Salvesen Mindroom Research Centre
research • learning • development

SMRC PhD graduates Dr Bérengère Digard, Dr Lorna Ginnell and Dr Margaret Laurie, graduating in July 2022, at their first opportunity for an in-person ceremony since the covid-19 pandemic began.

Salvesen Mindroom Research Centre annual report 2021-2022

Director's Statement 3
Research Highlights 4
Outreach And Impact Highlights 6
Papers And Talks 8
MAJOR PRESENTATIONS AND SYMPOSIA 8
COMMENTARIES, BOOK CHAPTERS AND EDITORIALS 9
GOVERNMENT REPORTS AND POLICY DOCUMENTS 9
JOURNAL ARTICLES 10
Thanks To Our Funders And Partners 12

Director's Statement

March 2022 marked my third anniversary as Director of the Salvesen Mindroom Research Centre – another year full of enormous pride… and substantial challenges. As the pandemic ground on, we strove to "return to normal", but frequently found our hopes outstripped reality. For example, our evaluation of LEANS (see p4) was able to take place in schools that were teaching children in-person again, but that teaching time was repeatedly interrupted by both pupil and staff absences due to Covid-19. The team worked tirelessly to support the evaluation schools during this chaotic time, and a silver lining was the fact that our resource underwent the most rigorous possible test of its feasibility in the classroom – a test we passed with flying colours!

Key to overcoming pandemic-related challenges, as always, was the hard work and skill of our Centre Administrator Sue Davidson. Sue has been central to the SMRC since its inception. With over 18 years of experience at the University of Edinburgh, she effortlessly navigates systems to ensure our research staff are well resourced and can do their jobs effectively. Thank you Sue!

This year saw the usual goodbyes: as ever, we are sad to wave our colleagues off, but happy to see them spread their wings. Three PhD students in the Centre successfully defended their thesis: huge congratulations to Dr Ruth Cowie, Dr Cameron Maitland-Warne and Dr Lorna Ginnell. Each of them contributed to our overall Centre aim, which is to do research that addresses the inequalities experienced by neurodivergent people across the lifespan. Cameron exposed the role that community membership plays in supporting the mental health of autistic people. Lorna investigated how early life stress contributes to attention development. And Ruth identified ways of adapting music lessons to facilitate instrument learning for autistic teenagers. A wide range of projects, spanning multiple disciplines – characteristic of the sheer diversity of methods and topics encompassed within the work of the SMRC. Also this year, research assistant Lewis Montgomery left to start a prestigious postgraduate degree in Child and Adolescent Psychiatry and Dr Margaret Horne retired after many years of excellence as an academic statistician.

This year we also welcomed new team members Roseanne Morris, Helen Corby, Francesca Fortheringham, and Michelle Dodd, whose projects are described in this report. There was also change in our Salvesen Mindroom Centre partners – we have been delighted to begin to work alongside new CEO Alan Thornburrow, and Training Manager Aileen Shrimpton. A big part of our partnership with the SMC charity is our joint focus on neurodiversity. Over the past year we have made steady progress against our goal to deploy a neurodiversity framework across all our work and outputs. This has led to the creation of new online content for our websites, publication of an article on neurodiversity in the Times Educational Supplement, and production of neurodiversity information for use by Edinburgh's Royal Hospital for Children & Young People. Most exciting however, was the launch of the ITAKOM conference, It Takes All Kinds of Minds, an international, interdisciplinary, neurodiversity-focused, two-day event in March 2023.

As always, I am brimming with pride to lead such a vibrant, innovative and impactful team of researchers. Please read on to find out more of what they have been up to this year.

Professor Sue Fletcher-Watson, Director

Research Highlights

This year a group of projects specifically concerned with understanding neurodiversity and cultivating neurodiversity-affirmative schools made major strides forward. The LEANS programme for Learning About Neurodiversity at School was evaluated successfully in four primary schools, with the results feeding into finalisation of the programme's resource pack. The findings showed that children not only increased their knowledge about neurodiversity, but also revealed a positive shift in attitudes and intended actions towards others. Children interviewed about their experience all said that LEANS was fun, and described their learning in important ways. For example, one boy told us *"I did learn some things about how people are different, like everyone is different and that you don't have to be the same as everyone else, like you can just be you"*. We have plans to extend this work for both younger and older children, and perhaps internationally too. To that end, the project has gained additional funding in the past year from Autistica (£10,000) the University of Edinburgh College of Arts Humanities and Social Sciences (£4,000), the Economic and Social Research Council Impact Acceleration Account (£19,000) and the Wellcome Trust Institutional Translational Partnership Award (£50,000). This support is enabling us to increase the reach of LEANS by building a community of practice around the programme, producing parent-facing materials and creating new commercialisation pathways.

Meanwhile the Neurodiversity Alliance project launched, under the leadership of new postdoctoral researcher Dr Francesca Fotheringham. She will co-design a neurodiversity-informed peer support model for use in mainstream secondary schools. The peer support model is intended to nurture a positive outlook on neurodivergent identity, a sense of belonging and self-advocacy skills. Francesca is currently recruiting to her participatory design team, and creating partnerships with schools for evaluating the pilot programme. The Embracing Complexity in Neurodevelopment project, in partnership with the MRC Cognition and Brain Sciences Unit in Cambridge, is releasing its first results from an analysis of existing large-scale data from community samples. This transdiagnostic work challenges the linked assumptions that diagnostic categories reflect underlying reality, and that "core deficits" are the best way to explain diagnostic profiles. A newly-funded Diversity in Social Intelligence replication study also got underway this year, and we were delighted to welcome Michelle Dodd to the team to run the Edinburgh component of this multi-site study. The project is a partnership with colleagues in Nottingham and Dallas, Texas. It aims to replicate the ground-breaking discoveries of SMRC Principal Investigator Dr Catherine Crompton, who found that autistic people, contrary to clinical expectations, communicate and share information between each other as effectively as non-autistic people.

Another strand of SMRC-affiliated research draws on routine data (e.g. information collected by schools and the NHS) and statistical modelling methods to understand developmental diversity and service provision. On the Early Literacy in Autism project, new researcher Helen Corby secured access to a unique data set linking Edinburgh City Council education records with clinical information. This is being used to examine the literacy profiles of autistic children when they start school and early results were shared by Helen at the Neurodevelopmental Disorders Annual Seminar in June 2022, Edinburgh. Meanwhile, Phase 1 of the Universal Health Visiting Evaluation project was also completed, under the joint leadership of Dr Louise Marryat (University of Dundee) and Dr Rachael Wood. This work, commissioned by the Scottish Government, has charted the successful implementation of a new health visiting pathway, nationwide and a series of reports

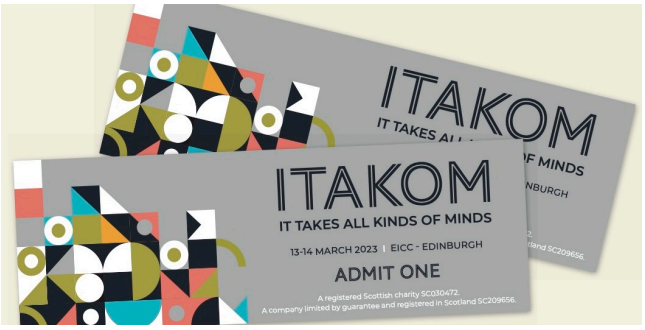
stemming from the project are listed under Papers and Talks below. Future stages will explore the impact of the pathway as a tool for early detection of developmental problems. New PhD student Reesha Zahir is also working with existing data, examining the role of sleep disruption in the mental health of autistic children and adolescents. Her work is currently drawing on the ALSPAC cohort but she hasn't let that stop her engaging with autistic people: she has recruited a co-production team to support the project and is integrating their perspectives into each decision she makes.
Projects which aim to feed directly into health and social care service provision have also been extremely successful in the past year. The SMRC has hosted a range of fundamental scientific investigations of autism and bilingualism, but to date none of these have captured the perspectives of bilingual autistic children: new work is now remedying this under the leadership of Dr Rachael Davis (Queen Margaret University) and research assistant Roseanne Morris. Meanwhile, our randomised controlled trial of a new group intervention for parents of autistic children has been completed, with results being released later in 2022. Autism interventions focus overwhelmingly on supporting social and communication development: this trial is a unique effort to increase parent understanding of their children's routines and repetitive behaviours. Knowing how to respond to these behaviours is very difficult – they provide an important soothing function, but can also become extended and entrenched, with negative consequences. Until now, there have been no evidence-based interventions in this domain. Finally, the Road to Recovery project has been making waves. The findings of this important examination of the impact of the Covid-19 pandemic on children and young people with intellectual disabilities, and their families, have been shared with multiple UK governments and extensively shared online. You can access some video outputs from the project by searching for Road to Recovery here: https://media.ed.ac.uk/home

Last but certainly not least, this year has been another stellar year for continuing students at the SMRC. For her MSc dissertation, Valeria Garau developed and validated a novel self-report measure of monotropism in autism. In line with monotropism's tradition of being an autistic-led theory of autism, the measure's items were developed by a group of autistic adults based on their lived experience. Preliminary results from a staggering sample of more than one thousand participants were presented at the Autistica Research Festival 2022. Lorena Jiménez Sánchez's PhD project investigates infant attachment as a protective factor for socioemotional and cognitive development in preterm children. Part of this work on preterm birth and attachment relationships was presented at the 13th FENS Forum of Neuroscience. Heather Love is continuing her project examining the molecular mechanisms of the genetic developmental disorder 'eEF1A2 syndrome', while simultaneously developing her community engagement skills. She presented some of this work as a poster at Translation UK 2022. Kabie Brook has completed a series of ground-breaking interviews with autistic parents asking about how they play with their children. Kabie presented this work at the 2022 Autscape conference and chaired a well-attended and lively discussion about their results. Holly Sutherland's PhD is examining autistic people's experiences of social communication, and includes focus groups and video judgement data – the latter examines autistic and non-autistic people's success at identifying autism in others from videos and photos of social interaction. Spoiler alert: accuracy is low! Holly is presenting her work at multiple conferences, including INSAR 2022, the Autistica Research Festival 2022, and the 13th Autism-Europe International Congress. She is currently analysing data from a second focus group that took a more focused look at autistic experiences of social communication, and is preparing for a year of ethnographic research on social interactions in day support services for autistic adults.

Outreach and Impact Highlights

As befits a research centre with community partnership at its heart, **outreach and impact are top priorities for our team.** This year continued our track record of doing research with key implications for individuals and organisations, and our investment in sharing and implementing that work.

In March 2022 we launched our major international conference, ITAKOM (It Takes All Kinds of Minds) centred on the topic of Neurodiversity, and its implications in research, practice, and everyday lives. The launch was marked with a public lecture hosted by Edinburgh International Conference Centre, called the Beautiful Brain. The lecture featured ground-breaking research presentations from Centre associates Prof James Boardman, Dr Hilary Richard and Dr Heather Whalley, charting what is known about brain development in infancy, childhood and adolescence. The event was the most popular public lecture EICC have ever hosted!



The ITAKOM conference itself will draw together personal, practitioner and academic experience. Our goal is to present not only the latest knowledge, but also **visions for a neurodiversity-affirmative future**. We believe that bringing together different perspectives can help us to better understand neurodiversity and create a world that embraces neurodiversity. In line with this goal, we recruited a neurodivergent advisory committee, to support and guide the conference co-Chairs. We wanted to make sure that ITAKOM wasn't just a conference about neurodiversity but one which has neurodivergent voices built in throughout, feeding in to the decision making and speaking throughout the conference programme. The Squad members bring a range of experience in research, science, the third sector, entrepreneurship and event management.

The free **LEANS resource pack** was featured in a Channel 5 News broadcast in March 2022, drawing well-deserved attention to this truly world-leading resource. The full set of materials themselves were released in June 2022, and we reached over one thousand people across two launch events, with hundreds more viewers watching the uploaded recordings. In the first month since it was made available online, there were over 1,100 unique downloads from over 40 different countries. We have received multiple enquiries about translation and a key goal for the LEANS team is to create a reasonable translation policy and procedure that ensures our high standards are retained, without creating a barrier to global application of the materials.

Dr Bérengère Digard and Dr Rachael Davis have continued their impactful work about bilingualism and autism. On the 24th November they hosted a second free information webinar for teachers and educators, with the recording freely available online. They have released a co-produced open-access information resource for clinical practitioners that has been endorsed by the Royal College of Speech and Language Therapists, which now hosts it in its library. They are currently finalising another bespoke co-produced open-access information resource for educators, which will be released for the new academic year. They have also released an open-access information platform for parents and families of autistic bilingual people, with information available in easy-read English and nine other languages. They are currently working on adding 10 more languages to this library.

Finally, they won a CAHSS Knowledge Exchange and Impact Grant to adapt this text-based flyer into a co-produced animated video.

This year, a new host took over our PsychologiCALL podcast, Dr Lou Thomas. Lou is autistic, and an ECR, and wanted to highlight the work of more ECRs in their episodes, alongside the work of more established researchers. To date, the podcast has received over 5000 downloads, and season 4 will be released this autumn.

Earlier in 2022, Dr Catherine Crompton co-founded the Striving to Transform Autism Research Scotland (STARTS) network with colleagues at the University of Stirling. This Royal Society of Edinburgh funded network is for autistic people and autism researchers in Scotland, and centres participatory methods in their research. They are currently running a study to identify the research priorities for autistic people in Scotland. You can read more about them here: https://startsnetwork.co.uk/

In December 2021, the third annual Salvesen lecture was delivered by Dr Punit Shah from the University of Bath, with contributions from two of his autistic collaborators. Punit is a member of a pan-University network focused on neurodevelopment and neurodiversity, and incoming Editor-in-Chief of the new *Journal of Neurodiversity*. His lecture title was *Neurodiversity: Similarities vs Differences* and in it he explored the idea that understanding the similarities between different groups of people – such as autistic and non-autistic people – is an important and valuable part of growing our understanding. The lecture was a hybrid event that allowed us to bring a small group of people together in person at a live screening and panel discussion, while also broadcasting the lecture online to a live audience of over 500. Since that broadcast, another 788 people have viewed the recording, and we are delighted that a silver lining of the pandemic restrictions was that chance to reach a large and international audience with this important lecture.

Papers and Talks

The following section includes publications built upon work presented in the report above, and otherwise central to the Research Centre's vision, but it is not a comprehensive account of all papers published by all members and associates of the Centre.

Major Presentations and Symposia

In addition to the major conference presentations listed below, in the last year Centre PIs have presented at a number of University events. At home, our work was shared at the Edinburgh Neuroscience Day and the Centre for Clinical Brain Sciences Away Day. Further afield, we have presented to the University of Glasgow Autism Journal Club and their School of Psychology and Neuroscience seminar series; the North East Autism Research Group Seminar Series at University of Newcastle; the Mental Health and Neurodiversity Seminar Series at York St Johns University; the Participatory Autism Research Collective Journal Club at University of Kent's Tizard Centre; the KCL ArCH Showcase, at Autism Research Centre, Kings College London; and last but not least, the New York University summer school on Autism and Wellbeing,

Crompton, C.J. *"It is nice to have similar experiences that you can share and talk about, and click on a particular level." Autistic young people's attitudes toward autism-specific peer support in mainstream secondary education*. Keynote panel at Playing A/Part Conference – University of Surrey, September 2021

Aitken, D., **Alcorn, A.**, and **Fletcher-Watson, S.** *Understanding and deploying a neurodiversity framework in education.* British Educational Research Association annual conference, September 2021

Christie, H. *The story so far – how covid 19 has impacted and continues to impact children with intellectual disabilities and their families.* Special Education Consortium – Council for Disabled Children; November 2021

Fletcher-Watson, S. *What we know about autism: Potential intersections with faith and worship.* Autism, Theology and The Church – Identifying and Establishing Critical Frameworks for Interdisciplinary Research; University of Aberdeen, December 2021

Fletcher-Watson, S. *Neurodevelopmental Diversity* session chair. The Brain Conference; online, February 2022.

Crompton, C.J. *Sharing information and building rapport: empirically exploring the double empathy problem by examining autistic and non-autistic interactions.* Double Empathy Problem, British Psychological Society seminar; March 2022

Sutherland, H.E.A. *'I was brought up in an NT-speaking household': autistic perspectives on autistic communication.* Double Empathy Problem, British Psychological Society seminar; March 2022

Fletcher-Watson, S. *Neurodiversity Affirmative Education.* Annual Public Lecture, Centre for Research in Autism & Education, UCL; online, March 2022

Crompton, C.J. *Creating change through autism research* Different Minds & Inspiring Scotland, The Autistic Changemakers Seminar.

Fletcher-Watson, S. *Neurodiversity: The paradigm and its application to practice.* Dutch National Autism Congress; online, March 2022.

Fletcher-Watson, S. *Neurodiversity: The paradigm and its application to practice.* Emmannuel Miller Conference, Association of Child and Adolescent Mental Health; online, March 2022.

Fletcher-Watson, S. *Neurodiversity: what is it and what are the implications for community child health?* Community Child Health in-service day, NHS Lothian; online, April 2022

Crompton, C.J. *Autistic peer-to-peer communication is effective and rewarding: Implications for the social deficit model of autism.* Invited Panel, International Society for Autism Research annual meeting; Austin, Texas, May 2022

Fletcher-Watson, S. *Neurodiversity: what is it and what are the implications for community child health?* Community Child Health Conference, Genesis Research Trust; online, May 2022

Fletcher-Watson, S. *Neurodiversity: The paradigm and its application to practice.* Autism Diagnosticians Forum Northern Ireland; online, May 2022.

Commentaries, Book Chapters and Editorials

Fletcher-Watson, S. (2022). Transdiagnostic research and the neurodiversity paradigm: commentary on the transdiagnostic revolution in neurodevelopmental disorders by Astle et al. *Journal of Child Psychology and Psychiatry*, *63*(4), 418-420.

Dawson, M., & **Fletcher-Watson, S**. (2022). When autism researchers disregard harms: A commentary. *Autism*, *26*(2), 564-566.

Fletcher-Watson, S., Bölte, S., Crompton, C. J., Jones, D., Lai, M. C., Mandy, W., ... & Mandell, D. (2021). Publishing standards for promoting excellence in autism research. *Autism*, *25*(6), 1501-1504.

Crompton, C.J., DeBrabander, K., Heasman, B., Milton, D.E.M., & Sasson, N.J. (2021) Double Empathy: Why Autistic People Are Often Misunderstood. *Frontiers for Young Minds*. 9:554875. doi: 10.3389/frym.2021.554875

Davis, R., & **Crompton, C.** J. (2021). What Do New Findings About Social Interaction in Autistic Adults Mean for Neurodevelopmental Research? *Perspectives on Psychological Science*, doi: 10.1177/1745691620958010

Government Reports and Policy Documents

Scottish Government. (2021) Evaluation of the Universal Health Visiting Pathway in Scotland Phase 1– main report - primary research with health visitors and parents and case note review. ISBN **9781802018455**

Scottish Government. (2021) Evaluation of the Universal Health Visiting Pathway in Scotland Phase 1 Report – Routine Data Analysis – Workforce. ISBN **9781802018462**

Scottish Government. (2022) Evaluation of the Universal Health Visiting Pathway in Scotland Phase 1 Report – Routine Data Analysis – Implementation and Delivery. ISBN 9781804356456

Scottish Government. (2022) Evaluation of the Universal Health Visiting Pathway in Scotland Phase 1 Report – Routine Data Analysis – Baseline Outcomes. ISBN **9781804352908**

Gillespie-Smith, K. (2021*). Impact of COVID-19 on Parents of children with Intellectual Disabilities (ID) across the UK.* Policy Briefing submitted as evidence in the UK COVID-19 select committee inquiry on 'Wellbeing and the long-term impact of the pandemic on parents and families'. *UK COVID-19 select committee meeting June 2021* (written Evidence CPF0008).

Gillespie-Smith, K., **Christie, H.**, Goodall, K. E., McCanchie, D., Gallagher-Mitchell, T., Van Herwegan, J., Outhwaite, L., Ballantyne, C., Crawford, C., Moss, J., Richards, C., Steindorsdottir, F., & Khawam, G. (2021). *Road to Recovery Project Rountable Discussion Event: Summary Report.* Edinburgh: School of Health and Social Science Research, University of Edinburgh.

Khawam, G. (2021). *Impact of Covid 19 and recovery phases on children with intellectual disabilities and their parents.* Road to Recovery Roundtable Talk Easy-to-Read Summary. Edinburgh: School of Health and Social Science Research, University of Edinburgh.

Gillespie-Smith, K., & **Christie, H.** (2021). *Having to jump off a bridge for help: Parent and Stakeholder perspectives of what continues to impact children with Intellectual Disabilities (ID) and their families across the UK.* Edinburgh: School of Health and Social Science Research, University of Edinburgh.

Journal Articles

2022

Crompton, C. J., Hallett, S., Axbey, H*., McAuliffe, C.*, & Cebula, K. (2022). 'Someone like-minded in a big place': Autistic young adult's attitudes towards autistic peer support in mainstream education. *Autism*. https://doi.org/10.1177/13623613221081189

Crompton, C. J., Hallett, S., McAuliffe, C., Stanfield, A. C., & **Fletcher-Watson, S.** (2022). "A Group of Fellow Travellers Who Understand": Interviews With Autistic People About Post-diagnostic Peer Support in Adulthood. *Frontiers in psychology*, *13*, 831628.

Davis, R., Donati, G., Finnegan, K., Boardman, J. P., Dean, B., **Fletcher-Watson, S.,** & Forrester, G. S. (2022). Social gaze in preterm infants may act as an early indicator of atypical lateralization. *Child Development*

Ginnell, L., O'Carroll, S., Ledsham, V., Sánchez, L. J., Stoye, D. Q., Sullivan, G., Hall, J., Homer, N., Boardman, J., **Fletcher-Watson, S.** & Reynolds, R. M. (2022). Emotion regulation and cortisol response to the still-face procedure in preterm and full-term infants. *Psychoneuroendocrinology*, *141*, 105760.

Kirkham, E. J., Lawrie, S. M., Crompton, C. J., Iveson, M. H., Jenkins, N. D., Goerdten, J., Chan, S., McIntosh A. & **Fletcher-Watson, S.** (2022). Experience of clinical services shapes attitudes to mental health data sharing: findings from a UK-wide survey. *BMC public health*, *22*(1), 1-12.

Laurie, M. H., Manches, A., & **Fletcher-Watson, S.** (2022). The role of robotic toys in shaping play and joint engagement in autistic children: implications for future design. *International Journal of Child-Computer Interaction*, *32*, 100384.

Rifai, O. M., **Fletcher-Watson, S.**, Jiménez-Sánchez, L., & Crompton, C. J. (2022). Investigating markers of rapport in autistic and nonautistic interactions. *Autism in Adulthood*, *4*(1), 3-11.

Sharaan, S., MacPherson, S. E., & **Fletcher-Watson, S**. (2022). The impact of bilingualism on everyday executive functions of English-Arabic autistic children: Through a parent-teacher lens. *Journal of autism and developmental disorders*, *52*(5), 2224-2235.

Stewart, T., Martin, K., Fazi, M., Oldridge, J., Piper, A., **Rhodes, S.** (2022). A systematic review of the rates of depression in autistic children and adolescents without intellectual disability. *Psychology and Psychotherapy: Theory, Research and Practice, 951, 1*, 313-344.

2021

Charlton, R. A., **Crompton, C. J.,** Roestorf, A., Torry, C., & Autistica Physical Health and Ageing Study Group. (2021). Social prescribing for autistic people: A framework for service provision. *AMRC Open Research*, *2*, 19.

Davis, R., **Fletcher-Watson, S.**, & Digard, B. G. (2021). Autistic People's Access to Bilingualism and Additional Language Learning: Identifying the Barriers and Facilitators for Equal Opportunities. *Frontiers in Psychology*, 4074

Dean, B., O'Carroll, S., Ginnell, L., Ledsham, V., Telford, E., Sparrow, S., Boardman, J. & **Fletcher-Watson, S.** (2021). Longitudinal assessment of social cognition in infants born preterm using eye-tracking and parent–child play. *Infant and Child Development*, *30*(6), e2275.

Ginnell, L., Boardman, J. P., Reynolds, R. M., & **Fletcher-Watson, S**. (2021). Parent priorities for research and communication concerning childhood outcomes following preterm birth. *Wellcome Open Research*, *6*.

Ginnell, L., Boardman, J. P., Reynolds, R. M., & **Fletcher-Watson, S.** (2021). Attention profiles following preterm birth: A review of methods and findings from infancy to adulthood. *Infant and Child Development*, *30*(5), e2255.

Kanevski, M., Booth, J. N., Oldridge, J., McDougal, E., Stewart, T.M., McGeown, S., & **Rhodes, S. M**. (2021). The relationship between cognition and mathematics in children with attention-deficit/hyperactivity disorder: a systematic review. Child Neuropsychology, 28, 3, 394-426.

Kirkham, E. J., Crompton, C. J., Iveson, M. H., Beange, I., McIntosh, A. M., & **Fletcher-Watson, S**. (2021). Co-development of a best practice checklist for mental health data science: a Delphi study. *Frontiers in psychiatry*, *12*.

Maitland-Warne, C., **Rhodes, S., O'Hare, A.,** Stewart, M. (2021). Social identities in autistic adults. *Autism, 25, 6,* 1771-1783.

McDougal, E., Gracie, H., Oldridge, J., Stewart, T., Booth, .J.N., **Rhodes, S.M.** (2021). Relationships between cognition and literacy in children with Attention Deficit Hyperactivity Disorder: A systematic review and meta-analysis. British Journal of Developmental Psychology. 40, 130-150.

Montgomery, L., Chondrogianni, V., **Fletcher-Watson, S.,** Rabagliati, H., Sorace, A., & Davis, R. (2021). Measuring the impact of bilingualism on executive functioning via inhibitory control abilities in autistic children. *Journal of Autism and Developmental Disorders*, 1-14.

Nolte, K., **Fletcher-Watson, S.,** Sorace, A., Stanfield, A., & Digard, B. G. (2021). Perspectives and experiences of autistic multilingual adults: a qualitative analysis. *Autism in Adulthood*, *3*(4), 310-319

Valavani, E., Blesa, M., Galdi, P., Sullivan, G., Dean, B., Cruickshank, H., Sitko-Rudnicka, M., Bastin, M.E., Chin, R.F., MacIntyre, D.J. and **Fletcher-Watson, S**., 2021. Language function following preterm birth: prediction using machine learning. *Pediatric research*, pp.1-10.

Thanks to Our Funders and Partners