

EPP0021

Exploratory study of handwriting disorders in school-aged children for a better nosography

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Introduction: Handwriting disorders (HDs) are prevalent in elementary school children, but their nature is poorly understood. Moreover, the diagnosis of dysgraphia is often too quickly concluded on a single assessment.

Objectives: In the present study, we aimed to use a transdisciplinary assessment approach. We looked for to provide objective data to better understand the nature and aetiology of HDs.

Methods: 27 school aged children with HDs aged 6-11 years were included in the study and were compared to typically developing children. They performed a normed prescriptural task of copying cycloid loops. Postural and gestural inter-segmental coordination of arm movements were recorded with two video cameras allowing 2D reconstruction of the gesture. Spatial/temporal kinetic and kinematic measures were recorded with a digital pen. All children underwent normed and standardized clinical assessments of neuropsychomotor, neuropsychological and oculomotor functions. The handwriting test (BKK) were used.

Results: Handwriting disorders seem very heterogeneous. However, there is a significantly poorer gestural of inter-segmental coordination and of kinetic/kinematic performances of the tracings in HDs. Furthermore, it was possible to highlight three levels of HDs: mild HD not detected by the BHK test (26% of children), moderate HD with the BHK (33%), dysgraphia identified by the BHK (41% of children). The mild nature of HDs not detected by the BHK seems to occur to a relatively low frequency with associated disorders identified during clinical assessments. On the contrary, dysgraphia appears linked to a high frequency of the associated disorders with a majority of oculomotor disorders (55% of children) leading to visual-perceptual difficulties (44%).

Conclusions: HDs appear to be multifactorial but have a common characteristics of immaturity of gestural synergy of the arm, associated with poorer spatio-temporal kinetic and kinematic parameters. Dysgraphia occurs with more severe disorders as oculomotor and visual perception impairments. Our findings highlight the importance to identified a nosography of HDs with a transdisciplinary evaluation to better understand the nature and aetiology of the disorders in order to better clinical decision-making processes for handwriting remediations.

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EPP0020

The historical transformation of the classification of personality disorders

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Introduction: The classification system of personality disorders underlies historical transformation processes. In 1980 the DSM-III introduced a categorial approach to systematize personality disorders. With further research the alternative DSM-5 Model for Personality Disorders with categorial and dimensional elements was introduced in 2013. Latest changes manifest with a dimensional classification system of personality disorders in ICD-11. The transition from a categorial towards a dimensional classification system of personality disorders is framed as a 'paradigm shift'.

Objectives: Aim of this investigation is to describe these transitions and analyze if these changes correspond to the term 'paradigm' in Thomas Kuhn sense (Kuhn Uni. of Chicago Press 1962), or are more a form of continuous and gradual change. Particularly I examine how knowledge transforms within the disciplines of psychiatry and psychology, and how the arena in which the scientific discussions are negotiated is constituted.

Methods: To analyze the historical transformation processes within the scientific communities a qualitative reconstructive approach is chosen. An extensive bibliometric literature research in the databases Web of Science, PubMed and JSTOR is conducted. Back and forward citation are taken into account until a dense set of primary and secondary sources from 1970-2022 is accumulated.

Results: Results show that the transition from a categorial towards a dimensional classification system of personality disorders is not a classical 'paradigm shift' in Thomas Kuhn sense. The changes have the character of gradual and fluid transitions. New knowledge is added to older knowledge and established insights are not replaced fully. Researchers from the disciplines of psychiatry and psychology argue for a dimensional approach and show scientific evidence, which makes them to driving forces behind the transformation process. Even though in the scientific communities are contrary voices who argue for a moderate approach and emphasize the practical applicability of diagnostic manuals.

Conclusions: In summary scientific knowledge in the disciplines of psychiatry and psychology changed. Researchers from the different scientific communities had an impact on political decision-making processes. To understand the driving forces fully and how scientific knowledge interacts with politics, the institutions APA (American Psychiatric Association) and WHO (World Health Organization) and their institutional procedures of the revision process must be investigated in more detail.

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