Why I (don’t) study social cognition in autism  

Teodora Gliga  

University of East Anglia (!)
Communication, conceptual development

With Gergo Csibra, Denis Mareschal, Tobi Grossmann, Basia Pomiechowska, Rachael Bedford, Nadja Althaus
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Current methods (habituation) measure category learning not prior knowledge.

Investigate conceptual learning in the more difficult conditions of the outside world.

Nonverbal category knowledge biases the content of object representations
Barbara Pomiechowska, Teodora Gliga

Category training made infants not notice within-category changes.

Gamma/beta EEG activity tells us whether infants posses category knowledge.
Autism & BASIS

With Mark Johnson, Mayada Elsabbagh, Tony Charman, Rachael Bedford, Carina deKlerk, Leslie Tucker, Agnes Volein, Greg Pasco, Emily Jones, Elena Piccardi, Janet Parsons, BASIS & STAARS Team

Good social orienting, gaze following and enjoyment of social interaction in infants with later ASD

Nobody cares about theory of mind in autism anymore...
Sensory and perceptual atypicalities

**BETTER AT VISUAL SEARCH**


**STRONGER PUPILLARY LIGHT REFLEX**


**REDUCED SENSORY GATING**

Picardi, Begum Ali, Jones, Mason, Charman, Johnson, Gliga & STAARS. (in prep)
SENSORY

Poor SOCIAL skills
Hyper-SENSORY

Not seeking sensory stimulation & interaction

Poor SOCIAL skills

Elena Piccardi
Typically developing infants can’t stop themselves from making predictions. Toddlers with ASD seek and like predictable social stimulation (Vernetti, et al. 2017).

Infants with later ASD better because they do not try/cannot make predictions.
SENSORY

Impaired buffering of sensory input

Poor memory consolidation (generalization)

SOCIAL learning
A common (thalamic) origin for poor sensory attenuation and EEG sleep spindle generation

Why infants need to sleep to generalize knowledge (sometimes)

What is the difference between online and offline memory consolidation
Curiosity and information seeking
With Vicky Southgate, Katarina Begus, Denis Mareschal, Viktoria Csink, Cecile Gal, Raul Muresan, Marie Smith, Elena Piccardi, Claire Essex, Tim Smith

POSTERS: What do surprise and tablets do to learning?

Social touch?
With Laura Pirazzoli, Sarah Lloyd-Fox, Mark Johnson, Teresa Farroni, Alicja Brzozowska, Frank Wiesemann, Matt Longo, Denis Mareschal

POSTER: what is social touch and what does it do?
The ‘Knife Crime’ phenomenon –

A psychological perspective on youth knife culture

“Looking back I know that was wrong, but at that stage you end up in the mind frame you think - fuck this” Nick, 17, (Marfleet, 2008)

Teodora GLIGA

BPS Parliamentary Office
Thank you for making science fun!
SNOOSE Team

Collaborators from UCL, Birkbeck, Oxford, and the Center for Cognitive Neuroscience, Salzburg.

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Deadline 20/1/20

http://www.gligalab.co.uk/snoose
Toddlers with ASD orient to end enjoy predictable social stimulation