Conclusion

Higher avoidance of their mothers. Multivariate analysis showed that maternal intrusive behaviour. During interactions, SM infants displayed disturbances to early mother–infant interactions were observed in the SM group significantly different between SM and control groups at all study time (94% delivery and again at 2 months postpartum, then coded blindly using the Coding

Results

Mother–infant interactions were videotaped during feeding within 1 week after delivery and 2 months postpartum, then coded blindly using the Coding Interactive Behavior (CIB) scales.

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 (reduce/loss involvement) and poor (non-integrated/ambivalent). 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.

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.

High intellectual potential: strengths and weaknesses

We-S-448

High intellectual potential and autism spectrum disorders: Transnosographical and metapsychological approaches

C. Weissmann-Arcache
Labaratoire 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? A 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 transnosographique et transfrontalière du haut potentiel est retrouvée dans des fractures 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.2012.05.425

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, personalological, 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