Emily Kate Farran

## Contact Details

School of Psychology, University of Surrey

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**Nationality**: British **Date of Birth**: 29th August 1976

## APPOINTMENTS

October 2018 to present: Professor of Cognitive Development, University of Surrey, UK

October 2015 to September 2018: Professor of Cognitive Development, UCL Institute of Education, UK

October 2011 to September 2015: Reader in Psychology, UCL Institute of Education, UK

October 2008 to October 2011: Senior Lecturer in Psychology, UCL Institute of Education, UK

October 2001 to September 2008: Lecturer in Psychology, University of Reading, UK.

## ACADEMIC QUALIFICATIONS

1998-2002 PhD, Department of Experimental Psychology, University of Bristol, U.K. Thesis title: Visuo-spatial Cognition in Williams syndrome. Supervised by Prof. C. Jarrold and Prof. S. Gathercole.

1995-1998 BSc (Hons.) Psychology. University of Bristol, U.K.

## PROJECT GRANTS Value

2020-2024 Remington, A. Milne, E., Farran, E.K. & Scerif, G. ESRC £799, 869

Superior perceptual capacity in autism: investigating universality, specificity and practical applications for learning

2020-2022 Thomas, M.S.C., Rutherford, M., Farran, E.K., D’Souza, H., Ojinaga Alfageme, O.

Jerome Lejeune Foundation €28,375

Can measures of prenatal and neonatal brain structure predict infant and child cognition in Down syndrome?

Establishing neurocognitive profiles.

2020-2021 Gilligan, K., Farran, E.K. Bailey Thomas Charitable Fund. £52, 039

Exploring relative strengths in Down Syndrome: Spatial thinking and its role in mathematics.

2019-2021 Farran E.K., Gilmore, C. Leverhulme Trust £235, 822

LEGO® construction, Spatial thinking and Mathematics achievement.

2019-2020 Farran E.K. Hill., E. Waterloo Foundation, Undergraduate internship, University of Surrey Faculty £9, 664 (WF)

Research Support Fund £7, 993 (FRSF)

A disconnect between motor milestone achievement and motor development in Attention Deficit £2, 700 (UG intern)

Hyperactivity Disorder; implications for intervention

2017 Palmer, S.B., Farran, E.K., Van de Vyver, J., Abrams, D. IOE seed funding £10, 910

Exploring the Impact of Socio-Cognitive Skills on the Development of Prejudice: Developing a novel framework

2016-2019 Smith, M. L., Ewing, L., Farran E.K., Karmiloff-Smith, A. Leverhulme Trust £177, 298

The social side of face perception: insights from atypical development

2015-2019 Mareschal, D., Tolmie, A., Dumontheil, I. Porayska-Pomsta, K. Farran, E.K., Thomas, M.S.C.,

Mayer, S., Bell, D. EEF / Wellcome £998,430

UnLoCKE: Understanding Learning of Counterintuitive Concepts through Knowledge Interference Control in

Science and Mathematics Education

2015-2019 Farran, E.K., Tolmie, A. ESRC Collaborative studentship (CASE). £75, 000

The interaction between motor development and spatial knowledge in Williams syndrome

2015-2019 Farran, E.K., Dumontheil, I. Bloomsbury PhD Studentship. £65,000

Enhancing success on Maths and Science problems; the role of local and global processing

2015-2019 Farran, E.K., Karmiloff-Smith, A., Hill., E. Waterloo Foundation £40,163

Motor development and navigation in ADHD

2014 – 17 Farran, E.K. Thomas, M. Bloomsbury PhD Studentship. £65,000

Spatial Cognition as a contributor to the development of Science, Technology, Engineering and Mathematics (STEM) skills

2013-2016 Smith, M. L., Farran E.K., Karmiloff-Smith, A. Leverhulme Trust £112, 203

Exploration of typical and atypical development of flexible face processing strategies

2012 – 13 Farran, E.K., Hudson, K.D. Autour des Williams €13, 588

Understanding Depth Perception in Williams syndrome

2012 – 13 Farran, E.K., Van Herwegen, J. British Academy £9, 960

The use of eye-tracking to investigate landmark knowledge and route-learning strategies in typical and atypical development

2012 – 13 Van Herwegen, J., Farran, E.K., Riby, D. British Psychological Society seminar series competition £3000 (BPS)

(co-sponsored by Williams Syndrome Foundation) £1500 (WSF)

Neurodevelopmental disorders: Exploring sensitive methods of assessment across development

2010 – 13 Farran, E.K. Karmiloff-Smith, A. Thomas, M. Bloomsbury PhD Studentship. £65,000

The development of problem-solving abilities in typical and atypical development

2010 – 13 Farran, E.K. ESRC Collaborative studentship (CASE). £75,000

The Use of Virtual Environments to Train Environmental Learning and Route Learning in Individuals with Williams Syndrome

2010 - 14 Farran, E.K., Courbois, Y., Blades, M., Mellier, D. Sokeel, P. ESRC-ANR Bilateral Grant £483,379 (ESRC)

Investigating strategies for environmental learning in typical and atypical development £143,819 (ANR)

2009 Farran, E.K. Courbois, Y. Autour de Williams €11, 549

Utilisation des points de repere dans la navigation spatiale chez Les personnes avec un syndrome de williams : Une recherche avec

des environnements virtuels

2008 Courbois, Y., Farran, E.K. Fondation Jerome Lejeune €16, 200

Etude de la navigation spatiale chez les personnes porteuses de trisomie 21: apport des environments virtuals

2008 Farran, E.K. Courbois, Y. British Academy £7, 440

Route learning abilities in typical and atypical development; the effects of manipulating landmark salience on performance.

2006 – 10 Farran, E.K. ESRC Collaborative studentship (CASE). £70,000

Factors Affecting Visuo-spatial construction and drawing ability in Williams syndrome

2006 Farran, E. K. British Academy £7,235

Visuo-spatial perception and production in Williams syndrome.

2005-07 Farran, E.K., Blades, M., Boucher, J. ESRC £46,113

Are small- and large-scale visuo-spatial abilities dissociated in Williams syndrome?

2004-06 Farran, E.K., Brown, J., Karmiloff-Smith, A. Houston-Price, C. ESRC £48,573

Attention and perceptual grouping in infants with Williams syndrome.

2003-04 Farran, E.K., Brown, J., Karmiloff-Smith, A. Houston-Price, C. ESRC £43,060

Individual differences in attention; examining the integration between the development of attentional mechanisms and perceptual organisation in infancy.

**AWARDS**

2009 Farran, E.K. The Neil O’Connor Award for research into Developmental Disorders. Awarded by the British Psychological Society.

2002 School of Psychology Research Achievement Award

## TEACHING & INSTITUTIONAL ROLES

November 2019 to present: Academic Lead Research Culture and Integrity, University of Surrey, UK.

October 2019 to present: Director of Research, School of Psychology (this encompasses REF2021 School lead role, on multi-School REF2021 UoA3 submission team)

# General: MSc and Undergraduate level teaching: typical and atypical cognitive development, research methods and educational neuroscience, MSc and Undergraduate project supervisor, Personal tutor.

## PhD Students

Completed

Chiraz Bensaad (ESRC funded 1+3) 2002-2008 (includes 2 maternity leaves); Kerry Hudson (CASE ESRC funded 1+3) 2006 –2011; Susie Formby (University of Reading 1+3 studentship) 2006 -2011; Joanne Camp (Bloomsbury +3 studentship) 2010 -2014; Hannah Broadbent (CASE ESRC funded +3) 2010-2014 (this includes 1 maternity leave), Jamie Lingwood (ESRC funded +3) 2011-2014; Katie Gilligan (Bloomsbury studentship) 2015-2018; Alex Hodgkiss (ESRC funded +3) 2015-2018.

Current

Yao Wu (Vice-Chancellor studentship) 2019-2022, Leighanne Mayall (CASE ESRC funded +3) 2015-2020 (part-time), Su Morris (Bloomsbury studentship) 2015-2020 (; includes two secondments), Emma Campbell (ESRC 1+3 funded) 2014-2020 (includes 2 maternity leaves); Kathryn Bates (ESRC funded 1+3) 2016-2020, Olatz Ojinaga alfageme (Bloomsbury studentship) 2018-2021.

## RESEARCH

See:<http://cogdevlab.weebly.com/>

My research relates to cognitive development in neurodevelopmental disordered groups (Williams syndrome, Down syndrome, Developmental Coordination Disorder, Cerebral Palsy, Attention Deficit Hyperactivity Disorder) and in typical development, with a specific emphasis on spatial cognition. The broad aim of my research is to characterise both typical and atypical development of cognitive functions within a neuroconstructivist framework (i.e. functions are explored within the context of the *developing* brain). This involves analytical investigation of spatial performance in both small-scale (e.g. perception, mental imagery) and large-scale space (navigation and route learning abilities), as well as related mechanisms (e.g. memory, attention and executive function). My most recent research interest relates to the relationship between spatial thinking and Science Technology Engineering and Maths (STEM) in typically developing primary school age children.

**PUBLICATIONS** (H-index: 22)

Wilkinson, H.R., Smid, C. Morris, S., Farran, E.K., Dumontheil, I., Mayer, S., Tolmie, A., Bell, D., Porayska-Pomsta, K., Holmes, W., Mareschal, D., Thomas, M.S.C. (in press). Domain-specific inhibitory control training to improve children’s learning of counterintuitive concepts in mathematics and science. *Journal of Cognitive Enhancement*.

Gilligan, K. A., Thomas, M. S., & Farran, E. K. (in press). First demonstration of effective spatial training for near-transfer to spatial performance and far-transfer to a range of mathematics skills at 8 years. *Developmental Science*

Morris, S., Farran, E.K., Dumontheil, I. (in press). Field Independence associates with mathematics and science performance in 5- to 10-year-olds after accounting for domain-general factors. Mind, Brain and Education.

Farran, E.K., Bowler, A., Karmiloff-Smith, A., D’Souza, H., Mayall, L., Hill, E.L. (2019). Cross-domain associations between motor ability, independent exploration and large-scale spatial navigation; Attention Deficit Hyperactivity Disorder, Williams syndrome and typical development. *Frontiers in Human Neuroscience*. <https://doi.org/10.3389/fnhum.2019.00225>

Gilligan, K. A., Hodgkiss, A., Thomas, M. S., & Farran, E. K. (in press). The developmental relations between spatial cognition and mathematics in primary school children. *Developmental Science*

Courbois, Y., Mengue-Topio. H., Blades, M., Farran, E.K., Sockeel, P. (in press). Description of routes in individuals with intellectual disability. *American Journal on Intellectual and Developmental Disabilities.*

Farran, E.K. (2019). Finding a route to independence (2019). *The Psychologist, 32, 40-43.*

Courbois, Y., Farran, E.K. (2019). La navigation spatiale chez les personnes avec un syndrome de Williams. *A.N.A.E., 160,*350-357.

Farran, E.K. (2019). The importance of spatial thinking for mathematics achievement. *Leverhulme Trust Newsletter*, May 2019.

Farran, E.K. (2019). Spatial ability as a gateway to STEM success. Impact, 6, <https://impact.chartered.college/article/spatial-ability-gateway-stem-success/>

Critten, V., Campbell, E., Farran, E.K., Messer, D. (2018). Visual Perception, Visual-spatial Cognition and Mathematics: Associations and Predictions in Children with Cerebral Palsy. *Research in Developmental Disabilities, 80, 180-191.* <https://doi.org/10.1016/j.ridd.2018.06.007>

Ewing, L., Pellicano, E., King, H., Lennuyeux-Comnene, L., Farran, E.K., Karmiloff-Smith, A. & Marie L Smith (2018): Atypical information-use in children with autism spectrum disorder during judgments of child and adult face identity, *Developmental Neuropsychology*, DOI: 10.1080/87565641.2018.1449846

Gilligan, K. A., Hodgkiss, A., Thomas, M. S. C., & Farran, E. K. (2018). [The use of discrimination scaling tasks: A novel perspective on the development of spatial scaling in children](https://iris.ucl.ac.uk/iris/publication/1561659/7). *Cognitive Development, 47*, 133-145. doi:10.1016/j.cogdev.2018.04.001

Hodgkiss, A., Gilligan, K.A., Tolmie, A. K., Thomas, M.S.C., Farran, E.K. (2018). Spatial cognition and science achievement: The contribution of intrinsic and extrinsic spatial skills from 7-11 years. British Journal of Educational Psychology. <https://doi.org/10.1111/bjep.12211>

Lingwood, J., Blades, M., Farran, E. K., Courbois, Y., & Matthews, D. (2018). Using virtual environments to investigate wayfinding in 8- to 12-year-olds and adults. *Journal of Experimental Child Psychology. 166, 178-189.* doi.org/10.1016/j.jecp.2017.08.012

Ewing, L., Karmiloff-Smith, A., Farran, E.K., Smith, M.L. (2017). Distinct profiles of information-use characterize identity judgments in children and low-expertise adults. *Journal of Experimental Psychology: Human Perception and Performance*. *43, 1937-1943*. doi.org/10.1037/xhp0000455

Ewing, L., Farran, E.K., Karmiloff-Smith, A., Smith, M.L. (2017). Understanding strategic information use during emotional expression judgments in Williams syndrome. *Developmental Neuropsychology, 42, 323-335*. doi.org/10.1080/87565641.2017.1353995

# Gilligan, K., Flouri, E., Farran, E.K. (2017). The contribution of spatial ability to mathematics achievement in middle childhood. *Journal of Experimental Child Psychology*. *163, 107-125*. doi.org/10.1016/j.jecp.2017.04.016

Hudson, K.D., Farran, E.K. (2017). Thinking inside the box: Spatial frames of reference for drawing in Williams syndrome and typical development. *Research in Developmental Disabilities, 68, 66-77*. [doi:10.1016/j.ridd.2017.07.008](https://doi.org/10.1016/j.ridd.2017.07.008)

Ewing, L., Karmiloff-Smith, A., Farran, E. K., & Smith, M. L. (2017). Developmental changes in the critical information used for facial expression processing. *Cognition, 166*, 56-66. doi:10.1016/j.cognition.2017.05.017

Smith, M. L., Cesana, M. L., Farran, E. K., Karmiloff-Smith, A., & Ewing, L. (2017). A “spoon full of sugar” helps the medicine go down: How a participant friendly version of a psychophysics task significantly improves task engagement, performance and data quality in a typical adult sample. *Behavior Research Methods*, 1-9. doi:10.3758/s13428-017-0922-6

# Farran, E.K., Broadbent, H., Atkinson, L. (2016). Impaired Spatial Category Representations in Williams Syndrome; an Investigation of the Mechanistic Contributions of Non-verbal Cognition and Spatial Language Performance. *Frontiers in Psychology. 7*. *doi: 10.3389/fpsyg.2016.01868*

Camp, J.S., Karmiloff-Smith, A, Thomas, M.S.C, Farran, E.K. (2016) Cross-syndrome comparison of real-world executive functioning and problem solving using a new problem-solving questionnaire. *Research in Developmental Disabilities, 69, 80-92*. doi: 10.1016/j.ridd.2016.07.006

Farran, E.K., Formby, S., Daniyal. F., Holmes. T., Van Herwegen, J. (2016). Route-learning strategies in typical and atypical development; eye tracking reveals atypical landmark selection in Williams syndrome. *Journal of Intellectual Disability, 60, 933-944.* doi: 10.1111/jir.12331

Farran, E.K., Atkinson, L. (2016). The development of spatial category representations from four to seven years. *British Journal of Developmental Psychology, 34, 555-568.* doi: 10.1111/bjdp.12149

Farran, E.K. & O’Leary, B. (2016). Children's ability to bind and maintain colour-location conjunctions: the effect of spatial language cues. *Journal of Cognitive Psychology,* *28*, 44-51. doi: 10.1080/20445911.2015.1092980

Farran, E.K. Purser, H.R.M., Courbois, Y., Ballé, M. Sockeel, P., Mellier, D, Blades, M. (2015). Route knowledge and configural knowledge in typical and atypical development: a comparison of sparse and rich environments. *Journal of Neurodevelopmental Disorders, 7:37*. doi: 10.1186/s11689-015-9133-6

Broadbent, H. J., Farran, E. K., & Tolmie, A. (2015). Sequential egocentric navigation and reliance on landmarks in Williams syndrome and typical development. *Frontiers in Psychology, 6*. doi: 10.3389/fpsyg.2015.00216

D'Souza, D., Cole, V., Farran, E. K., Brown, J. H., Humphreys, K., Howard, J., et al. (2015). Face processing in Williams syndrome is already atypical in infancy. *Frontiers in Psychology, 6*. doi: 10.3389/fpsyg.2015.00760

Farran, E. K., & Dodd, G. F. (2015). Drawing ability in typical and atypical development; colour cues and the effect of oblique lines. *Journal of Intellectual Disability Research, 59*(6), 561-570. doi: 10.1111/jir.12161

Lingwood, J., Blades, M., Farran, E. K., Courbois, Y., & Matthews, D. (2015). The development of wayfinding abilities in children: Learning routes with and without landmarks. *Journal of Environmental Psychology, 41*, 74-80. doi: 10.1016/j.jenvp.2014.11.008

Lingwood, J., Blades, M., Farran, E. K., Courbois, Y., & Matthews, D. (2015). Encouraging 5-year olds to attend to landmarks: A way to improve children's wayfinding strategies in a virtual environment. *Frontiers in Psychology, 6*. doi: 10.3389/fpsyg.2015.00174

Purser, H. R. M., Farran, E. K., Courbois, Y., Lemahieu, A., Sockeel, P., Mellier, D., et al. (2015). The development of route learning in down syndrome, williams syndrome and typical development: Investigations with virtual environments. *Developmental Science, 18*(4), 599-613. doi: 10.1111/desc.12236

**Broadbent, H.,**Farran, E.K., Chin, E., Metcalfe, K., Tassabehji, M., Turnpenny, P., Sansbury, F., Meaburn, E., Karmiloff-Smith, A. (2014). Genetic contributions to visuospatial cognition in Williams syndrome: Insights from two contrasting partial deletion patients. *Journal of Neurodevelopmental Disorders, 6*, 18. doi:10.1186/1866-1955-6-18

Broadbent, H. J., Farran, E. K., Tolmie, A. (2014). Object-based mental rotation and visual perspective-taking in typical development and Williams syndrome. *Developmental Neuropsychology, 39, 205-225.* doi: 10.1080/87565641.2013.876027

Broadbent, H. J., Farran, E. K., Tolmie, A. (2014). Egocentric and allocentric navigation strategies in typical development and Williams syndrome. *Developmental Science, 17,* 920-934. doi: 10.1111/desc.12176

Hudson, K.D., Farran, E.K. (2014). Perceiving and acting in depth in Williams syndrome and typical development. *Research in Developmental Disabilities, 35, 1850-1855.* doi: 10.1016/j.ridd.2014.04.013

Farran, E.K., Cranwell, M.B., Alvarez, J., Franklin, A. (2013). Colour Discrimination and Categorisation in Williams Syndrome. *Research in Developmental Disabilities,34, 3352-3360.* doi: [10.1016/j.ridd.2013.06.043](https://dx.doi.org/10.1016/j.ridd.2013.06.043)

Courbois, Y., Farran, E.K., Lemahieu, A., Blades, B., Mengue-Topio, H., Sockeel, P. (2013). Wayfinding behaviour in Down Syndrome: A study with virtual environments. *Research in Developmental Disabilities, 34, 1825-1831.*

Hudson, K.D., Farran, E.K. (2013). Looking around houses: Attention to a model when drawing complex shapes in Williams syndrome and typical development. *Research in Developmental Disabilities, 34, 3029-3039.*

Hudson, K.D., Farran, E.K. (2013). Facilitating complex shape drawing in Williams syndrome and typical development. *Research in Developmental Disabilities, 34,* 2133-2142*.*

Courbois, Y., Blades, M., Farran, E.K., Sockeel, P. (2013). Do individuals with intellectual disability select appropriate objects as landmarks when learning a route? *Journal of Intellectual Disability Research, 57,* 80-89.

Farran, E.K., Connell, S.C., Pharwaha, B.K. (2012). The Effects of Perceptual Grouping and Category Boundary Salience on Location Memory. *Psychology, 3, 953-958.*

Purser, H., Farran, E.K., Courbois, Y., Lemahieu, A., Sockeel, P., Blades, M. (2012). [Short-term memory, executive control, and children's route learning.](http://apps.webofknowledge.com.elibrary.ioe.ac.uk/full_record.do?product=UA&search_mode=GeneralSearch&qid=1&SID=P1KB7P5EcH5EhlaKOHB&page=1&doc=1) *Journal of Experimental Child Psychology, 113*, 273-285.

Karmiloff-Smith, A., Broadbent, H., Farran, E.K., Longhi, E., D'Souza, D., Metcalfe, K., Tassabehji, M., Wu, R., Senju, A., Happé, F., Turnpenny, P., Sansbury, F., (2012). Social Cognition in Williams Syndrome: Genotype/phenotype Insights from Partial Deletion Patients. *Frontiers in Developmental Psychology, 3*, 1-8

Farran, E.K., Courbois, Y., Van Herwegen, J., Blades, M. (2012). How useful are landmarks when learning a route in a virtual environment? Evidence from typical development and Williams syndrome. *Journal of Experimental Child Psychology, 111,* 571-586.

Farran, E.K., Courbois, Y., Van Herwegen, J., Cruickshank, A.G., Blades, M. (2012). Colour as an environmental cue when learning a route in a virtual environment; typical and atypical development. *Research in Developmental Disabilities, 33,* 900-908.

Farran, E.K. & Brosnan, M. (2011). Perceptual grouping abilities in individuals with Autism Spectrum Disorder; the importance of grouping type and of development. *Autism Research, 4,* 283-292*.*

Hudson, K. & Farran, E.K. (2011). Drawing the Line: Graphic Strategies for Simple and Complex Shapes in Williams Syndrome and Typical Development. *British Journal of Developmental Psychology,29, 687-706.*

Mengue-Topio, H. Courbois, Y., Farran, E.K., Sockeel, P. (2011). Route learning and shortcut performance in adults with intellectual disability: A study with virtual environments. *Research in developmental disabilities, 32, 345-352.*

Van Herwegen, J., Farran, E.K., Annaz, D. (2011). Item and error analysis on Raven’s Coloured Progressive Matrices in Williams Syndrome. *Research in Developmental Disabilities, 32, 93-99.*

Farran, E.K., Branson, A. & King, B.J. (2011). Visual search for basic emotional expressions; impaired detection of anger, fear and sadness, but a typical happy face advantage in autism. *Research in Autism Spectrum Disorders, 5,455-462.*

Freeman, K., Williams, T.I., Farran, E.K. & Brown, J.H. (2010). Williams syndrome: the extent of agreement between parent and self report of psychological difficulties. *European Journal of Psychiatry, 24, 167-175.*

Farran, E.K., Blades, M., Boucher, J. & Tranter, L.J. (2010). How do Individuals with Williams Syndrome Learn a Route in a Real World Environment? *Developmental Science,* 13, 454-468.

Farran, E., Courbois, Y., & Cruickshank, A. (2009). Learning a route in a virtual environment: The effects of differing cues on the performance of typical children and individuals with williams syndrome. *Cognitive Processing, 10*, S152-S153.

Formby, S., & Farran, E. (2009). Visual search and visual feedback in Williams syndrome and typical development. *Cognitive Processing, 10*, S167-S167.

Hudson, K., & Farran, E. (2009). Graphic strategies in williams syndrome and typically developing children. *Cognitive Processing, 10*, S154-S155.

Farran, E.K., Whitaker, A. & Patel, N. (2009). The effect of pictorial depth information on retinal size judgements. *Perception and Psychophysics, 71,* 207-214*.*

Farran, E.K. (2008). Strategies and biases in location memory in William syndrome. *Research in Developmental Disabilities, 29,* 385-397.

Farran, E.K., Brown, J.H., Cole, V.L., Houston-Price, C. & Karmiloff-Smith, A. (2008) A longitudinal study of perceptual grouping by proximity, luminance and shape in infants at two, four, six and eight months. *European Journal of Developmental Science.2,* 353-369.

Farran, E.K. & Cole, V.L. (2008). Perceptual grouping and distance estimates in Williams syndrome: Comparing performance across perception, drawing and construction Tasks. *Brain and Cognition, 68,* 157-165.

Stinton, C., Farran, E.K. and Courbois, Y. (2008). Mental rotation in Williams syndrome: an impaired imagery ability. *Developmental Neuropsychology, 33*, 565-583*.*

Farran, E.K., Brown, J.H., Cole, V.L., Houston-Price, C. & Karmiloff-Smith, A. (2007). The development of perceptual grouping in infants with Williams syndrome. *European Journal of Developmental Science, 1, 253-271 .*

Farran, E.K. (2007). Williams syndrome. *Psychology Review, 13*, 18-19.

Brock, J., Jarrold, C., Farran, E.K., Laws, G. & Riby, D.M. (2007). Do children with Williams syndrome really have good vocabulary knowledge? Methods for comparing cognitive and linguistic abilities in developmental disorders. *Journal of Clinical Linguistics and Phonetics, 21,* 273-688.

Farran, E.K. & Wilmut, K. (2007). Texture segmentation in Williams Syndrome. *Neuropsychologia, 45,* 1109-1018*.*

Farran, E.K. (2006). Orientation coding: A specific deficit in Williams syndrome? *Developmental Neuropsychology, 29,* 397-414.

Farran, E.K. (2005). Perceptual grouping ability in Williams syndrome: Evidence for deviant patterns of performance. *Neuropsychologia, 43,* 815-822

Farran, E.K., & Jarrold, C. (2005) Evidence for unusual spatial location coding in Williams syndrome: An explanation for the local bias in visuo-spatial construction tasks? *Brain and Cognition, 59,* 159-172

Farran, E.K., & Jarrold, C. (2004). Exploring block construction and mental imagery: Evidence of atypical orientation discrimination in Williams syndrome. *Visual Cognition, 11,* 1019-1040

Farran, E.K. & Jarrold, C. (2003). Visuo-spatial cognition in Williams syndrome; Reviewing and accounting for the strengths and weaknesses in performance. *Developmental Neuropsychology, 23,*175-202

Farran, E.K., Jarrold, C. & Gathercole, S.E. (2003). Divided attention, selective attention and drawing: Processing preferences in Williams syndrome are dependent on the task administered, *Neuropsychologia, 41*, 676-687

Farran, E.K., Jarrold, C. & Gathercole, S.E. (2001). Block design performance in the Williams syndrome phenotype: A problem with mental imagery? *Journal of Child Psychology and Psychiatry, 42,*719-728.

**Book chapters**

Farran, E.K. (in press). An analytical approach to visuospatial cognition: What can neurodevelopmental disorders tell us about developmental pathways? In *Taking development seriously: Neuroconstructivism and the multi-disciplinary approach to understanding the emergence of mind. A Festschrift for Annette Karmiloff-Smith.*

[Van Herwegen, Jo](http://eprints.kingston.ac.uk/view/creators/13595.html)**,** Riby, DeborahandFarran, Emily K.(2015) [Neurodevelopmental disorders: definitions and issues.](http://eprints.kingston.ac.uk/30117/) In: Van Herwegen, Jo and Riby, Deborah, (eds.) Neurodevelopmental disorders: research challenges and solutions. Hove, U.K. : Psychology Press. pp. 3-18. (Research methods in developmental psychology: a handbook series) ISBN 9781848723283

Camp, J., Farran, E.K. & Karmiloff-**S**mith, A. (2012). Numeracy. In Farran, E.K. and Karmiloff-Smith, A. (Eds). Neurodevelopmental Disorders Across the Lifespan: A Neuroconstructivist Approach. (pp.299-312). *Oxford University Press.*

Hudson, K. & Farran, E.K. (2012). Executive function and motor planning. In Farran, E.K. and Karmiloff-Smith, A. (Eds). Neurodevelopmental Disorders Across the Lifespan: A Neuroconstructivist Approach. (pp. 165-186). *Oxford University Press.*

Farran, E.K. & Formby, S. (2012). Visual Perception and Visuospatial Cognition. In Farran, E.K. and Karmiloff-Smith, A. (Eds). Neurodevelopmental Disorders Across the Lifespan: A Neuroconstructivist Approach. (pp. 225-246). *Oxford University Press.*

**Books**

Farran, E.K. and Karmiloff-Smith, A. (Eds) (2012). Neurodevelopmental Disorders Across the Lifespan: A Neuroconstructivist Approach. *Oxford University Press.*

## CONFERENCE CONTRIBUTIONS

**Recent conference presentations include:**

Farran, E.K., Hudson, K., Facon, M., White, H., Sockeel, P., Mellier, D., Blades, M., Courbois, Y. (2019). Exploration as a navigation strategy; evidence from typical children, Williams syndrome and Down syndrome. *Williams Syndrome researchers meeting, Durham, September 2019.*

Farran, E.K., Bowler, A. Karmiloff-Smith, A., D’Souza, H., Mayall, L., Hill, E.L. (2019). Cross-domain associations between motor and spatial domains; typical and atypical development. *Society for Research in Child Development, Baltimore, USA. March 2019*.

Farran, E.K., Bowler, A., Hill, E.L., Karmiloff-Smith, A., D’Souza, H., Mayall, L., Brady, D., Sumner, E. (2018). Is the motor impairment in Attention Deficit Hyperactivity Disorder (ADHD) a co-occurring deficit or a phenotypic characteristic? *British Psychological Society Developmental Section Conference, Liverpool, September 2018.*

**Recent invited presentations include:**

Farran, E.K. (2019). Navigation and the spatial domain; a cross-syndrome comparison of Down Syndrome and Williams Syndrome. *University of Oxford, October 2019*.

Farran, E.K. (2019). Navigation and the spatial domain; syndrome-specific patterns of learning and development in Down Syndrome and Williams Syndrome. *UCL* [*Centre for Developmental Cognitive Neuroscience*](https://www.ucl.ac.uk/cdcn)*, May 2019.*

Farran, E.K. (2018). Navigation and the spatial domain in neurodevelopmental disorders*. Keynote address.* ***European Conference on Psychological Theory & Research on Intellectual and Developmental Disabilities, June 2018.***

Farran, E.K. (2017). Educational Neuroscience. *Invited speaker. Headmasters and Headmistresses’ Conference, London, March, 2017.*

**PROFESSIONAL ACTIVITIES OUTSIDE THE UNIVERSITY**

UK Reproducibility Network (UKRN) Local network lead

Honorary member of UCL

Member of the Experimental Psychology Society

Member of the Centre for Educational Neuroscience Management committee, London.

Member of Science and Research Advisory Committee Down Syndrome Education International

PhD examiner: University of Surrey, 2019; University of Durham, 2019; Kings College London, 2019; University College London, 2017; Birkbeck, University of London, 2017, 2019; UCL Institute of Education, 2016, University of Stirling, 2007; University of Oxford, 2011, University of Reading, 2003, 2005, 2007.

External examiner: Speech Science and Speech Communication, UCL. 2006-2011

External reviewer: BSc degree proposal, UCL. 2012; MSc Developmental Psychology, University of Surrey, 2018.

Conference organiser. Neurodevelopmental Disorder Annual Seminar 2019, 2016; Neurodevelopmental Disorders seminar series, 2012-2013; The 3rd Williams Syndrome Workshop, Reading, 2006;

Associate Editor: Frontiers in Developmental Psychology 2015-present; Cognitive Research: Principles and Implications 2017 - present

Member of Editorial Board: Developmental Neuropsychology, Developmental Science

Member of ESRC Peer review college, 2012-present

Reviewer for numerous journals and funding bodies, including: American Journal on Mental Retardation, British Journal of Developmental Psychology, Cognitive Processing, Cortex, Developmental Medicine & Child Neurology, Developmental Neuropsychology, Developmental Science, Genes, Brain and Behaviour, Journal of Child Psychology and Psychiatry, Memory, Mind and Language, Neuropsychology, Neuropsychologia, Vision research, Pearson Education, British Academy, ESRC, BBSRC, MRC, Agence Nationale de la Recherche (ANR), GIS-Institut des Maladies Rares, Swiss National Science Foundation.