

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

Claudia Berlim de Mello¹, Lela Raquel Rucnowsky Brunoni², Ana Lúcia Pitta³, José Augusto Aguiar Carrascho Tadder⁴, Thais Barbosa⁵, Elaine Ginão 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 algumas 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 Neuropsiquiatria¹; ²Lela, Centro de Genética Médica, Universidade Federal do Rio de Janeiro²; ³Ana, Centro de Genética Médica, UNICAMP³; ⁴José, Professor Associado, Doutor em Psiquiatria do Departamento de Psiquiatria, UNICAMP⁴; ⁵Thais, Núcleo de Atendimento Neuropsicológico Infantil, Centro Paulista de Neuropsiquiatria⁵; ⁶Elaine, Departamento de Psiquiatria, UNICAMP⁶; ⁷Camila, Núcleo de Atendimento Neuropsicológico Infantil, Centro Paulista de Neuropsiquiatria⁷; ⁸Cláudia, Núcleo de Atendimento Neuropsicológico Infantil, Centro Paulista de Neuropsiquiatria⁸; ⁹Mauro, Núcleo de Atendimento Neuropsicológico Infantil, Centro Paulista de Neuropsiquiatria⁹; ¹⁰Orlando, Núcleo de Atendimento Neuropsicológico Infantil, Centro Paulista de Neuropsiquiatria¹⁰; ¹¹Professor Livre Docente, Departamento de Psiquiatria, UNICAMP¹¹.

Claudia Berlim de Mello, Centro Paulista de Neuropsiquiatria – Rua Urubici, 54 – 0-04259-040 São Paulo/SP – Brasil. E-mail: claudiaberlim@gmail.com

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Screening And Diagnosis Of Children With Learning Disabilities

AN Whitehead



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

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

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

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

Hearings, Reports, Public Laws United States. Congress. House. Committee on Education and Labor,1967 Selected Papers on Learning Disabilities ,1975

The Child Clinician's Report-Writing Handbook Ellen Braaten,2019-08-12 Now revised and updated this indispensable tool streamlines the process of conducting child and adolescent assessments and producing high quality reports In a convenient large size format the book is filled with interview questions and reproducible forms for collecting pertinent information from children parents and teachers wording to describe more than 100 commonly used tests and menus of terms and phrases for each section of a report Formats and writing tips are provided for diagnostic personality and neuropsychological reports treatment plans progress notes and more Other user friendly features include lists of medications and abbreviations and recommended print and online resources for professionals and parents Purchasers get access to a Web page where they can download and print the reproducible materials New to This Edition Revised throughout for DSM 5 and ICD 10 CM Includes the most current test batteries and rating scales Updated resources for professionals and parents Reproducible materials now available online *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 international. 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; psychologists emphasize well constructed research designs and educators reflect the need for early identification and education. Each of these specialist 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.

Minimal Brain Dysfunction in Children; Educational, Medical, and Health Related Services. Phase Two of a Three-phase Project, 1970 **The White House Conference on Handicapped Individuals**, 1977

The White House Conference on Handicapped Individuals, Washington, D.C., May 23-27, 1977: Awareness papers, 1977 **The White House Conference on Handicapped Individuals, May 23-27, 1977**, 1977 **Health Services for Mothers and Children** United States. Health Services Administration. Bureau of Community Health Services, 1976

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