

ECIDD 2018

Thursday, June 28

8:15-8:45	Registration
8:45-9:15	Welcome & Introduction
9:15-10:15	Keynote 1 Herbert Roeyers (University of Ghent) Early detection of autism spectrum disorder: approaches, pitfalls and benefits
10:15-11:05	Session 1 - Autism Visuospatial abilities and processing styles in autism spectrum disorders with and without a perceptual reasoning peak <i>R. Cardillo, S. Lanfranchi, I. Mammarella</i> The effects of a swimming program on social skills, autistic behaviors and aquatic skills in ASD children <i>M. Zanobini, F. Ottonelli, S. Solari</i>
11:05-11:30	Coffee Break
11:30-12:45	Session 2 - Developmental and cognitive profiles in individuals with intellectual disabilities Developmental course in Down syndrome – the Heidelberg study <i>K. Sarimski</i> Avoiding the floor effect in the WISC-IV (Wechsler Intelligence Scale for Children-4th Edition) using Z scores and equivalent age: average profile and factor analysis on individuals with intellectual disability <i>E. Toffalini, C. Cornoldi</i> Borderline intellectual functioning: analysis of subtypes <i>F. Pulina, S. Lanfranchi, R. Vianello</i>
12:45 –14:30	Lunch Time
14:30-16:30	Symposium - Working memory and executive functions in individuals with intellectual disabilities Meta-Analysis of Working Memory in Individuals with Intellectual Disability <i>H. Danielsson, L. Palmqvist, L. Henry</i>

	<p>Spatial-sequential and spatial-simultaneous working memory in Williams syndrome <i>B. Carretti, S. Lanfranchi, L. De Mori, I. Mammarella, R. Vianello</i></p> <p>Investigating Working Memory in Students with Mild Intellectual Disabilities and Borderline Intellectual Functioning using Developmental Trajectories <i>G. Bruns, B. Ehl, M. Grosche</i></p> <p>Response inhibition and interference suppression in individuals with Down Syndrome <i>M. C. Usai, L. Traverso, M. Fontana, M. C. Passolunghi</i></p> <p>Inhibitory control in children with intellectual disabilities with and without autism spectrum disorders <i>Y. Ikeda, H. Okuzumi, M. Kokubun</i></p>
16:30-17:00	Coffee Break
17:00-17:50	<p>Session 3 - Executive functions and Motor coordination</p> <p>Executive functions and pre-literacy in kindergarten children at risk for Developmental Coordination Disorder <i>M. Alesi, D. Pecoraro, A. Pepi</i></p> <p>Motor coordination significantly moderates the effect of executive functions on language <i>M. Bernardi, H. C. Leonard, E. L. Hill, N. Botting, L. Henry</i></p>
18:00-19:00	Welcome reception

Friday, June 29

8.45-9.45	<p>Keynote 2 Deborah Fidler (University of Colorado) Executive function and goal-directed behavior in children with Down syndrome</p>
9.45-10.35	<p>Session 4 - Profound Intellectual and Multiple Disabilities (PIMD)</p> <p>Assessment of voice discrimination in children with Profound Intellectual and Multiple Disabilities (PIMD) <i>G. Petitpierre, J. Dind, C. Gremion</i></p> <p>Identification of the expressions of self-awareness in children with profound intellectual and multiple disabilities (PIMD): creation of an observation tool based on developmental psychology research <i>J. Dind</i></p>
10.35-11.05	Coffee Break

11.05-12.45	Session 5 - Executive functions in learning and intellectual disabilities
	The development of executive functioning in preschoolers with developmental disorders: ADHS Symptoms, Specific Language Impairment and Intellectual Disabilities <i>C. Mähler, K. Schuchardt</i>
	Meta-analysis of Executive Functions in Intellectual Disability <i>M. Spaniol, H. Danielsson</i>
	Variables associated with Planning Ability in Children with and without Intellectual Disability <i>L. Palmqvist, H. Danielsson, A. Jönsson, J. Rönnerberg</i>
	Behavioural Patterns in a Computerized Training Program for Individuals with Intellectual Disabilities <i>A. Jönsson, L. Palmqvist, H. Danielsson</i>
12.45-14.15	Lunch Time
14.15-15.55	Session 6 - Math in learning and intellectual disabilities
	Math Intervention Using Tablets for Children with Intellectual Disabilities <i>D. Schöld, U. Träff, R. Östergren, A. Levén</i>
	The number race: an adaptive videogame to improve basic numeracy in children with Down Syndrome <i>S. Lanfranchi, F. Sella, M. Zorzi</i>
	Mathematical ability in subtypes of readers <i>Å. Elwér, U. Träff, S. Samuelsson</i>
	Counting and subitizing abilities in Williams syndrome and Down syndrome: Evidence from eye tracking <i>E. Ranzato, J. Van Herwegen</i>
15.55-16:55	Coffee break and poster session
16:55-17.45	Session 7 - Language in learning and intellectual disabilities
	Developmental dyslexia: How taxonomic and thematic long-term memory organization affect recall <i>C. Belacchi, C. Artuso, F. Bellelli</i>
	Bilingualism in individuals with developmental disabilities, hindrance or benefit? A case-study of a simultaneous English-Spanish bilingual with Prader-Willi Syndrome. <i>E. García-Alcaraz, J. M. Licerias</i>

Saturday, June 30

8.45-9.45	Keynote 3 Emily Farran (University College London): Navigation and the spatial domain in neurodevelopmental disorders
9.45-10.55	Session 8 - Learning and intellectual disabilities Environment learning from virtual exploration in individuals with Down syndrome: perspective, sketch maps, and individual differences <i>C. Meneghetti, E. Toffalini, B. Carretti, S. Lanfranchi</i> Text comprehension in individuals with Down syndrome: Effectiveness of a short intervention on inferential skills for individuals with Down syndrome <i>M. Roch, L. Mattera</i> Meta-analysis of Cognitive and Linguistic Variables Associated with Reading Ability in Individuals with Intellectual Disabilities <i>K. Nilsson, Å. Elwér, D. Messer, H. Danielsson</i>
10.55-11.20	Coffee Break
11.20-12.50	Symposium - Social cognition and inhibition: How to support emotion regulation and social adjustment in children? How better understand social competences and maladjustment in children with developmental disorders? From a heuristic model to research studies <i>N. Nader-Grosbois</i> Inhibition and social cognition in preschoolers with externalizing behavior <i>N. Houssa, A. Volckaert, N. Nader-Grosbois, M. P. Noël</i> Theory of Mind and Social information processing Intervention in children with in intellectual disabilities <i>E. Jacobs, N. Nader-Grosbois</i> Emotion-related socialization behaviours in ASD children <i>S. Mazzone, N. Nader-Grosbois</i>
12.50-13.15	Concluding remarks

List of Posters

1. Simultaneous and sequential visuospatial working memory and attentional control in individuals with intellectual disabilities

Yuhei Oi, Okuzumi, Kokubun

2. Do typically and atypically developing children learn and generalize novel relational names similarly: the role of conceptual distance during learning and at test.

Witt, Comblain, Thibaut

3. Cognitive profiles in children with Down syndrome

Onnivello, Pulina, Lanfranchi, Vianello

4. Focus on a co-construction process of contexts promoting self-determination and civic engagement of individuals having an intellectual disability (ID)

Fontana-Lana, Petitpierre

5. Motor proficiency in Children with Down Syndrome

Alesi, Battaglia, Bianco, Pepi, Palma

6. Motor planning and manual dexterity in adults with intellectual disabilities

Hirata, Komatuzaki, Okuzumi Hirata

7. Temporal attention in atypical cognitive development: the case of Down Syndrome

Mento, Scerif, Lanfranchi

8. The influence of ADHD symptoms on self-esteem and depression in young adolescents

Kita, Inoue

9. Are cognitive and affective special needs in autonomy enough compensated in learning and academic examination in pupils with mild intellectual disability and autism in French elementary schools?

Desbiens

10. The interpretation and production of grammatical gender by a Spanish-English bilingual with Prader-Willi Syndrome: an idiosyncratic cognitive divide?

Liceras, García-Alcaraz