We-S-447
Impact of soft markers at fetal scan on early mother infant interactions and mother’s representations: Link between anxiety and depression at third trimester and interactions perturbations
S. Vaux-Savelon a, M. Dommergues b, O. Rosenblum c, E. Aidane d, N. Bodeau a, R. Feldman e, D. Cohen f, a Service de psychiatrie de l’enfant et de l’adolescent, hôpital Pitié-Salpêtrière, Paris, France
b Service de gynécologie obstétrique, GHU Pitié-Salpêtrière, Paris, France
c Gonda Brain Research and Psychology Department, Bar Ilan University, Tel Aviv, Israel
*Corresponding author.

Background.– In up to 5% of pregnancies, ultrasound screening detects a foetal feature or “soft marker” (SM) that places the foetus at risk for a severe abnormality. In most cases, prenatal diagnostic work-ups rule out a severe defect and, thus SM constitutes, retrospectively, a false positive of ultrasound screening.

Objective.– To study the effects of false positive ultrasound screenings on maternal emotional status, maternal representations of the infant, and mother–infant interaction.

Design.– Prospective case control study. Participants: Utilizing an extreme-case design, we selected from a group of 244 women undergoing ultrasound: the study group consisted of 19 pregnant women whose foetus had a positive SM ultrasound screening and a reassuring diagnostic work up. The controls were 19 women with negative ultrasound screening, matched for age and education. Exclusion criteria included history of a medical or psychiatric disease or obstetrical complications, poor socio economic status, and single parenthood.

Outcomes measures.– In the third trimester of pregnancy, within 1 week after delivery, and 2 months postpartum, anxiety and depression were scored, and maternal representations were categorised using semi structured interviews. Maternal representations were scored as good (integrated/equilibrate), intermediate (reduced/loss involvement) and poor (non-integrated/amivalent). Mother–infant interactions were videotaped during feeding within 1 week after delivery and again at 2 months postpartum, then coded blindly using the Coding Interactive Behavior (CIB) scales.

Results.– Maternal anxiety and depression symptoms were significantly higher at all assessment points in the SM group. Maternal representations were also significantly different between SM and control groups at all study time (94% to 100% vs 5% to 11% of intermediate/poor representations, respectively). Perturbations to early mother–infant interactions were observed in the SM group and these dyads showed greater dysregulation, lower maternal sensitivity, and higher maternal intrusive behaviour. During interactions, SM infants displayed higher avoidance of their mothers. Multivariate analysis showed that maternal representation and depression at third trimester predicted mother–infant troubles.

Conclusion.– False positive ultrasound screenings for SM are not benign and negatively affect the developing maternal–infant attachment. Medical efforts should be directed to minimize as much as possible such false diagnoses.

http://dx.doi.org/10.1016/j.neurenf.2012.05.425

High intellectual potential: strengths and weaknesses

We-S-448
High intellectual potential and autism spectrum disorders: Transnosophical and metapsychological approaches
C. Weissmann-Arcache
Laboratoire Psy-NCA, université de Rouen, Rouen, France

Les aspects dysharmoniques, voire anachroniques du développement des enfants à haut potentiel intellectuel, questionnent les différentes conceptions du fonctionnement mental et de ses troubles: faut-il parler en termes de déficit/suppléance, de symptôme/défense, de handicap ou de trouble psychique? ou encore de processus autre? À partir de là, deux hypothèses peuvent s’articuler : – il s’agit d’une population hétérogène qui couvre toute la gamme des classifications psychopathologiques, depuis les variations de la normale jusqu’au troubles les plus sévères. Cette dimension transnosophique et transfrontalière du haut potentiel est retrouvée dans des strates comportant des sujets dits surdoués présentant des troubles divers, répertoriés aujourd’hui comme dyspraxie, hyperactivité ou autisme de haut niveau ; – mon hypothèse actuelle est la suivante : à la faveur d’une défaillance des auto-érotismes, ces sujets ont développé un haut potentiel intellectuel pare-excitant qui fonctionne comme une défense autistique plus ou moins sévère qui évolue dans les bons cas vers des aménagements narcissiques et phobo-obsessionnels. En tant que défense initiale autistique, l’intelligence surdéveloppée empêche la décompensation psychotique en maintenant un secteur clivé d’adaptation à la réalité, adaptation partielle liée au surinvestissement cognitif.

http://dx.doi.org/10.1016/j.neurenf.2012.05.426

We-S-449
The identification of children of high potential and their exceptional needs
T.J. Tebbs
Castleton State College, Castleton, USA

After many years helping young clients realize their developmental potential, Dr. Tebbs stresses identification of need not simply psychometric detail. Score-based identification offers convenience and may seem straightforward, but Dr. Tebbs considers it too simplistic. While children and adolescents identified as highly able typically possess a cognitive ability level of more than 130, results are subject to multiple influences. Also a numerical “cut-off” may perpetuate exclusionary, psychologically-unhealthy, myopic and mythic notions, e.g., they need little help. Dr. Tebbs believes the Dabrowskian concept of developmental potential (DP) may offer powerful insights into the realization of potential. He has devised a holistic strength-based process which allows synthesized data to shed light on the dynamic and complex interaction between the psychometric, personalogical, behavioral and other additive or deductive modifying factors impacting DP. By this means, the nature and degree of need most pertinent to highly able youth is more easily determined and facilitated.

http://dx.doi.org/10.1016/j.neurenf.2012.05.427

We-S-450
Creative giftedness: Its nature and measurement with EPoC
T. Lubart
Laboratoire Lati (EA 4469), Université Paris Descartes, Institut de Psychologie, Paris, France

Creativity refers to the capacity to generate new ideas that meet contextual constraints. This original, adaptive thinking contrasts with traditional intellectual ability (measured by IQ and academic success). Creative giftedness is increasingly recognized as a distinct form of giftedness. The key psychological and environmental factors favoring creative giftedness will be examined. These include specific cognitive abilities (such as divergent-exploratory thinking, conceptual synthesis), personality traits (such as risk taking, openness), emotional characteristics (traits and states), and environmental conditions (family, school, regional levels). Creative potential develops in children and continues to evolve in adulthood. A method for measuring creative potential and its’ use for identifying and developing high creative potential (EPoC: Evaluation of Creative Potential Battery, Lubart et al., 2011) will be presented.

http://dx.doi.org/10.1016/j.neurenf.2012.05.428

High intellectual potential: strengths and weaknesses

We-S-448