We-S-441a

Resources centers for autism: What for? (Commitments and activities)

M. Loiseau
Sciences Sociales, Université Toulouse 1, Toulouse, France

The twenty-six resources centers set up to support children and adults with autism and their families are pursuing the same objectives. But each one, according to regional context, has chosen its own organizational structure and appropriate action strategies.

From Toulouse CRA's example I would like to analyse the clinical and ethical implications of our choices.

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We-S-441b

Research on autism in France: An overview

C. Barthélémy
Hôpital Bretonneau, Autism Ressource Center Centre, Tours, France

Autism and developmental disorders constitute a specific field in child psychiatry research, the priorities being early detection and early interventions. An overview of the scientific activity developed in France, as well as the cartography of the partnership between research teams and regional resource centers, will be presented. These collaborations should support translational studies in main domains: identification of bioclinical markers in the first years of life, development of bioclinical databases, identification of genetic and epigenetic factors, longitudinal long lifespan studies, evaluation of intervention programs and identification of new therapeutic molecular targets.

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We-S-441c

ELENA project or how to know more about outcome in autism

A. Baghdadi
Autism Resource Center Languedoc – Roussillon, CHU Montpellier, Montpellier, France

Context.– Only one French cohort on Autism is currently listed in the Epigrama database of Iresp (EpiTED, no 01–019). This cohort, formed in 1997, allowed the following of 152 five year-old children during 10 years in order to describe their outcome trajectories and to define models to study their prognostic factors. However, this sample is small, the recruited children had mainly a diagnosis of infantile Autism and data collection did not allow studying biological risk factors. The year 2010 marks the end of the Autism plan in which the creation of a large and pluri-thematic cohort allowing follow-up for children with ASD was recommended. In this context, we propose constituting such a cohort with a multidisciplinary approach including the dimensions of health, cognitive psychology, social sciences, new technologies and biology.

Objectives.–
– describe in the developmental and psychosocial clinical fields a population of 1200 children between 2 and 16 years of age with a first diagnostic of ASD in the regional Autism Center (CRA);
– study their evolution over 90 months looking for the determining factors;
– in parallel with the collection of clinical data build a biological data collection.

Innovative aspect.– Its multicentric base due to the participation of every CRA, will be presented. These collaborations should support translational studies in main domains: identification of bioclinical markers in the first years of life, development of bioclinical databases, identification of genetic and epigenetic factors, longitudinal long lifespan studies, evaluation of intervention programs and identification of new therapeutic molecular targets.

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Setting up a kit of instruments to evaluate children mental health in Europe

We-S-442

Validation of the instruments: SDQ parent and teacher in eight European countries

O. Pez
EA 4069 Paris-Descartes, EHESP Rennes, Paris, France

The aims of the presentations are: first, to evaluate internal consistency in a multi-cultural situation of the SDQ parents and teachers; Second, to compare SDQ parents and teachers faced to DAWBA which is a structural instrument used worldwide (Goodman et al., 2000); and third, to evaluate influences of seven languages on performance tests. Methods: About 6031 parents and 7321 teachers were recruited randomly in a large school survey in seven European countries. This sample was used to evaluate SDQ internal consistencies. Mean scores distribution, Cross-scale and Inter-rater correlations were calculated. A total of 587 parents and teachers issued from local primary care research centre (GPs or medical centres) were interviewed with the SDQ and the DAWBA in order to evaluate external consistencies. The instruments were administered during a unique session: SDQ was self-administrated and the DAWBA by experienced psychiatrists. Kappa, sensitivity/specificity/negative (NPV) and positive predictive values (PPV) and ROC curve (AUC) were calculated. Results: Cross-scale correlations were mainly better for parents than teachers; in the opposite, Reliability coefficient for SDQ scores was better for teachers than parents, and higher than found in the literature (Goodman, 2001). Externalized problems gave highest inter-rater coefficients on the average, but cultural divergences were found (East VS West part of Europe). When comparing DAWBA to the SDQ teacher/parent. SDQ was more sensitive than specific and any disorders produced an AUC of 0.74 (95% CI: 0.7–0.8), Kappa was on the average. The SDQ more accurately predicts externalized than internalized disorders (AUC 0.8 versus 0.7 and Kappa 0.6 versus 0.4, respectively). Bulgaria was the only country with lower predictability.