

**Biography:**

Véronique Leblanc is from Caraquet, New Brunswick. She is a fourth-year student, studying in the field of speech-language pathology in French at Laurentian University. She plans to begin her Masters' degree in September of 2019. Her research focuses on children who are diagnosed with an Attention deficit disorder, with or without hyperactivity (ADHD), as well as their pragmatic language development.

**Research summary:**

The attention deficit hyperactivity disorder (ADHD) is a neurodevelopmental deficit characterized by difficulties with attention, inhibition, hyperactivity and impulsivity. This deficit can also lead to some difficulties with written and spoken language as well as behavior. This can influence the child's social interactions with others. Naturally, proper communication in the child's social context is essential to ensure a healthy integration within the family, school and society. Alternatively, a child could experience psychological distress such as anxiety, sadness, etc. This study addresses children diagnosed with ADHD and the impact of this deficit on the development of their social communication. A questionnaire that measures social communication skills was given to parents of children ( $n = 13$ ) affected by ADHD and of typically developing children ( $n = 13$ ) and a second questionnaire was completed by the evaluators in order to establish if there is a significant difference between the two groups. This questionnaire will also help determine if being diagnosed with ADHD has an impact on social communication for schoolchildren.