

# PRELIMINARY CONFERENCE PROGRAMME

NDAS2026 at Durham University (The Calman Learning Centre)

30<sup>TH</sup> June 2026

|   | KW Lecture Theatre<br>2 <sup>nd</sup> Floor Rm 203  | RC Lecture Theatre<br>2 <sup>nd</sup> Floor Rm 202   |
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| Registration 8.30am-9.00am (on the third floor of the Calman Learning Centre) |   |  |
| Welcome Talk in the RC Lecture Theatre 9.00-9.10am                            |   |  |
| 9.15-9.35   | Luciana Lisboa White<br><br>Autistic, not lonely: a creative and participatory exploration of autistic young people's experiences of loneliness       | Roisin Perry<br><br>Understanding academic achievement in autistic adolescents   |
| 9.35-9.55   | Eleonora Marocchini<br><br>Quality of life of autistic and/or ADHD adults through a neurodiversity lens: insights from an Italian participatory study | Chloe Fielding<br><br>Neurodivergent Pupils' Experiences of School Distress and Attendance Difficulties: A Mixed-Methods Study                     |
| 9.55-10.15  | George Watts<br><br>Different Autistic People, Shared Spaces: Experiences of Community and Connection   | Kyleigh Melville<br><br>A mixed-methods exploration of school staffs' experiences of using multi-sensory environments with neurodivergent students |
| 10.15-10.35   | Zoe Collier<br><br>"This seems like a neurotypical issue" exploring autistic perspectives on victim-blaming in sexual violence.                       | Emmie Fisher<br><br>Learning From Parents of Neurodivergent Children: Pathways for Change in School Anxiety and Distress Within Resistant Systems  |
| 10.35-11:05 Coffee (third floor)  |   |  |
| 11.05-11.25   | Jennifer Bullen<br><br>Observing Mathematics Learning Environments for  | Gemma Herbert<br><br>Rethinking SEND Inclusion: Autistic Pupils' Calls for   |

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|  | Neurodivergent Children: Classroom Experiences, Cognitive Profiles, and Support   | Understanding, Belonging and Affirmation  |
| 11.25-12.45  | Charlotte Bocchetta<br><br>Dyadic sensorimotor behaviours of young typically developing children and children with Down syndrome: Object dominance and motor handling | Becky McGinney<br><br>A space for listening differently: Creative approaches to gathering the perspectives of autistic young people on school quality improvement |
| 12.45-12.05  | Katherine Maw<br><br>Mental visual imagery and face recognition problems are daily challenges for many people with probable developmental coordination disorder.      | Vu Thuy Ann Dao<br><br>Identifying early motor and cognitive predictors of later educational and executive function outcomes in children with Down Syndrome       |
| 12.05-12.25  | Kate Gwilliam<br><br>A cross-sectional examination of sleep in infants with Williams Syndrome   | Miranda Eodanable<br><br>Exploring FASD with educational professionals: implications for professional learning and disability education                           |
| 12.25-13.15 Lunch and Poster Session 1 (third floor)   |   |   |
| 13.15-14.00 EARLY CAREER KEYNOTE Megan Cutts (Manchester) KW Lecture Theatre<br><br><b>'The Importance of Youth Voice in Research: Exploring the Educational Experiences and Wellbeing of Young People with Special Educational Needs and Disabilities (SEND)'</b> |   |   |
| 14.00-14.20  | Elisa Back<br><br>Exploring the Impact of a Sensory Room for Supporting Neurodivergent Students in Higher Education   | Jo van Herwegen<br><br>Effective Components for Improving Educational Outcomes for Students with SEND: Evidence from targeted interventions and machine learning  |
| 14.20-14.40  | Isabelle Dale<br><br>Barriers experienced by university students with   | Stella Xu<br><br>Individual Differences and Mathematical Profiles in  |

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|  | Attention Deficit Hyperactivity Disorder (ADHD): an analysis through life stories  | Williams syndrome and Down syndrome   |
| 14.40-15.00  | Lauren McGuinness<br><br>"His sibling doesn't really understand why he is in his own world": Sibling relationship quality, child-level predictors, and family wellbeing in minimally verbal children | Dean D'Souza<br><br>Explaining the Comprehension–Production Vocabulary Gap in Williams Syndrome   |
| 15.00-15.20  | Karri Gillespie-Smith<br><br>Exploring Feeding and Eating Disorders in Autistic adults with Intellectual Disabilities: A photovoice study  | Mahmoud Elsherif<br><br>The Nature of Phonological Impairments in Dyslexia and Stuttering: Evidence from Phonemic, Semantic, and Design Fluency Tasks |
| 15.20-16.00 Coffee and Poster Session 2 (third floor)  |  |   |
| 16.00-16.50 ESTABLISHED KEYNOTE Professor Emily Farran (Surrey) KW Lecture Theatre<br><br><b>'Research priorities of the communities of people with Down Syndrome, Fragile X Syndrome and Williams Syndrome'</b> |  |   |
| 16.50-17.00 closing remarks (KW lecture theatre)   |  |   |

## Poster Session 1

| Presenter                        | Room | Board | Poster Title  |
|----------------------------------|------|-------|---|
| Alanna Shand                     | A    | 1     | Using strengths to engage in compensation: A content analysis of autistic adults' experiences   |
| Alejandra Mitzi Castellón-Flores | A    | 2     | Rhythm Processing Across Neurodevelopment: A Mental-Age Matched Study of Down Syndrome  |
| Alex Chapman                     | A    | 3     | "I become hyperfocused on the music and almost live in it": A qualitative analysis of neurodivergent musicians' auditory processing experiences in everyday life and live music settings. |
| Amy Pearson                      | A    | 4     | "A delightful embodiment of dichotomies": A qualitative exploration of self-concept and identity among autistic and non-autistic people   |
| Andrew Yu                        | A    | 5     | Does the temporal structure of parent speech shape visual attention in young children with Down syndrome?   |
| Andy Hiles                       | A    | 6     | Exploring neurodivergence and personality assessments, workplace experiences and considerations   |
| Anthi Georgiadou                 | A    | 7     | What are the Musical Instrument Practices and Preferences of Adult People with ADHD and what Challenges do they face While Practising the Musical Instrument of their Choice?             |
| Arcelia Cheung                   | A    | 8     | Improving Mathematical Skills in Children with Down Syndrome and Williams Syndrome: A Feasibility Study of Symbolic and Non-symbolic Skills Intervention Programmes                       |
| Arfaa Riaz                       | A    | 9     | Measuring education participation and performance in children with intellectual disability: A systematic review and meta-analysis   |
| Benjamin Costello                | A    | 10    | Increasing the Uptake and Quality of Annual Health Checks for Young People with a Learning Disability   |
| Betsy Holmes                     | A    | 11    | Understanding how individuals with learning disabilities experience friendship and social connection  |
| Bryony Aspinall                  | A    | 12    | Exploring the neurocognitive mechanisms of state hyperfocus in subclinical neurodevelopmental populations   |
| Carrie Ballantyne                | A    | 13    | School Experiences of Girls with ADHD. A Photovoice Study.  |
| Carrie McCabe                    | A    | 14    | Experiences of Premenstrual Syndrome and Premenstrual Dysphoric Disorder in Autistic and Allistic Females: A Mixed-Methods Approach   |
| Cátia M. Oliveira                | A    | 15    | Finding words: Validating AI tools for real-world speech  |
| Cheyenne Contreras               | A    | 16    | Executive Functions and Traits of Autism and ADHD in Preschool Age Children with Tuberous Sclerosis Complex   |
| Chloe Huang                      | A    | 17    | Anthropologists of Our Own Lives: Autistic Identity and Masking in Cultural Transition  |
| Christiana Orphanou              | A    | 18    | Exploring Eating Behaviours and Nutrition-Related Care Experiences in Neurodivergent Adults: A Mixed-Methods Study  |
| Dale Metcalfe                    | A    | 19    | The feasibility of a chair yoga intervention to improve mental health and wellbeing for adults with learning disability: A pilot study  |
| Dandan Wu                        | A    | 20    | Trait Expression of Autism and ADHD interact to Modulate Response Inhibition  |
| Elle Pemberton                   | B    | 1     | A qualitative exploration of the intersection between autism and sexual minority identities   |
| Ellie Mae Dorrans                | B    | 2     | Beyond Words: The Role of Parental Expressed Emotion in Children's Emotional and Behavioural Problems   |
| Eloise Funnell                   | B    | 3     | The Influence of Mainstream Secondary School Environment on the Emotional Well-being and Learning of Autistic and/or ADHD Students: A Systematic Review and Evidence Synthesis            |

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| Monique Botha         | B | 4  | Narrative Framing Drives Moral Distance from Autistic People: A Qualitative Study on the Effect of Dehumanizing Rhetoric in Autism Research and Research Media Reporting |
| Emily McCormack       | B | 5  | The Relative Contribution of Autistic and ADHD Traits to Internalising Problems  |
| Emily Meachon         | B | 6  | Using Mobile EEG in Neurodevelopmental Research: Practical Insights and Lessons Learned  |
| Emma Casey            | B | 7  | Automation of early motor assessments for infants with epilepsy syndromes using machine learning approaches: A feasibility study   |
| Emma Gowen            | B | 8  | Evidencing the need for routine sensory motor assessment and support for autistic adults   |
| Emma Hayashibara      | B | 9  | Improving assessment and recognition of depression in neurodivergent young adults: A qualitative study   |
| Gemma Longmuir        | B | 10 | The Influence of Sex Hormones on ADHD Symptoms Across the Menstrual Cycle  |
| Giulia D'Avino        | B | 11 | The Durham Infant Tiredness Questionnaire (DITQ): a novel measure for capturing tiredness in infancy.  |
| Grace McCabe          | B | 12 | Cross-syndrome comparisons of the online experiences of children and young people  |
| Grace Williams        | B | 13 | Eating disorder treatment and service experiences of gender diverse and neurodivergent adults  |
| Hana D'Souza          | B | 14 | Nonlinear developmental changes in infants' exposure to faces during naturalistic playtime: Insights from head-mounted cameras and automated face detection              |
| Hatice Gundeslioglu   | B | 15 | Are there sex or gender differences in autistic symptoms? An umbrella systematic review  |
| Helen Kara            | B | 16 | Working Towards A Definition Of Neurodivergent-Affirming Space   |
| Imogen van Jaarsveldt | B | 17 | Parent's perspectives on self-regulation in children with Williams syndrome  |
| Isabella Metcalfe     | B | 18 | Co-producing and pilot testing adapted Cognitive Behavioural Therapy materials for young people with Developmental Language Disorder (DLD).                              |
| James Smith-Spark     | B | 19 | Neurodiversity traits as predictors of eyewitness memory performance   |
| Jay Jones             | B | 20 | The impact of sleep on children's executive functioning: A systematic review and meta-analysis.  |

## **Poster Session 2**

| <b>Presenter</b>  | <b>Room</b> | <b>Board</b> | <b>Poster Title</b>   |
|-------------------|-------------|--------------|---|
| Jennifer Hamilton | A           | 1            | Study design for investigating sensory neurodiversity and the development of mental health indices in mothers/birthing parents and infants.     |
| Jennifer Sanders  | A           | 2            | "Not to have neuro-normative standards" - How Autistic individuals experience sexual interest, education and relationships                      |
| Jiajie Li         | A           | 3            | Neurocognitive Mechanisms of Mathematical Cognition in Individuals with Williams Syndrome and Down Syndrome: a pre-registration                 |
| Jo Saul           | A           | 4            | Association between autism traits or diagnoses in the family and child characteristics in a transdiagnostic sample of minimally verbal children |
| Jo Van Herwegen   | A           | 5            | Examining Mathematical and Cognitive Variability in Dyscalculia: Cross-Sectional Evidence from Children and Young People.                       |
| Joanna Kubiak     | A           | 6            | Examining the influence of ADHD and autism-related traits on the early consolidation of new declarative memories                                |

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| Joanne Morrison           | A | 7  | Improving the Learning Environment and Teaching on Neurodiversity within Medical Education  |
| Katharine Slade           | A | 8  | Improving shared decision-making around psychotropic medication use by patients with learning disabilities: developing an evidence-based communication training intervention  |
| Kiran Kaur                | A | 9  | Assessing the feasibility of the i-KNOW (identifying and knowing about behaviour) preventive intervention programme for individuals at risk for Behaviours that Challenge.  |
| Lauren Godfrey            | A | 10 | Bridging Lived Experience and Research: Reframing Women's ADHD & AuDHD Through an Interdisciplinary Neurodiversity Lens   |
| Lena Biermann             | A | 11 | Deconstructing the ideal academic: understanding the gendered experiences of neurodivergent researchers to shape more inclusive research practices  |
| Lucy Bryson-Davies        | A | 12 | The Development of Deception Detection and its association with Mentalizing in Autistic and Non-Autistic People.  |
| Mary-Anne (Fair) Metcalfe | A | 13 | How recruits with diagnosed dyslexia and/or displaying dyslexia indicators think and feel about themselves  |
| Milani Pathmanathan       | A | 14 | Investigating Theory of Mind Compensatory Strategies in Autism  |
| Monique Botha             | A | 15 | "Independent Self-Care, Community, Comfort, and Purpose: A Participatory Q-Method Study of Autistic Wellbeing,  |
| Nikki Botting             | A | 16 | Caregiver views of communication barriers within Child and Adolescent Mental Health Services: Children with and without Speech, Language and Communication Needs (SLCN)   |
| Olivia Robb               | B | 1  | Prioritising School-Based Support for Developmental Coordination Disorder (DCD): A Delphi Survey Approach to Identifying Key Targets for Intervention   |
| Piyali Bhattacharya       | B | 2  | Anxiety and Depression Symptomatology and Psychological Independence in Autism - A Comparative Cross-Cultural Analysis  |
| Sarah Griffiths           | B | 3  | Consideration of developmental language disorders in trials of cognitive behavioural therapy for anxiety and depression in youth: A systematic review of selection criteria, sample characterisation and moderation analyses. |
| Shipei Wang               | B | 4  | Relationships between Mothers' Psychological Distress, Adolescents' Executive Functions, and Emotional Symptoms in Adolescents with ADHD  |
| Shiyong Chen              | B | 5  | A qualitative exploration of masking experiences of autistic adolescents across different contexts  |
| Stella Gkegka             | B | 6  | Epistemic Injustice and Autistic Students' Voices: A Critical Reflection on Designing a School-Based Physical Activity Programme with Autistic Children   |
| Swane Parchment           | B | 7  | Exploring Perspectives of Black Neurodiverse Adults: Insights on Diagnosis, Support and Intervention  |
| Theo Riseborough          | B | 8  | Do Motor Constraints Shape Everyday Object Interactions in Young Children with Down Syndrome?   |
| Valeria Khudiakova        | B | 9  | Autism Recognition and Diagnosis in Gender-Diverse and Minority Ethnic Adults: Perspectives from NHS Autism and Complex Emotional Needs Services  |
| Verinder Poonain          | B | 10 | Psychometric properties of executive function assessments among people with intellectual disability: a systematic review and meta-analysis  |
| Vu Thuy Ann Dao           | B | 11 | Linking early profiles to interventions and educational outcomes  |
| Yujia Zhang               | B | 12 | Autism and ADHD Co-occurrence (AuDHD) in Adults: A Systematic Review of Prevalence, Outcomes, and Lived Experience  |
| Zoe Starkie               | B | 13 | Exploring the experience of having a sibling with learning disabilities.  |

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| Aamina khan     | B | 14 | Quality of life in genetic syndromes associated with intellectual disabilities   |
| Candace Donovan | B | 15 | The Sensory Optimization and Autonomic Reactions (SOAR) Project  |
| Eloise Funnell  | B | 16 | My Brain, Emotions and Me: Co-Producing a Neurodivergent-Friendly EEG Research Environment with Autistic and/or ADHD Youth Researchers |