

bach, 1991) and Child Attachment Interview (Shmueli-Goetz et al., 2000).

**Results** Findings showed:

– a significant presence of disorganized attachment with respect to both parents;  
– high levels of anxiety and depression.

**Conclusion** This study extended previous research in middle-childhood and early adolescence in SSD. The findings support the influence of the disorganization aspects and the psychological problems surrounding the SSD. The clinical implications for future research directions are discussed.

**Disclosure of interest** The authors have not supplied their declaration of competing interest.

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## EW66

### Assessment of cognitive profile (WISC-IV), autistic symptomatology and pragmatic disorders in high intellectual potential compared with autism spectrum disorder

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**Introduction** An overlap between autism spectrum disorder (ASD), in particular Asperger Syndrome (AS), and high intellectual potential (HIP–Total IQ > 2 SD) is often discussed.

**Objectives** Explore differences between homogeneous and heterogeneous Wisc-profiles among HIP children, and between HIP and ASD children, on cognitive and clinical assessments.

**Methods** Forty-nine participants (mean age 11.2 years) were divided in 4 groups: High Functioning Autism (HFA), AS, Homogenous HIP and Heterogeneous HIP. Data of WISC-IV and questionnaires – Autism Quotient (AQ), Empathy Quotient (EQ), Systemizing Quotient (SQ), Children’s Communication Checklist (CCC) – were compared.

**(Preliminary) Results** On the WISC-IV, the Z scores curves follow similar trajectories but highlight quantitative differences between AS and heterogeneous HIP: verbal comprehension is the highest index (+1,6 SD in AS; +3,1 SD in heterogeneous HIP) followed by perceptual reasoning, working memory, and processing speed indexes (–1,2 SD in AS; +0,5 SD in heterogeneous HIP), respectively. The questionnaires show that scores of Homogenous HIP children are all in the average. Heterogeneous HIP children score 2,1 SD above average on the AQ (+1,6 SD on “Social Skills” and +1,3 SD on “Local Detail” subscales), whereas ASD children score 4 SD above average on the AQ. In addition, heterogeneous HIP children show pragmatic difficulties (–2,4 SD on the CCC, with a peak on “Area of Interest” subscale), also present in ASD children (–4 SD).

**Conclusions** AS and heterogeneous HIP children show similar cognitive profiles on the WISC-IV. Furthermore, heterogeneous HIP children exhibit high scores on the AQ and have pragmatic difficulties.

**Disclosure of interest** The authors have not supplied their declaration of competing interest.

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## EW67

### What do we share during a meal? Exploratory study of shared stories in ADHD children

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**Introduction** Many research focus on the study of language in ADHD children. However, the discourse is beyond the language and provides access to child representations of the world, to its own history. The aim of our study was to compare and analyze the self-narratives during a family meal.

**Method** Speeches of 5 children (6–10 years) were recorded, analyzed and then compared to a strictly matched control group. Once transcribed, the data were morphosyntactically annotated and processed using multivariate exploratory techniques. A thematic analysis was also realized to understand how ADHD children moved from one conversation topic to another.

**Results** Our first results showed that ADHD children have more difficulty in producing self-narratives while they are doing something else (eat). Moments of sharing common stories are less frequent compared to the control group. The transition from one topic to another is made by direct associations (e.g. the child talks about what he is eating, and this leads him to think about the next day’s dinner). The construction of the self-narratives is poorer compared to the control group, both in content and in length of utterances.

**Conclusion** Interestingly, concerning ADHD children, it appears:

- That these self-narratives exist;
- but also that they are poorer;
- that they allow, less frequently than in the control group, projections into the future or recollection of past events.

If ADHD children cannot access to these moments, special attention should be paid to this sharing of family history outside of daily activities.

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## EW70

### A longitudinal approach to the contribution of trauma and external shame on depressive symptoms in adolescence

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**Introduction** Trauma experiences during childhood and adolescence (Gibb, 2002; Ansel et al., 2011; Musliner et Singer, 2014; Hopwood et al., 2015), the experience of shame (Rubeis et al., 2008; Cunha et al., 2012; Rosso et al., 2014; Stuewig et al., 2015) and gender (English et al., 2004; Rosso et al., 2014) had been considered as predictors of depressive symptoms.

**Objectives** To observe intra-individual variability of trauma, external shame, gender (as predictors) and depressive symptoms (as dependent variable).