Developmental dyspraxia: A psychiatrist’s point of view

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Developmental coordination disorders, which consist of developmental dyspraxia, are a frequent reason for consultations in child psychiatry, given their impact on learning. These motor impairments, associated with visuo-spatial difficulties, can also penalize the child in his imitative exchanges and have an impact on social integration. The diversity of the forms of dyspraxia and the polymorphism in clinical presentations require the implementation of a working, multidisciplinary collaboration. Indeed, assessment and understanding of such disorders are part of an approach that is both developmental and integrative, which must take into account the cognitive, linguistic and emotional dimensions inherent to the overall functioning of a child in interaction with their wider environment. This clinical approach must be at the barycenter in a position between psycho-affective (underpinned by a psychodynamic point of view) and a second, more recently nourished knowledge, provided by neurosciences and genetics. Results from this approach will be tailored therapeutic proposals that are adjusted to the singularity of clinical situations that have been encountered.

Keywords Learning; Dyspraxia; Developmental coordination disorder; Social integration; Dimensional approach; Integrative

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What type of support for children with disorders of motor skills?

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The difficulties of defining the concepts of praxies and coordination during the development of the child are linked with recent debates and consensus-building regarding the diagnostic criteria for the developmental coordination disorder (DCD), dyspraxia, disorders of motor skills. The relevance of the proposed therapeutic approach logically depends on the clarity of the differentiation of disorders; in the current state of knowledge, support for children “DD” or “DCD” is still not consolidated. We report the recommendations established by certain organizations or scientific societies (Economic and Social Research Council Leeds 2006, INSERM 2007, European Academy for Childhood Disability 2012, Réseau Régional de Rédéducation et Rédadaptation Pédriatrique 2012, Caisse Nationale de Solidarité pour l’Autonomie 2014) as well as the therapeutic proposals published by the clinicians and researchers particularly invested in this area (Albaret, Gerard, Mazeau…). Our service at the Hôpitaux de Saint-Maurice has developed experience in the diagnostic and therapeutic support for children with developmental dyspraxia and children with praxic disorders associated with early brain damage. This leads us today, in the light of the recent work on the difficult passage of the assessment to the rehabilitation. Which place to give to approaches oriented on the deficit or functional performance? Is it possible to codify criteria of indication of adaptations (including computer) and their learning? What therapeutic strategy in the event of co-morbidity?

Keywords Developmental dyspraxia; Developmental coordination disorder; Rehabilitation

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