

# Pip and the Brain Explorers:

## An adaptive touch-screen battery to assess preschoolers with Autism Spectrum Disorder across six bio-behavioural domains

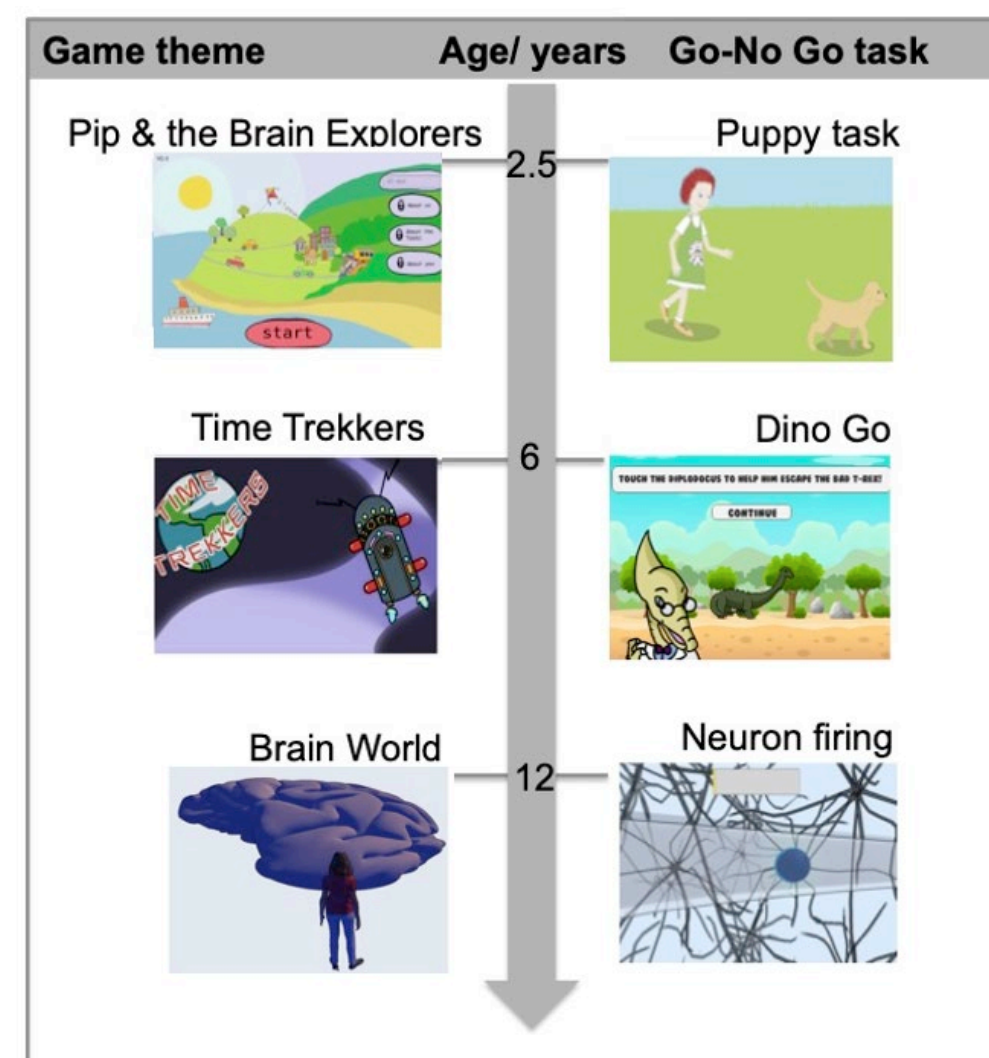
de Rothschild, A.<sup>1\*</sup>, F. da Costa, P.<sup>2\*</sup>, Smart, O.<sup>3</sup>., Koziel, J.<sup>1</sup>,  
Pilkington, A.<sup>1</sup>, Goodwin, A.<sup>1</sup>., Leverington, M.<sup>1</sup>, Chien, T. A.<sup>1</sup>, Jones, E.J.H.<sup>4</sup>, Leech, R.<sup>2§</sup>, Loth, E.<sup>1§</sup>

<sup>1</sup>Department of Forensic and Neurodevelopmental Sciences, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, UK, <sup>2</sup>Centre for Neuroimaging Sciences, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, UK, <sup>3</sup>Folded Feather, <sup>4</sup>Centre for Brain and Cognitive Development, Birkbeck, University of London, Henry Wellcome Building, Malet Street, London, WC1E 7HX, UK, \*Equal contribution first authors, §Equal contribution last authors

### INTRODUCTION

Increasing evidence suggests that neurodevelopmental conditions, including autism spectrum disorder, involve developmental differences in social, emotional, cognitive, reward-related and/ or sensory processing [1]. Individual bio-behavioural profiles across domains may be used to assess specific therapeutic needs, or to measure treatment efficacy objectively [2]. Currently, a standardised suite of tests tapping these domains across the life-span is missing. Challenges include comparability of tasks across age/ ability levels, and inherent difficulties in testing young autistic children with developmental delay.

#### A. Project Overview



### OBJECTIVES

- To create and validate three comparable touch screen batteries for **preschoolers, children and adolescents.**
- Tasks measure the same processes, but vary in theme and complexity to match the abilities and interest of children in given age-groups.

**Left panel:** Pip uses six characters as cartoons or puppets. **Time trekkers** visit dinosaurs, pirates and kings and queens. **Brain world** games take place in the brain or real-world. Social tasks are acted out by real actors. **Right panel:** Example of the same Go-No Go task for different age groups.

### PIP: CONCEPT AND TASK DEVELOPMENT

- Created 14 subtests embedded in child-friendly games using animated cartoons or puppet videos (see **B-G**), built in Unity Game Engine.
- Most tasks tap multiple processes in addition to target process (see **E**)
- Procedure (see **H**, including interactive component):
  - Animations to engage child.
  - Clear in-built instructions for parents to increase standardisation.
  - Demonstration of task components by "Scientist" character.
  - Pre-tests and practice trials to test for comprehension.
  - Bayesian Optimisation uses responses to adapt task difficulty.
  - Remote testing: Parents can download app from app stores.
- Each task records all tablet/smartphone interactions in addition to main dependent variable (e.g. attention, categorisation, motor, re-engagements)
- 5 different versions were tested iteratively with ~20-50 children per version.

### CONCLUSION AND NEXT STEPS

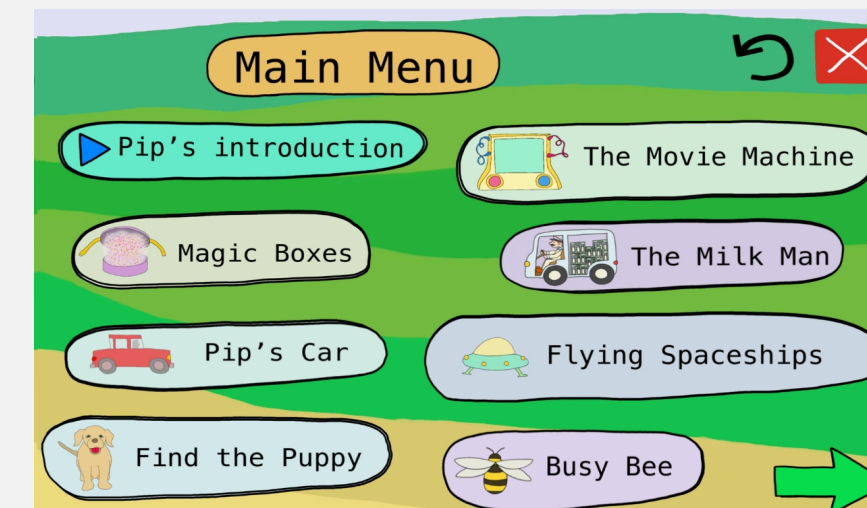
**We created the first touch-screen test battery of six key domains for pre-schoolers with neurodevelopmental conditions.** Acquisition rates are already high through use of child-friendly cartoon animations and building-up step-by-step procedure. Validation and standardisation in children with typical development and neurodevelopmental conditions are planned, including AIMS-2-TRIALS Preschool Imaging (PIP, N=600) and Safe Passage projects (N=1,500).

### OVERVIEW: "Pip and the Brain Explorers"

#### B. Landing Page



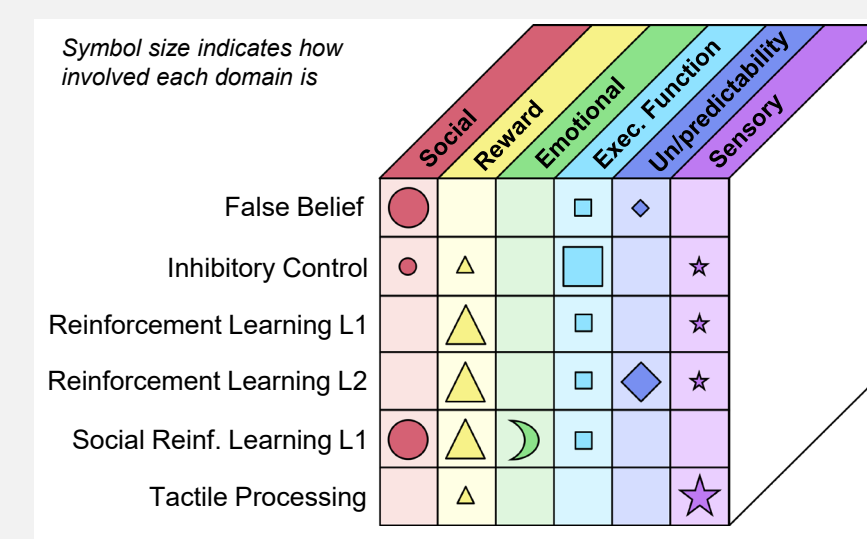
#### C. Main Menu



#### D. Intro video



#### E. Domains involved



#### F. Acquisition rates V. 0.5

Task	Completion rate
Inhibitory Control*	85%
Gaze Following	58%
Reinforcement Learning*	83%
Social Reinforcement Learning*	90%
Attentional Bias	91%
Visual Decision-Making under Uncertainty*	50%
False Belief task	100%
False Belief Word Learning	91%
Novelty/Familiarity	80%

Note: Data from 2019 pilot with typically developing children (3-5 years). Tasks have since been further optimised for children with developmental delay. \*Beta versions

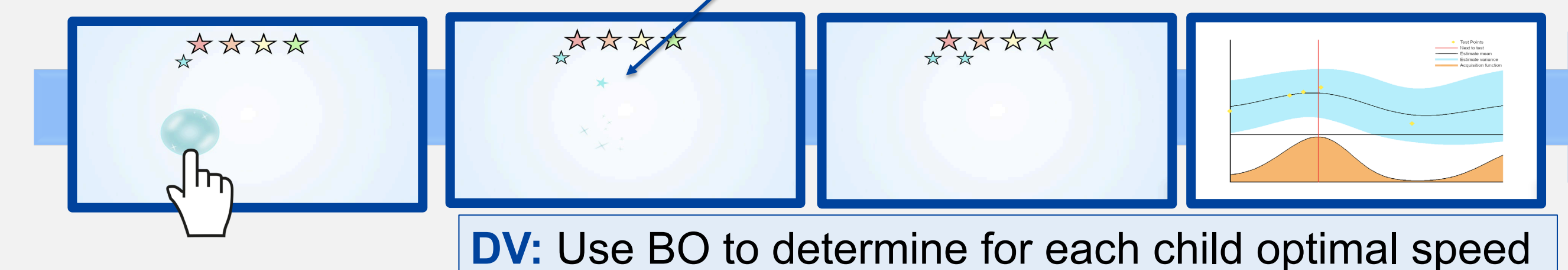
#### G. Overview of different tasks, grouped by domain

	Gaze Following	Inferring Desire	False Belief	False Belief Word Learning
<b>Social Processing</b>				
<b>Reward Processing</b>				
<b>Emotion Processing</b>				
<b>Executive Function</b>				
<b>Unpredictability</b>				
<b>Sensory processing</b>				

Note: Symbols show examples of where tasks span multiple domains.

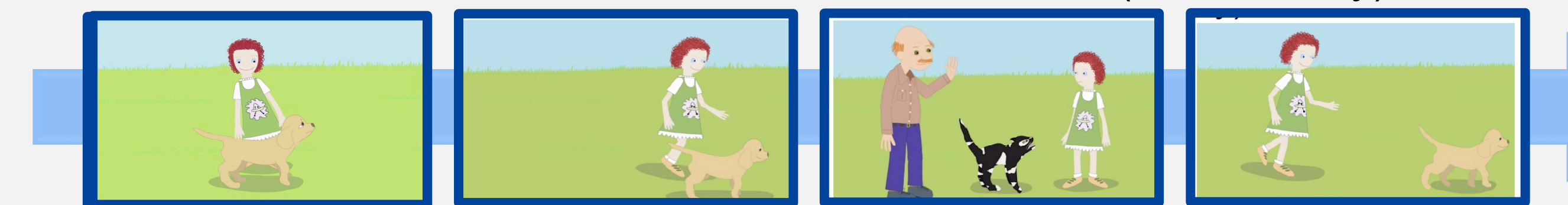
### H. Example: Go-No Go "Catch the Puppy" task

#### 1. Pre-test: Motor response



DV: Use BO to determine for each child optimal speed

#### 2. Animated Cartoon: Familiarisation, acts out task (non-verbally)

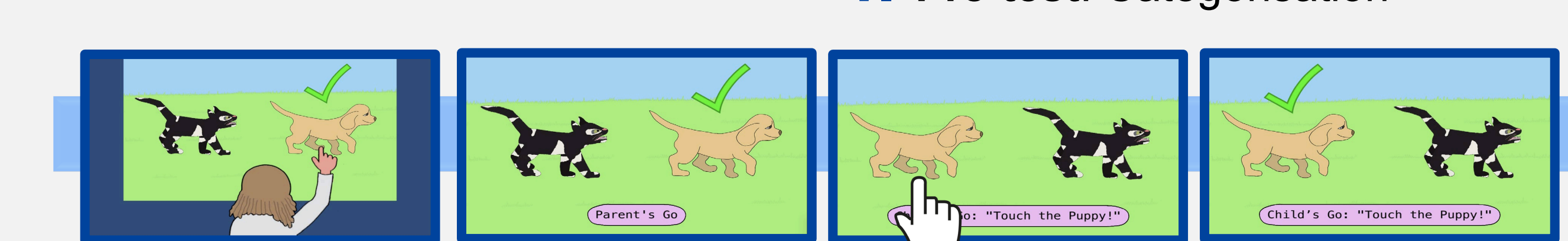


DV: Child's attention: Did s/he watch 30 sec movie?

#### 3. Demo (Scientist)

#### Demo (Parent)

#### 4. Pre-test: Categorisation

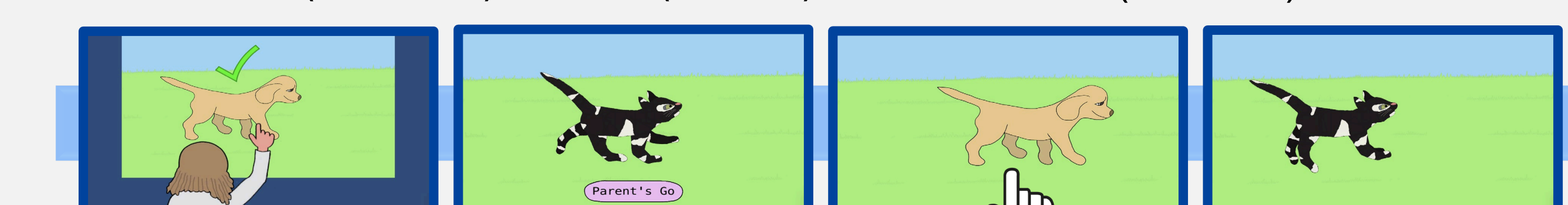


DV: Distinguish cat from dog

#### 5. Demo (Scientist)

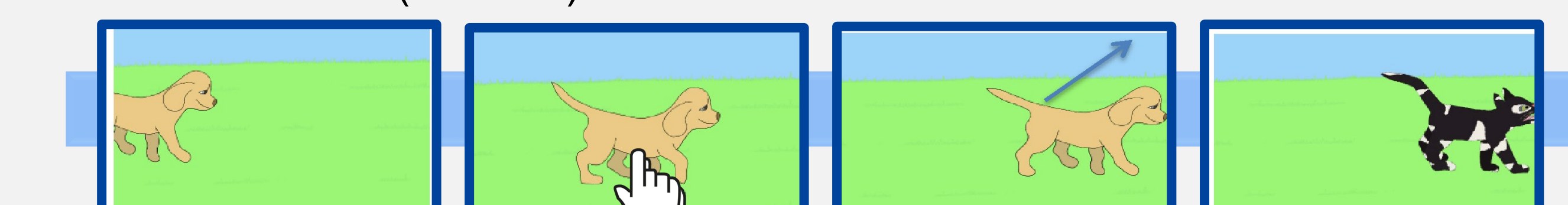
#### Demo (Parent)

#### 6. Practice (10 trials)



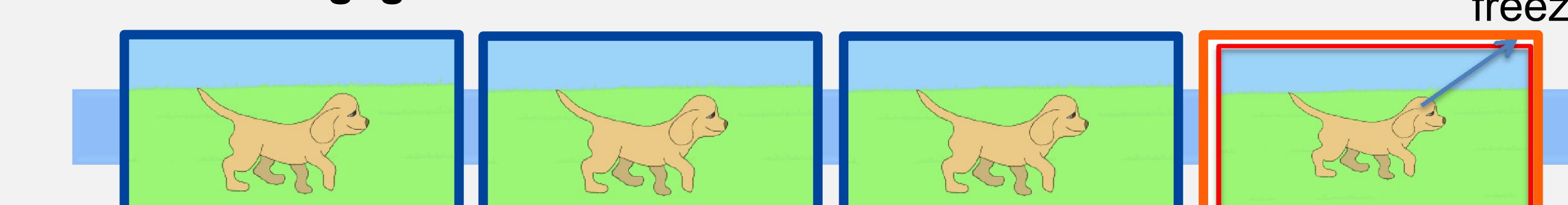
DV: Go response at optimal speed

#### 7. Main task (40 trials).

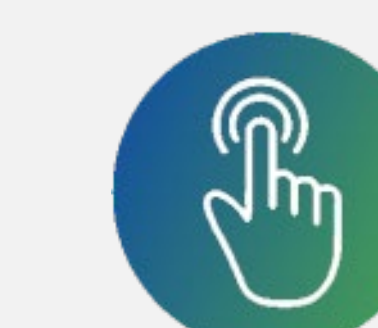


DV: Go trials / No-go trials

#### 8. Re-engagement



DV: Attention: Re-engagement by social / non-social reward



Find and click this symbol for our interactive components.

#### Institutions involved in future data collection:

