 Pandemic on Emotional Well-Being and Educational Well-Being in Autistic Children **R. Plak¹**, **R. Rippe¹**, **H. Swaab¹** and **S. Begeer²**, (1)Leiden University, Leiden, Netherlands, (2) Vrije Universiteit, Amsterdam, Netherlands
- 2:10 **225.003** Coping with COVID: Autistic Traits and Mental Health Symptoms of Autistic Youth Early in the Pandemic **C. McMorris¹**, **K. Turner²**, **J. A. Weiss³**, **S. J. Howe²**, **H. D. Sanguino²**, **C. M. Kerns⁴** and **M. Ames⁵**, (1)Department of Paediatrics, University of Calgary, Calgary, AB, Canada, (2)University of Calgary, Calgary, AB, Canada, (3)Psychology, York University, Toronto, ON, Canada, (4)University of British Columbia, Vancouver, BC, Canada, (5)Department of Psychology, University of Victoria, Victoria, BC, Canada
- 2:30 **225.004** Care and Informational Needs of Parents of Children with ASD during the COVID-19 Pandemic **F. Truijens^{1,2}**, **S. Van Rijen^{1,2}**, **L. Hooijman^{1,2}**, **S. Louwerse^{2,3}**, **K. Visser^{2,4}**, **D. Bastiaansen^{2,5}**, **W. A. Ester^{2,6,7,8}**, **L. W. ten Hoopen^{2,9}**, **P. F. de Nijs^{2,9}**, **R. Van der Hallen^{1,2}** and **L. P. Dekker^{1,2}**, (1) Department of Psychology, Education & Child Studies, Erasmus University Rotterdam, Rotterdam, Netherlands, (2)Rotterdam Autism Consortium (R.A.C.), Rotterdam, Netherlands, (3)Erasmus MC - Sophia, Rotterdam, Netherlands, (4)Youz, Rotterdam, Netherlands, (5)Yulius, Barendrecht, Netherlands, (6)Department of Child and Adolescent Psychiatry, Curium-LUMC, Leiden University Medical Center, Oegstgeest, Netherlands, (7) Sarr Expert Centre for Autism, Lucertis Child- & Adolescent Psychiatry, Rotterdam, Netherlands, Rotterdam, Netherlands, (8)Parnassia Psychiatric Institute, The Hague, Netherlands, (9)Child and Adolescent Psychiatry/ Psychology, Erasmus MC-Sophia Children's Hospital, Rotterdam, Netherlands

Panel Session

**Adult Outcome: Medical, Cognitive, Behavioral
226 - Interventions to Promote Skill Development As Autistic Youth Transition to Adulthood**

1:30 PM - 3:30 PM - Grand Ballroom Salon 3-4

Panel Chair: J. L. Taylor, Vanderbilt Kennedy Center, Nashville, TN

Discussant: R. Caplan, Brandeis University, Waltham, MA

The transition to adulthood can be a difficult time for youth on the autism spectrum. Many of these youth face challenges obtaining and maintaining employment, attaining post-secondary education, forming fulfilling relationships, and achieving their desired levels of independence. To address these needs, it is necessary to develop and rigorously test interventions and programs that can support autistic youth in reaching their potential. This panel presents the findings from four such intervention studies, each designed to build skills in areas which have been shown to be challenging for individuals on the autism spectrum. Specifically, interventions included in this panel focus on building daily living skills for autistic adolescents (Presentation 1), promoting readiness for the transition to postsecondary education and adjustment to college (Presentation 2), developing healthy relationship skills for autistic adolescents and adults (Presentation 3), and building advocacy skills among parents of autistic youth to enable access to adult services and supports for their son/daughter (Presentation 4). Discussion will focus on whether and how these programs are consistent with the priorities and desires of the autistic community, and how skill-building interventions might fit into a broader constellation of services and supports.

- 1:35 **226.001** Surviving and Thriving in the Real World: A Randomized Clinical Trial of a Daily Living Skills Intervention for Adolescents with Autism Spectrum Disorder **A. Duncan^{1,2}**, **J. Meinen-Derr^{1,2}**, **C. Fassler¹** and **L. J. Stark^{1,2}**, (1)Cincinnati Children's Hospital Medical Center, Cincinnati, OH, (2) College of Medicine, University of Cincinnati, Cincinnati, OH
- 1:55 **226.002** Development, Efficacy, and Community-Based Optimization of a Transition Support Program for Young Adults with Autism **A. M. Brewe** and **S. W. White**, Psychology, The University of Alabama, Tuscaloosa, AL
- 2:15 **226.003** Healthy Relationships on the Autism Spectrum (HEARTS): A Feasibility Test of an Online Class Co-Designed and Co-Taught with Autistic People **E. F. Rothman¹** and **L. Graham Holmes²**, (1)Community Health Sciences, Boston University, Sargent College, Boston, MA, (2)Hunter College, CUNY, New York, NY
- 2:35 **226.004** Teaching Parents How to Effectively Navigate Adult Services on Behalf of Their Autistic Transition-Aged Youth: A Multi-Site Randomized-Controlled Trial **J. L. Taylor¹**, **M. M. Burke²** and **L. E. Smith DaWalt³**, (1) Vanderbilt Kennedy Center, Nashville, TN, (2)University of Illinois Urbana-Champaign, Champaign, IL, (3)University of Wisconsin-Madison Waisman Center, Madison, WI

Panel Session

**Adult Outcome: Medical, Cognitive, Behavioral
227 - Quality of Life**

1:30 PM - 3:30 PM - Grand Ballroom Salon 5-6

Panel Chair: E. Pellicano, University College London, London, United Kingdom

Discussant: Z. J. Williams, Medical Scientist Training Program, Vanderbilt University School of Medicine, Nashville, TN

The proposed panel brings together latest empirical work aimed at gaining detailed insight into quality of life among autistic individuals. Proposed presentations span quantitative and qualitative research methods embedded within both cross-sectional and longitudinal designs and cover key aspects of quality of life. More specifically, this panel will present findings on (i) trajectories of quality of life during transition to adulthood, (ii) association between age of autism diagnosis, mental health and quality of life, (iii) financial wellbeing among autistic adults, and (iv) adaptations to living environment to suite the needs of autistic adults. Thus, the proposed panel is timely and holds promise for advancing our knowledge and understanding of quality of life in autistic population.

- 1:35 **227.001** Trajectories of Positive Affect, Well-Being, and Quality of Life during the Transition to Adulthood **J. B. McCauley**¹, E. B. Clarke², H. K. Schiltz² and C. Lord⁴, (1)Saint Mary's College of California, Moraga, CA, (2)University of California, Los Angeles, Los Angeles, CA, (3)Psychology, Marquette University, Milwaukee, WI, (4)UCLA Semel Institute for Neuroscience and Human Behavior, Los Angeles, CA
- 1:55 **227.002** "Money Is like This Secret Thing That No One Talks about": Understanding the Determinants of Autistic Adults' Financial Wellbeing **E. Pellicano**^{1,2}, R. Y. Cai^{2,3,4} and G. Hall^{1,2}, (1)Macquarie School of Education, Macquarie University, Sydney, NSW, Australia, (2)Cooperative Research Centre for Living with Autism (Autism CRC), Brisbane, QLD, Australia, (3) Aspect Research Centre for Autism Practice, Autism Spectrum Australia, Melbourne, VIC, Australia, (4)School of Psychological Sciences, Monash University, Melbourne, VIC, Australia
- 2:15 **227.003** A Living Environment Adapted to the Needs of Autistic Adults: What Does Literature Offer? **A. M. Nader**¹, M. Charette², E. St-Jean³, V. Lasalle², N. Jeanneret⁴, B. Forgeot d'Arc⁵, I. Courcy⁴ and R. Godbout³, (1) University of Quebec in Montreal, Montreal, QC, Canada, (2)Faculty of Design, Université de Montréal, Montréal, QC, Canada, (3)Psychiatry, Université de Montréal, Montréal, QC, Canada, (4)CIUSSS Nord-de-l'Île-de-Montréal, Montréal, QC, Canada, (5)Département de Psychiatrie, Université de Montréal, Montréal, QC, CANADA
- 2:35 **227.004** Later Age of Autism Diagnosis Is Associated with Poorer Mental Health and Subjective Quality of Life in Autistic Adults **G. A. McQuaid**¹, N. R. Lee² and G. L. Wallace³, (1)George Mason University, Fairfax, VA, (2)Department of Psychological and Brain Sciences, Drexel University, Philadelphia, PA, (3)The George Washington University, Washington, DC

Panel Session

**Brain Function (fMRI, fcMRI, MRS, EEG, ERP, MEG)
228 - Investigating the Excitatory/Inhibitory
Imbalance Hypothesis in Autism - a Multidisciplinary
Approach**

1:30 PM - 3:30 PM - Lone Star Ballroom Salon F-H

Panel Chair: N. A. Puts, Russell H. Morgan Department of Radiology and Radiological Science, The Johns Hopkins University School of Medicine, Baltimore, MD

Discussant: N. A. Puts, Russell H. Morgan Department of Radiology and Radiological Science, The Johns Hopkins University School of Medicine, Baltimore, MD, Institute of Psychiatry, Psychology & Neuroscience, King's College London, London, United Kingdom

According to the excitatory/inhibitory (E/I) imbalance hypothesis, a dysregulation in the most abundant neurotransmitters, glutamate and GABA, contributes to the emergence of autism symptomatology. While potentially groundbreaking, the exact role of E/I imbalance has so far remained relatively ambiguous with little impact on diagnosis and practice. This is partly due to limited overlap between preclinical and human work, and lack of translation and discussion thereof. Our panel will discuss recent studies investigating E/I imbalance in ASD using different and cutting edge methods. We integrate animal model work with behavioral results in humans focussing on sensory processing; we discuss the role of glutamate and GABA gene-sets in association with brain structure and neurochemistry; and lastly, how pharmacological challenges to E/I imbalance can give further insight into mechanisms underlying ASD, and potential treatment. Our discussant will tie this together, critically discuss the presentations, and recommend future goals for studying f E/I. The panel emphasises the necessity of crossdomain discussions to develop useful future translational approaches. Together, we will give novel insights into the pathophysiology of ASD across domains, discuss overlap (and lack thereof), with the aim to provide an overview and guidance for future research.

- 1:35 **228.001** Aberrant Acoustic and Tactile Sensory Sensitivity and Integration at Specific Developmental Stages in the Cntnap2 and Nrnx1 Mouse Models for Autism Spectrum Disorders **I. W. Riemersma**, R. Havekes and M. Kas, University of Groningen, Groningen, Netherlands
- 1:55 **228.002** Variance in Motor Functioning in Autistic Children Is Explained By Low-Level Tactile Perception and Brain GABA Levels **J. L. He**¹, G. Oeltzschner², E. Wodka³, R. A. Edden², S. H. Mostofsky³ and N. A. Puts², (1)Department of Forensic and Neurodevelopmental Sciences, Sackler Institute for Translational Neurodevelopment, Institute of Psychiatry, Psychology, and Neuroscience, King's College London, London, UK, King's College London, London, United Kingdom, (2)Russell H. Morgan Department of Radiology and Radiological Science, The Johns Hopkins University School of Medicine, Baltimore, MD, (3)Center for Autism and Related Disorder, Kennedy Krieger Institute, Baltimore, MD
- 2:15 **228.003** Reduced Inhibition of Stimulus Temporal Segregation Associated with Sensory Hyperresponsiveness in ASD **T. Atsumi**¹, M. Ide¹ and Y. Terao², (1)Department of Rehabilitation for Brain Functions, Research Institute of National Rehabilitation Center for Persons with Disabilities, Tokorozawa, Saitama, Japan, (2)Department of Medical Physiology, Faculty of Medicine, Kyorin University, Mitaka, Tokyo, Japan

2:35 **228.004** Identifying EEG Markers of Excitation and Inhibition in the Living Human Brain **C. L. Ellis¹**, Q. Huang², H. E. Velthuis³, A. C. Pereira³, N. M. Wong⁴, M. F. Ponteduro⁵, M. Dimitrov⁶, A. Leonard⁶, L. Kowalewski³, P. Garces⁷, D. Batalle⁸, E. Daly⁸, D. Murphy⁹, J. Ahmad³ and G. McAlonan¹⁰, (1)Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (2)King's College London, London, United Kingdom, (3) Department of Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (4)Biomedical Research Centre for Mental Health at the Institute of Psychiatry, Psychology and Neuroscience and South London and Maudsley NHS Foundation Trust, London, United Kingdom, (5)Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (6)Royal College of Surgeons, Dublin, Ireland, (7)Neuroscience, Ophthalmology, and Rare Diseases (NORD) Roche Pharma Research and Early Development, Roche Innovation Center Basel, Hoffmann-La Roche, Basel, Switzerland, (8)Department of Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (9)Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom, (10)NIHR-Biomedical Research Centre for Mental Health at the Institute of Psychiatry, Psychology and Neuroscience, South London and Maudsley Foundation NHS Trust, London, United Kingdom

1:50 **229.002** Making an Impact: Relative Efficacy of Self-Directed and Therapist-Assisted Telehealth Parent-Mediated Intervention on Parent Learning and Well-Being **B. R. Ingersoll**, Psychology, Michigan State University, East Lansing, MI

2:10 **229.003** START Connections Online: Outcomes of an Online Social Interaction Skill Group for Adolescents with Autism **K. M. Russell¹**, K. Rackham², A. Bhatt² and T. W. Vernon¹, (1)University of California, Santa Barbara, Santa Barbara, CA, (2)University of California Santa Barbara, Santa Barbara, CA

2:30 **229.004** Implementation of Telehealth Services to Deliver Applied Behavior Analysis **A. Pomaes-Ramos¹** and B. R. Ingersoll², (1)Michigan State University, East Lansing, MI, (2)Psychology, Michigan State University, East Lansing, MI

Panel Session
Interventions - Non-pharmacologic - Preschool & Infant
229 - Leveraging Diverse Digital Technologies to Disseminate Evidence-Based Autism Interventions
 1:30 PM - 3:30 PM - Lone Star Ballroom Salon D

Panel Session
Early Development (< 48 months)
230 - The Neurodevelopment of Language in Infants at High Risk for Autism
 1:30 PM - 3:30 PM - Lone Star Ballroom Salons A-C

Panel Chair: T. W. Vernon, University of California, Santa Barbara, Santa Barbara, CA

Discussant: K. Bearss, Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA

Even prior to the COVID-19 pandemic, many barriers existed that limited widespread access to quality autism services, including geographic isolation, limited financial resources, busy family schedules, and a lack of trained providers. These are critical issues that directly impact child skill acquisition, developmental outcomes, parental stress, and family dynamics. Fortunately, the availability of smartphones and new digital communication tools offer promise as a treatment dissemination method, allowing families to access high quality, evidence-based intervention programs without having to leave the home. The first three presentations focus on intervention studies that leverage the use of different digital technologies (smartphone apps, online training modules, and Zoom for Telehealth) to deliver different intervention models (Pivotal Response Treatment, Project ImPACT, and the Social Tools And Rules for Teens programs) that address the needs of different autistic age groups (young children, adolescents). Data from these projects are indicative of promising child and family outcomes associated with digitally facilitated access to motivation-based autism intervention services. The final presentation connects the findings of the first three with community practice considerations as agencies increasingly offer telehealth intervention options. This study presents intriguing data on ABA service provider experiences and perspectives on telehealth adoption modalities, challenges, and opportunities.

1:30 **229.001** Pivotal for Early Autism Intervention: Preliminary Outcomes of a Smartphone App-Based Parent Education Program **E. F. Ferguson**, A. Arias, M. Jimenez Munoz, S. Licon, K. M. Russell, P. Adams, A. Nees and T. W. Vernon, University of California, Santa Barbara, Santa Barbara, CA

Panel Chair: L. D. Yankowitz, Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA

Discussant: M. Swanson, University of North Carolina, Chapel Hill, NC

While much is known about neurobiology of language in children and adults, remarkably little is known about individual differences in brain structure or function that support language in the first two years. This is a notable knowledge gap, as this early developmental period is a crucial time of rapid language growth as well as brain development. This panel leverages longitudinal data from the Infant Brain Imaging Study (IBIS) to examine relationships between early brain development and language skills in a large sample of infants at high and low familial risk for autism. Moraglia et al. investigate relationships between regional measures of cortical morphometry in 6-month-old infants and language skills at age 2. Yankowitz et al. test the hypothesis that early vocalization behaviors (e.g., babbling) are associated with Broca-Wernicke intrinsic functional connectivity across the first two years. McFayden et al. assess relationships between white matter integrity in language-relevant tracts and language skills in the first two years. Finally, Forsen et al. investigate the relationship between maternal quantitative autistic traits and infant language-relevant white matter integrity. Finally, the discussant will explore the clinical relevance of this collective work including how these studies could lead to the development of monitoring and susceptibility/risk biomarkers.

1:30 **230.001** Brain Morphometry in Infants Later Diagnosed with Autism Is Related to Later Language Skills **L. E. Moraglia¹**, H. Abdi¹, M. Styner², S. H. Kim³, M. D. Shen⁴, S. Ravi⁵, J. J. Wolff⁶, S. R. Dager⁷, H. Hazlett⁸, J. Pandey⁹, R. T. Schultz⁸, T. St. John⁹, J. Piven⁴, M. Swanson¹ and .. The IBIS Network³, (1)The University of Texas at Dallas, Richardson, TX, (2) Psychiatry and Computer Science, University of North Carolina, Chapel Hill, NC, (3)University of North Carolina, Chapel Hill, NC, (4)*co-senior author, University of North Carolina, Chapel Hill, NC, (5)Communication Sciences and Disorders, University of Texas at Dallas, Richardson, TX, (6)University of Minnesota, Minneapolis, MN, (7)Radiology, University of Washington, Seattle, WA, (8)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (9)University of Washington, Seattle, WA

- 1:50 **230.002** Vocalization Behavior and Intrinsic Functional Connectivity between Language Regions in Infants at High and Low Risk for Autism **L. D. Yankowitz¹**, R. T. Schultz¹, S. Petersen², B. Tunc¹, V. Petrucci³, S. Plate¹, J. Pandey¹, M. Swanson⁴, W. Guthrie¹, N. Marrus⁵, S. S. Meera⁶, M. Styner⁷, H. Hazlett⁸, K. Botteron⁹, S. R. Dager⁹, A. M. Estes¹⁰, L. Zwaigenbaum¹¹, J. Parish-Morris¹² and J. R. Pruett¹³, (1)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (2) Washington University, St. Louis, MO, (3)Florida International University, Miami, FL, (4)University of North Carolina, Chapel Hill, NC, (5)Washington University School of Medicine, St. Louis, MO, (6)National Institute of Mental Health and Neurosciences, Bangalore, India, (7)Psychiatry and Computer Science, University of North Carolina, Chapel Hill, NC, (8)*co-senior author, University of North Carolina, Chapel Hill, NC, (9)Radiology, University of Washington, Seattle, WA, (10)Speech and Hearing Sciences, University of Washington, Seattle, WA, (11)University of Alberta, Edmonton, AB, Canada, (12)*Co-Senior Author, Children's Hospital of Philadelphia, Philadelphia, PA, (13)*Co-senior author, **For the IBIS Network, Washington University School of Medicine, St. Louis, MO
- 2:10 **230.003** Longitudinal White Matter Microstructure and Language Development in High-Risk Infants at 6-, 12-, and 24-Months **T. McFayden¹**, J. Rutsohn², G. Cetin³, M. Swanson⁴, S. S. Meera⁵, J. J. Wolff⁶, K. Botteron⁷, S. R. Dager⁷, A. M. Estes⁸, G. Gerig⁹, R. C. McKinstry¹⁰, J. Pandey¹¹, R. T. Schultz¹¹, T. St. John¹², M. Styner¹³, K. Truong¹⁴, L. Zwaigenbaum¹⁵, H. Hazlett¹⁶, J. Piven¹⁶ and J. B. Girault¹⁷, (1)Virginia Polytechnic Institute and State University, Blacksburg, VA, (2)University of North Carolina, Chapel Hill, NC, (3)University of North Carolina at Chapel Hill, Chapel Hill, NC, (4) National Institute of Mental Health and Neurosciences, Bangalore, India, (5)University of Minnesota, Minneapolis, MN, (6)Washington University School of Medicine, St. Louis, MO, (7)Radiology, University of Washington, Seattle, WA, (8)Speech and Hearing Sciences, University of Washington, Seattle, WA, (9)New York University, New York, NY, (10)Mallinckrodt Institute of Radiology, Washington University School of Medicine, St. Louis, MO, (11)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (12)University of Washington, Seattle, WA, (13)Psychiatry and Computer Science, University of North Carolina, Chapel Hill, NC, (14) Gillings School of Global Public Health, University of North Carolina, Chapel Hill, NC, (15)University of Alberta, Edmonton, AB, Canada, (16)*co-senior author, University of North Carolina, Chapel Hill, NC, (17)Carolina Institute for Developmental Disabilities, University of North Carolina, Chapel Hill, NC
- 2:30 **230.004** Quantitative Autistic Traits in Parents and the Development of Language and Language Circuitry in Infants **E. Forsen¹**, L. J. Mullin², G. Cetin³, M. Swanson⁴, S. S. Meera⁵, J. J. Wolff⁶, K. Botteron¹, S. R. Dager⁷, A. M. Estes⁸, G. Gerig⁹, H. Hazlett¹⁰, R. C. McKinstry¹¹, J. Pandey¹², R. T. Schultz¹², T. St. John¹³, M. Styner¹⁴, L. Zwaigenbaum¹⁵, J. Piven¹⁰, J. N. Constantino¹ and J. B. Girault², (1)Washington University School of Medicine, St. Louis, MO, (2)Carolina Institute for Developmental Disabilities, University of North Carolina, Chapel Hill, NC, (3)University of North Carolina at Chapel Hill, Chapel Hill, NC, (4)University of North Carolina, Chapel Hill, NC, (5)National Institute of Mental Health and Neurosciences, Bangalore, India, (6)University of Minnesota, Minneapolis, MN, (7)Radiology, University of Washington, Seattle, WA, (8)Speech and Hearing Sciences, University of Washington, Seattle, WA, (9)New York University, New York, NY, (10)*co-senior author, University of North Carolina, Chapel Hill, NC, (11) Mallinckrodt Institute of Radiology, Washington University School of Medicine, St. Louis, MO, (12)Center for Autism Research, Children's Hospital of Philadelphia, Philadelphia, PA, (13)University of Washington, Seattle, WA, (14)Psychiatry and Computer Science, University of North Carolina, Chapel Hill, NC, (15)University of Alberta, Edmonton, AB, Canada

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Zarei, K.	Center for Disabilities and Development, University of Iowa Stead Family Children's Hospital	411.131	Zoromba, M. A.	Mansoura University	419.118
Zarrei, M.	The Hospital for Sick Children	313.001	Zoromski, A.	Allison.Zoromski@cchmc.org Cincinnati Children's Hospital Medical Center	503.035
Zauszniewski, J.	Case Western Reserve University	418.086	Zuccolo, F.	Child Neuropsychiatry Unit, AOUI Verona	518.081
Zeedyk, S. M.	California State University, Fullerton	511.089	Zwaigenbaum, L.	University of Alberta	230.002 230.003 230.004 302.003 318.003 322.004 408.005 409.055
Zeglen, K.	University of Pittsburgh	415.010	Zweifach, J.	Seaver Autism Center for Research and Treatment, Department of Psychiatry, Icahn School of Medicine at Mount Sinai Hospital	211.003 409.036 409.045 412.142 413.157 413.162 510.042
Zeidan, J.	McGill University	402.033	Zwiya, H. T.	Harris County Public Health	
Zeithamova, D.	University of Oregon	517.063	Zylka, M.	University of North Carolina	401.008
Zeng, W.	University of Texas at Austin	411.095	Øie, M.	University of Oslo	415.009 417.072
Zettels, B.	Curtin University	519.125			
Zhan, X.	Sun Yat-sen University	506.098			
Zhang, B.	Boston Children's Hospital	513.111			
Zhang, B.	John Hopkins Bloomberg School of Public Health, Baltimore, MD	412.146			

INSAR 2022 Virtual Platform and Mobile App

For this hybrid event, every attendee (virtual and in-person) must use either the desktop platform or the mobile app. This virtual space will be used for a variety of purposes through the meeting, including all Q&A portions of sessions, viewing virtual ePosters, connecting with other attendees, and more.

Download the INSAR 2022 Mobile App:

<https://insar.confex.com/insar/2022/meetingapp.cgi>

*Must be registered for INSAR 2022 to access content.

To login to the virtual platform and mobile app: use your INSAR username and password (the same username and password you used to register for the Annual Meeting).



<https://qrco.de/insar2022>

CODE OF CONDUCT & WAIVER OF LIABILITY

INSAR 2022 Annual Meeting

INSAR represents a safe and welcoming community for all participants at all events, including attendees, speakers, exhibitors, staff members, volunteers, and any other associated parties. Everyone who attends or is associated with the virtual Annual Meeting, and all related events, must agree to abide by the following code of conduct. This code of conduct extends to all INSAR-sponsored events related to the Annual Meeting, such as the Virtual 5K. This event is planned as a hybrid meeting with both in-person and virtual activities. If you participate in any INSAR in-person and/or virtual event, your presence and participation is agreement that you will abide by this code of conduct.

1. Policy Against Harassment and Discrimination

INSAR does not accept any form of harassment or discrimination by any participant or staff at the Annual Meeting or any related events. Unacceptable behavior is met with immediate removal from the meeting sessions without warning or refund, and INSAR reserves the right to take any other necessary and appropriate action. INSAR reserves the right to ban participants from future virtual and in-person events. Unacceptable behaviors include:

- Harassment or intimidation in any form; harmful or prejudicial verbal or written comments or visual images
- Discriminatory, derogatory, or demeaning speech, text or actions in any context; or abuse based on (but not limited to) gender, sexual orientation, disability, race, religion, national origin, physical appearance
- Sending, posting, or sharing nudity, sexual images, or other inappropriate links or materials
- Stalking, "doxing", or threatening to stalk or "dox", any participant or staff member/service provider
- Disruption of talks or activities at the event

If you are being harassed, threatened, or discriminated against, please contact Jennifer Gentry (jgentry@autism-insar.org), or go to the Onsite registration desk and ask to speak confidentially with a member of the onsite meeting management team, so that INSAR can take the appropriate action.

2. Recording Policy

Participants may not record or transmit any sessions, presentations, panels, videos, Q&A, breakout sessions, discussions, or any other content that is shared during the Annual Meeting. Participants may not take videos, photos, screen shots of any sessions, chat room activity, or any other presentations and/or materials shared during the Annual Meeting. Presenters are in many cases presenting unpublished data at our event and this is standard protocol for professional scientific meetings.

3. Participation During Sessions

During sessions, all participants must adhere to in-person and virtual meeting etiquette appropriate of a professional meeting, including but not limited to:

- Participants must comply with instructions from the session moderator and INSAR staff.
- Participants may not post unrelated materials in chat, such as solicitation for services, job offers, product announcements, or other promotional materials.
- Participants should keep themselves muted during a speaker's presentation, during questions being asked by other participants, and in general unless asking a question when Q&A is opened.
- Any disruptive posting or verbal discussion will result in the offender being removed from the session without warning or refund.

INSAR reserves the right to take any action necessary to ensure an environment in which all participants can benefit from the presentation. By agreeing to this code of conduct, you understand that, should any actions result in being removed from a session, you will not be issued a refund, and can be banned from future INSAR events.

4. Release of Liability and Assumption of Risk

As it relates to my involvement in the 2022 International Society for Autism Research Meeting (the "INSAR Meeting"), May 11-14 at the JW Marriott Austin, Austin, Texas:

I am aware of the contagious nature of the COVID-19 virus and the risk that I may be exposed to or contract the virus by being at the JW Marriott Austin or participating in the INSAR Meeting, and that that risk may include serious illness, personal injury, permanent disability, or death.

I acknowledge that, while International Society for Autism Research ("INSAR"), the JW Marriott Austin, and other contractors involved with the INSAR Meeting have implemented preventative measures to reduce the spread of the virus, INSAR cannot guarantee that I will not become infected by the virus and that this risk may be inadvertently compounded by the actions, omissions, or negligence of others, including INSAR members, volunteers and staff.

I acknowledge that I am voluntarily entering the JW Marriot Austin and other conference venues to participate in the INSAR Meeting and its related activities. I agree to accept and assume all risks of personal injury, illness, disability, or death related to the disease arising from my involvement in the INSAR Conference and its related activities, whether caused by the negligence of INSAR or otherwise.

I hereby expressly waive and release any and all claims, now known or hereafter known, against INSAR, its officers, directors, employees, exhibitors, members, volunteers and contractors on account of injury, illness, disability or death arising out of or attributable to my being at the hotel or engaging in the INSAR Meeting and being exposed to or contracting the virus, whether arising out of the negligence of INSAR, or other individuals or organizations involved with the INSAR Meeting. I agree not to make or bring any such claim against the INSAR or other individuals or organizations involved with the INSAR Meeting, and forever release and discharge INSAR and other individuals or organizations involved with the INSAR Meeting from liability under such claims.

I will comply with federal, state, and local laws, orders, directives, and guidelines related to COVID-19 while attending the INSAR Meeting at the JW Marriott Austin and other conference venues, May 11 - 14, 2022, including requirements related to hand sanitation, social distancing, and use of face coverings.

I agree not to enter the JW Marriott Austin if I am experiencing symptoms of the virus (such as cough, shortness of breath, or fever) or if I have a confirmed or suspected case of the disease, or if I have come in contact in the last 14 days with a person who has been confirmed or suspected of having the disease.

I shall defend, indemnify, and hold harmless INSAR, its officers, directors, employees, exhibitors, members, volunteers and contractors against any and all losses, damages, liabilities, deficiencies, claims, actions, judgments, settlements, interest, awards, penalties, fines, costs, or expenses of whatever kind rising out or resulting from any claim of a third party related to the disease due to my engaging in the INSAR Meeting at the JW Marriott Austin and other conference venues May 11-14, 2022.

I acknowledge that I have read the "Code of Conduct and Liability Waiver" above in its entirety, and I register for the INSAR 2022 Annual Meeting with the further acknowledgement that I agree to abide by all the conditions detailed in this document.

Completion and submission of registration form indicates that you have read and accept this Code of Conduct and Liability Waiver.

International Society for Autism Research (INSAR)

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E: info@autism-insar.org

www.autism-insar.org

INSAR 2023

SAVE THE DATE



MAY 3-6 Stockholmsmässan
Stockholm, Sweden

Abstract submission for the 2023 Annual Meeting is scheduled to open in September 2022.
Watch our website for details.

www.autism-insar.org





INSAR

International Society for Autism Research

INSAR Mission Statement

To promote the highest quality autism research.

VALUES

BUILDING IDENTITY

Promote INSAR as the globally recognized and inclusive society for autism researchers

DIVERSE AND GLOBAL

Represent and serve a diverse and global community.

INTERDISCIPLINARY AND TRANSLATIONAL

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

NEXT GENERATION

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

PARTNERSHIPS

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

RESEARCH TO PRACTICE

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

SETTING THE BAR

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