

Neurobehavioural functioning in school-aged children with a corrected septal heart defect

Iemke SARRECHIA¹, MSc Psych, Marijke MIATTON², PhD, Daniel DE WOLF, MD, PhD³,
Katrien FRANÇOIS, MD³, Guy VINGERHOETS, PhD¹

¹Department of Experimental Psychology, Ghent University, Ghent, Belgium; ²Head, Neck and Nerve System, Department of Neurology, Ghent University Hospital, Ghent, Belgium; ³Paediatric Cardiology, Department of Paediatrics, Ghent University, Ghent, Belgium; ⁴Paediatric Cardiac Surgery, Department of Cardiac Surgery, Ghent University Hospital, Ghent, Belgium.

Objective This cross-sectional study assesses neurobehavioural consequences after surgical treatment for acyanotic congenital heart defect at the age of 5 to 12 years.

Methods and results Fifteen school-aged children who underwent surgical intervention for a septal heart defect were examined with the short form Wechsler Intelligence Scale for Children-third Edition, Dutch Version (WISC-III-NL), and a neuropsychological assessment with the Nepry. Performances were compared to a matched healthy control group. Parents completed the Child Behaviour Checklist and were interviewed to rate the child's cognitive and emotional functioning. Children older than eight years filled out a self-perception questionnaire.

Analyses revealed significant differences between the study groups on several cognitive and behavioural domains. Estimated intelligence scores were in the average range. Domains of attention and fine motor skills, and the subtest level of language abilities, elicited significant group differences, with less favourable outcomes for the patient group. Parents of patients reported more withdrawn behaviour, social difficulties, thought problems, attentional shortcomings and lower competence for activities. These parents also indicated poor problem solving skills in everyday activities.

Conclusions Surgical patients displayed subtle neuropsychological difficulties concerning language and fine motor skills. Behavioural difficulties were common. Future research should address risk factors for adverse neurobehavioural manifestations in this patient group.

Keywords Neuropsychology – congenital heart defect – atrial septal defect – ventricular septal defect – neurobehavioural manifestations.

INTRODUCTION

Acyanotic heart defects such as ventricular septal defects (VSD) and atrial septal defects type II (ASD-II) are among the most common forms of congenital heart disease (CHD) in Belgium, with a prevalence in this clinical population of 33% and 18%, respectively¹. Relevant neurodevelopmental and cognitive comorbidity in corrected congenital heart disease children has been reported in numerous studies^{2–6}. Despite average

to low average intelligence^{2–7}, school-aged patients may deal with neuropsychological difficulties in areas of motor skills, perceptual organizational abilities, attention, information processing, memory and language development^{2,4}, hampering academic achievement and future employment⁸. In addition, behavioural difficulties are regularly reported by parents of children who underwent invasive treatment for CHD, with internalizing and social problems being most prevalent^{5,10,11}. Most studies suggest that children with acyanotic congenital heart disease, such as ASD or VSD, have a lower incidence of neuropsychological or developmental deficits than children suffering from a severe form such as tetralogy of Fallot or the hypoplastic left heart syndrome^{5,12}. The former population might thus be easily overlooked and not considered at risk for developmental delays nor in need for adjusted support during childhood. There is only little evidence that children with CHD requiring surgery within the first month of life are at risk for

Address for correspondence:

Iemke Sarrechia, MSc Clinical Psychology, Department of Experimental Psychology, Ghent University, Henri Dunantlaan 2, B-9000 Ghent, Belgium. E-mail: iemke.sarrechia@ugent.be

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Neurobehavioural Study In Pre School Children

Alex Fedde Kalverboer



Neurobehavioural Study In Pre School Children:

A Neurobehavioural Study in Preschool Children Alex Fedde Kalverboer, 1975 The focus in this study is on relationships between neurological findings and free field behavior in preschool children The study was triggered by the problem of learning and behavior disorders in children which are supposed to be related to a non optimal condition of the nervous system and which are described in the literature under headings such as minimal brain dysfunction M B D or special learning disorders There is much confusion and controversy as to the exact kinds of neurobehavioral relationships and their etiology The study addresses the answer to this question What are the relationships between neurological findings and free field behavior directly observed in variously structured environments in a group of preschool aged children with a variety of minor neurological dysfunctions but without serious neurological handicaps and not selected because of behavioral problems Additionally direct observation and quantitative analyses of free field behavior has not been used previously in relation to the M B D problem nor on such a large scale in other human studies but is promising as it can be applied in a variety of clinical and developmental problems

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Sensory-Motor Organizations and Development in Infancy and Early Childhood H. Bloch, B.I. Bertenthal, 2012-12-06 This book is the outcome of a Nato Workshop held in France in July 1989 The workshop was organized to examine current ideas about sensory motor organizations during human infancy and their development through early childhood The study of sensory motor development is experiencing a profound shift in scope focus methodology and theoretical foundations Many of these changes are quite new and not yet well covered in the literature We thought it would be useful for some of the leading researchers in this field to convene together and to compare notes and collectively to establish future directions for the field The reasons for a new conceptualization of sensory motor development are no doubt numerous but three are especially significant 1 One concerns a shift from studying either sensory or motor processing to investigation of the relations between the two 2 The second is

connected to the new emphasis on action and its implications for goal directed and intentional behaviour extending over time
3 Lastly new theories and methodologies provide access to new tools for studying and conceptualizing the developmental process
1 One of the most enduring legacies of the behaviorist perspective has been a focus on the stimulus and the response to the exclusion of the relation between them Pick 1989 Historically this bias translated into a research agenda in which the investigator was concerned with either perceptual or motor competence but rarely the relation between them **A**

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Current Concepts and Emerging Trends in Attentional and Behavioral Disorders of Childhood L.M. Bloomingdale, J.M. Swanson, 2013-10-22 This book presents the Proceedings of the Fourth High Point Hospital Symposium on Attention Deficit Disorder This symposium was characterised by both current and retrospective reviews of several existing research programs in ADD and focused on the very recent history of ADD paralleling the thrust towards preeminence of the clinical neurosciences The format of the Symposium was designed to link emerging trends in the area to their immediate historical background Several young researchers were invited to give their status reports on their current research programs Each of these individuals was also asked to nominate a mentor who had exerted a career directing influence to comment on the status report Taken together these presentations along with the retrospective commentaries of the mentors will give the reader a comprehensive breakdown of the ADD field

Motor Development in Early and Later Childhood Alex Fedde Kalverboer, Brian Hopkins, Reint Geuze, 1993-02-25 Motor development is an integral part of the developmental process Understanding the organization of the sensory motor system and its adaptations in response to environmental factors is a vital part of understanding individual development as a whole This volume describes and discusses human motor development using longitudinal study methods and from an interdisciplinary perspective

Hyperactivity and Attention Disorders of Childhood Seija Sandberg, 2002-07-11 In this 2002 edition a distinguished international team of researchers and clinicians revisit attention deficit and hyperactivity disorders in young people **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

Minimal Brain Dysfunction: Fact Or Fiction A. F. Kalverboer, H. M. van Praag, J. Mendlewicz, 1978-08-07

Current Issues in Developmental Psychology A.F. Kalverboer, M.L. Genta, J.B. Hopkins, 2012-12-06 This volume contains a number of contributions which concern basic issues in the field of brain behavioural development in the human especially with regard to the young child They have been written by distinguished scientists active in this field who have all been participating in an Erasmus teachers exchange program entitled Biopsychology of Development ICP NL 3026 14 This volume is the product of this cooperation The book is intended for scientists in this and related fields as well as for graduate students and advanced undergraduates as a means of updating their knowledge about human brain behaviour development It offers a contemporary review methodologically and theoretically of some basic issues in early human brain behaviour development Attention is paid to normal development and also to deviance as exemplified by discussions on child abuse and on early development of preterms and children of deaf mothers For the title of the book we have chosen for the term Developmental Psychology with as a subtitle biopsychological perspectives in order to express our interest in the basic requirements in the organism for an optimal adaptation during ontogeny as well as in the mechanisms underlying maladaptive behaviour The term may indicate that we are not just focusing on higher brain functions which would be suggested by the term Developmental Neuropsychology Further it is meant to express our interest in the integrated study of normal and deviant development without a particular focus on abnormality which would be suggested by the term Developmental Psychopathology

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Table of Contents Neurobehavioural Study In Pre School Children

1. Understanding the eBook Neurobehavioural Study In Pre School Children
 - The Rise of Digital Reading Neurobehavioural Study In Pre School Children
 - Advantages of eBooks Over Traditional Books
2. Identifying Neurobehavioural Study In Pre School Children
 - 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 eBook Platform
 - User-Friendly Interface
4. Exploring eBook Recommendations from Neurobehavioural Study In Pre School Children
 - Personalized Recommendations
 - Neurobehavioural Study In Pre School Children User Reviews and Ratings
 - Neurobehavioural Study In Pre School Children and Bestseller Lists

5. Accessing Neurobehavioural Study In Pre School Children Free and Paid eBooks
 - Neurobehavioural Study In Pre School Children Public Domain eBooks
 - Neurobehavioural Study In Pre School Children eBook Subscription Services
 - Neurobehavioural Study In Pre School Children Budget-Friendly Options
6. Navigating Neurobehavioural Study In Pre School Children eBook Formats
 - ePub, PDF, MOBI, and More
 - Neurobehavioural Study In Pre School Children Compatibility with Devices
 - Neurobehavioural Study In Pre School Children Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Neurobehavioural Study In Pre School Children
 - Highlighting and Note-Taking Neurobehavioural Study In Pre School Children
 - Interactive Elements Neurobehavioural Study In Pre School Children
8. Staying Engaged with Neurobehavioural Study In Pre School Children
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Neurobehavioural Study In Pre School Children
9. Balancing eBooks and Physical Books Neurobehavioural Study In Pre School Children
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Neurobehavioural Study In Pre School Children
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Neurobehavioural Study In Pre School Children
 - Setting Reading Goals Neurobehavioural Study In Pre School Children
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Neurobehavioural Study In Pre School Children
 - Fact-Checking eBook Content of Neurobehavioural Study In Pre School Children
 - 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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