

Revision Paediatric Neurology

ADHD

Autism

I Smuts

What should you know?

Neurological evaluation

- Very important
- Practical exams!!!!!!

Make the link

- General
 - Head
 - Face
 - Neck
 - Limbs
 - Trunk
 - Primitive reflexes
 - Other systems
- History
 - General impressions
 - Higher functions
 - Head and face
 - Cranial nerves
 - Neck and back
 - Signs of raised intracranial pressure
 - Motor system
 - Sensory system
 - Basal ganglia
 - Cerebellar function
 - Autonomic system
 - Markers
 - Developmental assessment

Developmental delay

Poor School Progress

How do children present

- Children < 6 years of age
 - Developmental delay
- Children > 6 years of age
 - Poor school progress

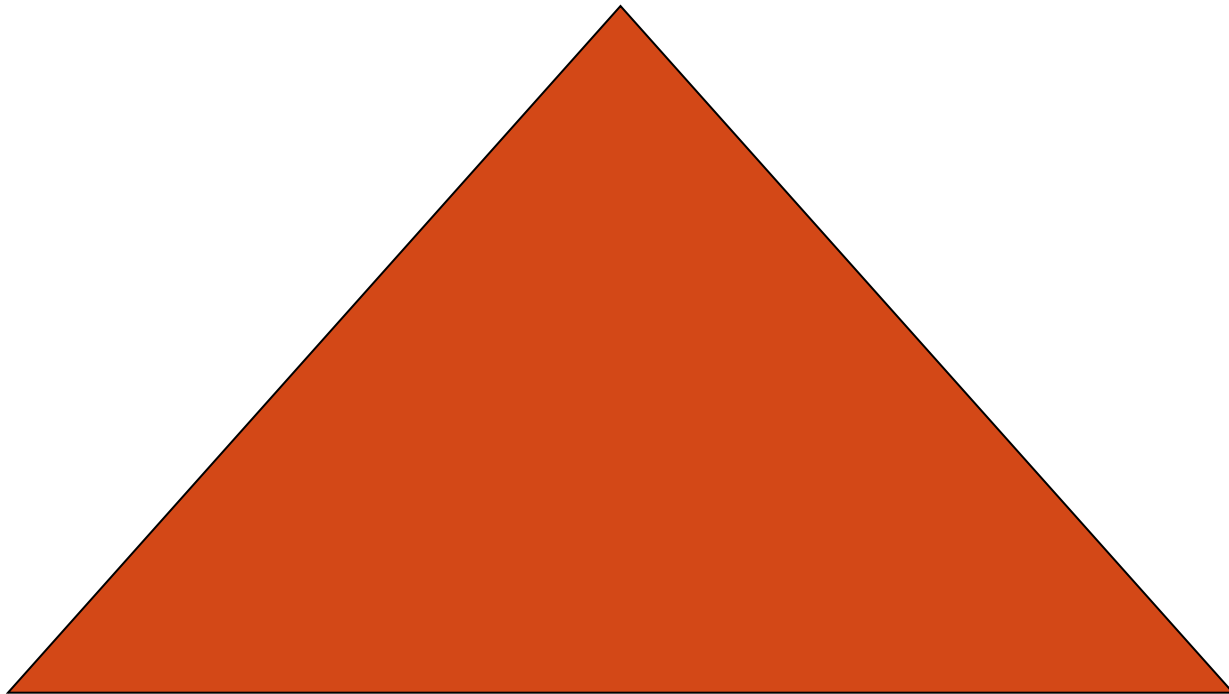
Poor School Progress

Aspects to keep in mind

Learner

Educational System

Parents



School system



Poor attendance

Truancy

Hospital

Political unrest

School

Motivation

Results

Teacher

Absent

Numbers

Methods

Learner/Teacher

Parents



Expectations

Circumstances at home

Absent parents

Alcohol

Abuse

Discipline

Marital problems

Over protection

Learner



Physical health

CNS
Hearing and vision
Epilepsy
Medication
Syndromes
Chronic disease

Psychosocial aspects

Depression
Anxiety
Behavioral problems
Hunger
Alcohol
Schoolphobia
Neglected children

Intellectual development

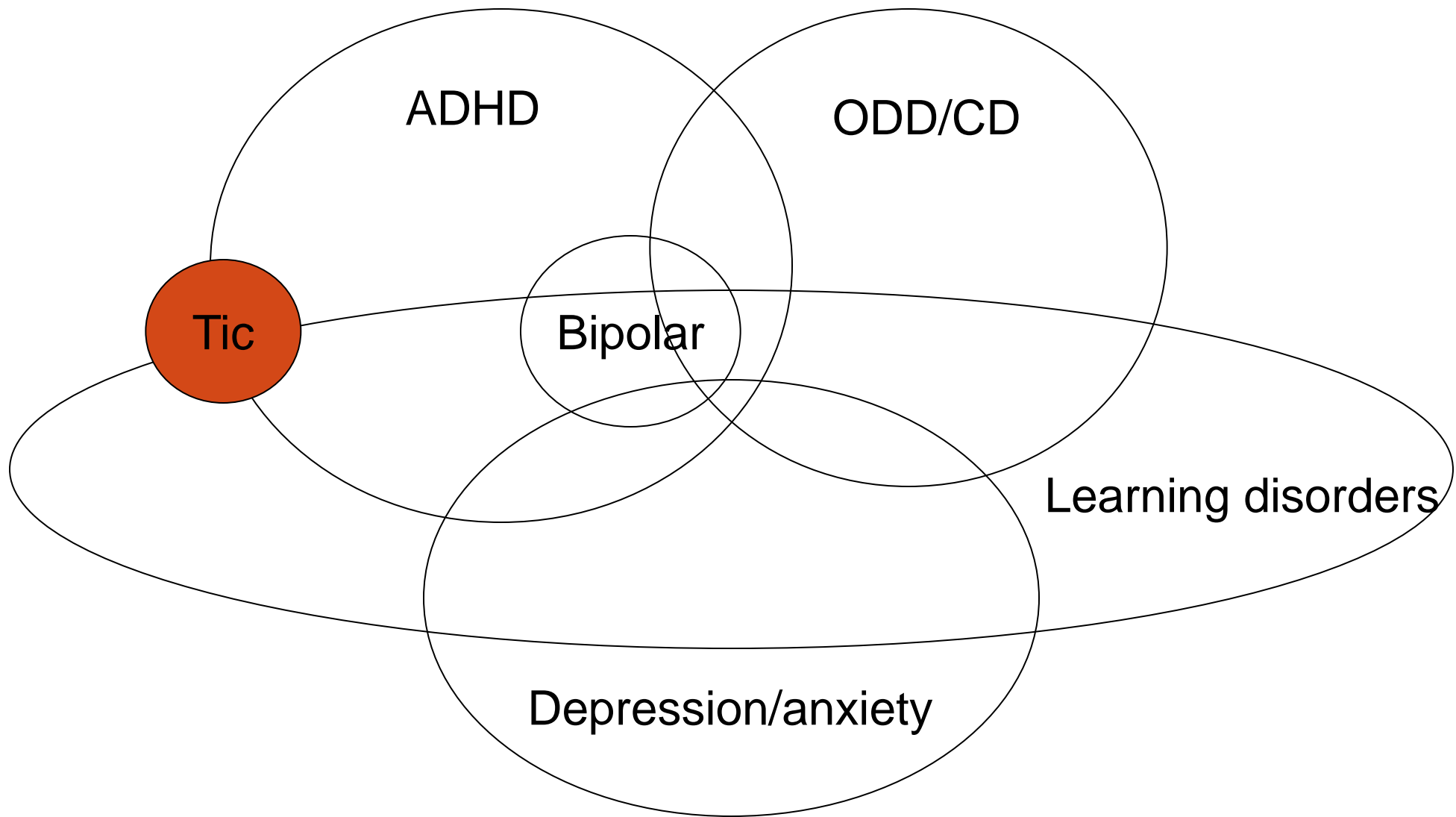
IQ (MR)
Learning disabilities
Dyslexia
Dyscalculi
Dysgraphia

ADHD

Attention-Deficit Hyperactivity Disorder (ADHD)

Diagnosis of ADHD

- DSM IV criteria
- Aspects:
 - Hyperactivity
 - Inattention / Distractibility
 - Impulsivity / Disinhibition
- Subtypes:
 - Predominantly hyperactive
 - Predominantly inattentive
 - Combines



Treatment

- Behaviour modification
- Medication
 - Stimulants
 - Methylphenidate/Ritalin: Know everything!!!
 - Non-stimulants
 - Anti-depressants
 - SSRI
 - Imipramine
 - Mood stabilizers
- Diet in some cases

Seizures in Childhood

What you should know

- Seizures in childhood: Everything
- Epilepsy
 - Seizure types
 - Epilepsy syndromes
 - Treatment
 - Drugs: Side effects
- Febrile seizures

Headache in Children

Know.....

What questions to ask

What to look for

When to worry

Special investigations indicated

Paediatric Stroke

Classification

- Embolism of cerebral vessels
- Thrombosis
 - Arterial thrombosis
 - Venous thrombosis
- Cerebral haemorrhage

Management

- Stepwise approach
- Thorough history
 - Trauma
 - Drug ingestion
 - Developmental status
 - MR
 - Regression
 - Seizures
 - Family history

Management

- Examination

- Skin

- Birth marks
 - Abnormal pigmentation
 - Nodules
 - Rashes
 - Signs of trauma

- Cardiovascular system

- Murmurs
 - Abnormal heart sound
 - Blood pressure
 - Head and neck bruits

- Fundi

- RP
 - Haemorrhages
 - Papilloedema

- Refer

Cerebral Palsy

Know!!!!

- Upper Vs Lower motor neurone lesion
- Definition
- Classification
- Co-morbidities

Early Signs of CP

- Poor cry or high pitched cry
- Tonic bite
- Poor head control
- Truncal hypotonia
- Sparse movement
- Asymmetry of movement
- Spontaneous clonus
- Motor developmental delay
- Abnormal movements

Clinical Presentation

- Upper motor neurone signs
- Delayed gross motor milestones
- Increased tone
- Contractures
- Primitive reflexes integrate later
- Pathological reflexes
- Limbs may be hypertonic and with abnormal posture

Co-morbidities

- Mental retardation
- Learning difficulties
- Speech problems
- Oral hypersensitivity and drooling
- Feeding problems
- Constipation
- Reflux
- Visual and hearing impairment
- Orthopaedic problems
- Behavioural problems
- Epilepsy
- Perceptual problems

Movement Disorders

Know?

- Definitions
 - Tics
 - Chorea
 - Athetosis
- Criteria for Tourette
- Sydenham's Chorea

Floppy Infant

Know?

- An Approach

Developmental Regression in Children

Know?

- Be able to recognised and refer

Autism

Autistic **spectrum** disorder (ASD)

Language disorders

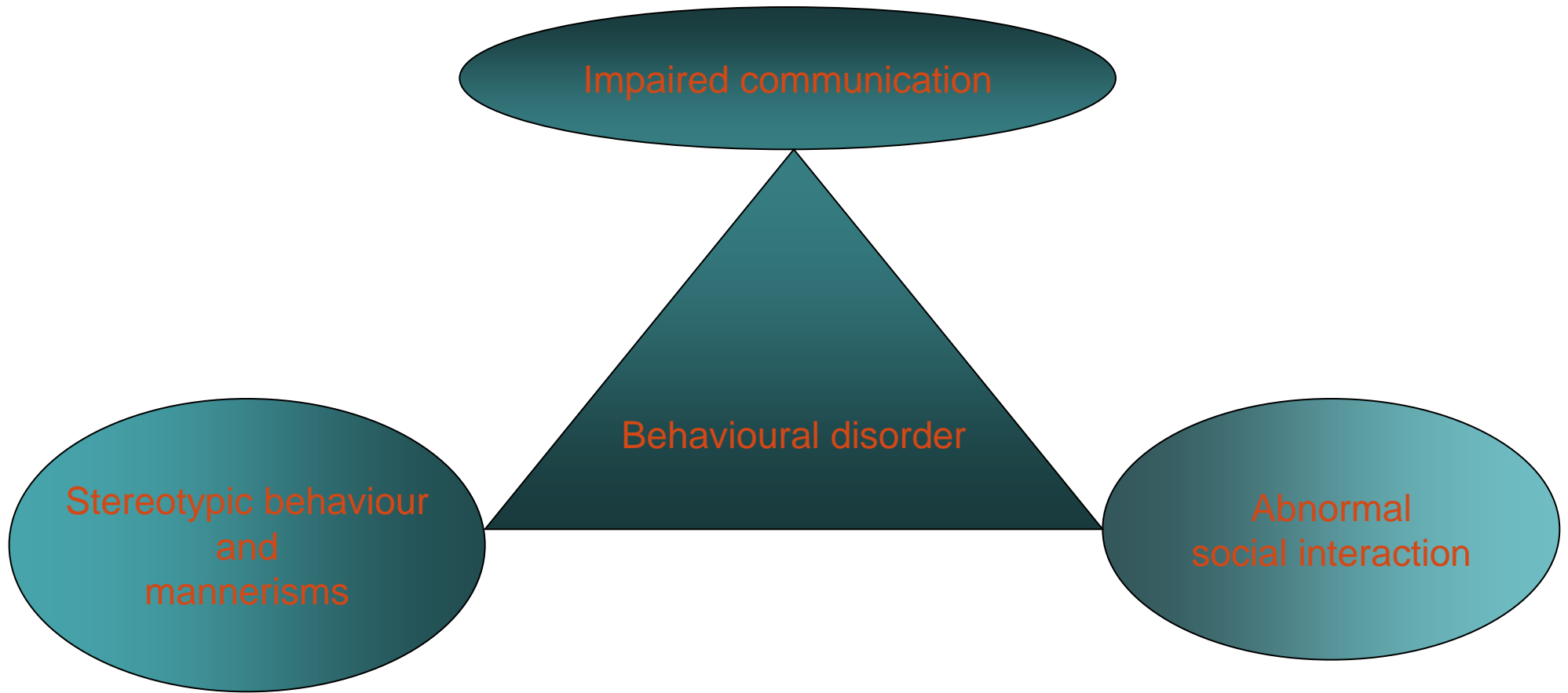
Strange children ?

what is autism?

Funny children ?

Pervasive **developmental** disorder (PDD)

Definition



Aetiology

Tuberous sclerosis

Praeder Willi

+++++



????

Metabolic disorders

Encephalitis

Pathophysiology

- No definitive explanation
- Several biological factors
 - Genetic association
 - Recurrence risk of 30.7%
 - No single gene identified
 - But clear association with neurocutaneous syndromes

Histology

- Changes in
 - limbic system
 - cerebellum

Brain volume

- Volkmar
 - Increase in brain volume: 10%
 - Overgrowth
 - Dysregulation of pruning and apoptosis
 - Extra tissue not functionally integrated

Psychological models

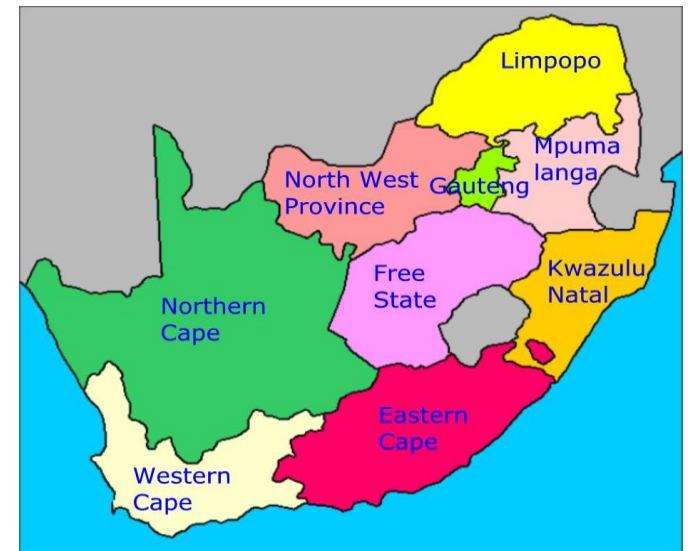
- Weak central coherence
 - Disjointed and piecemeal internal social world
- Executive dysfunction
 - Poor self regulation
 - Difficulties with change
 - Ineffective problem solving skills
 - Poor planning

Prevalence

- National Autism Plan for Children (NAPC) in UK
 - 5-6 per 1 000
- Why the increase?
 - Greater awareness?
 - Concept of ASD vs. Categorical Condition?
 - Inclusion of patients with autistic features?
 - Change in diagnostic methods?

South Africa

- Census of 2001:
 - 4.4 million children 0-4 years
 - Implication 5 000-6 000 per life year
 - 500-600 per life year per province!!
- Facilities?

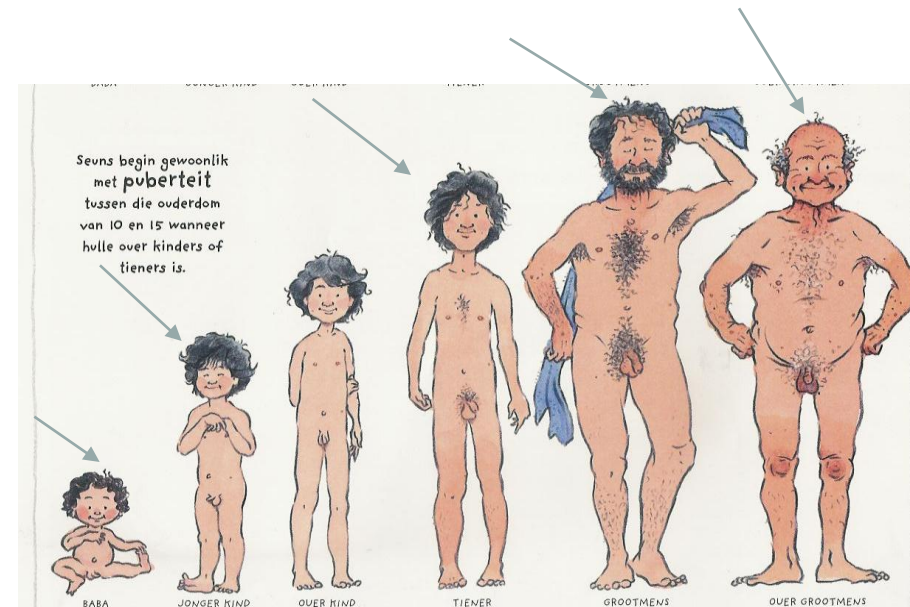


General facts

- Mean age of diagnosis: 4.6 years
- Challenge to identify < 3 years
- Careful diagnosis important
- Early intervention may improve long-term outcome

Life cycle

- Repetitive behaviour
 - Less common in
 - Very young children
 - High functioning adolescents
 - Adults
- Social abnormalities
 - More common in
 - Preschool children
- Executive functioning
 - More common in older individuals



Role of the primary health care practitioner

Adapted for South African circumstances

(Charman 2002, Filipek 1999, Le Couteur 2003)

**Identify parental concerns and alerting features
relevant to autism**

```
graph TD; A[Identify parental concerns and alerting features relevant to autism] --> B[Communication]; A --> C[Socialization]; A --> D[Behaviour]; B --> E[Red flag signs]; C --> E; D --> E;
```

The diagram is a flowchart with a light orange background. At the top is a box with the text 'Identify parental concerns and alerting features relevant to autism'. A vertical line descends from this box and splits into three horizontal lines, each leading to a box below: 'Communication', 'Socialization', and 'Behaviour'. These three boxes are aligned horizontally. From the bottom of each of these three boxes, a vertical line descends and meets a single horizontal line. From the center of this horizontal line, a vertical line descends to a final box at the bottom labeled 'Red flag signs'.

Communication

Socialization

Behaviour

Red flag signs

Concerns about communication

- No response when name is called
- Cannot express what he wants
- Language delay
- Does not follow instructions
- Appears if not listening
- Does not point towards things
- Lost words

Concerns about socialization

- Social smile absent
- Prefers to play alone
- Seems independent
- "Early with things"
- Gets things for themselves
- Poor eye contact
- In his or her own world
- Ignores parents

Concerns about behaviour

- Tantrums
- Hyperactive
- Toe walking, abn movement
- Does not know how to play
- Strange attachment to toys
- Lines toys or objects up
- Hypersensitive

Red flag signs

- 12 months: No babbling
- 12 months: No pointing or waving
- 16 months: No single words
- 24 months: No spontaneous 2-word phrases
- At any age: Any loss of any language or social skills

MCHAT

- Modified checklist for autism in toddlers
- CHAT originally from UK
- Robins: USA MCHAT
- Toddlers
- Screening only

Critical items MCHAT

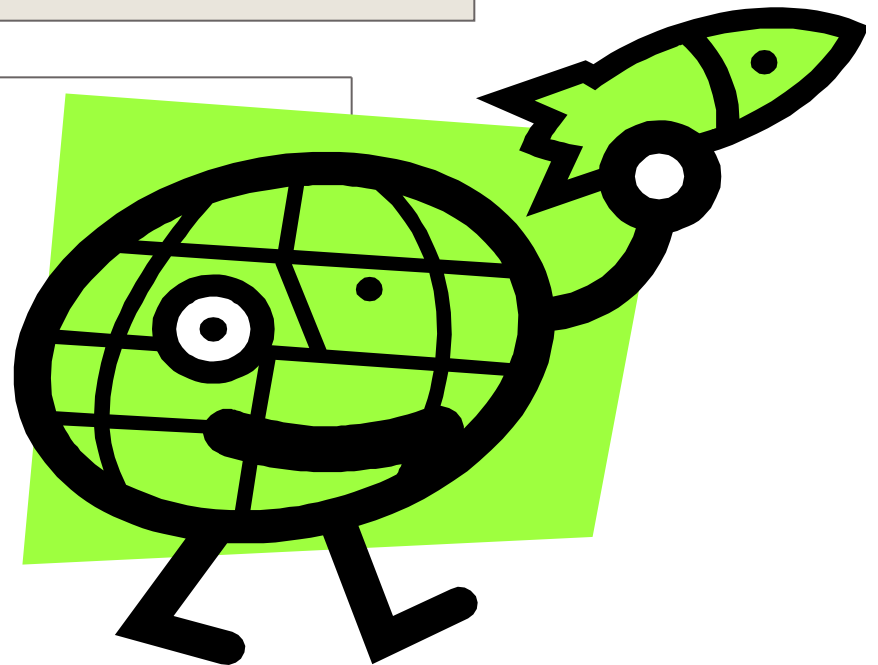
| | QUESTIONS | YES | NO |
|----|---|-----|----|
| 2 | Does your child like interacting/playing with other children? | | X |
| 7 | Does your child use his/her finger to point out things of interest to you? | | X |
| 9 | Does your child bring you things to show you? | | X |
| 13 | Does your child imitate you? | | X |
| 14 | Does your child react when you call his/her name? | | X |
| 15 | If you indicate/point at something across the room, does your child look at it? | | X |

Red flag signs

Initial assessment

- Hearing assessment
- M-CHAT (Robins 2001)

- **Refer for**
 - developmental assessment
 - diagnosis
- **Explain**
 - process



Role of the multidisciplinary team in the of autism

Adapted for South African circumstances

(Charman 2002, Filipek 1999)

Patient referred for evaluation of a possible ASD



```
graph TD; A[Patient referred for evaluation of a possible ASD] --> B[Formal diagnostic procedure]; A --> C[Paediatric neurological evaluation]; A --> D[Level of functioning]; B --> E[Planning of further management]; C --> E; D --> E;
```

The diagram is a flowchart with a light gray background and rounded corners. It features five gray rectangular boxes with black borders and orange-red text. The top box is centered and reads 'Patient referred for evaluation of a possible ASD'. A vertical line descends from this box to a horizontal line that branches into three vertical lines, each leading to one of three boxes arranged horizontally in the middle. These boxes are labeled 'Formal diagnostic procedure', 'Paediatric neurological evaluation', and 'Level of functioning' from left to right. From the bottom of each of these three boxes, a vertical line descends to a single horizontal line, which then leads to a final box at the bottom labeled 'Planning of further management'.

Formal
diagnostic
procedure

Paediatric
neurological
evaluation

Level of
functioning

Planning of further management

Planning of further management

- Team meeting to discuss different results
- Medical treatment
- Therapy
- School placement

Second parental follow up

- Discussion with parents and refer back

Refer back to primary care practitioner or paediatrician

- For routine and maintenance medical treatment if required