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## EPIDEMIOLOGY

### Tourette's disorder: epidemiology and comorbidity in primary school children

Kadesjo B, Gillberg C: *J Amer Acad Child Adolesc Psychiatry* 2000; 39(5):548-555

**Abstract: Methods:** School-age children in the general population and children attending a county-wide tic disorder clinic were screened and examined by the same doctor. Behavioral-psychometric instruments with demonstrated reliability and validity were used. **Results:** Depending on the sample characteristics, 0.15% to 1.1% of all children had Tourette's disorder. Boys outnumbered girls by 4:1 through 6:1. Attention deficits and empathy/autism spectrum problems (including Asperger's disorder) were very common, each type of comorbidity affecting approximately two thirds of individuals with Tourette's disorder. Overall behavior problem scores were high, and affected children exhibited a marked degree of functional impairment. **Conclusions:** Tourette's disorder is a common disorder with high rates of significant comorbidity. In most cases, attention deficits and empathy problems are likely to cause more suffering than the tics per se.

### Prevalence of tics in schoolchildren and association with placement in special education

Kurlan R, McDermott MP, Deeley C, et al: *Neurology* 2001; 57:1383-1388

**Abstract: Methods:** Direct, blinded (to educational placement) interviews of 1,596 schoolchildren in Monroe County, Rochester, NY, were conducted. **Results:** Twenty-seven percent of 341 students classified as receiving special education (SpEd) had tics compared with 19.7% ( $p = 0.008$ ) of 1,255 students in regular classroom programs (RegEd). The weighted prevalence estimates for tics were 23.4% in SpEd and 18.5% in RegEd. A higher percentage of students in SpEd (7.0%) met diagnostic criteria for TS than students in RegEd (3.8%;  $p = 0.01$ ). **Conclusions:** Although possibly influenced by selection bias, our results indicate that tic disorders are common in children and are highly associated with school dysfunction. Tics may represent an identifiable sign of an underlying brain developmental disorder that contributes to academic difficulties.

### Prospective, longitudinal study of tic, obsessive-compulsive, and attention-deficit/hyperactivity disorders in an epidemiological sample

Peterson B, Pine D, Cohen P, Brook J: *J Amer Acad Child Adolesc Psychiatry* 2001; 40(6): 685-695

**Abstract: Methods:** Structured diagnostic interview information was acquired on 976 children aged 1 to 10 years, who were randomly selected from families living in upstate New York in 1975. Reassessments were acquired in 776 of these subjects 8, 10 and 15 years later. Diagnostic prevalences were estimated at each time point. The associations among tics, OCD and ADHD