

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

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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 Parents of patients reported more withdrawn behaviour, social difficulties, thought problems, attentional shortcomings and lower competence for activities.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

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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

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

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

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

A Neurobehavioural Study in Pre-School Children Alex Fedde Kalverboer,1975-04-22

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

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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cumulation covers six years 1965 70 **Attention Deficit Hyperactivity Disorder** Keith McBurnett, Linda Pfiffner, 2007-11-28 Compiling the expertise and research of many of the most widely cited opinion leaders in the field this reference spans the etiology assessment and management of ADHD and covers all the essential data required to care for patients with this disorder including clinical definitions psychosocial management approaches medication dosing ranges and

Learning Disabilities and Brain Function William H. Gaddes, Dorothy Edgell, 2013-03-14 The present edition of this book is a revision and expansion of the first two editions which appeared in 1980 and 1985 and in German translation in 1991 More than half of the present volume includes new material and what has been retained from the former editions has been largely rewritten and updated with new research findings A completely new chapter has been added on Attention Deficit Disorder The author of the earlier editions W H G has been joined by a coauthor D E and their combined elementary high school and university teaching and clinical experience totals approximately seventy five years Both of us have directed our professional energies to understanding the puzzle of human learning especially academic learning of those students who despite apparently normal intelligence and opportunity have varying degrees of difficulty in acquiring ideas and skills that are easily mastered by others Until about fifty years ago there was a common tendency to equate academic success with

intelligence and those students who could not meet the demands of the prescribed program were usually required to repeat the same grade with a repetition of the same discouraging treatment that had been unsuccessful the first time

Pediatric Environmental Neurobehavioral Test Battery Robert W. Amler, Michael Gibertini, 1996 *Early Childhood Mental Health: Empirical Assessment and Intervention from Conception through Preschool, An Issue of Child and Adolescent Psychiatric Clinics of North America, E-Book* Mini Tandon, 2017-06-09 This issue of Child and Adolescent Psychiatric Clinics edited by Dr Mini Tandon will cover a broad range of topics in Early Childhood Mental Health Subjects discussed include but are not limited to Newborns preschoolers Internalizing Disorders ADHD and the Externalizing Disorders Trauma Sleep Disorders Attachment issues Autism and Feeding Disorders among others

Care of the Handicapped Child John Apley, 1978-04-22 This book is a tribute to Ronald Mac Keith who during his lifetime was the leading exponent of the broader aspects of care of handicapped children In following his philosophy it covers the aetiologies the family the environment the therapies the research and the teaching The book will help all those in any way involved in looking after handicapped children to care for them with a new understanding

Pediatric Behavioural Neurology Charles Njiokiktjien, 1988

The Neurobehavioral and Social-Emotional Development of Infants and Children Ed Tronick, 2014-10-01 Internationally recognized as one of the premier researchers on child development Ed Tronick has held notable teaching positions and conducted vital research for nearly 30 years Over the course of his esteemed career he has received funding for hundreds of key studies in the US and abroad on normal and abnormal infant and child development including his Mutual Regulation Model and Still Face Paradigm which revolutionized our understanding of infants emotional capacities and coping all of which led to critical contributions in the field Much of his work serves as the benchmark for how mental health clinicians think about biopsychosocial states of consciousness the process of meaning making and how and why we engage with others in the world Now for the first time Tronick has gathered together his most influential writings in a single essential volume Organized into five parts I Neurobehavior II Culture III Infant Social Emotional Interaction IV Perturbations Natural and Experimental and V Dyadic Expansion of Consciousness and Meaning Making this book represents his major ideas and studies regarding infant adult interactions developmental processes and mutual regulation carefully addressing such questions as What is a state of consciousness What are the developing infant's capacities for neurobehavioral self organization How are early infant adult interactions organized How can we understand the nature of normal versus abnormal development How do self and mutual regulation relate to developmental processes Is meaning making purely a function of the brain or is it in our bodies as well As a bonus the book includes a DVD ROM with video clips of Tronick's Still Face Paradigm an invaluable teaching aid

Genetics and Genomics of Neurobehavioral Disorders Gene S. Fisch, 2003-01-07 A clear and comprehensive account of how genetic abnormalities neurobiology and neuropsychology work together to manifest cognitive behavioral dysfunction The authors review the current status of research in autosomal

disorders that produce cognitive behavioral dysfunction and syndromal and nonsyndromal disorders that produce mental retardation *The Effects of Early Adversity on Neurobehavioral Development* Charles A. Nelson, 2000-09-01 There has been a burgeoning of interest in the relation between biological development particularly brain development and behavioral development This shift in focus does a better job of reflecting the whole child and all of development Not surprisingly many of the individuals who are concerned with the theoretical side of brain behavior relations are also concerned with the more practical side The chapters that comprise this 31st volume of the Minnesota Symposium series collectively capture the subtle dance between the biological and behavioral aspects of early adversity as it influences neurobehavioral development Individuals interested in this volume represent the disciplines of developmental psychology and psychopathology child psychiatry toxicology developmental and behavioral pediatrics behavioral neurology and special education

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