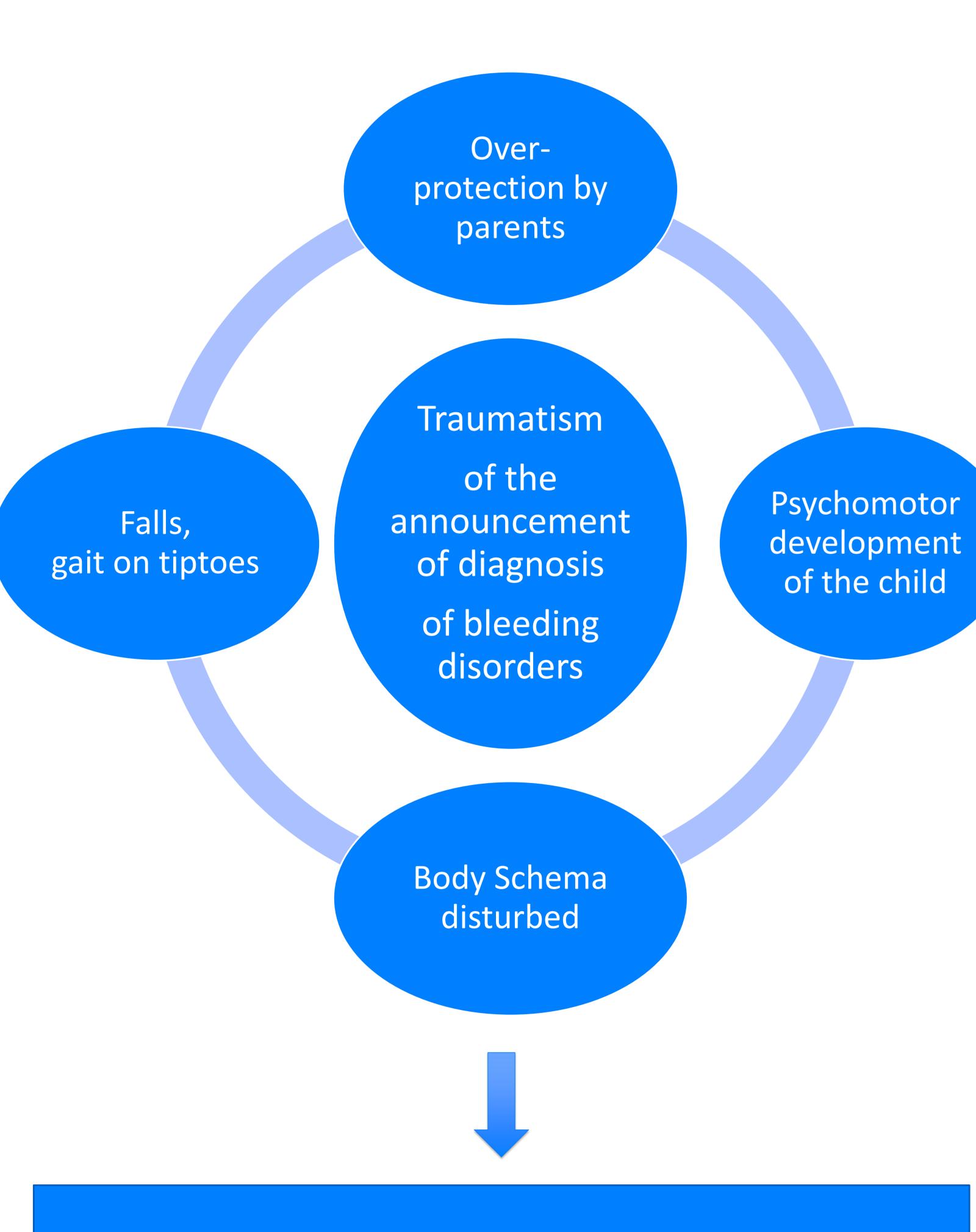






# Specific therapeutic support and development of the Body Schema in bleeding disorders

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### MATERIAL & METHODS

ACADHEM, a monocentric pilot study, was dedicated to evaluate a multidisciplinary support accompanying the diagnosis of bleeding disorder (BD). The inclusion criteria were: age from 3 to 11 years, diagnosis of hemophilia (Factor VIII < 2% / HA; FIX < 2% /HB), severe forms of factor VII deficiency or von Willebrand disease type 3 (vWD3) announced at the Marseille's HTC.

The Revised French Body Schema Scale-Revised (Fauconnier, 2009) was administrated to all the children by a psychologist. This test compared the differences between real age and developmental age of the BS of children (Fig.1). This analyzis aimed to describe the scores of patients according to their participation to the therapeutic support or not.

#### **RESULTS**

All the 18 eligible children participated. A significant difference of the gap between real age and developmental age of the BS among the two groups of children was observed (U=5.00; p=.002). The group participating to CF tends towards a higher developmental age of the BS by comparison to their real age whereas children of the control group tends to have a lower developmental age of the BS than their real age.

## CONCLUSION

These partial results of a pilot study show the delayed BS development in children with BD. It highlights the positive impact of a comprehensive management including psychological and psychomotor approach. The relevance of such a therapeutic support has to be confirmed on a larger sample of children.

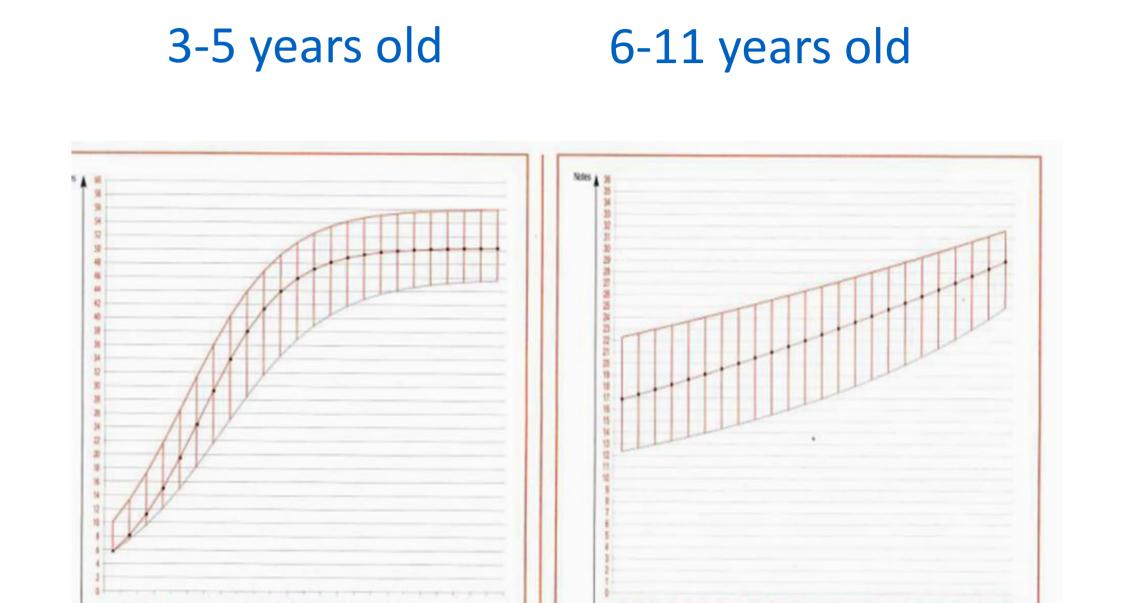


Fig. 1. Standards of the Revised French Body Schema Scale-Revised (Fauconnier, 2009).

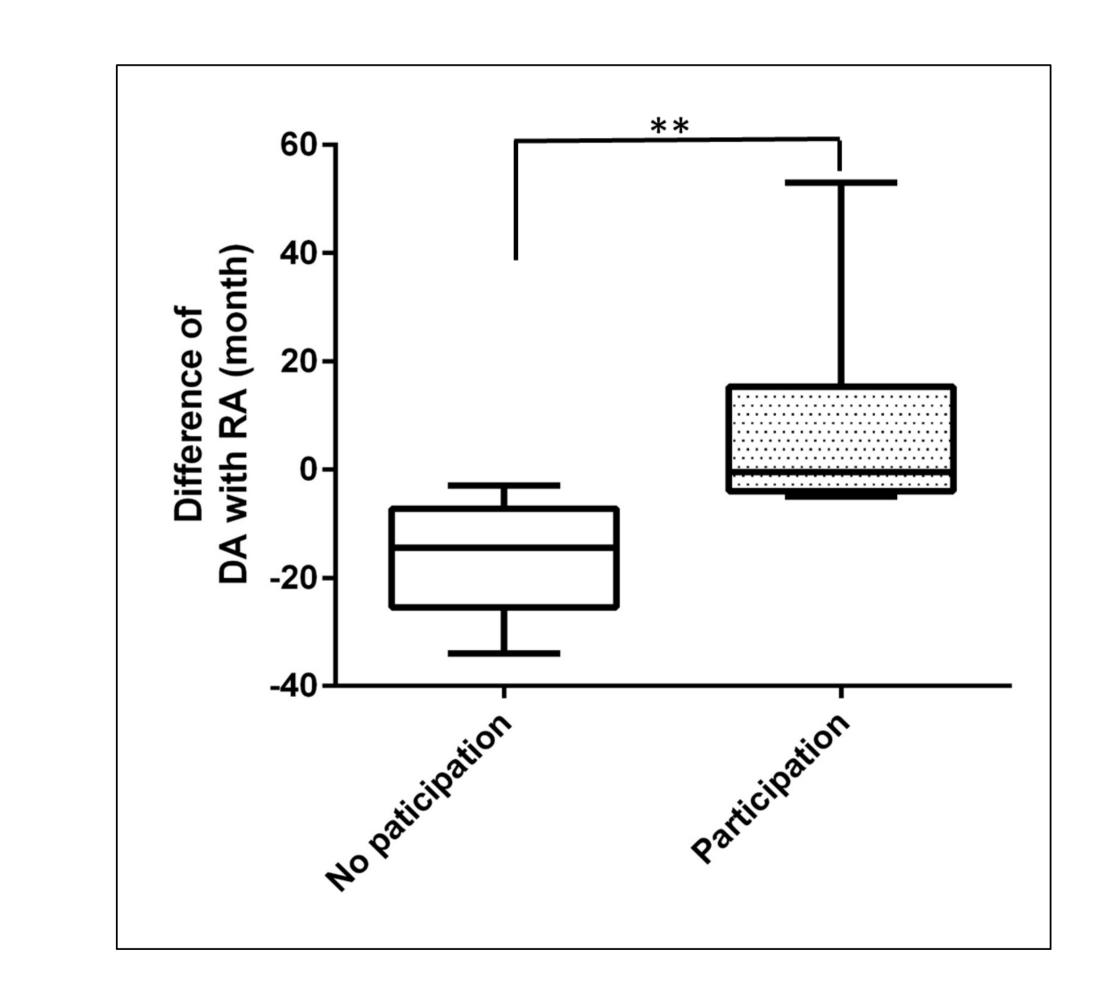


Fig. 2. The difference between real age and developmental age of the BS on children depending on their participation to the support group.

Fauconnier VE., Scalabrini J., Meljac, C. (2009). Une épreuve de schéma corporel (Meljac, Stambak et Bergès, 1966) : réétalonnage et actualisation. ANAE : Approche neuropsychologique des apprentissages chez l'enfant, 21(4-*5) ; 365-375.* 

