

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

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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: rastreio neuropsicológico, interdisciplinaridade, crianças, serviços de saúde, DSM-IV.

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Screening And Diagnosis Of Children With Learning Disabilities

Jennifer A. Accardo



Screening And Diagnosis Of Children With Learning Disabilities:

Screening and Diagnosis of Children with Learning Disabilities Ronald A. Berk, 1984-01-01 **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. *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. *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. *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 Resources in Education ,1991-04 **Research in Education** ,1970-05

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 **Learning Disabilities** Suzanne Gage Brainard,1975 Clinician's Handbook of Child Behavioral Assessment Michel Hersen,2011-04-28 Given the vast amount of research related to behavioral assessment it is difficult for clinicians to keep abreast of new developments In recent years there have been advances in assessment case conceptualization treatment planning treatment strategies for specific disorders and considerations of new ethical and legal issues Keeping track of advances requires monitoring diverse resources limited to specific disorders many of which give short shrift to child assessment overlooking developmental considerations Much of the existing literature is either theoretical research in focus or clinical in nature Nowhere are the various aspects of child behavioral assessment placed in a comprehensive research clinical context nor is there much integration as to conceptualization and treatment planning The Clinician s Handbook of Child Behavioral Assessment was created to fill this gap summarizing critical information for child behavioral assessment in a single source The Clinician s Handbook of Child Behavioral Assessment provides a single source for understanding new developments in this field cutting across strategies techniques and disorders Assessment strategies

are presented in context with the research behind those strategies along with discussions of clinical utility and how assessment and conceptualization fit in with treatment planning The volume is organized in three sections beginning with general issues followed by evaluations of specific disorders and problems and closing with special issues To ensure cross chapter consistency in the coverage of disorders these chapters are formatted to contain an introduction assessment strategies research basis clinical utility conceptualization and treatment planning a case study and summary Special issue coverage includes child abuse assessment classroom assessment behavioral neuropsychology academic skills problems and ethical legal issues Suitable for beginning and established clinicians in practice this handbook will provide a ready reference toward effective child behavioral assessment Learning Disabilities: Issues and Recommendations for Research, 1974 National Institute of Education (U.S.),1974

Neonatal Anesthesia Jerrold Lerman,2023-05-25 Since publication of the first edition in 2015 neonatal anesthesia and surgery have advanced at lightning speed with many new developments hence the need to update several essential topics These include our understanding of neonatal apoptosis the ever increasing use of regional anesthesia in neonates pharmacology of drugs in neonates the delivery of anesthesia outside the operating room neonatal resuscitation guidelines and perinatal complexities such as the EXIT procedure together with the fundamental principles of developmental physiology airway management and ventilation as well as perioperative complications and ethical considerations that are unique to this age group This comprehensive and well illustrated book is led by Dr Jerrold Lerman who brings four decades of research publication and clinical experience in pediatric and neonatal anesthesia He has amassed a team of recognized international experts in neonatal anesthesia surgery and intensive care to share their knowledge in managing neonates for the challenges they face both within and without the surgical suites Neonatal Anesthesia the 2nd edition is the quintessential clinical reference for perioperative care of these small patients that should be read by trainees as well as experienced clinicians and is certain to become an invaluable resource for every anesthetic and critical care department that serves children Reviews from the 1st edition Lerman s book stands alone as an up to date text dedicated exclusively to the practice of anesthesia in neonates The text covers its subject matter in extraordinary breadth and depth Throughout the book there are illustrative and clinically relevant diagrams nicely supporting and summarizing relevant text for the more visual learner Neonatal Anesthesia is a sophisticated but approachable text that offers its readers theory based practical approaches to understanding and managing anesthesia in our youngest most fragile patient population Stephanie A Black and Lynne G Maxwell Anesthesiology Vol 125 3 2016 It is a long awaited contribution to the literature filling a gap of over a decade without a neonatal anaesthesia textbook textbook should hold an essential and required spot on the bookshelf of any anaesthetist or critical care physician who cares for neonates The reference lists are comprehensive and exhaustive Dr Lerman should be commended for finally presenting the anaesthesia community worldwide with this textbook which will be able to stand on its own probably for the next decade K P Mason British Journal of Anaesthesia Vol 116 4 2016 This book

covers in 400 plus pages and 17 chapters most of what is known about the neonatal airway physiology drugs and anesthetics with separate chapters on each subcategory of neonatal anesthesia Certainly pediatric surgeons anesthesiologists who only occasionally care for children students residents and fellows will appreciate this book This is a large book on a narrow topic that has increasing relevance to the field of current pediatric practice It is well written well illustrated and highly useful Robert M Arensman Doody s Book Reviews April 2015 The book has many outstanding chapters that have been thoughtfully crafted by leading researchers in specific fields this book is an essential addition to any pediatric anesthesiology library in any organization that provides care to neonates This book is an excellent resource not only for anesthesiologists at every level of training and expertise but also for other professionals who provide postoperative care administer sedative drugs control the airway and undertake procedures in newborn infants Carolyn Montgomery and J Mark Ansermino Canadian Journal of Anesthesia Vol 62 2015 **Mainstreaming Preschoolers: Children with learning disabilities** ,1978

Developmental Disabilities Abstracts ,1978 **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 **Sleep in Children with Neurodevelopmental Disabilities** Jennifer A. Accardo,2018-12-13 This practical guide presents approaches to working with children and adolescents with neurodevelopmental disabilities who have sleep problems Divided into four sections the book begins with the impact of sleep problems in children with disabilities and the evaluation of sleep complaints The next two sections cover the major categories of sleep disorders as they apply in children with disabilities and specific neurodevelopmental disabilities with their characteristic sleep manifestations The last section details options for treatment which include behavioral and environmental strategies occupational therapy exercise and medications Chapters feature case

studies that introduce and reinforce diagnostic and therapeutic approaches Those engaged in the care of children with neurodevelopmental disabilities and sleep problems will find this text to be an invaluable guide when assessing and treating sleep disorders *Departments of Labor, and Health, Education, and Welfare, and Related Agencies Appropriations for*

Fiscal Year 1975 United States. Congress. Senate. Committee on Appropriations,1974 *Community Paediatrics* Srinivas

Gada,2012-09-13 Containing detailed summaries on a comprehensive range of clinical scenarios and conditions and organised according to the different sub specialities of community paediatrics this handbook is an ideal companion for anyone working with children in the community *Psychology, Development and Social Policy in India* R. C.

Tripathi,Yoganand Sinha,2013-08-05 This book examines how and where psychology can engage itself in the framing of social policies for national as well as human development in India Although the role that psychological knowledge can play in informing social policy decisions has been discussed for a long time psychologists by and large have had little role in framing policy decisions related to such important domains as education health social justice and social inclusion Policy makers not only in India but more or less everywhere have focused on interventions at the macro level which has led them to ignore the root causes of the problems lying at the micro level However with the more humanistic approaches now being followed by economists and other social scientists the person in society is slowly taking centrestage Micro level variables like happiness the wellbeing of individuals and the social relationships within which people define themselves are becoming important Therefore this book discusses important psychological issues related to human development particularly health and education social justice social integration environment and work organizations besides focusing on some general issues relating to the logic of making social policies It is a first ever attempt in India to inform policy makers about how micro variables can be a crucial factor to consider while framing social policies **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

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