Proceedings of the 48th Annual Gatlinburg Conference
April 1-3, 2015 • Hotel Monteleone • New Orleans, Louisiana

Bringing Big Data to I/DD
THANK YOU!

The Gatlinburg Conference especially thanks the following institutions for their financial contributions and generous support of the 2015 Conference:

- The Eunice Kennedy Shriver National Institute of Child Health and Human Development
  - Vanderbilt Kennedy Center, Vanderbilt University
  - Kennedy Krieger Institute
- Eunice Kennedy Shriver Center, University of Massachusetts Medical School
  - Waisman Center, University of Wisconsin-Madison
  - University of North Carolina at Chapel Hill
- Schiefelbusch Institute for Life Span Studies, University of Kansas
- Center on Human Development and Disability, University of Washington
  - University of California-Davis MIND Institute
- American Psychological Association–Division 33

Cover Art: Mandala created by Massood Taj and youth With disabilities served by the Vanderbilt Kennedy Center Arts Program.
48th Annual

Gatlinburg Conference

on Research and Theory in Intellectual and Developmental Disabilities

Hotel Monteleone • New Orleans, Louisiana
April 1-3, 2015

This volume contains abstracts for plenary sessions at the 48th Annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities. Abstracts of symposia and poster presentations may be found at vkc.mc.vanderbilt.edu/gatlinburg/program.html. Permission to quote or reprint any of these materials must be obtained from the author(s).

• EXECUTIVE COMMITTEE •

Leonard Abbeduto
University of California–Davis

Don Bailey
RTI International

Shannon S. C. Bert
University of Oklahoma

James Bodfish
Vanderbilt University

Brian Boyd
University of North Carolina–Chapel Hill

Frances Conners
University of Alabama

Elisabeth Dykens, Conference Chair
Vanderbilt University

Deborah Fidler
Colorado State University

Frank Floyd
University of Hawaii

Susan Hepburn
University of Colorado–Denver

Marygrace Yale Kaiser
Eureka College

Connie Kasari
University of California–Los Angeles

William MacLean
University of Wyoming

Marsha Mailick
University of Wisconsin–Madison

Richard Serna
University of Massachusetts–Lowell

Wayne Silverman
Johns Hopkins University School of Medicine

Steven Warren
University of Kansas

• THEME COMMITTEE •

Leonard Abbeduto
University of California–Davis

Connie Kasari
University of California–Los Angeles

Wayne Silverman
Johns Hopkins University School of Medicine

Steven Warren, Theme Chair
University of Kansas

• CONFERENCE MANAGEMENT •

Laura McLeod – Conference Manager
Vanderbilt University

Elizabeth Turner – Conference Co-Manager
Vanderbilt University

• CONFERENCE SUPPORT •

This conference is supported by grant number R13 HD38335 from the Eunice Kennedy Shriver National Institute of Child Health and Human Development.

Additional support provided through generous donations from:

Vanderbilt University • Kennedy Krieger Institute • University of Massachusetts Medical School

University of Wisconsin-Madison • University of North Carolina at Chapel Hill • University of Kansas

University of Washington • University of California-Davis MIND Institute • American Psychological Association--Division 33

Brookes Publishing • ResearchMatch
Award Recipients

Laraine Masters Glidden Undergraduate Award

Marianna Rivera
University of Wisconsin-Madison

David Zeaman Graduate Award

Alyssa Merbler
University of Minnesota

Andrew Tungate
University of Alabama

Dissertation Award

Simonne Cohen
Monash University

Fay Fletcher
Monash University

Mistral Foster-Owens
Monash University

Theodore Tjossem Postdoctoral Award

Neill Broderick
Vanderbilt University

Ashley Robinson
Kennedy Krieger Institute

John G. Borkowski Diversity Travel Award

Lam-Ha Dang
Columbia University Medical Center

Natacha Emerson
Loma Linda University

American Psychological Association Division 33 Graduate Student Travel Award

Bridgette Tonnsen
University of South Carolina

Congratulations to each of the 2015 Gatlinburg Conference Travel Award winners!
A Word on the Naming of Our Travel Awards

John G. Borkowski

At the inaugural Gatlinburg Conference in 1968, John Borkowski gave his first major presentation on meditational processes in children with intellectual disabilities. His early research focused on strategy-based learning, executive functioning, and attributional beliefs, all guided by his theory of metacognition. During the past 25 years, Dr. Borkowski, his graduate students, and research colleagues have studied the causes of developmental delays in children born to teenage mothers, following their life course from birth to young adulthood. His 40-year training grant from the NICHD brought a stream of young scholars to the Gatlinburg Conference. Dr. Borkowski, the Andrew J. McKenna Chair, contributed to the development of the Psychology Department at Notre Dame and founded the Center for Children and Families, a major research unit at the University.

Laraine Masters Glidden

Since graduate school days in the late 1960s, Dr. Laraine Glidden has engaged in research related to individuals with disabilities. Using a unique comparison group of families who adopted children knowing of their disabilities, she demonstrated a normative pattern of resilience for most families. The impact of her findings was recognized with the national Arc Career Research Award in 2008. In addition to more than 100 publications in the disability field, including 16 volumes of the *International Review of Research in Developmental Disabilities* published under her editorship, Dr. Glidden has served in numerous leadership positions, including as president of Division 33 (Intellectual and Developmental Disabilities) of the American Psychological Association and of the Academy on Intellectual and Developmental Disabilities. She has attended 39 Gatlinburg conferences, usually with one or more undergraduate students from St. Mary’s College of Maryland who were presenters. Dr. Glidden retired in 2012 after 42 years of post-Ph.D. service.

Theodore Tjossem

A tireless advocate for biobehavioral research in intellectual disabilities, Dr. Ted Tjossem began his career at the University of Washington. There he served as a faculty member from 1949 until 1964, helping to lay the foundation for the creation of the University’s Center on Human Development and Disability in the 1960s. From 1966 until his retirement in 1987, Dr. Tjossem served as the chief of the Mental Retardation and Developmental Disabilities Research Centers branch at the National Institute of Child Health and Human Development, under the National Institutes of Health (NIH). His seminal book, *Intervention Strategies for High Risk Infants and Young Children*, published in 1976, contributed immensely to our understanding of the early development of children with Down syndrome and other disabilities.

David Zeaman

Dr. David Zeaman contributed greatly to our understanding of individual differences in attentional processes in persons with intellectual disabilities. Along with his wife, Dr. Betty House, Dr. Zeaman hypothesized that persons with versus without intellectual disabilities differ in their respective abilities to select relevant dimensions from a stimulus complex. These theories, proposed in chapters to the first two editions of Norm Ellis’s *Handbook of Mental Deficiency* (1963; 1979), influenced generations of attention researchers. A founding member of the Department of Psychology at the University of Connecticut, Dr. Zeaman served on its faculty from 1949 to 1984.
Scott L. Zeger, Ph.D.
Professor of Biostatistics and Epidemiology, Johns Hopkins Bloomberg School of Public Health
“Framing and Answering Scientific Questions Using Complex, Longitudinal Data”
Wednesday, April 1, 2015 • 8:30-9:45 a.m. • La Nouvelle Orleans Ballroom
Novel health measurements and methods for data analysis have the potential to transform medicine, improving the safety and efficacy of preventive and therapeutic interventions by targeting subsets of individuals. This talk will give an overview of statistical approaches and methods for using longitudinal data to predict an individual’s health status, its trajectory, and the expected benefit of competing treatments. Patient subsetting will be discussed. Examples from recent biomedical research and patient care will be used to illustrate the ideas.

Matthew Goodwin, Ph.D.
Interdisciplinary Assistant Professor, Bouvé College of Health Sciences, Northeastern University
Thursday, Apr. 2, 2014 • 8:30-9:45 a.m. • La Nouvelle Orleans Ballroom
Ubiquitous and wearable computing, advanced sensors, and improved storage and networking are making it possible to capture video, audio, and physiological data in laboratory, clinical, school, and home settings on an unprecedented scale. Coupled with advances in pattern recognition algorithms and large-scale computing, semi-automated measures of behavior and physiology are emerging that can result in greater basic scientific understanding as well as significant new practical impacts on human health and development.

This presentation will demonstrate several innovative technologies being developed to enhance and accelerate research and learning in individuals on the autism spectrum, including wireless sensors for long-term monitoring of physiological arousal in natural settings; wireless 3-axis accelerometers and pattern recognition algorithms that can automate the detection of stereotypical hand flapping and body rocking; and unobtrusive audio and video capture systems able to gather ultradense longitudinal records of behavior in classroom and home environments.

Impact of this Computational Science Approach for autism is potentially broad and far reaching. Enabling teachers and parents to efficiently gather high quality quantitative assessments of their children’s behavior and physiology in natural settings over time could enhance intervention and clinical trials by establishing more sensitive and detailed outcome measures. It may also facilitate more basic research to the extent that telemetric measures can be associated with other biological indices (genetic, metabolic, proteomic, immunologic, neurologic, psychiatric, etc.) obtained from a large number of individuals on the autism spectrum.

Special Presentation
Wednesday, April 1 • 3:30-4:45 p.m.: La Nouvelle Orleans Ballroom
Led by Melissa Parisi, M.D., Ph.D., Chief, Intellectual and Developmental Disabilities Branch, Eunice Kennedy Shriver National Institute of Child Health & Human Development, and NIH/NICHD colleagues
Recent research has revealed that the tendency of human infants even in the first month of life to vocalize spontaneously may form critical foundations for the spoken language capacity. These spontaneous protophones, such as vowel-like sounds, squeals, and growls, the presumed vocal precursors to speech, occur at high rates, three or more per minute in waking babies sampled at random across all-day recordings. This volubility is much higher than has ever been reported for great apes at any age. Crying is also a crucial form of early human vocal communication, but all-day sampling has shown that protophones have much higher volubility than crying, with the proportion of protophones increasing sharply from 0-6 months (from >60% to nearly 90%). Even in infants born two months prematurely and still in a neonatal intensive care unit, protophones represent near 90% of all vocalizations, suggesting a very deep human tendency to explore the vocal capacity. Of similar importance, the recent work shows that full-term infants in all-day naturalistic sampling from 0-6 months show doubled protophone volubility when being spoken to by a caregiver. Also, if the caregiver interacts facially and vocally, but then withdraws to a “still-face,” protophone volubility in the 5-6 month-old infant doubles again, with the infant seemingly trying to re-engage the unresponsive parent. No such increase in response to still-face has been observed at 3 months, suggesting that infants learn across the first months of life to use vocalization actively as means of social engagement. Thus, the human infant seems endowed with an inclination to vocalize at high rates and to explore from extremely early in life the potential of protophones to engage the caregiver in turn-taking exchanges that have long been thought to form foundations for speech.

If it is true, as we have argued, that high early volubility and vocal-social exploration form critical foundations for human socialization and especially for spoken language, then it is reasonable to hypothesize that patterns of very early protophone use vocal-social responsivity, and vocal learning should be strong predictors of early language development, while major deviations from the normal pattern should predict spoken language disorders.

We and others are pursuing description of the early occurrence of protophones both to illuminate the early foundations of language, and to contribute to early detection of disorders, with a particular view towards autism. There is reason to suspect that vocalizations of infants can indeed indicate risk—by 9-12 months, infants destined to receive a diagnosis of autism have shown delayed canonical babbling and low volubility for protophones in general. A key goal is to find more precise risk indicators based on vocal development and to bring down the age at which the indicators can be detected.
2015 Gatlinburg Conference

W E D N E S D A Y

April 1, 2015

■ 8:15-8:30 A.M.
OPENING REMARKS
LA NOUVELLE ORLEANS BALLROOM
Elisabeth Dykens, Ph.D.
Gatlinburg Conference Chair
Vanderbilt Kennedy Center, Vanderbilt University

■ 8:30-9:45 A.M.
PLENARY SESSION 1
LA NOUVELLE ORLEANS BALLROOM
Framing and Answering Scientific Questions Using
Complex, Longitudinal Data
Scott L. Zeger, Ph.D.
Johns Hopkins Bloomberg School of Public Health

■ 10:15 A.M.-11:45 A.M.
SYMPOSIUM 1—LA NOUVELLE EAST
Executive Function, Academics, and Functional
Performance in Down Syndrome
Chair: Deborah Fidler, Colorado State University

Examining Executive Function Performance in Laboratory
Tasks and Informant Reports in Students With Down
Syndrome: Does What Happens in the Lab Stay in the Lab?
Lisa Daunhauer
Elizabeth Will
Briane Gerlach-McDonald
Deborah Fidler
Colorado State University

Executive Function and Math Achievement in Students
With Down Syndrome
Deborah Fidler
Elizabeth Will
Briane Gerlach-McDonald
Lisa Daunhauer
Colorado State University

Moderating Effects of Short-Term Memory on Word
Identification in Down Syndrome
Elizabeth Will
Deborah Fidler
Lisa Daunhauer
Colorado State University

Predictors of Functional Performance in School-Aged
Children With Down Syndrome
Briane Gerlach-McDonald
Lisa Daunhauer
Deborah Fidler
Colorado State University

SYMPOSIUM 2—LA NOUVELLE WEST
The Severity, Chronicity, and Treatment of Sleep
Disturbance in Children With Developmental
Disabilities
Chair: Kim Cornish, Monash University
Discussant: Jane Roberts, University of South Carolina

Characterizing Sleep Profiles in 179 Individuals With
Low-Functioning Autism Across 100,000 Nights of Sleep
Simonne Cohen1 Dissertation Award Winner
Kim Cornish1
Ben Fulcher1
Samantha Rajaratnam1
Russell Conduit2
Steven Lockley3
1Monash University
2RMIT University
3Harvard Medical School

Profiling the Severity of Sleep Disturbance in Children
With Autism Spectrum Disorder: Combined Insight from
Actigraphic Monitoring and Parent Report
Mistral Foster-Owens1 Dissertation Award Winner
Fay Fletcher1 Dissertation Award Winner
Russell Conduit2
Nicole Rinehart3
Samantha Rajaratnam1
Kim Cornish1
1Monash University
2RMIT University
3Deakin University
The Chronicity and Severity of Sleep Problems in Children With Autism Spectrum Disorder: A Longitudinal Perspective
Fay Fletcher  
Mistral Foster-Owens  
Russell Conduit  
Nicole Rinehart  
Shantha W. Rajaratnam  
Kim Cornish  
1Monash University  
2RMIT University  
3Deakin University

Interventions for Sleep Problems in Young Children With Developmental Disabilities and Severe Problem Behavior
Ashley Robinson  
Patricia Kurtz  
Kennedy Krieger Institute

SYMPHOSIUM 3—IBERVILLE
Context Matters: Naturalistic Interventions That Address Meaningful Real World Outcomes
Co-Chairs: Jill Locke, University of Pennsylvania  
Ann Kaiser, Vanderbilt University  
Discussant: Connie Kasari, University of California Los Angeles

Understanding the Mediated Effects of a Speech Generating Device on Social Communication in Minimally Verbal Children With Autism
Lauren Hampton  
Ann Kaiser  
Connie Kasari  
Rebecca Landa  
Danny Almirall  
1Vanderbilt University  
2University of California Los Angeles  
3Kennedy Krieger Institute  
4University of Michigan

Teacher-Implemented Intervention for Preschool Children With Autism: Engagement and Play
Ya-Chih Chang  
Stephanie Shire  
Wendy Shih  
Connie Kasari  
1California State University-Los Angeles  
2University of California Los Angeles

Implementation of a Social Engagement Intervention for Children With Autism in Public Schools
Jill Locke  
Wendy Shih  
David Mandell  
1University of Pennsylvania  
2University of California Los Angeles

SYMPHOSIUM 4—ORLEANS
Health Considerations for Families and Children With IDD
Chair: Anna Esbensen, Cincinnati Children's Hospital Medical Center

Maternal Depression and Child Behavior Problems Among Children With or Without Intellectual Disability: Longitudinal and Transactional Relationships
Sasha M. Zeedyk  
Jan Blacher  
Bruce L. Baker  
1University of California-Riverside  
2University of California Los Angeles

Depressive Symptoms and Daily Stress Reactivity in Mothers of Children With Autism Spectrum Disorder
Naomi V. Ekas  
Megan Pruitt  
Lisa Keylon  
Kelcie Willis  
Texas Christian University

Trends in Racial/Ethnic Disparities in Quality of Provider Interactions for Children With Autism and Developmental Disabilities
Sandy Magaña  
Esther Son  
Susan Parish  
1University of Illinois-Chicago  
2College of Staten Island, CUNY  
3Brandeis University
WEDNESDAY

2015 Gatlinburg Conference

April 1, 2015

1:30-3:00 P.M.

SYMPOSIUM 5—LA NOUVELLE EAST
Clinical Research Issues in the Study of Pain and Intellectual and Developmental Disabilities
Chair: Frank Symons, University of Minnesota
Discussant: Ken Craig, University of British Columbia

Assessment and Management of Pain in Children With Intellectual Disabilities: Using Surveys and Vignettes to Develop and Understanding of Support Workers' Beliefs
Lara Genik¹
Meghan McMurtry¹
Lynn Breau²
¹University of Guelph
²Glenrose Rehabilitation Hospital

Assessment of Sensitivity to Pain in Prader-Willi Syndrome
Griffin Rooker¹,²
Brian Iwata³
Erin Camp⁴
¹Johns Hopkins School of Medicine
²Kennedy Krieger Institute
³University of Florida
⁴Little Leaves Behavioral Sciences

Comparing Cutaneous Sensory-Tactile Reactivity Between Children With and Without Global Developmental Delay
Chantel Barney¹
Raymond Tervo¹
Frank Symons³
¹Gillette Children's Specialty Healthcare
³University of Minnesota

Characterizing Inflammatory Mediators in the Saliva and Cerebral Spinal Fluid of Children and Adolescents With Cerebral Palsy
Frank Symons¹
Chantel Barney²
Samuel Roiko²
John Belew²
Scott Schwantes²
Michael Ehrhardt¹
Angela Panoskaltis-Mortarti¹
¹University of Minnesota
²University of Minnesota
³Gillette Children's Specialty Healthcare

SYMPOSIUM 6—LA NOUVELLE WEST
The Cutting Edge of Sequential Analysis Research: Simulations, Applications, and 'Big' Sequential Data
Chair: Blair P. Lloyd, Vanderbilt University
Discussant: Jim Bodfish, Vanderbilt University

A Simulation Study Comparing Four Methods of Sequential Analysis on Accuracy and Bias of Sequential Associations
Blair P. Lloyd
Paul Yoder
Jon Tapp
Johanna L. Staubitz
Vanderbilt University

An Application of Generalizability Theory to Sequential Data Collected in Classroom Settings
Johanna L. Staubitz
Blair P. Lloyd
Vanderbilt University

Sequential Analysis Integrating Cardiac and Behavioral Data During Sensory Testing in MeCP2 Genetic Syndromes
John Hoch¹
Alyssa Merbler¹
Breanne Byiers¹
Kelsey Quest¹
Chantel Barney²
Frank Symons¹
¹University of Minnesota
²Gillette Children's Specialty Healthcare

SYMPOSIUM 7—IBERVILLE
School Daze: Autism, ID, and Educational Issues
Chair: Laura Lee McIntyre, University of Oregon

Shared Book Reading and the Child With ASD: The Parent's Role
Leigh Ann Tipton¹
Jan Blacher¹
Abbey Eisenhower¹
¹University of California-Riverside
²University of Massachusetts-Boston
Classroom Placement: Implications for Academic Growth and Student Outcomes in Students With ASD
Geovanna Rodriguez1
Erin Knight1
Abbey Eisenhower2
Jan Blacher1
1University of California-Riverside
2University of Massachusetts-Boston

School Counts: The Significance of School Climate for Adolescents With ASD, ID, and TD
Marina Murphy1
Jan Blacher1
Bruce L. Baker2
1University of California-Riverside
2University of California Los Angeles

SYMPOSIUM 8—ORLEANS
Attention, Anxiety, and Autism in Children With Fragile X Syndrome
Chair: Jane E. Roberts, University of South Carolina
Discussant: Kim Cornish, Monash University

Comparison of Directly Observed Autism Symptoms in Children With FXS and Appropriately Matched ASD Controls
Somer Bishop1
Michelle Lee1
Gary E. Martin2
Andrew Pickles3
Molly Losh4
1Cornell University
2Saint John's University
3King's College
4Northwestern University

Social Anxiety and Attention Modulation in Boys With Fragile X Syndrome
Laura J. Hahn
Jessica F. Scherr
Bridgette L. Tonnson
Jane E. Roberts
University of South Carolina

Heart-Defined Sustained Attention in Infant Siblings of Children With Autism
Bridgette L. Tonnson
Alice E. Richards
Erica L. Mazur
Jane E. Roberts
University of South Carolina

Attention Training for Children With an Intellectual Disability: A Double-Blind Randomized Controlled Trial
Hannah E. Kirk1
Kylie Gray1
Deborah M. Riby2
Kim Cornish1
1Monash University
2Durham University

3:15-4:45 P.M.
NIH/NICHD WORKSHOP—LA NOUVELLE ORLEANS BALLROOM
What’s New, What’s Not, What’s Hot? Seasoned Investigators Take Questions
Melissa Parisi, M.D., Ph.D.
Alice Kau, Ph.D.
Marita Hopmann, Ph.D.
Eunice Kennedy Shriver National Institute of Child Health and Human Development

5:00-7:00 P.M.
POSTER SESSION 1 RECEPTION
QUEEN ANNE BALLROOM
Poster Session 1, 5:00-7:00 p.m., Queen Anne Ballroom

<table>
<thead>
<tr>
<th>Poster No.</th>
<th>Last Name</th>
<th>First Name</th>
<th>Institutional Affiliation</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Castignetti</td>
<td>Nancy</td>
<td>University of California-Davis</td>
<td>Parent Implemented Spoken Language Intervention for Boys With FXS: Intervention Effects on Child Use of Grammatical Categories</td>
</tr>
<tr>
<td>2</td>
<td>Bullard</td>
<td>Lauren</td>
<td>University of California-Davis</td>
<td>Parent Implemented Spoken Language Intervention for Boys With FXS: Effects of Parent Coaching on Maternal Strategy Use</td>
</tr>
<tr>
<td>3</td>
<td>McCauley</td>
<td>Abbie Wheeden</td>
<td>Akron Children’s Hospital, Family Child Learning Center</td>
<td>Automated Analysis of the Language Learning Environment of Children With Autism Spectrum Disorder</td>
</tr>
<tr>
<td>4</td>
<td>Feldman</td>
<td>Benjamin</td>
<td>Case Western Reserve University</td>
<td>Face Processing in the Broad Autism Phenotype</td>
</tr>
<tr>
<td>5</td>
<td>Kirk</td>
<td>Hannah E.</td>
<td>Monash University</td>
<td>Development of an Attention Training Program to Build Cognitive Architecture in Children With Developmental Disabilities</td>
</tr>
<tr>
<td>6</td>
<td>Hartley</td>
<td>Sigan</td>
<td>University of Wisconsin-Madison Waisman Center</td>
<td>Early Cognitive and Behavioral Changes Related to Increases in Beta-Amyloid Across a Three-Year Period in Adults With Down Syndrome</td>
</tr>
<tr>
<td>7</td>
<td>Nelson</td>
<td>Sarah</td>
<td>University of California-Davis</td>
<td>Parent Implemented Spoken Language Intervention for Boys With FXS: Effects on Generalized Maternal Strategy Use and Child Spoken Language</td>
</tr>
<tr>
<td>8</td>
<td>Greer</td>
<td>Joanna</td>
<td>Northumbria University, Durham University</td>
<td>Attentional Lapse and Inhibitory Control in Adults With Williams Syndrome</td>
</tr>
<tr>
<td>9</td>
<td>Kaat</td>
<td>Aaron</td>
<td>Ohio State University</td>
<td>Initial Reliability for the RCADS and MASC-2 in Youth With ASD</td>
</tr>
<tr>
<td>10</td>
<td>Nevill</td>
<td>Rose</td>
<td>Ohio State University</td>
<td>Comparison of Language Profiles in Toddlers With Autism Spectrum Disorder, Language Disorder, and Developmental Delay</td>
</tr>
<tr>
<td>11</td>
<td>Wells</td>
<td>Quynh</td>
<td>Ohio State University, Vanderbilt University</td>
<td>Disability and Bullying Among High School Students in Ohio</td>
</tr>
<tr>
<td>12</td>
<td>Phillips</td>
<td>B. Allyson</td>
<td>Quachita Baptist University, University of Alabama</td>
<td>A Comparison of Parenting Dimensions Between Mothers of Children With Down Syndrome and Mothers of Typically Developing Children</td>
</tr>
</tbody>
</table>

Full abstracts for all posters presented at the 2015 Gatlinburg Conference are available at [http://kc.vanderbilt.edu/gatlinburg/program.html](http://kc.vanderbilt.edu/gatlinburg/program.html)
### Poster Session 1, 5:00-7:00 p.m., Queen Anne Ballroom

<table>
<thead>
<tr>
<th>Poster No.</th>
<th>Last Name</th>
<th>First Name</th>
<th>Institutional Affiliation</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Schwichtenberg</td>
<td>A.J.</td>
<td>Purdue University</td>
<td>The Roles of Toddler Circadian Patterns on Attentional and Behavioral Concerns in Children Born Preterm</td>
</tr>
<tr>
<td>14</td>
<td>Raspa</td>
<td>Melissa</td>
<td>RTI International</td>
<td>A Cross-Country Comparison of Caregiver Burden in Fragile X Syndrome</td>
</tr>
<tr>
<td>15</td>
<td>Rhoden</td>
<td>Madeline</td>
<td>Texas Christian University</td>
<td>Broad Autism Phenotype and Maternal Attachment: The Impact on Close Relationships</td>
</tr>
<tr>
<td>16</td>
<td>Mehling</td>
<td>Margaret</td>
<td>Ohio State University</td>
<td>Behavior Problems and Social Outcomes in Adults With Intellectual Disability</td>
</tr>
<tr>
<td>17</td>
<td>Faught</td>
<td>Gayle Graham</td>
<td>University of Alabama</td>
<td>Auditory and Visual Sustained Attention in Down Syndrome</td>
</tr>
<tr>
<td>18</td>
<td>Lemelman</td>
<td>Amy</td>
<td>University of Alabama at Birmingham</td>
<td>Sensory Descriptions of Foods Made by Selective Eaters With and Without Autism Spectrum Disorder: The Role of Sensory Sensitivity and Communication Ability</td>
</tr>
<tr>
<td>19</td>
<td>Smith</td>
<td>Veronica</td>
<td>University of Alberta</td>
<td>A Study of Developmental Disabilities Using Linked Population-Based Health and Education Records from Birth to Ten Years</td>
</tr>
<tr>
<td>20</td>
<td>Brady</td>
<td>Nancy</td>
<td>University of Kansas</td>
<td>Active Parenting Mediates the Effect of Stereotypy in Children With FXS</td>
</tr>
<tr>
<td>21</td>
<td>Salley</td>
<td>Brenda</td>
<td>University of Kansas</td>
<td>Assessing Early Communication Behaviors in Infants Using the Communication Complexity Scale (CCS)</td>
</tr>
<tr>
<td>22</td>
<td>Little</td>
<td>Lauren</td>
<td>University of Kansas Medical Center</td>
<td>Classifying Sensory Patterns in a Community Based Sample</td>
</tr>
<tr>
<td>23</td>
<td>Merbler</td>
<td>Alyssa</td>
<td>University of Minnesota</td>
<td>Cardiac Reactivity to Sensory Testing in Rett, MECP2 Duplication, and Typically Developing Children <em>(Zeaman Award Winner)</em></td>
</tr>
<tr>
<td>24</td>
<td>Byiers</td>
<td>Breanne</td>
<td>University of Minnesota</td>
<td>Diurnal Cortisol Cycles in MECP2-Related Syndromes</td>
</tr>
</tbody>
</table>

*Full abstracts for all posters presented at the 2015 Gatlinburg Conference are available at [http://kc.vanderbilt.edu/gatlinburg/program.html](http://kc.vanderbilt.edu/gatlinburg/program.html)*
<table>
<thead>
<tr>
<th>Poster No.</th>
<th>Last Name</th>
<th>First Name</th>
<th>Institutional Affiliation</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>Belardi</td>
<td>Katie</td>
<td>University of North Carolina-Chapel Hill</td>
<td>A Tool for Measuring Social-Communication Skills in Preschoolers With Autism Spectrum Disorders</td>
</tr>
<tr>
<td>27</td>
<td>Martinez</td>
<td>Maria</td>
<td>University of North Carolina-Chapel Hill</td>
<td>An Opportunity and Need to Treat Maternal Depressive Symptoms in Early Intervention Programs</td>
</tr>
<tr>
<td>28</td>
<td>Schworer</td>
<td>Emily K.</td>
<td>University of South Carolina</td>
<td>Anxiety and Eye Gaze in Males With Fragile X</td>
</tr>
<tr>
<td>29</td>
<td>McGrath</td>
<td>Sara</td>
<td>University of South Carolina</td>
<td>Cortisol Trajectories from Infancy Through Early Childhood in Children With Fragile X Syndrome, Typical Development, and a Subsample With Autism Spectrum Disorders</td>
</tr>
<tr>
<td>30</td>
<td>Hahn</td>
<td>Laura J.</td>
<td>University of South Carolina, University of Kansas</td>
<td>Early Social Communication in Infants With Fragile X Syndrome, Infant Siblings of Children With Autism, and Typically Developing Infants</td>
</tr>
<tr>
<td>31</td>
<td>Unruh</td>
<td>Kathryn</td>
<td>Vanderbilt University</td>
<td>Are Social Cognitive Deficits Relative in Autism? Examination Using a Social Versus Nonsocial Salience Paradigm</td>
</tr>
<tr>
<td>32</td>
<td>Fee</td>
<td>Ashley</td>
<td>Drake University</td>
<td>The Agreement Between the Questions About Behavior Function, Motivation Assessment Scale, Functional Assessment Interview, and Brief Functional Analysis of Children With Problem Behaviors</td>
</tr>
<tr>
<td>33</td>
<td>Tint</td>
<td>Ami</td>
<td>York University</td>
<td>Sex Differences in Peer Relationships and Social Skill Profiles Among Youth and Young Adults With Autism Spectrum Disorder</td>
</tr>
<tr>
<td>34</td>
<td>Maughan</td>
<td>Andrea</td>
<td>York University</td>
<td>Comparison of Daily Activities Among Youth With Intellectual Disabilities With and Without Autism Spectrum Disorder</td>
</tr>
</tbody>
</table>

Full abstracts for all posters presented at the 2015 Gatlinburg Conference are available at

http://kc.vanderbilt.edu/gatlinburg/program.html
THURSDAY

2015 Gatlinburg Conference
April 2, 2015

8:30-9:45 A.M.
PLENARY SESSION 2—
LA NOUVELLE ORLEANS BALLROOM
Developing Innovative Technology to Enhance Research and Practice in Individuals on the Autism Spectrum: A Computational Behavioral Science Approach
Matthew Goodwin, Ph.D.
Northeastern University

10:15-11:45 A.M.
SYMPOSIUM 9—LA NOUVELLE EAST
Social Communication Skills of Students With Disabilities Including Autism Spectrum Disorder
Chair: Cathy Qi, University of New Mexico
Discussant: Ann Kaiser, Vanderbilt University

Using Individualized Student-Made Social Stories to Increase Social Initiations for Students With Autism Spectrum Disorder
Yi-Ling Lin
Cathy Qi
University of New Mexico

A Comparison of the Verbal Behavior of Children With Autism Spectrum Disorder to Children With Language Delay on Naturalistic Measures of Spoken Language
Elizabeth Fuller¹
Jodi Heidlage¹
Megan Roberts²
Ann Kaiser¹
¹Vanderbilt University
²Northwestern University

Teaching Generalized Pretend Play and Related Behaviors to Young Children With Disabilities
Erin Barton
Vanderbilt University

Developing Friendship Skills in Young Students With Autism Spectrum Disorders Using Social Stories Developed on an iPad
Tina Stanton-Chapman
Lindsey Rabideau
Tiara Saufley Brown
University of Virginia

SYMPOSIUM 10—LA NOUVELLE WEST
Neurobiological and Neurophysiological Characteristics of Infants With Fragile X Syndrome
Co-Chairs: Heather C. Hazlett, Carolina Institute for Developmental Disabilities, University of North Carolina-Chapel Hill
Jason J. Wolff, University of Minnesota
Discussant: Frank Symons, University of Minnesota

A Longitudinal MRI Study of Subcortical Brain Volumes in Infants With Fragile X Syndrome
Mark D. Shen¹
Martin A. Styner¹
Kelly N. Botterton²,³
Joseph Piven¹,²,⁴
Heather C. Hazlett¹
¹Carolina Institute for Developmental Disabilities, University of North Carolina-Chapel Hill
²Washington University-Saint Louis
²Mallinckrodt Institute of Radiology
⁴IBIS Network, University of North Carolina-Chapel Hill

A Longitudinal Diffusion Tensor Imaging Study of Infants With Fragile X Syndrome
Jason J. Wolff¹
Meghan R. Swanson²
Kelly N. Botterton¹
Joseph Piven²
Heather C. Hazlett²
¹University of Minnesota
²University of North Carolina-Chapel Hill
³Washington University-Saint Louis

Biobehavioral Correlates of Autism Spectrum Disorder in Infants With Fragile X Syndrome
Jane E. Roberts
Bridgette L. Tonnsen
Margaret Guy
Laura J. Hahn
John E. Richards
University of South Carolina

APA Award Winner
THURSDAY
2015 Gatlinburg Conference
April 2, 2015

SYMPOSIUM 11—IBERVILLE
Assessing Factors Underpinning Atypical Social Functioning in Neurodevelopmental Disorders
Chair: Chris Oliver, Cerebra Centre for Neurodevelopmental Disorders, University of Birmingham

Salience Affects Attention to Social Stimuli in Children With Tuberous Sclerosis Complex
Lucy Wilde¹
Hayley Crawford¹²
Joseph McCleery³
Iman Hassan¹
Chris Oliver¹
¹Cerebra Center for Neurodevelopmental Disorders, University of Birmingham
²Centre for Research in Psychology, Behavior, and Achievement, Coventry University
³School of Psychology, University of Birmingham

Incidental Memory for Faces: ERP Index of Increasing Social Interest Following SENSE Theatre Treatment in Children With Autism
Alexandra Key
Dorita Jones
Lydia Qualls
Blythe Corbett
Vanderbilt University

Associations Between Executive Functions and Theory of Mind Ability in Rubinstein-Taybi Syndrome
Jane Waite¹
Laurie Powis¹
Sarah R. Beck²
Ian Apperly²
Hayley Crawford¹³
Mary Heald¹
A. Iqbal¹
Chris Oliver¹
¹Cerebra Center for Neurodevelopmental Disorders, University of Birmingham
²School of Psychology, University of Birmingham
³Centre for Research in Psychology, Behavior, and Achievement, Coventry University

Effect of Adult Familiarity on Social Anxiety and Motivation in Fragile X, Rubinstein-Taybi, and Cornelia de Lange Syndromes
Hayley Crawford¹²
Joanna Moss¹
Laura Groves¹
Robyn Dowlen¹
Donna Reid¹
Lisa Nelson¹
Chris Oliver¹
¹Cerebra Center for Neurodevelopmental Disorders, University of Birmingham
²Centre for Research in Psychology, Behavior, and Achievement, Coventry University

1:15-2:30 P.M.
ROUND TABLE—BONNET CARRE/QUEEN ANNE PARLOR
Junior Researcher Mentoring Session
Executive Committee Members

Balancing Your Family Life With the Demands of Your Work Life
Elisabeth Dykens, Ph.D.
Gatlinburg Conference Chair
Vanderbilt Kennedy Center

3:00-4:30 P.M.
SYMPOSIUM 12—LA NOUVELLE EAST
New Developments in Measuring Communication
Chair: Nancy Brady, University of Kansas
Discussant: Steve Warren, University of Kansas

Stability and Validity of Automated Vocal Analysis as a Measure of Vocalization Complexity in Preschoolers With ASD in Early Stages of Language Development
Tiffany Woynaroski¹
D. Kimbrough Oller²
Paul Yoder¹
¹Vanderbilt University
²University of Memphis
Expressive Language Sampling as an Outcome Measure: Preliminary Data
Andrea McDuffie
Angela John Thurman
Leonard Abbeduto
University of California-Davis MIND Institute

Formative Assessment of the Communication Complexity Scale (CCS)
Nancy C. Brady
Breanna Krueger
Kandace Fleming
Brenda Salley
Rebecca Swinburne Romine
Connie Kasari
1University of Kansas
2University of California Los Angeles

SYMPOSIUM 13—LA NOUVELLE WEST
Biomarkers of Mild Cognitive Impairment and Alzheimer's Disease in Adults With Down Syndrome: Insights Gained With the Use of ‘Big Data’
Chair: Wayne Silverman, Kennedy Kriger Institute, Johns Hopkins University School of Medicine

Clinical Subtypes of Mild Cognitive Impairment in Adults With Down Syndrome
Sharon J. Krinsky-McHale
Edmund C. Jenkins
Joseph H. Lee
Nicole Schupf
Warren B. Zigman
Wayne Silverman
1New York State Institute for Basic Research in Developmental Disabilities
2Columbia University Medical Center
3Kennedy Krieger Institute, Johns Hopkins University School of Medicine

SYMPOSIUM 14—IBERVILLE
Delineating Behavioural Phenotypes of Genetic Disorders Associated With Autism Spectrum Disorder
Chair: Lucy Wilde, Cerebra Centre for Neurodevelopmental Disorders, University of Birmingham

Autism Spectrum Disorder Phenomenology in Phelan-McDermid Syndrome
Caroline Richards
Laurie Powis
Chris Oliver
Cerebra Center for Neurodevelopmental Disorders, University of Birmingham

Genetic Risk Factors for Dementia in Adults With Down Syndrome: A Combined Exome and Candidate Gene Approach
Joseph H. Lee
Lam-Ha Dang
Badri Vardarajan
Catherine Do
Sharon J. Krinsky-McHale
Wayne Silverman
Peter Nagy
Benjamin Tycko
Nicole Schupf
1Columbia University Medical Center
2New York State Institute for Basic Research in Developmental Disabilities
3Kennedy Krieger Institute, Johns Hopkins University School of Medicine

Variants on Candidate Genes Contribute to Age-at-Onset of Alzheimer’s Disease in Adults With Down Syndrome
Lam-Ha Dang
Nicole Schupf
Sharon J. Krinsky-McHale
Wayne Silverman
Benjamin Tycko
Lorraine Clark
Borkowski Award Winner
April 2, 2015

Lifespan Changes in Levels of Repetitive Behaviour in Angelman, Cornelia de Lange, and Fragile X Syndromes: An Eight-Year Follow-up
Jessica Penhallow¹
Joanna Moss¹
Jane Waite¹
Leah Bull¹
Hayley Crawford¹²
Mary Heald¹
Lisa Nelson¹
Leann Smith³
Marsha Maillick³
Chris Oliver¹
¹Cerebra Center for Neurodevelopmental Disorders, University of Birmingham
²Centre for Research in Psychology, Behavior, and Achievement, Coventry University
³Waisman Center, University of Wisconsin

Alice Welham
Lucy Wilde
Joanna Moss
Chris Oliver
Cerebra Center for Neurodevelopmental Disorders, University of Birmingham

Language Skills of Males With Fragile X Syndrome or Nonsyndromatic Autism Spectrum Disorder
Angela John Thurman
Andrea McDuffie
Randi J. Hagerman
Leonard Abbeduto
University of California-Davis MIND Institute

5:00-7:00 P.M.
POSTER SESSION 2 RECEPTION
QUEEN ANNE BALLROOM
<table>
<thead>
<tr>
<th>Poster No.</th>
<th>Last Name</th>
<th>First Name</th>
<th>Institutional Affiliation</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Havdahl</td>
<td>Alexandra</td>
<td>Center for Autism &amp; the Developing Brain, Weill Cornell Medical College, Lovisenberg Diaconal Hospital, Norway</td>
<td>Improving the Discriminative Validity of the Social Responsiveness Scale for Autism Spectrum Disorder by Taking Emotional/Behavioral Problems into Account</td>
</tr>
<tr>
<td>2</td>
<td>Brewer</td>
<td>Thomas</td>
<td>Eureka College</td>
<td>Initial Diagnosis and Parental Concerns of Children Eventually Diagnosed With an Autism Spectrum Disorder</td>
</tr>
<tr>
<td>3</td>
<td>Barton-Hulsey</td>
<td>Andrea</td>
<td>Georgia State University</td>
<td>Examining Narrative Language Structure in Students With Mild Intellectual Disability</td>
</tr>
<tr>
<td>4</td>
<td>Robinson</td>
<td>Ashley</td>
<td>Kennedy Krieger Institute, Johns Hopkins University School of Medicine</td>
<td>Identifying Functional Behavioral Phenotypes of Problem Behavior in Genetic Syndromes (Tjossem Award Winner)</td>
</tr>
<tr>
<td>5</td>
<td>Klein</td>
<td>Keith P.</td>
<td>Loma Linda University</td>
<td>The Influence of Mindfulness Practice on Self-Perceived Stress, Impact of Stress, and Child Behavior Problems for Parents of Children With Development Delays</td>
</tr>
<tr>
<td>6</td>
<td>Tonnsen</td>
<td>Bridgette</td>
<td>University of South Carolina</td>
<td>Epidemiological Rates of Autism Spectrum Disorder Among Children With Intellectual and Developmental Disabilities (APA Award Winner)</td>
</tr>
<tr>
<td>7</td>
<td>Kestemberg</td>
<td>Laura B.</td>
<td>Molloy College</td>
<td>Parental Perceptions of Social Reciprocity and Parenting Stress in Parents of Children With ASD</td>
</tr>
<tr>
<td>8</td>
<td>Cohen</td>
<td>Simonne</td>
<td>Monash University, Division of Sleep &amp; Circadian Disorders, Brigham &amp; Women’s Hospital, Division of Sleep Medicine, Harvard Medical School</td>
<td>Characterising Sleep Profiles in 179 Individuals With Low Functioning Autism Across 100,000 Nights of Sleep (Dissertation Award Winner)</td>
</tr>
<tr>
<td>9</td>
<td>Foster-Owens</td>
<td>Mistral</td>
<td>Monash University</td>
<td>Exploring the Behavioural and Cognitive Profile of Attention in Autism Spectrum Disorder: A Comprehensive Assessment (Dissertation Award Winner)</td>
</tr>
<tr>
<td>11</td>
<td>Billen</td>
<td>Rhett</td>
<td>University of Tennessee</td>
<td>Interdependent Determinants of Parental Involvement Among Families of Children Receiving Early Intervention Services</td>
</tr>
<tr>
<td>12</td>
<td>Rivera</td>
<td>Marianna</td>
<td>University of Wisconsin-Madison</td>
<td>First Concerns Among Latino Parents of Children With Autism Spectrum Disorder (Glidden Award Winner)</td>
</tr>
</tbody>
</table>

Full abstracts for all posters presented at the 2015 Gatlinburg Conference are available at [http://kc.vanderbilt.edu/gatlinburg/program.html](http://kc.vanderbilt.edu/gatlinburg/program.html)
### Poster Session 2, 5:00-7:00 p.m., Queen Anne Ballroom

<table>
<thead>
<tr>
<th>Poster No.</th>
<th>Last Name</th>
<th>First Name</th>
<th>Institutional Affiliation</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Pérez-Garcia</td>
<td>Débora</td>
<td>Universitat Pompeu Fabra, Institut Hospital del Mar d'Investigacions Mèdiques</td>
<td>Lateral Preference in Williams-Beuren Syndrome Is Associated With Cognition and Language</td>
</tr>
<tr>
<td>14</td>
<td>Tungate</td>
<td>Andrew</td>
<td>University of Alabama</td>
<td>Executive Function in Down Syndrome (Zeaman Award Winner)</td>
</tr>
<tr>
<td>15</td>
<td>Yang</td>
<td>Yingying (Jennifer)</td>
<td>University of Alabama</td>
<td>Inhibiting Location-Based Responses by People With Intellectual Disabilities</td>
</tr>
<tr>
<td>16</td>
<td>LeBlanc</td>
<td>Hannah</td>
<td>University of Houston</td>
<td>Parent and Teacher Perceptions of Internalizing Problems in Children With ASD: Effects of Child Age</td>
</tr>
<tr>
<td>18</td>
<td>DeLapp</td>
<td>Celenia L.</td>
<td>University of Louisville</td>
<td>Language and Cognitive Abilities of 48-Month-Olds With Williams Syndrome</td>
</tr>
<tr>
<td>19</td>
<td>Williams</td>
<td>Kathryn</td>
<td>University of North Carolina-Chapel Hill</td>
<td>Longitudinal Impact of Sensory Response Patterns on Family Functioning Outcomes in Children With Autism Spectrum Disorders and Developmental Delay</td>
</tr>
<tr>
<td>20</td>
<td>Kurtz-Nelson</td>
<td>Evangeline</td>
<td>University of Oregon</td>
<td>Optimism and Positive and Negative Feelings in Parents of Young Children With Developmental Delays</td>
</tr>
<tr>
<td>21</td>
<td>Rosencrans</td>
<td>Margaret</td>
<td>University of Oregon</td>
<td>Parental Self-Efficacy and Parenting Practices Predict Child Behavior in Young Children With Developmental Delays</td>
</tr>
<tr>
<td>22</td>
<td>Makhiawala</td>
<td>Kenya</td>
<td>University of Oregon</td>
<td>Parenting in Families With Multiple Children With Delays</td>
</tr>
<tr>
<td>23</td>
<td>Reisinger</td>
<td>Debra</td>
<td>University of South Carolina</td>
<td>Early Visual Attention and Autism Symptomology in Infants at High Risk for Autism Spectrum Disorders</td>
</tr>
<tr>
<td>24</td>
<td>Scherr</td>
<td>Jessica</td>
<td>University of South Carolina</td>
<td>Emergence of Anxiety in Preschoolers With Fragile X Syndrome and Idiopathic Autism Spectrum Disorder</td>
</tr>
</tbody>
</table>

Full abstracts for all posters presented at the 2015 Gatlinburg Conference are available at http://kc.vanderbilt.edu/gatlinburg/program.html
Poster Session 2, 5:00-7:00 p.m., Queen Anne Ballroom

<table>
<thead>
<tr>
<th>Poster No.</th>
<th>Last Name</th>
<th>First Name</th>
<th>Institutional Affiliation</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Caravella</td>
<td>Kelly E.</td>
<td>University of South Carolina</td>
<td>Latency to Disengage from a Smiling or Non-Smiling Face in Infants With Fragile X</td>
</tr>
<tr>
<td>26</td>
<td>Ballantyne</td>
<td>Carrie</td>
<td>University of the West of Scotland</td>
<td>Expressive Drawing Ability and the Self in Children With ASD and FXS</td>
</tr>
<tr>
<td>27</td>
<td>McDonald</td>
<td>T.A.</td>
<td>University of Wisconsin-Madison</td>
<td>Mediating Effects of Identity on Postsecondary Outcomes for Adults With Autism Spectrum Disorder: A Latent Class Analysis</td>
</tr>
<tr>
<td>28</td>
<td>Mihaila</td>
<td>Iulia</td>
<td>University of Wisconsin-Madison</td>
<td>Leisure Activity and Employment Participation of Middle-Aged and Older Adults With Down Syndrome</td>
</tr>
<tr>
<td>29</td>
<td>Smith</td>
<td>Leann</td>
<td>University of Wisconsin-Madison</td>
<td>Multi-Family Group Psychoeducation for Families of Adolescents With ASD: Outcomes from the Transitioning Together Study</td>
</tr>
<tr>
<td>30</td>
<td>Lemons</td>
<td>Christopher</td>
<td>Vanderbilt University</td>
<td>Effect of Adapting Early Reading Interventions Based on the Down Syndrome Behavioral Phenotype</td>
</tr>
<tr>
<td>31</td>
<td>Woynaroski</td>
<td>Tiffany</td>
<td>Vanderbilt University</td>
<td>Effective Speech Therapy Method for Students With Down Syndrome Varies by Their Verbal Imitation Level</td>
</tr>
<tr>
<td>32</td>
<td>Quinn</td>
<td>Emily Dayle</td>
<td>Vanderbilt University</td>
<td>Mining a Clinical Database to Understand Communication Development in Individuals With Angelman Syndrome</td>
</tr>
<tr>
<td>33</td>
<td>Broderick</td>
<td>Neill</td>
<td>Vanderbilt University</td>
<td>Parenting Stress and Early Intervention (Tjossem Award Winner)</td>
</tr>
<tr>
<td>34</td>
<td>Taheri</td>
<td>Azin</td>
<td>York University</td>
<td>Examining the Social Participation of Children With Intellectual Disabilities and Autism Spectrum Disorder in Relation to Peers</td>
</tr>
</tbody>
</table>

Full abstracts for all posters presented at the 2015 Gatlinburg Conference are available at http://kc.vanderbilt.edu/gatlinburg/program.html
SYMPOSIUM 16—LA NOUVELLE WEST
Using Structural MRI to Identify Shared and Unique Neuroanatomic Vulnerabilities in Five Developmental Disorders
Co-Chairs: Nancy Raitano Lee, Drexel University, National Institute of Mental Health
Gregory L. Wallace, George Washington University, National Institute of Mental Health
Discussant: Heather Cody Hazlett, Carolina Institute for Developmental Disabilities, University of North Carolina-Chapel Hill

Shared and Unique Characteristics of Cortical and Cerebellar Anatomy in Down Syndrome and 49,XXXXY Syndrome: A Pediatric Neuroimaging Investigation
Nancy Raitano Lee1,2
Elizabeth I. Adeyemi2
Amy Lin2
Liv Clasen2
Jonathan Blumenthal2
Armin Raznahan2
Jay N. Giedd2
1Drexel University
2National Institute of Mental Health

Longitudinal Cortical Development During Adolescence and Young Adulthood in Autism Spectrum Disorders: Increased Cortical Thinning but Comparable Surface Area Changes
Gregory L. Wallace1,2
Ian W. Eisenberg2
Briana Robustelli2
Nathan Dankner2
Lauren Kenworthy3
Jay N. Giedd2
Alex Martin2
1George Washington University
2National Institute of Mental Health
3Children's National Medical Center

Distinct Regions of the Cerebellum Show Grey Matter Decreases in Autism, ADHD, and Developmental Dyslexia
Catherine J. Stoodley
American University
SYMPOSIUM 17—IBERVILLE
Innovative Frameworks for the Study of Children With Autism Spectrum Disorder
Chair: Jason K. Baker, California State University-Fullerton

Psychophysiology of Emotional Reactivity in Children With ASD
Ben Schwartzman¹
Jeffrey Wood¹
Sheila Crowell²
Yue Yu³,⁴
¹University of California Los Angeles
²University of Utah
³Indiana University
⁴Purdue University

Electrodermal Activity, Autism Symptoms, and Emotion Regulation in Children With ASD
Rachel M. Fenning¹
Jason K. Baker¹
Stephen Erath³
Mariann Howland¹
Jacquelyn Moffitt¹
¹California State University-Fullerton
³Auburn University

Operation FIT: A Pilot Study of an Intervention for Overweight Children With Intellectual and Developmental Disabilities
Allyson L. Davis
Catherine M. Sanner
Cameron L. Neece
Loma Linda University

Day-to-Day Association between Marital Interactions and Emotional and Behavioral Problems of Children With Autism Spectrum Disorder
Sigan L. Hartley¹,²
Lauren M. Papp³
Julia Mihaila¹,²
Paige Bussanich¹,²
Haley M. Schultz¹,²
Shari Blumenstock¹,²
¹Waismann Center
²University of Wisconsin-Madison

PLENARY SESSION 3—LA NOUVELLE ORLEANS BALLROOM
Foundations for the Language Capacity in Early Human Infancy
D. Kimbrough Oller, Ph.D.
University of Memphis

CLOSING REMARKS—LA NOUVELLE ORLEANS BALLROOM
Elisabeth Dykens, Ph.D.
Gatlinburg Conference Chair
Vanderbilt Kennedy Center
<table>
<thead>
<tr>
<th>Poster No.</th>
<th>Last Name</th>
<th>First Name</th>
<th>Institutional Affiliation</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Halstead</td>
<td>Elizabeth</td>
<td>Bangor University</td>
<td>Protective Factors of Support, Coping, and Positive Perceptions for Mothers of Children With Intellectual and Developmental Disabilities.</td>
</tr>
<tr>
<td>2</td>
<td>Lopez</td>
<td>Kristina</td>
<td>California State University-Long Beach</td>
<td>Reactions to Autism Diagnosis and Cause Interpretations Among Latino and White Families: A Qualitative Analysis</td>
</tr>
<tr>
<td>3</td>
<td>Gotham</td>
<td>Katherine</td>
<td>Vanderbilt University</td>
<td>Characterizing the Daily Life, Needs, and Priorities of Adults With ASD: An Empirical Study of Interactive Autism Network Data</td>
</tr>
<tr>
<td>4</td>
<td>Fisher</td>
<td>Evelyn L.</td>
<td>Georgia State University</td>
<td>Parenting Stress and Its Relationship to Adaptive Skills and Child Behavior Observed During Language Interventions</td>
</tr>
<tr>
<td>5</td>
<td>Lim</td>
<td>Nicole</td>
<td>Georgia State University</td>
<td>The Effect of Parent Perception of Communication on Parent Stress Following Parent-Coached Language Intervention</td>
</tr>
<tr>
<td>6</td>
<td>Whitmore</td>
<td>Ani S.</td>
<td>Georgia State University</td>
<td>The Influence of Family Support on Positive Language Outcomes for African-American Children Participating in an AAC Intervention</td>
</tr>
<tr>
<td>7</td>
<td>Camp</td>
<td>Joanne S.</td>
<td>Goldsmiths, University of London</td>
<td>The 'Crossed Hands Effect' in Children With Developmental Coordination Disorder (DCD)</td>
</tr>
<tr>
<td>8</td>
<td>Ballé</td>
<td>Marine</td>
<td>Laboratoire PSITEC (EA 4072), UDL3, Université Lille Nord de France</td>
<td>Self-Determination and Intellectual Disability: Interaction Between Individual and Environmental Factors</td>
</tr>
<tr>
<td>9</td>
<td>Emerson</td>
<td>Natacha</td>
<td>Loma Linda University</td>
<td>Predictors of Age of Diagnosis for Children With Autism Spectrum Disorder: The Role of a Medical Home, Race, and Condition Severity (Borkowski Award Winner)</td>
</tr>
<tr>
<td>10</td>
<td>Dennis</td>
<td>Meredith L.</td>
<td>Loma Linda University</td>
<td>The Influence of Parental Mental Health on Child Behavior and Development in Children With Developmental Delay: The Role of the Parenting Process</td>
</tr>
<tr>
<td>11</td>
<td>Depot</td>
<td>Mark</td>
<td>Massachusetts School of Professional Psychology, Rutgers University</td>
<td>Parents’ Experiences With Sensory Integration Intervention</td>
</tr>
<tr>
<td>12</td>
<td>Fletcher</td>
<td>Fay</td>
<td>Monash University</td>
<td>The Occurrence of Anxiety in Children With Autism Spectrum Disorder and Its Relationship With Disturbed Sleep: Does Anxiety Sub-Type Matter? (Dissertation Award Winner)</td>
</tr>
</tbody>
</table>

Full abstracts for all posters presented at the 2015 Gatlinburg Conference are available at [http://kc.vanderbilt.edu/gatlinburg/program.html](http://kc.vanderbilt.edu/gatlinburg/program.html)
Full abstracts for all posters presented at the 2015 Gatlinburg Conference are available at
http://kc.vanderbilt.edu/gatlinburg/program.html

<table>
<thead>
<tr>
<th>Poster No.</th>
<th>Last Name</th>
<th>First Name</th>
<th>Institutional Affiliation</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>O'Neill</td>
<td>Molly</td>
<td>Texas Christian University</td>
<td>Say Yes to the Task: The Effect of Parent-Child Interactions on the Compliance Methods of Children With and Without Autism</td>
</tr>
<tr>
<td>14</td>
<td>Keylon</td>
<td>Lisa</td>
<td>Texas Christian University</td>
<td>So Happy Together: Relationship Happiness as a Resilience Factor for Mothers of Children With Autism Spectrum Disorder</td>
</tr>
<tr>
<td>15</td>
<td>Willis</td>
<td>Kelcie</td>
<td>Texas Christian University</td>
<td>The Relationship Between Coping and Well-Being in Hispanic Mothers and Fathers of Children With Autism Spectrum Disorder</td>
</tr>
<tr>
<td>16</td>
<td>Leonczyk</td>
<td>Caroline</td>
<td>University of Alabama-Birmingham</td>
<td>Predictors of ADHD and Autism Symptomatology Among Children Born Prematurely</td>
</tr>
<tr>
<td>17</td>
<td>Trinh</td>
<td>Eva</td>
<td>University of Alabama-Birmingham</td>
<td>Sensory Sensitivity to Food, Anxiety to Food, and Mealtime Problem Behavior in Picky Eating Children With and Without Autism Spectrum Disorder</td>
</tr>
<tr>
<td>18</td>
<td>Parikh</td>
<td>Chandni</td>
<td>University of Arizona</td>
<td>The Family Impact of Autism Spectrum Disorder and Intellectual Disability on the Accessibility of Community-Based Services: Results of the National Survey of Children With Special Health Care Needs, 2009-2010</td>
</tr>
<tr>
<td>19</td>
<td>Linn</td>
<td>Regan H.</td>
<td>University of California-Riverside</td>
<td>What's the Difference? Examining Child Characteristics Among Girls and Boys With ASD, ID, and Typical Development</td>
</tr>
<tr>
<td>20</td>
<td>Floyd</td>
<td>Frank</td>
<td>University of Hawaii-Manoa</td>
<td>Social Participation and Depression in Parents of Children With Developmental Disability</td>
</tr>
<tr>
<td>21</td>
<td>Racine</td>
<td>Madeline</td>
<td>University of Houston</td>
<td>Prioritizing Skills for Intervention: Specific Externalizing Behaviors as Predictors of Time in Inclusion for Students With ASD</td>
</tr>
<tr>
<td>22</td>
<td>Hilliard</td>
<td>Karrie A.</td>
<td>University of Houston</td>
<td>Students With ASD and Comorbid Internalizing Symptoms: Implications for School-Based Placement and Intervention Decisions</td>
</tr>
<tr>
<td>23</td>
<td>Loveall</td>
<td>Susan J.</td>
<td>University of Kansas</td>
<td>Spelling Error Patterns by Individuals With Intellectual Disability</td>
</tr>
<tr>
<td>24</td>
<td>Warren</td>
<td>Steven F.</td>
<td>University of Kansas</td>
<td>The Effects of Sustained Parenting on Adaptive and Problem Behavior in Children With FXS in Middle Childhood</td>
</tr>
<tr>
<td>Poster No.</td>
<td>Last Name</td>
<td>First Name</td>
<td>Institutional Affiliation</td>
<td>Title</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
<td>------------</td>
<td>--------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>25</td>
<td>Tomchek</td>
<td>Scott</td>
<td>University of Louisville, University of Kansas Medical Center</td>
<td>Sensory Subtypes in Preschool Aged Children With Autism</td>
</tr>
<tr>
<td>26</td>
<td>Dube</td>
<td>William</td>
<td>University of Massachusetts Medical School</td>
<td>Remediation of Stimulus Overselectivity With Differential Observing Responses: Determining the Level of Instructional Support</td>
</tr>
<tr>
<td>27</td>
<td>Dimian</td>
<td>Adele F.</td>
<td>University of Minnesota</td>
<td>Topographies of Self-Injurious Behavior and Stereotypy in Young Children With and Without Global Developmental Delays</td>
</tr>
<tr>
<td>28</td>
<td>Meyer</td>
<td>Stephanie S.</td>
<td>University of Minnesota-Twin Cities</td>
<td>Sensory Testing and Sensory Experiences in Rett Syndrome: Comparisons Between Parent Report and Direct Observation</td>
</tr>
<tr>
<td>29</td>
<td>Ellis</td>
<td>David N.</td>
<td>University of South Alabama</td>
<td>The Relationship of Public School District Characteristics to Identification Patterns of Students With Developmental Disabilities in Alabama: 2009-2013</td>
</tr>
<tr>
<td>30</td>
<td>Hong</td>
<td>Jinkuk</td>
<td>University of Wisconsin-Madison</td>
<td>Predicting Quality of Life of Adults With Autism Spectrum Disorder</td>
</tr>
<tr>
<td>31</td>
<td>Bussanich</td>
<td>Paige M.</td>
<td>University of Wisconsin-Madison</td>
<td>Sleep Problems in Parents and Its Relation to Their Child With Autism Spectrum Disorder</td>
</tr>
<tr>
<td>32</td>
<td>Blustein</td>
<td>Carly L.</td>
<td>Vanderbilt University</td>
<td>Raising Expectations for Life after High School: Learning from Parents About What Matters Most</td>
</tr>
<tr>
<td>33</td>
<td>Gregor</td>
<td>Catherine</td>
<td>Vanderbilt University</td>
<td>ResearchMatch: Streamlining Patient Engagement and Recruitment</td>
</tr>
<tr>
<td>34</td>
<td>Dankner</td>
<td>Nathan</td>
<td>Vanderbilt University</td>
<td>Cognitive-Behavioral Therapy Skills in Williams Syndrome</td>
</tr>
</tbody>
</table>

Full abstracts for all posters presented at the 2015 Gatlinburg Conference are available at http://kc.vanderbilt.edu/gatlinburg/program.html
## INDEX

### A
- Abbeduto, Leonard 1, 14, 16, 20
- Adeyemi, Elizabeth I. 20
- Almirall, Danny 7
- Apperly, Ian 14

### B
- Bailey, Don 1
- Baker, Bruce L. 7, 8
- Baker, Jason K. 21
- Ballantyne, Carrie 19
- Ballé, Marine 22
- Bangert, Katherine J. 20
- Barney, Chantel C. 8, 12
- Barton, Erin 13
- Barton-Hulsey, Andrea 17
- Beck, Sarah R. 14
- Belardi, Katie 12
- Belew, John 8
- Billen, Rhett 17
- Bishop, Somer L. 9, 20
- Blacher, Jan 7, 8
- Blumenstock, Shari 21
- Blumenthal, Jonathan 20
- Blustein, Carly L. 24
- Bodfish, Jim 1, 8
- Botteron, Kelly N. 13
- Boyd, Brian 1
- Brady, Nancy C. 11, 14
- Brewer, Thomas 17
- Broderick, Neil 2, 19
- Bull, Leah 15
- Bullard, Lauren M. 10, 20
- Bussanich, Paige M. 21, 24
- Byers, Breanne J. 8, 11

### C
- Camp, Erin 8
- Camp, Joanne S. 22
- Caravella, Kelly E. 19
- Castignetti, Nancy 10
- Chang, Ya-Chih 7
- Channell, Marie Moore 20
- Chela, Mandeep K. 20
- Clark, Lorraine 15
- Clasen, Liv 20
- Cohen, Simonne 2, 6, 17
- Conduit, Russell 6
- Conners, Frances A. 1, 20
- Corbett, Blythe A. 14
- Cornish, Kim M. 6, 8, 9
- Craig, Ken 7
- Crawford, Hayley 14, 15
- Crowell, Sheila 21

### D
- Dang, Lam-Ha T. 2, 15
- Dankner, Nathan 20, 24
- Daunhauer, Lisa 6
- Davis, Allyson L. 21
- DeLapp, Celenia L. 18
- Dennis, Meredith L. 22
- Depot, Mark 22
- Dimian, Adele F. 24
- Do, Catherine 15
- Dube, William 24
- Dykens, Elisabeth 1, 6, 14, 21

### E
- Ehrhardt, Michael 8
- Eisenberg, Ian W. 20
- Eisenhower, Abbey 8
- Ekas, Naomi V. 7
- Ellis, David N. 24
- Emerson, Natasha 2, 22
- Erath, Stephen 21
- Esbensen, Anna 7

### F
- Faught, Gayle Graham 11
- Fee, Ashley 12
- Feigles, Robyn Tempero 20
- Feldman, Benjamin 10
- Fenning, Rachel M. 21
- Fidler, Deborah 1. 6
- Finestack, Lizbeth H. 20
- Fisher, Evelyn L. 22
- Fleming, Kandace 14
- Fletcher, Fay 2, 6, 17
- Floyd, Frank 1, 23
- Foster-Owens, Mistral 2, 6, 17
- Fulcher, Ben 6
- Fuller, Elizabeth 13

### G
- Genik, Lara 7
- Gerlach-McDonald, Brianne 6
- Giedd, Jay N. 20
- Goodwin, Matthew 4, 13
- Gotham, Katherine 22
- Gray, Kylie 9
- Greer, Joanna 10
- Gregor, Catherine 24
- Guy, Margaret 13

### H
- Haebig, Eileen 20
- Hagerman, Randi J. 16
- Hahn, Laura J. 9, 12, 13
- Halstead, Elizabeth 22
- Hampton, Lauren 7
- Hartley, Sigan L. 10, 21
- Hassan, Iman 14
- Havdahl, Alexandra 17
- Hazlett, Heather C. 13, 20
- Heald, Mary 14, 15
- Heidlage, Jodi 13
- Hepburn, Susan 1
- Hilliard, Karrie A. 23
- Hoch, John 8
- Hong, Jinkuk 24
- Howland, Mariann 21

### I
- Iqbal, A. 14
- Iwata, Brian 8

### J
- Jenkins, Edmund C. 15
- Jones, Dorita 14

### K
- Kaat, Aaron 10
- Kaiser, Ann 7, 13
- Kaiser, Marygrace 1
- Kasari, Connie 1, 7, 15
- Kenworthy, Lauren 20
- Kestemberg, Laura B. 17
- Key, Alexandra F. 14
- Keylon, Lisa 7, 23
- Kirk, Hannah E. 9, 10
- Klein, Keith P. 17
**INDEX**

Knight, Erin 8  
Krinsky-McHale, Sharon J. 15  
Krueger, Breanna 14  
Kurtz, Patricia 7  
Kurtz-Nelson, Evangeline 18  

L  
Landa, Rebecca 7  
LeBlanc, Hannah 18  
Lee, Joseph H. 15  
Lee, Michelle 9  
Lee, Nancy Raitano 20  
Lemelman, Amy 11  
Lemons, Christopher 19  
Leonczyk, Caroline 23  
Lim, Nicole 22  
Lin, Amy 20  
Lin, Yi-Ling 13  
Linn, Regan H. 23  
Little, Lauren 11  
Lloyd, Blair P. 8  
Locke, Jill 7  
Lockley, Steven W. 6  
Lopez, Kristina 22  
Losh, Molly 9  
Loveall, Susan J. 23  

M  
MacLean, William E. 1  
Magaña, Sandra 7  
Mailick, Marsha R. 1, 15  
Makhiawala, Kenya 18  
Mandell, David 7  
Martin, Alex 20  
Martin, Gary E. 9  
Martinez, Maria 12  
Maughan, Andrea 12  
McCauley, Abbie Wheeden 10  
McCeery, Joseph 14  
McDonald, T.A. 19  
McDuffie, Andrea 14, 16, 20  
McGrath, Sara 12  
McIntyre, Laura Lee 8  
McLeod, Laura 1  
McMurtry, Meghan 7  
Meihling, Margaret 11  
Merbler, Alyssa 2, 8, 11  
Meyer, Stephanie S. 24  
Mihaila, Iulia 19, 21  
Moffitt, Jacquelyn 21  
Moss, Joanna 15, 16  
Murphy, Marina 8  

N  
Nagy, Peter 15  
Neece, Cameron L. 21  
Nelson, Lisa 15  
Nelson, Sarah 10  
Nevill, Rose 10  

O  
Oliver, Chris 13, 14, 15, 16  
Oller, Kim, D.K. 5, 14, 21  
O’Neill, Molly 23  

P  
Panoskaltsis-Mortari, Angela 8  
Papp, Lauren M. 21  
Parikh, Chandni 23  
Parish, Susan 7  
Parisi, Melissa 5, 9  
Penhallow, Jessica 15  
Pérez-García, Débora 18  
Phillips, B. Allyson 10  
Pickles, Andrew 9  
Pitts, C. Holley 18  
Piven, Joseph 13  
Powis, Laurie 14, 15  
Pruitt, Megan M. 7  

Q  
Qi, Cathy 13  
Qualls, Lydia R. 14  
Quest, Kelsey M. 8  
Quinn, Emily Dayle 19  

R  
Rabideau, Lindsey 13  
Racine, Madeline 23  
Rajaratnam, Shantha W. 6  
Raspa, Melissa 11  
Raznahan, Armin 20  
Reisinger, Debra 18  
Rhoden, Madeline 11  
Riba, Leigh M. 9  
Richards, Caroline 15  

S  
Salley, Brenda 11, 14  
Sanner, Catherine M. 21  
Saufley-Brown, Tiara 13  
Scherr, Jessica F. 9, 18  
Schroeder, Susan 20  
Schultz, Haley M. 21  
Schupf, Nicole 15  
Schwantes, Scott 8  
Schwartzman, Ben 21  
Schwichtenberg, A. J. 11  
Schworer, Emily K. 12  
Serna, Richard 1  
Shen, Mark D. 13  
Shih, Wendy 7  
Shire, Stephanie 7  
Silverman, Wayne 1, 15  
Smith, Leann E. 15, 19  
Smith, Veronica 11  
Son, Esther 7  
Stanton-Chapman, Tina 13  
Staubitz, Johanna L. 8  
Sterling, Audra 20  
Stoodley, Catherine J. 20  
Styner, Martin A. 13  
Swanson, Meghan R. 13  
Swinburne-Romine, Rebecca 15  
Symons, Frank J. 7, 8, 13  

T  
Taheri, Azin 19  
Tapp, Jon 8  
Tervo, Raymond T. 8  
Thurman, Angela John 14, 16  
Tint, Ami 12  
Tipton, Leigh Ann 8
<table>
<thead>
<tr>
<th>Name</th>
<th>Page Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tomchek, Scott</td>
<td>24</td>
</tr>
<tr>
<td>Tonnsen, Bridgette L.</td>
<td>2, 9, 13, 17</td>
</tr>
<tr>
<td>Trinh, Eva</td>
<td>23</td>
</tr>
<tr>
<td>Tungate, Andrew S.</td>
<td>2, 18</td>
</tr>
<tr>
<td>Turner, Elizabeth</td>
<td>1</td>
</tr>
<tr>
<td>Tycko, Benjamin</td>
<td>15</td>
</tr>
<tr>
<td>Unruh, Kathryn</td>
<td>12</td>
</tr>
<tr>
<td>Vardarajan, Badri</td>
<td>15</td>
</tr>
<tr>
<td>Waite, Jane</td>
<td>14, 15</td>
</tr>
<tr>
<td>Wallace, Gregory L.</td>
<td>20</td>
</tr>
<tr>
<td>Warren, Steven F.</td>
<td>1, 14, 23</td>
</tr>
<tr>
<td>Welham, Alice</td>
<td>16</td>
</tr>
<tr>
<td>Wells, Quynh</td>
<td>10</td>
</tr>
<tr>
<td>Wheeler, Anne</td>
<td>17</td>
</tr>
<tr>
<td>Whitmore, Ani S.</td>
<td>22</td>
</tr>
<tr>
<td>Wilde, Lucy</td>
<td>14, 15, 16</td>
</tr>
<tr>
<td>Will, Elizabeth</td>
<td>6</td>
</tr>
<tr>
<td>Williams, Kathryn</td>
<td>18</td>
</tr>
<tr>
<td>Willis, Kelcie</td>
<td>7, 23</td>
</tr>
<tr>
<td>Wolff, Jason J.</td>
<td>13</td>
</tr>
<tr>
<td>Wood, Jeffrey</td>
<td>21</td>
</tr>
<tr>
<td>Woynaroski, Tiffany</td>
<td>14, 19</td>
</tr>
<tr>
<td>Yang, Yingying (Jennifer)</td>
<td>18</td>
</tr>
<tr>
<td>Yoder, Paul J.</td>
<td>8, 14</td>
</tr>
<tr>
<td>Yu, Yue</td>
<td>21</td>
</tr>
<tr>
<td>Zeedyk, Sasha M.</td>
<td>7</td>
</tr>
<tr>
<td>Zeger, Scott L.</td>
<td>4, 6</td>
</tr>
<tr>
<td>Zigman, Warren B.</td>
<td>15</td>
</tr>
</tbody>
</table>

March 9-11, 2016  
Catamaran Resort Hotel & Spa  
San Diego, California  

SAVE THE DATE  

49th Annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities  

2016 Theme: “Prenatal Development and Risk for Developmental Disabilities”  

Hosted by the University of California-Davis MIND Institute
## Program at a Glance

### Wednesday, April 1, 2015

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 a.m.</td>
<td>Conference check-in/Registration</td>
<td>Queen Anne Mezzanine</td>
</tr>
<tr>
<td>8:15 - 8:30 a.m.</td>
<td>Opening Remarks (Elisabeth Dykens, Conference Chair)</td>
<td>La Nouvelle Orleans</td>
</tr>
<tr>
<td>8:30 - 9:45 a.m.</td>
<td>Plenary Session 1 - Framing and Answering Scientific Questions Using Complex, Longitudinal Data (S. Zeger)</td>
<td>La Nouvelle Orleans</td>
</tr>
<tr>
<td>10:15 - 11:45 a.m.</td>
<td>Symposium 1 - Executive Function, Academics, and Functional Performance in Down Syndrome (D. Fidler)</td>
<td>La Nouvelle East</td>
</tr>
<tr>
<td>10:15 - 11:45 a.m.</td>
<td>Symposium 2 - The Severity, Chronicity, and Treatment of Sleep Disturbance in Children With Developmental Disabilities (K. Cornish)</td>
<td>La Nouvelle West</td>
</tr>
<tr>
<td>10:15 - 11:45 a.m.</td>
<td>Symposium 3 - Context Matters: Naturalistic Interventions That Address Meaningful Real World Outcomes (J. Locke, A. Kaiser)</td>
<td>Iberville</td>
</tr>
<tr>
<td>10:15 - 11:45 a.m.</td>
<td>Symposium 4 - Health Considerations for Families and Children With IDD (A. Esbensen)</td>
<td>Orleans</td>
</tr>
<tr>
<td>1:30 - 3:00 p.m.</td>
<td>NIH presentation - What's New, What's Not, What's Hot? Seasoned Investigators Take Questions (M. Parisi, M. Hopmann, A. Kau)</td>
<td>La Nouvelle Orleans</td>
</tr>
<tr>
<td>3:30 - 4:45 p.m.</td>
<td>Plenary Session 2 - Developing Innovative Technology to Enhance Research and Practice in Individuals on the Autism Spectrum: A Computational Behavioral Science Approach (M. Goodwin)</td>
<td>La Nouvelle Orleans</td>
</tr>
<tr>
<td>5:00 - 7:00 p.m.</td>
<td>Plenary Session 1 Reception</td>
<td>Queen Anne Ballroom</td>
</tr>
</tbody>
</table>

### Thursday, April 2, 2015

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 - 9:45 a.m.</td>
<td>Plenary Session 2 - Developing Innovative Technology to Enhance Research and Practice in Individuals on the Autism Spectrum: A Computational Behavioral Science Approach (M. Goodwin)</td>
<td>La Nouvelle Orleans</td>
</tr>
<tr>
<td>10:15 - 11:45 a.m.</td>
<td>Symposium 9 - Social Communication Skills of Students With Disabilities Including Autism Spectrum Disorders (C. Qi)</td>
<td>La Nouvelle East</td>
</tr>
<tr>
<td>10:15 - 11:45 a.m.</td>
<td>Symposium 10 - Neurobiological and Neuropsychological Characteristics of Infants With Fragile X Syndrome (H. Hazlett, J. Wolff)</td>
<td>La Nouvelle West</td>
</tr>
<tr>
<td>10:15 - 11:45 a.m.</td>
<td>Symposium 11 - Assessing Factors Underpinning Atypical Social Functioning in Neurodevelopmental Disorders (C. Oliver)</td>
<td>Iberville</td>
</tr>
<tr>
<td>1:15 - 2:30 p.m.</td>
<td>Round Table: - Junior Researcher Mentoring; Family/Life Balance (Executive Committee Members) Bonnet Carre/Queen Anne Parlor</td>
<td>Bonnet Carre/Queen Anne Parlor</td>
</tr>
<tr>
<td>3:00 - 4:30 p.m.</td>
<td>Symposium 12 - New Developments in Measuring Communication (N. Brady)</td>
<td>La Nouvelle East</td>
</tr>
<tr>
<td>3:00 - 4:30 p.m.</td>
<td>Symposium 13 - Biomarkers of Mild Cognitive Impairment and Alzheimer’s Disease in Adults With Down Syndrome: Insights Gained With the Use of ‘Big Data’ (W. Silverman)</td>
<td>La Nouvelle West</td>
</tr>
<tr>
<td>3:00 - 4:30 p.m.</td>
<td>Symposium 14 - Delineating Behavioural Phenotypes of Genetic Disorders Associated With Autism Spectrum Disorder (L. Wilde)</td>
<td>Iberville</td>
</tr>
<tr>
<td>5:00 - 7:00 p.m.</td>
<td>Plenary Session 2 Reception</td>
<td>Queen Anne Ballroom</td>
</tr>
</tbody>
</table>

### Friday, April 3, 2015

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 - 9:30 a.m.</td>
<td>Plenary Session 3 - Foundations for the Language Capacity in Early Human Infancy (D. Kimbrough Oller)</td>
<td>La Nouvelle Orleans</td>
</tr>
<tr>
<td>8:00 a.m.</td>
<td>Conference check-in/Registration</td>
<td>Queen Anne Mezzanine</td>
</tr>
<tr>
<td>9:30 - 11 a.m.</td>
<td>Symposium 15 - Different Approaches to Better Understanding the Language Skills of Children With Developmental Disabilities (L. Finestack)</td>
<td>La Nouvelle East</td>
</tr>
<tr>
<td>9:30 - 11 a.m.</td>
<td>Symposium 16 - Using Structural MRI to Identify Shared and Unique Neuroanatomic Vulnerabilities in Five Developmental Disorders (N. Lee, G. Wallace)</td>
<td>La Nouvelle West</td>
</tr>
<tr>
<td>9:30 - 11 a.m.</td>
<td>Symposium 17 - Innovative Frameworks for the Study of Children With Autism Spectrum Disorder (J. Baker)</td>
<td>Iberville</td>
</tr>
<tr>
<td>11:15 a.m.-12:30 p.m.</td>
<td>Closing Remarks (Elisabeth Dykens, Conference Chair)</td>
<td>La Nouvelle Orleans</td>
</tr>
</tbody>
</table>