of their stress levels is highly correlated with the severity of their child’s RBs.
This presentation will describe the development of a new parent based group
intervention for parents of young children with ASD. Managing repetitive beha-
viours has been designed together with parents and is currently the subject of a
feasibility pilot randomised controlled trial in North East England. If shown to
be effective, this intervention could be implemented as an extension of existing
parent group interventions that are delivered within local community services.

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Su-S-020
Intervention with infants 8–10 months who are at high risk
of autism
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Theory and evidence suggest the potential value of early prodromal intervention
with infants at risk of developing autism. This presentation will report on the
Intervention within the British Autism Study of Infant Siblings (iBASIS) study; a
targeted parent-mediated infancy intervention of this kind. We outline the
theory behind the intervention and some of the basic science evidence from the
British Autism Study of Infant Siblings (BASIS) that is relevant to it. Results
from an initial proof of concept case series of the intervention (n=8) will be
presented, followed by details of the ongoing RCT (target n=50) including
levels of measurement ranging from parent-infant social interaction and infant
atypical behavior, to infant eye-tracking, attention and cognitive tasks.

Conclusion.– Intervention targeted for infants at risk of autism at the end of the
first year is both feasible and acceptable to families. Multiple levels of mea-
surement reflect basic science evidence on early emergent features of autistic
disorder.

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Innovative approaches for delivery of mental health care to
families affected by medical illness

Su-S-021
Mental health needs of families with food-allergic
children – access to care is not enough
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Rationale.– The extent of parental distress and perceived need for mental health
(MH) support has not been examined in parents of children with food allergy
(FA).

Methods.– Parents (n = 454) of food-allergic children were surveyed during mee-
tings of the Food Allergy and Anaphylaxis Network (FAAN). Distress was
assessed by the Impact of Event Scale (IES), a validated questionnaire targeting
the child’s food allergy as the stressor.

Results.– Approximately a third of parents reported levels of distress that jus-
tify further MH evaluation, but only a third of those sought MH consultation.
These results suggest that a programmatic approach (screening and referral) is
necessary to accurately capture and address the MH needs of these parents.

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Su-S-023
Working with and supporting paediatric staff in a tertiary
paediatric setting
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New Zealand

Paediatric healthcare professionals are frequently exposed to distressing situa-
tions involving seriously ill children, heavy workloads, resource shortages, and
high expectations of themselves to cure every patient. Studies show high rates
of depression, anxiety, and “burn-out” in health professionals, and a correspon-
ding negative impact on the care provided to patients and on team function when
staff decompensate. Despite this, there is little in the way of robust research in
this field to guide prevention and intervention with staff. This paper will brie-
fly review the literature on preventive interventions healthcare professionals,
and then describe the strategies that the Paediatric Consult Liaison Service has
used to support staff in a large tertiary children’s hospital in New Zealand. The
results of a staff survey exploring staff attitudes to the use of personal and team
supervision within the hospital will be presented, along with discussion of the
findings.

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Identity assessment

Su-S-025
The essentials of identity – differentiating normal from
pathological
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Identity is a fundamental organizing principal that allows one to function auto-
nomously from others, contributes to self-esteem, provides the capacity to
differentiate self and other, aids in social exchanges and provides insight into the
effect one has on another, while providing predictability and continuity of
functioning within a person, across situations, and across time. Disturbances in
identity contribute to multiple problems in functioning, including problems in
school, family, and interpersonal relationships with peers and adults, and
increase the risk for developing severe personality disorders. The early identi-
fication of adolescents with this risk can facilitate early intervention, clearing
blockages to normal development, and treatment. A model of assessment that
articulates the components of identity and differentiates normal identity crisis from
the more severe identity diffusion will be described.

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Su-S-026
Assessment of identity development in adolescents
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In the revision of DSM, “identity” is integrated as a central diagnostic criterion for
personality disorders (self-related personality functioning). As identity is a
highly complex construct, definition and assessment should be based on a broad
theoretical background. We present a genotype-oriented conceptualisation of
identity to overcome shortcomings of previous instruments, mostly phenotype-
oriented and limited either on healthy or on disturbed identity development.
We distinguished the two higher-order areas “Continuity” (subjective emotio-
nal self-sameness and stability over time) and “Coherence” (cognitive clarity of
self-definition and consistency over situations), in line with the constructs’
dichotomy in social-cognitive psychology and in the psychopathology-oriented
psychodynamic descriptions of identity integration vs. diffusion. Each area is
composed of three distinct aspects, covering and reassembling known subcon-
structs of identity used in established models from e.g. Kernberg, Westen, Fonagy,