

Early Detection of Developmental and Behavioral Problems

Frances Page Glascoe, PhD*

OBJECTIVES:

After completing this article, readers should be able to:

1. List the percentage of children who drop out of school and have undetected disabilities or known environmental risk factors.
2. Describe the ways in which early intervention is effective.
3. Delineate methods of detecting disabilities and development delays.
4. Describe the percentage of children in whom assessment tools can detect disabilities correctly.
5. Determine how often children should undergo developmental testing.
6. Describe the role of parents in detecting and addressing developmental and behavioral problems.

Epidemiology and Issues for Clinicians

Approximately 15% to 18% of children in the United States have developmental or behavioral disabilities. An additional 7% to 10% experience substantive school failure and drop out before completing high school. Overall, one in four children has serious psychosocial problems. To ensure that these children are detected early and their difficulties addressed, the American Academy of Pediatrics' Committee on Children with Disabilities recommends that pediatricians use validated screening tools at each health supervision visit.

Many pediatricians find it difficult to comply with this recommendation because of minimal reimbursement, young patients' limited compliance with requests to stack blocks or answer questions, time constraints, and concerns about the accuracy and length of well-known screening tools. Finally, children who are at environmental risk for developmental delays and subsequent school failure due to poverty, limited parental education, and similar risk factors do not always receive health supervision visits. Accordingly, they are unavailable at times when pediatricians typically are most vigilant in their search for developmental problems.

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UNDERDETECTION

Most physicians depend on clinical judgment rather than screening tools. Unfortunately, research shows that clinical judgment detects fewer than 30% of children who have mental retardation, learning disabilities, language impairments, and other developmental disabilities. Clinical judgment also identifies fewer than 50% of children who have serious emotional and behavioral disturbances. Use of improved classification systems, such as the Primary Care version of the American Psychiatric Association's *Diagnostic and Statistical Manual (DSM-PC)*, may lead to higher identification rates, although research on this possibility is needed.

Why is the identification of psychosocial problems so poor? One culprit may be the developmental checklists typically embedded in pediatric encounter forms. Although these contain different tasks for patients of different ages, checklists are neither validated nor standardized. None provides proof that specific items measure important skills, and none has scoring criteria that enable clinicians to determine how many failed items is too many. Should the child who misses one out of the typically four or five tasks listed (eg, puts two words together, stands on one foot for 10 seconds) be referred? Two of five? Three of five? No one knows. Physicians never would use such haphazard and unproven methods for screening

blood lead levels, thalassemia, or hypothyroidism. Why do we accept less for development and behavior?

Even when screening tests are used, many clinicians administer them only after noticing a problem, rather than using them with asymptomatic patients, as recommended. Other contributions to limited detection include nonstandardized applications of standardized measures, such as administration of only selected items on the Denver Developmental Screening Test-II. These violations to test validity also may leave professionals without clear information on children's developmental and behavioral status.

THE CONTRIBUTION OF DEVELOPMENT

The nature of developmental problems adds to the challenges of early detection. Young children's symptoms are often subtle and difficult to discriminate from normal development. For example, most children who have disabilities talk, but they may not talk well. They usually read, but may not read well. Similarly, a child who has serious attentional or behavioral problems may be obedient and focused during a brief office visit. Few children who have disabilities are dysmorphic or show other symptoms likely to be apparent on physical examination.

Development is also a "moving target." Developmental disabilities develop just as normal development does. It is impossible to determine that a 12-month-old child has a language impairment until vocabulary or word combinations fail to emerge or emerge only in an attenuated state. Learning disabilities and attention deficit disorder rarely are detected until 4 to 7 years of age, when children initially are exposed to reading instruction and other structured academic tasks. Not apparent until 2 to 3 years of age is the adverse impact of environmental risk factors, including single parenthood, less than a high school education for the parent, limited social

Detection Of Developmental Problems In Children

Samir S. Shah, Stephen Ludwig



Detection Of Developmental Problems In Children:

Detection of Developmental Problems in Children Marilyn J. Krajicek, Alice I. Tearney Tomlinson, 1983 **Diagnosis, Management and Modeling of Neurodevelopmental Disorders** Colin R. Martin, Victor R. Preedy, Rajkumar Rajendram, 2021-05-29 **Diagnosis Management and Modeling of Neurodevelopmental Disorders** The Neuroscience of Development is a comprehensive reference on the diagnosis and management of neurodevelopment and associated disorders. The book discusses the mechanisms underlying neurological development and provides readers with a detailed introduction to the neural connections and complexities in biological circuitries as well as the interactions between genetics, epigenetics, and other micro-environmental processes. In addition, the book also examines the pharmacological and non-pharmacological interventions of development-related conditions. Provides the most comprehensive coverage of the broad range of topics relating to the neuroscience of aging. Features sections on the genetics that influences aging and diseases of aging. Contains an abstract key facts a mini dictionary of terms and summary points in each chapter. Focuses on neurological diseases and conditions linked to aging, environmental factors, and clinical recommendations. Includes more than 500 illustrations and tables. **How to Detect Developmental Delay and What to Do Next** Mary Mountstephen, 2011-06-15 This guide offers practical advice on how to recognize the signs of developmental delay, address difficulties effectively, and help the child to flourish. The author presents a practical approach to dealing with developmental delay, equipping readers with the knowledge, understanding, and tools to tackle problems successfully. **Developmental Psychopathology** Prof. Dr. Bilal Semih Bozdemir, *Developmental Psychopathology: Understanding Childhood Mental Health*. Introduction to Developmental Psychopathology, Risk Factors for Childhood Mental Disorders, Neurodevelopmental Disorders, ADHD and Autism Spectrum Disorder, Emotional and Behavioral Disorders, Depression and Anxiety, Trauma, Abuse and Adversity in Childhood, Resilience and Protective Factors, Implications for Assessment and Intervention. **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

Detection of developmental problems in children, 1977 Developmental Disabilities in Infancy and Childhood: Neurodevelopmental diagnosis and treatment Arnold J. Capute, Pasquale J. Accardo, 1996 The second edition now in two volumes rather than one contains some 30 new chapters addressing a greatly increased number of topics and range of issues from a variety of disciplines The first volume offers discussion of general issues in the theory assessment and treatment of developmental disabilities Trajectories in Developmental Disabilities: Infancy - Childhood - Adolescence, 2022-05-05 *Nelson Pediatric Symptom-Based Diagnosis E-Book* Robert Kliegman, Heather Toth, Brett J. Bordini, Donald G. Basel, 2022-01-10 Patients don't present with a disease they present with symptoms Using a practical symptom based organization Nelson Pediatric Symptom Based Diagnosis Common Diseases and their Mimics 2nd Edition offers authoritative guidance on differential diagnosis and treatment of diseases and disorders in children and adolescents and covers the symptoms you're likely to see in practice their mimics and uncommon disorders Drs Robert M Kliegman Heather Toth Brett J Bordini and Donald Basel walk you through what to consider and how to proceed when faced with common symptoms such as cough fever headache autistic like behaviors chronic pain chest pain gait disturbances and much more Begins with a presenting symptom and leads you through differential diagnosis and a concise review of treatment recommendations Contains more than a dozen new topics including Disease Mimics An Approach to Undiagnosed Diseases Autistic like Behaviors Shock Hypertension Neurocognitive and Developmental Regression Chronic Pain Hypertonicity Movement Disorders Hypermobility and more Features a new focus on symptoms of rarer diseases that are mimics of more common diseases Offers a user friendly approach to Altered Mental Status such as coma and other CNS disorders with numerous clinically useful tables and figures to guide clinical decision making in various care settings Uses a highly templated format for easy reference and quick answers to clinical questions with the same consistent presentation in each chapter History Physical Examination Diagnosis including laboratory tests Imaging Diagnosis and Treatment Includes numerous full color illustrations algorithms tables and red flags to aid differential diagnosis Serves as an ideal companion to Nelson Textbook of Pediatrics 21st Edition Content in this book is referenced and linked electronically to the larger text providing easy access to full background and evidence based treatment and management content when you own both references **Research and Practice for Persons with Severe Disabilities**, 2007 *Oxford Textbook of Primary Medical Care* Roger Jones (Prof.), 2005 *Current Pediatric Diagnosis & Treatment* William W. Hay, 2007 Authoritative timely pediatrics coverage in a find it now format *Current Diagnosis Treatment in Pediatrics 18e* offers concise clinically oriented coverage of the ambulatory and hospital care of children from birth through infancy and adolescence Utilizing the popular Current Series format this handy guide answers all

the questions that come up in daily practice and provides the details necessary to make a sound diagnosis and treatment plan

Medical Aspects of Developmental Disabilities in Children Birth to Three James A. Blackman, 1997 This edition is a major revision of a popular early intervention classic New chapters on neuromuscular disorders and skin manifestations of developmental disabilities have been added Seventeen chapters have been completely rewritten and 22 chapters have been carefully updated Arranged alphabetically for ease in finding major topics this book summarizes health information on over 40 conditions often found in children with developmental disabilities Chapters are consistently organized and include the description cause incidence detection course accompanying health problems medical management and implications for early intervention

Developmental Disorders Robert B. Johnston, Phyllis R. Magrab, 1976

The Practical Assessment and Management of Children with Disorders of Development and Learning Mark Wolraich, 1987

Nursing Assessment Janis P. Bellack, Penny A. Bamford, 1984

Social Work Practice with Children and Adolescents Steven R. Rose, Marian Fatout, 2003 This text identifies factors that influence children and adolescents and indicates how professionals can help young people as clients in a variety of settings The strengths of the text include a pragmatic focus on both children and adolescents a broad conception of practice an emphasis on assessment the use of historical organizational and developmental perspectives and a major social problems focus The text is divided into three parts to identify the context of social work with children and adolescents examine the helping process and discuss applications of that process

Longitudinal Studies of Children at Psychological Risk Charles W. Greenbaum, Judith G. Auerbach, 1992

Symptom-Based Diagnosis in Pediatrics (CHOP Morning Report) Samir S. Shah, Stephen Ludwig, 2014-01-03 A CASE BASED GUIDE TO PEDIATRIC DIAGNOSIS CONVENIENTLY ORGANIZED BY PRESENTING SYMPTOMS Symptom Based Diagnosis in Pediatrics features 19 chapters each devoted to a common pediatric complaint Within each chapter five to eight case presentations teach the diagnostic approach to the symptom The case presentations follow a consistent outline of History Physical Examination and Course of Illness and are followed by discussion of the Differential Diagnosis Diagnosis Incidence and Epidemiology Clinical Manifestations Diagnostic Approach and Treatment Cases are illustrated with vibrant full color photographs and include numerous tables comparing potential diagnoses Organized by symptoms the way patients actually present More than 100 cases teach the diagnostic approach to a symptom Cases illustrate how the same complaint can have a variety of causes Full color clinical photos and illustrations sharpen your visual diagnosis skills Valuable tables detail the most frequent causes of common symptoms CASE BASED COVERAGE OF THE SYMPTOMS YOU RE MOST LIKELY TO ENCOUNTER IN PEDIATRIC PRACTICE Wheezing Decreased Activity Level Vomiting Coughing Back Joint and Extremity Pain Poor Weight Gain Abdominal Pain Altered Mental Status Rash Pallor Fever Constipation Neck Swelling Chest Pain Jaundice Abnormal Gait Diarrhea Syncope Seizures Editors Samir S Shah MD MSCE is Director Division of Hospital Medicine James M Ewell Endowed Chair and Attending Physician in Hospital Medicine and Professor in the Department of Pediatrics at the University

of Cincinnati College of Medicine Stephen Ludwig MD is Chairman of the Graduate Medical Education Committee and Continuing Medical Education Committee and an attending physician in general pediatrics at The Children's Hospital of Philadelphia and Emeritus Professor of Pediatrics at the Perelman School of Medicine at the University of Pennsylvania

CURRENT Diagnosis and Treatment Pediatrics, Nineteenth Edition William W. Hay, Myron J. Levin, Robin R. Detering, Judith M. Sondheimer, 2008-10-01 Market Pediatrics Residents Pediatric Nurse Practitioners Family Practitioners Medical Students CD ROM with clinical images and references that link to web resources The best selling midsize pediatrics book on the market

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