Participants included the parents of children living in Japan (24) and the United States (24). Twelve of the children in each sample had Williams syndrome (WS) and 12 were typically developing (TD). Parents in the US and parents in Japan completed the Salk Institute Sociability Questionnaire (SISQ). SISQ consists of both quantitative and qualitative item types. Both the American and Japanese children with WS were rated significantly higher on Global Sociability than were the typically developing children; The SISQ also asks parents to provide qualitative descriptions of their child in various social situations with items such as, ‘Describe your child’s typical reactions when meeting someone for the first time (please give examples);’

Sample Responses:
Japanese Typically Developing (age 5-8) She often holds my hand tightly, stays behind me and observes the person. She will greet if told to do so. She observes how I, her mother, respond to the person and tries to correspond the situation.

Japanese with WS (age 5-8) She always greets them by saying, ‘Hi! I’m M____ energetically. If someone talks to her, she happily starts to talk about different things.

US Typically Developing (age 9-12) Sometimes shy with adults and/or disinterested. With friends, she will introduce herself and is very friendly.

US with WS (age 9-12) H. is always engaging. She asks numerous questions and inquires as to a person’s living arrangements. She has invited strangers to our home for dinner.

Methods
- Participants included the parents of children living in Japan (24) and the United States (24).
- Twelve of the children in each sample had Williams syndrome (WS) and 12 were typically developing (TD).
- Parents in the US and parents in Japan completed the Salk Institute Sociability Questionnaire (SISQ). SISQ consists of both quantitative and qualitative item types.

Results
- Both the American and Japanese children with WS were rated significantly higher on Global Sociability than were the typically developing children;
- The SISQ also asks parents to provide qualitative descriptions of their child in various social situations with items such as, ‘Describe your child’s typical reactions when meeting someone for the first time (please give examples);’

Conclusions
- Williams syndrome provides a compelling model for investigating the effects of genotype, phenotype and environmental interactions.
- The results of the present study support a genetic ‘proportional stamp’ on the expression of social behavior in WS across cultures as children with WS in the US and in Japan showed more affinity for approaching strangers and were rated higher on Global Sociability than TD children in their respective countries.

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