

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 quadros 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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Disclosure: The authors report no conflict of interest. Received August 23, 2011. Accepted for publication January 5, 2012.

Screening And Diagnosis Of Children With Learning Disabilities

California. Department of Education



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** Roger Pierangelo,George A. Giuliani,2006 This unique first edition takes students step by step through the process of understanding assessing diagnosing and teaching students with learning disabilities in an easy to read and practical manner Co authored by the President and Vice President of the National Association of Special Education Teachers this new book is designed to be sensitive to the needs of future teachers while covering the spectrum of issues involved with learning disabilities in short easy to read and practical chapters The experienced author team leads students through the step by step process of understanding assessing diagnosing and teaching students with learning disabilities The last part of the book takes readers through an entire school year explaining to them all the policies procedures and normal day to day issues that can be expected by teachers of children with learning disabilities in his or her classroom No other text on the market offers this approach providing current professors with a new and innovative way of presenting the material and teaching the course *Resources in Education* ,1977 **Multidisciplinary Assessment of Children with Learning Disabilities and Mental Retardation** David L. Wodrich,James E. Joy,1986 **Specific Learning Disabilities and Difficulties in Children and Adolescents** Alan S. Kaufman,Nadeen L. Kaufman,2001-07-30 In this book an expert international team looks at all the recently available methods for measuring intelligence in young people **The Complete Directory for People with Learning Disabilities, 1997** Leslie Mackenzie,1997-10 **Clinical Assessment of Learning Problems** Marion Sanders,1979 *Handbook in Diagnostic-prescriptive Teaching* Philip H. Mann,Patricia Suiter,Rose Marie McClung,1979 *Students with Learning Disabilities* Cecil D. Mercer,1997 Appropriate for introductory courses in learning disabilities This text addresses every aspect of learning disabilities from assessment definition and characteristics through specific strategies for individual disorders Based on a multi theoretical foundation this new edition integrates numerous philosophical and practical perspectives into a supportive framework of best practices for both diagnosis and intervention **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 **Informal**

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Behavior of Exceptional Children Norris G. Haring, 1974 Essentials of Specific Learning Disability Identification Vincent C. Alfonso, Dawn P. Flanagan, 2018-04-03 Practical up to date guidance on identifying Specific Learning Disability Essentials of Specific Learning Disability Identification provides accessible authoritative guidance on specific learning disability SLD with the most up to date information on assessment identification interventions and more Contributions by leading experts examine multiple theoretical orientations and various identification approaches for dyslexia dyscalculia dysgraphia and other common SLDs Emphasizing real world utility this book provides important information for professionals who work with children and youth at risk many of the SLD identification practices can be put to work immediately and the expert coverage offers many strategies and interventions for student support in the classroom This new second edition has been updated to align with the most current understanding of SLD manifestations diagnostic assessment and evidence based interventions and includes new material covering nonverbal learning disability speech language impairment general learning difficulties and differentially diagnosing SLD from other conditions Early SLD identification and the right kind of help can raise the trajectory of a child s life This book provides in depth information to facilitate accurate identification and appropriate intervention to help you help the children in your care Understand how SLD manifests in academic performance Learn theory and research based approaches to SLD identification Examine the latest information about new aspects of SLD determination Utilize appropriate and effective intervention strategies for student support If a child s learning disability is caught early and the correct type of support is provided that child gets the chance to develop the skills that lead to achievement in school and beyond As a high incidence disorder SLD affects 10 15 percent of the general population making successful identification an essential skill for those who work with children Essentials of Specific Learning Disability Identification provides authoritative guidance and practical methods that can help you start changing children s lives today

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voltage and step it up to a higher level figure 1 shows the version which is specifically for 12 volts systems the basic pulse rate is set by the venerable 555 timer chip u1 which switches the mosfet q1 at a 1 khz rate