

1^{ères} journées thématiques du Pôle Expérimental TSLA "les Lavandes"

TDA/H chez l'enfant : interventions thérapeutiques et adaptations pratiques

15-16 Juin 2015

Pôle Universitaire de GAP (Hautes-Alpes)



Hétérogénéité comportementale et neuropsychologique du TDA/H chez l'enfant : implications diagnostiques

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TDA/H chez l'enfant - Généralités

▣ Symptomatologie associant

- ▶ Difficultés d'attention
- ▶ Hyperactivité et impulsivité

▣ Sous forme de trois "présentations" (DSM-5)

- ▶ Inattention prédominante (IN)
- ▶ Hyperactivité/impulsivité prédominante (H/I)
- ▶ Forme combinée (C)

▣ Démarche diagnostique de nature comportementale

- ▶ Basée sur les critères des classifications internationales (DSM-5 pour les trois "présentations", CIM-10...)

TDA/H chez l'enfant - Généralités

‡ Syndrome d'expression hautement hétérogène

▶ Diversité inter-sujets

- ◆ Diagnostique (expression clinique : "présentations")
- ◆ Dans le trouble (intensité, retentissement fonctionnel)

▶ Variabilité intra-sujets

- ◆ Fluctuations à court terme / expression symptômes persistants
- ◆ Manque de stabilité à long terme (Todd *et al.*, 2008, Gau *et al.*, 2010)
- ◆ Influence directe de l'âge (Lahey & Willcutt, 2010, Willcutt *et al.*, 2012)
 - ✗ Diminution des symptômes d'H/I après l'âge préscolaire
 - ✗ Augmentation des formes IN (et C) à la même période

TDA/H chez l'enfant - Généralités

▣ Présentation clinique variable des enfants TDA/H

- ▶ Possible source de confusions
 - ◆ En clinique
 - ◆ Dans le milieu de la recherche
- ▶ Peut affecter la perception du syndrome
- ▶ Possède aussi un aspect heuristique
 - ◆ Voie d'accès à la connaissance du trouble

▣ Interroger la diversité

Évolutions conceptuelles diagnostiques

Lier hétérogénéité comportementale et neuropsychologique

Préciser et diversifier les sources de description

(Cortese & Castellanos, 2011)

- ▶ Analyse clinique et prise en compte des aspects cognitifs

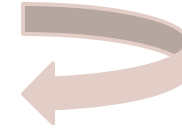
Utiliser les données tirées de la littérature (Cortese & Castellanos, 2011)

- ▶ Apport des modèles causaux à déficits multiples
- ▶ "Marqueurs" psychologiques et neurocognitifs pouvant :
 - ◆ Éclairer le statut diagnostique
 - ◆ Aider à caractériser les symptômes
 - ◆ Étayer et préciser les critères diagnostiques positifs

Approche diagnostique - Étude préliminaire



Examen clinique de la littérature



Statut diagnostique (TDA/H vs contrôles)

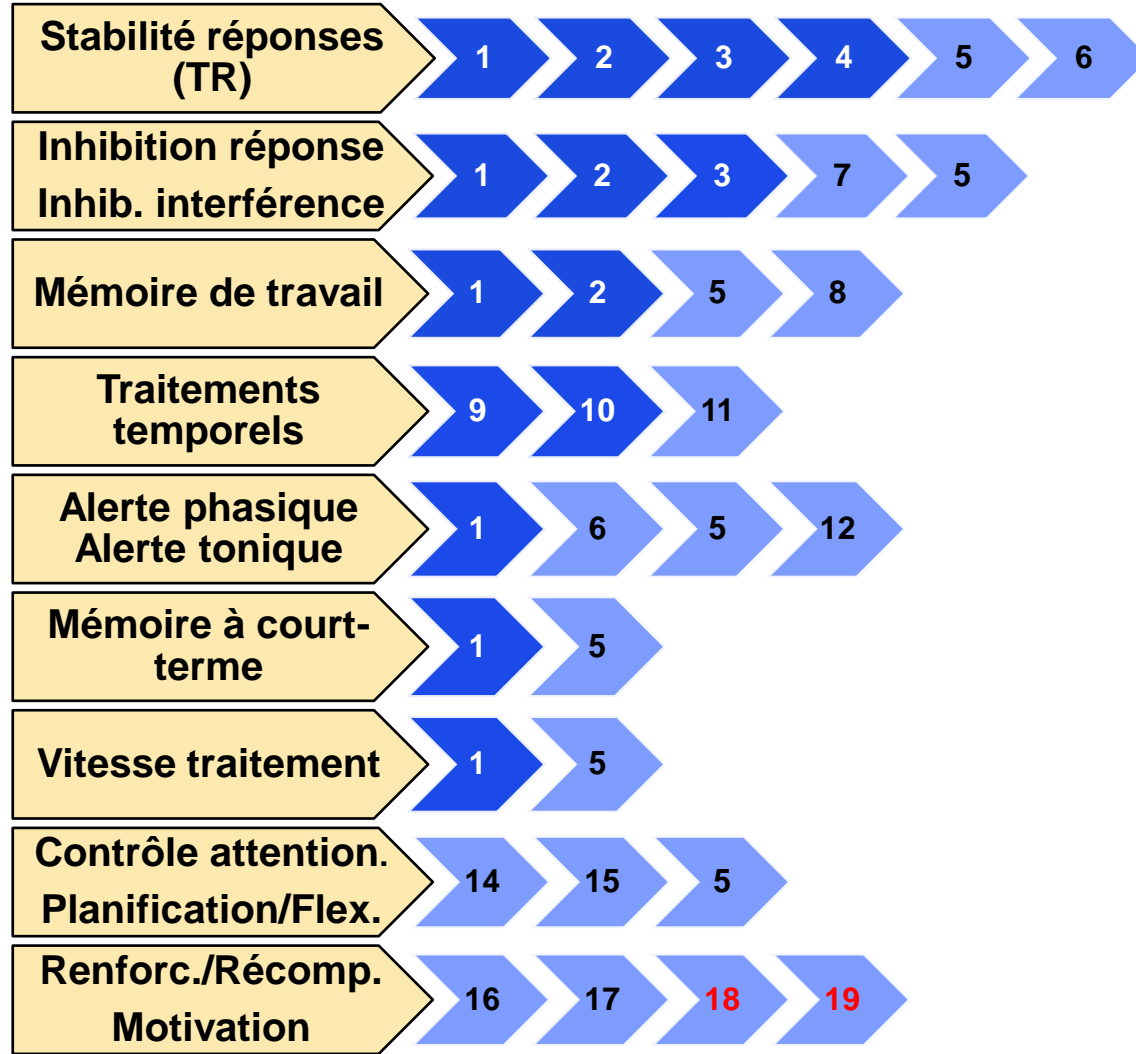
- Données récentes (01/12 à 12/14)
 1. Études utilisant des modèles de régression (association prédictive)
 2. Méta-analyses et revues systématiques
- Langue anglaise ou française

Caractérisations symptomatiques (IN "vs" H/I)

- Données récentes (01/09 à 12/14)
 1. Études utilisant des modèles de régression (association prédictive)
 2. Méta-analyses et revues systématiques
 3. Études primaires
- Langue anglaise ou française

Statut diagnostique - Données neuropsychologiques

- (1) Nikolas & Nigg (2013) - (2) Sjöwall et al. (2013) - (3) Crosbie et al. (2013)
- (4) Kofler et al. (2013) - (5) Willcutt et al. (2012) - (6) Tamm et al. (2012) - (7) Hart et al. (2013)
- (8) Kasper, Alderson & Hedeck (2012) - (9) Hart et al. (2014) - (10) Huang et al. (2012)
- (11) Noreika et al. (2013) - (12) Huang-Pollock et al. (2012) - (13) Munkvold et al. (2014)
- (14) Balogh & Czobor (2014) - (15) Lopez-Martin et al. (2013) - (16) Modesto-Lowe et al. (2013)
- (17) Pire & Van Broeck (2012) - (18) Pauli-Pott & Becker (2011) (19) Luman et al. (2010)



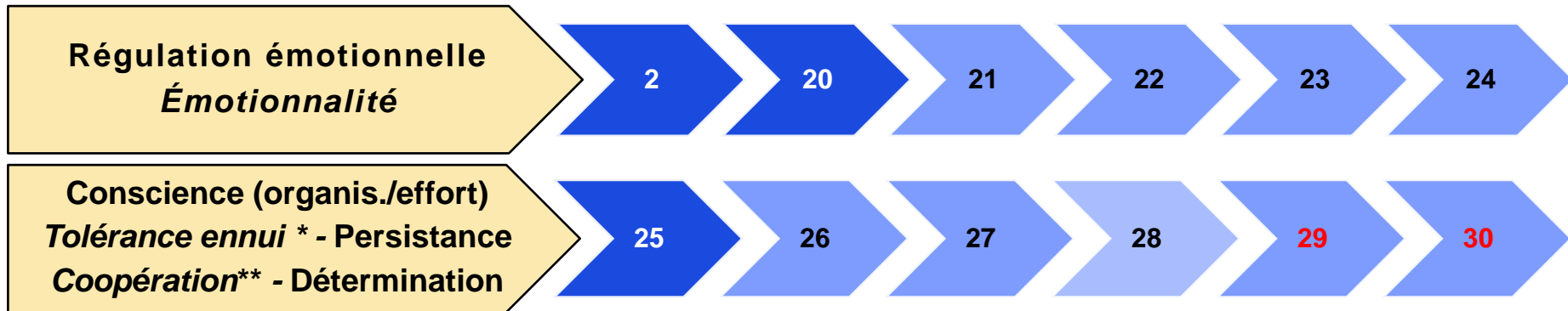
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TDAH < Contrôles

Études avec modèles régression - Revues systématiques - Méta-analyses
 Non encadré : données neutres (études avec modèles de régression) - **Exceptions**

Statut diagnostique - Données psychologiques



(2) Sjöwall *et al.* (2013) - (20) Seymour *et al.* (2014) - (21) Shaw *et al.* (2014) - (22) Villemonteix *et al.* (2014) - (23) Purper-Ouakil *et al.* (2014)
(24) Collin *et al.* (2013) - (25) Staikova *et al.* (2013) - (26) Gomes & Corr (2014) - (27) Karalunas *et al.* (2014) - (28) Michel & Maire (2014)
(29) Uekermann *et al.* (2010) - (30) De Pauw & Mervielde (2010)

Émotionnalité, * Tolérance à l'ennui (*Recherche de nouveauté*), ** Coopération (Cognition sociale) : aussi associées aux troubles externalisés -

TDA/H < Contrôles

Études avec modèles de régression - Revues systématiques-Méta-analyses - Exceptions

Statut diagnostique - Regroupement théorique

Trouble Déficit de l'Attention/Hyperactivité (TDA/H < Contrôles)

Alerte phasique - Stabilité des réponses (TR) - Vitesse de traitement
Alerte tonique (vigilance, *attention soutenue*)

Contrôle attentionnel
(orientation/réorientation, résistance à la distraction)

Inhibition réponse motrice
Inhibition interférence - Planification - Flexibilité - Mémoire de travail

MCT "ordre" - Traitement de l'information temporelle

Sensibilité au renforcement (délai de récompense)
Style motivationnel ("fuite" du délai)

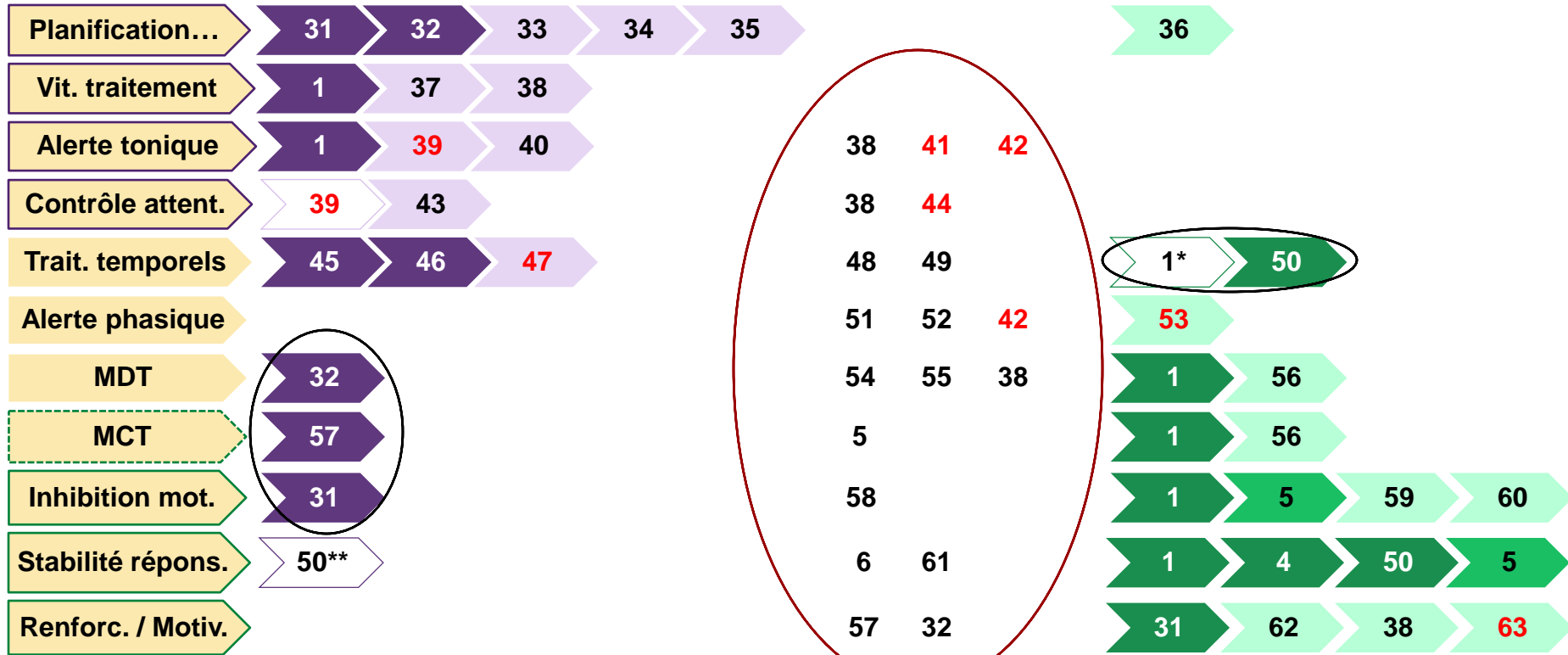
Régulation émotionnelle - *Émotionnalité* - Conscience (organis./effort)
Tolérance ennui (*Recherche de nouveauté*) - Persistance
Cognition sociale (*Coopération*) - Détermination

Déficits neuropsychologiques / sympt. comportementaux

Foncé: études avec modèles de régression - Moyen : méta-analyses et revues systématiques

Clair : Etudes primaires - **Exceptions** - Non encadrés : résultats neutres (études primaires)

Inattention



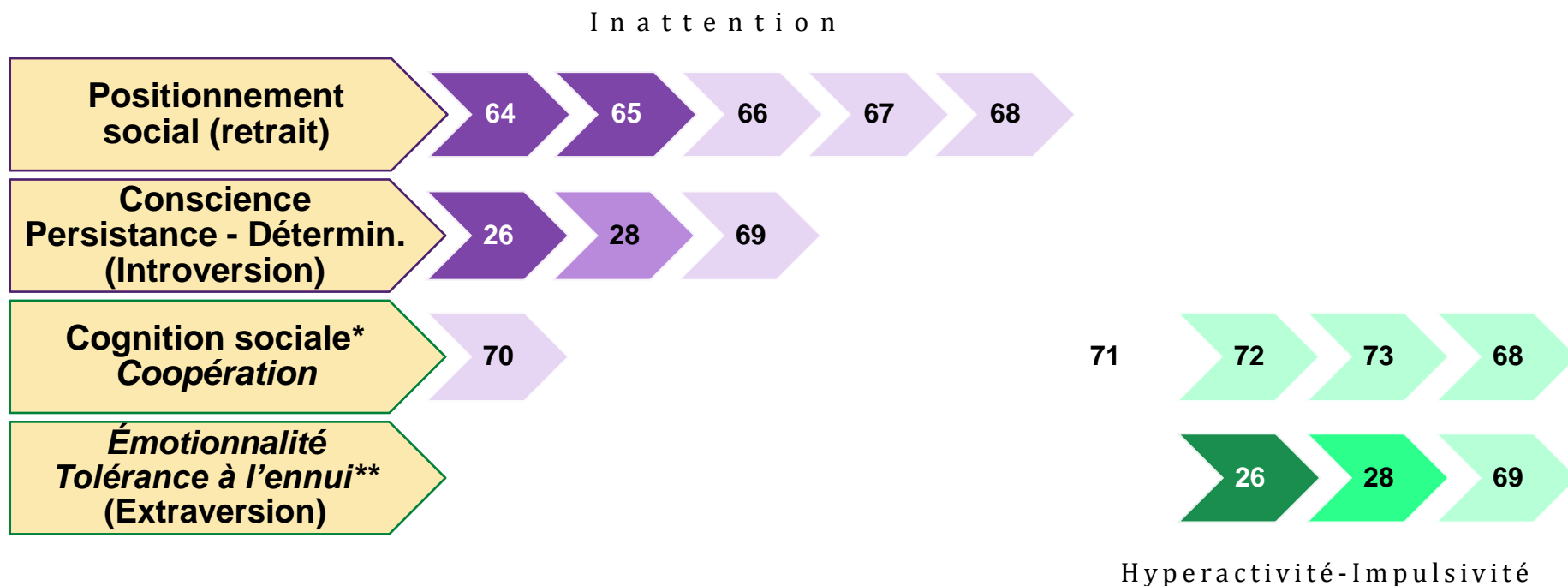
Hyperactivité / Impulsivité

(1) Nikolas & Nigg (2013) - (4) Kofler *et al.* (2013) - (5) Willcutt *et al.* (2012) - (6) Tamm *et al.* (2012) - (31) Lopez-Vergara & Colder (2013) - (32) Wahlstedt *et al.* (2009) - (33) Capdevila-Brothy *et al.* (2014) - (34) Chiang *et al.* (2013) - (35) Semrud-Clikeman (2012) - (36) Ahmadi *et al.* (2014) - (37) Goth-Owens *et al.* (2010) - (38) Mayes *et al.* (2009) - (39) Gonzalez-Castro *et al.* (2015) - (40) Egeland *et al.* (2009) - (41) Huang-Pollock *et al.* (2006) - (42) Tucha *et al.* (2006) - (43) Øie *et al.* (2014) - (44) Keage *et al.* (2006) - (45) Demers *et al.* (2013) - (46) Gooch *et al.* (2011) - (47) Kaiser *et al.* (2015) - (48) Wittmann *et al.* (2011) - (49) Hurks & Hendriksen (2010) - (50) Rosch *et al.* (2013) - (51) Kooistra *et al.* (2014) - (52) Mullane *et al.* (2011) - (53) Booth *et al.* (2007) - (54) Ferrin & Vance (2014) - (55) Cockcroft (2011) - (56) Dosis *et al.* (2014) - (57) Gau & Chiang (2013) - (58) Adams *et al.* (2010) - (59) Carr *et al.* (2010) - (60) Fillmore *et al.* (2009) - (61) Epstein *et al.* (2011) - (62) Scheres *et al.* (2013) - (63) Scheres *et al.* (2008) - * Garçons uniquement - **go/no-go uniquement - Encadré rouge = données neutres - Encadré noir = données en contradiction par rapport à une tendance -

Difficultés psychologiques / sympt. comportementaux

Foncé: études avec modèles de régression - Moyen : méta-analyses et revues systématiques

Clair : études primaires - Non encadrés = résultats neutres (études primaires)



(26) Gomez & Corr (2014) - (28) Michel & Maire (2014) - (64) Becker (2014) - (65) Becker (2013) - (66) Willcutt et al. (2014)
 (67) Becker et al. (2013) - (68) Solanto et al. (2009) - (69) Martel et al. (2010) - (70) Semrud-Clikeman (2010) - (71) Bunford et al. (2014)
 (72) McKinney et al. (2013) - (73) Conzelmann et al. (2009) - * Auto-contrôle social - ** Recherche de nouveauté

Impact supposé IN et H/I (regroupement théorique)

Inattention

Vitesse de traitement
Alerte tonique (vigil., *attention sout.*)

Contrôle attentionnel
(orientation - résistance distraction)

Planification - Flexibilité
Inhibition interférence

Positionnement social (retrait)
Conscience - Persistance - Déterminat.
(Introversion)

Alerte phasique

Mémoire de travail

Traitements temporels

Hyperactivité/Impulsivité

Stabilité des réponses (TR)

Inhibition réponse motrice

Mém. à court-terme (visuo-spatiale)

Renforcement (délai récompense)
Style motivationnel ("fuite" du délai)

Cognition sociale (*Coopération*)
Émotionnalité - Tolérance ennui
(Extraversion, goût du risque...)

Description clinique étayée

Utilisation de bilans

Appui sur des "marqueurs" psychologiques et neurocognitifs

▣ **Analyse clinique** (symptômes comportementaux: Caci, 2014)

- ▶ Anamnèse détaillée, dont facteurs environnementaux (Bange, 2014)
- ▶ Observation clinique (entretiens diagnostiques structurés)
- ▶ Évaluation des symptômes (DSM-5)
Critères de durabilité, précocité, extensibilité, retentissement
- ▶ Cotation des symptômes dans différentes situations :
Échelles comportementales (Conners, ADHD-RS, SNAP-IV...)

"Conclusion" : évolutions conceptuelles diagnostiques

▣ Données psychologiques et neurocognitives

Recherche de "marqueurs" (étayée par la littérature)

▶ Examen psychologique

- ◆ Repérage des signes de dysrégulation émotionnelle
Des traits de personnalité, tempérament... précités

▶ Bilan neuropsychologique attentionnel/exécutif/mnésique

- ◆ Identification de profils cognitifs
- ◆ Indicateurs de la présence de difficultés

▶ Examen psychomoteur de l'hyperactivité/impulsivité

- ◆ Impulsivité motrice, contrôle moteur, rythmicité (tt. temporels)

▣ Analyse par convergence des éléments recueillis

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