

A model for pediatric and neuropsychological screening assessment of children with learning disabilities

Claudia Berlim de Mello¹, Lela Raquel Rutzowsky Brunoni², Ana Luiza Pitta³, José Augusto Aguiar Carrascho Tadder⁴, Thais Barbosa⁵, Elaine Ginlio Simes⁶, Camila Cruz Rodrigues⁷, Monica Carolina Miranda⁸, Mauro Muzskat⁹, Orlando Francisco Amodeo Bueno¹⁰

ABSTRACT. Objectives: The high frequency of learning difficulties, attention disorders or developmental delay in children in the early years of schooling has resulted in a greater demand for pediatric services. Such services generally include assessments covering various specialties, are lengthy and often inaccessible to families due to prohibitively high cost. This paper presents an economically efficient model of interdisciplinary diagnosis. **Methods:** A group of 109 Brazilian students from public schools aged between 5 and 14 years old, referred by teachers for a history of learning disabilities, behavioral changes or language problems, was evaluated at the NANI (Núcleo de Atendimento Neuropsicológico Infantil). Assessments were performed simultaneously during a single day's attendance and comprised clinical-genetic examination, behavioral assessment and neuropsychological screening, specially developed for the process. The multiasial system of DSM-IV was adopted for diagnostic description. **Results:** The results revealed heterogeneity in diagnoses which included specific learning disorders (25.7%), mild intellectual disabilities (17.43%), as well as suspected dysmorphic features (11.93%). Logistic regression showed good sensitivity of neuropsychological screening in the detection of predictive factors for specific developmental disorders, while working memory ($p=0.05$) and language ($p=0.05$) problems were found to be higher risk. **Conclusions:** The model adopted proved to be useful for defining the diagnosis of several conditions in infancy, and can be incorporated into specialized clinics such as psychiatric or developmental pediatric services.

Key words: neuropsychological screening, interdisciplinary assessment, children, primary care, DSM-IV.

MODELO DE TRIAGEM NEUROPSICOLÓGICA E PEDIÁTRICA EM ESCOLARES COM DIFICULDADES DE APRENDIZAGEM

RESUMO. Objetivos: A alta frequência de dificuldades de aprendizagem, distúrbios atencionais ou atraso no desenvolvimento cognitivo, em crianças nos primeiros anos de escolaridade, vem acarretando grande demanda por serviços de saúde. Tais serviços em geral abrangem avaliações em diversas especialidades, realizadas em períodos de tempo prolongados, frequentemente de pouca acessibilidade para as famílias devido ao alto custo. Neste trabalho apresenta-se um modelo de diagnóstico interdisciplinar economicamente viável. **Métodos:** Foram avaliados os dados de um grupo de 109 alunos da rede pública de ensino entre 5 e 14 anos de idade, encaminhados ao NANI (Núcleo de Atendimento Neuropsicológico Infantil) pelas professoras por apresentarem história de dificuldades de aprendizagem, alterações comportamentais ou problemas de linguagem oral. As avaliações foram realizadas conjuntamente em um único dia de atendimento e abrangem exame clínico-genético, avaliação comportamental e uma triagem neuropsicológica qualitativa, especialmente desenvolvida para o processo. Adotou-se o sistema multiasial do DSM-IV na descrição diagnóstica. **Resultados:** Os resultados revelaram uma heterogeneidade de diagnósticos, incluindo transtornos específicos de aprendizagem (25,7%), deficiência intelectual leve (17,43%) e presença de dismorfias a esclarecer (11,93%). Análises de regressão logística evidenciaram boa sensibilidade da triagem neuropsicológica na detecção de fatores preditivos para transtornos específicos do desenvolvimento, sendo que problemas de memória operacional ($p=0,05$) e de linguagem ($p=0,05$) se evidenciaram como de maior risco. **Conclusões:** O modelo adotado mostrou-se útil, assim, na delimitação diagnóstica de quadros de diversas condições na infância, podendo ser incorporado em clínicas especializadas tais como psiquiátricas ou pediátricas.

Palavras-chave: triagem neuropsicológica, interdisciplinaridade, crianças, serviços de saúde, DSM-IV.

¹Cláudia, Núcleo de Atendimento Neuropsicológico Infantil, Centro Paulista de Neuropsiquiatria; ²Lela, Centro de Genética Médica, Universidade Federal do Rio de Janeiro; ³Ana, Centro de Genética Médica, UNICAMP; ⁴José, Centro de Genética Médica, UNICAMP; ⁵Thais, Centro de Genética Médica, UNICAMP; ⁶Elaine, Centro de Genética Médica, UNICAMP; ⁷Camila, Centro de Genética Médica, UNICAMP; ⁸Monica, Centro de Genética Médica, UNICAMP; ⁹Mauro, Centro de Genética Médica, UNICAMP; ¹⁰Orlando, Centro de Genética Médica, UNICAMP.

Claudia Berlim de Mello, Centro Paulista de Neuropsiquiatria - Rua Urubici, 54 - 04259-040 São Paulo/SP - Brasil. E-mail: claudiaberlim@gmail.com

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Screening And Diagnosis Of Children With Learning Disabilities

**Anne M. Hayes,Eileen
Dombrowski,Allison H. Shefcyk,Jennae
Bulat**

Screening And Diagnosis Of Children With Learning Disabilities:

Screening and Diagnosis of Children with Learning Disabilities Ronald A. Berk, 1984-01-01 Mainstreaming Preschoolers: Children with learning disabilities, 1978 *Learning disabilities screening and evaluation guide for low- and middle-income countries* Anne M. Hayes, Eileen Dombrowski, Allison H. Shefcyk, Jennae Bulat, 2018-04-29 Learning disabilities are among the most common disabilities experienced in childhood and adulthood Although identifying learning disabilities in a school setting is a complex process it is particularly challenging in low and middle income countries that lack the appropriate resources tools and supports This guide provides an introduction to learning disabilities and describes the processes and practices that are necessary for the identification process It also describes a phased approach that countries can use to assess their current screening and evaluation services as well as determine the steps needed to develop strengthen and build systems that support students with learning disabilities This guide also provides intervention recommendations that teachers and school administrators can implement at each phase of system development Although this guide primarily addresses learning disabilities the practices processes and systems described may be also used to improve the identification of other disabilities commonly encountered in schools The Psychoeducational Assessment of Preschool Children Bruce A. Bracken, 2004-09-15 First published in 2004 Routledge is an imprint of Taylor Francis an informa company

Research in Education, 1970-05 **A Clinician's Guide to Learning Disabilities** Carleen Franz, Lee Ascherman, Julia Shaftel, 2017-11-16 Intended for mental health professionals whose clients experience learning disabilities this book succinctly describes the assessment and diagnostic process for learning disabilities using DSM 5 R and IDEA Extensive case studies illustrate learning disabilities from preschool through college Psychoeducational reports and test scores are demystified Clinicians will improve their ability to advocate on behalf of their clients educational challenges Screening of Schoolchildren United States. Congress. House. Committee on Education and Labor. Subcommittee on Elementary, Secondary, and Vocational Education, 1976 **Resources in Education**, 1991-04 **Identification of Learning Disabilities** Renee Bradley, Louis Danielson, Daniel P. Hallahan, 2002-12-18 Identification of Learning Disabilities Research to Practice is the remarkable product of a learning disabilities summit conference convened by the Office of Special Education Programs OSEP in August 2001 and the activities following that summit Both the conference and this book were seen as important preludes to congressional reauthorization of the historic Individuals With Disabilities Education Act IDEA scheduled for 2002 and subsequent decision making surrounding implementation The OSEP conference brought together people with different perspectives on LD parents researchers practitioners and policymakers and resulted in this book which examines the research on nine key issues concerning the identification of children with learning disabilities Coverage includes alternative responses to treatment classification approaches processing deficit models and approaches to decision making Chapter Structure Each of the first nine chapters is organized around a lengthy issue oriented paper which presents

the most current research on that topic These primary papers are then followed by four respondent papers that reflect a variety of viewpoints on the topic Summarizing Chapter A small group of researchers listed in the final chapter dedicated an enormous amount of time to summarizing the research and developing key consensus statements regarding the identification of children with learning disabilities Their work is sure to have a tremendous impact on future discussions in this area Expertise The following well known scholars have helped summarize the vast amount of research presented in this book as well as the consensus statements derived therefrom Lynne Cook Don Deshler Doug Fuchs Jack M Fletcher Frank Gresham Dan Hallahan Joseph Jenkins Kenneth Kavale Barbara Keogh Margo Mastopieri Cecil Mercer Dan Reschley Rune Simeonsson Joe Torgesen Sharon Vaughn and Barbara Wise Clinical Guide to Assessment and Treatment of Communication Disorders Patricia A. Prelock, Tiffany L. Hutchins, 2018-09-21 This book examines the typical pattern of communication development in children and adolescents to enable primary care physicians as well as other clinicians therapists and practitioners to assist parents in making informed decisions based on current research It offers an overview of communication disorders in children and adolescents that typically present before adulthood The book describes current assessment diagnostic procedures and evidence based interventions Chapters outline the standard course of speech milestones and ages to begin screening for deficits and their risk factors Subsequent chapters review best practices for every aspect of treatment including care planning discussing disorders and interventions with parents making referrals and collaborating with other providers The book also discusses evidence based interventions for specific disorder types such as language impairment stuttering language disabilities and hearing impairment In addition the book offers guidance on how to speak about care planning as well as quality of life issues related to communication disorders with other caregivers and parents Featured topics include Screening and identification procedures of communication disorders Key elements to providing family centered care Common causes assessment and treatment of specific language impairment SLI in children Hearing loss and its impact on the development of communication in children Attention deficit hyperactivity disorder ADHD and the role of attention in the development of language in children Communication development in children with autism spectrum disorder ASD The Clinical Guide to Assessment and Treatment of Communication Disorders is a must have resource for clinicians and related professionals researchers and professors and graduate students in the fields of child school and developmental psychology pediatrics and social work child and adolescent psychiatry primary care medicine and related disciplines **The Diagnosis of Learning Disabilities** Clark Johnson, 1981 *Primary Care of the Child With a Chronic Condition E-Book* Patricia Jackson Allen, Judith A. Vessey, Naomi Schapiro, 2009-06-25 Written by nurse practitioners for nurse practitioners this one of a kind resource provides the expert guidance you need to provide comprehensive primary care to children with special needs and their families It addresses specific conditions that require alterations in standard primary care and offers practical advice on managing the major issues common to children with chronic conditions A consistent format makes it easy to locate

essential information on each condition Plus valuable resources help you manage the issues and gaps in health care coverage that may hinder quality care This is the only book authored by Nurse Practitioners that focuses on managing the primary health care needs of children with chronic conditions More than 60 expert contributors provide the most current information available on specific conditions Comprehensive summary boxes at the end of all chronic conditions chapters provide at a glance access to key information Resource lists at the end of each chronic condition chapter direct you to helpful websites national organizations and additional sources of information that you can share with parents and families Updated references ensure you have access to the most current evidence based coverage of the latest research findings and management protocols Four new chapters Celiac Disease Eating Disorders Muscular Dystrophy and Obesity keep you up to date with the latest developments in treating these conditions Autism content is updated with the latest research on autism spectrum disorders including current methods of evaluation identification and management Coverage of systems of care features new information on how to help families obtain high quality and cost effective coordinated services within our complex health care system Easy to find boxes in the chronic conditions chapters summarize important information on treatment associated problems clinical manifestations and differential diagnosis

Information Quality in e-Health Andreas

Holzinger,Klaus-Martin Simonic,2011-11-18 This book constitutes the refereed proceedings of the 7th Conference of the Workgroup Human Computer Interaction and Usability Engineering of the Austrian Computer Society USAB 2011 in Graz Austria in November 2011 The 18 revised full papers together with 29 revised short papers and 2 posters presented were carefully reviewed and selected from 103 submissions The papers are organized in topical sections on cognitive approaches to clinical data management for decision support human computer interaction and knowledge discovery in databases hci kdd information usability and clinical workflows education and patient empowerment patient empowerment and health services information visualization knowledge analytics information usability and accessibility governmental health services clinical routine information retrieval and knowledge discovery decision making support technology acceptance information retrieval privacy clinical routine usability and accessibility methodologies information usability and knowledge discovery human centred computing and biomedical informatics in health professional education

Cumulated Index Medicus ,1974

Intellectual Disability in Health and Social Care Stacey Atkinson,Joanne Lay,Su McAnelly,Malcolm

Richardson,2014-09-16 Many practitioners within health and social care come into contact with people with intellectual disabilities and want to work in ways that are beneficial to them by making reasonable adjustments in order to meet clients needs and expectations Yet the health and wellbeing of people with learning disabilities continues to be a neglected area where unnecessary suffering and premature deaths continue to prevail This text provides a comprehensive insight into intellectual disability healthcare It is aimed at those who are training in the field of intellectual disability nursing and also untrained practitioners who work in both health and social care settings Divided into five sections it explores how a wide

range of biological health psychological and social barriers impact upon people with learning disability and includes Six guiding principles used to adjust plan and develop meaningful and accessible health and social services Assessment screening and diagnosis of intellectual disability across the life course Addressing lifelong health needs Psychological and psychotherapeutic issues including sexuality behavioural and mental health needs bereavement and ethical concerns The changing professional roles and models of meeting the needs of people with intellectual and learning disabilities Intellectual Disability in Health and Social Care provides a wide ranging overview of what learning disability professionals roles are and provides insight into what health and social care practitioners might do to assist someone with intellectual disabilities when specific needs arise

Primary Care of Children with Chronic Conditions - E-Book Cheri Barber,2024-03-16 Provide comprehensive primary care for the growing number of children with chronic conditions Featuring contributions from more than 50 expert nurse practitioners and their interprofessional colleagues Primary Care of Children with Chronic Conditions offers expert guidance on the management of children with special needs and their families Comprehensive coverage presents the most current knowledge and insights available on these specific conditions including information on the COVID 19 pandemic This valuable resource helps providers improve pediatric care for chronic conditions and addresses the need for transitional care to adulthood and the issues and gaps in healthcare that may hinder the quality of care for this unique population The only book authored by Nurse Practitioners and their colleagues focusing on managing the primary health care needs of children with chronic conditions More than 50 expert contributors provide the most current information available on specific conditions Comprehensive summary boxes at the end of chronic conditions chapters provide at a glance access to key information Full color format enhances readability and highlights key information for quick access Up to date references ensure access to the most current evidence based coverage with the latest research findings and management protocols

Departments of Labor, and Health, Education, and Welfare, and Related Agencies Appropriations for Fiscal Year 1975 United States. Congress. Senate. Committee on Appropriations,1974

Early Identification of Children at Risk R.N. Emde,W.K. Frankenburg,J. Sullivan,2013-12-01 This volume contains contributions that are interdisciplinary and inter national The editors believe this is an especially timely and promising enterprise for both sources of diversity are needed for improving our abilities to identify the young child at risk and to prevent disability In terms of diSciplines the volume brings together papers by health care providers such as pediatricians and public health nurses as well as educators and psychologists Each of these groups works in dissimilar settings and faces dissimilar problems Health care providers seek simple identification procedures for use in busy primary care settings psy chologists emphasize well constructed research designs and educators reflect the need for early identification and education Each of these spe cialist groups has something to offer the other but too often each tends to limit its publications and readings to its own discipline thus failing to capitalize on a wider scope of knowledge and practice We hope that this selection of papers will allow all readers addressing the early

identification of children at risk to generate a more integrated interdisciplinary perspective We also hope this volume reflects the sense of excitement that we feel from a sharing of international perspectives There is no single approach to the early identification of children at risk that is universally applicable to all countries In addition approaches within each country vary because of availability of financial and human resources and differing expectations of local communities

The Status of Children United States. Administration for Children, Youth, and Families. Research and Evaluation Division, 1977 The Status of Children, 1977 Kurt J. Snapper, JoAnne S. Ohms, 1978

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Table of Contents Screening And Diagnosis Of Children With Learning Disabilities

1. Understanding the eBook Screening And Diagnosis Of Children With Learning Disabilities
 - The Rise of Digital Reading Screening And Diagnosis Of Children With Learning Disabilities
 - Advantages of eBooks Over Traditional Books
2. Identifying Screening And Diagnosis Of Children With Learning Disabilities
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Screening And Diagnosis Of Children With Learning Disabilities
 - User-Friendly Interface
4. Exploring eBook Recommendations from Screening And Diagnosis Of Children With Learning Disabilities
 - Personalized Recommendations
 - Screening And Diagnosis Of Children With Learning Disabilities User Reviews and Ratings
 - Screening And Diagnosis Of Children With Learning Disabilities and Bestseller Lists
5. Accessing Screening And Diagnosis Of Children With Learning Disabilities Free and Paid eBooks
 - Screening And Diagnosis Of Children With Learning Disabilities Public Domain eBooks
 - Screening And Diagnosis Of Children With Learning Disabilities eBook Subscription Services

- Screening And Diagnosis Of Children With Learning Disabilities Budget-Friendly Options
- 6. Navigating Screening And Diagnosis Of Children With Learning Disabilities eBook Formats
 - ePub, PDF, MOBI, and More
 - Screening And Diagnosis Of Children With Learning Disabilities Compatibility with Devices
 - Screening And Diagnosis Of Children With Learning Disabilities Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Screening And Diagnosis Of Children With Learning Disabilities
 - Highlighting and Note-Taking Screening And Diagnosis Of Children With Learning Disabilities
 - Interactive Elements Screening And Diagnosis Of Children With Learning Disabilities
- 8. Staying Engaged with Screening And Diagnosis Of Children With Learning Disabilities
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Screening And Diagnosis Of Children With Learning Disabilities
- 9. Balancing eBooks and Physical Books Screening And Diagnosis Of Children With Learning Disabilities
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Screening And Diagnosis Of Children With Learning Disabilities
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Screening And Diagnosis Of Children With Learning Disabilities
 - Setting Reading Goals Screening And Diagnosis Of Children With Learning Disabilities
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Screening And Diagnosis Of Children With Learning Disabilities
 - Fact-Checking eBook Content of Screening And Diagnosis Of Children With Learning Disabilities
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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