Aetiology, epidemiology and genetics

P1 Phenotypic abnormalities in children with autism spectrum disorders
Ozgen HM1,2*, Beemer FAB3, Hennekam RCM4, van Engeland H1,2. 1Department of Child and Adolescent Psychiatry, University Medical Centre, Utrecht, Netherlands; 2Rudolf Magnus Institute of Neuroscience, University Medical Centre, Utrecht, Netherlands; 3Department of Biomedical Genetics, University Medical Centre, Utrecht, Netherlands; 4ICH/GOSH London and Department of Paediatrics, AMC, Amsterdam.

P2 The broader autism phenotype in parents and siblings of affected relative pairs with pervasive developmental disorder

P3 Face processing deficits in first-degree relatives of individuals with autism spectrum disorder
Wallace SB*, Sebastian C, Bailey AJ. Department of Psychiatry, University of Oxford, UK.

P4 High-density SNP association study of the autism susceptibility locus on chromosome 7q
Meireles de Sousa IG1*, Sykes N1, Lamb J1, Maestrini E2, Winchester L1, Morris A1, Butler H1, Bacchelli E2, Blasi F2, Bamby G1, Bailey AJ1, Monaco AP1, and The International Molecular Genetic Study of Autism Consortium (IMGSAC)4. 1Wellcome Trust Centre for Human Genetics, Oxford, UK; 2Department of Biology, University of Bologna, Italy; 4University Department of Psychiatry, Warneford Hospital, Oxford, UK; http://www.well.ox.ac.uk/~maestrin/iat.html.

P5 Autism genome project: genome screen linkage and copy number variation analyses
Lamb J* and the Autism Genome Project (AGP) Consortium. Centre for Integrated Genomic Medical Research (CIGMR), University of Manchester, UK.

Neurology, imaging and brain pathology

P6 Separating the neuroanatomical correlates of autistic features from those of intellectual disability: a voxel-based morphometric analysis of young people with special educational needs
Spencer MD*, Moorhead TWJ, Owens DGC, Lawrie SM, Johnstone EC. Division of Psychiatry, University of Edinburgh, Royal Edinburgh Hospital, Morningside Park, Edinburgh, UK.

P7 Processing of form and motion coherence in Asperger’s disorder: evidence from fMRI
Tsermentseli S*, Spencer JV, O’Brien JMD. Centre for Cognition and Neuroimaging, and Centre for Research in Infant Behaviour, Brunel University, Uxbridge, Middlesex, UK.

P8 Atypical visual evoked potentials in autistic spectrum disorder
Milne E1*, Scope A1, Pascalis O1, Vigon L1, Buckley D2. 1Department of Psychology, The University of Sheffield, Sheffield; 2Academic Unit of Ophthalmology and Orthoptics, The University of Sheffield, The Royal Hallamshire Hospital, Sheffield, UK.

P9 Minicolumnar abnormalities in the neocortex of individuals with autism
Kooten IA1,2,3, Casanova MF4, Switala AE1, Van Engeland H3, Heinsen H5, Steinbusch HWM1,2, Hof PR1, Schmitz C1,2. 1Department of Psychiatry and Neuropsychology, Division of Cellular Neuroscience, Maastricht University, Maastricht, The Netherlands; 2European Graduate School of Neuroscience (EURON); 3Rudolph Magnus Institute of Neuroscience, Department of Child and Adolescent Psychiatry, University Medical Centre Utrecht, Utrecht, The Netherlands; 5Department of Psychiatry, University of
Louisville, Louisville, KY, USA; 5Morphological Brain Research Unit, University of Wuerzburg, Wuerzburg, Germany; 6Department of Neuroscience, Mount Sinai School of Medicine, New York, NY, USA.

Psychological perspectives, language and communication

P10 Measuring executive dysfunction in the individual: a new paradigm
McGonigle M*. Department of Psychology, PPLS, University of Edinburgh, UK.

P11 Investigations of language in autism: evidence for a grammatical deficiency
Perovic A1,2*, Modyanova N1*, Hanson E3, Nelson C3, Wexler K1. 1Massachusetts Institute of Technology, USA; 2University College London, UK; 3Children’s Hospital Boston, USA

P12 Absence of interference from lexicon in those with “autistic” traits
Stewart M1*, Ota M1. 1Applied Psychology, School of Life Sciences, Heriot-Watt University, 2Linguistics and English Language, School of Philosophy, Psychology and Language Sciences, University of Edinburgh, UK.

P13 Relationship between special abilities and autistic-like traits in typically-developing children

P14 Autistic talent and socio-cognitive style: a study of imagination and awareness of self in autistic spectrum poetry
Roth I1*, Silence AM2. 1Psychology in Science Group, Department of Biological Sciences, Open University, UK; 2School of Medicine, Health Policy and Practice, University of East Anglia, UK.

P15 Self-understanding and experience in relation to theory of mind, inner speech and verbal mental age in adolescents with Asperger’s syndrome
Farley A*, López B, Saunders G. School of Psychology, University of the West of England, Frenchay Campus, Bristol, UK.

P16 Delayed self-recognition in autism spectrum disorder: evidence for impaired temporally extended self-awareness
Lind SE*, Bowler DM. Department of Psychology, City University, Northampton Square, London, UK.

P17 A neuropsychological case series study of Asperger syndrome
Meuwese JDI*, Towgood KJ, Burgess PW. Institute of Cognitive Neuroscience, University College London, 17 Queen Square, London, UK.

P18 Episodic and semantic personal memory and autobiographical narrative ability in adults with high functioning autistic disorder/Asperger syndrome

P19 Short-term memory for order information in Asperger’s syndrome
Martin JS*, Poirier M, Bowler DM. Department of Psychology, City University, London, UK.

P20 Speech perception in temporally-fluctuating background noise in individuals with Asperger’s syndrome
Füllgrabe C1*, Alcántara JI2, Weisblatt EJL3,4, Carmichael L4, Warr LD4. 1Auditory Perception Group, Department of Experimental Psychology, University of Cambridge, Downing Street, Cambridge; 2Laboratory for Research into Autism, Department of Experimental Psychology, University of Cambridge, Downing Street, Cambridge; 3University College London Hospitals NHS Trust, Department of Child and Adolescent Psychological Medicine, 290 Euston Road, London; 4Fitzwilliam College, Storeys Way, Cambridge, UK.

P21 Do the eyes have it? Inferring mental states from animated facial expressions in children and adolescents with autism
P22 The mechanism of eye contact processing in children with autism
Senju A1*, Hasegawa T2, Yojo Y3, Osanai H4. 1Centre for Brain and Cognitive Development, Birkbeck College, London, UK; 2University of Tokyo, Japan; 3Ibaraki University, Japan, 4Musashino Higashi Gakuen, Japan.

P23 Vision in children with autistic spectrum disorder
Scope A1*, Griffiths H2, Buckley D2, Westerman C1, Milne E1. 1Department of Psychology, The University of Sheffield, Sheffield; 2Academic Unit of Ophthalmology and Orthoptics, The University of Sheffield, The Royal Hallamshire Hospital, Sheffield, UK.

P24 Facial expression production and comprehension of emotion by low functioning children with autism
Biswas A1*, Mitchell P2, Pascalis O1. 1University of Sheffield, UK, 2University of Nottingham, UK

P25 Face processing strategies in children with autism: configural versus featural processing
Daniel N*, Bowler DM. Department of Psychology, City University, Northampton Square, London, UK

P26 Action understanding in autistic spectrum disorders: social and perceptual factors
McAleer P1*, McKay L1, Mackie J1, Piggot J2, Simmons DR1, Pollick FE1. 1Department of Psychology, University of Glasgow, Scotland, 2Department of Psychological Medicine, Cardiff University, UK.

P27 What motivates children to request? A study comparing motivation to request of typically developing preschool children and those undergoing assessment for autism
Coleman C*, Moore V. Southampton University Medical School and Clinical Psychology, Southampton City PCT, UK.

Education, management and early intervention

P28 LEGO® therapy and the social use of language programme (SULP): an evaluation of two social-skills interventions for children with autism spectrum conditions
Owens GA*, Humphrey A, Baron-Cohen S. Autism Research Centre, University of Cambridge, Douglas House, 18B Trumpington Road, Cambridge, UK.

P29 Employment experiences of parents of children with autism
Hill EL*, Yarker J. Department of Psychology, Goldsmiths, University of London, New Cross, London, UK.

P30 Infant observation as an early outreach intervention: a pilot study
Rhode M*, Bellman, M, Nevrkla, E, Rustin M, Simpson D, Trowell J. Department of Children and Families, Tavistock and Portman Mental Health Foundation Trust, London, UK.

P31 Emotional and social understanding among pupils with ASD in inclusive settings: role of theory of mind abilities and academic emotions
Amer M*, Farrell P. Faculty of Education, University of Manchester, UK.

P32 Autism intervention: why theory matters
Phelan S*. School of Psychology, Trinity College Dublin, College Green, Dublin, Ireland.